

**A CORRELATIONAL STUDY BETWEEN READING
COMPREHENSION AND SPEAKING ABILITY FOR THE ELEVENTH
GRADE STUDENTS OF SMA N 1 DANDER
IN ACADEMIC YEAR 2018/2019**

SKRIPSI



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IKIP PGRI BOJONEGORO
2019**

LEGITIMATION

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This is to certify that the sarjana's thesis
Has been approved by the Board of Examiners
As the requirement for the degree of Sarjana in English Language Education
Agust 16th 2019

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BAB I

CHAPTER I

INTRODUCTION

This chapter discusses about: Background of the study, Statement of the problems, Hypothesis of the study, The Significance of the study, Definition of the key terms.

A. Background of the Study

Language action is an activity that always fill the various field of human life, for economic, law, political, social and education, both transactional and interactional, through these activities the language user try to provide information, to tell or suggest something. English has been taught as a foreign language and it becomes one of the essential lesson that are taught at school or educational institutions in Indonesia.

The use of language covers four aspects of language skills: Listening, Speaking, Reading and Writing. The four aspects of language skills become the foundation of language of students from elementary school to college. Each learner empowers competence to master the four aspects. However, written and spoken language skill have similar characteristic in which these skills are productive and active in nature.

In English for Senior High School stated that the standard competence for learning English. By looking in English we can be creative to find innovative learning so that all items of language learning in schools are directed to language skill. The purpose of English subject is to develop the ability in communicating

both in oral and written form that includes the ability to listen, speak, write and read.

Harmer (2007: 284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts, Nunan (2006: 13).

One component of language learning is the understanding of the reading comprehension of the language itself. Reading comprehension is act of understanding what you are reading. Reading is a complex and complicated process. Complex means in the reading process involved various internal factors and the external factors of the reader. Internal factors in the form of intelligence, interest, attitude, talent, motivation, purpose of reading, and so forth. External factors can be in forms of reading, social and economic background, and reading traditions. Complicated means that external and internal factors are interconnected to form complex coordination to support reading comprehension Nurhadi, (2008: 13).

Mastery of reading is how the students can understand the most basic things that must be controlled by someone in the learning of English which is a foreign language for all students and Indonesian community. Reading comprehension is defined as the level of understanding of a text/message Hearly, (2000: 32). It is also useful in the process of building sentences. Automatically someone cannot speak, read, write and listen well. If word recognition is difficult, students will use

too much processing capacity to read individual word. How a person can express a language if he or she does not understand the meaning of the text of the language learned, so mastery of reading comprehension is something that should absolutely be mastered by language learner. If one student has adequate reading, automatically will give more support to achievement of four English competences.

Reading is good thing in life because it is factor of great importance in the individual development and the most important activity in school (Cristine, 2000 :57). It is needed in every level of field of study. Particularly in cases when students have to read English materials for their own special subject. Being able to read in English is very important. We know the success in reading is the most necessary because it is a basic tool of education.

The correlation between reading comprehension and speaking ability of eleventh grade students at XI SMA N 1 DANDER can interfere with the achievement of competencies listed in English is inadequate. They have difficulties in understanding the meaning of a word because they do not understand meanings of the text. Therefore, competence achievement will run longer.

The correlation can make the student analyse text when they are reading with good pronunciation as well as when they are speaking. Because this problem is interesting, the researcher wants to observe: a correlational study between reading comprehension and speaking ability for the eleventh grade students of SMA N 1 Dander in academic year 2018/2019.

B. Statements of the Problem

The problems of this research can be formulated as follows :

1. Is the high score of reading comprehension followed by the high score of speaking ability for the eleventh grade students of SMA N 1 DANDER?
2. Is there any correlation between reading comprehension and speaking ability for the eleventh grade students of SMA N 1 DANDER?

C. Hypothesis of the study

The researcher gives answer that still temporarily to this problem :

1. The high score of reading comprehension is followed by high score of speaking ability.
2. There is a correlation between reading comprehension and speaking ability for the eleventh grade of SMA N 1 DANDER.

D. Significance of the study

This research is used to add and complete guide books about teaching reading comprehension and try to give instruction for all people in the English especially reading and speaking comprehension.

The researcher want the results are useful for:

1. Theoretical Significances

This research should be one of the references for senior high school teachers to assess reading comprehension and speaking skills. And it can inspire teachers to improve their teaching methods. So that students will get better achievements.

2. Practical Significances

This research is expected by students using good methods in teaching reading and speaking skills and the expected high score in reading comprehension to be followed by high ability scores for students.

