

CORRELATIONAL STUDY BETWEEN THE IMPROVEMENT OF READING ACHIEVEMENT AND STUDENTS' SPEAKING SKILL

Neneng Rahayu Aprilia¹, Melly Lesvia Lukita²

¹ IKIP Siliwangi

² IKIP Siliwangi

¹ nenengrahayuaprilia02@gmail.com, ² mellylesvialukita@gmail.com

Abstract

The objectives of this research entitled correlational study between the improvement of reading achievement and their students speaking skill are to investigate the students reading achievement and to analyze the correlation between students reading score and their speaking ability. The method used in this research is correlational method. The population of this research was SMAN 1 Rawamerta Karawang and the sample of this research was the first grade students of SMAN 1 Rawamerta Karawang. The results of this research showed that speaking coefficient regression is $Y=4.028 + 0.898X$. The conclusion of this research there is high correlation between reading and speaking equal to 0.978 (perfect correlation).

Keywords: *Correlational Study, Reading, Speaking*

INTRODUCTION

There are four language skills need to be mastered by every language learner, namely listening, speaking, reading and writing. Among them, speaking may become one of the competencies which is the most difficult for ESL students. Speaking requires the speaker to use target language and proper vocabulary in a real time as conversation occurs. On the other hand, reading foreign texts can improve not only students' insight, but also increase vocabulary and introduction to linguistic structures. Whereas the vocabulary and grammar are a fundamental aspect for every communication activity. Based on these two equations, the researchers conducted this research to determine whether there was a relationship between increasing the ability to read with students' speaking skill. This study aims to help students develop their ability to learn speaking through improving the quality of reading skills.

Through literature studies that have been conducted to find reference sources for learning strategies to students. Researchers found several linguistic journals that discussed the relationship between reading and speaking skills. Some of these findings include the work of Bahri (2018) entitled "The Correlation between Students' Vocabulary mastery and Their Reading Comprehension." Novita (2016) entitled "Relationship Between Reading and Pronunciations and Students' Speaking Skill". Then the second is the work of Mart (2012) with the title "Developing Speaking Skills Through Reading", and the third finding is the work of Akbar (2014) entitled "The Role of Reading in Improving Speaking Skills in The Context of Teaching English as Foreign Language." The three studies were qualitative studies that discussed the reading and student relations for ESL Students. Considering to the theories and research findings above, the authors plan to conduct quantitative research to find a relationship between students' reading achievement to speaking ability. This research was conducted on tenth grade students of SMAN 1 Rawamerta. The formulation of the problem proposed in this

study was, "Is there a relationship between increasing the ability to read students to students' speaking abilities."

1. Speaking Skill

Speaking in ability by modern prospective is known as communicative competence (Akbar: 2014). Another statement also defines that the real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom (Davies and Pearse, 2000: 24). Speaking is an essential skill requires for every active communication. Harmer (2001), explained that speaking has two main categories: accuracy, which involves the correct use of vocabulary, grammar and pronunciation. While fluency is considered spontaneity and flow to utter words with sequence'. Anne Lazaraton (2001:104) also suggest that oral communication is based on four categories: grammatical competence (phonology, vocabulary, word and sentence formation); sociolinguistic competence (rules for interaction, social meaning); discourse competence (cohesion and how sentences are linked together); and strategic competence (compensatory strategic to use in difficult strategies).

Based on the function, speaking divided into two main categories:(a) Talk as interaction or what we normally mean by conversation, the primary intentions in transactional speaking is to maintain social relationship. Talk as transaction demand the ability to speak in natural ways in order to create good communication, and (b) Talk as transaction, the central focus in talk is the message, or what is meant by the speaker. And thus, the recipient or the listener should respond correctly (Brown & Yule, 1983).The Syllable of English teaching for tenth grade of SMAN 1 Rawamerta, especially focused on talk as transactional. Therefore, this research will focus on the correlation between reading achievement and student' speaking ability especially in talk as transaction.

