

CHAPTER II

REVIEW OF LITERATURE

This chapter includes the theoretical framework, previous studies, conceptual framework, and hypothesis of the study.

1.1 Theoretical Framework

1.1.1 Reading

1.1.1.1 Definition of Reading

Reading is the interaction of the reader's linguistic skills and world knowledge with the perception of graphic symbols that convey language. The reader seeks to reconstruct the author's intended meanings during this process. Harris (1975) said It cannot be overstated how important a meaningful response is to the reading experience. It can and should include all types of thinking, including assessing, judging, imagining, deductive reasoning, and problem solving. Reading can involve not only intellectual meaning, but also intense emotions and significantly altered emotional attitudes.

According to Kustaryo (1988), reading is essentially about learning to recognize the printed symbols that comprise language and responding academically and emotionally when questioned about the subject he has read for the novice. Smith and Robinson observed that reading requires the reader to make an active effort to absorb the writer's message. Instead, the reader interacts with the text and seeks to replicate what the author wanted to convey.

2.1.1.2 The Nature of Reading

Reading is frequently taken for granted. We read with minimal effort and forethought. A bit more than 80 percent of the world's population can read to some degree, which is remarkable. When necessary, they can read basic forms, advertising, and newspapers, and apply basic reading abilities in the workplace and daily life. A portion of these individuals can read at a significantly higher level of understanding, learn new conceptual knowledge from texts, synthesize new information from various texts, critique material in texts, and reinterpret texts using their comprehension skills. Reading is the process of combining information from the text with the reader's prior knowledge to build meaning. The objective of reading is comprehension (Nunan, 2003).

2.1.2 Extensive reading

Extensive reading is one of the reading instruction strategies characterized as a situation in which students read a great deal of material at their level in a foreign language: they read aloud, for overall meaning, and for knowledge as well as enjoyment (Bamford & Day, 2004).

Students engage in extensive reading when they read lengthy texts such as books, journals, essays, and papers. Its objective is to facilitate general comprehension with the hope that the reader would enjoy the content. Students are required to produce a summary of the text after reading it (Ferbawanti, 2012).

Based on the definition of Extensive reading, it can be stated that Extensive reading Activities is a way in the learning process in which students read as many various types of English books, periodicals, and papers for pleasure while requiring only a general grasp of the content.

2.1.2.1 Principles for Teaching Extensive reading

Bamford and Day (2004) propose 10 principles for an extended reading approach to reading instruction. They discuss the nature of prolonged reading as well as the necessary conditions and methodology for its success:

a. The reading material is easy

This is the most crucial principle of extensive reading for language learning, as it is doubtful that pupils will succeed at extensive reading if they struggle with challenging content.

b. A variety of reading material on a wide range of topics is available

Variety ensures that students can locate reading material that interests them. Regardless of their interest Diverse types of reading material can support a flexible reading strategy. Students are encouraged to read for several reasons.

c. Learners choose what they want to read

Self-selection of reading material is the foundation of Extensive reading, which places students in a different role than in a regular classroom, in which the teacher or textbook provides reading material. Learners are also free and encouraged to quit reading anything they find uninteresting or too challenging.

d. Learners read as much as possible

The quantity of reading provides the language-learning benefits of Extensive reading. For Extensive reading to be effective, a weekly target of one book is reasonable.

e. Reading speed is usually faster rather than slower

As a result of reading information that they can readily comprehend, reading fluency is promoted. Dictionary use is typically discouraged since it disrupts reading and prevents fluent

reading. Instead, students are instructed to ignore or make educated guesses about the few unknown language things they may encounter.

f. The purpose of reading is usually related to pleasure, information, and general understanding.

