

## THE CORRELATION BETWEEN STUDENTS' READING COMPREHENSION AND THEIR WRITING ABILITY

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**Abstrak:** Penelitian ini bertujuan untuk menguji hubungan dan perbedaan yang signifikan antara komponen penulisan pemahaman membaca siswa dan kemampuan menulis mereka dalam mahasiswa semester enam TBI IAIN Bengkulu tahun akademik 2013-2014. Populasi penelitian ini adalah mahasiswa semester enam TBI IAIN Bengkulu pada tahun akademik 2013-2014 dengan jumlah total 76 siswa. The random sampling digunakan dan hanya 20 siswa. Data diperoleh dengan menggunakan tes TOEFL membaca dan menulis Essay deskripsi. Dengan demikian, analisis pearson product moment korelasi dan signifikan berbeda dalam SPSS 17 digunakan dalam menganalisis data. Hasil penelitian ini menunjukkan bahwa ada hubungan yang signifikan antara pemahaman membaca dan kemampuan menulis mereka. Temuan ini juga didukung oleh analisis statistik menunjukkan bahwa ada hubungan yang positif dan memiliki hubungan yang signifikan antara pemahaman membaca siswa dan skor kemampuan menulis mereka (0,22). Kemudian, tidak ada perbedaan yang signifikan antara komponen writing dengan (0,48) skor. Hal ini menyimpulkan bahwa telah ada hubungan yang signifikan terhadap pemahaman bacaan siswa dan memiliki hubungan positif terhadap menulis deskripsi Esai dan tidak berbeda signifikan untuk komponen writing.

**Keywords:** Reading comprehension, Writing ability

### INTRODUCTION

Students have to master all of the skills well to have a good English mastery. According to Harmer (2004: 31) writing is as one of the four skills. They always formed part of syllabus in the teaching of English. Therefore, the students have to be able to write English well. He also stated that (2004:79) writing is a form of communication to deliver thought or to express feeling through written form.

Good writing skills allow the students to communicate their message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. According to peim in Atika (2006:6) writing is a form of thinking, because the writing is transforming the writer thought or ideas into written text. Writing is also a learning process. With writing there is a process of thinking and expressing the ideas. Study results would seem to write an author of behavior change outcomes stated in writing, who will someday be read by others. Beside that, developing language skills not only requires mastering on reading, but also it requires to write effectively on what they read. The development of reading and writing skills should be in the curriculum. In this case, Ozbay (2007) defines writing as the expression of emotions, thoughts, wants, needs and events according to certain symbols based on certain rules by pointing out that the act of writing is necessary.

Krashen & Terrel in Mart (2012) said that reading makes a contribution to overall competence, to all four skills. Joelle Brommitt said that the relationship between reading and writing is a bit like that of the chicken and egg. Which came first is not as important as the fact that without one the other cannot exist. A child's literacy development is dependent on this

interconnection between reading and writing. It is support by Carson (1990) examined this issue and ensure that reading influences writing.

Fumikiho Ito (2011) in his research *The relationship between reading & writing in japanese EFL high school*, these research found that the development of L2 reading skills may improve the quality of students' persuasive essays in L2 writing. English for International Communication (TOEIC) is used as instrument in this research for 68 native Japanese high school students learning English as a Foreign This is a widely used English language standardized test in Japan. The university of mississippi located in Oxford, United States.

It can be analyzed that reading can influence writing. Without reading, we are lack of the background knowledge to support our idea. In the discussion, reading skill or reading ability is very important in the English language teaching programs in indonesia as a main tool to get knowledge & information.

## LITERATURE REVIEW

### Purpose of Reading

A person may read for many purposes, and purpose helps to understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But if he reads for studying or setting information such news, science or same line, which are part of his study or assignment he does it very slowly and carefully.

As we know, the purpose of reading is that the learner understands the written language, in other words, how the learner gets the message from the writer's symbols. One of the most important tasks of the reader is to dig out and find out what the writer would like to say.

According to Anderson, there are seven aims of reading, reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of contest.

