The Correlation between Students' Listening Comprehension and Their Speaking Performance at the First Semester of Eleventh Grade Students of SMAN 1 Terbanggi Besar in Central Lampung Academic Year 2023/2024

A Research Thesis
Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By
Name   : Darul Ikhsan
NPM   : 1911040296
Major   : English Education
Advisor   : Prof. Dr. Idham Kholid, M.Ag
Co- Advisor   : Irawansyah, M.Pd

ENGLISH LANGUAGE EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
UIN RADEN INTAN LAMPUNG
2024

The Correlation between Students' Listening Comprehension and Their Speaking Performance at the First Semester of Eleventh Grade Students of SMAN 1 Terbanggi Besar in Central Lampung Academic Year 2023/2024

A Research Thesis
Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By
Darul Ikhsan
1911040296

English Education

Advisor   **: Prof. Dr. Idham Kholid, M.Ag**
Co- Advisor   **: Irawansyah, M.Pd**

ENGLISH LANGUAGE EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
UIN RADEN INTAN LAMPUNG
2024

ABSTRACT

The Correlation between Students' Listening Comprehension and Their Speaking Performance at the First Semester of Eleventh Grade Students of SMAN 1 Terbanggi Besar in Central Lampung Academic Year 2023/2024

By:

Darul Ikhsan

Students with good listening skills will express their understanding of the speakers' points in their responses, which will encourage the conversation to continue. Students who lack good listening skills, on the other hand, will lead the conversation to become stalled because they are unable to listen attentively enough to respond to the speakers. Students must understand the meaning of the spoken language in order to listen effectively. To comprehend means to understand completely. Knowing the meaning of the spoken language is merely one aspect of comprehension; it also entails understanding the spoken language's context. A complete and entire understanding is required in order to comprehend what is being said. Other factors that affected speaking performance cannot be separated from it. Listening comprehension is one of the influencing elements. Students with good listening skills will express their understanding of the speakers' points in their responses, which will encourage the conversation to continue.

The researcher chose the listening comprehension of the first semester of eleventh grade in SMAN 1 Terbanggi Besar academic year 2023/2024 as the X (independent) variable and speaking performance of the first semester of eleventh grade in SMAN 1 Terbanggi Besar academic year 2023/2024 as the Y (dependent) variable. This research conducted correlational research with explanatory research design. Data collection technique that used in this research is try-out and test. The instrument of this research is listening comprehension test and speaking ability test. There were 463 number of students which are the total of population in this research, them the researcher chosen 60 students to be the main sample which divided into 30 students for try-out and 30 other students test.

The result of this research is there was a positive correlation between listening comprehension and speaking ability at the first

semester of eleventh grade students in SMAN 1 Terbanggi Besar academic year 2023/2024 with medium correlation interpretation. The data analysis was value of significant generated Sig. (P-value) = 0.019 < 0.05. It can be concluded that there was a positive correlation both listening comprehension and speaking ability at the first semester of eleventh grade students in SMAN 1 Terbanggi Besar academic year 2023/2024. In this research, listening comprehension (X) as the independent variable was influenced by the Speaking ability (Y) as dependent variable, and speaking ability (Y) as dependent variable was influenced by listening comprehension (X) as independent variable. From that result, it can be concluded that the null hypothesis was rejected and the alternative hypothesis was accepted.

Keyword: Listening comprehension, Speaking ability, Suggestion and offer
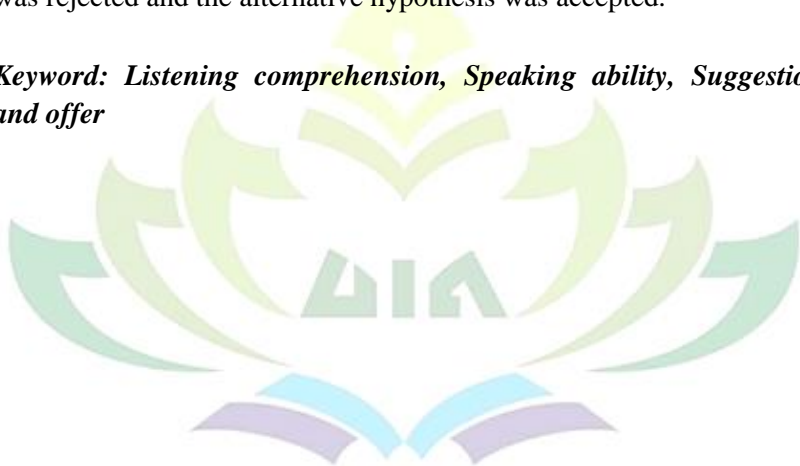
DECLARATION

The researcher hereby that thesis entitled "The Correlation between student's Listening Comprehension and Their Speaking Performance at The First Semester of Eleventh Grade Students of SMAN 1 Terbanggi Besar in Central Lampung Academic Year 2023/2024" is completely my work. The researcher is fully aware that he has quoted some statements and ideas from various sources, and also those are appropriately acknowledged in the text.

Bandar Lampung, January 2024

Researcher

Darul Ikhsan
NPM.1911040296

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol H. Endro Suratmin, Bandar Lampung, 35131. Telp. (0721) 704030

APPROVAL LETTER

Title	:	The Correlation between Student's Listening Comprehension and Their Speaking Performance at the First Semester Eleventh Grade Students of SMAN 1 Terbanggi Besar in Central Lampung Academic Year 2023/2024
Student Name	:	Darul Ikhsan
Student Number	:	1911040296
Study Program	:	English Education
Faculty	:	Tarbiyah and Teacher Training Faculty

has been **APPROVED**

to be defended at the Thesis Defense of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University of Lampung.

Advisor   **Co-advisor**

Prof. Dr. Idham Kholid, M. Ag   **Irawansyah, M. Pd**
NIP. 196010201988031005   NIP. 198908152023211019

The Chairperson of
English Educational Program

M. Ridho Kholid, S.S, M.Pd
NIP.198505122015031004

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol H. Endro Suratmin, Bandar Lampung, 35131, Telp. (0721) 704030

ADMISSION

The following thesis entitled:

The Correlation between Student's Listening Comprehension and Their Speaking Performance at the First Semester of Eleventh Grade Students of SMAN 1 Terbanggi Besar in Central Lampung Academic Year 2023/2024, written by: **Darul Ikhsan, NPM: 1911040296**, Department: English Education, has been successfully defended at the Thesis Defense of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was held on **Thursday, November 23, 2023**

Board of Examiners:

Chairperson	: Dr. Oki Dermawan, M.Pd	(............)
Secretary	: Septa Aryanika, M.Pd	(............)
Primary Examiner	: Istiqomah Nur Rahmawati, M.Pd	(............)
Secondary Examiner	: Prof. Dr. Idham Kholid, M.Ag	(............)
Third Examiner	: Irawansyah, M.Pd	(............)

The Dean of
Faculty of Tarbiyah and Teacher Training

Prof. Dr. Hj. Nirva Diana, M. Pd
NIP. 196408281988032002

MOTTO

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِۦ عِلْمٌ ۚ إِنَّ ٱلسَّمْعَ وَٱلْبَصَرَ وَٱلْفُؤَادَ كُلُّ

أُوْلَٰٓئِكَ كَانَ عَنْهُ مَسْئُولاً ﴿٣٦﴾

Do not follow what you have no ˹sure˺ knowledge of. Indeed, all will
be called to account for ˹their˺ hearing, sight, and intellect.[1]
(Al-Israa 36)

---

[1] Recite Quran Surah Al-Israa in Arabic, English Translation by Quran.com

DEDICATION

Praise and gratitude to The Almighty God, Allah SWT for the blessing so the researcher can finish this thesis. From the bottom of my heart, this thesis is dedicated to:

1. My deceased father, Erhamna who always make me remember about my dream, goal, and objective as a son.
2. My mother, Supadmi who always support me in every situation. She always takes care of me, pay attention to me and give the best action to me.
3. My own almamater and lecturers of English Education UIN Raden Intan Lampung. Of course, The researcher would like to say thank you so much for every knowledge and experience that have been shared to me.

CURRICULUM VITAE

The researcher's name is Darul Ikhsan. He was born on Bandar Jaya, August 13, 2001. His hometown is in Seputih Agung, Central Lampung but now he lives in Way Halim, Bandar Lampung. He is a Javanese and Bengkulunese. His Father, Erhamna has passed away in February 2016. His mother, Supadmi is a farmer. He is the youngest child in family that he has a big brother, Nugraha Aditya Pratama.

He started his education journey from Insan Kamil Pre-Elementary School in 2005. Then, he continued to Insan Kamil Elementary School which located in Bandar Jaya, Terbanggi Besar, Central Lampung. After graduated from elementary school in 2013, he continued to junior high school 1 Terbanggi Besar. Then he continued to Senior High School 1 Terbanggi Besar. He decided to take English Education as his major since he was in the middle school. Then he joined to UIN Raden Intan Lampung and took English Education Major.

He is dreaming to be a success businessman since he was a kid. He took English Education Major because he loves English since he was in middle school. Unfortunately, he has no any achievement in English Educational sphere. Instead, he was won poem musical competition in University of Lampung in 2018 and took third position for provincial level. He was focused at music at the moment. But he still good at English subject especially when he was in middle and high school.

Bandar Lampung, October 2023
The Researcher

Darul Ikhsan
NPM.1911040296

ACKNOWLEDGEMENT

Firstly, The researcher would like to express his sincerest praises to Allah Ta'ala, who has lent him for blessing and mercy to complete his research at the State Islamic University of Raden Intan Lampung. The researcher also would like to send his best prayer and salutation to the Prophet Muhammad (peace be upon him), the best lover of the god Allah, who has guided him from the darkness to the lightness. This research entitled "The Correlation between student's Listening Comprehension and Their Speaking Performance at The First Semester of Eleventh Grade Students of SMAN 1 Terbanggi Besar in Central Lampung Academic Year 2023/2024". The primary aim of conducting this research is to fulfill a part of student's tasks in partial fulfillment of the requirement to obtain an S1- degree. Furthermore, this research would not have been completed without the support, aid, guidance, advice, and encouragement of people. Therefore, the researcher would like to express the most profound sense of gratitude to:

1. Prof. Dr. Hj. Nirva Diana M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staff, who had given an opportunity and forbearance to the researcher when on going the study until the end of this thesis composition.

2. M. Ridho Kholid, S.S., M.Pd , head of English Study Program at UIN Raden Intan Lampung.

3. Prof. Dr. Idham Kholid, M.Ag., the Advisor who has patiently guided and directed until the completion of thesis.

4. Irawansyah, M.Pd, the Co-Advisor, has guided the researcher since the first till the researcher completed this thesis.

5. Haryono, M.Pd as a Head-Master in SMAN 1 Terbanggi Besar, has granted research permission.

6. Khoirunnisa, S.Pd and Bakhtiar Ihsani, S.Pd as teachers at SMAN 1 Terbanggi Besar who given the guidance in conducting this research.

7. Class of XI A2&A3 at SMAN 1 Terbanggi Besar academic year 2023/2024 who were helped the researcher to participate and to complete this research as the main sample.

8. All lecturers of the English Department of UIN Raden Intan Lampung, who have taught the researcher since the first year of his study.
9. One Ampuhan and Rafilda Hanifa who have helped me to arrange and complete my thesis by giving suggestion and direction while conducting this researcher.
10. Achmad Nurcahman, Funny Adellia, M. Isdi Raflikansyah, Setyo Eko Utomo, and Raina Amira Salsabila who were always support me along my college study.
11. All students of class A English Education of UIN Raden Intan generation of 2019.
12. Darul Ikhsan, myself who never gave up until this point.

Bandar Lampung, October 2023
The Researcher

Darul Ikhsan
NPM.1911040296

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

LIST OF FIGURES

CHAPTER I
INTRODUCTION

A. Title Confirmation

The first step of conducting this research is to understand the title of this research. In this part, the researcher explained terms which contained in this research to avoid misunderstanding. The title of this research is **"The Correlation between student's Listening Comprehension and Their Speaking Performance at the first semester Eleventh Grade Students of SMAN 1 Terbanggi Besar in Central Lampung Academic Year 2023/2024"**.

Listening is a natural precursor to speaking. Meaning listening comprehension is a method of fully understanding spoken language by listening to the words of the speaker and figuring out their meaning. Some language teaching experts define listening comprehension in a particular way. "Listening comprehension is the process of understanding speech in a first or second language," Richard explained. They actually mean the same thing, because listening and listening always require comprehension in order to fully comprehend the information the listener wants to know.[1]

Speaking is the skill that students in EFL should learn. Speaking allows students to exchange thoughts, communicate with each other, and interact in English. Speaking is considered one of the most effective and efficient forms of communication compared to other forms of communication due to its informality and simple structure. Hughes said, "Speaking is not a separate ability.". Therefore, speaking can be a direct judgment for language learners. This is because speaking performance determines a speaker's knowledge of how to use the language.

