

THE CORRELATION BETWEEN EFL STUDENTS' LITERAL READING AND PARAGRAPH WRITING

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Abstract

This research conducted to investigates the correlation between adult EFL students' literal reading and paragraph writing. Considering that adult EFL learners in tertiary education learn about literal reading and paragraph writing more detail, however a more specific investigation on literal reading and paragraph writing of adult EFL students have not been conducted. The researcher uses quantitative approach with correlational design. This research followed by twenty-nine respondents from the second semester student in English Department of STKIP PGRI Jombang. The participant was taken by using purposive sampling technique. In the data were taken by using reading and writing test which were develop by the lecturers. The data collected were then analyze by using non-parametric Spearman's rho with the help of SPSS version 22. The results of the data analysis showed the value of Sig (2-tailed) .037. and the value of correlational coefficient was .388. Those values indicated a significant positive yet low correlation between adult EFL students' literal reading and paragraph writing.

Keywords: Literal Reading, Paragraph Writing, Correlation

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Abstrak

Penelitian ini dilakukan untuk mengetahui korelasi antara membaca literal dan menulis paragraf mahasiswa Bahasa Inggris. Mengingat bahwa mahasiswa Bahasa Inggris pada pendidikan tingkat lanjut belajar tentang membaca literal dan menulis paragraf secara lebih rinci, namun penelitian lebih spesifik terhadap membaca literal dan menulis paragraf oleh mahasiswa Bahasa Inggris belum dilakukan. Peneliti menggunakan pendekatan kuantitatif dengan desain korelasi. Penelitian ini diikuti oleh dua puluh sembilan responden dari mahasiswa semester dua Program Studi Pendidikan Bahasa Inggris STKIP PGRI Jombang. Pemilihan responden menggunakan teknik purposive. Data diambil dari tes membaca dan menulis saat ujian tengah semester. Instrumen dikembangkan oleh dosen membaca literal dan menulis paragraf. Data tersebut dianalisis menggunakan non-parametric Spearman's rho dengan bantuan SPSS versi 22. Hasil data data analisis menunjukkan nilai Sig. (2-tailed) adalah .037 dan nilai dari koefisien korelasi adalah .388. Nilai tersebut menunjukkan signifikansi positif tetapi rendah pada korelasi antara membaca literal dan menulis paragraf mahasiswa Bahasa Inggris.

Kata Kunci: Membaca Literal, Menulis Paragraf, Korelasi

INTRODUCTION

In Indonesia, English is taught as a foreign language. In learning English as a foreign language, students should master four language skills (Zhang, 2013); they are: listening, speaking, reading and writing which categorized into receptive skill and productive skill. The four English skills are related each other and cannot be separate them. Discussing more about reading, it is the process of interaction between the reader and the reading. According to Grabe & Stoler (2002), reading is the ability to create the meaning from the written page and interpret the information appropriately. Besides reading, students can get information and knowledge by writing. Writing is an activity to produce grammatical construction in written form and it uses to explore personal action and opinion (Manara, 2020). Writing is the activity that used to deliver feeling, idea, and thought through a text.

For adult EFL students, reading and writing are the important skills for the academic success (Atayeva, 2019). Adult EFL students receive more knowledge and experience from their previous learning experiences. The importance between reading and writing on the success of adult EFL students' study, the correlation between adult EFL students' reading and writing has not been widely studied. In EFL students, reading and writing is more develop. They study about literal reading and paragraph writing. from literal reading it can help the students to understanding more about the information that is stated on the text that have been read by them. While, in paragraph writing can support the students in write a worthy English paragraph.

Considering that adult EFL learners in tertiary education learn about literal reading and paragraph writing more detail, however a more specific investigation on literal reading and paragraph writing of adult EFL students have not been conducted. The literal reading's topics focus on the paragraph unity which includes main idea, supporting and concluding sentence. Similar to the topics in literal reading, paragraph writing's topics are about topic sentence, supporting sentences, concluding sentences, coherence, and cohesive. These similarity of the topics is believed to give support to students' achievement in literal reading and paragraph writing. Thus, the researcher is

interested on investigating the correlation between literal reading and paragraph writing.

In this research there only a research question, that “Is there any significant correlation between adult EFL students’ literal reading and paragraph writing achievements?”

METHOD

The research used quantitative approach with correlational design. The population in this research is the students of English Department on STKIP PGRI Jombang and the sample is second semester students (batch 2020). The data collected in to two stages, reading test and writing test. The instrument of this research is developed by the lecturer.

The reading test is focus on literal reading. It was there ten item and the questions categorized into two groups, essay and multiple choices. The questions include skills on identifying the topic of the text, identifying the main idea of the paragraph, and identifying the controlling idea of the paragraph. The test held on 27th April 2021 with the duration 100 minutes and followed by twenty-nine students. The test through WhatsApp group.

The writing test is focus on paragraph writing. it was there three items and the questions were essay. The questions include the skill on developing appropriate topic sentences or particular paragraph, developing appropriate topic sentences for particular topic, and developing supporting and concluding sentences for he chosen topic sentences. The test held on 27th April 2021 with the duration 90 minutes and followed by twenty-nine students. The test through google Classroom.

The data of the research were the scores of literal reading and paragraph writing test. the researcher used statistical analysis by using SPSS 22 version. Then, used correlational analysis. The researcher also did the three assumptions test to test the normality, linearity and outlier. The correlation analysis conducted by using Pearson

correlation if the assumptions are fulfilled. While, if the assumptions are not fulfilled the analysis done by implementing Spearman correlation. The correlation considered to be significant if the significant value less .05.

FINDING

The researcher used some test of assumptions. There assumptions of normality, assumptions of linearity, and outlier. The assumptions of Normality, it calculated by using Saphiro-Wilk with help of SPSS version 22. The result presented in Table 1.

