

## CHAPTER I

### INTRODUCTION

#### A. The Background of The Problem

All languages around the world are equally complex. Each language is part of the culture that produces sounds and they are adequate for the needs of the people who use it. Any language, therefore, is as good as any other in that it serves the purposes of the particular culture. No language is intrinsically better or worse than any other.

As human beings, all people learn to speak at least one language, the language that they hear when growing up. Because this common ability, people tend to take this precious possession of language very much for granted. Boey (1975: 3) states that Language is a social phenomenon. It is a means of communication between individuals. It also brings them into relationship with their environment. Language is therefore socially learned behaviors, a skill that is acquired as they grow up in society. Alwasilah (1985:81) declares that the most important function of language is a tool of communication and interaction (sebuah alat komunikasi dan interaksi). It means that Language is not something to learn out of academic interest, but

something to learn in order to understand to be able to use. Language is the tool by which human beings learn to know and to communicate with each other.

It goes without saying that all human beings cannot live alone. All people need the others in their life problems. God (Allah swt) reveals in the Holy Quran (al Hujurat: 13). That is:

يا ايها الناس انا خلقناكم من ذكر و انثى و جعلناكم  
شعوبا و قبائل لتعارفوا ان اكرمكم عند الله اتقكم  
ان الله اعلم خبير

"Oh mankind, we created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise each other). Verily the most honored of you in the sight of God is (he who is) the most righteous of you, and God has full knowledge and is well acquainted (with all things)."

To know and to communicate with each other, of course, people need a means of communication among them. That is a language. So in this way, to carry out this God's order, people use language as a method of conveying their ideas to the minds of other persons and functions as the glue in uniting family, society, nation, and even people all around the world.

Every nation and tribe in this world, as a matter of fact, has its own language. This case, at least, raises a big problem in communication among them. Fortunately, among many kinds of languages exist in the world, there are

several languages officially used as international language in communication.

One of them is English.

Considering this fact, many countries in the world, including Indonesia, begin to introduce English in their educational system. Concerning with a classroom situation in which general English being taught, it is not an easy thing for the teachers to teach it to their students, especially when English is taught as a foreign language. In Indonesia recently, English begins to be introduced and applied in all education levels from elementary schools to universities. Introducing English from the basic educational level is intended to make the students be familiar with English earlier so that in the next educational level they can develop their ability in using English as a means of communication. But as a matter of fact, even English has been introduced and taught to the students from the basic educational level, the students seem to be difficult in making communication using English. Of course this is very ironic, because English is not only a compulsory school subject they have to learn for many years, but also English is taught to make them be able to understand in making communication.

Facing with this reality, many people tend to put the students to be the subject to blame. They give many negative reasons why the students are not able to make communication using English, such as the students are lazy in

learning English, lack practicing, etc. But this reality, of course, is not only the students' responsibility to make themselves better, but also the teachers and people who are involved in the process of teaching and learning to find out the problem why the students seem to be de-motivating in practicing English and to find out the solution for it.

It stands to reason that the students will do something if they have motivation. Motivation is some kind of internal drive that encourages somebody to pursue a course of action (Harmer, 1983: 03). It seems to be the case that if the students perceive a goal (that is something the students wish to achieve) and if that goal is sufficiently attractive, the students will be strongly motivated to do whatever is necessary to reach the goal. Everybody knows that the big motivation for the students in studying is how they can have a good achievement. They can have it if they get good marks. If the activities they do are having relation with marks, they will do it well. To get good marks, of course, they have to study hard and take the test made by their teachers. In English lesson especially, unfortunately, in marking the students' learning achievement the teachers usually use and give test in written form, they rarely use test in oral form. This thing seems to make the students not have motivation to develop and practice their ability to communicate especially in using speaking skill. This will make the students think

that speaking is not necessary to practice and use because it has not nothing to do with having marks. From the point of view of it, speaking as one of language skills cannot be neglected whatever the reason is. It is the teachers' responsibility to find the way in making them be familiar with and comfortable using English as a means of communication.

