THE EFFECT OF THE STUDENTS' LEARNING INDEPENDENCE, SOCIAL INTELLIGENCE, AND ENGLISH READING SKILLS ON THEIR WRITING SKILLS OF ENGLISH RECOUNT TEXTS

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Abstract

The aims of this research was to determine the effect of learning independence and social intelligence on English reading skills as well as on writing skills of English recount texts, both directly and indirectly. The method used in this study is a causal survey method, with a path analysis technique to test the effect of exogenous variables on endogenous variables. The population of this study was all students of Public Senior High School (SMAN), Grade XI in the zone 2 in Depok District. A sample of 332 respondents was taken using cluster random sampling techniques for zone selection and simple random sampling for school and respondent selection. Data were collected using questionnaires for learning independence, social intelligence and tests for reading skills and writing skills in English. The results showed that to some extent there was a positive effect both directly and indirectly of the students' learning independence, social intelligence, and English reading skills on their writing skills for English recount texts.

Keywords: *learning independence, social intelligence, English reading skills, writing skills of English recount texts*

English is one of the compulsory subjects for senior high school students in Indonesia. The objectives of learning English are to enable students to communicate using the language. Communication is an activity to understand and convey messages in the form of various texts such as recounts, descriptions, narratives, arguments, and expositions. Communication involves four language skills, namely listening and speaking as spoken language and reading and writing as written language.

English language skills are needed as an academic provision to continue to tertiary education considering that education in senior high schools prepares students to continue to higher education. Reading skill is mostly needed while writing skill is to some extent required particularly for students in an international program where the medium of instruction is fully in English. However, the mastery of senior high school students in those skills is still inadequate. This is due to lack of linguistic knowledge or psychological qualities of students themselves. The linguistic knowledge required for those skills may include vocabulary, grammars, text structures, paragraph development. The psychological qualities may be related to self-motivation, interest, learning independence, social intelligence, etc. However, in this study, the researcher will focus on the writing skills of English recount texts and English reading skills in relation to learning independence and social intelligence.

In the present study, broadly it was aimed to determine whether the learning independence, social intelligence, and reading skills had an effect on the writing skills of students in senior high schools in Depok District. Thus, the research included the following questions:

1. Does the students' learning independence have directly positive effect on their English reading skills?

2. Does the students' social intelligence have directly positive effect on their English reading skills?
3. Does the students' learning independence have directly positive effect on their writing skills of English recount text?
4. Does the students' social intelligence have directly positive effect on their writing skills of English recount texts?
5. Does English reading skill have directly positive effects on their writing skills of English recount texts?
6. Does the students' learning independence have indirectly positive effect on their writing skills of English recount texts through English reading skills?
7. Does the students' social intelligence have indirectly positive effect on their writing skills of English recount texts through English reading skills?

Learning Independence

Learning independence is seen as the ability to manage their own learning (Gorman, 1998; Bates and Wilson, 2002; and Perry et al., 2006). The ability reflects their effort to achieve learning goals which include the ability to set learning goals, regulate, and control motivation and cognition (Brookfield, 2000). Furthermore, Sardiman (2008: 45) identifies the following characteristics of being independent in learning: (1) Determining the learning goals to be achieved; (2) Having a strong desire to achieve the stated goals; (3) Making plans to achieve the goals and striving with perseverance to realize the goals; (5) thinking and acting creatively; (6) Being able to find out for oneself what needs to be done without expecting guidance and without direction from others; (6) having a tendency to think, behave and act on their own free will.

In other perspectives, learning independence involves cognitive, metacognitive and affective skills (Carr, 1996; Malone and Smith, 1996; Boekaerts, 1997; Anthony, 1994; Zimmerman, 2002). Cognitive skills include memory, attention and problem solving. Metacognitive skills are concerned with the awareness of how the learning process occurs. Metacognitive skills are needed for students to assess their own learning (Malone and Smith, 1996; Bransford, et al., 2000; Bullock and Muschamp, 2006). Affective skills are related to feelings and emotions. Motivation is considered the most important affective skill and is directly related to increasing the capacity of learning independence and can also be a result of learning independence (Malone and Smith, 1996; Neber and Schommerikins, 2002; Zimmerman, 2002; Bishop, 2006).

