

The Impact of Listening Comprehension on Reading Comprehension: A Correlational Research

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ABSTRACT

The aim of this research was to find out whether or not there was any correlation between students reading comprehension and students listening comprehension. The population was the tenth-grade students with the total 630 students from 14 classes at SMA N 10 Palembang. To the sample of this research, intake sampling technique was implemented. There were 90 students as a sample from class X.7 and X.8. The data were selected from students reading comprehension and students listening comprehension. In analysing the data, correlation analysis, regression analysis and normality test was used. Based on the statistical, it was found that the correlation coefficient or the R-value (0.000) with significant coefficient (p-value) was 0.422, which was higher than 0.05. It means that significant value (2-tailed) was higher than alpha value ($0.422 > 0.05$). It could be concluded that there was a significant correlation between students' reading comprehension and listening skill. Since the Pearson correlation coefficient was 0.000, it indicated that there was correlation between students' reading. Also, for the contribution of listening comprehension to reading comprehension it was only 17.8%. It means that listening comprehension has no correlateion to reading comprehension. In conclusion, the findings indicate that students who have high listening comprehension does mean that they will also have good reading comprehension. Also, reading comprehension can be used to help listening skills because listening is the ability to capture sounds, complete, speak, syntax, jargon, and obtain data.

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Introduction

Education had a critical part in developing individuals who may have a substantial impact on a country's culture, making the relationship between humans and education inextricably linked. Furthermore, high-quality education ensures that people have high expectations for the future. This illustrates that enhancing a country's human resources requires outstanding education (Montessori, 2015). In today's society, learning a language

has emerged as one of the most effective methods of providing individuals with a quality education. This is particularly true for learning English, as many countries seek proficiency in it for business purposes. Furthermore, several nations, including Indonesia, have designated English as a second official language, leading to its inclusion in the school curriculum there (Fryer et al., 2020).

Reading is one of the four key skills for learning English since it allows you to understand written materials or information on general knowledge. People can plan and analyses their cognitive processes to broaden their experiences and perspectives, as well as construct their own frameworks for reading-based creativity and inventions. Dash (2013, p. 67–73). Furthermore, even though hearing is undoubtedly one of the most overlooked skills in learning a second language, listening comprehension is another essential ability to acquire when learning English. This happened because teachers did not give their students enough time to listen and sought out techniques to improve this skill. In any case, the development of students' listening cognizance skills influences many English language skills, such as reading comprehension, with the goal of increasing their potentially major contribution to the type of information transmitted through auditory perception (Afriani, 2019).

Hutabarat (2020, p. 692-699) stated the numerous reading difficulties that children confront since they must comprehend all of the elements of reading, including text analysis, igniting their enthusiasm in reading, and so forth. Wolf et al. (2019, p. 1747-1767), This was due to the fact that a stronger command of syntax raises the probability of having strong reading comprehension abilities. Additionally, this has been shown by Suryanto (2017), since hearing is the ability to understand what people are saying by identifying key words, articulation, semantic patterns, jargon, and facts, someone with strong listening cognizance could also have improved reading appreciation.

This suggests that the positive relationship between the ability to tune in and reading comprehension occurs because reading cognizance may be linked to the presence of semantic components of listening skills. Therefore, in *Correlation between Reading Comprehension and Listening Comprehension Skills in Completing TOEFL-PBT* (A Correlational Research conducted at STKIP Sidoarjo) by Hastuti et al. (2019, p. 45-52). The result is reading and listening significantly correlated and predicted one another. The result also suggested that correlation language skills not only occurred among reading and writing and listening and speaking, but also it happened in reading and listening. Furthermore, the findings indicated including reading and listening exercises into classroom activities. According to the findings of this study, there is a substantial association (0.60 - 079) between listening comprehension skills and reading comprehension skills when completing the TOEFL PBT. Listening comprehension can influence reading comprehension.

Listening in recognition may be a method of understanding a dialect by obtaining and describing sounds in a certain dialect to convey the message. Throughout the process of listening in, swarm people gained the ability to express themselves, for example, separating

different sounds, seeing tensions and musicality plans, tone plans, pitch, seeing words decay, isolating word limits, viewing word ask arrange, seeing dialect, and finding proverbs to help them get the messages easily. Moreover, people who had the proper stuff seem moreover have extraordinary reading comprehension since reading ability discernment to plant a few likenesses with listening comprehension abilities (Kapanadze, 2019, p. 66-82).

