

**THE CORRELATION BETWEEN STUDENTS' LISTENING  
COMPREHENSION AND THEIR SPEAKING ABILITY AT 8<sup>TH</sup>  
GRADE OF SMPN 8 MATARAM**

Muhammad Syahrul Hadi<sup>1</sup>, Nurachman Hanafi<sup>2</sup>, Ni Wayan Mira Susanti<sup>3</sup>  
<sup>123</sup> English Education Department, Faculty of Teacher Training and Education,  
University of Mataram, Indonesia  
email: [hsyahrul481@gmail.com](mailto:hsyahrul481@gmail.com)

**ABSTRACT**

This study aimed to find out the correlation between listening comprehension and speaking ability of the 8<sup>th</sup> grade student of SMPN 8 Mataram. The researcher applied a quantitative correlational research design. The amount of the samples is 35 students picked out by using random sampling. There were two data acquired in this research; students' listening comprehension and students' speaking ability. Students' listening score was measured through listening test; while students' speaking ability was measured using roleplay speaking test with conversation instrument. Researcher uses SPSS to process and compute data. The research found an  $r$ -obtained of 0.694 with a significance value of 0.001. This means that there is a medium and positive correlation between listening comprehension and speaking ability. The R-squared value indicates a 48.2% relationship between students' listening comprehension and speaking ability. In other words, it is defined that the higher the student's listening comprehension, the better the student's speaking skill.

**Keywords:** correlation, listening comprehension, speaking ability

## INTRODUCTION

English is a widely spoken language in many countries and is used as a medium of global communication. It is also the language of the printed information. English language is widely used in every aspect from commercial, economic, entertainment to scientific aspect. English has becoming more and more important since it is the language used in commerce, teaching and computers. Since all of the student basically need it, English becomes an important subject in schools, and other informal education.

In Indonesia, English is learned as non-native language. Learning a non-native language is the same as learning your native language, listening is to begin with. That is why listening is one important skill for nonnative language learners. Listening comprehension help the students to receive a message from what other people say. Nation argues that "listening is the way of learning the language" (Nation, 2009: 38). It provides learners with information to help build the proficiency required to use the language. Once this knowledge is accumulated, the learner can start speaking. (Amrullah, Sahuddin, Fajri, and Apgriyanto, 2019) stated that English teachers should create a classroom environment in which students can communicate in real life through authentic activities and meaningful tasks that can increase the use of oral language.

Along with all the explanation above in listening the students also learn to understand a sound (Nurachman H, Sri M, Nurul A, 2022 : 95). If the sounds are not clear, some students do not make good communication as well because they don't get any information from listening. Nunan declared that "Listening is a fundamental skill in learning a language. Without listening skills, learners cannot learn to communicate successfully" (Nunan, 1998 : 1).

Speaking is also crucial part of learning English. Through speaking, students speak orally to convey the message or idea that is easy to understand, so that it will form good communication (Amrullah A, Thohir L, Sahuddin S, Nawawi M, Henny S, 2021 : 32). 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 comprehension and speaking ability are two important language skills that are essential for communication in the second language (Amin M, Tsaqiila T, 2023 : 8). This correlation has important implications for second language teaching and learning.

By reason of the researcher's monitoring during teaching practice or PPL, there are several students, when they show up in class at the 8<sup>th</sup> grade students of SMPN 8 Mataram. They speak really good and fluent English. At the time the researcher asked them how they were able to pronounce so well and speak English so well too. Some students said they listened to English songs a lot, while others said they often watched English programs and often imitated native speakers' way of speaking.

After observation and monitoring, researcher consider that students who are proficient in English are the result of good listening skills. In contrast, there are a few students who do well in listening, but do not speak as much and as good as those previously monitored. How can this problem happen?.

