

Chapter One

Introduction

This chapter presents the background of study that describes why the researcher conducted this study. This chapter also talks about the identification of the problem. Then it is followed by limitation of the problem. Research question and the purpose of the research are being provided afterwards. Finally, this chapter also discusses the significances of the research.

Background of the Study

Assessment is one of the things that always exist in a language teaching process. According to Brown (2003), assessment in language teaching is an ongoing process that encompasses a much wider domain. In addition, Brown (2003) also mentioned that there are two kinds of assessment which are formative assessment and summative assessment. This study only focuses on National Examination in one of Junior High School in Yogyakarta. National Examination is included in summative assessment. According Brown (2003), summative assessment aims to measure or summarize what student has grasped and typically occurs at the end of a course. In addition, Carnegie Mellon University (2014) also mentioned that summative assessments are used to evaluate student learning, skill acquisition and academic achievement at the conclusion of a defined instructional period and are generally evaluate rather than diagnostic.

National Examination in Indonesia have has legalized in Law No.20 in 2003, article 58 paragraph 2 that concerning about the National Education System which contains evaluation of students. On the other hand, National Examination or in Indonesia it is called *Ujian Nasional (UN)* is still debatable. According to Sugianto (2016), in the point of view of people generally, they said that it is not fair for certain students and schools in remote areas if National Examination is used for educational decision whether students pass or fail. Sugianto (2016) also

mentioned that the standard of curriculum and expectation of the government are too high for them. It is known that the standard of National Final Examination is the same in all areas whether in big cities or remote areas such small villages. In big cities, the facilities are adequate and complete, while in remote areas, it is still far from the expectation. No matter how the system is running, the students have to face the national exam on various subjects including English.

National Examination is the exam to measure students' ability in study during three years. According to Febriarhm (2012), national exam is a test to determine whether students can pass and continue to higher education. In other words, the exam is held to know the students' ability. National Examination in Indonesia have been legalized in Law No.20 in 2003, article 58 paragraph 2 that concerning about the National Education System which contains evaluation of students. There are several reasons why in Indonesia, National Examination or UN is still done. According to Edra(2018), National Examination must still be held in order to recognize the Indonesian educations map;by doingthat, the government can find out the overall condition of education in Indonesia. In addition, National Examination can improve students' abilities.The existence of a standardized ability test can be said as an effort to improve the ability of students. The efforts to improve students' abilities can be seen before students take the exam. Usually, they are given lessons or additional lessons that can addtheir knowledge of the subject they will facein National Examination. It is doneto be more aware of the extent to which students learn to prepare for the National Examination. In addition, it is a form of summary of all the knowledge that has been obtained during the three years of schooling. Edra also added that the results of the National Examination arealso used as a consideration in evaluating the quality of schools. That is why the government still maintains the implementation of the National Examination. Infact,

National Examination is created as one of the standards to go to the next stage or to continue the study. Nowadays, every school has different entry requirements, but the results of the exam are highly considered.

The researcher found the fact during internship program that many students of junior high school find difficulties both in understanding the meaning of the language and in the define the right answer of the question. There are some problems that will be faced by students at the time of the national examination, sometimes when the students answer the questions there are some questions that have no right or wrong answer. Sometimes there is also a question that is too difficult to be answered by the students, so students answer the question by guessing. Moreover, the students were closely monitored by the supervisor on duty, so their gestures will always be watched. Especially during the English language exam, junior high school students must be able to memorize vocabulary so they can answer questions. In the exam questions, they will be presented with stories or questions that may contain vocabulary that they have not understood yet. That is why they need to memorize many vocabularies. After the test is complete, the problem does not stop. The correct answer is never published and students have no way to review their answer sheets, so it is not possible to review the assessment.

In the other hand, what are mentioned above related to the researcher's experience. When she was in junior high school, she found that the students' score of English national examination is always less than the standard of national examination. For example, at that time the minimum score was 6 but the student only got five or four. In addition, during the English national examination, students must achieve graduation standards. They must not get a low score or not reach the target because it will affect the next level. When students want to continue to high school, the student's national examination score must meet the school standard or at least they

are able to achieve graduation score. Since 2014/2015 academic year until 2017/2018 academic year, the average score cannot reach the graduation target. One of junior high schools only got 5.0 and it did not reach the average score, although the national examination score from 2014-2017 was 5.5. It can be concluded that the junior high school cannot reach the passing grade.

