

Chapter Four

Findings and Discussion

This chapter focuses on presenting the findings and discussion of the research. The researcher describes the data that have been gathered throughout the interview. The data from the interview were transcribed and put into descriptive codes. The research findings were divided into two parts including the kinds of oral tests that were commonly happened and students' perception on oral tests at EED UMY. In the discussion, the researcher used some quotations of transcriptions from the coding and relates it with the theory from literature review.

Findings

The findings on the kinds of oral tests commonly took place at EED UMY. To answer the first questions of this research, the researcher took the data through interview with six female participants of English Education Department in batch 2012. An oral test was used to assess the students in the class. The researcher found some findings related with the kinds of oral tests that commonly took place at EED UMY. Based on the interview, the kinds of oral tests that commonly took place in EED UMY were interview, role play, oral presentation, and group discussion.

Finding 1: Interview. The researcher analyzed the oral tests as one way of assessment in the class. In the finding on the kinds of oral tests used by the lecturer, most participants answered interview as one of the kind of oral tests. In addition, the participant also said that interview was good to be used in oral tests

since it also gave the students chance to speak. It can be seen in the statement below:

Anis : *“Oral tests will be better, if they are using interview, the lecturer gave the case, the lecturer used interview one by one.”*

Mela compared the differences between interview and oral presentation. Interview was less preferred as it referred to the materials in the book while presentation referred to the materials that could be explored by the students themselves and made the students became open minded. It can be seen in the statement below:

Mela : *“I prefer the presentation because the presentation of material can be explored, she was open minded whereas interview should be related the material such as in the book.”*

Based on the information above, the researcher concluded that interview was good to be used as an assessment in the class. The students could explore the material that they have learned in the class.

Finding 2 : Role play. The researcher found that role play was used in oral tests as assessment at EED UMY. The finding of the research showed that in the role plays consisted of three or four members. Then, students should do conversation or dialogue in the group. In role play, lecturer assessed activities the students in the class. This was supported with the statements of participant below which is:

Manda : *“In the final test, my lecturer asks me to make a role play that consisted of 3 or 4 people. Then, we should do dialog in the group, it is used for final test.”*

Tantri said that role play was performed in front of the class and the lecturer gave some topic related to the subject. It can be seen in the statement below:

Tantri : *“In role play, the lecturers provide the topic, then the lecturer asks the students to do pair work in front of the class.”*

It can be concluded that role play was done by students while they made conversation on topic given in the class. In addition, the students must interact directly in the class with opposite speaker. A role play was consisted of three or four member, and lecturers used to assess the students.

Finding 3: Oral presentation. The finding showed that all participants of EED UMY did oral presentation in the class. The research showed that the lecturers had applied oral presentation in their assessment. Anis stated that:

Anis : *“An oral test was often conducted in the class. It is like the presentation. Every lecturer was done an oral test such as presentation.”*

In addition, Mela and Kiki said that presentation was easier to master the material and explore it. Presentation referred the activity in which someone could describe, tell, and explain the material in group. Thus, other students would understand on what presenters were talking about in the class. This is expressed:

Mela : *“We feel easier in presentation. I mean that presentation is easier to explore the material.”*

Kiki : *“With presentation, we transfer the information to others that other people understand what we are talking about.”*

Meanwhile, Manda said that presentation helped the lecturers to assess their speaking in the class. It can be seen in the statement below:

Manda : *“Oral tests usually use presentation, and also help students’ speaking score.”*

The researcher concluded that presentation helped the lecturers to get the score in speaking. Then, the students explored their knowledge when they were doing presentation in the class. All of the students joined the presentation when they wanted the score from the lecturers.

Finding 4: Group discussion. The finding also showed that another kind of oral tests was group discussion. The participant showed that she shared and developed the topic by group discussion. The participant added that group discussion was an effective way to be used as part of oral tests that developed their mindset. Kiki said that:

Kiki : *“In group discussion, we share about the topic and the students develop one topic. For example, A describes it and the B issue the different opinion about this topic, so it is group discussion. Based on my experiences, group discussion was effective way that used as part of oral tests. Group discussion develops the students’ mindset through communication, while the lecturer analyzes the answers of the students.”*

To conclude, group discussion could help the students share their opinion in group. Further, group discussion could develop students' knowledge and understanding since every people could share the different opinion about topic.

