

Chapter Two

Literature Review

This chapter describes the literature review related to this study. The first point is about definition of perception. The second is about the oral tests, including definition of oral tests, categories of oral tests, kinds of oral tests, purpose of oral tests, strengths and weaknesses of oral tests. Third is about review of related studies, and the last is about conceptual framework.

Perception

According to Akande (2009), perception is the ability to process or use information received through the sense organs. Perception has to do with understanding issues. Another definition (Jalaludin, 1998) stated that perception is a process to understand an experience, objects, events, or the relationships obtained by concluding the information and interpreting a message. Therefore, perception can be summarized as a process to convey message or opinion about their experiences by using sense organs.

Perception is connected by way of getting knowledge about events and experience in the particular moment. Perception occurs because of the stimulus moved by sensory receptors. Supported by Ruch (1967) cited in Sudarman (2007), perception is defined as a process of instruction of relevant experiences that is organized to give us structure picture and meaningful situation. It means that perception evaluate people to know experiences in some events so that they become familiar.

Perception is an assumption or opinion of what people feel and hear about their past and present. It is also an assumption or opinion about personal experiences to understand how people perceive events. According to Sudarman (2007), perception is divided into two parts, namely positive and negative perception. Positive perception is a view of object that inclines to receive because it is suitable on their self or personal experiences, whereas a negative perception is a view of object that inclines to reject because it is not suitable on their self or personal experiences. In other words, a negative and positive perception is related to reactions or response of their experiences.

Oral Tests

Definition of oral tests. A test is used to examine students' understanding of something to determine what they have learned. Bachman's (1990) defined test as:

”One of the most important reasons why both the development of test and the interpretation of their result are paramount in education. It is because test serves as indicators to assess students' performance, teaching instruction and the effectiveness of a program “(p.54).

Lecturer should choose good test to measure the abilities of the student. An oral assessment refers to any assessment of student learning that is conducted by the spoken word (Joughin, 2010). Baturay et al. (2011) also claimed that “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). Additionally, according to Sitepoe (2008), the examiner was not only assessing the learners, but also assesses their attitude and procedure of test.

From the definition above, an oral test is a combined ability between knowledge and students’ production of words. Moreover, an oral test measures their knowledge of learning, and attitude to handle students’ performance in every activity. The examiner sets the task and the students respond to it, and then the response is assessed by the examiner (Joughin, 2003). An oral test is a direct interaction between lecturer and students.

Categories of oral tests. Joughin (2003) emphasized that an oral assessment has ability to measure student’s knowledge. He added four categories of learning which is assessed by oral assessments, such as knowledge and understanding, problem solving and application, interpersonal competence, and personal attributes (pp.14-16). The following table lists are other kinds of knowledge and abilities for which oral assessments can identify (Joughin, 2003).

Table 1.1 <i>Categories of oral tests on Joughin (2003)</i>	
Categories	Definition
Knowledge and Understanding	An oral assessment allows for probing students' understanding of facts, concept, principles and procedure that underlie professional practice through response
Problem solving and application	An oral assessment enabled to ask students of related question which was not only knowledge, but also applying the knowledge to the real situation
Interpersonal skills	Generic or transferable skills, including communication and interview skills in the context of professional situations, are well suited to measurement through oral assessment
Personal attributes	Personal attribute is often claimed to be used to measure personal qualities such as alertness, reaction to stress, adaptability, self-awareness and self-confidence.

The kinds of oral tests. According to Iafc (2011), “an oral test is given in a structured and standardized manner to determine the student’s verbal response while assessing his or her mastery of knowledge, skills and abilities considered to be important on the job”(p.167). An oral test is correlated with the response of student when the students speak, it can be used or combined with other skills individually. The kinds of oral tests in the class are various. Based on Nakamura

and Valens (2001), the kinds of oral tests is defined into three types, as following:

1) Monologue test, students are asked to perform some tasks such as show and tell where they talk about anything they choose, for instance students usually use of one-way speaking to advanced in oral presentation skills. Monologues test is also known the oral presentation; the students make small presentation in the class. An oral presentation criteria was used the lecturer to assess the students in the class. The lecturers assess the content that students tell and explain it. 2) Dialogue test is also known as the interview. It is an open-ended test where students do discussion with the lecturer, and students in that the kinds of test are required to use conversation skill that they have learned. Interview criteria were the lecturer assesses the ability to explain an idea, fluency, comprehension, and pronunciation. 3) Multilogue test is also called the discussion and debating. Discussion and debating criteria is the ability to perform the desired speaking with spontaneous and natural. Multilogue is conducted using a lot of people which can support their activities in the class.

