

**AN ANALYSIS OF LISTENING COMPREHENSION ROLE
IN IMPROVING STUDENT'S SPEAKING ABILITY
AT ENGLISH STUDY PROGRAM
ISLAMIC UNIVERSITY OF INDRAGIRI**

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ABSTRACT

This study aims to determine the role of listening comprehension in improving students speaking ability at English Study Program Islamic University of Indragiri. This type of research is descriptive quantitative. The population of this research is the students of English Study Program at Islamic University of Indragiri. The number of population and samples from this study were 36 people, taken using a total sampling technique. To determine the role of listening comprehension in improving students speaking ability, the researcher gave a questionnaire as an instrument. For data analysis, researchers used Likert scale as a measurement of the variables. The test results show the role of listening comprehension in improving students speaking ability at English Study Program Islamic University of Indragiri is in a *high level* with an average of 132.4. The researcher concludes that listening comprehension has a great role in improving students speaking ability at English Study Program Islamic University of Indragiri.

Keywords: *Listening Comprehension, Role, Speaking Ability.*

INTRODUCTION

In this era, English is one of the international languages in the world. It has a great role for people. As the fact, English is not only used in communication, but also play the important thing in education. For example, it has been learning as a foreign language in many countries, one of them is Indonesia. It has been learned starting from Elementary school to University.

One of the skills in English is listening, as we know listening is a receptive skill, according to Vandergrift (1999: 4) defines listening as a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as

the larger sociocultural context of the utterance. Listening is an essential skill, present in most of the activities we carry out throughout our lives. as Lindsay and Knight shows (2006: 10) We listen to a wide variety of things, for example; what someone says during a conversation, face to face or on the telephone; announcements giving information, for example, at an airport or railway station; the weather forecast on the radio; a play on the radio; music; someone else's conversation (eavesdropping); a lecture; professional advice, for example, at the doctor's, in the bank; instructions, for example, on how to use a photocopier or other machinery; directions; a taped dialogue in class.

Listening skill must be mastered well by every student who learns English because it is the key to master English. One of the skills that can be mastered when someone is good at listening is speaking skill. According to Rost (1994: 45) if learners want to learn to speak, they should first learn to understand the spoken language they hear. If learners want to communicate with native speakers, they should first learn to understand in real language situations to comprehend the main point of what native speakers are telling. Therefore, listening is very important to which teachers and learners should pay enough attention to obtain communication aims. Listening is very important in language learning because it provides input for learners and it has also an important role in the development of learners' language knowledge. So if the student's want to good in their speaking, the first they must mastered listening skill. According to Pourhosein Gilakjani and Ahmadi (2011: 2), listening plays a significant role in the communication process. The other skills in English are speaking, as we know speaking is a communicative skill.

According to Chaney (1998: 13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety context. Speaking is one of the most difficult skills language learners have to face. In Islamic University of Indragiri especially English Study Program, speaking is taught from speaking I to speaking IV. This indicates that speaking should be mastered by every student of English Study Program Islamic University of Indragiri. Even so, there are still the English students who have not mastered speaking English well.

The problem that often occurs is why there are still many English students who do not mastered speaking English, because they are get difficulties to pronounce words in English, then they also lack of vocabulary and also do not understand what is said by their interlocutors.

In relation, listening comprehension and students speaking ability, it is interrelated, listening has a very important role for students' speaking ability, but no one knows how the role of listening comprehension to improve student's speaking ability at English Study Program Islamic University of Indragiri. Based on the description above, the researcher is very interested in knowing how the role of listening comprehension in improving student speaking abilities.

LITERATURE REVIEW

1. Listening

a) Definition of Listening

As we knowk. According to Vandergrift (1999: 4) defines listening as a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it.

Rost (2009: 1671) told that listening is an active mental ability. It helps us to understand the world around us and is one of the necessary parts in making successful communication (as cited in Pourhosein Gilakjani & sabouri,2016).

b) Types of Listening

Each situation in listening demands a type of listening. There are the types of listening. According to (Simonds and Cooper 2011: 47-48), there are five types of listening which may be summarized in the following statement: "I really appreciate your critical discourse".

1. Informative Listening

In such kind of listening, the listeners' main goal is to understand what has been said. We say that listeners are successful only if their interpretation of the message is as closer as possible to the speaker' intention.

2. Relation Listening

The aim behind this type of listening is either to assist a person or to intensify a relationship. Another type of listening inclines from relation listening is therapeutic listening in which you listen to a friend or relative when he is getting things of his chest. It can take place when a counselor or a psychologist listens to a troubled person.

3. Appreciative Listening

The purpose behind its practice is to enjoy or to relax ourselves, for example, listening to music, jock or listening to person's speech just because we like his style.

