



THE IMPACT OF STORY READING ON THE WRITING PERFORMANCE IN THE ENGLISH LANGUAGE OF SECONDARY SCHOOL STUDENTS IN THE SOUTH EASTERN COASTAL AREA

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Abstract

This research is undertaken to investigate the impact of story reading on the writing performance among Secondary School Students among the South Eastern Coastal Area. In order to achieve the research objective, 100 students from grade Eight were selected in Km/Al- Mazhar Girls' High School – Nintavur. Also this research evolves around the difficulties faced by the students in developing meaningful paragraphs in the essay writing. The target group of students is equally divided into 2 groups: a control group consisting of 50 students and an experimental group consisting of 50 students. The control group is taught only using traditional methods to write essays by the teacher whereas the experimental group is trained to write an essay by integrating story reading and writing skills. A pre-test and post-test were used for data collection. The collected data based on the performance of the students' writing skills and interest in reading are analyzed quantitatively with the use of Statistical Package for Social Science (SPSS). The findings of the study shows that there is a statistically significant difference in the students' writing performance between the control and experimental group in the post-test. Moreover, the results of the study showed that story reading has positive impacts on the students' writing performance in Secondary School Students in the South Eastern Coastal Area

Keywords: English language, experimental design, reading habits, story reading, writing performance.

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