

## The Relationship of Reading Interest and Learning Style Toward the Students' Writing Ability at Second Year Students of SMAN 2 Samarinda

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### Abstract

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Writing is considered as the most difficult among 4 language skills. To improve it there are some factors that may influence writing ability. The purposes of this study was to answer whether there is relationship of the students' reading interest and learning style toward their writing ability. The respondents of this study were 178 students at second year of SMAN 2 Samarinda in the academic year 2024/2025. The data collection technique used in this investigation was a Likert scale with five ordered response options. The Multiple correlation formula was used to analyze the data for determining the relationship of the students' reading interest and learning style toward their writing ability ( $R_{x_1x_2y}$ ). The result of this study showed that There was a significant relationship of reading interest and learning style toward the students' writing ability proved statistically by the value of  $R_{x_1x_2y}$  which was categorized as strong correlation, because the value of F test which was greater than the F table. Based on that result, it is important for students to develop their reading interest and their learning style in order that they can enhance their writing ability

Reading interest, Learning style, Writing ability, Multiple Correlation

### Keywords:

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## INTRODUCTION

In the modern era, almost all activities of human life cannot be separated from the use of information technology as an enabler for other activities and services. Information technology has developed rapidly and is becoming more and more easily accessible to the public (Rahmatullah, 2022). People has depended on the access of internet for their daily life, they also develop their communication through sosial media to support their activities; such as learning, shopping, tele-marketing, and also brosing everything the need by online. Research Journal of English (2019) reported that by the advance of digital activities and the advance of Information Communication and Technology, English language become a very important role for people to adapt their life style in this modern situation. That's why it is not enough for the students to master just one language of their mother tongue, but it is very important for them to master other languages, especially English which is used as a means of communication all over the world.

There are two main skills should be developed by English teachers as suggested by Rijal (2017) in his journal, those are Receptive skills and Productive skills. The receptive skills consists of listening and reading skill, and the productive skill consists of speaking and writing skill. Productive skills are more complicated than receptive skills because the result of these skills are products. It means, it needs long process and effort so that the students can produce the best result. Writing is

one of the productive skills that a learner is expected to achieve, in order to ensure their English communicative competence. Dorret (2004) stated that for many students, especially those with limited English proficiency, simply have too much fear of writing, and because of that they don't want to write. They consider that writing is the most difficult one among the fourth English skills they should master in their school. They are reluctant to practice writing, even in writing a short message to their friend, or writing a permission letter or letter of problem to their English teacher. They might just write something in English when their English teacher asks them.

Writing requires preparation and efforts. Reading is important because it gives you new ideas, knowledge and it is must if you want to write. Reading widely can improve writing by providing examples of style, structure, and vocabulary (Parab, 2017). It means that students' reading interest will become important to enlarge their knowledge and gather many information, so that they can develop many ideas for their writing. Ginty (2016) stated that a powerful tool of writing based on knowledge and understanding. If writing is about making meaning, then ensuring students have the raw materials, information, knowledge, understanding- is fundamentally important. Students can not think deeply-at all if about knowledge that they do not have. Students' who have good *reading interest enable them to quickly grasp* the meaning of a reading context and respond to questions without difficulty.

Beside the students' knowledge and understanding, they also have to know well about their learning style, so that they can reach good result of their learning. Pashley (2023) stated that one of the most valuable things gained from knowing your learning style is the ability to improve your learning experience, knowledge and skillset. It can give you an advantage compared to other students as you are more aware of your strengths and limitations. Learning styles are considered an important part of students' curriculum and variations in learning style are often incorporated into lesson plans, to ensure all students are included, and can learn equally. Learning styles are the various ways in which people learn and process information. They can impact how learners understand, retain, and apply new knowledge. That's why understanding their learning styles can help improve the learning process and ultimately lead to better performance. Some of the most common learning styles include visual, auditory, kinesthetic, tactile, and social learning. Identifying the learning styles of learners can help teachers design effective learning experiences that cater to their preferences and needs.

The researcher finds some preliminary studies on writing ability, reading interest, learning style and also the correlation among them. A study was conducted by Dewi (2022) found that there was a significant relationship between reading interest and writing skills. Another study was conducted by Imani (2023) found that there was a significant relationship between students' learning style and their writing skill.

