

CHAPTER II

LITERATURE REVIEW

This chapter presents some points about literature review to support the study. There are some concerns which would be discussed in this chapter. They are previous studies and theoretical frameworks that are linked with the correlation among students reading habit, linguistic intelligence and students' writing skill. All points of this issue will be discussed in the following sub chapter respectively.

A. Reading Habit

At this point, several literature reviews will be presented, including the definition of reading habits, aspects of reading habits and the benefits of reading habits.

1. Definition of Reading Habit

Even though, according to the preceding section, reading is a difficult activity since it requires certain skills, such as the capacity to detect written symbols and interpret the meaning of written symbols, reading can be accounted as a habit. This section goes into detail on the reading habit. Habit is the way people react to a certain incident on a daily basis, and it is never boring to do so repeatedly. According Hornby (1995) defines habit as "something that a person does frequently and almost without thinking".

Futhermore, According to Nilsen (2012) A habit is a behavior that has been repeated so regularly that it has become automatic, performed without conscious thought and, in most cases, without awareness. The activity is repeated in the same environment as a habit, and control transitions from unconscious to activated by context or occasion. Furthermore, they thought that automaticity is the primary

component of habit. But, Gardner (2012) state habit is an abstract term with no 'right' or 'incorrect' definition. This notion is unsatisfying to psychologists since it argues that people do what they do regularly.

Futhermore, Subashini and Balakrishnan (2013) defines reading habit as "the behavior that expresses the likeness of reading and the tastes of reading". It is the method by which a reader arranges his or her reading. According to Kushmeeta Chettri and S.K. Rout (2013) a reading habit is a recursive reading behaviour. In other words, according to this viewpoint, reading can be called a habit if it is done frequently and consistently. According to Zwiars (2010), the concept of reading habits more precisely portrays the natural and unconscious processes elaborated in reading and processing information. The word "reading habit" refers to the unconscious process by which readers read material and extract meaning.

Along with a well-planned and determined routine of study, a student's reading habits impact his or her capacity to learn academic subjects and pass examinations. Suhana and Haryudin (2017) states students' reading habits have a significant impact on their academic progress. These two aspects are inextricably linked and difficult to disentangle. Students from varied backgrounds and locales with varying levels of academic competence are common. As a result, their reading habits vary. There are students with good and poor reading habits. Academic achievement refers to how much knowledge a person has learned through schooling.

As a result, it is possible to infer that reading is an active thinking activity in which people go through several processes to extract meaning or a message from

the author. Overall, students must employ codes, experiences, background information, and all of their skills to comprehend the written text.

2. The Aspect of Reading Habit

Julio Cesar (2011) highlighted six factors of developing an effective reading habit, which are as follows: reading frequency, books read, time spent on academic reading, time spent on non-academic reading, and academic motivation.

1) Reading Frequency

Reading frequency refers to how many books person read in their spare time.

2) Books Read

The surveys included questions on how many books person had read in the previous three months.

3) Time Spent on Academic Reading

Academic reading is defined as the time person set aside to read academic texts, particularly those related to their particular subject.

4) Time spent non-academic reading

Non-academic reading refers to person reading literature that is not directly related to their academic studies, such as novels, horror, romance, fiction, and so on.

5) Motivation in the family environment

It focused on the recommended book, which the family purchased based on their interests.

6) Motivation in the academic environment

Based on instructor reports, it focuses on how frequently people read literature in their educational setting.

3. Advantages of Reading Habit

Reading habits provide various benefits that people can take advantage of. Reading habits are one of the most crucial factors influencing students' academic performance. Students can learn new things, improve their concentration, and increase their skill set by creating a reading habit. Reading habits also improve students' comprehension, intelligence, and vocabulary. "The impact of reading in people's lives is very broad", Thanuskodi (2017) added. A reader can acquire new abilities, be exposed to new material, gain more awareness of the world, and be stimulated in both thought and emotion. Steel Jack states as cited in Muanwanah (2015) mentions several advantage of reading habit, they are:

1. Habit of reading help the mind performs effectively

People who read frequently will have better communication and thinking skills. Developing a reading habit will naturally engage neurons and keep them in healthy condition. People who engage in daily activities will perform better in public.

2. Habit of regular reading helps us develop a good vocabulary

Reading on a daily basis improves their sensitivity to detecting errors in sentences. Word banks are provided for frequent readers. They will have a specific understanding of the word's meaning and will be able to predict it based on context. Regular readers will have a better understanding of the message the author is aiming to convey.

3. Habitual reading boosts intellectual curiosity

Reading on a regular basis exposes a reader to a diverse selection of books. Reading on a regular basis also helps readers understand the intricacy of different literature. A reader learns a variety of reading skills, which supports autonomous and critical thinking.