Furthermore, this correlational research between listening and speaking is influenced by Doff's claim in his book. Doff affirms that you cannot develop your speaking skills without also developing your listening skills. In order to have a successful conversation, students need to understand what is being said (Doff, 1988 : 198). Listening is very important in language teaching as it provides input to the learner also listening is the foundation of speaking (Rost, 1994 : 142).

Due to the explanation above, it is safe to say that listening is a door that will acquire students to speak. This is not just take place in second language learning and acquisition

theory, this also occur in the acquisition of native language. After being exposed daily by talking to their mothers and calling their names, babies begin to respond to being called by their names (Darjowijoyo, 2005 : 56).

The problem between difference in students' speaking ability leads the researcher to find out the correlation between listening comprehension and speaking ability of the 8<sup>th</sup> grade students of SMPN 8 Mataram.

## RESEARCH METHODS

This research uses a quantitative research design. The procedure for gathering, evaluating, interpreting, and documenting a study's findings is known as quantitative research (Creswell, 2002: 137). All information in numerical form, such as numbers and percentages, is considered quantitative data. The purpose of this study, The Correlation Between Student Listening Comprehension And Their Speaking Ability At 8th Grade Students Of SMPN 8 Mataram, is to systematically observe the fact and correlation of the issue. Moreover, the object need not be treated in this study.

While evaluating the data, the researcher uses Carl Pearson's correlation moments in order to study the consequences of correlation studies. To determine whether there is a connection or relationship between the X variable (Listening Comprehension) and the Y variable (Speaking Ability), the correlation product moment is utilized . In this study, SPSS for Windows served as the tool for the researcher to evaluate the data. "r" represents the correlation product moment. The following steps can be used to manually perform data operation technique:

- a. Finding the number of correlations using formula

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

N = Number of Participants

X = Students' Listening Scores

Y = Students' Speaking Scores

$\sum X$  = The Sum Scores of Listening

$\sum Y$  = The Sum Scores of Speaking

$\sum X^2$  = The Sum of the Squared Scores of listening

$\sum Y^2$  = The Sum of the Squared Scores of Speaking

$\sum XY$  = The Sum of Multiplied Score between X and Y This formula is used in finding index correlation "r" product moment between X variable and Y variable (r<sub>xy</sub>)

- b. To find out the significance between two variables, the significance test formula is (Ridwan & H.Sunarto, 2011) :

$$t_{\text{count}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$t_{\text{count}}$  = t value

r = value of correlation coefficient

n = number of participants

## FINDINGS AND DISCUSSION

The scores shown below were obtained by the researcher from listening test held on 13<sup>th</sup> of February 2023 which followed by 8<sup>th</sup> graders of SMPN 8 Mataram. The students' average score ranges from 70 to 90. The table below offers one way to describe it:

Table 1. Listening Score

No	Range	Category	Num Of Students	Percentage
1.	81 - 100	Very Good	8	23%
2.	61 - 80	Good	27	77%
3.	41 - 60	Mediocre	0	0%
4.	21 - 40	Poor	0	0%
5.	0 - 20	Very Poor	0	0%
Total			35	100%

Be determined by the table above no students are in the category of mediocre, poor and very poor, there were 8 students at very good category 23%, and 27 students at good category 77%. However, the listening comprehension score of 8<sup>th</sup> grade student of SMPN 8 Mataram can be categorized in a good level.

The speaking test is held on 20<sup>th</sup> of February 2023. The test is followed by 35 8<sup>th</sup> grade students of SMPN 8 Mataram. The test is conducted by the researcher accompanied by English teacher of SMPN 8 Mataram as a competence assessor, the assessment of the students' score is using the classification score by Harris. The result of the test can be seen in this table below:

Table 2. Speaking Score

No	Range	Category	Num Of Students	Percentage
1.	81 - 100	Very Good	1	3%
2.	61 - 80	Good	23	66%
3.	41 - 60	Fair	11	31%
4.	21 - 40	Bad	0	0%
5.	0 - 20	Very Bad	0	0%
Total			35	100%

Be conditioned with the data in the table, only one student at a very good level of speaking ability 3%, at the good level there were 23 students 66%. In the fair category, there were 11 students 31%. As we can see, there was no students in the bad and very bad category. Conforming to the interpretation by Arikunto (Arikunto, 2010 : 319). The students' scores are categorized good. The researcher might thus say that the speaking ability of the 8<sup>th</sup> grade student of SMPN 8 Mataram is in a Good level.

