How Reading Comprehension and Reading Habits Affect Seventh Grade Students' Writing Skills

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Abstrak

Penelitian ini mengeksplorasi bagaimana kebiasaan membaca dan pemahaman siswa kelas tujuh di SMP N 36 Palembang mempengaruhi keterampilan menulis mereka. Metode penelitian *ex post facto* digunakan dalam penelitian ini. Data dikumpulkan dengan menyebarkan kuesioner kebiasaan membaca dan melakukan ujian pemahaman membaca dan menulis. Data yang diperoleh kemudian dianalisis dengan menggunakan regresi linier berganda, uji-t parsial, dan uji F simultan dengan kriteria signifikan 5%. Semua nilai signifikansi yang diperoleh dalam penelitian ini kurang dari 0,05, yang menunjukkan bahwa pemahaman membaca memiliki pengaruh yang baik dan substansial terhadap keterampilan menulis siswa. Kebiasaan membaca memiliki pengaruh yang baik dan cukup besar terhadap kemampuan menulis siswa. Pemahaman membaca dan kebiasaan membaca secara simultan memiliki dampak yang signifikan terhadap kemampuan menulis siswa. Menurut temuan yang diperoleh, disimpulkan bahwa pemahaman membaca dan kebiasaan membaca berperan dalam memungkinkan siswa kelas 7 di SMP N 36 Palembang untuk mencapai tingkat kemampuan menulis yang lebih tinggi.

Kata Kunci: *Kebiasaan Membaca, Kemampuan Menulis, Membaca Pemahaman.*

Abstract

This study explores how seventh-grade students at SMP N 36 Palembang's reading habits and comprehension affect their writing skills. Ex post facto research is used in this study. Data were gathered by distributing a reading habits questionnaire and conducting reading and writing comprehension exams. The acquired data was then analyzed using multiple linear regression, partial t-test, and simultaneous F-test with a 5% significant criterion. All significance values obtained in this study were less than 0.05, indicating that 1) reading comprehension has a favorable and substantial effect on students' writing skills. 2) Reading habits have a favorable and considerable impact on students' writing abilities. 3) Reading comprehension and reading habits have a significant and simultaneous impact on students' writing skills. Reading comprehension and reading habits, according to the findings, can enable grade 7 junior high school students at SMP N 36 Palembang to reach a greater degree of writing ability.

Keywords: *Reading Comprehension, Reading Habits, Writing Skill.*

INTRODUCTION

The primary requirement for learning a language is for pupils to possess language abilities, including listening, speaking, reading, and writing. All of the languages are closely related and significantly associated (Tarigan, 2013).

Considering the four language skills play a crucial role in human existence as a means of communication and a method of social control, language skills, and abilities are necessary for the educational process. However, the writer solely analyzes the relationship between reading and writing skills in this study.

The act of reading exercises should be handed out to children at a young age, beginning when they recognize differences between letters. Put reading experiences as pleasant and necessary for students. Reading may be accomplished everywhere and at any time as long as there is a desire, passion, and inspiration. As this occurs, the matter is hoped that reading would become engrained in life, as the phrase "no day without reading" suggests. progressively a result, persistence, and continual practice are required to inculcate the habit of reading and improve reading skills, including comprehension. Furthermore, writing and reading also play a significant part in human life because reading can give the reader information. Students are able to not only broaden their knowledge but also gain a better understanding of various scientific subjects by participating in this reading exercise (Firdaus, 2022). Additionally, reading educational tasks for students consider not only the compilation of phrases or letters but also the process of understanding reading and students' reading habits, so that the reader can grasp the meaning or content of the reading (Dalman, 2015).

Nevertheless, reading comprehension and habits remain a worry for grade 7 students at SMPN 36 Palembang, as do their writing skills. In reality, the majority of the Final School Exams for English subject questions demand students to demonstrate their understanding by recognizing key ideas, key phrases, reading charts, narratives, messages, locations, and other features. Without excellent reading comprehension skills, students' answers to these questions cannot be reached. Reading comprehension is critical in this situation to gauge the correct response. Second, bad reading habits are widespread among students. This is evidenced by the number of kids who prefer to play or visit the canteen in their spare time rather than read in the classroom or school library. Third, pupils in grade 7 at SMPN 36 Palembang have inadequate writing skills. Low writing scores among students, particularly in English classes, demonstrate this. Many children continue to struggle to comprehend or write down the meaning of the reading passage. Focusing on the problem's background information, the writer is intrigued in examining it by conducting an inquiry to determine the influence of Reading comprehension and Reading Habits on the Writing Ability of Grade VII Students at SMP N 36 Palembang.

