A Case Study on Speaking English
at Fourth Semester in Putera Batam in Year 2013-2014

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Abstract
Speaking is one of the most important skills in English as a Foreign Language (EFL). Even other people can judge someone whether he masters English or not only by this language skill though there are many other language kills which can decide he master it or not. Of course to judge someone we need to test him or her. There are five kinds of speaking, namely Initiative, intensive, responsive, interactive and extensive. This research used interview speaking test for final examination at the fourth semester in faculty of literature in Putera Batam University. The data collected from the population of 3 classes with the total students of 126 students. The sample is taken from 1 class with the total students of 26. The data from interview are written down in the form of script. Yet not all phases of interview will be analyzed, only probe questions which contain five questions are analyzed from grammar, vocabulary, fluency and Pronunciation.

INTRODUCTION

Background of the Research

One of the most important skills in EFL is speaking skill. According to Oxford dictionary, speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. From the definition, it concludes that speaking is expression in sending messages from a speaker towards listeners. Sending message in speaking uses verbal language. Because of that, communication in speaking way should be accurate. The accuracy will decide the success of communication (Horby, 1998, 246).

The existence of speaking in the real communication is very essential so that's why in the process of teaching speaking always needs the gradually and updated improved methods of teaching. Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also requires the knowledge of how the native speakers use the language in the context of structured interpersonal exchange, in which many factors interact.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also paralinguistic elements such as gestures and body language/posture, facial expression, and so on. (Shumin, as quoted by Richard and Renandya, 2002; 204)

Although there are many approaches in teaching speaking, the learning process still faces many failures. There are many problems which influence the failure of teaching speaking. They are generally Clustering, Redundancy, Reduced forms, Performance variables, Colloquial language, Rate of delivery, Stress rhythm and Intonation, Interaction.(Brown, 2001, 270-1).

A test is a method of measuring a person's ability, knowledge or performance in a given domain. A test is a first method. It is an instrument-a set of techniques, procedure, or items-that require performance on the part of the test-taker. To qualify a test, the method must be explicit and structured: multiple-choice questions with prescribed correct answers; a writing form with a scoring rubric; an oral interview based on a question script a checklist of expected responses to be filled in by the administrator (Brown 2003,3)

Based on the quotation above mentioned that a test is an instrument for the administrator in order be able to measure test-takers' abilities, knowledge and performance. Test must be well structured.

The existence of the test is very essential especially in academic world because by test a teacher can grade the students based on their abilities or skills in the subject. There are some kinds of test in the University namely Mid-tem test and Final-term test. Mid-term test is conducted in the middle of every semester, while final exam or test is conducted every end of semester. A test is one of assessment which is conducted in University in order to give grade for the students.

Brown (2003) differs between tests and assessments. Tests are prepare administrative procedures that occur identifiable time in a curriculum when

learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated. On the other hand assessment is ongoing process that encompasses much wider domain. Whenever a student response to a question, offer a comment, or tries out a new word or structure, the teacher subconsciously make an assessment of the students' performance.

The test in speaking 4 Putera Batam University was conducted in the form on interview face to face in a comfortable classroom without other students in the class. Thus when a student takes this test, others stay outside of class. Each student is given same opportunity to answer as complete as they can for their best grades.

Identification of the Problems

Based on the explanation above there are some problems which become the questions of this research in Putera Batam University at the fourth semester of Foreign Language Academy. They are namely:

1. How is the Speaking Test procedures for the students of Putera Batam in Semester 4?
2. How is grading system in this University for the subject of speaking 4?
3. How to analyze interview final exam in University of Putera Batam, Factuly of literature at semester 4?

