

## CHAPTER II

### LITERATURE REVIEW

This chapter discusses several reviews of related literature to support the researcher's opinions. The discussion mainly focuses on the reading skill, writing skill and the relation of students' reading habit to support their writing ability.

#### A. The Review of Reading Skill

In this section, the researcher presents several concepts related to the reading. The importance of reading based on some experts' opinion is also explained to support the researcher point of view. It is also followed by the types of reading and the techniques of reading.

##### 1. *The Concept of Reading Skill*

There are several concepts of reading. The concept of reading is varied depends on the viewpoint of the readers. According to Expert Panel of Ontario Education (2004: 61), "Reading is an interactive, problem-solving process of making meaning from texts". Students need to apply higher-order thinking and critical-literacy abilities to read and understand increasingly complex texts. Teachers should offer a rich and varied reading program in order to meet the full range of skills, needs, interest and learning styles of their students.

In accordance to that concept, Alderson (2000) briefly explains reading as 'the interaction between a reader and the text'. It is a multifaceted interaction

between the text, the reader and the objectives for reading, which are strengthened by the reader's prior knowledge and experiences. Harmer (2001) also suggests that understanding a piece of text requires much more than just knowing the language. Someone gets new information which will be combined with his previous knowledge while reading a text.

Another concept of reading comes from Wallace. According to Wallace (1992: 4), "Reading as interpreting means reacting to a written text as a piece of communication; we assume some communicative intent on the writer's part which the reader has some purpose in attempting to understand". It means that reading is the activity in which readers are involved to understand the writers' idea.

Regarding to the various reading concepts, the researcher implies the key concept of reading as follows. *Reading is basically the interaction of reader and written text which use symbol that has to be interpreted for meaning so that the reader can get new ideas and information.*

## 2. *The Concept of Reading Habits*

Reading is considered as an action of a person who read and habits is a product of this action or learning (Thanuskodi, 2011). Besides, Hornby (1974: 385) states that habit is "one's settled practice. It means that activities which are done frequently will actually build a habit. Similar with other habits, the habit of reading in a person develops through the course of time. There are several indicators of reading habits. As cited in Gaona & Gonzalez (2010), several authors stated that the indicators to determine the existence of reading habits are the amount of reading, or number of books being read in a specified time and

space, usually a year or semester (Katsikas & Leontsini, 1996) and the amount of time reading in a given unit of time, usually a week (Anderson, Wilson & Fielding, 1988).

Another indicator of reading habits lay on the students' preferences of reading materials. Actually, students read for several different purposes namely read for pleasure, for accomplishing specific purpose or for both of them. Grabe and Stoller (2002) proposes seven purposes 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. In this case, in order to meet the purpose for reading, the students will choose the types of reading materials and also use several techniques for reading comprehensively. Therefore, this research will investigate the reading habits considering the types of reading materials, the frequency of reading and the techniques of reading.

### 3. *The Importance of Reading Skill in Language Learning*

As one of the most important language skills that a person should have, reading has some benefits being concerned by some education experts. The most important impact of reading is to enhance students writing ability. In response to this theory, Davis (2005: 1) posits, "Reading is the foundation for developing an understanding of conceptual information and it sparks imagination". Someone can empower his imagination and understanding to become an idea for a good writing. This statement is also supported by White (1995) who claims that reading provides content, ideas, guidelines and models in writing activities.

Another benefit of reading is developing learners' thinking. While reading, the reader interacts with the text to construct meaning, makes predictions and struggles to understand the text (Rosenblatt, 1994). Thus, by reading activity someone absorbs conventions of how ideas can be transformed into written form in appropriate way using the suitable grammar. Moreover, Palani (2012) points out the significances of reading including reading as a tool of the acquisition mind, reading modifies personality, reading aids in personal and social adjustment and reading serves as a form of recreation and enjoyment.

The first significance of reading pointed out by Palani (2012) is as a tool of acquisition mind. Reading is the medium for gaining ideas that cannot be delivered verbally. The person who reads well has a chance for widening his mental horizon and for developing his opportunities for experience. The second benefit of reading is that reading modifies personality. Personality is endlessly modified through reading. As any other form of experience, reading may exert either a positive or negative influence toward the reader. To develop a rich and stable personality, a well-balance program should be applied in the development of right attitudes, ideals and appreciation. The next significance still stated by Palani (2012) is reading aids in personal and social adjustment. It implies that as youth measures, someone must have 'a mind, a conscience and a philosophy of his own'. One of the main purposes of education is to assist the student in interpreting himself in relation to other and develop the power to understand the life about him better. In obtaining essential understanding attitudes and social adjustment, book makes a great service to youth. The last of those significances

of reading is the role of it as a form of recreation and enjoyment. It is because sometimes we found that reading offer many things that can entertain us as readers. Aristotle as cited in Palani (2012: 93) says, "The whole end and object of education is the wise use of leisure adolescence is the period when the preparation for wise use of leisure time. Reading provides recreation but also broadens the interest of readers, satisfies curiosity, stimulates goods thinking and preserves a balance and flexibility of mind. Thus, it is not only a source of pleasure but also a source of profit".

