EXPLORING RELATIONSHIP BETWEEN READING AND WRITING SKILLS IN EFL STUDENTS

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Abstract
This study investigates the correlation between reading and writing skills among English as a Foreign Language (EFL) students. The method of the study is quantitative method. A sample of 58 students was selected using a non-probability sampling technique to determine the relationship between their reading and writing skills. This study used descriptive statistics to summarize the data and Pearson correlation analysis to test the hypothesis. The descriptive statistics revealed that the mean reading score was 64.95 with a standard deviation of 11.72, while the mean writing skill score was 63.45 with a standard deviation 10.34. Pearson correlation analysis revealed a significant positive correlation between reading and writing skills (r = 0.832, p < 0.001). These findings indicate that higher reading is strongly associated with better writing skills among EFL students. The implications of this study suggest that enhancing reading may contribute to improving writing skills, highlighting the interconnected nature of these language competencies in EFL education. Further research is recommended to explore the causal relationships and develop targeted instructional strategies that can simultaneously bolster reading and writing skills.
Keywords: Reading, Writing Skills, EFL Students

INTRODUCTION

In Indonesia, English is considered a foreign language, widely taught and used in education and professional settings, but it does not have the official status of Bahasa Indonesia, the national language (Lauder, 2008). Despite this, English significantly influences various sectors like media, technology, and tourism, acting as a de facto second language due to its global importance (Alrajafi, 2021; Alwasilah, 2013).

EFL students face many challenges in writing development, such as limited vocabulary, grammar difficulties, lack of practice, translational issues, and interference from their first language (Alisha F et al., 2019; Ahmed, 2019; Muamaroh et al., 2020; Tukan, 2024). Addressing these requires targeted strategies, including vocabulary exercises, grammar instruction, and ample writing practice.

Reading and writing are interconnected skills in language learning. Reading exposes students to vocabulary and writing styles, which they can emulate in writing. Writing helps internalize and apply reading lessons (Nicole Campbell n.d.). Integrated learning that

combines reading and writing activities enhances both skills, engaging cognitive processes and facilitating skill transfer, ultimately improving language acquisition (Hidayani, 2021). In summary, the interconnected nature of reading and writing makes it essential for educators to design integrated learning experiences that harness the synergy between these skills, thereby fostering more effective language acquisition.

LITERATURE REVIEW

Writing and Reading

For Writing skills are a cornerstone of literacy in many cultures and are often a prerequisite for employment in various fields. Brown & Abeywickrama (2018) stated that the ability to write effectively is essential for professional success and is a fundamental expectation in literate societies. This underscores the importance of developing strong writing skills, particularly in English as a Foreign Language (EFL) learners who must navigate additional linguistic and cultural barriers.

Writing is not merely about putting words on paper; it necessitates a thorough understanding of reading material. According to Mokkedem & Houcine (2016) writing implies a comprehensive comprehension of the texts one engages with. This suggests that effective writing is intrinsically linked to reading proficiency, as the ability to interpret and understand written content is crucial for producing coherent and meaningful written work.

Reading, therefore, is foundational to literacy and essential for developing global competencies. Alfatihah & Tyas (2022) argue that reading skills are the basic literacy needed to shape individuals' abilities to participate in a globalized world. Reading opens up avenues for acquiring knowledge and information, which are vital for personal and professional development. Wahyono (2019) reinforces this idea by stating that reading is a critical skill for gathering information or knowledge, highlighting its role in continuous learning and adaptation.

The process of reading itself involves negotiating meaning. Brown & Abeywickrama (2018) describe reading as an active engagement where the reader interacts with the text to derive understanding. This interactive process is essential for EFL learners, who must decode and interpret texts in a non-native language, making reading both a challenging and rewarding endeavor.

Given the close relationship between reading and writing, integrating these skills in instructional settings can be highly beneficial for EFL learners. Mokkedem & Houcine (2016) point out that reading and writing are closely interrelated and that combining them in educational practices enhances learning outcomes. When learners read extensively, they are exposed to various writing styles, vocabulary, and grammatical structures, which can inform and improve their writing abilities.