In contrast to academic and intensive reading, which require comprehensive comprehension, Extensive Reading promotes reading for enjoyment and information. Instead of 100 percent comprehension, students should aim for sufficient comprehension to attain their reading objectives.

g. Reading individual and silent

Learners and independently. In certain schools, there are silent reading periods during which students read books of their own choosing. It is completed outside of the classroom in the student's own time and location.

h. Reading is its reward

Reading is rewarding since personal experience is the objective. Typically, extensive reading is not followed by comprehension questions. In addition, teachers may require pupils to complete a follow-up task after reading.

i. The teacher orients and guides the students

Teachers must explain to pupils what extensive reading is, why they are doing it, and how to engage in it, as it differs significantly from standard classroom practices.

j. The teacher is a role model of a reader

If the instructor reads some of the same material as the students and discusses it with them, the kids will have a model of what it is to be a reader. Teacher and student can build an informal reading group by discovering the value and pleasure of the written word together.

2.1.2.2 Procedure of Extensive Reading in the Classroom

The implementation of an extensive reading program requires the dedication of both teachers and pupils. Here are some activities for implementing the Sudirman-proposed Extensive Reading Program: (2016). They are:

- a. The teacher can ask students to fill out a quick record form with the title of the book they read, its level, how long they have to read it, a brief comment on the quality of the book, etc.
- b. Students must give an oral report on every book they read in front of the class or a reading club. The reports include the title, genre, setting, and whether or not the book is engaging and well-written.
- c. The group discussion comprises of four or five students who read the same book and is organized accordingly. Following the review, they must present in front of the classroom. These activities can help them develop their oral and written communication skills.
- d. A teacher can provide individual counseling by asking students about their reading experience, their progress, and their challenges, and then offering the most effective method to overcome the identified issue. This task can be completed while other students are reading.
- e. The teacher awards the students based on the amount of reading they complete. The objective of this practice is to encourage pupils to read more.

2.1.2.3 The Benefits of Extensive reading

Once we have determined the meaning of extensive reading, the type of information included in this program, and its characteristics, we will be in a position to evaluate this program. Now, let us examine and discover the benefits of thorough reading. This will be elaborated upon below.

Extensive reading is an issue that has been extensively researched over the past many decades, and scholars are in agreement about its general benefits. Students who read more will not

only become better and more confident readers, but also enhance their reading, writing, listening, and speaking skills and increase their vocabulary, according to Bamford & Day (2004). (Bamford & Day, 2004).

Bamford acknowledges the motivational side of intensive reading, citing its primary benefits as forming good attitudes about foreign languages and enhancing drive to learn these languages.

Here are some advantages of extensive reading, which include the following:

- a. Students expand their world knowledge. Thus, students are better able to comprehend course material and real-world scenarios.
- b. Students increase their vocabulary, grammar, and text structure expertise. Thus, they improve in all four language skills: listening, speaking, reading, and writing.
- c. Students enhance their reading abilities and cultivate more effective reading techniques.
- d. Students develop a love for reading. Consequently, they read more and become role models for others.
- e. Students adopt reading as a lifetime practice. Thus, students continue to improve their literacy abilities throughout their lives and have a greater chance of becoming active and educated global citizens. Improved reading comprehension in English. This is also the most crucial method. Such is the influence of the initial reading.

2.1.2.4 The role of Extensive reading in Language Learning

Consequently to Bell (1998), the Importance of Thorough Reading There are ten roles that the program plays in fostering student progress in the development and improvement of reading: it can provide comprehensible input, it can improve students' general language competence, it can increase students' language exposure, it can increase vocabulary knowledge, and it can lead to an increase in language skills. writing, can motivate learners to read, can retain previously learned

language, helps establish trust with lengthy texts, fosters the exploitation of textual redundancies, and facilitates the development of predictive skills.

2.1.3 Writing

2.1.3.1 Definition of writing

When studying English, four abilities must be mastered. These include the skills of listening, speaking, reading, and writing. Writing is the most difficult of the four abilities to acquire. This notion is reinforced by Richards & Renandya's (2002) article "The most challenging skills for second language learners to acquire." Not only is it difficult to generate and organize thoughts, but also to translate them into clear text.

Syatriana (2018) states that writing is a language talent. It is used to communicate indirectly with others through writing rather than face-to-face. Writing does not need choosing the correct topic, but rather determining who should read it based on the article's purpose and intended audience. We can express our thoughts and emotions in both fictitious and real events through writing. You can write something based on our experience in this instance. An encounter that is intriguing, odd, exhilarating, embarrassing, or painful.

