

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Research**

The purpose of language teaching is to improve the four language skills, namely speaking, listening, reading and writing. According to Harmer (2010), these are often divided into two types, receptive and productive skills. “Receptive skill is a term used for reading and listening, where these skills involve receiving message.” (p. 270). In listening, to demonstrate their ability to understand spoken English, students should learn to function successfully in real-life listening situations. However, in reading, students’ understanding of a text comes from understanding the decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses, and sentences) of which are composed.

According to Harmer (2010), “Productive skill is the term for speaking and writing, where students actually have to produce language themselves.” (p. 275). People use spoken and written language to communicate each other in their daily

life. People unconsciously learn to speak naturally by imitating the ways in which people around them speak. In contrast, writing must be consciously learnt because writing uses marks or symbols known as letters, which replace the sound that people produce when they speak. According to Luoma (2010), “A major difference between speaking and writing is that speakers do not usually speak in sentences.” (p. 12). Speaking can be considered to consist of idea units, which are short phrases and clauses that can be connected with conjunctions or not at all but simply spoken with possibly a short pause between them.

Listening and speaking are closely intertwined. Listening comprehension is not only as the process of receiving sound, but also as the interactive and conscious process to send the message to the brain which will influence in the process of communication (Brown, 2010). Listening demands active involvement from the listener. In order to reconstruct the message that speaker intends, the listener should be encouraged to engage in an active process of listening for meanings, using not only the linguistic cues but also nonlinguistic knowledge. Moreover, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 2010). In other words, two or more people talk to each other about things that they think mutually interesting and relevant in the situation in speaking interaction. Each participant is both a speaker and a listener; they construct the event together and share the right to influence the outcomes which can be both shared.

There are two studies that support the correlation between listening skill and speaking skill. The first study is conducted by Bozorgian (2012), which focused on the relationship between listening and other language skills (speaking,

reading and writing) in International English Language Testing System (IELTS). As part of descriptive data analysis, Correlation Coefficient was used to measure the relationship between listening skill performance and other language skills performance – speaking, reading and writing. The finding showed that the relationship between listening and other language skills is closely intertwined. There was a strong positive correlation between listening and other language skills (speaking, reading and writing). The second study Zhang (2009) studied the effects of listening on speaking of 50 second-year students of Computer Science majors of Qingdao University of Science and Technology, China. The experimental group of 25 students was given appropriate listening and audio-visual authentic materials for a school year in the oral English class. Zhang used Pearson product-moment correlation. The result shows that listening and speaking ability are closely related, and listening does have positive effects on improving college students' oral English. There is a significant correlation between students' listening and speaking ability. Listening to more appropriate authentic materials can help to improve students' oral English. Therefore, it is advisable for college teachers to bring in more authentic listening materials into their class, and for students to try every possible means to get access to positive listening materials.

The researcher uses correlational study to look for relationship between listening skill and speaking skill. A co-relational study is a study which involves the collection of two or more sets of data from a group of subjects with the attempts to determine the subsequent relationship between those sets of data in which one variable influences another (Tuckman, 2012). Harmer supports that there is correlation between listening and speaking. According to Harmer (2010),

“Listening provides input for the learner that enables students to gain good speaking habits as a result of the spoken English they absorb and helps to improve their pronunciation.” (p. 303). Viewing from its function, speaking is clearly a form of communication between the speaker and the listener. The speaker is trying to communicate ideas that listener need to comprehend in real time.

In order to investigate correlation empirically, a statistical analysis that precisely summarizes both the strength and direction of the relationship between two variables is needed. This information is provided by a correlation coefficient. The researcher uses Pearson product-moment correlation coefficient because the relationship between the two variables is linear, both variables constitute interval scales and both variables are normally distributed.

There are reasons for researcher to choose listening and speaking as the two variables which are being correlated. First, there has not been a research about correlation between Listening Skill and Speaking Skill done at STBA LIA. Second, the researcher is interested in proving the close relationship between Listening Skill and Speaking Skill which can be viewed from both scores.

