

# THE CORRELATION BETWEEN STUDENTS' LISTENING ABILITY AND THEIR SPEAKING SKILL

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## ABSTRACT

The research study entitled "The correlation between students listening ability and speaking skill". This correlation study done in the first semester of regular of English Education Study Program at Bale Bandung University 2019/2020 academic year consisted of 27 students. The research questions of this research (1) Is there any correlation between students' listening ability and their speaking skill? (2) If there is correlation it is high, moderate, and low? To answer the research, the researcher used Pearson Product Moment. It was found that the derived  $t = 5.071$  is greater the table critical value of  $t = 2.060$ , at  $p = .05$  with  $df = 25$  ( $5.071 > 2.060$ ). It was proved by the result of the analysis that the  $r$  value is 0.213. The result of this research showed that there correlation between students' listening ability and their speaking skill. And the correlation is low between students listening and speaking skill.

**Keyword:** Listening ability and speaking skill.

## ABSTRAK

Penelitian ini berjudul "Hubungan Kemampuan Mendengar Siswa dengan Keterampilan Berbicara". Studi korelasi ini dilakukan pada semester ganjil Program Studi Pendidikan Bahasa Inggris di Universitas Bale Bandung tahun akademik 2019/2020 yang terdiri dari 27 mahasiswa. Pertanyaan penelitian dalam penelitian ini (1) Apakah ada hubungan antara kemampuan mendengar siswa dengan keterampilan berbicara mereka? (2) Jika ada korelasi tinggi, sedang, dan rendah? Untuk menjawab penelitian tersebut, peneliti menggunakan Product Moment Pearson. Diketahui bahwa diperoleh  $t = 5,071$  lebih besar nilai kritis tabel  $t = 2,060$ , pada  $p = 0,05$  dengan  $df = 25$  ( $5,071 > 2,060$ ). Hal tersebut dibuktikan dari hasil analisis nilai  $r$  sebesar 0,213. Hasil penelitian ini menunjukkan bahwa ada hubungan antara kemampuan menyimak siswa dengan keterampilan berbicara mereka. Dan korelasi yang rendah antara keterampilan mendengar dan berbicara siswa.

**Kata Kunci:** Kemampuan mendengar dan keterampilan berbicara.

## INTRODUCTION

English in Indonesia that generally taught as a foreign language. English education begun from elementary school to university. In English there are four skills in learning a language as listening, speaking, reading and writing. Listening receives a focus and it has an important place in learning from four skills language acquisition.

Listening can occur at number of point in teaching sequences. Lukong (1998: 3) state that, listening has active process where the listener plays very active part in constructing the overall message that eventually exchanged between listener and speaker. It means that listening important part of communication as it a pivotal in providing a substantial and meaningful response. Learning listening ability is active

and conscious process for listener to construct meaning by using cues from contextual information and from existing knowledge.

In other case Thornbury (2005: 1) states that speaking also became a part of daily life that we take it for a granted. It can be interactive and requires ability to cooperate in the managing of speaking turns. It also typically takes place in real time for detail plan.

Students often think that learn English speaking is difficult, but they also think that speaking can be part important for process learning. It means that instructors have to teach speaking strategies with many responses, recognize script, and use language to spoke about language that they can use to help themselves. There are five types of speaking skill performance, such as imitative, intensive, responsive, interactive, and extensive. Those five types of performance apply to the oral production that students are expected to carry out in the class. It means that to measure whether students have master the speaking skill or not. The performance types, must be involved speaking skill. The technical aspect for delivering a speaking performance as accuracy, fluency, and comprehensibility. There are needed when we want to master the speaking. Listening is very important to be learned by students, because by listening we will easily live our daily lives. In conversation it takes understanding by using hearing so that there are no misunderstandings between one another. Floyed (1985: 985) states that listening is a process that involves listening, attending, understanding, evaluating and responding to the spoken message. Listening and speaking have an important role in English, if only listening without responding by speaking it will not function properly.

While Brown (2004: 231), people can connect any language skills, but it is recommended to mix those who have the same communication channels, such as Reading-Writing and Listening- Speaking. In English there are four skills, namely listening, speaking, reading and writing, which are very important for students to learn so that they can understand well. At school students need communication with others in order to be able to carry out their activities, without communicating it will give difficulties to the students themselves. From the background above it is interested for reseacher to prove whether there is a correlation between students listening ability and their speaking skill so the research will be entitled **“THE CORRELATION BETWEEN STUDENTS’ LISTENING ABILITY AND THEIR SPEAKING SKIL”**.

## **LITERARY RIVIEW**

Listening is hearing something to do with ear, but also with the mind. However, hearing does not necessarily mean giving meaning full attention, it is merely a matter of ear. Lukong (1998: 3) state in their book that listening has active process where the listener plays very active part in constructing the overall message that eventually exchanged between listener and speaker. It means that listening is important part of communication as it a pivotal in providing a substantial and meaningful response.

According to Nation and Newton (2009: 40) there are two types:

1. One way listening

Listening in this way will give lessons to students to convey information or get the information needed.