According to Brown in Saifuddin (2013), writing is a way of life. It also involves the formation of concepts, arguments, logic, and cause and effect. Students cannot pass the course if they are unable to communicate well in writing. As writing is also a developmental process, writers avoid imposing their viewpoints, providing models, or suggesting responses to topics in advance. According to Dahnianti (2018), writing is one of the techniques to communicate an idea or message that is generated on paper or another surface. The researcher concludes from the preceding definition that writing is an activity that conveys thoughts and sentiments in written form, which the reader is supposed to read and serves as an indirect communication medium.

2.1.3.2 The process of writing

The writing process consists of approximately four steps. The first phase is to generate ideas, followed by the second step of organizing those thoughts. The third stage is to create an outline. The final stage is to edit and revise the document to enhance its quality (Oshima & Hogue, 2007).

1. Planning

At this stage, writers must consider three key issues: purpose, audience (readers), and content organization. The aim of writing affects not just the type of text the author creates and the language he or she employs, but also the information the author chooses to include. Second, the author must consider the intended audience. It affects more than simply text layout (how it is organized and how paragraphs are organized). Thirdly, the playwright must consider the structure of the play's material. This necessitates that authors evaluate the optimal organization of facts, ideas, and conversations in their writing.

You will benefit from the plan as a writer. It influences your work. This divides things down into distinct segments, so you don't feel as though you're working towards a distant goal. It permits you to track your progress. The plan also benefits your audience. This step, often known as the pre-writing phase, is an opportunity to warm up the mind before writing. There are two methods for warming the brain. Clustering and brainstorming Brainstorming is an efficient method for generating several thoughts about a topic. Because it allows you to approach a topic with an open mind, brainstorming is a good writing strategy. When you generate an idea, you do not immediately evaluate it, so feel free to generate concepts you are unfamiliar with. Brainstorming is one of a number of approaches to initiate a project (Brown, 2001).

Brainstorming, also known as list-making, is a technique for creating a large amount of information quickly by expanding on the associations between previously mentioned terms. Therefore, brainstorming is the approach to start the engine of idea generation.

2. Drafting

After planning is complete, you can go to the next phase (drafting). In the initial draft of their paragraph, students must use the ideas generated during the preparation stage as a guide:

- a. Start with a topic sentence that explains the major concepts, then include numerous sentences that reinforce the theme statement.
- b. Stick to the topic does not contain any information that does not directly relate to the main theme.
- c. Rearrange the phrases to make sense of the other themes.
- d. Use signal words to help the reader grasp the relationship between the topics in your paragraph.

3. Editing (revising)

On the first draft, it is nearly difficult to compose a faultless paragraph. Perhaps the material is presented in an unclear order or the discourse marker is incorrect. Editing is the revision and improvement of the first draft. In this situation, writers edit their own or their peers' work for grammar, spelling, punctuation, diction, sentence structure, and the accuracy of supporting textual materials such as questions and examples. The following stages can be considered for editing by the author:

- a) Add new ideas to support the topic.
- b) Cross out sentences that do not support the topic.
- c) Change the order of the sentences.

- d) Using the following checklist to revise your paragraph;
- 1) Make sure you have a topic sentence
 - 2) Cross out sentences that do not relate to the main
 - 3) Check to see if the sentences are in the right order
 - 4) Add new ideas if they support the topic sentences
 - 5) Make sure you have included signal words to help guide the reader and check the punctuations, spelling, and grammar.

4. Final Version

At this point, they have sent the final version of their essay to their instructor. Publishing is the final phase in the writing process. This has diverse connotations based on the type of work you are completing.

2.1.3.3 Genres of Writing

According to Brown (2004), there are three main genres of writing:

1. Academic Writing: articles and general subject reports, essays, compositions, journals with an academic bent, short-answer test replies, technical reports, theses, and dissertations.
2. Writing for the workplace: messages, letters or emails, memos, reports, timetables, labels, signs, advertising, announcements, and manuals.
3. Personal Writing: letters, e-mails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial papers, forms, questionnaires, medical reports, immigration documents, diaries, personal journals, fiction.

