

**THE CORRELATION BETWEEN STUDENTS' LISTENING
INTEREST AND THEIR SPEAKING PROFICIENCY AT A
PRIVATE SENIOR HIGH SCHOOL IN SEMARANG**

A FINAL PROJECT

**Presented as Partial Fulfillment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree
in English Education**



**LAILY NURIS SABILA
31801800020**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND COMMUNICATION SCIENCE
SULTAN AGUNG ISLAMIC UNIVERSITY SEMARANG
2022**

PAGE OF APPROVAL

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Prepared and presented by:

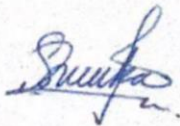
LAILY NURIS SABILA

31801800020

Has been approved to be examined

Semarang, October 19th 2022

Approved by:



Nur Ekaningsih, S.Pd., M.Pd.
NIK. 210815028

Advisor

VALIDATION

A Sarjana Pendidikan Final Project on

THE CORRELATION BETWEEN STUDENTS' LISTENING INTEREST AND THEIR SPEAKING PROFICIENCY AT A PRIVATE SENIOR HIGH SCHOOL IN SEMARANG

Prepared and presented by:

LAILY NURIS SABILA
31801800020

Defended before the Board Examiners

On November, 2022

Declared Acceptable

Board of Examiners

Chairman : Nur Ekaningsih, S.Pd., M.Pd.

Secretary : Dr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd.

Member : Nani Hidayati, S.Pd., M.Pd.

Semarang, December 6th 2022

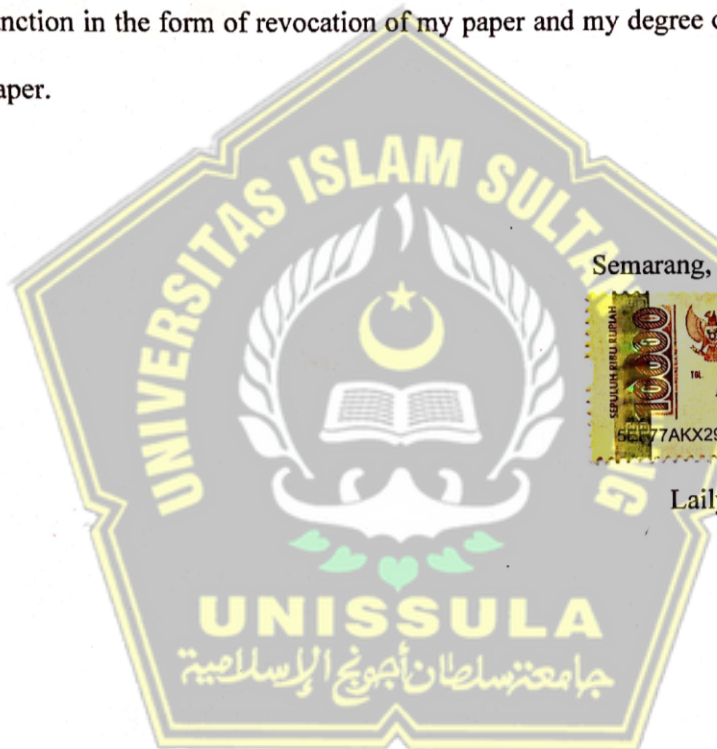
Faculty of Language and
Communication Science



Trimanah, S.Sos., M.Si.
NIK. 211109008

STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly the declare that undergraduate final project I wrote does not contain the work or part of the works of other people, except those which were cited in the quotation and the references as a scientific paper should. If any statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.



Semarang, October 19th 2022



Laily Nuris Sabila

MOTTO AND DEDICATION

MOTTO

“Those who have believe and whose hearts are assured by the remembrance of Allah. Unquestionably, by the remembrance of Allah hearts are assured”

(The Quran 13:28)



DEDICATION

This final project is dedicated to:

My father and mother

My sister

My grandmother

All of my family and best friends

ABSTRACT

Sabila, L. N. 2022. *The Correlation between Students' Listening Interest and their Speaking Proficiency at a Private Senior High School in Semarang.* A final project, English Education Study Program, Faculty of Language and Communication, Sultan Agung Islamic University. Advisor: Nur Ekaningsih, S.Pd., M.Pd.

Listening and speaking are two of English language skills that must be learned. Learning listening improved students' speaking skills unconsciously. However, students must have an interest in learning these skills because their desire for learning increases with the strength of their interest. Therefore, the aim of this study was to find out the correlation between students' listening interest and their speaking proficiency of the 11th graders of Private Senior High School in Semarang in the academic year 2022/2023. The quantitative method was used with a correlational design. The sample used was 60 eleventh graders of Private High School in Semarang in the academic year 2022/2023. The instrument of this study was close-ended questionnaire. The questionnaire considered of 20 items, 10 items for students' interest in listening and 10 items for students' interest in listening to speaking. The result of the data showed that the correlation coefficient was at 0.602 and it belonged to interval 0.60 – 0.799. In conclusion, there was a strong correlation between students' listening interest and their speaking proficiency of eleventh graders of a private senior high school in Semarang in 2022/2023 academic year.

Keywords: *Students' Interest, Listening Skills, Speaking Proficiency*

INTISARI

Sabila, L. N. 2022. *The Correlation between Students' Listening Interest and their Speaking Proficiency at a Private Senior High School in Semarang.* A final project, English Education Study Program, Faculty of Language and Communication, Sultan Agung Islamic University. Advisor: Nur Ekaningsih, S.Pd., M.Pd.

Mendengarkan dan berbicara adalah beberapa kemampuan yang harus dikuasai dalam Bahasa Inggris. Pembelajaran mendengarkan akan meningkatkan kemampuan siswa dalam berbicara secara tidak sadar. Namun, siswa harus memiliki minat untuk mempelajari keterampilan tersebut karena keinginan siswa untuk belajar dapat meningkat seiring dengan kekuatan minatnya. Oleh sebab itu, penelitian ini bertujuan untuk mengetahui korelasi antara minat mendengarkan siswa dan kemampuan berbicara siswa kelas sebelas di SMA Semarang tahun pelajaran 2022/2023. Penelitian ini menggunakan metode kuantitative dengan pendekatan korelasi. Sampel dalam penelitian ini adalah 60 siswa kelas XI di SMA Semarang tahun pelajaran 2022/2023. Instrumen yang digunakan adalah was close-ended kuesioner. Kuesioner terdiri dari 20 pernyataan, 10 pernyataan minat mendengarkan siswa dan 10 pernyataan mendengarkan siswa untuk berbicara. Hasil dari data menunjukan koefisien korelasi adalah 0.602, dimana hasil ini terletak pada interval 0.60 – 0.799. Kesimpulannya, terdapat korelasi yang kuat antara minat mendengarkan siswa terhadap kemampuan berbicara siswa kelas 11 di SMA Semarang tahun pelajaran 2022/2023.

Kata Kunci: Minat Siswa, Kemampuan Mendengarkan, Kemampuan Berbicara

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Finally, I realize that this final project is still far for being perfect. Therefore, I hope this final project will be useful and beneficial to the improvement of knowledge.

Semarang, October 19th 2022



Laily Nuris Sabila

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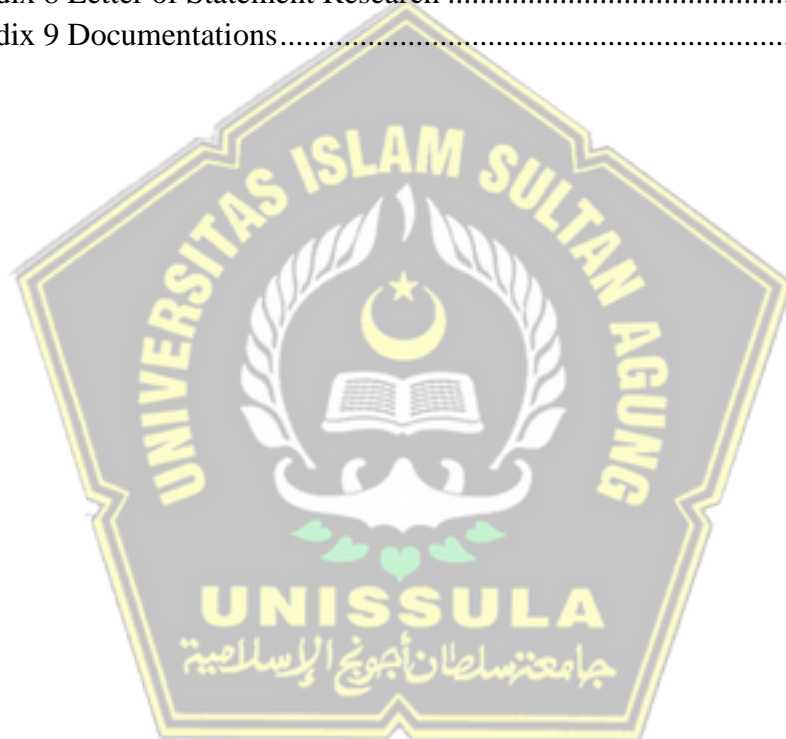
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CHAPTER I

INTRODUCTION

This chapter discussed the Background of the study, Reasons for Choosing the Topic, Statement of the Problems, Objectives of the Study, Hypotheses of the Study, Limitation of the Study, Significance of the Study, and Definition of Key Terms.