SMAN 1 Terbanggi Besar is a senior high school which located at Ahmad Yani Street No. 1, Poncowati, Terbanggi Besar, Central Lampung, Lampung. The researcher

---

[1] I S P Nation and J Newton, *Teaching ESL / EFL*, 2009.

took this school to collect the empirical data. The sample is the first semester eleventh grade student academic year 2023/2024.

Based on the explanation above, this research aimed to find the correlation between students' listening comprehension and speaking performance at the first semester of eleventh grade students of SMAN 1 Terbanggi Besar academic year 2023/2024.

B. Background of the Problem

In communicative interactions, speakers require listeners to hear their message, while listeners rely on spoken language from the speakers to be heard or to respond to what they've heard. The dialogue continues as long as both parties fulfill their roles, highlighting the interdependency between speaking and listening, where listeners hear the speaker and provide responses. Consequently, listening comprehension becomes a strategy for maintaining communication between speakers and listeners, making speaking crucial for language learners.

For nearly six decades, research and English teaching practice have emphasized the importance of the "four skills" – listening, speaking, reading, and writing. However, Richards and Renandya argued that the majority of language learners worldwide aim to enhance their speaking skills when learning English. Listening and speaking are fundamental components of daily human interaction, as humans interact with their environment regularly. Consequently, speaking and listening are inherent abilities that emerge from daily activities. As social beings, communication is vital for societal continuity. Therefore, as language learners, we should familiarize ourselves with both skills early and frequently to maximize proficiency. Fortunately, English education is integrated into the curriculum from elementary to senior high school in Indonesia, facilitating the development of speaking and listening skills through structured learning.

Listening involves actively paying attention to comprehend the speakers' message, making it an open skill where individuals interpret the meaning of what they hear. Despite its seemingly passive nature, listening, as Harmer asserts, requires active engagement in language acquisition. Listeners actively construct meaning during the listening process, indicating that they may comprehend spoken language more than they produce. Traditionally, listening was perceived as a passive reception of information from a speaker. However, contemporary views regard listening as a dynamic and interpretive process, where meanings are shaped by context and interpreted actively by the audience, rather than passively accepted.

Brown suggested that speaking performance can be categorized into five types. The first type is imitative, which involves the ability to mimic words, phrases, and sentences orally and is often the primary focus of assessment. Secondly, there is the intensive type, which emphasizes practicing specific phonological or linguistic aspects of language in activities such as conversation, sentence completion, and reading aloud. Thirdly, the responsive type focuses on the ability to respond to conversations or exchanges and requires comprehension to complete this skill. Following this is the interactive type, which differs from responsiveness in the length and complexity of interactions, sometimes involving multiple exchanges and participants. This category includes transactional language used for exchanging specific information and interpersonal exchanges aimed at maintaining communication among individuals, such as interview activities or role-playing scenarios. Lastly, there is the extensive monologue type, which encompasses overall verbal skills in conversations, including listening comprehension and responding to dialogue.[2]

---

[2] Manurung Yayuk Hayulina and Izar Sri Listiana, "Analysis on Students' English Speaking Performance at University of Muhammadiyah Sumatera Utara," *Journal VISION* XVI, no. 2 (2020): 35–44.

Students with good listening skills will express their understanding of the speakers' points in their responses, which will encourage the conversation to continue. Students who lack good listening skills, on the other hand, will lead the conversation to become stalled because they are unable to listen attentively enough to respond to the speakers. Students must understand the meaning of the spoken language in order to listen effectively. Knowing the meaning of the spoken language is merely one aspect of comprehension; it also entails understanding the spoken language's context. A complete and entire understanding is required in order to comprehend what is being said. Other factors that affected speaking performance cannot be separated from it. Listening comprehension is one of the influencing elements. Students with good listening skills will express their understanding of the speakers' points in their responses, which will encourage the conversation to continue.[3]

Related to the statement above, to make the conversation keep going both listener and speaker should have a good skill in speaking and listening. The good skill in this context doesn't mean the international standard level, but accordingly to their ability in understanding the words. There are many factors that affect students' ability in speaking and listening. One of factor is the teaching and learning process in their school. Also, the curriculum and the way teacher develops and presents the material can affect student's ability. Here is the ATP (*Alur dan Tujuan Pembelajaran*) of English subject grade eleven senior high school *merdeka* curriculum.

[3] H.Douglas Brown, "[H._Douglas_Brown]_Teaching_by_Principles,_Second_(BookFi.Org).Pdf," *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2000.

Table 1.1
Final ATP (*Alur dan Tujuan Pembelajaran*) English study
eleventh grade of senior high school for
Listening and Speaking.

Phase E 10	Year 10 (CP breakdown)
Listening and Speaking At the completion of Phase E, students employ the English language for effective communication with teachers, peers, and various individuals in diverse contexts and for various purposes. They adeptly formulate responses to inquiries, employ strategies to initiate and maintain conversations and dialogues, and exhibit a sound grasp of key concepts and pertinent information in discussions or presentations related to youth-centric topics. Furthermore, they utilize English to express their perspectives on youth-related matters and engage in conversations concerning youth-related interests. Students are proficient in making comparisons, and they skillfully employ nonverbal elements, including gestures, tone, and pace, to ensure effective communication in specific situations.	1. use English to communic ate with te achers, peers and others in a r ange of settings and for a r ange of purposes. 2. use and respond to questions and use str ategies to initi ate and sust ain convers ations and discussion. 3. underst and and identify the m ain ide as and relev ant det ails of discussions or present ations on youth-rel ated topics. 4. use English to express opinions on youthrel ated issues and to discuss youth-rel ated interests. 5. give and m ake comp arisons. - use nonverb al elements such as gestures, speed and pitch to be understood in some contexts

(Source: *FINAL ATP B. INGGRIS- YENNY SUKHRIANI-Fase E Revisi*)[4]

---

[4] *Common European Framework of Reference for Languages : Learning , Teaching , Assessment Structured Overview of All CEFR Scales*, n.d.

Related to the table above the researcher concludes that the learning process uses oral which students and teacher directly communicate for discussing some topics. But it depends on how teacher will execute the material. Using audio when students are hearing can support students listening skill. Also, presenting some topic can be effective to develop students speaking skill. The researcher interviews Ms. Linda and Mr. Supri as English teacher in SMAN 1 Terbanggi Besar. Listening and speaking are rarely applied on English teaching and learning process in SMAN 1 Terbanggi Besar especially for tenth and eleventh grade. The researcher conclude that the way of teacher provides the material should be effective if they want to develop students speaking and listening skill. This phenomenon shows that teaching and learning process in the school exactly affect students' listening comprehension and speaking ability.

From the several statements in the previous paragraphs, the researcher can conclude that speaking and listening have some appropriateness each other. A student who has a good speaking potentially has a good listening skill. Related to investigate conducted by Bozorgian, talking influences tuning in cognitively, which suggests that talking is exceedingly related to the students' tuning in comprehension. From this investigate, it is known that tuning in comprehension has more noteworthy relationship to talking execution than other language skills as tuning in could be a fundamental aptitude to procure in dialect procurement. Hence, the analyst positions himself to fill the crevice of the inquire about which examines the relationship of tuning in comprehension and the talking execution in English as Foreign Language (EFL) context.[5]

Based on the problem above, the researcher wants to focus on students' listening comprehension and their speaking performance. So, the researcher feels interested to conduct a

---

[5] Hossein Bozorgian, "The Relationship between Listening and Other Language Skills in International English Language Testing System," *Theory and Practice in Language Studies* 2, no. 4 (2012): 657–63, https://doi.org/10.4304/tpls.2.4.657-663.

Research under the title, "The Correlation between student's Listening Comprehension and Their Speaking Performance at The First Semester of Eleventh Grade Students of SMAN 1 Terbanggi Besar in Central Lampung Academic Year 2023/2024".

C. Identification and Limitation of the Problem

The use of the English language is frequently identified by students as a source of significant anxiety. Additionally, speaking in a foreign language is widely recognized as an anxiety-inducing skill. Several factors contribute to this phenomenon. Firstly, the allocated time for learning the English subject in schools is limited. Secondly, some educational institutions opt for teaching English through the medium of the native language, Indonesian. Thirdly, English is not utilized as the instructional language for other subjects. Another noteworthy factor is that students in Indonesia seldom engage in conversations with each other in English. Consequently, the English language proficiency level is not as commonly observed in the realm of education.[6]

In a listening assessment, it is a standard protocol that the recording is played only once, meaning that if test takers miss any part, they won't have an opportunity for a second chance. This gives rise to the challenge of the inability to repeat. When students faced a listening test with a native speaker, a significant number struggled to complete the test as required. Recognizing that it was a trial run for the class, the teacher played the recording repeatedly until all students managed to answer every question. This experience highlights the students' lack of readiness for a real listening test.

Two additional challenges encountered by students in listening, namely limited vocabulary and interpretation, appear to be interconnected. Essentially, a learner with a restricted vocabulary is more prone to misinterpreting what

---

[6] Rahma Melati Amir, Kisman Salija, and Sukardi Weda, "English Listening Problems Faced By Students At an Indonesian Senior High School," no. 2 (2019): 7.

they hear. This was evident in the listening test, where many students, due to a limited vocabulary, misunderstood the content of the recording. Several words used in the spoken passages were unfamiliar to them.

Another issue confronting students in listening pertains to their concentration levels. This problem appears to have psychological roots. During the listening test, many students found it difficult to concentrate on every utterance from the recorded speakers. When encountering an unclear part, some students fixated on it, hindering their progression to subsequent sections. Consequently, their ability to capture the intended messages from the spoken passages was compromised. In summary, it can be inferred that the students' psychological state significantly contributed to their subpar performance in the listening test.[7]

Avoiding of being too broad, this research focused to observe the first semester of eleventh grade students of SMAN 1 Terbanggi Besar academic year 2023/2024. This research focuses on scoring students' listening comprehension and scoring students' ability to speak in conversation.

D. Formulation of the Problem

Based on the background of the problem above, the formulation of the research is" Is there any significant correlation between Listening Comprehension and speaking Performance at the first semester of eleventh grade students in SMAN 1 Terbanggi Besar academic year 2023/2024?"

E. Objective of the Research

This research is conducted in order to know to what extend the correlation between listening comprehension and speaking performance at the first semester of eleventh grade students of SMAN 1 Terbanggi Besar academic year 2023/2024.

---

[7] Maria Ivana, "Ringkasan 04 TEST SPECIFICATION," *Universitas Katholik Atma Jaya*, 2020.

F. Significance of the Research

The researcher hoped that by conducting this study they will be able to provide useful information about the relationship between listening comprehension and speaking performance. The researcher also hoped that the results of this research will serve as input for the teaching and learning of English language learners as well as English teachers.

1. Theoretically

By conducting this research, the researcher hoped that this research can give a valid information related to speaking and listening skills correlation among High School students. Also, this research can prove the theory that stated by Brown "A student who has good listening skill potentially has good speaking skills, and also student who has good speaking skill potentially has good listening skill." As the main background of the problem to conduct this research.

2. Practically

a. For English teachers

The outcome of this study is anticipated to offer advantages to the teachers at SMAN 1 Terbanggi Besar in enhancing the execution of English language teaching and learning, particularly in listening and speaking instruction. Teachers can review the findings and discussions, which elucidate the relationship between students' listening comprehension and speaking proficiency.

b. For the next researchers

It is expected that future researchers can utilize this study as a reference to enhance the effectiveness of English learning, particularly in the areas of listening comprehension and speaking proficiency. This research can serve as a framework for other researchers interested in conducting studies related to this topic.

c. For the students

Students may find motivation to acquire further knowledge in listening comprehension and speaking performance. By examining the findings and discussions of this research, students can identify the relationship between listening comprehension and speaking proficiency.

G. Relevant Research

The researcher has carefully selected references from prior studies and attributed them to their respective authors by including the authors' names and titles. However, it is crucial to note that this does not imply that the researcher's work is a mere replication of previous studies. Instead, it serves as a testament to the researcher's commitment to establishing the originality and uniqueness of their work, the research is inspiring by some previous research such as study entitled:

The first previous research is "The Analysis of Students' Ability on Listening Comprehension of TOEFL Test at Sixth Semester Students of English Education Department Lancang Kuning University Pekanbaru" written by Syaifullah, 2018 edition. The author's purpose in this research is to clarify the listening comprehension ability of students on the TOEFL test and the factors affecting the listening comprehension ability of 6th semester students of the English Department, Lancang Kuning University, Pekanbaru. It generates in the result of this research that the listening comprehension ability of students in the 6th semester TOEFL test of the Department of English Education, Faculty of Education and Training, Lancang Kuning University is classified as low level. The researcher chooses this research because it is relevant to the listening comprehension as what researcher done.[8]

---

[8] Syaifullah, "The Analysis of Students' Ability on Listening Comptehension of TOEFL Test at Sixth Semester Studets of English Education Department Lancang Kuning University Pekanbaru," *IAIN Batusangkar*, 2018, 313–22.

