

ABSTRACT

Mutawahiddah, Zulfa Farda (2025): The Correlation Between Students' Listening Ability and Their Quality of Interpreting

This study investigates the correlation between students' listening ability and their quality of interpreting performance among 2022 academic students of the English Education Department at an Indonesian Islamic State University. The study was motivated by the essential role of listening as the foundation of successful interpreting, particularly in academic settings where students are expected to process spoken input accurately and convey meaning effectively. Using a quantitative correlational research design, data were collected from 25 participants through two main instruments: a listening ability test using TOEFA and interpreting test in the form of videos assessed using a rubric adapted from Gile (2009). The descriptive statistics show that students' listening ability scores ranged from 51 to 91, with a mean of 74.02 and a standard deviation of 12.926, indicating considerable variation across participants. Meanwhile, the interpreting quality scores ranged from 66 to 90, with a mean of 79.44 and a standard deviation of 6.014, reflecting relatively more consistent performance levels. The interpreting performances were evaluated by two raters an English teacher and an English-fluent alumni with debating experience to ensure scoring reliability. The findings revealed that the students' listening ability was generally categorized as intermediate, while their interpreting performance fell within the basic-to-intermediate range. Pearson correlation analysis revealed a moderate positive correlation between listening ability and interpreting quality ($r = 0.525$), supported by a significance value of 0.007, indicating that the correlation is statistically significant at the 1% level. These results demonstrate that students with stronger listening ability tend to perform better in interpreting tasks. In conclusion, the study highlights that listening ability contributes meaningfully to interpreting performance and should therefore be emphasized in language and interpreting instruction. Enhancing listening ability can help students become more accurate, fluent, and clear interpreters. Future studies should look into other aspects of success interpreting, such as note-taking and cognitive processing techniques.

Keywords: *listening ability, interpreting quality, correlation, toefa, rubric score, English education.*