2. Reading skill

The definition of reading skill is not just the ability to decoding and make a sound of written symbol. Furthermore, reading is the activity in which the students do to get the meaning they needs in contextual resources (Hill, 1979:4). Another expert explain that reading is multi discipline activities which combine the student's basis knowledge and the language knowledge to decoding the text. Nunan (2003:68) stated that reading is fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension. Other experts like Grabe (2001:187) also defines reading as the process in which reader draw information from a text and combine it with information and expectations that the reader already has. Thus, acquiring reading skill requires one to be able to comprehend the text itself (Apsari, 2014).

Reading is an activity informed by the apprehension of images, shapes, patterns, and rhythms, which come to be recognized through repeated encounters and remembered forms; the meanings that are made in reading are in excess of the meanings that arise from the interpretation of written language (Lorange, 2014: 30) as cited in Parmawati (2018).Alderson J.C (2000) as cited in Akbar (2014), stated that 'reading is built from two components: word recognition and comprehension'. Word recognition is the process where the students sees a sequence of letters (a word) in print and matches that sequences with a pronunciation and meaning. While comprehension requires the reader to combine the meaning of several words in is memory until he can think about their collective meaning (Gough, Hoover, & Peterson as cited in Vika, 2019:18)

3. The Correlation between reading and Speaking Skill theories

Many experts believe that reading text provides a lot amount of vocabularies in which is essentially needed for an active communication or speaking. Among the experts is Akbar (2014), he briefly explained that “Trough reading, language learners can learn vocabulary knowledge which may facilitate their speaking performance and their usage of structure in the target language.” Leechman (2007) explains that reading may results in incidental vocabulary acquisition. Nation supports this idea and states that reading has a long been seen as a major source of vocabulary growth (Nation, 1995). Other experts are Krashen and Terrel (1989: 88) points out that reading enables the learners to comprehend better which is an important factor that can develop language competence they need for conversation. William (1984:13) suggest the reason why a student should read in foreign language, he explains that: trough reading a foreign text, the students can have further practice in the language that they have learnt (English). The second is because the student can practice language in order to reuse it in other skill such as speaking and writing. The third is that the student can learn how to get benefit from the texts to extract the information needed. And the fourth is that the student can find enjoyment or interest trough reading.

Grabe (1991: 379) suggested reading skill strategy which comprises six components which can have an effect on learners’ speaking performance. These include:

- a) Automatic recognition skill
- b) Vocabulary and structural knowledge
- c) Formal discourse structure knowledge
- d) Content/world background knowledge
- e) Synthesis and evaluation skills/strategies
- f) Meta-cognitive knowledge and skills monitoring

By these six components, it is accepted that reading will helps the students to acquire not only suitable vocabulary but also grammatical structure of the sentences indeed. By reading learners understand how words fit together and will help them to rearrange words in oral communication forms. Vocabulary is an essential material that inflicting the language skills (speaking, listening, reading and writing). Harmer (2001: 402) stated that “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.” (as cited in Akbar, F: 2014). Due to the statement, Rie Koizumi (2005:53) agreed that without grammar, very little can convey and without vocabulary nothing can be conveyed.

METHOD

This is quantitative research to analyze the correlation between students’ reading achievement and their speaking ability. Creswell (2012) in Suprijadi (2016) distinguish correlation study into two types: explanatory design, and Prediction Design. This research used Explanatory design.

The object of the research is tenth grade student of SMAN 1 Rawamerta, there 30 students participate in this research. The instrument of the research used to analyze the students reading scores and the speaking score. The reading test was given to analyze students reading achievement, the scoring sheet of the test divided into three main categories:

- a. Pronunciation : the ability of the students to pronoun words of the text

- b. Lexical Meaning : the ability of the students to comprehend the meaning of a certain vocabulary
- c. Detailed information : the ability of the students to comprehend the information embedded in the text

The second test is speaking test, which was given to analyze their speaking skills. The scoring sheet of the test is divided into five main categories:

- a. Pronunciation : the ability of the students to pronounce words correctly
- b. Grammar : the ability of the students to express words in grammatical order
- c. Vocabulary : the ability of the students to use proper vocabulary to express certain idea.
- d. Fluency : the ability of the students to speak English smoothly and spontaneity
- e. Comprehension : the ability of the students to comprehend the oral question and to respond relevantly in verbal forms.

