
**EFFECT OF READING COMPREHENSION ON DEVELOPING
WRITING SKILL OF PRIMARY LEVEL STUDENTS**

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ABSTRACT

The study was set out to investigate the effect of reading comprehension in developing writing skill of the students in the subject of English at primary level. Most of the studies at different level of education revealed that there is a strong relation between reading comprehension and writing. It was an experimental study in which pretest posttest control group design was used to conduct the experiment. Reading material was taken from books prescribe for the syllabus by Federal Board. In order to measure the performance of the students' teacher made achievement tests were prepared by the researcher. The validity of the developed instrument was checked through expert opinion and reliability was checked through pilot testing. This experimental work was carried out for twelve weeks in a public sector school in primary section in Islamabad. Population of experiment was grade IV students. Seventy six students were selected from class IV for experiment through draw method. Students were assigned to experimental and control group after their performance in pre test. Experimental group was extensively made reading comprehension in the subjects of English while control group was taught through traditional method. After the completion of the experimental period post test was administered. The data was collected through teacher made achievement test was analyzed applying independent t-test. The results of study revealed that extensive reading practice in the subject of English significantly affects the writing skill of students at primary level as compare to the traditional teaching method.

Keywords: Comprehension, Primary Level, Students, Traditional Teaching, Extensively.

INTRODUCTION

Reading and writing are two important literacy skills which have many aspects in common. Olsen (2003) described that cognitive aspects of both the skills require “planning and setting goals, asking question, making connection, tapping prior knowledge, constructing the gist, revisiting meaning, monitoring, reflecting, relating and evaluating”. Most of the reading experts such as Nuttall (1996), Day and Bamford (1998), Grabe (2002), and Eskey (2002) frequently suggested extensive reading for developing most of the personality traits. Reader piles up vocabulary and language structure while reading and then make use of them in their writing. Therefore most of the teachers instead of teaching reading and writing

strategies separately use reading and reading comprehension as a mean to improve the writing skill of the students. In this way they produce a proficient reader and a capable writer simultaneously. Large number of researchers and studies with various groups of students in FL (First Language), ESL (English as Second Language) and EFL (English as Foreign Language) revealed direct relation between reading comprehension and writing ability of the students. Kaplan and Palhinda (1981), Janopoulos (1986), Saylor (1987), Polak and Krashen (1988), Tudor and Hafiz (1989), Hafiz and Tudor (1990), Constatino (1995) and Al-Rajhi (2004) conducted prominent studies on this topic and reported similar findings that reading and writing are related to one another.

The main purpose of this study was to investigate the effectiveness of the reading comprehension to improve the writing skill of the students at the primary level. According to Harmer (2001) Both reading and writing are meaning making process in which reading acts as receptive skill as writing as productive skill. The focus of study was to examine the impact of amount of reading in developing the writing skill of primary level students. In this study four elements were under consideration: reading amount, progress in reading comprehension, improvement pattern and relation between reading amount and improvement in writing score. At early stage of education children usually write those words which they read or speak. As Johnson (2008) reported that children at their early stages listen sound and record their ideas in the form of letters.

BASIC SKILLS AT PRIMARY LEVEL

Primary education provides the basic skills including literacy, numeracy and manual skills. The focus of primary education is the learning of basic skills of reading, writing, listening and speaking. The objectives of Primary education in Pakistan according to Ahmed (1989) are:

- Acquisition of skills of reading, writing and the developing the ability of solving simple scientific and mathematical problems.
- Prepare the learners for further education.
- Making the individuals a good Muslim and good citizen of Pakistan.

Glatthorn (1997) writes that at primary level the teaching of basic skills is the prime responsibility of the school. According to Lee Grayson children learn literacy skills can develop through teaching and practice of reading, writing, listening, and speaking ([everydaylife.globalpost.com /literacy-primary-schools](http://everydaylife.globalpost.com/literacy-primary-schools)).

The present study was conducted to explore the effectiveness of reading to improve the writing skill of the students at primary level.

Reading Skill: In our daily life when we speak, watch TV, read any written material we read unconsciously either as first language (L1) or as foreign or second language (FL/SL). There are three views about reading:

Linguistic view is process of getting information via print or electronic media.

