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The Correlation Between Listening Comprehension and Speaking Skill of The Eleventh-Year Students of Senior High School

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Abstract

Listening and speaking are interrelated language skills that play a crucial role in learning English as foreign language. The relationship between the two important because listening provides input that supports the development of student's speaking skill. However, previous studies have generally focused on the general relationship between listening and speaking skills without examining their specific aspects in depth, and have been dominated by studies on university and junior high school students. Research on high school students in rural Indonesia with low English exposure remains limited, indicating a research gap. Therefore, this study focuses on this context to provide a more specific contribution to the study of listening and speaking skills. This study aims to determine the relationship between listening skills and speaking skills of grade XI students of Senior High School. The study population consisted of 230 students and a sample of 31 students from grade XI A was selected using a purposive sampling technique. Data were collected through listening and speaking tests and then analyzed using descriptive statistics and Spearman correlation tests with the help of SPSS software version 27. The results of the study showed that the average score for listening skills was 20.97, while the average score for speaking skills was 19.42. Based on the score range 0-25, these scores indicate that students have relatively high achievement because they are close to the maximum score. The results of the correlation analysis showed a value of r_s = .899 with a significance of $p < 0.001$, which means there is a strong and significant positive relationship between listening and speaking skill. This finding indicates that the better students' listening comprehension, the better their speaking skill.

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1. Introduction

English is widely recognized as the global lingua franca that facilitates communication in education, business, and technology, spoken by nearly 400 million people worldwide and officially used in 53 countries (Nur et al., 2024). Among the four language skills, listening comprehension and speaking are considered the core of oral communication and are typically acquired before reading and writing (Hasan, 2022;Marlina et al., 2024). Students' speaking performance is widely understood to depend on how well they comprehend spoken input, making listening one of the central determinants of speaking success (Husniyah & Anjarani, 2020) .

Listening Comprehension

listening comprehension constitutes a central skill in language learning. Nevertheless, it remains the least understood and least researched of the language skills, owing to the complex cognitive, social, and metacognitive factors that influence it (Vandergrift, 2007).Listening comprehension refers to the ability to understand and interpret a speaker's spoken message, including the capacity to follow the speaker's intended meaning despite variation in speaking speed, accent, and length of speech (Agustina Ramadhianti, 2021). It is regarded as a fundamental stage in language acquisition, since learners must understand spoken input before they can produce language effectively (Asmae & Sana, 2024;Ali & Alghamdi, 2025).

Comprehension is shaped jointly by linguistic factors, such as vocabulary, pronunciation, and accent, and psychological factors, such as motivation and listener effort, which together determine how successfully a learner processes spoken input (Sa'diyah, 2016;Koelewijn et al.,2018) . Beyond linguistic processing, listening has also been characterized as an active and empathetic process, in which attentive listening supports more responsive and effective communication (Jones et al., 2019).

In support of this, listening comprehension is also shaped by an interaction of learner-related factors and instructional approaches .Huang & Wang, (2026) found that topic familiarity contributes more strongly to comprehension than the use of listening strategies, suggesting that prior knowledge plays a larger role than strategic effort alone. Similarly, Mihail-vele, (2020)reported that techniques such as repetition, written text support, and role-play improve learners' listening comprehension in classroom settings. Taken together, these findings indicate that listening comprehension is jointly shaped by what learners already know and how listening is taught, though neither addresses how comprehension subsequently translates into productive skills such as speaking.

Speaking Skill

Speaking skill is defined as the learner's ability to express ideas orally with clear pronunciation, adequate vocabulary, grammatical accuracy, and fluency (Liew et al., 2022), and is widely regarded as one of the most essential communicative skills for conveying ideas across personal, educational, and professional contexts (Crisianita & Mandasari, 2022;Luana Sasabone et al., 2021) Despite its importance, speaking is often considered the most challenging skill to develop, as many learners struggle to express themselves clearly and spontaneously in oral form (Nathir Ghafar & Raheem, 2023).