In addition, the significance of reading is also being a consideration of Brown (2004: 185) who asserts, "Reading, arguably the most essential skills for success in all education contexts". It is because anything related to the language learning and most language assessment employs the written word. Hence, students' reading performance is the most important parts of their success in study. Moreover, Nation (1997: 6) suggests, "Success in reading and its associated skills, most notably writing, makes learners come to enjoy language learning and to value their study of English". Once students enjoy their language learning, they will face fewer difficulties in those activities.

Considering some theories above, it can be inferred that reading is one of the language skills which should be taken into consideration as an important skill in the language learning. Reading enables readers to get new information and ideas, develop readers' personality and also motivates students in language learning.

#### 4. *The Types of Reading Skill*

The types of reading are varied depends on the experts' opinion. There are different types of reading skill which correspond to the various purposes we have for reading. First, according to Hedge (2003) as cited in Alyousef (2005), there are two types of reading namely *extensive* and *intensive reading*.

Extensive reading is reading activity at length, often for pleasure and in a leisurely way (Harmer, 2000). Reading stories or novels for fun falls under the category of extensive reading. Extensive reading enables students to freely select various kinds of text types and topic interesting for them either in class or at home. Moreover, Day describes the essence of extensive reading. Day (2003) says, "Extensive reading is based on the well-established premise that we learn to read by reading. This is true for learning to read our first language as well as foreign languages. In teaching foreign language reading, an extensive reading approach allows students to read, read, and read some more". It seems that by requiring the students to read a lot, the teachers made a deal in putting reading extensive into a course.

In addition, Day (2003) proposes some excellent reasons for having English as a Foreign Language (EFL) students reading extensively. First, the EFL students will become fluent readers when they read extensively. This statement are supported by Pressley (2000: 56) who holds that "the frequent admonition for children to 'read, read, read' makes sense in that extensive reading promotes fluency, vocabulary, and background knowledge". Second, as stated by Day (2003), studies have showed that EFL students who read extensively increase

their vocabulary and become better writers. Moreover, reading extensively helps increase oral fluency such as listening and speaking abilities. The last, it is evident that students who read a lot are motivated to develop positive attitudes toward reading and also to study the foreign language.

Another type of reading is intensive reading. In intensive reading, learners go slowly and carefully to understand every detail in the text for acquiring specific information. Besides, in intensive reading, people usually read a page to investigate the meaning and to be familiarized with writing mechanisms. Reading a recipe is included in intensive reading because we read it intensively. Regarding to the reason why the learners should read intensively, Guozhang (2009) as cited in Qian (2010) states that intensive reading "lays a solid foundation in English". It serves learners vocabulary, grammar, even idioms or proverbs of saying things in English. In contrast with extensive reading, Harmer (2000) states that intensive reading "tends to be more concentrated, less relaxed and often dedicated not so much to pleasure as to the achievement of a study goal". It is because intensive reading often enables students to get the intervention or assistance of the teacher.

When it comes to the type of written text, there are several types of written text based on the specification for assessments of reading ability. Brown (2004: 186-187) presents the types (genre) of written text as follows.

- a. **Academic reading:** general interest articles (in magazines, newspaper, etc.), technical reports (e.g. lab reports), professional journal articles, reference material (dictionaries, etc.), textbooks, theses, essays, papers, test directions, editorials and opinion writing.

- b. **Job-related reading:** messages (e.g. phone messages), letters/emails, memos (e.g. interoffice), reports (e.g. job evaluation, project reports), schedules, labels, signs, announcements, forms, applications, questionnaires, financial documents (bills, invoice, etc.), directories (telephone, office, etc.), manuals directions.
- c. **Personal reading:** newspaper and magazines, letters, emails, greeting cards, invitations, messages, notes, lists, schedules (train, bus, plane, etc.), recipes, menus, maps, calendars, advertisements (commercials, want ads) novel, short stories, jokes, drama, poetry, financial documents (e.g. checks, tax forms, loan applications), forms, questionnaires, medical reports, immigration documents, comic strips, cartoon.

Moreover, there are several types of reading based on the personal reasons for reading namely *reading for survival*, *reading for learning* and *reading for pleasure* (Wallace, 1992: 6-7). The first type of reading proposed by Wallace (1996) is reading for survival. When it comes to the reading for survival, as stated by Wallace (1992: 6), "survival reading serves immediate needs or wishes". It means that reading for survival engages an immediate reaction to a situation in our environment. Several signs namely 'stop', 'exit', 'ladies' and 'gentlemen' are the examples of reading for survival which can be found in our daily life. In this case, reading for survival may be different for any individual. For instant, young children tend to feel that ice cream and chocolate are at least important for their well-being. Children acquire an understanding of print related to their needs and interest from such sources as TV, advertising and street signs that later called



'environmental print'. In other hand, parents' survival reading might involve the ability to read instruction on baby food or safety regulations on toys.