The findings on the students' perception on oral tests at EED UMY.

To answer the second research question, the researcher analyzed the answer from the participants regarding to their perception on oral tests at English Education Department UMY. Each participant had their own points of views. There were various opinions as the finding of the research. The researcher found some findings related with this research based on the research questions. The findings of the second research question covered the strengths and weaknesses of oral tests in the class.

The strengths of oral tests in the class. To analyze the second research questions, the researcher found out their perception on oral tests. Based on the interview, the researcher analyzed the finding of the research, and then the researcher found the strengths of oral tests in the class. Strength was referred to the advantages, positives perception, and impacts based students' perception. Thus, the researcher used the word strengths to cover those references. The strengths of oral tests covered at EED UMY included that oral tests motivated for the students, enabled students to get feedback, improved students' speaking ability, developed students' communication, improved students' self-confidence, and gave ideas in speaking.

Finding 1: An oral test motivated the students. In the interview, the researcher asked about the students' perception on oral tests. The findings of the

research showed that oral tests motivated the students to speak. They said that oral tests could improve their speaking ability. In addition, an oral test gave them the opportunity to speak in the class. For instance, the lecturers trained them to practice speaking in the class. They could learn how to speak in the class. The finding showed that the existence of oral tests had positive impact for them. The participants said that an oral test was to help them to speak or practice in the class and it also motivated them to speak more.

Kiki : *“Because the test was oral, we get motivated in speaking, if the test was like that we must learn to speak.”*

Tantri : *“Absolutely, I was motivated because there was an oral test, the students were demanded to study and speak in the class.”*

Based on the data above, it concluded that the participants were motivated by the existence of oral tests at English Education Department UMY. Motivation had benefit for the students so that they could speak during oral tests.

Finding 2: Students got direct feedback. Based on the interview, the researcher found that students got feedback on the oral tests. The participants said that they got feedback from their lecturers after they did an oral test in the class. Thus, they liked to do an oral test because his or her feedback was directly given. The followings are the statements from the participants.

Mela : *“It is one way for us to practice speaking, from the practice we can get feedback then we get motivated to speak.”*

Tantri : *“An oral test is direct interaction between lecturer and students, so the students can be able to get feedback directly for the lecturer.”*

Basically, students hoped to get feedback from the lecturer after they did an assessment or in the class. Giving feedback was good way for the lecturer when the lecturer was doing assessment in the classroom. Thus, lecturer helped them to know their mistakes when they spoke in the classroom. Here is the statement stating that feedback made the participants know their mistakes. Mela said:

Mela : *“Feedback is very useful, feedback could be reflection of my test, for example I do speaking test, the lecturer gave me feedback. This is very useful in the future, so I know my mistakes that I should be fixed.”*

To conclude, the participants stated that feedback referred to a reflection after they did a test. Further, feedback should be given so that they knew their mistakes during the test. Thus, the students could improve their mistake that carried out a test.

Finding 3: An oral test improved students’ speaking ability. The researcher asked the participants’ understanding of oral tests. Some students knew about oral tests because they had experience in the class. Mostly the participants answered that oral tests were similar with direct interaction between lecturer and students. This could be seen from their statement:

Anis : *“My opinion about an oral test is it is a direct interaction between the lecturer and students. The lecturer analyzed the students clearly, to increase the speaking and knowledge.”*

Fitri : *“My opinion about an oral test is it is more effective than other ways, for lecturers and students interact directly.”*

It could be concluded that oral tests referred to direct interaction. The lecturer could use an assessment for the students in every activity so that they can interact directly. Davis and Karunathilake (2005) and Joughin (2010) said that an oral examination is a traditional forms of assessment in which every student is quizzed by one or more examiners. In addition, the lecturer gives the students opportunity to practice directly in the class. It was in conformity with Purwanto (2013) who said that an oral test was used to assess knowledge and comprehension of students, because the test was conducted by direct interaction. Moreover, the students also improved their speaking ability and they could be familiar with the existence of the oral tests in the class.

