

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of study, problem of the research, objective of the research, hypothesis of the research, significance of the research, scope and limitation of the research and definition of key terms.

#### **A. Background of Study**

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 (2007) stated that it involves active participations in language acquisition.

The process of foreign language learning is the same as learning mother tongue; it starts from listening. “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 utterances in un-instantly. Sounds of the utterances that are heard will be saved in the memory (Dardjowijoyo, 2005).” What comes after listening skill is speaking. Speaking often becomes the icon of students’ success in learning language. It is no wonder that some teachers emphasize their students to speak without considering the students’ readiness. It may difficult for beginners because speaking need 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. The speech they listened will help them build understanding the language that they will produce in the future. Rost in Nunan & Carter (2001) stated that “Krashen claimed that comprehension is necessary in order for input to become 'intake', i.e. 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.

Some researches show that the ability to comprehend speech through listening can affect speaking skill. The first researcher is Maesaroh. The research was conducted at UIN Syarif Hidayatullah Jakarta in 2006 and exactly on English Education Department students (EED). The objects of the research were the first semester students of EED at UIN Jakarta. She used quantitative methodology. The object of the study was students of the first semester. The instrument that was used is the documentation of EED students' scores and she did not test the students. The research finding showed that there a correlation between listening

comprehension and speaking in the range of moderate or medium sized correlation. Another one is Anshori. The research finding showed that there is a positive correlation between student's habit in listening to English song and vocabulary mastery in the range of strong correlation. The last is Budianto. The research finding also showed that there is a significant correlation between listening and speaking skill.

The gap of this research with the relevant study is about the election of the participants. This research chooses students of Diploma-1 English Program at Genta English Course because they get an intensive class for studying English 5 days a week.

Knowing this phenomenon, the researcher was curious about the students' listening and speaking skill. Then, the researcher investigated them about their listening score. As the result, not only had good speaking fluency, but they also got good score at their listening subject. After the investigation, the researcher assumed that students who speak English fluently are the result of their good listening skill. On the contrary, there are some students who have good score at listening subject but they do not speak as good as the students who are investigated before. The researcher found quotes of Wong (2005) which stated that "knowing a language rule does not mean one will be able to use it in communicative interaction". In other words, the fluency of ears does not always reflect the fluency of tongue.

Based on the background of study above, it leads the researcher to conduct a research with the title: “The Correlation between Students’ Listening Comprehension and Their Speaking Skill at Diploma-1 English Program”.

### **B. Problem of the Research**

Based on the background above, the problem that comes up in this research will be stated as follows: “Are there any correlations between students’ listening comprehension and their speaking skill?”

### **C. Objective of the Research**

This study was conducted in order to know to what extend the correlation between listening comprehension and speaking skill. Moreover, this study was conducted to get the empirical data about the correlation between students’ listening comprehension and speaking skill.

### **D. Hypothesis of the Research**

Hypothesis is a formal statement that presents the expected relationship between an independent and dependent variable (Creswell, 1994). Based on last explanation at background, problem of research along with scope and limitation in this thesis proposal the researcher arranged the hypothesis:

Ho: There is no correlation between students’ listening comprehension and speaking skill.

Ha: There is a correlation between students' listening comprehension and speaking skill.

### **E. Significance of the Research**

By conducting this research, the researcher hopes that this research will give valid information about the correlation between listening comprehension and speaking skill. The researcher also hopes that the result of this study will become input to English teachers and also English learners for their teaching and learning.

### **F. Scope and Limitation of the Research**

The scope of this study only investigates the correlation between students' listening comprehension and their speaking skill. To simplify the research, the researcher also limited this research by selecting course students. The subject of this research is students at Diploma-1 English Program at Genta English Course Pare. The object of the research is students' listening comprehension and speaking skill. The research will be conducted at Diploma-1 English Program of Genta English Course Pare.

### **G. Definition of Key Terms**

The following terms are given to make the readers have the same perception for some terms used in this project paper. It is important to clarify some terms in order to avoid misunderstanding, therefore the terms to be defined as follow:

### **1. Correlation**

Correlation is a measure of the strength of the relationship or association between two or more sets of data. Correlational research involves the collection of data to determine the extent to which two or more variables are related. The correlational research investigates a range of factors, including the nature of the relationship between two or more variables and the theoretical model that might be developed to explain resultant correlation.

### **2. Listening Comprehension**

Listening comprehension is not only a function of the interplay between language on the one hand and what the brain does with it on the other; it also requires the activation of contextual information and previous knowledge. Listening is not just hearing the sounds. The activity of listening needs the activation of the understanding to the context that is being spoken by the speaker and the background knowledge in order to get a complete understanding.

### **3. Speaking Skill**

Speaking is a productive skill. This usually refers to the skill of someone to communicate. When the speaker speaks, they produce an expression and it must be meaningful and get unidirectional feedback. It is not like the other skill, speaking is more complicated than it seems at first and involves more than pronouncing words.