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## THE CORRELATION OF LISTENING COMPREHENSION TO THE STUDENTS' SPEAKING PERFORMANCE IN EFL CONTEXT AT UNIVERSITAS DAYANU IKHSANUDDIN BAUBAU

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### Abstract

The goal of this study was to find out the connection between the listening comprehension of students and their speaking performance. Tests were carried out on the tools and the information was evaluated using basic regression analysis. 95 students of Dayanu Ikhsanuddin University were given a measure of listening awareness and speaking skill tests. The result of data analysis indicated that there is a significant correlation between listening comprehension and speaking performance. The probability value is 0.021, because  $p < 0.05$  then  $H_0$  was rejected and  $H_a$  was accepted. It can be concluded that students' listening comprehension and speaking performance denoted a positive correlation.

*Keywords: listening comprehension, speaking performance*

### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui hubungan pemahaman menyimak siswa dengan kinerja berbicara mereka. Instrumen berupa tes dan data dianalisis dengan menggunakan analisis regresi sederhana. Pengukuran pemahaman menyimak dan tes kinerja berbicara diberikan kepada 95 peserta didik Universitas Dayanu Ikhsanuddin. Hasil analisis data menunjukkan bahwa terdapat hubungan yang signifikan antara pemahaman menyimak dengan kinerja berbicara. Nilai probabilitas pemahaman mendengarkan adalah 0,021. Karena  $p < 0,05$  maka  $H_0$  ditolak dan  $H_a$  diterima. Dapat disimpulkan bahwa pemahaman

mendengarkan dan kinerja berbicara siswa menunjukkan korelasi positif.

Kata kunci: *pemahaman menyimak, penampilan berbicara*

## 1. INTRODUCTION

In the oral style, speaking is a productive ability and becomes the key justification for a new language to be mastered by the language learner. It is difficult to learn a foreign language. It is more nuanced than it seems at first, like the other abilities, and requires more than just pronouncing terms. Often, learning to talk takes a lot of practice and focus. Language learners can adopt the same natural way as they learn the first language such as listening and repeating. It means that the learners are speaking to deliver a message through the words that language learners want to use.

In communicative activities, speakers are listeners at the same time because speakers need listeners to listen what they are saying and listeners need spoken language from the speakers to be listened to or to be reacted to what they have heard. When speakers and listeners do their roles in conversation, the conversation will keep going on. This is because listening and speaking are interconnected in which the listener listen to the speaker and make a reaction. Therefore, the comprehension of listening is a way to the listener and the speaker keeps going on a conversation. In language learning, speaking may essential for learners. Horwitz [1] stated that "speaking is the hallmark of second language learning.

Even though some learners may have personal goals for language learning that do not include speaking, most educators accept speaking as an essential goal of language learning and teaching." Speaking becomes essential because it is the skills which people can see directly that the learners of a language are succeed. People may judge that he successful of language learning is when the learners can produce the language they are learning. Like what stated by McDonough and Shaw [2]. "In many contexts, speaking is a

skill upon which person is judged 'at face value'. In other words, people may sometimes make judgment about language competence from speaking skill rather than any other skill. Moreover, Farell [3] stated that "One of the main sources of evidence of language competency is the ability to speak the language you are learning." Therefore, speaking can be a direct judgment for language learners, because speaking performance can define the knowledge of the speakers in using the language.

Speaking performance cannot be separated from other factors influenced it. One of the influence factors is listening comprehension. Student with good listening skill will make some responds 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. To listen well, students have to comprehend the meaning of the spoken language. To comprehend means to understand completely. To comprehend is not only a matter of knowing the meaning of the spoken language but it includes the matter of knowing the context of the spoken language. To comprehend something spoken by someone needs a total and complete understanding. It can be said that understanding is to know the meaning of something that someone says, and to comprehend the meaning of something needs a skill in order to reach the ability to understand completely to what have spoken by the speakers.

Related to research conducted by Bozorgian [4], speaking process listening cognitively which means that speaking is highly related to the students' listening comprehension. From this research, it is known that listening comprehension has more significant correlation to speaking performance than other language skills as listening is a basic skills to acquire in language acquisition. Therefore, the researcher posited himself to fill the gap of the research which investigated the correlation of listening comprehension and

the speaking performance in English Foreign Language (EFL) context.

