



Reading and writing literacy in junior high school Pematangsiantar

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Abstract

The purpose of this study was to find out the correlation between students' reading literacy ability and writing visual text ability for seventh grade students of SMP Negeri 1 Pematangsiantar. 133 respondents from 200 populations were randomly selected using simple random sampling technique from a Junior High School in Pematangsiantar City. This research applied a quantitative research method using correlation research. Data was collected using tests including multiple choice and essay. Using the Pearson products moment formula, this study analyzed data from both tests. The hypothesis of this research is H1 which states that there is a correlation between reading literacy ability and writing visual text ability and H0 states that there is no correlation between reading literacy ability and writing visual text ability. The results of this study indicate the correlation coefficient between the two variables is $r = 0.91$. It means that there is a very strong relationship between reading ability and writing visual text ability. Based on the correlation coefficient, it can be concluded that H1 is accepted and H0 is rejected. Then, the coefficient of determination is symbolized by r^2 is 0.83, it means the students' writing visual text ability is 83% influenced by reading literacy ability.

Keywords: Reading literacy, writing literacy, junior high school

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1. Introduction

Literacy is a skill that must be mastered in order to be able to survive in 21st century learning. Literacy is very important to increase creativity, give us experiences, and knowledge so that everyone who lives in this era has the ability to compete with people around the world. Literacy activities play an important role in realizing character building education in order to increase productivity and better competitiveness. The application of literacy must be done as early as possible. It is needed to be done because

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literacy is one of the main factors in realizing a great nation. The development and strengthening of literacy is an important element in the progress of a nation today (Kiron, 2019). Building literate society must be prioritized if it does not want to become a nation that is left behind, good literacy ability can be used as an illustration of a country's progress.

Since 2016 the Ministry of Education and Culture has intensified the National Literacy Movement (*Gerakan Literasi Nasional-“GLN”*). *GLN* became the implementation of Minister of Education and Culture Regulation No. 23 of 2015 concerning in Growth of Character (*Penumbuhan Budi Pekerti*). Foundational literacy found in *GLN* includes reading and writing literacy, numerical literacy, science literacy, financial literacy, digital literacy and cultural and civic literacy (Kahveci & Şentürk, 2021). Foundational literacy in Indonesia was adapted from the World Economic Forum in 2015.

Indonesia education effort to advance student education and skill is Indonesia participating in International study namely TIMSS (Trend in International Mathematics and Science Study) and PISA (International Students Assessment Program). The ability of students in Indonesia to compete internationally is very doubtful. Based on the results of the PISA test in 2018, Indonesia is still in the bottom 10 position. The ability of Indonesian students in reading, mathematics and science literacy is still far below average about the highest points obtained by Indonesia, which is 395 points through science literacy. The ability of Indonesian students to compete in international tests is still very low, especially in reading literacy which is always decreasing. The points gained by Indonesia through reading literacy on the PISA test are always disappointing and below standard. This can be seen from the figure 1 below.

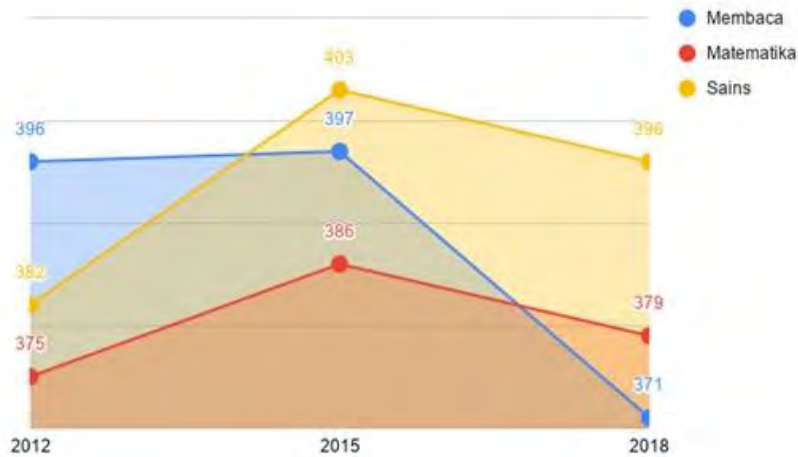


Figure 1. Comparison of Reading Literacy Scores in Indonesia
Source: (Dewabrata, 2019)

The line graphs above give us information about the comparison in the number of points of reading literacy that Indonesia obtained in the PISA test from 2012 to 2018. Overall it can be seen that some fluctuation occurred, but the points obtained by Indonesia in all of the literacies fell down in the final period. In 2012, literacy reading got the highest score from the other two literacies and remained stable until 2015, but in 2018 reading literacy has decreased to become the lowest point of literacy compared to the other two literacies. This shows that reading literacy is the most difficult literacy according to Indonesian students.