Meanwhile, the researcher also analyzed the perception of the students, how the lecturers' use of an oral test. The participants said that they could improve their speaking ability. All of participants said that their speaking ability improved when their classes often carried out oral tests. It could be seen from statements in the below:

Mela : *” Yes it is good, it encourages students to speak, so we are demanded to practice speaking and it is very useful in the improvement of the speaking skill. ”*

Anis : *“It is good because there is an oral test to speak in the class, it could improve speaking. Thus, we can be confident to speak English. ”*

Then, the researcher conducted in depth interview to get more explanation from participants, whether the students were motivated by the existence of oral

tests in the class. The participants stated that motivation helped them to improve their speaking ability. It was expressed from their statement:

Manda : *“Yes I was motivated, the present of oral tests could improve my ability when I speak.”*

Kiki : *“It is motivated with oral tests because it could improve my ability of English well.”*

Besides, direct interaction was one way for the lecturer to know the quality of the students. An oral test could change students' speaking ability. Then, an oral test was not only to measure the knowledge but also trained us to interact directly.

Finding 4: An oral test developed students' communication. In the interview, the participants said that they could develop their communication, shared their knowledge and understood their perception of oral tests in the class. Fitri explained that an oral test helped students to study on how to develop student's knowledge and mindset. It was expressed by the participant below:

Fitri : *“I like it, it is clear, we are learning how to develop our knowledge and mindset, how to convey the messages and make the opponent speaker understand the meaning that is conveyed.”*

Moreover, Kiki stated that she could develop her mindset, thus she could develop her understanding and explain the material in oral tests. It was expressed by the participant below:

Kiki : *“I think to choose oral tests, because the students could develop their mindset and also develop her own understanding with the words themselves, so there is no limitation in how they explain the material.”*

In conclusion, the participants could develop communication skill because students' mindset had been developed during an oral test. For example, the lecturer gave particular topic for students then students could develop the topic.

Finding 5: An oral test improved students' self- confidence. The participants also said that an oral test in the class made them to be confident. Consequently, conducting an oral test gave the student chances to practice their speaking ability not only in the class, but also outside the class, and it helped them to become socialized. This fact made the students to speak in the class or social environment fluently and clearly. This was not only to try the confidence of the students in the class but also to prove the confidence of students in public. In addition, confidence was one of strength of oral tests in the class. It was expressed by the participant below:

Anis : *"The strength is it can increase my speaking ability, next It trains me to be confident in speaking in public that usually I am nervous when I am speaking in front of class, now I am not nervous anymore because I get used to oral tests."*

Tantri : *"I feel when I am doing an oral test, this could help my confidence and if the test is done continuously, oral tests can improve my speaking ability and fluency when I speak English."*

To conclude, an oral test was done in the class. Students' self-confidence could be improved with an oral test. It was important for the student to enhance the ability of students speaking in the class in oral tests.

Finding 6: An oral test gave ideas in speaking. The researcher also found that the students' perception on oral tests in the class gave idea in speaking. Giving idea was important in the learning process. This was proved when students were being able to communicate well. Most participants explained that the students' perception on oral tests in the class was that it could be used to share ideas or opinion in assessment. It was mentioned in the statement of the participant below:

Kiki : *“The students think systematic; thus it can share idea quickly and appropriately.”*

Tantri said that her ability of oral tests was great, this could be seen when she gave an opinion. She also got good score when she was doing an oral test. It is expressed in the statements in below:

Tantri : *“My ability of oral tests is good. I can still share my ideas when I do test with lecturer”. It proved when I did the test, I got good score.”*

Meanwhile, Fitri said that it was a challenge because she was given an idea in interview one by one. Thus, the test was direct interaction with the lecturer. The questions were given directly so that students were challenged to answer it. It is expressed by the participant in below:

Fitri : *“ Yes, I was motivated because this question of oral tests was given right away, and it was face to face with lecturer so I feel challenged when the oral tests will be carried out, such as an interview one by one. I feel challenged to share my ideas during oral tests in the speaking class.”*

Anis : *“If there is not oral tests, the students is lazy to speak and cannot increase their speaking, but if there is an oral test, we are obligated to improve speaking in the classroom.”*

Based on the data above, it showed that the participants agreed that an oral test could make the students to be able to share their ideas when they did an oral test in the class. If there were no oral tests in the class, some students would be lazy to speak. They would speak if the lecturer conducted oral tests.

