

## THE CORRELATION BETWEEN STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AND WRITING SKILL

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**Abstrak** :Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara prestasi belajar membaca pemahaman dan keterampilan menulis siswa, apakah ada hubungan antara prestasi belajar membaca pemahaman dan keterampilan menulis. Populasi dalam penelitian ini adalah 283 siswa. Peneliti mengambil 30% sebagai sampel sehingga ada 85 siswa sebagai subjek utama penelitian. Dalam penelitian kuantitatif ini, peneliti menggunakan studi korelasi dengan menggunakan Pearson Product Moment untuk menghitung data. Ada dua variabel utama dalam penelitian ini. Pemahaman membaca (variabel X) dan keterampilan menulis (variabel Y). Instrumen penelitian ini adalah tes pemahaman membaca dan tes menulis. Pengumpulan data dilakukan melalui tes (tes pemahaman membaca dan tes menulis). Dari perhitungan dengan menggunakan rumus Pearson Product Moment diperoleh nilai "r" product moment ( $r_{xy}$ ) atau pengamatan "r" ( $r_0$ ) adalah 0,436. Derajat kebebasan (df) adalah 83. Derajat signifikansi 5% adalah 0,213, dan derajat signifikansi 1% adalah 0,278. Jadi berarti hipotesis  $r_0$  lebih besar dari  $r_t$  ( $0,436 > 0,213$  dan  $0,436 < 0,278$ ). Hasil hipotesis penelitian ini adalah hipotesis alternatif ( $H_a$ ) diterima dan hipotesis nol ( $H_0$ ) ditolak. Artinya ada hubungan antara prestasi belajar siswa dalam pemahaman membaca dan keterampilan menulis.

**Kata kunci:** Proses Pembelajaran Bahasa Inggris; Pemahaman membaca; Keterampilan Menulis.

**Abstarct:** The objective of the research was to investigate the correlation between student's achievement in reading comprehension and writing skill, whether there was any correlation between student's achievement in reading comprehension and writing skill. The population of this research was 283 students. The researchers took 30 % as the sample so there were 85 students as main subject of research. In this quantitative research, the researcher used correlation study by using Pearson Product Moment to calculate the data. There were two main variables in this research. Reading comprehension (variable X) and writing skill (variable Y). The instruments of this research were reading comprehension test and writing test. The data were collected through test (reading comprehension and writing test). From the calculation by using Pearson Product Moment formula, it was obtained that the value of "r" product moment ( $r_{xy}$ ) or "r" observation ( $r_0$ ) was 0,436. The degree of freedom (df) was 83. The degree of significance 5% was 0,213, and the degree of significance 1% was 0,278. So, it meant that the hypothesis  $r_0$  was bigger than  $r_t$  ( $0,436 > 0,213$  and  $0,436 < 0,278$ ). The result of hypothesis of this research was alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_0$ ) was rejected. It meant there was correlation between student's achievement in reading comprehension and writing skill.

**Keywords:** English Learning Process; Reading Comprehension; Writing Skill

### INTRODUCTION

Reading as a process also noted by Nunan (1998, in Samrotul, 2014), he states reading is usually conceived as solitary activities in which the readers interact with

text in isolation. It can be inferred that reading is not only looking at word in the form of graphic symbols but reading is communication process that involves an

enjoyment as a readers to interact with text. Reading is the process of constructing meaning through the dynamic interaction among reader, the text and the context of reading situation.

Harmer (2007) states that reading useful for language acquisition. It provided student more or less understanding about what they read, the more they read, the better they get at it. Klingner, Vaughn & Boardman (2007) stated that reading understood of the text meaning. Cain and Oakhill (2007) state that reading brings meaning and getting meaning from printed material. In addition, Moreillon (2007) stated that reading makes meaning from print and visual information. It means that reading is a process to perform and used by the reader to take hold of message being delivered by the writer in medium of words and writer language. Besides, Serravallo (2010) suggests that reading is thinking and understanding and getting at the meaning behind a text.

Then, another skill which is also important to be taught is writing. Writing is also as one of language skills to be mastered by the students because writing has more portions in teaching English than the other language skills. Writing is one of language skills which important for students in learning English. It becomes very important because it is one of communication tools. Through writing, students are able to express their feeling and ideas. It is one of the skills in English that must be mastered by the students. As one of four language skills writing is considered as the most difficult skill. Writing is about expressing idea that a writer is unable to express what a speaker able to express. It was like gesture, body movement, facial expression, pitch and tone of voice, stress and hesitation. Thus a writer has to be able to write an effective writing in order to make a reader understand by developing and organizing ideas, a careful vocabulary choice, grammatical pattern, and sentence structure to make which is appropriate to the subject matter and the eventual readers. Writing is also an action process of discovering and organizing the ideas, putting them on paper, and reshaping them. Writing is much like speaking, because it is a way to discover and communicate the ideas. However, unlike speaking the people get the information from oral communication but in writing through a paper.