The other kinds of oral tests come from Dorman (2001) who divided oral activities for assessment into three types, such as oral interview, picture-cued descriptions or stories, and role playing. 1) An oral interview is an exam where students answered some questions from lecturer. 2) Picture-cued descriptions or stories are ideally suited for eliciting oral language from students; the student can more elaborate their story. 3) Role playing involves at least two students in oral presentations where they had been assigned a role and a task to accomplish

The purpose of oral tests. Black and William (1998) stated that an oral test understood how assessment affects students' motivation (as cited in Briggs, Woodfield, Martin & Swatton, 2008). The assessment makes the students motivated to learn, and in result it increases their competence that the students want. If the lecturer gives an oral test in the class, the students will be prepared to study. Then, the students can be motivated to study. Widoyoko and Rinawati (2012) argued that lecturers who have good performance will be able to give support and motivation for the students in the learning process, so it improves the quality of learning.

An oral test has purpose to give motivation to the students to speak. Thus, motivation and desire have to be interconnected, so that student get great result. According to Nunan (1999), motivation in speaking referred to combination of effort plus desire to achieve the goal of learning the language. Consequently, motivation in speaking is a key consideration in determining the preparedness of students to do an oral test. Thus, the lecturers analyze the strength and weakness of every student in the hope that lecturer can increase the quality of the students in the learning.

Based on the information above, the purpose of oral test is important to motivate students to speak and to measure the speaking ability of students. Motivation has an impact on the success of the students in the learning process. Motivation will be able to change the behavior of students learning, and the student will study more diligently. This view is also supported by K. Williams & C. Williams (2011), who stated that motivation is the most important factor that

educators could target in order to improve learning. Moreover, the lecturer must be able to make their student get motivated to learn. For instance, the students could practice speaking about topic that related to them, such as personal information, family, hobbies, interesting place, and so on.

Strengths and weaknesses of oral tests. Tests have benefit in the learning process; it could be good and bad to use it. According to Purwanto (2013), an oral test has several advantages. Firstly, an oral test is used to assess knowledge and comprehension of students, because the test is conducted by direct interaction. Secondly, if the students do not have clear understanding of the question, the lecturer changed the question so that the students can understand. Thirdly, the lecturer asks the students to tell more detail about their answer so that the lecturer will know which part of the materials that the students understand well. Fourthly, this test is appropriate to measure the comprehension, including reading ability, and the ability to memorize to the subject. Fifthly, the test evaluates certain skills, such as English speaking which uses an oral test. The lecturer can know the obstacles when the students conduct an oral test. Lastly, after finishing the test, the students know their score, and also the lecturer tell the weakness of the students.

Other advantages of oral tests are the first is resistant to plagiarism (Joughin, 1998) cited in Huxham et al. (2012); students must explain their own understanding using their own words. It is necessary for students to make their own understanding when following oral tests and it can reduce the opportunity for plagiarism. It makes the student develop their knowledge and communication

skill. The second, Joughin (2003) said that an oral examination is more authentic assessment than most types of assessment. Consequently, authentic assessment relates to real-world experiences of the student. Lecturers take the test directly; they can know the comprehension of students when they are doing a test. The third, the quality of student learning can be improved. There are ways to improve oral tests for the students. The students prepare before oral tests in the classroom in order to avoid seeming foolish in front of their examiner or their friends (Joughin, 2010). Moreover, the students will study before they do oral tests in the class. Fourth, Huxham et al. (2012) suggested that an oral test is to develop oral communication skills of the students. On the other hand, Gent, Johnston, and Prosser (1999) have found oral examination as a powerful ways to measure understanding and encourage critical thinking. Consequently, when an oral test is conducted the student will get chance to practice their speaking ability not only in class, but also outside of class. This fact will make the students able to speak fluently and clearly in the class or outside the class.

