

**The Writing Skill Benefits of Increased Student's Reading Comprehension:
A Case Study at Universitas Kristen Indonesia**

Astri Julianti Simatupang

astrijulianti89@yahoo.com

English Teaching Study Program, Faculty of Teacher Training and Education
Universitas Kristen Indonesia

Abstract

This research was conducted to investigate the correlation between reading comprehension and writing skill at the Faculty of Education and Teacher Training, Universitas Kristen Indonesia. The sample data were taken based on the scores of Reading I, Reading II, Reading III, Reading IV, and Reading V and Writing I, Writing II, Writing III, Writing IV and Writing V. The participants were 30 regular students in the eighth semester of 2012 batch of English Teaching Study Program students, Faculty of Teacher Training and Education, Universitas Kristen Indonesia students. The collected data were analyzed by using SPSS version 24. The result showed that there was significance and strong correlation between reading comprehension and writing skill. some recommendations are provided to meet the objective of learning English as a foreign language in Indonesia and to provide a potential access to the further research.

Keywords: *reading comprehension, writing ability, correlation, quantitative, research*

Introduction

English has been globally used as a lingua franca (Dakhi, 2009; Jenkins, 2008) and treated as a compulsory subject. Although Muhhamd Nuh's instruction, a Minister of Education and Culture of Indonesia in 2009 to 2014, in *tribunnews.com* that English is not a compulsory subject in elementary school program Indonesia, many parties still believe that English holds an important role. Four basically traditional English skills, such as listening, speaking, reading and writing. In current digital era digitalized communication skill is obliged to be included as an additional language skill. New spelling, using emoticons, acronyms, abbreviation, homophone, and non-alphabetic symbols, new lexical coinage, new ways of punctuation, new utterance shapes, (i.e. text genres, hybridized codes, conversational norms, discourse patterns), new social networks and digital identities are language usage shift resulting in the digitized communication skill recognition, Lotherington (2004).

Reading, the interaction between reader and the text (Pardede, 2010; Dakhi, 2009; Pardo, 2004), is an important gateway to personal development, social, economic and civic life (Holden, 2004, p.5). It allows us to learn about other people, history, social studies, the language arts, sciences, mathematics, and the other content subjects. Defined it as the interaction, it requires schemata, background knowledge of the learner interacting with the reading task (Pardede, 2010), language proficiency, context, and mental stability. The interaction output is the comprehension, a representation of how well the reader understands implicit and explicit meaning of the message read. Cooper (2004, p. 68) emphasized comprehension is a strategic process by which readers construct or assign meaning to a text by using the clues in the text and their own prior knowledge. Furthermore, according to Pressley (2000,p.18) the development of comprehension skills is a long-termed developmental process which depends on language and text experiences from early stage of life. Learning how to decode and learning how to abstract the meanings of vocabulary words are commonly encountered in text. Finally, many strategies to improve the learners' reading skill, and Walczyk and Griffith-Ross (2011) reporting that a good comprehension output is mainly influenced by how much the non-fluent readers compensate freely and the fluent readers stay focused on a text's meaning is one of the suggestions provided.

A learner's reading comprehension generally determines the writing competence, a system of graphic symbols that can be used to convey meaning and the act of composing a text using visible signs of ideas, words or symbols (Nordquist, 2006, p.5), as writing skill basically

requires a broad horizon of the world. Pamuji (2015) showed a significant correlation between the reading achievement and the writing achievement to the eighth graders of bilingual class at SMP Negeri 1 Palembang. Based on the regression analysis, it was found that students' reading achievement determined or influenced 37.7 % of their writing achievement and the rest (62.3 %) was defined by other factors. It means that there was a significant influence of reading achievement on the students' writing achievement. On the contrary, a non-statistically significant correlation between reading and writing skills for EFL (English as a Foreign Language) learners reported by El-Koumy (1997). Finally this research finding difference has attracted the writers' attention to retest the correlation between student's reading comprehension and writing skill as Universitas Kristen Indonesia.

Research Methology

The two variables covered in this corelational research, namely independent variable (reading skill) and dependent one (writing achievement). The 30 respondents were taken by using purposive random sampling. The secondary data were the students' scores for of Reading I, Reading II, Reading III, Reading IV, and Reading - V (independent variable data), and Writing I, Writing II, Writing III, Writing IV, and Writing V (dependent variable data) and taken from from Academic information System (AIS) at <https://ais.uki.ac.id/>. The collected data were analyzed by using SPSS version 24.

