

The Correlation between Reading and Speaking Skills on Students' English Learning as Foreign Language

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ABSTRACT

Reading was the action of extracting meaning from a text or passage and obtaining information from the author. Speaking is the practice that using words to interact with others. Then English language learning was a behavior that tends to have relative provisions and produces strong actions. The problem that was discussed were focused on reading and speaking skills because students felt unconfident to read and speak English and them afraid of making mistakes in English learning.

This research used quantitative correlation design to approach the data. The population was 642 students' at the first grade in SMA Ibrahimy sukorejo. The sample selected as many as 62 students in the study was carried out using a side-by-side purposive technique while data collection was carried out by tests and observations the data analysis used Pearson product moments to analyse the relationship between reading and speaking skills with learning English in class 1 socio IV at SMA Ibrahimy Sukorejo of Situbondo.

The researchers found indicate that students' reading and speaking skills have a positive correlation significant to English learning and the alternative hypothesis was accepted. Based on The score $\text{sig } 1.000 \leq 0.05$. The Alternative Hypothesis (H_a) was accepted based on the results of the hypothesis testing, and based on the output of the analysis of the Pearson formula in SPSS, it had a significant score (Sig) of 0.24 and 1.000. Score Sig 0.05 indicates that the independent variable has an impact on the dependent variable. It showed there was a correlation between reading and speaking skills in the first grade of social 4 at SMA Ibrahimy Sukorejo students learning English as a foreign language.

1. Introduction

Indonesians have their own mother tongue, and English is only used in the classroom. Therefore, learning English as a first language is more difficult than learning it as a second language. Students have to learn English in school, so it is necessary for them to know the language.

Speaking is the verbal exchange of language with another person. Furthermore English language needed to communication. Its function is as a communication tool in formal international meetings and language as a form of expression of their ideas, feelings, and thoughts. They also share information with others through communication (Ferris, D. R., & Hedgcock, 2005, p. 270)

Students didn't interest to English learning because they felt English subject was complicated learning, so they had been lazy to learn English. Lazy to read English book because they have lack of vocabulary knowledge. Moreover to speak English, they afraid to make mistakes of pronunciation, fluency, grammar and the comprehension. These problems invert the researcher to analyze the correlation between reading and speaking skill on English learning. Because some students have interest to read English but she was nervous to speak English. Then there are students had ben brave to speak English but they didn't use English well.

Learning is reinforced by an exercise as a relatively permanent change in behavioral tendencies. Teaching is described as imparting knowledge, giving instructions, directing someone in learning something, and causing them to know or understand.(Indah et al., 2020, p. 630);(Rohmah et al., 2019, p. 94).

a 2014 policy manual on how to implement student-centered learning in Indonesian higher education (SCL). SCL is active learning, involving students' participation and teacher facilitation. Teachers apply a wide variety of instructional methods to carry out this idea, keeping students at the center of education. The techniques that are employed while planning lessons motivate pupils to actively engage in the teaching-learning process. Small-group discussions, simulations, demonstrations, self-directed learning, cooperative learning, group projects, context instruction, +project-based learning, and problem-based learning/inquiry are all included.(Purwanti, 2021, p. 389); (Saleh, 2014, p. 780); (Setiawati, 2014, p. 79).

The author would like to explain in more detail that reading is the third skill that students acquire after previously speaking and writing among the four innate skills (listening, speaking, reading, and writing.(Tarigan, 1987). When, we read the book, we try to interpret the variety of meanings in groups of printed words and images.(Mac Naughton & Williams, 2008, p. 162)

In other hand, reading The unpredictability of the reader's conclusions and thoughts, as well as the direct communication of the text with the eye, make reading a complex brain and cognitive process.(Hedgcock & Ferris, 2005, p. 15). Additionally, reading is closely related to your process of self-discovery. You must be patient with the learning process as with anything else. (Wall & Wall, 2005, p. 10)Then, Another reason for the benefit of reading is to understand exposure to English even though it can be a little useful for students.(Jabri & Samad, 2021, p. 6); (Harmer, 2008, p. 68);(Wang et al., 2021, p. 2)

When reading, a reader must understand and infer the meaning of written words employed in writing scripts by relating the symbols to the meaning of the spoken language (Anderson, 2018, p. 6). Reading helps us build our skills and increase our capacity for human growth (Fulcher & Davidson, 2013, p. 128); (Finocchiaro & Sako, 1983).