Reading comprehension, according to Oakhill et al. (2015), is critical not just for understanding the text but also for broader learning, and educational and professional achievement. It is increasingly vital for our social lives because of emails, messages, and social networks. Reading comprehension is a difficult undertaking that necessitates the coordination of numerous cognitive skills and abilities. Reading comprehension is defined as the ability to comprehend the text, analyze it, and comprehend its significance (Oakhill et al., 2015). As stated by Tarigan (2008), the goals of reading comprehension are to: 1) understand specifics and the truth, 2) understand the main concept, 3) understand the sequence in which the text is organized, 4) understand the endpoint, 5) understand the categorization, and 6) draw analogies or inconsistencies.

Reading is an everyday endeavor that each individual needs to do. Every aspect of daily life demands reading, rendering having the capacity to read essential for survival in a society that is becoming more complex. If readers frequently devour books for any reason that they choose, they will develop reading habits. Reading can become a habit for someone if they get used to doing it and start looking for books to read. The following are additional reasons why people should read every day, as stated by Winter (2023) brain-increasing information, expanding vocabulary, improving analytical thinking skills, strengthening memory, improving concentration and attention, improving writing ability, quietness, and supplementary entertainment sources. Additionally, Fauziah (2022) clarifies how reading and writing constitute connected activities. Effective writing abilities can not be attained despite good reading skills due to having good reading skills allows individuals to accumulate a broader spectrum of information and expertise, which in turn increases the reader's vocabulary.

METHODOLOGY

In this study, ex post facto investigation is the research technique employed. Through the use of surveys, data are gathered for the study. All of the seventh-grade pupils of SMP N 36 Palembang make up the study's population. The writer used convenience random selection to choose samples, and 67 students from classes VII 1 and VII 2 made up the sample. The writer utilized assessments to gather information about students' reading comprehension and writing skills in order to assess their levels of both proficiency. The investigation's writing instrument requires pupils to compose a descriptive text test, while the reading comprehension test is a multiple-choice test. In contrast, the author employs questionnaires with five options based on the Likert Scale Type to gather information on readers' reading preferences. To determine if children have strong or weak reading habits, a questionnaire is performed. This study's data analysis method makes employing inferential statistical data analysis methods using SPSS 26.1 test results.

RESULT AND DISCUSSION

Result
1. Data Description

This study's variables include writing skill (Y), reading habits (X2), and reading ability (X1) as independent variables. This section will present a description of the data from each variable based on data collected from the field. This description will be based on the indicators of the research variables, the data analysis carried out in the form of the total score, highest score, lowest score, mean, and standard deviation to describe and test the independent variables (reading ability and reading habits) and the dependent variable (writing ability) in this study. The data description is presented in the following table.

Table 1. Data Description

Descriptive Statistics								
	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
Reading Comprehension	67	55	20	75	3610	53.88	15.046	15.046
Reading Habit	67	47	29	76	3481	51.96	13.040	13.040

Writing Ability	67	23	43	66	3630	54.18	7.253	7.253
Valid N (listwise)	67							

Furthermore, the scores obtained by the students are also classified based on the percentages of the frequency. According to the reading comprehension test outcomes, 18% of the pupils achieved 20–36. A total of Sixteen pupils constituted 24% of the students with scores between 37 and 53. Thirty-six pupils, or 53% of the class, received grades between 54 and 70. While only three pupils (about 5% of the class) received high scores between 71 and 87. On the other hand, the final grade that pupils received after completing the reading habits questionnaire ranged from 29 for those with low scores to a maximum of 76 in the good group. Thirteen kids, or roughly 19% of the class, perform badly on reading habits, whereas the thirty-three pupils, or roughly 50% of the class, grade well. In comparison, none of the pupils between the ages of 61 and 100 showed excellent reading habits, while twenty-one pupils, or around 31%, did so between the ages of 61 and 80.

In addition, based on the outcomes of the evaluations conducted by Assessors One and Two, the student's writing proficiency score was determined. Additionally, after the student completes the assignment, the score is evaluated using Jacob's criteria for grading writing skills, and then further divided into categories based on the assignment's topic, organization, language use, vocabulary, and mechanics. The final score is displayed as follows in Table 2.