Limitation of the Problems

As stated above that there are some statements of the problem, therefore the writer would like to focus on the statement as follow:

1. How is the Interview Speaking Test procedures for the students of Putera Batam in Semester 4?

2. How is grading system in this University for the subject of Speaking 4?

3. How to analyze interview final exam in University of Putera Batam, Factuly of literature at semester 4?

Goals of the Research

This research is conducted in order to find out and to reveal from the previous subchapter, they are:

1. To know how is Interview Speaking test procedure of the student of of Putera Batam University on Speaking 4 subject.
2. To know the grading system for students of Putera Batam semester 4
3. To analyze interview final exam in University of Putera Batam, Factuly of literature at semester 4

THEORETICAL BACKGROUND

Basic Types of Speaking

Listening and speaking are almost always closely interrelated, so it is very difficult to isolate aural production tasks that do not directly involve the interaction of aural comprehension. Only in limited context of speaking (monologues, speeches, or telling story and reading aloud) can be assessed aural language without the aural participation of an interlocutor (Brown; 2001; 140).

According to Douglas Brown in his book entitled "Language Assessment Principles and Classroom Practice", He divided basic type of speaking into:

Initiative

This type of speaking is the ability of repeating a word, a phrase or possibly a sentence. This is purely phonetic level of oral production, a number of prosodic, lexical, grammar properties of language may be included in the criterion performance.

Intensive

The second type of speaking is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships (such as prosodic element-intonation, stress, rhyme, juncture). The speaker must be aware of semantic properties in order to be able to response, but interaction with interlocutor or test administrator is minimal at best. Example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to simple sentence level.

Responsive

Responsive assessment tasks include interaction and task comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request and command, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts:

The difference between responsive and interactive speaking is in the length and complexity of the interactions, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges which have the purpose of maintain social relationship. (In the three dialogues cited above, A and B were transactional, and C was interpersonal.) In the interpersonal exchanges, oral

production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and the other sociolinguistic conversation.

Extensive(monologue)

Extensive oral production tasks include speeches, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps not nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie) (Brown; 2003; 142)

There are some factors which make speaking difficult for the students. These factors are as follow:

1. Native language

The native language is the most influential factor affecting a learner's speaking. Brown, (2000:284) states, "If you are familiar with the sound system of learner's native language, you will be better able to diagnose student difficulties. Many L1-L2 carryovers can be overcome through a focused awareness and effort on the learner's part."

By the statement it concludes that mother language of students will be a problem in teaching speaking if the teacher cannot understand the fact and decided a way to solve the condition moreover if the linguistic aspect of the native language students have is really different with target language. In the condition, linguistically, the difference of L1 and L2 is the fundamental factor that determines success of a speaking class.

2. Age.

Generally speaking children under the age of puberty stand an excellent chance of "sounding like a native" if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a "foreign accent", there is no particular advantage attributed to age. A fifty year old can be as successful as an eighteen year old if all other factors are equal. Although, Brown, (2000:284) argues that remind the students are older, that "the younger, the better" is a myth. It is because, in fact, every step of age has its own characteristic that sometime has a potency to be a problem in teaching speaking.

Learners are often described as children, young learners, adolescents, young adults or adults, (Harmer, 2007:14). The term children are generally used for learners between the ages of about 2 to about 14. Students are generally described as young learners

between the ages of 5 to 9 and very young learner are usually between 2 and 5. Adult are generally thought to be between 16 and 20.

Brown, (2000:87) gives clearer map of children characteristic that could be problem in language teaching. Children are still in an intellectual stage. Because of that, children are centered on the here and now, on functional purposes of language. They have little appreciation for our adult notions of "concreteness" and they certainty cannot grasp the metalanguage used to describe and explain linguistics concepts.

Actually children are often innovative in language forms but still have a great many inhibitions. They are extremely sensitive, especially to peers. Moreover, their egoism is still being shaped, and therefore the slights of communication can be negatively interpreted. Children are also focused on what this new language can actually be used for here and now. They are less to willing to put up with language that doesn't hold immediate that is neither authentic nor meaningful.

Adults have a wider range of life experiences to draw on, both as individual and as learners than younger students do. Adult comes with a lot of previous learning experiences which may hamper their progress, (Harmer, 2007:15). Brown, (2000:90) also says that adults usually have acquired a self-confidence not found in children. Unfortunately, adults have weakness that often brings a modicum of general self-confidence (global self-esteem) into classroom.

