

CHAPTER II

THEORITICAL REVIEW

A. Reading

1. Definition of Reading

Richards and Renandya (2002, p.273) state that reading is a skill which is highly valued by students and teachers. According to Nunan (2006, p.69), reading is a set of skills that involves making sense and deriving meaning from printed word. In short, reading is a process to establish the reader's comprehension which involves making sense and deriving meaning from printed word with different purposes.

According to Manzo and Manzo (1995, p.9), the act of reading is said to be composed of two parts: the process and the product. The process refers to the functions, or operations, that ones goes through in deriving meaning, whereas the "product"-or more appropriately "products" refers to the actual information and insights reached as a result of reading. Meanwhile, Collins and Collins (2002, p.8) say reading is a mental process. Although the eyes are involved in sending information about print to the brain, the brain performs the real act of reading. Then, reading is a mental process which involves deriving meaning and sending information about print to the brain till being the real action of reading.

2. Purposes of Reading

The main purpose of reading is to gain information, and understand the content. Grabe and Stoller (2002) in Nurfadhilah (2015) proposed the purpose for reading which consist of reading to find simple information, to skim quickly, to learn from text, to combine information, to write or search information needed for writing, to criticize text and reading for general comprehension. Actually, most students read for several different purposes namely read for pleasure, for knowledge, for accomplishing specific purpose or all of them.

Another purpose of reading is proposed by Anderson in Tarigan (2008) which consist of five purposes of reading. The following is the explanation:

a. Reading for details and facts

Reading for details and facts are reading to get information that is done by figure or to solve the problems which made by figure.

b. Reading for main ideas

Reading for main ideas is to get the topic, the case of the story, the things that is learned or experienced, summarize something that has been done by the figure

c. Reading for sequence or organization

Reading for sequence is reading to understand the parts of the story from the beginning until the end of the story.

d. Reading for inference

Reading for inference is to understand the figure do something or the writer's mean of the passage.

e. Reading for classifying

Reading for classifying is reading to understand something unusual, to find something that is fact or not.

B. Habit

According to Oxford Dictionary, habit means a thing you do often and almost without thinking, especially something that the writer hard to stop doing. Habit is a repeated behaviour that becomes automatic action without purposeful thinking to do and there is no sense of awareness (Nilsen, 2012:1). This means that habit is activity that is done by someone automatically without thinking and not burdening someone who do that. Whereas, habit comes from someone's physical repeatedly activity and it improved. The term "habit" is repeated behaviour that it becomes more or less automatic, enacted without thinking, largely without any sense of awareness (Nilsen at all 2012).

C. Reading Habit

Reading activity is regarded as a habit when it is done repeatedly. According to Shen (2006) states that reading habit is how often, how much, and what students read.

As Sangkaeo (1999) in Chettri & Rout (2013) states reading habit refers to the behaviour which expresses the likeness of reading of individual types

of reading and tastes of reading. It means that someone who has behavior spending time to read anything. Reading can be said habit because it is repetition action and become something routinely did. Besides, Reading is one of the effective ways to be a good reader, good speller, advanced grammatical competence, reliable writer, and mastered vocabulary. It can refer that learners who have good reading habit, they can increase their acquisition in grammar then good in writing.

According to Ismail and Elias (2009), the habit of reading is an activity repeatedly carried out. Repeatedly means that someone who do activity with regularly time. That can be every day, every week, or every month it depends on someone who do that. Shabi and Udofia (2009) as cited in Oji and Habibu (2011) stated that “having the habit of reading in everyday life and not just for school purpose” p.34. reading habit is reading activity undertaken to the purpose for pleasure.

Habit in this research refers to the habit that students always do in their spare time or they intentionally spend their time for reading at school or at home. The previous study found that by reading habit can establish feeling joy which make person who do that feel happy because of that habit. Therefore, they also like some genre of reading texts that they usually read. After all the explanation above, it can be concluded that reading habit is a routine activity without coercion from others and it can stimulate someone who did it can feel enjoyable.

1. Factors of Reading Habit

Habit cannot come instantly since it needs a long process to be built. Factors influencing habit such as: interests, motivation, and environment. The factors are integrated so that is they cannot be separated. To build a reading habit, for instance, if someone wants to read, he can start reading by choosing interesting and knowledgeable resources such as book, article, newspaper or magazine he/she will try to spend his/her time to read. If this activity is done regularly, automatically, a reading habit can be achieved. Tampubolon (1990:41) confirms that in building the habit we need longer time because the interest and motivation have rule in it. There is no interest and motivation, generally, the habit will never exist. Furthermore, Reid (2007:2) states that habits are our emotional regulators or comforters. Our thinking and behavior follow the grooves in our minds. In this case the researcher states that reading habit is behavior to read which is done regularly to understand information and get entertainment from written material. Reading can be obtain from fiction, non-fiction, book, magazine, newspaper, reading also useful for getting knowledge.

