



**THE CORRELATION BETWEEN GRADE XI
STUDENTS' LISTENING SKILL AND SPEAKING SKILL
AT SMA NEGERI 5 PADANGSIDIMPUAN**

A THESIS

*Submitted to State College for Islamic Studies (STAIN)
Padangsidempuan as a Partial Fulfilment of Requirement
For Degree of Islamic Educational Scholar (S. Pd. I) in
English Program*

Written by :

AHMAD MOEHAJIR
Reg. No. 07 340 0074

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)
PADANGSIDIMPUAN
2012**



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**ENGLISH EDUCATION STUDY PROGRAM
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2012**

Hal : Sidang Skripsi
An. Ahmad Moehajir
Lamp : 5 (Lima) Exemplar

Padangsidimpun, 15 Agustus 2012
Kepada Yth.
Bapak Ketua STAIN
Di _
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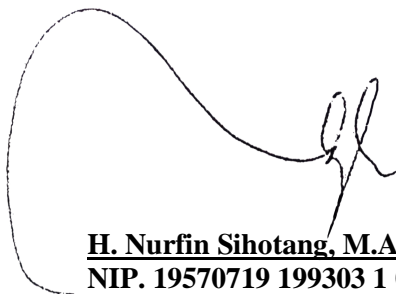
Assalamu'alaikum Wr. Wb.

Setelah membaca, menelaah dan memberikan saran-saran perbaikan seperlunya terhadap skripsi an. *Ahmad Moehajir* yang berjudul "*The Correlation Between Grade XI Students' Listening Skill and Speaking Skill at SMA Negeri 5 Padangsidimpun*", maka kami berpendapat bahwa skripsi ini telah dapat diterima untuk melengkapi tugas dan syarat-syarat mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam bidang ilmu Tarbiyah pada jurusan Tadris Bahasa Inggris STAIN Padangsidimpun.

Seiring dengan hal diatas, maka saudara tersebut sudah dapat menjalani sidang munaqosyah untuk mempertanggungjawabkan skripsi ini.


Demikian kami sampaikan semoga dapat dimaklumi dan atas perhatiannya diucapkan terimakasih.

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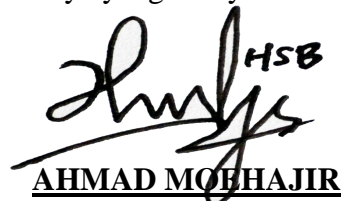
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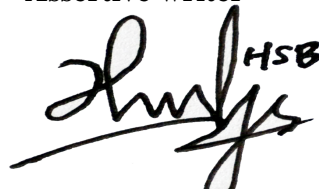
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Title of Thesis : The Correlation Between Grade XI Listening Skill and Speaking Skill at SMA Negeri 5 Padangsidimpuan

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PADANGSIDIMPUAN

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STUDENTS' LISTENING SKILL AND SPEAKING
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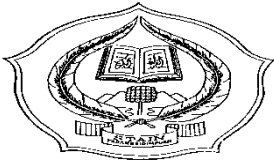
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Thesis : **The Correlation between Grade XI Students' Listening Skill and Speaking Skill at Sma Negeri 5 Padangsidempuan**

Written By : **Ahmad Moehajir**

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the beneficent and the merciful

Praise is to Allah lord of the word who has bestowed upon the write in completing this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers’.

This thesis is presented to the English Education Study Program of the State Collage for Islamic Studies Padangsidimpuan (STAIN PADANGSIDIMPUAN) as partial fulfillment of the requirement for degree of strata I (S1).


This thesis can’t be completed without a great deal of help from many people, they are:

1. Mr. H. Nurfin Sihotang, M.A. Ph. D as the first advisor.
2. Mr. Zainuddin, S.S., M. Hum., as the second advisor.
3. Dr. H. Ibrahim Siregar, S.Ag., MCL., as the Leader of State College for Islamic Studies Padangsidimpuan.
4. Mrs. Hj. Zulhimma, S.Ag., M.Pd., the Dean of Tarbiyah Faculty.
5. Mrs. Rayendriani Fahmei Lubis, M.Ag., the Dean of English Department.
6. All lecturers and staff in English Department who had give their valuable, advice, and cooperative.

7. Stain Padangsidimpuan Library (Drs. Samsuddin Pulungan, M.Ag.), for their cooperative and permission to use their books.
8. My beloved parent (Alm. Muhammad Ashar Hasibuan and Ratna Anawinta Nasution), my beloved sisters (Siti Zamilah Hasibuan and Siti Ramlah Hasibuan,), my beloved brothers (Ahmad Marzuki Hasibuan and Alm. Ahmad Fauzi Hasibuan) my beloved and all of my families who always give their materials, prays, motivation, and moral encouragement to finish my study.
9. My beloved friends Adi Nomo Prasetyo, Irham Rasyidi Harahap, Riandi Ardika, Jhoni Haradi, Gimin Suwito and all of my friends, thanks for your help, patience and care to support the writer.
10. All my friends in STAIN Padangsidimpuan, good luck for you.
11. All the people who have helped the writer to finish my study that I can't mention one by one.

May Allah, The almighty bless them all, Amin.

Padangsidimpuan, 15 Agustus 2012
The Writer,



AHMAD MOEHAJIR
Reg. No. 07 340 0074

ABSTRACT

Name/Reg.No : Ahmad Moehajir/07 340 0074
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The Title : The Correlation Between Grade XI Students' Listening Skill and Speaking Skill at SMA Negeri 5 Padangsidempuan
Year : 2013

Based on fact of the problems students' listening skill and speaking skill, the researcher identified many problems such as difficult to listening skill process, such as [lack of understanding, lack of interpretation and lack of evaluation to hear,] [and lack of accent, lack of grammar, lack of vocabulary, lack of fluency and lack of comprehension was problems in speaking skill process.] Finally, the researcher s interested to search the correlation between grade XI students' listening skill and speaking skill at SMA Negeri 5 Padangsidempuan.

In this research, the researcher used a quantitative method to find the result of the test. The researcher used the correlation product moment for analyzing data. In this research, the researcher wanted to find out about how significant the correlation listening skill and speaking skill. The population of research was the eleventh grade of senior high school (SMA Negeri 5 Padangsidempuan). There were 131 students in five classes and there were 29 students' took as samples. As the instrument for collecting the data the researcher used the test.

In this occasion, mean score of listening skill= 81.534 and the mean score speaking skill= 73.396. In which the product moment result $r_{xy} = 0.043$ more than r_{table} on significant level $5\% = 0.367$ and un significant level $1\% = 0.470$. So, it was categorized good correlation. Based on the result above, there was significant correlation between listening skill and speaking skill. It meant hypothesis was valid.

Appendix I

The Name of Students Samples of XI IPA I

No	Name of Students
01	A.P
02	A.S
03	A.A.N
04	A.R.A
05	A.J
06	A.R.P
07	B.I.T
08	C.A
09	C.O
10	D.A
11	F.R
12	F.W.N
13	I.H
14	I.M.S
15	I.S.S
16	L.R.S
17	M.A
18	M.A.N
19	M.N.H
20	M.N.A.M
21	Q.O.P
22	R.S.S
23	R.S
24	R.T
25	R.R
26	R.A
27	S.S
28	W.K.A
29	Y.S

Appendix II

Rubric of Assessment

No	The Aspects of Scored	Score
1	Accent	1-5
	<ul style="list-style-type: none"> • Pronunciation frequently unintelligible. 	0
	<ul style="list-style-type: none"> • Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. 	1
	<ul style="list-style-type: none"> • Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. 	2
	<ul style="list-style-type: none"> • Marked foreign accent and occasional mispronunciation with do not interfere with understanding. 	3
	<ul style="list-style-type: none"> • No conspicuous mispronunciation, but would not be taken for a native speaker. 	4
	<ul style="list-style-type: none"> • Native pronunciation, with no trace of foreign accent. 	5
2	Grammar	0-5
	<ul style="list-style-type: none"> • Grammar almost entirely inaccurate phrases. 	0
	<ul style="list-style-type: none"> • Constant errors showing control of very few major patterns and frequently preventing communication. 	1
	<ul style="list-style-type: none"> • Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 	2
	<ul style="list-style-type: none"> • Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding. 	3
	<ul style="list-style-type: none"> • Few errors, with no patterns of failure. 	4
	<ul style="list-style-type: none"> • No more than two errors during the interview. • 	5
3	Vocabulary	0-5
	<ul style="list-style-type: none"> • Vocabulary inadequate for even the simplest conversation. 	0

	<ul style="list-style-type: none"> • Vocabulary limited to basic personal and survival areas. 	1
	<ul style="list-style-type: none"> • Choice of words sometimes inaccurate, limitations of vocabulary prevent discussions of some common professionals and social topics. 	2
	<ul style="list-style-type: none"> • Professional vocabulary adequate to discuss special interests, general vocabulary permits discussions of any non technical subject with some circum locutions. 	3
	<ul style="list-style-type: none"> • Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations. 	4
	<ul style="list-style-type: none"> • Vocabulary apparently and extensive as that of an educated native speaker. Vocabulary apparently and extensive as that of an educated native speaker. 	5
4	Fluency	0-5
	<ul style="list-style-type: none"> • Speech is so halting and fragmentary that conversation is virtually impossible. 	0
	<ul style="list-style-type: none"> • Speech is very slow and uneven except for short or routine sentences. 	1
	<ul style="list-style-type: none"> • Speech is frequently hesitant and jerky, sentences may be left uncompleted. 	2
	<ul style="list-style-type: none"> • Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. 	3
	<ul style="list-style-type: none"> • Speech is effortless and smooth, but perceptibly non-native in speech and evenness. 	4
	<ul style="list-style-type: none"> • Speech on all professional and general topics as effortless and smooth as a native speaker's. 	5
5	Comprehension	0-5
	<ul style="list-style-type: none"> • Understands too little for the simplest type of conversation. 	0

	<ul style="list-style-type: none"> • Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing. 	1
	<ul style="list-style-type: none"> • Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. 	2
	<ul style="list-style-type: none"> • Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing. 	3
	<ul style="list-style-type: none"> • Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech. 	4
	<ul style="list-style-type: none"> • Understands everything in both formal and colloquial speech to be expected of an educated native speaker. 	5
	Maximal Score	25

$$\text{MARK} = \frac{\text{GETTING SCORE}}{\text{MAX SCORE}} \times 100\%$$

Appendix III

The Students Score Grade XI IPA Listening Skill Test

No																					Sum
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
01	5	5	5	5	5	0	5	5	5	5	0	5	5	5	0	5	5	5	5	5	85
02	5	5	5	5	5	5	5	0	5	5	0	5	5	5	5	0	5	5	5	5	85
03	5	5	5	5	5	5	5	5	5	0	5	5	5	5	5	5	5	5	0	5	90
04	5	5	5	5	5	5	5	5	5	5	5	5	0	5	0	5	5	5	5	5	90
05	5	5	5	5	5	5	0	5	5	5	5	5	0	5	0	5	5	5	5	5	85
06	5	0	5	5	0	5	5	0	5	5	5	5	5	0	5	5	0	5	5	5	75
07	5	5	5	5	5	0	5	5	5	5	5	5	0	5	5	5	5	5	5	5	90
08	5	5	5	5	0	0	5	0	5	5	5	5	5	5	0	5	5	5	5	5	80
09	5	5	5	5	5	5	0	5	5	5	5	5	5	5	5	0	5	5	5	0	85
10	5	5	5	5	5	5	5	5	5	5	0	5	0	5	5	5	5	0	0	5	80
11	5	5	5	5	5	5	5	5	5	5	5	0	5	0	5	5	5	5	5	0	85
12	5	5	5	5	5	5	5	0	5	5	0	5	0	5	5	5	5	0	5	5	80
13	5	5	5	5	5	5	5	0	5	5	5	5	0	5	5	0	5	5	5	5	85
14	5	5	5	5	0	5	5	5	0	5	5	5	5	5	5	5	0	5	5	5	85
15	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	95
16	5	5	5	0	0	0	5	5	5	0	0	5	0	5	5	0	0	5	5	5	60
17	5	5	5	5	5	0	5	5	5	5	5	5	0	5	5	0	0	5	5	5	80
18	5	5	0	5	5	5	0	5	5	5	0	5	5	0	5	5	5	5	5	5	80
19	5	5	5	5	5	0	5	5	5	0	5	5	5	5	0	5	5	5	0	5	80
20	5	5	5	5	0	5	5	0	5	5	0	5	5	5	5	5	5	5	5	0	80
21	5	0	5	5	5	0	5	0	5	5	5	5	0	5	5	0	5	0	5	5	70
22	5	5	5	5	5	0	5	0	5	5	5	5	5	5	5	5	5	5	5	5	90
23	5	5	5	5	5	5	5	5	0	5	0	5	5	5	5	5	5	5	5	5	90
24	0	5	5	0	5	0	0	5	0	0	0	5	0	5	5	5	0	5	5	5	55
25	5	5	5	5	5	5	5	0	5	5	5	5	5	0	5	5	5	5	5	5	90
26	5	5	5	5	5	0	5	5	5	0	5	5	0	5	0	5	5	5	5	5	80
27	5	5	5	5	5	5	5	5	0	5	0	5	0	5	5	5	5	5	0	5	80
28	5	5	5	0	5	5	0	5	0	5	5	5	5	5	5	0	5	5	5	5	80
29	5	5	0	5	5	0	5	5	5	5	0	5	5	5	5	0	0	5	0	5	70
The Sum Result Score of Collecting Data																					2360

$$\text{MARK} = \frac{\text{GETTING SCORE}}{\text{MAX SCORE}} \times 100\%$$

Appendix IV

The Students Score Grade XI IPA Speaking Skill Test

NO	The Aspects of Scored					Score	Score Total
	Accent	Grammar	Vocabulary	Fluency	Comprehension		
	0-5	0-5	0-5	0-5	0-5		
01	4	3	4	4	4	19	76
02	4	4	4	3	4	19	76
03	4	4	4	3	3	18	72
04	4	3	3	4	4	18	72
05	3	3	3	4	5	18	72
06	5	4	4	3	5	21	84
07	3	4	5	3	4	19	76
08	5	3	4	4	5	21	84
09	3	3	3	4	4	17	68
10	5	4	5	3	3	20	80
11	4	4	5	3	3	19	76
12	5	5	4	2	3	20	80
13	5	3	4	2	4	18	72
14	4	3	3	2	4	16	64
15	4	2	3	4	5	18	72
16	3	2	2	3	5	15	60
17	3	3	3	4	5	18	72
18	2	4	4	2	5	17	68
19	5	5	4	4	5	23	92
20	4	3	3	5	5	20	80
21	3	3	3	2	4	15	60
22	2	4	4	3	5	16	64
23	3	5	4	4	4	20	80
24	4	3	3	3	4	17	68
25	4	4	3	3	4	16	64
26	3	3	4	4	4	18	72
27	5	3	4	3	3	18	72
28	5	5	3	4	4	21	84
29	4	4	3	5	4	20	80
The Sum Result Score of Collecting Data						535	2140

$$\text{MARK} = \frac{\text{GETTING SCORE}}{\text{MAX SCORE}} \times 100\%$$

Appendix V

Listening Skill

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

85	85	90
90	85	75
90	80	85
80	85	80
85	85	95
60	80	80
80	80	70
90	90	55
90	80	80
80	70	

