



Effect of Reading Skills on the Writing Performance of Senior Secondary School Students in Bauchi State

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ABSTRACT

In Nigeria, English is learnt in schools as second and serves the purpose of being the official language as well as language of education. Due to its importance in the country, it is made a core subject in which all students must pass at all level of education. Therefore, the research could have observed the effect of reading skills on the writing performance of Senior Secondary School students in Bauchi State. The research adopted the quasi-experimental design which requires the per-test and post-test data collection in some selected Senior Secondary Schools in Bauchi state. The study was carryout in Bauchi state. The research used all the SS2 Students of Senior Secondary School Students of Government Day Senior Secondary School Kofar Wambai, Bauchi State. The research use SS2 Students as target population of the study, the population of this study consists of nine hundred and eleven (911) students. Based on the investigation; findings emerged as the two group of student, that is the control and experimental groups had almost the same scores, that is to say there was no difference between the two groups. Students who were given reading fluency treatment did better than those who were not in the content area of essay writing which comprises of idea presentation, choice of words and relevance. From the observations and findings from the test and hypotheses involved in the study, the research wish to conclude as the teaching of reading fluency significantly affected the written performances of students. Students who were taught reading fluency were better able to think. Organize and arrange their thoughts sequentially when writing. The teaching of reading fluency increases the students' ability to imagine and write creatively without making too many grammatical errors. The recommendations were made in the study among others that the use of reading fluency strategies in teaching should be implemented to improve writing among senior Secondary School Students. Teaching reading fluency should be added to the Secondary School English curriculum. This will enable the students not only read to answer questions but also to test their speed, accuracy and rate while reading.

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INTRODUCTION

According to Atang, (2014) it is generally observed that there is high rate of

falling standard in comprehension, essay and summary writings among students in Secondary School. This has been reported by different

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scholars it was also realized that students who read independently have greater reading comprehension, verbal fluency and general knowledge than those who do not. Aminabed (2018) stated that students who read independently become better readers, score higher on achievement texts in all subject areas, and have greater content knowledge than their non-reading pairs. Similarly, the author added that lack of reading skills can affect the students writing performance.

While Esberger (2018) explained that reading is the process of looking at a series of written symbols and getting meaning from them. He founded out that when we read, we use our eyes to receive written symbols (letters, punctuation marks and paces) and we use our brain to convert them into words, sentences, and paragraphs that communicate something to us. He further stated that reading can be silent (in our head) or a loud (so that other people can hear). He continued that reading is a receptive skill through which information is received and the complex process of reading also requires the skill of speaking so that we can pronounce the words that we read. In this sense, reading is also a productive skill as we receive information and transmit it through them. Palomino (2021) on his part asserted that, reading skills is the ability to read piece of text quickly and with precision, and to then express yourself clearly and effectively. Richard (2019). Continued that, reading is the process of extracting meaning from a written or printed text. while, to Gokhan (2017) reading fluency involved elements such as word recognition, automaticity, reading accuracy, decomposition, prosody (stress, tone, pause, rhythm).

The poor results recorded by students in the Senior Secondary School Certificate Examination (SSCE) of West African Examination Council (WAEC) and the National Examination Council (NECO) English language papers constitute one of the greatest stumbling blocks, not only in the academic pursuits of Nigerian secondary school leavers, but also in their search for gainful employment (Galadima, 2014). Many institutions of higher learning in

Nigeria as well as employers of labour require a credit pass in English. Unfortunately, the rate of failure in the subject has continued to escalate (Ankeman 2015). Masduqi (2014) find out that most students at the secondary school level are uninterested in reading; they have poor reading habits and, some of them only read for examination purposes and nothing else. Thus, most students limit themselves to reading only notes given to them by their teachers in the class without effectively comprehending what it entails. For that reason, Akinbode (2022) discovers that most of them perform poorly in reading comprehension, summary and essay writing during their external examinations due to inadequate vocabulary usage. Maxwell and Araromi, 2018 found that candidates' "expressions" were generally poor and their range of vocabulary so limited. The problem of reading skills continues to persist among secondary school students which culminates into poor performance in secondary school certificate examinations, especially, in the area of English language papers. Statistics according to the data obtained from the Ministry of Education Bauchi State shows that as of 2021 only 27.0% students scored credit in English which signifies failure in English language. It is in view of this that the researcher intends to find out the effects of reading skills on the writing performance of Senior Secondary School students in Bauchi State.