By the explanation above it can be concluded that teaching language is really related with the age of students that affect the characteristic of the students its self. In every age there is some uniqueness which can support the teaching processes on other hand the uniqueness can be hard obstacle in the teaching. It can be anticipated by make an observation about the age of students and find the formula in teaching each age.

3. Exposure

It is difficult to define exposure. One can actually live in a foreign country for sometimes but not take advantage of being "with the people." Research seems to support the notion that the quality and intensity of exposure are more important than mere length of time. Brown, (2000:285) says that if class time spent focusing on speaking demands the full attention and interest of the students, then they stand a good chance of reaching their goals.

The statement shows that in terms of exposure the discussion will be very fuzzy. Some students may be more interest by quality and intensity of exposure the teacher gives in speaking class. Some of the students may have contradictive condition; they prefer to get long time of exposure in reaching the speaking class goal. The relativity is an obstacle in teaching speaking so the

teacher should know the condition of his or her students in order to be able to give suitable exposure.

4. Innate Phonetic Ability

Often referred to as having an "ear" for language, some people manifests a phonetic coding ability that others do not. In many cases, if a person has had exposure to a foreign language as a child, this "knack" is present whether the early language is remembered or not, (Brown, 2000:285). Others are simply more attuned to phonetic discriminations. Some people would have you believe that you either have such a knack, or you do not. Therefore, if speaking seems to be naturally difficult for some students, they should not despair; with some effort and concentration, they can improve their competence.

In other words, sometime speaking skill often placed as a talent from an individual. The perspective is not wrong because many researches, especially in education have proven that human has specific talent or inelegance. Here, speaking skill mastery includes verbal intelligence. So, the teacher should understand the fact by realizing that students have their own chance to be success in speaking class. It will a big problem if the teacher do not see his students in diverse talent.

5. Identity and Language Ego

Yet another influence is one's attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers. Learners need to be reminded of the importance of positive attitudes toward the people who speak the language, but more important, students need to become aware of - and not afraid of - the second identity that may be emerging within them, (Brown, 2000:285).

The perspective shows that students' attitude is very important in speaking class. Positive attitude will help the students to master speaking skill better. On the contrary, by bad attitude, the students will be more difficult to reach the speaking class goal. Good attitude is a power that helps the students to accept speaking material. It will be a huge trouble if the teacher does not know the importance of Identity and language ego of his students.

6. Motivation and Concern for Good Speaking

Some learners are not particularly concerned about their speaking, while others are. The extent to which learners' intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list. Brown, (2000:285) says that that motivation and concern are high, and then the necessary effort will be expended in pursuit of goals. It means that motivation is very important in teaching speaking.

The teacher does not have other choice expect try to wake students' motivation. The problem is that motivation is a very complex thing. Motivation means a cluster of factor that 'energizes' the behavior and gives it 'direction' (Atkinson 2000: 13). In Atkinson point a view, motivation is term used to describe what energize a person and what directs his activity, and energy and direction are the center of motivation. Furthermore, Motivation is divided into intrinsic and extrinsic motivation (Arnold, 2000:14). The problem here is that how to build both intrinsic and extrinsic motivation from the students. Moreover, each student has his own characteristic so it needs many strategies and approach to make up the motivation.

Teacher can help learners to perceive or develop hat motivation by showing, among other things, how clarity of speech is significant in shaping their self image and ultimately in reaching some of their higher goals. Harmer, (2007: 12) says there are three main kinds of English teaching. It has been suggested that students of EFL (English as Foreign Language) tend to be learning so that they can use English when traveling or to communicate with other people, from whatever country, who also speak English. ESL (English as a Second Language) students, on the other hand, are usually living in the largest-language community. The latter may need to learn the particular language variety of that community (Scotch English, shouter English, from England, Australian English, and Texan English). ESOL (English for Speakers of Other Languages) to describe both situations.

In teaching speaking English as second language the students are ready access to the target language both outside and inside language classroom. The students have a tremendous advantage. They have an instant "laboratory" available twenty-four hours a day. Because of that, it is easier to teach English as second language than as foreign language.

