KORELASI ANTARA PEMAHAMAN MENDENGARKAN DAN KEMAMPUAN BERBICARA PADA SEMESTER KETIGA MAHASISWA JURUSAN PENDIDIKAN BAHASA INGGRIS UNIVERSITAS MUHAMMADIYAH PALU

THE CORRELATION BETWEEN LISTENINGN COMPREHENSION AND SPEAKING ABILITY AT THE THIRD SEMESTER OF ENGLISH EDUCATION DEPARTMENT STUDENTS OF MUHAMMADIYAH UNIVERSITY OF PALU

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui hubungan antara Pemahaman Mendengarkan dan Kemampuan Berbicara pada Semester III Mahasiswa Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Palu. Masalah penelitian adalah "Apakah ada hubungan yang signifikan antara pemahaman menyimak dan kemampuan berbicara pada semester ketiga mahasiswa Jurusan Pendidikan Bahasa Inggris Universitas Muhhamadiyah Palu?". Populasi penelitian adalah mahasiswa Jurusan Pendidikan Bahasa Inggris yang mengambil mata pelajaran Listening III dan Speaking III pada tahun akademik 2016/2017. Sampel penelitian terdiri dari 17 siswa dengan menggunakan teknik total sampling. Teknik pengumpulan data adalah investigasi bahan dokumenter. Dalam menganalisis data, peneliti menerapkan Pearson's Product Moment Correlation dan Significant of Coefficient Correlation Formula. Peneliti menggunakan tingkat signifikan 5% dengan 15 (17-2) derajat kebebasan (df), peneliti menemukan bahwa t-hitung (2,627) lebih besar dari t-tabel (0,482). Artinya ada hubungan positif antara Pemahaman Mendengarkan dan Kemampuan Berbicara pada semester ketiga mahasiswa Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Palu dan dikategorikan sedang.

Kata kunci: korelasi, Pemahaman mendengarkan dan kemampuan berbicara.

ABSTRACT

The objective of this research is to find out the correlation between Listening comprehension and speaking ability at the Third semester of English Education Department Students of Muhammadiyah University of Palu. The research problem was "Is there any significant correlation between listening comprehension and speaking ability at the third semester of English Education Department students of Muhhamadiyah University of Palu?" The research population was the students of English Education Department who took

Listening III and Speaking III Subject in 2016/2017 academic year. The sample of the research consisted of 17 students by using total sampling technique. Technique of data collection was the documentary material investigation. In analyzing the data, the researcher applied Pearson's Product Moment Correlation and Significant of Coefficient Correlation Formula. The researcher used 5% significant level with 15(17-2) degree of freedom (df), the researcher found that the t-counted (2.627) is greater that t-table (0,482). It means that there is a positive correlation between Listening Comprehension and Speaking Ability at the third semester of English Education Department students of Muhammadiyah University of Palu and categorized moderate.

Keyword: *Correlation, listening Comprehension and speaking ability.*

INTRODUCTION

One of the popular languages in the world is English. It is very popular among people in every country and also our country – Indonesia. English becomes popular because English is a medium of communication for people in some developing countries and becomes global language. Mastering English helps us to communicate with people from different cultures or countries.

In this country, English is learned as foreign language. The process of foreign language learning is the same as learning mother tongue, it starts from listening. Dardjowijojo (2005: 50) stated "The first step in speech perception is the auditory step, in which in this step, listening has an important role to receive the information. Moreover, in this step human beings receive utterance in un-instantly. Sound of the utterance that is heard will be saved in the memory". What comes after listening ability is speaking. Speaking often becomes the icon of student success in learning language. It is no wonder that some teachers emphasize their students to speak without considering the students readiness. It may be difficult for beginners because speaking needs language competence in order to produce speech. Besides, speaking another language may be difficult for foreign language learners because the target language is not exposed as much as possible and the chance to use target language is sometimes limited.

In listening activity, people have to decode the meaning of language before they produce the language. Nunan and Carter (2001:7) state, "Comprehension i necessary in order for input to become 'intake' language data that is assimilated and used to promote further development". Likewise, people know how to make sounds after they have listened to the sound they heard. Moreover, the sounds that people listen will be the standard of how they will imitate in speaking. This is proved by deaf cannot speak well because they cannot listen

well. They cannot speak in proper way because they do not receive any input through their listening; so they do not know how to speak in proper way.

Listening has active participation because in listening process, the listeners have to cope meaning as much as possible. It means that many students may cope the meaning of the spoken language more than they produce. Student with good listening will make some response that they get the point of the speakers and it will make the conversation keep going on. On the contrary, students who do not have good listening skill will make the conversation stuck because they cannot listen well to reply the speakers.