4. Critical Listening

Critical listening is to check the authenticity and the validity of what is being said such as listening to advocates and politicians.

5. Discriminative Listening

It may be the most crucial type because it is the base for all the mentioned types above because by being accurate and sensitive to all the changes happen in speakers' utterances such as: rate, volume, pitch and so on. The informative listener can detect the slightest differences in meaning.

c) The Importance of Listening

As we know, listening is very important skill in language learning, especially listening comprehension. Listening comprehension is very important in foreign language instruction because of many reasons. One reason is that listening is a process by which we get input, and without understanding it learning cannot occur. Listening comprehension needs an intensive concentration and requires a fast understanding of what is said. To intensify listening comprehension, many factors have to be taken into consideration from listeners' part. Context, facial expressions and body gestures, for example, are some elements that the learner can benefit from in order to ease the interpretation of what is intended to be conveyed by the speaker. Some expert stated that are: Listening is very important in language learning because it provides input for learners and it has also an important role in the development of learners' language knowledge (Rost,1994:7).

Although the instruction of listening comprehension has long been overlooked in many EFL programs listening is considered as much more important in both EFL classrooms and SLA research. Nunan (1998: 15) said that listening includes an active process of decoding and making meaning from both verbal and non-verbal messages. Not just for student Listening also very important for our real life or daily activity.

Listening comprehension is an important part of language learning. Learners want to understand native speakers and a lot of multimedia like DVDs and the Internet. Listening is a significant skill to develop in second language learning Rost (2001: 1).

According to Rost (2001: 1) a major difference between more successful and less successful learners is related to their ability to use listening as an instrument of learning. In conclusion, mastering listening skill is very important things, especially for students, listening can help them learn new vocabulary, pronunciation and help them succeed in learning a second language.

2. Speaking

a) Definition of Speaking

The basic skill deals with is speaking, undoubtedly important in a second language acquisition process. According to Chaney (1998: 13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety contexts. Speaking is one of the most difficult skills language learners have to face.

In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen because grammar has a long written tradition (Bueno, Madrid and McLaren, 2006: 321). Brown (1994: 21) labels speaking as the most challenging skill for students because of the set of features that characterize oral discourse contractions, vowel reductions and elision, the use of slang and idioms, stress, rhythm and intonation the need to interact with at least one other speaker.

We speak for many reasons to be sociable, because we want something, because we want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on Lindsay and Knight (2006: 58).

In addition, speaking is the process when someone wants to inform other people through the use of verbal and non-verbal symbols, in other language speaking is the process of communication between one person with another.

b) Types of Speaking

There are types of speaking. According to Brown in Herwanto (2001: 250), language teaching was devoted to instruction in mastering English conversation. He divided oral language into two types:

1) Monologue

The meaning of monologue in oral language involves only one person in it. There was only one person who speaks as in lectures, news casting, radio, broadcast, etc. Monologue can be divided into two types, planned monologue and unplanned monologue. The meaning of planned monologue was the person who speaks used monologue had prepared a note or text to help him or her to speak fluently. The meaning of unplanned monologue was the person who speaks in monologue does not use any note or text. All words spoken emerge from speaker's mind naturally and spontaneously.

2) Dialogue

The meaning of dialogue in oral language involves two or more speakers in it. Based on the function dialogue can be divided into two types: interpersonal and transactional. Interpersonal dialogue is functioned to promote social relationships, meanwhile the transactional dialogue is aimed to convey proportional or factual information.

c) The Importance of Speaking

One of the objectives explains that learner should be able to: Understand and produce correctly complex texts and messages both orally and in writing in daily life situations, using linguistic and non-linguistic resources in order to get a satisfactory and fluent communication. Human communication is a complex process. People need communication when they want to say something, transmit information or need to speak. Speakers use communication when they want to express or inform someone about something. Harmer. J. also explains that: When speaking, we construct words and phrases with individual sounds, and we also use pitch change, intonation, and stress to convey different meanings (2007: 29).

This skill is the most complicated due to the fact that speakers have to interpret not only the message that other speakers try to express, speakers have a great range of expressive possibilities at their command. Apart from the actual words they used, they can vary their intonation and stress which helps them to show which part of what they are saying is most important. By varying the pitch and intonation in their voice they can clearly convey their attitude to what they are saying, too; they can indicate interest or lack of it, for example, and they can show whether they wish to be taken seriously. At any point in a speech event speakers can rephrase what they are saying; they can speed up or slow down. This will often be done in response to the feedback they are getting from their listeners who will show through a variety of gestures, expressions and interruptions that they do not understand. And in a face to face interaction the speaker can use a whole range of facial expressions, gestures and general body language to help to convey the message (Harmer, 2007: 53).