Cognitive view is the intellectual process of making-meaning.

Interactive social, and critical view is most recent view about reading according to Wallace (1992, 2001, 2002), the reading process is interactive as it involves the interaction between writer and reader, it is a social process because the reader and writer are the member of a society as it is the activity develop in social environment, it is critical process because every reader interpret and analyze text differently than writer. According to Alderson (2000) reading is interaction process between reader and writer, which is dynamic, variable and different for the same person at different time or with different purpose. He further said that reading process is normally private, internal and silent. Reading is a multifaceted process. As the Roy Harris (2000) quoted that that message given in a text is not simple to understand actually it is created by the reader and writer in a specific surrounding. Reading proficiency contributes a lot in the academic success of a student. As Adewola (2001) stated that a strong reading habits at primary level lay strong foundation for better academic life in the future. Reading develops the understanding of the structure of the sentences and organizational structure of the text. It is not a simple single phased process it develops with practice. It comprises many stages which are interactive and develop gradually in sequence. According to Kim (2002) reading is a complicated process embraces many interrelated factors such as words recognition, vocabulary, scanning, sentences comprehension, skimming, background knowledge and getting the topic. Reading in communication abilities comes after listening and speaking.

At primary level the basic skills of reading includes fluency in reading, comprehension, knowledge of vocabulary, understand the words, and their meanings. Reading skill is very critical in nature. Emig (1997) asserted that reading is asking questions about written text while reading with understanding/comprehension is getting answer of the question. Other communication skills such as writing, speaking, and listening depend on it because these skills can be enhanced through reading.

Writing Skill: Writing is a learned process in which writer express his ideas, thoughts and feelings, discovers and converts experience into text. As described by Applebee (1984) that writing is externalization and recreation of thinking. Writing has two aspects: 'writing to learn' and 'writing to write'. At primary level both aspects are important and are of equal concern because 'writing to learn' includes learning of other aspects of writing such as phonic,

vocabulary, grammar and improve knowledge in the content areas. But the main concern of this study is 'writing to write'.

Writing (2012) is a form of human communication by means of a set of visible marks that are allied, by convention, to some meticulous structural level of language. There is no single definition of writing. Gabre and Kaplan (1996) stated that it is an activity which covers wide range from simply taking notes to a more convoluted one such as writing letter. Writing is not a simple activity which record sound into graphic form rather it is an intricate activity which is converted to a rational piece of writing called 'text'. Brown and Yule (1983) reported that text is a verbal record of communication.

Primary education provides the base for writing language. It includes the ability to identify words, write letters and ability to convey message, writing vocabulary, and learn to use words in different context. At primary level pupils initiate their expression from writing isolated words and phrase short paragraphs about different things, events, and activities in simple way. At this stage pupil are not capable of creating either intellectually or linguistically a written text so teacher should try to encourage them to correct their own mistakes.

Writing is less threatening for young children as compare to speaking because most of the children are afraid of mispronunciation of unfamiliar words.

READING-WRITING RELATIONSHIP

Traditionally reading and writing were considered as separate skills but recent studies have revealed that both are interrelated and dependent on one another for their development. Both reading and writing draw upon same skills, knowledge and process in term of being able to read a text and in term of being able to write a text. Eisterhold (1990) presented three interrelated models of writing.

Directional Model: According to this model both reading and writing share same structural components which can be implemented in both case but their implementation is in one direction either from reading to writing or vice-versa. Eisterhold (1990) further stated that this model is usually focus to improve writing through reading but some writing activities also impact positively on reading comprehension.

Non-directional Model: According to this model both reading and writing are cognitive process and transfer of skill can occur in either direction.

Bidirectional Model: It is a complex model. According to this model reading and writing are interactive as well as interdependent and the nature of their relationship change in accordance with their development.

STATEMENT OF THE PROBLEM

The present study aims to investigate the impact of reading comprehension on the writing skill of the students at primary level.

OBJECTIVES OF THE STUDY

To find out the difference of experimental and control group in writing skill in the subjects of English before and after extensive reading practice.

HYPOTHESES OF THE STUDY

H₀ 1: There is no significant difference in writing skill of experimental and control group in English in their pre test.

