AN UNDERGRADUATE THESIS

THE CORRELATION BETWEEN LISTENING ABILITY AND THE STUDENT'S SPEAKING PERFORMANCE IN ENGLISH AT THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL IN SMP N 3 BATANGHARI EAST LAMPUNG

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STATE ISLAMIC INSTITUTEOF METRO

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terima kasih.

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ABSTRACT

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The main objective of the research was to knowthe correlation between listening ability and the student's speaking performance English at the eighth graders of junior high school in SMP N 3 Batanghari East Lampung. The subject of this research is VIII 1 and VIII 2 class that consisted 28 students and 32 students.

In this research, the researcher used quantitative research.The research carried out in two meeting. First meeting is introduction and pre-test. The second meeting is giving the treatment or material and post-test. The result in this research indicated that the relationship between listening ability and the student's speaking performaced.

The result of this research indicated that listening ability is one of internal factor that important must be understand by the students becasue the result of the data in this research indicated that between the listening ability and speaking performance has a correlation that has quite an impact on the learning process.

Keywords: *Correlation, Students listening ability, Education, Speaking, Performance,*

HUBUNGAN ANTARA KEMAMPUAN MENDENGAR DAN KINERJA BERBICARA SISWA DALAM BAHASA INGGRIS KELAS VIIISMP N 3BATANGHARI LAMPUNG TIMUR

ABSTRAK

DITULIS OLEH:

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Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara kemampuan mendengarkan dan penampilan berbicara bahasa inggris kelas delapan di SMP N 3 Batanghari Lampung Timur. Subjek dari penelitian ini adalah siswa kelas VIII 1 dan VIII 2 yang berjumlah 28 siswa dan 32 siswa.

Dalam penelitian ini, penulis menggunakan penelitian kuantitatif. Penelitian ini terdiri dari dua pertemuan. Pertemuan pertama yaitu perkenalan dan pre_test. Pertemuan kedua yaitu pemberian treatment atau materi dan post-test. Hasil yang diperoleh menunjukkan adanya hubungan antara listening ability dan speaking performance siswa.

Hasil dari penelitian ini menunjukan bahwa kemampuan mendengarkan merupakan salah satu faktor internal yang harus dipahami oleh para siswa, karena hasil dari data dalam penelitian ini menunjukan bahwa antara kemampuan mendengarkan siswa dan penampilan berbicara siswa memiliki hubungan yang cukup berdsmpak dalam proses pembelajaran.

Kata-kata kunci: *Hubungan, kemampuan mendengarkan , Pendidikan, Berbicara, Penampilan*

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Menyatakan bahwa, skripsi ini secara keseluruhan merupakan asli dari hasil penelitian penulis. Kecuali bagian-bagian tertentu yang sudah dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Juli 2020
Penulis

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MOTTO

إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا۟ مَا بِأَنفُسِهِمْ ۗ

"Indeed, Allah will not change the condition of people until they change what is in themselves."

"sesungguhnya Allah tidak akan mengubah keadaan suatu kaum sebelum mereka mengubah keadaan diri mereka sendiri."

(Ar-Rad : 11)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

Allah SWT. Who always give me a chance in every step I take and makes me stand up from the beginning until now. My beloved Parents, Mr. Haidir Efendi and Mrs. Sri Ratnawati Dewi, my beloved sister and young brothers Hana Amelia Efendi Okta Vianti, Muhammad Maulana Ridwan, Abdul Rozak who always support me with, prayer and love every time. All of my friends who always accompanies my day in IAIN Metro. The big family of Tadris Bahasa Inggris (TBI) in IAIN Metro

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To start with, the researcher would like to extend her gratitude to Allah SWT for blessing, health, and also mercy, sholawat is also sent to prophet Muhammad SAW who had delivered the truth to human being in general and Moslem in particular. Finally the researcher can accomplish this thesis entitled "THE CORRELATION BETWEEN LISTENING ABILITY AND THE STUDENT'S SPEAKING PERFORMANCE IN ENGLISH OF JUNIOR HIGH SCHOOL IN SMP N 3 BATANGHARI EAST LAMPUNG".

Regarding to an undergraduate thesis, the writer would like to thank Mrs. Dr. Hj. Akla, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty, Mr. Ahmad Subhan Roza, M.Pd as the Head of The English Education Department and as the sponsor, and Mrs. Syahreni Siregar, M.Hum as the co-sponsor. The researcher also thanks to family for the spiritual and financial support.

Last but not least, the researcher's deepest gratitude goes to her classmate (class B), her best friends, and all people in IAIN of Metro who involved directly and directly in making this writing. The researcher hopes that this writing will become source of good for others.

Metro, July 2020
The Researcher,

Rosiana Dwi Safitri
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TABLE OF CONTENTS

COVER ..... **ii**
ABSTRACT ..... **vii**
MOTTO ..... **ix**
ACKNOWLEDGEMENT .....Error! Bookmark not defined.
TABLE OF CONTENTS ..... **xiv**
LIST OF TABLES ..... **xvii**
LIST OF FIGURE ..... **xviii**
LIST OF APPENDIXES ..... **xix**
CHAPTER I **1**
A. Background of the Study 1
B. Problem Identification 7
C. Problem Limitation 7
D. Problem Formulation 7
E. Objective and Benefits of the Research 8
F. Prior Research 8
CHAPTER II **13**
A. The Concept of Listening Ability 13
1. The Concept of Listening 13
a. The Definition of Listening 13
b. The Process of Listening 16
c. Types of Listening 19
d. Aspects of Listening 20
e. The Importance of Listening 20
f. Some Problems in Listening 21
g. The Testing of Listening 24
B. The Concept of Speaking Performance 26
1. The Concept of Speaking 26
3. Basic Type of Speaking 27
4. Problems in Speaking Performance 29

5. Reason for Teaching Speaking 33
6. The Process of Speaking 34
7. Function of Speaking 34
8. Elements of Speaking 35
9. Assessment of Speaking 37
C. Theoretical Framework and Paradigm 40
1. Theoretical Framework 40
2. Paradigm 41
3. Hypotheses 42
CHAPTER III 44
A. Research Design 44
B. Population, Sample and Sampling Technique 44
1. Population 44
2. Sample 45
3. Sampling Technique 45
C. The Operational Definition of Variables 45
1. Independent Variable (listening Ability) 46
2. Dependent Variable (Speaking Performance) 46
D. Data Collection Method 46
1. Documentation 47
2. Test 47
3. Observation 48
E. Research Instrument 48
1. Instrument Blueprint 48
2. Instrument Calibration 49
F. Data Analysis Technique 49
CHAPTER IV 51
A. Research Setting 51
1. Brief History of The Establishment of SMPN 3 Batanghari Lampung Timur 51
2. Vision and Mision of SMPN 3 Batanghari Lampung Timur 52
B. The Result of Research 53
1. The Result Of Student Pre-Test 53
2. Post-Test Result 57

C. Hyphotesis Testing 61
D. Discussion 65
E. Limitation 65
CHAPTER V 66
A. Conclusion 66
B. Suggestion 66
BIBLIOGRAPHY 68

LIST OF TABLES

Table 1.The data of Pre-survey result Listening skill among the eighth graders at SMP N 3 Batanghari 3

Table 2. The data of Pre-survey result categorization of Listening skill the eighth graders at SMP N 3 Batanghari 5

Table 4.The data of Pre-survey result Listening skill among the eight graders at SMP N 3 Batanghari 53

Table 5. The table of frequency distribution of Listening Ability Pre-test score 56

Table 6.The result of Listening Ability Post-test at the eightgraders of SMP N 3 Batanghari 57

Table 7.The table of frequency distribution of Listening Ability Post-test score 60

Table 8. The list of Pre-test score and Post-test Listening Ability score at theeight graders of SMP N 3 Batanghari 62

Table 9. Critical value of t_{table} 65

Table 10. Interpolation 65

LIST OF FIGURE

Figure 1. Theoretical framework and paradigm.....4

Figure 2. Chart of the students' Listening ability pre-test 5

Figure 3. Chart of the students' Listening ability pre-test 6

LIST OF APPENDIXES

1. Appendix 1. Instrument Blue Print
2. Appendix 2. The measurment of rubric listening
3. Appendix 3. The measurment of rubric speaking
4. Appendix 4. Instrument test
5. Appendix 5. Sylabus
6. Appendix 6. Lesson Plan
7. Appendix 7. Post-Test
8. Appendix 8. Answer Key
9. Appendix 9. Student's Score of Post-Test
10. Appendix 10. The Letter of free to thye Book Libay
11. Appendix 11. The Letter of free Book of Major
12. Appendix 12. Pemit of Pre-Survey
13. Appendix 13. Response Letter of Pre-Survey
14. Appendix 14. Research Poposal Guidance Letter
15. Appendix 15. APD Guidance Letter
16. Appendix 16. Thesis Guidance Letter
17. Appendix 17. Premit of esearch
18. Appendix 18. Research assignment Letter
19. Appendix 19. Esponse Lette of Research
20. Appendix 20. Documentation
21. Appendix 21. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

One of the most popular languages in the world is English. It is very popular among people in every country, and so is our country Indonesia. English becomes popular because English is a medium of communication for people in some developing countries and becomes an international language.

In this era, which is well known as globalization era, English is such a need to learn. The reason of why it is such a need to learn because it is a language of trade, education, and technology; where people live with these three in daily life. For the need of it nowadays, English becomes a compulsory subject in schools; and English courses are spread everywhere in this country to make people master it.

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. “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.” What comes after listening ability 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 stated that "Krashen claimed that comprehension is 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.

In non-native 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.

An experience of the researcher, there are some students who are really fluent in speaking English when she attended the public speaking event in IAIN Metro. When I asked them how they can get such a good pronunciation and fluency in speaking English, some of them answer that they often listen to English songs and the other ones answer that they often watch English movies and often imitate how the native speakers speak from the movie.

Therefore, Some researches show that the ability to speech through listening can affect speaking performance. Students who have good score at listening also have good score at speaking. Students who have ability of listening have good performance in speaking. Knowing this phenomenon, the researcher was curious about the students' listening skill and assumed that there are good in their listening. Then, the researcher investigated them about their listening score.