There are two variables in this research, the first is independent variable which is students' reading score and the second is dependent variable which is students' speaking ability. To analyze the data, the researchers used coefficient correlation formula by SPSS 25.

RESULTS AND DISCUSSION

Results

After the test was administered, the researchers obtain the data as follow:

Table 1. Students' Reading Score

Responder	Pronunciation	Lexical	Information	Total	Score
Student 1	2	2	2	6	40.00
Student 2	3	3	3	9	60.00
Student 3	3	3	3	9	60.00
Student 4	3	3	3	9	60.00
Student 5	3	4	4	11	73.33
Student 6	2	3	3	8	53.33
Student 7	1	2	2	5	33.33
Student 8	4	5	4	13	86.67
Student 9	3	3	3	9	60.00
Student 10	5	5	4	14	93.33
Student 11	4	5	5	14	93.33
Student 12	3	5	4	12	80.00
Student 13	2	3	3	8	53.33
Student 14	2	3	3	8	53.33
Student 15	3	4	3	10	66.67
Student 16	3	4	3	10	66.67
Student 17	3	3	3	9	60.00
Student 18	2	3	3	8	53.33
Student 19	4	5	4	13	86.67
Student 20	4	5	4	13	86.67

Student 21	3	4	4	11	73.33
Student 22	4	4	4	12	80.00
Student 23	3	4	4	11	73.33
Student 24	4	4	5	13	86.67
Student 25	3	3	4	10	66.67
Student 26	4	5	4	13	86.67
Student 27	2	3	2	7	46.67
Student 28	3	4	3	10	66.67
Student 29	3	4	4	11	73.33
Student 30	5	5	4	14	93.33

Table 2. Students' Speaking Score

Names	Pronunciation	Grammar	Vocabulary	Fluency	Compre hension	total	score
Student 1	2	3	2	2	1	10	40.00
Student 2	3	3	3	3	3	15	60.00
Student 3	3	3	3	3	3	15	60.00
Student 4	3	4	3	3	3	16	64.00
Student 5	3	3	4	4	3	17	68.00
Student 6	2	2	3	3	3	13	52.00
Student 7	1	2	2	2	1	8	32.00
Student 8	4	3	5	4	4	20	80.00
Student 9	3	3	3	3	2	14	56.00
Student 10	5	4	5	4	4	22	88.00
Student 11	4	4	5	4	4	21	84.00
Student 12	3	4	5	3	4	19	76.00
Student 13	2	2	3	2	3	12	48.00
Student 14	2	2	3	3	2	12	48.00
Student 15	3	3	4	3	3	16	64.00
Student 16	3	3	4	3	3	16	64.00
Student 17	3	3	3	3	2	14	56.00
Student 18	2	2	3	3	1	11	44.00
Student 19	4	4	5	4	4	21	84.00
Student 20	4	4	5	4	4	21	84.00
Student 21	3	4	4	4	4	19	76.00
Student 22	4	4	4	4	4	20	80.00
Student 23	3	3	4	4	4	18	72.00
Student 24	4	4	4	3	4	19	76.00
Student 25	3	4	3	3	3	16	64.00
Student 26	4	4	5	4	4	21	84.00
Student 27	2	3	3	2	3	13	52.00
Student 28	3	2	4	3	4	16	64.00
Student 29	3	3	4	4	4	18	72.00

Student 30	5	4	5	3	4	21	84.00
------------	---	---	---	---	---	----	-------

After being gathered, data analysis began using the SPSS 25. To evaluate the test takers' performance, there are some steps administered to the gathered data as follows:

a) Spearman Correlation test

Spearman Correlation test used to define the correlation between variable X (reading achievement) and variable Y (students' speaking skill).

