

THE CORRELATION BETWEEN STUDENTS' SPEAKING AND WRITING ABILITY AMONG HIGH SCHOOL STUDENTS

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Abstract

The objective of this research was to know whether there was a correlation between students' speaking and writing ability of descriptive text at the second semester of tenth grade of SMAN 1 Lemong Pesisir Barat in 2015/2016 academic year.

The research methodology of this research was correlation research, since the researcher wanted to know the correlation between students' speaking and writing ability of descriptive text. The population of the research was taken from the students at the second semester of tenth grade of SMAN 1 Lemong Pesisir Barat which consisted of 130 students. In taking the sample of the research, the researcher used cluster random sampling technique. The sample was X2 class which consisted of 32 students. In collecting the data, the researcher used instrument in the form of oral test about describing an object for speaking test and essay test about descriptive text for writing test. After giving try out, the researcher gave the test and then analyzed the data by using Pearson's Product Moment formula.

The result of the hypothetical test was 0.8, and then it was consulted to $r_{critical}$. The result of $r_{critical}$ with significant level 0.05 was 0.361. Due to $r_{observed}$ is higher than $r_{critical}$ ($0.8 > 0.361$), the conclusion of the research is that there is a correlation between students' speaking and writing ability of descriptive text at the second semester of tenth grade of SMAN 1 Lemong Pesisir Barat in 2015/2016 academic year.

Keywords: *Speaking skill, writing skill, correlation*

English skills should be achieved in teaching English to increase students' ability. Unfortunately, many students are not able to use English well in listening, speaking, reading and writing. They find the difficulties in producing language especially in writing. Harmer explained that writing is one of difficult lessons for many students. Some of them are extremely unconfident and unenthusiastic writers. There may be many reasons for this: perhaps they have never written much in their first language, perhaps they think that they do not have anything to say and cannot come up with ideas (Harmer, 329:2007). According to Greenville, the trouble that makes writing hard are; how do you think up that attention-grabbing first sentence? Where do you go to find that really interesting stuff? What do you do if your mind is as blank as the paper you're staring at (Greenville, v:2001). It means that in writing the writer should use English much in first language and in daily life and often reading book to appear an idea. To come up with ideas, we start with an attention grabbing first sentence, then we move on to some really interesting stuff in the middle, and then we bring it all together at the end.

According to the English teacher in SMA N 1 Lemong, the students there had good motivation, but they had difficulties in mastering English. Problems that faced by students in writing ability aware they never use English in daily life and they never speak English. Moreover, some of the students said that they often had difficulty in learning English, especially in producing language that is writing and speaking, because they never use English to speak in daily life and they also rarely write in English.

Based on the teachers' and students' explanation, it can be found that the students' speaking ability was still low too because they never use English in daily life. Thornbury state that speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousand of words a day, although some people like auctoneers or politicians may produce even more than that (Thornbury, 1:2005). It means that speaking is one of four skills, which has important role in daily life, even as a main skill in communication among human beings. By speaking we can determine whether a person can speak English or not, we can interact between each

other, and we can get along with the environment.

Based on the students' scores of writing and speaking ability in SMA N 1 Lemong, the writer assumed that students' writing proficiency develops on the basis of their speaking proficiency and that there is a strong connection between speaking and writing skills. Harmer explains that where people are giving formal 'writing like' lectures, they are likely to adapt the way they are speaking (Harmer: 248:2006). In addition, Knapp and Watkins state that when students first start to write, their attempts closely resemble their speech (Knapp and Watkins, 16: 2005). In this case, writing is closely associated with speaking.

This has been proven by Kroll in Baba's research that Kroll used these findings to construct a model of language development in children: preparation, consolidation, differentiation, and integration. In the preparation stage, children's writing abilities are minimal compared to their speaking abilities. Their writing gradually improves in the consolidation stage, but their writing skills still greatly depend on their speaking skills. In the differentiation stage, the children begin to use different structures and styles between speaking and writing. Finally, in the integration stage, they choose an appropriate register for effective communication in both speaking and writing. The register is chosen in accordance with various factors such as the context, audience, and purpose. Kroll's model suggests that children's writing proficiency develops on the basis of their speaking proficiency and that there is a strong connection between speaking and writing skills in L1 children as well as in L1 adults.

According to Bull, speaking is talking to somebody about something use voice to say something (Bull, 414:2000). Moreover, Mackey states that speaking is the most complex of linguistic skill, since it involves thinking of what is to be said while saying what has been thought (Mackey, 263:1987). Speaking skill basically must be possessed of all men who need communication in their activity, in one directional communication or multi directional communication. The people who has great speaking skills is usually finds easy of his relationship with the other. With his or her ability, ideas, opinion or feeling which state easy to be received, so that communication can run smoothly.

Meanwhile, according to Brown, speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test (Brown, 140:2004).

Based on those definitions, it can be concluded that speaking is an activity to express ideas, feeling that had been developed in the mind and disclosed to others in the form of orally.