The second type of reading is reading for learning. Reading for learning offers the wider function of extending our general knowledge of the world. This kind of reading might be expected as exclusive school related. It has a good deal to support learning and clearly takes place in academic context. The example of reading for learning would be those situations when students read aloud a text either individually to the teacher or to the whole class as may become evident on questioning for little understanding of its context. As this type of reading is goal-oriented, it has the purpose to enable the students achieve a specific outcome in language learning such as to pass an examination or to research for any essays.

The last type of reading is reading for pleasure. Reading for pleasure means that readers choose what they want to read (Erfort, 2012). It is clear that readers are free in deciding what kind of text they read. In addition, Clark & Rumbold (2006: 6) maintain, "Reading for pleasure refers to reading that we do of our own free will anticipating the satisfaction those we will get from the act of reading". In general, reading for pleasure involves resources that reflect our own selection, at a time and place that suits us. Reading a short story or magazine can be defined as a selection of reading for pleasure. An essential outcome of reading for pleasure in any languages is fluency. Fluency refers to speed and ease of reading. Since reader gains fluency, the reading of any materials for every purpose will be enjoyable. It also increases motivation to read anything other than essential "survival" materials.

There are several functions of reading for pleasure promoted by Mikulecky & Jeffries (2004), as it can help us to improve our vocabulary, increase our reading speed, improve our comprehension, improve our writing, gain more knowledge and find examples of the many different ways people speak and write. In addition, Rivers & Temperly (1987) as cited in Nunan (1989) suggest that second language learners will want to read for the following purposes, such as to obtain information for some purposes or because they are curious about some topics, to obtain instructions on how to perform some tasks for their work or daily life, to act in a play, play game, do a puzzle, to communicate with friends by correspondence or to understand business letter, to know when or where something will take place or what is available, to know what is happening or has happened (as reported in newspaper, magazine, reports) and for enjoyment or excitement.

##### *5. The Techniques for Reading Comprehension*

Comprehension is an aspect which cannot be separated from reading activity. Basically, "Comprehension is the ability to understand, reflect on and learn from text" (Ontario Early Reading Strategy, 2003: 34). Effective reading instruction is required to be built on the students' prior knowledge and experience, expands their language skills and promotes the development of their higher-level thinking skills to ensure that they develop comprehension skills. Since reading is the construction of meaning, comprehending is the process and not a product of reading (Fountas & Pinnell, 1996). It is similar to Mikulecky & Jeffrie (2004)

who define reading comprehension as the process of making connection between what we are reading and what we already know. The connection seems to happen by itself especially when the information is important or interesting the readers. While sometimes it seems a mass of meaningless information.

In line with Mikulecky & Jeffrie, Nunan (1989) emphasizes that many reading passage can only be sufficiently comprehended if the reader has the relevant cultural knowledge. Moreover, Nunan (1984) states that "relevant background knowledge was a more important factor in reading comprehension than grammatical complexity". It means that good readers should be able to relate the text and their own background knowledge efficiently.

Furthermore, Fountas & Pinnell (1996) state that "comprehension begins before reading as readers make predictions and anticipate the text, and continues after reading as they use their experience and extend it". It means that comprehension requires readers to use their imagination and experience in the reading process.

Another definition of reading comprehension comes from National Assessment Governing Board. A report of RAND (2002: 11) provides the definition, "Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text and the activity or purpose for reading".

From those definitions above, it can be inferred that *reading comprehension refers to the process of making connection between the*

*background knowledge of the readers and what the writer writes for extracting and constructing meaning.* This activity requires some comprehension techniques/skills.

Reading skill is a person's rank on some reading assessment (Perfetti, 2001). Furthermore, Perfetti suggests that those who achieve points above some standard on this assessment are called skilled readers, whereas low skill readers are those who score below some standard. There are several reading skills that can be applied in language learning to assist students for reading comprehensively. Mikulecky & Jeffries (2004) mention some important comprehension skills which consist of *previewing, scanning, skimming, using vocabulary knowledge for effective reading, making inferences, finding topics, discovering topics of paragraphs, understanding main ideas, identifying patterns of organization and summarizing.*

To begin with, the first comprehension skill proposed by Mikulecky & Jeffries (2004) is previewing. Previewing is the activity that the readers usually do in order to find out what they are going to be reading before they actually read. It can make a big difference in how well they understand what they read as they get an idea of what they will find in the text. Then their brain can begin making connections, and their comprehension will be faster and better. The examples of doing previewing are when we receive a letter; we usually look first at the sender address to find out who sent it, then we try to guess what it will be about and when we look at the headline while reading a newspaper or a magazine to get some ideas of what the article talks about.

