

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

English is an international language that is used almost all over the world. Currently, English for Indonesian people is the first foreign language learned at school. English at school is also required from elementary to high school levels. In learning English, four basic skills must be known, such as listening, reading, speaking, and writing. Listening and speaking have an important place in learning because they are two of the four main skills in language outcomes.

Listening habit is one of the factors that affect student's speaking ability. According to Alfatih (2018:22), listening habits make students active. When a student listens to an English song and begins to enjoy it, the student will sing along to it. Participate in singing and speaking which shows that students are actively producing speech. Basically, speaking ability is influenced by listening and pronunciation practice. Listening habits will affect flexibility in English pronunciation. As is known, it all depends on habit, so the more practice, the easier it will be to learn. Likewise, for this listening habit, the more often listen, the easier it will be to recognize vocabulary and speech. By having the habit of listening, it will be faster and easier to have the ability to speak in English.

According to the issue above, if students already have the listening habit, it will be easier for them to speak English. Their speaking ability will also be useful to continuously hone their skills in speaking international languages. Richards J.C (2008:19) states that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. According to Nunan (2008:25),

speaking ability is productive skills that involve oral language by producing a system of expressing verbal meanings. Speaking ability is the ability to say words or sentences to express and convey feelings or ideas to someone. Furthermore, Richards (2008:23) states that speaking is an activity of divining the active language of language users who demand real initiative in the use of language to express themselves verbally. Speaking is one way to interact and communicate with people in society in real life. Talk as interaction refers to what we normally mean by “conversation” and describes interactions that serve a primarily social function. When people meet, they exchange greetings, engage in small talk, and recount recent experiences, because they wish to be friendly, and to establish a comfortable zone of interactions with others (Jack C. Richards, 2008:22).

The effect of listening habits on students' speaking ability is very important to study. Speaking ability depends on how they must listen to what the speakers say. To increase their speaking ability, students must clearly listen to the speaker. According to Cameron (2001:40), listening is seen as (primarily) the active use of language to access other people's meaning. It means that listening is an activity that has two functions: to speak and listen at the same time. If no process of listening takes place, communication will not run well. That is why listening is part of important thing in the English language. Rost (1996:2) states that listening involves both social and cognitive processes. In this sense, we see that much input to the listener's understanding of language must come from inside the listener. So that part of the brain has to do with interests, beliefs, values, opinions, attitudes, motives, and background knowledge. Moreover, Rost (2001:24) says that listening is the most important skill for language learning because it can be mostly used in normal

daily life and develops faster than the other language skills which indicates that it makes easy the development of the other language skills. Listening has an important place in learning as it is one of the four major skills in language results. Listening can occur at several points in the teaching sequence. Speaking is communicating with other people and by speaking we can get information and share knowledge with our ideas. Speaking is very important for us to exercise ability and understand ideas on how to spell words well. Therefore, speaking is an oral language that is used to communicate with each other, express opinions, and share experiences. That is why everyone needs to know how to speak correctly because that can make it easy to communicate with people from other countries. As it is known, many foreigners come to Indonesia and that can help local people to communicate with foreigners how to speak well.

Based on the explanation above it can be concluded that speaking is very important in our life because speaking is part of foreign language learning and teaching. Without speaking ability, we will just keep silent when we meet people from other countries. Previously, many people knew that students' speaking skill is the ability most often complained about by teachers because they thought speaking English is very difficult. Students find it difficult to speak compared with those skills, "listening, reading and writing." It makes sense because the process of speaking is done directly without much time to think about what words are used, this will be worse if students feel nervous. This is where the important rule of education, education must be able to equip someone to become a quality student in terms of speaking ability. Then education must be able to produce a generation that is reliable in communicating using the international language.

The researcher is kind of interested to have researched the correlation between listening habits and speaking ability by using music as media. If we think seriously and critically music also have an important thing to improving student listening and speaking ability, listen English songs is a routine and automatic to paying attention of listening to English song to get the meaning, by listening English songs have words, melodies, and pronunciation by the singer in the English word of a person in daily activity.

In learning English, some media such as music can be used by teachers. In order to get students' interest, besides some lecture material, English songs could be one alternative media to teach English listening skills. Especially nowadays, English songs are very interesting. It is very easy to find it, we will find it on any platform such as YouTube, JOOX, Spotify, or google and many teenagers are really into those. Presenting a song in class occasionally will make learning English more fun and interesting. English songs are not only fun and interesting but they are also useful in teaching many skills in English. As some experts say that music is a universally popular medium, and songs often tell a story. So, by listening to the English song, students can learn some content of the song and train their ears to listen to the English song. It will make the students familiar with the English language. Interest in English songs can lead students to listen to English songs more often and more repetition in an activity might form a habit. A student who likes listening to English songs usually will listen to those songs again and again. By doing so, the habit of listening to English songs will form in themselves. The activity of listening to songs will be done by themselves very easily. Turning on the

radio tape, smartphone, laptop, computer, or any other media will be done automatically and with no effort anytime what they want.

