CHAPTER I

INTRODUCTION

This chapter provides a brief description about the general outline of this study. The topic covers analysis of students' role in spoken language. This chapter is divided into several parts, which are introduction, research questions, purposes of the research, significance of the research, research method, clarification of terms, and organization of paper.

1.1 Background of the Research

English is an important part of human life. It is because English is used in many opportunities, for instance English is used for communication globally and also used as a media to exchange business all over the world. In Indonesia, the importance of English is proven by the fact that it becomes a main learning subject in school. Based on curriculum 2013, English becomes a compulsory subject starting from grade seven of junior high school and it also becomes one of national examination subject in junior high school level (Kementrian Pendidikan dan Kebudayaan, 2013).

The purposes of learning English in junior high school as stated in PERMENDIKBUD NO. 68 (2013) are developing both written and spoken text in communicative competence to achieve literal-functional degree, having awareness related to the importance of English in increasing global competence, and also developing student comprehension in the relationship between language and culture. In order to fulfill that purposes, since grade seven, student has learnt how to make sentences and delivers it to other in form of dialogue or monologue. They start by learning how to use simple expression like greeting in grade seven, more complicated one like giving advice in grade eight, and giving speech in grade nine (Pusat Perbukuan Depdiknas, 2008).

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As stated above, one of the junior high school purposes in learning English is to develop spoken text in communicative competence. To fulfill that purpose, teacher has to create the opportunity for students to practice speaking more regularly. One alternative is to have an activity that will engage students' involvement such as asking students to make dialogues with their friends or occasionally asking them questions during the learning process. However, in classroom with students more than 30, it is hard to see students' performance individually. For that reason, there is an alternative for teacher in measuring students' communication skill individually by conducting an individual task based language assessment.

There are many forms of task based language assessment such as giving a task to answer questions in an interview or asking the students to tell a story. However, in order for the teacher to assess students' progress in regard with the purpose of learning English as a communicative competence, interview is the most suitable choice. Another reason is because based on Sinwongsuwat (2012), interview is a direct, face to face interchange between student and interviewer. Before giving an interview, teacher has to make sure that questions related to the topic are prepared. In this research, the purpose of giving question is to evaluate students' knowledge. Because of that, the interviewer needs to choose appropriate types of question that suit the situation.

There are two major types of questions: *display* and *referential* question. Display question is used when the teacher wants to check students' knowledge in which the answer is known by the teacher. While referential question is used to check students' answers in which the teacher does not know the answer (Seedhouse, 1996). These types of question are needed to find out how good the students can be in performing speaking skills.

The quality of students' reaction during the whole process of answering those types of questions will differ from one student to another. To analyse students' spoken language during the whole process, it is important to choose the

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best approach that can elaborate students' spoken language in detail. Suherdi (2010) proposes the idea of analyzing students' spoken language using Berry's (1981) three layers analysis which focuses in role (interpersonal), content (textual), and representation (ideational) of students' language (as cited in Suherdi, 2010). First, roles of students' spoken language focuses on students' reaction during their time as receiver and producer. Next, content of students' spoken language focuses on how students deliver the message, whether it is in simple or complex clause. Last, representation of students' spoken language in exchange structure focuses on what action prompts the student to deliver the message, whether it is by voluntary or driven. However, in this research, the analysis will focus on the roles of students' spoken language only.

In students' role as receiver, the analysis focuses on whether they react or not while receiving a message. There are two types of reaction: verbal and non-verbal (Suherdi, 2010). Verbal reaction focuses on audible reaction while non-verbal focuses on body gesture. As for students' role as producer, the focus is on how they respond to the message. In this case, it focuses on how the students answer the questions in the interview. When the students choose to express themselves rather than repeating the question, the expression can be found in the form of responding or initiating (Suherdi, 2010).

Some related studies had been conducted with students' spoken language as part of their research. Unfortunately, most of the researches are focusing on both teacher talk and students talk. Most of them do not analyse the quality of student talk, especially with condition where they are categorized into groups, such as groups based on their achievement level (Kumpul, 2012; Pujiastuti, 2013; Mujahidah, 2012). For that reason, it catches the researcher interest in conducting and finding out how well students are able to communicate in a task based language assessment with focus in analysing students' spoken language characteristics using the first layer of Berry's three layers analysis which is the roles of students' spoken language in exchange structure. However, every student has different English proficiency level. In order to see how students are able to

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deliver an appropriate answer in the interview, open-ended and close-ended types of question are used. During the data collection, the interviewer will act as secondary knower and the students act as primary knower.

1.2 Research Questions

This study tries to analyse how students' produce the language in spoken form. There are two research questions that have been specified for this topic, as follows:

1. What types of role of the students' oral performance appear in the students' speaking assessment?
2. How do the roles of students' oral performance differ among low, middle, and high achiever's students?

1.3 Purpose of the Research

In relation to the research questions, this section presents the general and the specific purposes of the study. The main topic of this research is to find out whether or not students are able to properly produce English when they have to face the interviewer individually. The first purpose of the interview is to find out in detail the students' oral performance based on the roles of students' spoken language. The second purpose is to compare between groups of students based on their achievement level, which are classified into three groups: low, middle, and high.

1.4 Significance of the research

The result from this study is expected to provide some benefits toward English language pedagogy, especially in Indonesia. Theoretically, this study is expected to help developing the research with focus on roles of junior high school students' spoken language characteristics. Additionally, this study can hopefully be the reference for further research regarding the quality of students' spoken language when they have to answer the questions spontaneously. Practically, this

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study is expected to give contributions for pedagogical implication served as consideration for English teachers to have more awareness in planning how to improve students' interaction in the target language by treating students differently based on their achievement level with intention to improve their speaking skill ability.