2. High score = 95
3. Low score = 55
4. Range = High score – Low score = 95-55= 40
5. The total of classes (BK) = $1 + 3.3 \log n$
= $1 + 3.3 \log (29)$
= $1 + 3.3 (1.4623)$
= $1 + 4.8255$
= 5.8255
= **6**

6. Interval (i)

$$i = \frac{R}{BK} + \frac{40}{6} = 6.66 = \mathbf{7}$$

7. Mean score $\bar{X} = \frac{\sum fixi}{fi}$

Interval	Fi	xi	Fixi
52-58	1	54.5	54.5
59-65	1	61.5	61.5
66-72	2	68.5	137
73-79	1	75.5	75.5
80-86	17	82.5	1402.5
87-93	6	89.5	537
94-100	1	96.5	96.5
i = 7	29	528.5	2364.5

$$X = \frac{\sum fixi}{fi} = \frac{2364,5}{29} = 81.534$$

8. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}29 = 14.5$$

$$b = \frac{73+72}{2} = 72.5$$

$$p = 2$$

$$F = 1+1+2 = 4$$

$$f = 4$$

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 72.5 + 4 \left(\frac{14.5 - 4}{4} \right)$$

$$= 72.5 + 4 \left(\frac{10.5}{4} \right)$$

$$\text{Me} = 72.5 + 4 (2.625)$$

$$= 72.5 + 10.5$$

$$= \mathbf{83}$$

Appendix VI

Speaking Skill

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

76	76	72
72	72	84
76	84	68
80	76	80
72	64	72
60	72	68
92	80	60
64	80	68
64	72	72
84	80	

2. High Score = 92
3. Low Score = 60
4. Range = High score–Low score = 92-60 = 32
5. The total of classes (BK) = $1 + 3.3 \log n$
= $1 + 3.3 \log (29)$
= $1 + 3.3 (1.4623)$
= $1 + 4.8255$
= 5.8255
= **6**
6. Interval (i)

$$i = \frac{R}{BK} + \frac{32}{6} = 5.33=5$$

7. Mean score $\bar{X} = \frac{\sum fixi}{fi}$

Interval	Fi	xi	fixi
60-64	5	61.5	307.5
65-69	3	66.5	199.5
70-74	8	71.5	572
75-79	4	76.5	306
80-84	8	81.5	652
85-89	0	86.5	0
90-94	1	91.5	91.5
i = 5	29	535.5	2128.5

$$\begin{aligned} X &= \frac{\sum fixi}{fi} = \frac{2128.5}{29} \\ &= 73.396 \end{aligned}$$

8. Median

$$\begin{aligned} \text{Me} &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\ \text{Me} &= \frac{1}{2}n = \frac{1}{2}29 = 14.5 \\ b &= \frac{75+74}{2} = 74.5 \\ p &= 5 \\ F &= 5+3+8 = 16 \\ f &= 16 \\ \text{Me} &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\ &= 74.5 + 5 \left(\frac{14.5 - 16}{16} \right) \end{aligned}$$

$$\begin{aligned} &= 74.5 + 5 \left(\frac{-1.5}{16} \right) \\ \text{Me} &= 74.5 + 5 (-0.093) \\ &= 74.5 + -0.465 \\ &= \mathbf{74.035} \end{aligned}$$

Appendix VII

The Normality Examination of Listening Skill

The First Step : Determined the low score and the high score.

$$\text{The low score} = 55 \text{ and the high score} = 95$$

The Second Step: Determined Range(R)= the high score-the low score.

$$R = 95 - 55 = 40$$

The Third Step : Determined the total of class (BK)= $1 + 3.3 \log n$

$$BK = 1 + 3.3 \log (29)$$

$$= 1 + 3.3 \log (1.4623)$$

$$= 1 + 4.8255$$

$$= 5.8255$$

$$= \mathbf{6}$$

The Fourth Step : Determined Interval(i)= $\frac{R}{BK} = \frac{40}{6} = \mathbf{6.66=7}$

The Fifth Step : Made the tabulation by table

Listening Skill

No	Interval	F	Xi	FXi	FXi ²
1	52-58	1	54.5	54.5	2970.25
2	59-65	1	61.5	61.5	3782.25
3	66-72	2	68.5	137	9384.5
4	73-79	1	75.5	75.5	5700.25
5	80-86	17	82.5	1402.5	115706.25
6	87-93	6	89.5	537	48061.5
7	94-100	1	96.5	96.5	9312.25
Total		29	528.5	2364.5	194917.25

The Sixth Step : Determined Mean $X = \frac{\sum fixi}{n}$

$$(X) = \frac{\sum fixi}{fi}$$

$$(X) = \frac{2364,5}{29}$$

$$= \mathbf{81.534}$$

The Seventh Step : Determined standard derivation(S) =

$$S = \sqrt{\frac{n \sum fixi^2 - (\sum fixi)^2}{n.(n-1)}}$$

$$= \frac{\sqrt{29 \times 194917.25 - (2364.5)^2}}{29 \times (29-1)}$$

$$= \frac{\sqrt{29 \times 194917.25 - (5590860.3)}}{29 \times 28}$$

$$\begin{aligned}
&= \frac{\sqrt{5652600.3 - 5590860.3}}{812} \\
&= \frac{\sqrt{61740}}{812} \\
&= \frac{248.47}{812} \\
&= \mathbf{0.3059}
\end{aligned}$$

The Eight Step: Made the list of frequency. It was done by some ways:

1. Determined the total class: the first left interval -0.5 and the right interval $+0.5$. So it was results: 51.5, 65.5, 72.5, 79.5, 86.5, 93.5, 99.5.

2. Determined Z score for interval: Z score for interval:

$$Z = \frac{\text{The total of class} - X}{s}$$

$$Z1 = \frac{51.5 - 81.534}{0.3059}$$

$$= \frac{-30.034}{0.3059}$$

$$= \mathbf{-98.182}$$

$$Z2 = \frac{65.5 - 81.534}{0.3059}$$

$$= \frac{-16.034}{0.3059}$$

$$= \mathbf{-52.415}$$

$$Z3 = \frac{72.5 - 81.534}{0.3059}$$

$$= \frac{-9.034}{0.3059}$$

$$= \mathbf{-29.535}$$

$$\begin{aligned}
 Z4 &= \frac{79.5-81.534}{0.3059} \\
 &= \frac{-2.034}{0.3059} \\
 &= \mathbf{-6.649}
 \end{aligned}$$

$$\begin{aligned}
 Z5 &= \frac{86.5-81.534}{0.3059} \\
 &= \frac{4.966}{0.3059} \\
 &= \mathbf{16.234}
 \end{aligned}$$

$$\begin{aligned}
 Z6 &= \frac{93.5-81.534}{0.3059} \\
 &= \frac{11.966}{0.3059} \\
 &= \mathbf{39.117}
 \end{aligned}$$

$$\begin{aligned}
 Z7 &= \frac{99.5-81.534}{0.3059} \\
 &= \frac{17.966}{0.3059} \\
 &= \mathbf{58.731}
 \end{aligned}$$

3. Determined 0-Z from table curve normal by u eth total class. So, it was result: 98.182, 52.415, 29.535, 6.649, -16.234, -39.117, and -58.731.

4. Determined wide of interval by subtract 0-Z: 45.767, 22.88, 22.886, 22.883, 22.883, 19.614, -58.731

5. Determined frequency (fe) by shift wide of interval with the total of response jents (n=29. So, it was results: 1327.243, 663.52, 663.694, 663.607, 663.607, 568.806 and -833.199.

The List of Frequency

No	The Total of Class	Z	0-Z	Wide of Interval	fe	fo
1	51.5	-98.182	98.182	45.767	1327.243	1
2	65.5	-52.415	52.415	22.88	663.52	1
3	72.5	-29.535	29.535	22.886	663.694	2
4	79.5	-6.649	6.649	22.883	663.607	1
5	86.5	16.234	-16.234	22.883	663.607	17
6	93.5	39.117	-39.117	19.614	568.806	6
7	99.5	58.731	-58.731	-58.731	-833.199	1
Total					3717.278	29

The ninth step: Determined Chi Square Count (X^2 count)

$$\begin{aligned}
 x^2 &= \frac{\sum (f_o - f_e)^2}{f_e} \\
 &= \frac{(29 - 3717.278)^2}{29} \\
 &= \frac{(-3688.278)^2}{29} \\
 &= \frac{14709878}{29} \\
 &= \mathbf{507237}
 \end{aligned}$$

The tenth step : Compared X^2 count and X^2 table for $\alpha = 0.05$ and $(dk) =$

$K - 1 = 7 - 1 = 6$. It can be conclude that X^2 table = 12.592.

From the statement, if X^2 count $\geq X^2$ table; the data was not normal distribution. But if X^2 count $\leq X^2$ table; the data was normal distribution.

So; X^2 count $> X^2$ table = $\mathbf{507237} > \mathbf{12.592}$ in 5% in score chi square. And X^2 count $> X^2$ table = $\mathbf{507237} > \mathbf{16.812}$ in 1% in score chi square.

It's concluding was the listening skill was normal distribution.

Appendix VIII

The Normality Examination of Speaking Skill

The First Step : Determined the low score and the high score.

The low score= 60 and the high score= 92

The Second Step: Determined Range(R)= the high score-the low score.

$$R = 92 - 60 = 32$$

The Third Step : Determined the total of class (BK)= $1 + 3.3 \log n$

$$BK = 1 + 3.3 \log (29)$$

$$= 1 + 3.3 \log (1.4623)$$

$$= 1 + 4.8255$$

$$= 5.8255$$

$$= \mathbf{6}$$

The Fourth Step : Determined Interval(i)= $\frac{R}{BK} = \frac{32}{6} = \mathbf{5.33=5}$

The Fifth Step : Made the tabulation by table

Speaking Skill

No	Interval	F	Xi	FXi	FXi ²
1	60-64	5	61.5	307.5	18911.25
2	65-69	3	66.5	199.5	13266.75
3	70-74	8	71.5	572	40898
4	75-79	4	76.5	306	23409
5	80-84	8	81.5	652	53138
6	85-89	0	86.5	0	0
7	90-94	1	91.5	91.5	8372.25
Total		29	535.5	2128.5	157995.25

The Sixth Step : Determined Mean $X = \frac{\sum fixi}{n}$

$$(X) = \frac{\sum fixi}{fi}$$

$$(X) = \frac{\sum 2128.5}{29}$$

$$= 73.396$$

The Seventh Step : Determined standard derivation(S) =

$$S = \frac{\sqrt{n \sum fixi^2 - (\sum fixi)^2}}{n.(n-1)}$$

$$= \frac{\sqrt{29 \times 157995.25 - (2128.5)^2}}{29 \times (29-1)}$$

$$= \frac{\sqrt{29 \times 157995.25 - (453051.3)}}{29 \times 28}$$

$$= \frac{\sqrt{4581862.3 - 4530512.3}}{812}$$

$$\begin{aligned}
&= \frac{\sqrt{51350}}{812} \\
&= \frac{226.60}{812} \\
&= \mathbf{0.279}
\end{aligned}$$

The Eight Step: Made the list of frequency. It was done by some ways:

1.Determined the total class: the first left interval – 0.5 and the right interval + 0.5. So it was results: **59.5, 69.5, 74.5, 79.5, 84.5, 89.5, 94.5.**

2.Determined Z score for interval: Z score for interval:

$$Z = \frac{\text{The total of class} - X}{S}$$

$$Z1 = \frac{59.5 - 73.396}{0.279}$$

$$= \frac{-13.896}{0.279}$$

$$= \mathbf{-49.806}$$

$$Z2 = \frac{69.5 - 73.396}{0.279}$$

$$= \frac{-3.896}{0.279}$$

$$= \mathbf{-13.964}$$

$$Z3 = \frac{74.5 - 73.396}{0.279}$$

$$= \frac{1.104}{0.279}$$

$$= \mathbf{3.956}$$

$$Z4 = \frac{79.5 - 73.396}{0.279}$$

$$= \frac{6.104}{0.279}$$

$$= \mathbf{21.878}$$

$$Z5 = \frac{84.5 - 73.396}{0.279}$$

$$= \frac{11.104}{0.279}$$

$$= \mathbf{39.799}$$

$$Z6 = \frac{89.5 - 73.396}{0.279}$$

$$= \frac{16.104}{0.279}$$

$$= \mathbf{57.720}$$

$$Z7 = \frac{94.5 - 73.396}{0.279}$$

$$= \frac{21.104}{0.279}$$

$$= \mathbf{75.641}$$

3. Determined 0-Z from table curve normal by use the total class. So, it was result: 49.806, 13.964, -3.956, -21.878, -39.799, -57.720, -75.641
4. Determined wide of interval by subtract 0-Z: 35.842, 17.92, 17.922, 17.921, 17.921 and -75.641.
5. Determined frequency (fe) by shift wide of interval with the total of response jents (n=29. So, it was results: 1039.418, 519.68, 519.738, 5197.09, 519.709, 519.709 and -2193.589

The List of Frequency

No	The Total of Class	Z	0-Z	Wide of Interval	fe	fo
1	59.5	-49.806	49.806	35.842	1039.418	5
2	69.5	-13.964	13.964	17.92	519.68	3
3	74.5	3.956	-3.956	17.922	519.738	8
4	79.5	21.878	-21.878	17.921	519.709	4
5	84.5	39.799	-39.799	17.921	519.709	8
6	89.5	57.720	-57.720	17.921	519.709	0
7	94.5	75.641	-75.641	-75.641	-2193.589	1
Total					1444.374	29

The ninth step: Determined Chi Square Count (X^2 count)

$$\begin{aligned}x^2 &= \frac{\sum(f_o - f_e)^2}{f_e} \\&= \frac{(29 - 1444.374)^2}{29} \\&= \frac{(-1415.374)^2}{29} \\&= \frac{2003285}{29} \\&= \mathbf{69078.792}\end{aligned}$$

The tenth step: Compared X^2 count and X^2 table for $\alpha = 0.05$ and $(dk) =$

$K - 1 = 7 - 1 = 6$. It can be concluded that X^2 table = 12.592.

