

**THE CORRELATION BETWEEN LISTENING ACHIEVEMENT AND
SPEAKING ACHIEVEMENT OF ENGLISH DEPARTMENT STUDENTS IN
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY**

A THESIS



Christine Angela

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY**

2020

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SPEAKING ACHIEVEMENT OF ENGLISH DEPARTMENT STUDENTS IN
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY**

A THESIS

Presented to Faculty of Teacher Training and Education
Widya Mandala Surabaya Catholic University
in partial fulfillment of the requirement for the Degree of
Sarjana Pendidikan in Teaching English as a Foreign Language



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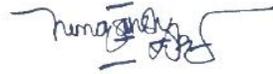


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Surabaya, 12 June 2020

Christine Angela

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ABSTRACT

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In Indonesia, in any level of education, English is taught as a foreign language. The English language is one of the tools for communication. However, mastering the English language needs to be practiced. The four language skills are reading, writing, speaking, and listening. In this study, listening and speaking skills are emphasized. Learners have difficulties in speaking performance due to the low mastery in listening skill. The study was aimed to find out whether there is a positive correlation between listening achievement and speaking achievement of English Department students of Widya Mandala Surabaya Catholic University in the academic year of 2016-2017. The number of learners participated in this study is forty. The learners were selected based on the following criteria: (1) had passed Listening A, Listening B, and Listening C; (2) had passed Speaking A, Speaking B, and Speaking C in the second to fourth semester. The data were collected from the Head of English Department of Widya Mandala Surabaya Catholic University. They were in the form of scores. The calculation of the data used the Pearson Product Moment formula. Based on the analysis, it is known that the correlation between listening achievement and speaking achievement is 0,90; 0,94; and 0,95. That means that H_0 is rejected and H_a is accepted. As a result, it can be concluded that there is a very high positive correlation between listening achievement and speaking achievement. The results show that learners who have high mastery in listening skill also have high mastery in speaking skill.

References: 1 book + 15 journals + 6 thesis/dissertations