

## The Correlation Between Speaking and Writing Ability of Management Study Program Students

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**Abstract:** *This research investigates the correlation between the speaking and writing abilities of first-semester students in the Management Study Program at Universitas Muria Kudus. Drawing on the perspectives of language learning theories and previous studies, the research aims to contribute to a better understanding of the relationship between these two productive language skills. The study employs a correlational design, utilizing scores from the Speaking and Writing courses as quantitative measures. The data analysis, conducted through statistical methods such as Pearson's correlation coefficient, explores the strength and direction of the relationship between speaking and writing abilities. The research is grounded in the belief that an integrated approach to language teaching is essential, and understanding the correlation between these skills can enhance language learning methodologies. The findings of this study have implications for language educators, curriculum developers, and researchers interested in the intersection of speaking and writing abilities among university students in non-English education programs.*

**Keywords:** *Correlation, speaking ability, writing ability, management study program.*

### INTRODUCTION

As a result of the globe being smaller and more interconnected, everyone must speak the same language. Although many languages have made this claim, very few have managed to hold it (Bhatti, 2020). English is one of the international languages used for communication in this global era. To prepare the students to be able to participate in this era, English becomes one of the compulsory subjects in many countries from primary education until higher education including in Indonesia. English is taught not only for Indonesian regular students, but also students with disabilities. According to the World Health Organization (2019) quoted in Hofmann & Müller (2021) children and teenagers with Intellectual Disabilities (ID) often have substantial delays in their language development, and many of them never reach linguistic competency levels that are on par with those of normal developing people. That's why the target of English learning of those students different from the regular ones.

Receptive and productive language skills are important to learning any target language (Akki et al., 2023). The key to learning a language is practice. Language skills comprise a broad range of competencies that enable people to effectively understand, create, and communicate in a target language (Hidayah et al., 2023). Acquiring language skills involves both theoretical and practical aspects (Anwas et al., 2020). Language acquisition involves the holistic development of receptive and productive skills, encompassing reading, writing, speaking, and listening. As advocated by scholars, the integrated approach to language teaching emphasizes the interconnectedness of these skills. Through public discourse and the current perception of potential similarities between speaking and writing ability, the correlation between the two has

gained traction and is currently the subject of a fairly extensive investigation rather than being limited to the user (Hadah et al., 2020).

For students who do not speak English as their first language like the Indonesian students from Management Study Program, acquiring the language is crucial in today's globalized society. Due to the technological advancements, English is the foreign language most frequently used on the internet and in professional settings (Kurniati & Romadlon, 2021), such as in business setting. The students of Management Study Program who will become future business leader of course must equip themselves with good English proficiency because by mastering English well they can communicate with other people around the world easily. Moreover, if they are good in English, they will have many benefits. First, mastering good English can strengthen domestic and overseas business relationship. Good English proficiency also makes the students easier to access a variety of information and to deliver presentation and speech in international business context. Even, the students are also expected to be able to conduct research to develop their business and write English articles if they have good English proficiency.

Mastering English language means mastering the four language skills, they are listening and reading (receptive skills) and speaking and writing (productive skills). Some scholars define speaking as the process of delivering message or thought orally. Meanwhile, writing is the process of communication by using symbols (letters of alphabets) to deliver thought in written. Speaking and writing in a foreign language is also necessary, especially for people who participate in academic and public discourse. Previous researchers have done research to investigate the correlation between students' speaking ability and writing ability. They did the research to find interrelations between specific skills, particularly the connection between speaking and writing (Akki & Larouz, 2021). Although there have been many studies examined students' speaking ability and students' writing ability correlation, however, the one which focused on students' speaking and writing ability in procedure text of Management Study Program has never been conducted yet. Therefore, the researchers are interested to conduct research on correlation between speaking and writing abilities among students at non-English Education Department at Muria Kudus University, more specifically the Management Study Program. The purpose of this study is to find out the correlation between students' speaking and writing ability of Management Study Program students at Muria Kudus University.