From the statement, if X^2 count $\geq X^2$ table; the data was not normal distribution. But if X^2 count $\leq X^2$ table; the data was normal distribution.

So; X^2 count $> X^2$ table = $\mathbf{69078.792} > \mathbf{12.592}$ in 5% in score chi square. And X^2 count $> X^2$ table = $\mathbf{69078.792} > \mathbf{16.812}$ in 1% in score chi square.

It's concluding was the speaking skill was normal distribution.

Appendix IX

The Data Research of Correlation Between Listening Skill and Speaking Skill

NO	X	Y	X²	Y²	XY
1	85	76	7225	5776	6460
2	85	76	7225	5776	6460
3	90	72	8100	5184	6480
4	90	72	8100	5184	6480
5	85	72	7225	5184	6120
6	75	84	5625	7056	6300
7	90	76	8100	5776	6840
8	80	84	6400	7056	6720
9	85	68	7225	4624	5780
10	80	80	6400	6400	6400
11	85	76	7225	5776	6460
12	80	80	6400	6400	6400
13	85	72	7225	5184	6120
14	85	64	7225	4096	5440
15	95	72	9025	5184	6840
16	60	60	3600	3600	3600
17	80	72	6400	5184	5760
18	80	68	6400	4624	5440
19	80	92	6400	8464	7360
20	80	80	6400	6400	6400
21	70	60	4900	3600	4200
22	90	64	8100	4096	5760
23	90	80	8100	6400	7200
24	55	68	3025	4624	3740
25	90	64	8100	4096	5760
26	80	72	6400	5184	5760
27	80	72	6400	5184	5760
28	80	84	6400	7056	6720
29	70	80	4900	6400	5600
Total	2360	2140	194250	168352	174360

Appendix X

Listening skill

Listen to the story and fill in the blanks

Romeo and Juliet

The quarrel between two feuding families in Verona, the rich Capulets and the Montagues, grew bad, even deadly.

One day, Old Lord Capulet **1.**_____ all the **2.**_____ people in Verona, except the Montagues, for a dinner at his house.

Romeo Montague knew that Rosaline, the girl whom he **3.**_____, was at the feast. Therefore, he and his friends, Benvolio and Mercutio, went there in masks hoping to **4.** _____ her. But, Romeo was suddenly struck with the exceeding beauty of another lady whom he saw. **5.** _____ there.

After the dance, Romeo **6.** _____ the place where the lady stood; and under favor of his making habit, took her by the hand and **7.** _____ it, but the lady was unfortunately **8.** _____ away to her mother. Knowing that the lady was young Juliet, a daughter and heir to the Lord Capulet, the great **9.** _____ of Montagues, troubled Romeo. Juliet was shocked when she **10.** _____ that the gentleman whom she had talked to Romeo, a Montague.

At **11.** _____, Romeo and his companions **12.** _____. But, Romeo leaped the wall at the back of Juliet's house. Juliet **13.** _____ out her heart and **14.**_____ "O Romeo, Romeo! Where art thou, Romeo?"

"Look kind upon me, lady because I can't **15.**_____ without your love," said Romeo. How come you into this place," said Juliet, startled "and by whose direction? "**16.** _____ directed me," answered Romeo.

She said three or four words more to Romeo that if his love was indeed **17.**_____, she would send a messenger to him tomorrow to appoint a time for **18.**_____ marriage. So, in the morning their **19.**_____ were joined in a **20.**_____ marriage.

The Key Answers

1. Invited
2. Noble
3. Admired
4. See
5. Dancing
6. Watched
7. Kissed
8. Called
9. Enemy
10. Found
11. Midnight
12. Departed
13. Cried
14. Said
15. Live
16. Love
17. Honorable
18. Their
19. Hands
20. Holy

Appendix XI

Speaking skill

Please, you story back about Romeo and Juliet as far as you know in your front of class.

Romeo and Juliet

The quarrel between two feuding families in Verona, the rich Capulets and the Montagues, grew bad, even deadly.

One day, Old Lord Capulet invited all the noble people in Verona, except the Montagues, for a dinner at his house.

Romeo Montague knew that Rosaline, the girl whom he admired, was at the feast. Therefore, he and his friends, Benvolio and Mercutio, went there in masks hoping to see her. But, Romeo was suddenly struck with the exceeding beauty of another lady whom he saw dancing there.

After the dance, Romeo watched the place where the lady stood; and under favor of his making habit, took her by the hand and kissed it, but the lady was unfortunately called away to her mother. Knowing that the lady was young Juliet, a daughter and heir to the Lord Capulet, the great enemy of Montagues, troubled Romeo. Juliet was shocked when she found that the gentleman whom she had talked to Romeo, a Montague.

At midnight, Romeo and his companions departed. But, Romeo leaped the wall at the back of Juliet's house. Juliet cried out her heart and said, "O Romeo, Romeo! Where art thou, Romeo?"

"Look kind upon me, lady because I can't live without your love," said Romeo. How come you into this place," said Juliet, startled "and by whose direction? "Love directed me," answered Romeo.

She said three or four words more to Romeo that if his love was indeed honorable, she would send a messenger to him tomorrow to appoint a time for their marriage. So, in the morning their hands were joined in a holy marriage.

Appendix XII

Table

Nilai "T" Untuk Taraf Signifikan 5% dan 1%

df/db	5%	1%	df/db	5%	1%
1	12,71	63,66	24	2,06	2,80
2	4,30	9,92	25	2,06	2,70
3	3,18	5,84	26	2,06	2,78
4	2,78	4,60	27	2,05	2,77
5	2,75	4,03	28	2,05	2,76
6	2,45	3,71	29	2,04	2,76
7	2,36	3,50	30	2,04	2,75
8	2,31	3,36	35	2,03	2,72
9	2,26	3,25	40	2,02	2,72
10	2,23	3,17	45	2,02	2,69
11	2,20	3,11	50	2,01	2,68
12	2,18	3,06	60	2,00	2,65
13	2,16	3,01	70	2,00	2,65
14	2,14	2,98	80	1,99	2,64
15	2,13	2,95	90	1,99	2,63
16	2,12	2,92	100	1,98	2,63
17	2,11	2,90	125	1,98	2,62
18	2,10	2,88	150	1,98	2,61
19	2,09	2,86	200	1,97	2,60
20	2,09	2,84	300	1,97	2,59
21	2,08	2,83	400	1,97	2,59
22	2,07	2,82	500	1,96	2,59
23	2,07	2,81	1000	1,96	2,58

CHAPTER II

THEORETICAL DESCRIPTION

A. The Theoretical Description

1. Listening

a. Definition of listening.

Listening is a process of listening to verbal symbols with caring, understanding, appreciation, and interpretation for obtaining information, catch the content or the message and understand the meaning of communication submitted by the speaker through speech or spoken language.³ Listening comprehension is a primary process in understanding the words of the speaker. It is a complex communication process which requires instant thought and individual ability to construct the meaning. the development of listening comprehension varies depending on the personal, social, and cultural experiences of the student.

Listening comprehension is influenced by the listener's world knowledge, linguistic knowledge, text structure knowledge, and metacognitive knowledge.

³ Henry Guntur Tarigan, *Menyimak Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1990), p.28

b. The Process of Listening

Listening is an activity which is a process. Of course in this process there are stages as follows:

- a) Phase heard, in this stage we just heard everything put forward by the speaker in the speech or speaking. So we're still in the stage of hearing.
- b) Stage of understanding, after we hear there is a desire for us to know or understand well the content of the talks delivered by the speaker. So we come to the stage of understanding.
- c) Phase interpretation, a good listener, thorough and meticulous, yet be satisfied if only to hear and understand the speech of the speaker, he wants to construe or interpret the contents, opinions beads contained and implied in that speech. Thus, the listener has arrived at the stage of interpreting.
- d) Evaluate phase, after understanding and be able to interpret or interpret the contents of the conversation, the listener even start to assess or evaluate the opinions and ideas of the speaker, where the advantages and disadvantages, where kindness and shortcomings of the speaker. So thus it came to the Evaluating stage.
- e) Phase response, is the last stage in listening activities, imbibe, absorb and accept the idea or ideas expressed by the speaker in

the speech or conversation. The listener also came on stage (responding).⁴

c. **Listening in Real Life**

In real life, there are two ways in which often listens they are:

a) *'Casual' listening*: Sometimes listen with no particular purpose in mind, and often without much concentration. Examples of this kind of listening are: listening to the radio while doing some housework; chatting to a friend. Usually we do not listen very closely, unless we hear something that particularly interest us, and afterwards we may not remember much of what we heard.

b) *'Focus' listening*: At others time we listen for a particular purpose in mind, to find out information we need to know. Examples of this kind of listening are:

1. Listening to a piece of important news on the radio.
2. Listening to someone explaining how to operate a machine.

In these situations, we listen much more closely.

3. But we do not listen to everything we hear with equal concentration- we listen for the most important points or for particular information. Usually, we know beforehand what

⁴ Henry Guntur Tarigan, Op Cit., p. 58-59.

we are listening for (the things we want to know), and this helps us to listen.⁵

d. The Listening Difficulties

To make English speaking easier, we must know what the listening difficulties are. According to Brown that there are eight factors which make listening difficult as follows.

a) Clustering

Attending to appropriate “chunks” of language - phrases, clauses, constituents.

b) Redundancy

Recognizing the kinds of repetitions, rephrasing, elaborations, and insertions that unrehearsed spoken language often contains, and benefiting from that recognizing

c) Reduced forms

Understanding the reduced forms that may not have been a part of an English learner’s past learning experiences in classes where only formal “textbook” language has been presented.

d) Performance variables

Being able to “weed out” hesitations, false starts, pauses, and corrections in natural speech.

⁵ Adrian Doff, *Teach English: a Training Course for Teachers*, (New York: Cambridge Press, 1990), p. 198-199.

e) Colloquial language

Comprehending idioms, slang, reduced forms, shared cultural knowledge.

f) Rate of delivery

Keeping up with the speed of delivery, processing automatically as the speaker continue.

g) Stress, rhythm, and intonation

Correctly understanding prosodic elements of spoken language, which is almost always much more difficult than understanding the smaller phonological bits and pieces

h) Interaction

Managing the interactive flow of language from listening to speaking and listening, etc.⁶

e. Indicators of Listening Skill

To know indicators about student skill in listening skill, Students must comprehend about it, as follows:

- 1) The Students understanding English oral conversation upon listening to recorded English conversational dialogues.
- 2) The students understand English conversational dialogues by means of answering a set of given questions after a dialogue in English is heard.

⁶ H. Douglas Brown, Op Cit. p. 122.

- 3) To understand English oral conversation in the form of recorded dialogues.⁷

In assessing levels of listening achievement, special attention was students' skills to listen effectively as required by the formal school environment;

- 1) The Students' skills to understand and explain the main themes, ideas and points of view expressed in spoken texts; and
- 2) The Students' awareness of the relationship between the medium and the message in spoken text.⁸

2. Speaking Skill

a. Definition of Speaking

Speaking should be taught as it is used in real life, where people use it for communications to express, feelings, ideas and emotions. speaking also serves as the natural means of communications between members of community both for expression of thought and as a form of social behavior. The speakers say words to the listener not only to express what he needs whether information service. Most people might spend of their everyday life in communicating with others.

⁷ <http://www.scribd.com/doc/Bahasa-Inggris-SMA>.

⁸ http://www.dest.gov.au/mla/NSELS_35_Listning.html

Henry Guntur Tarigan said that *Berbicara adalah kemampuan mengucapkan bunyi-bunyi artikulasi atau kata-kata untuk mengekspresikan, menyatakan, serta menyampaikan pikiran, gagasan, dan perasaan dalam berbicara*⁹. In the other words Henry Guntur Tarigan said that speaking skill is the skill to pronounce sound articulations of words to express, to declare and to deliver the ideas, feelings or senses in speaking.

Houghton Mifflin company said that speaking skill is a skill to the utterance of intelligible speech, speech production is the utterance, vocalization, the use of the uttered sounds for auditory communications, speech is also the exchange of the spoken words they were perfectly comfortable together without speech.¹⁰

David Nunan said “Speaking skill is a skill to productive aural or oral skill, it consist of producing systematic verbal utterances to convey meaning“.¹¹ Meanwhile, Jones said “speaking skill is a skill to form of communication”. It can be said that the speaker must consider the person they are talking to as listener. The activity that the person does primary based on particular goal. So, it is important that everything we wants to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across.

⁹ Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 1990), p.15

¹⁰ Houghton Mifflin, *Dictionary of the English Language* (American: the American heritage.

¹¹ David Nunan, *Op. cit* p.48

Henry Guntur also said that “ *Tujuan utama dari berbicara adalah untuk berkomunikasi, agar dapat menyampaikan pikiran secara efektif*”.¹² The main purpose of speaking is to communicate, it means to express what in our mind effectively

So, based on Henry’s statement, to be able to convey our through a good communications form effective communication.

b. Elements of Speaking

For teaching speaking, the teacher must know what the elements of speaking are. According to Harmer that there are four elements of speaking as follows:¹³

- a) Connected speech
- b) Expressive devices
- c) Lexis and grammar
- d) Negotiation language
- e) Connected Speech

- a) Connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech sounds are modified, omitted, added or weakened (through contractions and stress patterning).¹⁴

¹² Henry Guntur Tarigan, Op.Cit., p.15

¹³ Jeremy Harmer, *The Practice of English Language Teaching* (England: Longman,2003), p.269-270.

