

## CHAPTER I

### INTRODUCTION

This chapter provides a brief description of the whole content of the research. It covers background of the research, research questions, aims of study, scope of the study, significance of the study, research methodology, and clarification of terms. The organization of paper is also enlightened in this chapter.

#### 1.1 Background

There are four essential skills of language; listening, speaking, reading, and writing. Students must have a great mastery in all skills. Nowadays, school and institution are only focusing on the students' writing skill. They always administer an assessment that can only assess the students' writing ability and neglect the students' speaking ability. Whereas the speaking skill plays an important role in students' mastery of language.

Speaking is arguably used for education and business field. Someone's mastery of language can also be seen from the speaking ability. The teaching and learning process often forget the urgency of speaking skill. Regarding that, the speaking assessment is always neglected. Teaching, learning, and testing speaking are rarely focusing on the production of spoken discourse because it was easier for teachers, methodologists, applied linguists and linguists to focus on written language than spoken language (Carter and Nunan, 2001). Egan (1999) argued that speaking is at the heart of second language learning but has been somewhat ignored in teaching and testing for a number of logistical reasons. It is in line with Clifford's argument (as cited in Egan, 1999) that speaking is also absent from testing because of the difficulty in evaluating it objectively and the time it takes to conduct speaking tests.

Students' speaking ability is rarely assessed because there are some difficulties in administering the spoken test. Speaking is probably the most difficult skill to assess—even with the aid of recording technology—given its real-time and typically interactive nature (Thornbury in Burns and Richards, 2012). The most common difficulties in administering the spoken test are the time management and the technique used. The spoken test will take longer time than a written test. For that matter, teachers tend to hold a written test which is easier to administer than the spoken test.

Teachers need a special technique to assess students' speaking ability properly and objectively. Several techniques can be used to assess students' speaking ability such as interview, pictures, role play, interpreting, prepared monologue, reading aloud, and discussion (Hughes, 2003). In the relation to choosing the relevant technique to assess students' speaking ability, teachers also need to plan and structure the testing carefully. These are the guidelines, adopted from Hughes (2003), for teacher to conduct the speaking assessment, (1) make oral test as long as feasible; (2) plan the test carefully; (3) give the candidates as many "fresh start" as possible; (4) use a second tester for interview; (5) set only tasks and topics that would be expected to cause candidates no difficulty in their own language; (6) carry out the interview in a quiet room with good acoustics; (7) put candidates at their ease so that they can show what they are capable of; (8) collect enough relevant information; (9) do not talk too much; (10) select interviews carefully and train them.

Several researches on the topic of speaking assessment have been conducted. Kormos (1999) employed a conversation analysis of role plays and non-scripted interviews in language exams. The result showed that certain control of topic initiation is essential on the examiners' part to be able to make an accurate judgement of the candidate's linguistic competence. Non-scripted oral proficiency interviews may measure certain components of oral language

proficiency reliably, but they do not provide candidates with adequate opportunities to display their conversational competence.

Most recently, a study by Plough, Briggs, and Bonn (2010) provides insight into a multi-method analysis of evaluation criteria used to assess the speaking proficiency. There are several methods used to assess the speaking proficiency on this research; the general interview, the lesson, the office hour role play, and the video questions. The focus on the general interview lasts approximately 5 minutes and the prospective GSI candidate is asked a few general questions about his or her background and educational interests. The result on the general interview shows that the focus of the general interview are on listening comprehension, pronunciation, and responding to questions which are significant and appropriate with the evaluation criteria to assess speaking proficiency.

Thus, this study analysed the appropriateness of interview as the assessment technique to measure the students' speaking ability considering the result, objectivity of the assessment and time consumed to administer the test.

## **1.2 Research Questions**

This study is conducted to answer the following questions:

1. How is the implementation of interview to assess the students' speaking ability?
2. What is the implication of interview as a technique to assess the students' speaking ability?

