

THE CORRELATION BETWEEN READING COMPREHENSION ABILITY AND WRITING ABILITY OF THE FOURTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM FKIP RIAU UNIVERSITY

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Abstract: *This correlational research aimed to find out if there is any correlation between reading comprehension ability and writing ability of the fourth semester students of English Study Program FKIP Riau University. The population was the fourth semester students of English Study Program FKIP Riau University, they consisted of three classes: class A, class B and class C. In addition, class A was taken as the sample of this research. The writer used cluster sampling technique to decide the sample. The instrument of this research was two sets of tests; reading comprehension test and writing test. The students' works were graded by the three raters and analyzed using pearson product moment formula. After the data were calculated, it was found that the value of r_{xy} was 0.789. Then the writer compares value of r_{xy} with r table with level of significance 5% (0.388) and 1% (0.496). Finally it was found that the value r_{xy} of this study (0.789) was higher than the value of r in table product moment with level of significance 5% and 1%. It means that the alternative hypothesis was accepted, where it means that there is significant correlation between reading comprehension ability and writing ability of the fourth semester students of English Study Program FKIP Riau University was accepted. Then the writer also interpret the value of r_{xy} with table interpretation of the value r by Best and Khan (2006) where the value of r_{xy} (0.789) was in between 0.600 – 0.800 or in other words it was in substantial level. In conclusion, the correlation between reading comprehension ability and writing ability of the fourth semester students of English Study Program FKIP Riau University was significant in substantial level.*

Keywords: *Reading Comprehension Ability, Writing Ability, Correlation, Pearson Product Moment*

KORELASI ANTARA KEMAMPUAN MEMBACA DAN KEMAMPUAN MENULIS MAHASISWA SEMESTER EMPAT PROGRAM PENDIDIKAN BAHASA INGGRIS FKIP UNIVERSITAS RIAU

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Abstrak: Penelitian korelasional ini bertujuan untuk mengetahui apakah terdapat korelasi antara kemampuan pemahaman membaca dan kemampuan menulis mahasiswa semester empat prodi bahasa Inggris FKIP Universitas Riau. Populasi penelitian ini adalah semua mahasiswa semester empat prodi bahasa Inggris FKIP Universitas Riau, mereka terdiri dari kelas A, kelas B dan kelas C. Sementara, kelas A merupakan kelas yang digunakan sebagai sampel dalam penelitian ini. Penulis menggunakan *cluster sampling technique* untuk menentukan sampel. Instrumen yang digunakan dalam penelitian ini adalah dua set tes, yaitu; tes membaca dan tes menulis. Hasil tes diperiksa dan dinilai oleh tiga orang rater dan dianalisa menggunakan formula pearson product moment. Setelah data dikalkulasi, didapat bahwa nilai r_{xy} adalah 0.789. Kemudian penulis membandingkan nilai r_{xy} dengan nilai r pada table dengan level signifikansi 5% (0.388) dan 1% (0.496). Pada akhirnya didapat bahwa nilai r_{xy} pada penelitian ini lebih besar dari nilai r pada table produk momen dengan level signifikansi 5% dan 1%. Itu dapat diartikan bahwa hipotesis alternatif diterima. Yang mana dapat dikatakan bahwa terdapat korelasi yang signifikan antara kemampuan pemahaman membaca dan kemampuan menulis pada mahasiswa semester empat prodi bahasa Inggris FKIP Universitas Riau diterima. Kemudian penulis juga meninterpretasikan nilai r_{xy} dengan tabel interpretasi nilai r dari Best dan Khan (2006) dimana nilai r_{xy} berada diantara angka 0.600 – 0.800 atau dengan kata lain nilai r_{xy} penelitian ini berada pada level tinggi. Kesimpulannya, terdapat korelasi yang signifikan antara kemampuan pemahaman membaca dan kemampuan menulis mahasiswa semester empat prodi bahasa Inggris FKIP Universitas Riau yang berada pada level tinggi.