Speaking ability is also closely tied to cognitive and affective factors: learners with higher self-efficacy tend to communicate more confidently, whereas foreign language anxiety can hinder oral performance (Ma, 2022). In support of this, instructional and technological interventions have been widely explored to improve speaking performance. Classroom-based studies show that active engagement strategies, such as questioning techniques (Arini & Wahyudin, 2022) and oral presentation practice (Ati & Parmawati, 2022) ,help students become more confident speakers while improving fluency, vocabulary, and pronunciation.

Consistent with this, Istiara et al., (2023) found that students who are more actively involved in learning activities tend to perform better on speaking tests. More recent work points to technology-assisted learning as an additional avenue for development, with AI-based media and digital social platforms shown to enhance learners' fluency, pronunciation, and confidence through increased social interaction (Zou et al., 2023). Collectively, these findings suggest that speaking skill develops most effectively through active, practice-based, and increasingly technology-supported learning experiences.

The Relationship Between Listening Comprehension and Speaking Skill

Listening and speaking are theoretically regarded as closely interconnected skills that together form the core of oral communication (Hasan, 2022). Listening comprehension is theorized to support speaking development through cognitive processing: by understanding spoken input, learners are able to organize ideas, select appropriate vocabulary, and convey meaning more effectively when speaking(Demir, 2017).

From this perspective, listening functions as a source of language input that exposes learners to pronunciation, grammar, vocabulary, and fluency patterns that subsequently support their oral production. In EFL contexts where exposure to English is limited, such as in Indonesia, this relationship is considered increasingly important, since learners have fewer naturalistic opportunities to acquire spoken input outside the classroom (Nurfa Safira, Syamsul Bahri Ys., 2024)

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Previous Research

Several empirical studies have examined this relationship and consistently report a positive and significant correlation between listening comprehension and speaking ability, although each uses slightly different approaches to measuring both variablesHasan (2022)found that listening comprehension contributes significantly to specific components of speaking, including pronunciation, grammar, vocabulary, and fluency, viewing listening as a source of input that shapes various dimensions of oral production.

Using university-level EFL learners, Suharja (2020) measured listening through a TOEFL-based test and speaking through spontaneous oral presentations and also reported a positive and significant correlation between the two skills. Similarly, Hadi et al.(2023),using eighth-grade students, measured listening as the ability to understand audio in general and speaking through role play performance and found comparable positive and significant correlations.

Although these three studies differ in their focus and measurement approachHasan (2022) emphasized listening as a source of language input, while Suharja (2020) and Hadi et al., (2023) focused more on the relationship itself through different assessment instruments all three consistently pointed in the same direction.

However, this consistency should be interpreted with caution. Because Hasan (2022) measured speaking through separate components, while Suharja (2020) and Hadi et al. (2023) treated it as a single holistic score, the three studies did not measure the same construct, making it difficult to directly compare the strength of the relationships across studies. Furthermore, these studies were generally conducted with university and junior high school students, leaving senior high school students understudied, particularly in rural EFL contexts with limited English exposure.

This is an important limitation, as limited language exposure can impact students' ability to comprehend spoken input and produce spoken language, suggesting that the consistent relationships reported above may not hold in the same way under more limited exposure conditions.

Research Gap and Purpose of the Study

As discussed above, previous research has generally examined the relationship between listening comprehension and speaking ability in broad terms, without addressing the specific aspects of either skill, and has been conducted primarily with university and junior high school students. Senior high school learners, particularly in EFL contexts in rural areas with limited English exposure, remain largely unexamined, despite the likelihood that limited language exposure affects both comprehension and production of spoken language.

To address this gap, the present study examines not only the general relationship between listening comprehension and speaking ability, but also

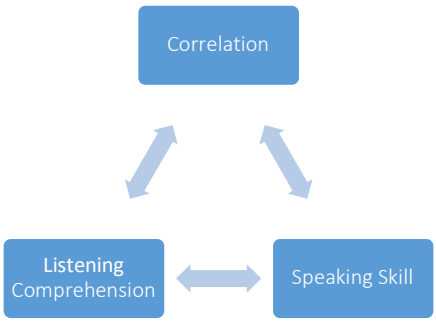
specific aspects of each skill: listening comprehension in terms of understanding main ideas, detailed information, implied meaning, speaker attitudes, and vocabulary in audio contexts; and speaking ability in terms of fluency, pronunciation, grammar accuracy, vocabulary use, and interactional competence. This study is expected to provide a deeper understanding of the relationship between listening and speaking abilities among senior high school students in the context of EFL learning in rural areas, specifically among eleventh-year students of Senior High School.