From the beginning of the instruction to the end, as a matter of fact, the teachers naturally need something that can evaluate the effectiveness of many decisions they make and give them more objective information on which to base judgment. Something that they need is a test. Orr (1999: 180) informs that testing describes a measured snapshot of student performance. It means that the students' achievement about the lesson can be judged from the result of test given to them.

A good classroom test will also help the teacher to locate the precise areas of difficulty encountered by the class or by individual student. Just as it is necessary for the doctor first to diagnose his patient' illness, so it is equally necessary for the teacher to diagnose his student's weaknesses and difficulties. Mackey (1974: 404) differs language test into four types based on their purposes:

1. Proficiency tests

The purpose of a proficiency test is to find out how much a person's language has mastered.

## 2. Prognostic tests

This type of test is intended as a prediction of how well a person likely to learn a foreign language. It is used to select persons likely to profit from foreign instruction.

## 3. Achievement tests

Achievement tests determine how much of the material of a course has actually been mastered. They include only what has been taught.

## 4. Diagnostic tests

The purpose of diagnostic tests is to find out what remains to be taught.

From many kinds of tests have been mentioned above, they depend on the teachers, which one among of them will be suitable to use and apply based on the condition and situation faced. Heaton (1979: 3) declares that there are four major skills in communicating through language often broadly defined as listening, speaking, reading, and writing. Among of them, the ability to speak is the most important aspect of language use. As a matter of fact, most language skills in communication people use in their life is in oral production form or more specifically people use speaking skill more than

others. And at last the students' knowledge of English will be judged by the world not in their capacity to write the language but to speak it.

Speaking as oral communication is generally rated so highly in language learning. The testing of oral production usually forms an important part of many languages programmed. From many kinds of oral production (speaking) test, which exists, the writer is interested to use and apply one of it that is oral interview test. The main purpose of using this test is the writer wants to know whether this test can improve and motivate the students especially in their speaking ability and to know the influence of it. From the point of view of it, the writer is interested to write *The Influence of The Application of Oral Interview Test Towards The Students' Speaking Ability to The Second Year Students at SMP PGRI Patrol, Indramayu.*

## B. The Identification of The Problem

From the explanation of the background of the problem, the writer identifies the problem as follows:

### B.1. The Formulation of The Problem

#### B.1.1. The Field of Research

The field of research in this thesis is Testing Language Proficiency.

#### B.1.2. The Approach of Research

The approach of research in this thesis is using quantitative research.

### B.1.3. The Main of Research

The main of research from this thesis is applying one of techniques of oral test, namely Oral interview and to know the influence of it. The writer would like to know whether this test can improve the students' speaking ability and support the students' motivation in learning English, especially to the second year students at SMP PGRI Patrol, Indramayu where this observation took place.

### B.2. The Limitation of The Problem

#### B.2.1. The Clarification of The Main Term

- The application/ noun: The practical use of something, especially a theory, discovery (Oxford advanced learner's dictionary).
- The influence /noun: Power to affect somebody's character, beliefs of action through example, fear, admiration, etc. (Hornby, Oxford advanced learner's dictionary of current English).
- Test/noun: An examination of somebody's knowledge or ability, consisting of question for them to answer or activities for them to carry out (Oxford advanced learner's dictionary).
- Interview: To talk to somebody and ask them questions at a formal meeting to find out if they are suitable for a job, course of study, etc. (Oxford advanced learner's dictionary).



### B.2.2. The Scope of Research

To make specific from the explanation above, the writer exposes three things namely:

1. The students' response on the application of oral interview test in the teaching and learning process.
2. The application of oral interview test to the second year students' speaking ability at SMP PGRI Patrol.
3. The influence of oral interview test toward the students' speaking ability.

### B.2.3. The Questions of The Problem

1. How is the students' response on the application of oral interview test in the teaching and learning process?
2. How is the students' speaking ability?
3. How far is the influence of the applications of oral interview test toward the students' speaking ability?