One of the important foundational literacy to be mastered is reading literacy. Reading literacy is one of the basic literacies found in *GLN* and is emphasized by the government. Reading literacy ability must be mastered before mastering the other literacies. In reading activities, we can get knowledge including information that will be very useful in life. Reading literacy requires students to have high concentration, so that all students do not only read fluently but can also understand the information and meaning contained in the text. The reading process requires knowledge, thoughts and high concentration power in order to get a clear understanding of the text (Pujiono, 2012). Closely related to reading, writing literacy also needs to be developed. Writing visual text is one way to practice students' critical thinking skills. In writing visual text, students interpret visuals in the form of picture, tables, graph, maps and more. As a form of critical thinking in writing literacy, students are required to be able to present interesting things contained in the visual.

Nowadays, education in Indonesia has begun to head towards a better directions, the application of literacy in Indonesia is increasingly emphasized. It was demonstrated through the Minister of Education's decision to replace National Examination (*Ujian Nasional-“UN”*) with Minimum Competence Assessment (*Assesmen Kompetensi Minimum-“AKM”*) which will begin in 2021. Based on the experience of researcher who has answered predictions about *AKM* questions, researcher found that the problem consists of a lot of literacy include reading literacy and writing literacy. Based on the prediction, the reading literacy and writing literacy consists of visual text and non-visual text. To face the *AKM* in the next year, it is important to the students to master the literacy ability, not only reading but writing ability in visual or non-visual should be mastered because it will be found in the *AKM* and it cannot be separated from each other. So, to what extent does the students' reading literacy ability correlate with students' writing visual text ability? The purpose of this research is to find out the extent of the correlation between students' reading literacy and their writing ability in visual text.

1. Method

This study applied a quantitative research method. Quantitative research methods are systematic, structured research methods and data analysis uses numbers and measurements. The data in quantitative research are a set of numbers by using

statistical or mathematical analysis and the results are often presented in tables and graphs (Locharoenrat 2017). The advantage of quantitative research is that the findings from the sample under study will more accurately reflect the overall population from which the sample was drawn (Vanderstoep dan Jhonston 2009). In this study the raw data obtained from the results of testing the variables are very important.

Furthermore, the data are taken by using the correlational research. Correlational research is a form of descriptive research because it describes an existing relationship between variables. A correlational study describes the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient (Fraenkel 2012). Correlational research provides information about the strength of relationships between variables. Correlational research gathers data from individuals on two or more variables and then seeks to determine if the variables are related. In a correlational study, the researcher does not manipulate or treat the variable state and directly look for the existence of the relationship and the level of relationship of the variable reflected in the correlation coefficient. The purpose of correlational research is to find co-relationships between two or more variables with the hope of better understanding the conditions and events we encounter and with the hope of making predictions about the future (Simon & Goes, 2011).

1.1 Respondents

The population of this study was grade VII students of Junior High School or SMP Negeri 1 Pematangsiantar which was situated in the central city of Pematangsiantar, North Sumatera Province. There were 200 students divided into seven classes. The reason of the researchers chose grade VII because it was ideal for the study population and the researchers adjust to the research topic of literacy and Minimum Competency Assessment. To determine the sample in this study, researcher used the Slovin formula. Slovin formula is a formula for calculating the minimum number of samples if the behavior of a population is not known with certainty. In this study, the researcher used 95% confidence coefficient, and the error rate was 5%. The researchers could determine the samples with the 5% error margin requirement. Based on the Slovin formula and the error margin used, the number of samples in this study was 133 respondents from 200 populations.

1.2 Instruments

The instrument of this research was test. The researchers conducted tests towards the students, namely multiple choice and essay. The researchers' aim was to find data on both variables. Ten questions about reading literacy as predictions question of AKM in 2021 was provided. In reading literacy question, the researchers provided visual text and non-visual text, and the order of questions were randomized. In this case, four visuals text were given and the students was asked to interpret visuals in the form of essay to

obtain data in the form of scores on students' ability to write visual text. In this test, the researchers provided the visual in the form of tables, diagrams, pictures, maps and others.

