

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Human beings are created to socialize and interact with one another. One of many ways to build a connection with one another is at least to have a conversation. Communication, the act of delivering information or knowledge from one place, person or group to another, is one of the most important activities today. In a conversation, it involves two or more people and there must be speaker and listeners. Just like when mothers talk to their babies or toddlers, it helps their language and communication development. When they hear more and different words and sounds, it improves their understanding of language and increase the number of variety of words.

Nowadays, having a face-to-face conversation is more problem-free. Unlike non-face-to-face conversation, face-to-face conversation causes less misunderstanding and miscommunication. What is being discussed between the speaker and listener is actively and directly responded. Hence why, the listening skill is no less important than speaking skill. According to a 2016 survey by the National Association of Colleges and Employers (NACE), verbal communication skills are ranked first among a job candidate's 'must have' skills and qualities.

There is a big difference between hearing and listening. If we take a closer look on the word "hear" and "listen" in ancient times, according to BibleProject

(2017), in Hebrew, listening is more than hearing. One of the most popular and prominent prayers in the Holy Scripture repeats the word “hear” or “listen” throughout the Old Testament. In Hebrew, “hear” or “listen” is pronounced *shema*. Hearing is a very common activity which usually connects with the ear. Hebrew authors use the word *shema* to mean more than just “let sound waves enter your ear”. *Shema* is the same as pay attention or focus on. In other words, it implies responding to what you hear. The Psalmists use the word *shema* to ask God to do something. This, in return, is similar to when God asks people to listen. In God’s viewpoint, listening means obeying (to carry out the desires or requests of someone who experiences better than you or have an authority over you).

In Hebrew, listening and doing are the same aspects. In obeying the word of God, it requires action which is called covenant. So, if people break a covenant, it means they are only hearing not listening. Listening, in the holy scripture, is about giving the highest regard to the one speaking to you and put in action to what they say. Real listening takes effort.

In academic atmosphere, listening needs practice and skill. Listening is comprehending and understanding a meaningful message while hearing is just a physical ability. Listening is an important and indispensable part of communication. It enables one to access other’s knowledge, beliefs, and attitudes. Listening requires attentiveness. Being attentive means looking in the eye to the speaker and put full attention to what the speaker says. When a person listens effectively, he or she becomes more open. Thus, listening gives ways for sharing

more information and building relationship. To be a good listener, one must practice a lot.

In addition, speaking skills help people in all aspects of life. Just like music, it doesn't only contain instrument but also lyrics which is expressed from the heart of experience through melody. Speaking affords one such an opportunity to express feelings and emotions. To have a conversation or speech allow us to make connections. Connections give us opportunity to build relation in work and promotions which could share positive influence for the environment. It also provides constructive criticism to those we care about and call people to action. It also requires a lot of practices.

Effective communication is all about understanding what is being said, not just who says it. Careful word choices and proper delivery would help the listener comprehend that message the speaker carries. However, not all humans are naturally equipped to be effective speakers nor good listeners. It occurs to not only between leader and employees, couples, parents and children, but also teachers and students. In educational field, it is important to practice listening skill and speaking skill and understand that these skills are related.

In Indonesia, English is known as a foreign language, not a second language. Miscommunication commonly happens because of misinterpreting the meaning or message that the speaker carries. Therefore, to avoid miscommunication, most English-speaking students must practice fluency through listening and speaking

more. They should also become make it as a habit to answer questions in English fluently and correctly.

As it can be understood from the descriptions of listening skills and speaking skills that they both act as a supplementary in learning process. It would be very beneficial to look for the relations between listening skills and speaking skills to explore more activities in the process of language learning.

Quite a lot of correlation studies at Widya Mandala University have been reported. There are many correlation studies about reading comprehension and vocabularies (Wielotikto, 2018; Mulyono, 2017; Sudjarwo, 2014; Astan and Tamah, 2015). A correlation study between reading achievement and writing achievement (Wiranata, 2009); and a correlation between metacognitive reading strategies and reading comprehension (Alfangca and Tamah, 2017).

However, studies correlating listening and speaking are limited. More studies are needed to be observed and examined since listening and speaking skills are as important as reading and writing skills. Jacobs (1971 in Anita, 1998) defines listening and speaking as the social process which involve interaction among people having particular purposes and finding understandings. It can be considered important to know that listening skills and speaking skills are strongly correlated. According to to Heritage Illustrated Dictionary of English Language, correlation is a casual, complementary parallel of reciprocal relationship, especially a structural, functional or qualitative correspondence between two comparable entitles.

