



**THE CORRELATION BETWEEN READING COMPREHENSION AND
SPEAKING SKILL OF EIGHT GRADE STUDENTS AT SMP ISLAM
MA'ARIF 02 MALANG**

SKRIPSI

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ABSTRACT

Swara, Kharisma. 2023. *The Correlation Between Reading Comprehension and Speaking Skill Of Eight Grade At SMP Islam Ma'arif 02 Malang, Skripsi*, English Education Department. Faculty of Teacher Training and Education University of Islam Malang. Advisor 1: Dr. Hj. Mutmainnah Mustofa, M.Pd. Advisor II: Dr. Imam Wahyudi Karimullah, S.S., M.A.

Keywords: *reading, reading comprehension, speaking skills*

Reading, in essence, is the ability to comprehend the meanings conveyed by words and sentences within a text. Reading can enhance speaking English because reading contains vocabulary. Mastering reading comprehension is a vital skill that students must acquire. To create meaning, it entails combining information from a passage with previously learned material. Speaking is categorized as a skill that involves productivity, encompassing more than the simple act of uttering words or sounds, it's a way of communicating with others and expressing how they feel.

This study employs a quantitative research design. This study focused on students from SMP Islam Ma'arif 02 Malang, specifically targeting class eight C, comprising 32 students per class. The overall population included 15 female students and 17 male students. The researcher utilized a test to gather research data, employing two distinct types of tests to assess students' reading comprehension and speaking skills. The researcher administered a reading test, which comprised 14 multiple-choice questions. The researcher called each student, and the researcher asked each student to come forward to retell the text in their own language and the speaking score is taken by 3 people.

For the data analysis, SPSS 16's Pearson product-moment formula was employed. Speaking abilities and reading comprehension have a correlation coefficient (r) 0.142 with a 0.439 p -value. The correlation coefficient (r) is 0.142, falling within the 0.00-0.20 range, indicating a very low correlation. Additionally, the p -value is 0.439, surpassing the 0.05 threshold, there is no significant correlation between reading comprehension and speaking skills.

Teachers have the ability to instruct students in reading comprehension and speaking skills using a positive approach, by attracting students' attention to learn more about reading comprehension and speaking skills.

ABSTRACT

Swara, Kharisma. 2023. *The Correlation Between Reading Comprehension and Speaking Skill Of Eight Grade At SMP Islam Ma'arif 02 Malang*, Skripsi, English Education Department. Faculty of Teacher Training and Education University of Islam Malang. Advisor 1: Dr. Hj. Mutmainnah Mustofa, M.Pd. Advisor II: Dr. Imam Wahyudi Karimullah, S.S., M.A.

Kata kunci: pemahaman membaca, kemampuan berbicara

Membaca pada hakikatnya adalah kemampuan memahami makna yang disampaikan kata dan kalimat dalam suatu teks. Membaca dapat meningkatkan berbicara Bahasa Inggris karena membaca mengandung kosakata. Menguasai pemahaman membaca adalah keterampilan penting yang harus diperoleh siswa. Untuk menciptakan makna, hal ini memerlukan penggabungan informasi dari suatu bagian dengan materi yang telah dipelajari sebelumnya. Berbicara dikategorikan sebagai keterampilan yang melibatkan produktivitas, mencakup lebih dari tindakan sederhana mengucapkan kata-kata atau suara, ini adalah cara berkomunikasi dengan orang lain dan mengungkapkan perasaan mereka.

Penelitian ini menggunakan desain penelitian kuantitatif. Penelitian ini difokuskan pada siswa SMP Islam Ma'arif 02 Malang dengan sasaran khusus kelas delapan C yang berjumlah 32 siswa per kelas. Populasi keseluruhan terdiri dari 15 siswa Perempuan dan 17 siswa laki-laki. Peneliti menggunakan tes untuk mengumpulkan data penelitian, menggunakan dua jenis tes yang berbeda untuk menilai pemahaman membaca dan keterampilan berbicara siswa. Peneliti memberikan tes membaca, yang terdiri dari 14 pertanyaan pilihan ganda. Peneliti memanggil setiap siswa dan peneliti meminta setiap siswa maju ke depan untuk menceritakan kembali teks tersebut dalam bahasanya masing-masing dan skor berbicara diambil oleh 3 orang

Untuk analisis data, rumus product moment Pearson SPSS 16 digunakan. Kemampuan berbicara dan pemahaman berbicara mempunyai koefisien korelasi (r) 0.142 dengan p -value 0.439. Koefisien korelasi (r) adalah 0.142 berada dalam kisaran 0.00-0.20 menunjukkan korelasi yang sangat rendah. Selain itu, nilai P sebesar 0.439 melampaui ambang batas 0.05, sehingga tidak ada korelasi yang signifikan antara pemahaman membaca dan kemampuan berbicara.