Magfirah (2018, p. 107–113) notices that listening appreciation capacities had an extraordinary commitment to reading capacities since these two capacities had a parcel of comparable phonetic perspectives to overwhelm within the reason for getting messages. Jeon and In'nami (2022, p. 2) contend that reading comprehension can be utilized to assist listening in aptitudes since listening in is the capacity to capture sounds, total, talk, language structure, language, and get data. Wolf et al. (2019) had revealed that there's a basic relationship between listening comprehension and the nature of reusing comprehension capacities on the grounds that higher dominance of dialect structure offers higher chance of having extraordinary perusing cognizance capacities. This research was supported by three related researchers. The first was "Correlation between Reading Comprehension and Listening Comprehension Skills in Completing TOEFL-PBT" (A Correlational Research conducted at STKIP Sidoardjo) by Hastuti et al. (2019), the similarity between previous study and the researcher study was exploring the connection between reading comprehension and listening comprehension. The difference between previous study and the researcher study was instrument of the test, previous research used TOEFL test to collect the data and the researcher study used fable video and narrative text to collect the data.

"Correlation between Reading Comprehension and Listening Comprehension" by (Radhiyah, 2021), the closeness between past ponder and the analysis consider was investigating the association between reading comprehension and listening comprehension, the past ponders utilized test to gather the information, it was the same with this inquire about. The contrast between past think about and the analysis think about was the test, past inquire about utilized 60 tests with 30 understudies taken an interest in listening and 30 understudies taken part in reading. The analysis ponder was 90 tests with 45 understudies taken an interest in reading and 45 understudies taken part in reading, at that point past investigate conducted information in junior high school and this inquire about conducted information in senior high school

The second research was "The Correlation Between Reading Comprehension and Listening Skill at The Eleventh Graders of SMA Negeri 11 Palembang" by (Welandry, 2020), the similarity between previous and the researcher study was both researches used the same research method, they were quantitative research and both researches conducted at senior high school. The difference between previous study and the researchers' study was the sample, previous study used 30 sample with 15 students participated in listening and 15 students participated in reading. Also, the researcher 90 sample with 45 students participated in listening and 45 students participated in reading and then Welandry's research was listening skill and the researchers was listening comprehension.

Based on the explanation above, the analysis was interested in conducting the investigation at SMA Negeri 10 Palembang, because the analysis discovered that students at SMA N 10 Palembang are afraid of English, which means they have a poor knowledge of tuning in and reading. This study looked into the relationship between listening comprehension and reading comprehension. This investigation was done at SMA Negeri 10 in Palembang. This inquiry is about "The Correlation between Students' Listening Comprehension and Reading Comprehension at the Tenth Grade of SMA N 10 Palembang."

Method

The research methodology used in this research was correlation research. According to Ary et al. (2019) correlation research is the part of quantitative research to explore the connection between two variables. Variable in quantitative research could be called as the characteristic of one case to another. Creswell and Gutterman (2019), characterizes variable is the fundamentally specific pieces of consider which contain each claim qualities as the subjects for evaluating and taking note the reaction of the survey. Additionally, Woods et al. (2018, p. 164-179) claim that there are two sorts of investigation components particularly independent and free components. Free variable is another sort of variable that influenced by a subordinate variable, whereas a subordinate variable could be a variable that will affect another variable.

Moreover, Creswell and Gutterman (2019) expressed that inquire about variable could be a characteristic or quality of a person individual person Synonyms or an organization that scholars can degree or watch among people or organizations. There were two sorts of factors of inquire about factors. They were autonomous and subordinate factors. Subordinate variable was 28 a trait or characteristic that depends on or affected by the free variable. In the meantime, an autonomous variable was a property or characteristic that influences the subordinate variable (Creswell & Gutterman, 2019). In this research, the autonomous variable was listening comprehension and the subordinate variable was reading comprehension.

The populace of this investigate was the tenth review understudies of SMA N 10 Palembang. Creswell et al. (2019) stated that populace could be a group of people which empowers a analyst to choose a number of them as the test in a certain consider to discover data approximately a needed case. Hence, the analysis would determine the populace some time recently naming the tests Purposive inspecting may be a strategy of selecting a little gather of people to supply the desired data for this ponder, the analyst utilized this investigate to speak to the tests. Cohen et al. (2007, p. 28) famous that case may be a small gathering of individuals who had comparative experiences approximately a particular case. After wards, the tests in this inquire about were taken from two classes X.7, X.8 at SMA Negeri 10 Palembang since these classes had less intrigued in English particularly tuning in and perusing, too they are instructed by the same instructor.