Based on this gap, the research question of this study is: Is there a significant correlation between listening comprehension and speaking skills of the eleventh-year students of Senior High School? The purpose of this study is to determine whether there is a significant correlation between listening comprehension and speaking skills of the eleventh-year students of Senior High School. The novelty of this research lies in providing empirical evidence regarding this relationship in the context of a rural Indonesian senior high school, which has received limited attention in previous EFL research.

Conceptual Framework

Building on the theoretical and empirical review above, this study conceptualizes listening comprehension as the independent variable (X) and speaking skill as the dependent variable (Y), as illustrated in Figure 1.

Figure 1. Conceptual framework of the relationship between listening comprehension and speaking skill of the eleventh-year students of Senior High School



This framework illustrates that students with better listening comprehension tend to demonstrate better speaking skill, consistent with the positive and significant relationship reported in previous studies. This relationship forms the conceptual basis for the present study, which investigates the same relationship

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among eleventh-year students of Senior High School.

2. Method

This study uses a quantitative approach with a correlational design to examine the correlation between listening comprehension and speaking skill of the eleventh-year students at Senior High School. The population in this study was 230 students, and a sample of 31 students was selected using a purposive sampling technique from class XI A. The selection of class XI A was based on certain criteria, namely students with varying levels of English language ability and relatively active learning participation in class.

This study used two instruments: a listening comprehension test and a speaking test. The listening test consists of three sections: understanding the main idea, finding detailed information, and understanding implied meaning such as the speaker's attitude. This test also measures students' ability to recognize vocabulary in spoken texts. Students' responses were assessed using an analytical assessment rubric that includes five criteria, with each criterion scored from 1–5, with a maximum total score of 25.

The speaking test is conducted in the form of a news reading presentation, where students read a short news text in front of the class and answer follow-up questions. This test aims to measure students' speaking skills, including fluency, grammar, pronunciation, vocabulary, and interactional competence when speaking in front of an audience. The speaking assessment also uses an analytical rubric with a scale of 1–5 for each aspect, with a maximum total score of 25. The speaking assessment was conducted by the researcher herself as the sole rater.

Validity and Reliability of the Listening Comprehension Instrument

The listening comprehension instrument was tested for validity and reliability. The results are presented in Tables 1 and 2.

Table 1. Validity Test of the Listening Instrument

Listening Aspect	Spearman Correlation (r_s)	Sig. (2-tailed)	Interpretation
Understanding Gist	0.394	0.028	Valid
Understanding Details	0.702	< 0.001	Valid
Inference and Attitude	0.906	< 0.001	Valid
Vocabulary and Expression Recognition	0.911	< 0.001	Valid
Listening Strategy and Fluency	0.948	< 0.001	Valid

Note: The values represent Spearman's rho correlation between the scores of each aspect and the total listening score (N = 31). All aspects were declared valid because the significance value was <0.05.

The validity of the listening instrument was examined using Spearman's rho correlation between each listening aspect and the total listening score. As shown in Table X, all five aspects, understanding gist, understanding details, inference and attitude, vocabulary and expression recognition, and listening strategy and fluency, showed significant positive correlations with the total score ($p < 0.05$), indicating that the listening instrument was valid for measuring students' listening comprehension

Table 2. Reliability Test Results of the Listening Comprehension Instrument

Aspect	Corrected Item Total Correlation	Cronbach's Alpha if Item Deleted
Understanding Gist	0.226	0.886
Understanding Details	0.516	0.821
Inference and Attitude	0.798	0.742
Vocabulary and Expression Recognition	0.786	0.756
Listening Strategy and Fluency	0.914	0.706

Note: Overall Cronbach's Alpha = .827 (N of items = 5), indicating high reliability.