Based on the background of the problem above, this research aimed to find out whether there was any significant correlation of students' listening comprehension and their speaking performance.

### **1.1 Listening Comprehension**

Human beings start listening since they were babies. They can listen before they can start bubbling. Listening is the first skill they have. Since in the womb, babies could listen to what their mothers say to them. The ability of the babies to listen sounds and speech make them know how to speak later on. Listening is an activity of giving attention in order to get some information of what the speakers are saying. Due to its process, it is called as a receptive skill, in which in this activity people decode the meaning of what they listen to. Although listening is a receptive skill, Harmer [5] stated that it involves active participation in language acquisition. 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 skill will make some responds 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. To listen well, students have to comprehend the meaning of the spoken language. To comprehend means to understand completely. To comprehend is not only a matter of knowing the meaning of the spoken language but it includes the matter of knowing the context of the spoken language. To comprehend something spoken by someone needs a total and complete understanding. It can be said that understanding is to know the meaning of something that someone says, and to comprehend the meaning of something needs a skill in order to reach the ability to

understand completely to what have spoken by the speakers.

Vandergrift and Tafaghodtari [6] add that listening is a complex, active process of interpretation which is more than just extracting meaning from incoming speech. Similarly, Floyed [7] defines listening as a process entailing hearing, attending to, understanding, evaluating and responding to spoken messages. He further believes that listeners should be active participants in communication process. The nature or purpose of listening skills varies as the context of communication differs. Wolvin and Coakley [8] propose five different kinds of listening. First, discriminative listening helps listeners draw a distinction between facts and opinions. Second, comprehensive listening facilitates understanding oral input. Third, critical listening allows listeners to analyze the incoming message before accepting and rejecting it. Fourth, therapeutic listening serves as a sounding board and lack any critiques, e.g., advising. Finally, appreciative listening contributes listeners to enjoy and receives emotional impressions. All the varieties of listening help to demonstrate that listening is an active process rather than a passive product.

The significance of listening skill in effective communication has been recognized for a century. Nunan [9] suggested that listening is the gasoline that fuels the acquisition process. Thus, the main reason experts emphasize the significance of listening in language acquisition is the frequency of listening in language development. However, much of the relevant research incorporated into listening as an inevitable medium to drive primary and secondary language acquisition. However, a range of studies ([10]; [11]; [12]) indicate that across instructional settings, listening is a source of frustration to learners and an area in which it seems difficult to make progress.

The meaning of listening comprehension is the way of understanding completely the spoken language through listening and then making up the meaning of the language being spoken by the speakers. Some experts of language teaching define the term listening comprehension in some ways. Richard [13]

stated that "Listening comprehension is the process of understanding speech in a first or second language." Thus, listening and listening comprehension actually have the same meaning because listening always needs comprehension, so the listeners understand completely the information they seek to know. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse." Another statement is stated by McDonough and Shaw [2] that "Listening comprehension, then, is not only a function of the interplay between language on the hand and what the brain does with it on the other; it also requires the activation of contextual information and previous knowledge."

As what have been stated by McDonough and Shaw [2] above, listening is not just hearing the sounds. The activity of listening needs the activation of the understanding to the context that being spoken by the speakers and the background knowledge in order to get a complete understanding. To comprehend the spoken language well, teachers may use the exposure of the target language as much as possible. Exposing language means showing students how the target language is spoken and used. To expose target language in the classroom, teachers can give them records to be listened and teach them using the target language.

In listening activity students listen to spoken language in which spoken language is little bit different to the written one. Spoken language has some features like incomplete sentences, the using of clauses, and repetitions. These phenomena occur because people speak with their styles and as long as the listeners understand what he speakers say, the language is complete. It is different to the written language. Written language need a complete utterance in sentences or the written language will make fragments or other mistakes. This activity sometimes takes extra effort for those students who are not familiar to the spoken language being said in the form of

short or long dialogue and monologue. For this, the researcher says that listening activity takes extra effort because the students have to listen and comprehend the foreign language then they have to infer or conclude what they have heard in order to answer the exercise of listening activity.