This stage is when reading skills mostly develop. The student's reading proficiency should include the following: (1) scanning; (2) skimming; (3) reading between the lines; (4) focused reading; and (5) determining meaning from context (Asmawati, 2015, pp. 71–72);(Dhillon et al., 2020, p. 79).

Although the method of teaching reading skills may vary depending on what part of the world according (Fadillah, 2020). It indicates that reading and other language skills are regarded to be integrated. For example, educating students about vocabulary, grammar, punctuation, and the proper manner to compose sentences and paragraphs. Reading is, in a very genuine sense, a progress report. It implies that a key factor in the failure of efforts to improve reading comprehension in striation was a widespread inability to study and communicate a clear picture of the reading process itself. Goodman, in Long, H Michael and Jack C Richards says that: “(1) Reading is what reading is and everybody knows that; usually this translates to ‘reading is matching sounds to letters’; (2) ‘Nobody knows how reading works’”. (Long & Richards, 1987, p. 11) This view usually leads to a next premise; therefore, in instruction, whatever ‘works’ is its justification.

Language has put forth many definitions of speech. Speaking is a derivative of "speak." The Oxford Dictionary defines the word "speak" as "to say things; to talk, to be able to utilize a language, to make a speech, to convey thoughts, feelings,, etc (Martin, 1995, p. 389); (Andriani Putri et al., 2020, p. 117). Speaking is the verbal use of language to communicate with other.(Fulcher & Reiter, 2003, p. 79) Additionally, Hughes explains that communicating in a way that is participatory and in line with pragmatic aims through engaging in conversation with other language speaker.(Daulay et al., 2019, p. 388). Speaking and ability are the two words that make speaking ability. Each one will be clarified in order to prevent misunderstandings about what speaking ability means. According to Hornby, that ability has the potential to have the strength to perform an action either physically or cognitively. Those descriptions may lead one to believe that human capability is equivalent with ability.(Hornby, 2001, p. 51).

In addition, Brown and Yule provide a useful distinction between two fundamentally different language functions. These are transactional functions, mainly dealing with the transmission of information, and interactive functions in which communication mainly contributes to the maintenance of social relations. (Brown et al., 1983). Based on the above statement (Bygate, 1987) distinguishes that “between motor-perceptive skills, which are concerned with correctly using the sound and structures of language, and interactional skill, which involves motor perceptive skill for the purpose of communication” Model dialogues, pattern practice, oral drills, and other language-learning activities help students build their motor perception skills. Until fairly recently, it was believed that mastering motor perception was a prerequisite for effective

Speaking has intonation, phonetic transcription, and environment expression, which are essential components of effective speaking. (Iman, 2017, p. 89), Speaking is a complicated ability that calls for the simultaneous use of a variety of abilities that frequently develop at different rates. The speaking process can be broken down into either four or five components: A pronunciation's final segmental elements, including vowels and consonants, vocabulary, stress, intonation, include grammar is vocabulary, and influency. The answer should probably include the following: (e) understanding for oral communication unquestionably calls for a topic the response to speak as well as imitation (Gilakjani et al., 2011, p. 74).

Aspects of the speaking ability which are concluded from the statement above are: (a) pronunciation, (b) grammar ability, (c) vocabulary fluency, (d) verbal fluency, and (e)

understanding of the topic of conversation. Speaking is the art of expressing ideas, beliefs, or feelings via the use of language and articulation. Any speaker must take into account the following factors when speaking: pronunciation, grammar, vocabulary, fluency, and comprehension (Khoshsima & Shokri, 2016, p. 1091).

2. Methods

This study, a correlation design was adopted. A component of the quantitative approach is correlation design. The quantitative technique gives measurements or observations for testing a hypothesis and explains the reduction to a sparse number of variables that are closely controlled through design or statistical analysis. (Creswell & Creswell, 2017). In that both types of research use information acquired from preexisting variables, correlation research is analogous to ex post facto research. In neither style of research are the variables altered. (Ary et al., 2018).

In correlation design, Researchers can quantify and measure the degree of association (correlation) between two or more variables or sets of scores with the correlation statistical method. (Fraenkel et al., 2012) This research design used to explain the relationship among variables exactly relation between reading and speaking skills on students' English as foreign language.