## **RESEARCH METHOD**

This study was quantitative with descriptive correlational design which aims to investigate the relationship between speaking and writing abilities. The participants of this study were first-semester students in the Management Study Program at Muria Kudus University with total number 35 students.

The primary instruments for this research were the speaking and writing test. In the speaking test, the students made a video of how to make procedure text in English. Similarly, the students also had to make procedure text in written for the writing test. The validity of the instruments referred to the content validity in which the tests were in line with the material that had been discussed in the class. The scoring system used in this research covered 5 aspects for speaking, they are: pronunciation, fluency, grammar, and comprehension. Meanwhile, for writing scoring system, there are five aspects: content, organization, grammar, vocabulary, and mechanics.

The data in this study were the score of the students speaking test and writing test. To know the correlation of the students speaking test and writing test, the writers used quantitative analysis. Quantitative data analysis was performed to determine the correlation between speaking and writing abilities. Statistical methods, such as Pearson's correlation coefficient, was employed to assess the strength and direction of the relationship between the two variables. The analysis was done by using SPSS to provide insights into the extent to which students' performance in speaking corresponds to their performance in writing and vice versa. The significance level for the statistical tests will be set at 0.05 to determine the reliability of the observed correlation. The results are presented and interpreted to conclude the relationship between speaking and writing abilities among first-semester students in the Management Study Program at Muria Kudus University.

## RESULTS AND DISCUSSION

This study was carried out at Muria Kudus University's Management Study Program. Thirty-five (35) students in their first semester participated in this study. Chosen by random as the sample by the author.

Each score falls within this category.

Table 1. Value Range

|        |           |
|--------|-----------|
| 0-20   | Very poor |
| 21-40  | Poor      |
| 41-60  | Medium    |
| 61-80  | Good      |
| 81-100 | Very Good |

### *Writing Ability Descriptive Statistics*

The following table displays the writing ability scores of the pupils.

Table 2. Writing Ability Descriptive Statistics

| Score  | Category  | Frequency | Percentage |
|--------|-----------|-----------|------------|
| 0-20   | Very poor | 0         | 0%         |
| 21-40  | Poor      | 0         | 0%         |
| 41-60  | Medium    | 4         | 11%        |
| 61-80  | Good      | 13        | 37%        |
| 81-100 | Very Good | 18        | 51%        |
|        | Sum       | 35        |            |

According to the data in the table, 18 students received very good writing scores; 13 students received good marks; 4 students, received medium scores; and none of the students received poor or very poor scores.

***Speaking Ability Descriptive Statistics***

The following table displays the speaking skills scores of the students.

*Table 3. Speaking Ability Descriptive Statistics*

| <b>Score</b> | <b>Category</b> | <b>Frequency</b> | <b>Percentage</b> |
|--------------|-----------------|------------------|-------------------|
| <b>0-20</b>  | Very poor       | 0                | 0%                |
| 21-40        | Poor            | 0                | 0%                |
| 41-60        | Medium          | 14               | 40%               |
| 61-80        | Good            | 19               | 54%               |
| 81-100       | Very Good       | 2                | 6%                |
|              | Sum             | 35               |                   |

According to the data in the table, there were 2 students who received very good speaking scores; 19 students who received good marks; 14 students, who received medium scores; and none of the students received poor or very poor scores.

***Correlation Analysis Between Speaking and Writing Ability***

To determine the correlation between speaking and writing ability, the researcher employed SPSS. The table below displays the data.

The following table presents data on the value of speaking ability (referred to as the X variable), the value of writing ability (referred to as the Y variable), the square of the X value and its sum ( $\sum x^2$ ), the square of the Y value and its sum ( $\sum y^2$ ), and the multiplication between the X and Y values along with the sum ( $\sum xy$ ).

