

THE CORRELATION BETWEEN READING COMPREHENSION AND SPEAKING SKILL OF EIGHT GRADE AT SMP ISLAM MA'ARIF 02 MALANG

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Abstract

Reading, in essence, is the ability to comprehend the meanings conveyed by words and sentences within a text. Reading can enhance speaking English because reading contains vocabulary. Mastering reading comprehension is a vital skill that students must acquire. To create meaning, it entails combining information from a passage with previously learned material. Speaking is categorized as a skill that involves productivity, encompassing more than the simple act of uttering words or sounds, it's a way of communicating with others and expressing how they feel. This employs was a quantitative research design. This study focused on students from SMP Islam Ma'arif 02 Malang, specifically targeting class eight C, comprising 32 students per class. The overall population included 15 female students and 17 male students. The researcher utilized a test to gather research data, employing two distinct types of tests to assess students' reading comprehension and speaking skills. The researcher administered a reading test, which comprised 14 multiple-choice questions. The researcher called each student, and the researcher asked each student to come forward to retell the text in their own language and the speaking score is taken by 3 people. For the data analysis, SPSS 16's Pearson product-moment formula was employed. Speaking abilities and reading comprehension have a correlation coefficient (r) 0.142 with a 0.439 p-value. The correlation coefficient (r) is 0.142, falling within the 0.00-0.20 range, indicating a very low correlation. Additionally, the p-value is 0.439, surpassing the 0.05 threshold, there is no significant correlation between reading comprehension and speaking skills. Teachers have the ability to instruct students in reading comprehension and speaking skills using a positive approach, by attracting students' attention to learn more about reading comprehension and speaking skills.

Keyword: Reading, reading comprehension, speaking skill

INTRODUCTION

Acquiring the skill of reading is essential for students in their academic journey as it enables them to understand various types of materials and enhances their overall learning performance. Through reading, students gain access to information and ideas necessary for their knowledge. Additionally, it allows them to identify gaps in their understanding. Mastering the skill of reading is vital for students to excel in English, since, along with

listening, it is a receptive talent. It is stated by Harmer (2001: 199), receptive skills involve extracting meaning from the discourse one sees or hears. The clearer the understanding of the text, the more students can learn from it. Reading stands out as a pivotal activity in any class, facilitating the expansion and reinforcement of students' knowledge and ideas while serving as a rich source of information. Reading is a vital skill that individuals aspiring to learn English must adeptly master, alongside writing, listening, and speaking skills. According to Sulistyo (2011), reading serves as the means to comprehend the meaning and messages conveyed in written or printed text.

Throughout this information processing, readers employ strategies to make sense of the material, use themes to arrange ideas, and use textual clues to understand phrases they're not familiar with. According to Laddoo (2007), reading constantly stimulates the reader's brain, enhancing intelligence and mental clarity. Readers must engage with texts and attempt to interpret what they read. To maximize their comprehension of assigned materials, students should cultivate the skills of critical and analytical reading. The underlying concept is that, when engaging with a text, individuals aim to discern its purpose and meaning (Mustofa et al., 2020).

Reading, in essence, is the ability to comprehend the meanings conveyed by words and sentences within a text. Reading can enhance speaking English because reading contains vocabulary. Harmwr in Fauziati (2015) argues that in order to create a strong model of English writing in the form of arrangements and paragraphs, readings should always contain a wide variety of pronunciations of vocabulary and syntax. Reading is one of the most crucial language learning skills, with the acquisition progressing effectively when individuals engage with compelling written material. Possessing the skill of reading is fundamental for individuals. It can increase vocabulary and knowledge (Mustofa et al., 2021). Reading serves as a gateway to the world, providing individuals with a wealth of knowledge and information that extends beyond the contents of books, magazines, newspapers, and various other sources. (Wahyudi et al., 2020).

Mastering reading comprehension is a vital skill that students must acquire. To create meaning, it entails combining information from a passage with previously learned material. Furthermore, readers' grasp of an idea, its interpretation in light of their needs and goals, and its understanding in relation to their background can all be considered cognitive processes involved in reading comprehension (Khoriyah, 2010). According to Westwood (2008:32), reading comprehension is an active mental process where readers consciously generate meaning to comprehend ideas and facts presented in the text at a deeper level. The complexity of reading comprehension involves readers actively extracting meaning from the text. Reading comprehension, which is closely tied to comprehending the material being read, is the primary objective of the reading process. Reading comprehension serves as an interactive step in communication, where the reader engages with the text based on their background knowledge (Wahyudi et al., 2019).