The reliability of the listening instrument was examined using Cronbach's Alpha. The overall reliability coefficient was .827, indicating that the listening instrument had high internal consistency. As shown in Table 2, the corrected item-total correlation for each aspect ranged from .226 to .914, with understanding gist showing the lowest correlation (.226) and listening strategy and fluency showing the highest (.914). Despite this variation, the overall reliability coefficient remained high, confirming that the listening instrument was reliable for measuring students' listening comprehension.

Validity and Reliability of the speaking Skill Instrument

The speaking skill instrument was tested for validity and reliability. The results are presented in Tables 3 and 4.

Table 3. Validity Test Results of the Speaking Skill Instrument

Speaking Aspect	Correlation Coefficient (r_s)	Sig. (2-tailed)	Status
Fluency	0.895	< 0.001	Valid
Accuracy	0.944	< 0.001	Valid
Pronunciation	0.909	< 0.001	Valid

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Vocabulary	0.955	< 0.001	Valid
Interactional Competence	0.866	< 0.001	Valid

Note: N = 31. Correlation is between each aspect's score and the total speaking score (Spearman's rho)

The validity of the speaking instrument was examined using Spearman's rho correlation between each speaking aspect and the total speaking score. As shown in Table 3, all five aspects, fluency, accuracy, pronunciation, vocabulary, and interactional competence, showed strong, significant positive correlations with the total score (r_s = .866–.955, p < .001), indicating that the speaking instrument was valid for measuring students' speaking skill.

Table 4. Reliability Test Results of the Speaking Skill Instrument

Speaking Aspect	Corrected Item–Total Correlation	Cronbach's Alpha if Item Deleted
Fluency	0.820	0.949
Accuracy	0.910	0.933
Pronunciation	0.851	0.944
Vocabulary	0.947	0.926
Interactional Competence	0.812	0.950

Note: Overall Cronbach's Alpha = 0.952 (N = 5), indicating excellent reliability**.**

The reliability of the speaking instrument was examined using Cronbach's Alpha. The overall reliability coefficient was .952, indicating excellent internal consistency. As shown in Table 4, the corrected item-total correlation for each aspect was consistently high, ranging from .812 to .947, confirming that the speaking instrument was highly reliable for measuring students' speaking skill.

Prior to data collection, the researcher obtained permission from the school administration of Senior High School. Furthermore, students were explained the purpose of the study and their participation was voluntary. Consent was obtained to ensure students' willingness to participate in the study, and their data was kept confidential and used solely for academic purposes.

Data analysis was conducted using SPSS version 27. Descriptive statistics in the form of measures of central tendency and dispersion, namely the mean, minimum and maximum scores, and standard deviation, were calculated to provide a general overview of student performance. Spearman's rho test was used to determine the strength and direction of the relationship between listening and speaking skills because the data in this study did not meet the assumptions of parametric analysis, particularly normality. The results of the normality test indicated that the data were not normally distributed, so the use of parametric

tests such as Pearson's was inappropriate. Therefore, Spearman's rho was used as a more appropriate non-parametric test to analyze the relationship between the two variables based on student ability scores. Furthermore, Spearman's rho is still able to accurately measure the relationship between variables even though the data is not normally distributed, so the analysis results obtained are more reliable.

3. Result

The results of this study are presented using two main analyses: descriptive statistics and correlation analysis. Descriptive statistics were employed to illustrate the students' performance in listening comprehension and speaking skills, including the mean scores and score distributions. Subsequently, Spearman's rho correlation analysis was used to examine the relationship between the two variables. The results are presented in sequence, starting with descriptive statistics followed by correlation analysis.

Descriptive Statistics

The descriptive statistics were calculated to describe students' performance in listening comprehension and speaking skills. The results are presented in Table 1.

Table 1. Descriptive Statistics of Listening and Speaking Scores

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Listening Score	31	12	25	20.97	4.086
Speaking Score	31	11	25	19.42	4.193

As shown in Table 1, the mean score of listening comprehension was 20.97, with a minimum score of 12 and a maximum score of 25. The standard deviation was 4.086, indicating moderate variability among students. Meanwhile, the mean score of speaking skills was 19.42, with scores ranging from 11 to 25. The standard deviation was 4.193. These findings indicate that students generally performed well in both listening and speaking skill.