This study took place in SMA Ibrahimy which was located in Sukorejo, Sumberejo, Banyuputih, Situbondo. The school has 10 class at the first grade only. The research study was conducted at the first grade of social class in SMA Ibrahimy Sukorejo.

This research conducted at the second year students of SMA Ibrahimy 2020/2021. Based on previous observation, there were 642 students of the second year student in SMA Ibrahimy 2020/2021 that divided into 10 classes. The sample of this research used one class in the first grade of socio 4 class in SMA Ibrahimy Sukorejo which consist of 62 students by technique purposive sampling method(Andrianis et al., 2018).

The instrument will use in the research are test and observation. The intelligence test is an oral test that systematically done by guidance rubric of speaking according to the English teacher in SMA Ibrahimy Sukorejo Observation is systematically recorded rather than stored only in personal memory and is carefully interpreted and analyzed, again employing systematic and planned procedures(Sapsford & Jupp, 1996);(Zhang & Liu, 2018, p. 507). An instrument is anything used to collect data(Schreiber & Asner-Self, 2011) . A research instrument is a tool used to collect data in research. This study used a pretest in the first meeting and posttest in the last meeting.

The instrument of the pre-test in this research speaking aloud about my idol that has to speak clearly and correctly to know students speaking of a particular word. Then, posttest in this research speaks aloud about Malin Kundang's story. This research focuses on the speaking of particular words in order to know the confusion of students speaking. And this research observed reading skills by giving a written pretest of the reading test and also post-test. This action is in order that knows how to increase English learning students reading or speaking skills.

The pre-test is given before the teacher taught material about reading method. The pre-test will be given to the class in order to know how the ability before teaching the method. For the post test will give after teaching the method in order to know how the improvement of English learning in the class. It will be the result of this research.

To examine the validity and the reliability of the researcher instrument, the researcher chose a validity and reliability which suitable for this research (Sugiono, 2014). The researcher used scoring data for the instrument reading test and instrument speaking test

2.1 Data Analysis Technique

a. Test

A descriptive oral test with an idol topic will be one of the tests the researcher administers to the students. The purpose of this test is to gauge the students' oratory skills. The technique for this test was to have the students talk in front of their friends about their idol. writing test in addition to reading test. The test was administered twice, just before and after the other..

b. Observation

Observation is systematically recorded rather than stored only in personal memory, and are carefully interpret and analyses, again employing systematic and plan procedures (Sapsford & Jupp, 1996). The aim of the observation is to explain the situation being investigate: activities, people, or individuals are involve in an activity and the relationship among them.

2.2 Inferential Analysis

a. Test of Normality

A normality test is used to determine whether the response distribution is normally distributed.(Irianto, 2007, p. 275)

b. Test of Homogeneity

The homogeneity test aims to determine whether the samples taken from a population with the same variance show significant differences from one another.

c. Product moment (Pearson)

The formula used Pearson product-moment to calculate the data with SPSS 22. Researchers had to use a semantic mapping approach to get the difference in scores after data collection before and after data collection, experimental and control class tests. The experimental class is represented by the variable X in this comparison, while the control class is represented by the variable Y. Using SPSS 21, the researcher used paired samples for the t-test. It is used to determine whether students are improving their test scores.(Fitriyani, 2016, p. 203).

3. Result

3.1 Data Analysis

a. Reading Skill

Reading skill is as independent variable of this research. To measure the students' skill in improving English learning activity, the researcher tested the students by giving reading test. The reading test done two test, those are pretest and posttest. The result pre reading test can be identified by using as follows:

Table. 1 Pretest of Reading test

		pre reading
N	Valid	62
	Missing	0

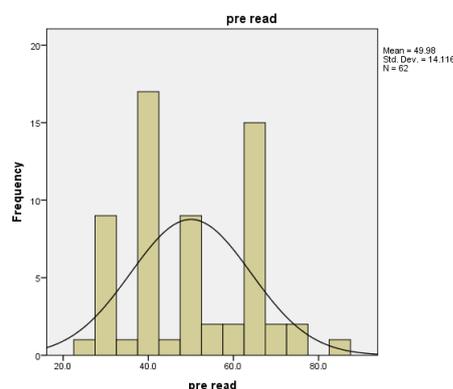
Mean	49.984
Std. Error of Mean	1.7927
Median	49.000 ^a
Mode	41.0
Std. Deviation	14.1160
Range	61.0
Minimum	25.0
Maximum	86.0
Sum	3099.0