According to Mc. Neil (1992), reading comprehension entails extracting information from context and synthesizing various elements to create a cohesive whole. It involves leveraging existing knowledge to interpret a text and construct meaning, serving as a crucial component of the reading process. Understanding is one of the most complex human traits and abilities since it is an internal process that is difficult to describe as a process even if it is readily apparent (Mustofa et al., 2020).

Speaking is crucial for development. Learners can only form short, uncomplicated phrases since they have grasped the basics of speaking. Speaking enables students to express their ideas and knowledge, facilitating communication with others, as it serves as a fundamental tool for interpersonal interaction. (Mustofa et al., 2019). Speaking is an English skill that plays an important role. Speaking drives people to achieve the goal of communication, expressing their thoughts, feelings, perspectives and wishes Torky (2006:13). White as a verb (to speak) is to utter a verbal tact or sound in the usual voice, to use or exercise the ability to speak, to communicate orally, or to refer to a way of speaking with someone about various subjects, to chat, as "they speak four hours on the phone (Mustofa et al., 2020).

Speaking classes are also important as there are many students who want to study English so that they can use it for communication purposes. According to Fauzi (2017), the gradual development of active speaking skills is closely linked to the accuracy and effectiveness of listening skills. Speaking to convey our ideas, opinions or messages orally. In daily life, speaking skills are always put to use. Effective communication relies on various skills, and the ability to speak is crucial for successful communication. (Mustofa et al., 2021). The ability to speak is being able to manage sentences and information to communicate to others. Since speech is the primary means of human communication, most people consider speaking to be equivalent to knowing a language (Mustofa et al., 2020).

It is essential for student to learn how to talk in English, as English plays a vital role in effective communication. Speaking English is difficult for students as it requires the ability to understand when the correct and appropriate words are used. Therefore, the students are reluctant to practice speaking (Mustofa et al., 2021). In a sense, students need more practice to acquire effective speaking skills, and some factors that can support fluency. Speaking is a crucial English communication ability for interpersonal interactions. The functions of speaking include conveying knowledge or concepts from the speaker to the audience (Wahyudi et al., 2021). Speaking is one of the professions we cherish most. We spend hours a day chatting, telling stories, teaching, arguing, and of course talking to ourselves (Mustofa et al., 2020).

Previous research has addressed the topics of reading comprehension and speaking skills. One notable study conducted by Uswatun and Safriyani (2021), comprised 35 pupils from a Surabaya vocational high school. A test was used in the study as a tool to

evaluate the pupils. The results showed a strong correlation—0.61, in fact—between speaking abilities and reading comprehension, suggesting a noteworthy relationship. The second study was carried out by Taslim, et al (2019). The focus of the research was student eleventh grade of SMAN 6 Sidrap. The instrument used quantitative method in this study were test vocabulary and interview. The result in the research that has been done, gives results $r\text{-value } 0.532 > r\text{ table } 5\% \text{ and } 1\%$ which means it is at a significant level or $0.349 < 0.532 < 0.449$.

The last research was conducted by Rahayu and Lesvia (2019). Thirty students from SMAN 1 Rewarmerta Karawang's tenth grade participated in this study. The students took a speaking and reading test, which was used by the researcher as the study's instrument. The findings of the study that were done showed a result of 0.978 which is (perfect correlation).

In previous research, reading comprehension and speaking skills were focused on all students and have shown positive results. Based on previous explanations and researcher, research on how speaking skill and reading comprehension relate to one another Among Eighth-grade Students at SMP Islam Ma'arif 02 Malang.

METHOD

This employs was a quantitative correlation research design, focusing on quantitative research methods because it uses statistical measurement for analyzing and define the correlation between two or more variable. As Creswell (2012) mentioned that "Quantitative research involved a systematic approach to gathering, evaluating, interpreting, and documenting study results. This study focused on students from SMP Islam Ma'arif 02 Malang, specifically targeting class eight C, comprising 32 students per class. The overall population included 15 female students and 17 male students.

Therefore, researchers took tests from students' worksheets on material that was in accordance with what was taught by the school. The test were taken from students worksheet book of Junior High School. This test includes 14 multiple-choice questions. In addition, to evaluate speaking skill, researchers also provide texts suitable to students' exercises provided and taught by the school. The researcher gives the text to the students and guides them to remember and understand the text. The text was obtained from junior high school students' worksheet books. Then calls each student to the front to retell the text in their own language.

Researcher gave reading comprehension tests to students. Researcher gave 14 multiple-choice questions in this test. Students must demonstrate the ability to answer questions and select suitable responses. Researchers give students oral tests, which means the researcher gives a text to students so that they can remember and understand the content of the text. The text was obtained from junior high school students' worksheet books. Then, the researcher called each students one by one to come forward and narrate the text in their own language. The researchers measured students' speaking skills by

looking at 4 aspects, namely fluency, pronunciation, vocabulary, and grammar with each aspect having a score from 1 to 5.

