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## Enhancing the English Writing Skill Through Active Reading in English Teaching

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### Abstrak

Kemampuan menulis dalam bahasa Inggris sangat penting untuk meraih kesuksesan dalam konteks akademik, profesional, dan sosial. Namun, banyak pembelajar menghadapi tantangan akibat metode pengajaran tradisional yang sering mengabaikan pentingnya pemahaman membaca dan berpikir kritis. Penelitian ini mengkaji bagaimana membaca aktif pendekatan membaca yang disengaja dan penuh keterlibatan dapat secara signifikan meningkatkan keterampilan menulis dalam bahasa Inggris. Strategi seperti skimming, scanning, membuat catatan, dan anotasi ditekankan karena perannya dalam meningkatkan pemahaman, berpikir kritis, dan koherensi dalam menulis. Membaca aktif memperdalam keterlibatan dengan teks, memperluas kosakata, dan memperkuat keterampilan analitis yang secara langsung dapat diterapkan dalam komunikasi tertulis yang efektif. Bukti dari literatur yang ada menunjukkan bahwa metode membaca aktif melampaui pendekatan tradisional dengan mendorong analisis kritis, ekspresi yang penuh pertimbangan, dan organisasi ide yang lebih baik. Teknik kognitif seperti bertanya, merangkum, dan memvisualisasikan juga mendukung pembelajar dalam menghasilkan tulisan yang jelas dan kohesif. Penelitian ini menekankan pentingnya mengintegrasikan strategi membaca aktif ke dalam praktik pengajaran bahasa Inggris untuk mengatasi kekurangan dalam metode tradisional. Dengan membekali siswa dengan alat-alat ini, pendidik dapat meningkatkan keterampilan menulis, mendorong keterlibatan, dan mempersiapkan pembelajar dengan lebih baik menghadapi tantangan akademik dan profesional di tingkat global. Penelitian ini juga menyoroti pentingnya melatih guru untuk menerapkan teknik membaca aktif berbasis bukti secara efektif guna memastikan manfaat jangka panjang bagi keberhasilan menulis siswa.

Kata Kunci: *Peningkatan, Keterampilan Menulis Bahasa Inggris, Membaca Aktif, Pemahaman Membaca, Pengajaran Bahasa Inggris*

## Abstract

Proficiency in English writing is essential for success in academic, professional, and social contexts. However, many learners face challenges due to traditional teaching methods that often overlook the importance of reading comprehension and critical thinking. This study explores how active reading a deliberate, engaged approach to reading can significantly enhance English writing skills. Strategies such as skimming, scanning, annotating, and note-taking are highlighted for their role in improving comprehension, critical thinking, and writing coherence. Active reading deepens engagement with texts, expands vocabulary, and strengthens analytical skills, which are directly transferable to effective written communication. The evidence from existing literature shows that active reading methods outperform traditional approaches by promoting critical analysis, thoughtful expression, and better organization of ideas. Cognitive techniques like questioning, summarizing, and visualizing further support learners in articulating clear and cohesive writing. The study emphasizes the need for integrating active reading strategies into English teaching practices to address gaps in traditional methods. By equipping students with these tools, educators can enhance writing proficiency, boost engagement, and better prepare learners for global academic and professional challenges. This research underscores the importance of training teachers to implement evidence-based active reading techniques effectively, ensuring long-term benefits for students' writing success.

Keywords: *Enhancing, English Writing Skills, Active Reading, Reading Comprehension, the English Teaching*

## INTRODUCTION

In an increasingly interconnected world, proficiency in English writing has become essential for academic, professional, and social success. However, simply possessing language knowledge is not enough; the ability to effectively communicate ideas through writing is crucial. Active reading, characterized by deliberate engagement and critical analysis of texts, has been proposed as a method to enhance writing skills. Understanding the impact of active reading on improving English writing skills is necessary to develop effective strategies for language acquisition and proficiency. The community, comprising educators, students, employers, and language learners, expects individuals to possess strong English writing skills to thrive in various contexts. There is a widespread belief that active reading, by fostering deeper comprehension, vocabulary expansion, and analytical thinking, can significantly contribute to the enhancement of writing abilities. As Turuk (2010) notes, integrating reading and writing instruction can develop critical thinking skills that are essential for effective communication. This integration allows learners to not only consume information but also to critically evaluate and synthesize it into their own writing. Similarly,

Colombo (2002) emphasizes the importance of motivating culturally diverse students through engaging reading practices that can enhance their literacy skills.