¹⁴ Ibid, p.271.

b) Expressive devices

Expressive devices is native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed and show by other physical and non verbal means how they are feeling. The use of these devices contributes to the ability to convey meanings.

They allow the extra expression of emotion and intensity. Students should be able to convey at least some of such suprasegmental features and devices in the same way if they are to be fully effective communicators.¹⁵

c) Lexis and Grammar

Lexis and grammar is spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of interactions.¹⁶

¹⁵ Ibid, p.272.

¹⁶ Ibid, p.272.

d) Negotiations language

Negotiation language is effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk. For students this is especially crucial. A useful thing teachers can do, therefore, is to offer them phrases such as:¹⁷

I am sorry I don't understand

Could you explain that again, please?

c. The Speaking Difficulties

To make to English speaking easier, we must know what its difficulties are. According to Brown that there are eight factors which make speaking difficult as follows:

- a) Clustering
- b) Redundancy
- c) Reduced Forms
- d) Performance Variables
- e) Colloquial Language
- f) Rate of Delivery
- g) Stress, Rhythm and Intonation
- h) Interactions¹⁸

¹⁷ Ibid. p.273.

¹⁸ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (new jersey: Engelwood cliffs,2001), p.256-257.

a) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c) Reduced Forms

Contractions, elisions, reduced vowels, etc. all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking.

d) Performance Variables

One of the advantages of spoken language is that process of thinking to manifest a certain number of performance hesitations, pauses, backtracking and corrections. For example, in English "thinking time" is not silent, but filled with: uh, um, well, you know, I mean, like, etc. one of the important differences between native and non native speakers of a language is in their hesitation phenomena.

e) Colloquial language

Make sure the students are reasonably well acquainted with the words, idioms and phrases of colloquial language and that they get practice in producing these forms.

f) Rate of delivery

Another important characteristic of fluency is rate of delivery. One of tasks in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes of fluency.

g) Stress, Rhythm and Intonation

This is the most important characteristic of English pronunciation. The stress timed rhythm of spoken English and its intonation patterns convey important messages.

h) Interaction

Learning to produce waves of language in a vacuum without interlocutors would fine speaking skill of its richest component: the creativity of conversational negotiations.

d. Technique for Oral Communication Skills

To make oral communication easier, there are techniques to teach it. According to Brown that there are some techniques could be used to teach various speaking skills as follows:

- a) Pronunciation: Rhythm and Thought Groups
- b) Pronunciation : Intonation
- c) Pronunciation: Stress
- d) Pronunciation: Meaningful Minimal Pairs

- e) Grammar Discourse
- f) Strategy consciousness raising
- g) Interactive techniques, such as :

Interview.

- 1) Guessing Games
- 2) Jigsaw Tasks
- 3) Ranking Exercise
- 4) Discussion
- 5) Value Clarification
- 6) Problem – Solving Activities
- 7) Role Play
- 8) Simulations
- 9) Individual Practice : Oral Dialogue Journal¹⁹

Based on the above explanation, the teacher chose relevant technique to improve students' speaking skill.

e. Testing Speaking

Carroll says educational test is “a procedure designed to elicit certain behavior from which one can make inferences about certain characteristic of an individual.”²⁰

From this definition, a test is a measurement instrument designed to elicit sample of an individual's behavior.

The five major categories of test method facet are:

- a. The testing environment.
- b. The test rubric.
- c. The nature of the input the test taker receives.
- d. The nature of the expected response to that input.
- e. The relationship between input and response.²¹

¹⁹ Jeremy Harmer, *How to Teach English*, (England: Addison Wesley Longman 2004), p. 279.

²⁰ J.Carroll, *Educational Test*, (England: Fulham University,2003), p.78.

²¹ Lyle, F. Bachman, *Fundamental Considerations in Language Testing*, (Oxford : Oxpord University Press, 1990), p.20.

There are types of testing speaking as stated by weir below:

1. Verbal essay

The candidate is asked to speak (sometimes directly into a tape recorder) for three minutes on either one or more specified general topics.

Advantages of Verbal Essay;

- a. The candidate has to speak at length which enables a wide range of criteria including fluency to be applied to the output.

Disadvantages o Verbal Essay;

- a. The problems associated with the free uncontrolled writing task above apply equally to this type of oral task.
- b. The more open – ended topic, the more successful performance in it might be dependent on background or cultural knowledge and draw upon factors such as imagination or creativity.
- c. The use of tape recorders for the conduct of this task might be stressful to some candidates.

2. Oral Presentation

The candidate is expected to give a short talk on a topic which he has either been asked to prepare beforehand or has been informed of shortly before the test.

Advantages of Oral Presentation;

- a. It is often very effective to get the candidate to talk about himself.
- b. Integrating the activity with previously heard or previously read text the oral task can be made to equate realistically with real life tasks that the candidate might have to perform in the target situation.

Disadvantages of Oral Presentation;

- a. If the candidate knows the topic well in advance there is a danger that he can learn it by heart.
- b. The multiplicity of interpretation of broad topics may create problems in assessment.

3. The Free Interview

In this type of interview the conversation unfolds in an unstructured fashion and no set of procedures is laid down in advance.

Advantages of Free Interview;

- a. Because of this face and content validity in particular, the interview is a popular means of testing the oral skills of candidates.

- b. Free interviews are like extended conversations and the direction is allowed to unfold as the interview takes place.

Disadvantages of Free Interview;

- a. As there are not set procedures for eliciting language the performances are likely to vary from event to event to event not least because different topics may be broached and differences may occur in the way the interview is conducted.
- b. The procedure is time consuming and difficult to administer if there are large numbers of candidates.

4. The Control Interview

In this procedure there are normally a set of procedures determined in advance for eliciting performance.

Advantages of Control Interview;

- a. There is a greater possibility in this approach of candidates being asked same questions and thus it is easier to make comparisons across performance.
- b. The procedure has a higher degree of content and face validity than most other techniques apart from the role play and information gap exercises in the UNCLES / RSA certificates in communicative skill in English.
- c. It has been shown also where that with sufficient training and standardization of examiners to the procedures and scale

employed, reasonable reliability figures can be reached with this technique.

- d. A particularly effective oral interview can occur when the candidate is interviewed and assessed by both a language and a subject specialist who have been standardized to agreed criteria.

Disadvantages of Control Interview;

- a. One of the drawbacks of the interview is that it cannot cover the range of situations candidates might find themselves in even where the target level performance is circumscribed as in by the case of the FSI.
- b. Even when the procedures for eliciting performance are specified in advance there is still no guarantee that candidates will be asked the same questions in the same manner, even by the same examiner.

5. Information Transfer : Description of a Picture Sequence.

The candidate sees a panel of a picture depicting a chronologically ordered sequence of events and has to tell the story in the past tense.

Advantages of Information Transfer: Description of a Picture Sequence;

- a. The task required of the candidates is clear.
- b. It can be an efficient procedure and one of the few available to get the candidate to provide an extended sample of connected speech which allows the application of a wide range of criteria in assessment.
- c. Because all candidates are constrained by common information provided by pictures or drawings it allows a comparison of candidates which is relatively untainted by background or cultural knowledge given that the drawings themselves are culture free.
- d. The value of the techniques is dependent on the pictures being clear and unambiguous and free from cultural or educational bias.

Disadvantages Information Transfer: Description of a Picture Sequence;

- a. The authenticity of this task is limited though it could be said to represent the situation of having to describe something which has happened i.e. an informational routine.
- b. If the quality of the pictures is in any way deficient then the candidate may not have the opportunity of demonstrating his best performance.

6. Information Transfer

The examiner asks the candidate a number of questions about the content of a picture which he has had time to study.

Advantages of Information Transfer;

There may be considerable benefit in investigating this technique, which already performs a valuable role in the oral component of the PLAB English test for overseas doctors.

Disadvantages of Information Transfer;

- a. The candidate is cast in the sole role respondent and is denied the opportunity to ask questions.
- b. The pictures need to be clear and unequivocal for the reasons stated above in discussions of a sequence of pictures.

7. Interaction Tasks

Information gap student – student

In these tasks student normally work in pairs and each is given only part of the information necessary for completion of the task.

Advantages of Tasks;

- a. There can be few test tasks which represent the act of communication better than this as it fulfils most of the criteria laid down by Morrow (1979) for what makes a test

communicative, e.g., it should be reciprocal, purposeful, contextualized and interactive.

- b. As a normal feature of the interaction they can use question forms, elicit information, make request, ask for clarification and paraphrase in order to succeed in the tasks, i.e., deploy improvisational as well as interactional skills.
- c. The task is highly interactive and as such comes much closer than most other tasks in this section to representing real communication.

Disadvantages of Tasks;

- a. There is a problem if one of the participants dominates the interactions as the other candidate may have a more limited opportunity to demonstrate communicative potential.
- b. Similarly if there is a large difference in proficiency between the two this may influence performance and the judgments made on it.
- c. There is also the problem if one of the candidates is more interested in the topic or the tasks as the interaction may become one sided as a result.
- d. Candidates are being assessed on their performance in a single situation and extrapolations need to be made about their ability to perform in other situations from this.

- e. There are also practical constraints such as the time available, the difficulties of administrations and the maintenance of test security.

8. Role Play

A number of examining board, include role play situation where the candidate is expected to play one of the roles in an interaction which might e reasonably expected of him in the real world.

Advantages of Role Play;

The technique can be valid in both face and content terms for a wide variety of situations and the experience of the examination boards suggest that it is a practical and potentially a highly valid and reliable means of assessing a candidate's ability to participate effectively in oral interaction.

Disadvantages of Role Play;

- a. There is a danger that the histrionic abilities of some candidates may weigh in their favour at the expense of the more introverted.
- b. Practical constraints operate here as well, especially in large scale testing operations.²²

²² Cyril J. Weir, *Communicative Language Testing*, (New York: Prentice Hall, 1990), p.73-80.

f. Indicators of Speaking Skill

According to Arthur Hughes, To know indicators about student skill in speaking skill, Students must comprehend about it, as follows:²³

1. Accent
2. Grammar
3. Vocabulary
4. Fluency
5. Comprehension

Table I
Indicators of Speaking Skill

No	The Aspects of Scored	Score
1	Accent	1-5
	<ul style="list-style-type: none">• Pronunciation frequently unintelligible.	0
	<ul style="list-style-type: none">• Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	1
	<ul style="list-style-type: none">• Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	2
	<ul style="list-style-type: none">• Marked foreign accent and occasional mispronunciation with do not interfere with understanding.	3
	<ul style="list-style-type: none">• No conspicuous mispronunciation, but would not be taken for a native speaker.	4
	<ul style="list-style-type: none">• Native pronunciation, with no trace of foreign accent.	5

²³ Arthur Hughes, *Indicators of Speaking Skill*, (Harvard, England, 2001), p.66.

2	Grammar	0-5
	<ul style="list-style-type: none"> • Grammar almost entirely inaccurate phrases. 	0
	<ul style="list-style-type: none"> • Constant errors showing control of very few major patterns and frequently preventing communication. 	1
	<ul style="list-style-type: none"> • Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 	2
	<ul style="list-style-type: none"> • Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding. 	3
	<ul style="list-style-type: none"> • Few errors, with no patterns of failure. 	4
	<ul style="list-style-type: none"> • No more than two errors during the interview. 	5
3	Vocabulary	0-5
	<ul style="list-style-type: none"> • Vocabulary inadequate for even the simplest conversation. 	0
	<ul style="list-style-type: none"> • Vocabulary limited to basic personal and survival areas. 	1
	<ul style="list-style-type: none"> • Choice of words sometimes inaccurate, limitations of vocabulary prevent discussions of some common professionals and social topics. 	2
	<ul style="list-style-type: none"> • Professional vocabulary adequate to discuss special interests, general vocabulary permits discussions of any non technical subject with some circum locutions. 	3
	<ul style="list-style-type: none"> • Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations. 	4
	<ul style="list-style-type: none"> • Vocabulary apparently and extensive as that of an educated native speaker. Vocabulary apparently and extensive as that of an educated native speaker. 	5
4	Fluency	0-5
	<ul style="list-style-type: none"> • Speech is so halting and fragmentary that conversation is virtually impossible. 	0
	<ul style="list-style-type: none"> • Speech is very slow and uneven except for short or routine sentences. 	1
	<ul style="list-style-type: none"> • Speech is frequently hesitant and jerky, sentences may be left uncompleted. 	2
	<ul style="list-style-type: none"> • Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. 	3
	<ul style="list-style-type: none"> • Speech is effortless and smooth, but perceptibly non-native in speech and evenness. 	4
	<ul style="list-style-type: none"> • Speech on all professional and general topics as effortless and smooth as a native speaker's. 	5

5	Comprehension	0-5
	<ul style="list-style-type: none"> Understands too little for the simplest type of conversation. 	0
	<ul style="list-style-type: none"> Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing. 	1
	<ul style="list-style-type: none"> Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. 	2
	<ul style="list-style-type: none"> Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing. 	3
	<ul style="list-style-type: none"> Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech. 	4
	<ul style="list-style-type: none"> Understands everything in both formal and colloquial speech to be expected of an educated native speaker. 	5

B. Review of Related Findings

Researcher reviewed some findings as follows: First, Basariah Siregar in 2009/2010²⁴, the used method in this research was quantitative method, where the data were collected and done through statistical analysis. While, the type of the research was correlative research. In which she found the correlation between question words mastery and speaking ability of MTs.S Muhammadiyah 09 K.H.A Dahlan Sapirok. The title is "The Correlation Between Question Words Mastery And Speaking Mastery at VIII Grade Students of MTs.S Muhammadiyah 09 K.H.A Dahlan Sapirok in 2009/2010 academic year" the result of her script is: the question words mastery of the VIII

²⁴ Basariah Siregar, *The Correlation between Question Words Mastery and Speaking Mastery at Grade VIII students of Mts.s Muhammadiyah 09 K.H.A Dahlan Sapirok in 2009 /2010 academic year*, (Padangsidempuan: Universitas Muhammadiyah Tapanuli Selatan 2009.)

grade students of MTs.S Muhammadiyah 09 K.H.A Dahlan Sapirok is very good. She said that there is significant correlation between question words and speaking mastery.

