

**THE CORRELATION BETWEEN STUDENTS' LISTENING
COMPREHENSION AND STUDENTS' SPEAKING
PERFORMANCE AT SIXTH SEMESTER
STUDENT OF ENGLISH STUDY
PROGRAM OF UIN SULTAN
THAHA SAIFUDDIN
JAMBI**

THESIS



BY

M.ROMADAN

TE.130520

**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY NEGERI
SULTAN THAHA SAIFUDDIN JAMBI
2019**

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PROGRAM OF UIN SULTAN
THAHA SAIFUDDIN
JAMBI**

THESIS

**Submitted to the Final Examination Board in Partial Fulfillment
of Requirement for the Degree of Strata 1 (S.1)
in English Education Department**



BY

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TE 130520

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THE STATE ISLAMIC UNIVERSITY NEGERI
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JAMBI 2019**

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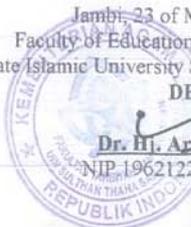
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ORIGINALITY THESIS STATEMENT

I who signed below stated that the thesis, which is entitled "The Correlation Between Students' Listening Comprehension and Students' Speaking Performance at Sixth Semester Students of English Study Program of UIN Suthan Thaha Saifuddin Jambi." is originally and truly my own work.

As certain parts of the thesis which I quoted from the work of other people, I have written the source clearly in accordance with the norms, rules and ethics of scientific writing.

If later found that some parts of the thesis are not my own work or indicated any element of plagiarism, I am willing to accept the consequences in accordance with rules and regulation prevail.

Therefore, in writing this originality thesis statement, I am in good health and mind.

Jambi, May 2019

The Researcher



M. Romadan

NIM. TE.130520

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9. The Staff in Tarbiyah Faculty of the State Islamic University Sulthan Thaha Saifuddin Jambi.
10. The Staff of the Library of the State Islamic University Sulthan Thaha Saifuddin Jambi.
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Finally, this thesis is expected to be able to provide useful knowledge and information to the readers, and the researcher is pleased to accept more suggestion and contribution from the reader for the improvement of this thesis.

Jambi, 23 Mei 2019
Researcher



M.ROMADAN
NIM. TE.130520

DEDICATION

In the name of Allah SWT the most gracious and the most merciful, the Prophet Muhammad SAW is the inspiration of Moslem's life. I dedicate this thesis to my beloved father H.Rifa'i, and my mother Mahalis, for their praying, support and loving me. My beloved brpthers are Hamzah fansuri, Muhammad Rido, Muhammad Misbah, M. sahib, and also for T-SUEDE '13 for the supports and suggestions, thankyou for everything. I do love you all. I feel so prestigious because I am living arround the lovely people as you are all.

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MOTTO

Dari Abu Hurairah bahwa Rasulullah *shallallahu ‘alaihi wa sallam* bersabda,

مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُكَلِّمْ خَيْرًا أَوْ لِيَصْمُتْ

“Whoever believes in Allah and the Here After should say good or he should be silent.” (*Muttafaq ‘alaih: Al-Bukhari, no. 6018; Muslim, no.47*)

“Barang siapa yang beriman kepada Allah dan Hari Akhir maka hendaklah ia berkata baik atau hendaklah ia diam.” (*Muttafaq ‘alaih: Al-Bukhari, no. 6018; Muslim, no.47*)

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ABSTRACT

Name : M.Romadan
 Department : English Education Program
 Title : The Correlation Between Students' Listening Comprehension and Students' Speaking Performance at Sixth Semester Students of English Study Program of UIN Suthan Thaha Saifuddin Jambi.

This study was conducted in order to know is there any significant correlation the correlation between listening comprehension and speaking performance. Moreover, this study was conducted to get the empirical data about the correlation between listening comprehension and speaking performance. The study was conducted through quantitative method and the design was correlational study. This study tends to be a study of correlation because it investigates the correlation between two variables. The research shows that the correlation in the medium level, 0.324. Then, when it was tested by the significance t contribution, it shows that the result was significant. The score of t_o is bigger than t_{table} , in which $2.852 > 2.76$. Therefore the researcher summarizes that listening comprehension really gives contribution and has correlation to the ability of speaking. A good speaking performance is gotten from the listening comprehension. The better listening the students have the better speaking they will perform.

Key word : Correlation, listening comprehension and stuednts' speaking performance

ABSTRAK

Name : M.Romadan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : Hubungan antara Kemampuan Pemahaman Mahasiswa dan Kemampuan Berbicara Mahasiswa pada Semester Enam Mahasiswa Program Studi Pendidikan Bahasa Inggris UIN Sulthan Thaha Saifuddin Jambi

Penelitian ini dilakukan untuk mengetahui sejauh mana korelasi antara pemahaman mendengarkan dan kinerja berbicara. Selain itu, penelitian ini dilakukan untuk mendapatkan data empiris tentang korelasi antara pemahaman mendengarkan dan kinerja berbicara. Penelitian dilakukan melalui metode kuantitatif dan studi korelasional designis. Penelitian ini cenderung menjadi studi korelasi karena menyelidiki korelasi antara dua variabel. Hasil penelitian menunjukkan bahwa korelasi pada level sedang, 0,324. Kemudian, ketika diuji dengan t signifikansi kontribusi, itu menunjukkan bahwa hasilnya signifikan. Skor untuk lebih besar dari ttabel, di mana $2,852 > 2,76$. Oleh karena itu peneliti merangkum bahwa pemahaman menyimak benar-benar memberikan kontribusi dan berkorelasi dengan kemampuan berbicara. Penampilan berbicara yang baik diperoleh dari keterampilan menyimak. Semakin baik mendengarkan siswa, semakin baik berbicara yang akan mereka lakukan.