Table 1:
Respondent of the Study

No	Repondent	n
1	Male	7
2	Female	23
Total		30

Research Result

a. Descriptive Data of Reading and Writing Skill Scores (X)

The scores obtained as variable X (Reading comprehension) are presented in Table 2. The range was 60.00 to 85.00. The average score was 66. and standard deviation was 5.16. The

maximum score is 77.00, while the minimum score was 57.00. The median score was 66.73 and the mode score was 57.00.

Table 2:
Students' Reading Score (n = 30)

Max	Min	Mean	Standard Deviation	Mode	Med
77.00	57.00	66.02	5.166	57.00	66.73

Based on the analysis results on writing scores (Variable Y), it was found that the scores range was 65.00 to 84.00 (see Table 3). The average score was 74.23 and the standard deviation was 4.890. The maximum score was 82.00; the minimum score was 60.00; the median score was 75.41 points; and the mode score was 71.00.

Table 3:
Students' Writing Score (n = 30)

Max	Min	Mean	Standard Deviation	Mode	Med
82.00	60.00	74.23	4.890	71.00	75.41

b. Pre Requisite Analysis

1) Normality Test of Reading and Writing Data

The normality test were conducted to find out whether the data of reading and writing had normal distribution. The Kolmogorov- Smirnov formula at significance level $\alpha = 0.05$ was employed. The criteria of distribution is Sig > 0.05. The result is as displayed in Table 4.

Table 4:
Normality Test of Reading Comprehension

Shapiro-Wilk			
	statistic	df	sig
Reading Score	.973	30	.633

Based on the result of calculation for score of reading (X), it was obtained the significance value = 0.633 with the sig level > 0.05. It can be concluded that score of reading are normaliy distributed.

Table 5:
Normality Test Writing Skill

Shapiro-Wilk			
	statistic	Df	sig
Writing Score	.955	30	.228

Based on the Table 4 it is clearly displayed that the sig value of normality test of writing skill data based on Shapiro Wilk statistic was 0.228. Compared to sig level (0.05), the sig value was greater than the sig level. In other words, it can be stated that the data of writing skill were normally distributed.

c. Linearity Test

Table 6 shows that the significant value is 0.998. This value is greater than the sig. level > (0.05). It implies that the data of reading comprehension and writing in this research were linear.

d. Hypothesis Test

Table 6 shows that the result of hypothesis test was 0.00 lower than 0.05. It means that Ho was rejected. In the other words, there was a significant correlation between reading comprehension skill and writing skill of the 2012/2013 ETSP students at Faculty of Education and Teacher Training at Christian University of Indonesia. This finding implies the difference

with the previous study by El-Koumy (1997) that there was no statistically significant correlation between reading and writing skills for EFL (English as a Foreign Language). This may be caused by diction in writing English as a foreign language in Indonesia as the basic skill in writing. What Williams (2003) reported that when writing in a second language, one often misuses words because one does not know the subtledifferences between synonyms functions as the first reason of the difference. Vocabulary, grammar, and usage are other potential factors what the deviation happens (Golding, Roche & Schabes, 1997). However, they provided the rational reasons why there is difference between this study and El-Koumy's. The development of Information and Technology (IT) as well as internet allow the non-native speakers allow them to act like a native one. This can be done through the usage of the English writers' assistant under Windows95 and Unix (Golding, Roche & Schabes, 1997), on-line learning, and e-learning.

More interestingly, this study massively contributes to Pamuji's finding (2015) that there was a significant correlation between the reading achievement and the writing achievement to the eighth graders of bilingual class at SMP Negeri 1 Palembang. Based on the regression analysis, it was found that students' reading achievement determined or influenced 37.7 % of their writing achievement and the rest (62.3 %) was defined by other factors. It means that there was a significant influence of reading achievement on the students' writing achievement. This indicates that the research finding is the same just because Pamuji's study and this study come from the same state, Indonesia, with typical respondents' characteritics and context.

Regression Test

Table 7:
Regression Test Result

Model Summary				
model	r	r square	adjusted r square	std error of the estimate
1	.699	.488	.470	3.560

Table 7 shows that the significance value (r) was 0.699. Thus, the relationship between reading and writing skill is positive moderate relationship. As described that the range of the 0.66 - 0.85 association, consequently it means that there is an effect between the two variables reading and writing.