Relate with the above listening problems, the researcher has conducted a pre-survey to detect listening problems of the eight graders at SMP N 3 Batanghari. Pre-survey has been carried out on. As for the pre-survey results illustrated in the following table:

Table 1
The Data of Pre-survey Result Listening Skill among the Eight Graders at SMP N 3 Batanghari

NO	NAME	GRADE	CRITERIA
1	AVF	70	Bad
2	BAS	65	Bad

3	BL	55	Bad
4	BA	75	Fair
5	CE	65	Bad
6	DWA	55	Bad
7	DA	75	Fair
8	DH	50	Bad
9	DJA	65	Bad
10	ES	55	Bad
11	EA	70	Bad
12	FPSA	65	Bad
13	FDA	70	Bad
14	FRP	60	Bad
15	IR	50	Bad
16	IK	80	Good
17	IW	65	Bad
18	KM	55	Bad
19	LA	55	Bad
20	MFKF	70	Bad
21	MA	60	Bad
22	MN	80	Good
23	NNL	65	Bad
24	NS	65	Bad

25	RYP	70	Bad
26	RWR	55	Bad
27	RL	50	Bad
28	RRR	60	Bad
29	R	60	Bad
30	RDH	80	Good
31	SW	60	Bad
32	WF	50	Bad

The pre-survey results related to listening skills above were categorized into good, fair and bad criteria based on the Minimum Mastery Criteria (MMC) of English subjects in the second graders at SMP N 3 Batanghari. The results of the pre-survey results categorization are illustrated in the following table:

Table 2
The Data of Pre-Survey Result Categorization of Listening Skill the Second Graders at SMP N 3 Batanghari

No	Grade	Frequency	Percentage	Criteria
1	75≥	3 students	$\frac{3}{32}$x100 % = 9,37 %	Good
2	75	2 students	$\frac{2}{32}$x100 % = 6,25 %	Fair
3	75≤	27 students	$\frac{27}{32}$x100% =84,37 %	Bad

Total of Students (n) = 32 students

Percentage = $\frac{f}{n}$x 100 %

The pre-survey results above indicate that the percentage of students whose listening ability is able to achieve the Minimum Mastery Criteria (MMC) is 15,62%. Meanwhile, the percentage of students who are listening in ability is not able to achieve the Minimum Mastery Criteria (MMC) is 84,37%. This means that the percentage of students who are able to reach the Minimum Mastery Criteria (MMC) is less than the percentage of students who are unable to reach the Minimum Mastery Criteria (MMC). Therefore, it is concluded that the listening skill of students in the second grade at SMP N 3 Batanghari is insufficient.

As the result, based on data pre-survey on Mei 14 2019 in SMP N 3 Batanghari, the researcher assumed that students who speak English fluently are the result of good listening skill. On the contrary, there are some students who have good score at listening subject but they do not speak as much as the students who are investigated before. The researcher found quotes of Wong 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. This phenomenon leads the researcher to conduct a research with the title: “The Correlation Between Listening skill and the Students’ Speaking Performance in English at the Eight Graders of Junior HighSchool inSMP N 3 Batanghari East Lampung.”

B. Problem Identification

Refering to the background above, the problem can be identifiedas follows:

1. The students have dificulties in speaking performance because they are can't listen carefully.
2. Speaking and listening in target language is dificult for beginners.
3. The students listening ability at the eight graders at the SMP N 3 Batanghari is low.

C. Problem Limitation

Based on the problems identified above, the researcher limits the problem only on to correlation between students' listening ability and their speaking performance. In this research the writer focuses only on the correlationbetween the students' listening ability is important to make the student cinfidence of their speaking performance.

D. Problem Formulation

Based on the problem that the writer has explained briefly in the background of the study, the writer chooses one problem to be researched and the research question can be formulated as: "Is there any positif and significant correlation between listening ability and students' speaking performance in SMP N 3 Batanghari East Lampung in academic year 2019/2020 ?"

E. Objective and Benefits of the Research

1. Objectives of the Research

In reference to the bacground of the study above, the objectives of the researcher are: to know wether there is a positive and significant correlation between the students listening ability and speaking performance at the eight graders of junior high shcool in SMP N 3 Batanghar in academic year 2019/2020.

2. Benefits of the Research

a. For the Students

By listening ability it is hopethe students would be better in speaking performance.

b. For the Teacher

As the teacher know the correlation between listening ability and speaking performance.

c. For the Readers

The researcher hope that her research would gave valid information about the correlation between listening skill and speaking performance.

F. Prior Research

In this part, the researcher would like to discussed about previous research related to thid research. The firts prior research is carried out by Nuket Gunduz, Deniz Ozcan & Hüseyin Uzun boylu from University of Kyrenia, entitle *"the influence of authentic materials on the students listening*

ability". The result of this research showed that as an educator, it is the researchs goal to provide students with strategies that would prepare them to be successful in their future. There is an assumption that all authentic materials are acquisition-rich input and listening plays a significant role in daily communication as well as education process. This study aims to examine the influence of authentic materials on the student's listening ability in EFL classes.

Participants of the study consist of 8 Turkish and 22 Cypriot pre-advanced English students studying in college. A five-point Likert questionnaire was administered to collect data. The Independent Sample Test and One Way ANOVA was applied to analyse the data. The results indicated that, most of the participants benefitted from authentic listening materials. The students were able to understand and use the language, authentic materials were seen to be useful in the language classrooms, and also students were able to use the target language in real life situations. However, this study also shows that, some of the respondents thought that the artificial materials were better than authentic materials, and were frustrated in the classroom and also some respondents were still not able to communicate in real life situations.[1]

This research and the first prior research have similarities and differences. The similarity between this research and the first prior research

[1] Gunduz, N., Ozcan, D. & Uzunboylu, H. (2017). *The influence of authentic materials on the students listening ability in EFL classes*. ENSAYOS, (Revista de la Facultad de Educación de Albacete, 2017) p. 135

lies in the similarity of the skills examined, namely the Listening ability as skills in this research. The following equation lies in the similarity of the research objectives. There are also differences between this study and the first prior research in the research method. This is because this study uses quantitative methods. Meanwhile, the first prior research uses classroom action research. There are also differences in sample usage. This study will examine in the second graders at SMP N 3 Batanghari. Where as, the first prior research investigated listening ability of the 30 pre-advanced English students consisting of 8 Turkish and 22 Cypriot college students. 19 students had been studying English between 1-3 years, 8 between 4-6 years and 3 between 7-9 years.

In addition, the second prior research is carried out Apin Hidayat entitled "*The Use Of Songs In Teaching Students' Listening Ability"*.The second prior research method is Classroom Action Research. The second prior research sample is 60 students of second grade in a Junior High School in Sumedang were selected as the sample of the research. Two classes were chosen for this research by applying purposive sampling. Each class consist of thirty students. Furthermore, both classes were tested by pre and posttest. During the experiment, the experimental group was given several treatments in period of six meetings. Variables which are examined by the second prior research include speaking and listening. The results of research from the

second prior research show that the achievement in experimental class was better than other class.[2]

This research and the second prior research have similarities and differences. The similarity between this study and the second prior research lies in the similarity of the variables examined, namely listening ability as a skill in this research. The next similarity is the method. The method used in the second prior research and this research in this study using the quantitative method. The difference is between this study and the second prior research in the study sample. This is because this research will examine in the second graders at SMP N 3 Batanghari. While the second prior research has examined the sample is 60 students of second grade in a Junior High School in Sumedang were selected as the sample of the research.

The third previous research was done by Mukarrama, Hj. Mardianah, H. Abd. Muis Said from UIN Alauddin Makassar entitled "*Improving Students' Listening Ability By Using Chain Whispering Words Or Sentences Technique At The First Year Of Smp Somba Opu Sungguminasa Gowa*", The research was done Smp Somba Opu Sungguminasa Gowa. This research focused on students' Listening ability by using chain whispering words or sentences technique.

Then, The results show that the implementation of the by using chain whispering words or sentences technique was effective to improve the students' listening ability. By using the design and the principles of this

[2]Apin Hidayat, *The Use Of Songs In Teaching Students' Listening Ability*, (Indonesia University, 2013), p. 21-29

strategy, the students showed improvement in listening ability. This strategy also improved the teaching and learning of listening such as classroom interaction, the students' participation and enthusiasm towards the learning.[3]

Based on the study above, there are similarities and differences from the previous ones. The similarities between the previous study and this study are the first previous research focus on listening ability. The differences between the previous study and this study are: the location and sample of the research, The research design, the method that apply is different, this study using quantitative method then the other one of previous research is used classroom action research to improve the students' listening ability.

However, it can be conclude this research the writer intends to continue the prior research above by applying quantitative research through the application of the principle method in teaching listening in the second graders at SMP N 3 Batanghari. Understanding the procedure and the results of all prior research above the researcher can take an important essence, and clear instructions regarding the implementation of this research.

[3] Mukarrama,. At all, *Improving Students' Listening Ability By Using Chain Whispering Words Or Sentences Technique At The First Year Of Smp Somba Opu Sungguminasa Gowa*,(UIN Alauddin Makassar, 2015) p. 270-284

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Listening Ability

1. The Concept of Listening

This chapter contains some related theories on listening skill and speaking performance. It include concept of abiliti, listening, communication. At the some time, what is correlation between listening skill and speaking performance.

The basic idea of teaching listening is that it impossible for people to be able to speak without learning to listen first. Theoritically by masteing basic skill, listening skill, the another language skill will develop naturally. This idea is in line with the theory proposed by the second language acquisition expert.

The ability to hear most of us begin to hear sounds before we are even born. The physical com-ponents of the listening process combine with the cognitive development in a child, resulting in sophisticated listening skills. The natural ability to hear, however, is often mistaken for a fully developed skill that needs no further fine-tuning.[4]

a. The Definition of Listening

Listening seem simple because it is something we o every day. Yet, when one is lisening in a second or foreign language, we cn see

[4] John Flowerdew and Lindsay Miller, *Second Language Listening Theory and Practice,* (CAMBRIDGE: Cambridge University Press, 2005), p. 21

more easily how complex listening really is. There are definitions of listening by some expert:

Listening is the natural precursor to speaking; the early stages of language development in a person's first language and in naturalistic acquisition of other languages are dependent on listening.[5] So listening is the first communication skill we engage in the moment we are born. Listening is also called passive skill. It has wrong idea because of listening to asking active from listener. In order to change the message from argument the speaker to listener must be active. It contributes knowledge from linguistic and non-linguistic source. The nature of listening comprehension is students should be encouraged to do in an active the process of listening for meaning. It used not only linguistic guidance but also his nonlinguistic knowledge.[6]

Listening plays an important role in communication in people's daily lives. As Guo and Wills state "it is the medium through which people gain a large propotion of their education, information, uderstanding of the world and human affairs, ideals, sense of values". Emphasizing the importance of listening in language learning, Peterson states that "no other type of language input is easy to process as spoken language, received through

[5] I.S.P Nation and J Newton, *Teaching ESL/EFL Listening and Speaking*,(New York: Roudlege ,2009), p. 37

[6] William Littlewood, *Communicate Language Teaching An Introduction*, (New York : Cambridge University Press, 1991), p.66-67

listening. Through listening, learners can build an awareness of the interworkings of language systems at various levels and thus establish a base for more fluent productive skills".

Listening has an important role not only in daily life but also in classroom settings. Most people think that being able to write and speak in a second language means that they know the language; however, if they do not have the efficient listening skills, it is not possible to communicate effectively.[7]

From the explanation above listening skill is a key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes and try to see the world through that person's eyes.