## **B. Statement of the Problem**

The explanation of the research background leads to the statement of the problem that is formulated into: “Is there any correlation between students’ listening skill and speaking skill taught in Academic Listening and Discussion Skills at STBA LIA Jakarta in academic year 2012/2013?”

### **C. Objective of the Study**

Based on the statement of the problem, the objective of research is to find out whether there is a correlation between students' listening skill and speaking skill taught in Academic Listening and Discussion Skills at STBA LIA Jakarta in academic year 2012/2013.

### **D. Scope and Limitation**

The research concerns to the significant correlation of Listening skill and Speaking skill. The data of the research are final test score of Academic Listening (the final level of class from Listening Comprehension and Listening and Note-Taking classes) and Discussion Skills (the third level of class from Basic of English Communication and Conversation classes) of the English Department morning class students at STBA LIA Jakarta in academic year 2012/2013.

### **E. Research of Methodology**

#### **1. Method**

In this research, the researcher uses correlational method. According to Kumar (2011), "Correlational method attempts to discover the existence of a relationship between two or more aspects." (p. 9). In this research, the researcher attempts to find out the correlation between Listening skill and Speaking skill.

## 2. Data

**Table 1.1**  
**The Population and Sample Students of Academic Listening Class and**  
**Discussion Skills Class**

<b>Class</b>	<b>Total Population of Academic Listening Class and Discussion Skills Class</b>	<b>Total Sample</b>
S3A	15	10
S3B	16	10
S3C	11	10
<b>Total</b>	<b><math>\Sigma = 42</math></b>	<b><math>\Sigma N = 30</math></b>

### a. Population

The population of this research is the English Department the morning class students at STBA LIA Jakarta in academic year 2012/2013 who took Academic Listening in semester 3 and also took Discussion Skills in semester 3.

### b. Sample

There are three classes of the English Department morning class students at STBA LIA Jakarta in academic year 2012/2013. They are class S3A, S3B, and S3C for Academic Listening and for Discussion Skills in semester 3. The researcher takes 10 students each class randomly.

### c. Hypothesis

Hypothesis that is used in this research are:

1. The Zero Hypothesis (Ho) : There is no correlation between Listening Skill and Speaking skill
2. The Research Hypothesis (Ha) : There is correlation between Listening Skill and Speaking skill

The formula is as follows:

$H_o : r = 0$ $H_a : r \neq 0$
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- If regression coefficient is greater than or equal to regression of table,  $H_o$  is rejected.
- If regression coefficient is less than or equal to regression of table,  $H_a$  is rejected.

(Further information about regression coefficient and regression of table can be obtained in Chapter 2).

### 3. Data Collection

In collecting data, the researcher does some steps:

- a. Copying the final test score of S3A, S3B, and S3C for Academic Listening and Discussion Skills in academic year 2012/2013.
- b. Selecting population based on the students who attend Academic Listening and Discussion Skills.

- c. Taking 10 students who are selected as population each class randomly for the sample of the research.

#### **4. Data Analysis**

After collecting the data, the steps to analyze the data are:

- a. Analyzing students' final test score of Academic Listening and Discussion Skills to find out the mean score of each skill.
- b. Analyzing the mean score of each skill to find out the difference of each skill.
- c. Analyzing the result of the calculation (difference and standard deviation) into the Pearson product-moment formula.
- d. Analyzing the level of correlation coefficient using indicator table.
- e. Concluding whether there is correlation between Listening Skill and Speaking Skill using hypothesis.

#### **F. Organization of the Writing**

There are four chapters in the research. The first chapter is for the introduction that consists of background of the research, statement of the problem, objective of the study, scope and limitation, research of methodology, and organization of the writing. The second chapter is theoretical framework which is about the theory that supports the research. The third chapter is the analysis of the data based on the theory presented in chapter two. The last chapter is the conclusion of the analysis.