Guru mempunyai kemampuan dalam mengajar siswa dalam pemahaman membaca kemampuan dalam mengajar siswa dalam pemahaman membaca dan kemampuan berbicara dengan menggunakan pendekatan positif dengan menari perhatian siswa untuk mempelajari lebih lanjut tentang pemahaman membaca dan kemampuan berbicara.

CHAPTER I

INTRODUCTION

This chapter provides an overview of the investigation's justification and covers a variety of subjects, including the study's background, problem statement, objective, importance, scope, and constraints. It also defines several important words.

1.1 Background of the Study

Acquiring the skill of reading is essential for students in their academic journey as it enables them to understand various types of materials and enhances their overall learning performance. Through reading, students gain access to information and ideas necessary for their knowledge. Additionally, it allows them to identify gaps in their understanding. Mastering the skill of reading is vital for students to excel in English, since, along with listening, it is a receptive talent. It is stated by Harmer (2001: 199), receptive skills involve extracting meaning from the discourse one sees or hears. The clearer the understanding of the text, the more students can learn from it. Reading stands out as a pivotal activity in any class, facilitating the expansion and reinforcement of students' knowledge and ideas while serving as a rich source of information.

Reading, in essence, is the ability to comprehend the meanings conveyed by words and sentences within a text. Reading can enhance speaking English because reading contains vocabulary. Harmwr in Fauziati (2015) argues that in order to create a strong model of English writing in the form of arrangements and paragraphs, readings should always contain a wide variety of pronunciations

of vocabulary and syntax. One important skill that students need to master is reading. Reading serves as a gateway to the world, providing individuals with a wealth of knowledge and information that extends beyond the contents of books, magazines, newspapers, and various other sources. (Wahyudi et al., 2020).

Reading stands out as a crucial language skill, and according to the curriculum of 1994 (as cited in Ali, 2010), It is emphasized as the most important of the four language skills (speaking, listening, reading, and writing). In the educational process, reading is essential, as it is emphasized that acquiring proficiency in reading a second or foreign language is of utmost importance. The act of reading enables learners to acquire valuable information and knowledge.

Mastering reading comprehension is a vital skill that students must acquire. To create meaning, it entails combining information from a passage with previously learned material. Furthermore, readers' grasp of an idea, its interpretation in light of their needs and goals, and its understanding in relation to their background can all be considered cognitive processes involved in reading comprehension (Khoriyah, 2010). When it comes to reading comprehension, students not only strive to correctly and smoothly read and pronounce words in the text but also grapple with the challenge of acquiring vocabulary for each sentence. According to Westwood (2008:32), reading comprehension is an active mental process where readers consciously generate meaning to comprehend ideas and facts presented in the text at a deeper level.

Tompkins (2011) asserts that comprehension is a creative process that

depends on pragmatic syntax, phonology, semantics, and pragmatics. Proficient reading requires strong word recognition skills, reflecting cognitive development and the organization of thought processes. The complexity of reading comprehension involves readers actively extracting meaning from the text. Reading comprehension serves as an interactive step in communication, where the reader engages with the text based on their background knowledge (Wahyudi et al., 2019). It is the process of putting new information—both written and spoken—together with old knowledge to create a new understanding. Faliyanti (2015) found that reading comprehension-trained students are able to identify pronouns, antonyms, synonyms, and the text's primary idea as well as its purpose and generic structure. Students can find vocabulary by reading, improving their knowledge of vocabulary. From those vocabulary, students can learn it and improve their speaking skills.

Speaking is crucial for development. Learners can only form short, uncomplicated phrases since they have grasped the basics of speaking. Speaking enables students to express their ideas and knowledge, facilitating communication with others, as it serves as a fundamental tool for interpersonal interaction. (Mustofa et al., 2019).

The ability to recall previously learned information regarding the pronunciations and meanings of words is referred to as speaking development. Speaking is the ability to put meaningful words together, which is a useful talent for enhancing communication and informational skills. The complexity of the material being communicated influences the act of speaking, as noted by Brown and Yule (1999:14), with speakers occasionally encountering challenges in

articulating their ideas clearly. The instruction of speaking is crucial in educational settings as it enhances students' language proficiency, laying the foundation for future skill development. In order to communicate with others, speech is an engaging activity that people use, as Argawati (2014) said.