In non-native English speaking country, foreign language will not be exposed as much as the native one. It means that foreign language learning may happen at school and private courses (optional). However, to learn another language, people need exposure of the language they learn. People master their native language because they live in the environments which expose a lot of their native language. Therefore, exposing the target language makes the language become familiar and understandable to the listener and they can use the language later on.

In experience of the researcher, there were some students who were really fluent in speaking English when she attended Microteaching class in the six semester of English Education Department (EED) at Muhammadiyah University of Palu. When the teacher asked them how they could get such a good pronunciation and fluency in speaking English, some of them answered that they often listen to English songs and the other ones answered that they often watch English movies and often imitate how native speakers speak from the movie.

Furthermore, the researcher provides four phenomena related with listening and speaking: 1) If listening is good then speaking is also good; 2) If listening is low then the speaking is good; 3) if listening is good then the speaking is low; 4) If the listening is low then the speaking is also low. From the four phenomena, the researcher can include one of them.

Based on the explanation above the researcher intends to investigate more about the correlation between listening comprehension and speaking ability at the third semester of English Education Department (EED) at Muhammadiyah University of Palu. So, the researcher has conducted her research on The Correlation between Listening Comprehension and Speaking Ability of the third semester of English Education Department Students of Muhammadiyah University of Palu.

RESEARCH METHODS

In conducting this research, the researcher used correlation research design. The reason why the researcher chose correlation research because she intends to find out if there is a positive correlation between students' listening comprehension and speaking ability of the third semester of English Education Department of Muhammadiyah University of Palu. The researcher chose listening and speaking because the listening skill is related to speaking skill. This research used the correlation method with the analysis of product moment. It is usually used to correlate two paired variables based on its correlation coefficient value. It is useful to describe and find out the significance of the correlation between those two variables, variable X and variable Y. The diagram can be seen below:

Listening Comprehension
 Speaking Ability
X $\longrightarrow$

Y $\longrightarrow$

In this research, the researcher took the third semester students of English Education Department of Muhammadiyah University of Palu as population. The researcher used total sampling technique, because population are relative small. The third semester only consist of one class, the total number of population was similar to the number of sample namely seventeen (17). So, the researcher applied the total sampling technique.

RESULTS AND DISCUSSION

The researcher is going to explain the result of the research findings which have been analysed by using statistical data analysis to answer the research and to test the hypothesis in Chapter I.

After gathering both students' scores in Listening Comprehension and Speaking Ability by applying Pearson's Product Moment Correlation Coefficient (r) formula, the researcher found the coefficient correlation between Listening comprehension and speaking ability 0,561. It means that there is a positive correlation between variable X and variable Y because the Alternative Hypothesis (Ha):r = 0. When this result is consulted with standard critical value of Pearson's Product Moment Correlation (r), this result is categorized moderate.

Concerning to the result above, the researcher carried on to find out the significant coefficient correlation between both of the variable X variable Y. By using the formula of significant coefficient correlation, the researcher found that the tr 2.627 which would become *t*-counted.

Furthermore, the researcher used 5% (0,5) significant level in critical value of students'. Distribution (t) with 15 degree of freedom to obtain *t*-table. Then the value of *t*-table is 0,482 while the *t*-counted is 2.627. It means that the *t*-counted is greater than *t*-table. Thus, the researcher concludes that there is a positive correlation between listening Comprehension and speaking ability of students and categorized moderate. We can see in four phenomena as follow: : 1) If listening is good then speaking is also good; 2) If listening is low then the speaking is good; 3) if listening is good then the speaking is low; 4) If the listening is low then the speaking is also low.

Based on the four phenomena between listening comprehension and speaking ability, that students who always have good listening comprehension can indicate the speaking ability as well as. Based on the four phenomena above, it can be concluded that the students who have good listening comprehension always have a good speaking. In this case, the result showed on second phenomena namely if listening is good then the speaking is good. In other words, the good listening comprehension always indicate good speaking.

CONCLUSION AND SUGGESTION

Concerning to research problem and hypothesis, the researcher concludes that there is a correlation between listening comprehension and speaking ability at English Education Department of Muhammadiyah of Palu. The correlation between listening comprehension and speaking ability is positive. It is proved that the result of correlation coefficient between variable (X) and variable (Y) is 0,561 and Alternative Hypothesis (Ha);r = 0. After consulting the result with standard critical value of Pearson's Product Moment Correlation (r), this result is categorized moderate.

Firstly, knowing the result of this research, the researcher suggested to give students input of listening as much as possible because the input of listening will be an encouragement and references for students to speak. Therefore, before asking students to speak the teachers are better to expose the language as much as possible, so the students master vocabularies and know how to speak.

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