## **1.3 Aims of the Study**

The aims of conducting this research are as follows:

1. Analysing the implementation of interview to assess the students' speaking ability.
2. Analysing the implication of interview as a technique to assess the students' speaking ability.

#### **1.4 Scope of the Study**

This study focuses on the analysis of interview as a technique in assessing students' speaking ability. Furthermore, the study investigates the use of interview to assess students' speaking ability in senior high school.

#### **1.5 Significance of the Study**

The findings of this study are expected to contribute and give some informative inputs in assessing students' speaking ability in terms of theory, profession and practice.

From the theoretical perspective, the result of this study can enrich theories related to speaking assessment for senior high school students. Thus, this study will be a reference of study which investigates the similar variables.

Professionally, the result of this study is expected to inspire English teachers about techniques in assessing senior high school students' speaking ability. Therefore, teachers will improve their professionalism.

Moreover, from the practical perspective, this study can motivate English teachers to use the proper technique in assessing students' speaking ability. As a result, students can improve their speaking ability based on the assessment made by the teacher.

## **1.6 Research Methodology**

### **1.6.1 Research Design**

This study is in form of mixed methods research because this study is aimed at describing the analysis of speaking assessment techniques, interview. Creswell (as cited in Heigham and Croker, 2009) defined mixed methods as a procedure for collecting, analyzing, and mixing quantitative and qualitative data at some stage of the research process within a single study in order to understand a research problem more completely. The embedded design is used in this research.

In line with Creswell, this present research will observe the students' behaviour on speaking assessment and analysing the students' speaking ability through the result of interview.

### **1.6.2 Site and Participants**

Research participants in this present study are students of a senior high school in Cimahi. This is because the students who are taking a study in the senior high school are expected to have a good ability in speaking. The students who became the participants of this research had accomplished the first grade of senior high school.

### **1.6.3 Data Collection**

The data of this study are gathered through observation and interview.

- a. Observation. Records the students' interview and transcribes it into a written form.
- b. Interview. The interview is conducted to participants who related to the study in order to support the data collection. The interview is administered along with the spoken test. Structured interview is used to see the students' speaking ability.

#### **1.6.4 Data Analysis**

The data obtain from the observation and interview are presented in the form of transcription. The systems of transcription seek to capture every aspect of speech that might indicate something about the way verbal interaction operates and what it achieved (Horrocks and King, 2010).

#### **1.7 Clarification of Terms**

In order to avoid misunderstanding, some terms are clarified as follows:

1. Assessment

Assessment is the process of the data analysis that teacher uses to get evidence about their learners' performance and progress in English (Pinter, 2006).

2. Speaking

Speaking is physically situated face-to-face interaction; usually speakers can see each other and so can refer to the physical context and use a number of physical signals to indicate attention to interaction, their attention to contribute and their attitude towards what is being said (Bygate in Carter and Nunan, 2001).

3. Interview

Interview is unequal social encounters in which the interviewer retains most of the rights in the interaction and in which turns are asymmetrically contingent upon each other (Kormos, 1999).

## **1.8 Organization of the Paper**

This paper is presented into five chapters. The chapters are divided into subtopics that elaborate the given issues.

### **CHAPTER I Introduction**

This chapter introduces the present study. It includes the background of the study, research question, aims of the study, scope of the study, significance of the study, research design, clarification terms, and organization of the paper.

### **CHAPTER II Literature Review**

This chapter provides the theoretical foundation of the topic related to assessment, speaking, speaking technique assessment, and criteria of assessing speaking.

### **CHAPTER III Research Methodology**

This chapter consists of research procedures which explain how the research is conducted. It includes research design, site and participants, data collection, and data analysis.

### **CHAPTER IV Findings and Discussion**

This chapter will explain findings and discussion. This chapter describes the result of the instrument analysis such as the result of observation and interview. This chapter will also explain the interpretation of the findings from the study.

## **CHAPTER V Conclusions and Suggestions**

This chapter draws conclusion which describes the result of the study as well as the suggestion given for future research.