

The Influence of Reading and Listening Skills on the Speaking Ability of Students of the Indonesian Language and Literature Education Study Program at STKIP Mutiara Banten

Arifin Sitio¹, Rivaldo Siregar²

^{1,2}STKIP Mutiara Banten

Received: 5 Juni 2022
Revised: 10 Juni 2022
Accepted: 13 Juni 2022

Abstract

This study aims to determine the effect of reading and listening skills on the speaking ability of students of the Indonesian Language and Literature Education Study Program at STKIP Mutiara Banten. In this study, data collection was carried out through a survey method by distributing questionnaires to respondents in the STKIP Mutiara Banten environment. The number of samples taken in this study were 60 people. The sampling technique used in this research is non-probability sampling. The method of data analysis used multiple regression analysis with the help of SPSS 24.0. The results of data processing indicate that the variables of reading and listening skills on the speaking ability of students of the Indonesian Language and Literature Education Study Program at STKIP Mutiara Banten. The test parameter for the effect of reading skills on speaking skills shows a significant table value of 0.620 greater r table 0.005, the effect of listening skills on speaking skills shows a significant table value of 0.646 greater r table 0.005, and the effect of reading and listening skills together shows a significant table value of 0.837, which is significantly greater than r table of 0.005.

Keywords:

Quality of services, people, processes and physical evidence, service purchasing decisions

(*) Corresponding Author: arifinsitio@stkipmutiarabanten.ac.id, Rivaldosiregar@gmail.com

How to Cite: Sitio, A., & Siregar, R. (2022). The Influence of Reading and Listening Skills on the Speaking Ability of Students of the Indonesian Language and Literature Education Study Program at STKIP Mutiara Banten. *International Journal of Education, Information Technology, and Others*, 5(4), 123-133. <https://doi.org/10.5281/zenodo.6983942>

INTRODUCTION

In essence, learning a language is learning to communicate. Therefore, learning Indonesian Language and Literature is directed at improving students' ability to communicate in Indonesian both orally and in writing. Language learning in addition to improving thinking and reasoning skills can also broaden horizons. Students are not only expected to be able to understand the information conveyed directly or indirectly but also to understand the information conveyed covertly or indirectly.

In language learning there are four kinds of skills, namely reading skills, writing skills, listening skills and speaking skills. Reading skills get a lot of attention. This is evidenced by several research results that lead to reading skills.

According to Elisa et al., (2022: 46) Education is one of the factors that determine the progress of a nation, basically every human being experiences an educational process in his life. Humans view education as an obligation that must be taken, not as a necessity and in the end educational activities only become a routine. (Elisa et al., 2022: 46).

The low reading skills of students are influenced by several factors including lack of understanding of the word itself, lack of reading, so that the skills possessed by students are still very lacking in reading. Meanwhile, learning Indonesian Language and Literature cannot be separated from listening skills, strengthened by the presence of eyes listening lecture. The facts obtained in the field, students still have problems in listening. Therefore, listening skill is one of the skills that must be mastered by students.

The low listening skill of students is influenced by several factors including lack of sympathy, boredom or boredom and lack of attention in listening. Based on the description above, listening skill is not an easy skill. The ability to speak is a measure of success in learning Indonesian Language and Literature. The success of students in re-explaining the material properly and correctly.

In accordance with the background of the research conducted by the author, the authors determined the location of the research, namely STKIP Mutiara Banten. This is done by the author on the grounds that in that area there are problems with reading skills and listening skills that require problem solving. Besides that, research is also a place where the author gains knowledge. An effort to deal with this problem is to conduct accurate testing through research activities on language skills that have been stated in the background of the problem. This research is then presented in the form of a thesis with the title "**The Effect of Reading and Listening Skills on the Speaking Ability of Students of the Indonesian Language and Literature Education Study Program at STKIP Mutiara Banten**".

This study aims to determine the effect of reading and listening skills on the speaking ability of students of the Indonesian Language and Literature Education Study Program at STKIP Mutiara Banten. The research question (questionnaire) itself is in the form of questions to find out (1) the effect of reading skills on the speaking ability of students of the Indonesian Language and Literature Education Study Program, (2) The effect of listening skills on the speaking skills of students of the Indonesian Language and Literature Education Study Program, and (3) The effect of reading and listening skills together on the speaking ability of students of the Indonesian Language and Literature Education Study Program.