[7] YILDIRIM, Selin. *The importance of listening in language learning and listening comprehension problems experienced by language learners: A literature review,* AbantÜniversitesi Eğitim Fakültesi Dergisi, 16 (4), p.2097.

b. The Process of Listening

Listening is assuming greater and greater importance in foreign language classrooms. There are several reasons for this growth in popularity.[8]

Actually there are many process of listening occur in five stages. They are hearing, understanding, remembering, evaluating, and responding.

a. Hearing

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention).Brain screens stimuli and permits only a select few to come into focus-these selective perception is known as attention, an important requirement for effective listening.

b. Understanding

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform…that have symbolic meanings as well; the meanings attached to these

[8] Jack C Richard and Willy A Renandya, *Methodology in language teaching*,(USA: Cambridge University Press New York,2002)p.238-240

symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

c. Remembering

Remembering is important listening process because its mean that individual has not only received and interpreted a message but has also added it to the minds storage bank. In Listening our attention is selective, so too is our memory-what is remembered may be quite different from what was originally seen or heard.

d. Evaluating

Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.

e. Responding

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.[9]

Listening it self is a process of interpreting meaning of the spoken language. Farrel states that there are two process in meaning interpretation activity that happens in listening. These processes are:[10]

a. Top-down Process

Top-down listening is a point of view that sees listening is a skill that built up from complex skill in which the listeners use what they know of communication context –the situation which cause language be used- to predict what the message will contain. It involves the listeners in going from the whole –their prior knowledge- to the parts. On the other words, top-down process refers to the use of background knowledge in understanding meaning of a message.

[9] Tyagi Babita, *Listening: An important skill and its various* (Journal International: 2013), p.2

[10] Farrel S.C. Thomas, *Succending with Engkish Language Learners* (Thousand Oaks: Corwin Press, 2006). P.108-109.

b. Bottom-up Process

Bottom-up listening is the process of listening where the listeners assemble the message piece-by-piece by the speech stream, going from the parts to the whole. On the other words, bottom-up listening is the process of listening which use the incoming input as the basis for understanding message.

c. Types of Listening

People have their purpose in doing something, so does in listeningactivity. In a condition, people need listening for the purpose of theircurious or desire to know the information of what they listen. However,there is a situation when people need to listen in order to keep interactionbetween two people or more go on. Nation and Newton divide the types oflistening into two types:[11]

1) One-way listening (transactional listening)

This type of listening is associated with the transfer of information. It isthe process of the information is being transmitted like the activity oflistening to some teaching materials that given by the teachers.

2) Two-way listening (interactional listening)

This type of listening is associated with keeping the social relations. Itmeans that two-way listening is the

[11] I.S.P Nation and J Newton, *Teaching ESL/EFL Listening and Speaking*,(New York: Roudlege ,2009), p. 40.

activity of listening in everyday lifesuch as when people listen to their interlocutor in order to reply them inconversation

d. Aspects of Listening

Listening comprises of some key components, they are:

1) discriminating between sounds
2) recognizing words and understanding their meaning
3) identifying grammatical groupings of words
4) identifying expressions and sets of utterances that act to create meaning
5) connecting linguistic cues to non-linguistic and paralinguistic cues
6) using background knowledge to predict and to confirm meaning and
7) recalling important words and ideas.[12]

e. The Importance of Listening

Listening plays an important role in communication in people's daily lives. However, listening has an important role not only in daily life but also in classroom settings.[13]

The importance of listening in language classroom as follows:

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[12]Babita Tyagi,"Listening : *An Important Skill and Its Various Aspects*,"The Criterion An International Journal in English 12, No 1, (2013): 1.

[13] Yıldırım, S., Yıldırım, Ö*,"The Importance Of Listening In Language Learning And Listening Comprehension Problems Experienced By Language Learners: A Literature Review,"*Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi 16, No 4 (2016): 2097.

1) Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.
2) Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding. Access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning.
3) Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.
4) Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language.

f. Some Problems in Listening

Being learned as a foreign language, English is sometimes not familiar or even a new language for those students who learn English in this country. Learning a new language means learning a new system of the new language. Therefore, it is not an odd that students face some problems in the learning process. Why does the writer state that learning English can lead some problems?

1) Problems in New Sound System

English has unpredictable pronunciation and spelling. The written forms are usually different and the pronunciation that people used to know give them confused when they find a word with different way to be pronounced and not like they used to know. This may be difficult to some students to listen and to figure out the written form to process the meaning of what the speakers are saying. For the example is the word “enough” the/gh/ is pronounced as /f/ like in the word “fish”, “blood” is not pronounced like “book” because the /oo/pronounced by /Λ/.This kind of sounds is not found in Indonesian language system, so this may confuse English foreign learners listening to this kind of sounds. Like what stated by Penny Ur that English language learners may have difficulty when the new sound does not exist in the native language.[14] The more different the foreign language system to native language the more difficulties the learners will face. Nation stated that “learners’ first language can have major influence onlearning the sound system of another language”.[15] It influence since the speaker typically pronounce the foreign language like a substitution of their natives. This may

[14] Ur Penny, *Teaching Listening Comprehension* (Cambridge: Cambridge University Press, 2009), p.11.

[15]Nation & Newton, Op. cit., p.8

become a long-term difficulty for language learners if they do not notice the language system carefully.

2) Problems in New Vocabularies

Understanding other language vocabulary is very gradual process and it is partly a matter of time. Vocabulary activation is very important in listening process. It will very useful to comprehend the speech being spoken by the speakers. Comprehending the meaning of spoken language is not gotten by translating word to word from foreign language to the native one, but it tends to know the purpose and the context of the spoken language.

In vocabulary aspect, English has too many idioms. English native speakers tend to use idioms rather than the usual form that the foreigners know and the meaning is really different from the words formed of, such as the use of hang up, look after, break up, break down, etc. English also has too many exceptions in which in every rule in English has exception such as collocation. "Collocation refers to the degree to which words tend to appear together."[16] For the example is the word quick, fast and rapid, these three words have the same meaning but the word food can only be attached to the word fast (fast food) and cannot used quick

[16] Snow Don, *From Language Teachers to Language Learners,* (Alexandria: TESOL, 2007), p.172

or rapid. Those exceptions above can lead students' errors in listening because the studentscan only listen and not look at the written form of what they listen.

g. The Testing of Listening

Like other language skills (speaking, reading, and writing), thelistening skill can be tested. The testing of listening can be such as understanding utterances, implying, and sometimes making inference of the spoken language. Although listening skill is usually correlates to speaking, it is possible to separate these two skills in testing in order to make the test more focused on one skill. Heaton stated that "Although the auditory skills are closely linked to the oral skills in normal skill situation it may sometime to separate the two skills for teaching and testing."[17]

A good listening test is if the test that is tested is on a recording. The reason is because the recording has higher reliability than non-recorded. Nation stated that "A listening test will be more reliable if the material that the learners listen to is on tape. The tape recording ensures that whenever the test is used, the speed of the speaking and the accent will be the same."[18]

[17]Heaton J.B., *Writing English Language Tests,* (New York: Longman, 1995), p.64.
[18] I.S.P. Nation, *Teaching Listening and Speaking,* (Wellington: Victoria University, 1995), p.186.

h. The Measurement Rubrics of Listening

Skor	Indicator
Excellent to Very Good 100-90	Excellent at identifying the main idea, general, andspecific information. Accurately infers impliedinformation. No problems at recognizing vocabularyand expressions.
Very Good 89-80	Very good at identifying the main idea, general, andspecific information. Shows good ability to inferimplied information. Almost no problems atrecognizing vocabulary and expressions.
Good 79-70	Good at identifying the main idea, general, andspecific information. Shows some ability to inferimplied information. Some minor problems atrecognizing vocabulary and expressions.
Fair 69-60	Still able to identify the main idea, general, andspecific information. Still shows ability to inferimplied information. Some problems at recognizingvocabulary and expressions.
Unsatisfactory 59 or Below	Unable to identify the main idea, general, andspecific information. Fails to infer impliedinformation. Many problems at recognizingvocabulary and expressions.

B. The Concept of Speaking Performance

1. The Concept of Speaking

One of the skills learned in language learning is speaking. Having the ability to speak is considered as the successful of language learning. The reason is because speaking may need courageous for language learners. It takes courageous because speaking is not only producing sounds, but it needs the knowledge of how to pronounce, to deliver meaning, and to turn ideas into words. Speaking has some sub-skills and it also may become essential for learners in language learning.

Hughes stated that "Speaking is not a discrete skill."[19] It cannot stand alone because some complex activities or sub-skills such as vocabulary mastery, grammar competence, comprehension, inputs of language, phonology, and pronunciation are included. People speak using words in which the words have meaning that the speakers have to choose and use them appropriately and of course this activity needs a skill in choosing and using the proper ones. Not only does the word order that people should notice, but the knowledge of how to pronounce words is also should be noticed in speaking. The reason of why pronunciation should be noticed because in speaking in foreign and second language the written form and the pronunciation are far different. Those sub-skills are merely needed for successful of communication activities.

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[19] Hughes Rebecca, Teaching *and Researching Speaking*, (Harlow: Pearson Education, 2002), p. 6.

2. The Definition of Speaking

According to Scott Thornbury speaking has become a part of daily lifeby the people.[20]Its mean that all of the people need speaking to communicte with other people to share information or just talking something.

In accordance with Douglas Speaking is an interactive process of constructing meaning that involves producting, receiving, and processing information.[21]

AS Hornbly stated that Speaking is to say words, to talk or something or mention something to know and to be able to use language.[22] Another statment by Sanggam Siahaan Speaking is a productive language skill.[23]

Based on the definition above, the researcher takes the conclusion that that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, and to persuade.

3. Basic Type of Speaking

According to Douglas Brown, there are six activities can be applied to the kind of oral production that students are expected to carry out in the classroom:[24]

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[20] Thornbury Scott, How To Teach Speaking, (Longman.Person Edition Limited, 2005).Page: 1.

[21] Brown H Douglas, Principle Language Learning And Teaching, San Francisco State University, Forth Edition,(Longman,1994)

[22] AS Hornby, Oxford Advance Learne's Dictionary Of Current English, (Oxford University Press, 1995). Page;1140.

[23]Sanggam Siahaan, Issue In Linguistics, (Yogyakarta: Graha Ilmu 2008).P:95.

[24]H Douglas Brown, Op.Cit., p.271

a. Imitative

In this kind of speaking performance learners try to imitate what the teacher says. For example the learners practice an intonation or try to pinpoint a certain vowel sound . Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance, that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be selfinitiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

c. Responsive

This kind of speaking performance is short replies to the teacher or student-initiated question or comments. And these replies do not extend into dialogues. For example: Teacher: How are you today? Student: Pretty good, thanks, and you?

d. Transactional

Transactional language is an extended form of responsive language. The purpose of this kind of speaking performance is to delivering or exchanging specific information.

e. Interpersonal

The other form of conversation is interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

f. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries or perhaps short speeches. Extensive (monologue) is more formal and deliberative.

These types of speaking performance need creative teachers who will always measure speaking ability of his or her students through many kinds of techniques that are agreed by students and suitable with their level, whether beginner, intermediate or advanced students. Beside those kinds of speaking activities in the classroom, we have to consider the aim of activity when we talk about it whether the activity is given to improve student‟s accuracy, or to improve student‟s fluency. In accuracy activity, teacher perhaps want to make sure the students get enough practice in a particular point of grammar,vocabulary, or pronunciation, because their purpose is to make sure the students get something right. The teacher will often work with the whole class.

4. Problems in Speaking Performance

Speaking problems are some problems that make someone lacks of speaking ability. Language problems actually serve as one of the

important reasons behind poor academic performance. These problems may become the obstacles for the students to enhance and improve their speaking ability. The reasons why the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation. Those problems are belong to linguistics problems.

