

CHAPTER 11

THEORETICAL REVIEW

2.1 Theoretical Review

2.1.1 The Concept of Writing Ability

Writing is an activity to express ideas through language media. Puji Lestari (as cited in Setiawati and Zuniati 2019, p. 73) states that writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read it and make a correction of it. Therefore, writing is a never a one-step action.

Hayes and Flower (2020) in Alderson and Bacham state that described the writing process in terms of the task environment, which included the writing assignment and the text produced so far, the writer's long-term memory, including knowledge of topic, knowledge of audience, and stored writing plans, and a number of cognitive process, including planning, translating thought into text and revising. One of the important insights brought out in the hayes-flower model is the fact that writing is a recursive and not a linear process: thus instruction in the

writing process may be more effective than providing models of particular rhetorical forms and asking students to follow these models in their own writing.

According to Elfiyanto (as cited in Setiani 2020, p. 78) currently writing has essential role of language because it is not only want to convey information but also it can convey insight to others. Therefore, understanding how the process of writing is also a challenge for writers feel that writing is still hard for them with several reasons including that to write in a second language (L2) or for EFL students to write L2 is not the same as L1, and EFL students need a lot of abilities not only to be able to look for ideas to write but also they must be able to think about how to express their view into a different language, namely L2 which is very different from the linguistic structure of the first language (L1), so that it is why writing is still considered a language skill that is very important. Jacobs et al as cited in Kustanti and Yuhardi (2014, p. 72) states that common problems that often occur in writing for EFL students include inappropriate in content, writing organizing, language use of grammatical, vocabulary, and mechanics, so students sometime feel frustrated and cannot finish their task of writing, therefore it is needed for students the appropriate strategy to solve those problems faced by them.

The ability to write productively is one indicator of success during learning process. Benjamin and Chun (as cited in Javed, Juan and Nazli 2013, p. 131) state that academic achievement is considered as one of the good indicators in the language learning process. Kellog, Olive, and Pilot (as cited in Javed, Juan and Nazli 2013, p.131) states that productive writing skills are considered a cognitive challenge, as they help to assess language competence, memory and thinking

skills. Even productive writing skills require the ability to think healthy about understanding important.

Based on the explanation above, it can be concluded that writing can be distinguished from other skills as the most difficult one, there are many factors influencing writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph. From the ideas previously, the writers conclude that writing is more than a medium communication. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs a hard work. In writing we have to produce words, phrase, sentence, and paragraph at the same time. It is a way of learning. None of use can write much of interest without first thinking, probing, observing, asking question, experimenting and reading.

2.1.2 Writing Process

Writing is a series of activities that occur and involves several stages. According to Kane (2000, p. 17) writing in its broad sense as distinct from simply putting words on paper has three steps: thinking about it, doing it, and doing it again (and again, as often as time will allow and patience will endure). The first step “thinking” involves choosing a subject, exploring ways of developing it, and devising strategies of organization and style. The second step “doing” is usually called “drafting”. The third step “Revising”. Williams (as cited in Abas and Aziz 2018, p. 4-5) states that writing process consists of eight processes of writing: prewriting, planning, drafting, pausing, reading, revising, editing and publishing. Each process comprises various activities that are associated with effective writing and the recursive nature of the writing process.

a. Prewriting

Generating ideas, strategies and information for a given writing task. Prewriting activities take place before starting on the first draft on the paper. They include discussion, outlining, free writing, journaling, talk-writing and metaphor building.

b. Planning

Reflecting on the material produced during prewriting to develop a plan to achieve the aim of the paper. Planning involves considering the writer's rhetorical stance, rhetorical purpose, the principal aim of the text, how these of factors are interrelated and how they connected to the information generated during prewriting. Planning also involves selecting support for the writer's claim and blocking out at least a rough organizational structure.

c. Drafting

Producing words on a computer or on paper that match (more or less) the initial plan for the work. Drafting occurs over time. Successful writers seldom try to produce an entire text in one sitting or even in one day.

d. Pausing

Moments when the students are not writing but instead are reflecting on what they have produced and how well it matches their plan; this usually includes reading. Pausing occurs among successful and unsuccessful writers, but they use it in different ways. Successful writers consider how well the text matches the plan, how well it is meeting audience needs and overall organization.

e. Reading

Moment during pausing when the students read what they have written

and compare it with their plan. Reading and writing are interrelated activities. Good readers are good writers and vice versa. The reading that takes place during writing is crucial to the reflection process during pausing.