Kata kunci: Korelasi, pemahaman menyimak dan kinerja berbicara

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CHAPTER I INTRODUCTION

A. Background of The Problem

Speaking is the one of skills that has to be learned by students. By speaking, students can share ideas, interact each other and communicate in English. Therefore, to enable the students to communicate in English fluently, they should acquire language components such as grammar, vocabulary, and pronunciation. Speaking is also considered as one of an effective and efficient forms of communication compared with other forms of communication since it is less formal and also simple in structure. Through speaking, the students can express their ideas and thoughts. People also assume that one can communicate if he can speak in that language well.

However, it is not easy to master English speaking skill, as well as using it to communicate. Some people, especially students, find difficulties in using English when they are trying to interact with others. They still look hesitate to interact with their friends and their lecturer by using English. The same issues can also be found in English language learning at non-speaking English schools, where most learners often seem passive, and reluctant in speaking English in the classroom (Hamouda, in Mastur 2007:2).

Besides, listening also as important as speaking. Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated.

Students use speaking and listening to solve problems, speculate, share ideas, make decisions and reflect on what is important. Social relations in the classroom depend on talk, and students' confidence and attitudes to learning are affected by friendships and positive interaction. Therefore, having the right words to express their thoughts, to rationalise their ideas, and talk about their feelings and viewpoints are essential for all facets of education. Teaching basic speaking skills has a key role in all subjects and areas of learning.

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Many students come to school with limited skills in the language of instruction. Teaching must help them overcome their fears by making talk a positive and interesting experience. Success must be celebrated and the learning of new vocabulary and phrases should be a planned and a satisfying experience. Adults should speak slowly and clearly to facilitate pronunciation and understanding. New words need to be repeated frequently until the students are confident to use them for themselves. Ultimately, most students should be able to speak clearly and express their ideas using appropriate vocabulary.

Throughout the curriculum there is a strong emphasis on enabling students to use language to work together effectively. One reason for both these developments is that recent research has shown the importance of the link between spoken language, learning and cognitive development (e.g. Mercer, Wegerif & Dawes, 1999; Mercer, Dawes, Wegerif & Sams, 2004). Through using language and hearing how others use it, students become able to describe the world, make sense of life's experiences and get things done. They learn to use language as a tool for thinking, collectively and alone. However, students will not learn how to make the best use of language as a tool for communicating and thinking without guidance from their teachers. School may provide the only opportunity many students have for acquiring some extremely important speaking, listening and thinking skills.

In non-native speaking country, foreign language will not be exposed as much as the native one (Bayyurt, 2007:11). It means that foreign language learning may happen at school and private courses (optional). However, to learn another language, people need exposure of the language they learn. People master their native language because they live in the environments which expose a lot of their native language. Therefore, exposing the target language makes the language become familiar and understandable to the listener and they can use the language later on.

Yet, the lack of listening in linguistic will bring poor speaking skill because speaking and listening usually happen simultaneously. Literate people have a number of different abilities in linguistic. They possess language skills of

speaking, writing, listening and reading. Very often, language users employ combination of those skills and for speech the combination will be speaking as productive skill and listening and understanding as receptive skill (Harmer, 2007:16-17).

Moreover, this listening-speaking correlation research is inspired by some theories in language learning that shows strong relationship between those two variables. Among of them, there is Doff who verifies that one cannot develop speaking skills unless she also develops listening skills; to have a successful conversation, students must understand what is said to them (Doff, 1988:198). Listening is vital in the language classroom because it provided input for the learner, thus it is fundamental to speaking (Rost, 1994:141-142).

Based on the researcher's observation, there are some students who are really fluent in speaking English when she attended teaching and learning class in the 5th semester of English Education Department at UIN Sulthan Thaha Saifuddin Jambi. When the lecture asked them how they can get such a good pronunciation and fluency in speaking English, some of them answer that they often listen to English songs and the other ones answer that they often watch English movies and often imitate how the native speakers speak from the movie. Some researches show that the ability to comprehend speech through listening can affect speaking ability.

That statement is supported by Maesaroh who found out through her research on 2006 that students who have good score at listening also have good score at speaking. Another one is Budianto; he also found that students who have ability of listening have good performance in speaking. Knowing this phenomenon, the researcher was curious about her friends' listening skill and assumed that there are good in their listening. Then, the researcher investigated them about their listening score. As the result, not only had they speaking fluency, but they also got good score at their listening subject.

Then, the other research from Pinem (2008) stated that the correlation of listening as the independent variable with speaking as dependent variable is positive. It also proves that with a unit of program or treatment given toward

listening class, there will be a significant improvement equals with 3.134 times from previous speaking score for the same sample. For the analysis of data, the extent of correlation between two variables is shown as low. It indicates that even though listening do have positive correlation towards speaking, it is not the only dominant factor to determine success in speaking.

After the investigation, the researcher assumed that students who speak English fluently are the result of good listening skill. On the contrary, there are some students who have good score at listening subject but they do not speak as much as the students who are investigated before. The researcher found quotes of Wong which stated that “knowing a language rule does not mean one will be able to use it in communicative interaction.”(Wong, 2005:14). In other words, the fluency of ears does not always reflect the fluency of tongue. The different of this study is about the subject that the university students.

Such as the previous explanation, listening is a gate that will get students to speak. This is not only the theory of second language learning and acquisition, but this has been happened in first language acquisition. Babies start bubbling and make reactions when their names are called after they got exposures from their mother everyday by speaking to them and calling their names(Darjowijoyo, 2005:56).