Other problems that may become a barrier for the students to become a good English speakers is the psychological problems. Xinghua states that psychological problems are those problems which often interfere your emotional and physical health, your relationships, work productivity, or life adjustment such as nervous, lack of self confident and afraid to speak. These problems may affect students performance in their speaking. This emphasizes that psychological problems also affect students performance in speaking.[25]

a. Linguistics problems

Linguistics is a scientific study of language such as the study of langauge structure (grammar), words, and phonology. According to Spolsky & Hult generally linguistics comprises the detailed of vocabulary, grammar, and pronunciation. Linguistics problems are those problems which make students speaking ability become poor. There are some linguistics problems that affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation.

[25] Dea Aries Fitriani, RahayuApriliaswati, Wardah, *A Study On Student's English Speaking Problems In Speaking Performance, English Education Study Program,* Language and Arts Education Department, Teacher Training and Education Faculty of Tanjungpura University, Pontianak, p: 4-6

1) Vocabulary is an individual word or a set of words which have specific meaning. The words come in at least two forms; oral and print. Oral vocabulary mis the set of words for which we know the meanings when we speak or read orally. While print vocabulary consists of those words for which the meaning is known when we write or read silently. The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence.
2) Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively. Grammar become difficult because learners do not learn structures one in a time. Even the learners appear to have mastered a particular structures;
3) it is not uncommon to find back sliding occuring with the introduction of new form to the learners' interlanguage.
4) Pronunciation English has become a language which connects people all over the world. Pronunciation is as important as any other aspects of foreign language learning like syntax or vocabulary. Correct pronunciation is very necessary to develop speaking skill. Pronunciation also has close connections to the other fields such as listening and even grammar.

b. Psychological Problems

Psychology is the science or the study of the thought processes and behavior of humans and other animals in their interaction with the environment. Psychological problems are those problems, which often interfere the emotional or physical health. These psychological problems may bring negative effect towards student's speaking performance.

c. Lack of Self-Confidence

Lack of Self-Confidence Over a quarter of a million people in this world have problems towards their confidence. Self-confidence is knowing that we have the capacity to something good and being positive thinking. Concept of self-confidence relates to self assuredness in one's personal judgement, ability, power, etc, sometimes manifested excessively. Good self-condfidence comes from a focus on the self (self-consciousness). Lack of self-confidence can be made-up of several different aspect such as guilty feeling, shy turned inward, unrealistic expectations of perfection, false sense of humility, fear of change or making mistake, depression, etc. Depression can actually be a result of a lack of selfconfidence. Here are some of the characteristics of lack self-confidence:

1) A major confidence crisis
2) A lack of faith in themselves to take on new challenges
3) Difficulty of being assertive

4) Fear of confrontation

5) An extremely low opinion on themselves

6) Difficulty in one area such as speaking in social group

7) Social phobia..

d. Anxiety Generally

Anxiety refers to a transitory emotional state or condition characterized by feeling of tension and apprehension and heightened automic nervous system activity, a state that can have negative and positive effects, and which motivates and facilities as well as disrupting cognitive action such as learning. In this case, the students may end up with nothing to say towards their interlocutors or the audiences. They may confront certain feelings such as nervous, anxious, worry, shy, feeling afraid or fear of something worse happen whether they are trying to speak better. Students themselves have to realize their own psychological problems and they also have to deal with their own anxiety states. So the students can speask English better in the future.

5. Reason for Teaching Speaking

The students have three main reasons to speak in the classroom Firstly, speaking activities give training opportunities for the students to practise real life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know to feedback for the teacher and students. The last, the more

students have opportunities to activate in the elements of language they have savein their brains, the more automatic their use of these elements become.[26]

6. The Process of Speaking

students actively involved in the speaking process, their perception change from time to time. As individuals get a new information, the language they use make meaning changes. As they reflectby information that shared or received, they revise their understanding, developing again their schemas about language and the world. The speaking process includes activities that occur before and after the actual speaking event. For example before sp eaking, the speaker will choose the actual content of the message, how it should be giving a clear message, tone of voice, suitable vocabulary, possible responses, the environtment, and nonverbal gestures. Following speaking, the speaker might accept comments, answer question, explain concepts not undertood, and assess process.[27]

7. Function of Speaking

Speaking has some function that must be know by the people, they are:[28]

a. Talk as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function.

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[26]Jeremy Harmer, *How To Teach English*,(Longman 2007). P. 123.

[27] Lynne Cameron, *Teaching English For Young Learner*, (Cambrige University Press 2001). P: 36.

[28] Jack C. Richards, *Teaching Listening and Speaking*, (Cambridge University Press 2008). Page: 21-30.

b. Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, ratherthan the participants and how they interact socially with each other.

c. Talk as performance this refers to public talk, that send information to audience, such as classroom presentations, public announcements, and speeches.

d. Implications for teaching core issues need to be addressed in planning speaking activities for an English class determine what kinds of speaking skills the class will focus on.

e. Teaching talk as interaction is might the most difficult skill to teach since interactional talk is a very complex and subtle phenomenon that takes place under the control of unspoken rules.

f. Teaching talk as transaction is more easily planned because communicative materials can be obtained from a lot of group activities, information-gap activities, and role plays that can provide a source for practicing how to use talk for sharing and obtaining information.

8. Elements of Speaking

Speaking is a skill of conveying words and sound of articulation of express or to deliver ideas, opinions, or feelings. Speaking has some elements that has to be considered by any speaker as follow, they are:[29]

[29]Shareesh Chauday, Testing Spoken English Teaching Forum,(Volume 36,1997).P: 22.

a. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made from the elements and principles that determine how sounds pattern in a language.

b. Grammar

The purpose of grammar is also to learn the correct way expertise in language in oral written form. Therefore, grammar is used to know the correctly patterns in a sentence.

c. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having enough vocabulary, someone can not communicate effectively or express their ideas in both oral and written form.

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the purpose of many language learners. Signs of fluency include a fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching vocabulary for the language to express the message.

e. Comprehension

Comprehension also is the one components of speaking There are four components of speaking that must to attention by the students if they want to speak well.

9. Assessment of Speaking

Assessment of speaking is the activities that undertoot to obtain and abberative the information about the speaking learning outcomes of the students at grade level during and after the teaching and learning activities.[30]

Indicator	Score	Assessment
Pronounciation	1	Errors in pronunciation are ussualy happen but can be understood by a native speaker used with foreigners that try to speak his language.
	2	Accents are understanable when they are quite wrong.
	3	Errors never annoy with understanding and rarely disturbs the native speaker, accent may be clearly foreign.
	4	Errors in pronunciation are rare occur.
	5	Equivalent and fully accepted by educated

[30] H. Douglas Brown, Language Assessment Principle and Classroom Practice, (Longman 2004). P: 172-173.

		native speakers.
Grammar	1	Errors in grammar are usually happen, but speaker can be understood by a native speaker used to dealing with foreigners try to speak his language.
	2	Can usually handle elementary construction enough accurately but does not have through or confident control of grammar.
	3	Control of grammar is good. Able to speak the language with accuracy structural to participate affectively in most formal and informal conversation on practical, social, and professional topics.
	4	Able to use the language, accurately on all levels normally involves to professional needs, errors grammars are quite rare.
	5	Equivalent of an educated native speaker.
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express him simply with some circumlocutions.
	3	Able to speak the language with enough vocabulary to participate effectively in most

		formal and informal conversation on practical, social and professional.
	4	Can understand and participate in any conversation in the range of his experiences with a high degree of precision of vocabulary.
	5	Speech on all levels is can accepted by educated native speakers in all its features including breath of vocabulary or idioms, colloquialisms, and related, cultural references.
Fluency	1	No specific fluency description (refer to other languages areas at the level of fluency).
	2	Can handle with confidence but not with facility most social situation, including introduction and casual conversation about condition that take place, as well as work, family and autobiographical information.
	3	Can discuss particular interested of competence with easy.
	4	Able to use the language fluently on all levels normally related to professional needs. Can participate in any conversation within the range of this experience with a high degree of

		the fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers
Comprehension	1	In a very limited language experience can understand simple questions and statements if they are convey with slow repetition or paraphrase
	2	Can get the core of most the conversation is nontechnical subjects
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation with the range of his experience.
	5	Equivalent of that of an educated native speaker.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

Theoretical Framework is a concept which comprising relation of causal hypothesis between independent variable and dependent variable in order to giving answer to problem of accurate. Variable is variety symptom and can divide be quantitative and qualitative variable.

Therefore, there are influencing variable and effect variable. Influencing variable is as independent variable (X) and effect variable is as dependent variable (Y).

In this study there are two variables, the independent variable is listening skiills and the dependent variable is speaking performance.Listening Skill is an important factor that affects a language learning process. It can affect the students to achieve high achievements. Some studies indicate that listening skill plays important parts in language learning.

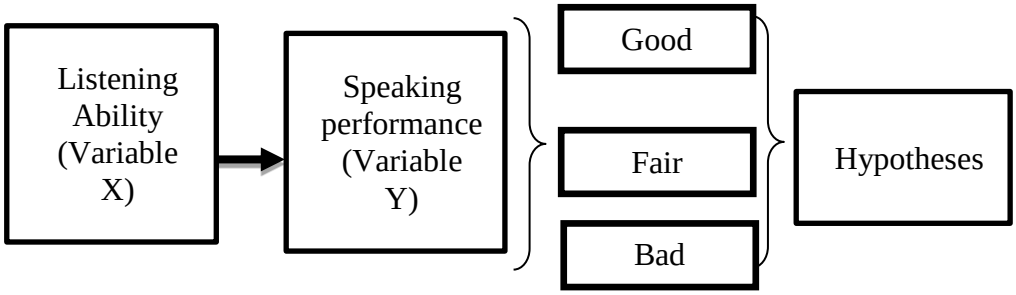
The problem which is faced by the students in listening is difficult to understand of the meaning. In other word, the students have lack of vocabulary and often felt bored in learning activities. So, the writer tries to offer a new listening skills on students' speaking performance. listening is an alternative way in speaking performance. Student will be more fun and active in the teaching learning process. So the students will be easy to understand about what the people said.

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as follows:

Figure 1

Theoretical Framework and Paradigm



Base on the paradigm we can see that if the students' have good score its mean that between students listening ability and speaking performance have a positive and significant correlation then if the students' have a flat score its meant that students' listening ability and speaking performance have a flat correlation and if the students' have a bad score its mean that between students' listening ability and speaking performance not have a positive and significant correlation.

3. Hypotheses

Base on the theoretical review above this reasearch to answer the problem of research that has been describe can put forward hypothesis that the correlation between listening ability and the student's speaking performance in English at the eighth graders of junior high school in SMP N 3Batanghari, the research get the abbreviation :

a. Alternative Hypothesis (Ha): There is a positive and significant correlation between students listening ability on their speaking performance in SMP N 3 Batanghari.
b. Null Hypothesis (Ho): There is a not positive and significant correlation between students listening ability on their speaking performance in SMP N 3 Batanghari.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is quantitative research. This research would used two class. Moreover, The quantitative research is doing a pre-test, giving a treatment and doing the post-tes. The treatment is conducted after pre-test. The pre-test is intended to find out the students' prior knowledge of Listening before giving the treatment, while the post-test is intended to find out the students' Listening influenced after the treatment given.

