The Correlation Between Creative Listening and Storytelling Skill

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Abstract: Listening and speaking are important for everyone, including junior high school students. This encourages researchers to prove that there is a correlation between creative listening and storytelling skill in grade VII students of SMP Negeri 2 Mattiro Bulu. The sample in this study used a random sampling technique. The sample used in this research is class VII.1 SMP Negeri 2 Mattiro Bulu as many as 24 people. This research uses a quantitative approach with associative research type. This research used descriptive test instruments and oral tests. The test results were analyzed using the student skill category table. Hypothesis testing uses the Product Moment correlation statistical test. Based on the results of data analysis, creative listening skills are categorized as good with an average value of 72.29 and the skill to tell stories is categorized as good with an average value of 74.17. From the results of the correlation analysis between creative listening skills and storytelling skill, the r count correlation value is 0.965 which is in the very strong category with r table of 0.404. Thus, r count > r table, it is stated that the truth is accepted in the sense that there is a correlation between creative listening skill and speaking skill in grade VII.1 students of SMP Negeri 2 Mattiro Bulu.

Keywords: creative listening, speaking, storytelling

I. Introduction

Language plays an important role in human life. Language is a means of human communication in everyday life. Conveying ideas, thoughts, or information to others, both orally and in writing can be done in language.

Language is used as a process of thinking and behaving. This shows the existence of language in life to interact both in situations of formal activities such as teaching and learning, institutional meetings, and in ceremonial activities such as weddings. In non-formal situations,

language is used in everyday conversations, for example in markets, at home, chatting with peers in accordance with the purpose of interacting (Monika: 2017).

Language skills include four activities which include; listening skills, speaking, writing, and reading. Listening and speaking are very important language skills before humans can reading and writing. Listening and speaking have been done by humans since they were still in the womb. However, for its development, external stimuli are needed. The development of the human brain to obtain information occurs at the age of 0-14 years.

The nature of listening is related to listening and listening, by listening to a person can get information or knowledge. Ismawati and Umaya (2012: 48) say listening is an activity to understand messages. Meanwhile, according to Sugono (2011: 144), listening is defined as the process of hearing, recognizing and interpreting utterances. Listening activities are closely related to human thought processes. Good language skills reflect a rational and orderly mindset. Listening can open a new mindset by looking at the problem from various sides (Wahyuniar, 2021).

Tarigan (2008:2) states that listening and speaking are studied at childhood, namely before entering school, while reading and writing are learned at the school level. Before speaking, reading and writing, the first activity that can be done for the first time is listening. In general, language starts from listening skills, then speaking, then reading, and at the last stage, writing.

The skill to listen is needed to capture information as well as distinguish the meaning that is not only listening, but more than that, namely listening by focusing on the object being listened to. Listening to the speaker well is expected to improve the speaking skill of the listener itself. Listening in this study focuses on creative listening. Therefore, students are expected to be able to retell what they have seen by using audio visual media.

Creative listening is one type of listening skill. Creative listening is a listening activity that can have a creative impact on the listener. The creative impact for the listener includes: content, way of arranging ideas, even speaking style.

According to Kamidjan (2001: 23), creative listening is a listening activity that aims to develop the learner's imagination and creativity. Listener creativity can be done by

(a) imitating the pronunciation or sound of a foreign or regional language, for example English, Dutch. German language. etc., (b) express the same ideas as the speaker. but using a different structure and word choice, (c) reconstructing the message that has been conveyed by the listener, (d) arranging directions or advice based on the material that has been listened to.

The embodiment of the results of creative listening in this study is expected to help students improve their speaking skills, especially telling stories. Talking is a way of communicating between social beings. Humans are social creatures and the first and most important action is social action, which is an act to exchange experiences, express and receive thoughts, express feelings or mutually express feelings, and agree on a stand or belief. Therefore, in social action there must be general elements which are mutually agreed upon and understood by a number of people who constitute society.

