Analysis of English Speaking Ability Viewed from Students' Reading Habits

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Abstract

This study aims to describe students' speaking English skills regarding their reading habits. The research method used in this study is a survey method. Data was collected using questionnaires and interviews. After analyzing the data using statistical methods, the research results can be described as follows. The results of the hypothesis testing indicated a beneficial relationship between reading habits and students' speaking prowess. The correlation coefficient r count of 0.739, which is higher than the r table and is represented as rxy = 0.739 > t 0.5 (1:30) = 0.349, serves as evidence for this. The findings indicate that at the t table level of 5%, 0.5 (1:28) = 2.048 when the t value is then consulted on the t value table. These findings show that the t-test is superior than the t-table. The equation of the linear regression line, which reads = 18.90 + 0.92 X, expresses the impact of the two variables. According to this equation, speaking ability (Y) increases by one unit for every rise in the reading habit variable (X) score, with a constant of 0.92.

Keywords: Talking, Reading, Habits

Introduction

English is the first international language used to communicate in interactions between nations and countries worldwide. To gain understanding in communicating, each interacting party must have good language skills [1][2]. A language is a communication tool that is understood by speakers and must be understood by other people as listeners [3]. Communication fails if the listener cannot understand the message in the speaker's speech or utterance. Therefore, language as a communication tool is critical in the life of individuals and groups in society [4].

In the current era of globalization full of digital technology, the use of English as a communication tool has become necessary for all groups, both children and adults. English is used in various fields, such as online games, education, business, commerce, politics, tourism, etc. It is said that English is needed both in mastering communication technology and in interacting directly [5]. Therefore, English must be mastered actively both in spoken and written forms.

In connection with the vital role of English as a foreign language, Johann Wolfgang von, a German philosopher, once stated, "Those who know nothing about a foreign language, they have nothing about their own." This phrase suggests the value of learning a second language in addition to one's native tongue and country's official language. Mastery of English can make it easier for someone to prepare provisions for the future because mastery of English both actively and passively is used as a condition for applying for jobs in

companies, formal and informal institutions [6]. Referring to the role and importance of English in today's digital era, learning English must start at elementary school age.

When someone does the process of reading, he can live and travel to various places through his imagination [7]. He becomes familiar with other nations and cultures from the contexts he reads. Therefore, the ideas the writer writes can be conveyed clearly and easily to the readers' minds. Reading is an active activity that includes all interrelated skills and increases gradually. Maduwu also agrees with this process; reading is a skill that will progressively become a person's daily behavior [8]. In addition, Santoso argues that reading is a means of transferring knowledge. In addition, through reading activities, students are expected to be able to understand, analyze, and apply the information contained in the text. In cases that often occur in the reading process, students are less able to understand the text as a whole [9].

In addition, Swan (Grabe, 2009) states that several causes of difficulty understanding reading content stem from bad reading habits. Incorrect students' reading habits, such as repeating sentences that have been read before, can affect students' understanding of the text. As a result, the process of understanding the text is disrupted. Regarding language learning in the 2013 Curriculum, students are expected to be able to use the knowledge obtained from texts for their goals and social functions. Understanding, goals, and social processes can be realized if students start by reading the reading text. Knapp & Watkins states that learning with a text approach consists of modeling, negotiation with the text, and independent text construction [10].

Context-building and text-modeling activities are carried out at the modeling stage. Building a shared text is carried out at the negotiation stage with the text. Creating independent text is done at the text construction stage. The text approach is one reading strategy that aims to comprehend the book's contents as a whole. According to Nation & Newton, reading comprehension is an action that readers engage in to connect new information with prior knowledge in order to learn new information [11].

To find out the meaning of reading requires explicit and implied understanding. Once the importance of reading, a teacher must be able to provide examples and support so that students often read. Through reading, students can obtain information and open horizons of views and thoughts. In learning English, speaking skills are critical compared to other skills. Vocabulary mastery, grammatical proficiency, the guts to strike up a conversation, ongoing speaking practice, adherence to certain guiding principles, and speaking fluency are examples of specific speaking talents. To understand word for word and put it together into a conversation, reading is necessary.

One of the four fundamental components of language proficiency, along with speaking, listening, reading, and writing abilities, is speaking. The ability to communicate is essentially the skill of producing a flow of articulated sound systems to convey wishes, feelings, needs, and desires to others [11].

Students are sometimes afraid or embarrassed to speak English because they fear being laughed at by their friends. They are not confident. In addition, they have very little time to learn English. To overcome the inability of students to speak English fluently and reduce the worry of making mistakes, teachers must provide opportunities to improve their abilities [12].