Table 2. Student Writing Ability Results Based on Writing Component

Component	Rater 1	Rater 2	Total
Content	14,8	14,7	14,75
Organization	10,5	10,7	10,6
Language Use	10,4	10,6	10,5
Vocabulary	9,9	9,9	9,9
Mechanics	3,4	3,3	3,35
Total	54,1	54,3	54,2

2. Interrater Reliability Result of Student's Writing Ability

The interrater reliability test was employed in this study to assess the student's writing ability scores from raters 1 and 2, as it included two raters who scored it. The SPSS 26.0 program was used to carry out the Interrater Reliability test. The calculation yielded a test result for the kappa coefficient of 0.713. Hence, it can be said that the two raters' perceptions are on a moderate scale.

3. Classic Assumption Tests

The data tested in the prerequisite test analysis are the results of the calculation of reading and reading comprehension skills and writing skills of 67 research samples in grade 7 SMP N 36 Palembang. In this study, the confidence level used was 95%, then the value of $\alpha = 0.05$, and the basis for decision-making in the prerequisite test and final analysis was based on the significance value.

a. Normality Test

A normality test was carried out to evaluate whether the samples were from a population that was normally distributed or not. When the probability value or Sig level in the Kolmogorov-Smirnov normality tests is more than 0.05, the known values are said to be normal. The table below shows the result of normality testing.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		67
Normal Parametersa, b	Mean	.0000000
	Std. Deviation	5.29669658
Most Extreme Differences	Absolute	.077
	Positive	.070
	Negative	-.077
Test Statistic		.077
Asymp. Sig. (2-tailed)		.200c,d

As per the above outcomes, the Asymp displayed. Sig (2-Followed) is 0.200 so it is more noteworthy than 0.05, or 0.200 is more prominent than 0.05, the result is that the study is normally adjusted.

b. Multicollinearity Test

The justification of the multicollinearity test is to be able to check whether there is a relationship between independent factors in the backslide model. Given a decent backslide model is feasible, there is no relationship between autonomous components. If the resistance price is more prominent than 10% or 0.01 and the VIF price is below 10, it is considered that there is no multicollinearity between the independent factors in the regression model. The following is the output of the values done with the SPSS application:

Table 4. Multicollinearity Test Results

Coefficientsa			
		Collinearity Statistics	
Model		Tolerance	VIF
	(Constant)		
	Reading Comprehension	.628	1.592
	Reading Habit	.628	1.592

From this data, it can be seen calculation of the tolerance value for each learning ability variable student learning ability variable is 0.628 with a VIF value amounting to 1.592. Condition variable learning environment variable with a tolerance value of 0.628, VIF value of 1,592. According to the guidelines for the multicollinearity test multicollinearity test tolerance value is greater than 0.1 and VIF is smaller than 10 so it can be said to be smaller than 10 so you can say there is no multicollinearity between the independent variables in the regression model.

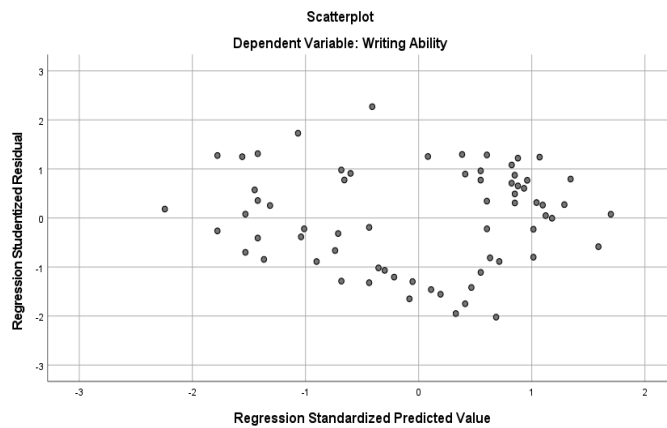## c. Heteroscedasticity Test

Figure 1. Heteroscedasticity Test Results

In Figure 1 it can be seen from the scatterplot it can be seen that the points are scattered randomly and below zero on the Y. Hence, it can be concluded that there is no heteroscedasticity problem occurs in the regression model.