For many years, reading and writing were (and sometimes still are) taught separately. During decades, reading and writing were kept separate both in theory perspective and in instructional practices. According to Eisterhold (1990, in Mokeddem, 2016) reading writing relation from a directional perspective is the most relevant model for pedagogical concerns as it helps teachers decide whether reading should lead to writing or whether should lead to reading in their instruction. Langer and Flihan (2000, in Ershadi, 2012) state that correlation studies to that time showed that better writers tend to be better readers (of their own writing as well as of other reading material), that better writers tend to read more than poorer writers, and that better readers tend to produce more syntactically mature writing than poorer readers. Reading and writing have been proposed under the constructive orientation. Nelson and Calfee (1998, in Shen, 2009) pointed out that both reading and writing require learners to actively involved in constructing meaning. Readers provide personal response and feeling that can be transacted into expressive writing. In this way, reading is used to stimulate writing as a source of motivation.

According to Chamblee (1998, in Moreau, 2015), reading and writing both require a student to construct and reconstruct meaning, and both include stages of planning, drafting, and revising. Expanding on this comparison, both reading and writing require students to plan by drawing on their prior knowledge. In addition, this planning stage asks students to acknowledge what the purpose of the reading or writing endeavor is, allowing the student to find a concrete direction from which to approach the reading or writing from. As students continue into the drafting stage, both readers and writers self-monitor their progress and understanding of the topic they are analyzing. This self-monitoring allows for both readers and writers to understand what is working in their approach, and what needs to be amended in order to successfully complete the given task. As the drafting stage concludes, students begin revising their work upon its initial completion, whether they have completed reading their piece or completed their first draft of writing. This revision process, for both subjects, requires students to consider and apply new information that may change or

deepen their level of understanding on the subject. In this research, the objective of the research is to investigate the correlation

between the student's achievement in reading comprehension and writing skill.

## RESEARCH METHOD

The method used in this research is quantitative research, because the researchers try to describe and to test the relationship. It also presents the findings in numerical form, and analyze through the use of statistics. According to Walpole (2006), Quantitative research is an objective and systematic process in which numerical data are used and interpreted to obtain information about the world. Defining the research in advance is the most essential part of conducting a research since the research design determining the statistical decision being made. A correlation research is concerned with establishing relationship between two or more variable in two populations (Leedy & Ormord, 2010). According to Creswell (2011), correlation design is used to describe and measure the relationship between two variables. Variables are not manipulated as they would be in an experiment. A correlation in statistical determined the tendency of pattern for two or more variables to vary consistently.

The researcher used this design because it has the characteristic which is suitable with the objective of the research that is to investigate the correlation between students' achievement in reading comprehension and writing skill in spoof text. The aim of the research is to investigate the correlation between two variables that is students' achievement in reading comprehension and writing skill in spoof text. The population of this research is English Department students. The researchers used simple random sampling as a technique to get a sample and took 30% from the population. The population was 283 and the sample was 85 students.

The first is reading test consist of 50 multiple choice test which construct of some comprehending question. Each number consist of 5 choices A, B, C, D, and E. The test consist of 50 multiple choice question for 5 spoof texts. The score of each number is 2. If the students answer all items correctly, they will get score 100 (2 x 50 = 100). From the description stated before, we can see that the highest score of this test is 100. The scores of reading can be calculated with the following formula:

$$Score = \frac{Correct\ Answer}{Number\ of\ Question} \times 100$$

The second is written test. In writing test, the students wrote a free composition. And the topic is about spoof text that the students must be write in a good paragraph. The students writing test result based on four components, grammar, vocabulary, spelling, and content. The researcher chose test method because it is suitable with the data that will be collected. After the students write the text of spoof text, the researcher gave the score of each students writing. The criteria of writing scoring as follows:

Table 1. Table of rubric writing (Jacobs et al. in Haswell, 2007)

