

## CHAPTER II

### THEORETICAL REVIEW

This chapter presents the theory of extensive listening, speaking, rating scales of spoken performance, and previous studies.

#### 2.1 Extensive Listening

Starts from the surface, naturally what called listening based on Vandergrift 2004; Mendelssohn 1989; and Richard 2008 in Cabezas is an active process that requires an assorted range of activities such as discrimination between sound, understanding words and grammar, interpreting intonation and other rules in phonetic, and retaining information to be interpreted in context later. The process of listening cannot be seen as the way of other language skills because listening comprehension can be called the invisible and audible way of internalizing in getting meaning from auditory signal how people transmitted from ear also brain, Brown (2004). The internal process of the brain begins with the input from auditory signal then transform and connected by an oral process.

According to Brown (2004) & Richard (2008), the main function of listening in second language learning is to facilitate spoken discourse. In the other hand, listening has a linkage that implied the component of speaking. To acquire a language, people also need the process through listening to the input language before they can produce spoken language. The process can be developed successfully by several strategies, one of it is by likelihood to increase language acquisition. Besides, the input from an oral and aural mode like video can be a good material that successfully increase language acquisition as the goal from listening skill, Brown (2004). In this chapter, the researcher would like to discuss the

theoretical review and also previous research related of language acquisition especially on extensive listening and speaking ability.

In the process of language learning, the essential aspect can be taught from many ways. One of the best ways of optimizing comprehensible input is by extensive listening (Krashen, 1985). Extensive listening can be interpret as listening from pleasure. The point of extensive listening is the materials must be meaningful as input in order to give benefit for learners. Listening comprehension from extensive listening is often applied by several teacher in the part of learning material. Cabezas (2015) argue that listening comprehension is composed of two complex processes, the first way is acquired acoustic signals and the second one is to convey the meaning related form of the acoustic sounds.

*Extensive Listening* is like selective listening but with several differences that do not necessary requires memory, association, and storage or recall aspect (Brown, 2004). In this types more communicative in deriving a comprehensive message purposes and open-ended besides developing a top-down, global understanding of spoken language. Mostly, extensive listening called listening for pleasure that student can access it in many different sources that bring a lot of fun for themselves. According to Renandya and Farel (2011), extensive listening is more than kinds of listening searching for pleasure but extensive listening is an activities include all of types of listening activity that allow learners to receive a large amount comprehensible and enjoyable input.

To develop an extensive listening for the students, it is important to introduce various media that can be accessed by students. As well as Vo (2013) believes that media can help students sustain their listening activities, for example through movies, Tv shows, radio programs, audio books, internet, etc. In the other hand, several studies have revealed that visual and audial media can help students'

understanding of extensive listening activities. According to Holden (2008), students who do not understand and enforce them to keep listen, they will be frustrated or even make them uninterested and stop listening. With the extensive listening method, they have the pleasure of choosing their own material so they are motivated to listen better. This method itself is very effective and has great potential to develop the listening skill to students with more active outside the classroom.

### **2.1.1 Benefit of Extensive Listening**

There are so many benefit of language learning from extensive listening. Most of all known as media in learning a language or become a network of linguistic information. Besides, the students can build up the necessary knowledge using it, Nation & Newton (2009). The first importance of listening in the early stage of language learning is highlighted by Nord (1980:17) in Renandya (2011);

Some people now believe that learning a language is not just learning to talk, but rather that learning a language is building a map of meaning in the mind. These people believe that talking may indicate that the language was learned, but they do not believe that practice in talking is the best way to build up this “cognitive” map in the mind. To do this, they feel, the best method is to practice meaningful listening.

Not only that, for several research that Renandya has, he stated so many benefits of extensive listening for the student, follow of;

1. *Enhance students speaking rate.* In English as Foreign Language, most of the students report they feel difficult to catch the meaning of spoken language. Not because the content is hard to understand, but they feel like the speech is too fast. Considering that normal speech is often perceived as being too fast, push them to keep listening that spoken language is such bad thing in order to make them understand. The one thing that teacher should do is build their comprehension with another way like practice listening repeatedly, so they will be familiar and used to listen such a speech.

