

**A CORRELATION ANALYSIS BETWEEN READING AND WRITING
SKILLS OF 6TH SEMESTER ENGLISH DEPARTMENT STUDENTS
BUNDA MULIA UNIVERSITY**

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ABSTRACT

This study aims to find out the correlation between reading and writing skill by calculating the final scores for related subjects of 6th semester English Department students of Bunda Mulia University and then analyzing the influence or impact of one subject to another, in this case we choose the advanced level of reading and writing subject Extensive Reading and Writing 3. Furthermore, this research used a method of quantitative design by conducted with an interview face-to-face to gain the data and get 10 respondents. The data itself is analyzed using a SPSS 16.0 software. The result showed that there is a correlation between a reading skill and also the writing skill among the students of English Department in 6th semester. The reading skill can bring a good impact to the students writing skill in English language. By knowing the correlation, this research can give educational information that all the skills in English language can related each other and can give a good opportunity to improve the language skill itself.

Keywords: English Language, Reading Skill, Writing Skill

INTRODUCTION

English skills are important for students who major in the English language. Skills such as listening, reading, speaking, and writing are needed for English language learners to improve their English language for academic, communication, job, and other specific purposes. Some English skills are related and affect each other, For instance, reading and writing skills. The reason why reading and writing skills relate and affect each other is because reading a text will improve the range of vocabulary and the grammatical structure of a reader after they read and learn them from books or texts. And for the writing skills, it is literally the implementation of reading skills, especially for the grammatical structure of the writing. The relation between reading skills and writing skills can

be seen when a person who reads a lot writes an academic text or paper. With an improved vocabulary and proper grammatical structure that they learned from texts or books, they sure will have a positive impact on their writing skill.

The impact is the person has a better writing skill and also more able to understand different varieties of writing or text types. In this paper, the researcher conducts research about the relation of those skills and finds the impacts of the relations between them. However, the researcher will research the advanced reading and writing subjects of the English Department major from Bunda Mulia University, which are Extensive Reading and Writing 3. Extensive Reading is a subject of reading skill that focuses on the pleasure of the reading itself. The researchers are also eager to have this research because the researcher believes that the Extensive Reading and the Writing 3 are the advanced level subjects for the students who learn in the English language and culture major.

In this research, the researcher gains the data by observing the scores of those subjects. Specifically, the researcher observes students in the 6th semester, 6PBI1 class at Bunda Mulia University. By knowing their Extensive Reading and Writing 3 scores, the researcher can analyze the correlation and effects of the reading skill that can improve the writing skill. Relate to the background of the research that has been stated above, the researcher identify several problems concerning the topic. The problems that will be the focus of this research formed in questions: (1) What is the correlation between the reading and writing skills of 6th-semester English Department students? ; (2)How significant is the influence and impact of the Extensive Reading score on the Writing 3 score?

So in this research, the objective is to find out the correlation between reading and writing skills by calculating the final scores for related subjects of 6th semester English Department students and then analyzing the influence or impact of one subject on another, in this case the researcher choose the advanced level of reading and writing subject "Extensive Reading" and also "Writing 3".

RESEARCH METHOD

The research methods, the researcher is going to use the theory that will be reviewed further in the part discussion and analysis. The theory is from Anderson and others which indicate that reading and writing development are characterized by gradually more sophisticated rule-governed representations and that the learner is an active problem-solver who is influenced by background knowledge, text, and context.

In the classroom, students do best with frequent and extended opportunities to read and write (Blatt & Rosen, 1987; Butler & Turbil, 1984) and when exposed to a body of literature that represents a variety of genres, topics, and styles.

Providing students with choice in what they read and write and are encouraged to read and write, and opportunities to write about topics and ideas that interest them and with which they are familiar positively affects their attitudes toward and opportunities to learn. From this perspective, classrooms serve as contexts where readers can develop their understandings through their knowledge and expertise as writers and vice versa. Instruction that encourages meaning-making through reading and writing is based on an understanding of reading and writing as related to composing processes.

In the classroom, *"a failure to recognize that composing and comprehending are process-oriented thinking skills which are basically interrelated...impedes our efforts not only to teach children to read and write but our efforts to teach them how to think"* (Squire, 1983, p. 581). And for this reason and theories we obtain the source of data from the scores of advanced level of writing and reading subjects in the 6th English department class to analyze the two variables of this research which are reading skill and writing skill.

FINDING

The data for the research is taken from students of the English Department at Bunda Mulia University, North Jakarta. There are 10 respondents in total, all of whom are from the 6th semester. The 6th semester students are chosen as the participants, for they have finished all reading and writing subjects, also have studied for more or less three years, so they are considered to have sufficient reading and writing skills.

Table 1. 6th Semester Students with Their Scores.

Student	Extensive	
	Reading	Writing3
Student 1	83.8	90.5
Student 2	74.7	79.1
Student 3	70.5	75.6
Student 4	57.5	65.4
Student 5	67.5	80.2
Student 6	80.8	86.7
Student 7	56.5	65.5
Student 8	78.2	81.7
Student 9	67.5	78.5
Student10	77	81.8

Source: Setiadi (2024)

To compute the students' reading and writing skills, the researcher got the scores from each student by accessing their accounts and reports. The scores consist of Extensive Reading scores and Writing 3 scores from 10 students, so the total is 20 scores. After all of the students' reading and writing scores have been collected, the two variables are analyzed by using the Pearson product-moment correlation coefficient to find out whether there is a significant relation between them and then determine the influence of each skill relating to the theory. The correlation is calculated with the assistance of SPSS 16.0 software.