Speaking is categorized as a skill that involves productivity, encompassing more than the simple act of uttering words or sounds, it's a way of communicating with others and expressing how they feel. Speaking classes are also important as there are many students who want to study English so that they can use it for communication purposes. According to Fauzi (2017), the gradual development of active speaking skills is closely linked to the accuracy and effectiveness of listening skills. Speaking is a vital aspect through which students can articulate a diverse range of expressions and emotions. The ability to speak is being able to manage sentences and information to communicate to others. Since speech is the primary means of human communication, most people consider speaking to be equivalent to knowing a language (Mustofa et al., 2020). According to Richards and Renandya (2002:204), effective oral communication involves the ability to use language in social situations in a way that is acceptable for both verbal and paralinguistic domains, such as pitch, stress, and intonation.

It is essential for student to learn how to talk in English, as English plays a vital role in effective communication. Speaking English is difficult for students as it requires the ability to understand when the correct and appropriate words are used. The type of communication are concerns due to personality factors. The students were hesitant to share their opinions. Therefore, the

students are reluctant to practice speaking (Mustofa et al., 2021). In a sense, students need more practice to acquire effective speaking skills, and some factors that can support fluency. As per McNatt (2019), language constitutes the spoken form of communication that consistently conveys ideas and emotions., regardless of language. Speaking is not only based on ability but also on understanding grammar, vocabulary, pronunciation, comprehension, accuracy, fluency and others. Speech involves a variety of intricate tasks, including phonology, vocabulary mastery, grammar proficiency, comprehension, speech input, and pronunciation, according to Hughes (2002) as such, speaking is not a standalonetalent. Choosing the right grammar and vocabulary needs to be done carefully so that the information conveyed when spoken can be easily understood.

Previous research has addressed the topics of reading comprehension and speaking skills. One notable study conducted by Uswatun and Safriyani (2021), comprised 35 pupils from a Surabaya vocational high school. A test was used inthe study as a tool to evaluate the pupils. The results showed a strong correlation—0.61, in fact—between speaking abilities and reading comprehension, suggesting a noteworthy relationship.

The second study was carried out by Taslim, et al (2019). The focus of the research was student eleventh grade of SMAN 6 Sidrap. The instrument used quantitative method in this study were test vocabulary and interview. The result in the research that has been done, gives resultsl r-value $0.532 > r$ table 5% and 1% which means it is at a significant level or $0.349 < 0.532 > 0.449$.

The last research was conducted by Rahayu and Lesvia (2019). Thirty

students from SMAN 1 Rewarmerta Karawang's tenth grade participated in this study. The students took a speaking and reading test, which was used by the researcher as the study's instrument. The findings of the study that were done showed a result of 0.978 which is (perfect correlation).

In previous research, reading comprehension and speaking skills were focused on all students and have shown positive results. Based on previous explanations and researcher, research on how speaking skill and reading comprehension relate to one another Among Eighth-grade Students at SMP Islam Ma'arif 02 Malang.

1.2 Statement of the Problem

The researcher formulates the research problem as a question based on the context of the investigation: "Is there any significant correlation between reading comprehension and speaking skill students of eight grade students at SMP Islam Ma'arif 02 Malang?"

1.3 Objective of the Study

Considering the problems highlighted, the aim of this research is to find out whether there is a correlation or not between reading comprehension and speaking skills in class 8 of SMP Islam Ma'arif 02 Malang.

1.4 The Hypothesis of the Study

The hypothesis is described as a forecast of the association between research variables (Latief, 2013:52). In this investigation, two hypotheses have been formulated by the researcher:

- a. Null Hypothesis (Ho): Speaking skill and reading comprehension do not correlate among eighth-grade students at SMP Islam Ma'arif 02

Malang.

- b. Alternative Hypothesis (Ha): Speaking skill and reading comprehension are correlated among eighth-grade students at SMP Islam Ma'arif 02 Malang.

1.5 Significance of the Study

These data hope to provide educators, learners, and other researchers with useful insights.

- a. For teachers, researchers in her study gives a contribution to learning in teaching, teachers can find out students weaknesses in reading and speaking, so teachers can implement instructional approaches to enhance students' enthusiasm for both reading and speaking.
- b. The researcher provides students in this study with encouragement and support in their endeavors to learn reading and speaking.
- c. For prospective researchers, this study serves as a valuable reference for those undertaking similar future researcher.