2. *Improve student's word recognition.* The students might know how to pronounce some words through see them, not by hear it on the tape. In the lower students proficiency, somehow they could not be able to recognize words in language when they listen to the tape, it cause they cannot see what they heard on the point of time. Through repetition in spoken language, it can help students in develop automaticity in the sound-script relationship.
3. *Enhance students bottom-up listening skill.* There are so many different word form in speech. For example (going to – gonna), (went in – wen tin). That was speech phenomena related to a listening problem. When students never heard about how possibly words, sentences, or even language occurred, they might never understand about what they listen to. The way make students deal with it, a teacher needs to develop listening ability by making enough listening practice.
4. *Improving students listening vocabulary.* Differ with writing skill, spoken language often contains language feature that not found in written language such as fillers and phrases (e.g., *ok, well, got it?*). Speaking skill could also contain slang and tend to less formal or colloquial. Necessary, grammar and vocabulary in spoken language are used in non-standard like (*what you got?, it ain't me*). One of the benefit of extensive listening is to provide students with enriching vocabulary. Because various vocabulary in spoken is very important to make students produce variety in speaking (not monotone).
5. *Help student become fluent listeners.* Related into spoken skill, as many researchers stated before, extensive listening tent to guide student produce fluent in speaking. From listening fluency, the student acquire an ability to recognize spoken words, sentences, phrases, quickly and effortlessly, that is same important as accuracy in spoken language. After students have an experienced lot in listening practice, they automatically develop fluent listening.

6. *Increase into higher level of language comprehension.* In the lower proficiency, students repeat listening in the same material to catch the greater understanding. The higher and deeper degree of comprehension is acquired by students because they will be able to recognize and understand about what they heard. Besides, by repeating the same material, student develop their listening comprehension continuity.
7. *Enhance students in general language proficiency.* The other benefit of extensive listening is not only engaged students in listening comprehension but also improve their vocabulary, speaking, reading skills as well as higher confidence in the language; Elley & Mangubhai (1983), Dupuy (1990), Zang (2005) in Renandya (2011).

### **2.1.2 Relationship between Extensive Listening and Oral Proficiency**

In English language, speaking skill has relation with listening skill, this statement approves by Brown (2004) which in listening process has the counterpart with speaking. The spoken process that students have listen will transfer and processed onto the brain. So, it conducted each other and have the same pattern to producing spoken words. Similarity with Wise, Hausknecht, and Zao (2013) which conduct research for the relationship between listening and speaking in the online discussion through students in the undergraduate educational psychology course. The research was conducted in 31 students in six week-long in an effective online discussion as the participant. The online discussion was made to see clearly in students listening behavior among their friends in gave other posting as the recent update, for the response that students have done can be categorized in speaking ability. Look after the result of research provides empirical evidence in gave support a relationship between listening behaviors and quality of speaking which is discursiveness and depth of content in online discussion. To sum up, spoken

language can be evaluated from the listening behaviorism that could increase student's speaking ability.

In her research, Ayu (2016) gave statement related on the use of YouTube video in teaching listening with increasing student's speaking ability. Her research not only gave benefit to the teacher in helping students improving listening comprehension ability but also impacts on another skill i.e vocabulary comprehension and rate of spoken. Another research from Demir (2017) also seek for the correlation between listening and speaking through reading books, watching television, and using internet which is conducted randomly by 662 students from the city of Aksaray school in Turkey . Differ with Ayu (2016), who believe in using aural and oral term could makes student easy to understand, reading books also could help students getting touched in meaning. Realizing much research of extensive listening which conducted in English language comprehension is to develop student's spoken skill. The researcher would conduct the observation about the relation of extensive listening and speaking through senior high school level.