Objectives of the Study

The main purpose of the study is to determine the effect of reading fluency on the writing performance of senior secondary school students, specifically the study seek to:

1. Investigate the impact of reading skills on the performance of the two groups of Senior Secondary School students before teaching reading skills in Bauchi State.
2. Determine if reading skills can improve Senior Secondary School Students' content in essay writing in Bauchi State.
3. Explore the ways skills in reading can help Senior Secondary School students to

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- improve their use of expression in essay writing in Bauchi State.
- Determine if reading skills can improve the Senior Secondary School students in organization of essay writing in Bauchi State.
 - Investigate the impact of reading skills on the overall performance of Senior Secondary School students in essay writing in Bauchi State.

Research Questions

The study is set out to provide answers to the following objectives:

- What is the impact of reading skills on writing academic performance of the two groups of Senior Secondary School students in Bauchi State before teaching reading skills?
- Is there any difference in the performance of Senior Secondary School students in Bauchi State that were taught reading skills and those that were not taught content area in essay writing?
- Is there any difference in the performance in expression of Senior Secondary School students who were taught reading skills and those that were not in essay writing in Bauchi State?
- Is there any difference in the performance of Senior Secondary School students in organization who were taught reading skills

and those who were not in essay writing in Bauchi State?

- What is difference in the overall performance of students that were taught reading skills and those that were not in essay writing in Bauchi State?

RESEARCH METHODOLOGY

The research adopted the quasi-experimental design which requires the per-test and post-test data collection in some selected Senior Secondary Schools in Jigawa metropolis. The study was carryout in Bauchi state, the research used all the SS2 Students of Senior Secondary School Students of Government Day Senior Secondary School Kofar Wambai, Bauchi State. The research use SS2 Students as target population of the study, the population of this study consists of nine hundred and eleven (911) students.

RESULTS

The-result are presented in the following step: firstly, analysis of data form written tests. This deal with the scores obtained by pupils in the experimental and control groups. Secondly the research hypothesis is presented and analyzed at 0.05 alpha level of significance

Research Question 1: What is the difference in the performance of the two groups of senior secondary student in essay writing before teaching reading fluency?

Table 1: Difference in the Performance of Experimental and Control group before teaching reading fluency.

| Performance Level | Range | Experimental Group | Control Group |
|-------------------|-------|--------------------|----------------|
| | | Frequency | percentage (%) |
| Low | 0-20 | 49 | 98 |
| Average | 21-34 | 1 | 2 |
| High | 35-50 | 0 | 0 |
| Total | | 50 | 100 |

As indicated in table 4.1, the experimental and control group had almost the same scores in the experimental group,98% of the students were in the low performance category, while in the control group 100% fell

under the low performance category. Only 2% form the experimental group scored average and none from the control group. No student form both group was high achievers. This implies that there is no difference between the two groups.

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Table 2: Descriptive Statistics for Experimental and Control before teaching reading fluency

| Group | No | Mean | SD |
|--------------|----|------|------|
| Experimental | 50 | 9.82 | 5.24 |
| Control | 50 | 8.84 | 4.71 |

Table 2 showed that the mean score of the experimental group is 9.82 and that of the control group is 8.84. This means that the experimental and control groups had same performance.

Research Question Two: what is the difference in the performance of senior secondary school students that were taught reading fluency and those that were not taught in the content area of essay writing?

Table 3: Difference in the Performance of Experimental and Control groups in the content area of essay writing after teaching reading Fluency.

| Performance Level | Range | Experimental Group | | Control Group | |
|-------------------|-----------|--------------------|----------------|---------------|---------------|
| | | Frequency | percentage (%) | frequency | percentage(%) |
| Low | 0-3 | 29 | 58 | 47 | 94 |
| Average | 4-6 | 21 | 42 | 3 | 6 |
| High | 7-10 | 0 | 0 | 0 | 0 |
| Total | 50 | 100 | 50 | 100 | |

Form table 3, it is obvious that students in the experimental group performed better than those in the control group. 42% scored average grades in the experimental group while 6% in the

control group, Also, 58% scored low grades in the experimental group while 94% scored low grades in the control group.

