

CHAPTER 2

LITERATURE REVIEW

This section presents the literature review to explain the theoretical theories supporting this study. It explains three parts regarding the theoretical framework, relevant research studies, and research hypotheses.

A. Theoretical Framework

This section presents a brief explanation of some of the theories that support this research. These theories relate to the concept of reading, reading for pleasure, reading for pleasure in the EFL context, the concept of writing, writing ability, and narrative text.

1. The Concept of Reading

Reading is one of the basic language skills that enables readers to acquire new knowledge, understand, and interpret information from written texts (Kucuk, 2025). In the process, reading involves recognizing words, understanding language, and discovering new meanings using existing knowledge, as well as understanding the meaning of ideas in the context of the text (Duke & Cartwright, 2021). In other words, reading is an active process that includes recognizing and understanding the meaning of written texts, enabling individuals to update their knowledge (Syafitri et al., 2021). Thus, reading is a process where readers actively understand written texts to discover meaning and gain new knowledge from what they read.

Additionally, reading serves several purposes that vary depending on the need and context. Grabe and Stoller (2013) identify some of the primary purposes of reading, such as:

- a. Reading to search for simple information

Reading to search for simple information is done to obtain information from various sources of reading material, such as books, articles, or reports. Readers usually do it quickly to find specific keywords or phrases in the text.

- b. Reading to skim quickly

Skimming aims to provide the reader with a general idea of the material's content without requiring in-depth reading. In the process, the reader only reads the paragraph's important points or main idea.

c. Reading to learn from texts

Reading to learn from texts usually occurs in an academic context, where the reader tries to learn or understand concepts and information from a text. In addition, reading to learn demands stronger general comprehension to relate text information to background knowledge (e.g., relating a character, event, or concept to another known character, event, or concept, or relating a possible cause to a known event).

d. Reading to integrate information

Reading to integrate information means combining information from different sources to gain a broader understanding of a topic. This skill inevitably requires critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's purpose.

e. Reading to write

Reading to write involves a deep understanding of the reading material as a reference to produce writing. On the other hand, the reader will integrate or organize information from a text they have read.

f. Reading to critique texts

Reading to critique texts requires readers to focus analytically on the content of a passage. Readers will select, find biases or weaknesses in the presentation of information, assess arguments, and consider various views.

g. Reading for general comprehension

Reading for general comprehension is the most common type of reading done in daily life. Readers will read a text to understand the overall content without focusing on overly specific.

In the process, Brown (2001) identifies that reading activities are divided into two, namely:

a. Intensive Reading

Intensive reading is a classroom activity where students focus on a passage's linguistic or semantic details. It involves short readings followed by textbook-based activities to develop comprehension or specific reading skills.

b. Extensive Reading

Extensive reading is reading large amounts of material (e.g., books, long articles, or essays) without focusing on classroom exercises to test comprehension. Most extensive reading is done outside of class time for enjoyment.

2. Reading for Pleasure

The term 'reading for pleasure' or 'pleasure reading' is defined as a self-directed reading activity that provides satisfaction from reading (Chireac et al., 2022). Reading for pleasure is interpreted as free voluntary reading (Krashen, 2003), extensive reading (Duncan, 2010), reading for enjoyment (Clark & Rumbold, 2006), and ludic reading (Nell, 1988). Clark and Rumbold (2006) explain that this reading refers to activities done out of our own free will to get the satisfaction gained from reading. It refers to reading materials that are read because we are interested in the material, which involves materials that reflect our choices at a time and place that suits us. These activities are usually conducted outside of the school context and do not involve required school texts (Abimbola et al., 2021; Omoba & Oyewusi, 2020). The types of reading materials included in this category are very diverse, such as fiction books, prose, drama, poetry, newspapers, magazines, comics, and non-fiction, such as biographies, inspirational books, religious books, and motivational books (Abimbola et al., 2021). Cepic et al. (2024) add that the most important aspect of reading for pleasure is the enjoyable experience of the reader, without any genre restrictions as long as the reading material is chosen voluntarily by the reader. In conclusion, reading for pleasure is an activity undertaken voluntarily based on personal interest, to derive satisfaction and enjoyment from the text being read.