According to Tomei (1998), Hukodai Oral Proficiency Test (HOPT) has several benefits to be practices in classroom. Additionally, he found some points of the impact of oral tests in HOPT. Firstly, an oral test helps improving student's participation in the class by examining whether the student fails or passes in the test determined by conversational skills. Thus, the test can find the student which participates more in class and more engaging in their interaction. Secondly, the most important effect is that an oral test allows the student to concentrate on class material and methodology which directly supports the acquisition of

conversational ability. Consequently, the effects of oral tests in the class are to find out student's participation in the class and made the student concentrate more on the study.

According to Purwanto (2013), there are disadvantages of oral tests in the class (p.37). Firstly, questions are not always the same to every person who are tested, such as the number of questions and the level of difficulty are different. Secondly, some students require longer time to answer the questions. Further, an oral test makes the student very stressful, and reduces the confidence of the students (Joughin, 2003). Wisker (2004) showed that the student felt the pressure to think quickly that they had to manage their idea in a short period of time. An oral test makes the students difficult to speak. Perhaps they are shy to speak and they do not trust in their ability to speak in English. Thirdly, the lecturer is quick to conclude before the students finished answering the question. Lastly, nervousness can disturb the fluency of the answer that is given.

Additionally, (Joughin, 2010; Al-Amri and Yanbu, 2010) stated that an oral test is usually time consuming and difficult to administer, especially if there is a large number of students, it makes the lecturer have difficulty to do oral tests. According to Purwanto (2013), the weakness of oral tests was because it was done in group test and required a long time so that it was not economical. Lastly, Davis and Karunathilake (2005), and Joughin (2010) said that oral examination is a traditional forms of assessment in which every student is quizzed by one or more examiners.

Review of Related Studies

There are some researchers who have conducted studies about oral tests. The researcher summarized some previous research.

Markulis and Strang (2009) did a study entitled '*Viva Voce: oral exams as a teaching and learning experience*'. The purpose of this study was to illustrate the implementation of the oral exam format in a strategic management course. This study provided a model for instructor for using the oral exam format. This study used qualitative research. The researcher used questionnaires that consisted of 32 questions. The result of this research was a set of guidelines and caveats for using the oral exam format.

In another study done, Tomei (1998) carried out a study on *oral proficiency test in the English speaking course in Hokkaido University*. The purpose of the research was to develop a test to assess the students in speaking English. The test consisted of two parts in speaking class. The first part was collecting the data by random. The lecturer chose one familiar topic as starting point for a conversation. The second part was expected to take information about vacation, and the students discussed their opinion while the lecturer evaluated them. The lecturer deleted some sentences, and then students had to fill in the sentences that were empty. This study also gave a general topic to make the students' speaking and the effects on the classroom.

In Huxham et al. (2012), the study is about *oral versus written assessments: a test of student performance and attitudes*. The purpose of the research is to know whether oral assessment more useful than written assessment.

The research used mix-method. Student's performance and attitude toward oral and written were compared using quantitative and qualitative research. Three groups of students were involved as participants in this research. The finding of this research is that the student was tended to be nervous in oral assessment. Many students thought oral assessment were more useful than written assessment because an oral assessment helped the students' perceived authenticity or professional of oral examination.

Conceptual Framework

An oral test is an assessment for the students, which is conducted in the spoken word (Joughin, 2010). There are some activities that lecturer can do in the class to conduct oral tests in the class. Baturay et al. (2011) also claimed that "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). This research focuses on oral tests in the class at EED UMY. An oral test is expected to make the students more active and brave to speak in front of the class. It can improve students' activity in the classroom. Nakamura and Valens's study in 2001 about the kinds of oral tests were applied to support this research. The study is to find out the kinds of oral tests that commonly take place at English Education Department UMY. The researcher also used reference from Purwanto's study in 2013 about the strength and weakness of oral tests in the class to identify the strength and weakness of oral tests at EED. In addition, the researcher also

used references from Jouhin's in 2003 about the categories of oral tests. The research framework is presented in the chart below:

Figure 1.1. *Conceptual Framework*