The writer would conducted the research at the eight grade of SMP N 3 Batanghari.

B. Population, Sample and Sampling Technique

1. Population

The population is all individuals of interest to the research.[31] The population of this research is the eight grade of SMP N 3 Batanghari which consists of 145 students that divided in five classes. The classes are:

a. VIII 1 = 28 Students

b. VIII 2 = 32 Students

c. VIII 3 = 30 Students

d. VIII 4 = 28 Students

e. VIII 5 = 27 Students

[31]Geoffrey Marczyk, David DeMatteo and David Festinger, *Essential of Research Design and Methodology*, (Canada: John Wiley & Sons, Inc., 2005),p.18

2. Sample

Geoffrey defined Sample is a subset of the population.[32] It means sample be representative of the population from which it was selected. The samples in this research are two classes, one as the experimental class and the other one as the control class. They are VIII 1 consist of 28 students and VIII 2 consist 32 students. Therefore, there are 60 students in this sample.

3. Sampling Technique

The writer would use Cluster Sampling as a sampling technique in this research. In Cluster sampling, the sample units contain groups of elements instead of individuals members or items in the population.[33] In addition, this technique is not about personalities but about the group or class. In order that each member of the population in this research has an opportunity to become a sample.

C. The Operational Definition of Variables

John W. Creswell stated thst a variable is a feature or attribute of things that (a) research can measure or observe and (b) varies among things studied.[34] There are two variables in this research, consist of listening skills and students' speaking performance. The operational definitions of the variables of this research are as follows:

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[32]*Ibid.*p.18

[33]Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics,* (NewDelhi: New Age International (P) Limited Publisher, 2006), p 89

[34]Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantotative and Qualitative Research,* (Lincoln:Pearson.2012). The Fourth Edition. P. 112

1. Independent Variable (listening Ability)

Independent variable that is not related to the purpose of the study, but may affect the dependent variable is termed as extraneous variables.[35] Independent variable (X) in this research is the listening skills. Listening skills is about the technique to teaching and learning in order to can influence pupils' participation and will not get bored and more active in the learning process.This variable would be measured through observation to determine the correlation between listening skills and students speaking performance.

2. Dependent Variable (Speaking Performance)

The dependent variable is called dependent because it is influenced by the independent variable.[36] Dependent variable (Y) of this research is the Students' speaking performance.

This variable in this research is the students speaking performance that the students skill is to listen and understand words, sentence, or phrase. It would be conducted by te scores achive from the test. The test would be used to measure the students' speaking performance after and before giving the treatment of listening ability.

D. Data Collection Method

In the data collecting procedure, there are three steps that have to follow in this research:.

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[35]C.R. Kothari, *Research Methodology: Methods & Techniques,* (New Delhi: New Age International (P) Ltd, Publisher, 2004), p. 34.

[36]Geoffrey Marczyk, David DeMatteo and David Festinger, *Essential of Research Design and Methodology*, p. 46.

1. Documentation

Documentation as the method which is used to get information from written language or documents (for examples: books, magazine, note, rule, and others). The instrument which will be used for documentation method is books, magazine, note, data from the internet, and others. The writer uses the documentation method to get some information about:

a. The history of SMP N 3 Btanghari.

b. The condition teachers of SMP N 3 Btanghari.

c. Organization structure of SMP N 3 Btanghari.

2. Test

Tests have been developed and these aim to measure a wide range of individuals' skills, aptitude, traits, and behaviors.[37] A test is used for getting data research result and students activities in teaching learning. There are two tests would be used in this research as follows:

a. *Pretest*

The pretest would be given to the students before giving a treatment to measure prior knowledge of student's listening ability. It would be given before the experimental treatments. It would done to know the students listening ability, the researcher used oral and written test by giving them recording of audio

[37]David Scott and Marlene Morrison, *Key Ideas in Educational Research*, (New York: Continuum International Publishing Group, 2005), p. 245.

records with special direction . All of students answer question based on researchers question.

b. *Posttest*

After giving the treatment, the writer would be gave the posttest to the students to find out the result of the treatment. The test in this research is listening test, dialogue, and conversation about English.

3. Observation

An important component in any scientific investigation is observation. In the context of science, observation means more than just observing the world around us to get ideas for research.[38]This method is hoped that to get information about the learning process, the facilities of there and the other. In this research the writer is the only one participant to observe the eighthgraders of SMP N 3 Batanghari.

E. Research Instrument

An instrument as the means of research which is used in each method. Furthermore, the research instrument involves:

1. Instrument Blueprint

The research instruments that would be used in this research are:

a. The writer used test instrument. Test instrument used to measure the students‟ listening ability. The kind of test is written and oral

[38] John Wiley & Sons, Inc., *Essential of Research Design and Methodology,* (Hoboken: New Jersey,2005), p. 6

test that are consist of 2 item questions, question number 1 is oral test and number 2 is written test.

b. The instrument which is used in observation method is observation guidance, as follow:
   1) Observation the location sketch of SMP N 3 Batanghari.
   2) Observation the establishment of SMP N 3 Batanghari.
   3) Observation about building of SMP N 3 Batanghari.

c. The instrument which used in documentation method is documentation guidance, as follow:
   1) Documentation about condition of the teachers in SMP N 3 Batanghari.
   2) Documentation about condition of the students in SMP N 3 Batanghari.

2. Instrument Calibration

Instrument calibration is the scale of measurement that will be used to decide the instrument standard that would be used. Therefore, the writer would be used an oral test and a written test. The writer would be used content validity in order the instrument has a good quality and the instrument would be relevant to the focus of the research.

F. Data Analysis Technique

In this reseracher, the researcher analyzed the data by using simple statistical formula to comparing the result of the pre-test and the post-test. The data would be analyzed by using correlation product moment formula to know

the positif and significant correlation between listening ability and the student's speaking performance in English. The formula as follow:

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

Ket:

R_{xy} : Coefficient Product Moment

X : The Value of Pre-test

Y : The Value of Post-test

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Setting

1. Brief History of The Establishment of SMPN 3 Batanghari Lampung Timur

The location of the research conducted by the researcher is in SMPN 3 Btanghari East Lampung. SMPN 3 Batanghari is one of school in East Lampung. SMPN 3 Batanghari has been built by the government on the year of 2004. This school located at Bumiharjo, 39 polos sub-district Batanghari, East Lampung. SMPN 3 Batanghari has wide area 10.000 m^2.Then SMPN 3 Batanghari East Lampung get operational on 1 October 2003 and operate on 2004/2005.

Start from begining until now, SMPN 3 Batanghari East Lampung happened changing the headmaster of his school. The first headmaster named Mr. Drs. Sunardi, he is a headmaster of this school in the academic year 2005-2009. Now, the headmaster of SMPN 3 Batanghari East Lampung named Mr. Ahmad Saidi, S.Pd, M.M. he is the headmaster of the school since 2016 until now.

Totally students in SMP N 3 Batanghari East Lampung is fro class VII-IX is 775 the data detail is 358 male students and 399 female students.

School structure organization is a group stakeholder that have function for standing, organizing, and evaluating activities undertaken

in accordance with the estabilished goal. SMP N 3 Batanghari has structure organizations. The structure organizations in SMP N 3 Batanghari is: Mr. Ikhsanudin as the head comite of school. Mr. Ahmad Saidi, S.pd, M.M as the Headmaster. Mr. Agus Yulianto, S.Pd as the administrator. Mr. Samsul S.Pd as the infrastructure leader. Mr. Subandi, S.Pd as the student's leader. Mrs. Wiwik Sudarmiyati, S.Pd as the curriculum leader. Drs. Budiono as the humas leader.

2. Vision and Mision of SMPN 3 Batanghari Lampung Timur

a. VISION

1) Excellent in academic
2) Excellent in non-academic
3) Excellent in religion activity

b. MISION

1) Procurement of school facilities and infrastructure to support the effectiveness and efficiency of teaching and learning activities to produce qualified graduates.
2) Implementing effective learning and guidance so that each student can develop optimally in accordance with its potential.
3) Growing spirit of achievement intensively to all school residents.
4) Fostering the appreciation of the religious teachings and the culture of the nation so that the source of wisdom in action.

5) Implementing participative management by involving all school residents and school community.

6) Improving the welfare of teachers and employees.

B. The Result of Research

1. The Result Of Student Pre-Test

The researcher conducted pre-test in the first meeting of research is order to find out the initial differences between the groups who have similar level. The pre-test used in this research is essay test. The result of pre-test can be identified as follows:

Table 4
The Data of Pre-survey Result Listening Ability among the Eight Graders at SMP N 3 Batanghari

NO	NAME	GRADE	CRITERIA
1	AVF	70	Bad
2	BAS	65	Bad
3	BL	55	Bad
4	BA	75	Fair
5	CE	65	Bad
6	DWA	55	Bad
7	DA	75	Fair
8	DH	50	Bad
9	DJA	65	Bad
10	ES	55	Bad
11	EA	70	Bad

12	FPSA	65	Bad
13	FDA	70	Bad
14	FRP	60	Bad
15	IR	50	Bad
16	IK	80	Good
17	IW	65	Bad
18	KM	55	Bad
19	LA	55	Bad
20	MFKF	70	Bad
21	MA	60	Bad
22	MN	80	Good
23	NNL	65	Bad
24	NS	65	Bad
25	RYP	70	Bad
26	RWR	55	Bad
27	RL	50	Bad
28	RRR	60	Bad
29	R	60	Bad
30	RDH	80	Good
31	SW	60	Bad
32	WF	50	Bad
	$\sum x$	**2025**	

	$\overline{X}$	**63,28**	

Source: The result of pre-test at the SMP N 3 Batanghari East Lampung on Mei 14 2019.