H₀ 2: There is no significance difference in writing skill of experimental and control group after extensive reading practice in English.

SIGNIFICANCE OF THE STUDY

It is hoped that by this study teacher will be aware of the fact that reading contributes major role in developing writing skill at primary level because there is connection between reading and writing.

POPULATION AND SAMPLE OF THE STUDY

The target population for this study was all the students (boys and girls) of class IV of public sector schools located in Islamabad city. A sample of 76 students was drawn through basket method.

PROCEDURE OF THE STUDY

As it was a quantitative research in which experimental approach was used to collect data for the study. For this study pretest posttest control group design was used. Sample of the study was selected by basket draw method. The selected students were given a pretest. On the basis of pre test students were categorized in A, B, and C grade. After that students of each category were divided into two equal halves and were assigned as control and experimental group through draw method. Each group was comprised 38 students. Each group received a different treatment. Experimental group was gone through extensive reading practice, while the control group was taught normally through the traditional method. Extensive reading treatment was given to experimental group for twelve weeks. Post-test was conducted the very next day after the completion of the treatment. Post test comprised of same items as that of pre test, just the sequence of the item was changed randomly.

RESEARCH DESIGN

This was an experimental study in which pretest posttest control group design was adopted.

ANALYSIS OF DATA

Objective: To find out the difference of experimental and control group in writing skill after extensive reading practice.

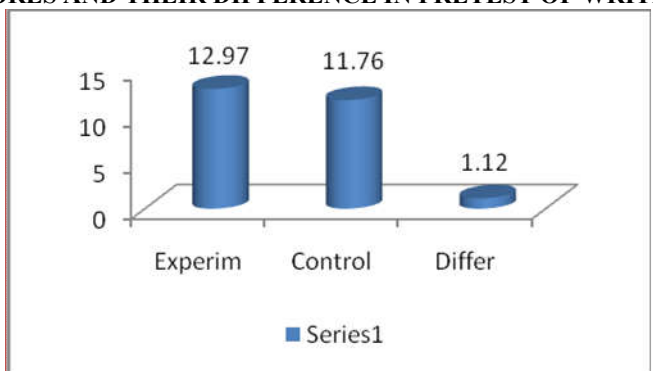
H₀ 1 There is no significant difference in writing skill of experimental and control group in pretest.

**TABLE-1
THE RESULT OF TEST OF WRITING SKILL
BEFORE EXTENSIVE READING**

Group	N	Mean	SD	t-value	Df	P
Experimental	38	12.97	8.490	1.08	37	0.284
Control	38	11.76	9.769			

Difference 1.12

**FIGURE-1
MEAN SCORES AND THEIR DIFFERENCE IN PRETEST OF WRITING SKILL**



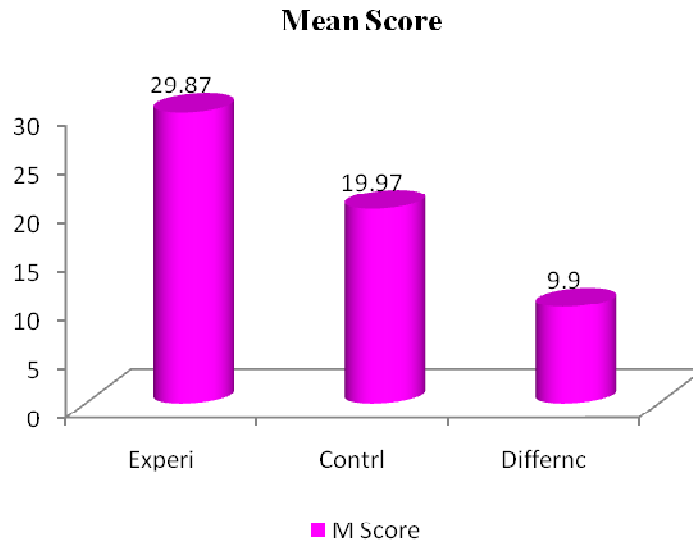
The 'p' value was greater than 0.05 indicated no significant difference in the performance of the students of experimental and control group in their pre test for writing skill. Therefore the hypothesis stating that there is no significant difference in writing skill of experimental and control group in their pre test is accepted because both the group were identical in their performance before the treatment.

