



THE IMPACT OF STORY READING ON THE WRITING PERFORMANCE IN THE ENGLISH LANGUAGE OF SECONDARY SCHOOL STUDENTS IN THE SOUTH EASTERN COASTAL AREA

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Abstract

This research is undertaken to investigate the impact of story reading on the writing performance among Secondary School Students among the South Eastern Coastal Area. In order to achieve the research objective, 100 students from grade Eight are selected in Km/Al- Mazhar Girls' High School – Nintavur. Also this research evolves around the difficulties faced by the students in developing meaningful paragraphs in the essay writing. The target group of students is equally divided into 2 groups: a control group consisting of 50 students and an experimental group consisting of 50 students. The control group is taught only using traditional methods to write essays by the teacher whereas the experimental group is trained to write an essay by integrating story reading and writing skills. A pre-test and post-test are used for data collection. The collected data based on the performance of the students' writing skills and interest in reading are analyzed quantitatively with the use of Statistical Package for Social Science (SPSS). The findings of the study show that there is a statistically significant difference in the students' writing performance between the control and experimental group in the post-test. Moreover, the results of the study showed that story reading has positive impacts on the students' writing performance in Secondary School Students in the South Eastern Coastal Area.

Keywords: English language, experimental design, reading habits, story reading, writing performance.

Introduction

Today, in this world of advancement student-centered education has become a common approach of study. Here, the student is an active learner while the teacher is being a facilitator in the teaching-learning process. The learners themselves try to learn with the help of the teacher and enhances their proficiency in the particular sector. Notably, in English language learning there are four primary skills namely listening, speaking, reading and writing. These language skills play an essential role in the language learning process. Among these skills listening and reading are considered to be receptive skills while speaking and writing are productive skills. All these skills are interrelated with each other in enhancing the language proficiency of a learner.

Reading helps an individual to acquire the necessary facts about the situation and provides needed information relevant to the content to the language learner. The language learner gets the complete knowledge about the content from reading and helps to understand the meaning without any difficulties. Reading helps the learner to develop their ideas to write essays without any obstacles. Reading encourages the language learner to perform well in their writing skill by supporting with necessary facts. A language learner can read from different sources: books, magazines, internet, newspaper, journals and so on. The information collected from the sources can be synthesized and evaluated to develop a good piece of writing. Most of the students in grade eight face problems in developing meaningful paragraphs in their second language among Secondary School Students among the South Eastern Coastal Area. Through this study, the target group as well as the teachers of English will have the correct definition for the causes of poor writing performances and the positive impact of reading on the writing proficiency.



At the secondary level of education, writing is one of the language skill that students should perform well in order to produce excellent academic achievement. A good reader usually produces a better piece of writing. This statement shows clearly that reading and writing have a relationship and have their own connection. Reading and writing are two complementary skills. Most learners, however, do not understand the link between reading and writing and how these skills affect each other. The reading habits and the writing performance in English language are poor among secondary school students in the South Eastern coastal area. In order to improve their writing skills, many teachers motivate reading habits of their students in different ways. Reading story book is a part of reading habit in learning process of school children. However, the empirical test of relationship between story reading and writing performance in English language is hard to find in literature especially among secondary school students in the South Eastern coastal area. As such, the objective of this study is to find whether story reading habit enhances the writing skill in the English language of secondary school students in the South Eastern coastal area.

Literature Review

Zainal, Husin, and Pendidikan (2011) study the effects of reading on writing performances among the faculty of Civil Engineering students. The result shows that reading habits have a positive impact on students' writing performances. Generally the results of this study indicate that reading and writing are connected to each other. It effectively helps students' writing in several ways. Alek, Anasy, and Hum (2017) investigate the relationship between students' reading habits and their narrative writing ability. The results show that the students' narrative writing skill is very much improved through the reading skills of the students. Skenderi and Ejupi (2017) examine the reading habits among students and its effect on academic performance: The research findings confirmed that reading has immensely influenced academic performances and there is a relationship between reading habit and writing skills of the students'. Al-Mansour (2014) investigate the effect of an extensive reading program on the writing performances of Saudi EFL University students', The results show that the experimental group outperformed the control group on the measure. Indicated that the extensive reading program might have significant positive effect on learners' writing performances. Kirin (2007) study the impact of extensive reading on students' writing ability in an EFL classroom. The findings of the research seem to have depreciated that theoretical and natural association between reading and writing abilities as revealed by a number of studies of L₁, ESL and EFL. Dolmaz and Kaya (2019) examined the effect on 7th-grade students' reading habits and their academic achievement on creative writings. The result showed that the creative writing skills of the students did not show significant differences according to their reading habits.