Based on the result pre-test listening ability, the highest score is 80 and the lowest score is 50. The writer measured the class interval using the formula according to Suharsimi Arikunto's opinion, as follows:

R= t−r

Note:

R = Class Interval

t = the Highest Score =80

r = the Lowest Score = 50

R = 80 – 50

= 30

K = 1 + 3,3 log 35

= 1 + 3,3 . 1,54

= 1 + 5,09

= 6,09 → 6

P = $\frac{R}{K}$

= $\frac{30}{6}$

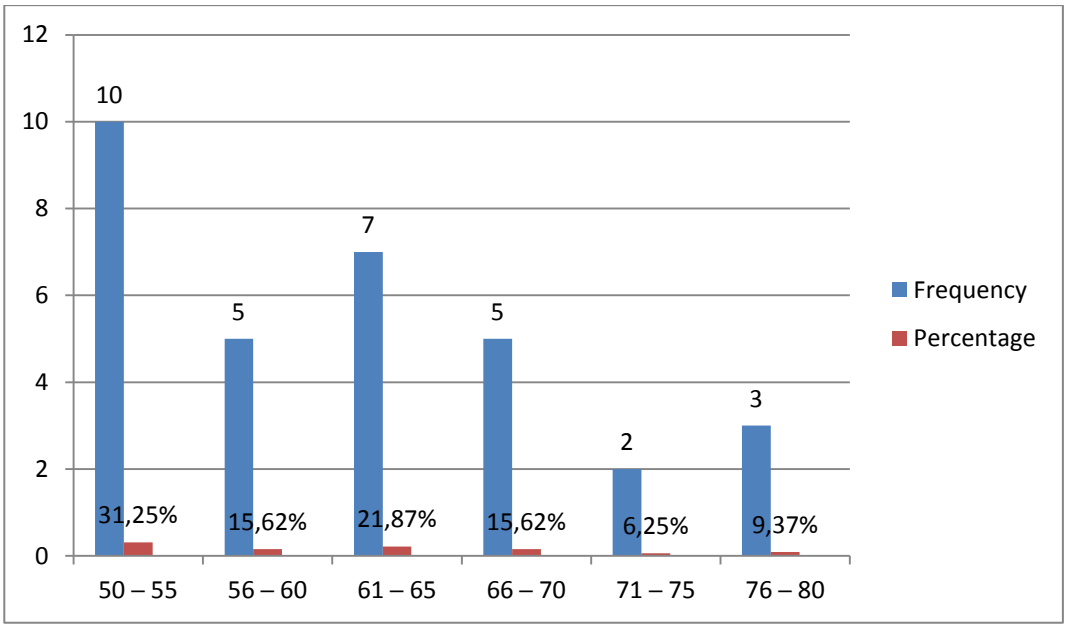
= 5

After knowing the class interval, the data taken from interval above as put on the table of frequency distribution as follows:

Table 5
The Table of Frequency Distribution of Listening Ability
Pre-Test Score

	Class Interval	Frequency	Percentage
1.	50 – 55	10	31,25 %
2.	56 – 60	5	15,62 %
3.	61 – 65	7	21,87 %
4.	66 – 70	5	15,62 %
5.	71 – 75	2	6,25 %
6.	76 – 80	3	9,37 %
Total		32	100 %

Figure 2
Chart of the students' Listening ability pre-test



Based on the table frecuency and chart, it shows that the score pre-test at the high level is 5 (15,62%) in score 71-80, at the average level is 12 (65,7%) in score 61-70 and the level low is 15 (46,87%) in score 50-60. So, the result of pre-test narrative listening ability is at the low level.

2. Post-Test Result

After analyzing the weakness and understanding of student in listening, the writer conducted the treatment to help the student in understanding of listening ability. The writer ask to the student about the difficulties in listening and gave more explanation about listening by podcast as a media and guide question until the student understood. After the student in this class have been given the treatment and they have understood, further the writer gave the post test to measure their ability of listening ability.

To know the level of students' listening ability, the writer determines the minimum passing grade (MPG) in that school. It is equal to 75. If the value obtained by the student under the KKM then the student is declared incomplete and if the student gained greater than or equal to KKM, the student expressed completed. For more details lagger value distribution can be seen in the table below:

Table 6

The Result of Listening Ability Post-Test at The Eight Graders of SMP N 3Batanghari

No.	NAME	GRADE	CRITERIA
1.	AVF	90	Good
2.	BAS	85	Good
3.	BL	75	Fair
4.	BA	85	Good

5.	CE	80	Good
6.	DWA	80	Good
7.	DA	75	Fair
8.	DH	75	Fair
9.	DJA	80	Good
10.	ES	90	Good
11.	EA	95	Good
12.	FPSA	80	Good
13	FDA	75	Fair
14.	FRP	75	Fair
15.	IR	80	Good
16.	IK	95	Good
17.	IW	80	Good
18.	KM	80	Good
19.	LA	75	Fair
20.	MFKF	90	Good
21.	MA	80	Good
22.	MN	80	Good
23.	NNL	75	Fair
24.	NS	85	Good
25.	RYP	80	Good
26.	RWR	75	Fair

27.	RL	65	Bad
28.	RRR	80	Fair
29.	R	65	Bad
30.	RDH	85	Good
31.	SW	80	Good
32.	WF	70	Fair
	$\sum X$	**2560**	
	$\overline{X}$	**80**	

Source: The result of post-test at the SMP N 3 Sbatanghari on February 17,2020.

Based on the student English learning result above, the writer measured the class interval using the formula according to suharsimi arikunto's opinion, as follows:

R = t−r

Note:

R = Class Interval

t = the Highest Score = 95

r = the Lowest Score = 65

R = 95 - 65

= 30

K = 1 + 3,3 log 35

= 1 + 3,3 . 1,54

= 1 + 5,09

= 6,09 → 6

$P = \frac{R}{K}$

$= \frac{30}{6}$

= 5

After knowing the class interval, the data taken from interval above as put on the table of frequency distribution as follows:

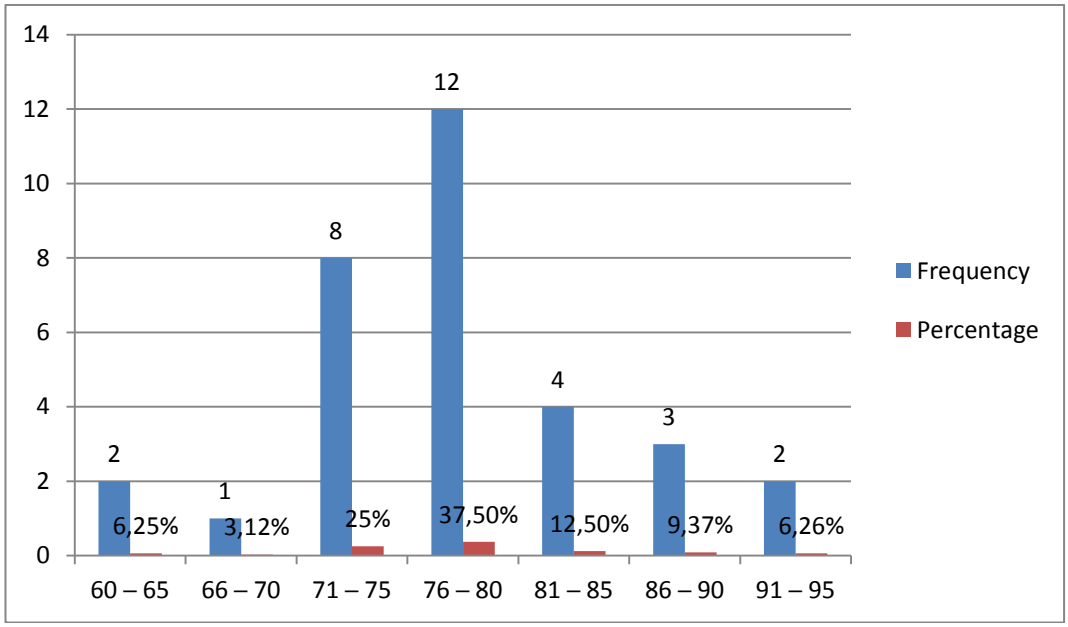
Table 7

The Table of Frequency Distribution of Listening Ability

Post-Test Score

No.	Class Interval	Frequency	Percentage
1.	60 ─ 65	2	6,25 %
2.	66 ─ 70	1	3,12 %
3.	71 ─ 75	8	25 %
4.	76 ─ 80	12	37,5 %
5.	81 ─ 85	4	12,5 %
6.	86 ─ 90	3	9,37 %
7.	91 ─ 95	2	6,26%
Total		32	100 %

Figure 3
Chart of the students' Listening ability pre-test



Based on the table frecuency and chart, it shows that the score post-test at the high level is (28,13%) in score 81-95, at the average level is 20 (62,2%) in score 71-80 and the level low is 3 (9,37%) in score 60-70. So, the result of pos-test listening abiliy is at the averange level.

C. Hyphotesis Testing

After the writer collect the data through test, documentation, observation, the writer analyzed the data by using analysis of post-test in order to find whether there is a positive and significant correlation between listening ability and the student's speaking performance in English at the eighth graders of junior high schoon in SMP N 3 Batanghari East Lampung.

Preparing the table in order to find whether there is a positive and significant correlation between listening ability and the student's speaking performance in English at the eighth graders of junior high school in SMP N 3 Batanghari East Lampung.

Table 8
The List of Pre-Test Score and Post-Test Listening Ability Score at The Eight Graders of SMP N 3 Batanghari

No.	NAME	The Score of Pre-Test (X)	The Score of Post-Test (Y)	X^2	Y^2	XY
1.	AVF	70	90	4900	8100	6300
2.	BAS	65	85	4225	7225	5525
3.	BL	55	75	3025	5625	4125
4.	BA	75	85	5625	7225	6375
5.	CE	65	80	4225	6400	5200
6.	DWA	55	80	3025	6400	4400
7.	DA	75	75	5625	5625	5625
8.	DH	50	75	2500	5625	3750
9.	DJA	65	80	4225	6400	5200
10	ES	55	90	3025	8100	4950
11.	EA	70	95	4900	9025	6650
12.	FPSA	65	80	4225	6400	5200
13	FDA	70	75	4900	5625	5250
14.	FRP	60	75	3600	5625	4500

15.	IR	50	80	2500	6400	4000
16.	IK	80	95	6400	9025	7600
17.	IW	65	80	4225	6400	5200
18.	KM	55	80	3025	6400	4400
19.	LA	55	75	3025	5625	4125
20.	MFKF	70	90	4900	8100	6300
21.	MA	60	80	3600	6400	4800
22.	MN	80	80	6400	6400	6400
23.	NNL	65	75	4225	5625	4875
24.	NS	65	85	4225	7225	5525
25.	RYP	70	80	4900	6400	5600
26.	RWR	55	75	3025	5625	4125
27.	RL	50	65	2500	4225	3250
28.	RRR	60	80	3600	6400	4800
29.	R	60	65	3600	4225	3900
30.	RDH	80	85	6400	7225	6800
31.	SW	60	80	3600	6400	4800
32.	WF	50	70	2500	4900	3500
TOTAL		2025	2560	130675	206400	163050

Putting the data above into the formula of correlation product moment.

$$r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$r = \frac{(32.\ 163050) - (2025)(2560)}{\sqrt{[32.\ 130675 - (2025)^2][32.206400 - (2560)^2]}}$$

$$r = \frac{(5.217.600) - (5.184.000)}{\sqrt{[4.181.600 - 4.100.625]\ [6.604.800 - 6.553.600]}}$$

$$r = \frac{33.600}{\sqrt{[80.975]\ [51.200]}}$$

$$r = \frac{33.600}{\sqrt{4.145.920.000}}$$

$$r = \frac{33.600}{64.388,82}$$

r= 0,522

Based on the calculation above the researcher obtained r- value 0,522,. Meanwhile, the value of t_{table} 0,388. From the value above, it can be inferred that there is positive and significant correlation between listening ability and the student's speaking performance in English at the eighth graders of junior high school in SMP N 3 Batanghari East Lampung. It can be seen from the result of the student's pre-test and post-test.

-If $t_{observed} > t_{table,}$ Ha is accepted and Ho is rejected

- If $t_{observed} < t_{table,}$ Ha is rejected and Ho is accepted

The writer has formulation the Alternative Hypothesis (Ha) such as: “There is a positive and significant correlation between listening ability and the student’s speaking performance at the eighth graders of SMP N 3 Batanghari East Lampung”.