The next comprehension skill is scanning. Scanning is a technique of reading which is used to find particular information of the text in a very high-speed. The specific information includes *dates, places, names and page numbers* (Erfort, 2012). Readers are usually doing scanning if they are only interested in that information and ignore other parts of the text. It means that once people scan, they have a question in mind. The readers only read key words that will answer their question. This technique is actually used to assess the value and relevance of the reading. For example, when readers look at the list of exhibits at the National Zoo in Washington D.C to find out an exhibit that features the Amazon rain forest in March, it can be said that they doing a scanning.

Another technique in reading comprehension is skimming. Skimming is reading rapidly for gaining the general ideas without seeing every word. According to Erfort (2012) skimming enable readers to quickly evaluate and understand the message of the reading by considering the main aspect, such as *the title/name of the book, the sub title/names of chapters, the introduction, first line of each paragraph, pictures and conclusion*. So, readers will get the general understanding of what has been written even if they don't remember every detail of the text.

Readers skim to gain some general ideas about an article or a book (Mikulecky & Jeffries, 2004). Furthermore, they give several example of doing skim. Readers skim when they want to find out about a recent election and have no time to read it all in a long magazine article, need some information about the theories of Sigmund Freud and then decide which book will be more useful, went

to find out quickly if the reviewer of a movies' review agrees with them that the movie was terrible as they thought, and are reading a detective story and they are in hurry to know who did the crime.

Skimming requires the readers not to read the whole text. Their eyes should move very quickly over the pages to find the parts of the text that will help them answer their questions. However, since every text is different readers need to be flexible when they are skimming. The question they are asking and the way the passage is written will affect what they read.

Using vocabulary knowledge for effective reading is also considered as comprehension skill. When the readers come to a word they do not know in their reading, the best strategy is first try to guess what the word means. This strategy is called *guessing*. Mikulecky & Jeffries (2004) state that guessing is fast because readers do not have to interrupt their reading, it helps readers' comprehension because they stay focused on the general sense of what we are reading, helps build vocabulary because readers are more likely to remember the words and allows readers to enjoy reading more because we do not have to stop often. Readers can use the text surrounding the word or the context to guess the meaning of an unknown word. Sometimes readers can guess the meaning of a word from the other words in the sentence.

Besides, making inferences is also the comprehension skill. Good readers constantly make inferences by looking for clues in text as they read. They use these clues to guess about the text and the writer's ideas. Making inferences are

important especially when some ideas are not directly stated and to help a reader get around difficult vocabulary or sentence structure.

Then, finding topics is also one of the comprehension skills. While reading, readers need to connect what they are reading to the previous knowledge in order to understand the text. Readers need to know the *topic* to make this connection. For example, to identify the topic of a group of words, readers should find the general word that includes all the other words.

Moreover, discovering topics of paragraphs is also considered as a comprehension skill. Paragraph is the association of sentences that have the same topic. Knowing the topic of the paragraph is necessary in order to comprehend what readers read. The question of what the paragraph is about, will lead readers to the topic of the paragraph. There are two characteristics of the topic according to Mikulecky & Jeffries (2004): the topic should not be too specific (it should cover the whole paragraph and not just a part of it) and the topic should not be too general (it should cover only the sentences in the paragraph and not other possible ideas and sentences).

Topic sentence is where the author includes the topic in most paragraphs. Topic sentence is often placed in the first part of paragraph, but sometimes it is found in the middle or at the end of the paragraph. The topic sentence of the paragraph tells readers what the whole paragraph is about. It means that knowing the topic sentence is important for comprehension.

In addition, understanding main ideas is also the important comprehension skill. The main idea of a paragraph is a statement of the writer's opinion about the

topic. A main idea statement is always a complete sentence that includes both the topic and ideas of the writer about the topic. For example, if the topic is "Cats", the possible main idea statement about cats is "Cats have very expressive faces". Both topic and the main idea are often included in the topic sentence of a paragraph, but not always. Occasionally, the main idea is stated in another sentence or in some sentences in the paragraph.

It is also important for identifying pattern of organization. Looking for patterns is a way to improve readers' comprehension because it helps them find the main idea and remember the important details. Five basic patterns that writers usually use to develop their ideas in English consist of *list of related ideas or examples* which enables writer to express the main idea with a generalization form and make a list of details to support that general statement, *sequence* in which the writer states the main idea with a sequence of events or steps that follow one after the other orderly, *comparison and contrast* in which the writer's main idea is a general statement about two things that are similar and/or different, *cause and effect* in which the writer's main idea is that one event or action cause another event or action, and *problem and solution* in which the writer's main idea is a statement of a problem and how it is solved.

The last comprehension skill is summarizing. Summarizing is the process of retelling the essential parts of a text in shorter form. We can either summarize a sentence or a paragraph. It is an important reading skill because once we are able to summarize a passage, it can be said that we have understood it. Besides, making summaries of our reading can help us review for examination. It is also



useful in completing written reports. There are several characteristics of a good summarizing. As stated by Mikulecky & Jeffries (2004) a good summarizing includes the main ideas and the major supporting points of what we have read, does not include minor details or opinions, does not include our own ideas or opinions and is much shorter than the original.