The difficulties or obstacles faced by students in learning to speak (speaking skills) are strategies to convey messages

clearly and precisely to express messages using language sounds [13][14]. Differences in (individual) abilities and skills related to speaking, both directly and indirectly, are evidence of obstacles or obstacles that teachers feel in learning in the classroom. Of course, these differences do not only occur in education. This is a reality that exists or applies anywhere. In other words, in learning to speak English, some students have good and bad speaking abilities [15].

Many researchers explain that students' reading habits are fragile because reading is boring. In English reading text, students read word for word. Students are often confused with words they are not used to hearing, and in the end, students do not get the subject matter of what they read. Reading can be made a habit if students realize the many benefits we can get in terms of the knowledge information contained in the contents of the task [16].

A lot of reading will be able to develop language skills, increase knowledge, add new vocabulary, and develop ways of thinking to produce utterances used in speaking activities. By getting used to reading, students can use speech to talk correctly.

Based on the description above, the authors were motivated to conduct research based on various habits in obtaining reading information and students' learning styles, including cognitive, affective, and psychomotor aspects. It is suspected that there is a positive influence between reading habits (X) on students' English speaking ability (Y).

Method

This research is based on the effect of reading habits on students' speaking ability. This study has two variables, namely variable X (reading habits) as the independent variable and variable Y (speaking ability) as the dependent variable. The method used to collect data is a survey method. Data were analyzed using statistical methods to test hypotheses and draw conclusions.

Results and Discussion

Test instruments are given to all population members not included in the sample. Both outcomes are at a significance level of 5% when the findings are compared to the value of the "r" product-moment coefficient. The correlation is deemed significant if the r count value is higher than the r table value, which is the case in this research since there were 30 student samples. However, if the calculated r-value is smaller than the r-table value, the correlation is insignificant, or H0 is accepted, and H1 is rejected. It is known that the lowest limit for the Cronbach Alpha coefficient is 0.70, so if > 0.70, it is said to be valid and reliable, whereas if < 0.70, it is said to be invalid and reliable. Meanwhile, calculations using Cronbach Alpha show that all instruments are declared trustworthy, namely at a value of 0.806. Because 0.806 > 0.70, the data can be trusted.

An overview of the distribution of the data collected in the field is given in the description of the data provided from the study's findings. The prepared data consists of raw data that has been transformed using descriptive statistical methods. As for the data's average value, mean, median, and standard deviation, they are incorporated into the description. The findings of the study may be summed up as follows after the data were analyzed using statistical techniques. The results of the hypothesis testing indicated a beneficial relationship between reading habits and students' speaking prowess. The correlation coefficient r count of 0.739, which is higher than the r table and is represented as rxy = 0.739 > t 0.5 (1:30) = 0.349, serves as evidence for this. After consulting the t

value table, the findings indicate that, at the 5% t table level, 0.5 (1:28) = 2.048.

These findings show that the t-test is superior than the t-table. The equation of the linear regression line, which reads = 18.90 + 0.92 X, expresses the impact of the two variables. According to this equation, speaking ability (Y) increases by one unit for every rise in the reading habit variable (X) score, with a constant of 0.92.

One predictor regression analysis, which produces a value of 2.23, may be used to indicate attempts to determine whether or not the reading habit variable effects the speaking ability variable. In the case of the data produced by dkerror 12 and dktc 16, the frequency value was checked using the Fisher table (F), and the results revealed 2.60. This demonstrates the validity of the notion that reading habits have a good impact on pupils' speaking ability. As a consequence, the findings of this investigation are important.

Conclusion

The following conclusions can be drawn based on the results and discussion of research results. After interviewing students and analyzing the data, the researcher came to the conclusion that the computed value of r was 0.739, which indicates that it exceeded the r table, specifically rxy = 0.739 > t 0.5 (1:30) = 0.349. The findings indicate that at the t table level of 5%, 0.5 (1:28) = 2.048 when the t value is then consulted on the t value table.

The researcher concludes that students' reading habits in English have a significant positive relationship with their speaking ability in English. The practice of reading students in English has a good influence on students' speaking ability. In addition, habits and understanding can be used to motivate students to create a positive environment. In the case of the data produced by dkerror 12 and dktc 16, the frequency value was checked using the

Fisher table (F), and the results revealed 2.60. This demonstrates the validity of the notion that reading habits have a good impact on students' speaking skills. The analysis's findings are thus important.

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