E. Definition of Key Terms

1. Reading is a complex cognitive process of decoding symbol in order to construct or derive meaning (reading comprehension). (Pearson, 2013: 34)
2. Speaking is a basic look at what speaking is and is not, and what it involves for English learners. (Harmer, 2009: 23)
3. The correlational is connection between two things in which one thing changes as the other does (Oxford Learner Pocket Dictionary, Fourth Edition 2011: 98).



BAB II

CHAPTER II

REVIEW OF RELATED LITERATURE

In this review of related literature, the researcher would like to discuss the definition of reading comprehension, reading strategies, teaching reading comprehension, the assessment of reading, the definition of speaking, general outline of speaking lesson, classroom speaking activities, teaching speaking in Senior High School, the assessment of speaking, and rationale.

A. The Definition of Reading Comprehension

Reading comprehension is complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows. From the statement, it is clearly understood that comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes is crucial to the study of reading. According to Grabe and Stoller (2002: 39), reading comprehension is an ability to understand or to gain the information from a text.

Reading is defined as the level of understanding of the text/ message. This understanding comes from the interaction between the words that are written and how they trigger outside the text/message (Francis, 2005: 67). Comprehension is a creative, multifaceted the process dependent upon four language skills (Robert, 2001: 51). Proficient reading depends on the ability to recognize words

quickly and effortlessly. It is also determined by an individual's cognitive development, which is the construction of thought processes. Some people learn through education or instruction and others through direct experiences. There are specific traits that determine how successful an individual will comprehend text, including prior knowledge about the subject, well developed language, and the ability to make inferences. Reading comprehension involves two levels of processing, shallow (low-level) processing and deep (high-level) processing. Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure and their associated sounds. This theory was first identified by (Robert 2001: 74).

According to Hornby (2003 : 74) the comprehension is the minds act or power of understanding. That is means reading comprehension is the act of one's mind during reading understand the written material. According to Grioco (2001:205), reading comprehension refers to understanding gained through reading. In line with this opinion, Thomas (2004:127) says that “ reading comprehension involves taking meaning to a text in order to obtain the meaning of the text”.

Pressley (2005:24) in his book says that reading comprehension is how to understand the content of a reading text by understanding the relationship among the words in the sentences in text. Reading comprehension in this study is specified to the understanding of the content of reading material in English as a

foreign language. Accordingly, the reading comprehension means grasping meaning in English through its written representation.

Based on the experts' opinions about reading comprehension, it can be concluded that reading comprehension is an act of one's mind during reading comprehending written material, because reading comprehension involves taking meaning in the text to get the meaning of the text. So that when understanding reading, you must understand the contents of the reading text by understanding the relationship between the words in the sentence in the text.

1. Ideas for reading activities

According to Ali Fuad (2001) says that :

- 1) **Pre Question.** A general question is given before reading, asking the learners to find out a piece of information central to the understanding of the text.
- 2) **Do-it-yourself question.** Learners compose and answer their own questions
- 3) **Provide a title.** Learners suggest a title if none was given originally: or an alternative, if there was.
- 4) **Summarize.** Learners summarize the content in sentences or two. This may also be done in the mother tongue.
- 5) **Continue.** The text is a story: learners suggest what might happen next.
- 6) **Preface.** The text is a story: learners suggest what might have happened before.

- 7) **Gapped text.** Toward then end of the text, four or five gaps are left that can only be filled in if the has been understood. Notion that this is different from the conventional close test (a text with regular gaps throughout) fluent reading.
- 8) **Mistakes in a text.** The text has, toward the end occasional mistakes (wrong words, or intrusive ones: or omissions). Learners are told in advance how many mistakes to look for.
- 9) **Comparison.** There are two text on similar topic: learner note points of similar or difference of content.
- 10) **Responding.** The text is a latter or provocative article; learners discuses how they would respond, or write an answer.
- 11) **Re-presentation of content.** The text gives information or tells a story: learners re-present its content through a different graphic medium. For Example :a drawing that illustrates the text,colorings,marking a map,lists of events or items describing in the text and,a diagram (such as a grid or flow chart) indicating relationship between items, characters or event.

B. Teaching Reading Comprehension

Before going to the general concept, the researcher is going to introduce the principles of teaching reading comprehension. First, the teachers should be able to distinguish their student's level in learning reading comprehension. Of course, the teaching of reading between senior high school and college students are different. In order to achieved the proper target. The teachers have to be able to manage the teaching of reading effectively.

There are more differing viewpoints about how to best teach reading comprehension in United States. One for instance, is based upon; understanding the text through reading and other is learning the first to decode the words.

