

THE CORRELATION BETWEEN SPEAKING SKILL AND READING COMPREHENSION

(A Study on the Third Semester of English Study Program at Islamic University of Indragiri Tembilahan)

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Abstract

Speaking is a skill to produce sequences of words that exist at the meaning while reading means a skill to get meaning from the written words. Vocabulary is the key in which these two skills relate to each other. The purpose of this study was to investigate the correlation between speaking skills and reading comprehension of third-semester English students at the Islamic University of Indragiri. The sample of this study was 20 students. The research method used in this study was a correlational study. Researchers gave the test of speaking skills and reading comprehension to collect data. After the data has been collected, it was found that the average of the students' speaking skills was categorized as *Good* because 70,8 in range 66-79 and the students' reading comprehension was categorized as *Good to Excellent* because 78,7 in range 76-100. Based on those findings, researchers analyzed the students' speaking skill and their reading comprehension by using Pearson r formula, with the result is 0,691. Based on the coefficient correlation, 0,691 was interpreted as *Moderate Correlation*. It means there is a significant correlation between students' speaking skill and their reading comprehension.

Keywords: *Speaking Skill, Reading Comprehension*

Abstrak

Berbicara adalah keahlian untuk memproduksi rangkaian kata yang memiliki makna sedangkan membaca adalah keahlian memahami makna dari kata-kata yang tertulis. Kosakata adalah kunci dimana dua keahlian ini saling berhubungan satu dan lainnya. Tujuan dari penelitian adalah untuk menelusuri hubungan antara kemampuan berbicara dan pemahaman membaca siswa semester tiga pada program studi Pendidikan Bahasa Inggris di Universitas Islam Indragiri. Sampel berjumlah 20 orang. Metode Penelitian yang digunakan adalah studi korelasi. Untuk pengumpulan data, peneliti memberikan tes kemampuan berbicara dan tes pemahaman membaca ke. Dari hasil tes diperoleh nilai rata-rata kemampuan berbicara siswa adalah 70.8 termasuk ke dalam level *Baik* dengan interval 66 – 79 dan nilai rata-rata pemahaman membaca siswa adalah 78.7 termasuk ke dalam level *Sangat Baik* dengan interval 76 - 100. Kemudian peneliti menganalisa

pemahaman membaca dan kemampuan berbicara siswa dengan menggunakan rumus pearson dan didapat hasil 0.691. Dalam korelasi koefisien nilai tersebut berarti Moderate Correlation yang artinya ada hubungan yang signifikan antara pemahaman membaca dan kemampuan berbicara.

Kata kunci: Kemampuan Berbicara, Pemahaman Membaca

INTRODUCTION

In English, speaking and reading are both important skills to have. We need both to communicate, but they do seem to be different. Speaking is a productive skill while reading is a receptive skill. Through speaking we can convey the information and idea that we want to explain, through reading we have much information to say. Brown and Yule (1999:14) stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. For many students who learn English speaking is not easy to do, many students find the difficulties to use English in doing communication; one of the best ways to handle this one is through improving the reading comprehension. Westwood

(2008:32) states reading comprehension can be defined as an active thinking process that a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. It is believed that reading and speaking skills have a relationship. Reading improves speaking skills, and speaking skills improve reading.

Based on the explanation mentioned above, it is necessary to conduct a research which focused on the correlation between speaking skill and reading comprehension on the third semester of English Study Program at Islamic University of Indragiri Tembilahan.

Therefore, the objective of this research was to find out the correlation between speaking skill and reading comprehension in the third semester of the English Study

Program at the Islamic University of Indragiri. Then this investigation would answer the followings questions:

1. How is the students' speaking skill in the third semester of English Study Program at the Islamic University of Indragiri?
2. How is the students' reading comprehension in the third semester of the English Study Program at the Islamic University of Indragiri?
3. Is there any correlation between the student' speaking skills and reading comprehension in the third semester of the English Study Program at the Islamic University of Indragiri?

Speaking Skill

Ramelan (1992: 13) in Mustajib (2017:3) says that all human beings whenever they live always speak the language, although they do not have any writing system to record their language. From the statement above it can be concluded that speaking is very important in mastering a foreign language. Thus speaking capability can be measured

whether a foreign language learner is successful in learning or not. But mastering speaking skills can be seen not only from the performance of learners in spoken but also we have to see from their competence in using the language.

Brown (2004:3) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized. Compared with writing and reading skill (commonly assumed as written language, receptive skills), speaking has some distinctive characteristics. In speaking, speakers do not typically speak complete sentences; useless specific vocabulary than in written language.