According to Harmer (2001:121), in the western world at least, English is the dominating language in popular culture. Pop music in English fulfills the planet's airwaves. Thus, many people who are not English speakers can sing words from their favorite English medium songs. Listening to songs, where the sounds of music might interfere with the sounds of the words but the rhythm or perhaps the rhyme of the lyrics, sometimes helps the listener to predict what lyrics come next. In fact, music can affect a student's speaking ability but not all students' speaking ability can be affected by listening to music. There are some students who had good listening skills like they understood the instructions, and they can answer some listening questions well but their speaking skill is still deficient. However, there are also some students who have good listening skills and it influences their speaking ability. However, it is not all the same with the theories or never the same with the theories. On the other hand, the researcher concluded that there are some students who can achieve the targets from the theory. Therefore, the researcher is interested in this research of the correlation between listening habit and speaking ability of the eighth-grade students of SMPN 2 Ubud in the academic year 2022/2023. In fact, not all students can speak English well by listening to music repeatedly. In their daily routine, most students just like to listen to it, and sometimes forget how to pronounce and spell the word. Because students listen to music only for entertainment or leisure time but not to learn how to speak in English well.

It is supported by previous research concerning the first previous related study. The previous theory about the listening habit (X) and speaking ability (Y)

has convinced the researcher that listening habit(X) can help students when students learn speaking ability (Y) and it can give an impact on the learning process. Moreover, based on the idea above the researcher intends to conduct research which is to reveal the positive correlation research entitled “the correlation between listening habit and speaking ability of the eighth-grade students of SMPN 2 Ubud in the academic year 2022/2023.

## **1.2 Research Problem**

Based on what has been described in the background of the study above, the researcher is interested in finding out the significant correlation between listening habits and the speaking ability of the students in junior high school. Therefore, the research problem in this present study can be formulated in the form of a question as follows: is there any significant correlation between listening habits and speaking ability of the eighth-grade students of SMPN 2 Ubud in academic year 2022/2023?

## **1.3 Objective of the Study**

Based on the formulation of the problem above, the objectives of the research must be to know and describe whether there is a significant correlation between listening habits and speaking ability. In order to focus on the study, the researcher limits the problem to two variables: listening habit and speaking ability. The research population is the eighth-grade students of SMPN 2 Ubud. The correlation method is used to examine the coefficient of correlation between the variables.

## **1.4 Limitation of the Study**

The limitation of the research discussion is very important to make the discussion more specific. On the other hand, it can also avoid extensive discussion.

Based on the problem above, the limitation of this study is formulated. In this study, this research focuses on finding out the significant correlation between listening habits and the speaking ability of eighth-grade students of SMPN 2 Ubud in the academic year 2022/2023.

Besides, listening habit in this study is limited on the students' ability to understand the content of the song in detail so that students can answer the questions completely and correctly according to the content of the song. Furthermore, speaking ability aspects that are focused on the present study is a short conversation. The students' speaking performance is mainly focused on some criteria, such as vocabulary (noun, pronoun, adjective, verb, adverb), grammar, comprehension, and fluency.

### **1.5 Significance of the Study**

The important things related to this research is the expected research findings. However, this research is focused on whether there is a significant correlation between listening habit and the speaking ability of eighth-grade students of SMPN 2 Ubud in academic year 2022/2023. The results of this study are highly expected and recommended to provide research findings that are significantly related to students' listening habit with the student's speaking ability. As a conclusion, this research is expected to be able to provide a significant and practical effect on the student's listening habit to improve student's speaking ability.

Theoretical benefit, to prove whether there is a positive correlation between student's listening habit and speaking ability of eighth-grade students of SMPN 2 Ubud in academic year 2022/2023. This research is expected to improve knowledge ether for teachers and society. So, it can be used as a reference to improve a student's

English listening habit and speaking ability. The researcher wishes this research gives a contribution to the development of English education in Indonesia.

Practical benefit, for the teacher this research is expected to be able to provide information about the importance of improving students' listening habit so that can influence student learning outcomes. On the other hand, for students, in practicing in listening English songs, students may hear a familiar and unfamiliar spelling of words then they start to wonder and interest to that song then they will start to search how to spell and pronunciation the word from google, YouTube, and other sources. Finally, they mastered the words because of their listening habit to English songs. After they know the words after they listen to English songs, it can be helpful to students when they hear and talk with their teachers and their friends at school.

