The Correlation Between Students' Listening Comprehension and Their Reading Comprehension at the Tenth Grade of SMA N 10 Palembang

A Thesis by

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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF TRIDINANTI
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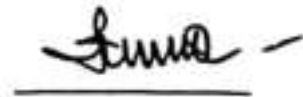
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DEDICATIONS

This thesis dedicated to:

- **Allah SWT for blessing me to finish this thesis and the prophet Muhammad SAW as my role model .**

- **My beloved parents, especiall my mother Paria Susi Yanti and my father Ali Hasim, thanks for affection and encouragement**

- **My beloved sisters Tara Serli Andini and Miftah Hul Jannah, my brother Joshua Fagih Fergiawan and also my nephew Muhammad Fariq al zaidan. Thanks for the support**

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- **For myself who has fought against every obstacle to get this title**

Motto:

- *Life is not ahead of each other, dream separately (Hindia)*

- *I risked my mother's life to be born into the world, so it's impossible for me to have no meaning (Okta Rianti Hasim)*

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Palembang, September 2024

The Writer

Okta Rianti Hasim

PERNYATAAN

Saya menyatakan dengan sebenar-benar nya bahwa seluruh data, informasi dan interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penilaian, pengelolaan serta pemikiran saya dari pegarahan pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan unsur-unsur jiplakan, Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S- 1) dibatalkan. Serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 tahun 2003. Pasal 25 ayat 2 dan pasal 70.

Palembang, September 2024

Mahasiswa,

Okta Rianti Hasim
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ABSTRACT

The aim of this research was to find out whether or not there was any correlation between students reading comprehension and students listening comprehension. The population was the tenth-grade students with the total 630 students from 14 classes at SMA N 10 Palembang. To the sample of this research, intake sampling technique was implemented. There were 90 students as a sample from class X.7 and X.8. The data were selected from students reading comprehension and students listening comprehension. In analyzing the data, correlation analysis, , regression analysis and normality test was used. Based on the statistical, it was found that the correlation coefficient or the R-value (0.000) with significant coefficient (p-value) was 0.422, which was higher than 0.05. It means that significant value (2-tailed) was higher than alpha value (0.422> 0.05). It could be concluded that there was a significant correlation between students' reading comprehension and listening skill. Since the Pearson correlation coefficient was 0.000, it indicated that there was correlation between students' reading. Also, for the contribution of listening comprehension to reading comprehension it was only 17.8%. It means that listening comprehension has no influence to reading comprehension. In conclusion, the findings indicate that students who have high listening comprehension does mean that they will also have good reading comprehension. Also, reading comprehension can be used to help listening skills because listening is the ability to capture sounds, complete, speak, syntax, jargon, and obtain data.

Keywords: *Correlation, Listening Comprehension, Reading Comprehension*

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents (1) background of the Study (2) problem of the study (3) objective of the study, and (4) significance of the study

1.1 Background of the Study

Education was essential to the development of strong people who might significantly impact a nation's culture, making humans and education inseparable. Furthermore, a quality education guarantees that people will have high expectations for the future. This indicates that raising the standard of human resources in a country requires excellent education (Montessori .2015).

Learning a language were one of the most effective ways to provide individuals with a quality education these days. This was especially true for learning English, as many nations want their citizens to be proficient in it for business purposes. Additionally, a lot of nations have made English a second official language, including Indonesia, and as a result, English was taught in schools there (Fryer et al., 2020).

The four fundamental English language abilities that learners, in particular, need to acquire are speaking, writing, listening, and reading. These abilities were thought to be the accepted benchmark for proficient English proficiency. Therefore, these were the focal focuses of instruction in schools so that, upon completion of all integrated linguistic skills related to English, including those specific to Indonesia, students' mastery of the language can be

evaluated favorably Sukandi et al. (2018 p. 40 - 53).

Reading is one of the four essential skills for learning English since it allows one to understand written texts or information on general knowledge. By analyzing and planning their thought processes, people can broaden their perspectives and experiences and develop their unique frameworks for reading-based inventions and creativity Dash et al. (2013 p. 67 - 73).

According to Tavera et al. (2020 p. 160 - 544)**,** reading was considered as a process of comprehending information in written forms, so that it helps people able to describe something and to gain clear message from a text intended by the reader to receive and reading is also to know vocabulary from simple recognition to what each word means not just on an individual level.

The study suggests that reading and listening comprehension contribute to language acquisition, the integration of historical narratives, the development of interpersonal relationships, and success in both the classroom and the assignment. As students learnt to read and become better readers, listening was an essential skill from the beginning.