Moreover, the integration of reading and writing instruction helps reinforce the comprehension of texts. As students write about what they read, they engage more deeply with the material, enhancing their understanding and retention. This reciprocal relationship between reading and writing not only aids in developing language proficiency but also fosters critical thinking and analytical skills.

In conclusion, the development of writing skills is crucial for EFL learners, as it underpins academic and professional success in literate cultures. Writing requires a deep understanding of reading material, making reading an indispensable skill for acquiring knowledge and shaping global competencies. The interactive process of reading, where meaning is negotiated, is fundamental to literacy. Integrating reading and writing in instructional practices offers significant benefits, reinforcing comprehension and

enhancing overall language proficiency. As such, educators should emphasize the interconnected nature of these skills to provide EFL learners with a holistic and effective language learning experience.

Assessing Writing and Reading

The evaluation of writing and reading skills is crucial in education, particularly in English as a Foreign Language (EFL) contexts. Effective assessment tools provide a structured framework for educators to gauge student performance, identify areas for improvement, and tailor instruction accordingly. Two prominent assessment instruments in this domain are Jacob's Scoring Rubric for writing and Brown's instrument for reading assessment.

Jacob's Scoring Rubric, as discussed by Tiwari (2023), is a comprehensive tool used to assess writing skills. This rubric evaluates multiple aspects of writing, providing a detailed and holistic view of a student's abilities. The key components assessed by Jacob's rubric include content, organization, vocabulary, language use, and mechanics (Hidayah et al., 2021).

1. *Content:* Evaluates the relevance, depth, and originality of ideas. High scores indicate insightful and well-developed arguments.
2. *Organization*: Assesses the structure and coherence of writing, focusing on clear sequencing and transitions in the introduction, body, and conclusion.
3. *Vocabulary*: Measures the range and appropriateness of vocabulary used, with varied and precise language indicating higher proficiency.
4. *Language Use*: Focuses on grammar, syntax, and sentence structure. High scores reflect accurate and sophisticated language use.
5. *Mechanics:* Involves spelling, punctuation, and capitalization, ensuring the writing is polished and professional.

Jacob's Scoring Rubric provides a detailed and systematic approach to writing assessment, allowing educators to give constructive feedback and guide students in improving their writing skills.

Reading assessment is equally important, and Brown & Abeywickrama (2018) offer a well-regarded instrument for this purpose. Brown's assessment tool is designed to measure various dimensions of reading comprehension and proficiency. There are particular text types used in questions:

1. *Main idea (topic):* The central point or most important concept of the text.
2. *Expressions/idioms/phrases in context*: Specific word groups or sayings with particular meanings in the text's context.
3. *Inference (implied detail):* Understanding unstated information suggested by the text.
4. *Grammatical features*: Aspects of grammar used in the text, like verb tense and sentence structure.
5. *Detail (scanning for a specifically stated detail):* Identifying specific pieces of explicitly mentioned information.
6. *Excluding facts not written (unstated details)*: Recognizing and distinguishing information that is not mentioned in the text.
7. *Supporting ideas*: Additional information that explains, illustrates, or reinforces the main idea.

Brown's reading assessment instrument provides a multifaceted evaluation of reading skills, enabling educators to understand a student's strengths and weaknesses in comprehension and interpretation.

METHOD

The study used quantitative methods. The sample used consists of 58 students. This sample was taken using a non-probability sampling technique. In data analysis, the study used descriptive statistics to provide a summary that aids in understanding and interpreting the data set. Additionally, the study also tested the hypothesis using Pearson correlation.

Figure 1 A figure of research framework

From this concept, the aim of this research is to test these hypotheses and determine whether there is a significant relationship between reading and writing skills among EFL students.