Social Intelligence

Marlowe (1986) defines social intelligence as an individual's ability to understand others in the context of social interaction and uses that understanding to influence and direct others for their mutual convenience. Silvera et al. (2001) divides social intelligence into three main components, namely social information processing, social skills, and social awareness. Social information processing includes the ability to understand verbal and non-verbal messages in a social context, and the ability to read explicit or implicit messages from others. Social skills include basic communication skills such as active listening, behaving openly, forming, maintaining, and ending social relationships. Social awareness includes the ability to behave actively in accordance with the situation, place, and time.

Social intelligence includes the following aspects: (1) primary empathy, it is being sensitive with signals that are verbally and non-verbally announced by others; (2) attunement, it is the willingness to listen to others with full acceptance, align themselves with others; (3) emphatic accuracy, it is to understand the thoughts, feelings, and intentions of others; and (5) social cognition, that is to understand how the order in the social world.

English Reading Skills

Anderson et al. (1985) defines reading as the process of interpreting the meaning or message contained in written text. The reader constructs a meaning through a process of interaction with a text. Rumelhart (1997) states that when reading a text, an individual tries to understand the information in the text by connecting it with the knowledge they already have. According to Grellet (1987), the reading skills include: (1) skimming to get general ideas from the author (skimming), (2) scanning to get specific facts or information (scanning), (3) intensive or thorough reading to get comprehensive information by reading in detail (reading for details), and (4) critical reading to evaluate the information contained in the reading (critical review).

Robinson & Good (1987) states that there are three levels of reading comprehension, namely literal, interpretive, and critical reading comprehension. Then, Heilman, Blair & Rupley (1986) further explained those three levels of reading comprehension. Literal reading comprehension is to understand explicitly written information in the text. Interpretive reading comprehension is to understand implicitly contained information in the text. Critical reading comprehension is to understand to get the information in the text and critically evaluate it.

Writing Skills of English Recount Texts

According to some experts (Rivers, 1968; Jordan 1999), writing is an activity for expressing ideas systematically using graphic symbols in accordance with the conventions. Writing is an expression of feelings, ideas, and thoughts which are put into various forms of texts (genre), depending on the purpose of the author. According to Mahsun (Eka, 2017) a text is a unit of language used systematically to express feelings, ideas, and thoughts, both spoken and in written form. There are some kinds of texts such as recount, narrative, description, argumentation, discussion, and procedure in the curriculum. Recount is one kind of texts which is used to share past experience. The schematic structure of recount text, according to Callaghan and Rothery (1993) is: (1) initial orientation (orientation), (2) events told (events), and (3) reorientation (re-orientation). Reorientation is optional (optional element).

Nunan (2003) argued that writing was a complex cognitive process that required writers to control several elements simultaneously. At the sentence level, the writer controls the content, grammar, vocabulary, and spelling. At the paragraph and text level, the writer compiles relevant sentences and put them into cohesive and coherent paragraphs and finally put them into a meaningful text. Cohesiveness refers to the integration of forms and coherence refers to the integration of meaning (Sapkota, 2012).

METHOD

The study used a causal survey method, by applying a path analysis technique to test the effect of exogenous variables on the endogenous variables. The exogenous variables consist of learning independence, social intelligence and English reading skills while the endogenous variable is the writing skills of English recount texts. Moreover, the English reading skills also functions as an intervening variable in addition to being an endogenous variable. The structure model of the research is as follows.
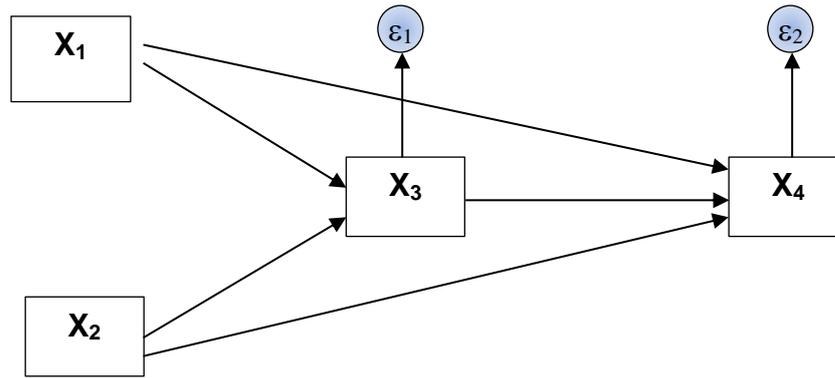
Figure 4.1 Structure Model of the Research

