CHAPTER I

INTRODUCTION

This chapter provides background of the research, statement of the problem, aim of the research, scope of the research, significance of the research, hypothesis, population and sample, research methodology, clarification of terms, and the organization of the research.

1.1 Research Background

The urgency of having communication skills in English in globalization era is high. Indonesia as a country which uses English as a foreign language sees it as a challenging fact. Therefore, Indonesia's education system provides programs which support the improvement of English communication ability. It is proven by introducing English in kindergarten level up to university level. In addition, English is one of the three subjects tested in the national examination which has been followed by all test takers (Hamied, 2010:107).

Vocational High School (SMK) is a secondary school level whose goal is to prepare students to enter the regional or international job markets. It is based on Law No.20 year 2003 about National Education system. In Vocational High School, English is taught at novice level (class X), elementary level (class XI), and intermediate level (class XII). In Vocational High School, students must be able to communicate in English fluently. Therefore, The Directorate General for Primary and Secondary Education (*Dikdasmen*) issued a decree

No.146/05.5/MN/2008 about English certification of The Test of English for International Communication (TOEIC) standardization for Vocational High School level. The content and score assessment test is similar with TOEIC international.

TOEIC program is beneficial for vocational students because the TOEIC test result gives the students a reference to look for jobs. On the other hand, Gilfert (1996) says that "TOEIC measures the ability of non-native English speaking people to use English both in their job and in daily activities." Therefore, TOEIC is relevant to be given to the vocational students, because it develops students' motivations to be able to communicate in English well.

At first TOEIC test was developed by Educational Testing Service (ETS) by the invitation of the Japanese Ministry of International Trade and Industry (MITI) in 1979 (Knapman, 2008). Trew (2007) describes that TOEIC consists of 200 multiple choice questions of Listening comprehension and Reading comprehension and takes two hours to compete.

Trew says that "the goals of Listening comprehension section in TOEIC test are to understand simple conversations, understand the gist of ordinary conversation, and respond to question naturally." Beside that, Listening comprehension section can also help the test takers to increase their vocabularies and how to pronounce them, beside that, it can help them to respond conversations accurately and fluently. The content of TOEIC was developed to meet the needs of both the working world and daily activities.

Speaking is one of important skills besides listening, reading and writing that are taught in school. According to Byrne (2000:8) "speaking is an activity involving two or more participants as hearers and speakers." Basically the purpose of speaking is to inform or to communicate what is in our minds to others. The processes of communication would be successful if the listeners understand and comprehend what one means clearly and perfectly.

Therefore, the students' listening ability in TOEIC to some extent will influence their speaking ability. Thus, the research investigates The Correlation between Listening and Speaking Abilities.

1.2 Statement of the Problem

The research is interested in investigating a main problem as follows: "Is there any correlation between the listening section of the TOEIC test and the students' speaking abilities?"

1.3 Aim of the Research

In accordance with the statement of the problem above, the research is expected to find out the correlation between the listening section of the TOEIC test and the students' speaking abilities.

1.4 Scope of the Research

The research focuses only on the correlation between the students' listening ability as indicated by the scores of the listening section of the TOEIC

test and the students' speaking abilities. The third grade students of one of

SMKNs in Bandung are involved in the research.

1.5 Significance of the Research

The results of the research are expected to give information to those who want to analyze language learning through the correlation between the listening ability, as indicated by the score of the listening section the TOEIC test and the speaking abilities. In addition, the research is expected to become a teachers' guide in evaluating the students' speaking abilities.

1.6 Hypothesis

The hypothesis applied in the research is the null hypothesis.

Ho: there is no significant correlation between the students' listening ability and the students' speaking ability.

H_a: there is significant correlation between the students' listening ability and the students' speaking ability.

1.7 Research Methodology

Research methodology includes research design, population and sample, data collection and data analysis.

1.7.1 Research Design

The research investigates the correlation between the listening section of the TOEIC test and the students' speaking abilities employing quantitative approach with correlation method.

1.7.2 Population and Sample

The research conducts at one of SMKNs in Bandung. The population of the research is the third grade students. There are 10 classes in this grade. The students are involved in the research are 30 students, where they are selected by cluster random sampling method.

1.7.3 Data Collection

The research tries to gather and collect the data by using some instruments, such as the TOEIC score document, speaking test, and the questionnaire. Speaking test and the questionnaire are given to the students chosen in the research. After collecting the data, the researcher tries to analyze them to get the final result of the research.

1.7.4 Data Analysis

The data are analyzed by using correlation method. The data are gained from both the students' score of the listening section of TOEIC test and their speaking abilities score. The correlation between the listening section of TOEIC test and students' speaking abilities is calculated by Pearson Product Formula.

The research uses Pearson's coefficient r, which measures the strength of a relationship between two continuous variables to get the final result (Coolidge, 2000: 115). Therefore, the questionnaire is distributed to get students' perspective about the correlation between the listening section of the TOEIC test and their speaking abilities.

1.8 Clarification of Terms

To avoid misunderstanding, the research clarifies some key terms:

1. **TOEIC test** : is an English language proficiency test for people whose native language is not English. It measures their English listening comprehension, speaking, writing, and reading skill in an international environment (Gilfert, 1996).

2. **Speaking :** is an activity involving two or more participants who can speak the same language as hearers and speakers (Byrne, 2000:8).

3. **Listening :** is a process involving a continuum of active processes, which are under the control of the listener, and passive processes, which are not (Rost, 2002:7).

4. **TOEIC Score :** is the score rule which has been standardized by ETS.

5. **Students   :** is the subject of the research. They are the third grade of one of SMKNs in Bandung that have followed the TOEIC test.

1.9 Organization of The Research

The research is organized into five chapters as follows:

Chapter I   Introduction

This chapter provides the background of the research, statement of the problem, aim of the research, scope of the research, hypothesis, population and sample, the method of the research, clarification of terms, and the organization of the paper.

Chapter II   Theoretical Foundation

This chapter consists of the general view on TOEIC test, listening ability, speaking abilities, the relationship between listening and speaking abilities, previous researches on the finding of the correlation between listening and speaking abilities and English teaching in vocational school.

Chapter III   Research Methodology

This chapter discusses the methodology in conducting the research. It includes research methods, research participants, research procedures, research instruments, data collections and techniques for analyzing the data.

Chapter IV   Findings and Discussions

This chapter consists of the result of the research. The result includes the answer to the research questions and also researcher's interpretation about the result of the research.

Chapter V   Conclusions and Suggestions

This chapter consists of the research conclusions and suggestions for the reader or other researchers who wish to continue the research.