RESULTS AND DISCUSSIONS

In the study of English as a Foreign Language, it is crucial to analyze both reading and writing skills to understand the overall language proficiency. The descriptive statistics provide valuable insights into the performance of students, allowing educators to identify areas that need improvement and to tailor their teaching strategies accordingly.
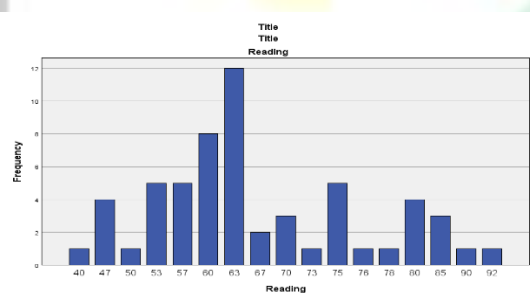

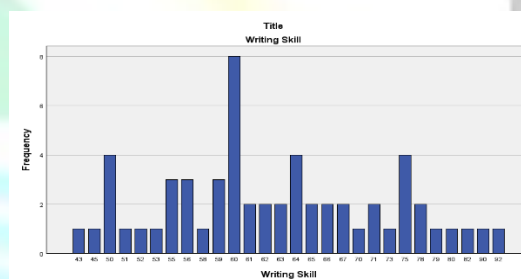Figure 2 Diagram Reading Score

Figure 3 Diagram Writing Score

The diagram of reading shows that the highest frequency is around 63, with 12 students falling into this category. Then, the diagram of writing shows that the highest frequency is around 60, with 8 students falling into this category.

Table 1 Descriptive Statistic of Reading and Writing Skills

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Mean Std. Error	Std. Deviation Statistic	Variance Statistic
Reading	58	52,00	40,00	92,00	64,9483	1,53846	11,71657	137,278
Writing Skill	58	49,00	43,00	92,00	63,4483	1,35706	10,33504	106,813
Valid N (listwise)	58							

This table interprets the descriptive statistics for reading and writing skills of 58 EFL students, as shown in the provided table.

The data reveals that both reading and writing skills among the EFL students show significant variability. The mean scores are relatively close, suggesting that on average, students have comparable proficiency in both areas. However, the ranges and standard deviations indicate that there are students who perform exceptionally well and others who struggle significantly.

These insights can inform targeted interventions. For instance, identifying students who score below the mean can help educators provide additional support to those who are

struggling. Similarly, understanding the common difficulties in reading and writing can guide curriculum adjustments to address these challenges.

Table 2 Normality Test of Reading and Writing Skills Scores

	Statistic	df	Sig.
Reading	,967	58	,120
Writing Skill	,963	58	,078

Table 3 Linearity Test of Reading and Writing Skills Scores

			Sum of Squares	df	Mean Square	F	Sig.
Writing Skill * Reading	Between Groups	(Combined)	4807,861	16	300,491	9,621	<,001
		Linearity	4212,613	1	4212,613	134,884	<,001
		Deviation from Linearity	595,249	15	39,683	1,271	,264
	Within Groups		1280,483	41	31,231		
	Total		6088,345	57			

This table 2. shows that the sig. in reading is 0,120 > 0,05 and sig. in writing is 0,078 > 0,05. This shows that both data are normally distributed. Then, for the table 3. shows the deviation from linearity has sig. 0,284 > 0,05. It can be concluded that there is a linear relationship between the variables

Table 4Test of Correlation between Reading and Writing Skill

		Reading	Writing Skill
Reading	Pearson Correlation	1	,832**
	Sig. (2-tailed)		<,001
	N	58	58
Writing Skill	Pearson Correlation	,832**	1
	Sig. (2-tailed)	<,001	
	N	58	58

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

Table 4 shows that the correlation between Reading and Writing Skill is 0.832, indicating a strong positive relationship. The significance level is less than 0.001, indicating that the correlation is statistically significant.

CONCLUSION

The study suggests that enhancing reading may contribute to the improvement of writing skills, highlighting the interconnected nature of these language competencies in EFL education. The analysis revealed a significant positive correlation between reading and writing skills. These findings indicate that higher reading proficiency is strongly associated with better writing skills among EFL students. This underscores the importance of integrated language instruction that emphasizes both reading and writing. By fostering stronger reading habits, educators can facilitate improvements in writing abilities, ultimately contributing to the overall linguistic competence of EFL learners.

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