The importance of speaking is allow us to form connections, influence decisions, and motivate change. Without communication skills, the ability to progress in the working world and in life itself, would be nearly impossible. Public speaking is one of the most important and most dreaded forms of communication.

3. The Role of Listening Comprehension In Improving Students Speaking Ability

Listening has a big role in students' speaking ability there are:

1. Giving Language Input (vocabulary, grammar and pronunciation)

Listening skill is very important in foreign language learning because the key to learn a language is to receive language input. According to Krashen, Terrell, Ehrman, and Herzog (1984: 1670) and Hamouda (2013: 1670) acquisition happens when learners have sufficient comprehensible input. Listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. Students hear oral speech, divide sounds, classify them into lexical and syntactic units, and comprehend the message. Listening is a process of understanding what is heard and organizing it into lexical elements to which meaning can be allocated.

2. Understand English Media Content (news, music, and television)

Listening can help us to understanding English media content. For example listening to news, music, and also television. According to Lindsay and Knight (2006: 10) we listen to a wide variety of things, for example what someone says during a conversation, face to face or on the telephone announcements giving information, for example, at an airport or railway station the weather forecast on the radio a play on the radio music someone else's conversation a lecture professional advice, for example, at the doctor's, in the bank instructions, for example, on how to use a photocopier or other machinery directions a taped dialogue in class.

3. Gaining Information

The benefits of good listening is easy to get information, The importance of listening goes beyond our ability to recall information. The University of Minnesota reports that in the business world 60% of misunderstandings can be traced to poor listening and only 1% to poor reading. go beyond helping business. They also help the individual. One important benefit of listening is gaining information. Listening is the quickest and easiest way of obtaining information. If you have a report to do or you want to find out about how to build a deck, finding someone who knows about it can allow you to get the information in a few hours that would take you a week of reading and researching to acquire.

4. Maturing Value

A benefit to good listening is the maturing value. This is being able to understand another's thoughts and feelings whether you agree with them or not. This is difficult for the poor listener to do. He has his own ideas of the way the world should be and stops listening whenever another's ideas challenge his. According Dominick Barbara (2001: 6) To listen with a purpose requires an inner strength and the courage to open our minds to other people's ideas, while at the same time we must face up to the fact that some of our ideas may be wrong.

5. Raising awareness

Language is an important aspect of our everyday lives often requiring inventiveness by its speakers. In other words, real language use may often appear untidy necessitating considerable effort and skill to reduce to simple grammar patterns. Students need to be aware of all language possibilities. Importantly, they have to be aware of how language is used, as well as its different variations and linguistic twist. Hence, reading and listening are specifically important, as they are vital discovery activities that enable students unmask creative ways in which language is used, and also help to raise their awareness about the use of grammar among other things.

We should ensure that our students are aware of the vocabulary they need at their level and that they can use the words appropriately. If we are really ready to teach students what words mean and how they are used, we need to demonstrate this together with other words in context (Grabe & Stoller, 1997: 29) Words do not just exist on their own, they live with other words and they depend upon each other. We need our students to be aware of this. This is why, once again, reading and listening will play such a part in the acquisition of vocabulary (Boyle, 1987: 29) When students learn words in context they are far more likely to remember them than if they learn them as single items. And if this is not true, they would at least get a much better picture of what the words mean (Omaggio, 1986: 29).

6. Learn better and faster

Active listeners learn better and faster. They make sound judgments about what is heard. Perhaps, active listeners write down important ideas in complete sentences. They listen for ideas more than details. Of equal importance is their ability to listen for overall meaning. It is also believed for some reasons that listening and speaking are by far the two most important communication skills (Rudolph, Ann, and Ernest, 1976: 30) in group activities, students are able to create and develop new ideas which they are able to communicate effectively to other members of the group when they speak. Likewise, understanding what other students have said requires good listening skills (Herrell & Jordan, 2007: 6). Mentally stimulating problem solving activities can play a pivotal role in promoting interaction and divergent thinking. Role play commonly forms an essential part of the procedure. Accomplishment of assigned tasks requires that the students must have an understanding of what is required. To arrive at a group answer, students have to listen to and fully comprehend one another, a feat that puts their listening skills to test (Jordan & Herrell, 2002: 30).

7. Motivation

Listening comprehension can motivate students to speak English, based on the researchers experience, when we are listen to native speakers or maybe watching English movie, that will motivate us to speak English also. Further, a great deal of our instrumental goals are accomplished in first-time conversations with sales people, customers, doctors, therapists, potential employers, yoga instructors, and the like. According to Afifi & Weiner, 2004; Berger & Calabrese, (1975: 15). In first encounters, people attempt to solve a variety of information seeking, relationship, and impression management problems. For example, people are motivated to gather information to reduce uncertainty in novel situations.