D. Discussion

In this research, there are two variables. Listening Ability (X) and Speaking Performance (Y). Listening is the natural precursor to speaking; the early stages of language development in a person’s first language and in naturalistic acquisition of other languages are dependent on listening. But, there still many students find some difficulties in listening ability.

To investigate the correlation between listening ability and guide speaking performance, the researcher used correlation product moment. It demonstrated that there was positive and significant correlation between listening ability and speaking performance.

The result indicated that the listening ability have a correlation between speaking performance. Furthermore, if correlation moment product count it can be obtained the value 0,522. This mean that the hypothesis proposed by the writer was accepted.

E. Limitation

This researcher was prevailed on the eighth graders of SMP N 3 Batanghari East Lampung in the Academic Year of 2019/2020. So, the result of this research is only for this school. It could not be generalized as general result.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on pre-test and post-test, the researcher would like to describe the conclusion thatlistening ability have a positive and significant correlation between the students' speaking performance in english at the eight graders of junior high school in SMP N 3 Batanghari East Lampung.

Furthermore, There is positive and significant correlation between listening ability and speaking performance result, because the correlation product moment show that the value is 0,522. It means that there was a positive and significant correlation between listening ability and the student's speaking performance in English at the eighth graders of junior high school in SMP N 3 Batanghari East Lampung.

B. Suggestion

1. For student
   a. The student should study more to increase the listening ability.
   b. The student should ne more active, if they do not understand about English lesson, they should ask to the teacher.
2. For the English teacher

   The English teacher are suggested to enrich their knowledge.
3. For the headmaster

The headmaster is hoped to be able to support the English learning process by preparing the facilitation and instrument completely.

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APPENDIXES

Instrument Blue Print

Mata pelajaran : English/Bahasa Inggris

Kelas : VIII

Semester : 2

Alokasi waktu : 2x45 Menit

Item : Essai

NO	Aspect	Subaspect	Number	Item	Source
1.	Speaking Performance	Pronunciation	1, 3	2	Listening practice through dictation
2.	Speaking Performance	Grammar	2, 6	2	Listening practice through dictation
3.	Speaking Performance	Vocabulary	4, 5	2	Listening practice through dictation
4.	Speaking Performance	Fluency	7, 10,	2	Listening practice through dictation
5.	Speaking Performance	Interactional strategies	8, 9	2	*Listening practice through dictation*

The Measurement Rubrics of Listening

Skor	Indicator
Excellent to Very Good 100-90	Excellent at identifying the main idea, general, and specific information. Accurately infers implied information. No problems at recognizing vocabulary and expressions.
Very Good 89-80	Very good at identifying the main idea, general, and specific information. Shows good ability to infer implied information. Almost no problems at recognizing vocabulary and expressions.
Good 79-70	Good at identifying the main idea, general, and specific information. Shows some ability to infer implied information. Some minor problems at recognizing vocabulary and expressions.
Fair 69-60	Still able to identify the main idea, general, and specific information. Still shows ability to infer implied information. Some problems at recognizing vocabulary and expressions.
Unsatisfactory 59 or Below	Unable to identify the main idea, general, and specific information. Fails to infer implied information. Many problems at recognizing vocabulary and expressions.

The Measurement Rubrics of Speaking

Aspect	Score	Category	Indicator
Pronunciation	88-100	4 (Excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded
	72-84	3 (Good)	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension
	44-68	2 (Adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation
	20-40	1(Fair)	Words are unintelligible
Vocabulary	88-100	4 (Excellent)	Effective use of vocabulary for the task with few inappropriacies.
	72-84	3 (Good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy
	44-68	2 (Adequate)	Limited use of vocabulary with frequent inappropriacies
	20-40	1 (Fair)	Inappropriate and inadequate vocabulary
Grammatical Accurancy	88-100	4 (Excellent)	Very few grammatical errors evident
	72-84	3 (Good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension
	44-68	2 (Adequate)	Speech is broken and distorted by frequent errors
	20-40	1(Fair)	Unable to construct comprehensible sentences
Fluency	88-100	4 (Excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions
	72-84	3 (Good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	44-68	2 (Adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts
	20-40	1 (Fair)	The student speaks so little that no ‘fluent’ speech can be said to occur

Interactional strategies	88-100	4 (Excellent)	Interacts effectively and readily participates and follows the discussion.
	72-84	3 (Good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	44-68	2 (Adequate)	Interaction ineffective. Can seldom develop an interaction.
	20-40	1(Fair)	Understanding and interaction minimal.

Cell Phone Messages

Complete the text of Conversation !!

W: I need check my messages.

M: How are you going to do that ? we are in the [1]----- of the freeway !

W: I'm Going [2]----- my cell phone. Haven't you ever done that ?

M: No. I just use my cell phone to talk to other people.

W: Now you can [3] -----use a cell phone to send and [4] ------short text messages. It's very useful.

M : How do you send a [5] ---- that way ?

W: I just use the keys on the phone to [6] ----- a short messages . then I press the "send" button. Its is cheaper than making aphone call.

M: That's great idea! You can save both time and [7]----- that way.

W: Right. All my [8]-----ussualy send me text message now.

M: Thanks for [9] ---- me about this. I'll have to try it!

W: you're welcome. I [10] ----- you'll find this usefull.

SILABUS
KELAS VII

Nama Sekolah : SMP N 3 Batanghari
Mata Pelajaran : Bahasa Inggris
Kelas : VII
Kompetensi Inti :

Program : Memahami makna dalam monolog pendek sederhana dalam bentuk conversation untuk berinteraksi dengan lingkungan
Semester : 2

Standar Kompetensi: Mendengarkan

KI 1 **:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Sumber/ Bahan/ Alat
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.1 merespon makna yang terdapat monolog pendek sederhana secara akurat, dan lanccar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk conversation	Teks lisan berbentuk : • Conversation • Ciri-ciri kebahasaan teks conversation • Kosa kata terkait topik/tema yang akan di bahas	• Tanya jawab tentang berbagai hal terkait dengan topik/tema yang akan dibahas • Membahas kosa kata yang terkait dengan topik/tema yang akan dibahas. • Mendengarkan teks monolog conversation dengan topik tertentu • Menjawab pertayaan tentang berbagai informasi yang terdapat dalam teks monolog conversation • Mendengarkan contoh conversation Menjawab pertanyaan tentang tujuan teks yang didengar	• Mengidentifikasi informasi/makna yang terdapat dalam teks berbentuk conversation • Mengidentifikasi tujuan dari conversation	Tes lisan Tes tulis	2 jam	• Buku teks yang relevan • Gambar terkait tema/topik • Rekaman teks • Speaker • Audio

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah	: SMP N 3 Batanghari
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Tujuh) / 2
Standar Kompetensi	: 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat
Kompetensi Dasar	: 3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima
Jenis teks	: Dialogue/Conversation
Tema	: Cell phone messages
Aspek/Skil	: Berbicara dan Mendengarkan
Alokasi Waktu	: 2 x 40 menit

1. **Tujuan Pembelajaran**

   Pada akhir pembelajaran, siswa dapat merespon makna dalam:

   a. Tanya jawab tentang cell phone messages serta cara pengejaannya
   b. Menceritakan kegiatan dalam dialog secara lisan
   c. Menjawab pertanyaan sesuai keterangan yang tersedia
   d. Menjawab pertanyaan yang sesuai dengan keterangan dalam dialog

   Karakter siswa yang diharapkan :

   a. Dapat dipercaya (Trustworthines)
   b. Rasa hormat dan perhatian (respect)
   c. Tekun (diligence)

d. Tanggung jawab (responsibility)

e. Berani (courage)

2. Materi Pembelajaran

a. Recalling Vocabulary

1) Angka
2) Game: nomor telepon
3) Group work: bertukar nomor telepon

b. Communication Practice

1) Game: who are you
2) Gambar dan nama-nama alat-alat musik
3) Tanya jawab tentang pengejaan nama depan dan belakang
4) Tanya jawab tentang pengejaan kosa kata yang terdapat dalam dialog

c. Grammar Practice

1) Penjelasan tentang I am, you are, it is, latihan
2) Penjelasan tentang pronoun I, you, dan it, latihan
3) Penjelasan tentang kata ganti milik my dan your

d. Developing Oral Skills

1) Daftar pertanyaan wawancara
2) Rekaman, gambar kegiatan sehari-hari

A. Kegiatan Pembelajaran

Pertemuan 1

Fase	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	- Guru memberi salam (greeting) - Guru memeriksa kehadiran siswa - Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi	**15 menit**

	yang akan diajarkan	
Kegiatan inti	**Mengamati** · Siswa mendengarkan, menghapal, dan mempersentasikan kembali berbagai macam manual dan tip. · Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks percakapan yang dipersentasikan. **Mempertanyakan** · Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks percakapan **Mengeksplorasi** · Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis · Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat · Secara individu siswa menyalin beberapa tips	**60 menit**

Penutup	-Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya -Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran -Peserta didik menerima tugas mandiri . -Peserta didik dan guru mengucapkan salam penutup	**15 menit**

Pertemuan 2

Fase	**Kegiatan Pembelajaran**	**Alokasi Waktu**
Pendahuluan	- Guru memberi salam (greeting) - Guru memeriksa kehadiran siswa - Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan	**15 menit**
Kegiatan inti	**Mengasosiasi** · Siswa membandingkan beberapa manual dan tips · Dalam kerja kelompok terbimbing siswa	**60 menit**

	membahas tentang masalah yang dihadapi pada saat mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan. · Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** · Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber	
Penutup	-Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya -Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran -Peserta didik menerima tugas mandiri . -Peserta didik dan guru mengucapkan salam penutup	**15 menit**

B. Alat dan Sumber Belajar

1. Alat dan bahan :
   a. Netbook
   b. Audio
   c. Speaker
   d. White Board
   e. Buku Paket
2. Sumber Belajar :
   a. Audio podcast

b. Buku paket bahasa inggris smp

c. Internet

C. Penilaian Hasil Pembelajaran (Assessment)

1. Kriteria Penilaian :
   a. Tingkat ketercapaian fungsi social teks percakapan, lisan dan tulis
   b. Tingkat kelengkapan dan keruntutan struktur teks percakapan
   c. Kesesuaian format penulisan/ penyampaian
2. Cara Penilaian

   Unjuk kerja
   a. Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang teks percakapan, lisan dan tulis,
   b. Ketepatan menggunakan struktur dan unsur kebahasaan teks percakapan

1. Pengamatan (observations):

   Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan teks percakapan, lisan dan tulis.
   a. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
   b. Kesantunan dan kepedulian dalam melaksanakan komunikasi
   c. Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi

Metro, july 2020

Peneliti,

Rosiana Dwi Safitri

NPM. 1501070299

Post-Test

Name : Ilham kurniawan

Class : VIII J

Cell Phone Messages

Complete the text of Conversation !!

W: I need check my messages.

M: How are you going to do that ? we are in the [1] Middle ----- of the freeway !

W: I'm Going [2] use ----- my cell phone. Haven't you ever done that ?

M: No. I just use my cell phone to talk to other people.

