

ABSTRACT

The thesis entitled “The Correlation Between Pre-Service Teachers’ Speaking Skills and Their Teaching Ability” was written by Wahyu Putri Anggrainingsih, NIM 1860203222115, English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sayyid Ali Rahmatullah Tulungagung, supervised by Dr. Ida Isnawati, M.Pd.

Keywords: Speaking Skills, Teaching Ability, Pre-Service Teachers, Correlation, Microteaching

Speaking skills play a fundamental role in English language teaching, particularly for pre-service teachers who are required to use English as their primary medium of instruction in the classroom. Without adequate speaking competence, pre-service teachers may struggle to deliver clear explanations, manage classroom interactions, and engage students effectively. Despite its importance, the relationship between speaking ability and teaching performance remains underexplored in the Indonesian EFL context, especially using authentic performance-based assessments.

This study aimed to investigate whether there is a significant correlation between speaking skills and teaching ability of pre-service teachers at the sixth semester of the English Education Department, UIN Sayyid Ali Rahmatullah Tulungagung. The research question addressed in this study is: Is there a significant correlation between pre-service teachers’ speaking skills and their teaching ability?

A quantitative correlational design was used with 30 students selected through purposive sampling. Data were collected through an impromptu speaking test and a micro-teaching performance assessment, both evaluated by two raters. Inter-rater reliability was confirmed using ICC (.833 for speaking and .820 for teaching ability), and prerequisite tests confirmed normal distribution and linearity of the data.

The data were analyzed using Pearson Product Moment Correlation. The results showed a correlation coefficient of $r = .437$ with a significance value of $p = .016$. Since $p < 0.05$, the null hypothesis is rejected. Based on Best's criteria, $r = .437$ falls in the range of 0.41–0.60, which is categorized as a moderate correlation. This means the relationship between the two variables exists and is statistically significant, but is not strong enough to suggest that speaking skills alone determine teaching ability. The positive direction indicates that higher speaking skills scores were associated with higher teaching ability scores, and vice versa. It is therefore concluded that there is a significant positive moderate correlation between pre-service teachers' speaking skills and their teaching ability, suggesting that speaking skills are meaningfully related to teaching ability, although they are not the sole determining factor of teaching performance.

ABSTRAK

Skripsi yang berjudul “The Correlation Between Pre-Service Teachers’ Speaking Skills and Their Teaching Ability” ditulis oleh Wahyu Putri Anggrainingsih, NIM 1860203222115. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, UIN Sayyid Ali Rahmatullah Tulungagung, dengan dosen pembimbing Dr. Ida Isnawati, M. Pd.

Kata kunci: Kemampuan Berbicara, Kemampuan Mengajar, Calon Guru, Korelasi, Microteaching

Kemampuan berbicara memiliki peran yang sangat penting dalam pengajaran bahasa Inggris, terutama bagi calon guru yang dituntut menggunakan bahasa Inggris sebagai media utama pembelajaran di kelas. Tanpa kemampuan berbicara yang memadai, calon guru dapat mengalami kesulitan dalam menyampaikan penjelasan secara jelas, mengelola interaksi di kelas, serta melibatkan siswa secara efektif dalam proses pembelajaran. Meskipun demikian, hubungan antara kemampuan berbicara dan kemampuan mengajar masih belum banyak diteliti dalam konteks EFL di Indonesia, khususnya melalui penilaian berbasis performa autentik.

Penelitian ini bertujuan untuk mengetahui apakah terdapat korelasi yang signifikan antara kemampuan berbicara dan kemampuan mengajar calon guru pada mahasiswa semester enam Program Studi Tadris Bahasa Inggris UIN Sayyid Ali Rahmatullah Tulungagung. Rumusan masalah dalam penelitian ini adalah: apakah terdapat korelasi yang signifikan antara kemampuan berbicara calon guru dan kemampuan mengajar mereka?

Penelitian ini menggunakan desain kuantitatif korelasional dengan melibatkan 30 mahasiswa yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui tes berbicara spontan (impromptu speaking test) dan penilaian performa microteaching yang dinilai oleh dua penilai. Reliabilitas antar penilai telah dikonfirmasi menggunakan ICC, yaitu sebesar .833 untuk kemampuan berbicara dan .820 untuk kemampuan mengajar. Selain itu, uji prasyarat menunjukkan bahwa data berdistribusi normal dan memiliki hubungan linear.

Data dianalisis menggunakan Pearson Product Moment Correlation. Hasil penelitian menunjukkan koefisien korelasi sebesar $r = .437$ dengan nilai signifikansi $p = .016$. Karena $p < 0.05$, maka hipotesis nol ditolak. Berdasarkan kriteria Best, nilai $r = .437$ berada pada rentang 0.41–0.60 yang dikategorikan sebagai korelasi sedang. Hal ini menunjukkan bahwa hubungan antara kedua variabel bersifat signifikan secara statistik, namun tidak cukup kuat untuk menyatakan bahwa kemampuan berbicara saja menentukan kemampuan mengajar. Arah korelasi yang positif menunjukkan bahwa semakin tinggi kemampuan berbicara mahasiswa, semakin tinggi pula kemampuan mengajarnya, dan sebaliknya. Oleh karena itu,

dapat disimpulkan bahwa terdapat korelasi positif sedang yang signifikan antara kemampuan berbicara calon guru dan kemampuan mengajar mereka. Temuan ini menunjukkan bahwa kemampuan berbicara memiliki hubungan yang bermakna dengan kemampuan mengajar, meskipun bukan satu-satunya faktor yang menentukan performa mengajar.