D. Types of Reading Habit

Reading habit which is done by students have several types. Ogbodo (2011) distinguished reading habit as hobby, recreational, and concentration. A hobby is an activity that creates joy and satisfaction in doing it. The purpose of reading habit as hobby makes the reader knowledgeable in many

field, such as educational. Unlike other hobbies, reading is one of recommended one to establish reader's skills. Furthermore, reading can improve readers' vocabulary in communicating and support readers' career in the future.

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

Concentration means the readers acknowledge their reading process to understand the meaning of the passage. Reading for concentration is recommended for stakeholders to use at school. This reading habit purpose shows positive result in students' achievement in the classroom.

E. The Aspect of Reading Habit

Gaona (2011: 59-60) states that there are six indicators to measure reading habit, they are: reading frequency, the kinds of book read, time spent on academic environment, and motivation in the family environment. So that way, there are so many factors that influence students to create the reading habits.

1. Reading Frequency

Reading frequency used to measure student's reading frequency in their spare time. That often students read during a day or a week and how many pages they read in a day. The amount of time that the reader spent for reading may indicate that person has high interest in reading or not.

As Akande (2007) in Nurfadhilah (2015) disclose that the majority of students at university spend reading between 1-2 hours per day on reading. This is in line with Nell (1988) article that reading quantity was asking about how long respondents read a day.

2. The Kinds of Books Read

The number of many books that students have read in the last three months was included in the questionnaires. What kind of book read also shows the students reading habit. If students like read genre they will read book with genre a lot but it does not mean that do not read another genre.

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. How long time students spend their time to read in academic reading. Academic reading usually becomes a compulsory to the students to be read, but not all students read that academic reading. It can be measurement of reading habit. Students who want to get the high score usually read a lot.

4. Time Spent on Non-Academic Reading

Besides academic reading, non-academic reading also be measured to know the reading habit. Then, the motivation in the academic also be indicators of reading habit. What the purposes of the students read academic sources. It is discussed amount of the time that student used to

read non-academic book such as magazine, novel, fiction romance, horror, fantasy 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. Family plays the significant role in informing student reading habit. If their family pushes and habituate them to read, they will reach reading. families can also improve their children's reading habits by providing many reading books, academic books or non-academic books. so that children can read many types of books. because the habit starts from the family environment.

6. Motivation the Academic Environment

It is focuses the frequency of students reading literature in their school environment based on the teacher report. the school environment also affects students' reading habits. how many books are given by the teacher to be read by students, and what books are provided by the school in the library.

Those six indicators can be used to measure the reading habit of student of English Education Department.

F. Writing

1. Definition of Writing

The writing skill is considered more complicated than that of other language skills. Basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way (Braine

& Yorozu, 1998:51) because when doing writing, students are required to pay attention to the content, organization, vocabulary, grammar, and language use simultaneously. Meyers (2005:2) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to others on papers or on a computer screen. Unlike speaking, writing does not happen all at once.

Boardman (2002:11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. It can be concluded that writing is a way to produce language that comes from our thought. It does not need only once time, but it needs a lot of time to do the editing process and rewrite the text.

Writing is a way of sharing personal meanings and writing courses emphasize the power of individual to construct his or her views on a topic (Hyland, 2003:9). Writing is a way to produce language and communicate with other on a written way. It is an action for writers to express their opinions, ideas, and feelings and organize them in a written form. The purpose of writing is to give some information to other people by writing it down. Thus, writing is one of the important skills in learning English, which has to be mastered.