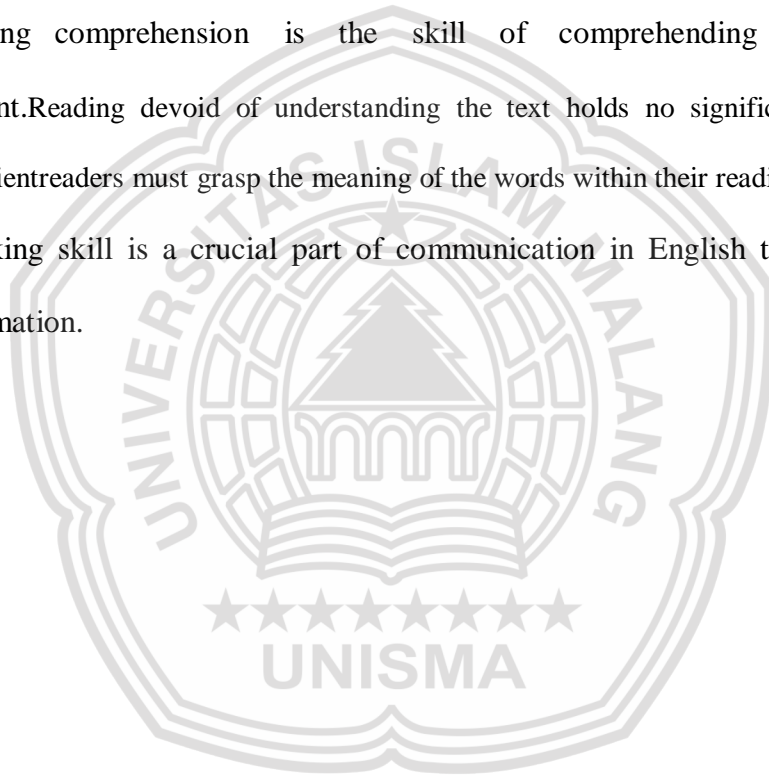
1.6 Scope and Limitation of the Study

In the research, eighth-grade students at SMP Islam Ma'arif 02 Malang's speaking and reading comprehension skills are compared to see if there is any association between the two. Multiple-choice reading comprehension tests and speaking proficiency assessments are tools utilized by researchers. Researcher's limitation in conducting research was that chose SMP Islam Ma'arif 02 Malang because the researcher had teaching at this school. The researcher cannot choose the class sample himself because the selection of the research sample is based on the teacher's decision and the specific class chosen by the researcher.

1.7 The Definition of Key Terms

The researcher introduces several essential terms as outlined below:

- a. Correlation is statistical technique for determining the relationship between two or more variables. In this case the variables are reading comprehension and speaking skill.
- b. Reading is crucial for everyone looking to learn English and advance their knowledge
- c. Reading comprehension is the skill of comprehending textual content. Reading devoid of understanding the text holds no significance, as proficient readers must grasp the meaning of the words within their reading.
- d. Speaking skill is a crucial part of communication in English to obtain information.



CHAPTER V

CONCLUSION AND SUGGESTION

The research findings and suggestions are discussed in this section. The research questions inform the conclusions, and the recommendations offer directions for additional research.

5.1 Conclusion

In summary, the research aimed to examine the connection between the reading comprehension and speaking skills of eighth-grade students at SMP Islam Ma'arif 02 Malang. Data for the study were gathered using reading comprehension and speaking assessments, and SPSS 16 statistical software and the Pearson product-moment formula were used to analyze the results.

The study included 32 student participants (Class C), the reading comprehension test scores ranged from 14 (lowest) and 92 (highest) with an average score of 47.41. Out of the 32 students, 16 students scored above the average and 16 students scored below the average. Speaking skill test scores ranged from 48 (lowest) and 92 (highest) with an average score of 67.25. Among 18 students had scored above the average and 14 students had scored below the average. The Pearson product-moment formula was utilized by the investigator to evaluate the correlation between speaking abilities and reading comprehension. A correlation coefficient of 0.142 and a p-value of 0.439 were found during the analysis. According to the findings, eighth-grade students at SMP Islam Ma'arif 02 Malang have very little or no association between their speaking skill and reading comprehension. The correlation coefficient of 0.142

suggests a lack of strong connection between these two variables. The obtained significance level from the analysis indicates there exists a mild correlation between reading comprehension and speaking skill.

5.2 Suggestion

After conducting research, there are several suggestions which are expected to offer insights for readers, particularly English teachers and researchers.

1. Teachers have the ability to instruct students in reading comprehension and speaking skills using a positive approach, by attracting students' attention to learn more about reading comprehension and speaking skills. The school environment greatly affects students' ability to concentrate and consider the connection between learning to read and one's reading comprehension skills. Teachers need to adeptly manage both student focus and cognitive processes so that they focus on reading comprehension and speaking.
2. SMP Islam Ma'arif 02 Malang students should pay more attention and focus on reading comprehension and speaking skills to improve their thinking ability in reading comprehension and pronouncing each word in speech.
3. Future research can focus more on issues or research problems regarding reading and speaking and researchers can focus more and explore the problems that occur in students' reading and speaking learning and get even better results. Hence, the conducted research holds potential utility for readers, particularly English educators, and prospective researchers.

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