1.1 Background of the Study

A key factor in learning is interest. Students' desire for learning increases with the strength of their interest. Listening requires a great deal of interest. According to Siegel (2015), motivation and sincere interest are important aspects to consider while trying to improve listening skills. Students are interested in listening while they pay attention to it. Listening is an English skill that has a significant role in mastering English language. According to Karagöz et al., (2017), language is the most necessary tool of effective communication among people. The skill that is most used among language skills is listening. Applied in any activity of obtaining knowledge process. Learning listening can improve our speaking skills unconsciously.

Listening is necessary in the communication process. Mulia et al., (2021) define that listening is a complicated interactive process that the students define what they hear and understand, then use linguistic knowledge to understanding the message. It implicates the connection between the information and students' experience, seen from a schematic viewpoint. The role of listening skills is to create a connection with the learning process. Most students think that listening is

not an easy skill. In some cases felt by students is, they could not get the specific information from the native speaker's conversations. From the spoken text they also could not get the general and specific information, were unsuccessful in specifying the meaning of the word based on context, and what is said in the dialog, also cannot interpret the meaning of the speaker in understanding the native speaker's dialogue.

When students are interested in doing something, they will be motivated to learn what they are liked without any reluctant. Interest means a desire to do anything (Yunita & Jumiyaniti, 2021). They also will do anything to get it. The higher the interest of the students to do something, the higher the possibility it will be done by them. In other words, so that reach something easier, they have to recognize what their interests. Digital technology materials that are used such as songs and movies enhance students' interest in listening activities. By listening, they acquire knowledge either from electronic media or humans. Many factors affect students' interest in listening. For example, the curiosity about an English song, a topic that they are listening is interesting for them, or audio in the form of a podcast, and they try to be better at understanding what the other people talk in English, to build their confidence in speaking.

Even though speaking is an expression and listening is an understanding, speaking and listening should be considered as activities that make up the communication process, cannot be separated, and complement one another (Demir, 2017). Speaking is a person's ability to reveal or express ideas, thoughts that are in themselves that involve other people in delivering the information by

using words. But, the lack of listening will bring bad speaking skill since those skills usually happen simultaneously. Speaking is more complex than it seems at first and comprises more than just pronouncing words. The objective of real communication is to accomplish its purpose, like delivering a message, expressing an opinion, or getting information.

To expose students to natural language, it is necessary for them to listen to English music or watch movies with English text. But the fact, students think that listening is a difficult skill and they still have fear of speaking in front of the class. Students who have an interest in listening, will improve their listening or speaking skills automatically. Therefore, based on the description above this study tries to investigate the correlation between students' listening interest and their speaking proficiency.

1.2 Reason for Choosing the Topic

The topic entitled "The Correlation Between Students' Listening Interest and their Speaking Proficiency" has been chosen by the writer based on the following reasons:

1. There are many researchs about Listening Interest and other aspects, but this study focuses more on the correlation between listening interest and speaking proficiency
2. Many students feel listening skill is the English skills that is not easy, therefore the writer use an interest as the benchmark to know their ability in listening

3. Lack of speaking as a useful ability among students. Since listening and speaking are interconnected abilities then they need to hone their speaking skills through receptive skills, namely listening.

1.3 Research Question

The research question of this study is formulated as follows: “Is there any correlation between students’ listening interest and their speaking proficiency of the eleventh graders of a private senior high school in Semarang in the academic year 2022/2023?”.

1.4 Objective of the Study

The aim of this study is to find out the correlation between students’ listening interest and their speaking proficiency of the 11th graders of a Private Senior High School in Semarang in the academic year 2022/2023.

1.5 Hypotheses of the Study

The hypotheses of this study was formulated as follows:

H₀: There is no correlation between students’ listening interest and their speaking proficiency of the 11th graders of a Private Senior High School in Semarang.

H₁: There is a correlation between students’ listening interest and their speaking proficiency of the 11th graders of a Private Senior High School in Semarang.

1.6 Limitation of the Study

This study focuses on the students’ listening interest and their speaking proficiency of the 11th graders of a Private Senior High School in Semarang. That is also significant since listening and speaking can synonymously.

1.7 Significance of the Study

There are two significances of this study as follows:

1. Pedagogically

It will be beneficial for teaching if teachers can determine whether listening interest and speaking proficiency are related. Teachers can utilize this as one of input to teach the students and help them improve their speaking skill by correlating with learning. For example, in podcast. Speaking skills can be learned not only through repetition of exercises, as well as by encouraging students to pay attention to what is being said so they can comprehend it without the teachers' guidance.

2. Practically

The study presents practical significance for teachers and students. For students, it hopefully gives information about integrated students skill that can improve their skills by correlating them together. As teachers, they can encourage students to speak correctly by increasing interest in listening.

1.8 Definition of Keyterms

1. Listening

Generally, we can get some messages, advice, or information from listening. Listening is a very active process, that when we listen, we are dealing with what we hear and listen to, as well as we relate it to other information that we familiar (Ulum, 2015).

Listening is an important input skill, for students' language development. According to Darti et al., (2017), listening requires greater attention in order to

help kids develop their language skills, as listening is a difficult process in which numerous events occur simultaneously in mind.

2. Interest

The desire to understand or know more about something or someone is called interest. Harackiewicz et al., (2016) state that interest can refer two different (though often co-happening) experiences: both the brief experience of being enamored by something and the longer-lasting impression that something is pleasant and worth further inquiry.

When people are interested in something, it suggests they are motivated to pursue it. A positive attitude called interest encourage people to pay attention to others, something which they attracted and will enjoy the activities until the end (Syafitri et al., n.d., 2019).

3. Speaking Proficiency

Students should be able to interact with others in a community speaking a foreign language effectively, they must acquire the necessary speaking abilities. Mahjoob (2015) mentions that since a vital section of each language and provides the base for growth in the other skills is speaking, the classroom should be a place where the use of spoken language is highly supported and valued and where students feel relaxed and easily to ask and answer questions and convey their thoughts.

Speaking and human being cannot be separated from each other, that is why speaking is important. It is used to reveal their ideas to communicate to other people in the world (Sharma, 2018).

1.9 Organization of the Study

This study was divided into five chapters as follows:

Chapter I was about Background of the Study, Reasons for Choosing the Topic, Statement of the Problems, Objectives of the Study, Hypothesis of the Study, Limitation of the Study, Significance of the Study, and Definition of Key Terms.

Chapter II provided Reviews of Related Literature. This chapter discuss Listening Skill, The Nature of Listening, The Importance of Listening, Interest, Types of Interest, Aspect of Interest, Interest in Listening, Speaking, Problem in Speaking, Assessing Speaking, and the last is about Review of Previous Study.

Chapter III was about Method of Study. It consists of Design of the Study, Subject of the Study, Data of the Study, Instrument of the Study, Technique for Collecting Data, Data Collecting Procedure, Data Analysis, and Time Schedule.

Chapter IV explained the Description of Participants, The Instrument Validity and Reliability, Analysis of Normality Test of the Data, Analysis of Correlation of the Data, Research Findings, and Discussion of Research Findings.

Chapter V presented Conclusion and Suggestion.

CHAPTER II

REVIEWS OF RELATED LITERATURE

This chapter, consists of Listening Skill, Interest, Speaking Skill, The Correlation between Listening and Speaking, and Review of Previous Study.