Correlation Analysis

To examine the relationship between listening comprehension and speaking skill, Spearman's rho correlation analysis was applied. The results are presented in Table 2.

Table 2. Spearman's Rho Correlation Between Listening and Speaking

Variables	Listening	Speaking
Listening		
Correlation Coefficient	1.000	.899**
Sig. (2-tailed)	-	< .001
N	31	31

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Speaking		
Correlation Coefficient	.899**	1.000
Sig. (2-tailed)	< .001	-
N	31	31

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

The Spearman's rho correlation test results showed a correlation coefficient of r_s = .899 with a significance level of p < .001. This finding indicates a strong and statistically significant positive relationship between students' listening comprehension and speaking skill. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

Scatterplot Analysis

A scatterplot analysis was conducted to visualize the relationship between listening comprehension and speaking skill. The result is presented in Figure 2.

Figure 2. Scatterplot of the correlation between Listening Comprehension and Speaking Skill

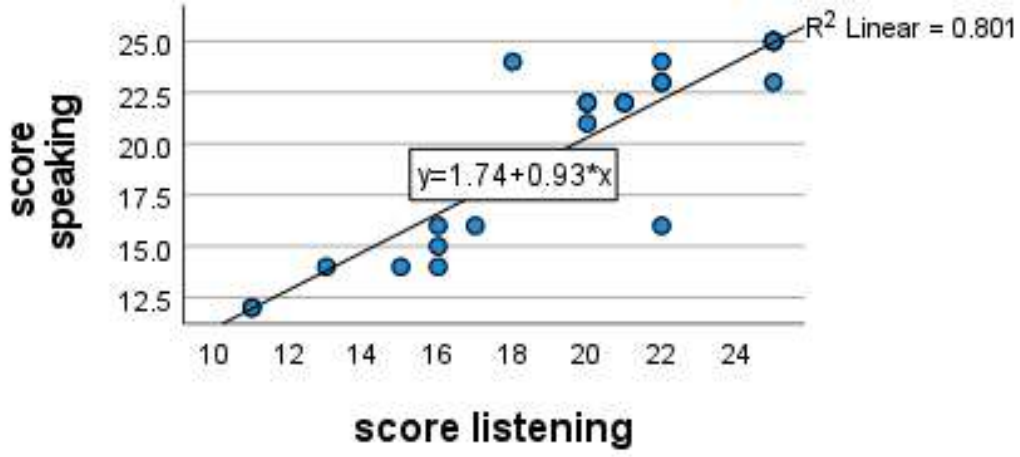

Figure 2 presents the scatterplot illustrating the relationship between students' listening comprehension scores and speaking skill scores. The scatterplot shows a clear positive linear pattern, in which higher listening comprehension scores tend to correspond with higher speaking skill scores. The linear regression line (y = 1.74 + 0.93x) further confirms this upward trend, with an R^2 value of .801, indicating that approximately 80.1% of the variance in students' speaking skill scores can be explained by their listening comprehension scores. This visual pattern is consistent with the Spearman's rho correlation result (r_s = .899, p < .001), which indicated a strong and significant positive correlation between the two

variables.

Based on the correlation coefficient guideline by Schober et al. (2018), acorrelation coefficient of r_s = .899 falls within the range of .70–.89, indicating a strong positive relationship between listening comprehension and speaking skill. This suggests that students with higher listening comprehension scores consistently demonstrated higher speaking skill scores, and vice versa.

4. Discussion

The results of the study showed a strong and statistically significant positive correlation between listening comprehension and speaking skills (r_s = 0.899, $p < 0.001$). According to Gopakumar et al.(2015) the p value is used to determine statistical significance, with the significance level (α) usually set at 0.05, where $p \leq 0.05$ indicates that the null hypothesis is rejected.