f. Revising

Literally 're-seeing' the text with the goal of making large-scale changes so that text and plan match. Revising occurs after the students have finished their first draft. It involves making changes that enhance the match between plan and the text. Factors to be considered during planning include rhetorical stance and rhetorical purpose, among others. Revising almost always includes getting suggestion from friends or colleagues on how to improve the writing.

g. Editing

Focusing on sentence-level concerns, such as punctuation, sentence length, spelling, agreement between subject and predicates and style. Editing occur after revision of the work. The goal is give the paper a professional appearance.

h. Publishing

Sharing the finished text with the intended audience. Publishing is not limited to getting a text printed in a journal. It includes turning a paper into a teachers, a boss or an agency.

The conclusion from the above statement is the writing process in fact there are eight main stages of writing process: prewriting, planning, drafting, pausing, reading, revising, editing, publishing.

2.1.3 Purposes of Writing

Writing aims to provide information about something, whether in the form of facts, events, opinions, views and data to the reader. According to

Dietsch(2005, p. 7-8) there are three purposes of writing that describe the kinds of students writing; informative, expressive and persuasive.

- a. Informative writing is intended to give information, ideas, knowledge or directions. Example of informative writing includes describing events or experiences, analyzing concept, speculating on causes and effect and developing new ideas or relationship.
- b. Expressive writing is intended to express the writer feelings, experience and opinion. This type of writing also has the purpose to entertain the reader. Example of expressive writing includes poems, diaries, journal writing, and fiction.
- c. Persuasive writing has purpose to persuade and convince the reader that it is factual and reliable. This type of writing includes evaluation of a book, movie, consumer product, or controversial issues.

From the statement above, it can be concluded that the purpose of writing is so that the reader knows, understand the value in a article so that the reader thinks, thinks or does something related to the content of the writing. Provide information about something either in the from of fact, event, opinions, views, and data to the reader. So that readers can get new insights and knowledge from the writing.

2.1.4 Component of Writing

Component in writing are part of the whole or elements that make up a writing system or unity. Heaton (as cited in Nurnisa 2019 p. 20) states that there are five significant components of writing; they are content, organization, vocabulary, grammar, and mechanic

a. Content

Content should be clear so that the readers can understand the message conveyed and get information from it. A good content should be well unified and completed

b. Organization

Organization is the ability to develop ideas and topic which relevant in a united form. Organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern

c. Vocabulary

Vocabularies are collection of words that arranged into a sentences, paragraph, or essay. Good writing consists of appropriate words in order that there is no misunderstanding from the audiences when they read his writing

d. Grammar

Writer should master grammar in order that she can result good writing. Good writing is writing that has correct sentences, using appropriate tenses, words, and others.

e. Mechanics

Mechanics refers to the appearance of words, to how they are spelled or arranged on paper. Mechanics consists of capitalization, spelling, and punctuation.

It can be concluded as for writing skills which include content, it must be clear so that readers can understand the message conveyed, organization is the ability to develop ideas and topics, vocabulary is the ability of words to be arranged into sentences, paragraph or essays, writers must master grammar in order to produce good writing, mechanics refers to the words spelling or

punctuation.

2.1.5 Descriptive Text

Descriptive text is a paragraph that contains a clear and detailed description of an object, place, or event to the reader. So that the reader seems to see and feel for himself what is described by the author. Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view. According to Abisamra (2001, p. 1) descriptive is the text picturing the person, place and thing with clear detail to help the readers visualize an object which is described. So, by writing a descriptive text, the writers will create their sense of impression and get a clear picture of the object which is described. Furthermore, description activity is used to describe an object and the readers become easily to be understood, so that they can imagine the object which is described clearly like the real one.

a. The Structure and Example of Descriptive Text

The generic structure of the descriptive text is different from other texts. There are two main components in the generic structure of descriptive text. They are identification and description. According to Gerot and Peter (as cited in Husna 2019, p. 19) mention there are two components in the descriptive text: first, identification; identifies phenomenon to be described, and description; describes parts, qualities, and characteristics. The identification usually occurs in the first

paragraph and the description stated in the continuing paragraph. The description consists of three parts: the parts of the place, the quality of the place and the characteristic of the place. Gerot and Wignell and Yusak (as cited in Jayanti 2019, p. 9) states that add their opinion about generic structures of descriptive text. They say that there are two generic structures of descriptive text as follows:

1. Identification

Identification is necessary in order to avoid having general statement. It means that a writer needs to identify which particular thing. In this case, it identifies a phenomenon or a subject that is going to be described. The subject can be a person, thing or place. Masruri (as cited in Jayanti 2019, p. 10) states that adds that identification is a part of paragraph which introduces or identifies the character. If a student writes an identification part clearly, he/she will develop the ideas easily in description part. It means that, the sentence or paragraph can guide the student to organize and develop ideas to be good writing.