- a. Reading for details and fact is reading to know what is done by the subject of the story.
- b. Reading for main ideas is reading to get the problem statement
- c. Reading for sequence of organization is reading to know each part of the story.
- d. Reading for inference is reading to know what is the writer meant by its story.
- e. Another author said that the aim of reading is:
- f. Reading for pleasure
- g. Reading for information (in order to find out something or in order to do something with the information you get).
- h. Meanwhile Lester and Crow classified two general purposes. These purposes includes; Leisure-time reading and more serious reading.
- i. Leisure-time reading. It is reading for enjoyment which may vary in to follow your favorite sport, comic, article, and movie program.
- j. More serious reading. It is reading to study for a goal such as to obtain factual information and solve problems.
- k. The above statements give us a clear explanation that the purpose or aim of reading is not only to understand word by word, sentence by sentence or by paragraph but also to understand and find the written ideas.

### Reading Comprehension

Pearson and Jonson in Eanes (1997) Comprehension requires the readers to identify explicitly information of the text. It requires the readers to identify information in the text, it requires the readers to relate ideas from background knowledge to ideas from the text. In reading activities, a reader searches in formulations from the text and construct meaning. To read means to read with understanding. To accomplish this, there must be comprehension of words, thought units, sentences, paragraph, and longer units.

In comprehension, the readers change information into difference symbolic of language and discourse relationship among facts, generalization, definition, skills and value. It is supported by Nuttal (1996) said that comprehension is understanding what has been reads rather than spelling the words. Furthermore, she defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading does the writer intend a result of interaction between the perception graphic symbols that represent language and readers language skills, cognitive skill and knowledge.

### The Process of Writing

The process of writing make our written is better. According Harmer (2004) the process of writing like this diagram:

Planning → drafting → editing → final draft

Planning, before starting to write or type, the students try and decide what it is they are going to say. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, this will influence not language. Thirdly, writers have to consider the content structure of the piece. That is, how best to sequence the facts, ideas, or arguments which they have decided to include.

Drafting, as the writing process proceeds in to editing, a number of drafts may be produced on the way to the final version.

Final version, this may look considerably different from the original plan and the first draft, because things have changed in the editing process.

Editing (reflecting and revising), are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to piece of writing will help the author to make appropriate revisions.

### Writing Ability

Mastering writing ability can elaborate their ideas in a systematic arrangement. Hartati Eli (2000) said writing ability is the skill most highly valued in western university, and they are ability least frequently developed in language classes. It is important to develop both of confidence attitude and skill needed to improving writing.

Writing is complex process, that is consist of grammar, spelling, vocabulary and the content it self. As Heaton (1988:135) states writing ability are complex and some it is difficult to teach to the students because it requires mastery, of grammar, theoretical, conceptual, and judgmental elements. He also said five general component in writing. There are language uses, mechanical skill, and treatment of content, stylistic skill and judgment skill. Thus, writing is a way to express the ideas feelings, thinking and opinion.

Learning writing ability is also important for the reason that this skill has special characteristic. Ur (1996) states 8 characteristic of writing ability. The characteristics are:

1. Permanent, it means that the form of discourse is fixed and stable, we how ever can read it and any condition we want to.

2. Explicit, it means that those must clarify about the context and reference. The writer must be carefully for arranging the form of words, thus the readers are directed to same interpretation about the written work.
3. Density, the information that will be given to the reader are translated effectively. The use of repetition words are rarely found in the written form. It is different to spoken language, for instance.
4. Detachment, the writer must have an ability to predict their reader reaction about the writing.
5. Organization, the writer usually had an opportunity to edit the written work before it is available to be read. So, the writing end to be organized and well purposed.
6. Slowing of production, speed an reception mean slower the spoken.
7. Standard language, it is usually acceptable for a varied language.
8. A learnt skill, it must be learnt and thought to acquire the skill.

From the description above, It was clear that learning writing ability was important.

### **The Correlation Between Reading Comprehension and Writing Ability**

Research has found that when children read extensively they become better writers. Reading a variety of genres helps children learn text structures and language that they can then transfer to their own writing. In addition, reading provides young people with prior knowledge that they can use in their stories. Joelle Brommitt said that the relationship between reading and writing is a bit like that of the chicken and egg. It is also supported by Carson (1990) examined this issue and ensure that reading influences writing. In otherword, Reading is master of English. English students become better if they master of reading. Because, reading can improve four skills in English. This is supported by Krashen & Terrel (1983:131) said that reading makes a contribution to overall competence, to all four skills.