Notes: X_1: Learning Independence, X_2: Social Intelligence, X_3: English reading skills, X_4: Writing Skills of English Recount Texts

The population of this research is all senior high school students in grade XI in Zone 2 in Depok District. The samples were taken by using a cluster random sampling technique to determine the school cluster and by using simple random sampling techniques to determine schools and respondents. There are 2 clusters of the zone in Depok, namely zone 1 in the west area and zone 2 in the east area. The zone 2 was selected as the sample. All the five schools in the Zone 2 were selected for the sample. Then, with the Slovin formula (Sugiyono, 2011:87), 332 respondents were randomly selected from all the school.

Data were collected by using questionnaires for the variables of learning independence, and social intelligence and by using test instruments for the variables of reading skills in English and writing skills of English recount texts. The questionnaires used Likert's model with the scale from 1 to 5. The respondents were supposed to respond to each statement in the instrument. The tests used the multiple choice forms with four options for each question and respondents should choose the best option for the questions. The instruments were tested in terms of reliability and validity by using SPSS 22 for the tests and Lisrel 8.8 for quesionaires.

The data analysis model is a path analysis. It is a form of multiple regression statistical analysis used to evaluate causal models by examining the relationships between a dependent variable and two or more independent variables in order to estimate both the magnitude and significance of causal connections between variables.

DISCUSSION

The data were analyzed with SPSS 22. Count, percentage, mean, standard deviation were used as the descriptive statistics. The analysis resulted in the following descriptive data: Based on the analysis, it was found that the data was normally distributed. The requirements for hypothesis testing, the data were tested to see the normality of estimated errors, multicolliniarity, autocorrelation, Linearity and significance. The results showed that population is normally distributed; There is no multicollinearity between independent variables; There is no autocorrelation; and Liner and significance.
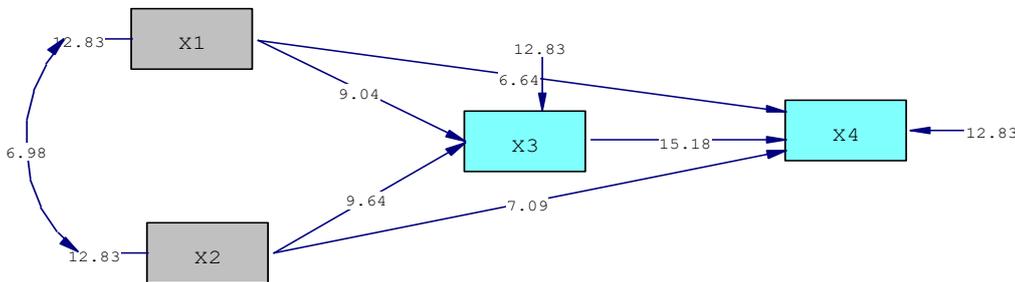
1. Hypothesis Testing

Hypothesis testing was done and resulted in the path coefficients and t values as shown in the following figures:

Model Standard Solution
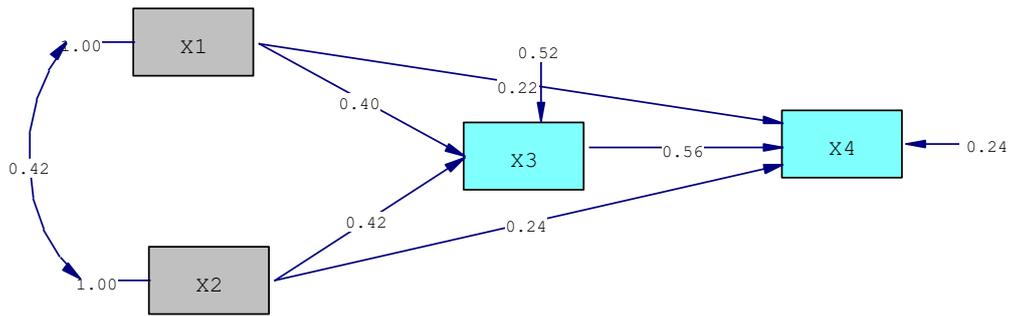
Chi-Square=0.00, df=0, P-value=1.00000, RMSEA=0.000