Kata Kunci: Kemampuan Pemahaman Membaca, Kemampuan Menulis, Korelasi, Pearson Product Moment

INTRODUCTION

Language is one of the things that people use for social interaction. It because language is a tool of communication that people use to convey information, thought, idea, and feeling. Language also has important function to connect people with their surrounding and in daily activity people will use language to communicate, to interact and to socialize with their surroundings.

One of the important languages in this world is English which is used by many countries and it plays an important role as international language. English has four basic skills, there are: listening, speaking, reading and writing. Speaking and writing are the productive skills, meanwhile reading and listening are the receptive skills. To be able to communicate, interact and socialize by using English, people have to understand about those basic skills. In Indonesia, the status of English is as a foreign language. The limited access of English used in this country make Indonesian people, especially students face some difficulties in learning this language.

Reading plays an important role in guiding students to successful language learning, especially in learning foreign language. Many experts have given their definitions about what is reading really means. According to Burnes and Pages (1985), reading is an interactive process in which the readers engage an exchange of ideas with an author via text. In other words, reader's understanding of the text is a kind of exchange ideas with the author. It is the process of expressions and reception of meaning as the primary goal of both parties. In addition, Harmer (1991) defines that reading is an exercise dominated by eyes and brain. The eyes receive messages and the brain is functioned to work out the significance of this message and require the students to read for meaning. They not only read the text, but also understand the meaning of the written text being read.

People have different purposes to read. It depends on who they are and what they read. According to Anderson (1992) there are seven aims of reading: Reading for details and facts; Reading for the main idea; Reading for sequence of organization; Reading for inference; Reading for classifying; Reading for evaluating; and Reading for comparing or contest. Meanwhile Lester and Crow (1976) classify two general purposes of the reading. These purposes include: leisure time reading and more serious reading. Based on the statements above, the purpose or aims of reading does not only to understand word by word, sentence by sentence or paragraph by paragraph but to understand the whole text and also to understand and to find the ideas written by the author.

Reading cannot be done in scrambled ways. Good readers usually aware of what strategies they use and there are some strategies that can be used by the readers which can be suited with their reading purpose. Brown (2001) explains some strategies which can be applied while reading, they are: Identifying the purpose of the reading, using graphemic rules and patterns to aid in bottom-up decoding, using efficient silent reading techniques for relatively rapid comprehension, skimming the text for main ideas, scanning the text for specific purpose, using semantic mapping or clustering, guessing when the reader is not certain, analyzing vocabulary, distinguishing between literal and implied meanings, capitalizing on discourse markers to process relationships.

Each type or each genre of written text has their own rules. In order to comprehend the text, the reader's ability to process text must be very sophisticated.

Brown (2004) states there three genres of reading: academic reading; job-related reading; personal reading.

Brown (2004) states that in reading, variety of reading performance is derived more from the genre of reading texts than from the variety of reading performance itself. Nevertheless, for considering assessment procedures, Brown is typically identify the several types of reading performance with the various assessment tasks. These are the types of reading with the various assessment tasks by Brown (2004): perceptive reading, selective reading, interactive reading, extensive reading. , this study focuses on extensive reading task, particularly in summarizing a text where the students can improve their reading and writing ability at the same time. Such Lopez (1989) and Smith (1988) state that the students' main task is reading, but writing summaries is valuable not only to provide a means for teachers to check comprehension, but because the writing of summaries improves comprehension. In addition, this practice helps students improve their writing ability (Robb and Susser, 1989).

Reading comprehension is the act of understanding what a reader read. While the definition can be simply stated, the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. In line with this, Snow (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Snow also said that comprehension entails three elements: the reader who is doing the comprehending; the text that have to be comprehend, and the activity in which comprehending is a part. Meanwhile Yale (2008) states there are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the words do not make the sense then the overall story will not either.

Writing is also an important skill in guiding students to successful language learning because writing is an act of communication. It is an act that used to express idea, thought, or feeling in written form. According to Raymond (1980), writing is more than a medium of communication. It means that writing is not just the way to communicate to each other but also as means of ideas and emotional expression. Meanwhile Oshima and Hogue (1999) state that writing takes study and practice to develop this skill. In other word, writing is a process not a product. Writing is a progressive activity. It means that when people write something for the first time, they have already been thinking about what they are going to say it and how they are going to say it.