W: Now you can [3] Also ----- use a cell phone to send and [4] Receive ----- short text messages. It's very useful.

M : How do you send a [5] Message ---- that way ?

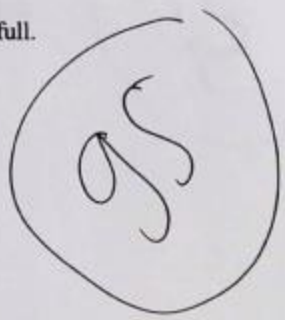
W: I just use the keys on the phone to [6] Type ---- a short messages . then I press the "send" button. Its is cheaper than making aphone call.

M: That's great idea! You can save both time and [7] Money ----- that way.

W: Right. All my [8] Friends ----- ussualy send me text message now.

M: Thanks for [9] Telling ---- me about this. I'll have to try it!

W: you're welcome. I [10] think ----- you'll find this usefull.



Post-Test

Name : Bela Lestari

Class : VIII 2

Cell Phone Messages

Complete the text of Conversation !!

W: I need check my messages.

M: How are you going to do that ? we are in the [1] mibel ½ of the freeway !

W: I'm Going [2] to use ✓ my cell phone. Haven't you ever done that ?

M: No. I just use my cell phone to talk to other people.

W: Now you can [3] also ½ use a cell phone to send and [4] receive ½ short text messages. It's very useful.

M : How do you send a [5] messages ✓ that way ?

W: I just use the keys on the phone to [6] type ½ a short messages . then I press the "send" button. Its is cheaper than making aphone call.

M: That's great idea! You can save both time and [7] money ✓ that way.

W: Right. All my [8] Frieds ✓ ussualy send me text message now.

M: Thanks for [9] Teling ½ me about this. I'll have to try it!

W: you're welcome. I [10] Thing ½ you'll find this usefull.

75

Post-Test

Name : Rin Listia

Class : VIII 2

Cell Phone Messages

Complete the text of Conversation !!

W: I need check my messages.

M: How are you going to do that ? we are in the [1]----- of the freeway !

W: I'm Going [2] to use my cell phone. Haven't you ever done that ?

M: No. I just use my cell phone to talk to other people.

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W: Right. All my [8] friends ussualy send me text message now.

M: Thanks for [9] telling me about this. I'll have to try it!

W: you're welcome. I [10] ting you'll find this usefull.

65

ANSWER KEY

1. Middle
2. To use
3. Also
4. Receive
5. Messages
6. Type
7. Money
8. Friends
9. Telling
10. Think

The Result of Listening Ability Post-Test at The Eight Graders of SMP N 3Batanghari

No.	NAME	GRADE	CRITERIA
1.	AVF	90	Good
2.	BAS	85	Good
3.	BL	75	Fair
4.	BA	85	Good
5.	CE	80	Good
6.	DWA	80	Good
7.	DA	75	Fair
8.	DH	75	Fair
9.	DJA	80	Good
10.	ES	90	Good
11.	EA	95	Good
12.	FPSA	80	Good
13	FDA	75	Fair
14.	FRP	75	Fair
15.	IR	80	Good
16.	IK	95	Good
17.	IW	80	Good
18.	KM	80	Good
19.	LA	75	Fair

20.	MFKF	90	Good
21.	MA	80	Good
22.	MN	80	Good
23.	NNL	75	Fair
24.	NS	85	Good
25.	RYP	80	Good
26.	RWR	75	Fair
27.	RL	65	Bad
28.	RRR	80	Fair
29.	R	65	Bad
30.	RDH	85	Good
31.	SW	80	Good
32.	WF	70	Fair
	$\sum X$	**2560**	
	$\overline{X}$	**80**	

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-668/In.28/S/U.1/OT.01/07/2020

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Rosiana Dwi Safitri
NPM	: 1501070299
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ PBI

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070299.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 10 Juli 2020
Kepala Perpustakaan

Drs. Mokhtardi Sudin, M.Pd
NIP. 195808311981030100

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : ROSIANA DWI SAFITRI

NPM : 1501070299

Fakultas : Tarbiyah

Angkatan : 2015

Telah menyerahkan buku berjudul : Qualitative Data Analysis

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : ROSIANA DWI SAFITRI

NPM : 150107 0299

Fakultas : Tarbiyah

Angkatan : 2015

Telah menyerahkan buku berjudul : Qualitative Data Analysis

Metro,

Ketua Jurusan TBI

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4724/In.28.1/J/TL.00/12/2020
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMP N 3 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**ROSIANA DWI SAFITRI**
NPM	:	1501070299
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE CORRELATION BETWEEN LISTENING ABILITY AND THE STUDENTS SPEAKING PERFORMANCE ENGLISH AT THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL IN SMP N 3 BATANGHARI EAST LAMPUNG

untuk melakukan *pra-survey* di SMP N 3 BATANGHARI.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 31 Desember 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 BATANGHARI
Alamat: Desa Bumiharjo 39 Polos Kecamatan Batanghari Lampung Timur 34181

SURAT KETERANGAN
Nomor: 072/269/02/SMPN 3/2019

Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Batanghari Kabupaten Lampung Timur, dengan ini menerangkan :

Nama	: ROSIANA DWI SAFITRI
NPM	: 1501070299
Jurusan	: Pendidikan Bahasa Inggris

Dengan ini memberikan izin kepada mahasiswa tersebut untuk melaksanakan Pra-Survey dalam rangka menyelesaikan penulisan Tugas Akhir /Skripsi.

Demikian surat Keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Batanghari, 29 April 2019
Kepala Sekolah,

AHMAD SAIDI, S.Pd., M.M
NIP. 19670617 200701 1 041

KEMENTERIAN AGAMA
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rosiana Dwi Safitri
NPM : 1501070299
Jurusan : TBI
Semester : IX / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 12/09/2019	✓		Revise of Typing !	
2	Friday 27/09/2019	✓		- Revise Again - Give Observation - Give connector of the Sentence	
3	monday 07/10/2019			Ac Seminar	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing 1,

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rosiana Dwi Safitri
NPM : 1501070299
Jurusan : TBI
Semester : IX / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 29/08/2019		✓	- Cover ? - Chapter I • (pra survey data) ? × problem formulation? - Revise Chapter III - Reference ?	
2	Thursday 05/09/2019		✓	- Revise again - Show reference	
3	Thursday 12/09/2019		✓	Acc and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II,

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rosiana Dwi Safitri
NPM : 1501070299
Jurusan : TBI
Semester : IX / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Thursday 24/12/2019	✓	✓	Bab 1 – 3	

Mengetahui,
Ketua Jurusan TBI

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NIP. 19750610 200801 1 014

Dosen Pembimbing I,

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rosiana Dwi Safitri
NPM : 1501070299
Jurusan : TBI
Semester : IX / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 26/12/2019		✓	Acc Research Instrument	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II,

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-0 /In.28.1/J/PP.00.9/1/2020 06 Januari 2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Ahmad Subhan Roza, M.Pd (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)

Dosen Pembimbing Skripsi
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Rosiana Dwi Safitri
NPM	:	1501070299
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	The Correlation Between Lsitening Ability And The Student's Speaking Performance English At The Eighth Graders Of Junior High School In SMP N 3 Batanghari East Lampung

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011028

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rosiana Dwi Safitri
NPM : 1501070299
Jurusan : TBI
Semester : X / 2020

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	01 July 2020	✓		1. Abstract 2. Motto 3. Acknowledgment 4. Bacgroud of Study 5. Problem Identification 6. Problem formulation	
2.	03 July 2020	✓		1. Cover 1 2. Cover 2 3. Abstract 4. Table of content 5. Objectives of research 6. Conclusion	
3	10 July 2020				

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I,

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rosiana Dwi Safitri
NPM : 1501070299
Jurusan : TBI
Semester : X / 2020

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	09 Juni 2020		✓	Revise Abstract Cover Bab V	
2.	23 Juni 2020		✓	Revise Abstract	
3.	30 Juli 2020		✓	Acc Munaqosyah	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II,

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-0399/In.28/D.1/TL.00/01/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 3 BATANGHARI
LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0398/In.28/D.1/TL.01/01/2020, tanggal 23 Januari 2020 atas nama saudara:

Nama	:	**ROSIANA DWI SAFITRI**
NPM	:	1501070299
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 3 BATANGHARI LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE CORRELATION BETWEEN LISTENING ABILITY AND THE STUDENTS SPEAKING PERFORMANCE ENGLISH AT THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL IN SMP N 3 BATANGHARI EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Januari 2020
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Dipindai dengan CamScanner

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT TUGAS

Nomor: B-0398/In.28/D.1/TL.01/01/2020

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**ROSIANA DWI SAFITRI**
NPM	:	1501070299
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP N 3 BATANGHARI LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE CORRELATION BETWEEN LISTENING ABILITY AND THE STUDENTS SPEAKING PERFORMANCE ENGLISH AT THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL IN SMP N 3 BATANGHARI EAST LAMPUNG".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 23 Januari 2020

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 BATANGHARI
Alamat: Desa Bumiharjo 39 Polos Kecamatan Batanghari Lampung Timur 34181

SURAT KETERANGAN

Nomor: 072/168/02/SMPN 3/2020

Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Batanghari Kabupaten Lampung Timur, dengan ini menerangkan :

Nama : ROSIANA DWI SAFITRI
NPM : 1501070299
Jurusan : Pendidikan Bahasa Inggris

Dengan ini memberikan izin kepada mahasiswa tersebut untuk mengadakan research/survey di SMP Negeri 3 Batanghari Lampung Timur, dalam rangka menyelesaikan penulisan Tugas Akhir /Skripsi.

Demikian surat Keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Batanghari, 29 Januari 2020
Kepala Sekolah,

AHMAD SAIDI, S.Pd., M.M
NIP. 19670617 200701 1 041

PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 BATANGHARI
Alamat: Desa Bumiharjo 39 Polos Kecamatan Batanghari Lampung Timur 34181

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor: 070/186/02/SMPN.3/2020

Kepala SMP Negeri 3 Batanghari Kabupaten Lampung Timur dengan ini menerangkan bahwa mahasiswa :

Nama	: ROSIANA DWI SAFITRI
NPM	: 15501070299
Program Studi	: Bahasa Inggris TBI
Fakultas	: Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Metro.

Benar-benar telah melaksanakan Penelitian di SMP Negeri 3 Batanghari Kabupaten Lampung Timur pada tanggal 17 – 22 Februari 2020, dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan.

Demikian surat keterangan ini diberikan kepada yang bersangkutan, agar dapat digunakan sebagaimana mestinya.

Batanghari, 22 Februari 2020
Kepala Sekolah,

AHMAD SAIDI, S.Pd., M.M
NIP.19670617 200701 1 041

CURRICULUM VITAE

The writer's name is Rosiana Dwi Safitri. She was born in Jakarta on October, 18th 1997. She lives in Negara Batin Kec. Jabung, East Lampung. The writer graduated her formal education on elementary school at SD N 3 Negara Batin, junior high school at SMP N 1 Jabung and senior high school at MAN 1 Lampung Timur. After graduated from senior high school, the writer joined in IAIN Metro since 2015. The writer listed as student in English department program of IAIN Metro.