1.3 Validity Test

Validity test is needed in this research. Validity test is used to test the question items given and to measure each item in the multiple choice and essay test. In this case, the researcher provided 10 questions in the form of multiple choices and 4 questions for the essay test which distributed to 133 respondents. To calculate the validity of the 14 questions given, the researcher used the Cronbach alpha formula and used Ms. Excel to calculate the validity value.

To get the validity value of 10 multiple choice questions and 4 essay questions the researcher used the Pearson product moment formula and used r table with a significance level of 5%, then the r table suitable for 133 respondents was 0.143. The items can be said to be valid if $r \text{ count} > r \text{ table}$. In this research, the first validity test was conducted to determine the validity of 10 multiple choice questions. The second validity test was conducted to obtain the validity of 4 essay questions. As for the results of the validity of the multiple choice and essay tests are shown in the tables bellow.

Table 1. The result of validity test of multiple choice

Number of items	r count	r table	Result
1	0.712	0.143	Valid
2	0.709	0.143	Valid
3	0.721	0.143	Valid
4	0.706	0.143	Valid
5	0.719	0.143	Valid
6	0.726	0.143	Valid
7	0.708	0.143	Valid
8	0.718	0.143	Valid
9	0.812	0.143	Valid
10	0.729	0.143	Valid

The table 1 above shows the calculations of the validity test of multiple choice test using Ms. Excel, all items of the questions have $r \text{ count} \geq 0.70$. From these results, it means that all the questions in the multiple-choice test used in this research are valid.

Table 1. The result of validity test of essay

Number of items	<i>r count</i>	<i>r table</i>	Result
1	0.915	0.143	Valid
2	0.923	0.143	Valid
3	0.912	0.143	Valid
4	0.922	0.143	Valid

The table 2 above shows calculation of validity test of essay, all items have *r count* > 0.90. From these results *r count* > *r table*, it means that in the essay test all the questions are valid. Overall, all items from both of the test used in this research are valid.

1.4 Reliability Test

Reliability tests are carried out on valid items, invalid items not calculated. Reliability test is carried out to find out the consistency of the items used. To measure the reliability both of tests, the researcher used the Cronbach alpha formula. The researcher also calculated the value of reliability using Ms. Excel. If a test has a reliability value of 0.70-0.90 then the test has a high reliability, if it has a reliability value > 0.90 then the test has perfect reliability. Based on calculations using Ms. Excel, the reliability value of the multiple-choice test is 0.81 and the reliability value for the essay test is 0.71. Then, based on the value of the reliability, it can be concluded that both tests have high consistency or reliability.

1.5 Hypothesis Testing

The hypothesis is a temporary answer to the problem that was formulated. Therefore, the hypothesis must be tested for truth or proven empirically. In this study, the variables to be tested are reading literacy ability and writing visual text ability. Based on these variables, the hypothesis formula in this study is divided into H_0 and H_1 , as the formula below.

H_1 : There is a correlation between students' reading literacy ability and students' writing visual text ability.

H_0 : There is no correlation between students' reading literacy ability and students' writing visual text ability.

Based on the research hypothesis formula above, the statistical hypothesis formula in this research is as follows.

H₀: $\rho = 0$ (hypothesis rejected)

H₁: $\rho \neq 0$ (hypothesis accepted)

In this study, to determine the level of closeness of the relationship between the two variables, researcher used a bivariate correlation analysis technique using the correlation formula and calculated the data obtained from 133 respondents using Ms. Excel. To calculate the correlation value between two variables, researcher used a scale of 0-100. In correlation research, the correlation coefficient is symbolized by "r". As a guideline to determine the level of the relationship between variable x and variable y, the researcher uses the values based on table 3 below.

Table 3. Correlation coefficient value guideline

Correlation Coefficient Value	
R=0	No correlation
0 < R < 0.2	Very weak
0.2 < R < 0.4	Weak but sure
0.4 < R < 0.7	Middle
0.7 < R < 0.9	Strong
0.9 < R < 1	Very strong
R=1	Perfect

Based on calculations using Ms. Excel obtained the correlation coefficient between the variable x (reading literacy ability) and the variable y (writing visual text) the researcher use the correlation formula. And the descriptive statistic in this research described in the table 4 bellow.