The rules for the test are:

- 1) If the Sig. Value is < 0.05 it can conclude that there is significant correlation between the two variables.
- 2) Otherwise, if the Sig. Value is > 0.05 , it can conclude that there is no significant correlation between the two variables

The correlation categories divided into five, there are:

- 1) 0,00 – 0,20 : there is no correlation
- 2) 0,21 – 0,40 : low correlation
- 3) 0,41 – 0,60 : medium correlation
- 4) 0,61 – 0,80 : high correlation
- 5) 0,81 – 1,00 : perfect correlation

The results of the test as shown by the table below

Table 3. Spearman Correlation Test

		Reading	Speaking
Spearman's rho	Reading	Correlation	1.000
		Coefficient	.978**
		Sig. (2-tailed)	0.000
	N	30	30
Speaking	Speaking	Correlation	.978**
		Coefficient	1.000
		Sig. (2-tailed)	0.000
	N	30	30

Based on the table above it can be concluded that the number of the participants (N) is 30 students. The Sig. value (2-tailed) is 0,00 which is $< 0,005$, that means that there is significant correlation between Students' reading skill and Speaking Skill. Then the Correlation coefficient value is 0,978. From the rules above it can conclude that correlation value is perfect correlation (0,81 – 1,00).

b) Simple Linear Regression test

The next test to administered is regression test. Simple Linear Regression test used to define the effect of independent variable X (Reading) to respondent or dependent variable Y (Speaking). The result of the test is as follow:

Table 4. Simple Linear Regression Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.974 ^a	0.949	0.947	3.46046

a. Predictors: (Constant), Reading

b. Dependent Variable: Speaking

Discussion

From the table above, it obtained the data the R square is 0,949 means there is a strong correlation between respond variable and predictor variable. It values 94,9% that reading effects to speaking skill, while the rest 5,1% inflicted by any other factor beyond this research the respond variable is speaking, and predictor variable is reading. Because coefficient has positive value, it means there is relationship between the two variables. If X rises, Y will also rise.

Table 5. Regression Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.028	2.794		1.442	0.160
	Reading	0.898	0.040	0.974	22.725	0.000

a. Dependent Variable: Speaking

The constant value from the table above is 4,028, speaking coefficient regression is 0,898 The results can write as follows:

$$(Y = a + bX)$$

$$Y = 4,028 + 0,898X$$

The definition from the obtained data above is:

- a = unstandardized coefficients value is 4,028. Means if reading (X) is zero, the consistent value of speaking (Y) is 4,028 from 100 (maximum value).
- b = coefficient regression value is 0,898. Means any 1% regression of reading (X), will increase speaking equal to 0,898

c) Hypothesis

This test aimed to determine that weather or not the coefficient regression is significant or not. The hypothesis proposed in this test are:

- H0 (null hypothesis), there is no correlation between reading (X) and speaking (Y)
 - Ha (alternate hypothesis), there is correlation between reading (X) and speaking (Y)
- The rule of the significant are:
- If Sig. Value is < 0,05: Ha is accepted and Ho is rejected
 - If Sig. Value is > 0,05: H0 is accepted and Ha is rejected

From the data obtained from the table above the Sig. value is 0,00 which is < 0,005. Means that Ha is accepted and H0 is rejected, briefly there is correlation between reading (X) and Speaking (Y)

CONCLUSION

From the test administered and analyzed using SPSS 25, revealed the fact that there is a high and significant correlation between reading and students' speaking skill. Through reading students are able to enrich their vocabulary. Vocabulary is an essential in every verbal communication. Reading provides the students with a lot amount of vocabulary which will help them convey meaning in conversation. Reading also facilitates the students with grammar form. And the last, reading gives the additional information that enriches their knowledge. From the research, as the students develop stronger reading skills, their speaking skill is also become more sophisticated.