8. Confidence

Listening helps students acquire detailed comprehension, it has become commonplace to be confidence, but if we are good at listening it will increase our confidence when speaking, because we will easily understand speech from native speakers.

According to (Sharifian, 2009: 28) a good listener virtually absorbs all the speaker's meaning by being sensitive to tone of voice, facial expression, and bodily action as well as to the words themselves. Sincerity, depth of conviction, confidence, true understanding and many subtle implications may well be revealed, regardless of the words used. Although actually confidence depends on the individual, but because someone is good at listening and understands what a native speakers saying, that is the initial key for someone to be confidence. According to (Baker, 1971: 27) it assists students approach the foreign language with more confidence and a greater expectation of success.

RESEARCH METHOD

This research is descriptive. That is located at English Study Program Islamic University of Indragiri on subrantas street, Tembilahan. The population in this research was 36 students. To take a sample, the researcher used total sampling. According to Sugiyono (2009: 124), "Total sampling is a sampling technique when all members of the population are used as the sample."

In this research, the researcher used questionnaire as instrument. According to Arikunto (2010:266) stated that instrument in the form of this test can be used to measure basic abilities and achievements. It means the researcher used questionnaire as instrument because the purpose in this research is to know how the Listening comprehension role in improving Students' Speaking ability English Study Program Islamic University of Indragiri.

1. The formula:

$$T \times P_n = \text{Total Score}$$

T = The total respondent who chose Likert Scale level

P_n = The choice of Likert scores.

In this research the researcher get the results of 36 respondents. The answers of the 36 respondents will be analyzed by doing calculations such as the example below:

10 respondents answered SA (Strongly Agree)

10 respondents answered A (Agree)

5 respondents answered U (Undecided)

5 respondents answered D (Disagree)

6 respondents answered SD (Strongly Disagree)

The total Likert score can be seen from the calculation below:

Answer Strongly Agree (SA)	= 10 respondents x 5	= 50
Answer Agree (A)	= 10 respondents x 4	= 40
Answer Undecided (U)	= 5 respondents x 3	= 15
Answer Disagree (D)	= 5 respondents x 2	= 10
<u>Answer strongly Disagree (SD)</u>	<u>= 6 respondent x 1</u>	<u>= 6</u>
Total Score		= 121

2. Interpretation of the Formula

a. Determine the highest score:

The highest score of each statement multiplied by the number of subjects.

$$5 \times 36 = 180 \text{ (highest score)}$$

b. Determine the lowest score:

The number of lowest scores per statement multiplied by the number of subjects.

$$1 \times 36 = 36 \text{ (lowest score)}$$

c. Determine the Interval

$$\text{interval} = \frac{180 \text{ (the highest score)} - 36 \text{ (the lowest score)}}{5 \text{ (number of class interval)}} = 28$$

FINDING AND DISCUSSION

In this section, the researcher presented the answer of research question about “how is the role of listening comprehension in improving students speaking ability at English Study Program Islamic University of Indragiri. Therefore, to answer this research question researcher has given some statements to be checked and answered by the respondents. The population of the research was the students at English Study Program Islamic University of Indragiri. The numbers of population were 36 students. The samples were selected by total sampling technique with the number of selected sample were 36 students taken from Second, Fourth and Sixth semesters English Study Program Islamic University of Indragiri on July 8, 2021 at 02:00 to 12.00 PM used *Google form*, the researcher sent the questionnaire statements to all of the samples.

Below is the analysis of every statement:

The Results of An analysis Listening Comprehension Role in Improving Students Speaking Ability at English Study Program Islamic University of Indragiri

1st Statement "I feel that listening to some English materials help me to use variation of vocabularies in speaking English"

Table 1. Scoring of Likert Scale

Likert Scale	T	Pn	Total
Strongly Disagree	1	1	1
Disagree	1	2	2
Undecided	13	3	39
Agree	11	4	44
Strongly Agree	10	5	50
Total Score			136

The table above means that for the first statement in questionnaire sheet "I feel that listening to some English materials help me to use variation of vocabularies in speaking English" got score 136, the students who answered into "Strongly Disagree" was 1, students who answered "Disagree" was 1, students who answered "Undecided" was 13, students who answered "Agree" was 11, and students who answered "Strongly Agree" was 10. Interpretation of the score calculation. To get the interpretation results, it is necessary to first know the highest score (X) and the lowest number (Y) for the assessment item with the following formula:

Y = Highest score Likert x number of respondents

X = Lowest score Likert x number of respondents

The highest score for the **Strongly Agree** item is $5 \times 36 = 180$, while the **Strongly Disagree** item is $1 \times 36 = 36$. Before solving it we must know the interval (range) and percent interpretation in order to know the assessment by the method of finding the range of interval.

$$Interval = \frac{180 - 36}{5} = 28$$

Table 2. Interval Score

Likert Scale classification	Total Score
Strongly Agree	152 – 180
Agree	123 – 151
Undecided	94 – 122
Disagree	65 – 93
Strongly Disagree	36 – 64

Based on the table above, it can be concluded that students at English Study Program Islamic University of Indragiri are “Agree” that listening to some English materials help them to use variation of vocabularies in speaking English. This can be seen from the total sum of the scores of the first statement of the distributed questionnaire showing the number 136, where this number is in positions 123 – 151 in the interval score table above.

