

Chapter One

Introduction

This chapter is divided into seven parts including background of the research, statement of the problem, limitation of the problem, research questions, objective of the research, significance of the research, and outline of the research.

Background of the Research

Tests are tools or procedures that are used to know or measure something and the rules of the tests are already determined. A test can be done by a teacher during learning process. Usually, a test takes place in the end of a learning program. A test consists of questions or tasks that need to be answered by the students' proficiency. Arikunto (1998) argued that test is an instrument used to measure the students' ability. Therefore, a test is important to evaluate students; understanding and comprehension in the learning process.

There are a lot of tests that can be used by a teacher in the learning process. The tests can be in the form of written and oral tests. An oral test is also known as oral examination or assessment. An oral test is one of the examinations correlated with the student in speaking skills (Joughin, 2010). According to Baturay, Tokmak, Dogusoy, & Daloglu (2011), "An oral test is often carried out to look for students' ability to produce words and phrases by evaluating students' fulfillment of a variety of tasks such as asking and answering questions about themselves, doing role-plays, making up mini dialogues, defining or talking about some pictures, or talking about giving theme"(p.60). Moreover, an oral test is required to engage students' oral tests because they can be brave and active to

communicate with lecturer. Therefore, an oral test provides an opportunity to improve the students to demonstrate their knowledge and understanding, as well as their ability to communicate.

Related to oral tests conducted in learning process, the phenomenon shows that the students who like an oral test can develop oral communication skills. This is supported by Huxham, Campbell, & Westwood (2012) who stated that an oral test is to develop oral communication skills of the students. The phenomenon of students who do not like oral tests shows that she or he will be nervous when an oral test is conducted in the class.

English Education Department of Universitas Muhammadiyah Yogyakarta (EED UMY) has two kinds of test that are used in the learning process, namely written and oral tests. Based on the researcher's observation during her study, the researcher often found that there were still some students who cheated during the written test while cheating was rarely found in oral tests. This means that an oral test was a good way to prevent cheating. In other words, an oral test minimized the cheating. However, when lecturers carried out the test orally, students were not really able to perform well because oral tests needed direct interaction with the lecturer. The researcher found out some problems in oral tests in the class. First, when the students took oral tests, they felt nervous to speak in front of their English lecturer. Second, they took much time to think when they did an oral test in the class. Third, they felt afraid to make mistake when they spoke in front of their English lecturer.

Based on the background above, the researcher was interested in finding out the students' perception on oral tests at English Education Department Universitas Muhammadiyah Yogyakarta. The subjects of this research were the students of English Education Department batch 2012.

Statement of the Problem

As explained in the background, the researcher was interested in knowing the kinds of oral tests commonly took place at EED UMY and students' perception on oral tests at English Education Department UMY. There are some problems in oral tests used in the class, for example the students felt anxious when they are doing oral tests in the class. The students feel nervous to speak, take much time, and afraid to make mistakes when they are doing oral tests.

Limitation of the Problem

This research focused on the students' perception on oral tests held at English Education Department of Universitas Muhammadiyah Yogyakarta Batch 2012. The research was also limited on identifying oral tests commonly applied at English Education Department UMY.

Research Questions

There are two research questions in this research. They are:

1. What kinds of oral tests commonly take place at English Education Department UMY?
2. How do the students perceive oral tests at English Education Department UMY?

Objectives of the Research

Based on the problem stated in the research questions, there are two objectives in this research:

1. The research attempts to find out the kinds of oral tests that commonly take place at English Education Department UMY
2. The research attempts to find out the students' perception on oral tests at English Education Department UMY.

Significance of the Research

This research is expected to give benefits for students, teachers, and future researchers.

For students. The students can get knowledge about the kinds and the strengths and weaknesses of oral tests in the class.

For teachers. The teachers will know the students' perception on oral tests. Thus, an oral test can be applied to assess students in way especially, in minimizing the weakness of oral tests.

For future researchers. The study is expected to give some references for future researcher. In addition, this study can give some information which can be valuable for the next researcher in supporting their research.

Outline of the Research

This research report is divided into five chapters, namely introduction, literature review, methodology, findings and discussion, and conclusion and suggestion. The first chapter discusses the introduction of the research. This chapter consists of background of the research, statement of the problem, research

questions, objectives of the research, and significance of the research. The second chapter presents about literature review that includes some theories related this research. The third chapter discusses the methodology of the research. This is about how to gather data for the research. The fourth chapter discusses findings and discussion. This chapter tells about the findings of the research. The last chapter discusses the conclusion and suggestion of this research.