ACKNOWLEDGMENTS

Alhamdulillah. First of all, we would like to express our gratitude to Allah almighty, Who has given His Blessing during the process of the research and until the research is complete. Secondly, shalawat and Salam may always be poured to the prophet Muhammad saw, to his family and his relative. And also, we would like to say thank you to our parents, our lecturer and supervisor who always advising us during the research. We would also say thank you to Mr Asep Ma'mun M.Pd the head master of SMAN 1 Rawamerta, Mr Hery Haryono, S.S the English teacher of SMAN 1 Rawamerta, and the students of class IPA 1 SMAN 1 Rawamerta who had support us in our research.

REFERENCES

- Akbar, F. (2014). The Role of Reading in Improving Speaking Skill in the Context of Teaching as a Foreign Language. *International Journal of English Language & Translation Studies* 2(4), 92-98. Retrieved from <http://www.eltsjournal.org>.
- Apsari, Y. (2014). The use of authentic materials in teaching reading comprehension. *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*, 2(2).
- Bahri, Dasep Samsul. (2018). The Correlation between students' Vocabulary Mastery and Their Reading Comprehension at The Seventh Grade Students' of MTs Daarul Ihsan. *Professional Journal of English Education* 1(2), 77-84. Retrieved from <https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/455/61>.
- Brown, Gilian., Yule, George. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press
- Davies, P., Pearse, E. (2002). *Success in English Teaching*. Shanghai: Shanghai Foreign Language Education Press.
- Grabe, W. (1991). Current Developments in Second Language Reading Research. *TESOL Quarterl*, 25(3), 375-406. Retrieved from <http://dx.doi.org/10.2307/3586977>
- Grabe, W., & Fredricka S. (2001). *Reading for Academic Purposes Guidelines for the ESL/EFL Teacher*. In M. Celce-Murcia (Ed.), *Teaching English as a Second Foreign Language*. Boston: Heinle and Heinle.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow: Pearson Education.
- Hedge, T (1985). *The Practice of English Language Teaching*. Harlow: Pearson Education.
- Hedge, T. (2003). *Teaching & Learning in The Classroom*. UK: OUP.
- Hill, W.R. (1979). *Secondary School Reading: Process, Program, Procedure*. Boston: Allyn and Bacon.
- Krashen, S.D., & Terrel, T.D. (1989). *The Natural Approach: Language Acquisition in the Classroom*. Pergamon: Prentice Hall.

- Lazaraton, A. (2001). Teaching Oral Skills. In M. Celce-Murcia (Ed.), Teaching English as a Second Foreign Language. Boston: Heinle and Heinle.
- Leechmann, M. (2007). Is Intentional or Incidental Vocabulary Learning More Effective?. *Journal of Foreign Language Teaching*, 3(1), 23-28).
- Mart, CagriTugrul. (2012). Developing Skills Trough Reading. *International Journal of English Linguistics* 2(6), 91-96. Retrieved from <https://www.researchgate.net/publication/271313274>
- Morehouse, Kevin. (2017). What are the Four Language Skills? <https://www.linguacore.com/blog/the-four-skills/>. Accessed on 21 Jun. 19.
- Nation, I. S. P. (1995-6). Best Practice in Vocabulary Teaching and Learning. *EA Journal*, 3(2), 7-15.
- Novita, Lia (2016). Relationship Between Reading and Pronunciation and Students' Speaking Skills. *International Conference on Teacher Training and Education Sebelas Maret University* 2(1), 527-532.
- Nunan, D. (2003). Practical English Language Teaching. Boston: McGraw Hill.
- Parmawati, A. (2018). The Study Correlation Between Reading Habit And Pronunciation Ability At The Second Grade Students Of Ikip Siliwangi. *Eltin Journal, Journal Of English Language Teaching In Indonesia*, 6(1), 46-52.
- Williams, E. (1984). Reading in the Language Classroom. London: Macmillan Publisher, Ltd.