THE CORRELATION BETWEEN THE SECOND GRADE STUDENTS' LISTENING ABILITY AND THEIR SPEAKING ABILITY AT SMAN 5 PADANG

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ABSTRACT

Listening and speaking are interconnected skills of communication working together to facilitate understanding, convey information, and build meaningful connections between individuals. This study aimed at finding out the correlation between the second grade students' listening ability and their speaking ability at SMAN 5 Padang. In this study, the researcher applied correlational research. The total population of this research was 427 students. The subjects in this study were 33 students selected by using cluster random sampling technique. The instruments for this research were listening test in the form of multiple choices and speaking test to collect the data. The result showed that the coefficient correlation between students' listening ability and their speaking ability was 0.123. To see whether such correlation is significant or not, it was compared with the value of r_{table} at significant level α = 0.05 and df = n-2 (31). As a matter of fact, the value of r_{table} was 0.344. It means that $r_{counted}$ was lower than r_{table} (0.123<0.344). It can be stated that there is no significant correlation between students' listening ability and their speaking ability. Therefore, the null hypothesis was accepted.

Keywords: *Correlation, Listening Ability, and Speaking Ability*

INTRODUCTION

The process of foreign language learning is the same as learning mother tongue; it starts from listening. The first step in speech perception is the auditory step [1]. Sounds of the utterances that are heard will be saved in the memory. What comes after listening ability is speaking. Speaking is the skill that allows the learners to initiate and maintain a conversation with other people [2].

Listening and speaking abilities are integral to students' academic success, personal development, and future career prospects. These skills do not only impact their ability to absorb and convey information but also play a crucial role in building essential life skill.

Listening is the beginning of the ability to speak [3]. Through attentive listening, learners lay the foundation for their speaking capabilities. Listening involves recognizing the speaker's voice, perceiving their intonation pattern, and understanding what they say [4]. This includes maintaining eye contact, appreciating their opinions with nodding or other gestures and demonstrating empathy with personal responses.

Listening is the most important ability for language learning and teaching, as it requires listening before speaking. Doing enough listening exercises will prepare students for greater foreign language learning [5]. Having a good ability to listen will certainly make a very positive impact on social life and this will lead to quality communication among the community [6].

There are several types of listening. First, intensive listening is a type of listening activity that draws language learners' attention to their language knowledge and forces them to observe contrasts in language form, such as sound, structure, and lexical choice, throughout the reception and interpretation of aural data. Second, responsive listening involves listening to a small amount of a language such as a command, question, or greeting. Third, selective listening is when the listener gives attention to some specific information. Fourth, extensive listening is a type of listening activity on matters that are more common and freer against an utterance, with no need under the direct guidance of a teacher [7].

Listening is seen as one of the most difficult skills to learn [8].

Speaking is one of four language skills that need to be mastered by students. Speaking is the ability to communicate fluently, which requires not only an understanding of linguistic features but also the ability to comprehend information and language [9]. Speaking is a productive language skill. It means that speaking is a person's ability to produce sounds that have meaning and can be understood by others, allowing them to create effective communication [10]. By constructing conversation with others, this activity allows sharing information and opinion and creates a good social relationship between speaker and listener [11].

Speaking is the most important skill because it is one of the abilities needed for communication. Speaking plays an important role in the interaction of others in daily life as one of the communication systems [12]. Furthermore, speaking is the most important skill of all the four language skills because individuals who learn a language are referred to as the speakers of that language [13].

There are five types of speaking. First, imitative speaking is the ability to imitate a word phrase or sentence. Second, intensive speaking is the type of speaking that assesses the context of production in competencies grammatical, phrasal, lexical, and phonological. Third, responsive speaking is interaction at the somewhat limited level of a very short conversation, standard greeting, small talk, simple comments and requests, and the like. Fourth, interactive speaking is a complex interaction that sometimes includes multiple exchanges and multiple participants. And the last one, extensive speaking is oral production including speeches, oral presentation, and story-telling [7].