From the table above mean is 49.984, median is 49.000^a, mode is 41.0 and standard deviation is 14.1160, max score is 86.0 and min score is 25.0 and for the frequency distribution from the data of reading, we can look in the table below:

Table .2 Frequency score of pretest reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25.0	1	1.6	1.6	1.6
	30.0	9	14.5	14.5	16.1
	36.0	1	1.6	1.6	17.7
	41.0	17	27.4	27.4	45.2
	46.0	1	1.6	1.6	46.8
	52.0	9	14.5	14.5	61.3
	54.0	1	1.6	1.6	62.9
	56.0	1	1.6	1.6	64.5
	59.0	1	1.6	1.6	66.1
	60.0	1	1.6	1.6	67.7
	63.0	12	19.4	19.4	87.1
	65.0	2	3.2	3.2	90.3
	66.0	1	1.6	1.6	91.9
	70.0	1	1.6	1.6	93.5
	71.0	1	1.6	1.6	95.2
	74.0	1	1.6	1.6	96.8
	75.0	1	1.6	1.6	98.4
	86.0	1	1.6	1.6	100.0
	Total	62	100.0	100.0	

Base on the frequency distribution table above, we can see that the score 41.0 has the highest frequency is 17 students with a percentage 27.4%. Meanwhile, the score that has the lowest score are 25.0, 36.0 and 46.0 etc, with a total frequency of a student every frequency with a percentage of 1,6%. The table description of frequency distribution of reading above can see in the histogram below:



Picture. 1 Pre reading frequency

Base on the graphic picture above, we can see that the score of mean is 49.98, standard deviation is 14.116 and total of students is 62.

Table 3.3 Posttest of reading test

		Reading
N	Valid	62
	Missing	0
Mean		86.306
Std. Error of Mean		1.1281
Median		84.625 ^a
Mode		85.0
Std. Deviation		8.8828
Range		24.0
Minimum		75.0
Maximum		99.0
Sum		5351.0

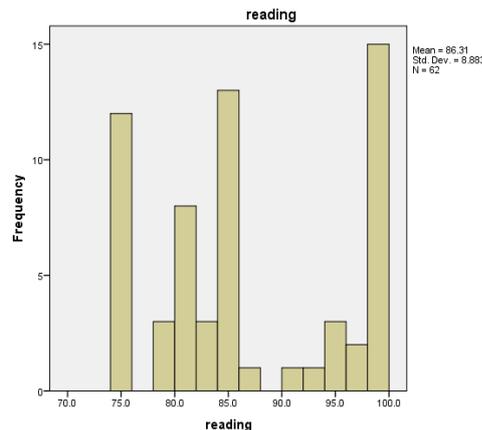
From the table above mean is 86.306, median is 84.625^a, mode is 85 and standard deviation is 8.8828, max score is 99.0 and min score is 75.0 and for the frequency distribution from the data of reading, we can look in the table below:

Table 4 Frequency score of posttest reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75.0	12	19.4	19.4	19.4
	78.0	3	4.8	4.8	24.2
	80.0	8	12.9	12.9	37.1
	83.0	3	4.8	4.8	41.9
	85.0	13	21.0	21.0	62.9
	86.0	1	1.6	1.6	64.5
	90.0	1	1.6	1.6	66.1
	92.0	1	1.6	1.6	67.7
	95.0	3	4.8	4.8	72.6
	97.0	2	3.2	3.2	75.8
	98.0	9	14.5	14.5	90.3
	99.0	6	9.7	9.7	100.0
Total		62	100.0	100.0	

Base on the frequency distribution table above, we can see that the score 85.0 has the highest frequency is 13 students with a percentage 21.0%. Meanwhile, the score that has the lowest

frequency are 86.0, 90.0 and 92.0 with a total frequency of a student every frequency with a percentage of 1,6%. The table description of frequency distribution of reading above can see in the histogram below:



Pictue. 2 post reading frequency

Base on the graphic picture above, we can see that the score of mean is 86.31, standard deviation is 8.883 and total of students is 62. From the pretest and posttest, we can know the improve value from reading skill on students' English learning as foreign language.