This study itself has limitations, namely: (1) only 2 independent variables and 1 dependent variable were studied, (2) the research location was only conducted on the STKIP Mutiara Banten campus, (3) the research was carried out only one time, not periodically. While the benefits of this research are (1) it is expected to make a meaningful contribution to the development of science and this research can provide input in the scientific field at STKIP Mutiara Banten, (2) it is expected to be useful as input and policy considerations and can provide benefits for STKIP Mutiara Banten , (3) this research is expected to be a reference material as well as complementary data for information needed for research related to the effect of reading and listening skills on speaking skills.

STUDY OF THEORY, FRAMEWORK OF THOUGHT AND HYPOTHESES

Theoretical review

Understanding Reading (X₁) According to Mr. Jules in Mr. Sandjaja (2005) reading is a process to be able to recognize words and integrate them into word meanings and into sentences and reading structures. Meanwhile, according to Mr. Keraf. Gorys reading is a process that contains physical and mental components. Along these lines, it can also be translated as a methodology giving importance to visual images. According to Mr. Kolker reading is a communication process between readers and writers using written language. In contrast to Mr. Kolker, according to Mr. Smith in Mr. Ginting (2005) reading is a process that builds an understanding of the written text (text).

Understanding Listening (X₂) According to HG Tarigan listening is a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture the content or message and understand the meaning of communication that has been conveyed by the speaker through speech or language. oral. According to Anderson, listening is a major process of listening, enjoying and interpreting verbal symbols. In contrast to Anderson, Russell and Russell 1959 define that listening means listening with full understanding and attention and appreciation.

Understanding Speaking (Y) According to Henry Guntur Tarigan (1983:15) in his book *Speaking as a Language Skill* suggests that speaking is the ability to pronounce articulation sounds or words to express, say and express thoughts, ideas and feelings. According to Sr. Maria Assumpta Rumanti OSF (2002:159) in her book *Basics of Public Relations Theory and Practice* suggests that speaking is the delivery of information that is done orally through the utterance of words or sentences. According to Subhayni, in his book *Speaking Skills*, he argues that speaking is the human ability to make sounds and express opinions from his mind (Indonesian Wikipedia).

Thinking Framework

1. There is a positive influence between reading skills on students' speaking skills . If reading skills increase, speaking skills will increase and vice versa if reading skills decrease, speaking skills will decrease, therefore, to improve speaking skills, reading skills must be improved.
2. There is a positive influence between listening skills on students' speaking skills . If listening skills increase then speaking skills will increase and vice versa if listening skills decrease then speaking skills decrease, therefore to improve speaking skills listening skills must be improved.
3. There is a positive influence between reading and listening skills on students' speaking skills . Based on the explanation above, it can be concluded that if reading and listening skills increase, it will affect students' speaking skills.

Based on the supporting theories and problem formulations that have been stated above, below is a framework that serves to guide and reflect the flow of thinking which is the basis for the formulation of hypotheses.

Research Hypothesis:

1. H₀ it is suspected that there is no effect of reading skills on the speaking ability of STKIP Mutiara Banten students
It is suspected that there is an influence of reading skills on the speaking ability of STKIP Mutiara Banten students

2. H₀ it is suspected that there is no effect of listening skills on the speaking ability of STKIP Mutiara Banten students
It is suspected that there is an influence of listening skills on the speaking ability of STKIP Mutiara Banten students
3. H₀ it is suspected that there is no effect of reading and listening skills together on the speaking ability of STKIP Mutiara Banten students
It is suspected that there is an influence of reading and listening skills together on the speaking ability of STKIP Mutiara Banten students

RESEARCH METHODS

Types of research

The research design used by the author in this study is a conclusive research, causal research type. In addition, this research method is a quantitative method using a survey method. According to Kuncoro (2003) Conclusive research or Confirmatory Research is research that aims to test or to prove something and assist researchers in choosing the next specific course of action. According to Malhotra (2009) conclusive research is more formal and structured when compared to exploratory research. This study was based on a large representative sample, and the resulting data were analyzed quantitatively. The findings of this study are considered as conclusions and become input for management decision making.

Causal research is research that is used to obtain evidence of a causal relationship (Malhotra, 2009). Causality means something very different to a layman compared to a scientist. A statement like X causes Y to have a different meaning to a layman from a scientist. The scientific meaning of causality is more in line with marketing research than its everyday meaning. The marketing effect is caused by multiple variables and the relationship between cause and effect tends to be probabilistic. Moreover, we can never prove causality (i.e. show evidence conclusively), but we can only infer a causal relationship. In other words, it is possible that a true causal relationship, if it exists, may not be identified (Malhotra, 2009).