## **2.2 Speaking**

Related to the explanation before, speaking skill and listening skill are basically related to each other. Speaking is known as an action that produces the sound that gives a meaning to people who conduct it. In communication, speaking identically involve two or more people that have made the contribution as a speaker and listener.

According to (Brown, 1994; Burns & Joyce, 1997) in Florez (1999), "Speaking is an interactive process of constructing meaning that involves producing, receiving also processing information". In that way, people well done by communicating well with others in order to express ideas, feelings, also opinions as a particular goal.

Speaking is one of language skill that developed in educational term. According to Goh and Burns (2012), "Speaking is important for a language

learning”. That is why speaking developed to facilitate language acquisition in instruction across the high school curriculum. From several types of research, speaking define and conclude as a crucial part of second language both in learning and teaching. Dealing with the importance of speaking skill, Stoval (1998), Aziz (2015), Riyanto (2015), believe that from several language skills, learners need to recognize that speaking involves three areas of knowledge.

1. The first is mechanics include pronunciation, grammar, and vocabulary. So the target will be able in using the right words in the right order with the correct pronunciation.
2. Second is the function, in form of transaction and interaction it is knowing when clarity of message is essential (transaction/ information exchange) and when precise understanding is not required (interaction/ relationship building).
3. The last is social, cultural, and norms in form of turn talking, rate of speech, length of pauses between speakers, relative roles of participants occurred when the person understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

### **2.2.1 Speaking In English Language Acquisition**

Krashen and Terrell (1995) claim that the best way to teach speaking is to focus on listening (and reading) and spoken fluency will emerge on its own. There is no vital need in early communication for teaching speaking in English Foreign Language. Several method need to be developed to increased student’s spoken level then we can allowing speaking emerge by its own. Children need to know about the early of produce language then language can be spoken fluently through language itself. Cabezas (2015) apply three points of how acquire spoken language, there are

spoken words, spoken grammar, and spoken language. Here explanation apply in detail;

### *1. Spoken Words*

In Krashen and Terrell (1995), according to the hypothesis input, language acquisition take place when the main message which being transmitted is understandable. The Great Paradox of Language Teaching also apply in Krashen and Terrell, Language is best taught when it is being used to transmit message, not when it is explicitly taught for conscious learning. Realizing that the comprehension is very important and needed by supplied extra-linguistic context that helps the acquisition to understand, recognizing words also necessarily be applicable in clearly.

The first one that teachers have to consider and know the speaking performance from the point of view of using the words that are expressed in grammar or language in the simples or even the complex ways. Moreover, students will intend to use generic words rather than the specific ones, along with phrases, filler, and hesitations makers (Luoma, 2004).

### *2. Spoken Grammar*

From the hypothesis such likes norm, English language learner are tested considering from the way of spoken performance. In this way, students need to arrange until producing simple structure for more complex speeches. Brown (2004) said that the level of students in speaking depend on their oral language performance.

Luoma (2004) believe that the oral idea units developed in language performance can be elaborated and considered much simpler than writing, which is grammar in speaking understandable in terms of short phrases and clauses connected with coordinating conjunctions also pauses. According to the



standardization of grammar, been on spoken or even written, it is tend to the minor and significant from modality. But in the spoken corpus, McCarty and Carter (1995) state that it is far from the marginal, it also allows the speakers express the point of view in interpersonal context.

### 3. *Spoken Language*

Luoma (2004) believes that in language acquisition, spoken language is the special nature of spoken grammar and spoken vocabulary. Characteristic of oral production, as well as the comprehensibility of pronunciation, is made from how people perceive from language sound to create meaningful and interactive communication, for the example is from native or non-native speakers, home region, etc. Furthermore structure of spoken language classified by Brown (2004) into micro and macro-skill;

Into micro-skill, there are some criterion refer to produce smaller chunks of language such as phonemes, morpheme, words, collocations, and phrasal units. Here are the criterion of macro skill more explained by Brown (2004);

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic device pauses, fillers, self-correction, backtracking to enhance the clarity of the message.