1. Vocabulary

Reading comprehension and vocabulary are inextricably linked. The ability to decode or identify and pronounce words is self-evidently important, but knowing what the words mean has a major and direct effect on knowing what any specific passage means. Students with a smaller vocabulary than other students comprehend less of what they read and it has been suggested that the most impactful way to improve comprehension is to improve vocabulary by Guthrie, (2004: 45). Most words are learned gradually through a wide variety of environments: television, books, and conversations. Some words are more complex and difficult to learn, such as homonyms, words that have multiple meanings and those with figurative meanings, like idioms, similes, and metaphors.

2. Three tier vocabulary words

Several theories of vocabulary instruction exist, namely, one focused on intensive instruction of a few high value words, one focused on broad instruction of many useful words, and a third focused on strategies for learning new words. The idea of focusing intensely on a few words was popularized by Isabel Beck, Margaret McKeown, and Linda Kucan (2001: 97). They argued that words occur in three "tiers," the lowest (tier 1) being common words such as *eat* and *fish*, the top (tier 3) being very content-

specific words such as *photosynthesis* and *geopolitical*. The tier 2 words were what they considered general academic vocabulary, words with many uses in academic contexts, such as *analyze* and *frequent*. Beck and others suggested that teachers focus on tier 2 words and that they should teach fewer of these words with greater intensity. They suggested that teachers offer multiple examples and develop activities to help students practice these words in increasingly independent ways. The tier 3 words are specific to science, math or social studies and are thought within those subjects.

3. Broad vocabulary approach

The method of focusing of broad instruction on many words was developed by Andrew Biemiller, (2000:124) who argued that more words would benefit students more, even if the instruction was short and teacher-directed. He suggested that teachers teach a large number of words before reading a book to students, by merely giving short definitions, such as synonyms, and then pointing out the words and their meaning while reading the book to students. The method contrasts with the approach by emphasizing quantity versus quality. There is no evidence to suggest the primacy of either approach.

4. Morphemic instruction

The final vocabulary technique, strategies for learning new words, can be further subdivided into instruction on using context and instruction on using morphemes, or meaningful units within words to learn their meaning. Morphemic instruction has been shown to produce positive outcomes for

students reading and vocabulary knowledge, but context has proved unreliable as a strategy and it is no longer considered a useful strategy to teach students by Dorothy Frant Hennings, (2003: 79). This conclusion does not disqualify the value in "learning" morphemic analysis - prefixes, suffixes and roots - but rather suggests that it be imparted incidentally and in context. Accordingly, there are methods designed to achieve this, such as Incidental Morpheme Analysis.

C. Reading Strategies

There are four kinds of reading strategies.

1. Reciprocal teaching

According to Anna (2006: 45) developed a technique called reciprocal teaching that taught students to predict, summarize, clarify, and ask questions for sections of a text. The use of strategies like summarizing after each paragraph has come to be seen as effective strategies for building students' comprehension. The idea is that students will develop stronger reading comprehension skills on their own if the teacher gives them explicit mental tools for unpacking text.

Comprehension through discussion, create higher-level thinking opportunities for students by promoting critical and aesthetic thinking about the text. According to Vivian, (2005: 37) class discussions help students to generate ideas and new questions. Dr. Neil Postman has said, "All our knowledge results from questions, which is another way of saying that question-asking is our most important intellectual tool" (Response to Intervention). There are several types of questions that a teacher should focus on: remembering; testing understanding;

application or solving; invite synthesis or creating; and evaluation and judging. Teachers should model these types of questions through "think-aloud" before, during, and after reading a text.

When a student can relate a passage to an experience, another book, or other facts about the world, they are "making a connection." Making connections help students understand the author's purpose and fiction or non-fiction story.

2. Text factors

There are factors, which once discerned, make it easier for the reader to understand the written text. One is the genre, like folktales, historical fiction, biographies or poetry. Each genre has its own characteristics for text structure, which once understood help the reader comprehend it. A story is composed of a plot, characters, setting, point of view, and theme. Informational books provide real world knowledge for students and have unique features such as: headings, maps, vocabulary, and an index(Phili, 2002: 22). Poems are written in different forms and the most commonly used are: rhymed verse, haikus, free verse, and narratives. Poetry uses devices such as: alliteration, repetition, rhyme, metaphors, and similes. "When children are familiar with genres, organizational patterns, and text features in books they're reading, they're better able to create those text factors in their own writing.

3. Visualization

Visualization is a "mental image" created in a person's mind while reading text, which "brings words to life" and helps improve reading comprehension. Asking sensory questions will help students become better visualizes.

