

**A CORRELATION STUDY BETWEEN THE STUDENTS' LISTENING AND
SPEAKING MASTERY OF THE TENTH YEAR STUDENTS OF SMK N 1
KLATEN IN THE ACADEMIC YEAR 2016/2017**

S-1 THESIS

**Submitted as a Partial Fulfillment of the Requirements for Undergraduate
Degree in English Education Study Program**



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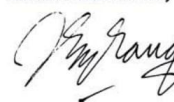
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PRONOUNCEMENT

This is to clarify that I, myself, write this thesis entitled “**A CORRELATION STUDY BETWEEN THE STUDENTS’ LISTENING AND SPEAKING MASTERY OF THE TENTH YEAR STUDENTS OF SMK N 1 KLATEN IN THE ACADEMIC YEAR 2016/2017**”.

This thesis is not plagiarism or made by the other people. Any single thing related to the thesis and the theories which are used by the writer is quoted in citation with the sources that can be seen in the part of bibliography.

If it is found that the pronouncement is incorrect, the writer is ready to accept the punishment including the withdrawal or the cancellation of my academic degree.

Klaten, July 2017



Sahava Anisa
1211202808

MOTTO

“Berdoalah (mintalah) kepadaKu, niscaya Aku kabulkan doamu”

(QS. Al-Mukmin: 80)

“Maka nikmat Tuhan kamu yang manakah yang kamu dustakan?”

(QS. Ar-Rahman: 13)

“Everything happens for a reason. Gak usah panik.”

(The writer)

“Iruka sensei no te o desu na. Korosu zo!”

(Uzumaki Naruto)

“No Excuses. No Regrets. No Apologies.”

(Brian Kinney – Queer as Folk)

“Don’t try to live so wise. Don’t cry cause you’re so right. Don’t dry with fakes or fears, cause you’ll hate yourself in the end”

(Akeboshi)

PRESENTATION

This thesis is presented to the people who are truly meaningful to the writer's life. This thesis is somehow done by the support, help, and presence of these people. By this, it is such an honor for the writer to dedicate this thesis to:

1. Pak Bejo: *Adalah aku yang begitu menyedihkan tidak pernah berucap cinta, dikala hati ini khatam untuk paham, perasaan sayang dan syukurku padamu tak pernah gagal mendominasi. Terima kasih, sangat. Ibu Asri: Terima kasih tanpa jenuh untuk teh panas di setiap pagi, telinga yang tak menyerah untuk mengerti, mulut yang tak capek mengomeli, setiap doa yang katanya ada namaku didalamnya. Dan semua tentangmu yang selalu menyenangkan, dan adiktif, dengan aku yang tak kuasa berhenti: terus menikmati.*
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The writer of this thesis completely realizes that this thesis is far from the word perfection, thus, the criticism and suggestion are really appreciated.

Klaten, July 2017

The Writer

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ABSTRACT

SAHAYA ANISA. NO. 1211202808. English Education Study Program. The Faculty of Teacher Training and Education. University of Widya Dharma Klaten, Klaten, 2017. Thesis: *A Correlation Study Between the Students' Listening and Speaking Mastery of the Tenth Year Students of SMK N 1 Klaten in the Academic Year 2016/2017.*

This study is aimed to find out the correlation between the students' listening and speaking mastery of the tenth year students of SMK 1 Klaten in the academic year 2016/2017. There are two variables being correlated. The first variable is listening mastery while the second variable is speaking mastery. In the efforts of getting the data of these two variables, the writer has carried out tests which consist of listening and speaking tests. The source of the data or the sample of this study is 62 students of SMK N 1 Klaten majoring *Pemasaran* in the academic year 2016/2017. The data gotten are then analyzed by using the Pearson Product Moment formula.

Having gotten the data of the two types of these language skills, the writer then tries to find the correlation coefficient between them by using the Pearson Product Moment formula and obtains the value of r_{XY} as 0.352601. The r_{XY} value is then consulted to the two levels of significance which are 5% and 1%. According to the r value on the r table, the levels of significance of 5% and 1% for the 62 students are 0.259 and 0.325. Having gotten the values of each level of significance and compared to the r_{XY} value that the writer has previously had, the writer can conclude that the r_{XY} value is greater than the levels of significance at 5% and 1% on the r table. Based on this result, the writer can say that there is a significant correlation between the students' listening and speaking mastery of the tenth year students of SMK N 1 Klaten in the academic year 2016/2017.