8. Use grammatical word classes (nouns, verb, etc.), system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, pause group, breathe group, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

Differ with micro-skill, there are macro-skill which is literary-focused imply in larger element likes fluency, discourse, functions, style, cohesion, nonverbal communication, and strategic options. Not only that, Brown (2004) conclude more detail of the rule of macro skill likes;

1. Appropriately accomplish communicative functions according to situation, participants, and goals.
2. Use appropriate styles, register, implicature, redundancies, pragmatic conventions, conversation rule, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversation.
3. Convey links and connections between events and communicate such relation as focal and peripheral ideas, events and feelings, new information and giving information, generalization, and exemplification.
4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
5. Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately.

### **2.2.2 Speaking Types**

Brown state that speaking is productive skill which can be directly observed. From those observations must conclude accuracy and effectiveness on applying

assessment or test-taker listening which is necessarily compromises the reliability and validity of an oral production test (2004). There are five special taxonomy in form of oral production. Those are follows:

1. *Imitative Speaking* is the type of speaking performance focused on the phonetic level of oral production through words, phrases or sentences, but no inferences are made about test taker's ability to understand and convey meaning or to participate in an interactive conversation. The only role means the short-term storage of a prompt by allowing the speakers to imitate to retain the short stretch of language such as in repetitions and reading aloud activities (Brown, 2004).
2. *Intensive Speaking* has explained about how to produce shorts stretches of oral language designed to demonstrate competence in the narrow band of grammatical, phrasal, lexical, or phonological relationships such as prosodic element- intonation, stress, rhythm, juncture (Brown, 2004). The interaction with an interlocutor is minimal such as in the competition of dialogue (Cabezas, 2015).
3. *Responsive Speaking* is the type of speaking related with interaction and comprehension that have limited level of very short conversation, standard greeting and short talks, and simple request and comment like questions, answers, and paraphrasing. According to Brown, the stimulus almost deliver in spoken prompt (in order to preserve authenticity) with one or two follow-up questions likes:

A. Marry : Excuse me, do you have the time?  
Dough : Yeah, Nine-fifteen.

B. Jeff : Hey, Stef, how's going?  
Stef : Not bad, and yourself?  
Jeff : I'm good.  
Stef : Cool. Okay, gotta go.

*Brown 2004, 141*

4. *Interactive Speaking* has in common with Responsive Speaking but in this types there is an emphasis on the length and complexity of the interaction and assorted participant for the example is Role-play. Interactive speaking can be divides into *transactional* which has the purpose exchanging specific information or exchanging information and *interpersonal* which has the purposes maintaining social relationship. Brown also stated in *interpersonal exchanges*, oral production can become pragmatically complex with the need of casual register and colloquial language, ellipsis, slang, humor, and other sociolinguistic conversation such as the B example that researcher mention before in Responsive Speaking
5. Extensive Speaking is oral production task comprised of speech, oral presentation, story-telling, long conversation, and oral report. Those activities have an opportunity for oral interaction from listener. The use of produce language also can be known as monologue.

### **2.3 The Rating Scales of Spoken Performance**

Speaking skill can be measured through the development of different techniques assessment. As many features in speaking, oral rating scale almost is the difficulties of every speaking score taker. There are some reasons that spoken measurement is not easy to do because speaking considered as difficult skill. It involves a combination of many skills which is sometimes have no correlation each other. Kitao & Kitao (1996) in Mianto state that there is no good answer yet from questions in the criteria for testing spoken skill and the weight of factors. Therefore, measuring score of students' ability needs to be develop well by related assessors.

There are two kinds of an approach centered on measuring oral performance, according to Pan and Pan (2011) in Cabezas (2015), holistic and analytic scoring

is the popular one also the best way of assessing speaking approached which is both of them have difference advantage and disadvantages.