4. Multiple reading strategies.

There are a wide range of reading strategies suggested by reading programs and educators. The National Reading Panel identified positive effects only for a subset, particularly summarizing, asking questions, answering questions, comprehension monitoring, graphic organizers, and cooperative learning. The Panel also emphasized that a combination of strategies, as used in Reciprocal Teaching, can be effective. The use of effective comprehension strategies that provide specific instructions for developing and retaining comprehension skills, with intermittent feedback, has been found to improve reading comprehension across all ages, specifically those affected by mental disabilities.

Reading different types of texts requires the use of different reading strategies and approaches. Making reading an active, observable process can be very beneficial to struggling readers. A good reader interacts with the text in order to develop an understanding of the information before them. Some good reader strategies are predicting, connecting, inferring, summarizing, analyzing and critiquing. There are many resources and activities educators and instructors of reading can use to help with reading strategies in specific content areas and disciplines. Some examples are graphic organizers, talking to the text, anticipation guides, double entry journals, interactive reading and note taking guides, chunking, and summarizing.

Reading is good thing in life because it is factor of great importance in the individual development and the most important activity in school. It is needed in every level of field of study. Particularly in cases when students have to read

English materials for their own special subject. Being able to read in English is very important. We know the success in reading is the most necessary because it is a basic tool of education.

Reading skill which is stated by Perfetti, (2001: 15) is an individual's standing on some reading assessment. From the assessment result, the researcher will indicate and categorize the students. It will guide the researcher to decide what the researcher should do to them. The skill of reading is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals. Every reader has their own way of reading to do that which is appropriate with them. The teacher should give some skills to the students to make them comprehend text easily. Using the skills, the students may increase the pleasure and effectiveness of reading activity.

The use of effective comprehension strategies is highly important when learning to improve reading comprehension. These strategies provide specific instructions for developing and retaining comprehension skills. Implementing the following instructions with intermittent feedback has been found to improve reading comprehension across all ages, specifically those affected by mental disabilities.

Based on the expert opinions about reading is someone skill that can be observed directly, which is done when talking. In speaking before you also have to understand the text through reading and understanding the vocabulary more.

Vocabulary, namely reading comprehension and vocabulary are closely interrelated, the ability to clearly identify and speak words, but knows the essence of what is read. Students with smaller vocabulary than other students do not understand what they are reading and it is suggested that the most effective way to improve understanding is to increase vocabulary. And most of us can learn gradually through various environments such as television, books, and conversation.

D. Assessment of Reading

There are informal and formal assessments to monitor an individual comprehension ability and use of comprehension strategies. Informal assessments are generally through observation and the use of tools, like story boards, word sorts, interactive writing, and shared reading. Formal assessments are district or state assessments that evaluate all students on important skills and concepts.

Table 1: Reading Comprehension Strategies Rubric

According to Walnut Creek (2000: 92)

	Level One	Level Two	Level Three	Level Four
Making Connections (Prior Knowledge)	Does not make connection with the text	Talks about what text reminds them of, but cannot explain or relate clearly to the text	Relates background knowledge/ experience to text	Uses background knowledge to enhance comprehension and Interpretation. Makes text-to-text and text-to-self connections; uses author schema with familiar text to

				make predictions
Questioning	Does Not ask questions	Asks questiones about the story; may confuse questions/statements	Asks questions relevant to the story; can ansvere questions	Asks questions to enhance meaning; can easily answer questions; beginning awareness of different types of questions
Visualizing (Sensory Imagery)	Docs not describe simple sensory images related to the text	Can describe some simple sensory image mostly related to text or picture	Describes some sensory images tied directly to the text or a description of the picture in the text	Describes own sensory images; images can be elaborated from the literal text or existing picture; demonstrated using any modality or media
Determining Importancce	Random guessing	Inaccurate attempts to identify some concepts in text (i.e, characters,plot,main idea, or setting)	Identifies some concepts in text as more important to text meaning (i.e, characters,plot,main idea, or setting)	Identifies words, characters, and/or events as more important to overall meaning; makes some attempt to explain reasoning
Monitoring Comprehension	No awareness of text difficulties	Has text difficulties, no need to solve the problem	Identifies difficulties and articulates need to solve problem ; does not articulates what the problem is	Identifies locatio and articulates the need to solve the problem
Inferring	Does not attempt a prediction or conclusion	Attempts a prediction or conclusion; inaccurate or unsubstantiated with the text	Draws conclusions and make predictions that are consistent with text or background knowledge	Draw conclusions and makes predictions using example from the text

Synthesizing	Does not retell	Randomly retells some elements of the text; events may not be in sequence	Retells most key elements in sequence	Retells elements of the text in logical sequence; may include some extension to overall theme, message, background knowledge
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E. Definition of speaking

Speaking is one that recounts events. It recounts events which are either real events which occurred in the past or imaginary events which occur in sequence in the mind of the narrator (Reader 2007: 21). The social function of narrative is to amuse, entertain and to deal with actual or various experience in different ways. In general, the purpose of writing narrative is to tell sequence of events. Narrative is one type of composition in which author's purpose is to tell a story about some events or series of events. Usually, the events are written in the order likewise they happened (Dumais 2003: 60). Narration places occurrences in time and tells what happened according to natural time sequence (Wishon 2002: 14). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 2005: 25). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

From some definitions above, it can be concluded that speaking the same as we are telling what is a real event that happened in the past or imaginary events

that occur sequentially in the narrator's mind. And speaking also like we are interacting to convey meaning that involves production and acceptance and processing of information.