The weaknesses of oral tests in the class. An oral test became problem for the students who do not like an oral test in the class. This finding could be seen from the students’ perception on oral tests in the class. An oral test performed by one student made the students fear to do this test. Thus, the researcher indicated the weaknesses of oral tests. The weaknesses of oral tests included that oral tests provided less time and made students nervous.

Finding 1: An oral test provided less time. The researcher analyzed the weakness of oral tests. The finding of the research explained that an oral test provided less time. The participants said that they needed more time to conduct an oral test in the class. The participant also argued that the students felt pressure on oral tests because the lecturer already had given another question. The statement could be seen below:

Manda : *“Sometimes, I am doing oral tests, the time is too fast. When I have not answered the question yet, my lecturer gave the other questions.”*

Another participant said that she needed a long time to convey an opinion or idea. In addition, she suggested that the time of implementing of oral tests was divided. Then, the lecturer could provide more time in the oral tests. Kiki argued:

Kiki : “The disadvantage is related to time when using oral tests to speak in the class. My opinion is an oral test should be longer because it only provides limited minutes. An oral test in the class should divide the time for each student, so all students have more time to do an oral test.”

Fitri said that she could not answer the questions spontaneously when the lecturer asked because she had to think the answer first. This was the problem for her during an oral test in the class. This could be seen by the Fitri’s statement:

Fitri : “Sometimes, I understood what the lecturer asked to me, but I am still confused to answer it. Because I have to think first, I cannot answer the question spontaneously.”

She also added her experiences during an oral test in the class. It was difficult to convey meaning to others. It could be expressed in the below:

Fitri : “Sometimes I speak but it does not convey the meanings clearly to the opponent’s speaker.”

To sum up, Manda and Kiki perceived the same opinion that the time of oral tests was too short. It made the students difficult to do an oral test. Whereas, Fitri perceived that she must think first before answering the questions. She also added that she could not answer lecturer’s questions spontaneously.

Finding 2: An oral test made students nervous. The last finding was about the negative side of oral tests based on students’ perception. The finding also

indicated that an oral test made students nervous. Nervousness was the students' common problem when they spoke English. They explained that nervousness appeared during an oral test. Most participants argued that they felt nervous when they were doing an oral test. It could be seen from their statement:

Mela : *“Sometimes, I am not ready, so it also makes me nervous, and I am confused and panic how to answer the questions.”*

Anis : *“I get very nervous during oral tests so it influences my attentions in oral tests.”*

Based on the information above, the participants felt nervous when they were doing an oral test in the class. They could not answer the test because they felt panic since they did not have enough preparation and vocabularies.

Discussions

Based on the findings of the research, the research is divided into two parts includes that the kinds of oral tests commonly took place at EED and students' perception on oral tests. In the discussion, the researcher used some quotation of transcription that related to some theories on chapter two. It is supported this research that is based on the answer of research questions. Two parts are explained below:

The kinds of oral tests commonly taken place at EED UMY. Related to the kinds of oral tests commonly took place at EED UMY, Nakamura and Valens (2001) mentioned the kinds of oral tests. The three different kinds of oral tests at EED UMY were monologue, dialogue, and multilogue test. The first finding was about interview. These findings were in conformity with Nakamura and Valens

(2001) who stated that dialogue test was also known as the interview. Dialogue test was a conversation that was conducted by two persons or more. The other kind of oral tests was interview, which referred as an exam where students answered a series of questions from lecturers (Dorman, 2001). Interview criteria were assessing student's ability to explain an idea, fluency, comprehension, and pronunciation. The second finding of the research were role play and group discussion. This was supported by Nakamura and Valens (2001) who argued that multilogue test was conducted by a lot of people who can support their activities in the class. The third finding was oral presentation. The statement from the participant was in conformity with Nakamura and Valens (2001) who stated that a presentation was included in the monologue speaking. The students made small presentation in the class. Oral presentation criteria were used by the lecturer to assess the students in the class. The criteria were assessing the content that students told and explained the material in oral presentation.