### C. The Aims of Research

The aims of research that will be obtained here are as follows:

1. To find out the data about the students' response on the application of oral interview test in the teaching and learning process.
2. To find out the data about the students' speaking ability.

3. To find out the data about how far the influence of the application of Oral Interview test toward the students' speaking ability is.

#### D. The Frame of Thinking

In the most general way, Heaton (1979: 3) identifies four major skills in communicating through language that are often broadly defined as listening, speaking, reading, and writing. Speaking and writing are obviously productive skills and involve some kinds of production on part of the language user. Listening and reading are receptive skills in the language user become receiving written or spoken language.

Among of four major skills, speaking is the most difficult one for a non-native speaker. It needs much practice to master it. Because it is much used in communication. Indeed many problems are caused when people speak foreign language because they cannot reproduce the correct sounds. For a native speaker, he or she does not think this to be a big problem, because he or she knows how his or her language works and how to use it. Harmer (1983: 17) calls this knowledge the ability to communicate. That is why testing the ability to speak is the most important aspect of language testing. Because people know that, at last, the students' knowledge of English will be judged by the world, at large, not on their capacity to write the language but

to speak it. To this reason the teachers should find out the kind of test that they think it can motivate and improve the students' speaking ability.

Test may be constructed primarily as devices to reinforce learning and to motivate the students or primarily as a means of assessing the students' performance in language (Heaton, 1979:1). The test should also enable the teachers to ascertain which parts of the language process have been found difficult by the class. In this way, the teachers can evaluate the effectiveness of the syllabus as well as the methods and materials they are using.

Concerning with the students' problem in using English especially in their speaking ability, the writer uses oral interview test as one of the theories in oral production tests as one way to motivate and to reinforce the students to develop their speaking ability. And in the same time the writer can measure and know the real students' speaking ability. Oral interview test is used because the writer thinks that it is maybe useful and suitable in improving and reinforcing the students' speaking ability at the place where the observation took place.

#### E. The Steps of Research

The steps of research which have been taken in hand by the writer for the need of this thesis are as follows:

### E.1. The Resource of Data

#### 1. Library Research (Theoretical Source of Data).

To have the theoretical resources used in this research, the writer uses some English and Indonesian books concerning with the problem chosen.

#### 2. Field Research (Empirical Source of Data).

The empirical resources in this research are taken from the place where the observation took place. The data is taken from the interview with the principal, the English teachers, the administrators and the students themselves.

### E.2. Population and Sample

The population of this research is all of the SMP PGRI Patrol students. There are 209 students from the first to the third year of that school. From this number of the population, the writer takes 16% of it. That is  $16\% \times 209 \text{ students} = 33,44 = 34 \text{ students (one class)}$ . The writer chooses the second year students as the sample of the research. Taking such a sample is in line with Arikuntos' theory (1998:120).

"Penelitian boleh dilakukan apabila populasi benar-benar homogen. Untuk sekedar ancang-ancang, maka apabila subjeknya kurang dari 100, lebih baik diambil seluruhnya. Sehingga penelitiannya merupakan penelitian populasi totalitas. Selanjutnya jika subjek lebih besar dapat diambil antara 10-15% dan 20-25% atau lebih tergantung kemampuan peneliti".

"The research may be taken if the population is indeed homogenous. Just for estimating, if the subject is less than 100, it is better to take all the number of it so that the research becomes a total population research. But if the subject of the population is more than 100, the research may take 10-15% and 20-25% of it, or more than this; it depends on the researcher's ability".

### E. 3. The Techniques of Collecting Data

The techniques of collecting data are divided into:

#### 1. Observation

The writer has visited SMP PGRI Patrol, Indramayu for several times. In his visit, the writer gets the data of the real condition of the teaching and learning process in that school.

#### 2. Interview

To get these data, the writer has interviewed the principal, the English teachers, the administrators, and the students. From the result of it, the writer gets the real data about all information needed.