b. Speaking Skill

Speaking skill is as dependent variable of this research. To measure the students' skill in improving English learning activity, the researcher tested the students by giving oral test. The speaking test done two test, those are pretest and posttest. The oral test other than the writing test. The result of pre speaking test can be identified as follows:

Table. 5 Pre -test of speaking test

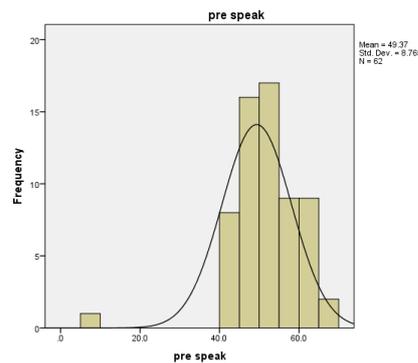
		pre speak
N	Valid	62
	Missing	0
Mean		49.371
Std. Error of Mean		1.1132
Median		49.242 ^a
Mode		50.0
Std. Deviation		8.7651
Range		59.0
Minimum		6.0
Maximum		65.0
Sum		3061.0

From the table above mean is 49.984, median is 49.242^a, mode is 85 and standard deviation is 50.0, max score is 65.0 and min score is 6.0 and for the frequency distribution from the data of reading, we can look in the table below:

Table. 6 Frequency score of pretest speaking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6.0	1	1.6	1.6	1.6
	40.0	8	12.9	12.9	14.5
	45.0	16	25.8	25.8	40.3
	50.0	17	27.4	27.4	67.7
	55.0	9	14.5	14.5	82.3
	60.0	9	14.5	14.5	96.8
	65.0	2	3.2	3.2	100.0
Total	62	100.0	100.0		

Base on the frequency distribution table above, we can see that the score 50.0 has the highest frequency is 17 students with a percentage 27.4%. Meanwhile, the score that has the lowest frequency is 6.0 with a total frequency of a student every frequency with a percentage of 1,6%. The table description of frequency distribution of reading above can see in the histogram below:



Picture. 3 pre speaking frequency

Base on the graphic picture above, we can see that the score of mean is 49.37, standard deviation is 8.765 and total of students is 62.

Table. 7 Posttest of speaking skill

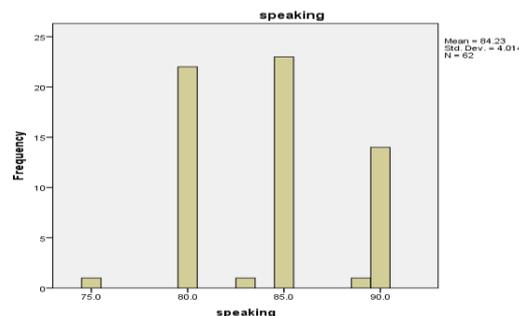
		Speaking
N	Valid	62
	Missing	0
Mean		84.226
Std. Error of Mean		.5098
Median		84.250 ^a
Mode		85.0
Std. Deviation		4.0140
Range		15.0
Minimum		75.0
Maximum		90.0
Sum		5222.0

From the table above mean is 84.226, median is 84.250^a, mode is 85 and standard deviation is 4.0140, max score is 90.0 and min score is 75.0 and for the frequency distribution from the data of reading, we can look in the table below:

Table. 8 Frequency score of Posttest speaking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75.0	1	1.6	1.6	1.6
	80.0	22	35.5	35.5	37.1
	83.0	1	1.6	1.6	38.7
	85.0	23	37.1	37.1	75.8
	89.0	1	1.6	1.6	77.4
	90.0	14	22.6	22.6	100.0
Total	62	100.0	100.0		

Base on the frequency distribution table above, we can see that the score 85.0 has the highest frequency is 23 students with a percentage 37.1%. Meanwhile, the score that has the lowest frequency are 75.0, 83.0 and 89.0 with a total frequency of a student every frequency with a percentage of 1, 6%. The table description of frequency distribution of reading above can see in the histogram below:



Pictue. 4 post speaking frequency

Base on the graphic picture above, we can see that the score of mean is 84.23, standard deviation is 4.014 and total of students is 62. From the pretest and posttest, we can know the improve value from speaking skill on students' English learning as foreign language.

c. The Correlation between Reading and Speaking Skill on Students' Learning as Foreign Language

Researcher use parametric analysis, namely correlation test, the requirements that must be met are T-test, normality test, homogeneity test, and hypothesis test.