2. Two ways listening

Listening in this way will help students to get information from their lecturer. The students will listen in one way when the lecturer give material in the classroom.

According Nation and Newton (2009: 40) the kinds of process in listening activity as follows:

1. Bottom-up Process

This learning must begin with being a good listener only when students complain about learning to speak to their lecturer. Well here the role of the lecturer is needed to help students who are struggling. The lecturer will provides steps in learning to speak for example having to be confident, gathering with friends to have a mandatory conversation to hone speaking skills, use eye contact every time you speak to other people.

2. Top-down Process

Speaking is a language skill developed in children's life that precedes listening skill, at a basic language skill other than listening (Tarigan 1997: 3-4). This skill is very important for children to learn English as a means of communication with each other. Speaking is one of the skills a student must master in learning English (Grognet 1997 : 136).

Listening as a skill may be extremely similar to reading, but the text the listener has to deal with that considerably from written text for reading. Most obviously does not look at what he is trying to hear, he can only listen to it. Where as the written words stay on the page and can be looked at more than once spoken words and play back can not be repeated, except when the words are recorded. The of course in conversation it is possible to ask someone to say something again but the fact remains.

Speaking is one of basic skill in language, the action of conveying information or communication with the others people in speech. Tarigan (1990: 8) states that speaking is a language skill that is developed in student's life, language can be used as a means of communication with one another. Meanwhile, Ladouse (1991:23) Describe speaking as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. He shows that oral skill can be related into five areas, namely:

1. Imitative

The ability to say words and sentences with correct speech, so there is no misunderstanding when saying something to others. In addition, students can imitate someone's voice by listening first after it spoken.

## 2. Intensive

This ability can produce utterances in English, it learns about intonation, speed and clarity. Students can practice speaking English easily as long as they follow the recommended method as explained.

## 3. Responsive

This skill learns to respond to various things quickly and accurately. When someone is asked he will quickly answer, it doesn't take long to respond to something. This can make it easier for someone to make an efficient and effective conversation.

## 4. Interactive

Learning to speak in the form of dialogue in English, it takes two or more people to be able to communicate with each other. These skills provide mutual benefits for each other. In this way someone will speak fluently in English.

## 5. Extensive

This speaking skill learns about speeches, presentations and storytelling. An audience or listener is needed to understand what is being conveyed by someone. This form of speaking skills is like an oral presentation or a story about something.

This speaking skill learns about speeches, presentations and storytelling. An audience or listener is needed to understand what is being conveyed by someone. This form of speaking skills is like an oral presentation or a story about something.

Listening is a skill in learning English, because before speaking it would be better if students listen first so as not to answer incorrectly. Floyed (1985: 985) state that listening as a process entailing hearing, attending, to, understanding, evaluating and responding for message. Listening is the main key in this learning. Listening and speaking have a strong connection, this is an important key in conversation. Meanwhile Brown (2004: 231) says people can connect any language skills, but it is recommendable to mix those that share the same channel communication, such as Reading-Writing and Listening-Speaking. The explanation above says how important language skills are, without language a person will not understand what will be said when having a conversation with other people. There are those who listen well but lack in speaking while the opposite is good speaking but in listening less well. Listening and speaking skills must be balanced so that it easy when communicating with others.

## **RESEARCH METHOD**

The research uses correlation a design. This kind of method is used to measure the correlation between two different variables, the students listening ability and speaking skill. The see how significant the relationship between those variable are.

The sources of the data needed in carrying out the studies are population and sample. Creswell (2012: 297) defined a population as a group of individuals who have the same characteristic. The population of the research is the first semester of regular of Bale Bandung University consisting the each class has 27 students. The writer choose the first semester of regular because it is suitable to be used a research material.

## **FINDING AND DISCUSSION**

The previous analysis seen that with sample ( $N = 27$ ). The computation result by using Pearson's Product Moment Correlation Coefficients formula t-test of significant showed that the value of  $r$  was 0.213 and the value of  $t$ -observed was higher than the value of  $t$ -table ( $5.071 > 2.060$ ). Therefore, the result indicated that there was correlation between students listening scores and speaking scores. The correlation is low but it is positive and significant.

So, null hypothesis ( $H_0$ ) is rejected and the alternative ( $H_a$ ) is accepted. There is significant correlation between students listening ability and their speaking skill in the first semester of regular of English Education Program of Bale Bandung University.

## **CONCLUSION**

The purpose of the research is to answer to know the correlation between students' listening ability and their speaking skill and to know whether the correlation high, moderate, and low. The research was carried out as a correlational research in the first semester of regular of English Education Study Program at Bale Bandung University.

According to the data that has been collected and analyzed by using Pearson Product Moment Correlation to find out the correlation between students' listening ability and their speaking skill. The result of the research showed that the  $r$  value is 0.213. Thus, the  $r$  value is between 0.600 - 0.800 and included into low category. It means the degree of the correlation is low and significant. In other words, there is low significant correlation between students' listening ability and their speaking skill. So speaking and listening skills must be taught in balance. Listening and speaking skills must be balanced so that it easy when communicating with others.

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