Beach (1984) the effect of reading ability on the narrative performance of grade six students. The study findings show that the ability to read had an impact on the quality of writing personal incidents. Näslund and Schneider (1991) examined Why re-reading works in the process of writing six college students— three professional writers and three unskilled authors. In reality, during composition he tried to describe how processes of reading and writing interact. Re-reading was found to have a significant role in helping writers form the meaning of their written texts. Mason and Krashen (1997) investigate the effectiveness of a semester reading program on the linguistic skills, reading skills and writing skills of Japanese University students. The study findings showed statistically significant changes and positive attitudes in the ability of the students to read and write. Renandya, Sundara Rajan, and Jacobs (1999) study the relationship between reading pleasure and writing skills in the second language. The study findings showed a significant correlation between reading pleasure and writing the English skills of students. Sparks, Patton, and Murdoch (2014) investigate the impact of writing integration with reading on student learning achievement growth and progress. The findings shows that if writing is enabled with its mechanisms or lessons the based on reading texts, students would no longer see writing as an unpleasant task, but as a natural part of learning language. Moreover, it is found that students' writing performance substantially improved.

Methodology

This section covers the procedures followed throughout the research work. It gives a complete description of the methodology aimed at investigating the impact of story reading skills on the writing performance in the English language of Secondary School Students in the South Eastern coastal area. The 100 number of grade eight students of KM/Al- Mazhar Girls' High School – Nintavur is taken as the sample for this study.

The sample of students are divided into two groups such as a control group (C) and an experimental group (E). The control group consists of 50 students whereas the experimental group also contains 50 students. In order to



identify the impact of story reading skill on the writing performance in English language, an intervention process is taken place in the experimental group. The experimental group is taught by integrating story reading and writing skill. They are trained by the English teacher by providing some intervention activities within the classroom and they are very much encouraged to read stories a lot. But, the control group was taught only using traditional teaching methods and they are not given any special attention from their teacher in improving their story reading. It took six weeks period to train the experimental group students to read stories comprehensively and to develop good meaningful paragraphs. Initially, they are trained every day for about 10 minutes during their English lesson by providing some interesting short story books to improve their reading habit for about two weeks. Meanwhile, they are questioned with some small “Yes / No” questions at the end of each reading practice to check their understanding as well. Although they struggled and showed uninterested at the beginning of the training, they are very much supportive and interested in doing the tasks later on.

In order to achieve the research objectives, four tests were administered on the target groups. They are as follows;

Test 01

The pre-test was administered on both the control group and the experimental group. An independent sample t-test is used to test the hypothesis in test 01. The following is the hypothesis used in this test,

H₁₀: The mean marks of the control group is equal to or more than the mean marks of the experimental group.

H_{1a}: The mean marks of the control group is less than the mean marks of the experimental group.

$$\begin{array}{l} H_{10} \quad : \quad \mu_C \geq \mu_E \\ H_{1a} \quad : \quad \mu_C < \mu_E \end{array}$$

Test 02

After a number of intervention activities given to the experimental group a post-test is given to both the control group and the experimental group. An independent sample t-test is used to test the hypothesis. The hypothesis used in this test is as follows.

H₂₀: The mean marks of the control group is equal to or more than the mean marks of the experimental group.

H_{2a}: The mean marks of the control group is less than the mean marks of the experimental group.

$$\begin{array}{l} H_{20} \quad : \quad \mu_C \geq \mu_E \\ H_{2a} \quad : \quad \mu_C < \mu_E \end{array}$$

Test 03

A paired sample t-test is used on the control group students comparing their pre-test mean marks and the post-test mean marks. The hypothesis used for this test.

H₀: The pre-test mean marks is equal to or more than the post-test mean marks of the control group.

H_a: The pre-test mean marks is less than the post-test mean marks of the control group.

$$\begin{array}{l} H_{30} \quad : \quad \mu_{C \text{ pre}} \geq \mu_{C \text{ post}} \\ H_{3a} \quad : \quad \mu_{C \text{ pre}} < \mu_{C \text{ post}} \end{array}$$

Test 04

A paired sample t-test is used on the experimental group students comparing their pre-test mean marks and the post-test mean marks. The hypothesis used for this test is,

H₀: The pre-test mean marks is equal to or more than the post-test mean marks of the experimental group.

H_a: The pre-test mean marks is less than the post-test mean marks of the experimental group.

$$\begin{array}{l} H_{30} \quad : \quad \mu_{E \text{ pre}} \geq \mu_{E \text{ post}} \\ H_{3a} \quad : \quad \mu_{E \text{ pre}} < \mu_{E \text{ post}} \end{array}$$

Results and discussion



Based on the mean marks obtained by the control group and the experimental group in their pre-test and post-test the data are analyzed and presented in this section. The purpose of this study is to evaluate the impact of story reading on the writing performance in English language of Secondary School Students in the South Eastern Coastal Area. The sample consists of 100, grade eight students of KM/Al – Mazhar Girls’ High School – Nintavur. The hypotheses are tested at the 0.05 level of significance.

