

CHAPTER I

INTRODUCTION

In this chapter, the researcher discussed the introduction of this research which consisted of a background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, purposed of the research, significance of the research and definition of key terms.

1.1 Background of the Problem

Nowadays, a good mastery of English is essential for Indonesian people, because it is imperatively taught as a foreign language subject as it has become a perceived and realized need. It is used by millions of people in various fields such as education, tourism industry, business and international relations. In education, English has been taught from elementary school up to university. By mastering English, one will have the opportunity to access many famous universities throughout the world. There are four integrated language skills in English that must be mastered well by the students. They are listening, speaking, reading, and writing.

Speaking is one of the language skills that must be emphasized by the students. It is an important language skill because speaking is the central element of communication. In addition Samad *et al.* 2017 defines that speaking is the ability to share thoughts, idea, and intentions to the other people. As a matter of fact, the objective of learning a language is to communicate with other people in a real life. In order to have good communication with every one, student should

master speaking skill. By speaking, the students can share their opinion, thoughts, and impression in spoken form. Consequently, the audience or other people who listen will obtain information. Speaking has an important role in social life. Speaking is used for communication among people in society in order to keep a relationship among them (Muklas, 2017).

According to the curriculum at the English Department of Bung Hatta University, speaking is one of three basic competencies that should be mastered by students; they are speaking for description, speaking for argument, and public speaking. There were many activities done in the speaking subject. One of them was interview. Interview is very important for students because they will face an interview in many aspects of life, including applying for a job. Interview is one of the most commonly used employment selection tools (Ployhart, Schneider, & Schmitt, 2006). When they have good speaking it will be easier for them to do a job interview.

In attending a job interview, get off to a good start will make the interviewer impressed. Having good speaking skills can help create the right impression by answering questions. It is not only possible, but it is also likely that the final evaluations made by interviewers will be determined in large part, or at least anchored, by the first impression, which may have been formed at the initial handshake and introduction. Therefore, the ability to make a good impression in a job interview also helps succeed in interviews. Making a good impression greatly influences judgment at the interview (Williamson, 2008).

Based on informal interview that the researcher did with several third year students of the English Department of Bung Hatta University, the researcher got the conclusion that they have studied about job interview at speaking for description subject, however, they still have difficulties to practice speaking in a job interview. In practice, they did not understand how to be a good interviewee in a job interview from the time the interview begins. They did not know how to make the interviewers impress with them through the way they answer the question. They often have difficulty in giving the appropriate answers to the questions that interviewer has given. It showed that the ability of students in speaking was still weak. They have difficulty in their speaking production. They still have the inadequate ability in mastering the English vocabulary and functional expression so that they had no idea to speak, in term of grammar, students often made a grammatical error. Besides that, they were making some errors in pronouncing English words and the fluency was still not too good. They still hesitate and did repetition while speaking.

Based on the description above, the researcher would like to know the students' speaking ability in attending a job interview, entitled "An Analysis of the third Year Students' Speaking Ability as interviewee in Attending a Job Interview at the English Department of Bung Hatta University".

1.2 Identification of the Problem

In learning English many students have problems in four language skills, especially in speaking skill. Speaking is a subject which becomes the most problem faced by English students. To be successful in mastering speaking skill,

the students need to have more speaking practices and mastering component of speaking such as pronunciation, vocabulary, fluency, grammar and comprehension. Speaking practice in the classroom has done through various activities. They are discussion, conversation, presentation, role play, storytelling, picture description, and interview. The interview becomes the important activities in speaking class to build speaking ability. Making students able to communicate well through the practice of attending a job interview is the goal of teaching speaking for description.

The first problem was in practice students still finding the difficult as an interviewee to impress the interviewer in a job interview. They did not know what to do in creating the right impression through how they answered in questioning. In real interviews, most interviewers want the interviewees who are open, accessible, and communicative, confident, look energetic and enthusiastic in answering job interview questions. By having all those personalities, they are much easier and more comfortable working together and getting along with their colleagues better at work. Therefore, the interviewer could trust and ensure to hire the interviewee to do the work later. But in practice, the students were not friendly enough and they were not open to self-introduction during the interview. They made the interviewers dig up information from them, answered questions using just one word (with yes or no answers), Moreover, they could not project their confidence by being nervous, sounding doubtful, do not show their interest, enthusiasm and uncertain while answering questions.

The other problem was most of English students in the English Department have difficulties in their speaking production. It showed that the ability of students in speaking was still weak. They have problems in using language, in the case of mastering all of components language; such as they still have the inadequate ability in mastering the English vocabulary and functional expression so that they had no idea to speak. In term of grammar, students often made a grammatical error. Besides that, they were making some errors in pronouncing English words and their fluency was still not too good. They still hesitate and often did a repetition of words or sentences that were not meaningful when talking.

1.3 Limitation of The Problem

Based on the identification of the problem above, the researcher limits this research on third year students' speaking ability in attending a job interview at the English Department of Bung Hatta University. Related to job interview the researcher focus on the interviewee. The aspects evaluated were the impression made by the interviewee in the job interview and the language used by the interviewee. The components of language were vocabulary, pronunciation, grammar, and fluency.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem of the research as follows: How is the third year students' speaking ability as interviewee in attending a job interview at English Department of Bung Hatta University?"

1.5 Research Questions

In accordance with the formulation of the problem above, there were two research questions that should be answered as follows:

- 1) How is the third year students' speaking ability as interviewee in making an impression of the interviewer in a job interview at the English Department?
- 2) How is the third year students' speaking ability as interviewee in using language (Vocabulary, Pronunciation, Grammar, and Fluency) in a job interview at the English Department?

1.6 Purposes of the Research

The main purpose of this research was to describe the third year students' speaking ability as interviewee at speaking subject in attending a job interview at the English Department of Bung Hatta University. Specifically, purposes of this research were as follows:

- 1) To find out the third year students' speaking ability as an interviewee in making an impression of the interviewer in a job interview at the English Department.
- 2) To find out the third year students' speaking ability as interviewee in using language (Vocabulary, Pronunciation, Grammar, and Fluency) in a job interview at the English Department.

1.7 Significance of the Problem

This research expected to give a contribution to the students, lecturers, and

other researchers. For the students, they would know their speaking ability as interviewee in attending a job interview. For the lectures, it expected that this research result would give information about students' ability in speaking as interviewee when attending a job interview. Then, for other researchers, it hoped that the result of this research could be a reference in attending more comprehensive research.

1.8 Definition of Key Terms

To avoid misunderstanding about the key terms used in this research, the researcher gives their definition as follows:

- 1. Speaking** is the use of language to communicate with others.
- 2. Job Interview** is an interview consisting of a conversation between a job applicant and a representative of an employer which is conducted to assess whether the applicant should be hired.
- 3. An impression** is an idea, feeling, or opinion about something or someone, especially one formed without conscious thought or based on little evidence.
- 4. Language Use** is the communicative meaning of the language which refers to the rule for making language and the structures we use to make it.
- 5. Vocabulary** is all the words that a person knows or uses and it is all the words in a particular language.
- 6. Pronunciation** is the production of sounds that is used for making meaning.

7. **Grammar** is how words can change their forms and can be combined into sentences in the language.
8. **Fluency** is defined as the ability to get across communicative intent without too much hesitation and too many pauses to make barriers or breakdown in communication.