

## **Chapter Four**

### **Findings and Discussion**

This chapter presents the findings of this research based on collected data from three participants who were interviewed by the researcher. There is one main finding divided into two parts and discussed according to the purpose of this study. First, this chapter reports the strategies used by the students when they are going to face a national exam. Second, this chapter reports how the strategy is implemented by students.

#### **Strategies to Prepare English National Examination.**

In the national junior high school test in Indonesia, there are four subjects tested, namely mathematics, Indonesian, science, and English. To face the exam, of course students have their own strategies, especially in facing the national exam in English. After the researcher conducted interviews with three participants, there were several strategies they used. The strategies are joining private course, learning English with audio visual media and practicing exam questions. In addition, there are several ways to implement the strategies which are increasing vocabulary, listening to English songs, watching English films and practicing speaking English. The findings are elaborated in details in the following sections:

**Joining a private English course.** Private course is a place that accommodate additional lessons for students outside the lessons in their school. Private course usually closer to the students so they know what are the difficulties that the students have. Usually joining a private course was an activity normally carried out by students who would face an exam. Joining a private course was also one of the strategies carried out by the first and the second participants named Tulip and Mawar. This can help students to increase their knowledge other than what they

usually get in the school environment. Relating to that fact, joining a private English course was proved by two participants. Tulip mentioned, "I'm joining private course at one of the place for tutoring". It was also mentioned by Mawar. Mawar said, "I am joining English course that near from my home have English lesson". This finding is supported by University of Sheffield (2015) who mentioned that taking classes outside of school hours can help students improve the results of the subjects being tested. Attending additional classes outside of school hours can also help improve students' abilities. Both in terms of improving classroom understanding or increasing the ability to express ideas in written assignments, having great language skills will empower students to do their best. Both of these participants also explained the time they spent on private lessons. Tulip mentioned that "I usually take English lessons twice a week on Tuesdays and Thursdays, usually when Tuesday is taught many vocabularies with the tutor. On Thursday I usually discuss as many questions as I can with my tutor". While, Mawar said that "when for English lessons I usually do one to two times a week, if I do a lot of activities at school until the afternoon I usually only tutored on Saturdays in the afternoon. When I study, usually my tutor and I discuss more examples of English language exercises." So it can be said that they usually get these tutoring lessons twice a week or even just once a week. First, they increased the English vocabulary. Secondly, they more often discuss the practice of speaking English.

Joining a private English course can help students increase their vocabulary. Private course is a place to study which is outside the school that normally helps students to achieve good national exam scores. Usually these tutoring places do not only help students to achieve good grades on the exam but it also helps in daily learning and shares tips and tricks in answering exam questions. In joining private course, students are sometimes given readings that are usually rarely given in the school classroom. This is useful for students to increase their vocabulary because in

the English exam they are required to have rich vocabularies. The implementation of the strategy from joining private course which was mentioned above is increasing vocabularies. This statement was stated by Tulip. Tulip said, “usually we are told to increase our vocabulary”. In accordance with the participant’s statement above, when joining the private course they were asked to add their vocabulary. Tulip also explained that the tutor gave a text and then asked to look for a vocabulary that has not been understood using a dictionary or the tutor will discuss it together.

There was also quite interesting was used by the English tutor. Tulip mentioned, “tutor told me to think five vocabulary words from home, a new vocabulary that we want to memorize, then mention it at the tutoring place”. According to the statement above, besides giving new text, tutors also sometimes asked them to memorize the new vocabulary they really wanted to know the meaning of the vocabulary at home. Then they mentioned the difficult words it when they took lessons the next day.

Joining private course is also one of the strategies to motivated themselves to prepare English national examination. According to Sherratt (2013), students can motivate themselves with positive consequences to prepare their exam, one of the way is joining private course. They can try to think about what benefits they will get if they prepare the exam properly by joining private course , they can look at the positive results of what will happen and try to build these up in their mind.

It can be seen that the way delivered by the first participant is quite easy. By joining private courses they get benefits and ways to improve their knowledge quite easily. According to Glover (2019), joining private course will give students overall performance improvement. Individual flexibility and attention will help students focus on improvement in the field that is being faced. In addition, Egam (2015) mentioned that joining private course has the benefit of

being fully private for students and more in following student learning styles. Tutors can adjust lessons according to students without worrying about other students. When they learn in a private course they can get text or read new stories. In addition, they easily find out new vocabulary that they might never have read before. Besides that, increasing new vocabulary can be applied to students to make it easier for them to answer exam questions later. According to Hansen (2014), the more someone reads more and more words that they will display or say, either during communication or in other academic matters. Hansen (2014) also mentioned that memorizing new vocabulary every day is also a great technique for learning new vocabulary, this technique is indeed rigid but very functional.

**Learning English with audio visual media.** Besides getting new knowledge when joining English private course, there are other strategies to face national exams in terms of improving student vocabulary. Audio and visual media in education are usually in the form of learning videos and also sound recordings that used to learn new vocabulary. Not only used to learn new vocabulary but also can provide moral values and life for students. The second and third participants revealed that listen to English songs, watching English films and speak English can help them improve their vocabulary. Mawarsaid, "to be more understanding, listen to English songs while looking at the lyrics". Listening to English music while looking at the lyrics can help the second participant to understand the meaning of the song and also get a new vocabulary from the song being listened to. In addition, Nonamentioned, "I often listen to English music, because later on in the National Examination there is a listening section, and I also practice it because if it is not reproduced I often forget". Nona added that "I sometimes forget the vocabulary that I hear from the music I like, so sometimes I make small notes and I stick them on the wall of my room or I make notes on my cell phone". From the statements above, it can be seen that listening to

English songs can also train listening skills, because on the national exam they will get a listening sheet. Related to those statements Ardhila (2015) also mentioned that in the activity of listening to a song, students will not only be able to focus on the essence of vocabulary, grammar, and other specific information from the song being heard, but also make listening activities more enjoyable, effective, and can also achieve the desired learning goals.