In addition, the survey method is defined by Kerlinger in Sugiyono (2014) as research conducted on large or small populations, but the data studied are samples from that population, to find relative events, distributions, and relationships between sociological variables. as well as psychological.

This study is a study to determine the effect of one or more independent variables (independent variables) on the dependent variable (dependent variable) by requiring hypothesis testing with statistical tests. In this case, to determine the effect of part of the marketing mix on customer satisfaction of coal mining services by statistical testing to determine whether .

Operational definition

In using this research method, the authors limit the scope of the study to only 5 variables. The five variables below are a theoretical synthesis made by the author based on the theory that is evaluated and deemed appropriate, namely:

Variable X₁ : reading skills which have dimensions in the form of: factors that affect reading skills.

Variable X₂ : listening skills which have dimensions in the form of factors that affect listening skills.

Variable Y : speaking ability which has dimensions in the form of factors that affect speaking ability.

This research was conducted at STKIP Mutiara Banten.

Research Instruments

The research instrument is derived from the operational definition of each variable. The operational definition consists of the concepts of variables, dimensions and indicators. From the operational definition, the research instrument is derived as shown in the table below.

Reading Skills Instrument Grid

VARIABLE	DIMENSIONS	INDICATOR
Skills Read	Influencing factors Skills read	<ol style="list-style-type: none"> 1. Understanding words, sentences and paragraphs 2. Movement eye 3. Written words (writing) 4. Perceiving and understanding information with use information in reading writing.

Listening Skills Instrument Grid

VARIABLE	DIMENSIONS	INDICATOR
Skills Listening	Influencing factors Skills listening	<ol style="list-style-type: none"> 1. Get and identify fact 2. Evaluate fact 3. Analyze fact 4. Get inspiration 5. Entertain self 6. Increase ability speak

Speech Skills Instrument Grid

VARIABLE	DIMENSIONS	INDICATOR
Ability Speak	Influencing factors ability speak	<ol style="list-style-type: none"> 1. Smoothness speak 2. Accuracy of word choice (diction) 3. Structure sentence 4. Logic or reasoning 5. Communicative/contact eye

Validity test

Validity test means showing the extent to which the measuring instrument can measure what is being measured (Umar, 2003:179). This test serves to show the level of ability of the measuring instrument in order to provide what is the main target of the measuring instrument.

Reliability Test

Reliability testing is related to the existence of trust in the test tool (instrument). An instrument can have a high level of confidence if the results of the test/instrument test show consistent results. Thus, the problem of test/instrument

reliability is related to the problem of determining results or changes in test/instrument results, but these changes are considered insignificant.

Population and sample

Population is a collection of all elements that are similar but can be distinguished from one another (Supranta, 1992:15). While the sample according to Supranta (1992:15) is part of the population. In this case, the selected population is all students at STKIP Mutiara Banten. Assuming students of the Indonesian Language and Literature Education Study Program have sufficient experience to carry out research.

The sampling method is non-probability sampling. To calculate the sample size of a population, it is done using the Slovin calculation (Husein Umar, 1998: 108) with the formula:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = Sample size

N = Population size

e = Percentage of inaccuracy due to errors due to sampling errors that are still tolerable (10%) is known to be 150 students, so the number of samples that can be used in research is in accordance with the above formula, namely:

So the sample size that can be used in the study is 60 respondents.

Sampling Technique

Sampling method used by the researcher is a non-probability method. According to Malhotra (2009:372) this method relies on the researcher's personal judgment rather than the opportunity to select sample elements. Researchers can arbitrarily or consciously decide what elements to include in the sample. Non-probability samples can yield good estimates of population characteristics. According to Sugiyono (2014: 154) this non-probability sampling method is a sampling that not all members get the same opportunity/opportunity for each element or member of the population.

Data Types and Sources

The data used in this study are primary data and secondary data. Data

Primary data is data created by researchers for the specific purpose of solving research problems (Malhotra, 2005). Primary data in this study is data obtained directly using questionnaires to respondents/consumers as a source of information.

Secondary data is data that has been collected for purposes other than solving the problem at hand (Malhotra, 2005). Secondary data used in this research is data obtained from literature, literature studies and other sources as supporting information for this research.

Data analysis technique

Descriptive Statistical Analysis

Descriptive statistics is a part of statistics that studies the tools, techniques, or procedures used to describe or describe a collection of data or the results of observations that have been made. These activities include data collection activities, grouping data, determining statistical values and functions, as well as making

graphs, diagrams and pictures. The descriptive analysis used is the Mean, Median and Mode.