Besides, there are several strategies that can be used by the readers in reading comprehension. Brown (2001: 306-310) proposes several comprehension strategies for reading comprehension which correspond with bottom-up procedures and embark the top-down processes. The first comprehension strategy is identifying the purpose in reading. Clearly identifying the purpose in reading something enables us to read efficiently. Therefore, we can avoid the potential distracting information while reading because we know what we are looking for.

We can use graphemic rules and patterns to aid in bottom-up decoding especially beginning level learners as a strategy for reading comprehensively. One-to-one grapheme-phoneme correspondences and a multitude of other phonics approaches to reading are useful to assist children and non-literate adults who have difficulties in correspondence between oral and written language. Besides, we also can use efficient silent reading techniques for relatively rapid comprehension, especially for intermediate to advance levels. In this technique, the intermediate-to-advance learners are suggested not to pronounce each word, try to visually perceive more than one word at a time, skip over the unimportant word and try to infer word's meaning from its context. These guidelines can help the learners to be efficient readers.

The next comprehension strategy is to skim the text for main ideas. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas by running their eyes across a whole text for its gist. Next, scan the text for specific information is also another strategy for reading comprehension. Scanning is a quickly searching for some particular piece or pieces of information in a text. The objective of scanning is to extract specific information without reading through the whole text.

Furthermore, we can use semantic mapping or clustering in reading comprehension. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Meanwhile, it is better to guess when we are not sure. This strategy can help readers to guess the meaning of a word, a grammatical relationship, a discourse relationship, a cultural reference, and content messages and also infer implied meaning.

In addition, we can try to analyze vocabulary as a strategy for reading comprehension. When reader cannot guess the meaning of a word, they should analyze it by looking for its prefixes, suffixes, the roots that are familiar, grammatical context that may signal information and the semantic context for clues. Besides, distinguish between literal and implied meaning is also necessary. This strategy requires the application of sophisticated top-down processing skills. In fact, not all language can be interpreted appropriately through its literal. Implied meaning usually has to be derived from processing pragmatic

information. The last one is capitalizing on discourse makers to process relationships. Discourse markers in English indicate the relationships among ideas as expressed through phrases, clauses and sentences. A clear comprehension of such markers can significantly improve learner's reading efficiency.

Based on the discussion above, it is clear that while reading a text, readers need to read comprehensively using some available comprehension techniques. Therefore, in this research, the researcher would investigate the students' preference in *types of reading materials* other than *frequency of reading* and *techniques of reading* which are used by the respondents.

## **B. The Review of Writing Skill**

Several reviews of writing ability as dependent variable in this research should be conducted in order to see the essence of writing itself. Therefore, this section focuses on the definition of writing, types of writing and criteria of good writing as the aspect of writing assessment.

### *1. The Concept of Writing Skill*

The followings are some concepts of writing skill proposed by several experts. To begin with, Byrne (1988) defines writing as an 'act of forming graphic symbols' which may consist of letter or the combination of letters and simply assumes that writing is like 'making marks on the flat surface of some kind'. However, writing is a more complex process than the creation of graphic symbols. Lannon (1989) views writing as, "The process of transforming the material

discovered by research inspiration, accident, trial or error, or whatever into a message with a definite meaning - writing is a process of deliberate decision". It means that writing must convey a message with a meaning.

Another definition of writing is stated by Ontario Ministry of Education and Training (2006: 12). "Writing is a complex process that involves a range of skills and tasks". It is primarily used to communicate with others and often used to clarify and express personal thoughts. Writing requires students to be disciplined thinkers in order to communicate their ideas clearly and effectively. Students need to learn to select and organize their ideas and to use standard written forms and other conventions of language. Besides, the students should keep in mind the purpose for which they are writing and the audience they are addressing.

From another view of writing, Veit, Gould & Clifford (2001) see writing as the means to communicate in a way which is 'profound, or funny, or provocative, or highly persuasive'. Massi (2001: 1) also stresses that writing is, "A tool for the creation of ideas and the consolidation of the linguistic system by using it for communicative objective in an interactive way". Based on this perspective, writing implies the successful transmission of ideas from a sender to a receiver via a text, and this exchange of information becomes a powerful ways to motivate and support the improvement of language skills (Boughey, 1997).

Based on those theories, it can be concluded that *writing is a complicated process that enables the writers to explore personal feelings and ideas to be something visible and real effectively*. Writing encourages thinking and learning

for its communication purpose. It also enables thoughts available for reflection as it can be examined, improved, changed and considered when idea is written down.

There are several types or genres of written language. According to Brown (2004), the most common genres of writing which a second language writer might produce, within and beyond the requirements of a curriculum consist of three categories. They are as follows:

- a. **Academic writing:** papers and general subject reports, essays, compositions, academically focused journals, short-answer test responses, technical reports (e.g. lab reports), theses and dissertations.
- b. **Job-related writing:** messages (e.g. phone messages), letters/emails, memos (e.g. interoffice), reports (e.g. job evaluations, projects reports), schedules, labels, signs, advertisements, announcements and manuals.
- c. **Personal writing:** letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents (e.g. checks, tax forms, loan applications), forms, questionnaires, medical reports, immigration documents, diaries, personal journals and fictions (e.g. short stories, poetry).

