

IMPORTANCE OF READING TO IMPROVE THE WRITING SKILLS OF THE LEARNERS

by:

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Reading is a habit that can be noticed in people from many walks of life, with affluent, marginalized, or middle-income people reading all forms of written materials. Humans have been reading for thousands of years, and their words of wisdom have been passed down from generation to generation. According to Loan, F. A. (2012), one's reading habit influences the promotion of one's the development and social progress. In general, regular and methodical reading sharpens the intellect, refines emotions, elevates tastes, and provides perception for one's living, as well as preparing a person for successful participation in social, religious, cultural, and political life. She also said that reading stimulates a person's creativity. It adds new sight to the eyes, new wisdom to the mind, and new software to the mind. The person who reads well is a way of broadening mental vistas and boosting prospects for achievement. Reading is an important role in both intellectual and emotional development.

The definition of reading has undergone many changes. In the past, reading simply means to extract visual information from any given code or system. However, thereafter, reading becomes more complex and involves the understanding of a whole text composed of written signs. According to M. Owusu-Acheaw and A. G. Larson, (2014). Reading is a process that involves thinking, recalling, and matching a notion to the operation of written words. We can't force students to read; we can only encourage them to be interested in reading. Furthermore, there is a strong association between reading and writing, and persons who are typically good at one will usually be good at writing. Both disciplines are, of course, necessary for learning a new language and, once fluent, communicating in it, but what unites them is that they are both concerned with the

written text and word rather than the spoken language, one which is the domain of hearing and speaking.

Many themes have been stressed in recent years. Literacy is a complex, diverse, and nuanced set of social behaviors, with school literacy occupying a privileged yet specialized role in contemporary society. Students who perform badly on literacy tasks in school may nevertheless demonstrate significant expertise in related abilities embedded in well-defined, socially meaningful practices (Hull & Schultz, 2001; p.109). Reading and writing are not monolithic entities, but rather complex skill sets deployed in historically contingent contexts; that is, the author's choices of forms and genres, as well as the methods of communication and interaction with which they have been associated, have evolved and continue to evolve as a result of social and technological factors. Reading and writing education should be regarded as socialization into reading communities, and thus as learning how to participate in a specific set of real and socially valued acts, rather than simply instilling a skill set. There is widespread agreement that writing ability is most effectively learned in situations where writing is relevant, both in terms of content and social context. As a result, multiple studies have shown that reading has an impact on students' writing ability.

References:

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