Based on the participants' answer, the researcher found that the participant compared the differences between interview and oral presentation. An oral presentation was an activity required the students to have ability to explore the materials to be delivered in the class, whereas an interview prefers to give attention the material in the book. Interview was conducted by a direct interaction between lecturer and students. Thus, the existence of presentation could make the students being able to explore and build knowledge so that they become open minded people. To be open-minded is necessary in the learning process, especially in presentation. It is proven by the fact that the students could explore the

materials in the presentation in the class. For example, when the students would carry out the presentation in class, the students would not only focus on one book, but also they would be looking for the source of the other book to support the material presentation.

Students' perception on oral tests at EED UMY. Participants had mentioned their perception on the strengths and weaknesses of oral tests. The researcher explained the strengths of oral tests. There were six strengths of oral tests. The first finding was that an oral test motivated the students to speak. The students had been motivated by the existence an oral test. Thus, it was in conformity with Black and William (1998) cited in Briggs et al. (2008) who said that an oral test understood how assessment affects students' motivation. It means that the assessment made the students became motivated to speak and increased their speaking competence. Then, the lecturer could implement an oral test because it was beneficial assessment for the lecturer and made the students became more active and brave to share ideas. Moreover, some participants felt that motivation was important to help them practice speaking in the classroom.

The second finding was about lecturers' feedback to the students. From the participants' perspective, they said that they got feedback when they were doing an oral test. Usually, feedback consisted of reflection of the students when they were doing the activities in the class. Feedback could be an input for the students to become better in oral tests. Therefore, students were able to recognize their errors, for example, in wrong pronunciation, students could learn with listen to the

dictionary. Thus, feedback was one of the important elements to consider when the communication between lecturer and students succeed or failed.

The third finding was that an oral test improved students' speaking ability. A direct interaction was important for the lecturer, because they would know the problem of the student when they are doing oral tests. Students could improve the ability when they were doing oral tests. It was in conformity by Tomei (1998) who argued that an oral test helped improving student's participation in the class by examining whether the student failed or passed in the test determined by conversational skills. Thus, a test could determine the student who participated and engaged more in class in their interaction. The test could improve their speaking ability because the lecturer trained the student to practice speaking in the class. Then, the lecturers could implement oral tests in every activity of assessment. This implementation gave good effect for the student. In addition, it also improved their speaking ability and encouraged the student to be brave to develop their communication skill.

The fourth finding was that an oral test developed students' communication. Communication in the class was an important for the students to convey messages. Good communication happened when students used their own words, so that it made the students understand and develop their communication. According to Joughin (1998) as cited in Huxmam et al, (2012) the advantage of an oral test was resistant to plagiarism. It means that the students must explain their own understanding using their own words. Meanwhile, when the students used their own understanding, the students would develop their communication skill.

This statement was supported by Huxama et al. (2012) that an oral test was to develop oral communication skills of students.

The fifth finding was that an oral test improved students' self-confidence. Students' self-confidence could be improved when they were doing oral tests. This was relevant with the statement which was stated by Joughin (2003). He said that an oral assessment could be used to measure personal qualities such as alertness, reaction to stress, adaptability, self-awareness and self-confidence. An oral test was used to see students' self-confidence, whether the student was brave and confident to speak English when they conducted oral tests.

The last finding was that an oral test gave ideas in speaking. The participants said that they could share the ideas when they did an oral test in the class. The fact that student could use their mindset when they communicated with other people. It agreed with Gent, Johnston, and Prosser (1999) who said that an oral examination as a powerful ways to measure understanding and encourage critical thinking. There was an oral test to measure knowledge and understanding of students. Then, students could share ideas about the topic that given the lecturer.