DISCUSSION

- **Reading Skill**

Reading, one of the basic language skills, influences individuals' personalities, values, and interests. This influence might create effective changes. Rosenblat (1988) explains that every reading act is an event, a transaction involving a particular reader and a particular configuration of marks on a page, and occurring at a particular time in a particular context. The reading process that produces the meaning, say, of a scientific report differs from the reading process that evokes a literary work of art.

According to Dole in Widiyanti et al (2014), in the traditional view of reading, novice readers acquire a set of hierarchically ordered sub-skills that sequentially build toward comprehension ability. Having mastered these skills, readers are viewed as experts who comprehend what they read. Readers are passive recipients of information in the text. Meaning resides in the text and the reader has to reproduce meaning. Furthermore, reading skills can also affect students in their academic process which that students' academic achievements are affected by numerous factors.

It is suggested that there exists a positive correlation between students' academic achievements and their study habits (Atılgan in Pepe, 2012). For example, like book-reading habits, their levels of reading comprehension and attitudes towards the language course, and levels of their written expression skills

- **Writing Skill**

Effective writing skills are central in both higher education and in the world of work that follows. One's ability to compose an extended text is the single best predictor of success in coursework during the freshmen year (Geiser & Studley, 2001). Gains in informative and analytical writing ability are, moreover, taken as a good indicator of the value added by higher education (Benjamin & Chun in Javed et al., 2013).

Finally, a large share of the value added by businesses in a knowledge-based economy is codified in written documents, placing a premium on a literate workforce (Brandt, 2005). Writing well is a major cognitive challenge because it is at once a test of memory, language, and thinking ability. It demands rapid retrieval of domain-specific knowledge about the topic from long-term memory (Kellogg, 2001).

A high degree of verbal ability is necessary to generate cohesive text that clearly expresses the ideational content. In the writing ability also a further depends on the ability to think clearly about substantive matters.

- **Relationship of Writing and Reading**

Writing and reading have long been considered to be related activities. Researchers and scholars interested in writing and reading connections have also considered ways in which the two, conceptualized as related composing processes, might implicate various uses of language and thought, and affect students' learning. Specifically, research began to examine how the processes of reading and writing are related in actual practice. Researchers also looked at the ways in which students' knowledge of writing and reading processes can influence and support reading and writing respectively in the classroom. They also studied the kinds of classroom contexts and instructional activities that might foster reading and writing as mutually beneficial activities.

When approached as similar, related composing processes rather than as isolated skills and behaviors, writing and reading can influence and support the development of reading, writing, and thinking. Writers incorporate what they have learned about language, structure, and style from the texts they have encountered as readers. They also reflect on their knowledge of texts they have read and experiences they have had as a way of generating and synthesizing ideas for writing. In becoming familiar with and gaining experience in writing and reading texts even first graders can develop a sense of authorship that helps them in either composing process.

However, a large and extremely influential body of research from a constructivist perspective (Anderson, Spiro & Montague, 1977). indicates that reading and writing development are characterized by gradually more sophisticated rule-governed representations and that the learner is an active problem-solver who is influenced by background knowledge, text, and context. Furthermore, after collecting the scores of Extensive Reading and Writing 3 from 6th English Department students, the following information can be summarized:

Table 2. Multiple Modes Exist. The Smallest Value is Shown.

Statistics			
		Extensive_Reading	Writing_3
N	Valid	10	10
	Missing	0	0
Mean		71.4000	78.5000
Median		72.6000	79.6500
Mode		67.50	65.40 ^a
Range		27.30	25.10
Minimum		56.50	65.40
Maximum		83.80	90.50
Sum		714.00	785.00

Source: Setiadi (2024)

From the table above, it can be seen that the range of Extensive Reading and Writing 3 scores is 27.30 and 25.10, where the lowest size is 56.50 and 65.40, and the highest is 83.80 and 90.50.

This shows that there are still some students with relatively a small score for extensive reading. In addition, it should be noted that of the 10 respondents, only 2 of them have an Extensive Reading score below 80, and 5 respondents for a Writing 3 score below 80.

Table 3. The Correlations Scores Between Extensive Reading and Writing 3.

Correlations			
		Extensive_Reading	Writing_3
Extensive_Reading	Pearson Correlation	1	.949**
	Sig. (2-tailed)		.000
	N	10	10
Writing_3	Pearson Correlation	.949**	1
	Sig. (2-tailed)	.000	
	N	10	10

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Setiadi (2024)

As can be seen from the table, Extensive Reading and Writing 3 scores correlate significantly as much as 0.949. The Sig. (2-tailed) value is 0.000, which is lower than 0.05. Therefore, the null hypothesis is rejected and proves that there is a significant correlation between reading and writing skills.

CONCLUSION

After doing the analysis, the researcher concludes that there are several things that we can add to the conclusion. The first thing is the correlation between reading and writing skills. In this research, we can find that there is a correlation between reading and writing skills which correlate with each other since the score increases for each student. The second thing is the result according to our research is significant.

It is significant because the result is an increased gap between the score of reading and writing, and also the theory from Anderson and others proved that both reading and writing skills related to each other. We can see that reading can have a good impact on writing skills. The impact is that they understand more vocabulary, the structure of the text, and also the grammatical of the text itself.

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