This phenomenon leads the researcher to conduct a research with the title: **“THE CORRELATION BETWEEN STUDENTS’ LISTENING COMPREHENSION AND STUDENTS’ SPEAKING PERFORMANCE AT FIFTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM OF UIN SULTHAN THAHA SAIFUDDIN JAMBI.”**

B. Limitation of Problem

Avoiding of being too broad, the study was focused to observe the 5th semester of English Department students of UIN Sulthan Thaha Saifuddin Jambi, academic year 2017/2018. This study was focused on observing students’ ability to speak in groups and observing their performance to respond to their interlocutors.



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C. Formulation of Problem

Based on the problem that the writer has explained briefly in the background of the study, the writer chooses one problem to be researched and the research question can be formulated as: “Is there any significant correlation between listening comprehension toward speaking performance ?”

D. Research Objectives and Purpose

1. Research Objectives

This study was conducted in order to know to what extend the correlation between listening comprehension and speaking performance. Moreover, this study was conducted to get the empirical data about the correlation between listening comprehension and speaking performance.

2. Usability Research

a. Theoretical Benefits

By conducting this research, the researcher hopes that her research will give valid information about the correlation between listening and speaking. The researcher also hopes that the result of this study will become input to English teachers and also English learners for their teaching and learning.

b. Practical Benefits

- 1) The results of this study are expected to provide benefits for the campus, especially UIN Sulthnan Thaha Saifuddin Jambi in the implementation of learning English language skills become even more interactive.
- 2) For the next researcher can be used as a reference in order to further improve the quality of learning English, especially in the learning of listening comprehension and speaking performance..

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- 3) For students can be motivated to continue to excel in achieving maximum learning results, particularly in terms of learning English speaking performance.

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E. Research Schedule

No	Activity	Year 2017 - 2019																							
		November				February				May				October				March				April			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Major mistake background				√																				
2	Revise accordingly						√	√																	
3	Add primary study											√													
4	Support your ideas theoris/ relevant studies											√	√												
5	Proceed to seminar														√				√						
6	Revise the diagram																		√						
7	Average high proficient speaker																		√	√					
8	The riset of speaking test																						√		
9	Related your previous																							√	



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CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

1. The Nature of Listening Comprehension

Human beings start listening since they were babies. They can listen before they can start bubbling. Listening is the first skill they have. Since in the womb, babies could listen to what their mothers says to them. The ability of the babies to listen sounds and speech make them know how to speak later on. Listening is an activity of giving attention in order to get some information of what the speakers are saying. Due to its process, it is called as a receptive skill, in which in this activity people decode the meaning of what they listen to. Although listening is a receptive skill, Harmer stated that it involves active participation in language acquisition. (Harmer, 1991 : 181).

To listen well, students have to comprehend the meaning of the spoken language. To comprehend means to understand completely. To comprehend is not only a matter of knowing the meaning of the spoken language but it includes the matter of knowing the context of the spoken language. To comprehend something spoken by someone needs a total and complete understanding. It can be said that understanding is to know the meaning of something that someone says, and to comprehend the meaning of something needs a skill in order to reach the ability to understand completely to what have spoken by the speakers. The example is like the word “*mad*”. It contains more than one meaning that the listeners should comprehend carefully. The meaning of the word “*mad*” can be “*mentally ill*” and can be “*angry.*” (Richard, 2002 : 311). it depends on the context. It is clearly explained from the definition above that comprehension needs the ability to understand on something.

The meaning of two terms –listening and comprehension- lead the writer to define listening comprehension is the way of understanding completely the spoken language through listening and then making up the meaning of the language being spoken by the speakers. Some experts of language teaching define the term *listening comprehension* in some ways. Richard stated that



“Listening comprehension is the process of understanding speech in a first or second language” (Richard, 2002 : 313).

Richard stated that “Listening and listening comprehension are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse.” (Richards, 2002 : 313).

Another statement is stated McDough that “Listening comprehension, then, is not only a function of the interplay between language on the hand and what the brain does with it on the other; it also requires the activation of contextual information and previous knowledge.” (McDonough, 2003 : 123).

In listening activity students listen to spoken language in which spoken language is little bit different to the written one. Spoken language has some features like incomplete sentences, the using of clauses, and repetitions. These phenomena occur because people speak with their styles and as long as the listeners understand what the speakers say, the language is complete. It is different to the written language. Written language need a complete utterances in sentences or the written language will make fragments or other mistakes. Like what has been stated by Harmer that “Listening is special too because spoken language, especially when it is informal, has a number of unique features including the use of incomplete utterances (e.g. ‘Dinner?’ serving as a perfectly functional way of asking ‘is dinner ready?’ repetitions (e.g. ‘I’m absolutely sure, absolutely sure you know that she’s right’), hesitations (e.g. ‘Yes, well, ummm, yes, possibly, but, er....’) etc.” (Harmer, 2000 : 99)

2. Types of Listening

People have their purpose in doing something, so does in listening activity. In a condition, people need listening for the purpose of their curious or desire to know the information of what they listen. However, there is a situation when people need to listen in order to keep interaction between two people or more go on. Nation and Newton divide the types of listening into two types: (Nation, 2009 : 40).

- a) One-way listening (transactional listening) This type of listening is associated with the transfer of information. It is the process of the

information is being transmitted like the activity of listening to some teaching materials that given by the teachers.

- b) Two-way listening (interactional listening) This type of listening is associated with keeping the social relations. It means that two-way listening is the activity of listening in everyday life such as when people listen to their interlocutor in order to reply them in conversation.

3. Processes of Listening

Listening itself is a process of interpreting meaning of the spoken language. Farrel states that there are two processes in meaning interpretation activity that happens in listening. These processes are: (Farrel, 2006 : 109).

a) Top-Down Process

Top-down listening is a point of view that sees listening is a skill that built up from complex skill in which the listeners use what they know of communication context –the situation which cause language be used- to predict what the message will contain. It involves the listeners in going from the whole –their prior knowledge- to the parts. On the other words, top-down process refers to the use of background knowledge in understanding meaning of a message.

b) Bottom-Up Process

Bottom-up listening is the process of listening where the listeners assemble the message piece-by-piece by the speech stream, going from the parts to the whole. On the other words, bottom-up listening is the process of listening which use the incoming input as the basis for understanding message.