According to Richard, there are five components are generally recognized in analyzing the speaking process, they are:

Pronunciation

Pronunciation is the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer. The speakers must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the law language that do not exist in language they already know.

Grammar

Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds of a language (see phonology, phonemics). Therefore, grammar is very important in speaking because if the speakers do not mastering grammar structure, they cannot speak English well.

Vocabulary

Vocabulary is a set of lexemes, including single words, compound words and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

Fluency

Fluency is the features which give speech the qualities of being natural and normal, including native like use of pausing, rhythm,

intonation, stress, rate of speaking, and use of interjections and interruptions. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

Comprehension

The last speaking component is comprehension. Comprehension is the identification of the intended meaning of written or spoken communication. Contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message (bottom-up processing) as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions (top-down processing). Comprehension is discussed by both speakers because comprehension can make people getting the information that they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

According to Byrne, writing involves the encoding message of some kinds: that is we translate our thoughts into language. When we write, we use graphic symbols: that is, letters or combination of letters which relate to the sounds we make when we speak (Byrne, 1:1988). It is supported by Pardiyono, he said that writing is one of the competence linguistics form that expressed in written, beside orally (Pardiyono, ix:2006). Writing is one on our mind to get ideas and expresses the ideas with symbols letters which are arranged to be words form, and words which are arranged to be sentences form that can be easy to understand. The writer is able to give information to reader or groups of readers and to give messages. Writing is a kind of skill that needs more practice than just a theory. "writing is impossible to be mastered without being learn and practicing a lot." (Brown, 321:1994). It means that someone will never master writing without much practice. In other words, writing skill is not possessed naturally, but it needs process to be mastered.

Based on those definitions, it can be concluded that writing is the ability of conveying ideas, thoughts, experiences, and information in the written form. Writing is one of the ways of sending message or information from the writer to the readers. Besides, writing is a skill

also needs process to develop; it needs much amount of practice to master.

Method

Research design used is correlation design in order to know the relationship between student's speaking and writing ability. Correlation design investigate the possibility of relationships between only two variables, although investigations of more than two variables are common (Frankel and Wallen, 328:1932). A major purpose of correlational research is to clarify our understanding of important phenomena by identifying relationships among variables. It means that correlation research is a research that is done to find out the relationship between two or more variables. In this research there are two variables, variable X and variable Y. Variable X is the students' speaking ability and variable Y is the students' writing ability.

The population of the research was all of the students at tenth grade of SMAN 1 Lemong Pesisir Barat in 2015/2016 Academic Year. The total number of the students is 130 that consist of four classes

In this research, X2 at the tenth grade of SMAN 1 Lemong in 2015/2016 Academic Year was the sample of the research. This sample was taken by using cluster random sampling. This type of sampling is used since the population was homogeneous.

In collecting the data, the researcher used test. Test was given to students to know how far the students speaking ability and to know how the students' writing ability. There were two kinds of test used by researcher, they were : speaking test and writing test. In speaking test, the researcher gave oral test to students about describing an object and researcher gave score based on pronunciation, grammar, vocabulary, fluency, and comprehension. Meanwhile in writing test, the researcher gave instruction for students to write descriptive text and researcher gave score based on content, organization, vocabulary, language use, and mechanics.

Finding and Discussion

Result of Speaking Ability of Descriptive Text

The data from instrument of speaking ability used oral test. In this case, the students perform descriptive text in front of the class based on the themes given. The test was aimed to measure the students' ability in

speaking. The measured their score based on Brown's assessment.

The data was calculated using Microsoft Excel formula. It showed that the mean of speaking ability of descriptive text is 59.69 with formula =AVERAGE($\sum X_n$). Furthermore, the median was 57 with formula =MEDIAN ('all of score X'), and the mode was 56 with formula =MODE ('all of score X'). The highest score was 80, and the lowest was 40.

Result of Writing Ability of Descriptive Text

The instrument of the test used the writing form. The students make descriptive text based on the themes given. The test was aimed to measure the students' ability in writing. The measured their score based on Tribble's assessment.

The data was counted by using Microsoft Excel formula, it showed that the mean of writing ability of descriptive text was 58.45

with formula =AVERAGE (' X_n '). Furthermore, the median was 58 with formula =MEDIAN('all of score X'), and the mode was 54 with formula =MODE('all of score X'). The highest score was 77, and the lowest one was 42.

The use of Mean, Median, and Mode to explain a group of the data. Mean is a technical explanation of the group based on the average value of the group. Median is technical explanation a technical explanation of the group based on the middle value of the data group that has been arranged in sequence from the largest to the smallest. Mode is mean is a technical explanation of the group based on the values that are currently popular or values that often appear in the group.

Result of Normality of the Data

The data are normal distributed if $L_{observed} < L_{critical}$.

