THE CORRELATION BETWEEN LISTENING AND SPEAKING ABILITY OF THE THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF UNIVERSITAS RIAU

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Abstract: *This research was aimed at finding out the correlation between listening and speaking ability of the third-semester students of English Department Universitas Riau. The researcher implemented a quantitative correlational research design. The number of the samples is 37 selected by using cluster random sampling (CRS). There were two data obtained in this research; students' listening ability and students' speaking ability. The listening TOEFL test was used to collect data of students' listening ability; while students' speaking ability was measured using IELTS speaking test part II. This study found that r-obtained is 0.526 with a significant level 0.001 which means that there is a significant correlation between listening ability and speaking ability. The value of R square shows that the relationship between listening and speaking ability of the students is 27.6%. In other words, it implies that the higher students' listening ability, the higher speaking ability score of the students might get.*

Keywords: *Correlation, Listening ability, Speaking ability.*

KORELASI ANTARA KEMAMPUAN MENDENGAR DAN BERBICARA PADA SISWA SEMESTER TIGA PENDIDIKAN BAHASA INGGRIS UNIVERSITAS RIAU

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Abstrak: Penelitian ini bertujuan untuk mengetahui hubungan antara kemampuan mendengar dan berbicara siswa semester tiga Jurusan Bahasa Inggris Universitas Riau. Peneliti menerapkan desain penelitian korelasional kuantitatif. Jumlah sampel adalah 37 yang dipilih dengan menggunakan cluster random sampling (CRS). Ada dua data yang diperoleh dalam penelitian ini; kemampuan mendengarkan siswa dan kemampuan berbicara siswa. Tes TOEFL mendengarkan digunakan untuk mengumpulkan data kemampuan mendengarkan siswa; sedangkan kemampuan berbicara siswa diukur menggunakan tes berbicara IELTS bagian II. Penelitian ini menemukan bahwa r-diperoleh adalah 0,526 dengan tingkat signifikan 0,001 yang berarti bahwa ada korelasi yang signifikan antara kemampuan mendengarkan dan kemampuan berbicara. Nilai R square menunjukkan bahwa hubungan antara kemampuan mendengar dan berbicara siswa adalah 27,6%. Dengan kata lain, ini menyiratkan bahwa semakin tinggi kemampuan mendengar siswa, semakin tinggi pula kemampuan berbicara siswa.

Kata kunci: Korelasi, Kemampuan Mendengarkan, Kemampuan Berbicara.

INTRODUCTION

Language is one of the important things in communication, and it is used as a tool of communication among nations all over the world. Delahunty (2010, p.5) defines " language is a system that connects thoughts, which cannot be heard, touched or seen with sounds, letters, manual sign, or tactile symbols which can" Through language, people will understand what the other people say and what they are talking about. People who have the ability in their language will be better at sending and receiving information or message to others. For these statements, it is clear that language is the most important part of communicating with other people.

English is an international language, especially in Indonesia. Indonesia still considers English as a foreign language, not as a second language. In the globalization era, English becomes popular because, in education, work, technology, business, and trade, English is needed. For instance, English is the language of business and communication worldwide. That is why the students need four English skills, namely, listening, speaking, reading, and writing. This research only focuses on listening and speaking.

Listening is an important part of learning English. Because listening skills help the students to receive a message from what other people say. To help them to get information in listening, it can be from listening to some audio, English songs, or announcement. These media is beneficial to train their listening skill. Nation (2009) states that listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak.

Likewise, in listening to the students learn to understand a sound. If the sounds are not clear, some students do not make good communication as well because they do not receive any input through their listening. Nunan (1998. p,1) defines "listening is the basic skill in language learning. Without listening skills, learners will never learn to communicate effectively".

Furthermore, speaking is also an important part of communication. Through speaking, the students speak orally to convey the message or idea that is easy to understand, so that it will form good communication. Actually, in good communication, the students also need to act, express, or sending their ideas orally after they have listened, such as take and give or feedback.

Listening and speaking are essential parts of human life in daily interaction. In human's life, they do interact with their environment every day. The same thing happens for for students of English Department Universitas Riau. They should be competent in communicating and interacting by using English. Therefore, they should learn English. The students learn four English skills (listening, speaking, reading, and writing). These skillas are compulsory subjects for them because, without the listener and speaker, communication is not

complete*.*

METHODOLOGY

The Research Design

This research was conducted at the English Department of Universitas Riau from November to December 2019.

The population of this research is the third-semester students of the English Department of Universitas Riau, consisting of 111 students. Based on the cluster random sampling that was conducted by the researcher, class B which consists of 37 was chosen as the sample of this research.