Keywords: *correlation study, listening mastery, speaking mastery*

CHAPTER I

INTRODUCTION

A. The Background of the Study

English language is an important issue to be discussed since the presence of that language is not only used as a means of communication but is also regarded as the language which is officially taught and inserted in the curriculum of education. English language is began to be taught in the fourth grade of Elementary school (public school) and even purposely introduced in the earlier grades in lots of private schools. It proves that the existence of English language in Indonesia does not only present as an introductory language in the early ages but is also continued to be one of some requirements of graduation in the Junior and Senior High School. This application of the English language in schools is corresponded to the *Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013* which explains that the material of teaching languages is divided into three main languages these are Indonesian language, local languages, and foreign languages. Foreign languages particularly English as the international language is stated as a very important language in the global society and communication.

Within the English language teaching in the foreign learners society, as well as started in the syllabus, the language itself is divided into four main skills. These skills are listening, reading, writing, and, speaking. It is already known in many theories of English language teaching that the two first skills are described as receptive skills while the last two skills are productive skills. Harmer (2007:

265) delivers the understanding that receptive skills is the term used to explain the condition in which the students are demanded to extract meaning from discourse. Productive skill, in comparison, is the term used in a situation where the students actually have to produce the language themselves. Here, Harmer continues to explain that receptive and productive skills feed of each other in a number of ways. What we say or write is heavily influenced by what we hear and see. Thus, the more we see and listen to comprehensible input, the more English we acquire, notice or learn (2007: 266).

The supporting relation between those receptive and productive skills is appealing as it attracts the writer in this study to learn deeply into the matter. Lado (1964: 50) states in his principles that it is essential to teach the listening and speaking skills firstly and writing and reading afterwards. The writer is interested to take listening from receptive skill and speaking from the productive skills out and then analyze these two skills to find out whether there is any relation between them or not. The writer is enthusiasm to correlate these two variables since based on the writer's own experience in learning English, listening is somehow helpful to the improvement of an individual's skill in speaking. It then goes to the intention of knowing the fact of the early opinion by holding this study of correlating listening to speaking.

Starting to discuss the first variable that is listening, Nation & Newton (2009: 37) say that listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening. It then comes to the understanding that listening contributes to an individual's speaking learning

process. In the correspondence to speaking skill, Lado states that speech cannot be invented by the students; it has to be imitated. Poor models produce poor imitations. Good models do not guarantee good integrations, but they are necessary to permit good responses (1964: 49). From those formerly opinions, it can be assumed that in order to speak well, an individual needs to learn to listen. Speaking itself does not occur automatically as it needs to be imitated and practiced. As speaking must be imitated, an individual needs to learn how to speak by previously listening to people speaking the language. The need of an individual to get language input through listening is important as by listening to a certain language, an individual does not only obtain much vocabulary but also have a chance to imitate how to speak the language.

People can talk as they listen previously to the words before. This means that from those four skills, listening is the first skill the students need to get used to. High understanding of listening will affect the repertoire of a language. High repertoire will greatly affect their capability of speaking, reading, and writing in using a language. That is the logical reason stating that listening is the first skill the students need to notice. As the students of target language feel hard in catching the foreign words stated, it is worried that they will be unable to speak or to communicate their thoughts, ideas or opinion in the target language freely.

The capability of the foreign students to listen to the spoken utterances will affect the language they can deliver. It is possible to happen as if they are good in catching and understanding the words, they have a lot of possibilities to choose the words from the target language they want to use. Good understanding of the new words which they got from listening the native speakers stating the words

will increase their knowledge and in the end, they are able to speak by using lot of vocabularies they understand. As there is a possibility that listening and speaking are connected, the writer in this study wants to analyze and know if there is any relation between students' listening and speaking mastery. The writer chooses the subject school that can be used to collect the data needed. The subject chosen in this study is the students on the tenth grade of SMK N 1 Klaten.