The result of $p < 0.001$ in this study indicates a statistically significant relationship between the two variables. Furthermore, according to Schober et al.(2018) a correlation coefficient between 0.70 and 0.89 is categorized as strong, so the correlation in this study is included in the strong category. The Spearman's rho correlation test was used because the data did not meet the normality assumption in parametric analysis, so a non-parametric test was considered more appropriate to analyze the relationship between variables in this study.

The positive correlation indicates that students with higher listening skills tend to have better speaking skills. This relationship can be explained by the role of listening as a primary source of language input, enabling students to acquire vocabulary, pronunciation, and sentence structure that support the development of speaking skills. Furthermore, these two skills share common linguistic components, such as vocabulary mastery and comprehension, further strengthening the relationship between the two.

This finding is in line with language learning theories that emphasize the importance of input in second language acquisition, where listening skills as receptive skills contribute to the development of productive skills such as speaking. Theoretically, these results support Krashen's Input Hypothesis, which states that comprehensible input plays an important role in second language development, as learners acquire language through exposure to meaningful input that is slightly above their current ability level, thus enabling the internalization of linguistic elements that can then be used in oral communication (Krashen 1985; Congmin, 2021).

In addition to the input-based perspective, interactionist theories also provide a relevant explanation for this finding. According to(Loewen & Sato, 2018), interactionist second language acquisition theories emphasizes three core elements: input, negotiation of meaning, and output. Through interaction, learners receive language input, clarify meaning during communication, and produce language output, which helps them notice gaps in their linguistic knowledge and

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develop their language skills. Therefore, interaction is considered an important process in supporting second language development, particularly in linking receptive skills such as listening with productive skills such as speaking. Based on these theoretical perspectives, the strong positive correlation found in this study further strengthens the relationship between input, interaction, and language development, indicating that students who receive and understand more input through listening activities tend to demonstrate better speaking skills.

The results of this study indicate that students with higher listening comprehension skills tend to have better speaking skills because these skills help them understand spoken language input such as vocabulary, pronunciation, and language patterns that support speaking performance. This condition is evident from students with better listening skills who tend to be more fluent in providing responses during speaking activities, which indicates that listening comprehension contributes to speaking fluency.

Therefore, these findings support the theory that oral input is an important foundation before learners produce language. Rahul et al.(2024) emphasized that frequent exposure to English listening input indirectly contributes to vocabulary acquisition, as students who regularly engage with spoken language tend to achieve higher vocabulary scores. This suggests that listening is an important source of vocabulary enrichment in EFL learning. Furthermore,(Dao, et al.(2020) explained that pronunciation learning is closely related to the development of listening comprehension, as increased awareness of pronunciation helps students more easily understand spoken language.

Although the improvements are not always immediately visible, students report that better pronunciation knowledge helps their listening skills. Furthermore, Ding (2021) emphasized that limited classroom interaction often leads to weak interactional competency in EFL students. This study highlights the importance of integrating listening and speaking activities to develop students' communicative competence, particularly in developing the ability to respond appropriately in real-life communication situations.

Overall, these studies confirm that listening skills play a vital role in the development of EFL students' language skills by supporting vocabulary acquisition, pronunciation improvement, and strengthening communication skills, which ultimately strengthen speaking skills.Rahman et al.(2019) showed that listening, motivation, vocabulary, and speaking are closely interconnected, and improvements in listening can impact speaking through increased vocabulary and learning motivation. This indicates that listening skills do not stand alone but work through other supporting factors that strengthen students' language development, particularly speaking skills

This finding aligns with Hasan (2022) Hasan research, which found that listening comprehension significantly contributes to speaking skills, particularly in pronunciation, grammar, vocabulary, and fluency. In this study, listening served as

a source of language input that supported students in developing their speaking skills. Similarly, this study found that students who were better able to understand spoken English also demonstrated better speaking skills.The findings of this study align with Suharja (2020) which revealed that students with good listening comprehension are better able to maintain communication and provide appropriate responses in conversations because listening comprehension is important because students need to understand spoken language thoroughly to be able to produce appropriate responses in speaking activities.

