

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter present several theoriest through reviewing some literatures related to research. This chapter presents the definition of writing skills, reading comprehension, and reading interest.

A. Reading Interest

1. Definition of reading interest.

Reading interest is a feeling that accompanies or causes special attention to reading. The students will read actively if they are interest in reading. To achieve in reading, the students must want to learn. Because it can make them consider reading activity as a habitual activity for them. Furthermore interest is very influence for reading activeness Fitria (2019). According to Firdaus, (2019) reading is an activity which can help the reader get more knowledge without wasting more money. Through reading, the reader get new information, acquiring new knowldege and find new ideas. Provide the students more or less understand what they read, the more they read, the better they get at it.

2. Importance of Reading Interest

Reading can improve critical thinking skills, problem solving, and creativity. It also helps in expanding vocabulary and language comprehension. According to research conducted by Taylor, Frye and Maruyama (1990), Anderson, Fielding

and Wilson (1988), Stanovich (1986) and Walberg and Tsai (1984), reading interest has a strong positive relationship with the success of students both in school and life. When students read, they will gain more knowledge and this will help them to have wider and broader perspectives on certain issues. Reading interest can be incredibly enjoyable and pleasurable, bringing us in with tales that inspire us with their potent storylines or take us to new places. By offering insightful information about various viewpoints and experiences, it also acts as inspiration for personal development. Furthermore, whether it's for knowledge acquisition, reality escape, or just creative expression, reading frequently satisfies an innate need in us. Because of its complexity, reading may simultaneously arouse intellectual interest and emotional connection, making it one of life's most fulfilling pursuits. Regularly practicing this habit helps us better comprehend and value many facets of the human experience in addition to enriching ourselves. In the end, reading becomes a fundamental aspect of who we are, deeply affecting our feelings, ideas, and behaviour.

3. Knowledge Enhancement

Through reading, individuals can gain new information and insights on various topics that can enrich their knowledge. Anderson, Fielding and Wilson (1988) found that students' reading interest is one of the best predictors of a child's growth in reading. In addition, other research also revealed that reading interest has been linked and related to vocabulary development, comprehension, fluency as well as general intellectual development (Guthrie & Wigfield, 2000; Taylor, Frye & 1990;

Anderson, Fielding & Wilson, 1988; Stanovich, 1986). Reading interest also can give motivation to students to learning.

B. Reading Comprehension

1. Definition of reading comprehension.

Reading comprehension is a kind of reading which aims to understand the reading itself. Reading comprehension is the ability to understand, analyze, and interpret information contained in a text. It is an essential skill needed to learn and communicate effectively. Reading comprehension involves not only the ability to read words, but also the ability to understand meaning, draw conclusions, and relate new information to existing knowledge. According to Carter (2002) reading comprehension refers to understand what you read , while the reader are reading you use all of our ability to understand what reader are reading as your eyes movement, your brain, even your knowledge. Reading comprehension represent how well the readers understand literal comprehension wich concentrates on implicit meaning in the reading text

2. The Importance of Reading Comprehension

- a) Reading comprehension is the foundation for all school subjects. Without this skill, students will have difficulty understanding other subject matter.
- b) Reading with good comprehension helps individuals think critically and analytically, which is important in decision making and problem solving

finding explicit / implicit information, finding main idea, and certain word based on the context.

- c) The ability to understand text well allows one to communicate more effectively, both orally and in writing.
- d) Many professions require good reading skills to understand documents, reports, and work instructions.

3. Components of Reading Comprehension

- a) Understanding the meaning of words in context is essential to understanding the overall text.
- b) Knowing what the main focus of a text is helps readers follow the author's train of thought.
- c) Readers must be able to relate new information to prior knowledge.
- d) The ability to make inferences or conclusions based on information provided in the text.
- e) Understanding how a text is structured (e. g., descriptive, expository, argumentative) can help readers understand the author's purpose.

C. Writing Skills

1. Definition of writing skills

Writing is one of important skill in English subject beside the other skills. Even though writing skill is important, it does not get enough attention and proper time allocation in the teaching and learning process (Parmawati, 2013). As said by Brown

(2000) writing skill is a written product which is completed after the process of thinking, Planning, drafting, and revising and also demands efforts and specialized skills of generating ideas, organizing them coherently, making use of the discourse markers and the rhetorical conventions, putting all of them into one, revising the content for a clearer meaning, and editing for accurate grammar into a final product. According to Rahmadhani and Kumala, (2014). According to Henry Guntur Tarigan (2008), writing is a productive and expressive language skill, used to communicate directly or indirectly. It involves a creative process in changing ideas into graphic symbols that can be understood by others. Don Byrne (1979) emphasized that writing is a skill to express thoughts in the form of regular sentences, so that messages can be conveyed well to readers.

This skill not only covers technical aspects, but also requires good language skills and the ability to think critically and creatively. So writing skills are the ability to convey ideas and information clearly and effectively through writing. It covers various aspects, such as grammar, spelling, sentence structure, and the ability to construct arguments or narratives well. This skill is very important in various contexts, both academic and professional. Sari and Fitrawati, (2018) state that the students are expected to be able to write and understand the meaning of functional text and short essay such as narrative, descriptive and recount to be interacted in student's daily life. The students have to have knowledge about the elements of writing in order to deliver a good writing.

2. Types of writing

There are two types of writing . They are imaginative or creative writing and practical writing. The first is practical writing, it has a specific purpose and can be found in essays, reports, summaries, outlines, letters, and more. The second category is imaginative or creative writing. This kind is typically found in literary works including science fiction, romance poetry, short stories, and novels.