The second research is "The Correlation between Listening and Speaking Ability of the Third Semester Students of English Department of University Pekanbaru" written by Masyhur Lipidia, Afrianto, and Luchi Putri in 2020. The aim was to find the relationship between tuning in and talking capacity of the third-semester understudies of English Division Unri. This investigate found that r-obtained is 0.526 with a critical level 0.001 which suggests that there's a critical relationship between tuning in capacity and talking capacity which means that the higher students' tuning in capacity, the higher talking capacity score of the understudies might get. The researcher chooses this research because it is relevant to the listening and speaking ability of students as what researcher wants to measure.[9]

The third research is "Analysis on Students" English Speaking Performance at University of Muhammadiyah Sumatera Utara" written by Yayuk Hayulina Manurung in 2020. This study was aimed to evaluate the English-speaking proficiency of students and to identify the obstacles they encountered. The research findings indicated that the primary challenge in students' speaking performance was often associated with the students themselves. Frequent speaking errors were observed. The researcher chooses this research because it is relevant to the speaking performance as this research's y dependent variable.[10]

The fourth study is "The Correlation between Listening and Speaking among High School Students" written by Pinem in 2020. Through data analysis in the form of student ratings of each variable, this study seeks to reveal that both are interrelated. Furthermore, the purpose of the study is to examine the extent to which listening influences speaking. Research has shown that there is a positive correl ation

---

[9] MASYHUR Lispadila, Luchi Putri, AFRIANTO, "The Correlation Between Listening and Speaking Ability of the Third Semester Students of English Department of University Pekanbaru," *JOM FKIP* 7 (2020): 1–13.

[10] Yayuk Hayulina and Sri Listiana, "Analysis on Students' English Speaking Performance at University of Muhammadiyah Sumatera Utara."

between listening as an independent v ari able and spe aking as a dependent v ari able. The rese archer selected this study bec ause it rel ates to the correl ation between listening and spe aking that researchers have done.[11]

The last previous study is "The Correlation of Listening Comprehension to The Student's Speaking Performance in EFL Context at Universitas Dayanu Ikhsanuddin Baubau" written by Suharaja in 2021. The purpose of this study is to explore the rel ationship between students' listening comprehension and spe aking ability. The results of d at a an alysis indic ate th at there will be a signific ant correl ation between listening comprehension and spe aking ability. The rese arch er chose this study bec ause it concerns the correl ation between listening comprehension and spe aking ability th at the rese archer done.[12]

From the relevant researches above, the researcher focused on scoring students' listening comprehension and observing students' speaking in conversation performance. The researcher looked for the significance correl ation between listening comprehension and spe aking perform ance.

H. Systematics of the Research

The researcher consisted this research into five chapters, those are:

Chapter one discussed an introduction which consists title confirmation, background of the problem, identific ation and limit ation of the problem, formul ation of the problem, formul ation of the problem, objective of the rese arch, signific ance of the rese arch, relev ant rese arch and system atics of the rese arch.

Chapter two discussed the review of related literature which consist the frame of theory and hypothesis.

---

[11] PINEM, "The Correlation Between Listening and Speking Among High School Students."

[12] SUHARAJA, "The Correlation of Listening Comprehension to The Students' Speaking Performance in EFL Context at Universitas Dayanu Ikhsanuddin Baubau," *ENGLISH EDUCATION JOURNAL*, 2020, 85–92.

Chapter three discussed research method which consists place and time of the research, research design, Variable of the research, operational definition of variables, population, sample, data collection technique, research instrument, scoring procedure, research procedure, validity and reliability of the instrument, fulfillment of the assumption and hypothesis testing

Chapter four discussed research findings and discussion which consists data description and discussion of the result.

Chapter five discussed conclusion and recommendation of the research.

CHAPTER II
FRAME OF THEORY AND HYPOTHESIS

A. Theories
1. Nature of Listening

According to Rost, the variation in definitions of listening comprehension might stem from two primary factors. Firstly, individuals, including experts, tend to define listening differently based on their personal experiences or theoretical perspectives. Secondly, the complexity of the listening process itself may contribute to this variation. In other words, listening can be a fleeting and elusive mental process that is challenging to precisely define and describe. After reviewing various definitions of listening in existing literature, Rost argues that nearly all of them can be categorized into one of these four approaches:

1. Receptive orientation pertains to the act of receiving and comprehending the speaker's words (e.g., it involves capturing the speaker's message or decoding their communication).
2. Constructive orientation involves the process of constructing or representing meaning from what is heard (e.g., it entails understanding the speaker's thoughts or identifying what is personally relevant).
3. Collaborative orientation emphasizes engaging in a mutual negotiation of meaning with the speaker and responding accordingly (e.g., it involves responding to the speaker's statements).
4. Transformative orientation revolves around the creation of meaning through active engagement, imagination, and empathy (e.g., it entails using involvement and empathy to generate meaning). The lack of a consensus on the definition of listening is also observed in the history of English Language Teaching (ELT), where different definitions have emerged. Each of these definitions reflects the significance attributed to listening within various

approaches to teaching and learning in the first or second language context.[1]

Wolvin asserted that in order to establish a comprehensive definition of listening, it is crucial to acknowledge the four key aspects of the listening process. Firstly, the Physiological dimension pertains to the physical capacity for receiving vocal messages. Secondly, the psychological dimension involves the cognitive and mental processes of assigning meaning to incoming sounds. Thirdly, the Sociological dimension concerns how the listener responds to and interprets the message. Lastly, the Communication dimension focuses on the listener's engagement in the communication process.

According to Anderson, Lynch, and Wolvin, hearing is a receptive process rooted in the biological and physiological systems, enabling individuals to receive sounds, whether they are meaningful or not. They emphasized that hearing forms the basis for listening, rather than the other way around. Thus, hearing holds significant importance in the context of listening comprehension. Dunkel noted that in both first language (L1) and second language (L2) listening research, there is a common concern regarding the absence of a universally accepted definition for listening.[2]

To gain insight into the intricacies of the listening process, we must take into account the distinctive attributes of spoken communication and the unique challenges it presents to listeners. Spoken discourse differs significantly from written text, introducing various facets to our comprehension of speech. For instance, spoken discourse is typically immediate, requiring listeners to process it in real-time, with limited or no opportunity for review. Often, non-native listeners perceive spoken discourse as rapid, even though speech rates can vary considerably. For instance, radio monologues may feature 160 words per minute,

---

[1] Michael Rost, *Teaching and Researching Listening*, n.d.

[2] Syaifullah, "The Analysis of Students' Ability on Listening Comptehension of TOEFL Test at Sixth Semester Studets of English Education Department Lancang Kuning University Pekanbaru."

while everyday conversations can involve as many as 220 words per minute.

The perception of speech as faster or slower generally depends on the extent of pauses within clauses that speakers employ. Unlike written text, spoken discourse is typically spontaneous and often reflects the processes of composition, including hesitations, shortened forms, filler words, and repetitions. Spoken discourse is also characterized by a linear structure, as opposed to the hierarchical structure of written text. While written language is organized into sentences, spoken language is usually presented one clause at a time, with longer conversational expressions consisting of multiple coordinated clauses, conjunctions, or adjuncts. Additionally, spoken texts often rely on context and personal elements, assuming a shared background knowledge. Finally, spoken texts may be delivered in various accents, including standard, non-standard, regional, non-native, and more.[3]

Listening plays a vital role as the initial step preceding speaking, particularly in the early phases of language development in one's native tongue and in acquiring other languages naturally. Gillian Brown and others have illustrated that both oral and written language progress demand ongoing attention in primary language education. Previously, it was assumed that native language speakers naturally acquired listening and speaking skills, while reading and writing required instruction. Similarly, in second language acquisition, numerous writers and researchers in the early 1980s underscored the significance of listening. This shift in emphasis toward listening was accompanied by a corresponding decrease in the importance ascribed to speaking in the initial stages of learning, with some suggesting that early speaking should be actively discouraged.

One of the main arguments favoring prioritizing listening and delaying speaking stems from a particular perspective on

---

[3] Jack C Richards, *Teaching Listening and Speaking From Theory to Practice* (Cambridge University Press, 2008).

language acquisition. Certain language teaching methods placed significant emphasis on speaking, with learners participating in speaking exercises, repetitions, and substitutions right from the outset. These lessons involved ne arly as much spe aking as listening, as listening w as viewed as a me ans to present models for immediate emulation by learners. The ultimate aim of language acquisition was perceived as the ability to speak, with language seen as a form of behavior. However, there is a growing belief that language acquisition extends beyond mere speaking and involves constructing a mental framework of meaning. For proponents of this view, speaking may indicate language acquisition, but practicing meaningful listening is considered the most effective method for developing this "cognitive" map in the mind.[4]

Based on the statement above, the researcher concludes that Listening is a fundamental aspect of human communication and plays a crucial role in our interactions with others. It refers to the process of receiving and interpreting auditory information, whether it will be spoken words, sounds, or music. Listening involves not only hearing the sounds but also actively paying attention, comprehending, and making sense of the messages being conveyed. Overall, listening is a complex and multifaceted process that goes beyond merely hearing sounds. It requires attention, comprehension, empathy, and active engagement to effectively understand and respond to the messages being conveyed. Developing good listening skills can enhance communication, foster better relationships, and promote mutual understanding.

2. Listening as A Comprehension

Effective listening can also be examined through the lens of the techniques and methods employed by the listener during the listening process. Does the learner primarily concentrate on comprehending the content of the material, or do they also contemplate the methods they use for listening? This emphasis on

---

[4] Nation and Newton, *Teaching ESL / EFL*.

the "how" of listening brings up the concept of listening strategies. Strategies can be understood as the approaches a learner adopts to engage with and handle a task, and it is possible to instruct listeners in effective techniques for approaching and managing their listening tasks. These activities aim to actively engage listeners in the listening process.[5]

Similar exercises can be adapted for listening practice. Generally, in these exercises, the students work in pairs, which consist of a member that has pictures that they need to explain to their peer. The objective of this pair is to determine the difference and similarity of the two pictures, and they are prohibited to show the pictures to e ach other. When these exercises are used in listening exercise, the students got the s ame pictures, and the te acher keep the other pictures. This rule is simil ar with working in p airs, which the te acher becomes the peer of e ach student in the cl ass. Various types of exercises can be employed by this way.

There are many exercises that can be categorized as four types of listening. However, the emphasize is in the exercise that is often investigated or used in listening exercise in the class and scenario test. Intensive listening is focused on introducing phonology and morphology elements of language. That means, classification is very closely associated with phonemic discrimination tasks-minimal pairs.

a. Responsive Listening involves presenting questions and multiple answer choices to students. The objective is to pose a question to students and provide them with four potential answers. Interaction is minimal in this scenario, and it primarily requires the application of reading skills, such as comprehension of questions and answers.

b. Selective Listening requires students to listen to short segments of auditory information within a limited timeframe and then respond with specific details. This method aligns closely with integrative listening tasks.

---

[5] Richards, *Teaching Listening and Speaking From Theory to Practice*.

c. Extensive Listening resembles Selective Listening, but the key difference lies in the absence of memorization, association, storage, or recall elements. Activities associated with Extensive Listening are more communicative and open-ended. Examples include various dictation exercises, comprehension tasks involving spoken content and multiple-choice questions, spoken messages followed by genuine inquiries about details, paraphrasing, and retelling. These activities can be part of both discrete and integrative approaches. However, recent trends involve integrating listening with speaking or writing in the responses, termed Interactive Tasks.

While listening comprehension activities encompass a wide range of tasks, they require structured training with specific strategies to extract information from both declarative and procedural knowledge. Buck identified two strategies: Cognitive and Metacognitive Strategies. Cognitive Strategies involve activating mental processes for comprehending and storing incoming information for immediate or long-term use. Metacognitive Strategies are linked to conscious and subconscious mental processes essential for initiating and managing cognitive strategies.

In oral cloze exercises, listeners engage in listening to a narrative, pausing periodically (approximately once every 50 words) for learners to anticipate the next word in the story. The guessed word should be relatively easy, and the guessing process should not disrupt the narrative flow significantly.

In picture ordering activities, learners receive a series of pictures arranged incorrectly. They listen to descriptions of each picture or a narrative related to the depicted events and must rearrange the pictures in the correct sequence. Suitable pictures can be found in picture-composition books or Sunday newspaper comic strips. Instead of storytelling pictures, collections featuring faces or cars can be used. The key is to arrange the pictures according to the descriptions. Proficient English speakers can

record these descriptions with minimal preparation, allowing for reuse with slightly varied descriptions and orders.