First, the researcher gave a valid test were taken from students worksheet books of junior high school. The researcher administered a reading test, which comprised 14 multiple-choice questions, and students answered these questions to assess their reading comprehension. secondly, the researcher aims to determine the students' speaking skills, the researcher gives the text to the students so that the students can remember and understand the text, and the researcher calls the students one by one to come forward and retell it in their own language and the speaking score is taken by 3 people with aspects predetermined assessment.

Subsequently, the researchers conducted statistical analysis on the collected data. Statistics involves gathering, arranging, summarizing, and scrutinizing data to derive conclusions or address inquiries (Sullivan, 2008:3). The researcher used "SPSS version 16, a robust tool" for data analysis capable of handling intricate statistical procedures" as described by Pallant (2007: 1).

RESULT AND DISCUSSION

Result

Researcher analyzed and explained the data from the previous part. Therefore the result were obtained to answer the statement of the problem and hypothesis which stated in chapter I. For the data analysis, SPSS 16' Pearson product-moment formula was employed. The findings of the study will demonstrate the relationship between reading comprehension and speaking skill.

The researcher gave 14 multiple-choice questions and it was hoped that students could answer correctly and accurately, then the researcher tested the students' speaking skills orally by giving the text to the students and it was hoped that the students could remember and understand the contents of the text, then the researcher called the students one by one to come forward front and retell it in their own language. and the speaking score is taken by 3 people with aspects predetermined assessment.

This approach allowed for the systematic calculation of the mean and used Pearson product-moment method to find the correlation between these two variables. Following the data collection process, the descriptive results are presented in the table below, which was conducted using SPSS 16 statistical software.

Table 4.2
Descriptive Statistic

		Statistics	
		Reading Comprehension	Speaking Skill
N	Valid	32	32
	Missing	0	0
Mean		47.41	67.25
Std. Deviation		20.093	11.444
Minimum		14	48
Maximum		92	92

There were 32 (N=32) samples in the research. The reading comprehension test exhibits a range of scores, with the lowest recorded at 14 and the highest at 92. The standard deviation, at 20.093, indicates the variability of scores around the average, which is 47.41 for the reading comprehension exam. On the reading comprehension test, there were 16 students with above-average scores and 16 students with below-average marks. In the meantime, the student with the highest speaking skill score 92 and the student with the lowest speaking skill score 48 are shown in the above table.

Correlations

		Reading Comprehension	Speaking Skill
Reading Comprehension	Pearson Correlation	1	.142
	Sig. (2-tailed)		.439
	N	32	32

Speaking Skill	Pearson Correlation	.142	1	T
	Sig. (2-tailed)	.439		o
	N	32	32	investi
				gate
				the

connection between these two variables, namely students' reading comprehension and speaking skills, the researchers initiated the computation and analysis of data from the respective tests using the SPSS 16 Pearson product-moment method. Subsequent to the processing and analysis of data, the researchers generated the following outcomes, presented in the table below:

Table 4.3
Correlation

N=32 is the number of samples mentioned. Reading comprehension and speaking skill have a 0.142 with a 0.439 p-value. This it is clear that eight grad students at SMP Islam Ma'arif 02 Malang's reading comprehension and speaking skill do not significantly correlate. Considering how high or low these two variables that yields a correlation result of 0.142, it is essential to delve into the interpretation of the significance level acquired from Mistar (2013:24).

Tabel 4.4
Interpretation Level of Correlation

Product Moment (r)	Interpretation
0.80-1.00	Very high
0.60-0.80	High
0.40-0.60	Moderate
0.20-0.40	Low
0.00-0.20	Very low

(Source: Mistar, 2013:24)

It is possible to conclude that there is either no link at all or an extremely weak correlation obtained from the interpretation table above.

Hypothesis Testing

This study was conducted to determine whether reading comprehension is correlated with speaking skill. To achieve the study goal, the author poses the following research question: "Is any correlation between reading comprehension and speaking skills among eighth-grade students at SMP Islam Ma'arif 02 Malang?"

The following theories are thus what the researchers attempt to formulate:

- a. If the p-value >0.05 , (H_a) is accepted, and (H_o) is rejected.
- b. If the p-value <0.05 , (H_a) is rejected, and (H_o) is accepted.