2.1.3.4 Types of writing

In general, according to Greenawald (2021), there are five types of text in the form of essays that are most common in English:

1. Narrative Text

One of the genres taught in junior high school is narrative text. According to Rebecca (2006), a narrative text is a text that connects a series of logically and chronologically related events that are caused by or experienced as a result of certain causes. Moreover, he asserts that the key to comprehending a story is its sense of plot, themes, characters, and events, as well as their interconnections. In addition, Anderson & Anderson (2003a) define narrative as a text that tells a tale and entertains the audience as a result. There are characters, settings, and events.

Typically, character, place, and narrative concerns are presented in the beginning. In the midpoint, the situation approaches its breaking point. The conclusion resolves the issue. The verb to tell signifies imparting full facts. Writing a narrative entails just putting on paper what occurred to someone (Widayati, 2003). In storytelling, the story's events are typically presented in the sequence in which they will actually occur. A story might describe events that occurred during minutes or years. A narrative text often includes character traits, main characters, setting, time, problem, and resolution (structure). Some authors switch storyline, structure, and rhetorical steps. Mitchell, Waterbury, and Casement (2003) assert that a narrative text typically includes a summary of its characteristics and rhetorical steps.

a. Plot

The storyline provides the answers to the query, "What happens in the story?" as well as "What is the order of events?" Some stories have plain and uncomplicated plots. Others have intricate narratives that provoke thought and questions about who fixes problems. Flowing narratives keep the reader engaged and intrigued. In addition, Rebecca (2003) asserts that plot is the series of events demonstrating the actions of the characters. This is not a random order, but rather the author's preferred method for narrating the story. If the author has selected wisely, the storyline

will generate conflict, tension, and action that will captivate the reader. Children desire the same things in literature as the majority of adults: action, occurring, questions that require answers, responses that suit the questions, glimpses of joyful and sad results, and the discovery of how events develop and turn. According to the KTSP (2006), plot (rhetorical step) is more than a series of activities or a struggle. Additionally, it is the pattern of those actions. If the plot structure is oversimplified in a diagram, it appears as follows:

Narrative order in fiction, the order in which events are related, may follow a variety of patterns, although the chronological arrangement is the most typical pattern in writing for young children. If a story recounts events in the order in which they occurred, it is in chronological order, even if it moves with the characters from one location of action to another. If the order is familiar to the youngster, it is easier for them to follow; chronological order is consequently more prevalent. Rising action begins with the scenario that requires demonstration and explanation. This explanation of the scenario and the state of the characters is known as exposition. It is situated at the start. In the majority of stories for children, the hook is weaved into the first part so that the reader's attention is immediately captured and maintained. This early action then builds anticipation that compels the reader to continue reading. Young readers enjoy the suspense of "What will happen?" The authors of children's literature must determine how much suspense a youngster can withstand and how much reassurance is required to counteract suspense. The climax is the peak and turning point of the fight, the point at which we know the outcome of the action. In a progressive narrative, tension propels the reader through the escalating action to the primary climax, when the conflict is resolved in a manner foreseen and predictable; the final questions are typically answered in a denouement with a closed conclusion.

b. Characters

Characterization answers the query "Who are these individuals?" and "Do they convince?"

Characters must be genuine for the reader to relate to them. Readers like characters whose humanity resonates with their own. The characters are very relatable and believable. Characters are brought to life for the reader by what they say, what they do, and what others say about them.

c. Setting

The setting informs the reader of the story's location. It provides the answers to "Where am I?" and "What will I see if I stroll about here?" More often than not, the environment fades into the background, and the reader pays little attention to it. When the scene is not well-described, however, the reader has no idea where he or she is, and this is immediately apparent.