Table 4. Statistic descriptive variable X, Y

Reading Literacy Ability score (X)	Writing Visual Text score (Y)	X^2	Y^2	XY
$\sum X = 9340$	$\sum Y = 8340$	$\sum X^2 = 683800$	$\sum Y^2 = 559890$	$\sum XY = 614993$

Based on the calculation of the data above, the correlation coefficient is $r = 0.91$ and the value of the coefficient of determination is 0.83. These results indicate that the ability to write visual text students is determined by 83% reading literacy abilities. The correlation coefficient or $r = 0.91$ is consulted on r table with $N = 133$ and a significance

level of 5%, then $r_{table} = 0.14$ is obtained. Based on these results, then $r_{count} > r_{table}$, i.e. $0.91 > 0.14$. From these results, then the hypothesis or $H_1: \rho \neq 0$ in this study is accepted that there is a correlation between reading literacy ability and writing visual text ability. Based on the correlation coefficient values from table 3.2, and looking at the correlation coefficient or $r = 0.91$, the relationship between the two variables is very strong.

1.6 Technique of Data Analysis

To find out the extent of the correlation between students' reading literacy ability and students' writing visual text ability, the researcher used bivariate correlation analysis. Correlation analysis is an analysis to determine the level of closeness of the relationship between two variables. The level of closeness of the relationship can be divided into three criteria, namely having a positive relationship, having a negative relationship and not having a relationship. After getting the data from the test, the researcher analyzed the data by Ms. Excel and using the formula =CORREL, with the steps as follows:

1. Enter data from both variables in Ms. Excel.
2. Then, in random place, type =CORREL.
3. Next, block the variables' column started by variable x to y.
4. The last step after blocked the variable, click enter to get result automatically.

2. Result

2.1 Description of Research Data

This research is a correlational study that aims to find out the relationship between reading literacy ability and writing visual text ability for grade VII students of SMP Negeri 1 Pematangsiantar. This research was conducted from 20th January 2020 to 3rd February 2020 at SMP Negeri 1 Pematangsiantar. The population in this study is grade VII students with a total of 200 students, and the sample used by researcher to obtain data was 133 students. Grade VII students considered chosen as the subject because grade VII is the level that must be prepared to take the *AKM* in grade VIII. The researcher considered that grade VII students should be accustomed to facing literacy questions that are in accordance with the predictions of the *AKM*.

3. Discussion

In this study, the researcher conducted a study of the correlation between reading literacy ability and writing visual text ability of students of SMPN1 Siantar. To get the data in this study, the researcher gave a test to students consisting of 10 multiple choice

test questions for variable x (reading literacy ability) and 4 questions for essay test for variable y (writing visual text ability). The researcher uses Ms. Excel to calculate the raw data obtained from 133 respondents and result shown in the table bellow.

Table 5. The Result of Respondent Score

Variable	Reading Literacy (X)	Writing Visual Text (Y)
Min	30	19
Max	100	88
Average	70	63
STDEV	15	17

In the multiple choice test given by the researcher, none of the students got a value of 0. That means that of the 133 respondents who participated in this study, none of the students answered incorrectly from a total of 10 multiple choice questions. Based on table 5.1 the minimum score obtained by students in answering multiple choice questions is 30, while the maximum score obtained is 100. Then, average value is 70, the average value is minimum completeness criteria. That means students who get a score ≥ 70 are students who completed the test and students who scored < 70 were students who did not complete this test. Then, standard deviation in this test is 15. Furthermore, to determine the ability of students who are low or high in answering reading literacy questions, researcher uses standard deviations in this test. To find out students who have low scores in reading literacy ability, researcher uses the AVERAGE-STDEV formula, which is $70-15 = 55$. Based on the analysis conducted by researchers, students who have a value of ≤ 55 are students who have low scores in reading literacy abilities, while to find out students who have high scores in reading literacy abilities, researchers use the AVERAGE+STDEV formula, which is $70 + 15 = 85$, so students who have a value of ≥ 85 are students who have high score in reading literacy ability.