## **1.2 Speaking Performance**

### **1.2.1 Processes of Oral Production Skill**

Speech, like written language, needs to be processed. People speak what they have in their mind. There are some phases in speaking processes:

- a. Conceptualization  
"Conceptualization is a phase of forming ideas (what is going to be spoken) or principles in the mind." During this phase the intention is conceived. This phase is also known by the lexical level. In lexical level is the stage of brain conveys meaning of a word. For the example is when someone figures out "Goat", there will be an activation of the lexical module carrying all the features of goat [14].
- b. Words Level  
The words level is the level of carrying the meaning of words. The meanings of the words are carried out based on the syntactic frame. It is the process of the mind to arrange meaning from the smallest unit of the words into sentences [15].
- c. Articulation  
This phase is the phase of turning the idea or concept into a spoken word. This phase of oral production requires matching the syntactical elements from the words level to the sound that make up the language [15].

### **1.2.2 Some Problems in Speaking**

According to Long and Doughty [14], speaking in target language needs skills since speakers need to know the vocabularies and to know how to use the language, so the interlocutors could understand the speakers. Some learners may be reluctant to speak.

Nation found some possibilities that make some learners have no willingness to speak:

a. Inadequate Vocabulary

Vocabulary is needed since it is the thing that the speakers are going to produce. It also that learning foreign language involves learning thousands of words. The lack of vocabulary may cause learners chose to make no sounds in speaking class. To be functional, students need a relatively small fund of words that they know well and can use productively in speaking. The teachers' role is facilitating students to study and to provide them vocabularies to study.

b. Inadequate Control of Grammar

Some learners who are not good in grammar may be reluctant to speak. However, it is not absolutely that students with good grammar knowledge are good is speaking. At least, students with good grammar knowledge are more encouraged than who do not. Understanding grammar can be a way for learners to produce language. Due to understanding grammar is understanding rules and patterns of foreign language, the learners can use the rules and the patterns of language they know to produce language. This means that learning grammar will make the learners understand foreign language more accurate.

c. Lack of Fluency

Fluency is a skill aspect of language. It is a skill in which the speaker of a language speaks easily. Guilot [16] defined fluency as "fluidity", the absence of hesitation. Fluency involves and is extended to the comprehension of the speech. Learners with lack of fluency may get reluctant to speak because they realize that they do not have fluency in speaking. This may make them chose to make no participation in speaking. The teachers should know and aware to this situation. This condition can be seen when students make such periods or "wait time" to see if the learners are able to construct a spoken sentence. If the cause like this

happens, it may be that he learners are lack of fluency in speaking.

d. Shyness

Some students may be shy to speak or they have no confidence to do it. This may occur because of fear and negative experience. Students fear to take risks for making any mistakes and errors in speaking. Moreover, what makes some students being anxiety is bad experience they have. They may have negative experience like making mistakes in pronouncing the words. Therefore, sometimes some students chose to be passive in speaking class.

e. Lack of Encouragement

It takes some courageous to start speaking in another language. Some learners may be reluctant to speak because they feel discourage to speak in front of whole class. Another, they may feel inconvenient to speak because they feel that they do not have any chances to speak. The teachers should see and be aware of this. This may make the students to be passive in classroom activities. The solution of this is the teacher should make groups or pairs, so they are motivated to speak.

## 2. METHODS

### 2.1 Design of The Research

This study was a correlational study. In this study the researcher investigated two variables, they are listening comprehension as the independent variables (X) and English speaking performance as the dependent variable (Y).

According to Fraenkel et al. [17], correlational research investigated the relationships among two or more variables without any attempt to influence them. There was no manipulation of variables in correlational research. This kind of research attempted to clarify our understanding of important phenomena by identifying relationships between variables. Correlation was simply the statistical expression of the relationship between variables.

This research is expected to elaborate the meaning of each variable investigated, since the researcher intends to find out the relationship of listening comprehension upon speaking performance without giving any treatment to the sample of the study.

## 2.2 Time and Place of the Research

The research was conducted in 2018 at the English department of Dayanu Ikhsanuddin University.

## 2.3 Population and Sample

The population of this study was 123 students of the fifth semester students. Then, the researcher estimates the sample using formula proposed by Slovin in Sevilla [18]. From this formula, the researcher gets 95 students to be the sample of this study.