Based on the findings of the research, there were two weaknesses of oral tests in the class. The first, an oral test provided less time. The weakness of oral tests was that an oral test provided shorter time for students to answer the questions. In oral tests, students had to answer spontaneously in short time while the students needed longer time to think before answering the questions. According to Wisker (2004), students felt the pressure to think quickly that they

had to manage their idea in a short period of time. The students could not manage the time given by lecturer because the time was too short then they did not concentrate or focus to answer. This becomes the problem of oral tests in the class; the students provided less time, if they will use oral tests in the class.

In addition, if the lecturer conducted an oral test in the class, it needed more time for the lecturer to take assessment in the class. It was in conformity with Purwanto (2013) that an oral test was because it was done in group test and required a long time so that it was not economical. The other expert stated that an oral test was usually time consuming and difficult to administer, especially if there was a large number of the student, it would made the lecturer will be difficult to do oral tests (Joughin, 2010; Al-Amri and Yanbu, 2010).

The second, an oral test made students nervous. An oral test made the students nervous and less concentrated to answer the question. This was also supported by Purwanto (2013) that nervousness might disturb the fluency of the answer when the question was given. In fact, the lecturer could help the students practice to speak in the class to overcome nervousness.

How students perceive on categories of oral tests. The researcher analyzed some categories of oral tests based on the answer of the second findings of the research. Joughin (2010) classified the categories of oral tests into four points which were assessed by oral assessments, such as knowledge and understanding, problem solving and application, interpersonal competence, and personal attributes. Four parts are explained below:

The researcher analyzed the personal attributes including that oral tests motivated the students, improved students' self-confidence, provided less time, made students nervous, enabled students to get feedback. This was in conformity with Joughin (2003) who stated that personal attribute was often claimed to be used to measure personal qualities such as alertness, reaction to stress, adaptability, self-awareness and self-confidence. Therefore, personal attribute could be said as the condition of the class, person's mood during following a test. Personal attributes could be positive and negative, could be seen on his or her personal in oral tests, such as confidence, nervous, and etcetera.

The categories of oral tests about knowledge and understanding including an oral test improved students' speaking ability and gave ideas in speaking. Joughin (2003) argued that an oral assessment allows for probing students' understanding of facts, concept, principles and procedure that underlie professional practice through response. Lecturer used different questions to measure students' knowledge. This was supported by Purwanto (2013) who stated that questions were not always the same to every person in test, such as the number of questions and the level of difficulty are different. In oral tests, lecturers assessed students' ability through respond. Usually, the lecturers also saw students' understanding when they explained material.

The categories of oral tests about problem and application included that oral tests developed students' communication and gave ideas in speaking. According to Joughin (2003), an oral assessment enabled to ask students of related question which was not only knowledge, but also applying the knowledge

to the real situation. Therefore, an oral assessment did not focus on the students' knowledge, but students' understanding during an oral test, whether students understood the materials given by the lecturer. For the example, lecturers gave some issues and students searched the way how to solve those problems. Thus, students could apply their understanding in real life.

The category of oral tests about interpersonal skills included that an oral test developed students' communication. Generic or transferable skills, including communication and interview skills in the context of professional situations, were well suited to measurement through oral assessment (Joughin, 2003). Therefore, interpersonal skills were used to communicate and interact with others. In this research, an oral test must be communicated so that students tried to speak in the class. The categories of oral tests are seen on the table 1.2.

Table 1.2.		
<i>Discussion of oral testing categories on Joughin (2003)</i>		
No	Findings	Categories of oral tests
1	An oral test motivated the students	Personal attributes
2	Students get feedback	Personal attributes
3	An oral test improved students' speaking ability	Knowledge and understanding
4	An oral test developed students' communication	Interpersonal skills, Problem solving and applications
5	An oral test improved students' self-confidence	Personal attributes
6	An oral test gave ideas in speaking	Knowledge and understanding, problem solving and applications
7	An oral test provided less time	Personal attributes
8	An oral test made students nervous	Personal attributes