A p-value of 0.439, which is greater than 0.05, is shown in Table 4.3 above as a consequence of the data analysis and computation. (H_o) is therefore assumed to be true, and the (H_a) to be rejected. This suggests that eighth-grade students at SMP Islam Ma'arif 02 Malang do not significantly correlate their speaking skill with their reading comprehension.

Discussion

Reading comprehension holds significance for students as it aids in comprehending the significance and essence of the stories they read. Reading comprehension can also help students improve their speaking skills. In the reading comprehension section, students can practice speaking by reading vocabulary or sentences in the text. On the other hand, some researchers believe that speaking skills can enhance students' speaking productivity, convey their intentions so that others can understand them, and turn speaking skills into a forum for good communication with other people.

Considering the research inquiries and the SPSS 16 data analysis, the results suggest that there isn't a meaningful connection. There were 32 ($N=32$) samples in the research. The reading comprehension test exhibits a range of scores, with the lowest recorded at 14 and the highest at 92. The standard deviation, at 20.093, indicates the variability of scores around the average, which is 47.41 for the reading comprehension exam. On the reading comprehension test, there were 16 students with above-average scores and 16 students with below-average marks.

In the meantime, the student with the highest speaking skill score 92 and the student with the lowest speaking skill score 48 are shown in the above table. The speaking skill test has an average score of 67.25 and a standard deviation of 11.444. 18 students had speaking skill test results above average, while 14 students had test results below average.

Following this, the correlation results in SPSS 16 are expressed through the correlation coefficient (r). The significance of the outcome is reflected in the p-value (p),

and the sample size is denoted as $N = 32$. The correlation coefficient (r) is 0.142, falling within the 0.00-0.20 range, indicating an extremely weak or negligible correlation. Additionally, the p -value is 0.439, surpassing the 0.05 threshold. The research findings highlight an absence of a significant correlation. This is emphasized by the contrast between high reading comprehension scores and low student speaking scores in vocabulary, grammar, and comprehension. Consequently, it can be concluded that reading comprehension shows an extremely weak correlation with students' speaking ability and lacks a noticeable impact. To summarize, there is no significant correlation between reading comprehension and speaking skills.

The above-mentioned results suggest a limited correlation between the reading comprehension and speaking proficiency of eighth-grade students at SMP Islam Ma'arif 02 Malang. Earlier research has identified a robust and significant correlation. For instance, in the study conducted by Siti and Rizka (2021), the focus was on understanding how reading comprehension contributes to students' speaking ability. Their findings demonstrated a notably positive correlation registering a substantial value of 0.61 with a significance level below 0.05 or 0.01 (0.000). Therefore, it can be deduced that a meaningful positive correlation. The results above show that both reading comprehension and speaking lead in a positive direction, meaning that high reading comprehension scores lead to high speaking scores.

CONCLUSION AND SUGGESTION

In summary, the research aimed to examine the connection between the reading comprehension and speaking skills of eighth-grade students at SMP Islam Ma'arif 02 Malang. Data for the study were gathered using reading comprehension and speaking assessments, and SPSS 16 statistical software and the Pearson product-moment formula were used to analyze the results. The study included 32 student participants (Class C), the reading comprehension test scores ranged from 14 (lowest) and 92 (highest) with an average score of 47.41. Out of the 32 students, 16 students scored above the average and 16 students scored below the average. Speaking skill test scores ranged from 48 (lowest) and 92 (highest) with an average score of 67.25.

Among 18 students had scored above the average and 14 students had scored below the average. The Pearson product-moment formula was utilized by the investigator to evaluate the correlation between speaking abilities and reading comprehension. A correlation coefficient of 0.142 and a p -value of 0.439 were found during the analysis. Among 18 students had scored above the average and 14 students had scored below the average. The Pearson product-moment formula was utilized by the investigator to evaluate the correlation between speaking abilities and reading comprehension. A correlation coefficient of 0.142 and a p -value of 0.439 were found during the analysis. According to the findings, eighth-grade students at SMP Islam Ma'arif 02 Malang have very little or no association between their speaking skill and reading comprehension. The correlation coefficient of 0.142 suggests a lack of strong connection between these two variables. The

obtained significance level from the analysis indicates there exists a mild correlation between reading comprehension and speaking skill.

Teachers have the ability to instruct students in reading comprehension and speaking skills using a positive approach, by attracting students' attention to learn more about reading comprehension and speaking skills. SMP Islam Ma'arif 02 Malang students should pay more attention and focus on reading comprehension and speaking skills to improve their thinking ability in reading comprehension and pronouncing each word in speech. Future research can focus more on issues or research problems regarding reading and speaking and researchers can focus more and explore the problems that occur in students' reading and speaking learning and get even better results.

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