4. Problems in New Sound System

English has unpredictable pronunciation and spelling. The written forms are usually different and the pronunciation that people used to know give them confused when they find a word with different way to be pronounced and not like they used to know. This may be difficult to some students to listen and to figure out the written form to process the meaning of what the speakers are

saying. For the example is the word “enough” the /gh/ is pronounced as /f/ like in the word “fish”, “blood” is not pronounced like “book” because the /oo/ pronounced by /ʌ/. This kind of sounds is not found in Indonesian language system, so this may confuse English foreign learners listening to this kind of sounds. Like what stated by Penny Ur that English language learners may have difficulty when the new sound does not exist in the native language. (Penny, 2009 : 11).

The more different the foreign language system to native language the more difficulties the learners will face. Nation stated that “learners’ first language can have major influence on learning the sound system of another language.” (Nation, 2009 : 8). It influence since the speaker typically pronounce the foreign language like a substitution of their natives. This may become a long-term difficulty for language learners if they do not notice the language system carefully.

5. The Testing of Listening

Like other language skills (speaking, reading, and writing), the listening skill can be tested. The testing of listening can be such as understanding utterances, implying, and sometimes making inference of the spoken language. Although listening skill is usually correlates to speaking, it is possible to separate these two skills in testing in order to make the test more focused on one skill. Heaton stated that “Although the auditory skills are closely linked to the oral skills in normal skill situation it may sometime to separate the two skills for teaching and testing.” (Heaton, 1995 : 64)

A good listening test is if the test that is tested is on a recording. The reason is because the recording has higher reliability than non recorded. Nation stated that “A listening test will be more reliable if the material that the learners listen to is on tape. The tape recording ensure that whenever the test is used, the speed of the speaking and the accent will be the same.” (Nation, 1995 : 186).

6. The Nature of Speaking



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Hughes stated that “Speaking is not a discrete skill.” (Hughes, 2002 : 6). It cannot stand alone because some complex activities or sub-skills such as vocabulary mastery, grammar competence, comprehension, inputs of language, phonology, and pronunciation are included. People speak using words in which the words have meaning that the speakers have to choose and use them appropriately and of course this activity needs a skill in choosing and using the proper ones. Not only does the word order that people should notice, but the knowledge of how to pronounce words is also should be noticed in speaking. The reason of why pronunciations should be noticed because in speaking in foreign and second language the written form and the pronunciation are far different. Those sub-skills are merely needed for successful of communication activities.

Speaking, according to Bygate in Nunan “Speaking is typically reciprocal: interlocutors are normally all able to contribute simultaneously to the discourse, and to respond immediately to the each other’s contributions.” (Nunan, 2000 : 7).

In language learning, speaking may be essential for learners. Horwitz stated that “speaking is the hallmark of second language learning. Although some learners may have personal goals for language learning that do not include speaking, most educators accept speaking as an essential goal of language learning and teaching.” (Horwitz, 2008 : 91)

Speaking becomes essential because it is the skill which people can see directly that the learners of a language are succeed. People may judge that the successful of language learning is when the learners can produce the language they are learning. Like what stated by McDough and Shaw “In many contexts, speaking is a skill upon which person is judged ‘at face value.’ (Shaw, : 6)

In other words, people may sometimes make judgment about language competence from speaking skill rather than any other skill. Moreover, Farrel, stated that “One of the main sources of evidence of language competency is the ability to speak the language you are learning.” (Farrel, : 8). Therefore, speaking can be a direct judgment for language learners, because speaking performance can define the knowledge of the speakers in using the language.



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7. The Ability of Speaking

Woods stated that “Speaking effectively depends very much on the speakers’ ability to interact with an interlocutor.” (Woods, 2005 : 41). Another statement is stated by Linder that the “Communicative competence is measured according to the degree of fluency with the spoken language, but it also includes comprehension of that language in real-life situation.” (Lander, 1977 : 5). Referring to the statements of Woods and Lander, it can be concluded that the ability of speaking is the ability to speak and interact with the interlocutor with fluently and comprehensibly.

In classroom, speaking activities may happen to practice communicative competence. Ur stated some characteristics of a successful speaking activity such as below: (Penny, 1996 : 120).

- a. Learners talk a lot: As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- b. Participation is even: Classroom discussion is not dominated by a minority of talkative participants: all get chance to speak, and contributions are fairly evenly distributed.
- c. Motivation is high: Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- d. Language is of an acceptable level: Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

8. Processes of Oral Production Skill

Speech, like written language, needs to be processed. People speak what they have in their mind. There are some phases in speaking processes:

- a. Conceptualization

“Conceptualization is a phase of forming ideas (what is going to be spoken) or principles in the mind.”²² During this phase the intention is conceived. This phase is also known by the lexical level. In lexical level is the stage of brain conveys meaning of a word. For the

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exampleis when someone figures out “Goat”, there will be an activation of thelexical module carrying all the features of goat.

b. Words Level

The words level is the level of carrying the meaning of words (Gleason, 1998 : 337) The meanings of the words are carried out based on the syntactic frame. It is the process of the mind to arrange meaning from the smallest unit of the words into sentences.

c. Articulation

This phase is the phase of turning the idea or concept into a spoken word (Gleason, 1998 : 337). This phase of oral production requires matching the syntactical elements from the words level to the sound that make up the language.