2. Types of Writing

Determining the type of writing needs to do. It will help to determine topic, purpose, style and tone of writing. According to Amanda (2016), there are four types of writing as follow :

a. Narrative

Narrative writing is the type of writing that tells a story. Though it is most commonly used when the students are asked to write a personal essay. This type of writing can also be used for fictional stories, plays or even plot summarizations of a story the students have read or intends to write. Narrative writing typically uses the first person (I) or sometimes the third person (She, He, They).

b. Descriptive

Descriptive writing is used to create a vivid picture of an idea, place or person. It is much like painting with words. It focuses on one subject and uses specific detail to describe that upon which the students are focused. For example, if the students are asked to write about his favorite ride at an amusement park, their writing will not only tell the name of the ride and what it looks like, but also describe the sensation of being on it and what that experience reminds them of.

c. Expository

Expository writing is to-the-point and factual. This category of writing includes definitions, instructions, directions and other basic comparisons and clarifications. Expository writing is devoid of descriptive detail and opinion.

d. Persuasive

Persuasive writing is a more sophisticated type of writing. It can be thought of as a debate in writing. The idea is to express an opinion

or to take a stance about something and then to support that opinion in a way that convinces the reader to see it the same way. Persuasive writing is often in essay form, contains an explanation of the other point of view and uses facts and/or statistics to disprove that view and support the opinion.

3. Writing Process

In writing process, students need to know the step of good writing. Writing process is a procedure of overlapping steps that writers need to follow. Based on Bailey (2007) there are some essentials component to create good writing, students need to follow all the steps of writing such as background of writing, avoiding plagiarism, make an outline, evaluating text, selecting key points, understand the purpose and register, and note-making. According to Meyers (2005: 3), there are no two writers approaches writing process in the same way. But they generally follow a series of actions that looks something like this:

a. Exploring Ideas

Writing first involves discovering ideas. Writers should consider the subject, the purpose, and the audience targeted. As in speaking, writers must have something to say, a reason for saying it, and someone to say it to.

b. Pre-writing

The second step of the writing process involves writing the writers' thoughts on a paper or a computer. The writers may use some methods such as brainstorming, clustering, or free writing.

c. Organizing

After putting the ideas into words, writers can begin to organize them. They need to think again about their purpose and audience. The process of organizing involves selecting the best idea or part from the pre-writing process, subtracting the parts of the pre-writing that are not related to writers' choice, adding some other information, and arrange them in a certain outline.

d. Writing a First Draft

In this step, writers start to develop their outline into paragraph. Writers may add new ideas by putting them in a note.

e. Revising the Draft

Revising is the most important steps of writing, especially for people who write in second or foreign language. Writers read the first draft, add ideas, remove ideas that do not fit, rearrange sections, say sentences differently and make a clean copy of the draft in this step.

f. Producing the Final Copy

This step includes editing and proofreading. Editing means that writers check carefully the grammar, word choice, verb forms, punctuation, and the spelling then correct them if there is an error made. Proofreading means carefully examining the final copy again and check the corrections the writers made.

The six writing steps need to be applied not only by book writer or experts but also by students as language learners in order to get better writing product.

4. Micro and Macro Skills in Writing

There are two aspects in writing skill that have to be considered. According to (Brown:2004) those aspects are micro and macro skills of writing. Every skill has six categories. Those skills were described as follows:

a. Micro Skills

- 1) Produce grapheme's 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 (e.g., tense, agreement, pluralization), pattern, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

b. Macro Skills

- 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 connection between events and communicative such relations as main idea, supporting idea, new information, generalization, and exemplification.
- 4) Distinguish between literal and implied meaning, when writing.
- 5) Correctly convey culturally specific references in the context often written text.
- 6) Develop and use a battery of strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, peer and instructor feedback, and using feedback for revising and editing.

With all of that means, students should master both micro and macro skills components to support their writing. Besides, students have to understand the basic knowledge both skills to make their writing skill better. In the other words, students should understand the entire steps and background knowledge of writing before they create writing text.

G. Previous Study

There is a research that relate with this study, the previous study that similarity of topic about reading habit and writing skill. The research conducted by Inayatul Maula (2015). the research title is "The Correlation between Students' Reading Habit and Their Ability of Writing Narrative Text (A Correlational Study on the Eleventh Graders of SMAN 1 Kajen Pekalongan in the Academic Year of 2014/2015)." The purposes of her

research was to find out the level of reading habit of the eleventh graders of SMAN 1 Kajen in the academic year of 2014/2015, to measure the level of writing ability their writing ability, and to find out whether there is a correlation between students' reading habit and their ability of writing narrative text. The data analysis technique of her study use SPSS. The result of her research shows that the correlation coefficient between two variables reading habit and writing ability. There was a positive correlation between students' reading habit and their ability of writing narrative text.

The differences between her study and this study are her research purpose to find a correlation between students' reading habit and their ability of writing narrative text but this research purposes to find out if students' reading habits affect their writing skills. while her research focuses on reading and writing skills but this research will focus on writing skills only.