SMK N 1 Klaten is one of many vocational high schools located in Klaten regency. There are two reasons for choosing the subject in SMK N 1 Klaten. First, SMK N 1 Klaten applies the newest curriculum suggested by the government. Second, SMK N 1 Klaten has six different study programs that can make the population needed for this research various and interesting. As for the class, the writer decided to choose the tenth grade students. Having known the situation of the schools, it is quite hard to choose eleventh grade as in the second semester of the academic year 2016/2017, the students on eleventh grade are doing PRAKERIN. PRAKERIN is a special programme held in vocational schools intended to make the students have the experiences in the real jobs according to the majors they are in. It will not be possible also for purposing the study on the twelfth grade since they are pretty busy preparing themselves to pass the national examination on April 2017. Considering those situations, the writer feels that it is appropriate to choose the tenth grade in SMK N 1 Klaten in the academic year 2016/2017 since they do not have particular activities that may be disturbed if they are chosen as the subject of this study. Since this study wants to find out the relation of those two skills of learning the English language, the

writer names the study as *“A Correlation Study between the Students’ Listening and Speaking Mastery of the Tenth Year Students of SMK N 1 Klaten in the Academic Year 2016/2017”*

B. The Reason for Choosing the Topic

The writer of this study has several reasons for choosing the topic questioning the relation of the students’ listening and speaking mastery. The reasons are stated as follows.

1. Listening is the first skill that the human being learns. It is interesting to know deeper related to the relation of listening skill to others skills in learning English as the foreign language taught in schools.
2. Speaking is, based on the writer personal feeling, is an interesting thing. Not only as a skill but also as a means of communication.
3. Students’ listening mastery may have a connection to an individual’s ability to speak as by listening to the words, the learners have a lot of foreign vocabularies to speak.
4. Sekolah Menengah Kejuruan (SMK) is a kind of vocational high school which emphasizes on preparing its students facing the real job world. Being able in speaking English is essential for the students preparing to compete in real world.

C. The Limitation of the Study

In this part of the study, it is necessary for the the writer to state the limitation in this study. Limitation is needed to make this study clear for what has

been stated as the focus of the research. The limitations of this study can be seen as follows.

1. This study is limited to know if there is any significant correlation between the students' listening and speaking mastery.
2. The subject in this study is limited to the tenth year students of SMK N 1 Klaten in the academic year 2016/2017 majoring *Pemasaran* study program.
3. This study is limited to test the students' listening and speaking mastery in recount text topic. Recount text is the first topic discussed in the second semester of tenth grade students in vocational high schools.

D. The Statement of the Problem

The writer, according to the explanation which has been stated before, wants to declare the problem of this study which named as "Is there any significant correlation between the students' listening and speaking mastery of the tenth year students of SMK N 1 Klaten in the academic year 2016/2017?"

E. The Aim of the Study

It is clear that the aim of this study is to find out the significant correlation between students' listening and speaking mastery of the tenth year students of SMK N 1 Klaten in the academic year 2016/2017.

F. The Use of the Study

The use of this study is expected to contribute some uses for the teaching and learning English language in foreign learners' society. The writer of this study

tries to analyze and find out the possibility of the relation or the correlation between those two skills of learning English language for some certain reasons which can be stated as follows.

1.Theoretical Use

This study will be useful to enrich the references needed by the readers who look for additional materials related to the listening or speaking theories. The references used in this study are easy to find that it will be easier for the readers to do so.

2.Practical Use

This study will be useful for the teacher. The result of the study may give new references based from the relational of those skills to increase the quality of the process of teaching and learning. Listening and speaking, for the writer, are those two things which cannot be separated as they complete each other. By knowing the correlation of those two things, it will be so much easier for those who want to learn foreign language and find a solution if they have a problem, both in mastering listening and speaking.

G. The Clarification of the Key Terms

In the efforts to make the readers know what the writer intends to say, the writer clarifies the key terms used in this study. In this part, the writer will show slight clarification of the key terms used in this study. The further explanation can be seen as follows.

1. Correlation Research

Correlation research is one of several researches which belongs to the quantitative research. Quantitative research is a kind of research which uses

the existence of the data to find out the result. Correlation research, based on what is stated by Wiseman (1999: 7) is a kind of research which investigates the relationship between two or more variables. It feels so similar to the understanding stated by Walliman (2011: 9) who says that correlation design is used to examine a relationship between two concepts. It means that correlation research refers to a research to correlate two things which are assumed to own relation that may both influence or give causal-effect relation.

Another opinion delivered by Gall (1963: 320) who states that correlation research refers to studies in which the purpose is to discover relationship between variables through the use of correlational statistics. It means that in correlation research, the researcher involves two variables by using a systematic method to find out the correlation of two things by using a correlation statistics.