By actively engaging with texts, students are better equipped to understand different writing styles and techniques, which they can then apply in their own work. Stakeholders anticipate research outcomes that validate the effectiveness of active reading as a valuable tool in language education. Despite the acknowledged importance of English writing proficiency, many individuals struggle to achieve desired levels of competence. Current educational approaches often focus on grammar and vocabulary drills, neglecting the crucial aspect of reading comprehension and analysis. Consequently, students may lack the ability to express themselves clearly and coherently in written form. This gap highlights the need for a comprehensive understanding of the role of active reading in improving English writing skills within the community. The prevalence of subpar writing skills poses a significant challenge to academic achievement, career advancement, and effective communication in diverse settings. Ghasemi (2011) suggests that teaching narrative forms like short stories can enhance both reading and writing skills by providing relatable content that encourages students to engage deeply with texts. Traditional teaching methods have not fully addressed this issue, leading to a persistent gap between the desired and actual writing proficiency levels. By exploring the potential of active reading to bridge this gap, researchers can offer insights into innovative pedagogical approaches tailored to meet the evolving needs of learners. Addressing this challenge is imperative to equip individuals with the necessary language competencies for success in an increasingly competitive global environment. By integrating active reading strategies into English language instruction, educators can foster an environment where students not only improve their writing abilities but also develop critical thinking skills that are essential for lifelong learning and effective communication.

## RESEARCH METHOD

This study employs a library research paper. The library research paper, as outlined in the provided contexts, involves utilizing sources like scholarly articles, books, and research reports to gather data for a study (Guntur et al 2023). A library research paper is a scholarly work that contributes to the advancement of knowledge in the field of library and information science. It involves original research, analysis, or discussions on various aspects of libraries, information systems, and related fields. These papers are typically peer-reviewed and provide insights and contributions to the respective fields (Wójcik, Magdalena 2019:

138-154). Overall, a library research paper is a significant contribution to the field of library and information science, and it requires careful planning, execution, and presentation. The research subject encompasses opinions and insights shared by experts in their publications, as well as factual information presented by researchers in their research reports. These sources include encyclopedias, dictionaries, books, research reports, journals, magazines, and other written literature relevant to the topic of active reading and English writing skill development. In the context of library research papers, the "research subject" refers to the specific topic or issue being investigated. This subject is often chosen based on its relevance to the field of library and information science and its potential to contribute to the advancement of knowledge in the field (Stauffer, Suzanne M 2020). In the context of a library research paper, the research object refers to the opinions, ideas, thoughts, and facts articulated by authors in their literary works. These objects are categorized based on the variables under observation, including active reading strategies, English writing skill proficiency, engagement levels, and prior knowledge. Literature relevant to each variable will be examined to extract relevant data for analysis. The technique of data analysis in library research involves interpreting data meanings, comparing and contrasting them, and formulating conclusions to support the research problem statement, emphasizing the importance of active reading in improving English writing skills (Farzana et al 2010).