Because of the above opinions that writing is considered as difficult skill, and the factors that can influence in achieving the students' writing ability, and also because of the preliminary studies, the researcher of this study is interested in conducting research to find out whether there is relationship of the students' learning style and the students' reading interest toward their writing ability.

### ***Research Problem***

To have good English proficiency, one should master the receptive and productive English skills. Productive skill is considered more difficult than receptive skill, especially in writing skill. The difficulties might be influenced by the students' learning style, and reading interest. So, from all those reasons, the problem in this research could be defined as follows:

Is there any relationship of the students' reading interest and the students' learning style toward their writing ability?

### **METHODOLOGY**

This research method provided some descriptions about how this research conducted to investigate how well the students' reading interest, learning style, and their writing ability. The more important was about how strong the relationship between the students' reading interest together with learning style toward their writing ability. So, it was provided some plans to make this research become success in investigating the cases, collecting and analyzing data.

### ***Research Design***

The researcher of this study investigated the relation among three variables, those were students' reading interest, students' learning style and students' writing ability. The process of this study was supported by Stephen (2012) which consisted of identifying problems, reviewing literature, specifying purposes, designing a study, analyzing-interpreting data, and reporting research.

### ***Population and Sample***

This research was conducted at SMAN 2 Samarinda. The population in this research involved the second year students at the academic year 2024-2025. The population of the students was at the second year consists of 10 classes or about 320 students. The researcher had limitation in time and analytical ability, so it was taken sample from those population. To determine the amount of the sample, the researcher used "Slovin Formula" which could help to determine a sample size from the population. Based on the Slovin Formula which was suggested by Firdaus (2021), the number of respondents investigated in this research were 178 students.

### ***Instruments***

This research instruments needed to test each variables were applied in this research, which consisted of Students' Reading Interest Questionnaire was used for collecting data on their reading interest scores; Students' Learning Style Questionnaire was used for collecting data on their learning style scores; and the Writing Test was used for collecting data on the students' writing ability scores.

For the both questionnaires, Students' Reading Interest Questionnaire and Students' Learning Style Questionnaire, the researcher adapted the indicators and the content of the previous questionnaires from Pambudiyatno (2021) and Main (2022) and adapted the procedure of designing Questionnaire suggested by Lubis (2013). The researcher used the Likert-scale with five ordered response options for getting scores of the students' reading interest and their learning style.

For the Writing Test, the researcher tested the students by giving free writing test with some themes which were related to the themes suggested in the English curriculum. The students were asked to select one of the themes suggested to create their writing.

### ***Data Collection Procedures***

The researcher of this study designed the Students' Reading Interest Questionnaire and the Students' Learning Style Questionnaire based on the steps of designing questionnaire by using guidelines or steps of designing questionnaire suggested by Lubis (2013).

The steps used by the researcher in designing the Questionnaires such as identified the variables which consisted of Reading Interest and Learning Style, then determined indicators of the reading interest and based on the theoretical construct. Then determined indicators of Reading Interest Learning Style, next the researcher used the indicators above to make the blueprint of the Reading Interest Questionnaire and Learning Style . The researcher used the Likert scale as research instruments for getting scores of the students' Reading Interest and Learning Style.

The Reading Interest and the Learning Style. Questionnaire consisted of 25 items. There were 16 positive items and there were 9 negative items. Then the researcher determined the measurement scale to measure the students' Reading Interest and Learning Style so that it could produce quantitative or numeral data for the necessity of analyzing the quantitative data, the students' responses from each item of the questionnaires were given scores.

In this case, the researcher used measurement as Likert Scale which consisted of five ordered response options. As the feature of Likert Scale used the balanced number of positive and negative options, so the scores of the five positive ordered response options were : Always ( 5), Often (4), About half the time/ Sometime (3), Seldom ( 2) and Never ( 1). And for the negative ordered response options were : Always (1), Often (2), About half the time/ Sometime (3), Seldom ( 4) and Never ( 5).