In the meanwhile, Anderson & Anderson (2003b) outline five steps in narrative text construction. They are the introduction, the complication, the event sequence, the resolution, and the coda. During orientation, the narrator informs the audience of the story's characters, setting, time, and events. In complexity, the narrator describes an event that will set off a chain of subsequent occurrences. These occurrences will impact one or more characters. The catalyst is the complication. Then, in the subsequent step or chain of events, the narrator describes how the characters respond to the difficulty. In this step, the character's emotions and actions are included. In addition, the events might be recounted either chronologically (in the order in which they occur) or through flashbacks. The audience is provided with the narrator's perspective. In the resolution section, complications are resolved or the issue is resolved. Coda is an optional narrative structure. In this section, if there is a lesson or message to be gained from the story, the storyteller offers a coda.

To make it concise and easier to comprehend, the generic structures of a narrative essentially consist of three points: introduction, conflict, and resolution. The last two components, as proposed

by Anderson & Anderson (2003), are variations or perhaps optional, as they are not fundamentally different.

Narratives can be conveyed either orally or in writing. Novels are a common format for written storytelling. Typically, the story is told by a narrator. If the narrator is a character in the story, then the narrative is considered to be in the first person. If a character from outside the narrative is the narrator, the story is told in the third person. In addition, narrative texts can assume various forms or varieties. It consists of myths, fairytales, aboriginals, science, fiction, bedtime stories and romantic books. There are numerous sub-forms of fairy tales or fairy tales: fairies, goblins, elves, trolls, giants, and talking animals.

According to Carnine (1990), stories have their own structure, known as story grammar. This structure frequently revolves around the conflicts or challenges encountered by the characters in the story and their attempts to resolve them. The tale grammar elements of (1) conflict, (2) objective, (3) resolution of the conflict, (4) plot, and (5) the character's thoughts and feelings are universal. By emphasizing the presence of these elements, the reader is better equipped to comprehend the narrative. A story's structure might be basic (i.e., its elements are few and written in a predictable order) or complex (e.g., the components are numerous and their sequence unpredictable).

2. Descriptive Text

Some expert has discussed the definition of descriptive text. According to Kane (2000), "description is about sensory experience — how something appears, sounds, and tastes." Description focuses mostly on the visual experience, but it also addresses other types of perception. Then McCarthy defines descriptive writing as the genre that creates images via the use of precise

tactics like metaphor and the sounds of words. The word picture in this sentence also refers to the object or things being described, hence the stated things and objects are both actual and abstract.

3. Procedure Text

A procedure text is a text that instructs readers on how to perform or create something. Anderson (1997) adds that recipes, itineraries, instruction manuals, and directions are examples of procedure literature. Typically, the language of a technique describes which tools or components must be prepared. Following are some steps. The steps might instruct the reader on how to construct or operate a product. The measures are taken to provide information to the readers in order for them to reach a positive conclusion. The purpose of procedure text is to explain how something is achieved through a series of activities or stages. The material is provided in a logical, step-by-step sequence of occurrences. Hartono (2015) It indicates that a procedure text explains how to manufacture something and ensures that the stages are performed in the correct order. Therefore, each step in the procedure should be followed.

4. Recount Text

A recount text is one that recounts prior events. Its objective is to present a sequence of events with a description of when they occurred. There are characteristics of a recount. Anderson (2002) describes the typical format of a narrative text.

5. Report Text

A report text is a text that provides information on a topic. Typically, a report provides facts, a description, and information about a subject's part, behavior, and traits. On the basis of people's study, one could say that a report describes people, locations, or things in general. According to Gerot and Wignell (1996), the social role of report is to describe the current state of affairs with respect to a variety of natural, man-made, and social phenomena in our surroundings. According

to Hyland (2002), the social goal of a report is to communicate factual information, typically through classifying and characterizing things.

In this study, the researcher concentrated solely on narrative writing and ignored other forms. Because narrative writing is regarded as the most popular kind of student writing.

