CHAPTER II

REVIEW OF RELATED LITERATURE

II.1 The Nature of Writing

II.1.1 Definition of Writing

In studying English, writing is the most important skill should be mastered by students. Through writing, people can give information to others, make a transaction, persuade to someone, and make a story about everything. Writing is the easiest way to share idea and express it in peace of papers. Besides, writing or learning to write about second language (L2) is not as simple as writing daily activities. It needs a capability to understand the meaning, interpreting, and organizes it well. Richards and Renandya (2002) state that writing is the most difficult skill for L2 learner to master. The difficulty lies not only in generating and organizing the ideas, but also in translating these ideas into readable text.

As second language learners, they are difficult to find the ideas by themselves because the words are hard to come into their brain. They cannot arrange the words in a sentence with appropriate structure and language use. In addition, second language learners are lazy to think how to make good organization in writing text. So, the written text is difficult to be understood.

According to Oxford dictionary, writing is a sequence of letters or symbols forming coherence words. In this definition, writing means that the combination of

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letters, symbols, words, and formed into a meaning and all of them are connected to the sentence or paragraph. All of them should be written down into a piece of paper by some processes.

In conducting written text, the combination of words, letters and symbols are much needed. Words, letters and symbols should be arranged well to make the readers easy to catch the ideas. In arranging the words, letters and symbols need continuous activity. So, the continuous activity will bring the process in writing become easy.

Byrne in Hernandani (2015:9) states that writing is the act of forming graphic symbols, making marks on a flat surface of some kind, arranged according to certain convention to form words and words have to be arranged to sentence. Whereas, writing is more complex activity and process, not only arrange words to sentence form but must consider several aspects of writing.

In addition, Heaton (1988:135) assumes that writing skills are complex and sometimes difficult to teach, requiring mastery of not only grammatical and rhetorical devices but also conceptual and judgmental elements. In the context of writing process, it should consider about good process in order to be a good written form. Peter Elbow (in Brown, 1994:321) describes that writing is two steps processes. First, the writer figures out the meaning. Second, the writer put the meaning into the language or transaction of meaning into language. It means that the writer should

understand what he or she wants to say by making planning or outline to control the idea. Generally, writing considered as an organic, which needs process to develop with suitable words and coherence with the idea without loss of throwing words away. The process of writing is important element in order to become successful writer and it can be ignored.

Based on theories above, it can be inferred that writing skill in this study is defined as complex cognitive activity including the act of expressing and arranging the ideas into written form that have to be arranged according to certain convention, which involves content, organization, vocabulary, grammar and mechanics.

Additional theory stated by Zamel (2007:460), writing is a process of exploring one's thought and learning from the act of writing itself what these thought are. The process of writing started from how to brainstorm the idea and put into handwriting or printed writing.

Writing is the most difficult skill to learn. In writing, people must focus about the meaning of words, sentences, and paragraphs. They have to be able in express their idea and connected with the readers understanding. In addition, they must think about the organization of writing related chronological and coherence. Chalkins in Sartika (2012:2) states writing is a process of choosing a topic, turning the topic into the best possible draft, sharing the draft with friends, then revising it. Writing is not only a process of recording, it also a process of developing an idea. Writing involves

a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. The skills involved in writing are highly complex. L2 writers have to pay attention to higher-level skills of planning and organizing as well as the lower level skills of spelling, punctuation, word choice and so on.

The similar idea about the statement above strongly argued by Sa'diyah (2010:164) that writing is a difficult skill to learn. Writing needs specialized skill to express author's opinion or thought clearly and efficiently. It can be achieved when a writer masters some techniques about showing ideas and express it in a sequence of sentences, how to organize it chronologically and coherently, and how to review and revise until writing is finish.

Some techniques above show that writing can be finished by process in conducting product of writing itself. The process of writing can bring the product of writing become more interesting. Richard and Renandya (2002:350) stated that the writing process as a private activity might be broadly seen as comprising four main stages: planning, drafting, revising, and editing.

II.1.2 Aspects of Writing

In understanding the skill of writing, people should know the aspect of writing. There are two kinds in clarifying writing aspects. First is macro skill and then

micro skill. Brown (1994:325-327) arranges lists of macro skills and micro skills of writing involve the following aspects:

1.   Macro Skills

Macro skill can be defined as a skill in connecting the information to be written down into text. There are six components in macro skill:

1. Use the rhetorical forms and conventions of written discourse.

2. Appropriately accomplish the communicative function of written texts according to form and purpose.

3. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplification.

4. Distinguish between literal and implied meanings when writing.

5. Correctly convey culturally specific references in the written text.

6. Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrase and synonyms, soliciting pear and instructor feedback for revising and editing

2. Micro Skills

In writing aspect, micro skill is more focus on the specific criterion in writing. This skill concerns on language use and grammatical system in writing. The list of micro skill as follow:

1. Produce grapheme and orthographic pattern of English.

2. Produce writing at an efficient rate of speed to suit the purpose.

3. Produce an acceptable core of words and use appropriate word order patterns.

4. Use acceptable grammatical system (i.e. tenses, agreement, and pluralisms), patterns and rules.

5. Express a particular meaning in different grammatical forms

6. Use cohesive devices in written discourse.

Based on macro skills and micro skills above, the students should be concerned with some indicators of writing as follows:

a. Content

It includes clarify of subject, substantive development of thesis, and relevance to assigned topic.

b. Organization

It includes fluency of expression succinctness, well organization, logical sequence, cohesiveness, and coherence.

c. Vocabulary

The word choice should deal with sophisticated range, appropriate register, and effective word/idiom choice and usage word from mastery

d. Language use

It constructing correct sentences which includes word order, pronouns, preposition and the grammar accuracy is most related to tenses used in particular text.

e. Mechanism

Pay attention to punctuation, spelling, capitalization, and paragraphing.

Moreover, according to Ur (1996:162), writing should maintain between micro and macro skills or aspects. The difference of these two skills is on the stress of each skill. Micro skill stresses on specific written form all about level of word and sentences including spelling, punctuation, etc. then, macro skills emphasize on content and organization.

Another classification is stated by Mathews, *et al* (1985:71) that writing skills have some specific skills which are grouped under five heading. They are:

1. Graphical or visual skills

   a. Writing graphemes

      It is the use of letters of alphabet in upper or lower case as appropriate joined in the standard way. This skill is especially difficult for students whose first language is written in a different alphabet.

   b. Spelling

      Students may apply the phonetic convention of their native language to spelling English words.

   c. Punctuation and capitalization

      Students' attention needs to be drawn to the fact that conventions differ from language to language.

   d. Format

      The format in writing is the layout of a letter or memo differs from one language to another.