2.1 Listening Skill

One of the abilities that should comprehend in acquiring English learning, namely listening. According to Tri Listiyaningsih (2017), listening ability is languages skills which that be got by students of English as a foreign language. Skill that helps us understand any kind of information to get useful knowledges, therefore it has a vital role in language ability. Customarily, people disregard the role of listening, while overemphasizing reading and writing role in learning. This skill is the requisites for language. Speaking and writing are reinforced by listening as a kind of input. If students do not receive successful listening input, they might not achieve well during writing and speaking because those two output skills are more challenging.

Listening is fundamental since it assisting students in establishing the frameworks for speaking and writing. Through listening, students can learn numerous useful words, phrases, and sentences as well as a feasible pronunciation. In the educational way, where students must contend with listening comprehension in class listening activities are necessary. Tri Listiyaningsih (2017) defines communication is difficult for students in EFL (English Foreign Language) class. These issues are a result of their skills, though additionally from the teachers. To endure this issue, establishing such an interactive technique to

teach listening is suggested. For example, engage students in activities like group discussion.

2.1.1 The Nature of Listening

It is vital to note that the terms of listening and listening are not interchangeable. Listening - acoustic perception of the scale, listening also entails hearing, i.e., comprehending and interpreting the information perceived. Listening can be used as a stand-alone sort of speech activity (for example, listening to news or watching movies) or as a receptive component in dialogic communication (as one of the sides of speaking). Listening is a receptive sort of communication engagement, as opposed to speaking. Its flow takes on an interior, unexpressed form. The listener, on the other hand, has an immediate impact on the communication: his reaction (laughing, remarks, gestures) has an immediate impact. As a result, listening is a form of reactive speech action. Direct, face-to-face listening (dialogical communication) and indirect, distant listening are also possible (radio, television). Because the processes of hearing in real communication are irreversible and cannot be understood and corrected, listening is a complex sort of speech action. New information replaces old, and what has been communicated is irreversibly lost. There is frequently insufficient time to consider what has been heard, resulting in a lack of understanding and a disruption in the communication process (Banda, 2022).

The commitment to listening is what stable and not switching. As a result of such an experience, we learn to understand how we listen, and the act of hearing grounds us within our own reality, from whence the inspiration arises. It is impossible to make someone listen. True responsive hearing, on the other hand, emerges from support, an inner place of non-threat and safety. Normal routines and patterns will be disturbed and exposed during such a listening process; noises and discomforts will unavoidably be noticed, and all manner of experiences will be stirred and revealed. While a grounded and relaxed state of mind, a sense of safety, and peace are all crucial for inspiring perceptual wakefulness and a willingness and desire to open our ears. Listening, in reality, entails being ready to deal with the unexpected and unplanned, as well as welcoming the undesirable. As a result, listening is inherently disruptive since it disrupts daily routines, such as time flows and daily behavior.

2.1.2 The Importance of Listening

A person will learn to comprehend and express himself in all aspects of life through listening. People have had the ability to listen since they were born, and it is a source of other learnings. The impact and significance of listening comprehension in learning highlight the lack of speaking fluency in those who lack these skills (Numanovich & Abbosxonovich, 2020). A student who has good listening ability will do well in all aspects of life. Since we listen to a kind of things, like a lecture, a play on the radio, and or a music. Those are the medium which students can gain most the part of their education, information, or ideas.

2.2 Interest

It is important in student learning activities to have interest in something that they learn. According to Yuliyanto (2017), curious about something and make it into deeper understanding because it will make determination of the class's atmosphere and also the result in learning process. Interest denotes something you enjoy without being forced to do so. Especially in the listening class some students feel difficulty with this skill. However, if the students are interested or familiar with what they listen to, they will respond rapidly to what they hear. There are some activities that can improve students' listening skill. The examples: listening to the radio, listening songs, or watching movies. These kinds of activities will give them benefits on their listening skill in order to enhance their speaking proficiency. They will be motivated and will put forth more effort to learn it than students' who are not interested or feeling bored. As a result, it can be concluded that interest is a good attitude that motivates people to pay attention to something they attracted and they will enjoy the activities until the conclusion.

2.2.1 Types of Interest

Furthermore, Hidi & Harackiewicz (2000) say that the literature on interests distinguishes between two categories of interests: individual or personal and situational interests.

1. Individual interest pertains to a characteristic that has formed in relation to a specific issue or topic and is relatively stable. Even in young children, this kind of interest promotes long-term commitment to a subject, increased focus and attention, and increased learning and enjoyment.

2. Situational interest, on the other hand is regarded as a transient sort of interest that is sparked by contextual conditions and stimuli, such as puzzles, real-world difficulties, and unexpected and surprising happenings, and is thus more amenable to manipulation by teachers.

2.2.2 Aspect of Interest

Hidi & Harackiewicz (2000) mention there are two aspects of interest:

1. The cognitive aspect

On the concepts kids learn about the topics connected to their interests, the cognitive component is based. The ideas that make up the cognitive component of interest are founded on life lessons that were learnt at family, school, and in the community. Children's concepts of school, for example, provide the foundation of the cognitive component of their interest in school.

2. The affective aspect

Everything that has to do with a person's feelings is referred to as affective. This idea constitutes the affective component of interest, which is manifested in behavior. The growth of one's own experiences comes from the attitudes of important individuals, such as parents and teachers, toward the pursuits that one's interests drive. For instance, children who enjoy their teachers' company typically have positive views toward learning. The two components are crucial. However, the emotive component is more crucial than the cognitive one. The reason the affective

side of interest is more resistant to change than the cognitive one is because it plays a greater role in motivating action than the cognitive one.

2.2.3 Interest in Listening

Many different things affect students' interest in listening lessons. Both internal and environmental influences can affect how interested a listener is. The term internal factor refers to a factor that the character brought about. While an external factor is one that was influenced by the characters' surroundings. The two factors of interest are internal and external (Slameto, 2012). The students themselves contributed internal factors, including both physical and nonphysical elements that are important to the academic achievement of students.

1. Students' Knowledge

The capacity to learn, comprehend, and reason about things was referred to as knowledge. Hasan et al. (2018) define students need to practice their direct print immediately realize until it comes naturally if they now process sounds in an indirect way (for example, by imagining of some other word that has the sound) or have to "think" while memorizing sounds. Furthermore, the knowledge must be clear and complete.

2. Students Experience About the Topic

Experience had a significant role in the listening exercises and vocabulary also has an impact on how well people listen (Dawson & Venville, 2010). It is not necessary to mention that our attitudes changed as a result of our development, experience, and progress. Absence of interest at all was caused by little or no experience in the field.

3. Vocabulary Control

Vocabulary has a vital role. Boyoh (2018) says that whether they are readings from books or teaching materials used in the classroom, students will not be able to understand listening texts. Vocabulary mastery would improve the development of listening interest or the motivation of the students to listen. Additionally, vocabulary is crucial since it affects how well we understand and find interesting the words, sentences, and paragraphs that we read or hear. Indeed, mastering vocabulary was a key component utilized to maintain the interest of the four main English skills, which include listening.

2.3 Speaking

Speaking proficiency is important. But students still have not bravery to speak English in front of the class. According to Harmer (2007), for making students speak in class, there are three basic reasons. First, speaking activities give opportunities for training - to practice speaking in real life in a right class. Second, speaking tasks in which students attempt to use one or more languages provide feedback to both lecturers and students. How well they are doing, everyone can see. Like how successful they are and also what difficulties of language they are having. Finally, the more opportunities students have to encourage the various elements of the language they have stored in their brains, the more automatically they will employ these elements.

We learn to speak In English not only in the class, but we can learn from everywhere. In addition, student interests can help to learn English in speaking. For example, listening to songs or watching movies. Their interest will drive them

to know more what they are curious about. Therefore, students feel helped in improving their speaking skills in a joy and comfortable way. On the other hand, As students frequently experience a number of barriers that keep them from communicating, learning to speak is not a simple process. There are five of them: a lack of exposure to the language, a lack of interest, students' nervousness and lack of confidence, a lack of comprehension of the English, and ineffective teaching strategies (Saeed Al-Sobhi & Preece, 2018).

2.3.1 Problems in Speaking

Speaking in the target language requires proficiency since speakers must be familiar in the language's vocabulary and grammar in order for their partners to understand them. Some students could be shy about speaking. Newton & Nation (2020) define some possibilities that make some students lack the desire to speak:

1. Insufficient Vocabulary

Vocabulary is required because that is what the speakers will be producing. Additionally, learning a new language necessitates mastering hundreds of words. The lack of language may lead students to decide not to speak in class. Students require a manageable number of words they are proficient in and can use effectively to be functional. The teachers' purpose is to make studying easier for the students and to give them study vocabulary.

