

CHAPTER I

INTRODUCTION

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1.1 Background of the Study

Language is a set of skills. Learning language means learning listening, speaking, reading and writing. Among these skills it is undeniable that listening and speaking are the most important skills in oral communication. Without having the ability to listen well, it is impossible to speak well. How can we speak with someone, how can we respond to what someone says if we cannot listen well to what he says?

The following experts, Lundsteen and Chenfeld confirm the above issue. Lundsteen (1971:3-4) defines listening as the process by which spoken language is converted to meaning in the mind. In this case, listening ability is very necessary in a communication, because no one will be able to make a conversation if he does not hear well. And Chenfeld (1987:104) notes that most of our learning is derived from listening, making sense out of the sounds around us, and shaping those sounds into words and

meanings. Because listening is such a vital part of how we learn language, our listening ability is much larger than, much older than our oral ability.

Listening cannot be taught as a passive process because it requires full participation and undivided attention of the learner. Tidyman (1969:28) states that listening is an active process because it requires concentration, understanding, and interpretation. And it is also to be considered as an active engagement not as an automatic response.

Being able to speak English well is one of the goals of every English learner. Teachers of English especially are required to be able to speak English clearly, fluently, and correctly. This is because they have to be a model for their students. In other words, they have to speak to a certain extent, perfectly and have a good communicative competence.

Sandra J. Savignon (1973:39) defines communicative competence simply as "the ability to function in a truly communicative setting, that is, in a spontaneous transaction involving one or more other persons". She also defines that speaking as an instance of use,

therefore, is a part of a reciprocal exchange in which both reception and production play a part. In this sense, the skill of speaking involves both receptive and productive participation.

Comprehending the spoken form of a language only comes after careful listening. Careful listening will enable us to carry out a meaningful conversation. Kenneth Chartain (1976:334) stresses this point by saying, "Listening skills serve as the basis for developing speaking". In other words, listening is the prerequisite of speaking. Kenneth Chartain (1976:334) even gives a sharp conclusion, "Oral communication impossible without a listening skill".

Paul H. Jacobs (1971:45) defines listening and speaking as social processes involving interactions among people whose purposes are to find a common ground of understanding. Listening is like speaking because both use a code of sounds instead of print. He also adds that listening and speaking have been considered the base for the other language skills and that auditory discrimination has been considered a crucial base for spelling.

In the English Department of Widya Mandala Catholic University Surabaya, listening and speaking skills are taught separately by different teachers and with different materials. The listening skill is given in three semesters and under the name of Listening I, Listening II, and Listening III. The same thing is applied to the speaking skill. It is given in five semesters and namely Speaking I, Speaking II, Speaking III, Speaking IV, and Speaking V.

Based on the experts' opinions above, it seems that one's listening ability correlates to one's speaking ability. To prove this, the writer made a study on the correlation between listening skill and speaking skill of the English Department students of the Widya Mandala Catholic University in the academic year of 1994-1995.

1.2 Statement of the Problem

With reference to the background of the study, the major problem to be answered in this study is:

- Is there any significant correlation between listening skill and speaking skill of the English

Department students of the Widya Mandala Catholic University in the academic year of 1994-1995?

1.3 Objective of the Study

The objective of the study is to find out whether or not there is a significant correlation between listening skill and speaking skill of the English Department students of the Widya Mandala Catholic University in the academic year of 1994-1995.

1.4 Scope and Limitation of the Study

In this paper, this study is limited only to the correlation between listening and speaking, namely Listening I, Listening II, Listening III, and Speaking I, Speaking II, Speaking III. Speaking IV and Speaking V are not included in this study because the Listening skill is only offered until Listening III.

The subjects under study are students of the English Department Widya Mandala Catholic University in the academic year of 1994-1995.

1.5 The significance of the Study

This study is intended to give insights to the teachers of the English Department of Widya Mandala Catholic University on the correlation between listening and speaking.

If this study can prove that the result is expected to be the basis in developing the students' listening ability through their speaking ability, this will encourage the teachers of listening and speaking skills to work together more intensively in order to get the students' maximum achievement of those two skills.

1.6 Assumptions of the Study

This study will be based on the following assumptions:

1. The students' scores of listening and speaking subjects are valid measures of their performance.
2. All listening and speaking teachers of the English Department of Widya Mandala University are considered qualified.
3. The students' intelligence and aptitude variable do not significantly affect the result of this study.

4. All listening and speaking teachers of the English Department of Widya Mandala Catholic University judge the students' examination paper objectively.

1.7 Hypothesis of the Study

Based of the assumptions above the following hypothesis is formulated as follows:

There is a high, significant, and positive correlation between the listening achievement and speaking achievement.

1.8 Definition of Key Terms

To avoid misunderstanding, it is necessary to explain the key terms used through out this study. Those key terms are:

a. Correlation

According to Heritage Illustrated Dictionary of English Language, correlation is a casual, complementary parallel or reciprocal relationship, especially a structural, functional or qualitative correspondence between two comparable entitles".

Harris (1969:142) defines "Correlation" as a

statistical term, which expresses the degree of relationship between two sets of scores or other variables. It ranges from a value +1.00, which means a perfect positive correlation; through 0, which means no correlation, and down to -1.00, which means a perfect negative correlation. Positive correlation means that an increase of one variable is accompanied by a decrease of another variable. The degree of relationship between the two variables is indicated by the size of the coefficient of correlation.

b. Listening

Lundsteen (1971:126) defines listening as being aware of the sound component and recognizing them as meaningful sound and speech sequences.

c. Speaking

Philip Badcadk Gove (1976:453) defines speaking as a means to give oral expression to thoughts, opinions or feeling engage in talk or conversation.

1.9 Organization of the Study

This thesis consists of five chapters. Chapter I is Introduction which deals with the background of the

study, statement of the problem, objective of the study, scope and limitation of the study, the significance of the study, hypothesis of the study, assumption of the study, definition of key terms, and organization of the study. Chapter II, Review of Related Literature deals with theory of listening, theory of speaking, theory of correlation, and theory about the correlation between listening and speaking, review of related study. Chapter III is Research and Methodology which deals with research design, population and sample, the data, procedures of collecting the data, and data analysis techniques. Chapter IV presents data analyses and interpretation. And Chapter V presents conclusion and suggestion.