Table 4: Descriptive Statistics for Experimental and Control group in the content area of essay writing after teaching reading fluency.

| GROUP | NO. | Mean | SD |
|--------------|-----|------|------|
| Experimental | 50 | 3.04 | 1.31 |
| Control | 50 | 1.92 | 1.07 |

It is vividly clear that students in the experimental group performed better than those in the control group in the content area of essay writing. This is because the scores are 3.04 and 1.92 respectively. This implies that reading fluency can affect student's written performance positively. The exposure of the students to reading fluency had more positive effect on their performance in the content area of content area

of essay writing: this is shown by a script of one student of the experimental group.

Research Question Three: what is the difference in the performance in expression of senior secondary school students that were taught reading fluency and those that were not taught in essay writing?



Table 5: Difference in the Performance of Experimental and Control group in the expression aspect of essay writing after teaching reading Fluency.

| Performance Level | Range | Experimental Group | | Control Group | |
|-------------------|-------|--------------------|----------------|---------------|---------------|
| | | Frequency | percentage (%) | frequency | percentage(%) |
| Low | 0-6 | 21 | 42 | 41 | 82 |
| Average | 7-13 | 28 | 59 | 9 | 18 |
| High | 14-20 | 1 | 2 | 0 | 0 |
| Total | | 50 | 100 | 50 | 100 |

Form the table above, student in the experimental group did better than those in the control group with 56% scoring average grades in the experimental group while only 18% in the control group 42% in the experimental group had

low grades while 82% had low grades in the control group 2% of students scored high grades in the experimental group whereas none from the control group. This implies that there is effect as a result of the treatment.

Table 6: Difference in the Performance of Experimental and Control group in the expression aspect of essay writing after teaching reading Fluency.

| GROUP | NO. | Mean | SD |
|---------------------|-----|------|------|
| Experimental | 50 | 7.10 | 3.44 |
| Control | 50 | 4.56 | 2.50 |

Table 6 showed that the mean score of the experimental group is 7.10 while that of the control group is 4.56. this therefore means That those in the experimental group performed better than those in the control group to buttress the above finding two scripts of a student (labeled student B) out of the experimental group are

analyzed The scripts are from the pre-test and post-test.

Research Question four: what is the difference in the performance in organization of senior secondary school students that were taught reading fluency and those that were not taught in essay writing?

Table 7: Difference in the Performance of Experimental and Control group in the expression aspect of essay writing after teaching reading Fluency.

| Performance Level | Range | Experimental Group | | Control Group | |
|-------------------|-------|--------------------|----------------|---------------|----------------|
| | | Frequency | percentage (%) | frequency | percentage (%) |
| Low | 0-3 | 33 | 66 | 48 | 96 |
| Average | 4-6 | 17 | 34 | 2 | 4 |
| High | 7-10 | 0 | 0 | 0 | 0 |
| Total | | 50 | 100 | 50 | 100 |

As shown in table 7, 34% in the experimental group scored average grades while

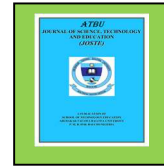
only 4% scored same in the control group. Furthermore 34% scored lower grads in the

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experimental group while 96% scored same in the control group. This therefor means that those

in the experimental group did better than those in the control group.

| GROUP | NO. | Mean | SD |
|--------------|-----|------|------|
| Experimental | 50 | 3.04 | 1.32 |
| Control | 50 | 1.90 | 1.06 |

Table 8 showed that the means score of the experimental group is 3.04 while that of the control group is 1.90. This means that the experimental group performed better than the control group.

To further illustrate the above face, two essays of a student (labeled C) in the per-test and post-test.

Research question five: what is the difference in the overall performance of students that were taught reading fluency and those that were not in essay writing?

Table 9: Difference in the Performance of Experimental and Control group in the expression aspect of essay writing after teaching reading Fluency.

| Performance Level | Range | | Experimental Group | Control Group |
|-------------------|-----------|----------------|--------------------|----------------|
| | Frequency | percentage (%) | frequency | percentage (%) |
| Low | 0-20 | 43 | 86 | 50 |
| Average | 21-34 | 7 | 14 | 0 |
| High | 35-50 | 0 | 0 | 0 |
| Total | | 50 | 100 | 50 |

Form table 9, it can be see that students in the experimental group did better than those in the control group: 14% scored average grade in the experimental group and

none at all in the control group. While 86% scored low grades in the experimental group, 100% scored low grades in the control group.