2.1.3.4 Components of Writing

To write well, a learner requires a large vocabulary, precise syntax, and excellent comprehension. According to Nurgiantoro (2001), there are certain elements of writing:

a. Content

The term "content" refers to a collection of material that supports the specific topic being discussed. In terms of the substance, the author can develop a detailed description of the major issue.

b. Organization

Organization refers to how students organize their thoughts. The material is organized with clear ideas, good organization, a logical sequence, and cohesion.

c. Vocabulary

In writing, it is essential to choose and use terminology in each sentence appropriately.

d. Grammar

Grammar is the language's rule for combining words. Grammatical usage can be applied to all types of sentence construction to make writing more intelligible.

e. Mechanic

Mechanic refers to the students' writing style. A paragraph is a collection of phrases that require proper spelling and punctuation. If the punctuation is incorrect, the paragraph will be unintelligible.

Components of writing include the aforementioned organization, content, language, and mechanics.

2.1.3.5 The Purpose of Writing

There must be objectives in writing. It is impossible if people write without purpose, even if they produce basic texts. According to Reinking et al. (1986), there are several objectives of writing. They are:

1. To Inform

The most prevalent objective of writing is to inform the writing of others. People provide information frequently in their writing.

2. To Persuade

People occasionally write to persuade someone to do or think something by providing a rationale. It is to convince somebody through writing.

3. To Express

Almost everything is written, including self-expression. Writing also allows them to express their individuality.

4. To Entertain

Writing can also be entertaining. By reading a humorous narrative, people may chuckle, and it can truly amuse someone for this purpose.

2.1.3.6 Writing Assessment

Evaluation is characterized as a continuing process that encompasses a much broader scope (Brown & Lee, 2015). It differs from a test that measures aptitude in a specified domain using particular methodologies or procedures. Assessment is crucial, according to Hyland (2003),

because it assists both teachers and students in monitoring the development of learning. Feedback and grades can have a significant impact on students' individual writing development.

There are five primary purposes for evaluating students' abilities. They include placement, diagnostics, accomplishment, performance, and proficiency. The purpose of placement is to evaluate students and place them in classes that best meet their needs and abilities. The purpose of the diagnostic is to assess pupils' strengths and weaknesses.

Next comes the accomplishment. This is to gauge the development of student learning in a particular course. It could be demonstrated by the type of writing a particular course offers, such as genre or other foci. Typically, the Performance objective aims to assess students' abilities to do certain writing tasks in academic and other contexts. The purpose of measuring proficiency is to determine whether or not a student has the precise skills necessary to meet the requirements of an educational or occupational setting.

Based on the five reasons for grading students' writing skills, the focus of this study was on scoring writing performance. In general, test designers employ three basic approaches: global, key characteristic, and analytic scoring (Brown & Abeywickrama, 2010; Hyland, 2003).

1. Holistic Writing

The holistic scoring system is based on a single, integrated score of the author. It seeks to gauge the writer's general proficiency in the eyes of an evaluator. The range of the holistic score is established suitably (for example, from 0 to 6) with a systematic descriptor that the evaluator must match to determine the overall impression. According to Brown & Abeywickrama (2010), holistic scoring considers particular characteristics including theme, organization, and development, as well as supporting details (fluency, naturalness, appropriateness). Due to its

substantial reliance on experienced assessors, the objective of holistic assessment is typically administrative in nature. However, it is not ideal for classroom use due to the minimal information offered.

2. Primary Trait Scoring

A second strategy concentrates on a limited aspect of discourse, such as its function. A scoring system is designed to evaluate a single aspect of a task, such as text staging, response, argument reference, and audience (Hyland, 2003). In conclusion, Brown and Abeywickrama (2010) identified four dimensions of primary trait grading, including precision, clarity, description, and expressiveness.

3. Analytic Scoring

This analytical evaluation provides the writer with feedback on the written text's appearance and evaluates it based on a set of criteria for successful writing. The score system is determined by a number of categories and levels within each category. This method is best suited for classroom evaluation because it provides greater insight into a writer's strengths and weaknesses. In this study, analytic scoring will be used since it is appropriate for assessing learning and classroom instruction (Kumpawan, 2014).

