

THE CORRELATION BETWEEN STUDENTS' WRITING SKILLS AND SPEAKING SKILLS

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Abstract

Some English learners might be very good at speaking English but not optimal in writing English, and vice versa. However, there were also some English learners who have almost the same score between writing and speaking skills. As fellow productive language skills, researching the relationship between writing skills and speaking skills will be very interesting. Based on the phenomena that exist in the field when reviewing the results of foreign language skills, especially English, the researchers tried to map the relationship between writing skills and speaking skills in English owned by learners, especially English learners in universities. It became very interesting to reveal the relationship between two different English skills through research with a correlation research design. This research was conducted with the aim of knowing the correlation between English writing skills and English speaking skills possessed by students. The design of this research is correlation research. The subjects of this study were 49 fifth semester students of the English Education Study Program, Nurul Jadid University, Probolinggo, in the 2021-2022 academic year. In the fifth semester the students took advanced writing courses and advanced speaking courses. From the results of the calculation of correlation analysis could be revealed that the correlation coefficient (r_{xy}) is 0.0776. With an alpha value between 0.05 and 0.95, the t-table value is 1.6779, and the t-count value was 0.5338. From the results of this study, it could be stated that English writing skills and English speaking skills possessed by students had a very weak positive correlation. In other words, it could be stated that the higher the value of writing skills, the higher the value of students' English speaking skills with a very weak correlation.

Keywords: Correlation, Writing Skills, Speaking Skills

INTRODUCTION

The scope of learning English includes four aspects of language skills, namely listening, speaking, reading, and writing (Astuti & Mustadi, 2014). The four aspects of language skills are interrelated with each other. Writing and speaking skills are called productive skills, namely skills that produce discourse in the form of text and spoken, while reading and listening skills are called receptive skills (Rao, P. S., 2019). In learning English, a student is expected to be able to master good and correct language skills because the four aspects of English skills – including listening skills, speaking skills, reading skills, and writing skills – are closely related and mutually support or support each other (Nan, C., 2018). Implications of interrelationship among four language skills for high school English teaching. *Journal of Language Teaching and Research*, 9(2), 418-423).

In addition to these four skills, language learners must also have good mastery of vocabulary and grammatical concepts (Onishchuk, I., et.al, 2020). These four skills can run parallel at once, but can also stand out only in certain skills. The difference in mastery of these four skills depends on several factors, both internal and external.

Writing

Eric Lenneberg (1967) - a psycholinguist - once noted that humans universally learn to walk and talk, but swimming and writing are behaviors that are learned specifically and culturally. We learn to swim only when there is a certain amount of water available and someone teaches us. We learn to write if we are members of a literate society, and usually only if someone teaches us. Besides that Brown (2015) simply assumed that written language is just a graphical representation of spoken language, and written performance is very similar to spoken performance, the only difference being in the auditory signal graph. Suryanto (2018) further revealed that nowadays, many people could write certain ideas, opinions, arguments, or beliefs about writing skills as a kind of extraordinary activity. So, it was really something that was valuable if someone, especially a language learner, had sufficient quality writing skills at their early age.

Furthermore, Coulmas (2003) defines at least six meanings of "writing" namely: language recording system through visible or sensed signs, activities using certain language systems, results of using certain language systems, texts, certain language forms, results of using language systems, script styles such as block letters, artistic composition, and professional work.

Writing Skills

According to Brown (2000), writing skills are divided into micro skills and macro skills. Micro skills consist of:

1. Generate English graphemes and orthographic patterns.
2. Produce writing with an efficient speed according to the purpose.
3. Generate acceptable core words and use appropriate word order patterns.
4. Using an acceptable system of grammar, patterns, and rules.
5. Expressing a certain meaning in different grammatical forms.

While those belonging to macro skills include:

1. Using coherent tools in written discourse.
2. Use forms of language skills effectively and agreed upon in written discourse.
3. Perform the communicative function of written text appropriately in accordance with its form and purpose.
4. Convey sequences and connections between events and communicate relationships such as main ideas, supporting ideas, new information, given information, generalizations, and examples.
5. Distinguish between explicit and implied meanings when writing.
6. Correctly convey certain cultural references in the context of written texts.
7. Develop and use a range of writing strategies, such as accurately assessing audience interpretation, using prewriting tools, writing fluently on first drafts, using paraphrasing and synonyms, soliciting peer and instructor feedback, and using feedback to revise and edit.