9. Some Problems in Speaking

Speaking in target language needs skills since speakers need to know the vocabularies and to know how to use the language, so the interlocutors could understand the speakers. Some learners may be reluctant to speak. Nation found some possibilities that make some learners have no willingness to speak: (Nation, 1995 : 8).

a. Inadequate Vocabulary

Vocabulary is needed since it is the thing that the speakers are going to produce. It also that learning foreign language involves learning thousands of words. The lack of vocabulary may cause learners choose to make no sounds in speaking class. To be functional, students need a relatively small fund of words that they know well and can use productively in speaking. The teachers' role is facilitating students to study and to provide them vocabularies to study.

b. Inadequate Control of Grammar

Some learners who are not good in grammar may be reluctant to speak. However, it is not absolutely that students with good grammar knowledge are good at speaking. At least, students with



good grammar knowledge are more encouraged than who do not. Understanding grammar can be a way for learners to produce language.

c. Lack of Fluency

Fluency is a skill aspect of language. It is a skill in which the speaker of a language speaks easily. Guillot defined fluency as “*fluidity*”, the absence of hesitation. (Guillot, 1999 : 11).

d. Shyness

Some students may be shy to speak or unconfident to do it. This may occur because of fear and negative experience. Students fear to take risks for making any mistakes and errors in speaking. Moreover, what makes some students being anxiety is bad experience they have.

e. Lack of Encouragement

It takes some courage to start speaking in another language. Some learners may be reluctant to speak because they feel discouraged to speak in front of whole class. Another, they may feel inconvenient to speak because they feel that they do not have any chances to speak. The teachers should see and be aware of this. This may make the students to be passive in classroom activities. The solution of this is the teacher should make groups or pairs, so they are motivated to speak.

10. The Testing of Speaking Skill

Testing speaking skill seems to be challenging because the oral production test has a high subjectivity. (Heaton, 2000 : 12). It tends to be subjective because it is tested orally and assessing spoken language is so difficult because in this test we have to discriminate whether or not the speakers have the ability to speak the target language. For this reason, in testing speaking, to be wise is a must to make the test valid and reliable. Moreover, the evaluation of speaking needs some guidance or scales of to what extent people have the ability to speak in foreign language. It needs guidance to let the testers have a standard that have to be required by the test takers.



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According to Harris, there are some components that are scored in speaking test. The components that have to be scored are pronunciation, grammar, vocabulary, fluency, and comprehension. (Harris, 1969 : 84). Then, the criteria of speaking assessment are adapted from Harris's speaking rubrics. The components of the score are illustrated such as below.

Table 1. Speaking Rubrics Indicators

No	Criteria	Scale	Description
1	Pronunciation	5	Has little foreign pronunciation
		4	Clear enough to be understood
		3	The pronunciation leads to misunderstanding
		2	Very hard to understand. Must frequently be asked to repeat
		1	Unclear pronunciation
2	Grammar	5	Makes only little error on grammar and word order
		4	Occasionally makes errors and unclear meaning
		3	Makes frequent errors of grammar and word order
		2	Grammar and word-order errors make comprehension difficult
3	Vocabulary	5	Use of vocabulary and idioms like native speakers
		4	Sometimes uses inappropriate terms
		3	Frequently uses wrong words / Inadequate vocabulary
		2	Misuse of words and very limited vocabulary



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		1	Vocabulary limitations so extreme and impossible to make conversation
4	Fluency	5	No hesitation in speaking like the native speakers
		4	Speed of speech seems to be slightly affected by language problems
		3	Speed and fluency are rather strongly affected by language problems
		2	Usually hesitant: often forced into silence
		1	Speech is so halting (stop moving) and impossible to make conversation
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed, although occasional reetition may be necessary
		3	Understanding with slower than normal speed with repetition
		2	Has great difficulty following what is said and needs frequent repetition
		1	Can not be said to understand even simple conversational English

(Harris, 2000 : 123)

The rubric above is used to reduce the subjectivity of the test. In case, to judge the skill that the students have is not easy to do because judgments are sometimes subjective. For the example is discriminating the skill of grammar; once it can be judged good, but the criteria of “good” itself is an opinion or a point of view. Therefore, to assess the performance of speaking will be better if the assessor is two or more assessors.

B. Previous Studies



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The study of correlation between listening comprehension and speaking has been researched by some previous researchers. They found out whether or not listening comprehension affects speaking skill.

One of the researchers is Yune Andryani Pinem. This research looks at listening as one factor that gives contribution toward speaking among high school students. The study attempts to reveal through data analysis, in the form of students' score from each variable that both have correlation. Further the objective of the study is also to find out the extent of influence contributed by listening toward speaking. The research applies library study and field study (instrument designing and test performing both for listening and speaking). The theory used for analysis deals with listening and speaking correlation from language learning review. The result of the study demonstrates that the correlation of listening as the independent variable with speaking as dependent variable is positive. It also proves that with a unit of program or treatment given toward listening class, there will be a significant improvement equals with 3.134 times from previous speaking score for the same sample. For the analysis of data, the extent of correlation between two variables is shown as low. It indicates that even though listening does have positive correlation toward speaking, it is not the only dominant factor to determine success in speaking.

Another researcher is Erickson D. Astorga-Cabezas. This study examines the outcomes of having recourse to listening skills as support to improve oral skills in English language teaching. In this context, data from 120 students at a specific higher education institution was analyzed; 60 of whom were provided with totally listening-focused instruction and activities, while a separate group of 60 students receiving normal institutional English teaching. A comparative analysis of pre- and post-test rubric labels and scores indicated a close link between listening proficiency and a slight improvement in functional and interactive oral sub-skills. The results of this study have implications for defining the foundations of future research in English teaching methodologies and strategies, and the second language assessment process for speaking and listening skills.