2. Description

It describes specifically parts, qualities, and characteristics of a phenomenon or a subject details that is being described. Masruri (as cited in Jayanti 2019, p. 10) states that adds that description is a part of paragraph which describes the character. So, the writer describes all information related to topic.

Example:

My Toy

Identification : I have a toy. It is a doll, a bear doll and I can it teddy. Teddy bear is an American origin. My dad bought is it a present for my tenth birthday anniversary last year.

Description : The doll is small, fluffy and cute. It has thick brown fur. When I cuddle, it the fur feels soft. Because my teddy bear is a doll, I don't need to feed it I wash it at laundry at least once a month. Every night teddy accompanies me sleeping. When I am at school, teddy stays in my bed. Teddy bear is really nice, adorable and charming toy. I love my teddy bear very much.

From the explanation previously, it can be concluded that descriptive text has its own rules regarding its structure, namely identification this section, located in the first paragraph, aims to identify an object to be described. Then, description this section located in the second paragraph and so on, contains the characteristics inherent in something that you have introduced to the reader in the first paragraph.

b. The Grammatical Feature of Descriptive Text

Grammatical feature of descriptive text is word that change according to the context of the situation, namely place, time, and language use. According to Knapp and Watkins (as cited in Fauziyah 2018, p. 32)write there are several grammatical featuresof descriptive writing as the following:

- a. In descriptive text, the present tense is predominantly used.
- b. Although present tense may be used in literary description, it is past tense. that tends to dominate.
- c. Relational verbs are used when classifying and describing appearance/qualities and parts/function of phenomenon.
- d. Action verbs are used when describing behaviours/users.
- e. Mental verbs are used when describing feeling in literary descriptions.
- f. Adjective are used to add extra information to nouns and may be technical,

everyday, literally, depending on the text.

- g. Personal and literary descriptions generally deal with individual things.

The conclusion from the above statement that there are several grammatical features of descriptive writing is a in descriptive the present tense predominantly, relational verbs, used action verb, used adjectiva and personal literary descriptions.

2.1.6 Definition of Reading

Reading is one of the language skills (listening, reading, writing, and speaking) that is important for each individual to learn and master. Reading is the window of the word. By reading, one can interact with feelings and thoughts, obtain information and increase knowledge.

According to Nancy (as cited in Kuning and Seftiani 2020, p. 2) reading is the important skill in english beside listening, writing and speaking. Reading is the activity of explaining the purpose of a text and also the ability from the author to deliver the meaning or opinion in a paper in the from of sentence or paragrap. Snow (2002, p. 5-6) states that reading activity is done for several purposes such as completing assignment, recording important information, increasing knowledge and for having pleasure. Through reading a lot students can solve their academic problem and it should be their routine daily activity. Beside reading a lot, students should also have an interest in reading.

Ramelan (1990, p. 1) states that reading is a good activity for learners, reading is also something crucial and indispensable since success of their study depends for the grather part on their ability to read. Reading plays very important parts in our life. Through reading we can explore the word, countries that have

never been visited before, the minds and ideas of great people in the past, all of which will enrich our experience and knowledge and broaden our horizon. If the student's reading skill is poor they are very likely to fail in their study, or at least they will have difficulty in making progress. On the other hand, if they have good reading skill, they will have better chance in their study at school.

The research concludes that reading is a process in which people want to get information with text to get it means. Reading is very important in our learning process, by reading we find new words and can add to our insight.

2.1.7 Purpose of Reading

Reading has the main goal of seeking and obtaining information, including content, and understanding the meaning of reading. According to Grabe (as cited in Salwah 2021, p. 11-12) there are six major purposes for reading as follows:

- a. Reading to search for information (scanning and skimming) When a reader wants to find some specific information, a reader should engage in search processes that usually include scanning and skimming. The combination of it can build a simple quick understanding of the text allow a reader to search for information and identifying a specific graphemes form.
- b. Reading for quick understanding (skimming) A reader skims when a reader wants to determine what a text is about and whether or not a reader wants to spend more time reading it.
- c. Reading to learn A reader reads to learn when the information in a text is identified as important information and when that information in a text will be used for some tasks or may be needed in the future.