Model t-value

Tabel 4.2
Hypothesis Test
Results

Chi-Square=0.00, df=0, P-value=1.00000, RMSEA=0.000

No	Hypothesis	Path Coefficient	*t*-statistic	*t*-tabel	Conclusion
1	$H_0: \beta_{31} \leq 0$ $H_1: \beta_{31} > 0$	$p_{31} = 0,40$	9,04	1,96	Reject H_0 Accept H_1
2	$H_0: \beta_{32} \geq 0$ $H_1: \beta_{32} < 0$	$p_{32} = 0,42$	9,64	1,96	Reject H_0 Accept H_1
3	$H_0: \beta_{41} \leq 0$ $H_1: \beta_{41} > 0$	$p_{41} = 0,22$	6,64	1,96	Reject H_0 Accept H_1
4	$H_0: \beta_{42} \geq 0$ $H_1: \beta_{42} < 0$	$p_{42} = 0,24$	7,09	1,96	Reject H_0 Accept H_1
5	$H_0: \beta_{43} \leq 0$ $H_1: \beta_{43} > 0$	$p_{43} = 0,56$	15,18	1,96	Reject H_0 Accept H_1
6	$H_0: \beta_{31}X\beta_{43} = 0$ $H_1:: \beta_{31}X\beta_{43} \neq 0$	$p_{431} = 0,22$	????	1,96	Reject H_0 Accept H_1
7	$H_0: \beta_{32}X\beta_{43} = 0$ $H_1:: \beta_{32}X\beta_{43} \neq 0$	$p_{432} = 0,24$	????	1,96	Reject H_0 Accept H_1

DISCUSSIONS

1. The direct effect of the students' learning independence on their English reading skills

The results showed that learning independence has a direct positive effect on English reading skills, with a coefficient of 0.40. This means that 40% of learning independence has an effect on students' English reading skills. Thus, the level of mastery of English reading skills can be explained by learning independence. There are some theories relevant to the finding. According to Rumelhart (1997), reading is the process of an individual's interaction with the text to understand the message or information in the text by connecting it with his or her previous knowledge and experiences. Reading does not merely identify letters, words, and sentences, but involves the process of thinking to obtain the meaning or message contained in the text (Goodman, 1967). This is also confirmed by Block (2004) that reading involves a process of metacognition, namely the reader's awareness of (1) what is predicted before starting reading, (2) what he thinks and gets while reading, (3) how to choose certain thought processes to understand the meaning or message before, during, and after reading the text, and (4) what problems are faced and how to overcome them in reading.

Weak readers generally lack of metacognitive strategies and have little awareness of how to approach reading. Conversely, successful readers realize how to use appropriate metacognitive strategies to improve text understanding (Pitts, 1983). In a meta-analysis study conducted by Dignath et al. (2008), found that learning independence has an influence on reading performance. Oruc and Arslan (2016: 8) argue that learning independence is needed to improve reading comprehension because the reader chooses and uses a variety of strategies that are appropriate when dealing with reading difficulties.

Baker and Brown (Tierney, et al, 1980: 302) revealed things metacognitive skills should be actually possessed by a learner. They stated that independent readers have metacognitive abilities, including: 1) explaining the purpose of reading by understanding text questions both explicitly and implicitly, 2) identifying important aspects of text messages, 3) giving focus attention to the main content of the text, 4) monitoring activities continuously to set capability measures, 5) involving independent questions to determine whether goals have been achieved, and 6) taking corrective steps or actions if a failure is found.

2. The direct effect of the students' social intelligence on their English reading skills

The results of this study indicate that social intelligence has a direct positive effect on English reading skills, with a coefficient of 0.42. This means that 42% of social intelligence has an influence on English reading skills. Thus, the level of English reading skills can be explained by social intelligence. This finding is supported by several other relevant studies. Research conducted by Tabrizi & Esmaeili (2016) shows that there is a significant relationship between social intelligence and reading comprehension skills in English class students in Iran. Another research was conducted by Ateş (2019) about the influence of social intelligence on reading ability. The results showed that social intelligence had an effect on reading comprehension skills.

The effect of social influences on reading skills can be understood given that reading activities are part of communication activities whose purpose is to understand the message conveyed by the author. To be able to understand the message, the reader needs to understand the social context and background of the author. The reader needs to know who wrote the text, for what purpose and how the text was written. The reader finds it easier to understand the message when he or she has insight and social background of the text.