The last is study of Hayin Azizah. This study was conducted in order to know to what extent the correlation between listening comprehension and



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speaking ability. Moreover, this study was conducted to get the empirical data about the correlation between listening comprehension and speaking ability. The study was conducted through quantitative method and the design is correlational study. This study tends to be a study of correlation because it investigates the correlation between two variables. Based on the research finding in the previous chapter, it can be concluded that there is a significant correlation between listening comprehension mastery and speaking ability. The research shows that the correlation in the medium level, 0.46. Then, when it was tested by the significance t contribution, it shows that the result was significant. The score of t_o is bigger than t_{table} , in which $2.852 > 2.76$. Therefore the researcher summarizes that listening comprehension really gives contribution and has correlation to the ability of speaking. A good speaking performance is gotten from the listening skill. The better listening the students have the better speaking they will perform



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CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Setting and Subject of the Research

The researcher conducted the study during July up to December 2018. This range time was from the first time the researcher proposed the research until he finished it. The place of this research is at Jambi State Islamic University (UIN) Sulthan Thaha Saifuddin. The researcher chose this place for his study because he considered that English Education Department the department for English teachers' training- as the object of this study. Therefore, this place is chosen as the place of the study.

B. Method of the Research

The study was conducted through quantitative method and the design is correlational study. This study tends to be a study of correlation because it investigates the correlation between two variables. As stated by Sangadji that correlational research is a type of research with certain characteristics of the problems of the relationship or correlation at least two variables (Sangadji, 2010 : 71). Variable is the object of the research or what is being noticed in a research (Arikunto, 1996 : 99).

In statistical science, the correlation between two variables is known as *bivariate* correlation, while the correlation between more than two variables is known as *multivariate correlation*. Since the correlation study searches for whether or not there is a correlation between two variables or more, the correlation between two variables can be a positive correlation and negative correlation (Sudijono, 2006 : 167). A study has a positive correlation when two variables (or more) move in tandem. It means if the X variable decreases, the Y variable also decreases and vice versa. However, a study has a negative correlation when one variable decreases, while the others increase and vice versa.



C. Population and Sample

1. Population

Population is a place of generalization that consists of subject and object of the research with certain quality and characteristic that are standardized by the researcher in order to learn from them and then to draw a conclusion from them (Sangadji, 2010 : 26). The elements of population can be individually, family, a social group, school, class, organization, etc. In other words, population is an organization of the elements (Sudjana, 1989 : 84).

It can be concluded that population is the place where information are collected by the researcher. It can be human, animate, product, or even document to be learned and to draw a conclusion from them. In this research, the populations were students of the 5th semester of English Education Department of UIN Sulthnan Thaha Saifuddin Jambi.

No	Class	Total
1	A	30
2	B	31
3	C	33
4	D	29
Total		123

2. Sample

Depending on term of time, ability, and fund, the researcher took sample of the populations which have been decided. The researcher come to the classes make number based on the total of students, and shaking the bottle. the researcher take 6 students each classes from 123 sample from four class.

Sugiyono (2008:119) mentions that sample is the part of respondent or respective of population that will be investigated. The sample in this research will be chosen by using cluster sampling.

According to Sugiyono (2008:121) in the type of cluster sampling, units of individuals are selected rather than individuals themselves. Meanwhile, Arikunto (2004:256) reveals that the groups of individuals that naturally

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together are selected rather than individuals themselves. The cluster sampling was used in this research since it was not allowed to arrange individuals into two equal classes.

As mentioned by Arikunto (2007:101) if the population less than 100, it is better to take all members in population as sample. But if the population is more than 100, the sample can be taken 10-20 % or 20-25% or more. Because the total numbers of population are less than 100 students, the researcher will take all population become sample.

So that, the sample is 20 % of 123 means 24 sample. The researcher will take six students for each class.

D. Data Collection Techniques

1. Speaking Test

To test the speaking, the researcher used speech for the test. The students asked to tell about themselves, their motivation in learning English and what will they do after graduate. Then the students' would get score based on the criteria of speaking assessment are adapted from Harris's speaking rubrics. The components that have to be scored are pronunciation, grammar, vocabulary, fluency, and comprehension.

2. Listening Test

The listening test will have 50 questions. The questions based on diagnostic pre test TOEFL. The listening text is formed by monologue and dialogue. The students will be given multiple objectives test.

3. Validity and Reliability

a). Validity

Validity is a measure that indicates the level of validity of instrument (Arikunto, 2010: 168). A valid instrument means a measuring instrument used to obtain that data is valid. Valid means the instrument can be used to measure what it should be in the measure (Sugiyono, 2009:121).

In this research testing the instrument validity performed with the content validity, because the instrument from test with material already learned. Testing the content validity can be done by comparing the



contents of the instrument with the learning material that has been taught (Sugiyono, 2009: 129).

b) Reliability

Reliability shows that the instrument can be trust and uses as tool to collect the data because it is enough good instrument. The good instrument will generate data can be believed anyway. If the data is true in accordance with reality, then several times taken, its score will remain the same.

Intra-rater reliability test is a type of test used to equate perception in this case between the researcher and the data set. The tool used for this test is the Kappa statistical test. In this research, the name of intra-rater has done by Mr. Ariandi Batu Bara. Test conditions:

- a) If the data collector is large, the test is carried out on each data collector
- b) Doing each question
- c) The researcher and the data collector jointly observe
- d) When observing between the researcher and the data collector, it may not be different.

E. Data Analysis Techniques

In analyzing the data, the researcher uses correlation product moment which developed by Carl Pearson because the researcher wants to find out the influence which is related to correlational study. "Correlation product moment is used to show whether there is a correlation or relationship between X variable and Y variable." (http://eprints.undip.ac.id/6608/1/korelasi_product_moment.pdf). The symbol of the correlation product moment is "r". (Sudijono, 1989 : 27). Data operation technique is done through the steps below:

1. Finding the number of correlation using formula:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

N = Number of participant

X = Students Listening Comprehension



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- Y = Students speaking scores
- $\sum X$ = The sum scores of listening comprehension
- $\sum Y$ = The sum scores of speaking
- $\sum X^2$ = The sum of the squared scores of listening comprehension
- $\sum Y^2$ = The sum of the squared scores of speaking
- $\sum XY$ = The sum of multiplied score between X and Y

This formula is used in finding index correlation “r” product moment between X variable and Y variable (r_{xy}).