2st Statement “Listening and watching to some English recording can help me to understand how to use grammar in speaking English.”

Table 3. Scoring of Likert Scale

Likert Scale	T	Pn	Total
Strongly Disagree	0	1	0
Disagree	2	2	4
Undecided	9	3	27
Agree	15	4	60
Strongly Agree	10	5	50
Total Score			141

The table above means that for the second statement in questionnaire sheet “Listening and watching to some English recording can help me to understand how to use grammar in speaking English.” got score 141, the students who answered into “Strongly Disagree” was 0, students who answered “Disagree” was 2, students who answered “Undecided” was 9, students who answered “Agree” was 15, and students who answered “Strongly Agree” was 10.

Y (Strongly Agree) = 180

X (Strongly Disagree) = 36

$$Interval = \frac{180 - 36}{5} = 28$$

Table 4. Interval Score

Likert Scale classification	Total Score
Strongly Agree	152 – 180
Agree	123 – 151
Undecided	94 – 122
Disagree	65 – 93
Strongly Disagree	36 – 64

Based on the table above, it can be concluded that students at English Study Program Islamic University of Indragiri are “Agree” that Listening and watching to some English recording can help them to understand how to use grammar in speaking English. This can be seen from the total sum of the scores of the first statement of the distributed questionnaire showing the number 141, where this number is in positions 123 – 151 in the interval score table above.

3st Statement “I learn how to pronounce English words from listening of some English materials.”

Table 5. Scoring of Likert Scale

Likert Scale	T	Pn	Total
Strongly Disagree	1	1	1
Disagree	2	2	4
Undecided	14	3	42
Agree	8	4	32
Strongly Disagree	11	5	55
Total Score			134

The table above means that for the third statement in questionnaire sheet “I learn how to pronounce English words from listening of some English materials” got score 134, the students who answered into “Strongly Disagree” was 1, students who answered “Disagree” was 2, students who answered “Undecided” was 14, students who answered “Agree” was 8, and students who answered “Strongly Agree” was 11.

Y (Strongly Agree) = 180

X (Strongly Disagree) = 36

$$Interval = \frac{180 - 36}{5} = 28$$

Table 6. Interval Score

Likert Scale classification	Total Score
Strongly Agree	152 – 180
Agree	123 – 151
Undecided	94 – 122
Disagree	65 – 93
Strongly Disagree	36 – 64

Based on the table above, it can be concluded that students at English Study Program Islamic University of Indragiri are “Agree” that they learn how to pronounce English words from listening of some English materials. This can be seen from the total sum of the scores of the first statement of the distributed questionnaire showing the number 134, where this number is in positions 123 – 151 in the interval score table above.

4st Statement *“By always listening to some English materials, I can easily understand the news for my basic in speaking.”*

Table 7. Scoring of Likert Scale

Likert Scale	T	Pn	Total
Strongly Disagree	2	1	2
Disagree	5	2	10
Undecided	10	3	30
Agree	15	4	60
Strongly Agree	4	5	20
Total Score			122

The table above means that for the fourth statement in questionnaire sheet “By always listening to some English materials, I can easily understand the news for my basic in speaking” got score 122, the students who answered into “Strongly Disagree” was 2, students who answered “Disagree” was 5, students who answered “Undecided” was 10, students who answered “Agree” was 15, and students who answered “Strongly Agree” was 4. Interpretation of the Score Calculation:

$$Y \text{ (Strongly Agree)} = 180$$

$$X \text{ (Strongly Disagree)} = 36$$

Table 8 Interval Score

Likert Scale classification	Total Score
Strongly Agree	152 – 180
Agree	123 – 151
Undecided	94 – 122
Disagree	65 – 93
Strongly Disagree	36 – 64

Based on the table above, it can be concluded that students at English Study Program Islamic University of Indragiri are “Undecided” that By always listening to some English materials, they can easily understand the news for my basic in speaking. This can be seen from the total sum of the scores of the first statement of the distributed questionnaire showing the number 122, where this number is in positions 94 – 122 in the interval score table above.

5st Statement “By always listening to some English content, it is helping me to gain information and redeliver it in speaking.”