## **METHOD AND PROCEDURE**

### **Design of the Research**

Research design of this study is the descriptive correlative method. The correlation is the research study that involves collecting data in order to determine whether and what degree a relationship exist between two or more quantifiable variables. In correlation studies, Dowdy, et al, (2004:239) we are interested in the strength of the linear relationship between two variables, so we estimate the correlation coefficient, make statistical inference about it, and see how the variability in the experiment is affected by association between the two variables.

In conducting in research, the researcher prepared the reading test to measure the writing skill, variable symbolized as "X" and reading test to know the reading comprehension, variable symbolized as "Y". Then, the result of writing test. Reading and Writing test are correlated by using product moment formula.

### **Population and Sample**

The population of this research is fourth semester students of English study program of IAIN Bengkulu in 2013/2014 academic year which consist of 147 students. Gay (1976) stated that to study the correlation can be represented 30 subjects. In this research, the sample was 30 students selected by using random sampling

### **Technique for collecting the data**

The technique of collecting the data are: *First*, explaining how to do the test and giving information of the time students needed to do the test, asking students not to stuck on one question and asking students not to guess the answer. *Second*, distributing the question and the answer sheets in closed-away, then warning student not to see the papers before starting. *Third*, allowing students to open the answer sheet and writing their name, class, school, etc.

*Fourth*, giving a sign that the testing is started, next instructing students to stop working. *Five*, collecting the questions and the answer sheer. *Sixth*, counting the data.

### Technique for analyzing the data

#### 1. Student score for reading comprehension

Based on the result in percentage scores, the writer uses the following range of scores from reading TOEFL test and the classification of reading TOEFL as below:

*Table 1. classification of reading TOEFL*

NO	CORRECT SCORE	GROUP
1	40 - 50	High
2	35 - 39	Intermediate
3	16 - 34	Low

Fang Shang (2011)

#### 2. Student score for writing test.

*Table 2 .Matrix Of Assessment For Students' Writing Essay Description*

Test score	value	Description
80-100	Excellent	Describe all of the parts, qualities, and characteristics completely
60-79	Good	Describe parts, qualities, and characteristics. Somewhat chopp-loosely
40-59	Fair	Fairly describe parts, qualities, and characteristics some are missing
20-39	Poor	Poorly describe parts, qualities, and characteristics are missing
0-19	Very poor	Does not describe parts, qualities, and characteristics anymore

Omaggio (1986:266)

#### 3. The Correlation

To know correlation between students' english reading comprehension and their writing ability, and this of product moment has two variable. Variable X score reading comprehension and variable Y refers to score writing ability and  $R_{XY}$  is coefficient correlation. The coefficient correlation of X and Y could be described by Guilford Empirical rules tables as follow:

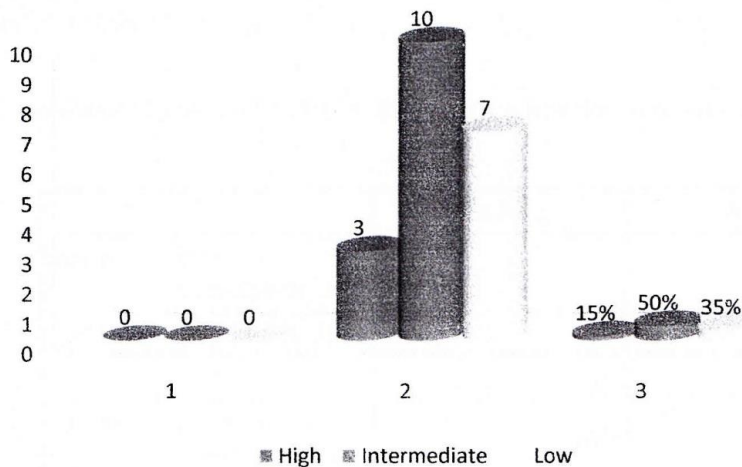
*Table 3. Criteria of coefficient correlation*

Correlation value	Coefficient correlation
0,00-<0,20	negligible
$\geq 0,20$ -< 0,40	Low
$\geq 0,40$ -< 0,70	Moderate
$\geq 0,70$ -< 0,80	Substantial
$\geq 0,80$ -< 1,00	High to very high