Research has shown that reading for pleasure has many benefits. These include influencing students' academic performance such as stimulating imagination and critical thinking (Yangdon et al., 2024), improving reading attitudes, and greater self-confidence (Clark & Rumbold, 2006), influencing students' reading comprehension, vocabulary, text comprehension and writing (Olivia et al., 2023). Furthermore, Howard (2011) states that reading for pleasure has positive benefits from an educational perspective, where this activity helps improve literacy skills with an 'instructive' role that provides practical knowledge that affects students' reading comprehension, vocabulary, grammar, and writing skills. Boyask and Milne (2021) add that reading for pleasure can provide cognitive benefits for readers. This statement is supported by Omoba and Oyewusi (2020), who state that students who frequently read for pleasure tend to develop better cognitive skills, which positively affect their academic achievement. The more students engage in reading for pleasure, they tend to have better academic skills, one of which is in learning English (Whitten et al., 2019). Therefore, reading for pleasure is considered one of the supporting factors that can develop students' writing ability, which indirectly enhances creativity, enriches vocabulary, and provides an overview of structured writing and effective writing styles.

In the context of reading for pleasure, according to Nell (1988), there are several indicators of students reading for pleasure as follows:

a. Reading as a form of Play

It refers to free activity outside ordinary life, such as absorbing the players completely, being unproductive, and taking place within circumscribed limits of place and time.

b. Motivational analysis of ludic reading

It refers to a deeper understanding of the motivations that drive a person to read for pleasure voluntarily or spontaneously (ludic). From this reading activity, it is not only knowledge or information that the reader can obtain, but also satisfaction and cognitive events that arise from the interaction between the book and the reader. The reader's social and

personal value system will ultimately influence this interaction. This involves various factors such as aesthetic values, narrative structure, the nature of storytelling, the pleasure derived from the reading material, and the psychological impact that occurs during reading.

c. The frustration index

This refers to the fact that books have a stronger relationship with reading time than newspapers or magazines. Book readers will feel more frustrated if they cannot read because they feel "short of reading time," and they will quickly take steps to end it. This shows that books or novels have a more substantial "addictive" appeal than other reading material, such as newspapers.

d. Reading span

This refers to how long a reader would continue reading a book they enjoyed if they could continue reading without interruption for as long as they wanted.

e. Vehicle of reading habit

It refers to reading materials that facilitate ludic reading (reading for pleasure). It can refer to any reading that interests the reader, such as a torn scrap of newsprint, a magazine, a novel, or a textbook on a topic of interest.

3. Reading for Pleasure in EFL Context

In learning English as a foreign language, reading for pleasure is an activity of reading without academic pressure aimed at enjoying the reading itself. This activity is often referred to as extensive reading (Duncan, 2010; Ovilia & Asfina, 2020). Lee (2021) defines extensive reading as a reading activity that involves a large amount of reading material appropriate to the reader's level. This includes interaction with various sources, such as books, newspapers, journals, and online articles, with an emphasis on the overall meaning rather than specific or minor details (Solanki & Patoliya, 2024). In the context of EFL, reading for pleasure is considered extensive reading typically done outside the classroom, using easy and enjoyable reading

materials such as short stories, teen novels, or light articles (Gochu, 2016). This reading strategy has a significant impact on target language proficiency, classroom atmosphere, behavior, and engagement of EFL students (Lindawati, 2021). In other words, when students voluntarily choose readings based on their interests, they naturally develop reading habits that enrich their knowledge, expand their vocabulary, understand grammar, and ultimately support the development of their writing ability (Goctu, 2016).

Reading for pleasure in an EFL context significantly improves students' skills. Krashen (2003) explains that extensive reading or reading for pleasure provides input for literacy and language development, which students can then use to improve their writing skills. Fitriansyah and Miftah (2020) state that extensive reading in the context of EFL students' learning positively correlates with their writing fluency. This is due to their exposure to varied sentence structures, accurate grammar, and a broad vocabulary. This finding aligns with Nugrahini and Rakhmawati (2022), who discovered that EFL students who engage in extensive reading can write more fluently because they have a greater variety of writing ideas, language mastery, and familiarity with various styles of language and expressions found in the texts they read. Therefore, reading for pleasure is considered an effective strategy in EFL learning that can support the development of students' writing skills in terms of content, vocabulary, sentence structure, and writing style.