2. Insufficient grammar

Some students who struggle with grammar can be afraid of speaking. However, it is not a given that students who are good in grammar are also good communicators. Students who are good in grammar are at least given

more encouragement than those who are not. For language learners, comprehending grammar can help them produce language. Because comprehending grammar entails comprehending the rules and patterns of a foreign language, learners are able to construct language using the rules and patterns they are familiar with.

3. Lack of Fluency

The skill aspect of language includes fluency. Fluency extends to speech comprehension as well as includes it. Because they are aware of their lack of speaking fluency, non-fluent learners may become reluctant to speak. They might decide not to participate in speaking as a result of this. The teachers need to be aware of this situation. This situation is evident when students take such "wait times" to observe whether the learners can put together a spoken sentence. If such an event occurs, it may be that the learners lack speaking fluency.

4. Shyness

Some students could be reluctant or shy when speaking. This could occur as a consequence of fear or bad experiences. Students are afraid to speak up in class for fear of making mistakes. Additionally, some students' negative experiences are what contribute to their anxiousness. They could have bad experiences, such as mispronouncing words. Therefore, some students choose to stay silent throughout speaking class.

5. Deficiency of Encouragement

To begin speaking in another language requires bravery. Because they feel daunt to speak in front of entire class, students could be unwilling to speak. Another possibility is that they may find it uncomfortable to communicate since they believe they have no other opportunities to do so. The teachers need to see and understand this. The kids may get passive in class. The teacher should divide the class into groups or couples to encourage speaking.

2.3.2 Assessing Speaking

Speaking is a difficult skill to master among the other skill. That is why assessing speaking is difficult. It also necessitates the exam taker's professionalism. The purpose of assessment is no longer to determine whether or not students have met their learning objectives. Data on a student's performance are gathered, analyzed, and then applied during the assessment process. Brown and Abeywickrama (2010) elaborate five assessment component which must be assessed in speaking. Grammar, vocabulary, comprehension, fluency, pronunciation, and task.

1. Grammar

Grammar is required for students to arrange a correct sentence in a conversation. Students are assessed on their ability to manage its use within sentences, as well as how to design, use, and accurately.

2. Vocabulary

Vocabulary is the term for the proper diction used in communication. The variety, precision, and use of vocabulary show their proficiency level.

3. Comprehension

It refers how far students' ability to respond the oral communication. The context of the conversation should be clear to the students, and they should be able to respond to the question in an appropriate manner..

4. Fluency

The ability to speak fluently can be defined as fluency. Language fluency denotes that the production of speech in a conversation is well presented and capable of responding to a given theme without indecision in choosing words.

5. Pronunciation

Students utilize pronunciation to make language more clear when they speak. It is focused on the phonological process, a component of grammar that includes the elements and guidelines that determine how sounds transition and structure in a language.

2.4 The Correlation between Listening and Speaking

Some theories in language learning that demonstrate a strong correlation between those two variables served as the basis for the listening-speaking correlation study. Speaking and listening go hand in hand in communicative activities because the two need each other. Both speakers and listeners require spoken language in order for the former to be heard and the latter to be understood. The dialogue will continue as long as the speaker and listener fulfill their responsibilities. This is due to the relationship between speaking and listening, where the listener hears the speaker and responds. As a result, listening comprehension is a strategy for maintaining communication between the speaker and listener.

Every time communication occurs, there is naturally a speaker and listener because it is impossible to participate in a conversation without listening. This raises the idea that speaking and listening abilities are always necessary for effective communication. The conversation will continue if the students are able to listen well because they will give some responses that demonstrate their understanding of what the speakers said. According to Suharja (2020), it takes a comprehensive knowledge to comprehend what someone is saying. As to one definition, listening involves understanding what is being said, and in order to do so, one must possess the necessary skills.

2.5 Review of Previous Studies

This part describes three previous studies which are relevant to this study, as follows:

The first study conducted by Abu-Snoubar, (2017) which entitled *On the Relationship between Listening and Speaking Grades of AL-Balqa Applied University English as a Foreign Language Students*. The aim of this study was to explore the relation between the two skills of listening and speaking and it attempts to find out whether there are any gender disparities in this relationship. A total of 122 students took part in this investigation (43 males, 79 females). They are enrolled in the necessary online English 102 course.. SPSS was used to examine the data. The grades gained of the online multiple choice listening exam and the examiners' ratings of the speaking exam (out of 8 marks). The findings of this study indicate that there is a substantial association between listening and

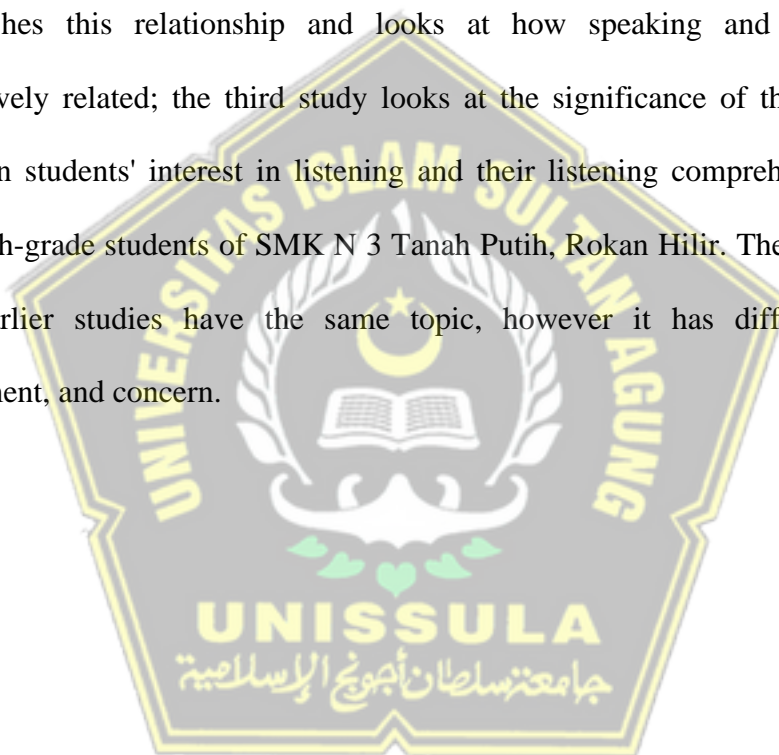
speaking skills among Al-Balqa Applied University EFL students, and that there are significant gender differences in this correlation.

The second study comes from Demir, (2017) entitled *An Evaluation of Oral Language: The Relationship between Listening, Speaking and Self-efficacy*. The purpose of this study was to determine the relationship between speaking and listening abilities and to look into the cognitive processes that listening and speaking go through. A randomly chosen sample of 662 secondary school students from the Turkish city of Aksaray made up the study's population. Quantitative pattern in correlational types was carried out as the method. In addition to gender variance comparisons, percentage and frequency methodologies were used to collect and evaluate the data. The study found that girls are better at verbal communication than boys, and that verbal communication abilities and self-efficacy increased with parental education level and time spent reading books, however self-efficacy was negatively impacted by time spent watching TV and using a computer.

The third study was made by (Yunita & JumiYanti, 2021) with the title *Exploring the Correlation Between Students' Interest in Listening and Listening Comprehension in English Context*. The purpose of this study was to investigate a significant correlation between students' interest in listening and their listening comprehension on the eleventh-grade students of SMK N 3 Tanah Putih, Rokan Hilir. The subject of this study was 26 students. This study used quantitative research. questionnaires utilized to gather the study's data. According to the study's findings, listening interest and listening comprehension among students

are positively correlated, meaning that students who are more interested in listening will have better listening comprehension than those who are less interested.

Referring to the previous studies, it can be concluded that there are some similarities and differences between the previous study and this study. The first study examines the relationship between speaking and listening; the second study establishes this relationship and looks at how speaking and listening are cognitively related; the third study looks at the significance of the relationship between students' interest in listening and their listening comprehension on the eleventh-grade students of SMK N 3 Tanah Putih, Rokan Hilir. The current study and earlier studies have the same topic, however it has different subject, instrument, and concern.



CHAPTER III

METHOD OF STUDY

This chapter discusses about the research method applied in the study. It consists of Design of the Study, Subject of the Study, Data of the Study, Instrument of the study, Technique for Collecting Data, Data Collecting Procedure, Data Analysis, and Time Schedule.