Table 1 Result of Normality Test

	Shapiro-Wilk		
	Statistic	df	Sig.
Literalreading	.956	29	.258
Paragraphwriting	.875	29	.003

a. Lilliefors Significance Correction

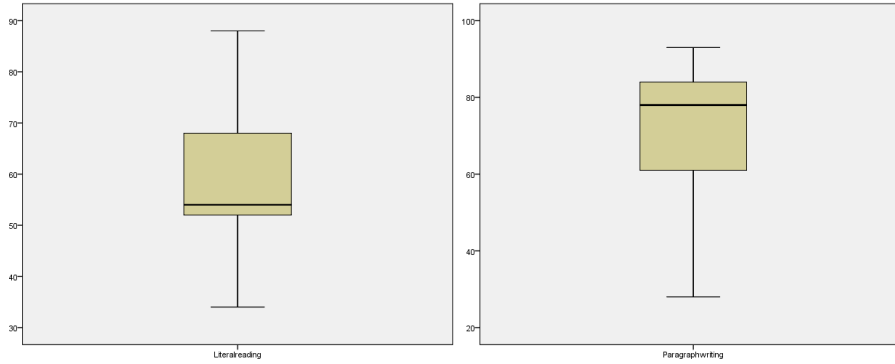
According to the table above, the Sig. value of literal reading is .0258 which is higher than .05, it means that the data distribution of literal reading score is normal. Furthermore, the Sig. value of paragraph writing is .003. The value is lower than .05 which indicates that the data distribution is not normal. It can be concluded that the assumption of normality is not fulfilled. Then, assumption of linearity, the result presented on Table 2.

Table 2 Result of Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
Literalreading *	Between	(Combined)	4829.388	15	321.959	1.175	.389
Paragraphwriting	Groups	Linearity	1395.923	1	1395.923	5.095	.042
		Deviation from Linearity	3433.465	14	245.248	.895	.582
	Within Groups		3561.750	13	273.981		
	Total		8391.138	28			

The result of linearity test according to table above, the Sig. value of deviation from linearity is .582. The value is higher than .05 it means that, the data distribution

of literal reading and paragraph writing is linear. Thus, the second assumption of linearity is fulfilled. Furthermore, the last assumption is outliers. It is to know whether the data have outliers, the box plots were used. The box plots of literal reading and paragraph writing are presented in Picture 1.



Picture 1 Boxplots of Literal Reading and Paragraph Writing

Referring the boxplots above, it can be seen that there were no data points that are located outside the whiskers of the box plots. It indicates that there are no outliers both in literal reading and paragraph writing scores. Thus, the third assumption is fulfilled. Since the normality assumption of the data is not fulfilled, the researcher conducted the hypotheses test by using the non-parametric Spearman's Correlation test.

Table 3 The Result of non-parametric Spearman's Correlation Test

			Literal reading	Paragraph writing
Spearman's rho	Literal reading	Correlation Coefficient	1.000	.388*
		Sig. (2-tailed)	.	.037
		N	29	29
	Paragraph writing	Correlation Coefficient	.388*	1.000
		Sig. (2-tailed)	.037	.
		N	29	29

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the table above, the result of Sig. (2-tailed) is .037, lower than .05. Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha)

is accepted. It means that there is correlation between literal reading and paragraph writing. In addition, the Spearman's rho value is .388. Referring to table of Correlation Coefficient Classification, the value includes in low positive correlation.

Table 4 Correlation coefficient classification

Coefficient of Correlation	Interpretation
0.91-1.00	Very high correlation
0.71-0.91	High correlation
0.41-0.71	Moderate correlation
0.21-0.40	Low correlation
0.00-0.20	Very low correlation

DISCUSSION

This research aims at investigating the correlation between adult EFL students' literal reading and paragraph writing achievements. Literal reading includes in one of macro skills of reading it according to Brown (2003). In literal reading, it focuses to know, understand and analyzing the main idea, supporting sentence and concluding sentence. While, paragraph writing belong to the micro skills of writing proposed by Brown (2003). Paragraph writing in this research, the adult EFL students asked to developing the topic sentence, supporting and concluding sentence through the process brainstorming, planning, drafting, revising and editing.

The data analysis on the correlation between adult EFL students' literal reading and paragraph writing was conducted by using non-parametric Spearman's Correlation, because the normality assumption was not fulfilled. Based on the result of the data analysis, the value of Sig. (2-tailed) is .037, lower than .05. It indicates that there is a significant correlation between literal reading and paragraph writing.

The researcher assumes that the low correlation of students' literal reading and paragraph writing in this research is caused by different focuses of the materials in literal reading and paragraph writing. The literal reading only focuses on the topic of the text, main idea and controlling idea of the paragraph. While paragraph writing has a broader material which focuses not only on the topic sentence and main idea, but also supporting sentence, concluding sentence, and supporting details.

CONCLUSION

This research conducted to investigate the correlation between adult EFL students' literal reading and paragraph writing. The researcher calculated the data by using non-parametric Spearman's rho because the assumption of normality was not fulfilled. The value of Sig (2-tailed) was .037, higher than .05 and the correlational coefficient was .388. It means that adult EFL students' literal reading and paragraph writing skills have a significant positive correlation, but categorized into low correlation. It is assumed that the result caused by the focus difference of the literal reading and paragraph writing materials.

Regarding the limitation found during the research, some suggestions are made for a better future research. Firstly, it is suggested for future researcher to make sure that the focus of the material of both skills are similar. Secondly, to assure that the instruments of the research match with the objectives of the research, it is better for the future researchers to develop their own instrument to collect the data.

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