Table 4. Scores of Speaking and Writing ability.

| <b>NO</b> | <b>Participants</b> | <b>X</b> | <b>Y</b> | <b>X<sup>2</sup></b> | <b>Y<sup>2</sup></b> | <b>XY</b> |
|-----------|---------------------|----------|----------|----------------------|----------------------|-----------|
| <b>1</b>  | Student 1           | 55       | 85       | 3025                 | 7225                 | 4675      |
| <b>2</b>  | Student 2           | 65       | 80       | 4225                 | 6400                 | 5200      |
| <b>3</b>  | Student 3           | 65       | 95       | 4225                 | 9025                 | 6175      |
| <b>4</b>  | Student 4           | 50       | 90       | 2500                 | 8100                 | 4500      |
| <b>5</b>  | Student 5           | 65       | 80       | 4225                 | 6400                 | 5200      |
| <b>6</b>  | Student 6           | 55       | 75       | 3025                 | 5625                 | 4125      |
| <b>7</b>  | Student 7           | 55       | 55       | 3025                 | 3025                 | 3025      |
| <b>8</b>  | Student 8           | 70       | 85       | 4900                 | 7225                 | 5950      |
| <b>9</b>  | Student 9           | 60       | 90       | 3600                 | 8100                 | 5400      |
| <b>10</b> | Student 10          | 90       | 95       | 8100                 | 9025                 | 8550      |
| <b>11</b> | Student 11          | 80       | 75       | 6400                 | 5625                 | 6000      |
| <b>12</b> | Student 12          | 70       | 90       | 4900                 | 8100                 | 6300      |
| <b>13</b> | Student 13          | 70       | 85       | 4900                 | 7225                 | 5950      |
| <b>14</b> | Student 14          | 65       | 85       | 4225                 | 7225                 | 5525      |

|    |            |                      |                      |                          |                          |                         |
|----|------------|----------------------|----------------------|--------------------------|--------------------------|-------------------------|
| 15 | Student 15 | 70                   | 90                   | 4900                     | 8100                     | 6300                    |
| 16 | Student 16 | 80                   | 75                   | 6400                     | 5625                     | 6000                    |
| 17 | Student 17 | 60                   | 85                   | 3600                     | 7225                     | 5100                    |
| 18 | Student 18 | 65                   | 70                   | 4225                     | 4900                     | 4550                    |
| 19 | Student 19 | 70                   | 95                   | 4900                     | 9025                     | 6650                    |
| 20 | Student 20 | 55                   | 70                   | 3025                     | 4900                     | 3850                    |
| 21 | Student 21 | 50                   | 60                   | 2500                     | 3600                     | 3000                    |
| 22 | Student 22 | 60                   | 75                   | 3600                     | 5625                     | 4500                    |
| 23 | Student 23 | 75                   | 85                   | 5625                     | 7225                     | 6375                    |
| 24 | Student 24 | 45                   | 80                   | 2025                     | 6400                     | 3600                    |
| 25 | Student 25 | 75                   | 85                   | 5625                     | 7225                     | 6375                    |
| 26 | Student 26 | 65                   | 90                   | 4225                     | 8100                     | 5850                    |
| 27 | Student 27 | 70                   | 80                   | 4900                     | 6400                     | 5600                    |
| 28 | Student 28 | 50                   | 80                   | 2500                     | 6400                     | 4000                    |
| 29 | Student 29 | 55                   | 70                   | 3025                     | 4900                     | 3850                    |
| 30 | Student 30 | 85                   | 90                   | 7225                     | 8100                     | 7650                    |
| 31 | Student 31 | 50                   | 55                   | 2500                     | 3025                     | 2750                    |
| 32 | Student 32 | 75                   | 85                   | 5625                     | 7225                     | 6375                    |
| 33 | Student 33 | 45                   | 50                   | 2025                     | 2500                     | 2250                    |
| 34 | Student 34 | 75                   | 75                   | 5625                     | 5625                     | 5625                    |
| 35 | Student 35 | 70                   | 90                   | 4900                     | 8100                     | 6300                    |
|    |            | $\Sigma x =$<br>2260 | $\Sigma y =$<br>2800 | $\Sigma x^2 =$<br>150250 | $\Sigma y^2 =$<br>228550 | $\Sigma xy =$<br>183125 |