4. Habitual reading means a psychological activity

Regular habit as a psychological action suggests that a reader connects with their ideas to experience the writer's imagination. Readers preview the story before diving in and absorbing it as it unfolds. The reader uses their thoughts to figure out the story's structure, to feel the writer's emotions, and to understand the contrasts between certain characters.

5. Habitual reading helps readers to have a positive set of mind

Efficient frequent readers are engaged, positive, and critical. Readers must provide prompt feedback on material based on what they have read. They should also read the summary and form an opinion based on the facts.

B. Linguistic Intelligence

At this point, several literature reviews will be presented, including the definition of linguistic intelligence and factors influence growth of linguistic intelligence.

1. Definition of Linguistic Intelligence

Linguistic intelligence is the capability to communicate oneself and understand others via the use of language, including one's native language. Linguistic intelligence, according to Arifuddin (2010), is the ability to effectively

employ and arrange words, whether spoken or written. Linguistic intelligence denotes the use and development of language in general, whether spoken or written. People with linguistic intelligence may use a language fluently and expand their knowledge through clear thoughts. They can quickly take up spoken and written language and have excellent memorization abilities.

Linguistic Intelligence (Word Smart) refers to a person's capacity to understand spoken and written language as well as talk and write independently. According to Razmjoo (2008), linguistic intelligence is marked as sensitivity to spoken and written language, as well as the capacity to use language to attain goals and learn new languages. Following that, he defined Linguistic intelligence as A deep comprehension of words and sensitivity to their literal and figurative meanings. Excellent oral and written communication abilities. Understanding of grammar norms and when it is okay to break them, (4). Sensitivity to the quality of music and word rhythm, (5) Understanding of many applications for language, such as persuasion, knowledge, or enjoyment.

In accordance with this Armstrong (2009) Linguistic intelligence is described as the proportion to use words effectively in both spoken and written language. This intelligence is comprised of the ability to manipulate language's syntax or structure, phonology or sounds, semantics or meanings, and pragmatic elements or practical applications. Some of these uses include rhetoric (the use of language to convince others to do a specific action), mnemonics (the use of language to retain knowledge), explanation (the use of language to inform), and metalanguage. Furthermore, according to (Lwin, 2003), Linguistic intelligence is

the capacity to develop coherent ideas and fully employ word skills when speaking, reading, and writing.

According to the definitions provided by the experts above, linguistic intelligence is the ability to employ language clearly and accurately, either orally (hearing and speaking) or in writing (reading and writing), to achieve goals, as well as the ability to learn new languages. In other words, linguistic intelligence is the ability to use a language not just precisely, but also artistically. It requires a deep understanding of the language, as well as sensitivity to both literal and figurative connotations. It also requires highly developed written and verbal communication skills, a thorough understanding of grammar rules, knowledge of, and a desire to learn all types of languages.

2. Factors Influence the Growth of Linguistic Intelligence

According Armstrong (2009) There are three major variables that influence the development of intelligence: biological endowment, personal life history, and cultural and historical backdrop.

The first component is biological endowment, which includes hereditary or genetic factors, as well as brain injury or lesions before, during, and after birth. It is impossible to argue that some people are born with great ability. Other research has found that practice and stimulus produce intellect. The second factor that influences intelligence development is personal life experience, which encounters with oldster, teachers, peers, friends, and those who awaken, prevent, or actively repress intelligence. In other words, society and the environment play a crucial role in intelligence growth. As a result, a person should interact with others who recognize his strengths and encourage him to keep studying. The third factor is

cultural and historical background, which includes when and where someone was born and raised, as well as the kind and status of cultural or historical advancements in a variety of fields. The social environment has an important role in intellectual development. A society that perceives intelligent youngsters as those who succeed in math and science but consider picking any musical instrument trivial will push pupils to prioritize math and science over music intelligence.

In other words, some factors, like as the individual's living environment, the culture he is exposed to, and the people with whom he interacts, have a considerable impact on the development of any intellect. This explains why some intelligences develop while others do not in the same individual. People's many intelligences can grow and flourish in response to their biological and environmental experiences. As a result, some persons have high levels of intelligence in certain areas while having low levels in others. Although language intelligence is connatural, it may take more effort to enhance it through linguistic intelligence-related activities.

3. Aspect of Linguistic Intelligence

Armstrong (2009) advocated that aspect of linguistic intelligence as follows :

a) Rethoric

The power to persuade others through language is referred to as rethoric. It refers to the capacity to utilize language orally in front of a large group of people to persuade others, as in debate and public speaking.

b) Mnemonic

Mnemonics is peoples' capacity to use language to help them remember knowledge. It may be assumed that it is the ability to recall information.

c) Explanation

Explanation is an important skill in teaching and learning because it requires the ability to deliver knowledge through language.

d) Metalinguistic

The fourth dimension of linguistic intelligence is metalinguistic or metalanguage. This attribute is concerned with pupils' ability to study a language alone. Metalinguistics refers to a language's ability to describe its own actions.