In practice, reading for pleasure in EFL can be integrated into the curriculum by applying the principles of extensive reading proposed by Day & Bamford (2002). These key principles in extensive reading for EFL students are relevant to reading for pleasure, as outlined below:

- a. Easy reading material
- b. A variety of reading materials on different topics should be available
- c. Learners choose what they want to read
- d. Learners read as much as possible
- e. Reading goals are usually related to pleasure, information, and general comprehension

- f. Reading is the reward
- g. Reading speed is usually faster rather than slower
- h. Reading is individualized and silent
- i. Teachers direct and guide their students
- j. Teachers are role models for readers

4. The Concept of Writing

Writing is an important part of communication because, through writing, students can convey information and knowledge to readers (Ferisia et al., 2019; Jubhari et al., 2022). According to Jubhari et al. (2022), writing is an activity of forming graphic symbols and making marks on paper. These symbols must be arranged to form words that can be used to express emotions and thoughts in a sentence. Through writing, we can express ideas, which allows people to access information in writing. In line with Brown (2001), writing is a transactional activity with words that frees us to convey what is thought and felt; it is also described as the activity of thinking, writing, and revising. In the process, writers need more knowledge about generating ideas, organizing them logically, reviewing the text for clarity, editing the language for correct grammar, and producing the final work. Moreover, Nunan (2003) defines writing through three sets of contrasts, namely:

- a. It is both a *physical* and *mental act*

At the most basic level, writing is the physical act of putting words or ideas into a medium, whether they are scribbled on paper or typed email messages on a computer. On the other hand, writing is the mental work of creating ideas, thinking of ways to express them, and organizing them into statements and paragraphs that are clear to the reader.

- b. Its purpose is both to *express* and *impress*

Writers usually serve two contexts: themselves or their desire to express ideas or feelings, and the reader or audience, who needs to understand the ideas being expressed. The writer then has to choose the best form of writing, such as notes from a meeting, a scientific article, a

novel, or a poem, which are just a few options. Each type of writing has a different level of complexity, depending on the purpose.

c. It is both a *process* and a *product*

Writers imagine, organize, draft, edit, read, and reread. This writing process is often cyclical and sometimes disorganized. Ultimately, the audience sees and reads a finished product such as an essay, letter, story, or research report.

Based on the opinions of experts, it can be concluded that writing is an important activity in communication that involves several processes, such as physical and mental processes, to convey ideas, feelings, and information in a structured manner. Writing is not only intended to express oneself, but also to make an impression on the reader. Through the process of thinking, revising, and producing a complete and meaningful piece of writing, writers are able to communicate ideas clearly to their readers.

In addition, writers can express ideas in any form. In line with Brown (2001), in the classroom context, students can express their ideas in five writing classifications. The five categories of writing are as follows:

a. Imitative or writing down

In the beginning stages of learning to write, students will "write down" English letters, words, and sentences for them to learn. This activity is usually called dictation, which occurs in the following steps: First, the teacher reads a paragraph once or twice at an average speed. Second, the teacher reads the paragraph in short phrase units of three or four words, and a pause follows each unit. Third, during the pause, students write down what they hear. Fourth, the teacher reads the entire paragraph once more at an average speed, and then students can check their writing. Fifth, the teacher grades with an appropriate rubric for writing and spelling; punctuation errors will not be considered as severe as grammatical errors.

b. Intensive or controlled

In this activity, students write short passages under strict guidance, focusing on form and accuracy rather than content development.

c. Self-writing

Some classroom writing activities involve self-writing, where students write only for themselves, such as taking notes or writing journals.

d. Display writing

Display writing refers to writing that demonstrates the students' knowledge, using correct grammar, clear structure, and appropriate format.

e. Real writing

This type of writing involves authentic communication, such as academic writing, instructional materials, and personal messages.

Thus, the five writing activities above show that students' writing skills can be developed gradually in accordance with the objectives, context, and learning needs. Therefore, they can effectively express ideas in various forms of writing.