### **2.2.1 Holistic scoring**

Luoma (2004) believe if holistic scoring combines an overall impression of examinee's ability into the single score. The scoring is rapid and accurate based on the criterion which is explained by assessors. Not only that, in the holistic type scoring the maker is allowed in provide single score based on the overall impression of the student's performance task. This way is also known as quick scoring because all of the overviews have been mention in student's achievement.

Based from Ounis (2017), holistic scoring aims to looking at the overall performance under testing. All of the speaking skill components categorized into unified whole such as pronunciation, fluency, vocabulary, the message content, etc, than there is no possibility of assessing each of part independently of the other. The holistic scales is more flexible based on the criterion of intelligibility since the assessor focused on each part of the skill. From the result, holistic type gives deeper discrepancy between student's speaking levels.

### **2.2.2 Analytic scoring**

Differ with holistic, this type of rating scales more detailed in giving feedback. This assessment schemes means breaking down the objective of final products into several part of criteria and scored independently, Tuan (2012). And also Minato (2018), stated that there is information given in covered all feature in speaking might be related as content, grammar, semantics (fluency and informational content), and also phonology include of (pronunciation, stress and intonation).

In the assessing speaking, its help teacher in giving coefficient higher score related to the specific skill criteria. Park (2004) in Tuan (2012) believe that

analytic method involves separation of various discourse feature into scoring categories purpose for the procedure. After that, the score can be evaluated from measuring the total all parts of rating criterion.

There are several rating scale types that familiar in assessing oral language, Brown (2004). One of that was mixed of holistic and analytic method which one will decrease the disadvantage when using the single method only. The analytic one more give detail skill criteria into several part that scorer can give feedback after score in table 2.1, then in table 2.2 is using holistic to show the whole criterion of speaking.

**Table 2.1 Oral Proficiency Scoring Categories.**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Comprehension</b>
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Has speaking vocabulary sufficient to express him simply with some circumlocutions.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)
3	Control of grammar is good, able to speak the language with sufficient structural accuracy to participate effectively in most formal and	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal	Comprehension is quite complete at a normal rate of speech.

	informal conversations on practical, social, and professional topics.	conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary	Can understand any conversation within the range of his experience.
5	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Speech on all levels is fully accepted by educate native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	Equivalent to that of an educated native speaker.

	<b>Fluency</b>	<b>Pronunciation</b>	<b>Task</b>
1	(No specific fluency description refer to other four language areas for implied level of fluency)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (Should be able to order a simple meal, ask for shelter or lodging, ask and give simple

			directions, make purchases, and tell time).
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	Accent is intelligible though often quite faulty.	Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.
3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Can participate effectively in most formal and informal conversations on practical, social, and professional topics.
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers	Speaking proficiency equivalent to that of an educated native speaker.



**Table 2.2 Sub Categories of Oral Proficiency Scores.**

<b>Level</b>	<b>Description</b>
0	Unable to function in spoken language
0+	Able to satisfy immediate needs using rehearsed utterance
1	Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversation on familiar topics
1+	Can initiate and maintain predictable face-to-face conversation and satisfy limited social demands
2	Able to satisfy routine social demands and limited work requirements
2+	Able to satisfy routine social demands with language usage that is often, but not always, acceptable and effective
3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively on most formal and informal conversation on practical, social, and professional topics
3+	Often able to speak the language to satisfy professional needs in a wide range of sophisticated and demanding task
4	Able to use the language fluently and accurately on all levels normally pertinent to professional needs
4+	Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker
5	Speaking proficiency is functionally equivalent to that of highly articulate, well-educated native speaker and reflects the cultural standards of the country where the language is spoken

Various oral rating scales have been still developed in order to scoring students' speaking ability. Different type of scoring instrument that scorer chose is depends on the needs. Between holistic and analytic scoring system already have advantage and disadvantage to do. Cabezas (2015) believes in considering the aim of those scoring techniques are related from the several purposes likes the students

speaking test itself, the circumstance scoring, the number of student in classroom, and institutional constraints. In this research, researcher conduct the scoring instrument that already made by Brown (2001, 2004). But in conducting the observation, researcher focus on 5 categories that applied to the oral proficiency scoring, there are grammar, vocabulary, fluency, comprehension, and pronunciation. The researcher does not conduct the task category in rating students speaking, it is because the category not required in the students' speaking activities.