4. Hypothesis testing

Information investigation Hypothesis testing here utilizes multiple linear regression with the independent factors of reading ability (x1), reading habits (x2), and writing ability. Students as the dependent variable (y). Here the researcher tries to some extent.

a. Partial Test (t-test)

The t-test is directed at finding out to what degree the autonomous variables x1 (reading ability), x2 (reading habit), affect the dependent variable of writing ability (y). In addition, find out what factors have the most influence on students' writing ability, and can be displayed in a table:

Table 5. Partial T-test

Coefficientsª			
	Model	t	Sig.
	(Constant)	11.781	.000
	Reading Comprehension	4.394	.000
	Reading Habit	2.121	.038

1) Hypothesis 1 test is the effect of reading ability (x1) on students' writing ability (y). The result between students' learning ability on students' learning motivation shows the t-count value is greater than the t-table (4.394 > 1.669), sig < 0.05 (0.000 < 0.05) therefore that Ha is accepted, and H_0 is rejected. This means "Students' reading ability has a positive effect on students' writing ability in grade 7 of SMP N 36 Palembang". This discovery is consistent with research by Juriati et al. (2018), which comprises research results demonstrating the relationship between reading comprehension and writing skills.

2) Hypothesis 2 test is the effect of reading ability (x2) on students' writing ability (y). The results of the partial test (t test) between the effect of environmental conditions on student learning motivation are t-count> t-table (2.121> 1.669), sig> 0.05 (0.38 < 0.05) therefore Ha is accepted

and Ha is rejected. This means "students' reading habits have a positive effect on students' writing skills in grade 7 of SMP N 36 Palembang". This result is consistent with a study by Linuwih and Winardi (2020) that reading habits have an impact on students' writing abilities.

b. **Simultaneous Test (F Test)**

The F test is to demonstrate how the influence simultaneously variable X on variable Y. The results of the F test are:

Table 6. Simultaneous F test

ANOVAa		F	Sig.
Model		F	Sig.
1	Regression	28.001	.000b
	Residual		
	Total		

Hypothesis 3 is the effect of reading comprehension (X_1) and reading ability (X_2) on students' writing ability (y). In accordance with the data processing from Table 6, the results obtained Fhitung 28.001, probability value (sig) = 0.000. This shows that a Fcount of 28.001 > Ftabel and a significance value of 0.000 < 0.05. So it is concluded to accept H and reject H, the results of the hypothesis show that "Students' reading ability and students' reading habits together (simultaneously) have a significant effect on students' writing ability in grade 7 SMP N 36 Palembang".

Discussion

The research's findings in the seventh-grade class at SMP N 36 Palembang support the first, second, and third hypotheses, which are that: 1) reading proficiency has an impact on writing proficiency; 2) reading habits have an impact on writing proficiency; and 3) reading proficiency and reading habits have an impact on the writing proficiency of grade 7 students at SMP N 36 Palembang. This is in line with the findings of Chairunisa et al. (2021), who found that integrated education involves combining the instruction of reading and writing abilities. Students' reading comprehension as well as their writing skills both increase. Furthermore, Anggun et al. (2022) also revealed that with the habit of a person to read, it is also easy for a person to express and develop the ideas and vocabulary he wants to convey to the reader through writing so that the form of writing can be utilized by the reader as a source of information.

Therefore, it is undeniable that reading frequently is a requirement for effective writing. A person can learn a lot about the world, develop their ability to think critically, improve their writing, and increase their vocabulary by reading. To understand all of this, one must have high reading comprehension so that it is acceptable to communicate and incorporate what has been read into one's own writing. According to Tarigan (2008), writing and reading are very closely related. A person's ability to write effectively is a result of the knowledge acquired via reading. He also claims that reading has a great deal of unintentional knowledge, experience, and even scientific benefits. Reading frequently can cause a person's language skills to advance above the level of the majority of people. The act of reading is the first step in a person's writing expression.

CONCLUSION

The analysis's findings show that reading habits and reading comprehension have a big impact on writing ability. As a consequence of the statistical analysis, a partial t-test for X1 and X2 that received a significant value less than the recommended significant value of 0.05 reveals that there is a significant influence on Y or writing. The simultaneous F test also produces a significant result below 0.05. Ho is found to be rejected and Ha is found to be accepted in the hypothesis test, as can be seen from the ANOVA test results, which produce a significant value of 0.000, indicating that there is a significant relationship between reading comprehension and reading habits and students' writing abilities at SMP Negeri 36 Palembang.

Students are better equipped to compose the reading in their own language the more they comprehend the material they read. The same is true of pupils' reading habits-the better the reading habits, the better the language used in writing. Reading habits will influence writing outcomes, including how well people digest sentences, how accurately they write words and sentences, and how well they spell and follow writing conventions.

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