Table 9 Scoring of Likert Scale

Likert Scale	T	Pn	Total
Strongly Disagree	1	1	1
Disagree	2	2	4
Undecided	14	3	42
Agree	12	4	48
Strongly Agree	7	5	35
Total Score			130

The table above means that for the fifth statement in questionnaire sheet “By always listening to some English content, it is helping me to gain information and redeliver it in speaking” got score 130, the students who answered into “Strongly Disagree” was 1, students who answered “Disagree” was 2, students who answered “Undecided” was 14, students who answered “Agree” was 12, and students who answered “Strongly Agree” was 7. Interpretation of the Score Calculation:

Y (Strongly Agree) = 180

X (Strongly Disagree) = 36

$$Interval = \frac{180 - 36}{5} = 28$$

Table 10 Interval Score

Likert Scale classification	Total Score
Strongly Agree	152 – 180
Agree	123 – 151
Undecided	94 – 122
Disagree	65 – 93
Strongly Disagree	36 – 64

Based on the table above, it can be concluded that students at English Study Program Islamic University of Indragiri are “Agree” that By always listening to some English content, it is helping them to gain information and redeliver it in speaking. This can be seen from the total sum of the scores of the first statement of the distributed questionnaire showing the number 130, where this number is in positions 123 – 151 in the interval score table above.

6st Statement *“Listening can help me to understand someone’s feeling and makes me easy to communicate to others.”*

Table 11 Scoring of Likert Scale

Likert Scale	T	Pn	Total
Strongly Disagree	1	1	1
Disagree	4	2	8
Undecided	11	3	33
Agree	11	4	44
Strongly Agree	9	5	45
Total Score			131

The table above means that for the sixth statement in questionnaire sheet “Listening can help me to understand someone’s feeling and makes me easy to communicate to others” got score 131, the students who answered into “Strongly Disagree” was 1, students who answered “Disagree” was 4, students who answered “Undecided” was 11, students who answered “Agree” was 11, and students who answered “Strongly Agree” was 9.

Y (Strongly Agree) = 180

X (Strongly Disagree) = 36

$$Interval = \frac{180 - 36}{5} = 28$$

Table 12 Interval Score

Likert Scale classification	Total Score
Strongly Agree	152 – 180
Agree	123 – 151
Undecided	94 – 122
Disagree	65 – 93
Strongly Disagree	36 – 64

Based on the table above, it can be concluded that students at English Study Program Islamic University of Indragiri are “Agree” that Listening can help them to understand someone’s feeling and makes them easy to communicate to others. This can be seen from the total sum of the scores of the first statement of the distributed questionnaire showing the number 131, where this number is in positions 94 – 122 in the interval score table above.

7st Statement “I feel that listening can rise my awareness in learning other English skills, especially speaking.”

Table 13 Scoring of Likert Scale

Likert Scale	T	Pn	Total
Strongly Disagree	1	1	1
Disagree	5	2	10
Undecided	14	3	42
Agree	11	4	44
Strongly Agree	5	5	25
Total Score			122

The table above means that for the seventh statement in questionnaire sheet “*I feel that listening can rise my awareness in learning other English skills, especially speaking*” got score 122, the students who answered into “Strongly Disagree” was 1, students who answered “Disagree” was 5, students who answered “Undecided” was 14, students who answered “Agree” was 11, and students who answered “Strongly Agree” was 5. Interpretation of the Score Calculation:

Y (Strongly Agree) = 180

X (Strongly Disagree) = 36

$$\text{Interval} = \frac{180 - 36}{5} = 28$$

Table 14 Interval Score

Likert Scale classification	Total Score
Strongly Agree	152 – 180
Agree	123 – 151
Undecided	94 – 122
Disagree	65 – 93
Strongly Disagree	36 – 64

Based on the table above, it can be concluded that students at English Study Program Islamic University of Indragiri are “Undecided” that listening can rise their awareness in learning other English skills, especially speaking. This can be seen from the total sum of the scores of the first statement of the distributed questionnaire showing the number 122, where this number is in positions 94 – 122 in the interval score table above.

8st Statement “By always exercising to listen, I can learn how to communicate in English better and faster.”

Table 15 Scoring of Likert Scale

Likert Scale	T	Pn	Total
Strongly Disagree	1	1	1
Disagree	4	2	8
Undecided	12	3	36
Agree	13	4	52
Strongly Agree	6	5	30
Total Score			127

The table above means that for the eighth statement in questionnaire sheet “By always exercising to listen, I can learn how to communicate in English better and faster” got score 127, the students who answered into “Strongly Disagree” was 1, students who answered “Disagree” was 4, students who answered “Undecided” was 12, students who answered “Agree” was 13, and students who answered “Strongly Agree” was 6.