2. Grammar skills

   These refer to students' ability to use variety of sentence patterns and construction.

3. Expressive or stylistic skills

   These refer to students' ability to express precise meanings in a variety of styles or registers. In order to do this, they do not only have to be able to select appropriate vocabulary, but also appropriate sentence patterns and structures for the written medium.

4. Rhetorical skills

   The students' ability uses linguistics cohesion devices such as connectives, reference word ellipsis, and so on, in order to link part of text into logically related sequences.

5. Organization skills

   These are similar to those involved in theoretical skills above, but they concern with the organization of piece of information into paragraphs and texts. This involves the sequencing of ideas as well as the students' ability to reject irrelevant information and summarize relevant points.

II.1.3 Kinds of Writing

Blumenthal in Hernandani (2015:14) states that there are four types of writing used to express and communicate the content. They are:

a. Description

A description is a verbal picture of a person, place, or thing. In describe someone or something, it needs to give the readers a picture in words, the words should be vivid and real as possible.

b. Narration

Narration is a storytelling, whether it relates a single story or several related ones. It is telling what persons do and say in a given situation in orderly and unified way. In narrative writing, there is something happened t chronologically.

c. Exposition

In exposition, it provides information about and explains a particular subject. It deals with facts, often scientific or historical. Pattern of development within exposition include giving example, detailing a process of doing or making something analyzing cause and effect, comparing and contrasting, defining a term or concept,

and dividing something into parts or classifying it into categories, particularly if a process is being explained step by step.

d. Persuasion

Persuasion is an opinion, trying to get other to accept the writer's view. Persuasive writing is defined as the form of writing in which the writer is trying to get readers to believe in what he or she is writing. The writer must anticipate in advance the questions that may arise in the readers.

e. Argumentation

An argumentation makes a claim and then gives examples and evidence to prove that point. You can begin writing an argumentation by deciding on a certain topic, such as something about a belief, idea, or controversial issue. Then, do research to obtain detailed information. The information can be statistics, stories, examples, observances, and other facts. Use the information throughout the text to argue your point and convince the reader. Guidelines for writing an argumentation text:

a. Choose a narrow issue.

b. Tell your reader what you believe about the issue very clearly and specifically in your thesis statement, or controlling idea.

c. Be aware of your audience and anticipate the reader's views. This means that if you know your readers will most likely not believe a certain statement

because it goes against traditional beliefs or their personal viewpoints make sure you give solid evidence to back it up.

d. Use convincing details as evidence to support your claim. These should be from believable and reliable sources. For example, if you're stating something that has to do with human health, quote a doctor who knows about that topic, or if you are talking about a trend in society, include statistics from a well-known organization.

e. Choose the most appropriate way of arguing your point (inductive or deductive). inductive=start with stating all the evidence and then move on to one conclusion deductive=start with one basic statement of belief and move on to the supporting points of evidence

f. Acknowledge opposing viewpoints to prove you have thought about the topic thoroughly yet still find that your point is correct.

The same idea about the kinds of writing, Buscemi in Hernandani (2015:15) also gives similar kinds of writing. There are five types of writing. They are description, narration, exposition, persuasion and argumentation. Descriptive text is used to describe object, especially about place, things, or persons. It is used when the writer want to give details information. Time order will not be logical aspect. It is emphasize to the object described. Narration is used to narrate of series of events as they occurred in time and explain each event or part of an event in order took place. Exposition is used to pose new ideas for the readers. It is usually developed by using

illustration, comparison, and contrast, or process analysis. The last is persuasion. It is used to persuade the readers through the writer ideas.

II.1.4 The purpose of Writing

There are many purposes of writing. the purpose of writing is what it intends to express on the composition. This purpose influences what language chosen and how to use it. Mc Mahan, et al in Samrotul (2014:8) state that there are several purposes of writing, as follows:

a. To express the writer's feeling

The writer wants to produce and express what he feels or thinks through the written form, as in a diary or a love letter. It is what is so called expressive writing.

b. To entertain the readers

The writer intends to entertain the reader through the written form. The writer usually uses aesthetical material to entertain the readers. It is called literary writing.

c. To inform the readers

The writer wants to give information or explain something to the readers. It is a kind of informative writing.

d. To persuade the readers

The writer wants to persuade or convince the reader about his opinion or concept or idea. It is called persuasive writing

Meanwhile, Brookes and Grundy (2000:3) define some purposes of writing in general. They are:

a. Transcending here and now

When someone wants to communicate with someone in different or other place, but their working hours overlap barely, while there are exactly ways through letters, faxes, or email to communicate. It shows that writing transcends time and space.

b. The problem of Volume

Human-beings have limited memory to remember on a long term, therefore the written form is the most convenient to solve problem of volume, for example: addresses, telephone number, and diary. People cannot remember that all for a long term.

c. Filtering and shaping experience

The writers think about what to write and how to represent their experience. They may well find that writing helps the writer to come to terms with their experience and understand it better.

II.1.5 Writing as Process

Brown (2001) argued the process approach to writing instruction do most of the following:

a. Focus on the process of writing that leads to the final written product;

b. Help students writers to understand their own composing process;

c. Help them to build repertoires of strategies for prewriting (planning), drafting and rewriting;

d. Give students time to write and rewrite;

e. Place central importance on the process of revision;

f. Let students discover what they want to say as they write;

g. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;

h. Encourage feedback from both the instructor and peers;

i. Include individual conferences between teacher and students during the process of composition.

In addition, the processes of writing need the cooperation between teacher and students. They must focus on the activity of writing itself, not in the product of writing. Then, it needs the feedback about the composing activity. In conducting

writing activity become organized well, it needs some stages from starting to write until post-writing.

Richard and Renandya (2002) stated that L2 learners are able to dp writing , they should master four main stages. They are planning, drafting, revising, and editing. Process writing in the classroom is highly structured as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier.

1. Planning (pre-writing)

Planning focuses on stimulation of students to write their writing. It stimulates thoughts for getting started. In fact, it moves students away from having a face of blank page toward generating tentative ideas and gathering information of writing.

Brown (2001) stated that the prewriting stage encourages the generation of ideas, which can happen in numerous ways:

a. Reading (extensively) a passage

b. Skimming and /or scanning a passage

c. Conducting some outside research

d. Brainstorming

e. Listing

f. Clustering

g. Discussing a topic or question

h. Instructor-initiated questions and probes

i. Free writing

Besides, Grenville (2001) argues that there are four foolproof ways to get some words down on the blank page:

a. Making a list (Start by working out what is the single most important word or phrase in the assignment)

b. Making a cluster diagram (instead of having the assignment at the top of the page, write the key word from the assignment in the middle of the page. Put down ideas as it comes. The aim is to form clusters of linked ideas.

c. Researching independent investigation

d. Freewriting.