In addition, the results of the present study are also beneficial for other researchers. And on the other hand, the researchers, to provide information about student's listening habit and speaking skills to students towards English achievement, can be used to decide whether their factors are to be improved or not.

## **1.6 Definition of Key Term**

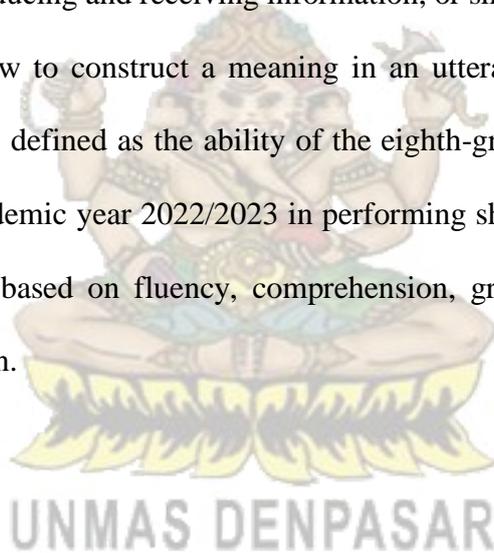
Key terms are important to be defined in order to give a clear understanding of the topic. Moreover, in order to avoid misunderstanding and confusion of the readers in comprehending this research, the researcher needed to give a clear operational definition of the key terms used in the present study. In order to reflect the research items, there are some terms that are used by the researcher in making this research. To make it clear, the researcher gives some definition as follows:

1. Listening Habit

Listening habit is the act of listening repeatedly with the same form that is done consciously and has clear goals. Listening is operationally defined as the listening habit of the eighth-grade students of SMPN 2 Ubud in academic year 2022/2023 in listening to several songs that are being processed and paying attention.

2. Speaking ability

Speaking ability is an interactive process of constructing meaning that involves producing and receiving information, or simply put speaking skill is a skill of how to construct a meaning in an utterance. Speaking ability is operationally defined as the ability of the eighth-grade students of SMPN 2 Ubud in academic year 2022/2023 in performing short conversation in front of the class based on fluency, comprehension, grammar, vocabulary, and pronunciation.



## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

Theoretical review is a review of the theories which are conducted on this study. Furthermore, it is used to build this research. In this chapter, the researcher makes the explanations of the points that cover theoretical reviews related to the research literature. This present study discusses the correlation between listening habit and speaking ability. This research is conducted based on the following framework of the theory taken from experts. These are important points that can be explained and discussed about the correlation between listening habit and speaking ability.

##### **2.1.1 Listening Habit**

Concerning the central role of listening habit, which is nowadays highly accepted in foreign language acquisition process, listening is acknowledged to play an extremely important position in the development of speaking ability (Kang, 2002:205). It is impossible to speak in a conversation if one does not listen; therefore, whenever communication took place, of course, there is a speaker and a listener.

As something that is assumed greater and greater importance in foreign language classrooms (Nunan, 2002:238), the primacy of listening competence in interaction is evident to engage in any form of communication (Cross, 1992:244). It is necessary to understand and react to what has been said. Consequently, learners need to use listening as well as engaging in interactional activities. Thus, even though that much of language teaching is devoted to instruction in mastering

English conversation, numerous other forms of spoken language are also important to incorporate into a language course (Brown, 1994:236-237). In other words, if listen to English songs in free time every day, it will become a listening habit. By having a habit of listening to English songs, students will be able to improve their listening skill because when listening to something new, automatically their brains will save that information. According to Rahmadayanti (2017:36), listening habit is a behavior acquired by frequent listening repetition or psychological exposure that shows itself in regularity.

### **2.1.2 Speaking Ability**

One of the abilities learned in language learning is speaking. Having the ability to speak is considered as the success of language learning. The reason is because speaking may be courageous for language learners. It takes courage because speaking is not only producing sounds, but it needs the knowledge of how to pronounce, to deliver meaning and to turn ideas into words. Speaking has some sub-skills and it also may become essential for learners in language learning.

Hughes (2002:6) states that “Speaking is not a discrete skill.” It cannot stand alone because some complex activities or sub-skills such as vocabulary mastery, grammar competence, comprehension, inputs of language, phonology, and pronunciation are included. People speak using words in which the words have meaning that the speakers must choose and use appropriately and of course this activity needs the ability in choosing and using the proper ones. According to the gate in Nunan is cited in Hayin Azizah (2015:12), “Speaking is typically reciprocal: interlocutors are normally all able to contribute simultaneously to the discourse, and to respond immediately to each other’s contribution.