Based on table 5.1 above, it is known that minimum score in the test essay is 19, and the maximum score is 88. By looking at these results, in this test none of the students were able to correctly answer all the questions given with a score of 100. Then, average value is 63, the average value is minimum completeness criteria. That means students who get a score ≥ 63 are students who completed the test and students who get score < 63 are students who did not complete this test. To determine the ability of students who are low or high in writing visual text, the researcher uses the standard deviation in this test. To find out students who have low ability, the researcher uses the AVERAGE-STDEV formula, which is $63-17 = 46$. It means students who have score ≤ 46 are students who have low score in writing visual text, while to find out students who

have high ability in writing visual text, researcher uses the formula $AVERAGE+STDEV$, which is $63 + 17 = 79$, so students who have a score of ≥ 79 are students who have high grades in writing visual text.

The raw data from 133 respondents were processed using the correlation formula or = Correl in Ms. Excel and use a scale from 0-100. After being analyzed, the correlation coefficient value between the two variables is 0.91. When two variables have a strong relationship, it means that an increase in one variable will always be followed by an increase in the other variables as well. In this study, the correlation between reading literacy and writing visual text describe in the figure bellow.

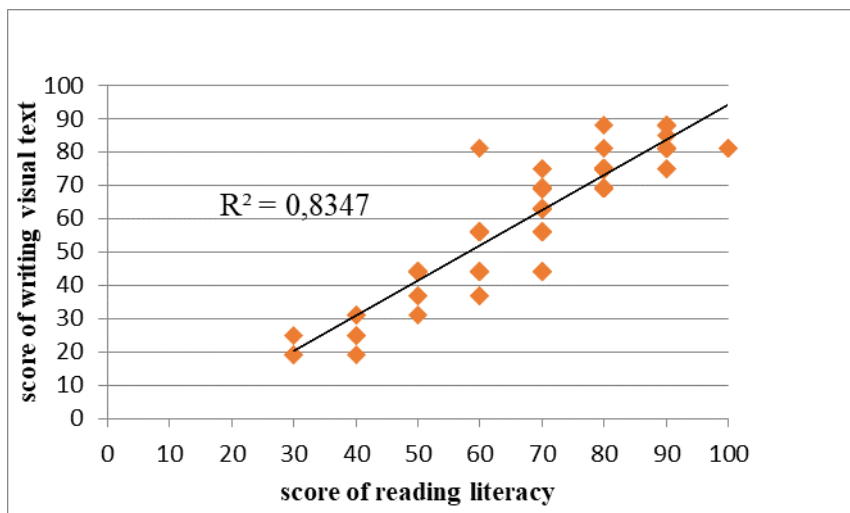


Figure 2. The Correlation Graph between reading literacy and writing visual text

The line diagram above shows the correlation between reading literacy and writing visual text ability. Based on the graph above, Increasing the value of students' reading literacy abilities is always followed by increasing the values of students' writing visual text abilities. From this graph we can see the results of the coefficient of determination in this research. The coefficient of determination symbolized by R^2 or R square is obtained from this study that is 0.83 it means that the ability to write visual text students is determined by 83% of students' literacy reading abilities. If students get high scores in reading literacy, then they will get high scores in writing visual text as well.

In this study, it was found that there was a strong correlation between reading ability and writing ability. based on the results of this study, it turns out that reading ability has a great influence on students' writing ability, this is in agreement with previous researchers (Ariyanti & Qomar, 2016) who stated that the higher their ability to read, the higher their ability to read write and vice versa. The statement was also supported by a statement that was raised by (Walker, 2016) the relationship between

reading and writing is a strong one. The ability to read and write is the most basic ability that should be possessed by everyone. Reading and writing are important skills because they can be easily linked to other language skills and provide more information than sustainable listening and speaking. When they understand what they are reading, it will be easy to implement it in written form. Students can explore and develop their ideas of writing through more reading (Kartal, 2017). Reading literacy requires a person to concentrate highly during reading and understanding texts. When people read the text, they engage in a complex array of cognitive processes. They are simultaneously using their awareness and understanding of phenomenon, phonics (connection between letters and sound and the relationship between sound, letters and words) and the ability to comprehend construct meaning from the text (Prianggita, 2018). Related to reading, writing is as important as reading. Writing is also a cognitive activity that requires a person to focus on expressing his ideas. In this study, from the matter of writing visual text given by researchers, none of the students got a score of 100 and the highest score obtained was 88. To get a perfect score in writing visual text would be very difficult if students did not have good reading skills too. This is in line with the findings of (Ningsih, 2019) who stated that to overcome the low ability of students in writing the teacher should pay more attention to students' reading abilities. If they are able to read well, they will be able to write well too. Good literacy skills are expected to be able to be applied in real life to overcome various existing problems.