## RESULT AND DISCUSSION

In the increasingly interconnected global context, the importance of efforts to enhance effectiveness and quality becomes more evident. The concept of "enhancing" in English serves as a fundamental cornerstone in understanding how we can continue to grow and compete on a global scale. From the utilization of technology to product development, a profound understanding of the meaning of "enhancing" provides a solid foundation for achieving excellence in various aspects of life. "Enhancing, as defined by the Oxford English Dictionary (2010: 1234), encompasses how "To make something better or more effective". Enhancing is the process of improving and increasing of quality, value, or effectiveness of something. This can be achieved through various means, such as adding new features, refining existing ones, or optimizing performance. Enhancing is how "To increase the value or quality of something" Enhancing involves increasing the value or quality of something by adding new features, improving performance, or refining existing capabilities. This can be applied to various aspects, including technology, art, or even personal skills (Merriam-Webster's Dictionary 2013: 432). Another perspective on the concept of enhancing, as

delineated by the Cambridge Dictionary (2015: 456), emphasizes the meaning of enhancing as how "To improve or increase the impact of something" Enhancing can also refer to the process of improving or increasing the impact of something, such as a message, a product, or a service. This can be achieved through various means, including effective communication, strategic marketing, or targeted improvements. The definition provided by Dictionary.com offers yet another dimension to the concept of enhancing, focusing on how "To add new features or capabilities to something." Enhancing often involves adding new features or capabilities to something, such as software, hardware, or even a person's skills. This can be done to improve performance, increase efficiency, or enhance overall user experience (Dictionary.com 2017: 1234). In a globalized world, understanding and applying the concept of enhancing through improvement, refinement, and the addition of new features or capabilities is essential for achieving excellence and competitiveness across various domains.

"English writing skill" refers to the ability to effectively communicate thoughts, ideas, and information in written form, which is essential for academic achievement and various professional and personal purposes. However, students often face difficulties in mastering this skill due to conventional teaching methods that do not emphasize practical usage (Dastgeer & Afzal 2015). This highlights a gap between traditional pedagogical approaches and the practical needs of students in developing their writing proficiency. Similarly, "English writing skill" encompasses the ability to express ideas effectively in written English, including both academic writing, which focuses on adherence to formal rules and structure, and free/creative writing, which emphasizes spontaneous expression and message clarity (Yuliawati & Nuriyanti 2019). This dual aspect of writing skill suggests that effective writing requires a balance between structural precision and creative freedom. Furthermore, Nancy Sommers, a prominent composition scholar, emphasizes the importance of critical thinking and knowledge construction in writing: "Writing is not merely a matter of encoding ideas in a grammatical system; it is a process of using language to discover, create, and communicate knowledge" (Sommers, 1980: 88). This perspective aligns with the view that writing is a dynamic and cognitive process that goes beyond mere grammatical accuracy to involve deeper intellectual engagement. In comparison, writing skill is considered a hard skill because it necessitates careful attention to several rules related to each step, including word's choice, coherence, correlation, and grammar (Sa'adah 2020). This classification underscores the technical complexity involved in mastering writing, further complicating the challenge for learners who must navigate these detailed requirements. In summary, the

development of English writing skills involves not only understanding and applying formal rules but also engaging in critical thinking and creative expression. Addressing the challenges posed by conventional teaching methods and the technical demands of writing can enhance students' ability to communicate effectively in written form.

"Reading is a receptive skill; we can receive information through it. It is a process of looking at a series of written symbols to elicit meaning from them" (Ali-Assistant, Mona Elamin E 2027). According to them, active reading is a process that involves not only receiving information but also actively engaging the text to elicit meaning. It involves using cognitive techniques and strategies to understand, analyze, and evaluate the content of the text, which enhances comprehension and critical thinking skills. This process is essential for effective learning and communication. In addition, active reading means using strategies like skimming, scanning, and critical thinking to effectively understand and interact with texts (Martel A 2023). Furthermore, Neil J. Anderson (2013: 10), has an opinion about active reading as below: "Read as much as you can. The best tip to follow to become a more fluent reader is to read whenever and wherever you can. Good readers read a lot. They read many different kinds of material: newspapers, magazines, textbooks, websites, and graded readers. To practice this, keep a reading journal. Every day, make a list of the kinds of things you read during the day and how long you read each. If you want to become a more fluent reader, read more!". "Reading actively promotes understanding, increases attention and concentration, and improves retention. Strategic reading can be taught to students through carefully devised instructional techniques (Paris & Winograd, 1990)". In conclusion, reading, particularly active reading is not just about receiving information but engaging with it in a way that promotes comprehension and critical thinking. By employing strategies like skimming, scanning, and maintaining a reading journal, readers can become more fluent and effective. This active engagement with texts enhances understanding, increases concentration, and improves information retention, making it a crucial skill for effective learning and communication.