From these theories about planning (prewriting), it can be said that planning is the first step to find ideas or expressing the ideas of writer to start the writing. This stage is how to find some important information or the topic. Planning uses some techniques such as brainstorming, making a list, researching, and free writing.

2. Drafting

Drafting is a basic stage of the process of writing. At the drafting stage, students must focus on how put the words, sentences, and paragraph into piece of paper. It does not matter with grammatical rule. The most important thing is how to

make a product of writing. This stage focuses on the capability of students to write down the ideas into combination of words, sentences, and paragraphs.

Richard and Renandya (2001) stated that in drafting stage, the writers focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. This stage needs the capability of writer to visualize and audience. Brown (2001) argued that in a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction.

3. Revising

When students revise, they review their text on the basis of the feedback given. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that the writer's intend is made clearer to the reader.

4. Editing

At this stage, 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. Formal editing

is deferred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stages.
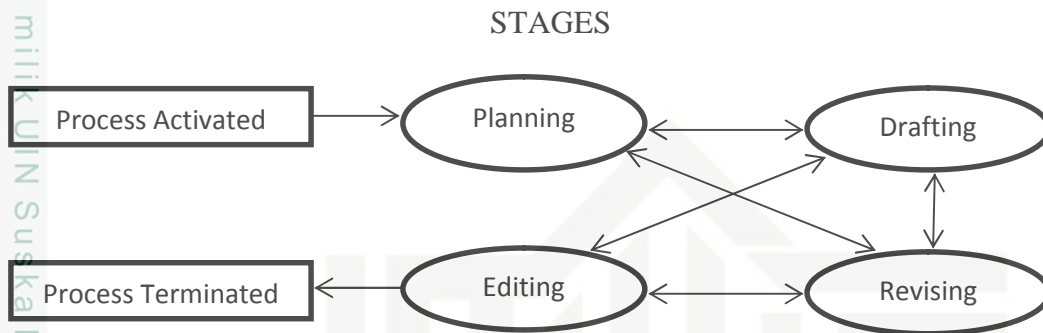
STAGES

Figure 1. The writing process

Adapted from Richards and Renandya (2001)

Based on the figure above, students need to complete all the stages to make their writing run well.

According to Harris (1993:45-60), there are three stages in the process of writing, they are as follows:

a. Assembling strategies

They consist of some classroom activities such as listing questions, brainstorming, research (including reading and note-taking), diagrams, planning (using grids and planning sheets), considering text type, purpose and readership. In planning stage, learner needs to consider all ideas, however unsettling, in order to select, and create the substance out of

which he will shape his subject. Selecting something to write about is very much needed.

b. Creating and developing the text

This stage is the process of creating and developing text. This is a procedure up to a preliminary sketch. It is a series of strategies designed to organized and develop a sustained piece of writing. once planning has enabled the writer to identify several subjects and encourage them to gather information on those subjects from different perspective, they need to determine what they can best accomplish in writing.

c. Editing

This process involves the careful checking of the text to ensure that there are no errors that will impede communication errors of spelling, punctuation, word choice and word order.

II.1.6 Assessing of Writing

Writing skill is a power or ability which is emphasizing in process of writing. Writing skill can be measured through a test. According to Ganessee and Upshur (1997:141) stated that test is a method for collecting information. Test is task or set of tasks, which elicits observable behavior from the test maker. Task may consist of one task or more. Moreover, according to Reid in Hernandani (2015:17) stated that there are four types of grading writing. It can be useful tools for evaluating students' writing, but each has different purposes.

a. Analytic scoring

Analytic scoring separates various factors, skills. Then, teacher, and students can diagnose writing strengths and weaknesses in using it. Analytic scoring is used to assess the writing of ESL (English as Second Language) students that can be used to provide the learners whit feedback about their writing. using the analytic scoring, the teacher will score the students writing based on the components of writing, such as content, organization, vocabulary, language use or grammar, and mechanism.

b. Holistic scoring

Holistic scoring assesses the overall competence of a piece of writing. the teacher as evaluator read each paper without marking anything, then rates the paper as a whole (holistically), and assigning a single score within a given range. So, using this type of scoring, teacher will give the score of a whole text in the range 1 until 6, each range has its own criterion.

Considering the important aspects of writing, there are some aspects for scoring. The aspects of scoring are content, organization, paragraph unity, vocabulary, language use and mechanism. Therefore, Smith in Reid in Hernandani (2015:18) clarifies the criterion of assessing writing.

a. Content

1. The paper is focused on particular subject

2. The purpose of the paper is clear to its reader

3. The thesis is well supported

b. Organization

1. The introduction gets the reader's attention and prepares the reader for what is coming

2. The organization is easy to follow

3. There is clear transition from one idea to the next

4. Individual paragraphs are coherent

5. All details develop the purpose of the paper

6. The conclusion draws the paper to a close, summarize main points, and reemphasize the paper purpose

c. Style

1. Sentences reflects a variety of syntactic structures

2. Vocabulary reflects a concern for audience and purpose of paper

d. Correctness

1. Mechanism are correct: accurate punctuation, capitalization, spelling and grammar

2. Words are used accurately and appropriately

3. Sentences are complete and correct

The table of scoring rubric based on Reid (1993:236-237) is as follows:

Table 2.1 The Scoring Rubric of Writing

	Score	Criteria	Comment
Content	30-27	Excellent to very good	Knowledgeable, substantive, development of text
	26-22	Good to average	Sure knowledge of subject, adequate range
	21-17	Fair to poor	Limited knowledge of subject, little substance
	16-13	Very poor	Does not show knowledge of subject, non-substantive
Organization	20-18	Excellent to very good	Fluent expression, Ideas Clearly stated/supported
	17-14	Good to average	Somewhat choppy, loosely organized, but main ideas stand out
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected
	9—7	Very poor	Does not communicate, no organization
Vocabulary	20-18	Excellent to very good	Sophisticated range, effective word/idiom choice.
	17-14	Good to average	Adequate range, occasional errors of words/idiom form
	13-10	Fair to poor	Limited range, frequent errors of words/idiom form, choice and usage
	9—7	Very poor	Essentially translation, little knowledge of English vocabulary
Language use	25-22	Excellent to very good	Effective complex construction
	21-18	Good to average	Effective but simple construction
	17-11	Fair to poor	Major problems in simple/complex construction

	10--5	Very poor	Virtually no mastery of sentence construction rule
Mechanism	5	Excellent to very good	Demonstrates mastery of convention
	4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization
	2	Very poor	No mastery of convention, dominated by errors of spelling

(Reid, 1993:236-237)

In addition to make students' writing will get the best result, students need their motivation in writing something. It means that motivation is very necessary by students. Tajima (2006:3) stated that when students were involved in writing activities seriously, then they could complete all activities somehow. When they become interested in writing, their writing ability could increase. In addition, motivation for studying English is risen.