The most common challenge encountered by students these days while reading is confusion over new vocabulary. This situation makes a challenge for students to extract information from a text while reading an English text. Furthermore, it was more hard for understudies who didn`t have the foggiest idea about the stunts of perusing which makes them stuck on the grounds that they such a lot of spotlight on figured out the entire words accessible in a section. This presents circumstance required some investment for understudies to comprehend

what they read. Subsequently, there were numerous understudies today who are less partial to perusing (Graves. 2016).

According to Laksana. (2020 p. 271 - 277) The Program for International Student Assessment (PISA) has released the results of its study on Tuesday 3 December 2019 Indonesia's position was the 74th rank with average score 371 from average score 377. Desysetyowati. (2023 p. 1 - 7)

As a result, a concerted effort must be made to increase students reading comprehension so that they can get high reading comprehension scores. In this regard, there were numerous strategies to improve students reading comprehension results, one of which was to explore for correlations between listening and reading.

Furthermore, listening comprehension is another crucial skill to master in learning English even though listening is obviously considered as the most forgotten skills in second language learning. This was because teachers didn't really give their students more time to listen and look for ways to improve this skill. In any case, the accomplishment of understudies' listening cognizance expertise influences different abilities of English including perusing accomplishment with the goal that was conceivably powerful for expanded their fathomable contribution to the type of understand data passed on through sounds heard (Afriani., 2019).

Hutabarat. (2020 p.692 - 699) state that there were so many problems faced by students in reading because they have to understand every component in reading such as analyzing text, building interests in reading, and so on. Wolf et al. (2019 p.

1747 - 1767), there was a significant correlation between the quality of one's reading comprehension skills and one's listening ability. This was because having a greater command of grammar increases one's likelihood of having good reading comprehension skills. This likewise has been demonstrated by (Suryanto., 2017), reading appreciation could be upgraded the same length as somebody has great listening cognizance since listening is the capacity of grasping what individuals say through figuring out highlight, articulation, semantic designs, jargon, and getting the data. This implies that the positive connection between's the accomplishment of tuning in and perusing understanding happens on the grounds that reading cognizance possibly goes together through the presence of semantic components of listening abilities. Therefore, in Correlation between Reading Comprehension and Listening Comprehension Skills in Completing TOEFL-PBT" (A Correlational Research conducted at STKIP Sidoardjo) by Hastuti et al. (2019 p. 45 - 52). The result are reading and listening significantly correlated and predicted one another. The result also suggested that correlation language skills not only occurred among reading and writing and listening and speaking, but also it happened in reading and listening. Moreover, the results suggested the combination of reading and listening activities in classroom activities. Based on result of this research, there are a correlation between listening comprehension skills and reading comprehension skills in completing TOEFL PBT that indicate had strong relationship (0.60 - 079). It can be meant that listening comprehension can affected to reading comprehension.

Based on the explanation above, the researcher was interested in conduct the research at SMA Negeri 10 Palembang, because researcher found that students at SMA N 10 Palembang have fear in English, therefore students have low understanding in listening and reading. This research found out the correlation between listening comprehension and reading comprehension. This research conducted at SMA Negeri 10 Palembang. Therefore, this research entitled "The Correlation between Students' Listening Comprehension and their Reading Comprehension at the Tenth Grade of SMA N 10 Palembang"

1.2 Problem of the Research

Based on the background, the research problem was formulated in the following question:

1. was there any correlation between students' listening comprehension and their reading comprehension at the tenth gradeof SMA Negeri 10 Palembang?

1.3 Objective of the Research

Based on the research problem above, the objective of this research was to found out whether or not there was correlation between students' listening comprehension achievement and their reading comprehension achievement at the tenth grade of SMA N 10 Palembang.

1.4 The Significance of the Research

The consequences of this study were supposed to give advantages to certain components in particular the understudies, educators, and the other readers:

(1) For the students

This reasearch may motivate students to improve their interest on English and to give an understanding to students, learning English is not always difficult to learn. Students improvement of interest in learning English will help them master English.

(2) For the teachers

The second is benefit for the teacher, this research will give the teacher a description about how to teach and motivate the students to learn English especially in reading and listening skill ability, they would not be stuck in only some particular teaching strategies. The use of media would make the students more enjoyable to follow the lesson and they are more interested to learn.

(3) For the writer

By doing this research, the researcher hopes that it is beneficial for her to enlarge her knowledge about teaching reading and listening at the tenth grade of SMA N 10 Palembang.

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