At this time, the literacy ability of students is still very low, this can be seen from the ability of students when answering literacy questions on the test pisa. In the PISA test, the literacy ability of students in Indonesia is still relatively low. This can be proven by the results of the 2018 pisa test where Indonesia only had to be satisfied with the position of the 10th lowest out of 79 countries that took the pisa test. The results of the 2018 pisa are down when compared to the results obtained by Indonesia in 2015 and 2012. Since 2012, Indonesia's literacy reading scores have always declined. In fact, reading literacy is one of the key literacies to be able to master other literacies. PISA scores for 2012 to 2018 are 396,397 and 371. In reading literacy skills in Indonesia, Indonesia is very difficult to get a score of 400. This is one of the factors that makes Indonesia got the low rank test results.

As a form of starting to better the education system in Indonesia, the Indonesian government has set PISA score targets that should be obtained by Indonesian students. In the field of literacy reading, the government is targeting a score of 396 in 2020-2025, a score of 423 in 2025-2030 and 451 in 2030-2035. By looking at these government targets, we can find out that for at least the next 15 years, the highest target for Indonesia's PISA score is far below the OECD country's average PISA score. That means it is very difficult for Indonesia to be able to get results or scores above the average in the next 5 times for the PISA test and to have a good skill in literacy.

To emphasize the literacy abilities of Indonesian students, the government replaced the National Examination (*Ujian Nasional-“UN”*) to Minimum Competence Assessment (*Aessmen Kompetensi Minimum-“AKM ”*) which will begin in 2021. The implementation of *AKM* is different from UN, in the *AKM*, the problem will consist of many literacies which require students to think critically in answer to existing problems. The government also emphasizes that the *AKM* that will be implemented refers to the practice of the PISA test. That means it can be predicted that the types of problems in the *AKM* are adapted from the PISA test.

In this study, researchers gave literacy questions to read and write to students. Reading literacy matters consist of visual text and non visual text. While writing questions consist of visual text in the form of pictures, tables, diagrams, maps and more. The questions given by the researchers were adopted from the pisa questions, and the questions were also a prediction of the form of the *AKM* questions to be faced in the future. Reading and writing literacy becomes the main key in mastering other literacy. Therefore, students should train and prepare for the *AKM*. Not only students, but teachers must also be able to guide students in order not to be surprised when dealing with *AKM* problems.

Literacy skills in reading and writing are indispensable in a century, literacy skills in reading and writing are also important for students today to prepare for the *AKM* the following year. By having these skills, students will be better prepared to deal with various literacy questions and be able to implement them in real life. Literacy is useful in this era of disruption to filter and process information, so it is not easily fooled by various news or information, so students are able to survive in this 21st century learning.

4. Conclusion

Based on the results of the analysis of the correlation between reading literacy ability and writing visual text ability of grade VII students at SMP Negeri 1 Pematangsiantar by using the correlation formula shows that the calculated r value is 0.91 and the r table value is 5% significant at $N = 133$, then the r table value is obtained is 0.14. From these data it shows that $r \text{ count} > r \text{ table}$ is $0.91 > 0.14$. Based on the results of the analysis, it can be proved that there is a very strong relationship between reading literacy ability and writing visual text ability in grade VII students of SMP Negeri 1 Pematangsiantar. From the results of calculating the correlation coefficient, the results also obtained the coefficient of determination that is 0.83, the value obtained from the square of the correlation coefficient, so the coefficient of determination is denoted by r^2 or r -square. From the coefficient of determination value that means the writing visual text ability of students 83% is determined by reading literacy ability.

Based on the results of this study, it is known that reading ability has a strong relationship with writing. A variable is said to have a positive correlation if an increase

in one variable will also increase other variables as well and a decrease in variable one will decrease other variables as well. Meanwhile, a negative relationship occurs if one variable goes up while the other variable goes down. In this case, the increase in reading literacy scores will also always be followed by an increase in writing visual text scores. Thus, these results are able to answer the hypotheses in this study, and the hypothesis that the state of the relationship between reading literacy abilities and writing visual text abilities can be accepted as correct.

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