

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

**THESIS**



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*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at the English  
Department, Teacher Training and Education Faculty, Bung Hatta University*



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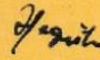
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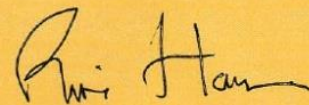
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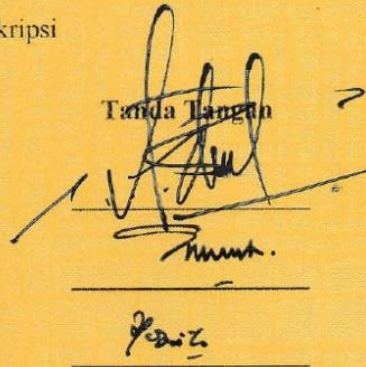
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The image shows three handwritten signatures in black ink, each written over a horizontal line. The first signature is the most prominent and appears to be 'Adzanil Prima Septy'. The second signature is smaller and less legible. The third signature is also smaller and less legible. There is a small arrow pointing to the right above the first signature.

## ABSTRACT

**Okiana, Anisa (2024): The Correlation between the Second Grade Students' Listening Ability and Their Speaking Ability at SMAN 5 Padang**

**Advisor: Dr. Lely Refnita, M.Pd**

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. The design of this research was correlational research. The population of this study was class XI F students SMAN 5 Padang. The cluster random sampling technique was used in this research to select the sample. The number of the sample as respondents for try-out and real test was 33 students. The data collection instruments in this research were multiple choices for listening test and speaking test. It was found that the reliability index of the multiple choices test was 0.70 and the reliability index of the speaking test was 0.91.

The result of the data analysis showed that the value of  $r_{calculated}$  of this research was 0.123, while the value of  $r_{table}$  with the level of significance 0.05 and the degree of freedom ( $df= n-2$ ) was 0.344. It means that the  $r_{calculated}$  was lower than  $r_{table}$  ( $0.123 < 0.344$ ). Therefore, the null hypothesis of this research stating that there is no significant correlation between the second grade of students' listening ability and their speaking ability at SMAN 5 Padang was accepted.

Based on the result of the data above, it can be interpreted that there was no significant correlation between the students listening ability and their speaking ability. This is because the students face anxiety in speaking compared to listening and students lack practice in listening and speaking. Therefore, it is suggested to English teachers to encourage the students to practice active listening and speaking through interactive activities, such as role plays and discussions to bridge the gap between their listening comprehensions and speaking abilities. Last but not least, the researcher suggests further researchers to do other related research dealing with other aspects and factors that influence students' speaking.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, research hypotheses, the purpose of the research, the significance of the research, and the definition of key terms.

#### **1.1 The Background of the Problem**

The process of foreign language learning is the same as learning mother tongue; it starts from listening. According to Darjowidjojo (2005), the first step in speech perception is the auditory step. Sounds of the utterances that are heard will be saved in the memory. What comes after listening ability is speaking. According to Firman (2012), speaking is the skill that allows the learners to initiate and maintain a conversation with other people.

Listening is a critical communication skill because it enables individuals to understand others, gather information accurately, and respond appropriately. Hanifa (2014) states that listening is a receptive skill that plays a crucial role in English learning because it is a basic mode of conversation found in both direct and indirect conversations. Although listening is a receptive skill, it involves active participation in language acquisition (Harmer, 2007). It then comes to the understanding that listening contributes to an individual's speaking learning process.

Speaking is a crucial communication skill because it allows individuals to convey thoughts, express emotions, and share information effectively. According to Bailey in Puspitasari (2011), speaking is a productive oral skill that consists of producing systematic verbal utterances to convey meaning. Clear verbal communication helps in building understanding, resolving conflicts, and fostering positive relationships. Additionally, effective speaking is essential in various professional and personal contexts, contributing to successful collaboration and influencing others.

According to Nation and Newton (2009) listening and speaking are interconnected aspects of communication working together to facilitate understanding, convey information, and build meaningful connections between individuals. 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.

Foreign students' ability to understand spoken language impacts their ability to communicate. It is possible that if they are competent at capturing and understanding words, they will have a wide range of possibilities in choosing words from the target language. Listening to native speakers can help learners have a better understanding of a foreign language and improve their ability to communicate effectively. To do a good listening process, listeners should have the skill to create a meaning of a message, the ability to use various strategies, and the ability to give a response in many ways,

depending on the goal of the communication. All the ability is needed because listening is a process that involves thoughts, feelings, and intentions. Doing so requires effort and practice (Su, 2011).

Previous research shows that the ability to comprehend speech through listening can affect speaking skill. The research by Pinem that was conducted at high schools in Yogyakarta (2014) shows that listening influences students' speaking. It has been proven that one's ability to comprehend by listening process will give influence in the way he responds by speaking. Therefore, the researcher needed further research because the researcher wanted to correlate both in another senior high school, especially in SMAN 5 Padang, and intends to do research entitled **“The Correlation between the Second Grade Students' Listening Ability and Their Speaking Ability at SMAN 5 Padang”**.