Y (Strongly Agree) = 180

X (Strongly Disagree) = 36

$$Interval = \frac{180 - 36}{5} = 28$$

Table 16 Interval Score

Likert Scale classification	Total Score
Strongly Agree	152 – 180
Agree	123 – 151
Undecided	94 – 122
Disagree	65 – 93
Strongly Disagree	36 – 64

Based on the table above, it can be concluded that students at English Study Program Islamic University of Indragiri are “Agree” that By always exercising to listen, they can learn how to communicate in English better and faster. This can be seen from the total sum of the scores of the first statement of the distributed questionnaire showing the number 127, where this number is in positions 123 – 151 in the interval score table above.

9st Statement “Hearing some English contents every day can motivate me in speaking English.”

Table 17 Scoring of Likert Scale

Likert Scale	T	Pn	Total
Strongly Disagree	1	1	1
Disagree	2	2	4
Undecided	6	3	18
Agree	15	4	60
Strongly Agree	12	5	60
Total Score			143

The table above means that for the ninth statement in questionnaire sheet “Hearing some English contents every day can motivate me in speaking English” got score 143, the students who answered into “Strongly Disagree” was 1, students who answered “Disagree” was 2, students who answered “Undecided” was 6, students who answered “Agree” was 15, and students who answered “Strongly Agree” was 12.

Y (Strongly Agree) = 180

X (Strongly Disagree) = 36

$$Interval = \frac{180 - 36}{5} = 28$$

Table 18 Interval Score

Likert Scale classification	Total Score
Strongly Agree	152 – 180
Agree	123 – 151
Undecided	94 – 122
Disagree	65 – 93
Strongly Disagree	36 – 64

Based on the table above, it can be concluded that students at English Study Program Islamic University of Indragiri are “Agree” that *Hearing some English contents every day can motivate them in speaking English*. This can be seen from the total sum of the scores of the first statement of the distributed questionnaire showing the number 143, where this number is in positions 123 – 151 in the interval score table above.

10st Statement “*By having experience listening to English content every day, I feel confidence in practicing English.*”

Table 19 Scoring of Likert Scale

Likert Scale	T	Pn	Total
Strongly Disagree	2	1	2
Disagree	2	2	4
Undecided	7	3	21
Agree	14	4	56
Strongly Agree	11	5	55
Total Score			138

The table above means that for the tenth statement in questionnaire sheet “*By having experience listening to English content every day, I feel confidence in practicing English*” got score 138, the students who answered into “Strongly Disagree” was 2, students who answered “Disagree” was 2, students who answered “Undecided” was 7, students who answered “Agree” was 14, and students who answered “Strongly Agree” was 11.

Y (Strongly Agree) = 150

X (Strongly Disagree) = 36

$$\text{Interval} = \frac{180 - 36}{5} = 28$$

Table 20 Interval Score

Likert Scale classification	Total Score
Strongly Agree	152 – 180
Agree	123 – 151
Undecided	94 – 122
Disagree	65 – 93
Strongly Disagree	36 – 64

Based on the table above, it can be concluded that students at English Study Program Islamic University of Indragiri are “Agree” that listening to English content every day, will make them feel confidence in practicing English. This can be seen from the total sum of the scores of the first statement of the distributed questionnaire showing the number 138, where this number is in positions 123 – 151 in the interval score table above.

Table 21 The recapitulation of Listening Comprehension Role in Improving Students Speaking Ability.

No	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total	Interval
1	S1	1	1	13	11	10	136	Agree
2	S2	0	2	9	15	10	141	Agree
3	S3	1	2	14	8	11	134	Agree
4	S4	2	5	10	15	4	122	Undecided
5	S5	1	2	14	12	7	130	Agree
6	S6	1	4	11	11	9	131	Agree
7	S7	1	5	14	11	5	122	Undecided
8	S8	1	4	12	13	6	127	Agree
9	S9	1	2	6	15	12	143	Agree
10	S10	2	2	7	14	11	138	Agree
TOTAL							1,324/10 = 132,4	Agree (High)

The total score of the table above show numbers 132,4 which is in position 123-151 in the interval score table below:

Table 22. Interval Score

Likert Scale classification	Total Score
Strongly Agree/Very High	152 – 180
Agree/High	123 – 151
Undecided/Enough	94 – 122
Disagree/Less	65 – 93
Strongly Disagree/Low	36 – 64

Based on the data presentation above, the researcher would like to present the findings of the research, that are listening comprehension role in improving students speaking ability at English Study Program Islamic University of Indragiri. Based on the statement explained by the researcher in the previous discussion that the statement which got a score a range of values agree and strongly agree categories, it will be considered that the role of listening comprehension in improving students speaking ability is in a high level. while statements which got scores outside of above categories means that the role of listening comprehension in improving students speaking ability is at low level.