II.2 The Nature of Motivation

II.2.1. Definition of Motivation

Motivation is one of important aspect that can increase someone activity. It can make someone become more interesting in doing something. Especially in teaching and learning process, students need their motivation to increase their ability. Dornyei (2010: 74) stated that many teachers would say that motivation is the most

important part of language learning. Indeed, you may have met people who have learnt a language under conditions that would seem to be impossible (without a teacher, and without interaction with any other speakers of the language, for example) just because their motivation so strong.

Lai (2011:2) argues that motivation refers to reasons that underlie behavior that is characterized by willingness and volition. Motivation involves a constellation of closely related beliefs, perception, values, interest, and action. Motivation within individuals tends to vary across subject areas, and this domain specificity increases with age.

To be motivated means to be moved to do something. A person who feels no inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward and end is considered motivated. Kaharu (2013:3) states that motivation is a result of changing energy within someone characterized by increasing his anticipatory goal reaction. Someone will be very motivated because of his or her effective anticipatory goal.

In case of motivation, there are intrinsic motivation and extrinsic motivation influence someone activity. Ryan and Deci (2000: 55) stated that intrinsic motivation has emerged as an important phenomenon for educator- a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices because intrinsic motivation results in high quality learning and creativity. It is especially important to detail the factors and forces that engender versus undermine it. In contrary, extrinsic motivation has typically been

characterized as a pale and impoverished (even if powerful) form of motivation that contrasts with intrinsic motivation. Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome.
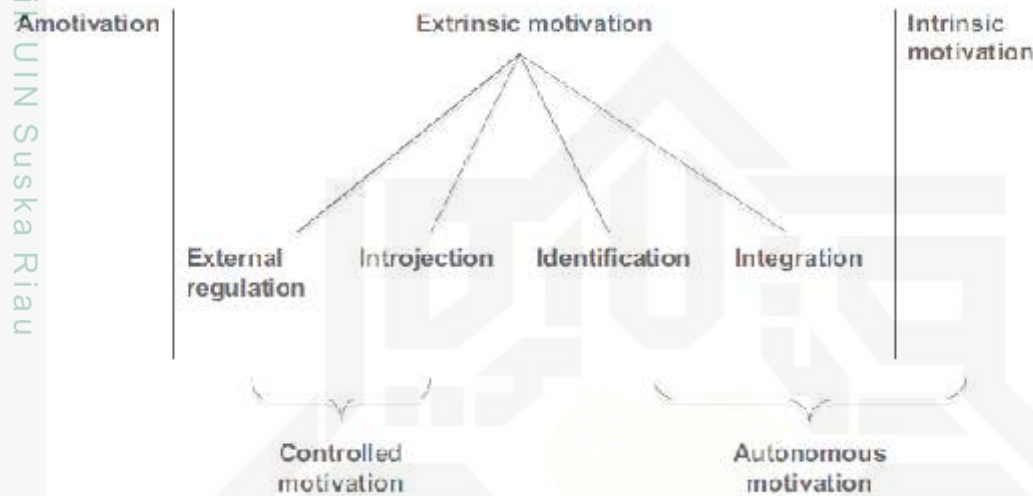
Figure 2. Motivation

II.2.2. Operationalization of Intrinsic and Extrinsic Motivation

Vallerand (1997) developed three-part taxonomy of intrinsic motivation (IM) and three levels of extrinsic motivation (EM). Intrinsic motivation is derived from humans' innate needs for competence and self-determination. According to cognitive evaluation theory, a sub-theory of self- Determination theory, intrinsic motivation is characterized by people's need for meeting "optimal challenges" that "stretch personal abilities by a small but significant amount each time, and promote feelings of competence and skill development". Furthermore, it is hypothesized that "when

people are free to choose to perform an activity, they will seek interesting situations where they can rise to the challenges that the activity presents". The first type of intrinsic motivation in the taxonomy, IM-Knowledge, relates to the sensations stimulated by discovering new knowledge.

The second type of intrinsic motivation, IM-Accomplishment, refers to feelings associated with task completion or goal attainment. Lastly, the third category of intrinsic motivation, IM-Stimulation, is the motivation for doing an activity for the feeling and sensations associated with performing pleasurable tasks. Individuals will experience pleasurable sensations when they are performing tasks which are initiated by the individual and challenging enough.

In contrast to intrinsic motivation, extrinsic motivation lies on the continuum from non-self-determination to self-determination: external regulation, interjected regulation, and identified regulation. External-regulated extrinsic motivation holds only when external incentive is present. The behaviors of an externally-regulated individual are determined by sources external to the individual such as monetary rewards. If the external incentive is taken away from individuals, they will discontinue the engagement in the activity. This is the extreme form of extrinsic motivation which represents least self-determination and can be comparable to instrumental orientation. Interjected-regulated extrinsic motivation takes place when the external pressure has been transferred to the self of the individual. Vallerand (1997) stated that the basis for interjected regulation is "taking in but not accepting a

regulation as one's own" Although interjected regulation is internal to an individual, task engagement only results from threatened sanctions or promised rewards and the regulation is not part of the integrated self.

As a result of internal coercion and seduction, the behaviors exhibited resemble external control rather than self-determined forms of regulation where true choice is not present. The final type of extrinsic motivation, identified regulation refers to a state where individuals will do an activity for a good cause. Identified-regulated individuals would engage in an activity at their own will because they identify with the values it entails. A sense of choice or volition about behaving in the absence of external contingencies and interjects is essential to the development of autonomy and self-determination.

However, Deci, Vallerand et al. in Froiland (2012: 91) state that this form of extrinsic motivated behaviors is not fully self-determined as the behaviors are motivated by the usefulness or instrumentality for the activity itself, it is relatively self-determined because the individual would carry out the activity "willingly, for personal reasons, rather than external pressure". A motivation, which is independent of intrinsic and extrinsic motivation, presents the absence of either intrinsic or extrinsic reasons for performing an activity. It refers to the situation in which the individual sees no correspondence between his action and the consequences of that action, and the consequences result from factors beyond his control.