## RESULT AND DISCUSSION

### Students' Scores on Reading Comprehension Test

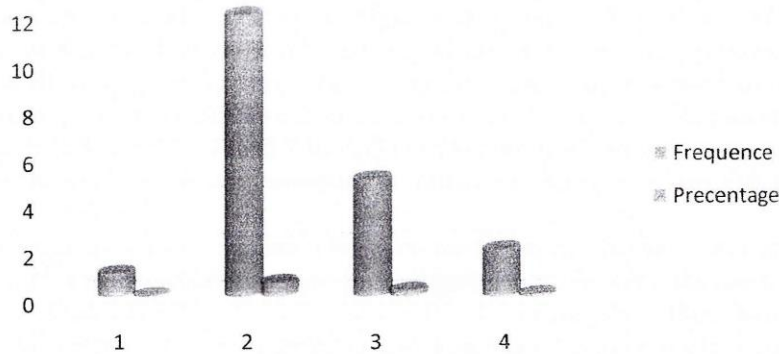
The data of students' Reading test were taken from 20 of sixth semester students of TBI IAIN Bengkulu were gotten from reading TOEFL test and the classification of reading TOEFL as below:



**Chart 1. Students' reading proficiency level classification**

From the chart above, the students' reading comprehension of sixth semester students of TBI IAIN Bengkulu on intermediate level with 50% presentage.

### Students' Scores on Writing Test



**Chart 2. Students' writing total score**

From the chart above, number 1 was very poor level, number 2 fair to poor level, number 3 good to average. Its mean, the students on the good. Can be seen from the frequency and the percentage

#### **The Correlation Between Students' Reading Comprehension and Their Writing Ability**

		<b>reading</b>	<b>writing</b>
reading	Pearson Correlation	1	.222
	Sig. (2-tailed)		.034
	N	30	30
writing	Pearson Correlation	.222	1
	Sig. (2-tailed)	.034	
	N	30	30

Based on the calculation above, the correlation coefficient between reading comprehension and writing ability was 0,222 in two tailed testing with  $N = 30$ . It means that there in low of coefficient correlation value and has positive correlation. The significance in two-tailed was 0,034 at 5% of significant level. Since the significant value (0,034) was less than 0,05 (5%), there were  $H_a$  accepted and  $H_o$  refused. It means that there any significant correlation between reading comprehension and writing ability of sixth semester students of TBI IAIN Bengkulu academic year 2013-2014.

#### **DISCUSSION**

The result of the reading TOEFL test of sixth semester students of IAIN Bengkulu indicate that there were 3 students of high reading proficiency level, 18 students of intermediate reading proficiency level, and 9 students of low reading proficiency level. It meant that the Reading level of sixth students semester were in the intermediate level.

The result of writing test, 1 student were in the excellent level. 14 students in the good level, 8 students in the fair level and 7 students in the poor level. Based on the presentage the writing essay the students of sixth semester of TBI IAIN Bengkulu show that were in good level.

It is found possitive correlation between reading comprehension and writing ability, they have significant correlation seen from significance 2 tiled, the result show that significance 2 tiled (0,034) was less than 0,05. It means that, they have significant correlation. The variant correlation different also found that between reading comprehension and componet of writing, the component were content, organization, vocabulary, language use and mechanics.

The TOEFL and writing test was 30 of sixth student semester and they have taken the TOEFL and writing subject in the previous semester. When they followed the reading TOEFL and writing test, some students had prepared well and some others had not. Even though, they have followed reading subject and writing 1, 2, 3, 4 they could not get good score.

Finally, Krashen & Terrel in Mart (2012) said that reading makes a contribution to overall competence, to all four skills. Joelle Brommitt (2013) said that the relationship between reading and writing is a bit like that of the chicken and egg, it means that reading can influence the writing. It was shows the reading comprehension and writing ability have significant correlation using reading TOEFL test and writing Essay test as the instrument for 30 sample from sixth students semester of TBI IAIN Bengkulu.

## CONCLUSSION

Reading comprehension and writing ability, there were a possitive and significant correlation of the sixth semester students of TBI IAIN Bengkulu. It was found based on analyze of SPSS 16 that r-count (0,034) was less thar r-table (0,05). It means that, they have significant correlation. It is also found that there were variant coefficient correlation among five component writing, but students writing scores was higher score on language use for sixth semester students of TBI IAIN Bengkulu.

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