2.1.4 The Relationship between Extensive reading and Writing Skills

Multiple studies have demonstrated a correlation between considerable reading and writing abilities. According to Wang et al. (2009), ER relates to improved writing and grammar skills. This may be due to the fact that the storybook's sentences are more engaging and simple to comprehend, thus offering more input for acquiring sentence patterns, vocabulary, and other parts of grammar. Mermelstein (2014) conducted a one-year study to examine the impact of ER on EFL students' writing skills. The study was done in Taiwan with the participation of 211 third-year

undergraduates. The pupils were roughly divided into two groups: ER and control. All of the measured writing subscales (content, organization, vocabulary, language usage, mechanics, and fluency) demonstrated significant gains for both groups: content, organization, vocabulary, language use, mechanics, and fluency.

Park (2016) did another study on the effect of ER on writing, analyzing the influence of ER on L2 student writing, specifically in a 16-week EAP writing program. These students were enrolled in an intermediate writing course at a university in the United States, and the vast majority of them were from Asia. The fifty-six participants are separated into two groups: ER-focused writing courses and standard writing courses. During class time, the only change was that the ED group spent 15 minutes silently reading and five minutes discussing their reading. During these twenty minutes, traditional groups are free to write. In terms of homework, participants in the ER class were required to continue the ER and complete a brief writing assignment based on what they had read, whereas participants in the standard class were assigned homework based on the textbook. The identical essay questions are utilized for the pre- and post-tests. The ER class scored higher on the post-test overall than the standard class. Moreover, the ER class outperformed the regular class in all five writing subskills: content, organization, vocabulary, and mechanics.

The researcher wishes to explore the influence of extensive reading on the writing skills of pre-service English instructors at Universitas Muhammadiyah Kalimantan Timur, based on the preceding explanation. The researcher also wanted to investigate the effect of independent variables on improvement.

2.1.4 Previous Studies

Sakurai conducted the first relevant research (2017) 157 first- and second-year non-English majors at a private Japanese university took an in-class writing test. The researcher investigates the relationship between the quantity of extensive reading and writing performance and concludes that the amount of extensive reading has an effect on various sub-skills of writing (vocabulary and grammar), but not on the overall. This study is comparable in terms of the variable for extensive reading and practically identical in terms of the variable for writing, as the variable for writing fluency was introduced in the same study.

Poorsoti and Asl (2016) conducted the second study, which is an experimental study with three variables: extensive reading, grammatical accuracy, and writing fluency. According to the findings, intensive reading had an effect on the learners' overall writing performance and increased their writing fluency. Although the similarities in this study are identical, the findings can be used to generate hypotheses.

Meanwhile, Aida and Widiyati (2020) did research titled "Extensive reading to improve students' writing of explanation text" to investigate the effects of extensive reading on the improvement of writing skills in a Semarang Islamic School. The study's findings show that the experimental group outperformed the control group, hence rejecting the null hypothesis. This suggests that intensive reading may have a significant positive impact on the production of explanation texts by eleventh-grade students at Semarang Islamic School during the 2018-2019 academic year.

Kirin (2010) also did a study, which is an experimental research with two variables: extensive reading and writing abilities, which is similar to a lot of previous studies. This is a

practically perfect study that can be used as a model, and the findings appear to have undervalued the theoretical and natural relationship between reading and writing skills, as demonstrated by a number of L1, ESL, and EFL studies. The statistically better reading comprehension did not help the high-reading group acquire writing skills.

Based on the aforementioned relevant research, it is clear that there are parallels and differences between this study and those studies, beginning with the title, research design, correspondent level, total sample, text focus, and data collection and analysis technique. The current study sought to evaluate, for the first time, the effects of substantial reading on students' narrative writing skills, which had not previously been investigated.