II.2.3. The Indicators of Motivation

One of the most general and well-known distinction in motivation theories is that between intrinsic and extrinsic motivation. Extrinsically motivated behaviors are the ones that individual performs to receive some extrinsic rewards (i.e. good grades) or avoid punishment. With intrinsically motivated behaviors the rewards are internal (i.e. enjoy of doing a particular activity or satisfying one's curiosity).

Hamzah (2008) stated that there were 6 indicators of students' motivation:

1. Desire to be success

   The desire to be success in learning and on daily life generally called achievement motive. The motive to be success is in doing a task or job or to get perfection. The achievement motive can be learnt. This motive can be fixed and developed in teaching and learning process.

2. Students' need

   It always come from students' awareness to be success and afraid to be failed in their learning. Sometimes, students are reinforced because they are afraid to be punished by their teacher or parents.

3. Hope and dreams

   Hope and dreams come from students' belief. It is influence by their feeling about the description in the future if they are failed to do some tasks.

4. Reinforced (reward and Punishment)

Students will be motivated if teachers always give reward and sometimes they will be motivated because of punishment. Students will study hard if they know about reward (i.e. good grade).

5. Interest

Students will be easy to catch the information from the teacher if they get the knowledge with interest.

6. Comfortable learning environment

Comfortable environment when students learn in classroom is very important to be known by the teacher.

According to Judith (2001:72) stated that there are four indicators of motivation in learning. In this research learning motivation related to students' writing motivation:

1. Perceived Competence

Students can be asked to report on their perception of their academic competence. Perceived competence or confidence may be particularly important in subject where there is often anxiety. In this research, the subject is writing ability.

2. Attitudes Towards School or Class

Attitude assesses how well a student likes or dislikes something. In this case, school, school subject, or a particular subject.

3. Cognitive Engagement/Learning Strategies

Another measure related to motivation is how student learn. Items can assess the degree to which students report regulating their own learning.

4. Comfort in participating

It can be measured to know about student comfortable in learning writing in classroom.

In other side, Melgis (2015:53) stated that there were some indicators of writing motivation. They are:

1. Students do not avoid writing task
2. Students keep writing even the writing is not to be graded
3. Students turn in works on days when writing is going to be required
4. Students follow a course that requires writing
5. Students choose profession where writing is a day to day activity
6. Students have high self confidence in their capability to write or learn to write
7. Students' belief show greater intrinsic in writing task

8. Students set higher achievement goals in writing

9. Students put more effort when they encounter difficulties and approach difficult tasks as challenge

10. Students experience less anxiety and stress when taking on difficult tasks

11. Students use proper grammar in their composition

12. Students perform mechanical writing skills in their composition

13. Students show good self confidence in writing

14. Students perceive value of writing

15. Students control and evaluate their own learning and behavior in writing

II.2.4. The Component of Motivation in Learning Situation

Dornyei (1994:277) states that there are three sets of motivational component related to learning situation that are:

a. Course-specific motivational component

There are some factors to describe this component, interest, relevance, expectancy and satisfaction. Interest is related to intrinsic motivation and is centered on the individual inherent curiosity and desire to know more about him or herself and his or her environment. Relevance refers to the

extent to which the students feel that the instruction is connected to important personal needs, value and goal. Expectancy refers to the perceived likely hood of success and is related to the learners' self confidence and self efficiency at a general level. At the level of learning situation it concern perceived task difficulty, the amount of effort required, the amount of available assistance and guidance, the teacher's presentation of the task, and familiarity with the task type. Satisfaction concerns the outcome of an activity, referring to the combination of extrinsic reward such as praise or good marks and to intrinsic reward such as enjoyment and pride.

b. Teacher- Specific motivational Component

The most important teacher-specific motivational component consists of three types. The first is affiliative drive which refers to students' needs to do well in school in order to please the teacher whom they like and appreciate. Although this desire for teacher approval is an extrinsic motive, it is often a precursor to intrinsic interest as is attested by good teachers whose students become devoted to their subject. The second is authority which refers to autonomy supporting or controlling. Sharing responsibility with students, offering them options and choices, letting them have a say in establishing priorities, and involving them in decision making enhance students self-determination and intrinsic motivation. The

last is socialization of students motivation which actively develops and stimulates learners' motivation. The socialization process include modeling; teacher in the position as a group leader, embody the group conscience and as consequence , students attitude and orientation toward learning will be model after their teacher, both in term of effort expenditure and orientation of interest in the subject. Task presentation; efficient teacher call student attention to the purpose of the activity they are going to do. And the last is feedback; this process carries a clear message about teacher priorities and is reflected in the students' motivation. There are two types of feedback. The first is informational feedback and the second is controlling feedback.

c. Group-Specific Component

Classroom learning takes place within groups as organizational unit; these units are powerful social entities with a life of their own. So that group dynamic influence students' affects and cognition. In addition, group goal and group commitment to these goals do not necessarily coincide with those of the individual, but may reinforce or reduce them.

Meece (2001:34) describes the teachers' activity to make students' could get good motivation. There are some categories:

1. The quality of instructional activities

The kind of work students do in the classroom is central to how much effort they expend. The diversity, variety, and novelty of learning tasks have an important influence on students' motivation to learn. The importance of providing a variety of learning tasks cannot be overemphasized. Even minor changes in the format of a lesson can have significant effects on students' motivation to learn. Also, to stimulate students' curiosity, teachers can highlight ideas that are surprising or discrepant from students' current knowledge and understanding.

2. The quality of student's assessment and teacher feedback,

To develop a sense of competency and efficacy, students need clear and specific feedback that they are improving. It is not only meaningful instructional activities that are needed, but a feedback loop that personalizes learning for each student. Assessment practices should be therefore examined carefully to see how effectively feedback is being used to help students improve and reach for higher standards.

3. The quality of the classroom climate that requires; high expectation for all students, fostering student autonomy and choice, promoting cooperation and teamwork rather than individual competition, knowing the student, classroom management and discipline.

Students' motivation to learn is greatly influenced by their teachers' expectations for student learning. Teacher expectations can function as "self-fulfilling prophecies" in

the classroom. Research has consistently shown that students generally perform better in classes where the teacher expects all students to achieve as opposed to classes where teachers do not communicate uniformly high expectations. Teacher expectations are communicated in a variety of ways. In general, high-expectation students receive more learning opportunities, more corrective feedback, and more attention than do low-expectation students.