Speaking

According to Brown and Yule, speaking is the ability to pronounce language sounds to express or convey thoughts, ideas or feelings orally. Speaking is one of the components of language, namely the use component (Supriyana, A., 2018). Furthermore, the word speaking was defined as saying, conversing, and giving birth to opinions with words (KBBI, 2017).

Furthermore, speaking was the activity of saying words, using voices, or having conversations with someone (Walter, E. (Ed.), 2008).

According to Bailey (2003), speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. In addition Tarigan (2008) stated that speaking was the ability to pronounce articulation sounds or words to express state and convey thoughts, ideas and feelings. Tarigan further stated that speaking is also understood as a form of human behavior that makes extensive use of physical, psychological, neurological, semantic, and linguistic factors which can then be used as a very important tool for social control.

So in general it can be stated that speaking is a process of pouring ideas in the form of utterances. The utterances that appear are the embodiment of ideas that were before at the level of ideas. This is in accordance with what was expressed by Garrett (2010), speaking was the process of changing thoughts/feelings into speech forms.

Speaking Skills

Aspects of language skills according to Brown and Yule included fluency, vocabulary, grammar, and pronunciation. Fluency is a person's ability to speak a language fluently, clearly, and well pronounced. Then what is meant by the vocabulary aspect is related to the mastery and breadth of vocabulary. in the grammatical aspect, the speaking skills of a person are viewed from the rules about the grammatical structure of the language. While the pronunciation aspect is closely related to a person's fluency in speaking the language in terms of the process, method, and act of pronouncing fluently, clearly, and well pronounced.

Furthermore, Brown (2000) divides speaking skills into micro skills and macro skills. Micro skills consist of:

1. Generate language snippets of different lengths.
2. Produce differences between English phonemes and verbal allophonic variants.
3. Generates English stress patterns, stressed and unstressed words, rhythmic structures, and intonation contours.
4. Generates reduced forms of words and phrases.
5. Using an adequate number of lexical units to achieve pragmatic goals.
6. Produce fluent speech at different rates of delivery.
7. Monitor own spoken production and use a variety of strategic tools – pauses, fillers, self-corrections, trackbacks – to improve message clarity.
8. Using a system of grammatical word classes, word order, patterns, rules, and ellipses.
9. Produce speech in natural essential parts – in precise phrases, pause groups, breath groups, and sentences.
10. Express a certain meaning in different grammatical forms.

While macro skills consist of:

1. Using a coherent device in oral discourse.
2. Carry out the communicative function appropriately according to the situation, interlocutor, and purpose.
3. Using registers, implicatures, pragmatic conventions, and other sociolinguistic features appropriately in face-to-face conversations.
4. Convey sequences and relationships between events and communicate the relationship of main ideas, supporting ideas, new information, given information, generalizations, and examples in the event.

5. To convey meaning, use facial features, kinesics, body language, and other nonverbal cues along with verbal language.
6. Develop and use a range of speaking strategies, such as emphasizing key words, rearranging, providing context for interpreting the meaning of words, asking for help, and accurately assessing how well the interlocutor understands the message conveyed.

Research results Akki, F., & Larouz, M. (2021) revealed that there was a strong and statistically significant positive correlation between speaking and writing. As well as a research by Larouz, M. (2021) showed that speaking and writing were closely related to each other; and when the speaking score increases, the writing score also increases and vice versa. In addition, the research results by Suryanto et.al. (2021) stated that there was a significant positive relationship between vocabulary mastery and speaking skills in English.

Some English learners might be very good at speaking English but not optimal in writing English, and vice versa (Cahyati, S. S., et.al., 2019). However, there were also some English learners who have almost the same score between writing and speaking skills. As fellow productive language skills, researching the relationship between writing skills and speaking skills will be very interesting. Based on the phenomena in the field when looking at the results of foreign language skills, especially English, the researchers tried to map the relationship between one skill and another. Do all English learners have interrelated language skills or not? Therefore, these phenomena are used as the first step whether students of the English education study program at Nurul Jadid University Probolinggo who have good speaking skills are also followed by good writing skills.