Based on the rationale presented above, it is plausible to deduce that students' linguistic intelligence influences their English skills, such as speaking, writing, listening, and reading.

C. Writing Skill

At this point, several literature reviews will be presented, including the definition of writing skill, characteristic of writing, the writing process, and aspect of writing.

1. Definition of Writing Skill

There have been numerous professional definitions of writing proposed. As stated by Hamp-Lyons in (Risman et al., 2019), Writing is a context-specific activity tailored to the target audience. Before writing, a writer must ponder several factors. They are the readers, the reasons, and the settings for the work.

According Douglas and Lee (2015) Writing is defined as the act of thinking about, creating, and revising written works, which take a thorough understanding of how to create ideas, arrange them logically, review the text for clarity, edit the language for proper grammar, and produce a polished result. Furthermore, Spratt et

al., (2005) defined writing as "expressing one's ideas by connecting letters, terms, clauses, and phrases". Writing skill, according to Felix (2018), is a person's capacity to convert words into sentences, text, and cohesive messages so that readers may understand what they mean. Writing competence, as defined above, is the ability to articulate thoughts and ideas in an orderly manner. The message and content of good writing must be clear and understandable to the reader.

On the other hand, Oshima & Hogue (2007) states writing is about a creative act rather than a one-step action. People have been thinking about a concept for the first time when they wish to compose something. Following that, the writer must make changes and corrections to what has been written. And people must write and modify their writing several times before they are pleased that it expresses what they want to say.

Furthermore, Ary (2012) states the primary reason for teaching writing is that it is a fundamental language skill. Writing as a skill requires a lot of practice. It is the process of producing a coherent, fluid, and lengthy piece of writing. Writing can be difficult or simple, depending on the person Porter (1942). Writing, especially academic writing, is difficult. It takes time and effort to achieve this skill.

Writing skills are complicated and sometimes difficult to teach since they necessitate mastery not only of grammatical and rhetorical methods, but also of intellectual and judgment mental elements. Heaton (2000) The following analysis aims to categorize the many and different talents required for successful prose writing into four general components or primary topics.

1. Language use: the ability to write appropriate and proper phrases.
2. Mechanical abilities: the ability to accurately apply written language standards such as punctuation and spelling.
3. Content treatment: the ability to think creatively and create ideas while eliminating all extraneous information.
4. Stylistic abilities: the capacity to alter words and paragraphs as well as effectively employ language.
5. Decision-making abilities include the ability to write in an acceptable style for a given aim and audience, as well as the ability to choose, organize, and order important material.

2. Characteristics of writing

Langan (2014) outlines four aspects of writing. These are the talents of unity, support, coherence, and sentence construction. These features are discussed in greater depth below:

1) Unity

"Oneness" is a synonym for the term "unity." The topic phrase should direct the reader's attention to one feature of the passage.

2) Support

Writers should provide supporting details in their sentences.

3) Coherence

One of the most significant parts of composing a paragraph is coherence. The connecting ideas should be supported with graphs relating to preceding phrases.

4) Sentence skills

This ability entails creating a paragraph in one's own style. This can be backed by pupils' ability to recognize the particular word used in the passage.

3. The Writing Process

According Langan (2014), In general writing consists of four steps. The first stage is to generate ideas. The next stage is to organize your thoughts. The third stage is to write a rough draft. The final stage is to refine the rough manuscript by editing and revising it.

1) Prewriting

Prewriting is a technique for generating ideas. This process entails selecting a topic and gathering ideas to describe it.

2) Organizing

The next step in the writing process is to manage the ideas into an outline.

3) Writing

The following step is to create a rough draft based on your outline. Don't worry about grammar, spelling, or punctuation as you write the rough draft. Create a list of your thoughts. A rough draft will almost certainly be full with errors. This is very natural and understandable—after all, it is only a rough draft. There will be opportunity later to remedy any mistakes.

4) Polishing: Revising and Editing

This step's purpose is to improve the writing. This is also referred to revision and editing. To achieve the greatest results, polish it in two steps. First, review the document's content and organization. Following that, review the grammar, punctuation, and mechanics (editing).

4. Aspect of Writing

(Brown, 2003) identified five elements of writing: organization, logical progression of ideas (content), grammar, punctuation/spelling/mechanics, and style and quality of expression. The five components above are:

1) Organization

It is divided into three sections: introduction, body, and conclusion. To write properly, one must be able to connect paragraph titles, introduction paragraphs, and subjects to paragraph bodies, generalizations, and conclusions. The writer must determine whether all of the parts listed above work together and are written in the correct order.