1.5 Research Methodology

This section attempts to elaborate the overview of methodology to answer the questions stated in statements of problems. It contains research design, site and participants, data collection, and data analysis.

1.5.1 Research Design

This study uses content analysis as a mean to seek answers from the research questions. Weber (1990) states that content analysis involves both qualitative and quantitative analysis, which is why the method is appropriate for this research. The need in using quantitative method is to help the researcher in answering the second research question which involves number in the process. While qualitative is used to answer the first research question in finding out what type of role of students' spoken language appears in the study

Before starting the main research, a pilot study is necessary to identify several problems that may occur in the process (Fraenkel & Wallen, 2009). By conducting the pilot study, the researcher is allowed to apply appropriate change for the main research.

1.5.2 Site and Participants

This study involves students in their grade eight of private junior high school and located in Bandung. The numbers of the student as participants are eighteen students from different classes with additional of six students for the pilot study and they are chosen from different classes. The participants are also taken from different achievement level three categories: low achiever, medium

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achiever, and high achiever. The level of students' achievement is based on the existing score of English subject and also from their classroom teacher perception.

A small interview will be conducted with the teacher on duty to make sure that the chosen students are in the right level based on both written score and their performances in class. The interview itself is using a retrospective interview in informal form. It is because the researcher wants to find out how the students have been doing in the classroom and therefore the teacher in charge need to recall some past memory. Based on Fraenkel, Wallen, & Hyun (2012), it is believed that "retrospective interview gives more accurate and reliable data for qualitative research" (p.452).

The grade eight students are chosen due to their proficiency level in English as novices. It is because they are still in the early stage of second language acquisition which is the best stage to fully understand students' language characteristics as stated by Cabb (2003) (as cited in Suherdi, 2010).

1.5.3 Data Collection

The data for this study is collected through observing students' interview with the interviewer. Students interview in this case acts as the main text to be analysed. The interview will be recorded in both audio and video formats. The videotaping is used to record students' body gesture when answering the questions, whether they are nodding or shaking head when inaudible. While the audio-taping is used to clearly record the students' voice in answering the questions. Moreover, both audio and videotaping will help the researcher to accurately convert it into text by using cross check.

1.5.4 Data Analysis

The analysis will follow after the process of collecting data is done. The data analysis is conducted to answer the research questions. The data which have been obtained were then analysed through several steps:

Step 1: Data Transcription

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The sources of the transcription for this study are taken from both audio and video-tape. The researcher will be doing the audio transcript first and will focus only in dialogue between the interviewer and the students. Afterward, the videotape is used to complete the transcript by providing students' attitude while inaudible and by providing a great source to cross check the transcription from the audio tape in case there is something missing in the audio-tape.

Step 2: Data Analysis

The transcription has to be classified first into three levels; low, medium, and high. Afterwards, each level is analysed based on roles of students' spoken language which is adapted from the first layer of Berry's three layer analysis. Each type of role occurs will be counted based on its level. The result will be shown in form of tables. The comparison will take place afterward, which relates to the analysis of role in students' oral competence between different achievement level. Here is the elaboration of above methodological research.
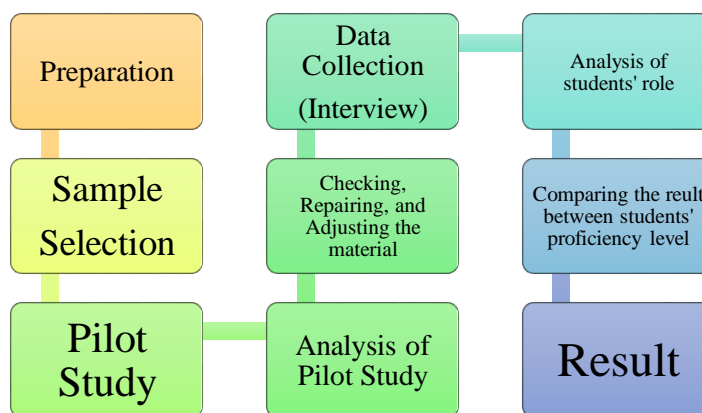
Figure 1.1 - Research Process

1.6 Clarification of Terms

1.6.1   Roles of Students' Spoken Language

An analysis of language produced by the students based on the first layer of Berry's three layers analysis in exchange structure. This layer focuses on how students react during their role as producer and receiver in speaking assessment.

The students are in the position of receiver when they are listening to some explanations or questions, while students as producer appear when they are giving a statement or answering to a question (Suherdi, 2010).

1.6.2 Speaking Assessment

A task-based language assessment that uses interview as its testing media. During the assessment, teacher gives several questions to the students that relate to the topic they had learnt in grade seven which was hobby or favorite thing. Each interview will only involve one student in a face-to-face situation.

1.6.3 Achievement Level

Students' proficiency here is based on students' previous data available and teacher's interview. The students are divided into three levels: low, middle, and high.

1.7 Organization of the Paper

This paper is divided into five chapters and the overview of each part is presented below.

Chapter I - Introduction

This chapter is related to the background of the research, research questions, purposes of the research, significance of the research, research methodology, clarification of terms, and organization of paper.

Chapter II - Theoretical Framework

Chapter two presents the foundation of relevant theories as a basis for discussing the research problems. This includes discourse analysis, classroom interaction, students' language characteristics, interview (face-to-face speaking assessment), and related studies,

Chapter III - Research Methodology

Chapter three elaborates the procedures in collecting and analysing the data gained from the interview's transcript.

Chapter IV - Finding and Discussion

Chapter four present the finding of this study along with the discussion through relevant theories.

Chapter V - Conclusion and Suggestions

This chapter presents the summary of the analysis and suggestions for further research relevant to the study.