## 2.4 Instruments and Technique of Data Collection

There are two kinds of test used in this study. The first one is listening comprehension test. Students were given a listening comprehension test. This test was taken from Barron's TOEFL test proposed by Sharpe [19] which assessed the ability of the students to comprehend an English audio. The researcher took the items by randomly selected the test in Barron's TOEFL [19]. The form of the assessment was multiple choices. It consisted of 50 questions with four options for each question. For scoring, the researcher gave 2 points for each question. Therefore, if students got 50 correct answer, he/she would get 100 score. Because the test was taken from TOEFL test, so it was assumed that the test is already valid and reliable, therefore there was no need to do further try out test.

The last instrument of this research is teacher made test to measure the students' speaking Performance. To find out the score of speaking performance, the researcher ordered the students to have a spontaneous oral presentation and gave them some

questions to ensure that what was assessed was their speaking skills. The assessment of the speaking skill followed the guideline proposed by Harris [20] to reduce the subjectivity, the researcher also involved another interrater to ensure the objectivity of the assessment. In this study, the researcher asked another lecturer from Dayanu Ikhsanuddin University as his interrater. Therefore, the score of the students were the average score from the two interraters.

Both tests were administered to 95 English as Foreign learners. They were given 50 items of listening comprehension test. After that, the researcher scored the result of listening comprehension, and further scoring the students' speaking performance in another day. Finally, the researcher analyzed the hypothesis of the research.

## 2.5 Technique of Data Analysis

The researcher analyzed the hypothesis of the research by using Pearson Product Moment formula. It was used to analyze the correlation between independent and the dependent variable, and the computation by using SPSS 20.0.

# 3. RESULT AND DISCUSSION

## 3.1 Result

According to the finding about the correlation between listening comprehension and speaking performance, the researcher found that there was a significant correlation between listening comprehension and speaking performance. It can be seen from the probability value is 0.021 which is less than 0.05. It meant the value  $0.021 < 0.05$  then  $H_0$  was rejected and  $H_a$  was accepted. It can be concluded that there was a significant correlation between listening comprehension and speaking performance. The detail information can be seen in table 1.

**Table 1.** Model Summary of Correlation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.236 <sup>a</sup>	.056	.045	3.89501	.056	5.476	1	93	.021

a. Predictors: (Constant), LISTENING COMPREHENSION

The correlation between listening comprehension and speaking performance above showed a positive correlation from both variables which was showed from  $R_{\text{value}}$  is 0.236 however this correlation still in fair level which was less than 0.25. [21].

Nevertheless, the correlation between both variables was still concluded as positive correlation in which the higher is listening comprehension, the higher is speaking performance of English Education Department students of Dayanu Ikhsanuddin University.

### 3.2 Discussion

The finding of the above correlation was aligned to some previous researchers. The researcher found that there was a significant correlation between listening comprehension and speaking performance. It can be seen from the probability value of listening comprehension and speaking performance is 0.021 which is less than 0.05. Zhang [22] was trying to prove the influence of listening comprehension to the students' speaking performance by conducting an experimental study. From this study, it was revealed that listening comprehension influence speaking performance. A study from Bozorgian [4] tried to investigate the correlation between listening comprehension and other skills. From this study, the previous researcher found that the correlation between listening comprehension and speaking performance was larger than the relationship between listening comprehension between listening comprehension and other skills. Another study conducted by Cabezas [23] revealed that there was significant difference between speaking performance showed by the group which was treated using listening comprehension and the group which was not.

Moreover, regression analysis showed that determinant coefficient was 0.056. It meant that listening comprehension contributed 0.056 or 5.6.0% towards speaking performance of English Education Department students in Dayanu Ikhsanuddin University while 94.4 % were determined by other factors which were not observed in this research.

From the finding, it was seen that the contribution of listening comprehension was small. Therefore, it was needed to make any innovation of teaching listening comprehension so that it was able to relate to speaking comprehension for instance the students listened the conversation from tape recorder, film or video and then the students tried to retell what they had listened previously. It meant that the process of teaching listening comprehension recently was monotonous in which the students were requested to listened to the audio needed to be changed by giving them questions on a piece of paper.

### 4. CONCLUSION

The researcher conducted a research on listening comprehension and speaking performance of the students in Dayanu Ikhsanuddin University. From this research, the researcher concluded that there is a significant correlation between listening comprehension and speaking performance. The probability value is 0.021. Because  $p < 0.05$  then  $H_0$  was rejected and  $H_a$  was accepted. It can be concluded that students' listening comprehension and speaking performance denoted a positive correlation.

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