The next step was the researcher wrote a complete Reading Interest Questionnaire and Learning Style. Questionnaire included the list of items, the clues, and the order response options. The sum of the items for Reading Interest Questionnaire were 25 which consisted of 16 positive items and there were 9 negative items. The sum of the items for Learning Style Questionnaire were 25 which consisted of 17 positive items and there were 8 negative items. The respondents of this research answered the items of the both Questionnaires by giving checklist (√). After that the researcher consulted the Reading Interest and Learning Style Questionnaire to some experts to get construct validity. Validity referred to whether a study measures or examines what it claimed to measure or examine. For getting the construct validity, it was based on the experts' judgment. For that, the researcher consulted to some experts to get some ideas or conception about the Reading Interest and Learning Style Questionnaire, whether it was needed to improve or not.

The researcher improved the Reading Interest and Learning Style Questionnaire based on the experts' views or suggestions. The improvements consisted of the procedures, contents, the grammar, the vocabulary, etc. The

researcher then gave piloting test of the Reading Interest and Learning Style Questionnaire to the respondents. The amount of the respondents were 30 students of the second year students of program SMAN 2 Samarinda who were excluded from the sample of this research. The students' scores were collected and written down in the data table to be analyzed.

The data which was collected from the respondents was used to determine the validity and reliability. For testing the content validity, it was needed the students' scores gotten from answering the Reading Interest Questionnaire after piloting. The Pearson Product Moment Correlation formula suggested by Sugiyono (2021) was used to correlate between the Students' score of each item and the total score of the Reading Interest and Learning Style Questionnaire. For Reliability, the researcher measured the reliability of the Reading Interest and Learning Style Questionnaire. Reliability to measure how consistent the the instrument was. To look the consistency of the measurement, the researcher used Test-Retest Reliability. After the test, the instrument was considered as reliable since it produced similar or approximately same result on the both test-times.

### ***The writing test***

For getting students' writing ability scores the researcher measured by giving free English writing test for the respondents. The researcher learned a lot about the material or the writing topics / themes which were appropriate with the content of the English Curriculum applied in the school where the students or the respondents of this research. There were some genres which usually studied by students at Senior High School; such as descriptive text, recount text, report text, procedure text, news item and explanation text, Hartatory Exposition text, Analytically Exposition text, and discussion text, recount text, review text, narrative text, and anecdote. Based on the genres, the researcher mentioned some themes as the basic for the students' to do the free writing test.

### ***Data Analysis***

In this research, the application of data analysis were used for determining the relationship of the students' reading interest and learning style toward their writing ability ( $R_{x_1x_2y}$ ). The data analysis method in in this research used "Multiple Correlation Formula" suggested by Sugiyono (2021), for determining the relationship of the students' reading interest and learning style toward their writing ability.

The Multiple Correlation was designed for analyzing the relationship between the both independent variables ( $x_1, x_2$ ) toward the dependent variable ( $y$ ). There were some steps which the researcher used to analyze the data to find out the correlation of the students' reading interest and the students' learning style toward their writing ability.

## **RESULT AND DISCUSSION**

### ***Description the result of the study***

There were some data collected in this investigation in order to overcome the problems of this research. The data consisted of the result of piloting Students' Reading Interest and Learning Style Questionnaires, the validity of each item and

the reliability of the Questionnaires. The validity and the reliability tests were used to determine the appropriate items which were used in the Questionnaires to get scores of the students' Reading Interest and Learning Style. The other data was the scores or marks as the result of students' writing test. Some of the data were put on some tables in order that it was easy to understand.

### ***Piloting Students' Reading Interest and Learning Style Questionnaire***

The result of piloting Students' Reading Interest Questionnaire was used to know whether each item was valid or not. The researcher presented 25 Reading Interest items which were tested to 30 respondents. The result of the Reading Interest and Learning Style validity test could be described in the table 1.

**Table 1**

#### **The validity of the Reading Interest and Learning Style Questionnaire**

Variable	Number of items	Valid	Invalid	Items needed	Unused items
Reading Interest	25	22	3	20	No:9,15,16,21, 22
Learning Style	25	21	4	20	No: 4, 14, 19, 22, 23

Source: The result of the Reading Interest and Learning Style questionnaire validity test, October 2024

The result showed that there were 22 items considered as valid for Reading Interest and 21 items were valid for Learning Style, because the result of correlation between the score of each item and the total score gotten from all respondents or the value of "r" was greater than (>) the value of "t" table. There were 3 items were considered as invalid for Reading Interest and 4 items were considered as invalid for Learning Style, because the result of correlation between the score of each item and the total score gotten from all respondents or the value of "r" was less than (<) the value of "r" table. Because of those results, the researcher decided to use 20 items which had the highest "r" values, and left out 5 items which had lowest values.

