

## Students' Perception on the Use of Oral Test As An Actual Achievement in English Language at SMP Negeri 2 Kota Sorong

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### Abstract

This study aims to determine students' perceptions of the oral English test. the oral English test has the benefit of being able to train students' thinking and speaking skills directly during the assessment. however, the oral English test also has its own challenges because this test must be adjusted to the time needed. this test can take a lot of time if the teacher who will assess only one person while the students being tested are more than five students. This study used a qualitative method involving eight students from SMP Negeri 2 Kota Sorong. Data collection was carried out by means of indirect interviews through google form by providing seven questions which students were required to answer with their respective opinions. This study presents students' views on oral English tests as an assessment tool in learning. the results of this study provide input for teachers to design evaluation approaches that are more effective in supporting the development of students' speaking skills in using English.

**Keywords:** Students' Perception, Oral Test, English Language Test

### INTRODUCTION

The outcome of the learning process is a requirement in assessing students' abilities. In education, oral test also provides benefits that different from other assessment methods. It provides an opportunity for students to express their opinions and knowledge. In addition, students can also clarify and explain information they have previously learned. students should be able to carry out and dig their deep understanding about how they can use English orally as well as they can (Wael, Asnur & Ibrahim, 2018). In foreign languages, oral tests are an appropriate way to test students' ability to conduct conversations or direct interviews. Determining the use of oral tests must be adjusted to the needs of the material being taught. Time allocation is also very important in using oral tests for evaluation. Oral tests can take a very long time if there are many students to be tested, this is because the teacher must conduct the test one by one to the students. Oral tests have their own advantages and disadvantages. In his book, Sary (2015: 16) mentions the advantages and disadvantages of using oral tests in evaluating or assessing learning.

Tests are a collection of test or question or assignment questions what will be given to student and performed in the manner of a question-and-answer session (Jihad & Haris, 2013:68). According to Sudijono (2011: 67), a test is a method (which can be used) or step (which needs to be done) in the form of measurement and assessment in the field of education, in the context of giving tasks or a series of good questions (which must be answered), or orders (which must be done) by the students being tested, so that (on the basis of the data obtained from the measurement results) a value can be obtained that describes

the attitude or achievement of the tested, which value can be compared with the values achieved by other tested, or compared with a certain norm.

Oral tests are conducted by asking questions directly to students and students must also answer the questions directly (Akib & Patak 2018). The teacher at that time must also be able to provide an assessment of the answers submitted by students because if the assessment is carried out after the test is completed, it is likely that the teacher will forget the answers given by the students unless the teacher records the oral test. In the application if you want to give the same question to all students, it is necessary to provide a special room so that other students do not know the question and other students' answers. If it is not possible, the teacher can make modifications or provide different variables in the question between one student and another.

The identification of oral testing must be tailored to the material needs that are taught. Time location is also critical in the use of oral testing for evaluation. The oral tests can take a very long time if the students are severely tested, this is because the teacher has to give the students one test at a time. The oral test had its own advantages and weaknesses (Suryoputro, G., & Akip, R. (2016). Mentions the advantages and weaknesses of using oral testing in assessments or assessing learning. Oral tests are the form of a test requiring learners to answer orally. Both forms this test is used to measure or assessing the outcome of the protege's learning on the realm of knowledge. Just as well late statement (Hasanudin et al., 2023). Oral tests are performed by asking direct questions of students and students must also answer the questions asked directly.

The teacher must immediately be able to assess the answers given by the student because if the assessment is made after the test is completed the teacher is likely to forget the answers given by the student unless the teacher receives a recording of the oral tests performed (Wael et al 2019). In application if to give the same problem to all students then it is necessary to provide a special room so that the other student does not know the problem and the other student's answers. If it is not possible then the teacher can make modifications or make variable distinctions on the problems between the student and the student.

## **METHOD**

This study used qualitative research methods with the aim of collecting the data related to students' opinions about oral English tests. The data collection was conducted by using indirect interview at SMP Negeri 2 Kota Sorong. The participants involved were 5 students consisting of second grade of junior high school. The 5 students were selected based on predetermined criteria. Were seen through the achievement of English Learning. In this study, researchers conducted two steps during the data collection technique process to obtain complete and valid data. The first step (1), the researcher prepared an instrument in the form of questions to conduct interviews with students who became participants in this study. In the second step (2) The researcher provided six questions to the participants to help obtain complete data regarding the purpose of the study, which was to find out the students' responses to the oral English exam and each question had to be answered according to their opinion

## **RESULT**

### **Data Description**

The researcher analyzed data from interview that has been separated into each item which reveled to the participants answered. The data can be seen as follows:

## 1. English Oral Test are quite effective to implement.

*“For me, it’s enough because it trains my tongue to get used to saying sentences in English”*

The situation above shows that the average student says that the oral English test is quite effective because in addition to training the tongue to get used to pronouncing sentences in English, student also become more confident in speaking English.

## 2. English Oral Test a challenge for students

*“I think this is a challenge because it tests the way we speak English”*

The situation above shows that the average student answers that the oral English test is quite challenging because student find it difficult to choose the next word when speaking English besides that which is a challenge is the writing of vocabulary that is not different from the way it is pronounced.

## DISCUSSION

Based on the results above, there are more students who have taken the oral English test than those who have never taken the test. However, there are most students also think that the test is quite effective to be implemented. From the data obtained, each student has a different opinion about their perception of oral test. Some said that "the oral test is quite good because it can train the students' English skills" there are also those who argue the oral test is quite challenging but exciting and the oral test can also test how to speak English (Saputra & Akib 2020). In addition, there are responses from students regarding the difficulties faced during the oral English test. The average student argued that the difficulty experienced was the pronunciation of vocabulary that was different from the writing, there were also those who argued that other difficulties were in grammar and they were also difficult to choose the next word when speaking because their English skills were not sufficient and it was still difficult to interpret the word.

## CONCLUSION

Based on this study, it can be concluded that most students have a positive view of the use of English oral test as an evaluation tool in language learning. The majority of students consider oral exams to provide real benefits in developing speaking skills and a deeper understanding of English. This can be evidenced by the opinions of five out of eight participants who claimed that English oral test can train how to speak English. This research also shows that oral test are an effective means of measuring students' ability to communicate orally and apply language skills practically. It provides an opportunity for students to improve and enhance the quality of their speaking skills, as well as helping to overcome anxiety and fear in public speaking. Overall, this study provides valuable information about students' perceptions of English oral tests and their relevance as an assessment tool in language learning. The results of this study can assist teachers and educational institutions in designing more effective evaluation approaches that support students' language development. From the data that has been collected, three of the eight students have taken the oral English test and the other five have never taken the oral test. based on this, the oral English test tends to be easy to carry out because it can train students' speaking skills in using English. one of the students who has taken the oral English test thinks that "the oral English test is not too difficult".

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