METHOD

This study used a quantitative approach with a descriptive correlational design. This research was conducted in two classes of the fifth semester students of the English Education Department at Nurul Jadid University in 2021. The data was collected by means of a written test and an oral test, and then the data obtained was processed by regression and correlation analysis.

Respondents

The respondents of this study were the fifth semester students of the English language education study program at Nurul Jadid University in 2020 with a total of 49 students.

Instruments

The instruments used in this study were written test to test writing skills and oral test to test speaking skills. The two tests were given by the lecturers in accordance with curriculum guidelines, expected standard competencies, and learning objectives. And both tests are carried out at the end of the fifth semester.

Procedures

The data contained in this study was quantitative data, namely data in the form of numbers. The data of this study could be divided into two types, namely verbal data in the form of student speaking skills and nonverbal data in the form of student written test results. Both data were assessed and given a score to determine the students' speaking and writing skills. The procedure for collecting this data was done by collecting files in the form of verbal data in the form of advance speaking course test results and nonverbal files in the form of advance writing course test results where both courses were taken by students in semester 5.

Data analysis

The data analysis technique in this study was described as follows.

1. Descriptive analysis, this analysis was used to describe students' speaking and writing skills. In this analysis, the researcher used a classification level based on the mean, median, and mode values.
2. Correlation analysis, the variables in the study consisted of 2 variables, the analysis used was the product moment statistical analysis technique to answer the hypothesis, namely to determine the relationship between students' speaking and writing skills.
3. Correlation analysis was used to explain the strength and direction of the relationship between two variables. Correlation was unidirectional which meant that no one was placed as a predictor and response. The correlation number ranges from -1 to +1. The closer to 1, the closer to perfect the correlation. While the negative and positive values indicated the direction of the relationship. The positive direction of the relationship indicated that the relationship pattern was unidirectional or the higher A causes an increase in B (A and B are placed as variables). The interpretation of Pearson correlation figures according to Lazaraton, A. (2005) is divided into the following.

0 - 0.199 : Very weak

0.20 - 0.399 : Weak

0.40 - 0.599 : Medium

0.60 - 0.799 : Strong

0.80 - 1.0 : Very strong

In the bivariate model, the correlations commonly used are Pearson, Kendall, and Rank Spearman. Pearson's r correlation is usually used to determine the relationship between two variables. This correlation with Pearson requires the data to be normally distributed. The formula used is as follows:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}}$$

r_{xy} : correlation coefficient

n : Number of data pairs X and Y

$\sum x$: Total Sum of Variable X

$\sum y$: Total Sum of Variable Y

$\sum x^2$: Square of Total Number of Variables X

$\sum y^2$: Square of Total Number of Variable Y

$\sum xy$: Multiplication of Total Number of Variable X and Variable Y

FINDINGS AND DISCUSSION

Score Description

The description of students' writing skill score data was based on the assessment standard used by Nurul Jadid University.

Writing Skills Score

The data of students' writing skills scores can be seen in the following table.

Table 1. Writing Skills Score

Score	Category	Frequency	Percentage
0 – 20	Very poor	0	0
21 – 40	Poor	1	2
41 – 60	Medium	3	6
61 – 80	Good	24	49
81 – 100	Very Good	21	43
Sum		49	100

The data in the table above showed that students who got very good writing scores were 21 students or 43%, who got good marks were 24 students or 49%, who got adequate marks were 3 students or 6%, who got bad grades were 1 student or 2%, and none of the students scored very badly.

Speaking Skills Score

Student speaking skill score data is presented in the following table.

Table 2. Speaking Skills Score

Score	Category	Frequency	Percentage
0 – 20	Very poor	0	0
21 – 40	Poor	1	2
41 – 60	Medium	3	6
61 – 80	Good	24	49
81 – 100	Very Good	21	43
Sum		49	100

The data in table 2 showed that students who scored excellent speaking skills were 32 students or 65%, who got good grades were 17 students or 35%, and there were no students who scored sufficient, bad, or very bad speaking skills.

Correlation Analysis between Writing Skills and Speaking Skills

The following table presents data on the value of writing skills (hereinafter referred to as the X variable), the value of speaking skills (hereinafter referred to as the Y variable), the square of the X value and its sum ($\sum x^2$), the square of the Y value and its sum ($\sum y^2$), and the multiplication between the X and Y values along with the sum ($\sum xy$).