Language teaching in what might broadly categorize as an EFL context is clearly a greater challenge for students and teachers. Often, intrinsic motivation is a big issue, since students may have difficulty in seeing the relevance of learning English, (Brown, 2001:118). Their immediate use of language may seen far from removed from their own circumstances, and classroom hours may be the only part of the day when they are exposed to English.

Moreover, speaking is a skill that very needs many exercises. In EFL, the time to do exercise is limited in the classroom. When the students out from the class they will use their mother language. From the fact, the teacher should choose the most suitable method in teaching speaking. Therefore, the language that teacher present, model, elicit, and treat takes on great importance.

Other problem which considered to be external factor is called unconducive environment. The enviroment of speaking study must support the effort of the student in mastering it. Generally in Indonesia, the environement so speaking study is not conducive enough for example when a student try to practice his speaking in front of mirror in his room, his roomate who is not an english student may mock at him or may humileate him by giving negative response about what he is doing.

METHOD OF COLLECTING DATA
Case Study

The research in this thesis is a case study in Putera Batam University academic year 2013 – 2014 for the fourth semester students of faculty of literature. This case study focuses on how is the interview test is conducted by lecturer. The interview test are divided by four steps namely warm-up with the function to make the test-takers or students feel ease and relax so that the answers sound natural. The second step is level check which contain ten questions. These questions are not analyzed because they only give general description about the ability of the test taker in English. The next step is a probe step. It contains five questions which categorized into open questions because the students shall give their opinions based in their knowledge about the subject matter. The questions are analyzed in the chapter four based on grammar, vocabulary, fluency and pronunciation.

According to Herdiansyah (2010) mentioned that a case study is a model of qualitative research in detail about individual or social unit in a certain time. It has characteristics comprehensive, intense, in detail, and stressed to the study of contemporary phenomena in a bounded time.

Data and Technique of Collecting Data
Interview

According to Steward and Cash (2008) as quoted by Herdiyansah (2010, 118) mentions that an interview is interactional because there is an exchanging, or sharing of roles, responsibilities, feeling, beliefs, motives, and information. If one person does all of the taking and the other all of the listening, a speech to an audience of one, not an interview, is taking place.

In a qualitative research, interview is the main method of collecting data. Most of the data for this kind of research are taken by using this method, therefore the technical mastery on interview is absolutely needed by the researcher. Such as when handling an interview the researcher shall make the subject of his research feel comfortable with interview which he is conducting. The subject of the interview shall not feel being interrogated by the interviewer because interrogation can make them uncomfortable and feeling being treated because interrogation contain pressure, force for them. Unless the true answers will not be gotten by the researcher which finally they will influence the validity of the data.

The object of this research is speaking test for the students of faculty of literature of English department. The students will be interviewed by the researcher to get the grade of final exam for them. The interview is conducted for about 5 to 7 minutes depends of the answers of the students. Interview conducted based on the interview form which has already prepared by the researcher. It consist of four part as stated by Brown, 2003,169. They are warm up, level check, probe and mind down.

Level Check is a series of preplanned questions, the interviewer stimulates the test-taker to respond using expected or predicted forms as functions. This stage could also give the interviewer a picture of the test-taker's extroversion, readiness to speak, and confidence all of which may be significant consequence in the interview result.

Probe questions and prompts challenge test-takers to go to the heights of their ability, to extend beyond the limits of the interviewer's expectation through increasingly difficult questions. In this research this phase of interview is not analyzed because it still talking about general thing.

The next is probe question the interviewer discovers the ceiling of limitation of the test-taker proficiency. The questions include in this phase are:
1. What are your goals of learning English?
2. Describe about your job to me. What do you like and dislike about it?
3. What is your opinion about our new elected President?
4. Describe someone you really respect? And tell me why you respect him/her?
5. If you were a president of this country what would you like to change?

Mind Down is the final phase of interview is a short period of time during which the interviewer encourages the test-taker to relax with some easy questions, sets the test-taker's mind ease, and provides information about when and where to obtain the result of interview. This part is not scored (Brown 2003, 168).