According to Harris (1974) in Kurniati, etc. (2015:5), there are five

components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

a) Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

b) Grammar

It is needed for students to arrange a correct sentence in a conversation. It is in line with the explanation suggested by Heaton (1978: 5) that students' ability to manipulate the structure and to distinguish appropriate grammatical forms inappropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form.

Having a limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

d) Pronunciation

Pronunciation is the way for students" to produce clearer language when they speak. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra-segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are

produced clearly when people speak. In speaking, pronunciation plays a vital role to make the process of communication easy to understand.

e) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone

speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on.

Table 1. The Classification of Speaking Skill Score

Score	Categories
80 – 100	Very good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
0 – 39	Fail

Reading Comprehension

According to Alyousef (2005) and Murcia (2001) in Amri (2018:64) reading is an interactive process between a reader and a text. It is a set of skills that incorporates engaging sense and getting meaning from the printed words. In this process, the reader interacts dynamically with the text as he strives to gain details and various knowledge. It infers in the reading activity, he does not only adjust to exposing the level of the words, but it also grasps the details on the text. Principally, the primary objective of reading is to grasp what is being read.

Snow (2002:11) states that reading comprehension as the process of simultaneously extracting

and constructing meaning through interaction and involvement with written language. Moreover, Karen (2003: 90) indicates that comprehension is the center of reading. Making a connection is key to comprehension. So, the reader needs to comprehend the text to get the information from the text.

King and Stanley (2004:8) explain that there are five aspects of processing reading comprehension. They are; finding factual information, finding the main idea, finding the meaning of vocabulary context, identifying reference, and making reference. Those can be described as follows:

1. Finding factual information

Factual information requires readers to scan specific details. There are many types of the question of factual information such as question type reason, purpose, result, comparison, means, identity, time and amount in which most of the answer can be found in the text.

2. Finding the main idea

Recognition of the main idea of a paragraph is very important

because it is not only to understand the paragraph on the first reading but also helps students remember the content later. The main idea of the paragraph is what the paragraph develops.

3. Finding the meaning of vocabulary in context

Vocabulary is more than a list of target language words. Vocabulary includes the right and appropriate use of the word. It means that the larger the vocabulary the smaller misunderstanding. So, by knowing the meaning of the vocabulary the readers can achieve reading comprehension well.

4. Identifying references

Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Students of English might learn many rules for the sentence. Reference words are usually short and are very frequently pronouns, such as; it, she, he, they, this, etc.

5. Making inference

The inference is a skill where the readers have to be able to read between lines, King and Stanley divide into two main attentions, draw logical inference and make an accurate prediction.

Table 2. The Classification of Reading Comprehension Score

The classification	Categories score
76 – 100	Good to excellent
51 – 75	Average to good
26 – 50	Poor to average
0 – 25	Poor

METHOD

This research is correlational research. According to Sudijono(2012:179) “Correlation is a relation between two variables or more”. The purpose of the correlation study is to determine the relationship between variables or to use this relationship to make a prediction. The total population used in this study were 20 students of the third semester of English Study Program at the Islamic University of Indragiri Tembilahan, the technique was used to take the sample is a total sampling. The technique used to collect the data was a reading test

and a speaking test. To find out the correlation between students' speaking skill (variable X) and their reading comprehension (variable Y), the researcher uses Pearson product-moment. The formulae of Pearson product-moment is:

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

Statement:

r_{xy} : The correlation coefficient

N : The number of subjects

\sum_{xy} : The sum of the multiplication between scores of variable X and Y

\sum_x : The sum of the variable X

\sum_y : The sum of the variable Y

\sum_x^2 : The sum of standard deviation from variable X

\sum_y^2 : The sum of standard deviation from variable Y

(Sudijono, 2004:317)

Table 3. The Interpretation of Correlation

Coefficient Interval	Level of Correlation
0.00 - 0.20	Very low correlation
0.21 - 0.40	Low correlation
0.41 - 0.70	Moderate correlation
0.71 - 0.90	High correlation
0.91 - 1.00	Very high correlation

(Sudijono, 2004:193)

After the Correlation coefficient above, the next will be included in the product-moment significant formula.

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

- r : Correlation coefficient
n : The number of subjects

FINDINGS AND DISCUSSION

Findings

As mentioned before, to analyze the correlation between speaking skill and reading comprehension, the researcher used a correlation coefficient called *Pearson's r* of Pearson Product Moment. To do this the researcher calculating the correlation value, it can be seen on the following table:

