

CHAPTER I

INTRODUCTIONS

A. Research Background

Speaking is the one of skills that has to be learned by students. Students can exchange their ideas, interact with one another, and communicate in English by speaking. Therefore, students should acquire language skills like grammar, vocabulary, and pronunciation in order to communicate fluently in English.

However, mastering english speaking skill for communicated is not an easy task. When trying to interact with others, some people, particularly students, struggle with using English. They still appear reluctant to use English in conversation with their friends and professor. The majority of students in non-English-speaking schools frequently appear passive and reluctant to speak English in the classroom, presenting the same challenges to English language instruction.

In addition, listening is just as important as speaking. In the communication process, listening is the capacity to accurately receive and interpret messages. Communication is only as good as the ability to listen. It's easy to misunderstood messages if students can't listen effectively. As a result, communication breaks down the sender of the message is more likely to become enraged or frustrated.

In listening activity, people have to decode the meaning of language before they produce the language. Likewise, after hearing a sound, people know how to make their own. In addition, the sounds that people listen to will serve as a guide for how they speak. The listeners must cope with meaning as much as possible during the listening process. This indicates that many students may comprehend spoken language more than they produced. Students who are good listeners will respond to the speakers to show that they understand what they are saying, which will keep the conversation going. On the other hand, students who do not have good listening comprehension will

not be able to respond to the speakers, which will result in the conversation becoming stuck.

Students solve problems, speculate, share ideas, make decisions, and consider what's important by speaking and listening. Students' confidence and attitudes toward learning are influenced by friendships and positive interaction, and classroom social relations are based on talk. As a result, all aspects of education rely on students being able to communicate their ideas, feelings, and points of view in the appropriate manner. All subjects and learning areas benefit greatly from the instruction of fundamental speaking skills.

Moreover, this listening-speaking correlation research is inspired by some theories in language learning that shows strong relationship between those two variables. Among of them, there is Doff who proved that someone cannot develop speaking skills unless they also develops listening skills; to have a successful conversation, students must understand what is being said to them (Doff, 1999). Listening is very important in language classes because it provides input for the learner, so it is very important to speak. That statement is supported by some researches by Maesaroh, she found out through her research with title "*The Correlation between Listening Score and Speaking Score*" on 2006 that students who have good score at listening also have good score at speaking. Another one is Budianto with research title "*The Correlation between Listening and Speaking Ability of the Fifth Semester Students of English Education Department*"; he also found that students who have good ability of listening have good performance in speaking.

Based on the fact above, the researcher is interesting to analyze the correlation between listening and speaking ability among collage students. So, the researcher was conducting his research on "An Analysis of Correlation Between Listening and Speaking Ability"

B. Research Problems

Based on the problem that the researcher has explained in the background of the study the researcher wants to try to answer and the research question can be formulated as:

1. How is the student's capability in listening and speaking in learning English?
2. Is there any correlation between students' capability in listening and their speaking performance?

C. Research Purposes

The objectives of the research were:

1. To find out student's capability in listening and speaking in learning English
2. To find out whether there is any correlation between student's listening and speaking performance or not

D. Theoretical Significance

1. Theoretical Significance

The research carried out by the researcher that is expected to be able to become research material and reference in the scientific development of the education sector, especially in the teaching assistance program at school or collage.

2. Practical Significant

a. For IKIP PGRI Pontianak

Especially for English Education Department as an educational institution that educated English teacher to be, this research can be used as a reference to plan and to develop the programs that suitable with the society needs, including teaching assistance program.

b. For Students

This research can be used as an evaluation reference for students' who will take part in this teaching assistance program next year.

c. For Other Researcher

The results of this research can be used as a reference on the condition in implementation of teaching assistance program.