Technique of Data Analyze

The data of this thesis is the result of interview test for speaking class. The data is in the form of recording and then they are written in script. The script data form the subject to of the research will be analyzed based on the table Oral Proficiency Scoring Category. Every probe questions of the interview will be analyzed from grammar, vocabulary, comprehension, fluency, pronunciation and tasks to get the grade.
Scoring

Table 1 Scoring and Description

Grd	Interval Score	Short Description	Long Description
A	80 –100	Speaking proficiency in functionally equivalent to that of well-educated, native e speaker and reflects the cultural standards if country where the language is spoken.	Communication almost always effective: task performed very competently; speech almost never marked by non-native characteristics Function performed clearly and effectively Appropriate response to audience/situation Coherence, with effective use of cohesive devices Almost always accurate pronunciation, grammar, fluency, and vocabulary
B	70 – 79	Able to use the language fluently and accurately on all levels normally pertinent to professional need. Speaking proficiency in regular superior in all respects, usually equivalent to that of well-educated, highly articulate native speaker.	Communication generally effective: task performed completely, successful use of compensatory strategies; speech sometimes marked by non-native characteristics. Function generally performed clearly. Generally appropriate response to audience/situation. Coherence, with some effective use of cohesive devices. Generally accurate pronunciation, grammar, fluency, and vocabulary.
C	60 – 69	Able to speak language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversation on political, social and professional topic. Often able to use the language satisfy professional needs in a wide range of sophisticated and demanded tasks	Communication somewhat effective: Tasks performed somewhat competently, some successful use of compensatory strategies, speech regularly marked by non-native characteristics. Function performed somewhat clearly and effectively, Somewhat appropriate response to audience/situation. Somewhat coherence, with some use of cohesive devices. Somewhat accurate pronunciation, grammar, fluency, and vocabulary.
D	50 – 59	Able to satisfy routine social demands and limited work	Communication generally not effective: task generally performed poorly,

		requirements Able to satisfy work requirements with language usage that is often, but not always, acceptable and effective.	ineffective use of compensatory, speech very frequently marked by non-native characteristics. Function generally performed unclearly and ineffectively. Generally inappropriate response to audience/situation. Generally incoherence, with little use of cohesive devices. Generally inaccurate pronunciation, grammar, fluency, and vocabulary.
E	≤ 49	Able to satisfy minimum courtesy requirements and maintain very simple face=-to-face conversation on familiar topic. Can initiate and maintain predictable face-to-face conversation and satisfy limited social demands	No effective communication: no evidence of ability to perform tasks, no effective use of compensatory strategies; speech almost always marked by nonnative characteristic. No evidence that functions were performed. Incoherence, with no use of cohesive devices. No evidence of ability to

				response appropriately to audience/situation. Almost always inaccurate pronunciation, grammar, fluency, and vocabulary

RESEARCH FINDING AND SUGGESTION

RES	Question No.					Score
	1	2	3	4	5	
1	60		55	55	60	57.5
2	70	70	60	70	70	68
3	65	60	60	60	65	62
4	65	70	80	70	60	69
5	75	85	80	70	65	75
6	70	85	85	85	75	80
7	65	65	65	70	65	66
8	65	50	60	60	55	58
9	85	85	80	80	70	80
10	50	65	50	50	50	53
11	45	50	55	70	70	58
12	60	70	70	65	55	64
13	60	70	65	65	70	66
14	40	40	40	40	40	40
15	50	60	40	50	50	50
16	65	50	50	60	60	57
17	60	70	65	65	70	66
18	65	65	40	50	40	52
19	70	65	50	55	40	56
20	65		60	65	50	60
21	65		65	65	60	63.75
22	70	70	60	60	55	63
23	65	70	70	65	40	62

Description

The following description is only some of the final exam result. They are namely, The

best grade, average and the worse grades.

The respondent is also not fluent and for pronunciations are correct

		Score
Respondent ID	1	

Question No 3.1	What are your goals of learning English?
Response	I want to improve my English skill for speaking and writing and another
Analyze	Grammatically this sentence is not correct, and mastery of the vocabulary of this respondent is not sufficient because he only speak with simple vocab so he is not fluent. From pronunciation he pronounce the word "my" /mʌis/

Question No 3.2	Describe about your job to me. What do you like and dislike about it?
Response	N A
Analyse	NA response means that the respondent does not have any job as stated in the "level check interview" the respondent does not have any job.