2) Content

In other words, it is concerned with the logical development of ideas. There is no unnecessary content in the text, regardless of whether the essay answers the problem or not, and if the concepts are clear and properly explored.

3) Grammar

It refers to the writer's strict adherence to grammar norms. Examples include native English grammar fluency, the use of auxiliary verbs, prepositions, modals, posts, verb forms, and tense sequencing.

4) Mechanics

It refers to punctuation, grammar, and visual language patterns. When writing in English, there are certain guidelines to follow: all required capitals, paragraph planned, comma, full-stop, and so on.

5) Style and quality of expression

In the end, it all comes down to the quality of the information and how you express yourself. The writer employs a variety of strategies, including elaborate terminology, parallel patterns, and word choice.

D. Analytical Exposition Text

At this point, several literature reviews will be presented, including the definition of analytical exposition text, generic structure and language feature of analytical exposition.

1. Definition of Analytical Exposition Text

Analytical exposition is a type of spoken or written information that aims to persuade the reader of something. To persuade, the speaker or writer gives arguments as the primary reasons why the proposition is true. This type of content can be found in scientific publications, journals, magazines, newspaper articles, academic speeches or lectures, research reports, and other materials. Analytical presentations are popular in scientific, intellectual, and educational settings.

2. Generic Structure of Analytical Exposition Text

The generic structure of analytical exposition text has three components, namely:

1) Thesis

The thesis statement is the most effective technique to express an idea in a single sentence. A thesis statement's purpose is to guide a hypothetical assertion that requires evidence to be accepted or rejected. The theme or major notion of an analytical explanation paragraph is the thesis. There are two components in the thesis: position and preview. In a thesis statement,

perspective refers to the writer's point of view on the issue, whereas preview refers to an outline of the main points that will be made.

2) **Argument**

A reason given (for or against anything) is referred to as an argument. Arguments are ideas used to advance a topic. This argument is divided into two parts: the point and the elaboration. The main point restates the main argument, and each point is elaborated and supported in the elaboration.

3) **Reiteration/conclusion**

Reiteration involves restating the author's stance and point of view on the main issue. This paragraph is the final paragraph of the work and is always located at the end of the text.

3. Language Features of Analytical Exposition Text

Language features of analytical exposition text pointed by Sudarwati & Grace (2007) are follows:

- 1) The use of the simple present tense and the simple perfect tense.
- 2) Application of relational processes.
- 3) Making use of mental processes. It expresses what the writer or speaker believes or feels about something. For example, realize, feel, and so on.
- 4) Using emotive and evaluative language.
- 5) It frequently necessitates material procedures. It is used to describe what occurs.
- 6) Enumeration is sometimes required to display a list of specified arguments.
- 7) Making use of connective/transition words.

E. Previous Studies

There are some pertinent previous studies related to this research. First, the study carried by Aprilia (2021) investigated the correlation between reading habit and writing ability. In this study, the researcher used quantitative approach. The sample consisted of EFL students in the second semester of IAIN Bengkulu. The data collection used questionnaire and writing test. The final result of the correlation test utilizing Spearman's methodology revealed a correlation coefficient of 0.136. The link between students' reading habits and writing skills in narrative literature remains quite low.

The second, conducted by Yolanda (2019) investigated the correlation between reading habit and writing ability. In this study, the researcher used correlation research. The population is 154 students and the sample were 30 students taken using simple random sampling. The data collection deployed questionnaire and writing test. The final result indicated that the correlation coefficient between the two variables (reading habit and writing ability) is 0.896. It is possible to conclude that there was a substantial association between students' reading habits and descriptive writing abilities.

The third previous study conducted by Rosa (2022) carried out the correlation between the students' reading habits and reading comprehension at the third grade English language education of FKIP. In this study, the researcher used correlation design. The population student at third grade English language education of FKIP with the sample consist 60 students. The collection data, the researcher used questionnaire and writing test. The final result in this study showed there is relationship between reading habits and reading comprehension.

The fourth previous study conducted by Nugraheni and Nuardi (2018) investigated correlation between students' linguistic intelligence and reading comprehension. In this study researcher used quantitative design and used two variable. The population in this research is 55 students with used total sampling technique. The data collection in this research used questionnaire and test. The final result showed there was a notable positive correlation between students' linguistic intelligence and reading comprehension.

The last previous study conducted by Solehah (2017) investigated the correlation between verbal linguistic intelligence and writing ability. This study employed a quantitative design. The sample for this study was 70 fifth-semester students selected using the purposive sampling approach. The acquired data for this study were examined utilizing correlation and regression analysis. The study's final findings revealed a marked relations between verbal language intelligence and writing skill.