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DAN BAHASA INGGRIS***

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THE CORRELATION BETWEEN STUDENTS' READING COMPREHENSION ACHIEVEMENT AND WRITING ACHIEVEMENT IN SENIOR HIGH SCHOOL LEVEL

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Abstract: *This research was conducted in order to know how significant the relationship between students' reading comprehension achievement and writing achievement for senior high school level. Writing is a complex task, which requires writers' ability in expressing their thoughts through sentences, and reading is one of the many methods to help them write.*

In this research, there were 86 participants from a senior high school in Surabaya. The researcher used reading comprehension tests and writing tests as the instrument in collecting the data. The data was calculated using Pearson's Product Moment Correlation to see how significant the correlation between the two variables was.

Based on the results, it was concluded that there was a positive correlation between students' reading comprehension achievement and writing achievement. The correlation coefficient showed that the correlation between the two variables was categorized as moderate correlation. Further, the finding signifies that students' reading highly correlated with their writing content.

Keywords: *correlation, reading comprehension, writing, achievement*

Introduction

In learning a foreign language, people have to master the four language skills: listening, speaking, reading and writing. There are some linguistic components, such as vocabulary and grammar, as well as communicative competences that need to be mastered too. Among the four language skills, writing is the most difficult skill to be learned, as it requires both writers' linguistic and communicative competences (Ershadi P, Sumbayak, Syarfi, 2012).^[1]

Reading is one of the many methods to help students write. Perfetti (1985) says that the ability to read is the criteria in the beginning of school, and it can lead to later academic success (as cited in Collins, 2011)^[2]. Through reading, students can learn many things that can lead them into success. Chall (1967)^[3] states that reading can result in significantly better word recognition,

spelling, vocabulary, and comprehension. It means that by encouraging students to read a lot, they will automatically learn the writing components and aspects of other writers, which will enable them to be better writers too.

Considering the advantages of reading in writing, the writer wants to find out how significant reading influences students' writing achievement. To be exact, the writer wants to find out the correlation between reading comprehension achievement and writing achievement. Therefore, this research entitled "The Correlation between Students' Reading Comprehension Achievement and Writing Achievement in Senior High School Level" is conducted.

Reading

Reading is one of the most important skills in learning a language.

Through reading, students can learn many things. Reading is a unique skill. It is a process which involves thinking process to understand the meaning of each sentence. Each sentence relates to each other and the meaning cannot be separated. Students cannot understand the text through reading in a chunk, but they have to understand it as a whole. According to Nunan (1990:33)^[4], reading is an interactive process, in which the reader constantly shuttles between bottom-up and top-down processes. If students want to comprehend the text through reading, they have to possess the ability to find the main ideas of the text so that they can guess what the author's message is. The purposes of reading as stated by Grabe and Stoller (2002:13)^[5] are: (1) to search for simple information, (2) to skim quickly, (3) to learn from the text, (4) to integrate information, (5) reading to write, (6) to critique texts.

Reading is a process. Reading process involves the interaction between the reader and the text itself. The readers have to convey the message contained in the text. Grabe and Stoller (2002:9) states that reading is the ability to draw meaning from the printed page and interpret the information in it. Reading is an interactive skill. Learners are demanded not only to read but also to be engaged in the reading process. Learners have to be involved in the reading process. They can take parts in the reading by process through thinking, questioning, and evaluating the texts. Nunan (2003:68)^[6] says that reading is a process of combining the information from the text and the background knowledge of the readers to build meaning.

Reading Comprehension

Reading comprehension is a complex interaction of language, sensory perception, memory, and motivational aspects (Wooley, 2008:51)^[7]. Millan (1991)^[8] states that good comprehension requires more than simply knowing what each sentence means, the real meaning lies in the relationship the words have with one another. Reading comprehension is not a passive process; it is not a one-way decoding process. Instead, it is an active two-way interaction between the readers and the texts. Reading comprehension helps students to comprehend the text better so that students can connect the words, sentences, and paragraphs to the ideas.