For the reliability of the both Questionnaires, the researcher used those items to be retested to get the second scores of their Reading Interest and Learning Style. The first and second scores were correlated to find out whether the Reading Interest Questionnaire and Learning Style Questionnaire were reliable or not. The result showed that the both Questionnaires were considered as reliable because the result of correlation between the scores of the first test and the second test or the value of "r" was greater than (>) the value of "r" table. The correlation between the scores of the first test and the second test (the value of "r") for Reading Interest was .868 and the value of "r" table was .361 while the correlation between the scores of the first test and the second test (the value of "r") for Learning Style was .816 and the value of "r" table was .361. Thus, the researcher of this study could consider that the Reading Interest and Learning Style Questionnaires were reliable.

The result of piloting the both Reading Interest and Learning Style Questionnaires were found valid and reliable, so the researcher used the instruments to collect the data which was needed for this research.

Both questionnaires then tested to the respondents, and then continued this research on the writing test. The data of students' scores of Reading Interest and

Listening Style Questionnaires as the independent variables and students' scores of Writing test as the dependent variable could be shown in the table 2

**Table 2**  
**The Result of Data collection of the Students' Reading Interest and Listening Style Questionnaires and Writing Test**

No	RI (x <sub>1</sub> )	LS (x <sub>2</sub> )	Wr. (y)
1	61	71	63
2	77	77	73
3	83	83	87
4	65	67	70
5	80	70	80
6	67	68	67
7	68	70	73
8	76	68	77
9	77	72	87
10	65	63	63
11	71	72	70
12	71	72	77
13	51	62	60
14	64	77	73
15	72	78	83
16	60	65	63
17	66	72	70
18	80	77	83
19	78	69	77
20	75	76	77
21	72	71	73
22	58	74	67
23	60	76	70
24	65	58	67
25	65	63	70

No	RI (x <sub>1</sub> )	LS (x <sub>2</sub> )	Wr. (y)
1	72	72	77
2	71	68	80
3	66	68	63
4	74	76	70
5	59	64	60
6	65	71	73
7	73	69	77
8	60	69	63
9	77	76	80
0	62	73	70
1	67	78	77
2	75	71	80
3	76	76	83
4	81	69	83
5	68	70	73
6	62	69	80
7	70	80	73
8	77	79	80
9	86	79	83
0	64	77	73
1	69	74	80
2	66	69	80
3	57	60	60
4	80	74	73
5	71	78	77

No	RI (x <sub>1</sub> )	LS (x <sub>2</sub> )	Wr. (y)
21	67	71	70
22	71	64	73
23	90	84	80
24	67	79	77
25	82	76	80
26	73	67	83
27	69	73	80
28	76	78	83
29	72	70	67
30	67	63	70
31	70	81	67
32	82	84	80
33	71	78	80
34	75	73	77
35	61	82	77
36	80	79	80
37	71	71	70
38	66	76	67
39	50	77	70
40	77	76	73
41	73	70	80
42	68	74	63
43	62	63	67
44	71	85	70
45	77	67	63

26	78	67	77
27	67	68	70
28	80	78	80
29	65	70	70
30	68	66	73
31	77	68	77
32	73	65	80
33	53	64	63
34	67	72	73
35	76	69	83
36	71	72	73
37	59	67	70
38	89	75	83
39	67	75	70
40	63	71	70
41	65	68	63
42	51	62	60
43	66	72	73
44	71	76	80
45	66	67	70
46	61	65	73
47	73	64	77
48	71	67	77
49	62	68	67
50	68	85	70
51	68	73	70
52	61	77	63
53	74	77	77
54	80	79	83
55	59	72	60

6	65	66	70
7	78	77	80
8	69	65	73
9	66	68	77
0	63	70	67
1	59	66	63
2	71	79	80
3	81	71	70
4	67	70	63
5	58	65	73
6	63	73	77
7	72	73	73
8	68	72	70
9	69	76	70
00	75	78	73
01	71	73	70
02	51	59	63
03	67	70	70
04	63	75	67
05	78	82	83
06	71	70	73
07	74	72	67
08	56	61	70
09	74	72	83
10	54	64	63
11	70	75	77
12	71	69	77
13	49	71	60
14	75	78	70
15	71	59	67