It is true that individual with high social intelligence has better understanding when reading a text since he or she is more aware of social background of the text. According to Thorndike (1920), social intelligence is the ability to understand and manage relationships with others and act appropriately and wisely to maintain good relations with others (p. 228). Anderson et al. (1985) defines reading as the process of interpreting the meaning contained in written texts. The reader builds meaning through a process of interaction with the written text. When reading texts, individuals try to understand

the information in the text by linking their knowledge (Rumelhart, 1997). Goodman (1967) said that reading is not merely identifying letters, words and sentences, but is a thought process for understanding new information in the text.

3. The direct effect of the students' learning independence on their writing skills of English recount texts

The results of this study indicate that the independence of learning has a direct positive effect on the skill of writing recon text in English although it is relatively small. The coefficient of the direct influence of learning independence on writing a reconciled text in English is 0.22. This means that 22% of learning independence has an effect on English reading skills. Thus, the level of English reading skills can be explained by learning independence. This finding is in line with some theoretical studies on the effect of learning independence on writing skills. Writing is one of communication skills to convey feelings, ideas and thoughts in the form of written texts, one of which is a recount text. The recount text is a text used for telling past experience.

To produce a good writing, it takes a series of processes that can be started from determining the topic, determining the purpose of writing, writing a draft, doing some revisions, and finally making the finalization. Mental effort is required for thoughtful writing work. It involves the skills of cognition, metacognition and affection. Cognitive skills include memory, attention and problem solving. Metacognitive skills are the process of assessing how to think in learning. Affective skills include feelings and emotions for developing a value system, then internalizing and acting on these values.

Mujiman in Nurhayati (2011:141) identified that the people who are independent in learning characterized by: (1) a strong interest and awareness to learn; (2) responsible for learning activity; (3) initiative and creative; (4) self-confidence and disciplined (5) ability to control oneself.

This finding implies that independence is important for learners to improve their writing skills. Thus, it is important to give students more opportunities to practice writing independently with little guidance, assessment and feedback from the teacher. Students will improve their independence and at the same time, it will also build students' independence.

4. The direct effect of the students' social intelligence on their writing skills for English recount texts

The results of this study indicated that social intelligence had a direct positive effect on the ability to write a recount text in English, with a coefficient of 0.24. It means that 24% of social intelligence had an influence on the ability to write a recount text in English. Thus, the high or low skills of writing a recount text in English can be influenced by social intelligence.

The finding is supported by some relevant theoretical studies. It is stated that the ability to write a recount text in English is supported by social intelligence. As mentioned earlier, social intelligence is the ability to understand and manage relationships with others and act appropriately and wisely to maintain good relations with others (Thorndike, 1920: 228). Anderson (Safaria, 2005: 24), identified that there are three main dimensions in social intelligence, namely social sensitivity, social insight, and social communication. Social sensitivity is the ability to read the reactions or changes in attitudes of others which are shown both verbally and non-verbally. Social insight is an individual's ability to understand social situations and social ethics so that the individual is able to adjust himself to the situation. The ability in social communication is the ability of individuals to establish and build healthy interpersonal relationships. This social communication includes verbal and non-verbal communication through physical movements. With the characteristics of the social intelligence, a writer is aware of social backgrounds of the target audience. With good understanding of the audience, the writer can produce an effective text.

5. The direct effect of the students' English reading skills on their writing skills for English recount texts

The results of this study revealed that English reading skills had a direct positive effect on the writing skill of a recount text in English, with a coefficient of 0.56. This means that 56% of English reading skills have an influence on writing skill of a recount text in English. Thus, the high and low skills of writing a recount text in English can be explained by English reading skill.

It is true that in coping with the reading text, the reader identifies the structure of the text, main ideas, and detailed information, linguistic elements used in the text, such as grammar, vocabulary, spelling and punctuation. The kinds of linguistic knowledge used in certain types of texts are useful for developing writing since writing is to express feeling, ideas and thought through suitable texts along with the relevant linguistic features.

The findings were also supported by some earlier similar studies. First, research conducted by (Syarfi, & Sumbayak, 2012) where the result proved that there was a significant correlation between reading and writing at a moderate level of the coefficient of 0.59. This can be assumed that 59% of students succeeded in improving their writing skills through their ability to read comprehension. Lestari, et al (2018) found that reading skills and attitudes were the best predictor for the students' mastery of writing skills.