5. Writing Ability

Writing is considered one of the most challenging language abilities to master and an important part of English. Agistiawati (2025) states that writing ability becomes increasingly challenging for students, as it requires not only mastery of grammar rules but also a strong grasp of conceptual understanding and critical judgment. Writing ability is an ability that involves organizing ideas into a coherent paragraph. In line with this, Hyland (2019) stated that writing ability is a skill in producing structured and meaningful written text to convey the writer's ideas or arguments effectively.

Furthermore, Weigle (2018) defines writing ability as a complex skill that relies on linguistic knowledge and cognitive skills such as planning, revising, and evaluating writing. Competent writers must be able to develop ideas, coordinate them logically, and ensure coherence in the use of language. In line with this opinion, Noor (2022) states that writing ability is the ability to express ideas and thoughts in an organized manner in written form. In practice, writers need further knowledge to create good writing where the message and content are clear and can be understood by readers. Thus, writing ability is a complex skill that requires not only language proficiency,

but also critical thinking, planning, and the ability to convey ideas in a structured and coherent way so that the message is clear to the reader.

According to Oshima and Hogue (2006), writing ability not only includes mastery of grammar and spelling rules but also requires understanding the writing process. This process includes several important stages, namely:



Figure 2. 1 The Process of Writing

In the first stage, the writer must determine the purpose, identify the target audience, and plan the content. This includes organizing facts, ideas, and arguments that will be included in writing. In the second stage, the writer organizes facts and ideas into draft sentences and paragraphs. The third stage is reflecting on and revising the writing. At this stage, writers must carefully reread the writing they have previously created. Perhaps the order of information is unclear, or the way of writing is ambiguous or confusing. The writer might move paragraphs around or write a new introduction. The writer may use a different form of words in specific sentences. In other words, the writer will revise their writing at this stage. This stage allows the writer to add, delete, rearrange, and replace words, sentences, and even entire paragraphs to make the writing more accurate and suitable to represent the writer's ideas. Finally, the writer produces the final revision. After editing and revising, this version may differ significantly from the initial plan or first draft. At this point, the writer is ready to submit the work to intended audience.

6. Narrative Text

Narrative text is a type of text that recounts an event that has occurred in the past (Mulyanah, 2021). This text is often used by the community to express their views on life and attitudes towards an event. This is because the topics of narrative texts mostly discuss things that have happened or are happening or may happen. In other words, narrative texts usually tell a story

from real life (Qatrinada & Apoko, 2024). Meanwhile, Rosyadi et al. (2023) argue that narrative texts are a type of fictional writing in which the author presents an event or series of events that befall a character as if the reader is there and experiencing life alongside the main character.

On the other hand, Hidayatullah (2022) states that narrative texts are texts that aim to tell a story with events that are chronologically related. There are several types of narrative texts, such as fairy tales, science fiction, romance, mystery, adventure stories, horror stories, myths and legends, fables, personal experiences, historical narratives, etc. Montgomery (2007) adds that a narrative is a story involving a series of related events. In its composition, one event in the story causes another event. This text also typically deals with problematic events leading to a crisis or turning point, which is then resolved (Wardiman, 2008). Thus, it can be concluded that narrative texts are texts that aim to tell a series of events, both real and fictional, arranged chronologically. Usually, these texts involve conflict and resolution, so that they can convey a message or entertain their readers.

In the drafting process, Muliani et al. (2019) said that writers need several stages as follows:

Table 2. 1 Generic Structures of Narrative Text

Generic Structure	Function
Orientation	An introduction includes where the characters, setting, and story time are set. It usually answers who, when, and where.
Complication	Tells the beginning of the problem that leads to the crisis (climax). Complications usually involve the main character.
Resolution	The ending is the solution to the problem. There needs to be a resolution to the problem. The problem can be solved

Re- Orientation / Coda	<p>for better or worse, happy or sad. Sometimes, several complications need to be resolved. This adds and maintains interest and suspense for the reader.</p> <p>Contains the story's concluding statement and is optional. It can contain moral lessons, advice, or teachings from the author.</p>
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B. Study of Relevant Research

Several studies have examined the relationship between reading for pleasure and writing ability. The first is a study by Attiyat (2019), which focuses on the impact of reading for pleasure on improving writing achievement and reading comprehension. This study used various data collection methods, such as published research, articles, and books. The results of this study show that reading for pleasure has a positive impact on improving writing achievement and reading comprehension. In addition, reading for pleasure provides entertainment, relaxation, and comfort for its readers, as well as providing them with creativity and escapism that have a positive impact on writing performance.