3.1 Design of the Study

The research method was very important for carrying out the study. This study used a correlational design. Correlation is the process of using statistical data to assess the precision of the integrated relationship between multiple variables in terms of determining their clear relationship (Nimehchisalem, 2018).

Quantitative method with a correlational design was used. This research used a questionnaire as the instrument. There were 20 items of close-ended questions from Interest in Listening indicators. The higher relationship of two variables would had correlation near -1.00 or + 1.00. While correlation from .00 till -1.00 revealed no strong relationship between variables.

This study examined the relationship between students' speaking skills and listening interest of the 11th graders of a Private Senior High School in Semarang, 2022/2023 academic year.

3.2 Participant of the Study

Selecting participant of the study would be necessary step in conducting research. Population refers to the number of people who are being investigated

(Arikunto, 2012). The population of this study was the 11th graders of a Private Senior High School in Semarang, in 2022/2023 academic year. They were XI Social 1 and XI Social 3. The reason for taking this class as a participant was because at this level students need to improve their English skills, especially listening skills, so that later they can develop their speaking skills as well. Because most of the students still found this ability was difficult. Sample was a small group of people who are being observed (Arikunto, 2012). The sampling used in this study to specify the sample was non-probability sampling, which known as convenience sampling technique. According to Etikan (2016), Convenience sampling is affordable, straightforward, and the participants are easily reachable. The main purpose of this sample is to gather data from participants who are readily available to the writer.

3.3 Variable

If there was a question about what we were researching, then the answer was about variable. According to Ridha (2017), A variable is an aspect, quality, or behavior that differs significantly from one thing or person to another and that the researcher has decided to investigate and draw conclusions about. There were many types of variables. This study used dependent and independent variables.

1. Dependent Variable

Often called the output variable. Dependent variable is the variable that affected or the result because of the independent variable (Sugiyono, 2015).

2. Independent Variable

The terms "stimulus," "predictor," and "antecedent" are commonly used to describe this variable. According to Sugiyono (2015), independent variable is variable that influence or cause changes in the dependent variable's appearance.

This study used listening interest as independent variable and speaking proficiency as dependent variable.

3.4 Instrument of the Study

As a tool, the research instrument has an important role in the research process. Purwanto, (2018) argues that in essence, research instruments were tools used to gather data. A questionnaire was the instrument utilized in this investigation.

3.4.1 Questionnaire

A questionnaire is a group of written inquiries used to gather data from respondents. Research instruments in the form of questionnaire, the preparation is carried out more specifically and more detail (Purwanto, 2018). In the questionnaire of this study, the researcher gave 20 items related to the factors that affect students' listening interest. It included 10 items for listening interest and 10 items for listening to speaking interest in the class. The researcher set up the questionnaire for data collection using a Likert scale. Sugiyono, (2015) stated that Likert Scale was a tool for measuring attitudes, opinions, and group or individual perceptions of social phenomena. This social phenomenon is determined precisely by the writer via study, and was thus referred to as a research variable. The

respondents were asked to answer to a questionnaire by rating their agreement with various statements using this Likert Scale. Both the students' speaking skill and listening interest would be evaluated in this study.

Table 3. 1 The Likert Scale

Alternative options	Score
	Favorable
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Table 3. 2 Indicators of Questionnaire

Number	Indicator
1	Students' Knowledge
2	Students' Experience about The Topic
3	Vocabulary Control

Table 3. 3 Questionnaire

I. Students' Interest in Listening

Number	Statements	Alternative options			
		Strongly agree	Agree	Disagree	Strongly disagree
1	I am interest in following listening process because I can understand the topic				
2	I am interest in following the listening process				

	because I have experience related to the topic				
3	I am interest to follow listening process because I want to know many vocabularies				
4	I am interest in following the listening process because I pay attention to listen				
5	I am interest to follow listening process because I feel the topic same with my experience				
6	I am interest to follow listening process because I can find the meaning of new vocabulary				
7	I am interest to follow listening process because I like the topic				
8	I am interest to follow listening process because the vocabulary is easy				
9	I am interest to follow listening process because I am familiar with the topic				
10	I am interest to follow listening process because I can improve my speaking				

	skill				
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II. Students' Interest in Listening to Speaking

Number	Statements	Alternative options			
		Strongly agree	Agree	Disagree	Strongly disagree
1	Listening to many English audio or video help me improve my speaking skill				
2	I can speak English better when I am learning to listen				
3	I listen carefully to English audio/video to increase my vocabulary				
4	I listen to the topic that are related with my experience and try to tell it				
5	I practice my speaking skill by listening				
6	I can easily find the new meaning of vocabulary because the topic is related to my experience				
7	I feel my speaking skill has improved after listening to an English audio or video				
8	I imitate the pronunciation				

	from what I have listened				
9	I like to listen to English audio or video because I want to understand when someone speaks English				
10	By listening, I am more fluent in telling story of my experience				

3.4.2 Validity of the Questionnaire

Validity is a metric used to assess how reliable a data collection tool is. Kayapinar, (2016) mentions that validation procedures have been completed on a valid questionnaire to ensure that it accurately measured what it supposed to assess regardless of the hypothesis, researcher's interests, respondent's status, response timing, or various researchers. Determining an instrument's suitability for use in the data collecting process in order to get a relevant and appropriate result for the study was the goal of a validity analysis.

The study employed statistical validity by asking the lecturer advisor and English teacher as the expert judgement to check the questionnaire using a validity rubric that measured students' listening interest and speaking proficiency in terms of agreement and disagreement, as well as their responses.

3.4.3 Reliability of the Questionnaire

Reliability refers to a measurement tool's ability to perform without error even when applied at different times (Kayapinar, 2016). Regarding questionnaire

reliability, this study used the most recent SPSS version 25 to calculate the reliability of the sample's questionnaire using the Cronbach Alpha formula.

3.5 Technique for Collecting Data

Data can be collected using a variety of techniques, including tests, questionnaires, interviews, classroom observation, diaries, notebooks, and so on (Cohen et al., 2018). In order to gather information about the students' listening interest and speaking proficiency, a questionnaire was used in this study. The purpose of the questionnaire was to learn more about the students' interest in listening and speaking proficiency.

There were some steps that must be taken to ensure the instrument's validity and reliability. Validity testing by lecturer advisor and English teacher using a rubric instrument. Distributing the questionnaire for the reliability test to the students. Then they directly filled out the questionnaire, and the results calculated using Cronbach Alpha in SPSS version 25 to test whether the statements in the questionnaire are reliable or not. If a statement is found to be unreliable, it will be removed.

3.6 Data Collecting Procedure

The study's data collection techniques were employed to make the study well-organized. The study sequence procedures were as follows:

1. The writer asked a permission to the headmaster of a private senior high school in Semarang and the English teacher to conduct the study

2. This study chose the population of the 11th graders of a Private Senior High School in Semarang in 2022/2023 academic year and took XI Social 1 and XI Social 3 as the samples
3. The writer gave the respondents a questionnaire related to listening interest and speaking skill
4. The writer analyzed the correlation between two variables based on the data from the questionnaire

3.7 Data Analysis

According to Sugiyono (2015), following the collection of data from all respondents or other data sources, data analysis is a task. Statistical methods for data analysis in quantitative research. To examine the correlation between two variables in this study, statistic calculation in SPSS was performed.