Then, Lina Yanti Siagian in 2010/2011²⁵, the used method in this research was quantitative method, where the data were collected and done through statistical analysis. While, the type of the research was comparative research. In which she found how far the difference between environment and achievement in speaking at XI Boarding school and full day school students of Nurul Ilmi Padangsidempuan. The title is “Comparative Study of Speaking Achievement Between Grade XI Boarding School and Full Day School Students of SMA Nurul Ilmi Padangsidempuan” the result of her script was: there was significant difference of speaking achievement between boarding school and full day school is 2.217, where students ability of speaking in full day can be seen in mean of it is 72.86 and the speaking in boarding school can be seen in mean of it is 61.93.

The third, the research done by Noprina Handayani Haris²⁶, review of related finding that discussed about listening comprehension. It was done to prove that there was not a similar research that had research before. Research had done at department of English

²⁵ Lina Yanti Siagian, *Comparative Study of Speaking Achievement Between Grade XI Boarding School and Full Day School Students of SMA Nurul Ilmi Padangsidempuan*, (Padangsidempuan: STAIN Padangsidempuan.)

²⁶ Noprina Handayani Haris, *Comparative Study of Speaking Achievement Between Grade XI Boarding School and Full Day School Students of SMA Nurul Ilmi Padangsidempuan* (Syarif Hidayatullah State Islamic University: Jakarta).

Education the faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University Jakarta on 2009. The title was: “The effectiveness on using video in teaching learning (experiment) study of eight grade students at MTs Al-Mursyidiyyah Pamulang” The result of the thesis was had proved that students who are taught by using video (experimental class) more effective than students who taught without using video (control class).

The result of research above is related to this research entitled “The Correlation Between Grade XI Students’ Listening Skill and Speaking Skill at SMA Negeri 5 Padangsidempuan.”

C. Conceptual Framework

The successfulness of listening skill depends on many factors one of them is how the technique of teacher teaches students English. The suitable technique is very important for teacher especially to teach speaking.

Expressing idea, thought, opinion, and argumentation in speaking, students’ can build up knowledge, and to expressing what in their mind directly to their friend or the other people. English teacher should be able to speak and use suitable strategy as well as present the teaching material. A clear teacher is one who presents material in ways that make it easy to understand.

As well as producing skill of the lesson content, moderate, to apply their learned knowledge in their other classroom activities such

as answering question and problem solving. Speaking, as a productive skill actually requires a skill to plant what is to say, organize the ideas, persuade the listener to accepts, the idea and add something to be processed in communication itself.

D. Hypothesis

The hypothesis is one of the most important components of the research problems. Its truth can be emended after doing the research. This idea is supported by the idea of Suharsimi Arikunto which stated "Hypothesis can be meant as a provisional answer to the research problems."²⁷

The hypothesis of this research; There was correlation grade XI students' between listening skill and speaking skill at SMA Negeri 5 Padangsidempuan.

²⁷ Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2005), p.71.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Nowadays, English has been an important language. It is widely used by most countries in the world as medium of communication for international relation. It is also widely used the language of the printed information. A great of the world scientific, commercial, economic, and geochronology is written and published in English. In Indonesia, the needed of English as foreign language has developed.

It is an instrument to transfer modern knowledge, culture, and to grow up International relation. Realizing how important this language, our government has determined English as the first foreign language to be taught in Indonesia. By learning it, they are except of their further studies.

Speaking is important skill. And it should be mastered by students. As known, speaking is oral language between speaker and hearer, and speaking is communicative competence in English. The students will speak English if they have vocabulary mastery. Listening has correlation with speaking because if student is good at listening they are good at. So researcher could not be separated listening and speaking. Moreover, English is not spoken in their daily conversation. Thus, it is hard still to find who speaks English well.

When researcher did PPL at SMA Negeri 5 padangsidimpuan, researcher taught listening and speaking subject to them. When researcher

Gave test to the students with exercise listening and speaking, their score was not good, and researcher asked to my students about the subject. They answered That they felt English subject was difficulties to speak because low vocabularies to them, and listening subject the audio was not clear because the recorder not clear to be heard, so make them become lazy about it.

Based on researchers' observation that most of SMA Negeri 5 Padangsidimpuan students got low score in listening and speaking subjects. Additionally, difficulties, laziness, shameness, mistakes and misunderstanding made students are not able to speak English and get a good result of English.

Moreover grade XI Students' listening problems are lack in understanding, lack of evaluation to hear, and lack of interpretation. And students' speaking problems are low in accent, low in grammar, low in vocabulary, low in fluency and low in comprehension. Those aspects are very important for speaking. So that students' must master all the aspects required to make people can understand what your their ideas are.

Based on the problem, the researcher wants to discuss about "The correlation between grade XI students' listening skill and speaking skill at SMA negeri 5 Padangsidimpuan". The research will be done at for grade XI students SMA Negeri 5 Padangsidimpuan.

B. Identification of the Problems

Based on researcher's pre observation that grade XI students' listening and speaking results are low. In listening problems are lack in understanding, lack of evaluation to hear and lack of interpretation. And in speaking problems are low in accent, low in grammar, low in vocabulary, low in fluency and low in comprehension.

The students get difficulty in listening and speaking, so that listening needs understanding, evaluation and interpretation to hear. While speaking needs accent, grammar, vocabulary, fluency and comprehension.

C. Limitation of the Problems

Based on the identification of the problem, the researcher did the research only for grade XI in listening skill and speaking skill at SMA Negeri 5 padangsidempuan.

D. Formulation of the Problems

From the above explanation, the researcher wants to say that the problems were formulated on questions below.

1. What was the extent of grade XI students' listening skill at SMA Negeri 5 Padangsidempuan?
2. What was the extent of grade XI students' speaking skill at SMA Negeri 5 Padangsidempuan?

3. Was there correlation between grade XI students' listening skill and speaking skill at SMA Negeri 5 Padangsidempuan?

E. The Aims of the Research

The aims of the research are:

1. To know grade XI students' listening skill at SMA Negeri 5 Padangsidempuan.
2. To know grade XI students' speaking skill at SMA Negeri 5 Padangsimpuan.
3. To know the correlation between grade XI students' listening skill and speaking skill at SMA Negeri Padangsidempuan.

F. Significances of The Research

The findings of this research are dedicated to:

1. Headmaster, to give suggestion to English teacher in improving the learners' skill in English especially speaking and listening subject.
2. Teacher, to find out the suitable methods in teaching English, especially speaking and listening subject.
3. Students, to motivate and make them interested in learning English, especially speaking and listening subject.

G. Definition of Operational Variables

To avoid ambiguity, the researcher clarified the used terms in this research as follows:

Listening skill is viewed theoretically as an active process in which individuals focus on selected aspects of aural input, construct meaning that involves production and receiving and processing information.¹ Listening skill is the skill to follow, process, and understand spoken language. Listening is a primary process in understanding the words of the speaker.

Listening skill is a process of listening to verbal symbols with caring, understanding, appreciation, and interpretation for obtaining information, catch the content or the message and understand the meaning of communication

Speaking skill is an interactive process of constructing meaning that involves production and receiving and processing information. According to David Nunan that Speaking skill is productive aural or oral skill, it consist of producing systematic verbal utterances to convey meaning.²

Based on those definitions above, the researcher concludes that listening is a process to hear for verbal symbols and catch the message of communication. While speaking is a process in form communication,

H. Outline of the Thesis

The systematic of this research are divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

1. Chapter one discussed about introduction, they are: *First*, background of the problem this research was the researcher wanted to know how

¹n.n http://wik.answers.com/Q/what_is_listening_comprehension/

² David Nunan, *Practical English Language Teaching*, (New York: Mc.Grawhill,2003), p.48.

the correlation between students' listening skill and speaking skill at SMA Negeri 5 Padangsidempuan. *Second*, identification of the problem students' about listening skill and speaking skill. *Third*, limitation of the problem this research was the researcher wanted research only for grade eleventh in listening skill and speaking skill. *Fourth*, formulation of the problem included is the grade eleventh students' at SMA Negeri 5 Padangsidempuan was the extent listening skill and speaking skill? And was the correlation between listening skill and speaking skill? *Fifth*, aims of the research, they are; to know students' skill in listening to know students skill in speaking and to know the correlation between listening and speaking in grade eleventh students', *Sixth*, significances of the problem for all the reader and especially for element SMA Negeri 5 padangsidempuan include the principles, the teachers, the students and also for candidate researcher who want to conduct this research further.

2. Chapter Two consists of theoretical description, which explains about the definition, process, difficulties and indicators in listening, and in speaking which explain about the definition, elements, difficulties, testing and indicators in speaking. Review of related findings, conceptual framework and hypothesis of this research.
3. Chapter Three discuss about the methodology of the research that consist of, *First*, research design. This research will be done with statistical analysis with to correlation product moment. *Second*, time

and place of the research will be held in SMA negeri 5 Padangsidempuan. *Third*, population and sample of this research was all of grade eleventh students' and as sample was in grade eleventh IPA one in SMA Negeri 5 padangsidinmpuan. *Fourth*, technique of data collection the researcher used the instrument for collecting data by test and document. *Fifth*, instrument validity test was students. And *sixth* technique of data analysis. This data analyzed with quantitative method.

4. Chapter Four consists of, *First*, the analysis data; consist of variables score of listening skill and speaking skill, frequency distribution data description hypothesis test and the bar chart score listening and speaking. *Second* The normality examination was done to know the normal distribution of data. *Third*, testing of hypothesis was to found significant correlation. *Fourth*, discussion talking about research and the threats of the research, which talking about the threats that researcher found in the process of research.
5. Chapter Five was involved: Conclusions about the research and suggestion for all.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Theoretical Description

1. Listening

a. Definition of listening.

Listening is a process of listening to verbal symbols with caring, understanding, appreciation, and interpretation for obtaining information, catch the content or the message and understand the meaning of communication submitted by the speaker through speech or spoken language.³ Listening comprehension is a primary process in understanding the words of the speaker. It is a complex communication process which requires instant thought and individual ability to construct the meaning. the development of listening comprehension varies depending on the personal, social, and cultural experiences of the student.

Listening comprehension is influenced by the listener's world knowledge, linguistic knowledge, text structure knowledge, and metacognitive knowledge.

³ Henry Guntur Tarigan, *Menyimak Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1990), p.28

b. The Process of Listening

Listening is an activity which is a process. Of course in this process there are stages as follows:

- a) Phase heard, in this stage we just heard everything put forward by the speaker in the speech or speaking. So we're still in the stage of hearing.
- b) Stage of understanding, after we hear there is a desire for us to know or understand well the content of the talks delivered by the speaker. So we come to the stage of understanding.
- c) Phase interpretation, a good listener, thorough and meticulous, yet be satisfied if only to hear and understand the speech of the speaker, he wants to construe or interpret the contents, opinions beads contained and implied in that speech. Thus, the listener has arrived at the stage of interpreting.
- d) Evaluate phase, after understanding and be able to interpret or interpret the contents of the conversation, the listener even start to assess or evaluate the opinions and ideas of the speaker, where the advantages and disadvantages, where kindness and shortcomings of the speaker. So thus it came to the Evaluating stage.
- e) Phase response, is the last stage in listening activities, imbibe, absorb and accept the idea or ideas expressed by the speaker in

the speech or conversation. The listener also came on stage (responding).⁴

c. Listening in Real Life

In real life, there are two ways in which often listens they are:

a) *'Casual' listening*: Sometimes listen with no particular purpose in mind, and often without much concentration. Examples of this kind of listening are: listening to the radio while doing some housework; chatting to a friend. Usually we do not listen very closely, unless we hear something that particularly interest us, and afterwards we may not remember much of what we heard.

b) *'Focus' listening*: At others time we listen for a particular purpose in mind, to find out information we need to know. Examples of this kind of listening are:

1. Listening to a piece of important news on the radio.
2. Listening to someone explaining how to operate a machine.

In these situations, we listen much more closely.

3. But we do not listen to everything we hear with equal concentration- we listen for the most important points or for particular information. Usually, we know beforehand what

⁴ Henry Guntur Tarigan, Op Cit., p. 58-59.

we are listening for (the things we want to know), and this helps us to listen.⁵

d. The Listening Difficulties

To make English speaking easier, we must know what the listening difficulties are. According to Brown that there are eight factors which make listening difficult as follows.

a) Clustering

Attending to appropriate “chunks” of language - phrases, clauses, constituents.

b) Redundancy

Recognizing the kinds of repetitions, rephrasing, elaborations, and insertions that unrehearsed spoken language often contains, and benefiting from that recognizing

c) Reduced forms

Understanding the reduced forms that may not have been a part of an English learner’s past learning experiences in classes where only formal “textbook” language has been presented.

d) Performance variables

Being able to “weed out” hesitations, false starts, pauses, and corrections in natural speech.

⁵ Adrian Doff, *Teach English: a Training Course for Teachers*, (New York: Cambridge Press, 1990), p. 198-199.

e) Colloquial language

Comprehending idioms, slang, reduced forms, shared cultural knowledge.

f) Rate of delivery

Keeping up with the speed of delivery, processing automatically as the speaker continue.

g) Stress, rhythm, and intonation

Correctly understanding prosodic elements of spoken language, which is almost always much more difficult than understanding the smaller phonological bits and pieces

h) Interaction

Managing the interactive flow of language from listening to speaking and listening, etc.⁶

e. Indicators of Listening Skill

To know indicators about student skill in listening skill, Students must comprehend about it, as follows:

- 1) The Students understanding English oral conversation upon listening to recorded English conversational dialogues.
- 2) The students understand English conversational dialogues by means of answering a set of given questions after a dialogue in English is heard.

⁶ H. Douglas Brown, Op Cit. p. 122.

- 3) To understand English oral conversation in the form of recorded dialogues.⁷

In assessing levels of listening achievement, special attention was students' skills to listen effectively as required by the formal school environment;

- 1) The Students' skills to understand and explain the main themes, ideas and points of view expressed in spoken texts; and
- 2) The Students' awareness of the relationship between the medium and the message in spoken text.⁸

2. Speaking Skill

a. Definition of Speaking

Speaking should be taught as it is used in real life, where people use it for communications to express, feelings, ideas and emotions. speaking also serves as the natural means of communications between members of community both for expression of thought and as a form of social behavior. The speakers say words to the listener not only to express what he needs whether information service. Most people might spend of their everyday life in communicating with others.

⁷ <http://www.scribd.com/doc/Bahasa-Inggris-SMA>.