Table 4. Table for calculating the correlation value

No	X	Y	X ²	Y ²	XY
1	60	80	3600	6400	4800
2	70	76	4900	5776	5320
3	50	62	2500	3844	3100
4	68	72	4624	5184	4896
5	80	92	6400	8464	7360
6	80	92	6400	8464	7360
7	77	76	5929	5776	5852
8	40	72	1600	5184	2880
9	85	92	7225	8464	7820
10	82	92	6724	8464	7544
11	80	80	6400	6400	6400
12	60	60	3600	3600	3600
13	75	76	5625	5776	5700
14	70	72	4900	5184	5040
15	80	80	6400	6400	6400
16	80	76	6400	5776	6080
17	72	88	5184	7744	6336
18	60	72	3600	5184	4320
19	68	80	4624	6400	5440
20	79	84	6241	7056	6636
	∑X = 1.416	∑Y = 1.574	∑X ² = 102.876	∑Y ² = 125.540	∑XY = 112.884
	Mean = 70,8	Mean = 78,7			

Input the statistic numbers from table helper to the following formula:

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

$$r_{xy} = \frac{20 \cdot (112.884) - (1.416)(1574)}{\sqrt{[20 \cdot (102.876) - (1.416)^2][20 \cdot (125.540) - (1574)^2]}}$$

$$r_{xy} = \frac{2.257.680 - 2.228.784}{\sqrt{[2.057.520 - 2.005.056][2.510.800 - 2.477.476]}}$$

$$r_{xy} = \frac{28.896}{\sqrt{[52.464][33.324]}}$$

$$r_{xy} = \frac{28.896}{\sqrt{[1.748.310.336]}}$$

$$r_{xy} = \frac{28.896}{\sqrt{41.812,8011}}$$

$$r_{xy} = 0.691$$

The researchers have mentioned the hypothesis before, from the hypothesis; the researchers have criteria of test hypothesis:

If $r_{observed} \geq r_{table}$: the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means there is a correlation between students' speaking skill and their reading comprehension.

If $r_{observed} \leq r_{table}$: the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted. It means there is no correlation between students' speaking skill and their reading comprehension.

In conclusion, there is a correlation between students' speaking skill and their reading comprehension as much as $r_{xy} = 0,691$ and r_{table} of 5% is 0.444. It means that $r_{observed} \geq r_{table}$: the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. 1% is 0.286 means $r_{observed} \leq r_{table}$: the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted. It means according to $r_{table} 5\%$ there is correlation students' speaking skill and their reading comprehension.

To know test the significance, the researcher by using t-test formula as follow:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0.691\sqrt{20-2}}{\sqrt{1-(0.691)^2}}$$

$$t = \frac{0.691\sqrt{18}}{\sqrt{1-(0.477)^2}}$$

$$t = \frac{(0.691) \cdot (4.243)}{\sqrt{0.523}}$$

$$t = \frac{2.931913}{0.723}$$

$$t = 4.055$$

The rules of testing are as follow:

If $t_{test} \geq$ than t_{table} , so it is significant

If $t_{test} \leq$ than t_{table} , so it is not significant

To do it, the researcher found out the degree of freedom (df) = $n-2$, $df = 20-2 = 18$. t_{tes} with the degree of freedom 18 is 1,325 (in 1%) and 1,725 (in 5%). Therefore, the researcher found $t_{test} > t_{table}$ or $4,055 > 1,725$ which means that the correlation is significant. Therefore, the researchers confidently state that the null hypothesis (H_0) is rejected, and (H_a) is accepted.

Discussion

The findings answer the questions of this research. First is the speaking skill of the students. Among them, there are five students in *Less* level in which the lowest score is 40. In speaking the students need an active knowledge of words, their meaning, and pronunciation. The students have to first gather the correct information from their brain, then elaborate it and produce meaningful utterances. They need a longer time to answer the questions. Eight students are at a *Good* level and seven students are at a *Very Good* level which 85 is the highest score. The mean of the speaking score is 70.8 that is categorized into a *Good* level. It means that most students can speak English well enough and understandably.

The second question is asking the students' comprehension. Comparing to speaking skills, the students are better at reading comprehension which the mean score is 78.7. Even though they are at the same *Good* level but in reading there is no student at a poor level, they all are on average to

excellent because the lowest score is 60 and the highest score is 92. This test result reveals a psychological reason that in reading the students have their own time and there is no doubt about what words are used.

The final result after using the formula, the correlation between speaking (variable X) and reading (variable Y) pictured by the value of R_{xy} equaling with 0.691 is moderate. It means that those variables have correlation which is a reciprocal correlation. Speaking Skill improves Reading Comprehension and Reading Comprehension improves Speaking Skills.

CONCLUSION

Considering the result out from the research, it has been proven that one's ability in speaking impacts their reading comprehension. Speaking teaches people how language and communication interact. By learning to speak, the students learn that words have a particular meaning which is used to share information and bring an idea. They learn how words and sound collaborate to create meaning and

this transforms into reading comprehension. However, to achieve significant success in speaking and reading, there must be some other factors to be considered.

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