46	63	80	70
47	72	68	60
48	74	72	73
49	61	60	67
50	84	71	77
51	78	77	77
52	74	83	67
53	52	61	80
54	58	62	80
55	56	66	80
56	72	66	63
57	57	77	70
58	67	74	60
59	80	77	83
60	54	80	73
61	64	75	67
62	74	86	80
63	75	80	77
64	68	65	70
65	73	79	87
66	61	63	63
67	67	78	73
68	58	65	63
69	63	68	70
70	72	78	77
71	63	69	67
72	67	63	63
73	46	65	60
74	74	75	77
75	56	67	63

56	69	78	70	16	58	59	60	76	67	73	70
57	69	76	80	17	74	78	77	77	70	75	73
58	68	71	70	18	64	62	80	78	69	72	70
59	60	68	67	19	86	82	77	total	12207	12769	12920
60	73	76	70	20	66	70	70	mean	68.6	70.9	72.6

Source: The processed primary data, December 2024

The descriptive statistics about the central tendency, the minimum, maximum and the total scores of the data could be shown in the table 3.

**Table 3**  
**The Descriptive Statistics of The Data**

Variable	Mean	Median	Mode	Score		St.Deviation	Sum	Criteria
				Minimal	Maximal			
Reading Interest	68.6	69	72	46	90	10	12207	Enough
Learning Style	71.7	72	70	58	86	39	12769	Enough
Writing Ability	72.6	73	70	60	87	77	12920	Enough

Source: The summary of the primary data, December 2024

The data on the table above showed that the Mean for the students' scores of Reading Interest was 68,6. According to the Student Achievement Report Book, the point could be interpreted that the students' Reading interest was included in the "Enough" category. The Mean for the students' scores of Learning Style was 71,7. So, According to the Student Achievement Report Book, the students' Learning Style could be interpreted as "Enough" category. The Mean for the students' scores of Writing Ability was 72,6. According to the Student Achievement Report Book, the students' scores of writing ability could be interpreted as "Enough".

### ***The hypothesis Testing***

The data analysis was done for answering the research questions. The data analysis consisted finding out the relationship between the students' Reading Interest and Learning Style toward their Writing Ability ( $R_{X_1X_2Y}$ ).

In this study the researcher analyzed the relationship between students' Reading Interest and Learning Style toward their Writing Ability by using the Multiple Correlation formula by Sugiyono (2021). The researcher used Microsoft Office Excel 2010 to analyze the data which had been collected from the investigation. To get the data analysis was based on the statistical data summary of  $R_{X_1Y}$ ,  $R_{X_2Y}$ ,  $R_{X_1X_2}$ . The data of the result in analyzing the relationship between the students' Reading Interest and Learning Style toward their Writing Ability ( $R_{X_1X_2Y}$ ) could be described in table 4.

According to the result of data analysis presented in the above table, the value of Multiple correlation coefficient ( $R_{X_1X_2Y}$ ) was .638. It could be concluded that the students' Reading Interest and Learning Style had strong correlation to the students' Writing Ability. The coefficient of determination was 40.69%. It showed that the variable of Reading Interest and Learning Style gave contribution about 40.69% to Students' Writing Ability and the rest about 59.31% was determined by other variables which was not explained in this data analysis.

According to the result of calculation above, the "F test" was 60.032. By the  $\alpha = .05$  and  $n = 178$ ; and the position of F table with  $F_{(.95), (2, 175)}$ , so it could be concluded that the value of F table was at the column "2" (as numerator) and the row "175" (as denominator). And the result of F table was 3.06. From the data analysis found that the "F test" was greater than the "F table" or ( $60.032 > 3.06$ ), so it could be concluded that "Ho" was rejected and "Ha" was accepted. So it could be said that there was a significant relationship of the students' Reading Interest and Learning Style toward their Writing Ability. This finding proved the researcher's assumption stated on the previous hypothesis that the better the students' Reading Interest and Learning Style the better their Writing Ability.