Content	
30-27	EXCELLENT TO VERY GOOD : knowledgeable - substantive -etc
26-22	GOOD TO AVERAGE : some knowledge - adequate - range-etc
21-17	FAIR TO POOR : limited knowledge of subject-little substance-etc
16-13	VERY POOR : does not show knowledge of subject-non substantive-etc
<b>Organization</b>	
20-18	EXCELLENT TO VERY GOOD : fluent expression-ideas-clearly stated-etc
17-14	GOOD TO AVERAGE : somewhat choppy-lose organized but main ideas stand out-etc
13-10	FAIR TO POOR : non-fluent-ideas-confused or disconnected-etc
9-7	VERY POOR : does not communicate-no organization-etc
<b>Vocabulary</b>	
20-18	EXCELLENT TO VERY GOOD : sophisticated range-effective word/idiom form, choice, usage but obscured
17-14	GOOD TO AVERAGE: adequate range-occasional errors of word/idiom form, choice, usage, but meaning not obscured.
13-10	FAIR TO POOR : limited range-frequent errors of word/idiom form, choice usage-etc
9-7	VERY POOR : essentially translation-little knowledge of English vocabulary
<b>Language Use</b>	
25-22	EXCELLENT TO VERY GOOD : effective complete construction-etc
21-19	GOOD TO AVERAGE : effective but simple construction-etc
17-11	FAIR TO POOR : major problem in simple/complex construction-etc
10-5	VERY POOR : virtually no mastery of sentence construction rules-etc
<b>Mechanics</b>	
5	EXCELLENT TO VERY GOOD : demonstrates materiel of convention-etc
4	
3	GOOD TO AVERAGE : occasional errors of spelling, punctuation-etc
2	FAIR TO POOR : frequent errors of spelling, punctuation, capitalization-etc
	VERY POOR : no mastery of convention-dominated by errors of spelling, punctuation, capitalization, paragraphing-etc

The researcher used Pearson Product Moment formula to calculate the score. The data of reading comprehension and writing skill can be analyzed in the following formula:

- a. Finding the correlation formula :

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

In which,

$r_{xy}$ : coefficient of correlation between x variable and y variable or validity of each item.

N : the number of students/subject participating in the test

$\sum X^2$  : the sum of square score in each item

$\sum X$  : the sum of score each item

$\sum Y$  : the sum of score from each student

$\sum Y^2$  : the sum of the square from each student

$\sum XY$  : the sum of multiple of score from each student with the total score in each item.

This formula is used in finding index correlation "r" between X variable and Y variable ( $r_{xy}$ ).

b. To know the significance between two variables, the formula of significance test is :

$$t_{\text{count}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$t_{\text{count}}$  : t value

r : value of correlation coefficient

n : number of participant

c. To know the correlation between two variables, namely reading comprehension and writing, the writer used correlation level (r) as seen in the table below:

Table 1. Table of Interpretation Correlation (adapted from Burns & Grove).

Coefficient of Correlation " r "	Interpretation
0,00-0,20	The Correlation is Neglected
0,20-0,40	The Correlation is Weak
0,40-0,70	The Correlation is Strong Enough
0,70-0,90	The Correlation is Strong
0,90-1,00	The Correlation is Very Strong

## RESULTS AND DISCUSSION

The researchers used the formula of Pearson Product Moment. Before doing the calculation, the data described in the following table:

Table 2. The Result of Reading Comprehension and Writing Skill

No.	Initial Name	X	Y	X <sup>2</sup>	Y <sup>2</sup>	X.Y
1.	MA M	80	89	6400	7921	7120
2.	LAW	84	85	7056	7225	7140
3.	DM	86	86	7396	7396	7396
4.	FDA	80	83	6400	6889	6640
5.	LN	80	88	6400	7744	7040
6.	MPS	80	88	6400	7744	7040
7.	SS	82	86	6724	7396	7052
8.	PM	80	86	6400	7396	6880
9.	EDO	78	83	6084	6889	6474
10.	EM	82	88	6724	7744	7216
11.	VNA	78	85	6084	7225	6630
12.	SDA	80	85	6400	7225	6800
13.	AM	80	89	6400	7921	7120
14.	MZF	80	83	6400	6889	6640
15.	SA	74	83	5476	6889	6142
16.	HTJ	80	85	6400	7225	6800
17.	MP	76	83	5776	6889	6308
18.	BD	80	90	6400	8100	7200
19.	SD	80	87	6400	7569	6960
20.	MAJ	82	83	6724	6889	6806
21.	MIF	78	83	6084	6889	6474