3. The Nature of Speaking in EFL and ESL

Speaking in English as a Foreign Language (EFL) and English as a Second Language (ESL) classrooms has some similarities, but there are also key differences based on the learners' language proficiency, context, and goals. Here are a breakdown of the nature of speaking in both EFL and ESL settings:

1. Language Proficiency

In EFL contexts, learners typically have limited exposure to English outside the classroom. They may not use English in their daily lives, which can make it challenging to develop speaking skills. Students often have lower proficiency levels and may lack confidence in speaking English. In ESL settings, learners are immersed in an English-speaking environment, either because they live in an English-speaking country or are part of a community where English is commonly used. ESL students often have more opportunities to practice speaking English in real-life situations, which can lead to faster language acquisition.

2. Context

In EFL classes often take place in countries where English is not the primary language. The primary goal is typically to help learners communicate effectively in English for academic or professional purposes, such as passing exams or conducting business with English-speaking partners. In ESL classes are usually found in English-speaking countries, and the focus is on helping learners integrate into the English-speaking society. This includes improving their ability to communicate in daily life, finding employment, and participating in local communities.

3. Teaching Approaches

In EFL classes may rely more on formal classroom instruction, textbooks, and traditional language teaching methods. Speaking exercises may be more structured and focus on academic or standardized language usage. In ESL classes often incorporate communicative language teaching (CLT) methods, which emphasize real-life communication. This might involve more informal, conversational activities to help learners interact comfortably in everyday English situations.

4. Motivation

In EFL students may be motivated by a desire to pass exams, achieve proficiency for work, or study abroad. The motivation can be more extrinsic, such as meeting specific language requirements. In ESL students are often motivated intrinsically by the need to function in their daily lives within an English-speaking environment. This can provide a strong incentive for language acquisition.[6]

5. Language Variation

In EFL learners may encounter British English, American English, or other regional variations, depending on the curriculum. The focus can vary based on the local curriculum or examination requirements. In ESL learners typically learn the variation of English spoken in their host country, which can be influenced by regional dialects and accents.

6. Language Exposure

Students in EFL contexts may have limited exposure to native English speakers, which can affect their pronunciation and fluency. students are often surrounded by native English speakers and have more opportunities for authentic language exposure.

---

[6] Anne Burns, "Concepts for Teaching Speaking in the English Language Classroom1," *LEARN Journal: Language Education and Acquisition Research Network* 12, no. 1 (2019): 1–11.

In both EFL and ESL settings, speaking is a crucial skill, and teachers use a variety of methods to develop this skill. These may include role-play, discussions, debates, and conversational activities tailored to the learners' specific needs and goals. The nature of speaking instruction will depend on the context and the objectives of the language program.[7]

4. Speaking performance

Speaking is an important part of communication. Through speaking, the students speak orally to convey the message or idea that is easy to understand, so that it will form good communication. Actually, in good communication, the students also need to act, express, or sending their ideas orally after they have listened, such as take and give or feedback.

The factors affecting speaking performance can be divided into two categories:

i.   Internal Factors: These originate from the students themselves and include physiological aspects and language proficiency.

   a.   Psychological Factors: These stem from the students themselves and include physiological aspects and language proficiency. According to Schwartz and Chandraloka, psychological factors such as anxiety, lack of confidence, fear of making mistakes, and motivation issues can impede learners from effectively expressing themselves orally. Without sufficient self-esteem, confidence, knowledge, and belief in their abilities, learners may struggle both cognitively and emotionally. In classroom settings, students with higher confidence and positive self-perception tend to excel in language learning, while those with low self-esteem often lack the motivation and

---

[7] Ibid.

confidence to speak, primarily due to fear of errors.

b. Language Competence: This refers to the practical application of language in real speaking situations, including fluency, intonation, pronunciation, grammar usage, and vocabulary mastery.

c. Topical Knowledge: As defined by Tuan and Mai, this relates to the information structures stored in long-term memory. It refers to speakers' familiarity with relevant information that allows them to use language in reference to their environment. Learners who possess relevant knowledge find speaking tasks more manageable, while those who lack it may experience increased difficulty, often due to anxiety.

ii. External Factors:

a. Performance Conditions: Undoubtedly, these can impact speaking abilities. These conditions encompass factors such as time pressure, planning, performance standards, and the level of support available.

b. A conducive language learning environment significantly enhances students' learning. The more actively students engage in applying and practicing English, the more fluent their speaking becomes. As stated by Minghe and Yuan, an unsupportive learning environment can have a lasting impact on students' oral English skills.

c. Students encounter various issues when speaking English, including linguistic and non-linguistic challenges. Linguistic challenges comprise pronunciation, vocabulary, and grammar, while non-

linguistic problems involve inhibition, limited topics to discuss, low or uneven participation, and the use of their native language.[8]

Based on the statement above, the researcher concludes that speaking performance refers to the ability to effectively communicate information, ideas, or thoughts through spoken language. It involves various aspects such as clarity, fluency, pronunciation, intonation, grammar, vocabulary usage, and overall coherence in conveying the intended message. A good speaking performance is characterized by clear and articulate speech, a natural flow of words, appropriate use of pauses and emphasis, accurate pronunciation of words, and the ability to express ideas with confidence and persuasiveness. It also includes the skill to engage the audience, adapt the language to the context and audience, and maintain a coherent structure in the presentation or conversation. Speaking performance is essential in various domains, including public speaking, presentations, interviews, teaching, negotiations, and everyday conversations.

5. Problems in Speaking

According to Long and Doughty, speaking in TL requires skills that the speakers need to know what utterance should they produce and know how to use the vocabulary to produce any utterance. Thus, the listeners can understand the utterance. Some learners may be reluctant to speak.

Nation and Newton found some possibilities that make some learners have no willingness to speak:

1. Inadequate Vocabulary

   Vocabulary is essential because it is what speakers will use in their communication. Learning a foreign language entails acquiring a substantial number of words. Insufficient vocabulary can lead students to opt for silence during speaking classes. To effectively communicate, students require a reasonably extensive

---

[8] Nation and Newton, *Teaching ESL / EFL.*

vocabulary that they are familiar with and can employ proficiently when speaking. Teachers play a crucial role in helping students studying and providing them with the vocabulary necessary for their learning.

2. Inadequate Control of Grammar

Certain students who struggle with grammar may feel hesitant to engage in speaking activities. Nevertheless, it is not a guarantee that students possessing a strong grasp of grammar are necessarily proficient in speaking. However, having a sound understanding of grammar tends to provide more motivation compared to those who lack this understanding. Comprehending grammar can serve as a pathway for learners to generate language. When learners understand grammar, they grasp the rules and patterns of a foreign language, enabling them to apply these rules and patterns to produce language. In essence, learning grammar enhances students' precision and accuracy in understanding a foreign language.

3. Lack of Fluency

Fluency represents a skill within the realm of language proficiency. It signifies the ability of a language speaker to communicate smoothly without hesitation. Guilot's definition characterizes fluency as "fluidity," emphasizing the absence of pauses or interruptions. Fluency encompasses both the expression and understanding of speech. Learners who lack fluency may be hesitant to participate in speaking activities, as they are aware of their deficiency in speaking fluidly. This reluctance may lead them to opt for non-participation in speaking exercises. Teachers should be attuned to this situation, which can be observed when students exhibit periods of "wait time" to determine if they can construct spoken sentences. In such cases, the root issue may be the students' lack of fluency in speaking.

4. Shyness

Certain students may exhibit shyness or a lack of confidence when it comes to speaking, often driven by

fear and past negative experiences. This fear stems from the apprehension of making mistakes or errors while speaking. Additionally, negative experiences, such as mispronouncing words or other language mishaps, can contribute to students' anxiety. As a result, some students may opt for a passive role in speaking classes as a coping mechanism.

5. Lack of Encouragement

Initiating speaking in a foreign language can require a degree of bravery. Certain students might hesitate to speak due to a lack of confidence when addressing the entire class or feeling that opportunities to speak are scarce. Teachers should be attentive to these sentiments, as they can lead to passivity in classroom engagements. A potential remedy for this is for teachers to organize students into groups or pairs, fostering motivation and encouraging active participation in speaking activities. [9]

6. **Assessing Speaking and Listening**
   a. **Speaking assessment**

There are two methods to assess speaking abilities. The first involves discreetly observing and evaluating the student's behavior. The second method requires the student to perform specific oral communication tasks, which are then assessed. These tasks can be conducted individually with a test administrator and one student, or in a group or classroom setting. It's crucial that students feel they are delivering meaningful content to a genuine audience in both settings. Tasks should focus on topics that are easily discussable for all students, or students should be given the opportunity to gather information on the topic if necessary. Both approaches,

---

[9] Galuh Susanti et al., "Univers Ity EFL Students ' Problem in Speaking Skill and What Teacher Suggest," *Universitas Muhammadiyah Yogyakarta Undergraduate Conference* 2020 (2020).

observ ation al and structured, employ different r ating systems.

A holistic rating offers a comprehensive evaluation of the student's performance, reflecting an overall impression. A primary trait score measures the student's capacity to meet specific communication goals, like persuading the listener to adopt a particular viewpoint. Analytical scales assess the student's perform ance across various communication aspects, such as delivery, org aniz ation, content, and l angu age.

Scoring systems may delineate different levels of proficiency along a continuum or highlight specific characteristics. The key consideration in scoring is the objectivity of the rater: ensuring that the rater applies accurate scoring criteria consistently across all students. Raters' reliability should be ensured through training and oversight by the administration or assessor. If ratings are employed, employing two raters is necessary. If assessments are recorded for evaluation purposes, double scoring becomes essential.[10]

b. Listening Assessment

Listening tests typically bear resemblance to reading comprehension assessments, with the key distinction being that students listen to a passage instead of reading it. Subsequently, students respond to multiple-choice questions designed to gauge both literal and inferential comprehension at various levels. Crucial components in all listening assessments include the listening materials, the choice of questions, and the test conditions.

The listening materials must accurately mirror spoken language, avoiding the mere recitation of text originally meant for written consumption. These materials should emulate the kind of language students might typically encounter in educational settings,

---

[10] H Brown Douglas, *LANGUAGE ASSESSMENT: Principles and Classroom Practice*, 2010.

different forms of media, or everyday conversations. Given that motivation and memory significantly influence listening performance, the passages should captivate the students' interest and remain reasonably concise. To ensure fairness, the topics should be rooted in experiences common to all students, disregarding differences in gender, geographic location, socioeconomic status, or racial/ethnic background.[11]

Regarding the questions, multiple-choice items should focus on the most crucial points of the passage, avoiding trivial details, and should evaluate specific domain-related skills. Correct answers should be solely based on the passage, without relying on the student's prior knowledge or personal experiences. Both the questions and answer choices should adhere to established psychometric standards for multiple-choice questions.

An alternative to the multiple-choice format is a performance test that requires students to select images or complete specific tasks based on oral instructions. For example, students might receive verbal descriptions of various geometric shapes and then select corresponding images, or they could be given a map and instructed to trace a verbally described route. In listening assessments, the test environment should be free from external distractions. If the stimuli are presented via audio recordings, the sound quality must be of high caliber. If the stimuli are delivered by a test administrator, the content should be presented clearly, at an appropriate volume, and with a reasonable speaking pace.[12]

---

[11] Richards, *Teaching Listening and Speaking From Theory to Practice*.
[12] A Nancy and L Donald, "Assessing Listening and Speaking Skills," n.d.

7. **Variety of Speaking and Listening Test**
   a. **Listening Tests**

   This test contains the procedure of listening test and speaking test. While looking at the test procedure, it is better to consider validity, reliability, and practicality criteria.

   a. Dictation

   This test is general test language proficiency. It is done by writing the words, phrases, or sentences that is read by the teacher. The teacher reads a text that approximate to 150 words phrase by phrase, and the students write them.

   b. Partial Dictation

   This activity is done by filling the missing part on written text. The students should listen to a spoken text. They have incomplete written version of the text and they need to complete them.

   c. Text with Questions

   This activity is done by answering some multiple-choices question while listen to a recorded dialogue or an oral reading text.

   d. Responding to Statements

   This test is done by choosing multiple-choices question of words or pictures, indicating true or false, or giving short answer while the students listen to an oral statements or questions.

   e. Three Choice True-false

   This is a closed test which is done by the students responding three categories of true or false statement, which are true, false, or not stated.

   f. Recorded Cloze

   This activity requires the student to listen any recording with every 15th word has been replaced by a "bleep" sound and with pauses at the end of each sentence. They should write the missing word while listening to the audio.

g. Information Transfer

Palmer describes this activity has possibility for transferring information. It is done by the students listen to a dialogue or description and labelling a diagram or fill in a chart or table while listening to the audio.

h. Rating Scales and Lists

Based on students' performance on a task or based on teachers' knowledge of their learners, teachers indicate on a scale where they consider their learners are in terms of listening proficiency.