2. Finding significance between two variable:

$$t_{count} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

r = Value of correlation coefficient

n = number of participants

3. Interpret the index scores of “r” correlation:

Correlation of product moment (r_{xy}) usually used the interpretation such as bellow: (Ridwan, 2011 : 81).

Table 2. Pearson Correlation Interpretation

The Score of (r_{xy})	Interpretation
0.00 – 0.19	There is a correlation between X and Y, but the correlation is very weak or little so it is ignored or it is considered no correlation in this rating.
0.20 - 0.39	There is a correlation between X and Y, but it is weak or little.
0.40 – 0.69	There is a correlation between X and Y. The value is medium.
0.70 – 0.89	There is high correlation between X and Y
0.90 – 1.00	There is a very high correlation between X and Y.



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F. Hypotheses

A Hypothesis in the research is a basic assumption of how the result of the research will be. It is a prediction of a phenomenon. Moreover, in formulating hypothesis, the researcher has to ensure that the hypothesis is real or based on fact.

There are two kinds of hypotheses: (Sangadji, 2010 : 92).

- a. Alternative Hypothesis (H_a): There is a correlation between listening comprehension and speaking ability.
- b. Null Hypothesis (H_0): There is no correlation between listening comprehension and speaking ability.

If r_o is the same as or higher than r_t , the H_a is accepted. It means that there is a correlation between listening comprehension mastery and speaking ability.

If r_o is lower than r_t , the H_a is rejected. It means that there is no correlation between listening comprehension mastery and speaking performance .



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CHAPTER IV

FINDING AND DISCUSSION

A. Finding

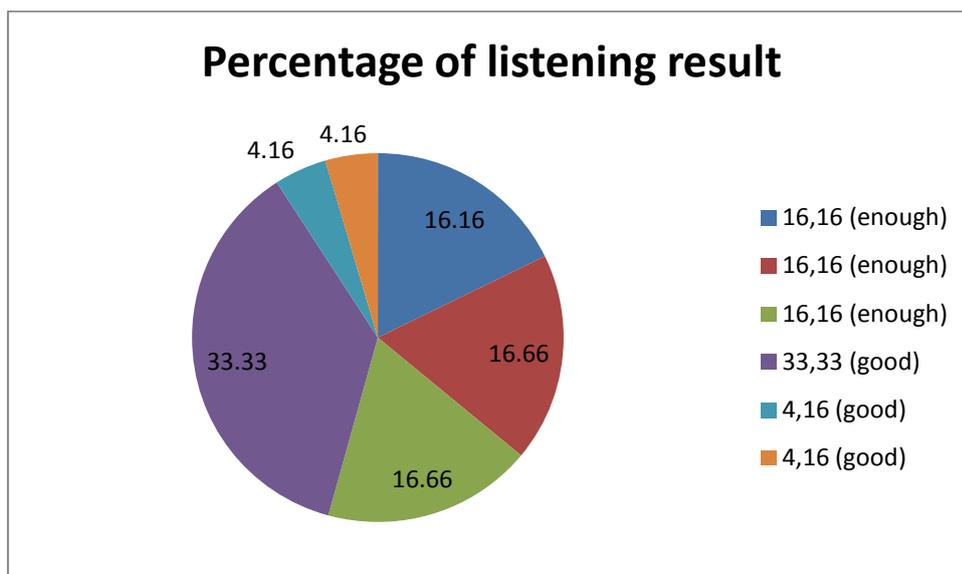
1) Result of Speaking Test

The speaking test is held on 24th November 2018. The test is followed by 24 English department students. This term is tested by the researcher and the competence validator in order to make the result accurate.

The result of researcher can be seen as follow :

No	Number of Students	Sum	Score	Percentage
1	4	13	52	16,66
2	4	14	56	16,66
3	4	15	60	16,66
4	8	16	64	33,33
5	1	17	68	4,16
6	1	18	72	4,16

The result of researcher can be seen as follow :



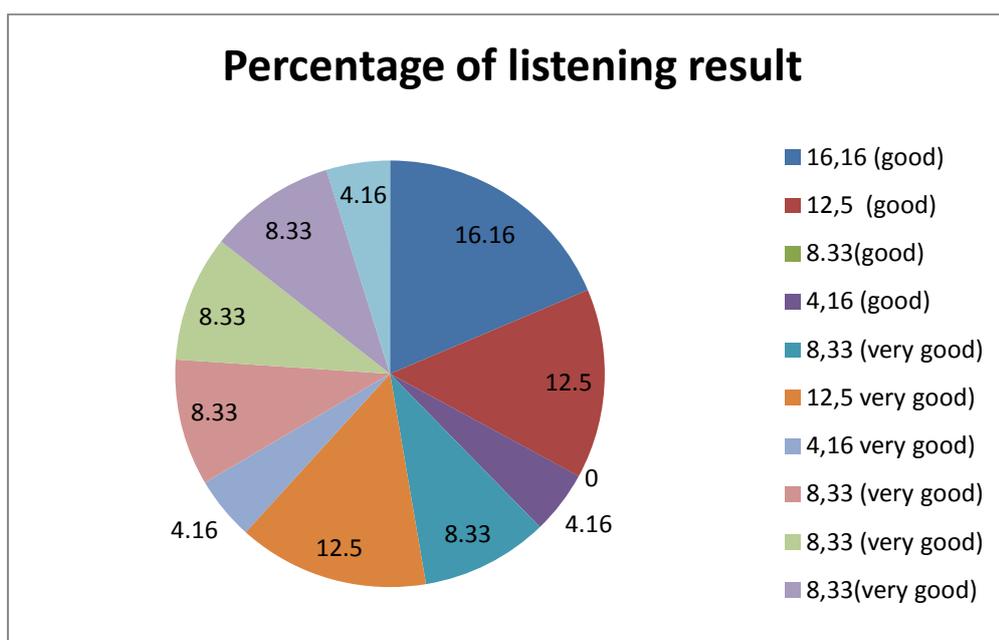
From the table and diagram above it can be seen that there were 4 students who got score 52 (16,66%) in category speaking performance, there were 4 students got score 56 (16,66 %) in category speaking performance, there were 4 students got score 60 (16,66%) in category speaking performance. Next, there were 8 students got score 64 (33,33%) in category speaking performance. Moreover, there was a student got score 68 (4,16%) in category good and a student got score 72 (4,16%) in category speaking performance.

