

CHAPTER I

INTRODUCTION

A. Background of Study

One essential skill in learning English is speaking. This complex ability requires using various skills simultaneously, often developing at different rates.¹ The challenge is further intensified by additional factors in verbal communication, including maintaining eye contact, displaying facial emotions, utilising body language, controlling tempo, including pauses, modulating voice quality, and employing variations in tone. These elements collectively influence the progression of a discussion.² To summarise, speaking involves the use of vocal organs to generate words, together with accompanying body motions and face expressions. Additionally, According to Nation and Newton, they mentioned that the learner's primary objective is to communicate their message to another person.³ Therefore, Students are required to possess proficient speaking skills in order to effectively express their opinions both inside the classroom environment and in social interactions, while simultaneously fostering beneficial connections.

For approximately 12 years, students have received English language learning. In vocational high schools, English is one of the compulsory subjects. Given the time and the long time spent learning English at school, students are expected to achieve proficiency in speaking English. Ideally, their speaking skills are evaluated based on five aspects: pronunciation,

¹ Lalu Bohari, "Improving Speaking Skills Through Small Group Discussion At Eleventh Grade Students of Sma Plus Munirul Arifin Nw Praya," *Journal of Languages and Language Teaching* 7, no. 1 (2020): 68.

² Jaya Nur Iman, "Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill," *International Journal of Instruction* 10, no. 4 (2017): 87–108.

³ I. S.P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, Teaching ESL/EFL Listening and Speaking, 2008.

vocabulary, grammar, fluency, and comprehension. Students are expected to improve their speaking ability by fulfilling these five aspects. In addition, non-technically, students are also likely to be able to speak English confidently. This is because, while learning English, they also develop their speaking and listening skills to communicate well.

However, according to Tang, as cited in Ikrar, speaking activities have several problems. Firstly, inhibition, where speaking requires real-time interaction with an audience, makes students often feel worried about making mistakes, afraid of being criticised, and embarrassed to speak the language. These challenges hinder students' progress in developing their speaking skills. Secondly, students often feel they have nothing to say or lack the motivation to articulate their thoughts in a foreign language. Thirdly, there is low or uneven participation, where only some students actively speak while others have limited opportunities. Lastly, the use of the mother tongue is often dominant as it is easier and more natural for students, which hinders the practice of foreign language use in educational settings. All these challenges need to be addressed to ensure effective development of speaking skills.⁴

To support competencies or abilities related to their fields, students must have additional competencies or skills, including speaking English. This is important because English is an international language in various fields, especially work. Vocational schools prepare their graduates to enter the world of work. The material studied in vocational schools has talent and interest skills according to each student's field, and there is specific skills training. After graduating from vocational school, students are expected to be self-employed or ready to work in a company. Therefore, vocational school

⁴ Ikrar Genidal Riadil, "A Study of Students' Perception: Identifying EFL Learners' Problems in Speaking Skill," *International Journal of Education, Language, and Religion* 2, no. 1 (2020): 31.

graduates prepared for work must be equipped with various skills, especially English speaking skills, to pass the recruitment process of applying for jobs smoothly.

One of the recruitment processes for applying for a job is conducting a job interview. According to Allen, a job interview is a conversation in which the job applicant and the employer exchange information to find out the skills, abilities, basic knowledge, personality, character, and interests of the job applicant, which will then determine whether or not the applicant will be accepted for the position offered.⁵ Therefore, learning job interviews is vital for vocational students to improve their English speaking skills. Interviews when applying for a job are one of the critical assessments at the final stage in determining job acceptance. Thus, mastering English during the interview will be an additional point. A job interview typically involves three stages consist of opening, leading questions and closing. The opening is the initial introduction between the interviewer and the candidate. Then, the central part is where the candidate is asked questions related to the job that the company knows about. Finally, the closing allows the candidate to ask the interviewer questions.

SMKN 1 Kota Serang is the place of research conducted by the researcher. This school is at Jalan KH Abdul Fatah Hasan No.88, Cipare, Serang District, Serang City, Banten Province. The researcher chose this school as the research site for several reasons. First, the researcher considered that the location adequately supported research activities. Second, the support and openness of the parties involved in the school were impressive. The choice of location by the researcher was influenced by the suitability of the location for research and the support available at the school.