Nurgiantoro (2010) states that speaking skill is assessed based on the type of speaking activity because it has different components. For example, assessing storytelling activities is certainly different when assessing speech activities. Speaking skills are the art of speaking which is a means of communication with spoken language, namely the process of conveying thoughts, ideas, ideas with the aim of reporting, convincing or entertaining others (Haryadi & Zamzani in Nuryati, 2018).

Speaking ability is assessed based on the type of speaking activity because it has different components. For example, judging storytelling is certainly different if judging speech (Wahyuniar, 2019). Storytelling is one of the language skills that is productive which means generating ideas, ideas, and thoughts (Yeti Mulyati, 2009: 64). The speaker's ideas, thoughts, and thoughts have a message or can be used by the listener. An example of a case in listening is a teacher lecturing in providing knowledge to students, so that the knowledge can be understood and implemented by students in everyday life.

At the time of observation, the problem that occurred to students was that there were still insufficient grades and a lack of motivation in learning to speak especially telling stories. This is what causes the results of learning listening in schools to be less than optimal and the many students' scores are still low in listening learning. Therefore, this study was designed to determine the correlation between creative listening and

storytelling skill in class VII.1 SMP Negeri 2 Mattiro Bulu.

II. Methods

This study aims to prove that there is a correlation between creative listening and the skill to tell stories in class VII.1 SMP Negeri 2 Mattiro Bulu. The approach used in this research is a quantitative approach. It is in line with Werang (2015) that quantitative research is carried out on a representative population and / or specific sample and bases the research hypothesis on pre-existing concepts or theories.

The population in this study were all students of class VII SMP Negeri 2 Mattiro Bulu Pinrang Regency, totaling 102 people. Sampling in this study was carried out using simple random sampling technique. This technique is carried out when members of the population are considered homogeneous. The sample in this study was class VII.1, totaling 24 people who were considered to represent the main characteristics of the entire population.

This research uses a quantitative approach with a correlational type consisting of two variables, namely the independent variable (X) and the dependent variable (Y). The independent variable is the skill to listen (X), while the dependent variable is the skill to tell stories (Y). The research data were obtained through giving tests, namely written tests and oral tests. The written test is in the form of a description relating to the material for playing the profile of a character (Prof. Dr. Ing. Bachruddin Jusuf Habibie, FREng) via audio-visual. The oral test is in the form of calling students individually to retell the information obtained based on the material that has been listened to.

The data that has been collected is then analyzed. After the values for creative listening skills and storytelling skill have been obtained, the next step is to calculate the average score. The data was classified and determined the correlation between creative listening skill and storytelling skill of class VII.1 SMP Negeri 2 Mattiro Bulu using the Product Moment correlation test. Researchers used a computer-assisted program for the Statistical Package for the Social Sciences (SPSS) version 20 for windows to get accurate results with a significance level of $\alpha = 0.01$ (1%) or $\alpha = 0.05$ 5%.

III. Results

The results of the study were obtained from the data of class VII.1 SMP

Negeri 2 Mattiro Bulu on creative listening skills and speaking skills. Student data in the form of written tests and oral tests. The average value of each skill is shown in table 1 below.

Table 1. Average Value of Creative Listening Skills and Storytelling skill

Mean

		Mean
Skills	Creative Listening	72,29
	Storytelling	74,17

Based on these data, it can be proven that the creative listening skill and storytelling skill of students of class VII.1 SMP Negeri 2 Mattiro Bulu are categorized as good. The average value of creative listening skill is 72.29. The average value of creative listening skill is 74.17.

After getting the average value of each skill, the next analysis is the correlation test with the Product Moment statistical formula. Because this study is a quantitative study, the data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 20 for windows program. The results of the correlation test are shown in table 2 below.

