

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

Teaching is a process of transferring or providing knowledge to the learners. The tasks are do by a teacher. By doing so, the teacher needs to evaluate what he/she is doing by giving a test. It is to know to what extent he/she can transfer the knowledge to the students. The tool or device that the teacher can use to evaluate the students is a test. According to Brown (2004, p. 3) “test is a method of measuring a person’s ability, knowledge, or performance in a given domain.” Giving a test is not only to have benefits for the students, but also for the teacher. In addition, a test also gives the teacher information about where the students are the moment, and to help decide what to teach next.

In teaching, there are four skills to test, and one of them is an oral production test. In the oral production test, a test helps the students to know their ability to produce the language. In addition, a test also has a benefit for the teacher to backwash the effect on teaching. To make students produce the language, it is not easy for the teacher. Therefore, there are techniques of oral production test to help the students' performance, such as giving pictures, reading aloud, conversational exchanges, group discussion and role playing, short talk, and interview. From those techniques of oral production, the interview is the most common of all oral tests (Underhill, 1987).

According to Brown, interview is a test administrator and a test-taker sit down in a direct face to face exchange and proceed through a protocol of questions and directive (2004, p. 167). In the schools or courses, a person who will be a test administrator is a teacher. The roles of test administrator are to guide a test taker (the student), and make the next move during the process of interview.

In the interview, the test administrator uses the question as a tool to measure whether the test taker says is in more or less direct response to his/her questions or statements. In addition, the test takers have a freedom to develop their answer or comment. Yet, not all the test takers are able to answer the questions. While giving questions, a test administrator has to select the criteria of questions based on the level of the test taker. It is because the questions of the test taker itself determine whether the topic of the interview will be developed further or change a new one. In addition, to avoid constant repetition, the test administrator usually prepares some lists of written or memorized questions to ask, or topic to bring up.

## **1.2 Statements Problems**

The researcher comes up with the following questions:

1. What types of questions does the interviewer/teacher produce?
2. How does the interviewer/ teacher use teacher's question strategy of oral production test?

## **1.3 Research Objective**

The research is to answer the following questions:

1. To find out what types of questions that the interviewer/ teacher produces.
2. To find out if the interviewer/teacher uses teachers' question strategy of oral production test.

## **1.4 Scope and Limitation**

In this study, the researcher only focuses on the interview of oral production test in LBPP LIA Pasar Minggu. The limitation of the problems is the questions which are used as sources in the interview.

## **1.5 Research Methodology**

### **1.5.1 Method of Research**

The method of this research is descriptive, in which the result is taken from the interviewer of test oral production. The descriptive method attempts to describe systematically a situation, problem, phenomenon, service or program, or

provide info about say, the living conditions of a community, or describes attitudes towards an issue (Kumar, 2011, p. 10).

### 1.5.2 Data

The data of the research are taken from LBPP LIA Pasar Minggu, which focuses on English Teenager or the Intermediate Level. There are three classes that are observed; English Teenager (ET) 6, 10 and 12. Each class consists of 7-10 students. In addition, the data are taken three times from the final test on March 17, 19, and 20, 2014.

### 1.5.3 Techniques of Data Collection

There are two techniques of collecting data are done: observation and recording. In the observation, the researcher sits between the test administrator and test taker, and puts a recorder in the table during the process of interview. To record the interview, the researcher uses a hand phone CROSS X A7. Then the data in the recording are transcribed and wrote down as the observation report of the oral production test.

### 1.5.4 Data Analysis

All data from the observations are analyzed and interpreted based on theory developed by Brown to describe the strategies and types of question oral production test.