6. The indirect effect of the students' learning independence on their writing skills for English recount texts through their English reading skills

The results of this study showed that learning independence indirectly had a positive effect on writing skills of a recount text in English through English reading skills with a coefficient of 0.22 or 22%. This means that the high and low skills of writing English text recon can be explained by the independence of learning through English reading skills.

Although the effect is not large, this finding is in line with some relevant theories. In some theories it is said that in learning independence there is a strong intention to master a certain competency to overcome any problems (Mujiman in Nurhayati 2011: 141). In another word, students who have high learning independence, there is high enthusiasm and self-motivation for achievement. Therefore, students try to find knowledge and information through reading activities. With a lot of reading activities, reading skills will grow and develop. At the same time knowledge about reading also develops both in terms of language and in terms of the structure of the written text. This will add and improve his skills in writing. Thus, there is an indirect effect of learning independence on writing skills of a recount text in English.

7. The indirect effect of the students' social intelligence on their writing skills for English recount texts through their English reading skills

The results of this study indicated that social intelligence indirectly had a positive effect on writing skills of a recount text in English through English reading skills with a coefficient of 0.24. This means that as much as 24% of writing skills of a recount text in English can be explained by social intelligence through English reading skills.

This finding can be supported by some relevant theoretical studies. Thorndike (1920) says that social intelligence is the ability to understand and manage relationships with others and act appropriately and wisely to maintain good relations with others (p. 228). According to Anderson (Safaria, 2005: 24), social intelligence has three main dimensions, namely social sensitivity, social insight and social communication.

With their sensitivity and ability to understand the feelings and thoughts of others, individuals can communicate with other parties appropriately, both oral and written communication. Their ability

to understand others may help individuals to understand English reading texts. It may be easier to understand the intentions and goals of the writer of the text. With the reading activities, students learn knowledge about the text. This consequently helps students to do their own writing. So, there is indirect effect of social intelligence on writing skills of a recount text in English.

CONCLUSIONS

Based on the above analysis and discussions, it was concluded as follows:
1. There was a direct positive effect of the students' learning independence on their English reading skills. This means that the higher the independence of the students in learning, the better the English reading skills was. On the contrary, if students were less independent in learning, students tended to have lower skills of English reading. The reason was that the students did not have strong intention and motivation to read, had low study skills and had low control of cognitive, metacognitive and affective skills in reading.
2. There was a direct positive effect of the students' social intelligence on their English reading skills. This means that the higher the students' social intelligence, the better their English reading skills was. Conversely, the lower the independence of students learning was, the lower the English reading skill was. The reason was that the students fail to understand the reading due to lack of sensitivity and capacity in understanding others in terms of intention, purposes, and message conveyed in the reading text.
3. There was a direct positive effect on the students' learning independence on their skills of writing reconciled texts in English. This means that the better the independence of student learning, the better the skills of writing for English recount texts. On the contrary, if the students were less independent in learning, students tended to have low skills of writing for English recount texts. The reason was that the students did not have strong intention and motivation to write, had low study skills and had low control of cognitive, metacognitive and affective skills in writing.
4. There was a direct positive effect of the students' social intelligence on the skills of writing for English recount texts. This means that the better the social intelligence of the students was, the better the skills of writing for English recount texts were. Conversely, the lower the independence of the students in learning, the lower the skills of writing for English texts was. The reason was that the students with high social intelligence will be more sensitive with the environment including the possible audience they aimed for their writing. Furthermore, thy found it easier to collaborate with others for their writing work.
5. There was a direct positive effect of the students' English reading skills English recount texts. This means that the better the students' English reading skills was, the better their writing skills for English recount texts was. Conversely, the lower the students' English reading skills was, the lower their writing skills English recount texts was.
6. There was an indirect positive effect of the students' learning independence on the writing skills for English recount texts through English reading skills. This means that the increase of the students' learning independence would be followed by the increase of English reading skills and consequently followed by the increase of their writing skills for English recount texts.
7. There was an indirect positive effect of the students' social intelligence on their writing skills for English recount texts through English reading skills. This means that the increase of the students' social intelligence would be followed by the increase of English reading skills and consequently followed by the increase of their writing skills for English recount texts.

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