One of the types of written language is closely related to the subject to be observed by the researcher in this research that is academic writing. The students' writing ability was examined through the Academic Reading and Writing score. This subject are actually requires the students to produce some essays, research and another academic report.

## *2. The Importance of Writing Skills in Language Learning*

As one of the four basic skills, writing absolutely has several benefits for all aspect in our life. The main purpose of writing is communication. As people write, they offer their ideas and information to their readers (Rooks, 1999). In all major fields of study, research and business, it is obviously essential for a person to be able to communicate well in writing. With no exception, writing become a very important part of our university study since we write assignments that may range from one paragraph to several pages long and also have to write answers on tests and exams in the form of a few sentences or a complete essay (Zemach & Rumisek, 2003). It means that writing should be conducted well in the language learning activities.

Another reason why writing should be included in the syllabus is because it is an essential aspect for students' academic success. According to Kellogg (2008) writing helps students to strengthen the grammatical structure, develop the students' vocabulary and assist other language proficiency like reading, listening and speaking. It is clear that writing skill also have the important role toward other language skills.

Moreover, Brown (2004) emphasizes that nowadays, the ability to write has become an essential skill in our global literate community. He also states that writing skill is "a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate culture". In line with Brown, National Assessment of Educational Progress (2002: 1) also states the importance of writing as follows. "Writing is a fundamental skill for individuals and for

civilizations. Writing enables us to record and reflect on our experiences, to communicate with others and to preserve a common culture. In our democratic society, writing is a central form of discourse. A healthy and civil society requires citizens who are able to state a case carefully and to reason with other persuasively. Thus, writing has always been an important feature of school curricula from the early elementary grades through high school and post-secondary education”.

From those experts’ opinions, it seems like writing ability become an integral part in our literal society. We need to write well for expressing our ideas especially in educational environment. Writing skill is also important in developing self-capability to gain the educational and work-related achievement.

### **C. The Relation between Reading Habits and Students’ Writing Ability**

In a learning process, students get many exposures to reading activities. They need to read a lot in order to get any information to write something. Without any previous information, they will find it hard to start to write something. It means that reading activity should be a habit of the students. Hence, this research proposes *types of reading material*, *frequency of reading* and *techniques of reading* as the indicators to examine the students’ reading habits. The types of reading materials may vary based on the students’ selection of reading both for reference materials and for general interest articles. The kinds of reading materials for reference materials include *textbooks*, *hand-out*, *journals*, and other resources which are relevant to the reference materials. While reading

for general interest articles include reading a *magazine, newspaper, novel* and etc. In addition, the frequency of reading comprises the *time allocation* for reading of both reference materials and general interest articles. Furthermore, the techniques of reading being used by the students are also examined. It may consist of previewing, guessing meaning from context, skimming, scanning which is considered as *quick reading*. Besides, there is another kind of techniques of reading called *slow reading* which may consist of open the dictionary, using finger as a pacer, take some notes and move lips and/or head while reading.

Many researchers have worked on the relation between reading and writing skills. Smith & Elley (1997) argue that "there is a reciprocal interaction between reading and writing which benefits both skills". Both skills require the constructing of letters, words and sentences. Moreover, both involve cognitive skills of organizing information, either to figure out what we are reading, or to write in an understandable way for the reader (Samway, 2006). It means that, according to Eisterhold (1990) as cited in Kroll (1990), reading and writing are related because both skills are inspired by the same cognitive processes.

In addition, Fountas & Pinnell (1996: 13) assert that "reading and writing are interrelated: what is learned in one area makes it easier to learn in the other". This concept is supported by Spiegel (1998) who states that students increase their knowledge about writing as they read, and they increase their knowledge about letter sounds and experiment with emerging concept about syntax, style and vocabulary as they write, all of which then make reading easier.



Besides that, it has been maintained that increased reading leads increased writing abilities (Grabe, 2003). Students who increase their reading will have the improvement in their writing. Furthermore, Loban (1963) finds strong relationship between reading and writing as measured by test score. In his important longitudinal study, he reports that students who wrote well also read well, and that the converse was true.

Besides, Ontario Ministry of Education and Training propose the relation of reading and writing. Ontario Ministry of Education and Training (2006: 12) states, "Writing competence develops hand in hand with skills in other areas of language, especially reading. As students read a variety of inclusive texts, they build and develop a command of their vocabulary, and learn to vary and adapt their sentence structure, organizational approach and voice to suit their purpose for writing". It can be said that the development of writing competence is affected by reading.