Question No. 3.3	What is your opinion about our new elected President?
Response	I think for new president must be better than before president
Analyse	The fluency of the respondent in this sentence is not good. It seems he utters the sentence word by word. The respondent pronounces the word better /betər/ with clear /r/. It should without /r/

Question No. 3.4	Describe someone you really respect? And tell me why you respect him/her?
Response	I, I respect for someone that he or she want to be respectful, Anybody, Because hmm he or she want to be respectful
Analyze	The response above is not grammatically correct because there is no agreement between subject he or she with the verb want. The last sentence also doesn't make sense. The pronunciation of this response are clear but with slow speed. The fluency is bad

Question No. 3.5	If you were the president of this country what would you like to change?
Response	First, I want to, to fight for corruption
Analyze	The sentence is grammatically incorrect because the use of preposition "for' is not correct. It should be "against". The vocabulary in this response is very limited.

		Score
Respondent ID	6	

Question No 3.1	What are your goals of learning English?	
Response	My goal is make my English better because I really love English	60
Analyze	The response is actually very simple sentence but the respondent still make incorrect in grammar especially the use of to infinitive after to be. Vocabulary is very limited. Pronunciations are excellent	70

Question No 3.2	Describe about your job to me. What do you like and dislike about it?	
Response	I am a purchasing officer. Mostly I do is purchasing. When the company needs something I need to find the goods and get them. Cheaper, the cheapest price. Ya purchasing. I like about my job is the salary. What I don't like about my job is my boss. He's really demanding. What I need to do is perfect. Call me all the time. Really annoying.	85
Analyze	The respondent is using various vocabulary there are still some grammatical mistakes in the response. Fluency is good from this response. Pronunciations are excellent	55

Question No. 3.3	What is your opinion about our new elected President?	
Response	About Jokowi. I think he is more like a puppet. He's humble, kind and everything. I think he's forced to be one. To be a president. He's not ready.	55
Analyze	Correct Grammatical sentences. Various vocabulary, fluency is good and pronunciations are excellent	85

Question No. 3.4	Describe someone you really respect? And tell me why you respect him/her?	
Response	Someone I really respect is my auntie. She is the mother of my cousin that living with me. She is to respect all kind of people from lower to upper. I appreciate about her.	60
Analyze	Some incorrect grammatical sentences, especially in "She is to respect all kind of	80

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	people from lower to upper." The correct one is She respects all kinds of people from lower to upper". Vocabulary is sufficient. Pronunciations are excellent.
Question No. 3.5	If you were the president of this country what would you like to change?
Response	What I need to change first the environment and then The garbage and after that poverty.
Analyze	Good and grammatical sentence.
Respondent ID	9
Question No 3.1	What are your goals of learning English?
Response	I actually want to write something like a book or something I really know about it. Because I like reading. It will be interesting if I read the book myself.
Analyze	The sentences in this response are correct grammatically. The vocabulary are quite wide. Fluency is enough and the pronunciations excellent
Question No 3.2	Describe about your job to me. What do you like and dislike about it?
Response	I like about my job that is eemmm not crowded so I'm almost alone in my office. What I don't like about my job is lack of work, so we have nothing to do all day.
Analyze	Sentences in this response are correct. Vocabulary are also sufficient and pronunciations are excellent
Question No. 3.3	What is your opinion about our new elected President?
Response	I actually choose Prabowo because I don't think he is the right one to be the president. I don't think he has ability to be one.
Analyze	Sentences are correct. Even though the vocabulary are not too wide-range but the idea in these sentences are understandable. Pronunciation of these sentences are correct
Question No. 3.4	Describe someone you really respect? And tell me why you respect him/her?

