LISTENING AND SPEAKING SKILL, WHAT IS THE CORRELATION? (A CORRELATIONAL STUDY AT THE FIRST SEMESTER OF D3 HOSPITALITY STUDY PROGRAM STUDENTS OF INDONUSA SURAKARTA POLYTECHNIC, ACADEMIC YEAR 2019/2020)

Makmun Syaifudin1, Marginingsih2
1 D3 Hospitality Indonusa Surakarta Polytechnic Central Java, Indonesia
2 Faculty of Law and Business, University of Duta Bangsa Surakarta,

Abstract
This study aims to determine the correlation between listening and speaking skills of students in D3 Hospitality Study Program. The sample is twenty-eight first semester students of the D3 hospitality study program for the 2019-2020 academic year. This type of research is correlation with technical analysis data using Pearson Product Moment. The data were taken from the final English examination one in the form of listening and speaking. Based on the test of normality, the p value for each variable is more than 0.05 so that the data is normally distributed. Based on the calculated data, it is found that the listening score and speaking score variables have a strong correlation or correlation, indicated by the value of $r = 0.644$ and p value = 0.000 less than 0.005. This confirms that there is a relationship between listening and speaking skills in learning English.
Keywords: Listening, Speaking, and Correlation

INTRODUCTION

One of the most important subjects to be taught in Indonusa Surakarta Polytechnic is English. It is taught to the students from the first semester until the fourth semester since the college wants to equip the students a better soft skill in this global era and to create competitive graduates in national and international job opportunities in all study program particularly in hospitality study program. To reach one of campus's purposes is to prepare the students to be skilful in English especially speaking.

Indonusa Surakarta Polytechnic is aware that English is the world's most important language (Nurhayati 2011). People in this world from different countries build their communication by using English. English is a worldwide tool of communication both spoken and written. When a student wants to have an international student exchange or a graduate wants to have a job in foreign country, he has to be fluent in English. To be fluent in English, the student has to master four skills of a language, namely listening, speaking, reading and writing.

Every language in the world composes of four skills which cannot be separated from each other (Silfani, 2018) including English. Each language skill is connected to one another nurturing themselves also interfering in their development (Celik & Yavuz, 2015). All skills are supportive to each other and they are related.

In academic year 2019-2020, the first semester students of D3 Hospitality study program were tested their listening and speaking in the end of semester as the final test of English subject 1. The result of both tests is used to know the English skills level of the students in general and specific. In general, means the average English level of all students and in specific means the top and lowest students of English skill level. By knowing both results, the English lecturer can set better next teaching material and method.

Speaking skill is the main outcome of the English subject in Indonusa Surakarta Polytechnic. Every student is hoped to have a better speaking skill in the end of the semester and getting better until graduation. By good speaking skill, the graduates are supposed to perform

competitively in international workplaces. Speaking English, Aye and Phyu (2015: 1) state that in this globalization era, it is necessarily to have competence in speaking English in any aspects of life . Then, Sepahvand (2014: 1847) argues that there are some reasons to put speaking as the first aim of study such as personal satisfaction from being able to speak and reaching other interests or career goals. Additionally, Tahir (2015: 174) says that the ability of speaking English is as a sign of successful in learning foreign English. In addition, Brown (1994) and Burns and Joyce (1997) point out that:

"Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving"

In other hand, listening skill is also needed by the students since in the process of verbal communication people need to listen before respond. Ghazali (2010: 168) says that listening is a means to begin the production of spoken language by imitating texts taught orally. Listening means paying attention carefully to what people say or read. Listening is a series of activities carried out by students to obtain and understand messages, information, and a series of ideas contained in receptive material through teacher guidance, direction and motivation (Abidin, 2012). While Pollard (2008: 39) states that:

"Listening is one of the receptive skills and as such it involves students in capturing and understanding the input of English. Reading, the other receptive skills, involves students in understanding and interpreting the written word.
Listening is probably more difficult than reading because students often recognize the written word more easily than they recognize the spoken word.

By knowing the result of both skills, speaking and listening from the final test of English subject, the writer wants to know whether they have correlation or no, and if there is correlation, what is the correlation between speaking and listening skills of D3 Hospitality students.

Bozorgian (2012) conducted research in which she represented the relationship between Listening and other skills in an International English Language Testing System (IELTS). In her beginning of investigation, she found special thing to the fact that improving Listening in the classroom produces a notable improvement in other skills. Based on her findings, she states that Listening is the basic foundation of language acquisition, and that there is a strong correlation between audio skills with a different language system. It is important to point out that, despite the close relationship between oral/aural skills in nature, in this study Reading was most strongly related to Listening. Therefore, it could be said that Listening is clearly connected to development of Speaking.