Table 3. 4 Interpretation of Correlation Coefficient

Correlation Coefficient	Interpretation
0.00 – 0.199	Very Weak
0.20 – 0.399	Weak
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

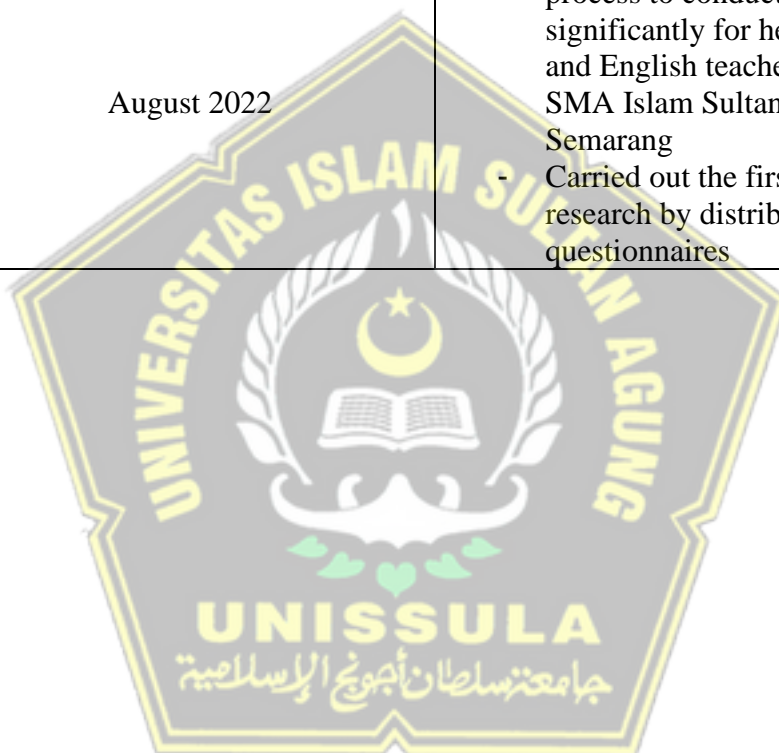
Using SPSS, the correlation coefficient was examined. If the significance of the coefficient correlation was less than 0.05, it can be claimed that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected.

3.8 Time Schedule

The schedule of this study was held in 9th of August 2022. The schedule was illustrated as follows:

Table 3. 5 Time Schedule of the Research

Date	Activity
August 2022	<ul style="list-style-type: none"> - Administered all permit process to conduct research, significantly for headmaster and English teacher of SMA Islam Sultan Agung 1 Semarang - Carried out the first week of research by distributing questionnaires



CHAPTER IV

ANALYSIS OF RESULTS AND DISCUSSION

This chapter presented Description of Participants, the Instrument Validity and Reliability, Analysis of Normality of the Data, Analysis of Correlation of the Data, Research Finding, and Discussion of Research Findings.

4.1 Description of Participants

The participant of this study was 11th graders of a private senior high school in Semarang in academic year 2022/2023. They were students of class XI Social 1 and XI Social 3. The total number of the students in class XI Social 1 was 34 students, and for class XI Social 3 was 32 students. But 60 students, 30 from XI Social 1 class and 30 students from XI Social 3 class were participating in filling the questionnaire.

4.2 The Instrument Validity and Reliability

Validity and reliability test might be approved if it meets certain criteria. If the test catches the necessary data, it is valid. Furthermore, the test is reliable when it constantly measures.

4.2.1 Validity of Questionnaire

The goal of a validity is to determine whether a particular instrument should be utilized in the data collection procedure in order to produce a relevant and appropriate result for the study. The writer requested the lecturer advisor and English teacher as the expert judgment to check the instruments using the validity rubric in order to determine if the instrument is valid or not.

The lecturer advisor and English teacher had already completed all of the parts of the validation rubric of the questionnaire. The results revealed that all of the questionnaire's items had grades of 4, indicating a valid validation. In collecting data, the researcher used close-ended question. The questionnaire contains of 10 items of interest in listening and 10 items of interest listening to speaking. Each item of the questionnaire has four options from Likert Scale: strongly agree credited 4 points, agree credited 3 points, disagree credited 2 points, and strongly disagree credited 1 point.

4.2.2 Reliability of Questionnaire

The reliability test of the questionnaire was computed for this study using SPSS software and the Cronbach's Alpha formula. By measuring the average correlation between the questionnaire's questions, Cronbach's Alpha's consistency was evaluated.

In order to determine the reliability test, this study first employed the students' interest in listening as a variable. The data in the table below show that the Cronbach's Alpha was 0.847. This suggests that the questionnaire used to assess the students' listening interest was reliable and acceptable for use.

Table 4. 1 Reliability of Interest in Listening

Reliability Statistics	
Cronbach's Alpha	N of Items
.847	10

Based on the table below, the Cronbach's Alpha for the variable in the questionnaire evaluating students' interest in listening to speaking was 0.868. It implies that the interest in listening to speaking questionnaire was likewise reliable and suitable for use.

Table 4. 2 Reliability of Interest in Listening to Speaking

Reliability Statistics	
Cronbach's Alpha	N of Items
.868	10

According to the information presented above, students' interest in listening and students' interest in listening to speaking were measured by Cronbach's Alpha at 0.847 and 0.868. If the value is more than 0.60, the device was considered dependable. The reliability that was mentioned at the level 0.847 and 0.868. Therefore, it can be classified as significantly reliable.

4.3 Analysis of Normality Test of the Data

It was crucial to examine the data's normality. To determine whether the distributed questionnaire items are normal or not, the normality test result was used. The data with a Kolmogorov-Smirnov test significance more than 0.05 from the SPSS program were considered to be normal data. The result as follows:

Table 4. 3 Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.29244952
Most Extreme Differences	Absolute	.139
	Positive	.139
	Negative	-.101
Test Statistic		.139
Asymp. Sig. (2-tailed)		.146 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The normality data analysis used by Kolmogorov-Smirnov was known that the significance value of Asymp. Sig. (2-tailed) $0.146 > 0.05$. It means the sample was normal.

4.4 Analysis of Correlation of the Data

After compiling the information from the questionnaire, this study examined the data and the relationship between the students' listening interest and their speaking proficiency. The main objective of this study was to investigate the correlation between students' listening interest and their speaking proficiency of the 11th graders at a private senior high school in Semarang academic year 2022/2023. Using the Pearson's Product Moment in the SPSS 25 version, which also statistically described the data, the correlation test analysis result was calculated. The values are determined by the data. Then, the result was shown as follows:

Table 4. 4 The Correlation Test of the Data

Correlations			
		Interest in Listening	Interest in Listening to Speaking
Interest in Listening	Pearson Correlation	1	.602**
	Sig. (2-tailed)		.000
	N	30	30
Interest in Listening to Speaking	Pearson Correlation	.602**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson Correlation table showed that the correlation between students' listening and their speaking proficiency was at 0.602. Hence, the result showed that there was a correlation between students' listening interest and their speaking proficiency.

Table 4. 5 Interpretation of the Correlation Coefficient

Correlation Coefficient	Interpretation
0.00 – 0.199	Very Weak
0.20 – 0.399	Weak
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

The value of correlation coefficient was 0.602. It was between 0.60 – 0.799. It means that the degree of significant was strong. Thus, the significant relationship of the students' listening interest and their speaking proficiency was strong.

4.5 Research Findings

In this chapter, the study clarified the distribution of instruments' findings after collecting the data. It presents the results of the close-ended questionnaire, which are made up of twenty statements on the students' listening interest and their speaking proficiency. There were thirty responses and twenty statements. Those statements are divided into two types of variables, ten for interest in listening and ten more for interest in listening to speaking listed in the tables below:

Statement number 1

"I am interest in following listening process because I can understand the topic"

Table 4. 6 Result of 1st Statement

Statement 1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	6.7	6.7	6.7
	Agree	25	83.3	83.3	90.0
	Strongly Agree	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Based on the table from the first statement, most of the students chose to agree scale with the amount of 25 students (83.3%). Then, it was followed by strongly agree scale with 3 students (10.0%). There were no one chose to strongly disagree with statement number 1. It showed that majority of the students agreed that they interest in following listening process because can understand the topic.

Statement number 2

"I am interest in following the listening process because I have experience related to the topic"

Table 4. 7 Result of 2nd Statement

Statement 2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	10.0	10.0	10.0
	Agree	25	83.3	83.3	93.3
	Strongly Agree	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

The majority of students (83.3%) chose agree on a scale in the second statement, which was written on the table. A disagree scale with 3 students (10.0%) was then presented, and there were 2 students who chose strongly agree. Therefore, it can be said that majority of the students agreed that they were interest in following the listening process because having experience related to the topic.

Statement number 3

“I am interest to follow listening process because I want to know many vocabularies”

Table 4. 8 Result of 3rd Statement

Statement 3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	23	76.7	76.7	76.7
	Strongly Agree	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

From the result, there were 23 students chose agree with 76.7% and 7 students chose strongly agree with 23.3%, also there were no any other choices for

statement number 3. It means that most of the students agreed in interest to follow listening process because they want to know many vocabularies.

Statement number 4

“I am interest in following the listening process because I pay close attention to it”

Table 4. 9 Result of 4th Statement

Statement 4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	6.7	6.7	6.7
	Disagree	1	3.3	3.3	10.0
	Agree	24	80.0	80.0	90.0
	Strongly Agree	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Shown on the table from the fourth statement, there were 24 students that chose agree scale (80.0%). Then, it followed by strongly agree scale (10.0%) chosen by 3 students. There were 2 students chose strongly disagree and only a student who chose disagree. It can be said that the majority of the students, interest in following the listening process because they pay attention to listen.