Multiple Regression Test

This research uses data processing using Multiple Regression Analysis . According to Hair, et al (2010), Multiple regression analysis is a general statistical technique used to analyze the relationship between one dependent variable and several independent variables. The assumptions of this multiple regression analysis include: the relationship between the variables is linear and the distribution is normal. The equation for multiple regression or multiple regression analysis is as follows:

$$Y = b_1 X_1 + b_2 X_2 + \dots + b_n X_n + c + e$$

Information :

Y = the variable you want to predict

b = regression coefficient

c = constant

e = residual error

RESULTS AND DISCUSSION

Descriptive Statistical Analysis

Test Statistics t

This t statistic test is used to determine whether there is a partial influence between service quality, people, processes and physical evidence on purchasing decisions. In this test, if $t_{count} > t_{table}$, then this means that there is a statistically significant effect between the independent variables on the dependent variable. With the provision that if $t_{count} > t_{table}$ and the significance value is < 0.05 ($\alpha = 5\%$), it is said that the independent variable partially has a significant effect on the dependent variable. The following are the results of the t-test from the results of data processing as follows:

Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	41.230	4.025		10.244
	Keterampilan Membaca	.056	.112	.065	.499

a. Dependent Variable: Kemampuan Berbicara

Hypothesis 1 Ha is suspected to have a positive influence on reading skills on students' speaking abilities. With the regression equation: $y = 41.230 + 0.56x$. This means that every addition or improvement of reading skills on students' speaking skills is in the same direction on the constant.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	41.798	5.577		7.494	.000
	Menyimak	.071	.153	.060	.461	.646

a. Dependent Variable: Kemampuan Berbicara

Hypothesis 2 Ha is suspected that there is a positive effect of listening skills on students' speaking skills. With the regression equation: $y = 41.798 + 0.71x$. This means that every addition or improvement of listening skills on students' speaking skills in the same direction on the constant.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	42.779	6.177		6.926
	Keterampilan Membaca	.045	.117	.053	.382
	Menyimak	.053	.161	.046	.332

a. Dependent Variable: Kemampuan Berbicara

Hypothesis 3 Ha is suspected that there is a positive effect of reading and listening skills on students' speaking skills. With the regression equation: $y = 42.779 + 0.45x + 0.53z$. This means that every addition or improvement of reading and listening skills on students' speaking skills in the same direction on the constant.

F Uji test

The F test is used to determine the simultaneous (together) effect of the independent variables on the dependent variable, the F test is used. With the provision that if $F_{count} > F_{table}$ and the significance value is < 0.05 ($\alpha = 5\%$), then the independent variables simultaneously have a significant effect on dependent variable. The following are the results of the F Test from the results of data processing:

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.947	1	2.947	.249	.620 ^b
	Residual	685.787	58	11.824		
	Total	688.733	59			

a. Dependent Variable: Kemampuan Berbicara

b. Predictors: (Constant), Keterampilan Membaca

From the results of the t test, it is explained that the regression equation $y = 0.249x + 42.779$ can be used as an estimator. And from the table above, there is a table that is significantly greater than 0.620 r table 0.005 .

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.517	1	2.517	.213	.646 ^b
	Residual	686.216	58	11.831		
	Total	688.733	59			

a. Dependent Variable: Kemampuan Berbicara

b. Predictors: (Constant), Menyimak

From the results of the t test, it is clear that the regression equation $y = 0.213$ can be used as an estimator. And from the table above, there is a table that is significantly greater than 0.837 r table 0.005.

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.274	2	2.137	.178	.837 ^b
	Residual	684.459	57	12.008		
	Total	688.733	59			

a. Dependent Variable: Kemampuan Berbicara
b. Predictors: (Constant), Menyimak, Keterampilan Membaca

From the results of the t test, it is explained that the regression equation $y = 0.178$ can be used as an estimator. And from the table above, there is a table that is significantly greater than 0.837 r table 0.005.