Table 8:
Correlations between Reading Comprehension and Writing Skill

		Reading	Writing
Reading	Pearson Correlation	1	.699**
	Sig (2 tailed)	0.00	
N		30	30
Writing	Pearson Correlation	.699**	1
	Sig (2 tailed)	0.00	
N		30	30

Table 8 shows that correlation coefficient of both variable is 0.699 compared to the significance level (0.05). Thus it concluded that Ho was rejected and Ha was accepted.

Table 9:
Regression Equation Correlation Coefficients

Model	Unstandardized		Standardized	T	sig
	B	Std Error	Beta		
1. Constant	30.567	8.473		3.607	,001
Reading	.661	.128	.699	5.168	,000

Table 9 shows the regression coefficient score of reading (X) with writing (Y) The regression coefficient 0.699 and constant of 30.567. Thus the relationship between Score of Reading (X) with score Writing (Y) is:

$$\hat{Y} = 30.567 + 0.699 X$$

H1 indicates that Y increases a certain amount by 0.699 variable X.

Interpretation and Implication

Based on research result, interpretation data was given to the students's reading comprehension and writing mastery variables. Firstly, based on the result of analysis on the reading and writing test among 30 students, the highest and lowest scores were 80.00 – 84.00 and 60.00 – 64.00. Among 30 students the highest score was achieved by 3 students and the lowest one was by 4 students. Almost half of students in eighth semester were categorized good in reading comprehension achievement as well as in writing because they had the ability to actively involve in constructing meaning and diverse vocabulary clearly and smoothly. Secondly, based on the result of analysis, the variable X (reading comprehension) among 30 students, the highest and lowest scores were 75.00 - 79.00 and 55.00 – 59.00. The average score was 66.02.

The analysis result of normality test shows that the significance value of the students' reading comprehension and writing mastery were 0.200 and 0.200. Thus, the data of reading comprehension and writing were normally distributed. The significance score in this research was based on the Deviation of Linearity result, 0.945, which is greater than the significance level (0.05). It is concluded that the correlation between students' reading comprehension (X) with writing mastery (Y) was linear. Additionally, the result of the regression test, the correlation coefficient between two variables was 0.699. It indicated that the correlation between students' reading comprehension between writing mastery is on the medium position. Then determination coefficient was 48,80 % which means that the students reading comprehension contributed as much as 48,80% to their writing. Therefore, the correlation between students' reading comprehension and writing mastery can be interpreted as follows, the better the students reading comprehension, the better their writing will be. Similarly, the high and strong correlation indicate that the students's reading comprehension features had significant role in writing. Based the data that had been analyzed by the researcher, it can be stated that most of the students who had medium level of reading also had medium achievement in writing.

Finally, some implications have been made to accomodate the previous research findings and theories. Firstly, the shared-knowledddge of readers and writers result in the correlation between them. Tavares (1990) attempted to explore why there is correlation between reading and writing. He believes that readers and writers generally share five kinds of knowledge, namely information knowledge, strcutural knowledge, transactional knowledge,

aesthetic knowledge, and process knowledge. Secondly, the present research finding validates the concept that reading is the determinant factor for writing. Thirdly, the mean score of the students in Reading and Writing implies that the students were ready to face and finish their undergraduate thesis and ready to implement their knowledge to the real world of teaching.

Conclusion and Suggestion

Conclusion

Referring to the data analysis and interpretation, it is concluded that there is positive correlation between reading comprehension and writing skill. It was testified by the correlation coefficient of reading and writing, 0.699. Compared to the significance level (0.05), it suggested that H_0 was rejected and H_a was accepted. Furthermore, the relationship between reading (X) with writing (Y) is $\hat{Y} = 30.567 + 0.699 X$; consequently H_1 indicates that writing increases a certain amount by 0.699 reading variable.

Suggestion

A number of suggestions are listed to address the research finding implication and potential further research on the same field.

- (1) As learning to read is an important educational goal for both children and adults, the ability to read opens up new worlds and opportunities (Pang, Muaka, Bernhardt & Kamil, 2003), the process of teaching reading has to be seriously taken into account. Teaching English reading and writing online would be advantageous (Pardede, 2012).
- (2) Treating Ellis's theory (1985) as supported by Dakhi (2014) internal factors of language learning: age, personality, motivation and experience and external factors, like curriculum, instruction, culture and status, access to the native speakers, and parents (Dakhi, 2016) will be an interestingly study finding the difference between reading and writing correlation.
- (3) The data were totally secondary data, thus studying the correlation between the two variables using a certain teaching method and using the primary data to the study will be challenging.