## RESULT AND DISCUSSION

The purposes of this research are to find out whether there is a significant relationship of the students' Reading Interest and the students' Learning Style toward their Writing Ability ( $R_{X_1X_2Y}$ ).

The result of data analysis showed that the value of " $R_{X_1X_2Y}$ " was .638, it showed that the students' Reading Interest and Learning Style had strong correlation to the students' Writing Ability. The coefficient of determination was 40.69%. It showed that the variable of Reading Interest and Learning Style gave contribution about 40.69% to Students' Writing Ability and the rest about 59.31% was determined by other variables. The F test was 60.032 and the F table was 3.06. Thus, the F test was greater than the F table ( $60.032 > 3.06$ ), so "Ho" was rejected and "Ha" was accepted. It showed that there was a significant relationship of Reading Interest and Learning Style toward the students' Writing Ability at the second year students of SMAN 2 Samarinda.

According to the result and discussion above, the researcher of this study can conclude that the researcher's assumptions stated on the hypothesis in the previously which is the better the students' Reading Interest and their Learning Style, the better their English Writing Ability can be proved by the statistical data analysis which has been described above. This findings are also relevant with the previous research conducted by Lianingsari(2022), Imanni (2023), Anjani (2022), and Indah (2022) who stated that there were significant correlation between variables, but it is not relevant with the finding of the research done by Agusta (2019) entitled "*The Correlation between the Students' Learning Styles and Students' writing achievement*". Her research found that that there is no correlation between Learning Style and Writing Ability. The researcher thinks that it is reasonable if there is a difference finding in his research and the present research, because there are many factors that might affect the result of the research.

There are some factors which may have relation to the achievement of the students' writing ability that are not explained or proved in this research. Thus, it is

important for the other researchers to investigate the other factors, like the students' internal factors such as motivation, attitude, interest and self- concepts. The external factors are also needed to be investigated, like the school- environment, the classroom condition, the socio-cultural environment, the school's program and the teacher's strategy of teaching and learning process.

## **CONCLUSION AND SUGGESTION**

The researcher presents some conclusions and suggestions related to the the result of this research, especially the result of statistical data analysis and hypothesis testing.

### ***Conclusion***

Based on the result of this research presented in the previous description, such as data analysis, hypothesis testing and discussion, the conclusion can be described as follows:

The result of hypothesis testing shows that there is a significant relationship between Reading Interest and Learning Style toward the students' Writing Ability at the second year students of SMAN 2 Samarinda. It is proved because of the value of  $F$  test which is greater than the  $F$  table. So, it can be concluded that the better the students' Reading Interest and Learning Style, the better their Writing Ability. The value of  $R_{X_1X_2Y}$  proves that relationship between Reading Interest and Learning Style toward the students' Writing Ability is catagorized as "strong". The coefficient of determination value shows that the students' Reading Interest and Learning Style give contribution about 40.69% toward their Writing Ability, and the rest about 59.31 % is determined by other variables which are not explained or proved in this research.

### ***Suggestions***

Based on the conclusion of the result of this research, it can be presented some suggestions as follows:

The result of this research shows that Students' Reading interest and Learning Style give contribution to their writing ability, so it is necessary for them to increase their quality of their reading interest by adding the frequency of reading, realizing that reading is very important to get many information and knowledge, using their knowledge and their experience on reading like the use of appropriate vocabulary, grammar, techniques and organization of writing will support their ability in writing English. Beside that, understanding the students' learning style is also important for them. If they understand well their tendency or the strongest part of their learning style whether they tend to visual, auditory, read/write or kinesthetic learning style so they can choose the way or technique of learning they feel more appropriate for them in order that they can develop well their writing ability.

Understanding the students' reading interest and their learning style are also important for teachers. Teachers should support their students to develop their reading interest, so that they can get experiences, information, and knowledge to improve their quality of their writing ability. In implementing Independent curriculum which is focused on student-center, teachers also need to understand the characteristics of the students' learning styles. It is necessary for teachers to create

various kind of learning strategies, which is known as Differential Learning, to cover the students different learning style.

Good reading interest and learning style are able to improve the quality of writing but there are many other factors that may influence the students' writing ability so it is hoped that the other researchers will investigate those factors.

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