Stotsky (1983) also maintains that "studies that sought to improve writing by providing reading experiences in place of grammar study or additional writing practice found that these experiences were as beneficial as, or more beneficial than, grammar study or extra writing practice". It means that reading is considered as the most effective way in improving writing skill.

Another view of reading and writing relation is stated by Taberski (2002: 176) as follows. "There is a synergy between reading and writing. Reading inspires and excites children about the possibilities awaiting them as writers and acquaints them with the structure of text and books and the conventions of written

language. Writing allows them to use what they've gleaned from reading as they craft their own stories, poems, and factual texts. And because of their writing efforts, children approach written text with a heightened awareness and understanding of print, text, and genre."

Eckhoff (1983) finds that in her study, the second grade students tended to duplicate the style and arrangement of the basic used for reading instruction, which affected the organizational structure and linguistic complexity of the students' writing. The material used for reading instruction will affect the students' writing process. It means that what the students gain from reading activity affects their language style in writing.

From those experts' views on the relation between reading and writing ability, it can be concluded that reading activity has the effects toward writing performance. Reading enables students expanding their vocabulary and grammar which can enhance their writing skills as well. Reading text offers information that can be used in written production. It also affects the language style of students in writing.

#### **D. Review of Related Studies**

In conducting the research, the researcher examines and relates the research to some other related to the field. There are many studies concern about reading and writing skills. The previous studies which will be reviewed are about the correlation between reading habits and writing ability. There are three researchers sharing the similar flow as this research which will be examined by

the researcher since those researchers give consideration in conducting this study. The researcher would like to present the summary of the studies to point up the idea of those researches briefly.

The first research entitled "*Using Children's Literature for Reading and Writing Stories*" is conducted by Chen (2006) which presents the use of children's literature to engage EFL university students for reading and writing stories. Chen promotes EFL university students' narrative thinking and enhances their writing ability through a task of story by conducting children's magazine of literature. This research involved two cohorts of first year English subject from national university in southern Taiwan. The data were gathered from students' opinion by conducting their reflective statements and interviews. The results of this research show that students made a progress in their writing. Most of them were considering the selected stories were good as writing models. Besides, the benefits of utilizing children's literature for reading and writing stories are presented.

The second research done by Bas (2012) using the correlative investigation model aims at revealing the correlation between elementary students' reading attitudes and their writing dispositions. This research entitled "*Correlation between Elementary Students' Reading Attitudes and Their Writing Dispositions*" is also examining the extent of students' reading attitudes in predicting their writing dispositions. The participants of this research were four hundred and fifteen students from six elementary schools in Nigde, Turkey. Bas (2012: 4) suggests that "the more positive attitudes students have toward reading,

the more positive dispositions of the students toward writing is". Besides, the research indicates that reading attitudes develop writing disposition in the related literature since it is found that there is a significant positive high correlation [ $r = .730, p < .01$ ] between students' reading attitudes and their writing dispositions. Moreover, the regression analysis result of reading attitudes for writing dispositions shows that the students' reading attitudes are the significant predictor for their writing dispositions. It can be inferred that reading and writing are considered as integrated language skills and reading attitudes affect students' writing disposition positively.

The last study entitled "*The Effectiveness of Using Literature Response Journal to Improve Students' Writing Fluency*" investigates the effectiveness of using literature response journal to improve students' writing fluency which is conducted by Hiew (2010). This research utilizes the quantitative method using the quasi-experimental approach especially the non-equivalent group pre-post tests design and a self-constructed questionnaire. This study also exerts four factors consist of writing practice, reading habit, parental encouragement and students' perception toward the English language, which are correlated to their writing fluency using the Pearson Product-Moment to determine their degree of correlation. As participants, Hiew conducted 164 Form Four students with low average of English proficiency. Through the Pearson Product-Moment, the result shows that students' writing fluency has a moderate and significant correlation with their writing practice and reading habits. In the other hand, students' writing

fluency has a weak and no significant correlation with parental encouragement and students' perception toward English language.

The observations from those previous researches provide useful information in conducting this research. Besides, those previous researches provide some views about the effect of reading habits toward writing proficiency. However, one of the strengths of the current research which is missing from the previous existing researchers is that this research examines several aspects of reading habits including *types of reading materials, frequency of reading* and *techniques of reading* which will give the clearer explanation of what reading habits actually are. Thus, this research is hoped to give several views of how reading habits can accommodate students to develop their writing ability as students can improve their ideas and knowledge, vocabularies and grammar from reading activities.

## **E. Theoretical Framework**

This section discusses the related theories which are summarized and synthesized from the theoretical discussion. Those selected theories are used to reveal the research questions proposed in chapter I. the researcher also presents the framework for answering the two questions of the research.

### *1. Working Definition of Reading Habit and Writing Ability*

Reading and writing are considered as the most important skills in language learning. Reading skill and writing skill are taught as main subjects in English Education department of UMY as they are beneficial for students in the

future. In this research, the researcher tries to analyze the relation between students' reading habit and their writing ability. As we already know that writing is regarded as the most complex skills, it requires many supporting aspects. There are several ways in improving the writing ability of the students. The researcher is interested in examining reading as a way to develop writing skills because it enables students to gain new information and ideas, vocabularies and language style.