Pre-test: Experimental Group vs Control Group

An independent sample t-test is performed to find the result of test 1 of this study which is reported in Table 1A and Table 1B.

Table -1A: Group Statistics

Group		N	Mean	Std. Deviation	Std. Error Mean
Pre	Control	50	7.60	2.433	.344
	Experimental	50	7.70	2.597	.367

Table -1B: Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Pre Equal variances assumed	.325	.570	-.199	98	.843	-.100	.503	-1.099	.899
Pre Equal variances not assumed			-.199	97.584	.843	-.100	.503	-1.099	.899

The table-1A depicts that the mean marks of the control group is 7.60 with a standard deviation of 2.433. Whereas the mean marks of the experimental group is 7.70 with a standard deviation of 2.597. Table -1B: Independent Samples Test states that the mean difference between these two groups in the pre-test -0.1 with the t- value -0.199 and sig value 0.843. Moreover, the sig value of this test is higher than 0.05. Therefore, it cannot reject the null hypothesis (H_{10}) in test 1.

Post-test: Experimental Group vs Control Group

Another independent sample t-test is performed to find the result of test 2 of this study which is reported in Table 2A and Table 2B.

Table -2A Group Statistics

Group		N	Mean	Std. Deviation	Std. Error Mean
Post	Control	50	7.52	2.270	.321
	Experimental	50	10.06	1.942	.275

Table -2B: Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper



Post	Equal variances assumed	2.040	.156	-6.012	98	.000	-2.540	.422	-3.378	-1.702
	Equal variances not assumed			-6.012	95.709	.000	-2.540	.422	-3.379	-1.701

The table shows the difference between the marks of both groups in their post-test. The mean marks of the control group is 7.52 with a standard deviation of 2.270 and the mean marks of the experimental group is 10.06 with 1.942 standard deviations. The mean difference between the control group and the experimental group is – 2.540 with the t – value – 6.012 and sig value 0.000. The sig value of this post-test is less than 0.05. Therefore, we reject the null hypothesis (H_{20}) in test 2.

Experimental group: Pre-test vs Post-test

The paired sample t-test is used to find the result of test 3 of this study which is reported in Table 3A and Table 3B.

Table 3A: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	7.60	50	2.433	.344
	Post	7.52	50	2.270	.321

Table 3B: Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre - Post	.080	3.361	.475	-.875	1.035	.168	49	.867

Table 3 shows that the mean marks of the control group in their pre-test is 7.60 with 2.433 standard deviations. Whereas the mean marks of the control group in the post-test is 7.52 with the standard deviation of 2.270. When comparing the mean mark in both the tests, the mean marks seem to be approximately equal. Therefore, to prove this we have to use a paired sample t-test. The mean difference of the control group in the paired-sample t-test is 0.080 with the t value 0.168 and sig value 0.867. As the sig value of this test is higher than 0.05, it cannot reject the null hypothesis (H_{30}) in test 3.

Control group: Pre-test vs Post-test

The paired sample t-test is used to find the result of test 4 of this study which is reported in Table 4A and Table 4B.

Table 4A: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	7.70	50	2.597	.367
	Post	10.06	50	1.942	.275

Table 4B: Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			



Pair 1	Pre – Post	-2.360	1.102	.156	-2.673	-2.047	- 15.141	49	.000
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Table 3 shows that the mean marks of the experimental group in their pre-test is 7.70 with the standard deviation of 2.597 whereas the mean marks in the post-test is 10.06 with 1.942 standard deviations. The mean difference of the experimental group in the paired-sample t-test is – 2.360 with the t value of 15.141 and sig value of 0.000. The sig – value of this test is less than 0.05. Therefore it rejects the null hypothesis (H_{40}) in test 4.

Conclusion

Generally, story reading is an intergrated activity that involves comprehension, writing styles, vocabulary and grammar. And also it helps the learners to synthesize a vast knowledge about the related content. Through story reading the writing skill of the student enhances rapidly. It helps to produce meaningful paragraphs in their essay composition. Reading stories make the learners of English to synthesize the relevant information about the content easily and helps to create writings without any flaws. The aim of this study is to investigate the impact of story reading on the writing performance of the learners. In order to study the impact of reading on the writing performance, data were collected based on the marks of the students in their pre-test and post-test. They showed considerable differences in the mean marks in both pre-test and post-test. The experimental group outperformed the control group in their post-test, whereas the control group remains the same as before. This concludes that story reading habit enhances the writing skill of secondary school students in the South Eastern Coastal Area. Furthermore, it reveals that the quality of the writing depends on story reading and the time they spend on reading stories.

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