The second is a study by Wati (2021), which aims to investigate the relationship between students' reading habits and writing ability in the State Islamic Senior High School 1 Pekanbaru. This study used quantitative methods, with a total population of 356 students. Class X MIPA 2 was selected with a sample size of 36 students. There are two instruments used to collect data, namely a questionnaire to collect students' reading habits and a writing test. The results of this study showed that there was a significant correlation between the two variables.

The third is research by Ovilia and Asfina (2022) which discusses reading for pleasure which has a positive contribution to the development of English proficiency indirectly. This study uses a qualitative approach, with two participants who have often done extensive reading activities for more than 7 years without the aim of learning English. For data collection, the researcher used semi-structured interviews, observation and personal communication. The results

of this study show that reading for pleasure contributes positively to helping participants acquire English language skills such as vocabulary, grammar, reading and listening skills, which are important elements in writing. With these findings, it shows that reading for pleasure has a positive impact on building language proficiency, both for readers who have learning goals and just to read for pleasure.

Fourth is research conducted by Duong and Trang (2021) which aimed to identify the impact of extensive reading on the ability of EFL students in Vietnam. This study employed a quantitative experimental method, dividing participants into two experimental groups who received extensive reading material as an assignment and a control group that learned to write without support from reading. The results of the pre and post tests showed that the experimental group experienced a significant improvement in writing ability compared to the control group. In addition, the questionnaire results showed that the participants had a positive attitude towards the application of extensive reading in writing learning. The findings indicate that extensive reading, which also includes reading for pleasure, can support writing improvement in the context of learning English as a foreign language.

Fifth is a study by Yana (2024) who investigated the relationship between students' reading habits and their ability in writing narrative texts at MAS Al-Wasliyah 22 Tembung. This study glorifies the quantitative correlation method with a sample size of 34 students who were randomly selected through random sampling technique. To obtain the data, the researcher used two instruments, namely a questionnaire to measure reading habits and a writing test to assess the ability to write narrative text. The results of this study show that students' reading habits are in the good category, as well as their narrative text writing skills. Thus, this study shows that there is a positive correlation between reading habits and students' narrative text writing ability.

Sixth is a study by Ihsan (2021) who investigated the correlation between students' reading habits and writing ability in the State Islamic Senior High School 1 Pekanbaru. This study employed a correlational research with a total population of 262 students. The researcher used purposive sampling to collect data by taking

only the class as a sample. There are two instruments to collect data: a questionnaire to collect students' reading habits and a writing test to determine students' ability to write narrative text. Therefore, the researcher found a significant correlation between this variable, reading habit, and the ability to write narrative text.

From the several studies above, it can be concluded that reading for pleasure plays an important role in improving writing ability by enriching vocabulary, improving grammar and sentence structure, and encouraging creativity and language development. Although previous studies have explored the benefits of reading for pleasure in various aspects of language learning, there is still a lack of research that specifically examines the correlation with students' writing ability, especially in composing narrative text at the junior high school level. To address this gap, this study, entitled "The Correlation Between Reading for Pleasure and Writing Ability in Narrative Writing in Junior High Schools in Tasikmalaya," aim to investigate whether there is a correlation between these two variables among junior high school students. The results of this study are expected to provide valuable insights into the importance of encouraging students to read for pleasure and enjoyment as a strategy to improve their writing abilities.

C. Research Hypothesis

The research hypothesis of this research is a temporary answer to the research question. Kothari (2004) stated that a hypothesis is a proportion or a set of proportions determined as an explanation for the occurrence of a particular phenomenon. This is also emphasized as a temporary conjecture. Two hypotheses exist: the alternative hypothesis (H_a) and the null hypothesis (H_o). Here is the formulation of the hypothesis:

H_a : There is a correlation between reading for pleasure and students' writing ability in composing narrative text.

H_o : There is no correlation between reading for pleasure and students' writing ability in composing narrative text.