2. Listening Mastery

The writer finally comes to the first variable of this study which talks the listening mastery. Mosher in Guskey and Anderman (2014: 1) states that mastery is simply reaching a certain level of understanding of particular content. It means that mastery is a certain level that must be comprehend by the students related to a particular content. In addition, listening skill is categorized as receptive skill. Receptive skills based on Harmer (2001: 199) are the ways in which people extract meaning from the discourse they see or hear. It means that listening means comprehending. Listening is not only catch the sound but also understand what message is in. To be well skilled in

listening, the students need to have the previous knowledge to the material listened. It is quite hard to understand the message if the students do not have previous knowledge related to the material in listening.

From the understanding above, it gives a conclusion whether generally, students' mastery is the students' understanding of the chosen material. As the writer talks about the students' mastery of one of the English skill that is listening, the listening's mastery then refers to the students' listening comprehension. The listening's mastery here then means how far the students in the selected subject master the listening skill in learning their target language (English).

3. Speaking Mastery

Speaking as the productive skill is a skill that can be measured by confirming listeners' understanding. Well delivered speaking process is not an easy thing to produce. Rivers cited by Morley in Celce-Murcia (2001: 70) considers that speaking does not of itself constitute communication unless what is said is comprehended by another person. Teaching the comprehension of spoken speech is therefore of primary importance of the communication aim to be reached. Speaking is not only producing words but also communicating the message it contains. A good communication only occurs if the speaker can make the listener understands and catches the message he or she wants to deliver.

As for the understanding of mastery in the previous statement is a great knowledge related to a certain topic. Talking about speaking mastery, the writer in this study can conclude whether speaking mastery is

the students' knowledge and ability to deliver the message he or she intends to the purposed listeners.

H. The Organization of the Study

In this part of the thesis, the writer of this study wants to declare the organization of the study which is divided into five chapters as follows.

Chapter I is introduction. This chapter contains the background of the study, the reason for choosing the topic, the limitation of the study, the statement of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II review of the related literature. It discusses the teaching and learning in Vocational High School (SMK), teaching English in Vocational High School (SMK), the theory of listening mastery, and the theory of speaking mastery.

Chapter III is method of the study. In this part of the chapter, the writer discusses the meaning of correlation research, the strategy of the study, the subject of the study, the technique of collecting the data, and the technique of analyzing the data.

Chapter IV is the result of the study. It consists of presenting the data, analyzing the data, and the result of the analysis.

Chapter V is conclusion and suggestion. This last chapter of the study states the conclusion of the study and suggestion that can be used for anyone who reads this study.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter is started by the feeling of curiosity of the writer who wonders that there is a certain correlation between the listening and speaking skills. The question is being worked further by carrying out a study with the title: “*A Correlation Study between the Students’ Listening and Speaking Mastery of the Tenth Year Students of SMK N 1 Klaten in the Academic Year 2016/2017*”. In the previous chapter I, the writer has formulated the problem of the study which formulated as “Is there any significant correlation between the students’ listening and speaking mastery of the tenth year students of SMK N 1 Klaten in the academic year 2016/2017?”.

The writer, having been gotten the data, correlates the results of the listening and speaking tests by applying the Pearson Product Formula. There are 62 students who joined the test and used as the sample in the study. The calculation shows that the r_{XY} value or the coefficient of correlation between the listening and speaking tests is 0.352601. There two levels of significance used. The first is the coefficient at 5% level of significance which results to 0.250 and the second is coefficient at 1% level of significance which results to 0.325 with 62 students as the N or the people joining the tests.

By consulting the result of r_{XY} to the r table with the coefficient at 5% and 1% levels of significant, the writer can conclude the calculation of the r_{XY} is greater than the values of the 5% and 1% levels of significance. As the r_{XY} is

greater than the two levels of significance, the writer can say that the hypothesis stating there is a significant correlation between the students' listening and speaking mastery of the tenth year students of SMK N 1 Klaten in the academic year 2016/2017 is accepted.

B. Suggestion

1. To the Teacher

Seeing the result of the study, the writer does really hope that the teacher will always present the English teaching learning process with more chance for the students to do oral activities.

2. To the Students

It is already proven that there is a correlation between the listening and speaking skills. Based on the result, the writer hopes that the students enjoy studying English by not only learning the subject in schools but also trying to get more views outside the classroom as long as it is useful to increase their knowledge and comprehension.

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