

CHAPTER I

INTRODUCTION

1.1 Background

There are four main skills in the language learning process: listening, speaking, reading and writing. Among these skills, reading skills and speaking skills are often considered to be closely related, especially in supporting language learning. Reading skills not only help students enrich their vocabulary and understanding of grammar, but also provide the basis for understanding good sentence structure, Coady & Huckin, (1997).

Speaking is the verbal exchange of language with another person. Furthermore English language needed to communication. Its function is as a communication tool in formal international meetings and language as a form of expression of their ideas, feelings, and thought. Meanwhile, speaking skills require students to express ideas orally with correct grammar and sufficient vocabulary. However, the relationship between reading and speaking skills is still a matter of debate in the world of language education. Language skills are divided into 2 skills, namely language input skills and language output skills. Language input skills consist of listening and reading, while language output skills consist of speaking and writing.

In English, speaking and reading are important skills to have. We need both to communicate, but they seem different. Speaking is a productive skill while reading is a receptive skill. Through speaking we can convey information and ideas that we want to explain, through reading we have a lot of information that we want

to convey. Brown and Yule (1999:14) state that speaking depends on the complexity of the information to be communicated; However, speakers sometimes have difficulty explaining what they want to convey. Reading skills provide access to linguistic resources such as vocabulary, grammar, and cultural insights which can then be implemented in speaking skills. Therefore, it is important to understand how reading ability can directly contribute to students' speaking fluency in English. While reading skills help students in obtaining information and expanding linguistic knowledge, speaking skills enable students to express thoughts and ideas verbally. In the context of English learning, speaking skills are very important for successful communication and participation in interactive activities in the classroom.

Liunokas (2016), in his study on the correlation between reading and speaking skills among junior high school students in Indonesia, found that students with better reading skills tend to have better speaking skills as well. This is due to the fact that understanding texts in a foreign language allows students to be more confident in expressing ideas orally. Novia (2017) also shows that reading skills can enrich English vocabulary and expressions that can be directly used in daily conversations.

Although many studies have examined reading and speaking skills separately, few have explored the correlation between the two in Indonesian junior high school students. This research aims to fill this gap by focusing on the specific context of grade 8 students in Kupang Tengah. This research will expand on these findings by examining this relationship in the context of grade 8 students in Kupang Tengah. At SMP Negeri 6 Kupang Tengah, grade 8 students often demonstrate adequate

reading skills, but their speaking skills in English still need improvement. This can be caused by a lack of exposure to an environment that supports speaking practice, as well as a learning approach that focuses more on receptive (reading) rather than productive (speaking) skills.

In the context of English language learning at SMP Negeri 6 Kupang Tengah, it is important to explore whether a similar relationship is also found. Do students with good reading skills also demonstrate better speaking skills, or are there other factors that influence the development of these two skills? By exploring the correlation between reading and speaking skills, it is hoped that this research can provide deeper insight into English language teaching, so that more appropriate teaching strategies can be implemented in the classroom. Based on the result of the explanation above, the researcher is interested in conducted study that discuss “**A Correlation Study Between English Reading And Speaking Skills Of Grade 8 Students Of SMP Negeri 6 Kupang Tengah**”.

1.2 Research Problem

Based on the background of the problem that has been explained, the research questions that will be taken from this from this research are : Is there any correlation between english reading and speaking skill of 8 grade students at SMP Negeri 6 Kupang Tengah?

1.3 Aim of study

The objectives of this research are : To find out the correlations study between reading skills and speaking skills in English in 8 grade students of SMP Negeri 6 Kupang Tengah.

1.4 Significance Of Study

The benefits obtained in this study are as follows:

1.4.1 Implications

The benefits of theories related to a correlation study between English skill and speaking skill are in the opinion of (Albadri and Halima, 2022). Reading was the action of extracting meaning from a text or passage and obtaining information from the author. Speaking is the practice that using words to interact with others. Then English language learning was a behavior that tends to have relative provisions and produces strong actions. The problem that was discussed were focused on reading and speaking skills because students felt unconfident to read and speak English and them afraid of making mistakes in English learning.

1.4.2 Applications

1) For Teachers

This research can help teachers formulate and find additional learning strategies that are more effective for motivating students to develop English reading and speaking skills. By understanding the relationship between reading and speaking skills, teachers can design more interactive and engaging activities, such as group discussions, shared reading, and language-based projects that encourage students to actively participate. In addition, teachers can use more diverse approaches, such as game- and technology-based learning, to attract students' attention and increase their engagement in learning English.

2) For Students

For students, the results of this research can be used to expand their knowledge and understanding of English. By knowing the importance of reading and speaking skills, it is hoped that students will be more motivated to actively seek information through useful reading and practice speaking in various contexts. This research can also provide students with insight into ways to improve their English language skills through a greater interest in reading. Students who have good reading skills will find it easier to understand texts in English, which in turn will improve their speaking skills.

3) For Further Researchers

For future researchers, the results of this research can be used as a reference source for conducting the same research or research related to the correlation between interest in reading and speaking English. This research can be a stepping stone to explore more deeply other factors that influence language skills, such as the learning environment, support from parents, and the use of digital media in language learning. In addition, this research can also inspire further studies on comparisons between students with different interest levels and their impact on English language mastery.