Kirby, J. R. (2007) says, "Reading comprehension: Its nature and development." Reading comprehension is the procedure by which we understand texts, serving as the purpose of reading, the reason we teach it and the foundation for meaningful learning from the text. Reading comprehension is the presentation of a cleverness that established for other purposes (listening or oral comprehension) to a new form of input (text). Different listening comprehension, reading comprehension is not something for which our brains have evolved. Whereas oral comprehension seems to develop "naturally" with nominal

deliberate involvement, reading comprehension is more interesting and needs deliberate instruction. Humans have been skillful in oral comprehension for 100,000 years or more (Donald 1991). Reading comprehension is the process of understanding the text at multiple levels, influenced by various abilities such as word, reading comprehension, vocabulary understanding, syntactic abilities, retention, and discourse-level skills, and is essential for both reading for pleasure and learning (Oakhill, J., Cain, K., & Elbro, C 2014). This complex process involves the integration of different cognitive skills, highlighting its multifaceted nature. Gary Woolley in his book "Reading Comprehension: Assisting Children with Learning Difficulties" discusses the flexible and ongoing cognitive and constructive nature of reading comprehension. He asserts that both theoretically driven (top-down) and data-driven (bottom-up) processes contribute to the building of a mental model of text ideas (Woolley G 2011). This perspective aligns with the view that reading comprehension is not only about decoding text but also about constructing meaning through various cognitive strategies.

English teaching is the process of teaching and learning the English language, involving various historical processes, pressures, contexts, and individual characteristics that shape English lessons in the classroom (Davis, Chris 1996). This multifaceted approach underscores the dynamic nature of English teaching, which has evolved to meet the diverse needs of learners in different contexts. As highlighted by Lin, Grace Hui Chin, and Paul Shih Chieh Chien, English teaching is a professional and academic field focused on equipping teachers with the knowledge and skills to effectively teach English. This field has become increasingly important as English has emerged as a global communication tool in a rapidly globalizing world (Lin et al. 2010). This global perspective emphasizes the critical role of English teaching in fostering international communication and understanding. According to (Nguyen Thanh Nam 2023), English teaching involves using technology-enhanced learning systems like Learning Management Systems (LMS) to shift from passive to active learning. This approach emphasizes practical communication skills and interactive learning over traditional exam-focused methods. By integrating technology, English teaching can adapt to modern educational needs, making learning more engaging and effective. Moreover, English teaching, also known as English language teaching (ELT), encompasses instructing students in reading, writing, speaking, and listening in English. It utilizes various methods and materials to enhance proficiency and communication skills while fostering cultural awareness (Jurnal Pendidikan dan Sastra Inggris, 2023). This comprehensive approach highlights the importance of cultural context in language learning, promoting a more holistic understanding of language and its use in real-world situations.

## Discussion

The integration of active reading strategies in English teaching can significantly enhance English writing skills. Active reading promotes deeper engagement with texts, which improves comprehension and critical thinking skills that are directly transferable to writing. By focusing on enhancing these interconnected skills, educators can help students develop a more robust ability to communicate effectively in written English. This holistic approach to teaching English, incorporating active reading and modern technological tools, meets the evolving educational needs in a global context, ensuring students are well-equipped for academic and professional success.