The inability a student or learner to comprehend a text can give adverse impact in the future. Students have to realize the side effect in their future if they are unable to have a good comprehension ability. Students or language learners can try some other ways to improve their reading ability. According to Miller (1991)^[9], there are some steps for readers to comprehend texts well: (1) finding the main idea of the passage, (2) evaluation what the author has said, (3) paraphrasing the paragraph, (4) summarizing, (5) questioning.

Writing

Writing involves many components. Writing deals with punctuation, grammar, and vocabulary. Daniels (1996)^[10] states that writing is the representation of language using certain symbols or signs. There are stages in writing: prewriting, drafting, editing, and revising. Each stage is important and connected. One stage cannot be separated from the others.

Writing has numerous advantages for students. According to Hughey (1983)^[11], writing has some advantages:

(1) an essential form of communication, (2) for critical thinking and problem solving, (3) for self-actualization, and (4) to help us control our personal environment. The other advantages of writing, according to Miller (2003:1), are: (1) help us deepen our understanding, (2) help us make sense of the information, (3) broaden our world by enabling us to communicate with people we have never met.

Many people wonder what makes a good writing. Hardaway & Hardaway (1977)^[12] tells that there are three things which make a good writing: (1) good vocabulary, (2) good reading comprehension, (3) good sentences. Besides those three things, there are also other aspects. Those aspects are: (1) ideas, (2) organization, (3) voice, (4) word choice, (5) sentence fluency, (6) conventions. According to Macceca (2007)^[13], those elements are called 6 traits of good writing. Those six elements are important to determine whether a writing is good or not.

The Relationship between Reading and Writing

According to Ozbay (2007), as cited by Bas (2012)^[14], there is a strong correlation between reading and writing in related literature. Good readers make good writer.

Elbow (1993)^[15] says that the relationship between reading and writing in most schools and colleges is established from our culture: we hear and read before we speak and write. The input that we hear and read precede the output that we produce through speaking and writing.

Kintsch (1998), as cited by Delaney (2008)^[16], states that reading to learn enables the students to select the

information from the source text, evaluate it, and use it for writing purposes. The students can access many resources such as from books and other texts to help them broaden their knowledge and later they can use the information they have acquired appropriately and effectively in their writing.

Previous Studies

There have been several studies conducted to show how reading comprehension influence the writing achievement. The previous studies conducted by Lin (1999); Champley (2005); Belet&Yasar (2009), as cited by Kirmizi (2009), showed that a successful writing process depends on students' level of using reading comprehension strategies.

Ershadi (2012) also showed that from his experiment, he found that reading comprehension influences writing achievement. Ershadi found out that there was a significant result from his

$$r = \frac{n \cdot \sum xy - \sum x \cdot \sum y}{\sqrt{\{n(\sum x^2) - (\sum x)^2\} \{n(\sum y^2) - (\sum y)^2\}}}$$

Where:

- r = the correlation coefficient
- n = the number of the students
- x = the reading comprehension scores
- y = the writing scores
- $\sum x$ = the sum of the reading comprehension scores
- $\sum y$ = the sum of the writing scores

experiment. Students who got good scores on reading comprehension would get better result on their writing test.

Another research conducted by Kirmizi (2009)^[17] showed a significant result too. The experiment showed that both variable, reading comprehension and

writing achievement, had a linear correlation. Students who were good at reading comprehension would performed well in writing.

Research Methodology

This study can be classified as a correlational study. Correlation study is a study to find out how significant the correlation between two variables.

In this study, the variables are reading comprehension achievement and writing achievement. The subjects of this study are the third-year students of a Senior High School in Surabaya. In conducting this study, the writer uses three classes: XIAA1 as the pilot class and XIAA2 and XIIS1 as the sample of this study. In this study, two types of data are collected: the students' reading comprehension scores and their writing scores. To get the result of those data, the writer developed two separate instruments: reading comprehension tests and writing tests. The writer administered the tests twice in order to ensure the consistency of the correlation between students' reading comprehension achievement and writing achievement. The first test was related to narrative text and the second test was related to discussion text. The ESL Composition Profile was used as the writing rubric to score the students' writing tests.

The writer uses Pearson's Product-Moment Correlation to see the significant correlation between two variables measured. The formula is:

Research Findings and Discussions

The correlation coefficients of this study after calculation were 0.56 and 0.60. The significance of the correlation

coefficient can be tested using the critical value of r Product-Moment.