Woods (2005:41) states that speaking effectively depends very much on the speakers' ability to interact with an interlocutor. According to Lander (1997:5), the communicative competence is measured according to the degree of fluency with the spoken language, but it also included pronunciation of that language in real-life situations. From the statements of Woods (2004:41) and Lander (1997:5), it can be concluded that the ability of speaking is the ability to speak and interact with the interlocutor fluently and pronounce. In addition, speaking is defined as a means of communication in which there is a two-way relationship between the speaker and the listener which has a certain important purpose of life, especially in social interaction. According to Brown (2004:140), speaking is a productive skill that can be directly and empirically observed: those observations are invariably colored by accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral productive test.

Speaking test is very challenging because the students had to make oral products, and the oral production test is very subjective. It tends to be subjective because it is tested orally and assessing spoken language is so difficult too because in tests, we must discriminate if the speaker can speak the language target. For this problem, the test-takers testing speaking to be wise is a must to make the testing valid and reliable. Even though the evaluation of speaking needs some scale of to what extent people can speak in English language. It needs guidance to let the testers have the standard that must be required by the test takers.

According to David P. Harris (1969:84), there are some components that can be scored on the test of speaking ability. The components will be scored: pronunciation, grammar, vocabulary, fluency, and comprehension.

## 2.2 Empirical Review

The empirical review was a review that was relevant with the researcher that has been conducted in which the review was the previous researcher that was relevant to the present study. Empirical evidence was the review that can help the researcher avoid unintentional replication of the previous study result and to clarify as well as define the concept of the study. In conducting this research, the researcher was curious about the correlation between listening habit and speaking ability. There were other researchers that showed the correlation between listening habit and speaking ability. The researcher used this study as a basic consideration to conduct this research. There were the empirical reviews as follow below:

The first study was conducted by Kadek Mia Yastri Damaiyanti from Mahasaraswati Denpasar University in 2021 entitled “The Correlation Between Listening English Songs Habit and Students Vocabulary Mastery of The Tenth Grade Students of SMAN 1 Kuta Selatan in Academic Year 2020/2021”. The subject of the study was the students of SMAN 1 Kuta Selatan, especially tenth grade students in the academic year 2020/2021. The objective of this study was to find out the significant correlation between listening English songs habit and students’ vocabulary mastery of the tenth-grade students’ of SMAN 1 Kuta Selatan in academic year 2020/2021. She used questionnaires and vocabulary tests to get the result from those correspondents. The result showed that there was a significant correlation. Either student’s listening English songs habit and students’ vocabulary mastery have a positive correlation. From the result of the correlation calculation by SPSS 23, the value of correlation was 0.410.

The second previous research entitled “The Correlation Between Vocabulary Mastery and Speaking Ability of The Eleventh Grade Students of SMA PGRI 2 Denpasar in Academic Year 2019/2020” which was written by Made Arya Wira Nugraha (2020). The second previous study used cloze tasks and short conversation as a technique to collect the data. The cloze tasks were used to collect the data of vocabulary mastery, while the short conversation was used to find data of speaking ability. The research findings show that there was a positive correlation between vocabulary mastery and speaking ability. It means there was a correlation between vocabulary mastery and speaking ability of the eleventh-grade students of SMA PGRI 2 Denpasar in academic year 2019/2020. From the result of the correlation calculation by SPSS 16, the value was 0.000.

In this present study, the researcher used questionnaires and short conversation as the techniques to collect the data for this research. The questionnaires were used to collect the data of listening habit whereas the short conversation was used to obtain the data of students' speaking ability.

In the other word, a test was a sequence of questions or exercises or other devices to measure skill, knowledge, intelligence, ability, or talent's person which was possessed by people or a group. According to the Oxford dictionary cited in Solehudin (2016/2017), a test is an examination of a person's knowledge or ability. Testing was an important part of every teaching and learning process. A classroom test was used to measure a student's achievement and contribute to the evaluation of this progress.

### 2.3 Hypothesis

A hypothesis is a prediction of what will be found as the research project and the project focuses on the relationship of two different variables studied in the research. The present study is based on both theoretical knowledge about how it will work but, this is already existing scientific evidence. About the problem in this study, the researchers assumed that there is correlation research namely the directional hypothesis. This defines the hypothesis as two connected variables in this study. These studies are not due to chance and that they are significant in terms of supporting the theory under investigation. The hypothesis states as follows;

Ho: There is no significant correlation between listening habit and speaking ability of the eighth-grade students of SMP Negeri 2 Ubud in academic year 2022/2023.

Ha: There is a significant correlation between listening habit and speaking ability of the eighth-grade students of SMP Negeri 2 Ubud in academic year 2022/2023.