Writing is not an easy work, it takes so much time to write well in order to make the writer's message is conveyed clearly to the reader. There are some steps that a writer should follow in order to write well. This idea is explained further by Harmer (2004). He explains writing as a process which involved four steps, there are planning, drafting, editing and final draft.

Brown (2004) classified the most common genres of written text that a second language writer might produce as follows: academic writing, job-related writing, personal writing. In this study the writer focuses in academic writing. Particularly in writing summary in the form of essay where it can help the students to increase their writing ability and their reading ability as well.

Brown (2004) also states the various assessment tasks for writing, they are: imitative writing, intensive writing, responsive writing and extensive writing. This study focuses on type three, responsive and extensive reading task, particularly in writing summaries where students can improve their writing as well as their reading. Smith (1979) states that those types of responses (essays, summaries, paraphrases) that require students to reflect and to use their own words are more likely to develop inferential thinking.

Reading and writing is related. Since young, a learner learns reading and writing simultaneously. It because reading and writing is also called as early literacy where both skills are developed in early childhood. Children usually will learn the foundation of reading and writing simultaneously, when they start to learn how to recognize the letters, they also start to learn how to write it. The correlation between reading and writing has long been acknowledged by authorities in both fields. Reading and writing are considered part of a total language process, with reciprocal inter-relationship, and several studies have indicated that some relationship does exist. Barbig and La Campagne in Culp and Spann (1985) found that better writers did significantly more voluntary reading than average writers. Meanwhile Maloney (1967) found that the reading comprehension of good writers was significantly better than that attributed to average writers.

To simplify the consideration of the correlation between reading and writing, reading in this study is defined as the ability to decode written text quickly and accurately and to comprehend what is read. Meanwhile, writing is defined as the ability to write connected text, particularly summary, that communicates an idea or information.

Basically reading affects writing and writing affects reading. According to recommendations from the major English/Language Arts professional organizations in the article entitled “The Relationship between Reading and Writing” (2008), reading instruction is most effective when intertwined with writing instruction and vice versa. Research has found that when learners read extensively they become better writers. It because reading is a variety of genres which helps learners to learn text structure and language that they can transfer to their own writing. In addition, reading provides learners with prior knowledge that they can use in their stories. Especially for young learners, a major portion of what they know come from the texts that they read. Since writing is the act of transmitting knowledge in print, writers must have information to share before they can write it. Therefore reading plays a major role in writing.

At the same time practice in writing helps learners build their reading skill. For learners practice in the process of writing their own texts helps them analyze the pieces that they read. They can apply their knowledge about the ways that they chose to use particular language, text structure or content to better understand a professional author’s construction of his or her texts.

Graham and Heber (2010) state that writing is often recommended as a tool for improving reading. In *Reading Next* (Rosa and Snow, 2004), intensive writing was identified as a critical element of an effective adolescent literacy program. Rosa and Snow (2004) state that writing instruction improves reading comprehension and that the teaching of writing skills such as grammar and spelling reinforces reading skill. It is also believes that writing about a text improves comprehension, as it helps students to make connection between what they read, know, understand, and think (Carr, 2002).

RESEARCH METHODOLOGY

This study was a correlational research with two variables, reading comprehension ability and writing ability. Arikunto (2010) says that the correlation research is a study conducted by a researcher to find out the level of correlation between two or more variables, without makes any changes, additions or manipulation of the data. This study would try to find out the correlation between reading ability and writing ability of the fourth semester students of English Study Program FKIP Riau University.

The population of this research was all of the fourth semester students of English Study Program Riau University. They consisted of three classes: class A, class B and class C. In order to decide the sample, the writer used cluster sampling technique. Gay (1987) states that cluster sampling in which groups, not individual, are randomly selected and all the members of selected groups have similar characteristic. The writer assigned each class with a letter on a piece of paper and then roll the paper, for instance; A for class A, B for class B, and C for class C. Then the writer picked up on piece of paper. The letter that was written in the paper was the class to be the sample of this research. Finally, the class that was chosen as the sample of this research was class A that consist of 24 students.