Statement number 5

“I am interest to follow listening process because I feel the topic same with my experience”

Table 4. 10 Result of 5th Statement

Statement 5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	13.3	13.3	13.3
	Agree	20	66.7	66.7	80.0
	Strongly Agree	6	20.0	20.0	100.0

	Total	30	100.0	100.0	
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Mentioned on the fifth statement result table, there were 20 students chose agree (66.7%). Followed with strongly agree scale, chosen by 6 students (20.0%) and 4 students chose the disagree scale (13.3%). It can be concluded that most of the students agreed they interest to follow listening process because they feel the topic same with their experience.

Statement number 6

“I am interest to follow listening process because I can find the meaning of new vocabulary”

Table 4. 11 Result of 6th Statement

Statement 6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.3	3.3	3.3
	Agree	25	83.3	83.3	86.7
	Strongly Agree	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Based on the result of the sixth statement, we can see that majority of the students chose agree with the amount of 25 students (83.3%). Then, it followed by strongly agree that were chosen by 4 students (13.3%) and there was a student who chose strongly disagree. It means majority of the students agreed that they were interest to follow listening process because they can find the meaning of new vocabulary.

Statement number 7

“I am interest to follow listening process because I like the topic”

Table 4. 12 The Result of 7th Statement

Statement 7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.3	3.3	3.3
	Agree	20	66.7	66.7	70.0
	Strongly Agree	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

On the table from the seventh statement result, we can find that most of the respondents chose agree scale with 20 students (66.7%). Afterwards, there were 9 students (30.0%) chose strongly agree and only one respondent who chose disagree scale (3.3%). It can be said that most of the students agreed they were interest to follow listening process because they like the topic.

Statement number 8

“I am interest to follow listening process because the vocabulary is easy”

Table 4. 13 The Result of 8th Statement

Statement 8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	10.0	10.0	10.0
	Agree	22	73.3	73.3	83.3
	Strongly Agree	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Based on the result of the eighth statement, majority of the students chose to agree scale with the amount of 22 students (73.3%). Followed by 5 students chose strongly agree (16.7%) and disagree was chosen by 3 students (10.0%). Thus, we can conclude that majority of the students were agree that they interest to follow listening process because the vocabulary was easy.

Statement number 9

“I am interest to follow listening process because I am familiar with the topic”

Table 4. 14 Result of 9th Statement

Statement 9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.3	3.3	3.3
	Agree	24	80.0	80.0	83.3
	Strongly Agree	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Proved on the table of the ninth statement, there were 24 students chose agree scale (80.0%). Then, it followed by strongly agree that were chosen by 5 students (16.7%) and only a student chose disagree. We can draw a line that most of students agreed that they were interest to follow listening because they were familiar with the topic.

Statement number 10

“I am interest to follow listening process because I can improve my speaking skill”

Table 4. 15 Result of 10th Statement

Statement 10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	19	63.3	63.3	63.3
	Strongly Agree	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

Written on the data from the result of the tenth statement, majority of the students chose agree with the amount of 19 students (63.3%). Then, it followed by

11 students that chose strongly agree (36.7%). It can be concluded that most of the students agreed that they were interest to follow listening because they can improve their speaking skill.

Statement number 1

“Listening to many English audio or video help me to improve my speaking skill”

Table 4. 16 Result of 1st Statement

Statement 1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.3	3.3	3.3
	Agree	19	63.3	63.3	66.7
	Strongly Agree	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

Explained on the data of the first statement above, we can see that there were 19 respondents chose agree (63.6%). Followed by strongly agree in the second place with 10 respondents (33.3%) and there was a respondent chose disagree. From the data above, it means that most of the respondents agreed, listening to many English audio or video help them to improve their speaking skill.

Statement number 2

“I can speak English better when I am learning to listen”

Table 4. 17 Result of 2nd Statement

Statement 2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	6.7	6.7	6.7
	Agree	20	66.7	66.7	73.3
	Strongly	8	26.7	26.7	100.0

	Agree				
	Total	30	100.0	100.0	

Based on the second statement result, there were 20 respondents chose to agree scale (66.7%) and 8 respondents chose to strongly agree (26.7%). There were 2 respondents chose disagree. Thus, we can see that the respondents were mainly agreed that they can speak English better when they were learning to listen.

Statement number 3

“I listen carefully to English audio or video to increase my vocabulary”

Table 4. 18 Result of 3rd Statement

Statement 3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	22	73.3	73.3	73.3
	Strongly Agree	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

On the data of the third statement result, we can see that 22 respondents chose to agree scale (73.3%). Then, 8 respondents chose strongly agree (26.7%) and there were no any other choices for this statement. It can be concluded that most of respondents agreed that they were listen carefully to English audio or video to increase their vocabulary.

Statement number 4

“I listen to the topic that are related with my experience and try to tell it”

Table 4. 19 Result of 4th Statement

Statement 4				
	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Disagree	5	16.7	16.7	16.7
	Agree	24	80.0	80.0	96.7
	Strongly Agree	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Illustrated on the table of the fourth statement result above, there were 24 respondents chose agree (80.0%) and 5 respondents (16.7%) chose disagree. Only a respondent who chose strongly agree (3.3%). It can be said that most of the respondents agreed they listen to the topic that were related with their experience and try to tell it.

Statement number 5

“I practice my speaking skill by listening”

Table 4. 20 Result of 5th Statement

Statement 5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.3	3.3	3.3
	Disagree	1	3.3	3.3	6.7
	Agree	23	76.7	76.7	83.3
	Strongly Agree	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Described on the data of the fifth statement result above, we can see that there were 23 respondents who chose to agree scale (76.7%). Then, 5 respondents chose strongly agree (16.7%). Strongly agree and disagree scale, each chosen by only a respondent (3.3%). From the data illustrated above, it can be concluded they practice their speaking skill by listening.

Statement number 6

“I can easily find the new meaning of vocabulary because the topic is related to my experience”

Table 4. 21 Result of 6th Statement

Statement 6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	6.7	6.7	6.7
	Agree	24	80.0	80.0	86.7
	Strongly Agree	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Based on the data of sixth statement result above, there were 24 students chose agree (80.0%). Then, followed by strongly agree with the amount of 4 students (13.3%) and 2 students (6.7%) chose disagree scale. In conclusion, the students were mainly agreeing that they can easily find the new meaning of vocabulary because the topic is related with their experience.

Statement number 7

“I feel my speaking skill has improved after listening to an English audio or video”

Table 4. 22 Result of 7th Statement

Statement 7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	13.3	13.3	13.3
	Agree	22	73.3	73.3	86.7
	Strongly Agree	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Showed on the table of the seventh statement result above, we can see that there were 24 respondents chose to agree scale (73.3%). Then, 4 respondents chose strongly agree (13.3%) and also 4 other respondents chose disagree (13.3%). From the data above, it can be concluded that most of respondents agreed that they felt their speaking skill had improved after listening to an English audio or video.

Statement 8

“I imitate the pronunciation from what I have listened”

Table 4. 23 Result of 8th Statement

Statement 8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.3	3.3	3.3
	Agree	21	70.0	70.0	73.3
	Strongly Agree	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

Proved on the table of the eighth statement result above, there were 21 respondents chose to agree scale (70.0%). Followed by 8 respondents chose strongly agree (26.7%) and the last was disagree scale with only a respondent (3.3%). In conclusion, most of the respondents were agree, they imitate the pronunciation from what they have listened.

Statement number 9

“I like to listen to English audio or video because I want to understand when someone speaks English”

Table 4. 24 Result of 9th Statement

Statement 9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.3	3.3	3.3
	Disagree	3	10.0	10.0	13.3
	Agree	22	73.3	73.3	86.7
	Strongly Agree	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Written on the data from the ninth statement result above, there were twenty-two respondents chose to agree scale (73.3%). Then, four respondents chose strongly agree (13.3%) and three respondents chose disagree (10.0%). The last, strongly agree scale was chosen by only one respondent (3.3%). It can be concluded, the respondents mainly agree that they like to listening to English audio or video because they can understand when someone is speaking English.