2.3 Conceptual Framework

The conceptual framework of the research was explained in this research, as shown in Figure 2.1

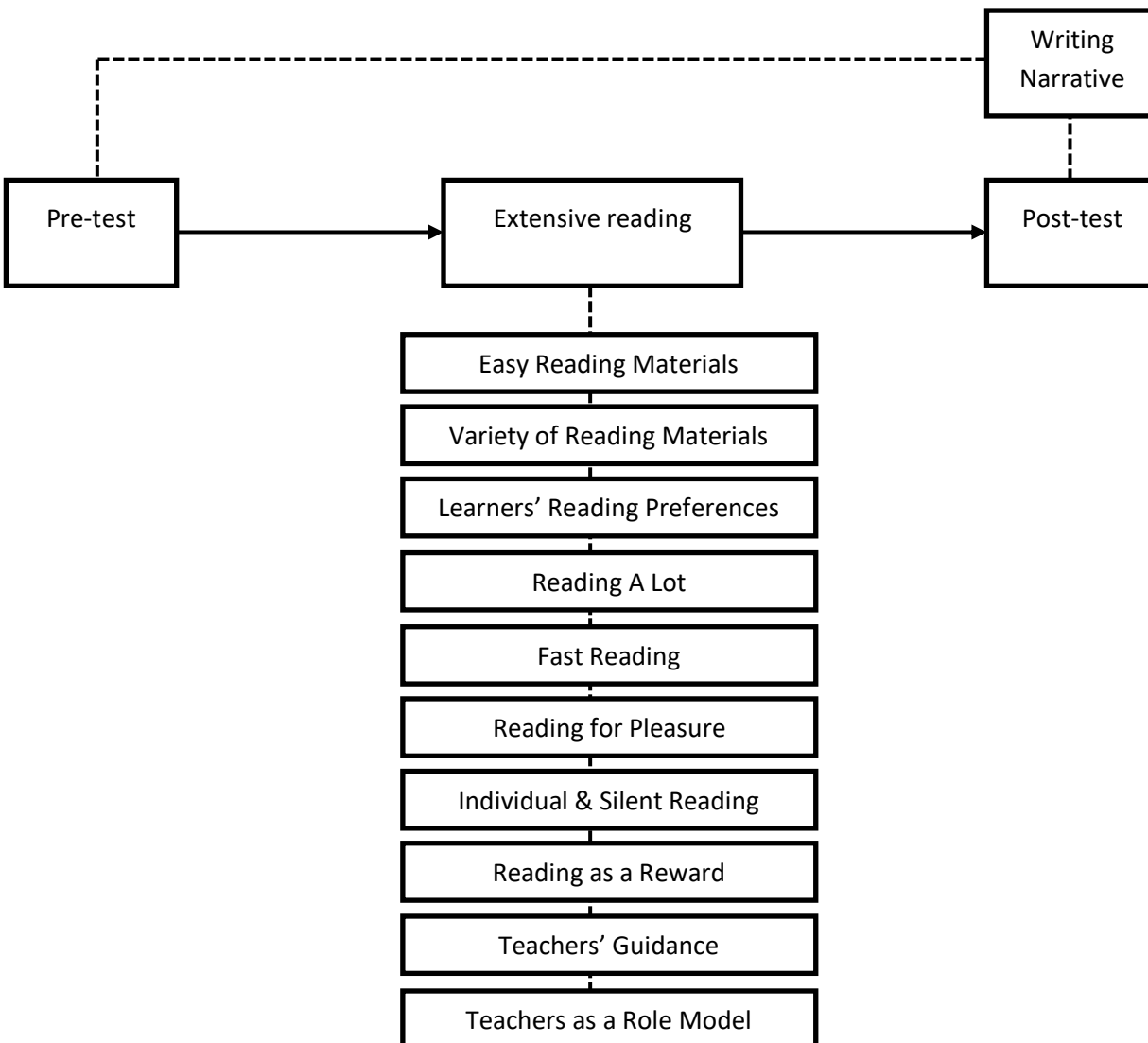


Figure 2.1 Conceptual Framework

2.4 Research Hypotheses

Based on the review of the literature and conceptual framework above, the hypotheses are formulated as follows:

Null Hypotheses (H_o) : The implementation of extensive reading does not significantly improve writing skills in narrative texts of pre-service English teachers at Universitas Muhammadiyah Kalimantan Timur.

Alternative Hypothesis (H_a): The implementation of extensive reading significantly improves writing skills in narrative texts of pre-service English teachers at Universitas Muhammadiyah Kalimantan Timur.