Table 2. Correlation Test Results

Correlations

		Listening	Speaking
Listening	Pearson Correlation	1	,965**
	Sig. (2-tailed)		,000
	N	24	24
Speaking	Pearson Correlation	,965**	1
	Sig. (2-tailed)	,000	
	N	24	24

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

Based on these data, the result of r count is 0.965, indicating that the correlation is in very strong criteria. Furthermore, based on whether the hypothesis is accepted or not, it is shown from the results of r count (0.965)> r table (0.404) at a significant level of 5%. Therefore, it can be concluded that there is a correlation between creative listening skill and speaking skill of students in class VII.1 SMP Negeri 2 Mattiro Bulu.

Discussion

The skill to listen creatively and tell stories are closely related. During the audio-visual process of listening to the profile of a character (Prof. Dr. Ing. Bachruddin Jusuf Habibie, FREng), the students seemed to really admire the character being told. There are 5 students who aspire to be like figures. There are those who really admire the intelligence of the characters. Some are amazed at some of the achievements made by the characters. There are students who idolize the figure of the wife of the character. Some even admire the character's loyalty to his wife. The utterances and expressions shown by students are a form of creative listening. Because creative listening is a type

of listening that creates imagination for the listener.

When students are given a written test in the form of a description test, students are able to answer well questions in the form of character excellence, character achievement, and some information on character achievement. Categorized sufficient in answering questions in the form of information on the year. There were 3 students who were able to write down the strengths of the characters and the information on the achievements of the figures with the correct years. A total of 15 students who were able to write down the strengths of the characters and information on the achievements of the figures were completed with a sufficiently precise year. There were 6 students who were able to write down the superiority of figures and information on achievement, but the year of achievement was not quite right. Based on this data, it can be concluded that students tend to understand easily in general concluding information compared to having to write down the years of achievement of figures.

Speaking skills, especially telling stories for grade VII.1 SMP Negeri 2 Mattiro Bulu, were carried out by means of an oral test. Researchers call students individually to tell the material that has been listened to. Students' storytelling methods are diverse, creative, and informative. There are 3 students who tell stories in structured sentences, creative sentences, and are able to convey information well and accurately. A total of 17 students told stories in structured sentences, creative sentences, and were able to convey information fairly precisely. There were 4 students telling stories in structured sentences, creative sentences, and being able to convey information but not quite right. Based on these data, it can be concluded that students tend to tell stories easily with structured sentences, creative sentences, and are able to convey information but are less precise.

The correlation between creative listening skills and the skill to tell stories is very strong. When students listen creatively and imagine based on the material being listened to, students tend to telling stories more easily. Students' storytelling methods are varied and creative. This is evidenced by the data obtained on creative listening skills in the form of written tests and storytelling skill in the form of oral tests. Based on the data from the two tests then analyzed with the Product Moment statistical formula.

The results of the correlation test with the Product Moment statistical formula obtained the results of r count of 0.965, with very strong criteria. Furthermore, based on whether the hypothesis is accepted or not, it is shown from the results of r count> r table at a significant level of 5%. The results obtained are r count (0.965)> r table (0.404). Thus, it can be concluded that there is a correlation between creative listening skill and speaking skill of students in class VII.1 SMP Negeri 2 Mattiro Bulu.

IV. Conclusions and Implications

Based on the results of data analysis and discussion, it can be concluded that there is a correlation between creative listening skill and storytelling skill of class VII.1 students of SMP Negeri 2 Mattiro Bulu. The student's average score on creative listening skills was 72.29. The average value of creative listening skill is 74.17. The creative listening skill and storytelling skill of class VII.1 SMP Negeri 2 Mattiro Bulu are categorized as good. The results of the correlation test with the Product Moment statistical formula obtained the results of r count of 0.965, with very strong criteria. Based on whether the hypothesis is accepted or not, it is shown from the results of r count

> r table at a significant level of 5%. The results obtained are r count (0.965) > r table (0.404).

Based on the results obtained from this study, suggestions are made for Indonesian language teachers and for further researchers. Indonesian teachers consider creative listening skills if they want to improve students' grades in telling stories, especially telling stories. To the next researchers who want to examine the skill of creative listening to take advantage of media that are considered capable of increasing students' imagination so that students are more creative in telling stories and without hesitation.

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