

# A CORRELATION STUDY BETWEEN THE STUDENTS' LISTENING AND SPEAKING MASTERY OF VOCATIONAL HIGH SCHOOL IN KLATEN

Sukasih Ratna Widayanti<sup>1</sup>, Sahaya Anisa<sup>2</sup>

Email: [sukasihratnawidayanti@yahoo.com](mailto:sukasihratnawidayanti@yahoo.com)<sup>1</sup>,  
[annisaandrianaori@gmail.com](mailto:annisaandrianaori@gmail.com)<sup>2</sup>

Universitas Widya Dharma Klaten  
Klaten, Indonesia

**Abstract.** This study aims to find out the correlation between the students' listening and speaking mastery of Vocational High School in Klaten. There are two language skills correlated, such as listening and speaking. The sample is sixty two students in the tenth grade of State Vocational High School 1 Klaten. The writers calculate the correlation coefficient value by using the Pearson Product Moment formula. The  $r_{XY}$  value is 0.352601. According to the  $r$  value on the  $r$  table, the level of significances of 5% and 1% for the sixty two students are 0.259 and 0.325. It can conclude that the  $r_{XY}$  value is greater than the level of significances at 5% and 1% on the  $r$  table. Based on this result, the hypothesis in this study is accepted. It means that there is a significant correlation between the students' listening and speaking mastery of Vocational High School in Klaten.

**Keywords:** listening, speaking, vocational high school

## INTRODUCTION

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 learner's 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, p. 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 (2007, p. 266) 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.

The supporting relation between those receptive and productive skills is appealing as it attracts the writers in this study to learn deeply into the matter. Lado (1964, p. 50) states in his principles that it is essential to teach the listening and speaking skills firstly and writing and reading afterwards. It is very interesting 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 writers are enthusiasm to correlate these two variables since listening is somehow helpful to the improvement of an individual's skill in speaking. It 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 and Newton (2009, p. 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 (1964, p. 49) 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. 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 writers in this study want to analyze and know if there is any relation between students' listening and speaking mastery.

The writers choose the students on the tenth grade of State Vocational High School 1 Klaten as the subject in this study. State Vocational High School 1 Klaten is one of many vocational high schools located in Klaten regency. There are two reasons for choosing the subject in State Vocational High School 1 Klaten. First, this school applies the newest curriculum suggested by the government. Second, State Vocational High School 1 Klaten has six different study programs that can make the population needed for this research various and interesting. As for the class, the writers decided to choose the tenth grade students. Having known the situation of the schools, it is quite hard to choose eleventh grade since they are doing PRAKERIN. PRAKERIN is a special program 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. Considering those situations, the writers feel that it is appropriate to choose the tenth grade in State Vocational High School 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.

The writers, 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 Vocational High School in Klaten?” It is clear that the aim of this study is to find out the significant correlation between the students’ listening and speaking mastery of Vocational High School in Klaten. Finally, the writers present the hypothesis of this study as follows: There is a significant correlation between the students’ listening and speaking mastery of Vocational High School in Klaten.

## **RESEARCH DESIGN**

This is quantitative study. Darmawan (2013, p. 37) states that quantitative research is a process to find the knowledge which uses the data in the form of number as the tool to find the information concerning of what we want to know. This means that quantitative

research is a kind of research that emphasizes on the data found in the subject of the study which are used to be the source of the information to answer the writers' question. Discussing the term quantitative deeper, the writers find out that there are several types of research in the area of quantitative research, one of these research is correlative research. Correlative research, as stated by Wiseman (1999, p. 7), is a kind of research which investigates the relationship between two or more variables. It means that in correlative research, the writers or a researcher (in general) tries to find the correlation between two items or variables.

In this study, there are two main variables being correlated. The first variable is listening mastery while the second variable is speaking mastery. The writers assume that an individual who is good in listening may be good in speaking skill. This assumption is formerly based on the writers' previous experience which consider that listening can surely help someone in performing speaking skill. That is why, by conducting this correlation study, the writers want to know that the assumption stating that listening mastery has the correlation to the speaking mastery can be practically accepted.