⁵ Jeffrey G Allen, *The Complete Q & A Job Interview Book*, 4th ed. (Canada: John Willey & Sons, 2004).

Based on the researcher's observation of eleventh-grade Office Administration students at SMKN 1 Serang City, many students have difficulty learning English materials, especially speaking. This can be seen from their low speaking ability and lack of motivation to communicate in English. A major issue is that students struggle to speak fluently because they lack confidence when speaking English in front of the class. When the teacher asks them to respond in English, most students just smile and remain silent. Some attempt to answer in English but are not fluent. This reluctance stems from their hesitation to speak in front of their peers and their fear of making mistakes.

In addition, the second problem encountered is incorrect pronunciation, which stems from a lack of practice in speaking English. Teachers often make corrections and need to repeat the pronunciation of words to improve their skills. Pronunciation is not a top priority for the students, and they usually neglect to bring dictionaries to English lessons for pronunciation reference. The next problem is that students must gain proficiency in vocabulary acquisition and grammatical understanding. They face difficulties conveying their thoughts clearly and have challenges constructing sentences with proper structure.

Based on the information and previous research, the researcher intends to choose job interview material because job interviews are one of the important components that students must master before entering the world of work, especially for students who graduate from vocational schools. In addition, some studies have examined students' speaking skills in general, but studies that specifically analyse students' speaking skills for job interview materials are still relatively rare. Therefore, the researcher is interested in analysing students' speaking skills in the context of job

interviews and conducting a study entitled “*An Analysis on Students’ Speaking Skills of Job Interview Material*”.

B. Identification of Problem

In line with the provided research background, the identification of the problem is outlined as follows:

1. There are certain difficulties present in verbal communication exercises.
2. Students find it challenging to articulate their thoughts when speaking in English.
3. Students less confident in speaking activities.

C. Scope and Limitation of The Research

In this study, only several issues are discussed. The researcher will determine the students' speaking ability and focus on knowing which aspect has the most weaknesses that often appear between the five aspects: grammar, vocabulary, comprehension, fluency, and pronunciation. The place that will be the location of this research is SMKN 1 Kota Serang. This study's scope of speaking learning is that the researcher will identify and analyse students' speaking skills in job interview material. The researcher chose the job interview material because it relates to their goals after graduating from vocational high school, which most of them apply for a job. Then, the researcher will assess their speaking skills based on five aspects of speaking assessment: grammar, vocabulary, comprehension, fluency, and pronunciation.

D. Formulation of Problem

Based on the explanation above related to the background of the problem, problem identification, scopes and limitations of the problem, so that the research questions of this, namely :

1. How is the students’ speaking skills of job interview material?

2. Which of the five aspects (grammar, vocabulary, comprehension, fluency, and pronunciation) often appears weakest?

E. Objectives of Study

Based on the above problems, the researcher will determine the research objectives to be achieved, namely:

1. To investigate students' speaking skills of job interview material.
2. To find out which aspect is the most weaknesses that often appear among 5 aspects.

F. Significances of Study

The outcomes of this research are anticipated to offer assistance to students in the teaching and learning of English speaking skills, particularly in the context of job interview material. The study aims to be beneficial both in theoretical understanding and practical application.

a. Theoretically

The results of this study can provide valuable insights for educators in developing effective teaching strategies to improve students' speaking skills especially job interview material.

b. Practically

The results of this study are helpful for teachers, students, and especially for researchers and other researchers.

1. As a reference for teachers to developing effective strategies the teaching and learning process of student speaking so that the strategy can improve effective teaching strategies and get good feedback from students.
2. The result of this study hopes that students can improve the speaking skills effectively based on five aspects of speaking. The researcher hopes that vocational students can overcome their speaking difficulties as well and confidently.

G. The Previous Research

So far, the researcher found what was related to this study. It can be explained as follows:

First, the study done by Iva Syafika Devi in 2022 entitled *Implementation of The Role Play Method in Job Interview Material to Improve Speaking Skill at Twelfth Grade Students of SMK Darunnajah Tegaldlimo in The Academic Year 2021/2022*.⁶ The study aimed to explore the speaking abilities of twelve students from SMK Darunnajah Tegaldlimo through job interview material by adopting a role-playing approach. The research method employed Classroom Action Research Design and consisted of two cycles, each cycle comprising two meetings. The study was conducted based on Classroom Action Research procedures, including preliminary study, planning, observation, and reflection. This research found that the implementation of the role-playing method in job interview material was found to have a positive impact on students' interests, their ability to express their thoughts, and their motivation to improve their speaking skills.