⁸ http://www.dest.gov.au/mla/NSELS_35_Listning.html

Henry Guntur Tarigan said that *Berbicara adalah kemampuan mengucapkan bunyi-bunyi artikulasi atau kata-kata untuk mengekspresikan, menyatakan, serta menyampaikan pikiran, gagasan, dan perasaan dalam berbicara*⁹. In the other words Henry Guntur Tarigan said that speaking skill is the skill to pronounce sound articulations of words to express, to declare and to deliver the ideas, feelings or senses in speaking.

Houghton Mifflin company said that speaking skill is a skill to the utterance of intelligible speech, speech production is the utterance, vocalization, the use of the uttered sounds for auditory communications, speech is also the exchange of the spoken words they were perfectly comfortable together without speech.¹⁰

David Nunan said “Speaking skill is a skill to productive aural or oral skill, it consist of producing systematic verbal utterances to convey meaning“.¹¹ Meanwhile, Jones said “speaking skill is a skill to form of communication”. It can be said that the speaker must consider the person they are talking to as listener. The activity that the person does primary based on particular goal. So, it is important that everything we wants to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across.

⁹ Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 1990), p.15

¹⁰ Houghton Mifflin, *Dictionary of the English Language* (American: the American heritage.

¹¹ David Nunan, *Op. cit* p.48

Henry Guntur also said that “ *Tujuan utama dari berbicara adalah untuk berkomunikasi, agar dapat menyampaikan pikiran secara efektif*”.¹² The main purpose of speaking is to communicate, it means to express what in our mind effectively

So, based on Henry’s statement, to be able to convey our through a good communications form effective communication.

b. Elements of Speaking

For teaching speaking, the teacher must know what the elements of speaking are. According to Harmer that there are four elements of speaking as follows:¹³

- a) Connected speech
- b) Expressive devices
- c) Lexis and grammar
- d) Negotiation language
- e) Connected Speech

- a) Connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech sounds are modified, omitted, added or weakened (through contractions and stress patterning).¹⁴

¹² Henry Guntur Tarigan, Op.Cit., p.15

¹³ Jeremy Harmer, *The Practice of English Language Teaching* (England: Longman,2003), p.269-270.

¹⁴ Ibid, p.271.

b) Expressive devices

Expressive devices is native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed and show by other physical and non verbal means how they are feeling. The use of these devices contributes to the ability to convey meanings.

They allow the extra expression of emotion and intensity. Students should be able to convey at least some of such suprasegmental features and devices in the same way if they are to be fully effective communicators.¹⁵

c) Lexis and Grammar

Lexis and grammar is spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of interactions.¹⁶

¹⁵ Ibid, p.272.

¹⁶ Ibid, p.272.

d) Negotiations language

Negotiation language is effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk. For students this is especially crucial. A useful thing teachers can do, therefore, is to offer them phrases such as:¹⁷

I am sorry I don't understand

Could you explain that again, please?

c. The Speaking Difficulties

To make to English speaking easier, we must know what its difficulties are. According to Brown that there are eight factors which make speaking difficult as follows:

- a) Clustering
- b) Redundancy
- c) Reduced Forms
- d) Performance Variables
- e) Colloquial Language
- f) Rate of Delivery
- g) Stress, Rhythm and Intonation
- h) Interactions¹⁸

¹⁷ Ibid. p.273.

¹⁸ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (new jersey: Engelwood cliffs,2001), p.256-257.

a) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c) Reduced Forms

Contractions, elisions, reduced vowels, etc. all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking.

d) Performance Variables

One of the advantages of spoken language is that process of thinking to manifest a certain number of performance hesitations, pauses, backtracking and corrections. For example, in English "thinking time" is not silent, but filled with: uh, um, well, you know, I mean, like, etc. one of the important differences between native and non native speakers of a language is in their hesitation phenomena.

e) Colloquial language

Make sure the students are reasonably well acquainted with the words, idioms and phrases of colloquial language and that they get practice in producing these forms.

f) Rate of delivery

Another important characteristic of fluency is rate of delivery. One of tasks in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes of fluency.

g) Stress, Rhythm and Intonation

This is the most important characteristic of English pronunciation. The stress timed rhythm of spoken English and its intonation patterns convey important messages.

h) Interaction

Learning to produce waves of language in a vacuum without interlocutors would fine speaking skill of its richest component: the creativity of conversational negotiations.

d. Technique for Oral Communication Skills

To make oral communication easier, there are techniques to teach it. According to Brown that there are some techniques could be used to teach various speaking skills as follows:

- a) Pronunciation: Rhythm and Thought Groups
- b) Pronunciation : Intonation
- c) Pronunciation: Stress
- d) Pronunciation: Meaningful Minimal Pairs

- e) Grammar Discourse
- f) Strategy consciousness raising
- g) Interactive techniques, such as :

Interview.

- 1) Guessing Games
- 2) Jigsaw Tasks
- 3) Ranking Exercise
- 4) Discussion
- 5) Value Clarification
- 6) Problem – Solving Activities
- 7) Role Play
- 8) Simulations
- 9) Individual Practice : Oral Dialogue Journal¹⁹

Based on the above explanation, the teacher chose relevant technique to improve students' speaking skill.

e. Testing Speaking

Carroll says educational test is “a procedure designed to elicit certain behavior from which one can make inferences about certain characteristic of an individual.”²⁰

From this definition, a test is a measurement instrument designed to elicit sample of an individual's behavior.

The five major categories of test method facet are:

- a. The testing environment.
- b. The test rubric.
- c. The nature of the input the test taker receives.
- d. The nature of the expected response to that input.
- e. The relationship between input and response.²¹

¹⁹ Jeremy Harmer, *How to Teach English*, (England: Addison Wesley Longman 2004), p. 279.

²⁰ J.Carroll, *Educational Test*, (England: Fulham University,2003), p.78.

²¹ Lyle, F. Bachman, *Fundamental Considerations in Language Testing*, (Oxford : Oxpord University Press, 1990), p.20.

There are types of testing speaking as stated by weir below:

1. Verbal essay

The candidate is asked to speak (sometimes directly into a tape recorder) for three minutes on either one or more specified general topics.

Advantages of Verbal Essay;

- a. The candidate has to speak at length which enables a wide range of criteria including fluency to be applied to the output.

Disadvantages o Verbal Essay;

- a. The problems associated with the free uncontrolled writing task above apply equally to this type of oral task.
- b. The more open – ended topic, the more successful performance in it might be dependent on background or cultural knowledge and draw upon factors such as imagination or creativity.
- c. The use of tape recorders for the conduct of this task might be stressful to some candidates.

2. Oral Presentation

The candidate is expected to give a short talk on a topic which he has either been asked to prepare beforehand or has been informed of shortly before the test.

Advantages of Oral Presentation;

- a. It is often very effective to get the candidate to talk about himself.
- b. Integrating the activity with previously heard or previously read text the oral task can be made to equate realistically with real life tasks that the candidate might have to perform in the target situation.

Disadvantages of Oral Presentation;

- a. If the candidate knows the topic well in advance there is a danger that he can learn it by heart.
- b. The multiplicity of interpretation of broad topics may create problems in assessment.

3. The Free Interview

In this type of interview the conversation unfolds in an unstructured fashion and no set of procedures is laid down in advance.

Advantages of Free Interview;

- a. Because of this face and content validity in particular, the interview is a popular means of testing the oral skills of candidates.

- b. Free interviews are like extended conversations and the direction is allowed to unfold as the interview takes place.

Disadvantages of Free Interview;

- a. As there are not set procedures for eliciting language the performances are likely to vary from event to event to event not least because different topics may be broached and differences may occur in the way the interview is conducted.
- b. The procedure is time consuming and difficult to administer if there are large numbers of candidates.

4. The Control Interview

In this procedure there are normally a set of procedures determined in advance for eliciting performance.

Advantages of Control Interview;

- a. There is a greater possibility in this approach of candidates being asked same questions and thus it is easier to make comparisons across performance.
- b. The procedure has a higher degree of content and face validity than most other techniques apart from the role play and information gap exercises in the UNCLES / RSA certificates in communicative skill in English.
- c. It has been shown also where that with sufficient training and standardization of examiners to the procedures and scale

employed, reasonable reliability figures can be reached with this technique.

- d. A particularly effective oral interview can occur when the candidate is interviewed and assessed by both a language and a subject specialist who have been standardized to agreed criteria.

Disadvantages of Control Interview;

- a. One of the drawbacks of the interview is that it cannot cover the range of situations candidates might find themselves in even where the target level performance is circumscribed as in by the case of the FSI.
 - b. Even when the procedures for eliciting performance are specified in advance there is still no guarantee that candidates will be asked the same questions in the same manner, even by the same examiner.
5. Information Transfer : Description of a Picture Sequence.

The candidate sees a panel of a picture depicting a chronologically ordered sequence of events and has to tell the story in the past tense.

Advantages of Information Transfer: Description of a Picture Sequence;

- a. The task required of the candidates is clear.
- b. It can be an efficient procedure and one of the few available to get the candidate to provide an extended sample of connected speech which allows the application of a wide range of criteria in assessment.
- c. Because all candidates are constrained by common information provided by pictures or drawings it allows a comparison of candidates which is relatively untainted by background or cultural knowledge given that the drawings themselves are culture free.
- d. The value of the techniques is dependent on the pictures being clear and unambiguous and free from cultural or educational bias.

Disadvantages Information Transfer: Description of a Picture Sequence;

- a. The authenticity of this task is limited though it could be said to represent the situation of having to describe something which has happened i.e. an informational routine.
- b. If the quality of the pictures is in any way deficient then the candidate may not have the opportunity of demonstrating his best performance.

6. Information Transfer

The examiner asks the candidate a number of questions about the content of a picture which he has had time to study.

Advantages of Information Transfer;

There may be considerable benefit in investigating this technique, which already performs a valuable role in the oral component of the PLAB English test for overseas doctors.

Disadvantages of Information Transfer;

- a. The candidate is cast in the sole role respondent and is denied the opportunity to ask questions.
- b. The pictures need to be clear and unequivocal for the reasons stated above in discussions of a sequence of pictures.

7. Interaction Tasks

Information gap student – student

In these tasks student normally work in pairs and each is given only part of the information necessary for completion of the task.

Advantages of Tasks;

- a. There can be few test tasks which represent the act of communication better than this as it fulfils most of the criteria laid down by Morrow (1979) for what makes a test

communicative, e.g., it should be reciprocal, purposeful, contextualized and interactive.

- b. As a normal feature of the interaction they can use question forms, elicit information, make request, ask for clarification and paraphrase in order to succeed in the tasks, i.e., deploy improvisational as well as interactional skills.
- c. The task is highly interactive and as such comes much closer than most other tasks in this section to representing real communication.

Disadvantages of Tasks;

- a. There is a problem if one of the participants dominates the interactions as the other candidate may have a more limited opportunity to demonstrate communicative potential.
- b. Similarly if there is a large difference in proficiency between the two this may influence performance and the judgments made on it.
- c. There is also the problem if one of the candidates is more interested in the topic or the tasks as the interaction may become one sided as a result.
- d. Candidates are being assessed on their performance in a single situation and extrapolations need to be made about their ability to perform in other situations from this.

- e. There are also practical constraints such as the time available, the difficulties of administrations and the maintenance of test security.

8. Role Play

A number of examining board, include role play situation where the candidate is expected to play one of the roles in an interaction which might e reasonably expected of him in the real world.

Advantages of Role Play;

The technique can be valid in both face and content terms for a wide variety of situations and the experience of the examination boards suggest that it is a practical and potentially a highly valid and reliable means of assessing a candidate's ability to participate effectively in oral interaction.

Disadvantages of Role Play;

- a. There is a danger that the histrionic abilities of some candidates may weigh in their favour at the expense of the more introverted.
- b. Practical constraints operate here as well, especially in large scale testing operations.²²

²² Cyril J. Weir, *Communicative Language Testing*, (New York: Prentice Hall, 1990), p.73-80.

f. Indicators of Speaking Skill

According to Arthur Hughes, To know indicators about student skill in speaking skill, Students must comprehend about it, as follows:²³

1. Accent
2. Grammar
3. Vocabulary
4. Fluency
5. Comprehension

Table I
Indicators of Speaking Skill

No	The Aspects of Scored	Score
1	Accent	1-5
	<ul style="list-style-type: none">• Pronunciation frequently unintelligible.	0
	<ul style="list-style-type: none">• Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	1
	<ul style="list-style-type: none">• Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	2
	<ul style="list-style-type: none">• Marked foreign accent and occasional mispronunciation with do not interfere with understanding.	3
	<ul style="list-style-type: none">• No conspicuous mispronunciation, but would not be taken for a native speaker.	4
	<ul style="list-style-type: none">• Native pronunciation, with no trace of foreign accent.	5

²³ Arthur Hughes, *Indicators of Speaking Skill*, (Harvard, England, 2001), p.66.