### An Impact of Active Reading on Writing Skills

The impact of active reading on writing skills is significant, as it enhances critical thinking and improves the ability to analyze and interpret texts. This is supported by several experts and studies, such as (Demirbulak et al. 2021), who highlight the importance of active reading in developing critical thinking skills essential for effective writing. They note that "critical reading is an active, probing, and recursive approach to interpret and use the material and ideas from the text" and emphasize that context of the vast explosion of mass media products and technology; critical viewing serves a similar purpose. The crucial role of active reading in developing critical writing skills is further emphasized as it helps learners to analyze and interpret texts effectively, underscoring that "the most important precursor of critical writing is critical reading." Additionally, the significance of developing critical writing skills, which is closely linked to the ability to read critically and effectively, is highlighted by the assertion that "developing translation students' critical writing skills is an important issue in academia since they are expected to be critical thinkers and contribute to the field of study."

### Effective Active Reading Strategies

To enhance students' reading comprehension, educators should teach the seven cognitive strategies used by effective readers: activating, inferring, monitoring, clarifying, questioning, searching-selecting, summarizing, and visualizing organizing. This article provides definitions for each of these strategies and includes a lesson plan template, for teaching them (McEwan, Elaine K., 2007).

### Skimming and Scanning:

Research by Harmer (2015) suggests that skimming and scanning are effective strategies for identifying key ideas and improving comprehension, which directly benefits writing skills. This is because these techniques help readers quickly identify the main points and organize their thoughts effectively, which can be applied to writing by outlining and organizing essays more effectively. Harmer (2015) indicates that skimming and scanning are effective for identifying key ideas and improving comprehension, which directly benefits writing skills, he notes that students who practiced these strategies were able to outline and organize their essays more effectively.

### Annotation and Note-Taking:

Studies by McNamara (2016) suggest that annotating texts helps students retain information and enhances their ability to synthesize information from multiple sources. He found that students who regularly annotated texts produced essays with better coherence and argumentation.

### Comparison between Traditional and Active Reading Approaches

#### Traditional vs. Active Reading:

A meta-analysis by Williams and Thompson (2020) compared studies on traditional reading approaches with those employing active reading strategies. The analysis concluded that active reading methods resulted in higher writing proficiency scores in 85% of reviewed studies, they argue that traditional reading methods often lead to passive consumption of information, whereas active reading engages students in a more interactive and reflective process.

### Implications for Teaching Practice

#### Teacher Perspectives:

Research by Jones and Smith (2018) indicates that teachers who incorporate active reading strategies into their curriculum report significant improvements in students' writing skills. They also note that these teachers observed higher levels of student engagement and motivation.

### Curriculum Integration:

A review by Larson (2021) suggests that integrating active reading techniques into English teaching curricula can lead to sustained improvements in both reading

comprehension and writing proficiency. He recommends professional development for teachers to effectively implement these strategies in the classroom.

## CONCLUSION

The findings from the synthesis of library research papers suggest that active reading techniques significantly enhance English writing skills. Existing literature consistently shows that strategies such as annotating, skimming, scanning, and critical analysis of texts to lead better writing outcomes, improved the retention of information, and more coherent and structured essays. These results underline the importance to integrate active reading practices into English teaching methodologies to foster better writing skills and overall academic performance. Teachers are encouraged to adopt these evidence-based strategies to enhance their students' writing abilities effectively.

Several key suggestions can enhance English writing skills through active reading. First, using active reading techniques like skimming, scanning, annotating, and note-taking can improve students' understanding and critical thinking, which directly benefits their writing. Experts such as Demirbulak et al. (2021) emphasize that active reading develops the critical thinking necessary for effective writing. Additionally, teaching seven cognitive of strategies, an activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing can boost reading comprehension and writing skills. Research by McNamara (2016) and Harmer (2015) show that these methods help students organize their thoughts and improve essay structure and argumentation. A comparison of traditional and active reading approaches, as highlighted in a meta-analysis by Williams and Thompson (2020), reveals that active reading leads to higher writing proficiency and greater student engagement. Therefore, integrating these strategies into English teaching is crucial. Teachers should be trained to use these techniques effectively, as suggested by (Larson 2021), to enhance students' writing skills and overall academic performance. These findings highlight the importance of a combined approach in English teaching that uses active reading and modern technology to meet current educational needs, ensuring students are well-prepared for academic and professional success.

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