In arrange to discover out the relationship between the students' listening comprehension and their reading comprehension, the analysis utilized test as the instrument for collecting the information. Sometime recently doing to information collection prepare, the analyst approved the survey as the instrument to discover out the inquire about address of this investigate since an instrument was qualified to utilize after appearing the information factors investigated accurately. So, from there may well be seen an equivalence between the question given and the things within the test. In connection to this handle, Kapanadze. (2019, p. 66-82) asserts that the endorsement of an examination instrument was anticipated to be wrapped up earlier to doing the investigation since of the proportionality of investigating the investigation revelations. Reliability is an important point of research for good test in which a test must be as reliable as possible to be an instrument. Therefore, the instrument must be consistent and independent. Additionally, in this research, the researchers used Cronbach Alpha to assess the questionnaire reliability. Before researchers took the questionnaire of listening Comprehension and reading Comprehension, researchers' questionnaire must be checked by a 0.60. a questionnaire was going to be reliable. It is not reliable if Cronbach Alpha value less than 0.60.

Descriptive Statistic of the data limits generalization to a certain observational subject. The data would be described from one group to the others. Descriptive analysis would distribute more valuable and accurate information about the nature of the certain group of subjects. Creswell and Gutterman (2019) stated that descriptive statistics would be used to analyses data to elaborate the collected data. In this investigate, the analysis utilized measurable computation by utilizing SPSS 25 adaptation to made test typicality which implies that the test would be utilized to test the typicality. Budiyo (2004, p. 89) claims that the typicality test would be utilized to degree whether the information was ordinary or not. At that point, the result of the test may well be called as typical in case the likelihood was higher than 0.05 as ordinary estimation within the shape Kolmogorov-Smirnov. The result of typicality test that listening score was 0.231 and reading was 0.120, so the information was ordinarily dispersed. Creswell and Gutterman (2019) stated that an analysis has to utilized correlational measurable to expound and degree the degree of relationship. Therefore, SPSS 25 was used to see the coefficient of the correlation and the influence between two variables.

According to Cote (2021), regression analysis is the measurable strategy utilized to decide the structure of a relationship between two factors or three or more factors. In this inquire about, relapse examination was utilized to look at how much the tuning in comprehension contribute to perusing comprehension. This examination was analyzed by utilizing SPSS 25.

Results and Discussion

Result of Descriptive Statistics

The result of the findings was calculated by using SPSS 25. They were divided into descriptive statistics, normality test of variance, correlation analysis and regression analysis by using Pearson product moment correlation., The findings can be presented in the following table below, the result of descriptive statistics can be show on the table 1;

Tables 1
Descriptive Statistic of listening Comprehension and Reading Comprehension

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Listening	90	34	97	77.08	12.688
Reading	90	43	96	75.88	10.494
Valid N (listwise)	90				

Based on the result of descriptive statistic. It was found that in listening comprehension test, the cruel score was 77.08, the least score was 34, the most extreme score was 97, and the standard deviation was 12.688. At that point in perusing comprehension test, the cruel was 75.88, the least score was 43, the greatest score was 96, and the standard deviation was 10.494. The result of listening comprehension test appeared that 1 understudy was in exceptionally destitute category with recurrence 1%. 5 Understudies were in destitute category with recurrence 6%. 12 students were in average category with frequency 13%. 47 students were in good category with frequency 52%. 25 students were in very good category with frequency 25%. The result of reading comprehension test showed that 0 student was in very poor category with frequency 0%. 1 Student were in poor category with frequency 1%. 22 students were in average category with frequency 25%. 47 students were in good category with frequency 52%. 20 students were in very good category with frequency 22%.

The Result of Normality

In this research, normality test was used to find out whether or not the data of listening comprehension and reading comprehension were distributed normally or not. The data was distributed normality, if the probability p-value was higher than alpha- value (0.05). it is indicated with the data is normal. While, if the p-value was lower than a-value ($p < 0.05$) the data was not normal. It can be show in the table 2, there were as follows:

Table 2
Normality test using kolmogorov-smirnov

One-Sample Kolmogorov-Smirnov Test			
		Listening comprehension	Reading comprehension
N		90	90
Normal Parameters ^{a,b}	Mean	77.08	75.88
	Std. Deviation	12.688	10.494
Most Extreme Differences	Absolute	.231	.120
	Positive	.141	.072
	Negative	-.231	-.120
Test Statistic		.231	.120
Asymp. Sig. (2-tailed)		.000 ^c	.003 ^c

Based on the data, the researchers found that listening test score was .000, (p-value .000 < a-value .05) and reading test score was .003, (p-value .003 < a-value .05), so the data was not normally distributed.