In order to know the exact number of the population of this study, the writers have previously done the observation in State Vocational High School 1 Klaten on September, 28<sup>th</sup> 2016. From the early visit that the writers have done on that date, the writers can tell whether State Vocational High School 1 Klaten has some different majors with different classes and amount of the students for each classes. Another reason that makes the writers feel that this visit is important is that the writers able to know the latest condition, the information around, and the exact number of population in the target school. Basically, State Vocational High School 1 Klaten is a vocational high school which has two main study programs. The study programs offered by State Vocational High School 1 Klaten are BM (*Bisnis Management*) and TI (*Teknik Informatika*). BM program is the study program which has three programs, such as *Akuntansi*, *Administrasi Perkantoran*, and *Pemasaran*. TI programs offers three main programs such as *Teknik Komputer Jaringan*, *Multimedia*, and *Teknik Produksi dan Penyiaran Program Pertelevisian*. The population in this study is 526

students on the tenth grade in State Vocational High School 1 Klaten in the academic year 2016/2017.

In this study, the writers has decided to use the sample since the amount of the subject is 526 students. The writers decide to take 11.78% sample from the population and results to 61.9628. 61.9628 can be rounded to the nearest ones and results to 62 students. It is already stated that the writers limit this study to the tenth year students majoring *Pemasaran*. In State Vocational High School 1 Klaten, the students majoring *Pemasaran* are divided into two classes. The first class is XPM1 consisting of thirty two students with Mrs. Dwi Rahayu, S.Pd as the homeroom teacher. The second class is XPM2 consisting of thirty students with Mr. Suyanta, S.Sos, S.Pd as the homeroom teacher.

This study uses test as the instrument in collecting the data. The writers in this study want to gather the data of the students' results of listening and speaking mastery. Since the aim of this study is to know if there is a correlation between listening and speaking mastery, the writers present two kinds of test to measure the students' mastery of listening and speaking. The first test is listening test. The kind of test in this listening test is multiple choices. There are twenty multiple choices in this study. The idea and former of material to make the listening test is recount text. Recount text is the first material that is discussed in the second semester of the tenth year students in Vocational High Schools which apply the 2013 curriculum. For scoring the students' works, the writers use the common method. Each correct answer is scored as one point and there is no subtraction for the wrong answer. The common formula to score the students' works is the correct answer divides to 20 and then it multiples to 100.

The second test is speaking test. The type of speaking test conducted by the writers in this study is paraphrasing. Paraphrasing is done by previously make the student listen to certain played audio. In this study, as the writers want to collate listening and speaking mastery, the writers decide to use audio recording for the previous input before paraphrasing the story in the audio recording. In doing the speaking test, the students are asked to do oral performance by paraphrasing the story that is already played by the writers. Each

student is individually asked to paraphrase the story they choose while the writers records their voice to be analyzed afterwards. In doing this speaking test, there are two stories prepared. The stories used are the stories of presenting past activity which are also used as the materials in making the instrument of listening test. The writers intentionally use the same material as the writers hope that the students already had the previous input of knowledge before trying to speak the story out in the speaking performance. In this test, the students are asked to choose one of the stories that they know best and retell the story chosen in their own words. The students' performance are recorded and then analyzed by using rubric.

In assessing speaking performance, there are several items based on Paulston and Bruder (1976, p. 83) such as pronunciation, grammar, vocabulary, fluency, and comprehension. These items are ordered all together in a rubric for the speaking assessment. The item is scored with the lowest score 1 and the highest score 4. The rubric which collaborate the five items and used by the writers in assessing speaking performance can be seen in the Table 1 below.

Table 1. The Rubric for Speaking Assessment

Items	Points			
	1	2	3	4
Pronunciation	Making severe and fatal pronunciation which make the pronunciation unintelligible.	Pronunciation which is not really clear but still can be understood.	Producing clear pronunciation and can be understood.	Pronunciation which is clear and native alike.
Grammar	Making fatal error in grammar which affects the meaning.	Misuse and omits grammar rules which also affect the meaning.	Grammar uses which are not really correct but do not affect the meaning.	Pronunciation which is clear and native alike.

Vocabulary	Limited vocabulary which makes it difficult for the student to do speaking performance.	Using wrong and limited vocabulary which make the student's speech hard to be understood and affect the meaning.	The uses of vocabulary which, sometimes, is not correct and limited.	Making only several grammar misuse and omission.
Fluency	Speaking performance which is halting and fragmentary which make the student's performance horrible.	Stopping in the middle of the performance because of hesitancy or limited language ideas or vocabulary.	The performance is not perfect but is worthy to be said good enough.	Can complete the performance by facing few difficulties.
Comprehension	Misunderstanding the story.	Does not really understand the story.	Almost understand the story.	Understand the story with only making few misunderstandings.