### **2.3 Previous Studies**

The study of extensive listening and speaking has been done by some previous researchers which try to find out whether both of those variables have related to each other or not. There are three previous studies that researcher take which has the similarity in conducting the research entitled “ The Correlation between Extensive Listening through YouTube and Speaking ability at SMA Muhammadiyah 2 Surabaya in The Academic Year of 2017/2018”.

The first previous study, the research is taken from Renandya (2011) with the title “Extensive Listening in The Language Classroom”. Renandya explains the importance of conducting an extensive listening activity to develop language skills. In the role of extensive listening itself, which studied by foreign or second language learner and teaching is applied as the technique of conducting research. Renandya believes that through extensive listening activities, students provided with a lot of meaningful and enjoyable listening practice. Not only that, repeated exposure to language through extensive listening can enhance students' ability developing automatic word recognition skill, increasing their listening vocabulary, recognizing more fast speech rate, deeper language comprehension level, and also facilitate the process of oral language features such as contraction, assimilation, and re-syllabication. By the research of Renandya, extensive listening really gives the positive result and contribution in developing students speaking skill to be more

fluent and correctly. Differ with Renandya research, this next correlation research would like to find and show is extensive listening has the correlation with speaking ability. Because the type of research is correlation research, the treatment is no need to apply as Renandya already conducted. The student who stands in learning English as the second language who have done with extensive listening is the main target of the research. In fact, is extensive listening by YouTube really affect students speaking skill?. The further correlation studies of those two variables are conducted.

The second study is taken from Cabezas research which was held in the year of 2015 entitled “The Relationship between Listening Proficiency and Speaking Improvement in Higher Education”. Cabezas has investigated about the use of listening activities in the classroom which conducted also by the related teacher in developing speaking skill. Differ with the correlation research that conducts by the researcher, the method that used by Cabezas is experimental in his studies, impact of the separated group, the first group served as the control group while the other is tested under the experimental procedure. The technique of data collection itself was done by the specific institutional assessment procedure that applied for gaining students score as ability in speaking English and the format of the interview from teachers’ experiences that record for obtaining the required variables. The participant which divided into the different group was given the methodology treatment by the teacher and the researcher before going to assessed speaking score. After getting the data from the research outcome, it determined that listening is actually linked to speaking skill as a complementary skill. Finally, the research of Cabezas is positively proving that the oral skill is most affected by aural skill. On the other hand, Cabezas’ research is also useful and give beneficial information for the field of English language teaching to improve the various activities of conducting aural skill in developing students speaking skill.

Another research was taken from Quadir (2014) with the title “Relationship between Learner Motivation Factor and Speaking Strategy Factor to Learn Oral Communication”. By his research, Quadir was applying quantitative experimental research design which conducting students EFL of The East-West University of Bangladesh. From obtaining the technique of the questionnaire, there are seven characteristics to the motivation strategy factor and five characteristics in speaking strategy factor. Between those factors, it can be seen the relationship between the motivation and increasing speaking ability. In the result, between those motivation factors, not all of them have relationships with the ability to speak. There are only positive attitude, instrumentality, intrinsic motivation, and determination to learn that had possible correlation result with speaking strategy factors. The similarity appeared in the research by the use of the correlation method to find the factors that effectively increase the speaking ability of students. Moreover, Quadir research was quite different from the point of the subject that the researcher wants to seek from the previous research. The researcher applied subject from senior high school student rather than collages student.

Based on the conceptual previous studies that other researchers have done before, it can be realized, there are some similarities and differences between those researches with the research that conducted in this one. The similarities both this research and the previous studies is on applying listening and speaking as the main discussion. Meanwhile, the differences from other researches are the certain population, sampling technique, instrument, method, and the result.