- d. Reading to integrate information This purpose represents a more complex and more difficult task than reading to learn.
- e. Reading to evaluate, critique, and use information Readers are at time asked evaluate and critique information from multiple texts or from one long time, requiring them make decisions about which aspects of the text are most important, most persuasive or most controversial.
- f. Reading for general comprehension (in many cases, reading for interest or reading to entertain)

Based on the explanation above, it can be concluded that there are six major purposes for reading ; reading to search for information (scanning and skimming), reading for quick understanding (skimming), reading to learn, reading to integrate information, reading to evaluate, critique, and use information, and reading for general comprehension (in many cases, reading for sinterest or reading to entertain).

2.1.8 Types of Reading

In reading there are several types that must be considered. Brown (as cited in Nurnisa 2019, p. 7-8) states that there are four types of reading as follows:

- a. Perceptive. In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading task involve attending to components of largest stretches of discourse: letters, words, punctuations, and other graphemic symbols. Bottom up processing is implied.
- b. Selective. This category is largely an artifact of assessment formats. In order to

ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture cued tasks, matching, true/false, multiple choice, etc. stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom up and top down processing may be used.

- c. Interactive. Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top down processing is typical of such tasks, although some instances of bottom up performance may be necessary.
- d. Extensive. Extensive reading applies to texts of more than a page, up to, and including professional articles, essays, technical reports, short stories, and books. The purposes of assessment usually are to tap into a learners' global understanding of a text, as opposed to asking test-takers to "zoom in" on small details. Top down processing is assumed for most extensive tasks.

Based on the explanation above, the concluded that there are 4 type of reading, namely perceptive which is listening comprehension and involves attention to the largest component of discourse, selective is the format in the assessment, interactive identifies relevant features in a fairly short text, and extensive is reading text that is more than one page.

2.1.9 Reading Habit

Reading provides great benefits for reader knowledge, by reading books often and having good reading habits, readers are able to analyze others people ideas, which makes one think more critically. According to Andrew (1903, p. 1) a habit from the standpoint of psychology, is more or less fixed way of thinking, wiling, or feeling acquired through previous repetition of a mental experience. Tampubolon (1990, p. 227-228) states that reading is an activity physical and mental that can develop into a habit. As well as with other habits, forming the habit of reading as well requires a relatively long time. In the habit forming business reading, two aspects to note, that is, interest (the combination between desire, will and motivation) and reading skills (skills of the eyes and mastery reading techniques). Reading habit is well-planned and deliberate pattern of study which has attained a form of students toward understanding academic subjects and passing at examinations. Reading habits determine the academic achievement of students to great extent. Both reading and academic achievement are interrelated and dependent on each other.

It can be concluded that the habit of reading in one of the important things that can support and make someone, especially students with good morals, able to understand things through reading activities and also in obtaining some

knowledge and information about what is happening in this world through written from.

2.1.10 The Purpose of Reading Habit

The purpose of reading habit is to make students able to understand the contents of the story, so that it can train their thinking skills in various situations. Reading habits can also expand vocabulary and good grammar, so that students can build good verbal and written communication skills. According to Ogbodo(2010, p. 231-235) there are some reading habit purposes which have either positive or negative result, such as: hobbial, recreational, concentration, deviational.

a. Hobby

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, politics, religious, and economic. This purpose of reading habit not only makes one satisfied but also positive. 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. 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 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 readers sometimes pretends to read, and deviates from the actual reading. This should be avoided by the students. If this habit reading attitude acquired by the students, it may lead to loss of interest in the acquisition of knowledge.

The conclusion from the explanation above is that the purpose of reading habits is to increase students knweledge, strengthen students memory, increase vocabulary, and improve students communication skills by making reading habits a hobby, recreational, concentration, deviatonal.

2.1.11 The Aspect of Reading Habit

Reading habits can be used as the basis for development of reading culture, reading culture can be formed from good reading habits. Efforts to from reading habit have aspects that need to be considered. According to Gaona (as cited in Najnawati 2020, p. 17-18) there are six aspects in gaining an effective reading habit, they are: reading frequency, books read, time spent on academic reading, time spent on nonacademic reading, motivation in the family

environments, and motivation in the academic environments.

a. Reading Frequency

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

b. Books Read

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

c. 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.

d. 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.

e. Motivation in the Family Environment

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

f. Motivation in the Academic Environment

It is focuses on the frequency of students' reading literature in their academic environment.