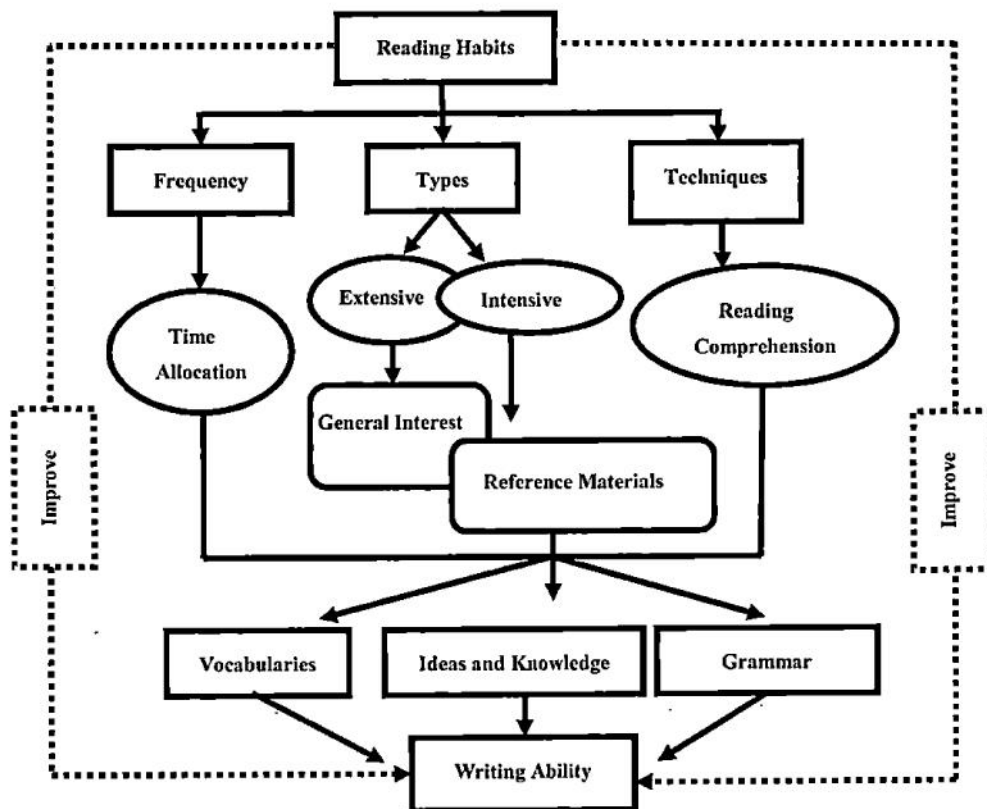
A good reading habit can be obtained by some supporting approaches (Durrell, 1940). Thus, this research aimed at revealing the reading habits of the students through *the types of reading materials, the frequency of reading and techniques for reading comprehension* as the approaches. To begin with, there are several types of reading based on the personal reason for reading being investigated in this research such as *reading for general interest articles* and *reading for reference materials*. The frequency of reading is considered as time allocation for reading. The essence of reading activity is comprehension. To help students read comprehensively, it is important to support students' reading activities by reading techniques or skills including previewing, skimming, scanning etc. By conducting several techniques in reading, the students are expected to be able to understand every text they read comprehensively so that they can put some brilliant ideas to produce a good writing and write fluently. The knowledge and new ideas will emerge through the various texts they read. The students' language style and the vocabulary acquisition will also increase along with the frequency of the reading.

In this research, reading habits as the independent variable is examined by using a close-ended questionnaire to answer the first research question. On the other hand, writing ability as the dependent variable is investigated through the final score of essay assignment in the Academic Reading and Writing subject. Both the independent and the dependent variables are examined to reveal the relation between them in answering the second research question. Each variable in this research is briefly explained in the following table.

**Table 2.1**  
**Operational Variable**

Variable	Working Definition	Indicators
Independent (X) Reading Habits	Students' habits related to the reading activities.	- Types of reading materials - Frequency of reading - Reading techniques.
Dependent (Y) Writing Ability	Students' performance related to the writing skill.	Students' Academic Reading and Writing score.

Furthermore, the scheme of the relation between reading habits and writing ability in this research is outlined in the figure 2.1.



**Figure 2.1**  
**Theoretical Framework of the Research**



## 2. Hypothesis of the Research

In order to answer the first research question of how the relation between reading habits and students' writing ability is, the hypotheses are made. These hypotheses are made to reveal the relation between reading habits and students' writing ability. Those research hypotheses are:

### 1) Null Hypothesis

$H_0$ : *There is no correlation between students' reading habits and their writing ability in PBI UMY.*

### 2) Hypothesis Alternative

$H_1$ : *There is a positive correlation between students' reading habits and their writing ability in PBI UMY.*