2	Grammar	0-5
	<ul style="list-style-type: none"> • Grammar almost entirely inaccurate phrases. 	0
	<ul style="list-style-type: none"> • Constant errors showing control of very few major patterns and frequently preventing communication. 	1
	<ul style="list-style-type: none"> • Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 	2
	<ul style="list-style-type: none"> • Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding. 	3
	<ul style="list-style-type: none"> • Few errors, with no patterns of failure. 	4
	<ul style="list-style-type: none"> • No more than two errors during the interview. 	5
3	Vocabulary	0-5
	<ul style="list-style-type: none"> • Vocabulary inadequate for even the simplest conversation. 	0
	<ul style="list-style-type: none"> • Vocabulary limited to basic personal and survival areas. 	1
	<ul style="list-style-type: none"> • Choice of words sometimes inaccurate, limitations of vocabulary prevent discussions of some common professionals and social topics. 	2
	<ul style="list-style-type: none"> • Professional vocabulary adequate to discuss special interests, general vocabulary permits discussions of any non technical subject with some circum locutions. 	3
	<ul style="list-style-type: none"> • Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations. 	4
	<ul style="list-style-type: none"> • Vocabulary apparently and extensive as that of an educated native speaker. Vocabulary apparently and extensive as that of an educated native speaker. 	5
4	Fluency	0-5
	<ul style="list-style-type: none"> • Speech is so halting and fragmentary that conversation is virtually impossible. 	0
	<ul style="list-style-type: none"> • Speech is very slow and uneven except for short or routine sentences. 	1
	<ul style="list-style-type: none"> • Speech is frequently hesitant and jerky, sentences may be left uncompleted. 	2
	<ul style="list-style-type: none"> • Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. 	3
	<ul style="list-style-type: none"> • Speech is effortless and smooth, but perceptibly non-native in speech and evenness. 	4
	<ul style="list-style-type: none"> • Speech on all professional and general topics as effortless and smooth as a native speaker's. 	5

5	Comprehension	0-5
	<ul style="list-style-type: none"> Understands too little for the simplest type of conversation. 	0
	<ul style="list-style-type: none"> Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing. 	1
	<ul style="list-style-type: none"> Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. 	2
	<ul style="list-style-type: none"> Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing. 	3
	<ul style="list-style-type: none"> Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech. 	4
	<ul style="list-style-type: none"> Understands everything in both formal and colloquial speech to be expected of an educated native speaker. 	5

B. Review of Related Findings

Researcher reviewed some findings as follows: First, Basariah Siregar in 2009/2010²⁴, the used method in this research was quantitative method, where the data were collected and done through statistical analysis. While, the type of the research was correlative research. In which she found the correlation between question words mastery and speaking ability of MTs.S Muhammadiyah 09 K.H.A Dahlan Sapirok. The title is "The Correlation Between Question Words Mastery And Speaking Mastery at VIII Grade Students of MTs.S Muhammadiyah 09 K.H.A Dahlan Sapirok in 2009/2010 academic year" the result of her script is: the question words mastery of the VIII

²⁴ Basariah Siregar, *The Correlation between Question Words Mastery and Speaking Mastery at Grade VIII students of Mts.s Muhammadiyah 09 K.H.A Dahlan Sapirok in 2009 /2010 academic year*, (Padangsidempuan: Universitas Muhammadiyah Tapanuli Selatan 2009.)

grade students of MTs.S Muhammadiyah 09 K.H.A Dahlan Sipirok is very good. She said that there is significant correlation between question words and speaking mastery.

Then, Lina Yanti Siagian in 2010/2011²⁵, the used method in this research was quantitative method, where the data were collected and done through statistical analysis. While, the type of the research was comparative research. In which she found how far the difference between environment and achievement in speaking at XI Boarding school and full day school students of Nurul Ilmi Padangsidempuan. The title is “Comparative Study of Speaking Achievement Between Grade XI Boarding School and Full Day School Students of SMA Nurul Ilmi Padangsidempuan” the result of her script was: there was significant difference of speaking achievement between boarding school and full day school is 2.217, where students ability of speaking in full day can be seen in mean of it is 72.86 and the speaking in boarding school can be seen in mean of it is 61.93.

The third, the research done by Noprina Handayani Haris²⁶, review of related finding that discussed about listening comprehension. It was done to proof that there was not a similar research that had research before. Research had done at department of English

²⁵ Lina Yanti Siagian, *Comparative Study of Speaking Achievement Between Grade XI Boarding School and Full Day School Students of SMA Nurul Ilmi Padangsidempuan*, (Padangsidempuan: STAIN Padangsidempuan.)

²⁶ Noprina Handayani Haris, *Comparative Study of Speaking Achievement Between Grade XI Boarding School and Full Day School Students of SMA Nurul Ilmi Padangsidempuan* (Syarif Hidayatullah State Islamic University: Jakarta).

Education the faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University Jakarta on 2009. The title was: “The effectiveness on using video in teaching learning (experiment) study of eight grade students at MTs Al-Mursyidiyyah Pamulang” The result of the thesis was had proved that students who are taught by using video (experimental class) more effective than students who taught without using video (control class).

The result of research above is related to this research entitled “The Correlation Between Grade XI Students’ Listening Skill and Speaking Skill at SMA Negeri 5 Padangsidempuan.”

C. Conceptual Framework

The successfulness of listening skill depends on many factors one of them is how the technique of teacher teaches students English. The suitable technique is very important for teacher especially to teach speaking.

Expressing idea, thought, opinion, and argumentation in speaking, students’ can build up knowledge, and to expressing what in their mind directly to their friend or the other people. English teacher should be able to speak and use suitable strategy as well as present the teaching material. A clear teacher is one who presents material in ways that make it easy to understand.

As well as producing skill of the lesson content, moderate, to apply their learned knowledge in their other classroom activities such

as answering question and problem solving. Speaking, as a productive skill actually requires a skill to plant what is to say, organize the ideas, persuade the listener to accepts, the idea and add something to be processed in communication itself.

D. Hypothesis

The hypothesis is one of the most important components of the research problems. Its truth can be emended after doing the research. This idea is supported by the idea of Suharsimi Arikunto which stated "Hypothesis can be meant as a provisional answer to the research problems."²⁷

The hypothesis of this research; There was correlation grade XI students' between listening skill and speaking skill at SMA Negeri 5 Padangsidempuan.

²⁷ Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2005), p.71.

CHAPTER III

THE METHODOLOGY OF THE RESEARCH

A. Research Design

The used method in this research is quantitative method, where the data are collected and done through statistical analysis. While, the type of the research is correlation research with the used method is correlation product moment. In this research the researcher would find what is the correlation between listening skill and speaking skill.

According to Gay, correlation research is sometimes treated as a type of descriptive research. Primarily, it describes an existing condition. However, it describes distinctly different from the conditions which typically described in survey or observational studies.²⁸ Next, according to Sumadi Suryabrata that "Correlation research is the research to detect, how far the variation at a relation with the variation at one or more another factors based on correlation coefficient."²⁹

So, this research wanted to correlate listening and speaking skill.

B. Time and Place of the Research

The research would be done two months from February to March 2012. It has been done at second year students of SMA Negeri 5 padangsidempuan. It is located at JL. Melati, No. 90 Padangsidempuan.

²⁸ L. R. Gay & Peter Airasian, *Educational Research*, (New Jersey: Prentica Hall, 2000), p.134

²⁹ Sumardi Suryabrata, *Metodologi Penelitian*, (Jakarta: PT. Raja Grafindo Persada,1994), p.24.

C. Population and Sample

1. Population

In conducting the research of course, it needs the population as what Gay noted. Population is the group of interested to the researcher, the group to which she or he would like the result of the study to be generalizable.³⁰

According to Sugiono in Ruslan that Population is generalization area consists of object / subject has special quantity and characteristic which determined by researcher to get conclusion.³¹ and according to Ary and Sukardi that Population is all members of well defined class of people, event, or objects. the last Sukardi describes that Population is the elements of research as target of result research theoretically.³²

The population of this research was all of the students of grade XI SMA Negeri 5 padangsidimpuan students in 2011/2012 academic year. The population is grade XI IPA-1 from five classes at SMA Negeri 5 Padangsidimpuan.

³⁰ L. R. Gay & Peter Airasian, *Op. Cit.* p. 65

³¹ Rosady Ruslan, SH, MM., *Metode Penelitian Pubic Relations dan Komunikasi*, (Jakarta: PT. Raja Grafindo Persada,2004), p.133.

³² Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta: Bumi Aksara,2003), p.53.

Tabel 2

The Number of Population Table

No	Class	Total
1	XI IPA 1	29 students
2	XI IPA 2	26 students
3	XI IPA 3	25 students
4	XI IPS 1	25 students
5	XI IPS 2	26 students
Total		131 Students

2. Sample

According to Arikunto that "Sample is a part of population researched."³³ The result of research from the sample taken be generalized to whole population. In this research, the researcher taken of population as sample being the subject is less than 100.

The researcher guided to the opinion of Suharsimi Arikunto, who said: "when the subject is less than 100, it was better to take all together and if its amount was more it should be taken by 10%-15% or 20%-25%."³⁴

Tabel 3

Total Sample

No	Class	Total student
1	XI IPA 1	29
Total		29

³³ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta,2002), p.109.

³⁴ *Ibid*, p.,109.

D. Technique of Data Collection

A researcher must have an instrument in this research because a good instrument can go guarantee for taking the valid data. Suharsimi Arikunto says, "Instrument of the research is a tool of facility is used by the researcher in the collecting data."

In this research, the researcher used the instrument for collecting the data by test and document. Test is a set of question about speaking, that is what they hear from listener about story of Romeo and Juliet, the speakers speaking about what they listen from listener.

To measure listening skill, the researcher used the indicator, as follows: their own understanding to hear, their own interpretation to hear, and their own evaluation to hear.

Based on criteria of score interpretation, result can be seen in the following table:³⁵

Table 4
Criteria Score Interpretation Listening

No	Interval	Predicate
1	0% - 20%	Very weak
2	21% - 40%	Weak
3	41% - 60%	Enough

³⁵ Riduan, *Belajar Mudah Penelitian, untuk Guru, Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2005), p.8

4	61% - 80%	Good
5	81% - 100%	Very Good

Table 5

Indicators of Listening Skill

No	Indicators	Item	Score
1.	Understanding to Hear	Invited	5
		Noble	5
2.	Interpretation to Hear	Admired	5
		See	5
3.	Evaluation to Hear	Dancing	5
		Watched	5
		Kissed	5
		Called	5
		Enemy	5
		Found	5
		Midnight	5
		Departed	5
		Cried	5
		Said	5
		Live	5
		Love	5
		Honorable	5
Their	5		
Hands	5		
Holy	5		
	Total	20 items	100

To measure speaking skill, the researcher used the indicator, as follows: their own Accent, their own grammar, their own vocabulary, their own fluency, and their own comprehension.

Based on criteria of score interpretation, result can be seen in the following table:³⁶

Table 6
Criteria Score of Speaking Skill

No	Range of real score	Predicate
1	0% - 20%	Very poor
2	21% - 40%	Poor
3	41% - 60%	Average
4	61% - 80%	Good
5	81% - 100%	Excellent

Table 7
Indicators of Speaking Skill

No	The Aspects of Scored	Score
1	Accent	1-5
	<ul style="list-style-type: none"> Pronunciation frequently unintelligible. 	0
	<ul style="list-style-type: none"> Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. 	1
	<ul style="list-style-type: none"> Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. 	2
	<ul style="list-style-type: none"> Marked foreign accent and occasional mispronunciation with do not interfere with understanding. 	3
	<ul style="list-style-type: none"> No conspicuous mispronunciation, but would not be taken for a native speaker. 	4
	<ul style="list-style-type: none"> Native pronunciation, with no trace of foreign accent. 	5
2	Grammar	0-5
	<ul style="list-style-type: none"> Grammar almost entirely inaccurate phrases. 	0
	<ul style="list-style-type: none"> Constant errors showing control of very few major patterns and frequently preventing communication. 	1

³⁶ Riduan, *Op.Cit.*, p.18

	<ul style="list-style-type: none"> Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 	2
	<ul style="list-style-type: none"> Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding. 	3
	<ul style="list-style-type: none"> Few errors, with no patterns of failure. 	4
	<ul style="list-style-type: none"> No more than two errors during the interview. 	5
3	Vocabulary	0-5
	<ul style="list-style-type: none"> Vocabulary inadequate for even the simplest conversation. 	0
	<ul style="list-style-type: none"> Vocabulary limited to basic personal and survival areas. 	1
	<ul style="list-style-type: none"> Choice of words sometimes inaccurate, limitations of vocabulary prevent discussions of some common professionals and social topics. 	2
	<ul style="list-style-type: none"> Professional vocabulary adequate to discuss special interests, general vocabulary permits discussions of any non technical subject with some circumlocutions. 	3
	<ul style="list-style-type: none"> Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations. 	4
	<ul style="list-style-type: none"> Vocabulary apparently and extensive as that of an educated native speaker. Vocabulary apparently and extensive as that of an educated native speaker. 	5
4	Fluency	0-5
	<ul style="list-style-type: none"> Speech is so halting and fragmentary that conversation is virtually impossible. 	0
	<ul style="list-style-type: none"> Speech is very slow and uneven except for short or routine sentences. 	1
	<ul style="list-style-type: none"> Speech is frequently hesitant and jerky, sentences may be left uncompleted. 	2
	<ul style="list-style-type: none"> Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. 	3
	<ul style="list-style-type: none"> Speech is effortless and smooth, but perceptibly non-native in speech and evenness. 	4
	<ul style="list-style-type: none"> Speech on all professional and general topics as effortless and smooth as a native speaker's. 	5
5	Comprehension	0-5
	<ul style="list-style-type: none"> Understands too little for the simplest type of 	0

	conversation.	
	<ul style="list-style-type: none"> • Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing. 	1
	<ul style="list-style-type: none"> • Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. 	2
	<ul style="list-style-type: none"> • Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing. 	3
	<ul style="list-style-type: none"> • Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech. 	4
	<ul style="list-style-type: none"> • Understands everything in both formal and colloquial speech to be expected of an educated native speaker. 	5

E. Instrument Validity Test

Suharsimi Arikunto stated, "Validity is the chance which shows the level of instrument about measuring something."³⁷

There are two validity of instrument:

1. Logical validity is the instrument which is done by analysis logically; it comfort to the content.
2. Empirical validity is the instrument which has the comfort to the empirical aspect.

In this research, the researcher uses the logical validity and empirical validity. The logical validity is done by dividing variables in to sub-variable and indicator of variable. The empirical validity is done by external validity and internal validity. The external validity is the data from instrument. It is suitable with information of variable. Then, the data

³⁷ Suharsimi Arikunto, Loc. Cit., p.167.

is correlated with external information. And the internal validity is done by test of variable.

F. Techniques of Data Analysis

In correlation research the most suitable analysis is using the statistical process. Actually, in this research the researcher used Sutrisno Hadi's formula that is t- test in his book, it can be seen as follows;

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

Keterangan:

r_{xy} = Coefficient correlation

$\sum X$ = Total of item score

$\sum Y$ = Total of totally score (all of item)

$\sum XY$ = Total of score X and Y

n = Total of the sample in this research

$\sum X^2$ = Total quadrant score distribution X

$\sum Y^2$ = Total quadrant score distribution Y.

According to Sutrisno Hadi and Seno Parmadiyanto, that the result of significance level is drawn as follows:³⁸

³⁸ Ibnu Hajar, *Dasar- dasar Metodologi Penelitian Kuantitatif Dalam Pendidikan*, (Jakarta : PT. Raja Grafindo Persada,1995), p.250.

1. If (probability) < 0.01 the result is very significant.
2. If (probability) < 0.005 the result is significant.
3. If (probability) > 0.05 the result is not significant.