In order to obtain the data for this study, the writer gave a test to the students. The test was to write a summary in the form of essay of an article that the students choose from the three articles provided. Students were given 120 minutes to read the article and to write its summary. After 120 minutes, the writer collected the students' summary and then the students' summary was graded by the three raters. The students' summaries were scored from its reading comprehension aspects and writing aspects. To score the summaries from the reading comprehension aspects, the writer used criteria for assessing summary by Imao in Brown (2004). Meanwhile, to score the summary from the writing aspects, the writer used analytic scoring that was adopted from *Testing for Language Teachers* by Hughes (1989).

In order to analyze the collected data, the writer used *Pearson Product Moment Formula* (Hatch and Lazaraton, 1991):

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

- N = the number of respondent
- X = the students' score in reading comprehension test
- Y = the students' score in writing test
- $\sum X$ = the sum of reading comprehension test's scores
- $\sum Y$ = the sum of writing test's scores

FINDING AND DISCUSSION

After the writer got the scores, the writer computed the scores. It was analyzed by using Pearson *product-moment correlation formula*. Before computing the score using *Pearson product-moment correlation formula*, the writer got the following values:

The Calculation of the Data from Variable X and Variable Y					
N	$\sum X$	$\sum Y$	$\sum XY$	$\sum X^2$	$\sum Y^2$
N = 24	1728.67	1867.78	135731.11	125726.89	147285.19

After the writer got the calculation of the data, the writer used *Pearson product-moment correlation formula* to analyze the correlation value, and the result was $r_{xy} = 0.789$. Since it was not in negative number, it means that the correlation between reading ability and writing ability in this study was a positive correlation.

Meanwhile based on the table interpretation of the value “r” by Best and Khan (2006), the value of r_{xy} (0.789) was in between 0.600 – 0.800. So it means that correlation between reading comprehension ability and writing ability of this study was in substantial level.

Then the writer compared the value of r_{xy} with r table with level significance 5% (0.388) and 1% (0.496). Finally it was found that the value r_{xy} of this study (0.789) was higher than the value of r in table product moment, so that the H_0 was rejected and H_a was accepted. In other words, there is a significant correlation between reading comprehension ability and writing ability of the fourth semester students of English Study Program FKIP Riau University.

CONCLUSION AND RECOMENDATION

Conclusion

Class A participated in this research, they consist of 24 students. From the result of the given test, it shows that the highest score of students’ reading comprehension ability was 86.00 and the lowest score was 50.00. Meanwhile for writing ability, the highest score was 91.11 and the lowest score was 47.78.

The average score of writing ability of the fourth semester students of English Study Program FKIP Riau University was higher (77.82) than the average score of reading comprehension ability (72.03).

The value of r table with the level significance 5% = 0.388 and 1% = 0.496. It can be summarized that the value of r_{xy} was bigger than the value of r table. Therefore, the H_0 hypothesis was rejected and the H_a was accepted. In conclusion, there was a significant correlation between reading comprehension ability and writing ability of the fourth semester students of English Study Program FKIP Riau University.

By using Pearson Product Moment correlation formula, it was found that r_{xy} is 0.789. Since the value is positive, it means that there was positive correlation between both variables.

Based on the table interpretation of the value “r”, the value of r_{xy} was 0.789, where it was between 0,600 – 0,800. It means that the correlation between reading

ability and writing ability of the fourth semester students of English Study Program FKIP Riau University was positive correlation in substantial level.

Recommendation

Based on the result of the study and the conclusion, the writer would like to propose some suggestions as follows: (a) The students need to do more practice in reading and writing in order to help them to increase their ability in both skill; (b) The lectures can increase the students' reading ability through increasing their writing ability and vice versa; (c) Further research can focus on each subtopic in details.

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