At the level significance of 5%, the number of participants of this study (n) was 56, and the values of r were 0.56 and 0.60; therefore, the result of the critical value (r^t) was 0.263. It means that the correlation is significant. The summary of the data interpretation can be seen from the table below:

Table 1
Correlation Coefficient and Interpretation

	r	r^t	Interpretation
First Test	0.56	0.263	Moderate, Significant, Positive
Second Test	0.60	0.263	Moderate, Significant, Positive

After the writer found out that there was a significant correlation between students' reading comprehension score and writing score, the writer continued by further looking at the correlation between the reading comprehension score and the aspects of the writing achievement. According to ESL composition profile, there are five components or aspects to be scored in a composition: content, organization, vocabulary, language use and mechanics. The writer wants to find out which writing components that are most influenced by the reading comprehension.

The following table shows the summary of the correlation result of the first test:

Table 2

Correlation Coefficient between Reading and the Components of Writing

	Components of Writing	r	r^t	Interpretation
Reading	Content	0.52	0.26	Moderate, Significant, Positive
	Organization	0.48	0.26	Moderate, Significant, Positive
	Vocabulary	0.44	0.26	Moderate, Significant, Positive
	Language Use	0.43	0.26	Moderate, Significant, Positive
	Mechanics	0.44	0.26	Moderate, Significant, Positive

Based on the result above, it can be seen that reading mostly influences the students' writing content. Content is the most important aspect in a composition because the core of a writing lies in the content.

The correlation coefficient between reading and organization is 0.477 and it is considered moderate relationship. The writing organization indicates the students' ability to put their ideas logically and orderly so that the readers could understand the writers' ideas clearly.

The correlation coefficient between reading and mechanics is 0.440 and it means that there is a moderate relationship. Mechanics refers to the students' ability to use the proper convention of punctuation marks and spelling.

The next component is vocabulary. The correlation coefficient between reading and vocabulary is 0.435 and it is considered as moderate relationship. Vocabulary refers to the students' use of relevant word choice and idiom in their writing.

The last component is language use. The language use deals with grammar and the correlation coefficient between reading and language use is 0.426; it is considered as moderate relationship.

Then, the writer conducted the second test. The test was related to discussion text and the following table summarizes the result of the test:

Table 3

Correlation Coefficient between Reading and the Components of Writing

	Components of Writing	r	r^t	Interpretation
Reading	Content	0.55	0.26	Moderate, Significant, Positive
	Organization	0.42	0.26	Moderate, Significant, Positive
	Vocabulary	0.46	0.26	Moderate, Significant, Positive
	Language Use	0.50	0.26	Moderate, Significant, Positive
	Mechanics	0.38	0.26	Low, Significant, Positive

From the second test, it can be concluded that the correlation coefficient between reading and the components of writing is considered moderate relationship, except for the correlation coefficient between reading and mechanics. The correlation coefficient between reading and the content is 0.553 and it is considered as moderate, significant and positive correlation. The correlation coefficient between reading and language use is 0.504 and it is

considered as moderate relationship. The next component is vocabulary. The correlation coefficient between reading and vocabulary is 0.460 and it is considered moderate relationship. The correlation coefficient between reading and organization is 0.424 and it is considered as moderate relationship. The correlation coefficient between reading and mechanics is 0.377 and it is considered as low relationship. Although it is low, it does not mean that there is no correlation. There is a slight correlation between reading and mechanics.

On the whole, from the analysis of the two statistical calculations, it can be concluded that reading mostly correlated with the content of the writing. Reading does influence significantly the gathering of ideas that students can use in their writing.

Conclusion

These statistical calculations showed that the correlation coefficients between students' reading comprehension achievement and writing achievement are 0.56 and 0.60. The correlation coefficients are considered as moderately-significant relationship. The result can conclude that the students improve their writing skill through their reading skill. Out of the five components of writing: content, organization, vocabulary, language use and mechanics, the students' reading achievement has the highest correlation with their writing content. It seems that from reading, students get a lot of ideas to develop their writing. Since reading comprehension can improve the students' writing, the writer considers that it is important for students to possess a good reading comprehension skill; therefore, they need to be encouraged to read a lot.

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