Data Collection Technique

In this research, the researcher used a listening TOEFL preparation test that was adopted from TOEFL Book: Complete Course for the TOEFL Test by Phillips (2001). The test considered three parts: A, B, and C. There were 50 questions in total. Part A, the students listened to short conversations between two people and answer 30 questions. In part B, the students listened to two longer conversations and had to answer 8 questions. The last in Part C, students listened to several talks and had to answer 12 questions. Students' speaking ability was obtained using the IELTS speaking test part II. The section of the test is to talk face-to-face between students and the examiner by using a topic card about "IDOL". In these tests, the research participants described the idol who they admired in spoken presentation. The participants had one minute to prepare their ideas. Then, they have to speak 1-2 minutes. The speaking test was scored by three raters by using the speaking aspects are: grammar, vocabulary, pronunciation, fluency and comprehension.

Data Analysis Technique

To know the result of whether it was statistically significant, it was analyzed by using correlation Pearson product-moment. Before applying the hypothesis, the researcher analyzes the score of 'students' listening ability and their score in speaking ability. To analyze the students' listening ability, the researcher assessed the 'students' score by using the classification score by Harris:

Table 1. Category of Listening Ability

No	Level of Ability	Test Score
1.	Excellent	80-100
2.	Good	60-79
3.	Mediocre	50-59
4.	Poor	0-49

(Harris,1974)

To get the 'students' speaking scores, the researcher calculated the result of their IELTS speaking test based on the speaking aspect by Brown (2001). Then to know the percentage of 'students' speaking ability, Arikunto (2010) suggested these five categories.

Table 2. Category of Speaking Ability

Criteria	Percentage interval
Very good	81-100 %
Good	61-80 %
Fair	41-60 %
Bad	21-40 %
Very bad	0-20 %

Product Moment Correlation Test

The test was conducted to determine the relationship between independent variables toward the dependent variable. The result of the product-moment correlation calculation was interpreted with the following norms based on Sudijono (2010):

Table 3. Level of Correlation

Product Moment (r)	Interpretation
0.00-0.20	Very Low Correlation
0.20-0.40	Low Correlation
0.40-0.70	Moderate Correlation
0.70-0.90	High Correlation
0.90-1.00	Very High Correlation

RESEARCH FINDINGS

The Data of Listening Ability

The result shows that the highest score of students' listening ability is 70 and the lowest score is 50. From the data, the highest score, and a lower score, it can be known that the range of score is 62. The score of 'students' listening ability can be seen in the table below:

Table Score	Num.	Range score	category	Frequency of students	Percentage (%)
	1.	81-100	Very good	0	0%
	2.	61-80	Good	19	51%
	3.	41-60	Mediocre	18	49%
	4.	21-40	Poor	0	0%
	5.	0-20	Very Poor	0	0%
		Total		37	100 %

Listening Ability

Arikunto (2010)

Based on the data in the table, there are no students in the very poor and poor category. In the mediocre level, there are 18 students. In the good category, there are 19 students. However, there is no student lies in the very good category. It can be interpreted that the listening ability of the third-semester students of English Department Universitas Riau is at a good level.

The Data of 'Students' Speaking Ability

The data concerning 'students' speaking ability were collected by 3 questions of IELTS test part II. The students were given 2-4 minutes to answer the questions by speaking orally as much as possible. From the result of the speaking test administrated to the students, their speaking test was scored by three raters. The result shows that the highest score of students' speaking ability is 74,67 and the lowest score is 46, 67. From the highest and lowest score, it can be known that the range of scores is 61,33. Then to analyze the 'students' speaking ability, the researcher will assess the 'students' score by using the classification score by Harris:

Table 5 Score of Speaking Ability

Num	Range Score	Criteria	Frequency of Students	Percentage
1.	81-100	Very good	0	0%
2.	61-80	Good	22	60%
3.	41-60	Mediocre	15	40%
4.	21-40	Poor	0	0%
5.	0-20	Very poor	0	0%

		Total	37	100%

(Harris,1974)

Based on the data in the table, there are no students at a very good level of speaking ability, at the good level there are 22 students 60%. In the mediocre category,

there are 15 students. However, there are no students in the poor and very poor category. Based on the interpretation by Arikunto (2010), the score is categorized is good. It can be interpreted that the speaking ability of the third-semester students of English Department of Universitas Riau is in a Good level.