Writing can be categorized into various types, but two common types are expressive writing and descriptive writing. The first is expressive writing is a form of writing that allows the writer to convey their thoughts, feelings, and emotions. It is often personal and subjective, focusing on the writer's inner experiences. Second is descriptive writing. Descriptive writing aims to create a vivid picture in the reader's mind by using detailed observations and sensory language. It focuses on describing a person, place, object, or event.

3. The process of writing.

According to Meyes (2005) a series of action in writing : those are explore ideas, prewrite, organized, write a first draft, revise the draft, and produce the final copy.

a) Explore ideas

Start by writing down every concept associated with your subject. To come up with ideas without passing judgement, try mind mapping or free writing. Compile data from multiple sources to deepen your comprehension of the subject. This can involve

conducting interviews or reading books or articles. Choose the most interesting concepts, then concentrate on a certain writing aspect or thesis.

b) Prewrite

The second step is writing our thoughts on paper or on the computer. We can use one or more of these methods : brainstorming, clustering, free writing.

c) Organize

Once concepts have been expressed, we can start organising them. In this process, concepts are chosen, subtracted, added, and outlined.

d) Write a first draft

Writing a first draft is a crucial step in the writing process because it allows you to convey your ideas without worrying about being perfect. Write according to your outline, emphasising concepts above syntax. Make sure that thoughts and paragraphs flow naturally. To allow your ideas to flow, refrain from editing while you're draughting. Then, recap your major ideas or give some thought.

e) Revise the draft

Revising is the most important step of writing, especially for people who write in second language. It is the part of the writing process that take a lot of time. To revising you must read your text aloud and add or omit material, and move around. Produce the final copy

After finished revising your paragraph, we can begin the final copy. There are steps to produce the final copy: first is edit, second is copy over or print a clean copy,

third is read carefully for errors, and the last is make another clean copy. The researcher will use descriptive text to get the data from writing text. There are explanation about descriptive text.

a. Definition of Descriptive text.

Descriptive text is a kind of text that has a purpose to give the information about something or someone. In Descriptive text, writers describe person, object, appearances, landscape or phenomenon naturally so they can make the reader imagine and feel it (Alwasilah and Alwasilah: 2007).

b. Generic structure

The generic structure of Descriptive text consists of two elements; namely identification that gives the topic that can be described and clarifies the topic, it can be appearances, quality, or phenomenon (Gerot and Wignell, 2004; Alwasilah and Alwasilah, 2007; Emilia, 2011).

Writing Descriptive text vividly explains about a person, place or thing which can make the reader imagine what is described. In writing Descriptive text, Alwasilah and Alwasilah (2007) mention four kinds of Descriptive text that can be explored. First, historical profile that provides an interesting accurate report of places, times or events. Second, venture profile which deeply reports about occupation or business. Third, reporting from interview, field observation, and other research. Fourth, a case study which tells about someone's experience in representing a cluster, such as sacrifice of disaster, immigrant community, and a personal research report that serves the story

specifically about an observation which entertains the reader. Descriptive text can also be about an usual hobby, new technology, etc.

D. Previous Studies

Some previous studies that related to the correlation among reading interest, reading comprehension and writing skills.

The first is Research conducted by Bania and Imran (2020) focused on the reading comprehension abilities of third-grade elementary students. The findings revealed that while students generally had good reading skills, they struggled with understanding the material they read. This gap highlighted the necessity for targeted interventions to improve comprehension through enhanced instructional strategies and support systems. The study emphasized that explicit comprehension questions were easier for students to answer than those requiring deeper reasoning, suggesting a need for developing critical thinking alongside reading skills.

The second is study by Juriati et al., the relationship between reading comprehension and writing ability in descriptive texts was examined. This quantitative research involved 108 students, with the mean score for reading comprehension being 72.47 and for writing ability in descriptive texts being 61.14. The correlation coefficient calculated was 0.098, indicating a positive but weak correlation between the two skills. The study emphasized that effective reading habits could enhance students' writing capabilities, particularly in descriptive contexts.

The third is research by Anjani et al. examined the influence of reading interest on writing skills among science major students at SMA Negeri 5 Lebong. The study utilized a questionnaire and a poetry writing test, revealing that reading interest significantly affects writing ability, with a t-count value of 5.519, surpassing the t-table value of 1.998. This indicates that increased reading interest positively influences students' writing skills, accounting for approximately 31.6% of the variance in writing ability

The fourth is A study conducted by Saptarina et al. at SMP Negeri 1 Kayuagung focused on the relationship between reading interest and reading comprehension among seventh-grade students. Using a quantitative correlational methodology, the study involved 40 students and employed Pearson's Product Moment Correlation for analysis. The results revealed a strong positive correlation (r -value = 0.808), indicating that students with higher reading interest also demonstrated better reading comprehension skills. This study concluded that fostering reading interest is essential for improving students' comprehension abilities, as engaged readers tend to perform better academically.

The fifth study by Yublina Kuanaben (2020) showed that there was a positive and significant relationship between reading interest and writing skills in grade V students of SDN Jarakan. The results of this study found that reading interest contributed 9.9% to writing ability, with a regression F value of 5.295 and a p-value of 0.026, indicating

statistical significance. This study emphasizes the importance of reading habits to improve writing skills

Sixth research by Sri Rohyana (2022) shows that there is a positive relationship between reading interest and students' reading comprehension. With a correlation coefficient value of 0.473, this result shows that the higher the students' reading interest, the better their ability to understand reading. The determination coefficient of 22.3% indicates that other factors also affect reading comprehension ability.