Based on the types of listening test above, the researcher uses text with question for the listening test of this research. Text with questions is essentially suitable to measure the students' listening comprehension by using audio.

b. Speaking Test

Due to the practical problems in measuring the speaking proficiency of large groups of people, there has been a continuing interest in more practicable indirect group measures.

a. Imitative

This test is done by the students practice an intonation of a word or try to imitate a certain sound. This activity is focused on some particular element of language, which is pronunciation.

b. Intensive

This test is designed in practicing some phonological aspect or grammatical aspect of language. Intensive speaking can be applied individually or in pairs which discussing something in a language.

c. Responsive

Responsive speaking is used to reply for some question or statement which is given by the teacher directly or a student. This speaking test should be done in pairs. However, the response is just responding not extend into dialogue.

d. Transactional (dialogue)

Transactional speaking is a form of extended responsive speaking which is used to convey or exchange information.

e. Interpersonal (dialogue)

Interpersonal communication is used to maintain social relationship. It is more than transactional dialogue, which is used to exchange information. This kind of speaking is used to talk about something in dialogue with some people.

f. Extensive (monologue)

This kind can be planned or impromptu. Extensive speaking is used to train intermediate or advanced level of students which in the form of reports, summaries, short speeches, and other formal and deliberative form of monologue.[13]

Based on the explanation above, the researcher chooses intensive speaking method to measure students' speaking performance. Specifically, goes on one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

8. **Suggestion and offer**

a. **Suggestion**

Suggestions are expressions to provide ideas, solutions, input plans or ideas, which can be accepted or not. Well, of course you are used to not giving advice to your parents or friends. A suggestion is a proposal or idea that you offer to someone as a potential course of action or solution to a problem. It's a way of putting forward a recommendation, advice, or input to help someone make a decision, solve a problem, or consider an alternative.

---

[13] H.Douglas Brown, "[H._Douglas_Brown]_Teaching_by_Principles,_Second_(BookFi.Org).Pdf."

Suggestions can be formal or informal and are often made with the intention of being helpful or constructive.

Remember that the effectiveness of a suggestion often depends on how it's communicated and the context in which it's given. Because giving this advice is one means to build good relationships with others. When we want to give advice to others, you can use the following expression:

1. Let's… Let's go to the library.
2. Why don't we…? Why don't we go to the beach?
3. We could… We could play football after school
4. What about…? What about visiting the Zoo?
5. How about…? How about eating meatball?
6. I suggest that… I suggest that we study English first
7. You might want to change… You might want to change your sleeping habits
8. I think… I think you should study hard
9. I don't think… I don't think we can finish the work tomorrow.

To give advice you can also use the verbs suggest, recommend, propose, put forward, advise, or advocate with the following formula: **Subject + Verb + that + Object**

b. Offering Help

Offers are giving something to others, be it help, goods or others which can be rejected or accepted. Offering help is a kind and supportive gesture where you offer your assistance, support, or services to someone who may be in need or facing a challenge. It can take many forms, such as offering a helping hand, providing advice, lending an ear to listen, or actively participating in solving a problem. Offering help is a way to show empathy, kindness, and a willingness to make a positive impact on someone else's life. It can strengthen relationships, build trust, and contribute to a sense of community and interconnectedness. The way to offer can be seen as follow:

1. May I…? May I give you a hand?
2. Can I…? Can I help you?
3. Shall I…? Shall I bring you some fruit?
4. Would you…? Would you like another coffee?
5. How about I…? How about I help you?

   To offer offers, you can also use model verbs: would, shall, could, and will with the following formula: **Modal verb + Subject + Object**[14]

B. Hypothesis

In research, a hypothesis is a fundamental assumption regarding the anticipated outcome of the study. It represents a prediction of a phenomenon. Additionally, when formulating a hypothesis, the researcher must ensure its validity and alignment with factual evidence.

There are two kinds of hypotheses:

a. Alternative Hypothesis (Ha): There is a correlation between listening comprehension and speaking ability at the first semester of eleventh grade students in SMAN 1 Terbanggi Besar academic year 2023/2024.

b. Null Hypothesis (H0): There is no correlation between listening comprehension and speaking ability at the first semester of eleventh grade students in SMAN 1 Terbanggi Besar academic year 2023/2024.

If ro is the same as or higher than rt, the Ha is accepted. It means that there is a correlation between listening comprehension and speaking performance.

If ro is lower than rt, the Ha is rejected. It means that there is no correlation between listening comprehension and speaking performance.

---

[14]   Pilar Belajar, "Suggestion and Offers," 2023, https://www.pijarbelajar.id/blog/offers-and-suggestion.

REFERENCES

Amir, Rahma Melati, Kisman Salija, and Sukardi Weda. "English Listening Problems Faced By Students At an Indonesian Senior High School," no. 2 (2019): 7.

Ary, Donal, Jacobs Luci Cheser, Sorensen Chris, and A. Walker David. *Introducton to Research In Educational*. 9th ed., 2012.

Astorga-cabezas, Erickzon D. "The Relationship Between Listening Proficiency and Speaking Improvement in Higher Education : Considerations in Assessing Speaking and Listening" 5, no. June (2015): 34–56.

Belajar, Pilar. "Suggestion and Offers," 2023. https://www.pijarbelajar.id/blog/offers-and-suggestion.

Bozorgian, Hossein. "The Relationship between Listening and Other Language Skills in International English Language Testing System." *Theory and Practice in Language Studies* 2, no. 4 (2012): 657–63. https://doi.org/10.4304/tpls.2.4.657-663.

Brown Douglas, H. *LANGUAGE ASSESSMENT: Principles and Classroom Practice*, 2010.

Burns, Anne. "Concepts for Teaching Speaking in the English Language Classroom1." *LEARN Journal: Language Education and Acquisition Research Network* 12, no. 1 (2019): 1–11.

Christina, Flora. "Correlating Vocabulary and Sentence Structure Mastery towards Students ' Writing Skill in Descriptive Text." *JELTS* 4, no. 1 (2021): 47–56.

Cohen, Louis, Lawrence Manion, Principal Lecturer, Keith Morrison, and Senior Lecturer. *Research Methods in Education*, n.d.

Common European Framework of Reference for Languages : Learning , Teaching , Assessment Structured Overview of All CEFR Scales, n.d.

Gay, L.R, and P.L Dhiel. *Resarch Method for Business and Management*. Edited by Mc. Milan Pusblishing Company. Newyork, 1992.

H.Douglas Brown. "[H._Douglas_Brown]_Teaching_by_Principles,_Second_(BookFi.Org).Pdf." *Teaching by Principles An Interactive*

Approach to Language Pedagogy, 2000.

HALLECK, GENE B. *Language Testing and Assessment: An Advanced Resource Book by FULCHER, GLENN, & FRED DAVIDSON. The Modern Language Journal*. Vol. 94, 2010. https://doi.org/10.1111/j.1540-4781.2010.01050.x.

Ivana, Maria. "Ringkasan 04 TEST SPECIFICATION." *Universitas Katholik Atma Jaya*, 2020.

John, W. Creswell. *Educational Research*. 4th ed., n.d.

Lispadila, Luchi Putri, AFRIANTO, MASYHUR. "The Correlation Between Listening and Speaking Ability of the Third Semester Students of English Department of University Pekanbaru." *JOM FKIP 7* (2020): 1–13.

Livingston, Edward H. "The Mean and Standard Deviation: What Does It All Mean?" *Journal of Surgical Research* 119, no. 2 (2004): 117–23. https://doi.org/10.1016/j.jss.2004.02.008.

Muhammad, Syed, and Sajjad Kabir. "BASIC GUIDELINES FOR RESEARCH An Introductory Approach for All Disciplines Syed Muhammad Sajjad Kabir," no. July 2016 (2018).

Nancy, A, and L Donald. "Assessing Listening and Speaking Skills," n.d.

Nation, I S P, and J Newton. *Teaching ESL / EFL*, 2009.

PINEM, YUNE ANDRIANI. "The Correlation Between Listening and Speking Among High School Students." *ENGLISH EDUCATION JOURNAL*, 2019, 12–23.

Richards, Jack C. *Teaching Listening and Speaking From Theory to Practice*. Cambridge University Press, 2008.

Rost, Michael. *Teaching and Researching Listening*, n.d.

SUHARAJA. "The Correlation of Listening Comprehension to The Students' Speaking Performance in EFL Context at Universitas Dayanu Ikhsanuddin Baubau." *ENGLISH EDUCATION JOURNAL*, 2020, 85–92.

Susanti, Galuh, Nafisah Nur Aini, Evi Puspitasari, Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa, Universitas Muhammadiyah Yogyakarta, and Education Faculty. "Univers Ity EFL Students ' Problem in Speaking Skill and What Teacher Suggest." *Universitas Muhammadiyah Yogyakarta Undergraduate Conference* 2020 (2020).

Syaifullah. "The Analysis of Students' Ability on Listening Comptehension of TOEFL Test at Sixth Semester Studets of English Education Department Lancang Kuning University Pekanbaru." *IAIN Batusangkar*, 2018, 313–22.

Yayuk Hayulina, Manurung, and Izar Sri Listiana. "Analysis on Students' English Speaking Performance at University of Muhammadiyah Sumatera Utara." *Journal VISION* XVI, no. 2 (2020): 35–44.

Appendix 1

LISTENING COMPREHENSION TEST TRANSCRIPT

Listening section 1

1. Man: You seem so busy, may I help you miss?
   Woman: Oh no thank you I can do it myself

   What does the man express?
   A. Asking help
   B. Offering help
   C. Refusing help
   D. Giving opinion
   E. Giving suggestion

2. Man: Allow me to help you carrying the bag to your room
   Woman: Why not? Thanks

   What does the woman express?
   A. Asking help
   B. Offering help
   C. Refusing help
   D. Accepting help
   E. Refusing suggestion

3. Man: I can't stop eating sweet.
   Woman: You should stop eating sweet. It is not good for your teeth
   Man: You alright, but how?
   Woman: well, it depends on your willing.

   What does the woman suggest to the man?
   A. Go on diet
   B. Check his teeth
   C. Buy some sweets
   D. Stop eating sweets

E. Not to eat too much

4. Man: The weather is nice and cool.
Woman: What about going to the park? There will be many people go jogging there.
Man: It sounds like a good idea while we can discuss my problem there.

What would the man do in the park?
A. Going to the park
B. Swimming with his friends
C. Running with his girl friend
D. Reading some new books
E. Discussing his problems

5. Man: I'm really tired, we still have a discussion at 2 p.m
Woman: Why don't we postponed.
Man: it is a good idea.

What can we learn from the dialogue?
A. They will have a discussion
B. They have another business
C. They are not tired anymore
D. The discussion will be postponed
E. The discussion will be held at 2 p.m

6. Man: I love playing football, listening music, drawing, or dancing. I don't like camping
Woman: Let me show you the good activity for us. We can enjoy the fresh air and take a bath on the wonderful bath camping.
Man: No thanks.

What activity that the woman talk about?
A. Playing football
B. Listening a music
C. Dancing

D. **Camping**
E. Drawing

7. Man: What are you planning to do this weekend?
Woman: Nothing, Why?
Man: What about watching a movie? My father bought me a new film
Woman: That's a good idea

What does the man suggest to the woman?
A. Seeing a film
B. Buying a film
C. **Watching film**
D. Going to the cinema
E. Planning to see his mom

8. Man: I am bored being alone
Woman: I suggest that you have to go fishing, I saw your friends go fishing a few minutes ago.
Man: Really? I will catch up them.

What does the woman suggest?
A. Hang out with her friends
B. Meet her friends
C. Catch some fishes
D. **Go fishing**
E. Catch her

9. Man: Would you like me to accompany you there?
Woman: Yes please, I'm not satisfied with my score. I have just got six I will ask her to remedy.
Man: That would be great if you can meet your teacher soon.

What is the woman problem?
A. She is sick
B. **She got a bad score**

C. She doesn't have a remedy
D. She cannot meet her teacher
E. She is not satisfied with her teacher

10. Man: You look ill today
Woman: I am not feeling well, I got headache. Can I go to the doctor?
Man: You alright you should take a rest on the bed.

What does the man suggest to the woman?
A. She should go to home
B. She should take a private course
C. She should buy some medicine
D. She should check her health and take a rest
E. She has to work harder than usual at home

11. Woman: I got the last rank in my class, what should I do?
Man: You should study harder than usual.

What does the man express?
A. Hope
B. Opinion
C. Offering
D. Suggestion
E. Compliment

12. Man: Let's see the menu, there is hotdog and pizza. I really love the food but I want to eat fried rice today.
Woman: Okay, I will order fried rice. Anyway, do you want a glass of hot tea?
Man: Thank you very much

Where is the conversation take place?
A. Office
B. Restaurant
C. Counter

D. Hotel

E. home

13. Man: Excuse me madam. Is there anything I can do for you?

Woman: Yes. I need a pepper for my soup not the sauce.

What does the woman need?

A. Paper

B. Pepper

C. Sauce

D. Garlic

E. Soup

14. Man: Would you like me to give you some beautiful flowers for my garden?

Woman: Thank you, they are very nice.

Man: You know I really love gardening. I always take care of my garden. I spend my spear time there too.

What is the man talking about?