F. General outline of speaking lesson

Speaking lessons can follow the usual pattern of preparation, presentation, practice, evaluation, and extension. The teacher can use the preparation step to establish a context for the speaking task (where, when, why, and with whom it will occur) and to initiate awareness of the speaking skill to be targeted (asking for clarification, stressing key words, using reduced forms of words). In presentation, the teacher can provide learners with a preproduction model that furthers learner comprehension and helps them become more attentive observers of language use. Evaluation involves directing attention to the skill being examined and asking learners to monitor and assess their own progress. Finally, extension consists of activities that ask learners to use the strategy or skill in a different context or authentic communicative situation, or to integrate use of the new skill or strategy with previously acquired ones (Brown, 2000 : 47).

The Example of a speaking lesson is choosing appropriate topics for small talk :

1. Preparation. Show the learners a picture of two people conversing in a familiar casual setting. (The setting will be determined by a prior needs assessment). Ask them to brainstorm what the people might be discussing (i.e., what topics, vocabulary, typical phrases).

2. **Presentation.** Present several video clips of small talk in casual situations. Have learners complete a worksheet in which they describe or list the topics discussed, the context in which the speech is occurring, and any phrases that seem to typify small talk. Follow up with a discussion of the kinds of topics that are appropriate for small talk, the factors in the specific situations that affect topic selection (e.g., relationships of participants, physical setting), and typical phrases used in small talk. Chart this information
3. **Practice.** Give learners specific information about the participants and the setting of a scenario where small talk will take place. In pairs, have them list topics that might be discussed by the participants and simple phrases they might use. Learners then engage in improvised dialogues based on these simple phrases.
4. **Evaluation.** Give pairs a teacher-prepared dialogue based on their scenario. Ask them to compare their improvised dialogues with the prepared dialogue, analyzing the similarities, differences, and reasons for both.
5. **Extension.** Have learners gone individually or in small groups into various contexts in the community (work, school, church, bus stop) and record the conversations they hear. Ask them to report their findings back to the class, and then have the class discuss these findings.

Brown (2001: 267) states that when someone can speak a language and it means that he can carry on conversation reasonably competently. In addition, he states that of benchmark of successful acquisition of language is almost always

the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Richards (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007: 237) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

In their discussion on the nature of spoken language, Brown (2002: 26) distinguish spoken language from written language. They point out that for most of its history. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs.

According to Nunan (2004: 32) successful oral communication involves:

- a. the ability to articulate phonological features of the language comprehensibly
- b. mastery of stress, rhythm, intonation patterns
- c. an acceptable degree of fluency

- d. transactional and interpersonal skills
- e. skills in taking short and long speaking turns
- f. skills in the management of interaction
- g. skills in negotiating meaning
- h. conversational listening skills (successful conversations require good listeners as well as good speakers)
- i. skills in knowing about and negotiating purposes for conversations
- j. using appropriate conversational formulae and fillers

Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

Brown (2001: 271) adds in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole. Furthermore he mentions micro skills of oral communication:

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.

3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and plural), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to the situation, participants and goals.
13. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15. Use facial features, kinetics, body languages, and other non verbal cues along with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

From some definitions above it can be concluded that speaking ability is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

G. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 348-352) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

1. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in

these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

2. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

3. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001: 272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.

The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons.

This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'Panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

4. Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

5. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

6. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as

them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

1. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

2. Intensive

This is the students' speaking performance that is practicing some

phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart. etc.

3. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

5. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

6. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be

considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2001: 275-276) states that there are seven principles for designing speaking techniques.

1. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies.

The process of teaching speaking itself can be done in several stages.

Scott (2001: 45) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students' attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like.

The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students. And the students replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability.

Then, there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learner is and why they are. The clear objective is the next. In the

end of the lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

Based on the expert opinions about speaking is telling an event that is real event that happened in the past or an imaginary event that happened sequentially in the narrator mind. And the learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence), and however speech is not always unpredictable. Finally, speech has its own skills, structures, and conventions different from written language.