No	Initial Name	X	Y	X <sup>2</sup>	Y <sup>2</sup>	X.Y
22.	MDA	78	83	6084	6889	6474
23.	LA	80	87	6400	7569	6960
24.	RA	78	83	6084	6889	6474
25.	RW	84	80	7056	6400	6720
26.	IK	88	88	7744	7744	7744
27.	AW	86	86	7396	7396	7396
28.	JM	84	84	7056	7056	7056
29.	AI	84	84	7056	7056	7056
30.	DNA	82	84	6724	7056	6888
31.	LN	80	85	6400	7225	6800
32.	MUN	78	83	6084	6889	6474
33.	YI	84	89	7056	7921	7476
34.	AS	80	87	6400	7569	6960
35.	M	84	80	7056	6400	6720
36.	MAP	84	80	7056	6400	6720
37.	NA	82	87	6724	7569	7134
38.	AAT	74	85	5476	7225	6290
39.	ED	88	90	7744	8100	7920
40.	AM	86	90	7396	8100	7740
41.	IF	78	82	6084	6724	6396
42.	A	82	85	6724	7225	6970
43.	S	82	85	6724	7225	6970
44.	EF	70	80	4900	6400	5600
45.	A	72	80	5184	6400	5760
46.	EF	80	87	6400	7569	6960
47.	RR	78	82	6084	6724	6396
48.	MSN	82	86	6724	7396	7052
49.	DIW	80	85	6400	7225	6800

50.	NR	80	85	6400	7225	6800
51.	L	88	85	7744	7225	7480
52.	ATA	82	83	6724	6889	6806
53.	SS	82	82	6724	6724	6724
54.	AV	82	85	6724	7225	6970
55.	FNP	76	82	5776	6724	6232
56.	YN	84	88	7056	7744	7392
57.	VAR	85	85	7225	7225	7225
58.	NRH	82	86	6724	7396	7052
59.	RRA	80	85	6900	7225	6800
60.	DS	80	86	6400	7396	6880
61.	HD	78	84	6084	7056	6552
62.	MO	82	88	6724	7744	7216
63.	LNf	82	86	6724	7396	7052
64.	MB	80	85	6400	7225	6800
65.	RA	80	85	6400	7225	6800
66.	SDL	80	85	6400	7225	6800
67.	TI	78	84	6084	7056	6552
68.	SAW	80	85	6400	7225	6800
69.	AIP	76	84	5776	7056	6384
70.	AMS	78	85	6084	7225	6630
71.	DS	76	85	5776	7225	6460
72.	MIA	80	85	6400	7225	6800
73.	NF	82	87	6724	7569	7134
74.	VOV	84	87	7056	7569	7302
75.	ANC	80	85	6400	7225	6800
76.	IDC	78	85	6084	7225	6630
77.	RDN	76	85	5776	7225	6460
78.	NLN	74	80	5476	6400	5920
79.	LM	80	87	6400	7569	6960
80.	SF	84	87	7056	7569	7308
81.	IM	82	87	6724	7569	7134
82.	AI	80	84	6400	7056	6720
83.	ATP	78	84	6084	7056	6552
84.	MK	80	85	6400	7225	6800
85.	MR	80	87	6400	7569	6960
N = 85		$\sum X = 6837$ 7	$\sum Y = 7225$ 8	$\sum X^2 = 550846$ 846	$\sum Y^2 = 615102$ 2	$\sum X.Y = 581671$ 1

Calculation

N = 85

$\sum X = 6837$

$\sum Y = 7225$

$\sum X^2 = 550846$

$\sum Y^2 = 615102$

$\sum X.Y = 581671$

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

$$r_{xy} = \frac{85 \times 581671 - (6837)(7225)}{\sqrt{\{85 \times 550846 - (6837)^2\}\{85 \times 615102 - (7225)^2\}}}$$

$$r_{xy} = \frac{4944203 - 49417836}{\sqrt{\{46821910 - 46744569\}\{52283670 - 52243984\}}}$$

$$r_{xy} = \frac{24199}{\sqrt{\{77341\}\{39686\}}}$$

$$r_{xy} = \frac{24199}{\sqrt{3069354926}}$$

$$r_{xy} = \frac{24199}{55401,759}$$

$$r_{xy} = 0,436$$

After finding the "r" correlation score, the next step to do was to find the significance of variables by calculating  $r_{xy}$  which was tested by significance formula as follows:

Description:

