

RELATIONSHIP BETWEEN CRITICAL READING COMPREHENSION AND WRITING SKILLS

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ABSTRACT

The relationship between critical reading comprehension and writing skills is an important area of study in language education, reflecting the interconnectedness of these two fundamental literacy skills. This study investigates how critical reading, which involves analyzing, evaluating, and synthesizing information from texts, influences and improves writing skills. Critical reading comprehension fosters the development of higher-order thinking skills, which are essential for effective writing. Through a review of the literature and empirical studies, this study highlights that students who engage in critical reading activities show significant improvements in their writing, particularly in areas such as argumentation, coherence, and use of evidence. In this study, the authors used English Language Education students as subjects. The technique used in this study was to conduct a test, namely the first test of twenty reading questions and the second test of writing a descriptive essay. The findings suggest that integrating critical reading exercises into writing instruction can produce a more in-depth and sophisticated writing style. Educational implications include recommendations for curricula to incorporate critical reading strategies to improve writing proficiency. By fostering a symbiotic relationship between these skills, educators can better prepare students for the challenges of academic and real-world communication.

Keywords: Peer Roles, College Students, Academic Performance.

INTRODUCTION

Increasing learning in Indonesia is currently still trying to improve collective quality. Various programs have been launched to improve the quality of education in Indonesia, especially for hard skills and languages. The language recognized as an international language is English. For this reason, English subjects in Indonesia are available at every level of education to prepare students to face increasingly advanced world developments.

Writing is one of the essential language skills because writing is meant for conveying thoughts, ideas, and facts in easy and lucid language. Students have to learn the art of good writing which is essential in order to excel at both academic and professional levels. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements (Durga & Rao, 2018).

Writing is one of the productive skills, along with speaking. In education, apart from reading, listening and speaking are productive skills and can influence a person's learning. The ability to write is also a productive skill after writing, this can be seen from the previous paragraph. Someone who can express what they think into clear writing will be able to communicate indirectly or in writing by producing clear results. can be understood by a reader and can grasp the meaning of what someone expresses through writing, therefore writing can be said to be one of the productive skills after speaking. Writing is one of the most important language skills. Play an important role in expressing ideas, thoughts, opinions and attitudes. Writing allows a person to convey ideas and feelings, to persuade and persuade others. People can write for personal enjoyment or other purposes. You can address an audience of

one or more people. The audience may be known or unknown. Taking notes for study purposes is an example of writing for yourself (Ibrahim, 2015).

In academic studies, students need strong writing skills because these skills make the learning process easier. Students who possess good writing skills are better able to express their ideas clearly through writing. Mastery of writing skills, especially when developed through practice, enables students to communicate their thoughts effectively, making it easier for readers to understand their writing. For students accustomed to creating their own written work, this clarity helps facilitate better communication in writing. In general, writing is very important, communication is more effectively conveyed through writing than other types of media. Writing is an essential skill for students, as it plays a crucial role in various aspects of their academic and professional lives. Effective writing skills are essential for students, as they play a significant role in various aspects of their lives. Writing is not only crucial for academic success but also for meeting professional demands. In academic settings, students are often required to express their thoughts, research findings, and arguments in written form, which makes strong writing skills vital. Additionally, in the workplace, the ability to communicate effectively through writing is equally important for creating reports, emails, proposals, and other professional documents. Therefore, students need to develop and refine their writing skills to meet both their academic and future work requirements. So, students need effective writing skills to meet their academic needs, work needs and requirements (Durga & Rao, 2018).

Writing skills are influenced by several factors, and various factors that can impact student writing abilities have been identified in the literature. This can be related to the motivation of students in the learning process, in general it is not clear about their goals and significance in learning. The first factor that can influence writing ability is motivation, a person who has motivation in writing will be able to encourage himself to make writing or verbal communication easier, the influence of the classroom environment, the classroom environment can also influence a person's writing ability, There is a dependence on the use of applications, feedback, psychological conditions, self-confidence, this greatly influences writing, reading skills, vocabulary mastery, and attitudes towards language. According to Nation and Newton in (Leong & Ahmadi, n.d.), it is related to performance conditions. Students carry out speaking activities in different ways' condition. Performance conditions impact speaking performance and these conditions involve time pressure, planning, quality of performance, and amount of support.

Reading comprehension might contribute to writing skills, Reading skills themselves contribute to writing skills, someone who has good abilities in reading will also have good abilities in writing, why is that, because writing skills and reading skills are an interest in which the two are interrelated, the ability to write is Good things will not be obtained without good reading skills. Reading is considered a basic life skill, the lack of which can affect the student's academic growth and success (Pugh, Pawan, and Antommarchi, 2000).