Table 3. The Data of Variable X and Variable Y

No	Name	X	Y	X ²	Y ²	XY
1	Student 1	77	87	5929	7569	6699
2	Student 2	74	82	5476	6724	6068
3	Student 3	83	87	6889	7569	7221
4	Student 4	74	80	5476	6400	5920
5	Student 5	88	80	7744	6400	7040
6	Student 6	74	87	5476	7569	6438
7	Student 7	74	86	5476	7396	6364
8	Student 8	87	81	7569	6561	7047
9	Student 9	56	82	3136	6724	4592
10	Student 10	94	80	8836	6400	7520
11	Student 11	77	81	5929	6561	6237
12	Student 12	24	80	576	6400	1920
13	Student 13	90	84	8100	7056	7560
14	Student 14	72	82	5184	6724	5904

15	Student 15	80	80	6400	6400	6400
16	Student 16	72	84	5184	7056	6048
17	Student 17	95	87	9025	7569	8265
18	Student 18	74	82	5476	6724	6068
19	Student 19	72	86	5184	7396	6192
20	Student 20	84	80	7056	6400	6720
21	Student 21	81	84	6561	7056	6804
22	Student 22	70	83	4900	6889	5810
23	Student 23	70	80	4900	6400	5600
24	Student 24	62	80	3844	6400	4960
25	Student 25	79	81	6241	6561	6399
26	Student 26	82	80	6724	6400	6560
27	Student 27	83	81	6889	6561	6723
28	Student 28	88	84	7744	7056	7392
29	Student 29	64	88	4096	7744	5632
30	Student 30	50	82	2500	6724	4100
31	Student 31	70	82	4900	6724	5740
32	Student 32	92	80	8464	6400	7360
33	Student 33	74	87	5476	7569	6438
34	Student 34	83	80	6889	6400	6640
35	Student 35	74	80	5476	6400	5920
36	Student 36	58	82	3364	6724	4756
37	Student 37	88	80	7744	6400	7040
38	Student 38	83	87	6889	7569	7221
39	Student 39	82	82	6724	6724	6724
40	Student 40	93	84	8649	7056	7812
41	Student 41	62	81	3844	6561	5022
42	Student 42	80	80	6400	6400	6400
43	Student 43	78	88	6084	7744	6864
44	Student 44	79	85	6241	7225	6715
45	Student 45	86	84	7396	7056	7224
46	Student 46	90	83	8100	6889	7470
47	Student 47	83	80	6889	6400	6640
48	Student 48	89	80	7921	6400	7120
49	Student 49	63	80	3969	6400	5040

$$\Sigma x = 3757 \quad \Sigma y = 4046 \quad \Sigma x^2 = 295939 \quad \Sigma y^2 = 334430 \quad \Sigma xy = 310349$$

Based on the data in table 4 above, the correlation coefficient of the X variable and the Y variable will then be calculated using the following formula:

$$r_{xy} = \frac{n \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{(n \Sigma x^2 - (\Sigma x)^2)(n \Sigma y^2 - (\Sigma y)^2)}}$$

$$\begin{aligned}
 r_{xy} &= \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}} \\
 &= \frac{(49 \times 310349) - (3757 \times 4046)}{\sqrt{((48 \times 295939) - 3757^2) \times ((49 \times 334430) - 4046^2)}} \\
 &= 0.0776
 \end{aligned}$$

From the results of the above calculation, it is known that the correlation coefficient (r_{xy}) is 0.0776. With an alpha value between 0.05 and 0.95, a t-table value of 1.6779, and a t-count value of 0.5338.

From the description of these results, it can be said that the variable x and variable y have a very weak positive correlation. In other words, it can be stated that the higher the value of writing skills, the higher the value of students' English speaking skills with a very weak correlation.

CONCLUSION

Based on the results of this study, it can be concluded that the English writing skills possessed by students have a very weak positive correlation with students' English speaking skills. In other words, it can be concluded that the higher the value of students' English writing skills, the higher the value of students' speaking skills.

Furthermore, the results of this study have a theoretical and practical contribution to learning and teaching English, especially in writing and speaking skills. Theoretically, the findings of this study reveal that student achievement in learning writing skills can predict achievement in learning speaking skills, and vice versa. If a student has good writing skills, it is almost certain that he will have good speaking skills as well. Likewise, if a student has a low writing skill score, it is almost certain that he or she has a low skill score as well.

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