Barkaoui (2007:42) argues that the motivation literature suggests several strategies and techniques that teachers can use to create and maintain learner motivation in writing classroom. First, teachers should identify and discuss learners' writing experiences, beliefs, needs, and goals with the aim of rectifying misconceptions (e.g., that writing is a gift) and enhancing positive attitudes towards writing. Second, teachers should help students see themselves as successful writers by providing them with positive experiences with writing activities; emphasizing that they can be successful in these activities through their own efforts; praising them on work well done; and helping them "start seeing themselves as writers, [rather than as students], who can get things done with written discourse". Third, teachers should ensure a pleasant and supportive atmosphere in the classroom where the students can feel safe and trusting. Fourth, teachers should take the different backgrounds, experiences, and expectations that students bring to the writing classroom into account when selecting teaching materials and approaches, developing reading and writing assignments, constructing assessment instruments, and providing feedback. Fifth, the reading and writing tasks and activities used should be meaningful,

relevant, and varied in terms of content and genre. Finally, teachers should be explicit about the goals of the learning and assessment tasks they use, provide learners with clear goals and strategies to make writing tasks manageable, and allow students choice.

II.3. The Nature of Reading Habit

II.3.1 The Definition of Reading Habit

Muawanah (2014:18) defines habit as behavior that has been repeated until it has become more or less automatic, enacted without purposeful thinking, largely without any sense of awareness. Reading habit as an integrated association between stimulus and response, and that association sets up with goal during learning and performance. Reading habit gives many advantages for people. Through reading people can be clever and know many kind of information on third world. Students learn to read by reading activity.

Another argumentation from Sangkeo in Hernandani (2015:33) stated that reading habits refers to the behavior which expresses the likeness of reading of individual types of reading and tasted of reading. Meanwhile (Iftanti in Hernandani 2015:33) stated that a habit of reading is established by having frequent repetition of reading practices in a course of time. In addition, Anshi (2012:2) stated that reading habit how often, how much, and what students read. Reading not only depends on knowledge or skill, but also on the students wanting to read (values and attitude).

From the explanation above, it can be inferred that reading habits in this study is defined as a behavior or attitude which is acquired by frequent repetition in reading which involves attitude, frequency, motivation, books read and time spend on reading.

II.3.2 The Purposes and Indicators of Reading Habit

When people read, they read for a purpose. Purpose determines how people read a text. Davies in Hernandani (2015:35) argued that there are four main reasons in reading:

a. Reading for pleasure. A reader wants to follow a narrative. To enjoy the sound and rhythm or rhyme of literary text.

b. Reading for organizing reading and study. A reader wishes to identify the important content of text, to answer specific questions, to decide which section of a text to start studying, to gain an idea of the author's viewpoint, to gain an overall impression of the tone of a text, to decide which section whether or not to read the text.

c. Reading for learning content and procedures. It needs to gain an understanding of new concept. To learn certain facts from a text and to follow instructions.

d. Reading for language learning. It wishes to translate the text, literally or metaphorically, to learn vocabulary, to identify "useful" structure or collocation, to use the text as a model for writing and to practice pronunciation.

Besides, Wallace (1992:6-7) states that there are some purposes of reading based on personal reason for reading:

a. Reading for survival

Reading for survival is the common purpose why people read to written symbols. It is reading to materials common to a person's everyday life. It involves an immediate response to situation. for example read a street signs, recipes, labels, admonition signs, etc.

b. Reading for pleasure

It refers to reading activity whereby the purpose is primarily that of enjoyment. It occurs when the reader reads something because he truly wants to read it pure for joy. An important by product of reading for pleasure in any language is fluency.

c. Reading for learning

Reading for learning is usually goal oriented. It is typically occurs in academic context. In this case, the reader begin to read a text because he needs to learn considerable amount of information and to expand general knowledge of the world which he considers important from the text.

Ochanya (2010:232) states that there are some reading habit purposes which have either positive or negative result. For purpose of this topic, they are grouped into four characteristics such as hobby, recreational, concentration and deviational.

1. Reading habit as a hobby

    Reading habit as a hobby makes a reader knowledgeable in so many areas, such as politic, education, religious and economic. This purpose of reading habit not only makes students satisfied but also positive. Unlike others hobbies,   reading as one of recommended one to shape reader personality skill. Anshi (2012:1) stated that by reading book particularly could develop the knowledge of vocabulary which help in conversation. Trent Hamm (2012:1) stated that reading as a hobby is wonderful, it helps reader to develop their ability to absorb and to comprehend written material and help them to pursue a better job.

2. Reading as recreational

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

3. Reading habit as concentration

    Ochanya (2010:233) states that one of reading habit purposes is concentration. Concentration means the reader acknowledge their reading process to understand the meaning of passage. Stakeholders recommend Reading for concentration for use in school. This reading habit purpose shows positive result in students; achievement in school.

4. Reading habit as deviational

The last reading habit purpose is deviational. This is the only reading habit which has a negative norm. Ochanya(2010:234) states that the reader sometimes pretends to read, and deviates from the actual reading. The students should avoid this. If this reading attitude acquired by the students, it may lead to loss of interest in acquisition of knowledge.

In order to identify students' reading habit, there are six indicators of reading habit. Julio (2011:59) stated that there are six indicators of reading habit:

1. Reading frequency

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

2. Books read

The number of many books which the students have read in the last three months.

3. Time spent on reading academic book

It is considered the time that the students devote their time to read academic book especially for their specialist subject.

4. Time spent on non-academic book

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 family environment

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

6. Motivation in academic environment

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

Meanwhile, Agunrombi (1995) stated that some aspects influence reading habit such as parents' active participation would promote students interest in reading, students would spend more time on reading materials if reading activities are actively promoted and reading atmosphere created in school. It shows that motivation arise from students environment. Unconsciously, students' reading habit is built by their own willingness through support from their environment.

From the theories above, it can be seen that there are several indicators of reading habits. Thus this research will use reading habit indicator as mentioned above which includes attitude toward reading, reading frequency, the number of book, time spent on reading and motivation.

II.3.3. The Advantages of Reading habit

In habitual reading, there are so many advantages that the students can absorb. Reading habit is a powerful and long lasting tool in 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

habitual activity also helps the students to pleasure their understanding. Help them become more intelligent, and boots their vocabulary meaning.