Based on the researcher's experience, it could be seen that the students prepare many things to pass national examination for English subjects. They also must think about how they can achieve the standardized score to be able to continue to the next level. Therefore, the researcher was very interested in doing the research on what strategies used by junior high school students to prepare national examination.

The Identification of the Problem

Based on the background, there are some things which can be explored related to issues faced by junior high school students in preparing national examination. The first one is the influencing factor that makes students' national examination scores unable to reach the passing grade. This is an interesting topic because there may be some problems making students hard to reach the passing grade. The second one is what learning strategies are often used by students in facing national examinations, because every students has different strategy to be successful in National Examination. Besides, other things that can be explored more deeply are the strategies used by the students to prepare national examination or difficulties faced by students during the national examination. The next one is how the students implement the strategies if the students have strategies to face national examination in English subject.

Delimitation of the Problem

The researcher only focused on two things, the strategies used by the students to prepare national examination and also how the students implement the strategies. The researcher chose those two things because the researcher was very curious about what things that the students prepare in facing national examination and how they apply their strategies so they can pass the national examination and can go to the next level. In addition, the researcher chose strategy and implementation because of the circumstances and also the time constraints in collecting data. Regarding the time and circumstances, the researcher deliberately chose those two things above, so this research can be completed according to the target and in accordance with what the researchers wanted.

The Research Question

To achieve the aim of this research, there is one research question that is addressed, namely:

How do the students implement the strategies to prepare the English national examination?

The Purpose of the Research

The purpose of this research can be identified below:

To explore how the students implement the strategies to prepare the English national examination.

The Significance of the Research

The researcher believes that this research is important. The significance of the research can be applied by teacher, students, institution, and other researchers. The explanation is presented below:

Teachers. This study provides benefits for the teachers. The teacher know the strategies that students do during the exam. Therefore, the teacher can help students to add strategies that can be used in dealing with the national exam.

Students. This research can give benefits for students at junior high school. This research provides some information about strategies in facing the national examination and how the students implement the strategies. By knowing the strategies and how the students implement the strategies, the students can find the solution to face national examination.

Institution. This study is also good for the institution. Institutions can find out the difficulties faced by students in junior high school when they will face a national exam. Advice that can be done by the institution in this case is the school is to provide additional lessons or additional tutoring to further explore the material outside of school time.

Other researchers. This study is expected to give benefit for other researcher who are interested in the related topic. The result of this study can be the basis for the creation of new ideas in a study that has the same or similar scope. Literature in this study might become references for further researchers who conduct similar study.

Organization of Chapters

In this part, the researcher gives description of the discussion in each chapter presented. Everything related to the contents of chapter 1 to the last chapter is presented in this section. This is done to ease the readers to see the contents in each chapter presented. The description is presented below:

In chapter one , the researcher talks about the background of study that describes why this study was conducted. This chapter also talks about the identification of the problem. Then it is

followed by limitation of the problem. Research question and the purpose of the research are presented afterwards. Finally, this chapter also discusses the significances of the research. The last part in this chapter is the organization of chapters.

In the chapter two, the researcher wrote down the theories about junior high school student's strategies to prepare the English national examination. The theories come from some journals taken by the researcher to support this research. This chapter also includes review of related study and conceptual framework.

The third chapter explains the method used to complete this study. Firstly, the researcher explains the research design of this research. Secondly, the researcher describes research setting and participants. Thirdly, the researcher explains the instrument used in the study. Fourthly, the researcher describes the data collection method. The last, the researcher explains the data analysis used in this study.

The fourth chapter presents the findings of this research based on collected data from three participants who was interviewed by the researcher. There is one main finding divided into two parts and discussed according to the purpose of this study. First, in this chapter, the researcher reports the strategies used by the students when they are going to face a national examination. Second, in this chapter, the researcher reports how the strategy is implemented by students. In addition, the researcher also presents theories related to the findings.

The last chapter contains conclusion and recommendations. The researcher concludes all things related to this research. In addition, the researcher also provides recommendation for some parties.