A. The man's hobby

B. The man's garden

C. The woman's hobby

D. The woman's flower

E. The woman's garden

15. Man: Good Morning Julie. Let me help you doing your brother's project this afternoon?

Woman: I'd love to, but i will be busy with my family.

Man: How about finishing our homework this evening?

Woman: No thank you.

What does the woman express?

A. Offering help

B. Giving suggestion

C. Refusing an offer

D. Accepting an offer
E. Accepting suggestion

Listening Section 2
In this section of the test you have the test to show how well you understand spoken English, there are 4 parts.

Part I. Question number 1-4
Direction: in this test you will hear some dialogue and question spoken in English. Dialogue and question will be spoken twice. They will not be printed on your text book. So you must listen carefully to understand what the speakers are saying. After you listen to the dialogue and the question about it. Read the five possible answers and decide which one would be the best answer to the question you have heard. Now listen to a sample question, you will hear:

Man: we are almost done of cereal
Woman: I know, I will go to the grocery store to buy some more. I will also get some milk, bread, and fruit
Man: would you get me some instant noodle?
Woman: sure.
What does the man want the woman to buy?
a. Fruit
b. Milk
c. Bread
d. Noodles
e. Cereal

The best answer to the question is noodle, therefore you should choose answer D.

16. Man: what will we do next holiday?
    Woman: I suggest that we go to the beach.
    Man: that's a good idea. What time do you think we should go?
    Woman: 7 o'clock would be great.

What was the conversation about?
A. Seven greatest beach
B. Holiday with family
C. Journey to the beach
D. Plan for holiday
E. Beautiful beach

17. Man: could you please tell me what's wrong with my work mam? I only got 5 in the last exam.
Woman: you just need to slow down and reread your answer before you submit. There are too many misspell words.

What is the relationship between the man and the woman?
A. Father and son
B. Coach and trainer
C. Singer and manager
D. Student and teacher
E. Mother and daughter

18. Man: I'm so hungry.
Woman: why don't you eat your lunch box? You bring one don't you?
Man: I have already eaten it
Woman: Seriously? Really? If you want you can eat mine. How about it?

What was the woman talking about?
A. The best food for lunch
B. Ideas for cooking lunch
C. Sharing lunch box
D. Feeling hungry
E. Place to eat

19. Man: Are you ready to order, mam?
    Woman: no, not yet. I'm still waiting a friend of mine.
    Man: would you like a glass of water while waiting?
    Woman: sure, thanks!

    Who is the man?
    A. Doctor
    B. Waiter
    C. Carpenter
    D. Firefighter
    E. Policeman

Part II. Question number 5-7
Direction: in this part of the test you will hear some incomplete dialogues spoken in English. Followed by four responses also, spoken in English. The responses will be spoken twice. They will not be printed on your test book, so you must listen carefully to understand what the speakers are saying you have to choose the best responses to each question. Now listen to the sample question.
You will hear:
Man: may I taste the caramel pudding you just made?
Woman: of course you may. How does it taste?
Man: _____.

Narrator: what is the most appropriate response for the man to reply?
A. It is very expensive I think.
B. It is very delicious. I really enjoy the taste.
C. I think I will cook it myself.
D. I don't think I'll come with you.

The best answer to the question "How does it taste?" is choice B. therefore you should choose answer B.

20. Man: Are you alright? You look pale.
    Woman: Mr. Stark I don't feel so good

Man: _____.

What is the best response to the man to reply?
A. Why don't you go home and take a rest.
B. Please give these 5 cakes to her.
C. I suggest you to take six of them.
D. You should try harder.
E. Tell me the truth

21. Man: will you come to Annie's birthday party tonight?
Woman: I'm afraid I can't. My motorbike broke down.
Man: I will pick you up if you like. We can go together.
Woman: _____.

What is the most appropriate response to reply?
A. Thank you it's very kind of you
B. Yes, I will go to Annie's party
C. No, the birthday party is tomorrow
D. Yes thank you. I want to go there alone.
E. I will late for it.

22. Man: I don't like this place, it is too crowded. I suggest
we go somewhere else.
Woman: What about waiting 10 minutes? There will be a
table for us. The foods is delicious here, you won't regret
it.
Man: _____.

What is the most appropriate response to the man to reply?
A. Okay if you say so.
B. I don't like food.
C. I love crowded restaurant
D. Alright, let's go somewhere else.
E. It could be the best restaurant.

Part III. Question number 8-11

Direction: in this test you will hear some dialogue and question spoken in English. Dialogue and question will be spoken twice. They will not be printed on your text book. So you must listen carefully to understand what the speakers are saying. After you listen to the dialogue, look at the five pictures in your test book, and decide which one would be the most suitable for the dialogue you have heard.

23. Woman: Why don't you use dictionary in your smartphone instead of bringing heavy books?

Man: Yes, You alright. Unfortunately my phone's memory is full. I can't install any dictionary.

Woman: Just uninstall the less important then.

Man: Wait a second, let me see which one I should remove.

Which pictures shows the thing that the man and the woman talk about?

A.

B.

C.

D.

E.

24. Man: Good afternoon miss.

Woman: Bumblebee please! Third show 5 'clock.

Man: Bumblebee, third show. How many tickets would you like miss? Which seat?

Woman: Just me. Do you have any suggestion where should I sit?

Man: For a better watching experience, I guess G15 will be great.

Woman: okay then, G15 please!

Which picture perfectly portrait the setting of the dialogue?

A.

B.

C.

D.

E.

25. Man: This bakso is so yummy, this is the best in town
Woman: I'm afraid I don't agree with you. I think bakso blora is more delicious the meatball is tastier and the noodle is softer. In fact, the brought is even fresher.

What was the dialogue about?

A.

B.

C.

D.

E.

26. Man: My smartphone is broken and I have a plan to buy anyone. Do you have any recommendation?

    Woman: Just buy xiaomi any type will do. In my opinion xiaomi can offer you the best value for money.

    What was the conversation basically about?

A.

B.
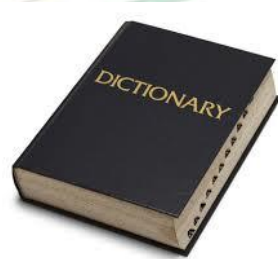
C.

D.

E.

Part IV. Question number 12-15

Direction: in this test you will hear some dialogue and question spoken in English. Dialogue and question will be spoken twice. They will not be printed on your text book. So you must listen carefully to understand what the speakers are saying. After you listen to the dialogues and questions about it, read the five possible answers and decide which one would be the best answer to the question you have heard.

Dialogue for number 12 and 13:

Woman: Some people believe that monosodium glutamate is dangerous, but actually it is natural substance that can be found on fruit or vegetables.

Man: I could agree more, the bad label is misleading to be honest. The most important thing of consuming is the dosage.

Woman: I strongly believe the misconception is getting worst now.

Man: I know right the micin misconception.

Woman: I guess science is not for everyone.

27. What was the dialogue about?
    A. **The micin misconception**
    B. Monosodium glutamate
    C. Natural substances
    D. Vegetables
    E. Fruit

28. According to the man opinion, what is the most essential
thing of monosodium glutamate?
    A. The side effect
    B. The substance
    C. The dosage
    D. The price
    E. The taste

Dialogue for number 14 and 15

Man: Have you watch cars 3? It is so disappointing
Woman: I agree with you in certain point. But from my
point of view it is specially breath taking. Do you
remember how shine in the cars is, the crash, that earth it is
so beautiful and unbelievable.
Man: Yes, I guess you alright if you see it that way. But if
we compare to the previous scene it is worst.
Woman: but I think it still fun to watch especially for kid.
Man: I am one hundred percent agree with you.

29. What did the man and the woman talk about?
    A. A car
    B. A movie
    C. An accident
    D. A life lesson
    E. A beautiful scenery

30. What did the woman love most from the movie?
    A. The visual
    B. The action
    C. The twist
    D. The joke
    E. The kid

Appendix 02

LISTENING COMPREHENSION TEST WORKSHEET

Instruction!
A. Fill your identity based on your personal data!
B. Listen to the audio that will be played by teacher carefully!
C. Read the five possible answers and mark the best answer with (x) sign!
D. Fill the worksheet based on your understanding!
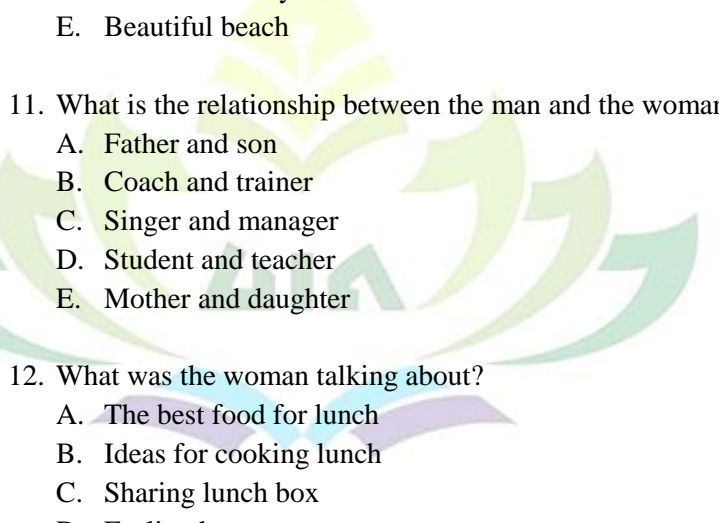
No. Absen   :
Hari/Tanggal   :
_____
_____

1. What does the man express?
   A. Asking help
   B. Offering help
   C. Refusing help
   D. Giving opinion
   E. Giving suggestion

2. What does the woman express?
   A. Asking help
   B. Offering help
   C. Refusing help
   D. Accepting help
   E. Refusing suggestion

3. What does the woman suggest to the man?
   A. Go on diet
   B. Check his teeth
   C. Buy some sweets
   D. Stop eating sweets

E. Not to eat too much

4. What would the man do in the park?
    A. Going to the park
    B. Swimming with his friends
    C. Running with his girl friend
    D. Reading some new books
    E. Discussing his problems

5. What does the man suggest to the woman?
    A. Seeing a film
    B. Buying a film
    C. Watching film
    D. Going to the cinema
    E. Planning to see his mom

6. What is the woman problem?
    A. She is sick
    B. She got a bad score
    C. She doesn't have a remedy
    D. She cannot meet her teacher
    E. She is not satisfied with her teacher

7. Where is the conversation take place?
    A. Office
    B. Restaurant
    C. Counter
    D. Hotel
    E. Home

8. What does the woman need?
    A. Paper
    B. Pepper
    C. Sauce
    D. Garlic
    E. Soup

9. What does the woman express?
   A. Offering help
   B. Giving suggestion
   C. Refusing an offer
   D. Accepting an offer
   E. Accepting suggestion

10. What was the conversation about?
    A. Seven greatest beach
    B. Holiday with family
    C. Journey to the beach
    D. Plan for holiday
    E. Beautiful beach

11. What is the relationship between the man and the woman?
    A. Father and son
    B. Coach and trainer
    C. Singer and manager
    D. Student and teacher
    E. Mother and daughter

12. What was the woman talking about?
    A. The best food for lunch
    B. Ideas for cooking lunch
    C. Sharing lunch box
    D. Feeling hungry
    E. Place to eat

13. Who is the man?
    A. Doctor
    B. Waiter
    C. Carpenter
    D. Firefighter
    E. Policeman

14. What is the best response to the man to reply?
    A. Why don't you go home and take a rest.

    B. Please give these 5 cakes to her.

    C. I suggest you to take six of them.

    D. You should try harder.

    E. Tell me the truth

15. What is the most appropriate response to reply?
    A. Thank you it's very kind of you
    B. Yes, I will go to Annie's party
    C. No, the birthday party is tomorrow
    D. Yes thank you. I want to go there alone.
    E. I will late for it.

16. What is the most appropriate response to the man to reply?
    A. Okay if you say so.
    B. I don't like food.
    C. I love crowded restaurant
    D. Alright, let's go somewhere else.
    E. It could be the best restaurant.

17. Which pictures shows the thing that the man and the woman talk about?

A.

B.

C.

D.

E.

18. Which picture perfectly portrait the setting of the dialogue?

A.

B.

C.

D.

E.

Appendix 03
Speaking Ability Test

Here are the instructions for the Speaking Test!
1. Choose one of the descriptions of the situation below to be used as material for the speaking test!

No	Suggestion	Offering Help
1.	Expression: I suggest you…..	Expression: Accepting offer
	A: Ask about tourist attractions in Lampung. B: Provide suggestions for tourist attractions that he knows. A: Ask about the price, road conditions and mileage of the tourist spot. B: Provide details related to student A's question.	A: Tells him that he is sick B: Ask about student A's condition. A: Stating that he feels he should check with the hospital. B: Offer to drive the student to the nearest hospital. A: Accept the offer
2.	Expression: What about……?	Expression: Accepting offer
	A: Ask about weekend activity plans. B: Suggest to go to the Beach. A: Refused the invitation to the beach and suggested going to the movies because it was the rainy season B: Agree to the suggestion.	A: Offer help to student B who looks troubled. B: Accept the offer and ask student A to direct towards the nearest market. A: Ask what needs to go to the market. B: Explained that he wanted to buy meat because he wanted to make rendang.