## **1.2 The Identification of the Problem**

Listening involves several processes, one of which is understanding. According to Woodward in Khasanah (2011) when listening, one has to be able to recognize sounds, word, and phrases. Therefore, listening is very important to be practiced often. Additionally, speaking is one of the difficult skills for foreign language learners. Speaking needs practice every day. By speaking people can communicate their feelings and share ideas or opinions.

Listening and speaking are related. Effective communication requires both forms of listening and speaking. According to Tavit (2010), listening and

speaking are pair skills that learners require to practice when they learn a foreign language because those pair language skill take place in real life discourse. Pinem (2014) states that even though listening cannot determine success in speaking, listening does have a positive correlation with speaking.

The students faced problems in listening because they found it difficult to understand different accents and varieties of English, and many of them struggled to follow fast speech. Besides, lack of understanding the aspects of speaking can also influenced both, such as lack of vocabulary, lack of grammar, lack of fluency, and lack of confidence can be the factors that influenced those abilities.

Besides listening, vocabulary and speaking are related. Good communication needs a rich vocabulary. Koizumi and In'nami (2013) find that productive vocabulary knowledge substantially explains second-language speaking proficiency. Students improve not only their vocabulary capacity to understand others but also their ability to express themselves clearly (Marie et al., 2021).

Apart from vocabulary, grammar is also needed for students in their speaking skills. It is not enough to only know vocabulary for speaking, but students are required to know the grammar they use to speak. Grammar and speaking ability are related. A significant part of grammar goes into speaking ability. According to Al Hosni (2014), grammar is one of the factors affecting speaking performance. If someone speaks clearly, they will have good

grammar. People can appropriately use words and interact with others when they have good grammar. Mastering accurate tenses in speaking is frequently difficult for English language learners. Their ability to communicate effectively depends much on how they utilize tenses because incorrect tenses can convey the wrong meaning. This urgency shows how important grammar is in terms of speaking skills.

However, many students feel anxiety when speaking English, fear of being wrong in pronunciation they say, and become not confident in speaking English. Aldukhayel & Namaziandost (2022) state that speech anxiety is also known as communication fear. A lot of students who are learning English often experience a lack of confidence and fear when speaking. It is crucial to understand that making mistakes is a natural part of the learning process. Every error is an opportunity to learn and improve. Therefore, students should build their self-confidence while speaking.

Actively practicing and seeking feedback on communication skills is a key step in becoming a confident and successful communicator. Attitude is crucial to speaking performance, and a positive and open mindset can help students overcome challenges, learn from experiences, and continuously improve their abilities. According to Azizifar (2014), a successful learner possesses a positive attitude toward the target language. It means that if students have a good attitude toward English they will be good at speaking English, but if they do not have good attitude toward English they will not be good at speaking English.

### **1.3 The Limitation of the Problem**

Based on the identification of the problem above, the researcher limited her research to correlate between the second grade students' listening ability and their speaking ability at SMAN 5 Padang.

### **1.4 The Formulation of the Problem**

Based on the limitation of the problem above, the researcher formulated the research problem as follows: "Is there any significant correlation between second grade students' listening ability and their speaking ability at SMAN 5 Padang?"

### **1.5 The Hypotheses**

Based on some related references about listening and speaking ability, the hypotheses were formulated as follow:

- a. Null hypothesis ( $H_0$ ): There is no significant correlation between the second grade students' listening ability and their speaking ability at SMAN 5 Padang.
- b. Alternative hypothesis ( $H_a$ ): There is significant correlation between the second grade students' listening ability and their speaking ability at SMAN 5 Padang.



## **1.6 The Purpose of the Research**

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.

## **1.7 The Significance of the Research**

The researcher hoped that the English teachers and students can get benefit from this research. For the English teachers, this study provides the result of this research to enhance the knowledge about the correlation between the second grade students' listening ability and their speaking ability. By incorporating the findings this research into their teaching practices, the teacher can create more engaging and effective learning environment for the students. For the students, the result of this research will inform them about the correlation between students' listening ability and their speaking ability. By understanding the correlation between listening and speaking ability, English teacher and students can develop more effective strategies for language learning. This research highlights the importance of active listening in improving speaking skills. Students who focus on improving their listening ability may see significant improvements in their speaking ability as well. This information can be used by both teacher and students to create targeted lesson plans and study routines that prioritize listening comprehension. Ultimately, this research has the potential to improve the language learning experience for English students and instructors alike.

## **1.8 The Definition of Key Terms**

To avoid misunderstanding and misinterpretation in reading this research, the researcher gave definition of the terms as follow:

- a. Correlational study is a statistical test to determine the tendency of pattern for two (or more) variables to be very consistent (Creswell, 2012).
- b. The student speaking ability is the ability to perform the linguistics knowledge in actual communication. It is indicated by the student's scores in speaking.
- c. Listening is an active, purposeful process of making sense of what we hear (Nunan, 2003). It is indicated by the student's score in listening.