Reference

- Cooper, J. D. (2004). *Literacy helping children construct meaning* (5th ed.). Boston: Houghton Mifflin.
- Dakhi, S. (2016) *Pendidik yang bersembunyi*. Retrieved from <https://www.cendekiawanprotestan.com/pendidik-yang-bersembunyi/>
- Dakhi, S. (2014). Language learning strategy. *Jurnal Horizon, Volume 2 (1)*, pp. 12-19. Retrieved from https://www.researchgate.net/publication/323846539_LANGUAGE_LEARNING_STRATEGY_A_THEORETICAL_CONCEPT
- Dakhi, S. (2009). Students' difficulties in reading English newspaper. *Jurnal Littera, Volume 2 (1)*, pp. 19-27. Retrieved from https://www.academia.edu/36176373/STUDENTS_DIFFICULTIES_IN_READING_ENGLISH_NEWSPAPER
- Ellis, R. (1985). *Undergraduate second langugae acquisition*. Oxford: Oxford University Press.
- El-Koumy, Ab. S. A. (1997). Exploring the reading-writing relationship inNES and EFL students. Retrieved from <https://files.eric.ed.gov/fulltext/ED413781.pdf>
- Golding, A., Roche, E. & Schabes, Y. (1997). The English writers' assisstant: a system for helping non-native speakers write English text. Retrieved from <http://www.merl.com/publications/docs/TR96-12a.pdf>
- Holden, J. (2004). *Creative thinking young people . Reading and Public Libry da . London: Demos.*
- Jenkins, J. (2008). English as a lingua franca. *JACET Annual Convention, Waseda University*. Retrieved from http://www.jacet.org/2008convention/JACET2008_keynote_jenkins.pdf
- Lotherington, H. (2004). What four skills? Redefining language and literacy standards for ELT in the digital era. *TESL Canada Journal, Volume 22 (1)*, pp. 64-78. Retrieved from <https://files.eric.ed.gov/fulltext/EJ847939.pdf>
- Ness, M. (2010). Explicit reading comprehension instruction in elementary classroom. *Journal of Research in Childhood Education* , 16.

- Nordquist, R. (2006). *Definition of Writing*. Diambil kembali dari Grammar and Composition Experts: <http://grammar.about.com/bio/Richard-Nordquist-22716.htm>
- Pang, E. S., Muaka, A., Bernhardt, E. B., & Kamil, M. L. (2003). *Teaching reading*. Brussels: the International Academy of Education (IAE).
- Pamuji, A. (2015). The correlation between reading achievement and writing achievement to the eighth graders of bilingual class at SMP Negeri 1 Palembang. *Premise Journal, Volume 4 (1)*, pp. 1-10. Retrieved from <http://download.portalgaruda.org/article.php?article=391977&val=7296&title=The%20Correlation%20Between%20Reading%20Achievement%20and%20Writing%20Achievement%20to%20the%20Eight%20Graders%20of%20Bilingual%20Class%20At%20SMP%20Negeri%201%20Palembang>
- Pardede, P. (2010). A review on the reading theories and its implication to the teaching of reading. Retrieved from <https://parlindunganpardede.wordpress.com/articles/language-teaching/a-review-on-reading-theories-and-its-implication-to-the-teaching-of-reading/>
- Pardede, P. (2012). Blended learning for ELT. *Journal of English Teaching, Volume 1 (1)*, pp. 165-178. Retrieved from <http://ejournal.uki.ac.id/index.php/jet/article/view/54>
- Pardo, L. S (2004). What every teacher needs to know about comprehension. *The Reading Teacher, Volume 58 (3)*, pp. 272-280. Retrieved from https://ftp.learner.org/workshops/teachreading35/pdf/teachers_know_comprehension.pdf
- Pressley, M. (2000). *Comprehension Instruction*. New York: New Jersey.
- Tavares, R. C. (1990) The connection between reading and writing: Theretical foundations and some techniques. Retrieved from <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjyzzY-r7bAhXVV30KHR0JBVUQFggsMAA&url=https%3A%2F%2Fperiodicos.ufsc.br%2Findex.php%2Ffragmentos%2Farticle%2Fdownload%2F2131%2F4089&usg=AOvVaw1thjI05KfUDDS8DV2IRMkz>
- Walczyk, J. J & Griffith-Ross, d. A. (2011). How is important reading skill fluency for comprehension?. *The Reading Teacher, Volume 60 (6)*. <https://doi.org/10.1598/RT.60.6.6>
- Williams, T. O (2003). A study of native Spanish speakers' writing in English for teachers. *Inquiry, Volume 8 (1)*, pp. 1-8.