There are several previous studies related to this research. First, Pinem (2014) in her research entitled "The Correlation between Listening and Speaking among High School Students" found that the correlation of listening as an independent variable with speaking as a dependent variable is positive. Therefore, listening brings influence on speaking [14]. Second, Celik and Yavus (2020) in their research entitled "The relationship between Speaking Grades and Listening Grades of University Level Preparatory Students" found that there is a little relationship between the two variables. The low correlation between listening and speaking underlies some factors. The major factor that negatively effects the correlation between listening and speaking is

anxiety. In speaking exams students are more anxious than they are in listening exams. The syllabus, methods, and techniques adopted and the drills practiced may be another factors causing low correlation between two variables. In short, the relationship between speaking grades and listening grades of university level preparatory students was not significant [15].

The purpose of this research was to find out the correlation between the second grade students' listening ability and their speaking ability at SMAN 5 Padang. This research requires further research dealing with other aspects and factors that relate to students' speaking ability.

METHOD

The objective of the present study is to correlate the second grade students' listening and their speaking ability at SMAN 5 Padang. Thus, the correlational research design is adopted. The population of this study was 427 students divided into twelve F classes. The subject of this research was 33 students. In taking a sample, the researcher used cluster random sampling techniques. It means the researcher chose one class to be a sample.

The instruments of this research were the multiple-choice listening test and speaking test. To see the validity of listening test, the researcher used content validity. And the researcher used the split-half technique to support the reliability of the listening test. The listening test consists of 40 items for try-out. To have a good test item, the researcher did the item difficulties and item discrimination analyses. Based on the results of the item difficulty and item discrimination index analyses, 16 items were accepted, 14 items were modified, and 10 items were discarded. After conducting item analyses, 30 items were selected for data collection.

To find out students' speaking ability, the researcher used a speaking test. To have a valid test of speaking ability, the researcher used content validity in this research. And to see the reliability of the test the researcher used the inter-rater technique by using two scorers (scorer 1 and scorer 2). The media for recording the students' voices is a cell phone. Before the students spoke in front of the class, the researcher explained what they would do while they were performing. The researcher gave 2-5 minutes for each student to speak in front of the class.

To analyze the data, the researcher correlated the data on students' listening ability and their speaking ability by using the Pearson Product Moment formula. To find out whether there is a significant correlation or not, the researcher compared the value of $r_{calculated}$ and r_{table} at the level of significance 0.05 and the degree of freedom (df=n-2). After doing the analysis, the researcher interpreted the coefficient

correlation between the second grade students' listening ability and their speaking ability.

FINDINGS AND DISCUSSIONS

Based on the result of data analysis, the researcher found that the value of the coefficient correlation between students' listening ability and their speaking ability was 0.123. It means that there is a positive correlation between the second grade students' listening ability and their speaking ability at SMAN 5 Padang.

To see whether such correlation is significant or not, it was compared with the value of r_{table} at significant level α = 0.05 and df = n-2 (31). As a matter of fact, the value of r_{table} was 0.344. It means that $r_{counted}$ was lower than r_{table} (0.123<0.344). It can be stated that there is no significant correlation between students' listening ability and their speaking ability. Therefore, the Null Hypotheses (Ho) stating that "there is no significant correlation between the second grade students' listening ability and their speaking ability at SMAN 5 Padang" was accepted.

Since the value of $r_{counted}$ was lower than r_{table} (0.123<0.344), it can be interpreted that students' listening ability and their speaking ability did not significantly correlate. The factor contributing to the low correlation between students' listening and speaking abilities is anxiety, which can affect listening skills without significantly impacting speaking performance. Additionally, differences in the role of context or environment and varying levels of practice in each skill also contribute to the weak correlation.

CONCLUSIONS AND SUGGESTIONS

Based on the finding of this research it can be concluded that the correlation between the second grade students' listening ability and their speaking ability at SMAN 5 Padang was not significant and the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. However, the researcher suggests that the students keep on practicing active listening and engaging in more real-life conversation scenarios to enhance their speaking fluency and confidence. Also, the English teachers are suggested to keep guiding their students to develop their listening and speaking ability by motivating them to do more exercises.

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