Determinant coefficient (R^2)

The value of the determinant coefficient (R^2) shows the percentage of the influence of all independent variables on the dependent variable, either partially or simultaneously.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.065 ^a	.004	.013	3.439

a. Predictors: (Constant), Keterampilan Membaca

From the results of the calculation of the coefficient of the determinant Adjusted R Square = 0.13×100 . This means that the effect of reading skills on speaking ability is 1.3% , the rest is influenced by other factors that are not explained in this study.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.060 ^a	.004	.014	3.440

a. Predictors: (Constant), Menyimak

From the results of the calculation of the coefficient of the determinant Adjusted R Square = 0.14×100 . This means that the effect of listening skills on speaking skills is 1.4% , the rest is influenced by other factors that are not explained in this study.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.079 ^a	.006	.029	3.465

a. Predictors: (Constant), Menyimak, Keterampilan Membaca

From the results of the calculation of the coefficient of the determinant Adjusted R Square = 0.29×100 . This means that the effect of listening skills on speaking skills is 2.9% , the rest is influenced by other factors that are not explained in this study.

CONCLUSION

Based on the results obtained through research on the effect of reading and listening skills on the speaking ability of students of the Indonesian Language and Literature Education study program at STKIP Mutiara Banten, it can be concluded: The average value of the questionnaire respondents' responses to the variables studied was found to be above 4 This shows that the respondents have good reading and listening skills as well as at STKIP Mutiara Banten.

From the results of the t test can be:

The reading skill variable has a significant effect by having a significant value with the regression equation: $y = 41.230 + 0.56x$. This means that every addition or improvement of reading skills on students' speaking skills is in the same direction on the constant.

The listening skill variable has a significant effect by having a significant value with the regression equation: $y = 41.798 + 0.71x$. This means that every addition or improvement of listening skills on students' speaking skills in the same direction on the constant.

The variable of speaking ability has a significant effect by having a significant value with the regression equation: $y = 42.779 + 0.45x + 0.53z$. This means that every addition or improvement of reading and listening skills on students' speaking skills in the same direction on the constant.

From the results of the F test can be:

Variable reading skills. From the results of the t test, it is explained that the regression equation $y = 0.249x$ can be used as an estimator. And from the table above, there is a significant table 0.620 greater than r table 0.005.

Listening skill variable. From the results of the t test, it is clear that the regression equation $y = 0.213x$ can be used as an estimator. And from the table above, there is a significant table of 0.646 which is greater than r table of 0.005.

Variable speaking ability. From the results of the t test, it is explained that the regression equation $y = 0.178x$ can be used as an estimator. And from the table above, there is a table that is significantly greater than 0.837 r table 0.005.

Suggestion

From the conclusions above, the authors can provide suggestions as follows:

1. It is hoped that in the future the reading and listening skills as well as the speaking ability of students of the Language and Literature Education Study Program will increase in the STKIP Mutiara Banten environment.
2. For readers as a reference in conducting further research on the speaking ability of students of the Indonesian Language and Literature Education Study Program. In addition, it can also provide motivation and an overview to the reader in determining the research topic.
3. For further researchers, in order to add research subjects with a larger scope.

BIBLIOGRAPHY

- Anggito, Albi, 2018. *Qualitative research methodology*. CV. Traces, Sukabumi.
- Arikunto, Suharsimi, 2002. *Research Procedure A Practical Approach*. Jakarta: PT. Asdi Mahasatya.

- Elisa Devi et al. 2022. Competency Analysis on Teacher Performance at Public Elementary Schools in Pandeglang Regency. *Mutiara Banten Education Journal*, 7(1),46.
- Gora, Radita, 2019. *Qualitative Research Public Realties* , Jakad Publishing, Surabaya
- Journal of Education "Djiwa Utama" Communication Forum for Professional Development of Educators in Surakarta. 2017.
- Journal of Education Dwija Utama: May 2018 Edition-Page 8 0 .
- Laia, Askarman, 2020. *Effective Listening* . Lutfi Gilang, Banyumas.
- Maria Sr., Assumpta Rumanti, 2005. *Fundamentals of Public Realties Theory and Practice* . Jakarta. PT. grammar
- Nurgiyantoto, Burhan. *Assessment in Language and Literature Teaching*. Yogyakarta: BPFE, 2001
- Subhyani, 2017. *Speaking Skills* . Syiah Kuala University, Banda Aceh.
- Sugiyono . 2008. *Quantitative, Qualitative, R&D Research Methods*. Bandung: Alfabeta.
- Syafril , 2019. *Education Statistics* . Jakarta: Kencana .
- Tarigan, Henry Thunder. *Main Material Listening Skills* . Jakarta: Karunika, 1986.
- Tarigan, Henry Thunder. *Listening as a Language Skill*. Bandung: Space, 1986.
- . *Speaking as a Language Skill* . Jakarta: Space, 1983.