It can be seen that maximum point per item of this rubric is 4. The number of items which are assessed is 5. So, it can be said that the maximum point that a student gets will be  $4 \text{ (student's point)} \times 5 \text{ (items in speaking)} = 20 \text{ points}$ . The calculation for the student's score will be  $\text{student's point} / \text{maximum point} \times 100$ .

Since this study uses the test as the instrument to collect the data, the writers need to firstly try out the instrument. The try out test for this study is taken place in Muhammadiyah Vocational High School 2 Klaten. In this study, the writers have held a try out for the listening test to the tenth students majoring *Akuntansi* (AK) and *Administrasi Perkantoran* (AP) in Muhammadiyah Vocational High School 2 Klaten.



This school is a Vocational High School which has four majors that are *Akuntansi*, *Administrasi Perkantoran*, *Pemasaran*, and *Multimedia*. The writers use 115 students as the N or the people who took this try out test and the coefficient at 5% level of significant. The significance level of 5% with 115 students as the N results is 0.183. Consulting the calculation or the  $r$  value to the value on  $r$  table, it can be concluded that there are 19 valid questions and 1 invalid question. As there are 19 valid questions from the 20 questions that the writers made, the instrument that is used only contains 19 valid questions and deleting the 1 invalid question.

The writers use the split half to measure the reliability of the test. According to the  $r$  table, if the N or the people who take the test is 115 students, the coefficient at 5% level of significant should be 0.183 and the coefficient at 1% level of significant should be 0.239. So, it can be concluded that 0.620398195 as the result of the computation is greater than 0.183 (5%) and 0.183 (1%). As the result is greater than 5% and 1% levels of significant, the writers can say that this instrument is reliable.

## FINDINGS

In the efforts to know the correlation between these two items, listening and speaking, the writers has decided to choose tests as the method of collecting the data. There are two kinds of test made. The first test is listening test which consists of the twenty multiple choices items and the second test is the speaking test which requires the students to do an oral performance of paraphrasing a story. Before applying the test to the subject in State Vocational High School 1 Klaten, the writers have carried out a try out test in Muhammadiyah Vocational High School 2 Klaten. The amount of the students chosen is 115 students. The try out test is used to make sure whether the instrument of collecting the data is valid and reliable enough to be applied in this study.

Having done the try out test of listening test in SMK Muhammadiyah 2 Klaten, it can be said that among twenty questions multiple choices in the listening test, there is one question which is stated as invalid item. For the reliability of the test, the result shows

that the twenty items in the listening test is reliable. As there is one question which is stated as invalid, the writers only use the nineteen valid questions to be applied in the study. Being sure that the instrument is proper enough to be used, the writers have applied the tests to the sixty two students on the tenth grade majoring *Pemasaran* in State Vocational High School 1 Klaten on 19<sup>th</sup> January 2017.

The result of the calculation correlating the students' result of listening and speaking tests by using the Pearson Product moment formula is 0.352601. According to the  $r$  table if the people who take the test is sixty two students, the coefficient at 5% level of significant is 0.250 while the coefficient at 1% level of significant is 0.325. As the value of the calculation is greater than the values on the  $r$  table, it can be concluded that the hypothesis stating there is a significant correlation between the students' listening and speaking mastery of Vocational High School in Klaten is accepted. Then, it can be said that the statement of the problem is answered by stating that there is a significant correlation between the students' listening and speaking mastery of Vocational High School in Klaten.

## CONCLUSION

This chapter is started by the feeling of curiosity of the writers who wonder 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 Vocational High School in Klaten". The writers have formulated the problem of the study which formulated as "Is there any significant correlation between the students' listening and speaking mastery of Vocational High School in Klaten?"

The writers, having been gotten the data, correlate the results of the listening and speaking tests by applying the Pearson Product Formula. There are sixty two 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 writers 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 writers can say that the hypothesis stating there is a significant correlation between the students' listening and speaking mastery of Vocational High School in Klaten is accepted.

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