H. Teaching Speaking in Senior High School

The subject of this research is the eleventh grade students at SMA N 1 DANDER. Knowing the students' characteristics is the first step that will help the teachers to help them. It will also help the teachers to prepare the students to help themselves. Students should learn the best strategies to improve their own learning. Spratt (2005: 53) states the characteristics of senior high school students:

able to keep still for longer periods, able concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, paying attention to form and meaning in language, and have experience of life.

Meanwhile, Harmer (2001: 40) states that adult learners are notable for a number of special characteristics:

1. They can engage with abstract thought.
2. They have a whole range of life experiences to draw on.
3. They have expectations about the learning process and may already have their own set patterns of learning.
4. Adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom.
5. They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them.
6. Unlike young children and teenagers, they often have a clear understanding of why they want to get out of it.
7. The important thing is teachers have to involve the students in more indirect learning through communicative speaking activities.
8. As stated in School, the purpose of the English subject in senior high schools is to develop communicative competence in spoken and written English through the development of related skills. The learners will be able to support their next study level through the ability of the English communicative competence.

9. Standard of Competence and Basic Competence which the research focus on are the Standard of Content in the English subject, particularly the English speaking ability for eleventh grade students of SMA N 1 DANDER in academic year 2018/2019. It is also limited to the scope of expressing meanings in a transactional and interpersonal dialogue in the context of daily life.

I. The Assessment of Speaking

The assessment of speaking ability can be designed and evaluated from the teachers and the current of future the students being assessed, for purposes clearly understood by all the participants : should elicit from students, can to speak in front of other students. Brown (2004:140) assumes that while speaking is a productive skill that can be directly and empirically observed, those observations are invariably influenced by accuracy and the effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. It means that the accuracy and the teacher's/test taker's listening skill become the significant aspects in assessing students' oral production.

To measure the speaking skill of the students' the researcher uses this scoring rubric and the criteria follows:

Table 2. Five component of Speaking Assessment
According to Harris in Yeni Ekawati,(2012: 31-32)

No	Criteria	Rating Scores	Comments
1.	Pronunciation	5	Has few of foreign language
		4	Always intelligible, though one is conscious of a definite
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
		1	Pronunciation problem to serve as to make speech virtually unintelligible
2.	Grammar	5	Make few (if any) noticeable errors of grammar and word order
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible
3.	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities
		3	Frequently uses the wrong word conversation somewhat limited because of inadequate vocabulary
		2	Misuse of word and very limited vocabulary makes comprehension quite difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4.	Fluency	5	Speech as fluent and efforts less as that

4.	Fluency	5	Speech as fluent and efforts less as that of native speaker
		4	Speed of speech seems to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language limitation
		2	Usually hesitant, often forced into silence by language limitation
		1	Speech is sohalteng and fragmentary as to make conversation virtually impossible

J. Rationale

Reading is very important for our life, we can know about something and knowledge from reading information at a television, books, and conversation, etc. To master English well we should have a good reading ability. Reading is not only read the text but we must understand what is the text. In understanding the content of English text, the learner or the students has many problems. Such as less in vocabulary, hard to catch the information from the text, low reading habit, less in motivation to read an English text. Rational the students must be understanding about the speaking and reading the test. So they can answer question. Hypotesis the students still didn't understand vocabulary and grammar.

It has been mentioned before that speaking is considered as the most difficult ability to be mastered by the students. In speaking, the students have to apply their knowledge of the language when they converse with others. However, it becomes a complicated process to the students because they have limited vocabularies and grammar knowledge. Teaching and learning process can uses of speaking ability when the students read the text and can story in front of the class without reading. We are give questioner to the students, and must to answer it.

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BAB III

CHAPTER III

RESEARCH METHODOLOGY

Research methodology is an instrument for the researcher who is doing a research to obtain appropriate result of the research that can be accounted for its research. It is also a step of the process, which is followed in gathering and analyzing the data. Data analysis method is very useful for the researcher to do methodological approach that is used to solve problem and also analyze data obtained. In finishing this research, the researcher need a method to know the result of the study. There are several methods/techniques of conducting research which guide the researcher to collect and analyze data. The present research uses correlational design because it is to establish the present study and enables the researcher through statistical analysis of the data it make a meaningfully interpretation . Therefore, the researcher use one of several methods/techniques for the study to find the needs of particular problem.

So, in this chapter the written will be present the research design, the subject of study, data collection, data instrument and data analysis.

A. Research Design

Research design is important thing to get rightness in the research. It means that in the science of research, something cannot be said true or false without making a research and getting the best result must be focused with systematic and the real object in the research.