Statement 10

“By listening, I am more fluent in telling story of my experience”

Table 4. 25 Result of 10th Statement

Statement 10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	10.0	10.0	10.0
	Agree	22	73.3	73.3	83.3
	Strongly Agree	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Described on the tenth statement table result, most of respondents agreed with the amount of twenty-two respondents (73.3%). Then, it followed by five respondents that chose strongly agree scale (16.7%) and three respondents chose

to disagree (10.0%). We can draw a line that most of respondents agreed by listening, they are more fluent in telling story of their experience.

According to the overall results above, the majority of the results showed a positive response, which led to outcomes that were strongly agreed upon regarding the students' listening interest and speaking proficiency. Therefore, even if some respondents provided negative feedback, it is still possible to draw the conclusion that students' listening interest and speaking abilities closely related.

4.6 Discussion of Research Findings

This study already provided the findings of the research on the previous chapter. Majority of the respondents answered a positive way based on the twenty statements. The respondents agreed with almost all of the statement related to listening interest and speaking proficiency. Explained on previous sub chapter, the writer conveyed the result of the data calculated used SPSS software. The purpose of this study was to determine the correlation between students' listening interest and their speaking proficiency. The data was collected through Google Form. As a result, the reliability test was 0.847 and 0.868, the results were higher than Cronbach's Alpha value 0.847 and $0.868 > 0.60$. Therefore, the instrument was reliable.

This discussion section aimed at discussing the findings of what students experienced related to this study. The writer has already checked out the result and the problems found from the questionnaire that has given and answered by students. The discussion is as follows:

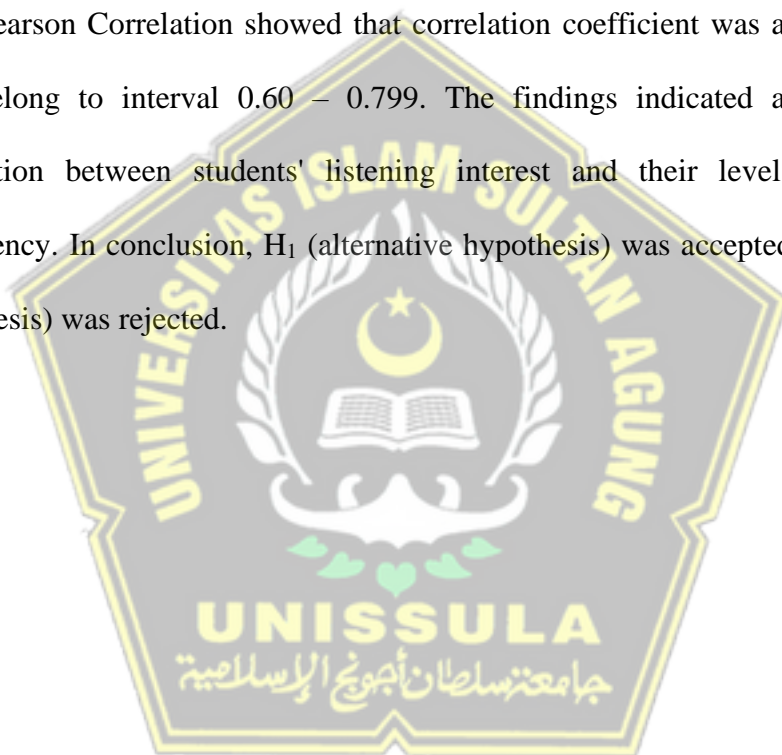
1. Even though majority of the students submit positive responses, some of them chose to negative responses on how they try to speak after listening something related with their experience. As mentioned by Newton & Nation (2020), students are afraid to speak up in class for fear of making mistakes. As a result, some students choose to keep silent than try to speak.
2. There were some students that did not feel their speaking skills has improved after listening to an English audio or video. Often, learning to speak needs a lot of repetition and concentration. Language learners can use the same instinctive methods they use to study their native tongue, such as listening and repeating. This means that when people communicate, they do so to express ideas using words from the desired language (Suharja, 2020).

From the discussion above, it can be concluded that listening is a way for keeping up a communication between the speaker and listener, also speaking is important for students in language learning. The solutions for the problems mentioned above were students need more practice. The more often they practice it, it will automatically make a good new habit to improve those skills. Besides, students were intended to develop a desire to learn how to speak English by watching or listening to English-language movies or audio.

The result of this study relevant with previous study that was conducted by (Abu-Snoubar, 2017) entitled *On the Relationship between Listening and Speaking Grades of AL-Balqa Applied University English as a Foreign Language Students*. That study discovered a strong correlation between the two skills and a positive relationship between them. It is accordance with this study that shows the

correlation coefficient is positive, which means that students' listening interest is positively and significantly correlated to their speaking proficiency.

The analysis's results provided an answer to the inquiry raised in chapter one: "Is there any correlation between students' listening interest and their speaking proficiency of the eleventh graders of a private senior high school in Semarang in the academic year 2022/2023?". The analysis of correlation data that used Pearson Correlation showed that correlation coefficient was at 0.602 and it was belong to interval 0.60 – 0.799. The findings indicated a strong level correlation between students' listening interest and their level of speaking proficiency. In conclusion, H_1 (alternative hypothesis) was accepted and H_0 (null hypothesis) was rejected.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter was about Conclusion of this study and Suggestion for the teacher, students, and future writers.

5.1 Conclusion

According to the facts that had been examined in the previous chapter, the study's conclusion was provided. H_1 (the alternative hypothesis) was accepted and H_0 (the null hypothesis) was rejected, as was described in chapter IV. There is a correlation between students' listening interest and their speaking proficiency of 11th graders of a private senior high school in Semarang in the academic year 2022/2023. It was shown that there was a significant correlation between the two sets of data. The outcome showed that the value of the SPSS correlation coefficient was 0.602, being within the interval of 0.60 to 0.799. It indicates that there was a strong degree between the students' interest in listening and their speaking proficiency of 11th graders of private senior high school in Semarang in 2022/2023 academic year. Therefore, students' listening interest strongly correlated to the speaking proficiency.

5.2 Suggestion

After concluding and describing the result of this study, there were suggestions that can be submitted as follows:

1. The Teacher

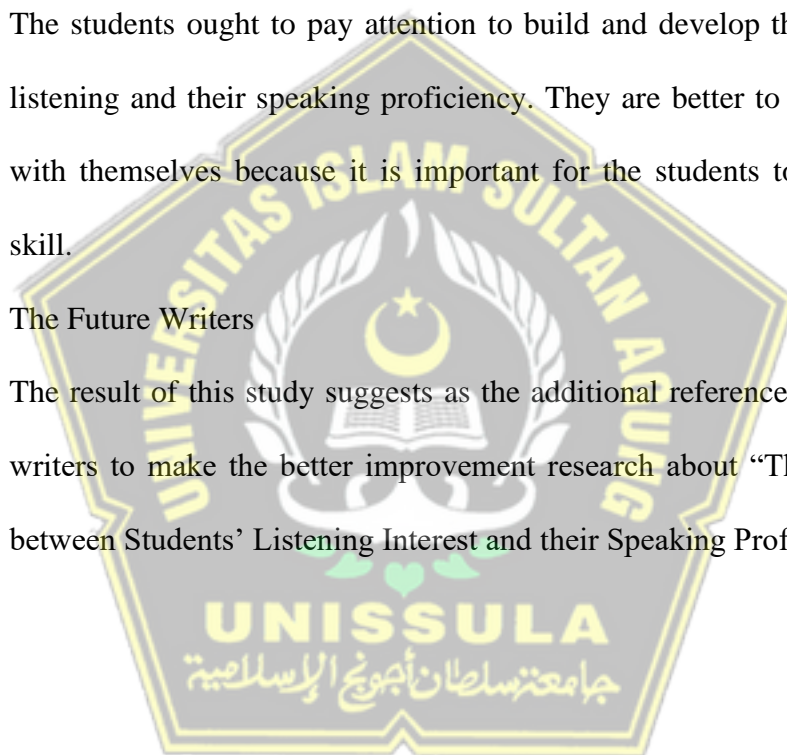
The teachers as students' parents at school, should be able to support and advise students on how to improve their listening interest as well as their speaking proficiency. For students, the support of the teacher is quite important.

2. The Students

The students ought to pay attention to build and develop their interest in listening and their speaking proficiency. They are better to be confidence with themselves because it is important for the students to expose their skill.

3. The Future Writers

The result of this study suggests as the additional reference for the future writers to make the better improvement research about "The Correlation between Students' Listening Interest and their Speaking Proficiency".



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