Second, the research by Sri Yuliyani et al., from in 2022 entitled *An Analysis of The Students Ability in Speaking Announcement Text at Tenth Grade IPA2 in SMA N 5 Merangin Academic Years of 2019/2020*.⁷ The objective of the research is to see and describe the results of students' speaking skills in the announcement text. The research methodology is quantitative descriptive design. The findings revealed that The students' speaking ability is in the sufficient category with the average score reaching the Minimum Completeness Criteria (KKM) of 75. Of the 18 students, only

⁶ Iva Syafika Devi, "Thesis Implementation of the Role Play Method in Job Interview Material To Improve Speaking Skill At Twelfth Grade Students of Smk Darunnajah Tegaldlimo in the Academic Year 2021/2022" 1 (2022).

⁷ Sri Yuliyani, Herysa Oktawati, and Eki Kurniawan, "An Analysis of the Students Ability in Speaking Announcement Text At Tenth Grade Ipa2 in Sma N 5 Merangin Academic Years of 2019/2020," *English Education Program Journal* (2020): 42–48.

1 student was incomplete with a score of 60, while 10 students scored 75 and 7 students scored above 80, with the highest score of 95. This shows that the speaking ability of students in class X IPA 2 SMA N 5 Merangin is quite good.

Third, another research by Disa et al., in 2020 entitled *Analysis of students' inhibitions in speaking skill*.⁸ This research examines the issue of students' reluctance to speak in the context of Senior High School 2 Kuningan and proposes potential solutions. The collected data from observations and interviews were analyzed qualitatively, as described in various sources. The study revealed that students' reluctance to speak was influenced by both internal (cognitive and psychological aspects) and external factors (teacher's role in the speaking classroom, classroom atmosphere, and English as a foreign language). To address these inhibitions, the teacher should consider speaking more slowly, creating a friendly atmosphere, improving speaking practices, and providing appropriate feedback. Additionally, students can work on expanding their vocabulary and seek assistance from peers with stronger speaking abilities.

In previous studies, researchers examined students' speaking skills in the context of announcement texts, barriers in speaking skills, and role-play methods on job interview materials. In contrast, this study investigates students' speaking skills in job interview materials in vocational high schools. The purpose of this study is to analyze students' speaking skills in job interview materials as well as identify the most frequently weakened aspects among the five aspects of speaking skills, given the important role of job interview materials for vocational high school students in preparing themselves to enter the world of work. This study used a descriptive

⁸ Disa Afifah, Nani Ronsani Thamrin, and Endang Darsih, "Analysis of Students' Inhibitions in Speaking Skill," *Indonesian Journal of Learning and Instruction* 3, no. 2 (2020): 91–99, <https://journal.uniku.ac.id/index.php/IJLI/article/view/3679/2248>.

qualitative approach with speaking and interview rubrics. Similar to previous studies, this research focuses on students' speaking skills, with particular attention to the job interview material, which is considered very relevant to the purpose of this study.

H. The Organization of Study

The researcher will set up three chapters, each including some explanations.

Chapter I Introduction. This chapter contains: Background of study, identification of problem, scopes and limitations of the research, research questions, the objectives of the study, significances of the study, the previous research, and organization of the study.

Chapter II Theoretical Framework. This chapter contains: the theory of speaking, definition of speaking, kinds of speaking, the importance of speaking, aspects of speaking skill, speaking problems, learning speaking, assessment of speaking skill, theory of definition of job interview material, and common question asked in employment interviews.

Chapter III Research Methodology. This chapter consists: The methodology of the research which includes of research method, instrument, method of collecting data, method of data verification, and methode of data analysis.

Chapter IV Findings and Discussions. This chapter presents the results of data analysis and discussions on Students' Speaking Skills of Job Interview Material and .

Chapter V Conclusion and Suggestion. This chapter presents the conclusions of the overall content of the research and suggestions given by the researcher to the readers.