3.	Expression: You should….	Expression: Rejecting offer
	A: Explained that he had trouble sleeping B: Give advice to stop drinking coffee at night A: Explain that he has cut back on drinking coffee. B: Advise not to play cellphones before going to bed.	A: Offer student B to go on vacation with student A's family B: Ask where and on what day you are going on vacation. A: Explained that he will take a vacation tomorrow morning and go to Sari Ringgung beach. B: Declined the offer because tomorrow he will do the task.

4.	Expression: You need to….	Expression: Rejecting offer
	A: Ask him why he always struggles with learning. B: Suggest studying a field that you like. A: Ask the reason for the suggestion. B: Explain that so that he is more comfortable in studying.	A: Invite student B to go to the cafeteria. B: Refused the invitation because he brought provisions. A: Offer whether student B wants to leave something to him. B: Declined the offer
5.	Expression: How about…..	Expression: Accepting Offer

	A: Explaining that today's weather is very good, B: Suggest going on a picnic in the park. A: Agreed to the invitation and planned to invite some friends. B: Agree to the suggestion.	A: A waiter offers customers to order food. B: The customer requests a menu list. Then ordered fried rice and iced tea. A: The waiter offers if there is an additional order. B: The customer accepts the offer and asks for one glass of water

2. After choosing one of the topics above, students are expected to learn things related to that topic!
3. Learn material about Suggestion and Offer!
4. The speaking test is 3 minutes for each student.
5. The aspects to be assessed are as follows:
   a. Grammar
   b. Pronunciation
   c. Fluency
   d. Comprehension
   e. Vocabulary
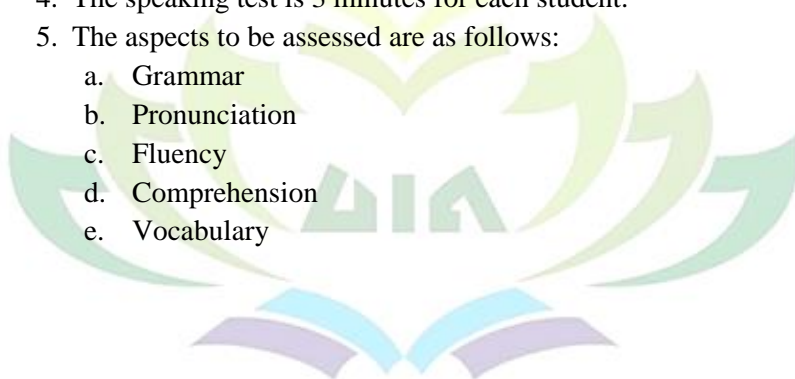
Appendix 04

SURAT KETERANGAN VALIDASI
INSTRUMEN OLEH AHLI

Yang bertanda tangan di bawah ini:

Nama	:	Khorunnisa, S.Pd
Instansi	:	SMAN 1 Terbanggi Besar
Jabatan	:	Guru
Bidang	:	Pendidikan Bahasa Inggris

Akan memberikan penilaian terhadap instrument *Speaking Ability* dan *Listening Comprehension Test* yang telah dianalisis dalam skripsi yang berjudul *"The Correlation between student's Listening Comprehension and Their Speaking Performance at The First Semester of Eleventh Grade Students of SMAN 1 Terbanggi Besar, Central Lampung Academic Year 2023/2024"* oleh peneliti:

Nama   : Darul Ikhsan
NPM   : 19110404296
Program Studi : Pendidikan Bahasa Inggris

A. PENGANTAR

Lembar validasi ini digunakan untukm memperoleh penilaian bapak/ibu terhadap instrument *Speaking Ability* dan *Listening Comprehension Test* yang digunakan dalam penelitian ini. Saya ucapkan terima kasih atas ketersediaan bapak/ibu untuk menjadi validator dalam penelitian ini.

B. PETUNJUK

Petunjuk pengisian format penelaah butir soal:
Analisis instrumen berdasarkan kriteria yang tertera dalam format!

➢ Berikan tanda cek (√) pada kolom "ya" jika instrument sudah sesuai dengan kriteria

➢ Berikan tanda cek (√) pada kolom "tidak" jika instrument belum sesuai dengan kriteria, kemudian beri catatan pada kolom yang tersedia.

C. PENILAIAN
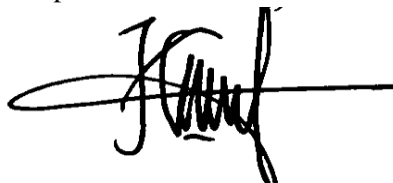
No	Kriteria	Ya	Tidak	Catatan
1	Instrumen sudah sesuai dengan kompentensi dasar dan indicator pembelajaran kelas XI.	√		
2	Materi dan topik sudah sesuai dengan jenjang sekolah.	√		
3	Alokasi waktu sudah cukup.	√		
4	Instruksi mudah dipahami.	√		
5	Instrumen sudah sesuai dengan aspek yang akan diukur.	√		

Setelah memperhatikan hasil penelitian yang telah dianalisis, maka masukan untuk penelitian tersebut adalah:

Persiapan lebih dimatangkan kembali

Demikian surat keterangan ini dibuat agar dapat digunakan dalam penelitian.

Terbanggi Besar, 04 Sept 2023 Validator,

Khoirunnisa,S.Pd

Appendix 05
RESULT OF VALIDITY TEST OF LISTENING INSTRUMENT BY USING SPSS

Number of Item	Pearson correlation	Nilai Sig.	Result	Interpretation
Item_1	0.622	0.000	VALID	HIGH
Item_2	0.573	0.001	VALID	MEDIUM
Item_3	0.630	0.000	VALID	HIGH
Item_4	0.393	0.032	VALID	LOW
Item_5	0.351	0.057	NOT VALID	LOW
Item_6	-0.119	0.531	NOT VALID	VERY LOW
Item_7	0.486	0.006	VALID	MEDIUM
Item_8	0.214	0.257	NOT VALID	LOW
Item_9	0.368	0.045	VALID	LOW
Item_10	0.289	0.122	NOT VALID	LOW
Item_11	0.265	0.157	NOT VALID	LOW
Item_12	0.531	0.003	VALID	MEDIUM
Item_13	0.579	0.001	VALID	MEDIUM
Item_14	0.314	0.091	NOT VALID	LOW
Item_15	0.614	0.000	VALID	HIGH
Item_16	0.505	0.004	VALID	HIGH
Item_17	0.361	0.050	VALID	LOW
Item_18	0.395	0.031	VALID	LOW
Item_19	0.428	0.018	VALID	MEDIUM
Item_20	0.642	0.000	VALID	HIGH
Item_21	0.806	0.000	VALID	VERY HIGH
Item_22	0.634	0.000	VALID	HIGH
Item_23	0.409	0.025	VALID	MEDIUM
Item_24	0.608	0.000	VALID	HIGH
Item_25	0.000	1.000	NOT VALID	VERY LOW
Item_26	0.018	0.925	NOT VALID	VERY LOW
Item_27	0.300	0.108	NOT VALID	LOW
Item_28	0.238	0.205	NOT VALID	LOW
Item_29	0.255	0.174	NOT VALID	LOW
Item_30	0.237	0.208	NOT VALID	LOW

Appendix 06

RESULT OF VALIDITY TEST OF SPEAKING
INSTRUMENT BY USING SPSS

Number of Item	Pearson correlation	Nilai Sig.	Result	Interpretation
Item_1	0.995	0.000	VALID	VERY HIGH
Item_2	0.997	0.000	VALID	VERY HIGH
Item_3	0.999	0.000	VALID	VERY HIGH
Item_4	0.999	0.000	VALID	VERY HIGH
Item_5	0.996	0.000	VALID	VERY HIGH

Appendix 07

STUDENTS LISTENING SCORE (TRY-OUT)

NO	SCORE
Student 1	46
Student 2	76
Student 3	43
Student 4	60
Student 5	43
Student 6	70
Student 7	76
Student 8	96
Student 9	73
Student 10	86
Student 11	60
Student 12	93
Student 13	50
Student 14	100
Student 15	66
Student 16	63
Student 17	80
Student 18	53
Student 19	30
Student 20	63
Student 21	93
Student 22	56
Student 23	83
Student 24	73
Student 25	80
Student 26	70

Student 27	93
Student 28	76
Student 29	46
Student 30	53

Appendix 08

STUDENTS SPEAKING SCORE (TRY-OUT)

NO	SCORE
Student 1	64
Student 2	65
Student 3	80
Student 4	84
Student 5	48
Student 6	52
Student 7	69
Student 8	68
Student 9	72
Student 10	72
Student 11	44
Student 12	56
Student 13	56
Student 14	64
Student 15	46
Student 16	48
Student 17	54
Student 18	55
Student 19	44
Student 20	42
Student 21	64
Student 22	64
Student 23	72
Student 24	68
Student 25	72
Student 26	80

Student 27	68
Student 28	64
Student 29	58
Student 30	64

Appendix 09

STUDENTS LISTENING SCORE (TEST)

NO	SCORE
Student 1	33
Student 2	22
Student 3	33
Student 4	61
Student 5	44
Student 6	27
Student 7	66
Student 8	77
Student 9	22
Student 10	83
Student 11	88
Student 12	88
Student 13	66
Student 14	16
Student 15	27
Student 16	72
Student 17	72
Student 18	55
Student 19	50
Student 20	44
Student 21	38
Student 22	44
Student 23	33
Student 24	33
Student 25	38
Student 26	50

Student 27	33
Student 28	72
Student 29	72
Student 30	50

Appendix 10

STUDENTS SPEAKING SCORE (TEST)

NO	SCORE
Student 1	64
Student 2	56
Student 3	54
Student 4	58
Student 5	62
Student 6	64
Student 7	66
Student 8	64
Student 9	66
Student 10	70
Student 11	78
Student 12	62
Student 13	62
Student 14	60
Student 15	56
Student 16	62
Student 17	58
Student 18	60
Student 19	54
Student 20	64
Student 21	60
Student 22	60
Student 23	58
Student 24	56
Student 25	54
Student 26	50

Student 27	60
Student 28	56
Student 29	66
Student 30	56

Appendix 11

DOCUMENTATION OF PRELIMINERY RESEARCH

Appendix 12

DOCUMENTATIONS OF TRY-OUT

1. Speaking section on September 6, 2023

This speaking section was held on class XI A2 which consist 30 students. Students should perform their conversation between two students based on the speaking instruction on appendix 03. There are five conversation that they have to do. On this try-out section, the score will be computed by using SPSS to determine which conversation that valid reliable to be applied on test.

It was the first day of researcher collecting the data and of course there was a difficulty while conducting the try-out. the student looked like nervous and panicking at the moment, so the researcher tried to convince them that the test will not affecting their transcript.

2. Listening section on September 4, 2023

This is the documentation of listening section of try-out that held on class XI A2. Basically, students filled 30 multiple choice question of listening try-out. the score that students gained were computed on SPSS to determine the valid and reliable questions. It showed there were 18 question that valid and reliable to be tested on test section.

The difficulty that researcher found was the sound system got a trouble that cannot use as well, but with the students' back up the sound system were able to be used.

Appendix 13

DOCUMENTATION OF TEST

1. Listening section on September 12, 2023

This picture was test of listening comprehension that held on class A3 which consist 30 students. The students have to fill 18 multiple choice questions and the score that they gained were computed using SPSS to analyze the correlation between both variables. There was no serious trouble is this section because the researcher had conducted a similar test before.

2. **Speaking section on September 12, 2023**

This the picture of speaking ability test held on class A3. The researcher was collected with Miss. Khoirunnisa, S.Pd as the expert in order to make a valid and reliable scoring. There was no difficulty while conducting this speaking ability test because the teacher helped the researcher to conduct the test.

Appendix 14
Surat Permohonan Mengadakan Penelitian

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURURAN
Alamat : Jl. Let. Kol. H. EndroSuratminSukarame I Bandar Lampung ☎(0721) 703260

Nomor   : B-9269/Un.16/DT/PP.009.7/08/2023   Bandar Lampung,   Agustus 2023
Sifat   : Penting
Lampiran : -
Perihal   : **Permohonan Mengadakan Penelitian**

Kepada Yth.
Kepala Sekolah SMAN 1 TERBANGGI BESAR
di
    Tempat

Assalamu'alaikum Wr.Wb.