Table 3. Statistical Analysis

		LISTENING COMPREHENSION	SPEAKING ABILITY
LISTENING COMPREHENSION	Pearson Correlation	1	.694**
	Sig. (2-tailed)		0,000
	N	35	35
SPEAKING ABILITY	Pearson Correlation	.694**	1
	Sig. (2-tailed)	0,000	
	N	35	35

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

According to the correlation output table above, speaking and listening variables are correlated since the Sig. (2-tailed) score between listening comprehension and speaking ability is at  $0.00 < 0.05$ .

Furthermore, based on to the correlation table below, there is an average or moderate correlation between students' listening comprehension and speaking abilities, with a correlation between the two variables being 0.694.

Table 4. Interpretation of Pearson Correlation

The score of "r" product moment (r <sub>xy</sub> )	Interpretation
0.00 – 0.19	There is a connection between X and Y, but it is very weak or small, thus it is disregarded or is rated as having no correlation.
0.20 – 0.39	There is a weak or negligible correlation between X and Y.
0.40 – 0.69	X and Y are correlated in some way. The level is average.
0.70 – 0.89	There is high correlation between X and Y
0.90 – 1.00	There is a very high correlation between X and Y.

Table 5. Coefficient Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.694 <sup>a</sup>	0,482	0,466	7,646

The determination coefficient value (R square), which can be seen in the table above, is 0.482. Hence, it can be argued that listening comprehension affects 48,2% in speaking ability. In other words, it indicates a 48,2% correlation between student's listening comprehension (X) and speaking ability (Y) in the eighth grade of SMPN 8 Mataram.

## DISCUSSION

In context of listening comprehension result there was no student in mediocre, poor and very poor category, there were 8 students at very good category and 27 students at good category, students' highest score is 90. On the other hand, in speaking ability result there only one student at a very good level of speaking ability while at the good level there were 23 students. In the fair category, there were 11 students. As we can see, there are no students in the bad and very bad category. It may be inferred that students' scores fall into the good level category for listening comprehension and speaking ability.

Furthermore, the result shows that the Product Moment correlation value is 0.694. Based to the interpretation of correlation table above, this value can be classified into a medium correlation. Then the results of coefficient determination is 0,482, it means that there is 48,2% contribution of listening comprehension to the ability of students in speaking. It can be assumed that the listening comprehension of 8<sup>th</sup> grade student of SMPN 8 Mataram has positive correlation with their speaking ability in a medium correlation. In other word, it can be said that there is a medium and positive correlation between students' listening comprehension and speaking ability of the 8<sup>th</sup> grade student of SMPN 8 Mataram.

For those reasons above, it can be wrap up that listening comprehension plays an important role as a factor influencing a students' ability to speak. In addition, a related study showed a similar positive relationship between the listening and speaking of students'.

In a previous study published in 2014, Azizah explored the correlation between students' listening and speaking skills. The results of this study show a connection between those skills. The study's findings indicate that the correlation is at a medium level 0.460.

The findings of this research support Doff's assertion that "one cannot improve speaking abilities without simultaneously developing listening comprehension; students need to comprehend what is being said in order to have a good conversation" (Doff, 1988 : 198).

On the basis of the discussion above the researcher conclude that listening comprehension contributes to and is interrelated with speaking ability. Good speaking skills are learned through listening. Students who are good listeners might speak well.