In addition, watching English movies is also effective in adding vocabularies and listening skills. Mawar mentioned, "I sometimes watch English films with their meanings". Mawar also added that, "I know that watching an English-language film will help me even a little, finding interesting vocabulary in my opinion is something fun, I sometimes write it down in the paper when I watch or in my note book". Watching English films will help students understand the meaning of the film itself and the meaning of difficult words they find. In this fact Safranj (2015) said that using movies is proven to increase vocabulary for students and this is one effective way to practice listening skills.

Using English in daily life can help students learn the language and fluency in speaking English. It can also help them memorize what they get at school or outside of school and also help them in answering exam questions later. If they continue to study and practice automatically they will have a lot of vocabulary and this can help them read national exam questions without feeling confused. This was also conveyed by the third participant. Nona mentioned, "sometimes, if at home I speak in English if someone invites to speak English". In addition, Hoge (2017) mentioned that after listening and memorizing vocabulary another thing to add fluency to English is practice of using the language itself.

From all the explanations, it can be seen that learning with audio visual media has good benefits for students who will take the national exam. Student can add their vocabulary with listening or new stories they watch. Furthermore, in addition to a number of these things students are also able to translate their vocabulary by listening to songs, playing movies, and speaking English in their daily lives.

**Practicing previous exam questions.** Another strategy that is very common for students who will take part in the national exam is to practice the previous year exam questions. Usually, students are given the previous year exam questions because it can ease students to see examples of questions that will come out or students can also guess what questions will come out on their exams later. They usually get these questions from school because the school sometimes stores questions that were tested in the previous year. These exam questions are also easy for students to get, such as from exam preparation books or the internet. This strategy was mentioned by all participants. Tulip mentioned, “practice on exam questions just it”. In addition, Tulip also said, “the questions that I got from tutoring, I studied at home, I wrote the vocabulary in a small book”. Thus, it can be concluded that Tulip did not only study the exam questions given but Tulip also recorded it and recalled the new vocabulary obtained from the exam questions that were done.

Usually before taking the actual national exam, students must pass the try out test. Mawar explained, “learn last year's exam questions and keep looking at the try out questions”. From the statement stated by the second participant, besides working on the exam questions in the previous year, participants also studied the try out test questions that were passed. In addition, Mawar also mentioned, “sometimes if I want to sleep I read a little test material”. Before taking a break, Mawar usually opened what she learned to help her recall material.

In addition, to repeat the previous exam questions routinely, usually students can also open the questions they have learned or open their notes before the test begins. This helps them remember what they have learned before, only recalls the memory briefly. Related to this, the third participants named Nonmentioned, "if I want to enter the room I study 15 minutes or 10 minutes to open the question again". Nonrepeated what she learned before the exam. It helped her to recall the materials she learned before the exam.

It turns out that in this practice they are not alone, they discuss each question given with the subject teacher. For English lessons they often discuss it in the classroom. Mawar said that, "the teacher gives a question, then discuss it together in the classroom, we get one to two questions for us to guess the answer, then the teacher will give feedback". In addition, Tulip said that "we often asked questions in class with our English teacher, if the lesson time is up, the teacher told us to do it at home and then discuss the problem at the next meeting. Nona also added" examples of questions given to us, sometimes we discuss it together with the teacher, then we are sometimes given examples of questions that are similar to the previous questions ". It can be said that, in this case the teacher also has a role to help students and facilitate students so that students can answer the national exam questions later. From the explanation above, it can be said that the first thing they did when getting exam questions was to do the exam questions. Secondly, they will discuss these questions with the teacher. Third, they will get feedback from the teacher. Then the fourth, if time is up, the teacher tells students to work on these questions at home.

From the explanation above, the researcher can conclude that, studying the previous exam questions can help students to practice and also to know what is the kinds of the questions in the national exam later. In line with that, Silverman (2018) mentioned that students can

practice as much as possible. The students can try to replicate as much as possible the conditions of the exam situation. They can find or make-up practice questions that are the type that will be on exam. Besides that Sukyadi and Mardiani (2011) mentioned that one of strategies that can help students facing national examination is exercise more on English national examination format that the students get from the teacher. According to Josh (2015), for students who will take the exam, it is very important for them to understand the importance of the previous year's exam questions. Besides that, students also have to know how to take advantage of what they see, both the pattern of the exam questions or the forms of questions that exist. In addition, Wiley and Sons (2009) stated that questions from the previous exams can also be said to be one of the tools that are helpful and available to prepare for the national exams both internally and externally because they provide views on the exam questions they will get later. Wiley and Sons (2009) also added that by looking at the previous exam questions students can see the learning theme, an easy way to answer and what things will be discussed. From the explanation above, practicing exam questions can help students and students can also guess the pattern of exam questions that will come out on the next exam.