Correlation Analysis

The researchers used Pearson Product Moment relate to determine whether there was an important correlation between listening comprehension and reading comprehension among tenth-grade students at SMAN 10 Palembang and then calculated the data using SPSS 25. Table 3 shows the data as follows:

Table 3
Correlation Analysis

Correlations			
		Listening	Reading
Listening	Pearson Correlation	1	.422**
	Sig. (2-tailed)		.000
	N	90	90
Reading	Pearson Correlation	.422**	1
	Sig. (2-tailed)	.000	
	N	90	90

Based on the table above, it was found that R-value was 0.422 with significant coefficient (p-value) was 0.00, which was lower than 0.05. It means that significant value (2-tailed) was lower than alpha value (0.00 < 0.05). It could be concluded that there was significant correlation between students' listening comprehension and reading comprehension. Since the Pearson correlation coefficient was .422, it indicated that there was fair correlation between students' listening comprehension and reading comprehension.

Regression Analysis

In this research, regression analysis was used to examine how much listening comprehension contributed toward reading comprehension that is presented in Table 4.

Table 4
The result of regression analysis

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.422 ^a	.178	.169	3.333

a. Predictors: (constant), Listening comprehension
b. Dependent Variable: Reading comprehension

Based on the table above, it was found that the correlation value (R) was .422. From the output data, the coefficient of determination (R Square) was .178. it means that the contribution of listening comprehension toward reading comprehension was .178. It could be concluded that listening comprehension only contributed as much as 17.8% toward reading comprehension. The significant value was .178 > 0.05, it means that listening comprehension has no correlation to the reading comprehension.

Discussion

Based on the result of descriptive analysis of listening comprehension and reading comprehension in the tenth graders students of SMAN 10 Palembang, the data showed that there was 1 student who got very poor score, 5 students who got poor score, 12 students who got average score, 47 students who got good score and 25 who got very good score in listening comprehension. In the reading comprehension there was 0 student who got very poor score, 1 student who got poor score, 22 students who got average score, 47 students who got good score and 20 who got very good score. From the hypothesis test, it was found that there was fair correlation between students' listening comprehension (X) and reading comprehension (Y). It means that the alternative hypothesis (H_0) was accepted and the null hypothesis (H_a) was rejected. This idea is similar to Elliati et al. (2021, p. 3-11) listening is the most common way of getting what conversationalist passes on, getting data with questions and reaction, getting data by association, inventiveness, and having similar sentiments about the others. Then, Gumartifa (2021, p. 99-111) brings up that reading is surely a significant movement for extending information on a language. Then, reading is a cycle that beginnings with translating the printed and finishes with building significance through a functioning cooperation between the researcher and reader.

Secondly, the result of Pearson product moment correlation analysis, there was a significant correlation and classified as fair correlation coefficient based on the r-table. It could be assumed that the score of listening comprehension could be influenced by the score of reading comprehension test. In this research, students score in listening comprehension test were quite the same as the score level in reading comprehension test. Third, the contribution of listening comprehension to reading comprehension was found that listening comprehension only contributed as much 17.8% toward reading comprehension. The significant value $.178 > 0.05$, it means that listening comprehension has no correlation to the reading comprehension.

Conclusion

The findings of this study provide valuable insights into the relationship between listening comprehension and reading comprehension among tenth-grade students of SMAN 10 Palembang. The descriptive analysis revealed that in listening comprehension, the majority of students demonstrated strong performance, with 47 students achieving "good" scores and 25 students attaining "very good" scores. In contrast, only one student scored "poor," and one student scored "very poor." Similarly, in reading comprehension, a substantial number of students performed well, with 47 students categorized as "good" and 20 students as "very good." However, a slightly higher proportion of students (22) scored at the "average" level compared to listening comprehension.

In conclusion, the results suggest that listening comprehension and reading comprehension, while interconnected to some extent, operate as distinct language skills with minimal direct influence on one another. These findings underscore the importance of

addressing each skill individually in educational settings to optimize students' overall language proficiency. Further research is recommended to explore additional factors that may contribute to the development of these competencies.

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