This research employs correlational study. It attems to investigate the correlation between two variables: reading comprehension and speaking

ability. So, to find out the coefficient of correlation data are analyzed by using correlation formula of pearson product moment.

In this research, the students must do some assignments in multiple choice test and essay test. Then, the researcher will analyze the students' test results. After collecting the data, the researcher find out whether the requirement for analysis. Then they are analyzed in a right way and appropriate method/technique.

B. Population and Sample

According to Sugiyono (2008: 115), Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. In this research, the population was the XI grade students of SMA N 1 DANDER in academic year 2018/2019. The population was students in XI A, XI B, and XI C classes. The sampling technique used was sample random sampling. Because there were 3 classes could be participant, so one class was chosen randomly.

To study population more effectively, the writer selected sample. According Sugiyono (2008:116) sample is a portion of the amount and characteristics possessed by the population. Meanwhile, Arikunto (2006: 131) states that "sample" is a part or representative of a population that is investigated. If the population is 100 respondents or less, it is better to take the whole population as sample. If the population is more than 100 respondents, the researcher can take 10-15 % or more than 25% of the population. In this research, the researcher took the one class in the XI of SMA N 1 DANDER. the researcher selected XI C as the samples. The class (XI C) was divided in two sessions, session 1 on first meeting will give a multiple choice test then session 2 will give an essay test.

C. Data Instruments

After knowing the subject, the researcher choose and composes the instrument. Instrument is a kind of tools for collecting the data in certain purpose. There is a lot of instrument that can be used, but this research only uses a test to get data that are needed. There are two kinds of test, multiple choice test and essay test. The multiple choice test is used for reading comprehension, and essay test for speaking ability. From these instruments, the data is collecting become the matter of learning material. The students were asked to answer the test. Therefore, the test items include the material which have been learnt in the first semester. Beside the two instrument above the researcher also use interview as an instrument to get a data and it is given to the students in form of the question which was related to this research.

1. Test

Test was important instrument in teaching learning process. It could be said that when conducting teaching and learning process, teacher was indeed observing students' performance and making various valuation of each learner. Brown (2004: 30) gave his statement that a test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain.

a. Multiple Choice Test

Multiple choice is a form of an objective assessment in which respondents are asked to select only correct answere from the choices offered as a list. (Thorndike, 2004: 20)

To know the value, the researcher use this formula :

$$\text{Skor} = \frac{B}{N} \times 100$$

Keterangan :

B = The correct number of items is answered correctly

N = Number of items about multiple choice

b. Essay Test

An essay is generally a piece of writing that gives the author's own argument-but the definition is vague,overlapping with those of a paper, an article, a pamphlet, and a story. (Rowse, 2002: 12)

To know the value, the researcher uses this formula :

$$S = R . N$$

S = Final score

R = Number of correct answers

N = Jumlah option (2,5)

The scores will become more meaningful numerical data if they are converted to numerical data, which will be processed to the scale of 0 to 100. Then the processed scores will be arranged from the highest to the lowest, it will be easier to know the position of a student in his/her group. The measurement of the students' achievement that is stated by Harris (1969: 134) will be interpreted as follows:

Criteria of Mastery	Grade
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
less than 50	Very poor

2. Interview

The interview of this study was for students. The research would conduct a direct interview with the students. Students would be asked some question related to the use of story telling in teaching and learning speaking. Then, the data gotten would be analyzed by giving a description as the result of the interview.

An interview is a dialogue used to get information from the interview (Arikunto, 2006: 115). Kinds of interview were structured interview and unstructured interview. In structured interview the research had prepared and arranged the question. Beside the research could also bring a helping equipment as like recorder, picture and so on. In unstructured interview the research did not prepared and arranged the question. The researcher only brought the guideline of the study.

In this, research would use structured interview by asking the students of class XI C in SMA N 1 DANDER. The indicators of this instrument were:

1. To get information about the method used in teaching-learning English speaking.
2. To know the students' opinion about storytelling used in learning speaking.
3. To know what students' think after getting storytelling method in learning speaking.
4. To know about students' interest in learning speaking. By using storytelling.
5. Because the interview is by using English, so it's also to know about the students English speaking competence.

3. Questionnaire

Questionnaire as the secondary data would be given for students. After the data collected, the next step was analyzing the data were collected, the next step was analyzing the data. The data found the questionnaire given for the students of SMA N 1 DANDER would be analyzed by using the following formula before it provides into presentage and description:

$$\rho = \frac{f}{n} \times 100 \%$$

ρ = percentage

f = the respondents answering

n = the total of respondents

The researcher gives a questionnaire table, it's in appendix 6 .The supporting instrument used in this study was questionnaire. Questionnaire was a technique of collecting data which is done by giving some questions or written statements to be answered by the respondents. Arikunto (2006: 152) states that

there are two kinds of questionnaire, those are opened questionnaire and close questionnaire. Opened questionnaire gave a chance to the respondents to answer their own sentences. Closed questionnaire meant the respondents only choose the answers that had been available.