Thanuskody (2011) stated that there were several benefits of reading. A reader can learn a new word, can be introduced to new facts, reader can become knowledgeable about the whole world and reader can stimulate to both taught and emotion. A more complex explanation stated by Steel Jack (2008) about several advantages of reading habits are:

1. Help the mind performs effectively

2. Help to develop good vocabularies

3. Boots intellectual curiosity

4. Increase psychology activity

5. Having positive set of mind

A good reading habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency. Furthermore, an individual's interests are determined to a considerable extent by the amount he will read and the intensity with which he will pursue his reading activity. By reading books, one gets confirmation or rejection of one's own ideas, which makes one think more critically about right and wrong in the society. Reading provides people with a sense of values, which enable them gradually to develop the greatest of all virtues, that is the ability to understand rather than condemn. Books can also be very comforting, especially at times when one doubts one's self and one's beliefs.

Pleasure reading furthers the development of reading as life-long habit which strengthens both language skills and fluency noted that children improve their reading skill when they read for pleasure. Cunningham and Stanovich in Chettri (2013:14) reported that reading volume both inside and outside the school has a significant impact on the development of reading speed and fluency, vocabulary, general knowledge overall verbal ability and academic achievements.

II.4 Related Studies

There were some preliminaries studies related to this research, the first was the Journal research done by Aisha Riaz, Asma Kiran and Niaz malik entitled "Relationship of study habit with educational achievement". (A survey in the university of agriculture Faisalabad, Pakistan). In his quantitative research especially in survey design, he tried to find out the relationship between study habit and education achievement. The data took 150 students of B.Sc Home Economist and M.Sc Home economist during the year 2000-2001. The result showed that there was a strong relationship between study habits on the educational performance of learner. The relationship between this research and the writer research was the use of variable. The Aisha Riaz used study habit as a variable, and this research used reading habit as a variable. It has the different in variable study habits and reading habit. But it can be seen from students' study habit in reading material to increase students' writing skill.

The similarity in this research showed that the variable of study habit could be inferred to reading habit. The educational field was one of the focus subjects in this research especially in learning writing.

The second was a thesis from Strauss, John Michael on 2008. His thesis entitled Reading Habits and Attitudes of Thai L2 Students. This research was a case study (ethnographic research method) on three phases. In his thesis, he tried to purpose his research to investigate the reading habits of three Thai students between their early twenties to early thirties. The subjects in his research were three persons of Thai. The result in his research showed that the present reading habits were determined by positive or negative reading experience in the past. Subject who enjoyed positive experience reading fiction or non-fiction; the subject who had negative early reading experience was not regular reader of any kinds of books in either Thai or English. The different variable in this research was attitude variable. In this research used reading habit and motivation. It means that there was a different in one variable. This related studies used attitude but this research used motivation. In this research has similar variable. The similar variable was reading habit.

The third was Shourafa in his journal entitled "The Effect of Motivation on Jordanian 10th Grade Students' Writing Skill in English". The purpose in his research that to investigate the effect of motivation on English writing skill among Jordanian 10th grade students in Alkarak directorate of education during the second semester 2011/2012. The population in this research was the 10th grade students and the sample in this research consisted of 198 male and female students which was stratified

randomly. This research used quantitative research clearly found that there was significant effect of motivation on 10th grade Jordanian students. The difference from related studies and this research was on research methodology. This related study used experimental research but this research used survey research. The same variable from this journal and this research was the used of variables. This journal used Motivation and writing skill. This research also used motivation and writing skill as variables.

The fourth was from Hernandani (2015) in his correlational study on "Translation Ability, Reading Habit and Writing Skill at the Eleventh Grade Students of SMA Negeri 1 Teras in Academic Year 2014/2015". The methodology of his research was correlational study. The objectives in his research are to find whether or not there was a positive correlation between translation ability and writing skill. Next, to find whether or not there was a positive correlation between reading habit and writing skill. The last was to find whether or not there was positive correlation between translation ability and reading habit simultaneously, and writing skill. The population in his research was the eleventh grade students of SMA N 1 Teras, Boyolali in academic year 2014/2015. The sample in his research was class XI MIA 1 of SMA 1 Teras Boyolali. The total number of students in sample was 31 students. The finding in this research said that there was significant correlation between reading habit and writing ability. It was also known that reading habit was an important factor that could improve students' writing skill. The different about this

related research seen in the variables. The research used translation ability. In this research used motivation in one of the variable.

The fifth from Tajima in his article about "Raising Students' Motivation for Writing: Blending Some Tesol Theories and Applying to Writing Class". In his research, the article used case study as a method of research. In his research the subjects was students at faculty of English Tokyo Polytech. The sample was one student in that faculty. The research finding in his article was that students have high motivation in doing a lot of activity, and then their writing ability could improve. The different from this research was the design of research. The related study used case study research but in this research used survey design. Additionally, the related study used two variables but in this research used three variables. One of additional variable was motivation.

The sixth from Ulfa Sahtika Mayar. This study entitled "The Influence of Reading Habit on Students' Writing Skill at the First Grade SMPN 1 Pedes Karawang". The objectives of this research was to find out how strong the influence of reading habit on students' writing skill at the first grade of SMPN 1 Pedes Karawang, and to identify how well the quality of student's writing skill. In this research, she used quasi-experimental with nonequivalent group pretest-posttest design and quantitative method. The population of the research was 42 of the first grade SMPN 1 Pedes Karawang and the sample of the research was entire populations which were divided into two groups (A as Experimental group and B as control group). Each of them consisted of 21 students. The results of data analysis

showed that: mean score pretest of control group was 4.50 and mean score posttest of control group was 6.01 mean score pretest of experimental group was 5.46 and score posttest of experimental group was 7.17 and tobs was 2.57 and the ttable with d.f 40 and level significance at 5% (0.05) was 2.02. Based on the data analysis above, the alternative hypothesis was accepted because the t obs was higher than ttable (2.57>2.02). It also meant that the influence of reading habit on students' writing skill at the first grade of SMPN 1 Pedes Karawang is more active. In this related study used two variables, which are reading habits and writing skills. In this research used three variables which were reading habit, motivation and writing skill.

The seventh related study was from Owusu-Acheaw and Larson (2014). This research entitled Reading Habit among Students and Its Effect on Academic performance: A study of Students of Koforidua Polytechnic. This study sought to assess the reading habits among students and their effects on their academic performance. The study was conducted in Koforidua Polytechnic situated in the Eastern Region of Ghana. A questionnaire was used for the data collection. The data collected were analyzed quantitatively with the use of Statistical Package for Social Science (SPSS). From the total of 1052 copies of questionnaire distributed, 1000 copies, representing 95.0% were filled and returned. The findings showed that majority of the respondents acknowledge the importance of reading, 81.9% of the respondents neither read novel nor fiction within the last two semesters while 62.0% of the respondents only read for the purpose of passing examination. The study confirmed that reading habit had influence on academic performance and there was a

relationship between reading habit and academic performance. The study recommended among others that lecturers should be advised to stop providing handouts to students but rather encourage them to use the library for research and also, the current system of assessing students should be given a second thought with respect to the formulae of assessment.