## CONCLUSION

The researcher draws the following conclusions after considering the data from the previous chapter: (a) The eighth-grade students at SMPN 8 Mataram can be seen to have good levels of listening comprehension, with an average score of 79,1. According to data processing of listening comprehension. (b) Based on students' speaking abilities, the eighth-grade students at SMPN 8 Mataram are categorized as having good levels of speaking ability, with an average score of 71,1. (c) The correlation is in the moderate and positive correlation, with a value of 0.694, according to the correlation 2-tailed testing at 0.001 of significant levels, and (d) The coefficient determination result reveals that the value of the R square is 48.2%. This indicates that speaking ability receives a 48.2% contribution from listening comprehension. For those reasons described above, we can clearly conclude that listening comprehension might have an important role as the factors that influence students' speaking ability.

Based on the findings of this research from the previous chapter that supported by the comprehensible input hypothesis theory, these are factors that contribute to difference in students' speaking ability among students with similar listening comprehension skill at the 8<sup>th</sup> grade of SMPN 8 Mataram:

- a. Affective factors such as motivation, attitude, and anxiety can play a significant role in language learning and may affect students' speaking ability.
- b. Input quality: The quality of input that students receive can affect their speaking ability. If students are exposed to input that is too difficult or not relevant to their needs, it may not be helpful in developing their speaking skills.
- c. Output practice: Output practice, or the opportunities that students have to practice speaking, can also affect their speaking ability. Students who have more opportunities to practice speaking are likely to develop better speaking skills than those who do not.



## REFERENCES

- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Amrullah, A., Sahuddin, S., Fajri, M., & Apriyanto, K. (2019). *Learning to Speak English through Task-Based Approach*. Atlantis Press. Retrieved April, 09, 2021
- Amrullah A, Thohir L, Sahuddin S, Nawawi M, Henny S. (2021). Development of Academic Speaking Communicative Tasks Model for Students of English Education. *Education and Social Science (ACCESS 2020)*, 32-35.
- Amin, M. (2014). What Contributes To Students' Success In Learning To Speak English. *JEELS (Journal of English Education and Linguistics Studies)*, 31-45.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating Quantitative and Qualitative research*. Upper Saddle River. New Jersey: Merrill Prentice Hall.
- Creswell, J. W. (2012). *Educational Research*. Boston: Educational Research.
- Dardjowidjojo, S. (2005). *Psikolinguistik; Pengantar Pemahaman Bahasa Manusia*. Jakarta: Yayasan Obor Indonesia.
- Doff, A. (1988). *Teaching English : Trainer's Handbook*. Cambridge: Cambridge University Press.
- Nation, I. S. P. (2009). *Teaching ESL/EFL Reading and Writing*. New York: Routledge.
- Nation, I.S.P & Newton, J. (2009). *Teaching Listening Comprehension*. Cambridge UK: Cambridge University Press.
- Nunan, D. (1998). *Language Teaching Methodology: A Textbook for Teachers (Prentice Hall International English Language Teaching)*. New Jersey: Prentice Hall Publishing.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw Hill.
- Nurachman Hanafi, Sri Mahawan, Nurul Azizah. (2022). Sosialisasi Ragam Keterampilan Menyimak Bahasa Inggris Bagi Mahasiswa S1 Bahasa Inggris Universitas Muhammadiyah Mataram. *Jurnal Pengabdian Ilmu Pendidikan, Sosial, dan Humaniora*, 95-100.
- Muhammad Amin, Thalia Qaulan Tsaqiila. (2023). Assessing Students' Pronunciation Skills And How To Improve Them. *Indonesian Journal of Teacher Education*, 1-8.
- Ridwan & H. Sunarto. (2011). *Pengantar Statistika Pendidikan, Sosial, Ekonomi, Komunikasi dan Bisnis*. Bandung: Alfabeta.
- Sudjana, N. (1989). *Peneliti dan Peneliti Pendidikan*. Bandung: PT Sinar Baru.