In this study, students who are able to understand the meaning and information of spoken English tend to show better performance in speaking tasks Furthermore, this study also supports(Hadi et al.(2023), who show that listening comprehension positively contributes to students' speaking ability. In particular, the study emphasized that listening activities help students understand the main ideas, detailed information, and vocabulary from spoken texts, which then affect their speaking performance. Similarly, in this study, students' understanding of spoken English contributes to speaking aspects such as fluency, pronunciation, grammatical accuracy, vocabulary use, and interactional competence.

Therefore, the findings of this study reinforce previous research showing ,for example,Hasan (2022),Suharja (2020),and Hadi et al.,(2023)that listening compre hension and speaking skills are closely related in EFL learning. In the context of this study, listening comprehension is an important foundation supporting the development of students' speaking skills, especially for high school students with limited exposure to English in rural settings. However, compared to previous studies that reported a weaker correlation (moderate relationship) between listening and speaking skills, this study found a stronger relationship between the two variables.

This means that while previous studies indicated that listening contributed to speaking at a moderate level, this study showed a stronger relationship between the two skills. This difference suggests that the strength of the relationship between listening and speaking can vary depending on students' ability levels, learning strategies, classroom learning practices, and exposure to English outside of class. Furthermore, several previous studies also reported weaker correlations, suggesting that the relationship between the two skills can vary according to learner characteristics. This difference confirms that while listening plays a crucial role in speaking development, it is not the sole factor influencing speaking ability.

In the context of Senior High School, where students have limited opportunities to use English outside of school, listening activities play a crucial role as the primary source of language input. Continuous, targeted listening practice can help students expand their vocabulary, imitate correct pronunciation, and understand grammatical structures, thus improving their speaking skill. From a pedagogical perspective, these findings highlight the importance of integrating listening and speaking activities in classroom practice. Such integration supports

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the development of communicative competence, particularly in terms of fluency, accuracy, and interactive communication in real-life speaking situations. Designing learning activities that combine listening input with speaking practice can help students develop their communicative competence more effectively. Moreover, this study contributes to the existing literature by providing evidence from the senior high school context, where a very strong correlation was identified.

However, the results of this study should be interpreted with caution. It is possible that other factors also influence students' listening and speaking abilities, such as vocabulary and grammar mastery. Furthermore, the high correlation found in this study may be influenced by the use of purposive sampling, where respondents were selected based on specific criteria, namely students with varying levels of English proficiency and relatively active learning activities. This resulted in more focused data, making the relationship between listening and speaking skills more apparent than if the sample were drawn randomly from a more diverse population. Therefore, because this study used a correlational approach, the findings cannot be used to conclude a causal relationship between the two skills.

5. Conclusion

This study examined the correlation between listening comprehension and speaking skill of the eleventh-year students of Senior High School. The findings revealed a very strong and statistically significant positive correlation ($r = .899$, $p < 0.01$). Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. The results indicate that students with higher listening comprehension tend to demonstrate better speaking performance. This supports second language acquisition theory, particularly the Input Hypothesis, and highlights the importance of integrating listening and speaking instruction in EFL classrooms.

Although this study shows a significant relationship between listening comprehension and speaking skills, it is limited to a relatively small sample of one class. This study contributes to EFL research by providing empirical evidence on the relationship between listening and speaking skills in a rural school context in Indonesia, where such research is still limited. These findings enrich the existing literature on integrated language skills development, particularly in secondary education contexts, and emphasize the importance of the interconnectedness of receptive and productive skills in English language learning. Furthermore, this study highlights the relevance of EFL learning in rural schools where students have limited exposure to English outside the classroom.

For teachers in rural schools, the findings of this study suggest that listening activities should be more systematically integrated into speaking lessons to support the development of students' speaking skills. Teachers are advised to design learning activities that connect listening comprehension and speaking skill, so that students can develop more balanced communication skills.

Future research is recommended to involve a larger and more diverse group of participants to increase the generalizability of the results and explore this relationship in different educational contexts. Furthermore, it is recommended that future research not only use correlational designs but also employ longitudinal studies to observe the development of students' skills over time, or experimental research to test the effectiveness of specific learning strategies. Further research could also examine different educational levels or incorporate other language skills, such as reading and writing, to gain a more comprehensive understanding of the relationship between EFL skills and language learning.

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