In this study, the researcher would use the combination between closed questionnaire. It meant the researcher would prepare the answers of questions given to the respondents. The instruments were used to know:

1. The students' opinion about English lesson.
2. The students' opinion about storytelling used in speaking class.
3. The students' interest in learning speaking by using storytelling.

D. Technique of Collecting the data

Data collection method is a method which is used to collect data. The data should have validity and reliability to know how far the student's comprehension about the material of lesson. There are many methods which can be used to collect data; there are questionnaire, interview, observation, test and documentation. From the kind of collecting data method, the researcher used the read and speak of the text (a kind of informal test) as the method of collecting data, because it is used to measure students' skill, intelligence, knowledge, talent or ability of the students. And test is tool used to a research by using questions, its function to measure the grade of students' achievement.

In this research there are two kinds of data collection which is taken from multiple choice test and essay test. Multiple choice test is able to collect data for reading comprehension, and essay test is able to collect data for speaking ability. And the process to collect the data was done during a week at SMA N 1

DANDER. The data collecting used to know the correlation between the subjects of the research.

E. Technique of Analyzing the data

The data of the score in SMA N 1 DANDER students in learning reading comprehension and speaking ability.

1. Validity

One characteristic that a good test should have is whether the test is valid. Without a standard validity, a test can be missed and may actually have deleterious.

The validity of the test is extent to which it measure, what it is supposed to measure. The test must aim to provide a true measurement. The researcher uses the content validity approach. It means that the items, which tasted were relevant to the study, experience and the background of the students (Nasution, 2007: 101). To know the value, the researcher use this formula :

$$\gamma_{pbi} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

Where :

γ_{pbi} : Coefficient correlation biserial

M_p : the mean of subjects that right answered the item

M_t : the mean of the total score

S_t : standard deviation of the total score

p : the proportion of subjects that right answered the item

q : the proportion of subjects that false answered the item

2. Reliability

Reliability is another characteristic that should have in a test. as defined by Harris (2008: 14), a test cannot measure anything well unless it measure constantly. Reliability refers to the index that indicates to what extent the measurement could be believed and relied. Reliability refers to how far the result of twice or more measurement pointed at the same indication with the same measurement (Nasution, 2005: 130).

In this case, the researcher used the single test method that was the test which could be done only once measurement with one instrument. And to get reliable test, analyzing each item was the best of estimate and the formula which has use to estimate reliable test was taken from Kuder-Richardson (KR-20).

The KR-20 formula is :

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S_t^2 - \sum p_i q_i}{S_t^2} \right)$$

The formula could be explained as follows

r_{11} = the reliability

n = the number of the test item

p_i = the proportion of subjects that right answered the item

q_i = $1 - p_i$

S_t^2 = the total score variants

By using the formula stated the computation to find reliable test was gained: by looking r table, where $n = 30$ on index of significant (Ts) 5 %, was found that r table = 0,361.

3. Product Moment

The data analysis of this research is analysis of **Quantitative Research**. The researcher uses this method because data which collected were numbers, after the researcher collected the data then analysed the result of the data collection. And the data of reading comprehension and speaking ability are analyzed in the following procedures:

1. The first step in scoring the answer sheets of reading comprehension and speaking ability.
2. Then, scores are given to each respondents answer sheets.
3. Then, the means of reading comprehension and speaking ability test scores are computed by using following formula :

$$\bar{X} = \frac{\Sigma fx}{N}$$

Where :

\bar{X} : The mean

Σfx : The total number of the scores

N : The number of subjects

4. The next step is to complete the deviation of each score from the mean by using the following formula :

$$x = X - \bar{X}$$

Where :

X : a symbol for deviation of score the mean

X : a score

\bar{X} : The mean

5. The last step is to compute the coefficient of correlation between two variables by using the correlation formula of Pearson product moment.

$$r_{xy} = \frac{\Sigma xy}{\sqrt{\Sigma x^2 y^2}}$$

Where :

r_{xy} : Coefficient Correlation between two variables

x : The student mark in mastering reading comprehension

y : The student mark in mastering speaking ability

F. Hypothesis of the Study

This research is to answer a correlational study between reading comprehension and speaking ability. The hypothesis of the study as follow:

H_1 : there is a correlation between reading comprehension and speaking ability in study English language.

H_0 : there is no correlation between reading comprehension and speaking ability in study English language.