H_0 : The sample stemming from the population that has normal distribution

H_a : The sample stemming from the population that does not have normal distribution

The criteria are as follows:

Accept H_0 if $L_{observed} \leq L_{critical}$

Refuse H_0 if $L_{observed} > L_{critical}$

The result of normality from speaking ability of descriptive text was 0.14, and the data was consulted to *Liliefors* table. For 32 students, the score of $L_{critical}$ is 0.16. Finally, if L_{ob-

served is $\leq L_{critical}$, so the respondents were considered normal because $0.14 < 0.16$. It means that H_0 is accepted because $L_{observed}$ is lower than $L_{critical}$, and the data has normal distribution.

While the result of normality test of writing ability of descriptive text is marked by $L_{observed}$ from the data gained. The result showed that $L_{observed}$ was 0.10, and the data was consulted to *Liliefors* table. For 32 students, the score of $L_{critical}$ is 0.16. Finally, if $L_{observed}$ is $\leq L_{critical}$, so the respondents were considered normal because $0.10 < 0.16$. It means that H_0 is accepted because $L_{observed}$ is lower than $L_{critical}$, and the data has normal distribution.

Result of Linearity Test

Before analyzing the data by using Pearson's product moment formula, the first checked out whether the data obtained were linear or not because this was one of requirements to be able to use the Pearson' product moment formula. The researcher used SPSS to check it in order to make the researcher easy because this program could make a clear graph of linearity. Based on the table, the data were linear, for the significance level was lower than significant level (α) ($0.00 < 0.05$).

Result of Hypothetical Test

If the sample has normal distribution, it means H_0 hypothesis is accepted. After obtaining the result of the tests, the researcher drew the result of data correlation by using scatterplot. Based on the scatterplot, it seemed that there is correlation between students' speaking and writing ability.

Then continued to count the correlation between students' speaking and writing ability. The data was analyzed by using Pearson's product moment formula as follows in order to know the correlation of two variables.

$r_{critical}$ was gotten from dk which was consulted to $r_{critical}$, where $dk = n - 2 = 32 - 2 = 30$. Hence, it was gotten that $r_{critical} = 0.361$. The result of hypothesis test is 0.8. Moreover, the result of $r_{critical}$ 0.05 from 32 samples is 0.361. Therefore, it can be seen that the result is significant in the range of 0.05. In this case, H_a is accepted because the score of $r_{observed} > r_{critical}$ ($0.8 > 0.361$). Then, it can be assumed that there is a correlation of students' speaking and writing ability of descriptive text. Based on the result, we could know that the $r_{observed}$ is very high because the value of $r_{observed}$ 0.8 was in the level of 0.80 to 1.00.

The finding of the research shows that there is correlation of students' speaking and writing ability of descriptive text. The result was gotten from collecting and analyzing the data taking from test by using Product Moment formula. There are two types of test used in this research. They were speaking ability of descriptive text and writing ability of descriptive text test. They were used because to know the correlation of students' speaking and writing ability of descriptive text. The value of correlation coefficient obtained 0.8 which is higher than $r_{critical}$ of product moment ($0.8 > 0.361$), and the criteria of correlation of 0.800 - 1.00 are considered very high. It means that the correlation is very high of the two variables.

Based on the analysis of the data and the testing of hypothesis, in which the criterion is whether the hypothesis is accepted or not, H_a is accepted if $r_{observed}$ is higher than $r_{critical}$ ($r_{observed} > r_{critical}$), and H_a is refused if $r_{observed}$ is lower than $r_{critical}$ ($r_{observed} < r_{critical}$). The result of the calculation was found that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Finally, we know that there is a correlation of two variables. It means that the variable Y is highly influenced by the variable X, and the variable X is also highly influenced by the variable Y. When students first start to write, their attempts closely resemble their speech (Knapp and Watkins, 16: 2005).

This has been proven Cayer and Sacks in Baba's research that they have investigated writings of eight L1 English students with basic writing skills who were studying at a community college. Their writing showed various features of speech, indicating that their oral language ability greatly affected their written language ability. That is, their oral and written languages were not completely differentiated even at the college level. A strong connection between the two modalities in L1 adults has also been suggested by the results of a syntactic processing study.

Therefore, it can be concluded that there is a correlation between students' speaking and writing ability of descriptive text. As the answer of formulation of the research, it can be concludes that there is a correlation between students' speaking and writing ability of descriptive text at the second semester of tenth grade of SMAN 1 Lemong Pesisir Barat in 2015/2016 academic year.

Conclusion

Based on the finding, it is concluded that there is correlation of students' speaking and writing ability of descriptive text. Because by seeing the result of the data calculation in the previous chapter where alternative hypothesis (H_a) is consequently accepted, it means that the' hypothesis is accepted that students' speaking ability of descriptive text had correlation with writing ability of descriptive text. Hypothesis shows that the result 0.8 in the table is 0.361 for level of significant 0.05. The value of correlation coefficient obtained 0.8 which is higher than $r_{critical}$ of product moment ($0.8 > 0.361$), and the criteria of correlation of 0.800 - 1.00 are considered very high. It means that the correlation is very high of the two variables.

In other words, there is correlation between students' speaking and writing ability of descriptive text at the second semester of tenth grade of SMAN 1 Lemong Pesisir Barat in 2015/2016 academic year.

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