1) T-test

T-test is used to know influence the variable independent to variable dependent or to know significant of sample model in population. The researcher used SPSS 22 for finding the result.

Table .9 T-test independent to variable dependent

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest r - posttest r	- 36.322 6	16.66 43	2.1164	- 40.5545	-32.0907	-17.163	61	.000
Pair 2	pretest s - posttest s	- 34.854 8	9.241 5	1.1737	- 37.2017	-32.5079	-29.697	61	.000

Base on the table SPSS output above, the score of significance is $0.000 \leq 0.05$. So, it can be concluded that the H_0 is accepted.

2) Normality test

Normality test carried out to determine whether or not a normal distribution of data, this is important to know related to accuracy of the selection of statistical test to be used. Following the results of normality test using SPSS 22.

Table .10 Test of Normality

Tests of Normality ^{a,c,d}							
	Speakin g	Kolmogorov-Smirnov ^b			Shapiro-Wilk		
		Statisti c	Df	Sig.	Statisti c	df	Sig.
Reading	80.0	.212	22	.011	.867	22	.007
	85.0	.217	23	.006	.820	23	.001
	90.0	.247	14	.020	.817	14	.008

a. Lilliefors Significance Correction

Based on the table SPSS output above, the score of significance are .011, .006 and .020 > 0.05. So, it can be concluded that the data are normally.

3) Homogeneity test

Homogeneity test is a test of equal or not the variances of two or more distribution. To get the data about homogeneity test, the researcher used SPSS application.

H_0 : data homogenous

H_a : data doesn't homogenous

Table 11 Test of Homogeneity

Test of Homogeneity of Variance ^{a,b,c}					
		Levene			
		Statistic	df1	df2	Sig.
Readi ng	Based on Mean	.925	2	56	.402
	Based on Median	.456	2	56	.636
	Based on Median and with adjusted df	.456	2	52.297	.636
	Based on trimmed mean	.907	2	56	.410

Based on the table above it can be concluded that $\text{Sig } 0.402 > 0.05$, so H_0 is accepted. It means that the data is homogeny.

4) Hypothesis test

In the process of analyzing this data, the data is raw processed and interpreted, so that the proposed hypothesis can be tested for the truth. The hypothesis test is performed using product moment (partial) correlation analysis.

Based on the significant value (Sig), the following standards are used to decide whether to accept or reject a hypothesis:

- 1) The hypothesis is accepted if the value is significant (Sig) probability 0.05, which indicates that the independent variable (X) has an effect on the dependent variable (Y).
- 2) If the significant value (Sig) > probability is 0.05, the hypothesis is rejected or there is no effect of the independent variable (X) on the dependent variable (Y). Observing the outcomes of the SPSS 22 analysis.

Table 11 Correlation at 0.01 level

		reading	Speaking
Reading	Pearson Correlation	1	1.000**
	Sig. (2-tailed)		.000
	N	63	63
Speaking	Pearson Correlation	1.000**	1
	Sig. (2-tailed)	.000	
	N	63	63

** . Correlation is significant at the 0.01 level (2-tailed).

Table 12 Correlation at 0.05 level

		reading	Speakin g
Reading	Pearson Correlation	1	.286*
	Sig. (2-tailed)		.024
	Sum of Squares and Cross-products	4813.177	622.710
	Covariance	78.905	10.208
	N	62	62
Speaking	Pearson Correlation	.286*	1
	Sig. (2-tailed)	.024	
	Sum of Squares and Cross-products	622.710	982.839
	Covariance	10.208	16.112
	N	62	62

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the analyze output SPSS above we know that Significant score (Sig) is 0.24 at 0.05 level (2-tailed) and significant score (Sig) is 1.000 at 0.01 level (one-tailed). Because score $\text{Sig} \geq 0.05$ so the independent variable effect on dependent variable. So there is correlation between Reading and speaking skill in the first grade of socio 4 of SMA Ibrahimy Sukorejo.

