

## ABSTRACT

### **Nurjanah, Salwa (2025): The Correlation Between Students' oral performance and Students' writing ability in English**

This study investigates the correlation between students' oral performance and their writing ability in English at *pesantren* Al-Mu'awanah, Bandung. In the *pesantren* context, English learning combines both oral and writing communication, allowing students to oral performance language proficiency through daily practices and integrated classroom activities. However, many learners still struggle to balance their fluency in speaking with their accuracy and organization in writing. Understanding the relationship between these two productive skills is therefore essential to improve language teaching strategies in *pesantren*-based education. This research employed a quantitative correlational design involving 25 twelfth-grade students of *pesantren* Al-Mu'awanah. The data were collected through two instruments: an oral performance test and a writing ability, each evaluated using analytic scoring rubrics. The oral test the students' assessed fluency, grammar, vocabulary, pronunciation, and comprehension, while the writing ability evaluated grammar, vocabulary, organization, coherence, and content. The data were analyzed using descriptive statistics, normality testing (Shapiro–Wilk), and Pearson Product-Moment Correlation through SPSS software. The findings showed that both students' oral performance and writing ability were at a moderate to high level of proficiency. The Pearson correlation coefficient indicated a very strong positive and significant relationship between oral performance and writing ability ( $r(23) = .879$ ,  $p < .001$ ), with a coefficient of determination ( $r^2 = .773$ ). This means that approximately 77.3% of the variance in writing ability is related to students' oral performance. These results suggest that learners who demonstrate fluency, grammatical accuracy, and lexical control in speaking also tend to produce well-organized and accurate writing. In conclusion, the study confirms that oral and writing skills are closely interrelated and mutually reinforcing. The findings support Swain's Output Hypothesis (1985) and Cummins' Skill Transfer Theory (1981), which emphasize that productive language skills enhance one another across modalities. Pedagogically, the study highlights the importance of designing integrated speaking and writing activities in *pesantren* contexts to promote holistic communicative competence.

**Keywords:** *oral performance, writing ability, Correlation, EFA, communicative competence, English Language Education*