#### 3. Test

In this point, the writer has presented two tests, the first test is in the students' response on the application of oral interview test and the second test is the test in speaking ability by using oral interview test.

#### 4. Questionnaire

A written list of questionnaire that is responded by a number of the students so that information can be collected from them.

#### E. 4. The Techniques of Analyzing Data

The techniques of analyzing data are divided into:

##### a. Qualitative data analysis

The writer tries to analyze the data based on the all-objective condition of the school, the process of teaching and learning and people who are involved in it. These data is taken by means of the result of the observation and the interview.

##### b. Quantitative data analysis

To find out the quantitative data, the writer has analyzed the data based on the result of the test given to the students. The writer uses the formula of correlation product moment (Sudijono, 2003:193) as follow:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where

- $r_{xy}$  : Angka indeks korelasi 'r' product moment (correlation index number of 'r' product moment)
- N : Number of cases.
- $\sum xy$  : Jumlah hasil perkalian sekor x dan sekor y (the total of multiplication between variable x and variable y).
- $\sum x$  : Jumlah seluruh sekor x (the total of variable x).

- $\Sigma y$  : Jumlah seluruh skor y (the total of variable y).

To give the interpretation toward the correlation index value of "r" product moment, the writer uses two kinds of interpretation, those are:

1. Using the simple interpretation toward the correlation index value of "r" product moment formulated by Sudijono (2003: 180)

Besarnya nilai 'r' Value of 'r'	Interpretasi Interpretation
0.00 – 0.20	Antara variabel x dan variable memang terdapat korelasi, akan tetapi korelasi tersebut sangat lemah atau sangat rendah sehingga korelasi itu diabaikan (dianggap tidak ada korelasi antara variable x dan variable y). Between x variable and y variable there is correlation, but the correlation is very weak or very low so that the correlation is neglected (it is considered that there is no correlation between x variable and y variable).
0.20 – 0.40	Antara variable x dan variable y terdapat korelasi yang lemah atau rendah. Between x variable and y variable there is weak or low correlation.
0.40 – 0.70	Antara variable x dan variable y terdapat korelasi yang sedang atau cukupan. Between x variable and y variable there is enough or sufficient correlation.
0.70 – 0.90	Antara variable x dan variable y terdapat korelasi yang kuat atau tinggi. Between x variable and y variable there is strong or high correlation.

0.90 – 1.00	<p>Antara variable x dan variable y terdapat korelasi yang sangat kuat atau sangat tinggi.</p> <p>Between x variable and y variable there is very strong or very high correlation.</p>
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2. Using the interpretation toward the correlation index value of “r” product moment by consulting to the table of value of “r” product moment.

The procedures that should be done by the writer when using this interpretation (Sudijono, 2003:181) are:

1. Merumuskan Hipotesa alternatif ( $H_a$ ) dan Hipotesa nol ( $H_o$ ).  
 $H_a$ : “Ada korelasi positif yang signifikan, antara variable x dan variable y”.  
 $H_o$ : “Tidak ada korelasi yang positif yang signifikan, antara variable x dan variable y”.  
 Formulating the alternative Hypothesis ( $H_a$ ) and the zero Hypothesis ( $H_o$ )”.  
 $H_a$ : “There is significant and positive correlation between x variable and y variable”.  
 $H_o$ : “There is no significant and positive correlation between x variable and y variable”.
2. Menguji kebenaran atau kepalsuan dari hipotesa yang telah diajukan diatas dengan jalan membandingkan besarnya “r” yang telah diperoleh dalam proses perhitungan atau “r” observasi ( $r_o$ ) dengan besarnya “r” yang tercantum dalam tabel nilai “r” product moment ( $r_t$ ).  
 Testing the truth and the fault from the hypothesis that has been submitted above by comparing the “r” value from the counting process or “r” observation ( $r_o$ ), with the “r” value from the table of value of “r” product moment ( $r_t$ ).