The table can be seen as follow :

No	Score	Category
1	0-20	Very Bad
2	21-40	Bad
3	41-60	Enough
4	61-80	Good
5	81-100	Very good

2) Result of Listening Test

The test is held in 26th November 2018. The result of the test can be seen as follows:



From the table and diagram above it can be seen that the highest score is 100 and the lowest score is 70. The most score that students got is in 70 with 4 students (16,6 %).

3) Statistical Analysis

Correlations

		speaking	listening
speaking	Pearson Correlation	1	,324
	Sig. (2-tailed)		,022
	N	24	24
listening	Pearson Correlation	,324	1
	Sig. (2-tailed)	,022	
	N	24	24

From the output table it can be seen that the score of Sig. (2-tailed) between speaking and listening is $0,022 < 0,05$, which means there is correlation between speaking and listening variable.

The Score of (r_{xy})	Interpretation
0.00 – 0.19	There is a correlation between X and Y, but the correlation is very weak or little so it is ignored or it is considered no correlation in this rating.
0.20 - 0.39	There is a correlation between X and Y, but it is weak or little.
0.40 – 0.69	There is a correlation between X and Y. The value is medium.
0.70 – 0.89	There is high correlation between X and Y
0.90 – 1.00	There is a very high correlation between X and Y.

Then, the correlation between two variables based on correlation table is 0,324. It means there is a correlation between X and Y, but it is weak or little.



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B. Discussion

Based on the calculation above, the result is compared by t_{table} in the significant of 1% and $n=24$, the writer found the Degree of Freedom (Df) with the formula $Df = N - nr$, got number 22. From $Df = 22$, it is obtained t_{table} of 1% = 2.76. It indicates that $t_o > t_{table}$, in which $2.829 > 2.76$. Therefore, the alternative hypothesis (H_a) is accepted. In other words, there is a significant correlation between listening comprehension and speaking ability.

The statistical hypotheses state that If r_o is the same as or higher than r_t , the H_a is accepted, and If r_o is lower than r_t , the H_a is rejected. To sum up, the data interpretation shows a finding that listening and speaking correlate each other. Listening Comprehension gives contribution r_o 0.32 to speaking ability. It means the ability of speaking is affected by listening comprehension. The correlation of listening comprehension and speaking ability has significant value. It means the better listening comprehension that the students have, the better speaking ability the students will produce. The 0,32 correlation can be influenced by the students' habit in using mother tongue. So that, even there is correlation between listening and speaking, it can be not maximal.

This result is suitable with Yune Andryani Pinem (2014), where listening is as one factor that gives contribution toward speaking among high school students. The study attempts to reveal through data analysis, in the form of student's score from each variable that both have correlation. For the analysis of data, the extent of correlation between two variables is shown as low. It indicates that even though listening do have positive correlation toward speaking, it is not the only dominant factor to determine success in speaking.

This is also suitable to Erickzon D. Astorga-Cabezas's (2013) research. This study examines the outcomes of having recourse to listening skills as support to improve oral skills in English language teaching. The results of this study have implications for defining the foundations of future research in English teaching methodologies and strategies, and the second language assessment process for speaking and listening skills

It is also supported by Hayin Azizah (2014) where her study was conducted in order to know to what extent the correlation between listening comprehension

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and speaking ability. Her study tends to be a study of correlation because it investigates the correlation between two variables. She concluded that there is a significant correlation between listening comprehension mastery and speaking ability. The research shows that the correlation in the medium level, 0.46. Then, when it was tested by the significance t contribution, it shows that the result was significant. The score of t is bigger than t_{table} , in which $2.852 > 2.76$. Therefore the researcher summarizes that listening comprehension really gives contribution and has correlation to the ability of speaking. A good speaking performance is gotten from the listening skill. The better listening the students have the better speaking they will perform.



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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research finding in the previous chapter, it can be concluded that there is a significant correlation between listening comprehension mastery and speaking ability. The research shows that the correlation in the medium level, 0.324. Then, when it was tested by the significance t contribution, it shows that the result was significant. The score of t is bigger than t_{table} , in which $2.852 > 2.76$. Therefore the researcher summarizes that listening comprehension really gives contribution and has correlation to the ability of speaking. A good speaking performance is gotten from the listening skill. The better listening the students have the better speaking they will perform.

B. Suggestions

For teacher who knowing the result of this research, it is suggested that to give students input of listening as much as possible because the input of listening will be an encouragement and references for students to speak. Therefore, before asking students to speak the teachers are better to expose the language as much as possible, so the students have reach vocabularies and know how to speak.

For language learners, it is suggested to enrich their knowledge through listening if they want to improve their speaking skill. The language knowledge through listening can be accessed easily nowadays such as watching English movies, listening to English songs, listening to English reports on radio, etc.

For next researcher, it is hoped this research can be developed in other case, such as speaking and reading, listening and reading, speaking and writing, etc.

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