One of the reading skills is reading critically. In learning English, of course we have to master four English language skills, one of which is reading in this context we have to be able to master the ability

to criticize reading. Apart from just writing, we also have to be able to criticize reading by providing a response to someone's writing or written work in order to provide a response to a written work that has been written or stated in the writing that has been written. In critical reading we are also required to understand the reading, then analyze the writing, after that students are also required to be able to conclude what the writing means and finally assess the content of the reading so that students' understanding of the reading is more optimal. Reading is not just a process of communicating alphabets, words, and finally perfect sentences that lead to understanding that is built from alphabet to word, to sentence phrases (Stocks, 2016).

Critical reading involves more than just reading a text; it requires students to thoroughly analyze a piece of written work to enhance their understanding. In learning English, this process includes identifying key ideas, interpreting the text, and sometimes evaluating its content. By engaging in critical reading, students can better comprehend and interact with the material. Reading is not just a process of recognizing the perfect alphabet, words, and finally sentences which refers to understanding that is built from alphabet to word, to sentence phrases (Hosseini et al., 2012).

Critical reading in academic setting, with access to a variety of media today. EFL learners need the ability to critically analyze the information contained in texts. The importance of reading comprehension in EFL must be reconsidered, including the ability to continue to critically examine the goals, messages, values and ideologies promoted. Such a definition requires students to be able to explain the information conveyed by the text with values outside the text. Therefore, through EFL reading activities in , students can develop an awareness that texts can be integrated with their values and that they should be able to make their voices heard (Suarcaya & Prasasti, 2017).

Critical reading is closely related to writing skills. In academics, the ability to read and write is interconnected. Someone who enjoys reading often develops a better understanding of writing techniques, which can influence their own writing style. Especially in education, students who enjoy reading written works are more likely to improve their writing skills. In the form of books, articles, journals or other readings. Others will tend to be able to write or create writing easily. According to RAND Reading Study Group in (Bozena Kwiatkowska-White 2012:3), reading comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". According to I.S.P. Nation (2009) "Reading is a source of learning and a source of enjoyment." and then Jeremy Harmer (2007:99) says that: "Reading is useful for language acquisition. Provided students more or less understand what they read, the more they read the better they get it, reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

METHODS

In a study, it is essential to provide real evidence to support its validity. The purpose of the methodology is to ensure the accuracy of the data. In this approach, the researcher employs a test method to achieve this goal. Here the research use correlation methodology and my research is quantities. The

number of participants in this research was thirteen participants. Where this test will be carried out indoors and will be carried out only once, which includes reading and writing tests. The purpose of this test is to see the relationship between reading comprehension and writing skills. In this test, the researcher will test twice, the first is reading comprehension, the researcher will distribute sheets of paper to students containing a reading text, then several questions will be asked below. In the second test, the researcher will ask students to create a descriptive text with the theme "Description of yourself" for just one paragraph. When writing, you must not use tools such as telephones, Google Translate or dictionaries.

No	Date	Activity
1	Tuesday, 7 May 2024	Researchers will enter the classroom to provide information about the research that will be carried out.
2	Wednesday, 8 May 2024	The second day is the day when researchers conduct research by conducting tests on students' subjects to take two tests at once on the same day, namely reading and writing.

Rubric for assessing the test:

No	Dimensions	Range Scores
1	Reading Skills	15%
2	Vocabulary	30%
3	Critical Reading	30%
4	Writing Skills	60%
5	Neatness of writing	10%

RESULT AND DISCUSSION

After conducting testing on the sample, the tester then makes the final results from the observation results that have been done. The following are the results of the observation.

Table 1. Writing Skills

Responden	Vocabulary	Writing Skill	Neatness of Writing
R1	70	65	80
R2	85	90	80
R3	75	85	80
R4	75	80	80
R5	75	65	80
R6	80	70	80
R8	90	90	85
R7	75	80	70

R9	75	85	80
R10	75	70	80
R11	85	95	85
R12	80	75	75
R13	70	70	80

Table 2 Final test Writing Skills

This table above show the percentage of respondents, with the highest score being 91 and the lowest was 68.

Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
ReadingComprehension	.890	13	.098
WritingSkills	.947	13	.549

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above presents the results of a Shapiro-Wilk test for normality conducted on two variables: Reading Comprehension and Writing Skills. The Shapiro-Wilk test is a statistical test that evaluates whether a given data sample comes from a normally distributed population.