Table 10: Descriptive statistics for experimental and control after teaching reading fluency

| GROUP | NO. | Mean | SD |
|--------------|-----|-------|-------|
| Experimental | 50 | 13.30 | 6.139 |
| Control | 50 | 8.24 | 4.406 |

Table 11 illustrated that reading fluency positively affects student's written performance as evident in the means score of the experimental group as 13.30 and the control group 8.24. it is therefor evident that teaching student's reading fluency will go a long way to improve their written performance.

ANALYSIS OF HYPOTHESES

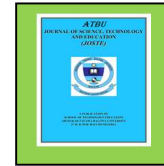
H₀₁: there is no significant difference in the performance of Senior Secondary School students essay writing before teaching reading fluency.

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H₁₁: there is significant differences between the performances of Senior Secondary School students in essay writing before teaching fluency.

Table 12: T-teat analysis of the performance of Experimental and control group before.

| Groups | N | Mean | SD | SE | DF | T-value | P-value | Decision |
|--------------|----|------|------|------|----|---------|---------|----------|
| Experimental | 50 | 9.82 | 5.24 | 0.67 | 98 | 0.75 | 0.31 | accept |
| Control | 50 | 8.84 | 4.71 | 0.67 | | | | |

The table reveals that, the mean performance of the control group in the per-test is 8.84 and that of the experimental is 9.82. The P-value is 0.31 which is greater than the chosen level of significant. Therefor Ho is accepted.

Hence there is no significant difference between the mean performances of the two groups in writing: this gives the basis for comparison between the two groups.

Table 13: T-teat analysis of the performance of Experimental and control group in the content area of essay writing.

| Groups | N | Mean | SD | SE | DF | T-value | P-value | Decision |
|--------------|----|------|------|------|----|---------|---------|----------|
| Experimental | 0 | 3.04 | 1.31 | 0.19 | 98 | 4.84 | 0.000 | Reject |
| Control | 50 | 1.92 | 1.07 | 0.15 | | | | |

The table of above shows that the mean performance of the control group in the content area of post-test written English is 1.92. While that of the experimental group in the same area is 3.04. P-value is 0.00 which is less than

the chosen level of significance, hence ho is rejected. This shows that there is significant difference in the performance of Senior Secondary School students that were taught reading fluency and those that were not taught.

Table 14: T-teat analysis of the performance of Experimental and control group in the expression aspect of essay writing

| Groups | N | Mean | SD | SE | DF | T-value | P-value | Decision |
|--------------|----|------|------|------|----|---------|---------|----------|
| Experimental | 50 | 7.10 | 3.44 | 0.49 | 98 | -4.37 | 0.000 | Reject |
| Control | 50 | 4.56 | 2.50 | 0.35 | | | | |

The above table shows that the mean performance of the control group in the expression aspect of written English at post-test level is 4.56 and that experimental group is 7.10. The p-Value is 0.00 which is less than the

chosen level of significant, hence Ho is rejected. From the statistical calculation it is clear that there is significant in the mean performance of students that were taught reading fluency and those that were not.

Table 15: T-teat analysis of the performance of Experimental and control group in the organization of essay writing.

| Groups | N | Mean | SD | SE | DF | T-value | P-value | Decision |
|--------------|----|------|------|------|----|---------|---------|----------|
| Experimental | 50 | 3.04 | 1.31 | 0.19 | 98 | -4.91 | 0.000 | Reject |
| Control | 50 | 1.90 | 1.06 | 0.15 | | | | |

The above table shows that the means performance of the control group in the organization aspect of written English is 1.90 and that of the Experimental group is 3.04. from the table, the p-Value is 0.00 which is less than the

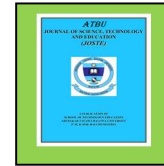
chosen level of significance, hence Ho is rejected. Therefor it is concluded that there is significant difference in the mean performance of students who were taught reading fluency and

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those who were not taught in the organization aspect of written English.