It can be concluded aspects in gaining an effective reading habit, they are: reading frequency, books read, time spent on academic reading, time spent on nonacademic reading, motivation in the family environments, and motivation in the academic environments.

2.1.12 Relationship Between Reading Habit and Students Writing Ability

The habit of reading is a provision and the key to students success in undergo the educational process. Most of the acquisition of knowledge is done by students through reading activities. The knowledge that students gain is not only obtained from teaching and learning process in school, but also through reading activities in everyday life. Therefore, reading habit and abilities understanding reading is an important part in mastering and improving students knowledge.

In this case reading habit is very important for students. Reading is the window of the world, that a reflection that reminds the importance of habit reading to acquire various kind of knowledge. Ability reading is a process of understanding that is carried out by the reader to obtain information messages conveyed by the author through the medium of words or written language. Writing ability is a process of assembling, compiling and recording the results of individual thoughts in written language. The more often you read, the more students will find it easier to explain in written language. According to Tampubolon (2008, p. 228), the habit of reading is an activity reading that has been ingrained in a person. Reading habit will really helps us in writing, because by diligently reading, then one's knowledge will increase. An activity will become a habit if it is often done by the person. Thus reading activities, if you do it continuously it will become a habit.

According to Djajasudarma (2004, p. 2), writing is the element with the highest grammatical realization in the form of a complete essay with a complete mandate with coherence high cohesion. The writers and readers communicate like a person who communicates, but the writers communication with the readers is

not directly, not face to face with other people. Tarigan (2008, p. 4) between writing and reading there is a very close relationship. When someone writes something then in participle student wants the writing to be read by other people, at least it can be read by himself at other time.

Based on the opinion above, it can be concluded that reading habit related to the writing ability of students, this can be caused by reading habit carried out by students with high frequency, reading aims to understand the content of the writing and cover various aspects that exist in the writing. Students will be more accustomed to studying and observing the flow stories and messages conveyed by the author through an article.

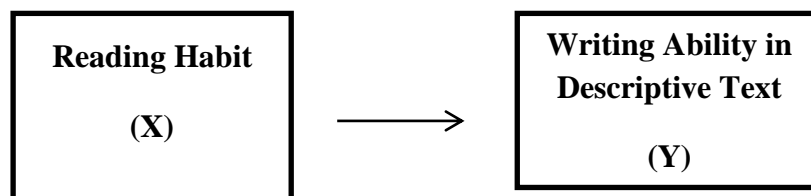
2.2 Frame of Thinking

Writing constitutes an essential language skill. Through adequate writing skill, individuals can communicate their thought, opinion, or feeling effectively. Hence it becomes one of the primary skills learnt. Nevertheless, to learn this skill is not an easy matter. There are a number of factors affect it. One of the factors is reading skill.

Reading skill constitutes an integral part of writing. Individuals cannot write well if they do not have apt reading skill. Reading constitutes a complex skill in which individuals are not only required to be able to read written symbols but they also should be able to grasp the main point of the written symbols. One of the ways to develop reading skill is through making the reading activity becomes a habit. Reading can be considered as a habit if it is conducted recursively and individuals consider it as a pleasurable activity. If they are already accustomed to reading as well as have considered reading a pleasurable activity,

then they will gain some benefit from it.

As a result, if individuals have a reading habit, they will improve their writing skill. Therefore, it is supposed that there is a significant correlation between reading habit and writing skill. The students who have a good reading habit, they will probably have a good writing skill as well. The frame of thinking of the research as follow:



Picture 1: Frame of Thinking about the Correlation between Students' Reading Habit and Their Ability of Writing Descriptive Text

2.3 Theoretical Hypotheses

This study proposes two hypotheses as follow:

1. The alternative hypothesis (H_a): There is a significant correlation between students' reading habit and their ability of writing descriptive text at the eleventh social science grade of SMAN 01 Abung Selatan academic year of 2021/2022.
2. The null hypothesis (H_o): There is no significant correlation between students' reading habit and their ability of writing descriptive text at the eleventh social science grade of SMAN 01 Abung academic year of 2021/2022.