Response	I really respect my mother because when we still lived in German we don't have a lot of money. So she worked two jobs at the same time. First I worked in a kindergarten and then she was cleaning people's houses. And she never really bored just forced. Never complained the one.	
Analyze	Among these sentences in the response only one of them which is not correct. "First I don't know and then she was cleaning people's house", the correct one is using past tense I "didn't know" because it told about past activity. The vocabulary in this response is sufficient and pronunciations are excellent. The long response shows that the fluency of the respondent is good.	80
Question No. 3.5	If you were the president of this country what would you like to change?	
Response	I would change that we would be under the city not like ……thing we throw It will be cleaner here may be like Singapore.	85
Analyze	The sentences are correct. Vocabulary are sufficient. Pronunciations of this response are good	70
Question No 3.2	Describe about your job to me. What do you like and dislike about it?	
Response	I think my job is a marketing and I so. Every day I can meet someone new. I most like the marketing That we can decide how much money we can earn for for us. Something I don't like about my job is about the target. Even though the target is a for fight. Money for us is too much to earn which difficult make us little bit stress.	85
Analyze	The first sentences in this response is not correct especially the use of " I so" Vocabulary of this response is sufficient. The fluency is not good. The pronunciation are correct.	70
Question No. 3.3	What is your opinion about our new elected President?	80
Response	About Jokowi. I think Jokowi is very much low profile person. I think he is gonna be someone who (not clear) And I think that he can do district better than the other.	
Analyze	Sentences used in this response are informal	65

(Column 1 scores noted alongside: 75 beside the 3.1 Analyze, 85 beside the 3.2 Analyze, 80 beside the 3.3 Analyze)

because the use of gonna. Some pronunciation of the words are not clear.

Question No. 3.4	Describe someone you really respect? And tell me why you respect him/her?
Response	I respect someone whose integrity, someone who say yes for yes and say no for no. I think, specific one, may? rrrr, I think aaaa my wife. Because he also did best for the thing. He say yes for yes and say no for no and explain the reason.
Analyze	Vocabulary mastery in this response is already good but fluency is not good because there are so many pauses by uttering "rrrrr"" "aaaa". The pronunciations this response are clear and correct
Question No. 3.5	If you were the president of this country what would you like to change?
Response	I think Indonesian had followed to combat corruption. I think corruption is bad. Corruption especially in government official. I think we should make aaaa legalizion system. For official
Analyze	Actually in this response the respondent seem have enough idea and vocabulary but form grammar point of view, the sentences are not correct. Pronunciations are correct.
Respondent ID	14
Question No 3.1	What are your goals of learning English?
Response	(silent)
Analyze	Silent means the fluency and vocabulary are not sufficient to express the idea.
Question No 3.2	Describe about your job to me. What do you like and dislike about it?
Response	Marketing staff. (speak Bahasa) May be for (Indonesia)
Analyze	Again this respondent show incapability in speaking English, even she uses| bahasa instead.
Question No. 3.3	What is your opinion about our new elected President?

Response	I don't like	
Analyze	Short answer also means the speaker has not adequate vocabulary. Fluency is bad.	40
Question No. 3.4	Describe someone you really respect? And tell me why you respect him/her?	
Response	Asking in (bahasa) My mother, because she is like "macan" sir. Afraid.	
Analyze	The use of the mother tongue in this response is repeated again like before.	40
Question No. 3.5	If you were the president of this country what would you like to change?	65
Response	Aaaaa. (in bahasa)	
Analyze	The respondent cannot express her opinion about the topic.	40

CONCLUSION AND SUGGESTION

In this chapter will be presented conclusion and suggestion of the research. Conclusion is drawn from the research questions and suggestions are dedicated to the teachers or lecturers, students, researchers and other parties who concern about speaking test. 70

Conclusion

The research was focused on how grading students are taken from interview test. The first time the lecturer prepared interview form which contains warm-up phase which contains 3 questions with the purpose to make interviewee relax then check list phase which contain 10 questions with the purpose to draw general ability of the test-taker. The next probe question which contains five questions. These questions are analyzed from grammar, vocabulary, fluency and pronunciation. 40

From all procedures in grading students at semester 4 in Speaking 4 by using interview test has already meet the standard of test namely practice, reliable, valid, authentic and wash-back.

Suggestion

For the teachers or lecturers of speaking suggested always be creative to make the students speak up. For the students suggested always keep spirit in speaking English at any situation. 40

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