In this research, the result of study showed that the listening comprehension role in improving students speaking ability at English Study Program Islamic University of Indragiri was in a high level. It because from ten statement that have given by the researcher, eight statements are in agree position, and the total of the recapitulation has shown the number 132,4 which is in 123-151 (Agree/High) positions in interval table. It means that listening was important skill before mastering speaking. According to Rost (2001: 1) “a major difference between more successful and less successful learners is related to their ability to use listening as an instrument of learning”. So, these findings proved that listening has very important role to improve the students speaking ability, through listening the students can get the language input and practice their ability to speak. These are the statements which got the value 123-151 or at agree/high position in the interval table. The first is S9 (Hearing some English contents every day can motivate me in speaking English) with total score was 143, it means that students feel motivated to speak English when they hearing some English contents every day, so the role of listening comprehension in improving students speaking ability in this statement is in high level. And the second is S2 (Listening and watching to some English recording can help me to understand how to use grammar in speaking English) with total score was 141, it means that by listening and watching English recording it can help them to understanding grammatical usage, so the role of listening comprehension in improving students speaking ability in this statement is in high level. Then the third is S10 (By having experience listening to English content every day, I feel confidence in practicing English) with total score was 138, it means that the students feel more confidence in speaking when they have experience to listening some English content. This

indicates that the role of listening comprehension in improving students speaking ability in this statement is in high level. And then the fourth is S1 (I feel that listening to some English materials help me to use variation of vocabularies in speaking English) with the total score 136, it means that the students feel helped to use variation of vocabularies by listening to some English materials. It can be said that the role of listening comprehension in improving students speaking ability in this statement is in high level. And the fifth is S3 (I learn how to pronounce English words from listening of some English materials) with total score was 134, it means that the students can learn how to pronounce words in English by listening some English content. so the role of listening comprehension in improving students speaking ability in this statement is in high level. Then the sixth is S6 (Listening can help me to understand someone's feeling and makes me easy to communicate to others) with the total score was 131, it means that listening comprehension can make the students easy to understand someone's feeling and also to communicate with other people. So the role of listening comprehension in improving students speaking ability in this statement is in high level. And the seventh is S5 (By always listening to some English content, it is helping me to gain information and redeliver it in speaking) the total score was 130, it means that the students feel helped in gaining information and resubmit it in speaking by listening to English content. It can be said that the role of listening comprehension in improving students speaking ability in this statement is in high level. And the last is S8 (By always exercising to listen, I can learn how to communicate in English better and faster) the total score was 127, that means the students who always do listening exercise; they will be able to learn better and faster. So the role of listening comprehension in improving students speaking ability at English Study Program Islamic University of Indragiri was in a high level.

Based on the result above, the researcher can conclude that the listening comprehension role in improving students speaking ability at English Study Program Islamic University of Indragiri was in a high level. It because from ten statement that have given by the researcher, eight statements are in agree position, and the total of the recapitulation has shown the number 132,4 which is in 123-151 (Agree/High) positions in interval table. And based on the existing data analysis, the researcher also found several statements that became the listening

comprehension role in improving students speaking ability. There are 6 points, the first point is listening comprehension can motivate the students to speak, then the second point is the students is feel confidence in practicing English, and the third point is maturing value, means that the students can understands someone's feelings and easy to communicate, then the fourth point is help them to gaining the information and redeliver it by speaking, and the fifth point is listening comprehension can help them to learn better and faster especially in speaking skills, and the last is giving language input which is add their vocabulary, usage of grammar and how to pronounce word in English when they are practice to speaking.

CONCLUSION

The research has the purpose to know how the listening comprehension role in improving students speaking ability at English Study Program Islamic University of Indragiri. Then, based on the result of research findings, the researcher would like to give the conclusion of the research that the listening comprehension role in improving students speaking ability at English Study Program Islamic University of Indragiri was in a high level. It is because from ten statement that have given by the researcher, eight statements are in agree position, and the total of the recapitulation table has shown the number 132,4 which is in 123-151 (Agree/High) positions in interval table. It means that listening was important skill before mastering speaking. Then based on the existing data analysis, the researcher also found several statements that become the listening comprehension role in improving students speaking ability. There are 6 points, the first point is listening comprehension can motivate the students to speak, then the second point is the students is feel confidence in practicing English, and the third point is maturing value, means that the students can understands someone's feelings and easy to communicate, then the fourth point is help them to gaining the information and redeliver it by speaking, and the fifth point is listening comprehension can help them to learn better and faster especially in speaking skills, and the last is giving language input which is add their vocabulary, usage of grammar and how to pronounce word in English when they are practice to speaking.

With the other word the listening comprehension role in improving students speaking ability at English Study Program Islamic University of Indragiri is in a high level.

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