METHOD
The study attempted to find out whether there was a significant correlation between listening and speaking skill of D3 hospitality study program semester one in 2019-2020 academic year. The researcher then tries to determine whether both variables are related to each other. This is namely quantitative study since as Darmawan (2013) explains that it is a process to find out an information by calculating numbers and the data used in this research is numbers in the form of students' scores, both listening and speaking in the final examination. The data technic analysis used correlational technique, it is a method that can be used to measure the level or degree of the relationship between variables (Sulaiman, Khusherdyana, 2013) and as has been explained by Irianto (2015) that

correlation is a relationship between a variable with other variable and the relationship between both variables can be correlational or causal. In testing the correlation between two variables, the writers used Pearson Product Moment (Irianto,2015).

Pearson Product Moment Formula

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

In this case, the variables are students' listening and speaking skill. In order to ensure that the collected data was reliable, those tests were held in different time-schedule. Once the data had been achieved and collected, the calculation to define the correlation was carried on by using Pearson product Moment. From that calculation, the relationship between students' listening and speaking skill is described.

The data are derived from:

a. primary data : derived directly from the grade of listening comprehension test. The data were taken from the students score in the final examination. The listening test conducted by separating twenty-eight students into two group. It was aimed that the students will relay on themselves and the score will be valid.

b. secondary data; obtained from the final result of speaking English test given by the lecturer of English Class. The grade is determined as the dependent variable. It is also taken from the final examination score of English. The speaking test conducted by testing the students one by one.

The population in this research is the students in the 1st semester of D3 hospitality Study Program of Indonusa Surakarta Polytechnic in academic Year 2019/2020. They were chosen due to the fact that as the hospitality students, they are expected to be able to speak English fluently. The students are expected to be able to speak with foreigners' guests. To have a good verbal communication, the students need to pay attention to listening and speaking skill. They have to master the skill of listening one's speech as well as the capability to deliver the message orally as the respond.

FINDING AND DISCUSSION

To find out the correlation between listening and speaking skill, the writers collected the data by taking the final examination score. The final examination of English 1 in D3 Hospitality study program was conducted by testing student's listening and speaking skill.

Tests of Normality[b]

	Speaking Score	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Listening Score	75	.128	12	.200[*]	.958	12	.757
	78	.304	4	.	.811	4	.123
	80	.169	6	.200[*]	.946	6	.705
	85	.219	3	.	.987	3	.780
	95	.260	2	.			

From the collected data, the normality test was calculated and it shows that p value in each variable is more than 0.05 so that the data is normally distributed.

Correlations

		Listening Score	Speaking Score
Listening Score	Pearson Correlation	1	.644[**]
	Sig. (2-tailed)		.000
	N	28	28
Speaking Score	Pearson Correlation	.644[**]	1
	Sig. (2-tailed)	.000	
	N	28	28

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the calculated data, it is found that the listening score and speaking score variables have a strong correlation or correlation, indicated by the

value of r = 0.644 and p value = 0.000 less than 0.005. This confirms that there is a relationship between listening and speaking skills in learning English or it is said that the table shows that there is a relationship between the variables of the study (listening and speaking) among the first semester of D3 Hospitality students indonusa surakarta polytechnic in academic year 2019-2020, where the coefficient of correlation is (0.644), which is statistically significant at level (0.01), and this correlation is positive.

Celik and Yavuz (2015) explain that comprehending the nature of the language skills and how corelated the skills are a prerequisite for any successful learning and teaching process

CONCLUSION AND SUGGESTION

The findings of the study by using statistical analysis calculation reveals that there is a significance correlation between the listening and speaking skills the first semester of D3 Hospitality students indonusa surakarta polytechnic in academic year 2019-2020. To improve student's skill in speaking as the main outcome of the learning, the lecturer needs to trigger and improve students listening skill because they have a corelation which support each other.

By the finding revealed in the study, the writer provides suggestions to lecturers and teachers, students and next researchers. To lecturers and teachers to integrate the student's skills in teaching language especially English. It is related and they could not be separated to improve the language mastery. To the students suggested to learn both passive and active skill to improve language mastery or any certain skill of language such as speaking. To the next researcher to reveal other language skill correlation or the gender differences in the correlation of language skills.

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