H₀ 2 There is no significance difference in writing skill of experimental and control group after extensive reading practice.

**TABLE-2
RESULT OF TEST OF WRITING SKILL AFTER EXTENSIVE READING**

Group	N	Mean	SD	t-value	Df	P
Experimental	38	29.87	6.502	-6.888	37	0.000
Control	38	19.97	7.510			
Difference		9.9				

FIGURE-2
MEAN SCORES AND THEIR DIFFERENCE IN POSTTEST
IN WRITING SKILL



The 'p' value was less than 0.05 indicated significant differences in the performance of the students of experimental and control group in their posttest for writing skill. Therefore the hypothesis stating that there is no significant difference in writing skill of experimental and control group after extensive reading practice was rejected. Because the students given extensive reading practice performed better than those who were not given treatment.

DISCUSSION

This study revealed the impact of reading on the writing skill of the students of primary education. At primary level oral and written communication can be practiced in all areas of a subject. Basic skills include literacy, numeracy and manual skills. The primary level students learn literacy skills through instructions and practice of reading, writing, listening, speaking and manual skills. Glatthorn (1997) writes that at primary level the teaching of basic skills is the prime responsibility of the school. All basic skills reading, writing, listening, and speaking are related to one another. Any disability in one skill adversely affects the other skills.

At primary level student start writing with separate words and then make progress to write sentences, phrases and then short paragraph to describe their activities, write about their friends, home, parents, school and

their environment. At this level students are not capable to create intellectually and linguistically a fine piece of text. So teachers should be careful about correction. It is not necessary to highlight every mistake in red because that can be discouraging and demoralizing.

Most of the studies carried out at different levels of education divulged inconsistent relation between reading and writing because language input alone is not adequate to build up the writing skill of the participants. Other factors such as language production, language aptitude, principles of reading, conscious language learning are also contribute in developing writing skill. Silva and Matsuda (2002) reported that some of the writing tactics are helpful for improving writing skill through practice and exercise. Likewise Caruso (1994) and Mason (2004) stated that writing practice also contribute to some extent in improving writing skill of the students.

Drake and Drake (2004) stated that comprehension is comprehension whether taught in language class or in a science class. Therefore special lessons can be prepared by combining the content of English, science and Social Studies for reading maximum content in the time allocated for that subjects in language classes for elementary level students. The combination of two subjects enhances the meaning of the content which is being taught just as focus on Social Studies topics enhances literacy skills of the students. Alleman and Brophy (1993) stated that combination of Social Studies and literature provides a holistic way of learning which reduces time allocation to respond the problems of content. The combination of content from any subject (Social Studies, science) and skill from language (English, Urdu) teachers can help their students to become skilled reader, writer and thinkers. The results of the above researches conforms the results of present study in which Social Studies and English were combined to develop special content for the study.

Generally the results of this study revealed that reading and writing is connected therefore writing ability of the students can be improved through reading comprehension.

FINDINGS OF THE STUDY

There was found significant difference in the post test of the experimental and control group in the writing skill in the subject of English.

CONCLUSIONS

Extensive reading has positive impact on the writing skill as shown by the performance of the students in their post test.

RECOMMENDATIONS

Reading is vital at primary level. Teachers with adequate educational qualification having good reading skill with appropriate reading material and

conductive environment can develop effective writing skill in the students. Parents, teachers and Government can play effectual role in the education of the students in this aspect. In Pakistan we teach English as second language and Urdu as first language.

Variety of teaching strategies and content from area in a common classroom is an effective traditional strategy to enhance reading comprehension.

Primary school teachers must recognize the importance of reading using different reading skills to promote reading culture among the students.

Parents can provide stimulating reading environment for their children at home. They should encourage them to read books, journals, newspaper, and magazines.

Well equipped libraries can be established to the primary schools for developing children's interest in reading.

FUTURE STUDIES

Effect of reading comprehension on writing skill was assessed in present research. Similarly other relationships of dependent variables like social skills, home environment, attitude, motivation of students, mother language etc at primary, secondary and higher secondary levels may also be measured.

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