The significance level, or p-value, helps determine whether to reject the null hypothesis, which states that the data is normally distributed. A p-value greater than 0.05 indicates that we fail to reject the null hypothesis, suggesting that the data follows a normal distribution. In this case, the p-value for Reading Comprehension is 0.098, and for Writing Skills, it is 0.549, both of which are greater than 0.05. Therefore, we fail to reject the null hypothesis for both variables, implying that both Reading Comprehension and Writing Skills data can be considered normally distributed.

Correlations.

		ReadingComprehension	WritingSkills	
Spearman's rho	ReadingComprehension	Correlation Coefficient	1.000	
		Sig. (2-tailed)	.	
		N	13	
	WritingSkills	Correlation Coefficient	.159	1.000
		Sig. (2-tailed)	.603	.
		N	13	13

The table above displays the results of a Spearman's rho correlation analysis between Reading Comprehension and Writing Skills. Spearman's rho is a non-parametric measure of rank correlation, which assesses the strength and direction of association between two ranked variables. For Reading Comprehension, the correlation coefficient with itself is 1.000, which is expected as any variable perfectly correlates with itself. The correlation coefficient between Reading Comprehension and Writing Skills is 0.159. This positive value suggests a weak direct relationship between the two variables. The significance value (Sig. (2-tailed)) associated with this correlation is 0.603. A significance value greater than 0.05 indicates that the correlation is not statistically significant. In this case, the p-value of 0.603 suggests that there is no statistically significant correlation between Reading Comprehension and Writing Skills. This means that any observed correlation in the sample could likely be due to random chance rather than a true relationship in the population. The number of observations (N) for both variables is 13, which means that the analysis was based on a sample size of 13.

DISCUSSION

Based on the data above, the number of respondents is 13 and produces a percentage of value data where each respondent gets a final score for both reading comprehension and writing skills. From the data above, it can be concluded that the highest score for reading comprehension is 100 and for writing skills is 91. From the total number or results of respondents' scores for reading comprehension, they have an average score of 80.85, 90.95 and for writing skills they have an average score. -average of 80,90 and 95.

Other replies viewed reading as a skill such as "it is an essential skill for obtaining knowledge" and "reading is a skill to understand a paragraph or a sentence to get the main idea." Presenting reading as a skill is more effective than treating it as a mere subject, as this perspective emphasizes its potential for development and improvement. When viewed as a skill, reading becomes a cognitive and metacognitive ability that can be enhanced through the acquisition of specific knowledge and structured training. This approach highlights the active process of learning and mastering reading strategies, enabling individuals to better comprehend, analyze, and engage with written texts.

Based on the data above, there are results from the normality test, namely the Shapiro-Wilk number with a Sig value. 0.098, for reading comprehension and Sig value. 0.549 for writing skills. The learning logs and the class discussions showed how critical reading skills improved students' reading comprehension in several ways.

CONCLUSION

Research shows that there is a strong relationship between reading comprehension and writing skills. This relationship can be explained by several main factors. First, both skills involve similar cognitive processes, such as understanding and organizing ideas, using appropriate vocabulary, and applying grammatical structures. Second, reading widely provides exposure to various writing styles, comprehension, and sentence structures, which can then be applied to writing. Third, reading comprehension allows individuals to gain knowledge about a variety of topics, which can then be used to

enrich their writing. Fourth, critical and analytical thinking skills developed through reading comprehension are essential for writing, as they help in building coherent arguments, providing evidence, and organizing writing logically. Lastly, the practice of writing about descriptive text can strengthen comprehension and retention of the material, creating a positive feedback loop where reading improves writing skills and writing improves reading comprehension. Therefore, integrating reading and writing activities into teaching is essential to achieve higher language proficiency and better academic performance.

In this case the researcher used a test method in the form of reading comprehension and writing skills. In the reading comprehension test the researcher asked the subjects to work on several questions where they were given two readings and then they would work on the questions using the reading that had been provided. Next, the researcher asked the subject to create a descriptive text regarding the description of a place by using the reading in the previous reading test. Subjects must pay attention to several things regarding grammar, vocabulary, and neatness in writing.

In this study, researchers used SPSS to see whether the research on the relationship between reading comprehension and writing skills is related or not. After conducting research, the researcher collected data and was assisted by one person as a validator. After collecting all the data, the researcher then tested the results on SPSS to get the final results. When checking, it turned out that the final result was that there was no relationship between reading comprehension and writing skills.

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