The similarity in this research was reading habit as the independent variable. This research had the same focus in determining the students reading habit. The difference was in the level of students. This research used higher students as the subject. But for this research, writer used vocational high school as the subject.

The eight related study was from Akarsu and Derimeyez (2014). Their research entitled "The Reading Habit of University Students Studying English Language and Literature in Digital Age". The aim of this study explored the current reading habits and attitudes of university students studying English Language and Literature at Ataturk University. Moreover, it aimed to determine the effects of widespread use of the internet and other alternative multimedia resources in reading habits. In order to have a broad overview of the current reading habits, a questionnaire was conducted among 76 randomly selected university students. The questionnaire involved six categories: demographic information, frequency of items read, contents of online reading, online activities, content first clicked when online, and techniques to develop reading habits. SPSS Statistics 20 program was used to analyze the data. Conducting research to gain a broad overview of the reading habits of learners, the researcher made suggestions to foster reading habits among university

students in the constantly technology dominated world of today. This research had similarity in reading habit as independent variable. This research was determining the students' reading habit and also their attitude in reading book. The different in this research was in the subject of research. This related study used university students as subject.

The ninth related study was from Journal of Iftanti from State Islamic Institute of Tulungagung (2015). This journal entitled "What Makes EFL Students Establish Good Reading Habits in English". It was important to note that this study was qualitatively done with five selected students of the English Department focusing on finding out factors affecting the EFL students to establish their good reading habits in English. Consequently, the study could not reveal the degree of the correlation of the factors and it did not result in the tendency of the amount of effect of each factor but on the generalized ability of each factor in the establishment of good reading habits in English. The present study was also limited on college students who did not represent EFL students that actually cover students studying English in all levels of education namely elementary and secondary schools. Accordingly, these limitations could be taken into account as the basis to conduct further studies which focus on finding out the correlation and the tendency of each factor in the development of the EFL students' good reading habits in English. It was also necessary to conduct a further study with the more representative EFL students involving all levels of education to get more comprehensible factors contributing to the EFL students' good reading habits in English. However, the result of this study could be used as underlying

inspiration for English teachers, parents, and librarians to assist the EFL students' students in establishing their good reading habits in English.

The last was from Chettri in her Journal of Humanities and Social Science. Her journal title was about "Reading Habits". This research suggests habits of independent reading, or students choosing to read on their own time, are strong indicators of school and reading success. Scholars also found that recreational reading significantly decreases in the middle school years. A growing number of researchers are focusing on crucial questions relating to student motivation and reading habits in the middle school years. These studies had found that students who achieved high scores on reading assessments, among other indicators of literacy learning, appeared to have high intrinsic motivation to read, and often chose to read on a regular basis outside of school. Nearly every study that has examined this relationship had found a positive correlation, and it was present even when different tests, different methods of probing reading habits and different definitions of free reading are used. Given the complex relationships among independent reading habits, literacy learning, and school success, more research on independent reading practices and reading motivation during adolescence was needed.

Those were related studies had some differences and similarities. The first related study; there were two variables in their research, study habit and educational achievement. The difference with this research was educational achievement. In this research educational achievement did not use at all. The similarity came to study habit. This research was focus on reading habit. The second related study; there were

two variables. One of the variables had similarity in this research that was reading habit. The third related study; there were two variables. The similarities in this research were motivation and writing skill. In this research, motivation was more focus on writing motivation. The fourth related study; there were three variables. They were translation ability, reading habit and writing skill. The similarities in this research were reading habit and writing skill, meanwhile translation ability was not as a variable in this research. The fifth related study; there were two variables, motivation and writing. In this research also used motivation and writing as variables. The sixth related study; there were two variables, reading habit and writing skill. In this research also used reading habit and writing skill as variable and adding motivation as the other variable. The seventh related study there was only one variable. That was reading habit. This relevant research had similarity in the variable of reading habit. But, the relevant research only had one variable; it was different in the recent research conducted three variables; reading habit, writing motivation and writing ability. The eight related study also research about reading habit and attitude of university students. It had similarity in reading habit and attitude as students' motivation. The different was in the writing ability. The related study did not focus on writing ability but only reading habit and students' attitude in reading activity. The ninth and tenth related studies focus on reading habit as the variable. It had similarity in this research.

II.5 Operational concept

To avoid misunderstanding in this research, the writer operates the abstract theories that have been mentioned in theoretical framework.

There are three variables discussed in this research that are:

Variable X1 : reading habit is an activity which shown students' frequency in doing reading activities in their spare time. It is also include the number of their reading books. The indicators of reading habit as follows:

1. Reading frequency
2. Books read
3. Time spent on reading academic book
4. Time spent on reading non-academic book
5. Motivation in family environment
6. Motivation in academic environment

Variable X2: writing motivation. This is the second independent variable. The indicators of students' motivation are:

1. Students do not avoid writing task
2. Students keep writing even the writing is not to be graded
3. Students turn in works on days when writing is going to be required
4. Students follow a course that requires writing
5. Students choose profession where writing is a day to day activity

6. Students have high self confidence in their capability to write or learn to write

7. Students' belief show greater intrinsic in writing task

8. Students set higher achievement goals in writing

9. Students put more effort when they encounter difficulties and approach difficult tasks as challenge

10. Students experience less anxiety and stress when taking on difficult tasks

11. Students use proper grammar in their composition

12. Students perform mechanical writing skills in their composition

13. Students show good self confidence in writing

14. Students perceive value of writing

15. Students control and evaluate their own learning and behavior in writing

Variable Y: writing ability. This is the dependent variable. The indicators of students writing ability are:

1. Students are able to develop their idea based on the content

2. Students are able to organized the text well

3. Students are able to use appropriate vocabularies

4. Students are able to write with appropriate language use

5. Students are able to write with mastery mechanism

II.6 Assumption and hypothesis

1. Assumption

The writer assumes that the students writing ability levels are various. In addition, students' motivation is in the high level. Moreover, reading habit is an activity that should be done by students in their spare time. They have to read more book either academic book or non-academic book.

2. Hypothesis

The hypotheses in this research are:

Ha 1: There is a significant relationship of reading habit toward students writing ability

Ha 2: There is a significant relationship of writing motivation towards students writing ability

Ha 3: There is an influence of reading habit and writing motivation toward writing ability