In English Department of Widya Mandala Catholic University Surabaya, listening and speaking skills are taught at the same semester; namely Listening A and Speaking A in second semester, Listening B and Speaking B in third semester, and Listening C and Speaking C in fourth semester. The writer was inspired to prove if listening ability correlates speaking ability. Thus, the writer made a study on the correlation between listening achievement and speaking achievement of English Department students in Widya Mandala Catholic University in the academic year of 2016-2017.

1.2 Research Question

Most of the time, students' English competence is assessed through proficiency in speaking. In fact, most students are good at listening, but they speak English very minimal. Based on the background of the study, the research question is formulated as follows:

Is there a positive correlation between listening achievement and speaking achievement of the English Department students of the Widya Mandala Catholic University in the academic year of 2016-2017?

1.3 Objective of the Study

The objective of this study is to find out whether there is a positive correlation between listening achievement to speaking achievement of English Department

students of Widya Mandala Catholic University in the academic year of 2016-2017.

1.4 Hypothesis

The Hypotheses are the null hypothesis (H₀) and the alternative hypothesis (H_a). The hypotheses are written below:

H₀: There is no positive relationship between listening achievement and speaking achievement of English Department students of Widya Mandala Catholic University in the academic year of 2016-2017.

H_a: There is a positive relationship between listening achievement and speaking achievement of English Department students of Widya Mandala Catholic University in the academic year of 2016-2017.

1.5 Limitation of the Study

Based on the research question, this study only focuses on the correlation between listening and speaking achievement. The subjects under study are English Department students of Widya Mandala Catholic University in the academic year of 2016-2017 who have passed Listening A, Listening B, Listening C and Speaking A, Speaking B, and Speaking C.

1.6 Theoretical Framework

To answer the research question for this study, some theories related to this study are needed. The underlying theories which support this study are the theory of listening and theory of speaking.

People need to understand that importance of listening and put their attention to focus on the speaker more rather than having a misunderstanding or miscommunication afterward. According to Feyten (1991 in Vandergrift, 2002), listening has appeared as an important component in the process of mastering second language. Listening plays a very crucial role in some teaching techniques in classroom teaching-learning activities, such as audio-lingual methods and Total Physical Response. When you listen, you give your full attention, time, and energy to gain all of the information or message the speaker carries, consequently the speaker would definitely be appreciated and respected as a person, whoever the speaker is.

Rost (2002 in Vandergrift, 2002) explains that listening has four orientations. The first orientation is receptive orientation, listening as the process of receiving what the speaker actually says. The second orientation is constructive orientation, listening as a means of establishing and representing meaning. The third orientation is collaborative orientation, listening for negotiating the meaning with the speaker and responding. The last orientation is transformative orientation, listening for creating meaning through involvement, imagination, and empathy.

Listening is also embedded in the speaking. Richards and Renandya (2002 in Irawati, 2016) emphasize that a large number of language learners study the English language in order to develop proficiency in speaking, which means that speaking is generally considered as the core skill in foreign language acquisition. Hammar (2001 in Irawati, 2016) adds that in practicing this skill, it is important to not only understand the language feature but also able to process the information based on a particular context. Therefore, it is a vital need to practice speaking skill as it facilitates foreign language learners to improve their ability.

1.7 Significance of the Study

The findings of this research are expected to be useful for English teachers as feedback or self-reflection on teaching listening and speaking so that the objectives of English teaching program can be achieved. It 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. For English learners to broaden their knowledge to listen to the English language more so they can improve their listening comprehension achievement. For the readers who want to conduct a deeper research in the same field.

1.8 Definition of Key term

- According to Harris (1969 in Anita, 1998), correlation is a statistical term which expresses the degree of relationship between two sets of scores or other variables.
- Listening achievement is the result of listening comprehension final score of the subjects of the study.
- Speaking achievement is the result of speaking comprehension final score of the subjects of the study.

1.9 Organization of the Study

The organization of this research is arranged as follow:

Chapter 1 is introduction that consists of background of the study, research question, objective, hypothesis, scope and limitation, theoretical framework, significance of the study, definition of key terms, and research paper organization.

Chapter 2 is review of related literature that consists of theories of both listening and speaking, the relationship between listening and speaking in the learning process of English, and review of related studies,

Chapter 3 is research method that consists of research design, population and sample, the data, procedure of collecting data, and data analysis technique.

Chapter 4 is the research findings and discussions that consist of findings, data analysis, and discussion of research findings.

Chapter 5 is conclusion and suggestion.