Table.13 Classification of level correlation

r values	Interpretation
0.800 – 1.000	High
0.600 – 0.800	Quite high
0.400 – 0.600	Fairly low
0.200 – 0.400	Low
0.000 – 0.200	Very low (there is no correlation)

Based on the data above, the researcher conclude that, the level correlation between reading and speaking skills was low at 0.05 level with the $r_{xy} = 0.240$ and at 0.01 level with the $r_{xy} = 1.000$, its means the level correlation between reading and speaking skills was very high level.

3.2 Data Interpretation

The purpose this research to find out the correlation between reading and speaking skill on students' English learning as foreign language at the first grade of SMA Ibrahimy Sukorejo.

Based on the result of written and oral test, the researcher conclude that, the level correlation between reading and speaking skill is low with the result Sig 0.24 at two-tailed but at one-tailed the result Sig 1.000 is very high; it means that there is correlation between reading and speaking skill on students' English learning as foreign language at the first grade of SMA Ibrahimy Sukorejo.

4. Discussion

In this research, there are two variables, the independent variable that is reading skill (X) and the dependent variable that is speaking skill (Y). The variables were tested by using SPSS 22 of Pearson (product moment) correlation and it was known that the correlation of the variables proved positive and significant.

Reading skill is as independent variable of this research. To measure the students' skill in improving English learning activity, the researcher tested the students by giving reading test. The reading test done two test, those are pretest and posttest. The result pre reading test as follows mean is 49.984, median is 49.000^a, mode is 41.0 and standard deviation is 14.1160, max score is 86.0 and min score is 25.0 and for the result post reading test are mean is 86.306, median is 84.625^a, mode is 85 and standard deviation is 8.8828, max score is 99.0 and min score is 75.0.

Speaking skill is as dependent variable of this research. To measure the students' skill in improving English learning activity, the researcher tested the students by giving oral test. The speaking test done two test, those are pretest and posttest. The oral test other than the writing test. The result of pre speaking test as follows above mean is 49.984, median is 49.242^a, mode is 85 and standard deviation is 50.0, max score is 65.0 and min score is 6.0 and the result of post speaking test are mean is 84.226, median is 84.250^a, mode is 85 and standard deviation is 4.0140, max score is 90.0 and min score is 75.0.

Data analysis from this research used T-test, Normality test, and Homogeneity test by used SPSS 22. The result significant of T-test is $0.000 \leq 0.05$. So, it can be concluded that the H_0 is accepted. The result of significant normality test are .011, .006 and .020 > 0.05. So, it can be

concluded that the data are normally. And the result of significant homogeneity test is $0.402 > 0.05$, so H_0 is accepted. It means that the data is homogeny.

The result from this research based on the problem statement there are two, those are;

- a. Based on the result of hypothesis testing, Alternative Hypothesis (H_a) is accepted and based on the analysed output of Pearson formula in SPSS is have significant score (Sig) are 0.24 and 1.000. Because score $\text{Sig} \leq 0.05$ so the independent variable effect on dependent variable. So there is correlation between Reading and speaking skill in the first grade in SMA Ibrahimy Sukorejo.
- b. Based on Pearson formula in SPSS 22, the large correlation can look at the significant score those are Sig 0.24 at two-tailed and 1.000 at one-tailed. It means reading and speaking skill on students' English learning as foreign language have low correlation at two-tailed but have very big correlation at one-tailed.

5. Conclusion

Based on the research findings and discussions in the previous chapter, the researcher conclude as following:

Reading and speaking skills on students' English learning as foreign language at the first grade of socio 4 in SMA Ibrahimy Sukorejo based on the result of hypothesis testing, Alternative Hypothesis (H_a) is accepted and based on the analyze output of Pearson formula in SPSS is have significant score (Sig) are 0.24 and 1.000. Because score $\text{Sig} \leq 0.05$ so the independent variable effect on dependent variable. It's means there is correlation between reading and speaking skills on students' English learning as foreign language at the first grade of socio 4 in SMA Ibrahimy Sukorejo.

Based on the Pearson formula in SPSS 22, the large correlation can look at the significant score those are Sig 0.24 at two-tailed and 1.000 at one-tailed. It means reading and speaking skill on students' English learning as foreign language have low correlation at two-tailed but have very big correlation at one-tailed.

This research, however does not interpret whole problem faced by the students and it's only available for the first grade of socio 4 in SMA Ibrahimy Sukorejo..

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