Table 5. Correlations Result

|   |                     | X      | Y      |
|---|---------------------|--------|--------|
| X | Pearson Correlation | 1      | .525** |
|   | Sig. (2-tailed)     |        | .001   |
|   | N                   | 35     | 35     |
| Y | Pearson Correlation | .525** | 1      |
|   | Sig. (2-tailed)     | .001   |        |
|   | N                   | 35     | 35     |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 6. Interval Coefficient

| Interval Coefficient | Correlation Level |
|----------------------|-------------------|
| 0.00 - 0.199         | Very Low          |
| 0.20 – 0.399         | Low               |
| 0.40 – 0.599         | Medium            |
| 0.60 – 0.799         | Strong            |
| 0.80 – 1.000         | Very Strong       |

The result for  $r_{xy}$  is 0.52 and the significant value is 0.01 based on the above table. This indicates that there is a substantial correlation between the two variables. Speaking and writing ability of the students of Management Study Program are correlated, with a medium degree of interpretation based on the Standard of Correlation Product Moment. It is also found that the average speaking ability of students is 63.14, while the average writing ability is 78, according to the results. Thus, it is evident for the students of Management Study Program that speaking is considered to be more difficult than writing skills. There are some reasons which may trigger the students of management Study Program face difficulties in speaking. First of all, the students may be afraid of making mistakes because speaking involves performance. Second, the students may lack of confidence to express themselves verbally. The students may lack of confidence if their speaking can't be understood well, the messages they want to share won't be understood by their partner. Other problems in speaking are dealt with linguistic aspect such as insufficient of pronunciation, vocabulary low mastery, and no topic to be discussed.

As it was mentioned previously that the study revealed that there's correlation between Management Study Program students' ability in writing and speaking. Based on this finding, it can be concluded that there is a linear positive correlation between the students' speaking ability and students' writing ability in procedure text written by the students of Management Study program. The improvement of students' speaking ability correlates positively with the improvements of students' writing ability. Most previous studies have shown the correlation between speaking ability and writing ability in some way. As it has been familiar that writing skill usually follows a conventional style of language components such as grammar and vocabulary which also appear in the oral production use. In other words, it can be said that spoken and written language use similar linguistics mechanism. The result of this study supports the study conducted by researchers. One of them is the study done by Akki & Larouz, (2021). In their research, it was found that speaking and writing have a strong positive and statistically significant correlation. However, the results of students speaking and writing is different from the results of this current study. They found that students' speaking skill is better than students' writing skills. However, in this current study, the students' writing ability is better than the students' speaking skill. Additionally, they showed that the sample of the study had more challenges in writing than in speaking skills. For many English language learners especially for Indonesian students it seems that learning how to write well is more difficult than learning how to speak. The difficulty in writing may be caused by some reasons. Writing is written communication, and in written communication usually there is more formality.

Moreover, writing, as opposed to speaking, necessitates greater attention to grammar standards. The students' difficulties of writing may also be caused by lack of vocabulary and lack of practice.

The results of this study are also in line with the study done by Rahman & Suryanto (2022). In their research, they found that there is a very weak positive correlation between English-writing skills and English-speaking skills of the fifth semester students of English Education Department. Even so, the results of this study still show a correlation between writing and speaking skills.

## CONCLUSION

Based on the results of this study, it can be concluded that there is a medium-positive correlation between writing ability and speaking ability of the students of Management Study Program, the University of Muria Kudus. It can be also said that the higher the speaking score of the students in speaking, the higher the score of the students in writing. The study's findings also provide theoretical and practical support for teaching and learning English, particularly for speaking and writing. The results of this study theoretically indicate that student success in developing writing ability might predict student success in developing speaking abilities, and vice versa. It is quite probable that students who are good in writing will also be also good in speaking.

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