Table 16: T-test analysis of the performance of Experimental and control group after teaching reading fluency

| Groups | N | Mean | SD | SE | DF | T-value | P-value | Decision |
|--------------|----|-------|------|------|----|---------|---------|----------|
| Experimental | 50 | 13.30 | 6.14 | 0.87 | 98 | -4.92 | 0.00 | Reject |
| Control | 50 | 8.24 | 4.41 | 0.62 | | | | |

Form the above, it is noted that the overall mean performance of the control group in the per-test written English is 8.240 and that of the experimental group is 13.300. The p-Value is 0.00 which is less than the chosen level of significance, hence H_0 is rejected. As such there is significant difference in the two mean performance of the post-test in written English.

FINDINGS OF THE STUDY

Below are the findings of the investigation;

1. The two group of student that is the control and experimental groups had almost the same scores, that is to say there was no difference between the two groups.
2. Students who were given reading fluency treatment did better than those who were not in the content area of essay writing which comprises of idea presentation, choice of words and relevance.
3. Students who were given reading fluency treatment did better than those who were not in the expression aspect of essay writing, having learnt how to express themselves when reading taking into cognizance coherence, logical arrangement of word idea packaging and sequencing.
4. Students who were giving reading fluency treatment were able to organize their written essay putting into consideration the logical arrangement, sequence, paragraphing and linkers better than those who were not taught.
5. Students taught reading fluency generally were able to write better essays compared to those who were not taught.

DISCUSSION OF THE FINDINGS

It is pertinent that the findings of this study have proved that reading fluency enhances

student's written performance, Researchers like Lai (1993) and Tsang (1996) have argued along this line, states that barely teaching comprehension instead of reading fluency will not allow the students attain fluency in reading. Therefor their ability to write properly depends on how fluent they are in reading.

Generally, a child reads to write and write and writes to read Samuels (2006). When a child reads. He takes note of a lots of things including the content aspect in essay writing which looks at the number of points discussed in a passage. The statistical analysis showed that there was significant difference in students that were taught reading fluency. This therefor means that teaching reading fluency can improve student's written performance. From the field work of this study, it is observed that students exposed to reading fluency were better able to express themselves observing the rules in English Language. Goodman and Goodman (1993) is of the opinion that as reading improves through daily reading writing is enhanced. That is to say that a student who is able to express him/herself well when reading will do likewise in writing.

The organization of an essay is a very important aspect of essay writing A student who reads fluency takes note of how a write organizes his thoughts and ideas and arranges them sequentially, this will therefore guide the students to write. Research shows that students that were taught reading fluency were better able to organize their thought in a written form. The findings of the study have proved that reading fluency enhances students written performances, Orheware (1996:16) states that "sometimes reading is used as a preparation for writing tasks". This is note of so many things ranging from the content of the passage which comprises

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of: how ideas were presented, the choice of words and its relevance to the text. They also take note of the logical arrangement of words paragraphing and the use of linkers. Also the correct use and spelling of words. The students could also use that medium to develop their vocabulary, with these in mind when the student is set to write. Does it wonderfully, it is doubtless that students are only taught reading comprehension and not reading fluency and therefore students read just to answer comprehension questions and note to attain fluency, incorporating reading fluency into the school curriculum will go a long way to help these students attain fluency is tied to repeated reading practices, this will enable students read effortlessly, at a given time with accuracy.

CONCLUSION

From the observations and findings from the test and hypotheses involved in the study, the research wish to conclude as follows:

1. The teaching of reading fluency significantly affected the written performances of students.
2. Students who were taught reading fluency were better able to think. Organize and arrange their thoughts sequentially when writing.
3. The teaching of reading fluency increases the students' ability to imagine and write creatively without making too many grammatical errors.

RECOMMENDATIONS

The following recommendations were made in the study;

1. The use of reading fluency strategies in teaching should be implemented to improve writing among senior Secondary School Students.
2. Teaching reading fluency should be added to the Secondary School English curriculum. This will enable the students not only read to answer questions but also to test their speed, accuracy and rate while reading.
3. Students should be encouraged to read more literature text; some selected texts should be included in the English Curriculum. Texts like Oscar Welds the importance of being Earnest

“Femi Qsofisans Women of Owu”, “Williams Shakespeare’s Tempest”, Bernard Shaw’s Arms and the man”, Chimanada Adichies “Purple Hibiscus”.

4. Trainings should be organized specially for English teachers to enable them teach reading fluency appropriately.

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