Setelah memperhatikan Judul Skripsi dan Out Line yang sudah disetujui oleh dosen
Pembimbing Akademik (PA), maka dengan ini Mahasiswa/i Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Raden Intan Lampung :

Nama   : Darul ikhsan
NPM   : 1911040296
Semester/T.A   : IX (Sembilan)
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Correlation Between Students' Listening Chomprehension And
                  Their Speaking Performance at the First Semester of Eleventh Grade
                  Students of SMAN 1 Terbanggi Besar Central Lampung, Academic
                  Year 2023/2024

Akan mengadakan penelitian di **SMAN 1 TERBANGGI BESAR**, Guna mengumpulkan data
dan bahan-bahan skripsi yang bersangkutan. Waktu yang diberikan mulai **tanggal 22 Agustus
2023** Sampai Dengan Selesai.

Demikian, atas perkenan dan bantuannya diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

Dekan,

Prof. Dr. Hj. Nirva Diana, M.Pd.
NIP. 19630828 198803 2 002

Tembusan :
1. Wakil Dekan Bidang Akademik dan Kelembagaan;
2. Kajur/Kaprodi Pendidikan Bahasa Inggris
3. Kepala bagian Tata Usaha;
4. Mahasiswa yang bersangkutan

Appendix 15

Surat Balasan dari Pihak Sekolah

Appendix 16
Result of Listening Comprehension Test

No urut siswa	Butir Soal Ujian Listening Siswa																		Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1	1	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	6
2	0	0	0	1	0	0	1	0	0	0	0	0	0	1	1	0	0	0	4
3	1	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	6
4	0	0	1	0	1	0	0	1	1	1	1	1	1	1	0	0	1	1	11
5	1	1	0	1	0	0	1	0	0	0	0	0	0	1	0	1	1	1	8
6	0	1	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	0	5
7	1	1	1	1	1	0	0	0	1	0	1	1	0	1	0	1	1	1	12
8	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	1	1	1	14
9	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	4
10	1	1	1	1	1	0	0	1	0	1	1	1	1	1	0	1	1	1	15
11	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	16
12	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	16
13	1	1	1	0	0	0	1	1	1	0	1	0	1	1	0	1	1	1	12
14	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	3
15	0	0	0	0	0	0	1	1	0	0	1	0	0	1	0	0	1	0	5
16	1	1	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	13
17	1	1	1	1	1	0	0	1	1	1	1	0	0	1	0	1	1	1	13
18	0	0	0	0	0	0	1	1	1	1	0	1	1	1	1	1	0	1	10

19	1	0	1	1	1	0	0	1	0	0	0	0	1	1	1	0	0	1	9
20	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	1	0	1	8
21	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	1	0	1	7
22	0	1	1	0	1	0	1	1	0	0	0	0	1	1	0	0	1	0	8
23	1	0	1	0	1	0	1	1	0	0	0	0	0	1	0	0	0	0	6
24	1	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	6
25	1	1	1	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	7
26	0	1	0	0	0	0	1	1	0	0	0	1	1	1	1	0	1	1	9
27	1	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	6
28	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	0	1	1	13
29	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	0	1	1	13
30	1	1	1	0	1	0	0	0	1	0	1	0	0	1	0	0	1	1	9
Total	20	20	21	10	14	4	11	16	18	10	18	11	15	24	7	12	23	18	

Note:
- 1: Correct answer
- 0: Incorrect answer

Appendix 17

Result of Speaking Ability Test (scored by Researcher)

No	ASPECTS					Total
	Grammar	Pronunciation	Fluency	Comprehension	Vocabulary	
S 1	4	3	3	4	3	17
S 2	3	2	3	4	3	15
S 3	3	2	3	3	3	14
S 4	3	2	3	3	3	14
S 5	3	3	3	4	4	17
S 6	3	3	3	3	4	16
S 7	3	4	3	3	4	17
S 8	4	3	3	4	3	17
S 9	3	3	4	3	3	16
S 10	3	3	3	4	4	17
S 11	4	4	4	3	4	19
S 12	3	3	3	4	3	16
S 13	3	3	3	2	3	14
S 14	3	2	3	4	3	15
S 15	3	3	2	3	3	14
S 16	3	3	3	4	3	16
S 17	3	3	3	3	3	15
S 18	3	3	3	4	3	16
S 19	3	3	3	3	3	15
S 20	4	4	3	3	3	17
S 21	3	3	3	4	3	16
S 22	3	3	3	3	3	15
S 23	3	2	3	3	4	15
S 24	3	2	3	3	3	14
S 25	3	3	3	3	3	15
S 26	3	2	3	3	3	14
S 27	3	3	3	3	3	15
S 28	3	3	3	3	3	15
S 29	3	3	3	4	4	17
S 30	3	2	3	3	4	15

Note:
- Maximum score: 25

Appendix 18

Result of Speaking Ability Test (scored by Expert)

No	Grammar	Pronunciation	Fluency	Comprehension	Vocabulary	Total
S 1	2	3	3	4	3	15
S 2	2	1	3	4	3	13
S 3	2	1	2	4	4	13
S 4	2	1	3	4	5	15
S 5	2	2	2	4	4	14
S 6	2	2	3	4	5	16
S 7	2	3	3	4	4	16
S 8	4	2	3	3	3	15
S 9	3	3	4	4	3	17
S 10	4	3	4	4	3	18
S 11	5	4	3	4	4	20
S 12	1	3	4	4	3	15
S 13	4	3	4	2	4	17
S 14	2	2	4	4	3	15
S 15	2	2	4	3	3	14
S 16	3	1	4	4	3	15
S 17	3	2	3	3	3	14
S 18	2	2	3	4	3	14
S 19	1	2	3	3	3	12
S 20	4	2	3	3	3	15
S 21	3	2	2	4	3	14
S 22	3	3	3	3	3	15
S 23	3	2	2	3	4	14
S 24	2	2	4	3	3	14
S 25	2	1	3	3	3	12
S 26	2	2	1	3	3	11
S 27	3	3	3	3	3	15
S 28	2	3	2	3	3	13
S 29	2	3	3	4	4	16
S 30	1	2	3	3	4	13

Appendix 19

Video of Speaking Test

Appendix 20

Syllabus

Satuan Pendidikan　　　: SMA/MA
Kelas　　　　　　　: XI (sebelas)
Kompetensi Inti　　　:

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar		Pembelajaran KI 1 dan KI 2 dilakukan secara tidak langsung (terintegrasi) dalam pembelajaran KI 3 dan KI 4	Penilaian KI 1 dan KI 2 dilakukan melalui pengamatan, penilaian diri, penilaian teman sejawat oleh peserta didik, dan jurnal		
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		tulisan yang jelas dan rapi. - Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan pendapat dengan penjelasan yang logis dan relevan serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam			

3.17 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan untuk menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta responsnya, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan	Teks lisan dan tulis untuk menyatakan, menanyakan, dan merespons ungkapan menyarankan untuk melakukan atau tidak melakukan sesuatu ☐ *Fungsi sosial* Menjaga hubungan interpersonal dengan guru,	Mengamati - Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang	KRITERIA PENILAIAN – Tingkat ketercapaian fungsi sosial menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta responnya. – Tingkat kelengkapan dan keruntutan struktur ungkapan untuk	4 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksiona
dan tulis untuk menyatakan, menanyakan, dan merespons ungkapan	teman, dan orang lain • *Struktur teks* Pernyataan pendapat disertai	sesuai dengan fungsi sosialnya. - Dituntut untuk mencontoh kebiasaan tersebut	menyarankan untuk melakukan atau tidak melakukan sesuatu dengan		1 dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/

menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	penjelasan yang logis dan relevan Marini: *In my opinion, not only boys but also girls can play football. It is just a matter of training.* Joshua: *I think so too. Not all boys can play football, and not all girls cannot play football.* Marini: *You make a good point!* Dan semacamnya dari sumbersumber otentik. • *Unsur kebahasaan* (1) Ungkapan: *I*	dengan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyarankan untuk melakukan atau tidak	penjelasan, serta responnya. – Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. – Sikap santun, peduli, percaya diri dan cinta damai yang menyertai ungkapan menyarankan untuk melakukan atau tidak		DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: – www.dailyenglish.com – http://americanenglish.state.gov/files/ae/resource_fi les – http://learnenglish.britishcouncil.org/en/

	believe ..., I think ..., I suppose ..., In my opinion ...	melakukan sesuatu dengan penjelasan serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan	melakukan sesuatu dengan penjelasan, serta responnya. CARA PENILAIAN: Sikap: - Observasi terhadap kesungguhan siswa		
	(2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat	lain, akibat jika tidak melakukan, dsb. Mengumpulkan Informasi - Mendengarkan dan menyaksikan banyak contoh interaksi menyarankan untuk melakukan	dalam proses pembelajaran di setiap tahapan. - Observasi terhadap kesantunan dan kepedulian dalam melaksanaka		

	dalam frasa nominal (3) Ucapan, tekanan kata, intonasi (4) Ejaan dan tanda baca (5) Tulisan tangan □ *Topik* Berbagai kegiatan yang terkait dengan siswa sebagai remaja dan pelajar SMA, dengan memberikan keteladanan tentang perilaku santun, gotong royong, peduli, jujur, disiplin,	atau tidak melakukan sesuatu dengan penjelasan serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. - Menirukan contohcontoh interaksi menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.	n komunikasi di dalam dan di luar kelas. Keterampilan: - Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan ketika muncul kesempatan di dalam dan di luar kelas.		

		- Dengan bimbingan dan arahan guru, mengidentifikasi ciriciri (fungsi sosial, struktur teks, dan	☐ Observasi terhadap pernyataan siswa secara tertulis dalam jurnal		
	percaya diri, kerjasama, dan bertanggung jawab.	unsur kebahasaan) interaksi menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan. - Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyarankan untuk melakukan atau tidak	belajar sederhana bahasa Indonesia atau bahasa Inggris (jika mungkin) tentang pengalaman belajar berinteraksi dengan menyarankan untuk melakukan		

| | | melakukan sesuatu dengan penjelasan serta responnya dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. Menalar/Mengasosiasi
– Membandingkan ungkapan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. | atau tidak melakukan sesuatu dengan penjelasan, termasuk kemudahan dan kesulitannya. | | |

		- Membandingkan ungkapan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. - Memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur			

		kebahasaan yang digunakan. Mengomunikasikan - Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan serta responnya, di dalam			

		dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.			
		- Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.			
		- Membicarakan permasalahan yang dialami dalam menggunakan			

		bahasa Inggris untuk menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia atau bahasa Inggris jika mungkin.			

Appendix 21

Originialty Report

SURAT KETERANGAN
Nomor: B-0383/ Un.16 / P1 /KT/I/ 2024

Assalamu'alaikum Wr.Wb.

Saya yang bertandatangan dibawah ini:

Nama : Dr. Ahmad Zarkasi, M. Sos. I
NIP : 197308291998031003
Jabatan : Kepala Pusat Perpustakaan UIN Raden Intan Lampung
Menerangkan bahwa Artikel ilmiah dengan judul

THE CORRELATION BETWEEN STUDENTS' LISTENING COMPREHENSION AND THEIR SPEAKING PERFORMANCE AT THE FIRST SEMESTER OF ELEVENTH GRADE STUDENTS OF SMAN 1 TERBANGGI BESAR IN CENTRAL LAMPUNG ACADEMIC YEAR 2023/2024

Karya

NAMA	NPM	FAKULTAS/PRODI
DARUL IKHSAN	1911040296	FTK/PBI

Bebas Plagiasi sesuai Cek bab 1-5 dengan tingkat kemiripan sebesar **25%.** Dan dinyatakan *Lulus* dengan bukti terlampir.

Demikian Keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

Bandar Lampung, 30 Januari 2024
Kepala Pusat Perpustakaan

Dr. Ahmad Zarkasi, M. Sos. I
NIP. 197308291998031003

Ket:
1. Surat Keterangan Cek Turnitin ini Legal & Sah, dengan Stempel Asli Pusat Perpustakaan.
2. Surat Keterangan ini Dapat Digunakan Untuk Repository
3. Lampirian Surat Keterangan Lulus Turnitin & Rincian Hasil Cek Turnitin ini di Bagian Lampiran Skipsi Untuk Salah Satu Syarat Penyebaran di Pusat Perpustakaan.

THE CORRELATION BETWEEN STUDENTS' LISTENING
COMPREHENSION AND THEIR SPEAKING PERFORMANCE AT
THE FIRST SEMESTER OF ELEVENTH GRADE STUDENTS OF
SMAN 1 TERBANGGI BESAR IN CENTRAL LAMPUNG ACADEMIC
YEAR 202

ORIGINALITY REPORT

25% SIMILARITY INDEX	23% INTERNET SOURCES	8% PUBLICATIONS	11% STUDENT PAPERS

PRIMARY SOURCES

1	repository.radenintan.ac.id Internet Source	5%
2	repository.uinjambi.ac.id Internet Source	2%
3	silo.pub Internet Source	2%
4	Submitted to UIN Raden Intan Lampung Student Paper	1%
5	text-id.123dok.com Internet Source	1%
6	repository.uinjkt.ac.id Internet Source	1%
7	www.ericdigests.org Internet Source	1%
8	repository.uin-suska.ac.id Internet Source	