$t_{count} : t_{value}$

r : 0,436

n : 85

Calculation:

$$t_{count} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t_{count} = \frac{0,436\sqrt{85-2}}{\sqrt{1-0,436^2}}$$

$$t_{count} = \frac{0,436\sqrt{83}}{\sqrt{1-0,190096}}$$

$$t_{count} = \frac{0,436 \times 9,11}{\sqrt{0,809904}}$$

$$t_{count} = \frac{3,97196}{0,8999}$$

$$t_{count} = 4,14$$

Before testing the  $t_{count}$ , the researchers made two hypothesis of the research:

Ha : There is correlation between reading comprehension and writing skill in spoof text

Ho : There is no correlation between reading comprehension and writing skill in spoof text

The formulation of the test:

1. If  $t_o > t_{table}$ , it means that the null hypothesis is rejected and there is significant correlation.
2. If  $t_o > t_{table}$ , the null hypothesis is accepted and there is no significant correlation.

Based on the calculation above, the result is compared by  $t_{table}$  in the significant of 1% and 5%, and  $n = 85$ , the writer found the Degree of Freedom ( $Df$ ) with the formula :

$$Df = N - nr$$

$$= 85 - 2$$

$$= 83$$

From  $Df = 83$ , it is obtained  $t_{table}$  of 1% = 0,278, and 5% = 0,213. It indicates that  $t_o > t_{table}$  in which 1% = 4,14 > 0,278 and 5% = 4,14 > 0,213. Therefore, the alternative hypothesis ( $H_a$ ) is accepted. In the other words, there is correlation between reading comprehension and writing skill in spoof text.

Based on the calculation above, it shows that the correlation value ( $r_{xy}$ ) is 0,436 and

Degree of Freedom ( $Df$ ) is 83. In the table of significance shows if  $Df$  value is 83, while the table of significance 1% is 2,372 and 5% is 1,988.

The statistical hypothesis state:

1. If  $r_o$  is the same as or higher than  $r_t$ , the  $H_a$  is accepted.
2. If  $r_o$  lower than  $r_t$ , the  $H_a$  is rejected.

Based on the score of  $r_o$  0,436, it indicates the score of  $r_o > r_t$  1% and 5%, in which 1% ( $0,436 >$ ) and 5% ( $0,436 >$ ). It means that  $H_a$  is accepted, or in the other word there is correlation between reading comprehension and writing skill in spoof text.

To interpret the gravity of  $r_o$  0,436, the table of "r" product moment shows that the correlation value is strong enough, in which between 0,40 - 0,70. The table of "r" interpretation that adopted from Burns and Grove theory such as follows :

Table 3. Table of the Interpretation Correlation

Coefficient of Correlation " r "	Interpretation
0,00-0,20	The Correlation is Neglected
0,20-0,40	The Correlation is Weak
0,40-0,70	The Correlation is Strong Enough
0,70-0,90	The Correlation is Strong
0,90-1,00	The Correlation is Very Strong

There is strong enough correlation means that the correlation tends to the positive value and there is no negative correlation. To know whether the correlation value is significant, the data were tested and the result was significant in which indicates  $t_o > t_{table}$ . The score of significance is to 0.436. Meanwhile, the  $Df= 83$  indicates significant score of 1% = 0,278 and 5% = 0,213. it means that the correlation score is significant.

To sum up, the data interpretation shows a finding that reading and writing correlate each other. Reading comprehension gives contribution  $r_o$  0,436 to writing skill. It means the achievement of reading comprehension is affected by writing skill. The correlation of reading comprehension and writing skill has significant value. It means the better reading comprehension that the students have, the better writing skill the students will produce.

## CONCLUSION AND SUGESTION

Based on the research analysis, the researchers concluded that the null hypothesis ( $H_o$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. It can be seen from the result of  $r_o$  is 0,436 with the degree of freedom ( $Df$ ) is 83. The result of  $r_t$  on the table of degree of significance 5% = 0,213 and 1% = 0,278. So,  $r_o > r_t$  ( $0,213 < 0,436 > 0,278$ ). The result means that students' achievement in reading comprehension is positively correlated with their writing skill. So, it can be conclude that there is correlation between student achievement in reading comprehension and writing skill. Knowing the result, the English teacher as a motivator and stimulator give contribution to the students' achievement in reading comprehension and writing skill also.

So, the teacher should give motivation to the student to increase their ability in skills of English, especially reading and writing. The future research also could find out the correlation between two variables, in this case reading comprehension and writing skill. This research may also be a relevant previous study that can be used by other researchers to conduct a further research relating to the correlation between language skills

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