Hypothesis Testing

This test was aimed to know the relationship between 'students' listening ability (X variable) and 'students' speaking ability (Y variable).
The hypothesis test result can be seen in the following table:

Table 6. Correlation between listening ability speaking ability
Correlations

		Listening (X)	Speaking (Y)
Listening (X)	Pearson Correlation	1	.526**
	Sig. (2-tailed)		.001
	N	37	37
Speaking (Y)	Pearson Correlation	.526**	1
	Sig. (2-tailed)	.001	
	N	37	37

**. Correlation is significant at the 0.01 level (2-tailed).

The table shows that the correlation value of the listening ability and speaking ability of the third-semester students of the English department of Universitas Riauis 0.526. It lies in 2-tailed testing at a significant level of 0.01<0.05. This means that there is a positive correlation between listening ability (X) and speaking ability (Y) because the significance value is happened to be 0.01 (less than 0.05). Based on the interpretation by Sudijono (2010) which has been mentioned in the previous chapter, if the correlational value is between 0.40 and 0.70, it can be confirmed that the two variables have "Moderate Correlation".

Coefficient Determination

Table 7. Coefficient
Determination Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimated
1	.526a	.276	.256	18.370

a. Predictors: (Constant), listening ability

From the table above, it can be seen the determination coefficient value (R square) is 0.276. Therefore, it can be said that 27.6% of the variation listening ability is

accounted for by the relationship with speaking ability. In other words, it means that the relationship between listening ability (X) and speaking ability (Y) of the third-semester students of English department Universitas Riau as much as 26.4%.

Discussion

To obtain the data, the writer arranged the Listening TOEFL Preparation Test to measure how is the students' listening ability and used the IELTS Speaking Test Part II test to measure the students speaking ability. After conducting the research, it was known that the average score of the students"" listening ability is 62, and the average score of the students' speaking ability is 62 which is categorized good based on the category level by Harris.

Based on the listening ability results, there are no students in the very poor and Poor category. In the mediocre level, there are 18 students. In the good category, there are 19 students. However, there is no student lies in the very good category. From the data that had been obtained, the result shows that the highest score of students' listening ability is 70, and the lowest score is 50. From the data, the highest score and lower score, it can be known that the range of score is 62. It can be interpreted that the listening ability of the third-semester students of English department of Universitas Riau is in a Good level.

Furthermore, the result shows that the Product Moment correlation value is 0.526. According to the interpretation of correlation, this value can be classified into a moderate correlation. Then the results of coefficient determination is 0,276, it means that there is 27,6 % contribution of listening ability to the achievement of the speaking ability. It can be concluded that the listening ability of the third semester students of English Department Universitas Riau is a moderate correlation with their speaking ability scores. In other word, it can be said that there is a fair correlation between students' listening and speaking ability of the third semester students of English Department Universitas Riau.

Based on the data in the table, there are no students in the very good level of speaking ability, in the good level there are 22 students 60%. In mediocre category, there are 15 students. However, there are no students in the poor and very poor category. The result shows that the highest score of 'students' speaking ability is 74,67 and the lowest score is 46, 67. From the highest and lowest score, it can be known that range of score is 61,33. From the data, it is known that the frequency distribution of the score is 10 lengths and 6 length of the interval with three numbers of classes. It can be interpreted that the speaking ability of the third-semester students of the English department of Universitas Riau is at a good level.

For those reasons, it can be concluded that listening ability might have important role as the factors that influence 'students' speaking ability. Furthermore, the relevant

studies also showed the same positive relationship between 'students' listening and speaking ability. They are the research conducted by Hayin Azizah (2014) and Nikmatul Farikah (2016) which discussed about the relationship between 'students' listening and speaking ability. Both of researches reveal that there is correlation between 'students' listening and speaking ability. However, the result of this research is not in line with the previous research conducted by Yune Andriani (2014). Based on the 'writer's conclusion, she states that the low correlation between 'student' listening and speaking ability

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the findings, the researcher comes to some conclusion. First, based on the listening ability data analysis, it can be confirmed that the listening ability of the third-semester students of the English department of Universitas riau is in the good level with the average score of 60.43. Second, based on the speaking ability, the speaking ability of the third-semester students of English department Universitas Riau is classified to have a good listening ability with in the average score 61.33, the score categorized good. Third, the result showS that the obtained coefficient (r-obtained) is 0.526 in 2-tailed testing at 0.001 of significant levels, which means that there is a correlation between listening ability and speaking ability of the third semester students of English department of Universitas Riau. Furthermore, based on the result of coefficient determination (R square), it shows that the value of R square is 27.6% it means that listening ability gives contribution as much 27.6% to speaking ability.

For those reasons, it can be concluded that listening ability might have an important role as the factors that influence students' speaking ability.

Recommendation

Based on the result and discussion above, the researcher would like to give suggestions that can be used to know how is the correlation between listening ability and speaking ability as follows. For students who have desire and willingness by realizing that both of the subject are a necessity to improve listening and speaking ability, the students need more to practice such as listening to English music, watching English movies with no subtitle, improving English pronunciation, and try to speak English as much as possible in order to make their listening and speaking ability better.

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