To interpret the result of significance level, the regression or t- test were used by the researcher. The regression formula is

$$\sum y = n a + b \sum x$$

or

$$\sum yx = a \sum x + b \sum x^2$$

And t- test formula :

$$t \text{ count} = \frac{r\sqrt{n-2}}{\sqrt{n-r^2}}$$

Where: t = nilai t

r = nilai koefisien

s = jumlah sampel.

CHAPTER IV

THE ANALYSIS DATA

A. The Data Description

To understand this research easily, it was described based on variables. There were two variables in this research and was started from the variable of Listening Skill (X), The variable Speaking Skill (Y) and continued to the testing of hypothesis.

1. Listening Skill

There is one test should be answered in this research that is dialog conversation in the clothes store. Students' listen to the story of Romeo and Juliet, and then students completed missing words in the dialogs.

The technique of listening test which was used in this research as follows;

- a. Preparing the item for the Listening test.
- b. Passing out the sheets of listening test and play the students a dialog about Romeo and Juliet and then students complete the missing words with what they listen from story, it will be played for three times.
- c. Collecting the test answer listening.

Based on the result of the test, the computation of listening skill result was drawn on the table below:

Table 8
The Resume of the Variable X Scores of Listening Skill

No.	Statistic	Variable X
1.	High Score	95
2.	Low Score	55
3.	Range	40
4.	Mean Score	81.534
5.	Median	83

From the above table, it was known that students' high score for listening skill was 95, and the students' low score was 55, range,40, mean score 81.534 and median 83. It was from 29 students (see appendix V).

Based on the above means score, 81.534 so students' listening skill is excellent, the revelation of data for listening skill score in which the total of classes was 7 classes and 7 for interval.

Table 9
Frequency Distribution of Listening Skill

Interval	Frequency Absolute	Frequency Relative
52-58	1	3.44%
59-65	1	3.44%
66-72	2	6.89%
73-79	1	3.44%

80-86	17	58.62%
87-93	6	20.68
94-100	1	3.44%
i= 7	29	100%

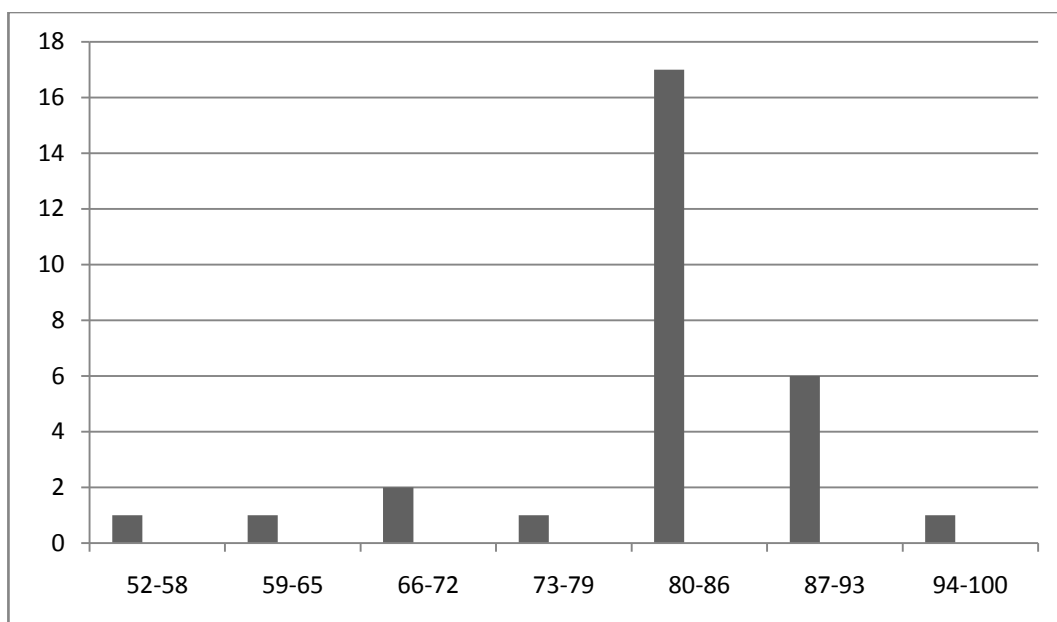


Figure 2: the bar chart of listening skill for students at grade XI SMA Negeri 5 padangsidempuan.

Based on the table above, it was known that the variable revelation of Listening Skill shown that the respondent at interval 52-58 were 1 students' (3.44%), interval 59-65 were 1 students' (3.44%), interval 66-72 were 2 students' (6.89%), interval 73-79 were 1 students' (3.44%), interval 80-86% were 17 students' (58.62%), interval 87-93 were 6 students' (20.68%) and interval 94-100 were 1 students' (3.44%).

2. Speaking Skill

There is one test should be speaking in this research that is story about Romeo and Juliet. Students' perform it in front of class to explain what talking about the dialog and give opinion about dialog with own words.

The technique speaking test used in this research as follows:

- a. Teacher passed out student' speaking test item.
- b. Teacher allowed students to comprehend and do the test.
- c. Students' started to speak in their own words based on dialog beside they might give their opinion towards this.

Based on the result of the test, the computation of speaking skill result was drawn on the table below.

Table 10

The Resume of Variable Y Scores of Speaking Skill

No.	Statistic	Variable Y
1.	High Score	92
2.	Low Score	60
3.	Range	32
4.	Mean Score	73.396
5.	Median	74.035

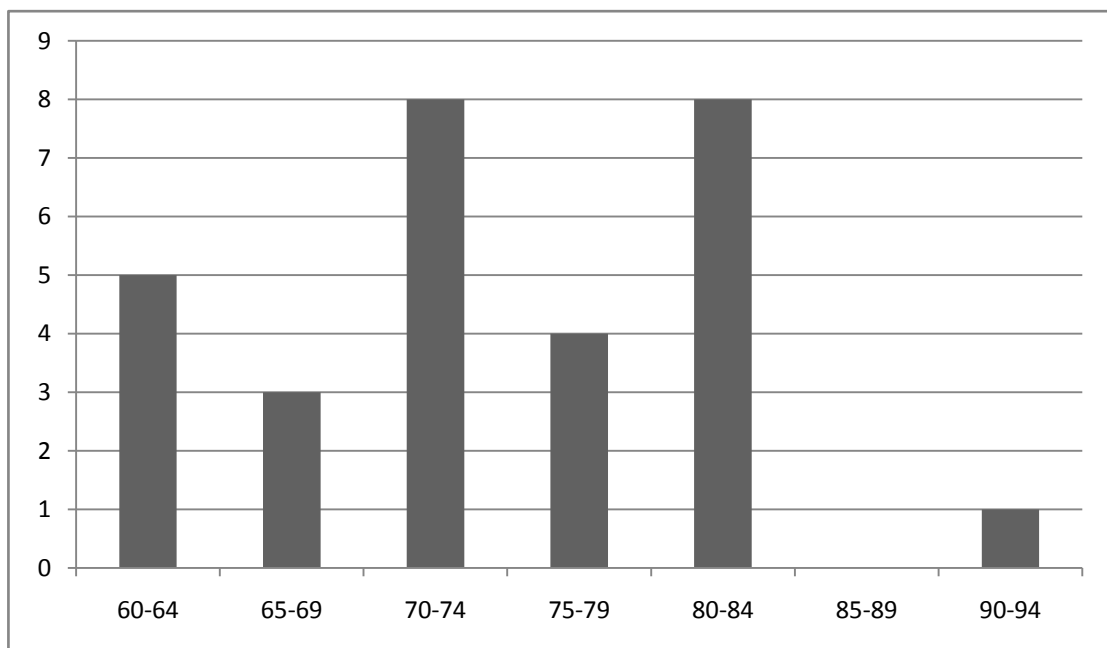
From the above table, it was known that students' high score of speaking skill was 92 and the students' low score was 60, range, 32 mean score, 73.396, and median, 74.035. It was from 29 students. (See Appendix VI).

Based on the above means score, 73.396 the researcher stated that the students' speaking skill was in average, the revelation of data for speaking skill score in which the total of lasses was 7 and 5 for interval.

Table 11

Frequency Distribution of Speaking Skill

Interval	Frequency Absolute	Frequency Relative
60-64	5	17.24%
65-69	3	10.34%
70-74	8	27.58%
75-79	4	13.79%
80-84	8	27.58%
85-89	0	0%
90-94	1	3.44%
i = 7	29	100%



Based on the above table, it was known that the variable revelation of Speaking Skill shown that the respondent at interval 60-64 were 5 student (17.24%), interval 65-69 were 3 student (10.34%), interval 70-74 were 8 students (27.58%), interval 75-79 were 4 students (13.79%), interval 80-84 were 8 students (27.58%), interval 85-89 were 0 students (0%), and interval 90-94 were 1 students (3.44%).

B. The Normality Examination

The normality examination was done to know the normal distribution of data. In this research, there were two variables; they were listening skill and speaking skill. The normality examination were done by using Chi Square Formula.

The researcher had done calculation of listening skill and speaking skill to know normality of both of the variables. From the result calculation, the listening skill and speaking skill were normal distribution (see appendix VII and appendix VIII).

C. Testing of Hypothesis

The hypothesis of this research says that there was significant correlation between grade eleventh students listening skill and speaking skill at SMA Negeri 5 padangsidimpuan.

Analysis of data could be seen in appendix IX. Based on the data, the score for variables were on product moment as follows;

$$\begin{aligned}\sum X &= 2360 \\ \sum Y &= 2140\end{aligned}$$

$$\begin{aligned}\sum x^2 &= 194250 \\ \sum Y^2 &= 168352 \\ \sum XY &= 174360\end{aligned}$$

The result was used to calculate the value of correlation between variable X and Y.

$$\begin{aligned}r_{xy} &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}} \\ &= \frac{29(174360) - (2360)(2140)}{\sqrt{\{29 \cdot 194250 - (2360)^2\} \{29 \cdot 168352 - (2140)^2\}}} \\ &= \frac{5056440 - 5050400}{\sqrt{\{5633250 - 5569600\} \{4882208 - 4579600\}}} \\ &= \frac{6040}{\sqrt{63650} \cdot 302608} \\ &= \frac{6040}{\sqrt{19260999200}} \\ &= \frac{6040}{138784} \\ &= \mathbf{0.043}\end{aligned}$$

The hypothesis of this research was receivable, it could be seen for the calculating of product moment by getting correlation coefficients $r_{xy} = \mathbf{0.043}$ was more than $r_{table} = \mathbf{0.470}$ on level 5 % and $\mathbf{0.043}$ was more than $r_{table} = \mathbf{0.367}$ on level 1 % r_{table} . So, there were good correlation between listening and speaking skill at grade XI students' SMA Negeri 5 padangsidempuan.

at grade eleventh IPA 1 students' of SMA Negeri 5 padangsidempuan. It had been written in the table of coefficient correlation interpretation value r.

To found the contribution of Variable X to variable Y as follows;

KP = the score of determine coefficients

r = the score of the coefficients correlation

$$\begin{aligned} KP &= r^2 \times 100\% \\ &= 0,043^2 \times 100\% \\ &= 0,001849 \times 100\% \\ &= \mathbf{0.184\%} \end{aligned}$$

Testing the significant, the researcher used the formula t_{count} .

$$\begin{aligned} T_{\text{count}} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0,043\sqrt{29-2}}{\sqrt{1-0,184}} \\ &= \frac{0,043\sqrt{27}}{\sqrt{1-0,184}} \\ &= \frac{0,043(5,196)}{0,816} \\ &= \frac{0,223428}{0,816} \\ &= \mathbf{0.273} \end{aligned}$$

Based on the calculation above, t_{table} , namely t_{count} : **0.273** and t_{table} on significant level 5 %= **2.04** was significant, and level 1 %= **2.76** was significant, it meant there were there were the significant. So the correlation between two variable that it was categorized to be “**valid**”.

D. Discussion

The research discussed about the correlation between grade XI students' listening skill and speaking skill at SMA Negeri 5 padangsidempuan. Listening skill meant students were better in their own understanding to hear, their own interpretation to hear, and their own evaluation to hear text. While speaking skill meant students were better in accent, grammar, vocabulary, fluency and comprehension o the text.

Here, the researcher would state that the hypothesis went to the result of the research that there were significant correlation between grade XI students' listening skill and speaking skill at SMA Negeri 5 padangsidempuan. It was proved through product moment that the result calculation were r_{count} was more than r_{table} .

E. The threats of the research

The research had been done were on the methodology of research. Even though, there was weakness into. Here, the researcher found that students' the weakness of the research in listening caused students' difficulties are sound of foreign language, feeling worried and stressed, rapidity of sound, need to hear three time listening, difficult to eep information, listening goes on long time.

The weakness student' skill in speaking found that students' difficulties caused by test done suddenly, so that the students did not prepare to do it. And then, their shocked with time is given. Moreover, they could not speaking well when perform in front of class.

In this research, there were so many problems, but the researcher attempted to do the best, so some weakness and decreases the meaning of his research were finished by consultation with the advisors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Here, the researcher states the conclusion as follows:

1. Grade XI students' listening skill at SMA Negeri 5 Padangsidimpuan was **"Very Good"** with **81.534** for mean score.
2. Grade XI students' speaking skill at SMA Negeri 5 Padangsidimpuan was **"Good"** **73.396** for mean score.
3. Based on the result of calculation there the value of correlation product moment r_{xy} between listening skill and speaking skill was **0.043**. The significant correlation level was done by looking r_{table} (r_t) on significant level **5% was 0.367**, and significant level **1% was 0.470**. The hypothesis in this research was accepted namely $r_{count} > t_{table}$. It meant that there was significant very low correlation between listening skill and speaking skill at grade XI students' SMA Negeri 5 Padangsidimpuan. Next, the result of calculation said that the value of the un significant t_{count} between listening and speaking was **0.273**. The result calculation t_{count} was compared with t_{table} , it was accepted namely $t_{count} > t_{table}$. It meant that the significant of research was **"Valid"**.

B. Suggestion

Here the researcher states his suggestion as follows:

1. The researcher, strongly suggest other researchers to conduct a related research to the topic of the study.
2. The principle, to support the teachers to teach well and provide facilities involve language laboratory for study process.
3. English teacher, to improve their quality of teaching and learning process of English, especially listening and speaking.
4. Students, to study English hard, especially listening and speaking.

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