

CHAPTER I

INTRODUCTION

This chapter explains about the introduction of the study, which consist background of the study, identification of the problem, formulation problems, objectives of the study, significance of the study and limitation of the study.

1.1 Background of the Study

Nowadays, UN (National Examination) is regarded as a burden, especially the XII grade students. Many students feel depressed and anxious because National Examination becomes a requirement to graduate, although there is other score support National Exam result but the stereotape still exist (Saukah & Cahyono, 2015). They also find that students' honestly aspect on national examination is low. That is why National Exam tends to remain high-stakes testing which cause students to feel depressed and insidently encourage them to cheat. On the other hand, some people have different point of view state that the National Examination will improve educational qualities (Sukyadi & Mardiani, 2011), through its high-stakes testing nature, it is that students will be more resilience to prepare strandardised testing. Although, it is undeniable that many students feel burdened by the National Examination. National Examination is important because beside it became determining of students' graduation, National Examination also used to measure students' capability in each school in many

regions. According to the survey conducted by *Kemendikbud* in 2012 that cited on Qudsyi & Putri (2016) shows that as much as 37.2% of students feel very worried about the UN, 37.2% of students felt quite worried, and 25.6% feel not worried.

As an alternative, since 2005 there are some learning strategies that are used to facing the National Examination. First is by doing try out, which is a test that is used to measure students' ability on National Examination subject before the test. Unfortunately, students do not utilize the try out wisely, even just a try out, some of them are still cheating. Thus, it will make them unready facing the National examination by their self. Second is additional lessons after regular school hours. Teachers realize that to have good preparation for National Examination they need extra time to review the material for National Exam subject (Saukah & Cahyono, 2015). On the other hand, some people assume that this way will increase students' stress level because additional lesson will increase students' boredom, which makes some of them feel tired and easily depressed. This condition may hamper to students' feel of being afraid and unconfident to attend the National Examination.

Despite these two strategies, every student has their own different learning strategies for National Examination, according to Chamot & Uhl (2004) learning strategies are the thinks and actions that used by learners to achieve a learning goal. The example of learning strategies to face National Examination by the students is: study harder and join the private lessons after school. In private lessons after school, there are some programs such as motivation session which can improve their confidence and also shortcut solution to quickly answer the

questions. From that various learning strategies, there are no proper strategies which increased students' stress level, therefore students must wisely choose learning strategies to prepare for the National Examination.

Based on the explanation and condition above, it shows that the issues of high stakes testing have only been studied in teachers context (Chamot & Uhl, 2004; Saukah & Cahyono, 2015). There is still limited study on students' learning strategies in related to National Examination in Senior High School context. Thus, the researcher wants to do an analysis toward learning strategies used by XIIth grade students in Neutron Sragen to facing English in National Examination. The researcher is interested to conduct research in Neutron Sragen because Neutron has some strategies such as motivation session and shortcut solution to answer the question that can improve students' confidence and ready to facing the National Examination.

1.2 Identification of the Problem

There are still limited studies on research.

Every student has their learning styles, but some of them did not find proper learning strategies that match with their characteristics, maybe it can be the reason why they feel anxious and depressed while facing National Examination.

Therefore, students can find the proper learning strategies according to their characteristic; the advantages of knowing the proper learning strategies are to make the students enjoy the learning, make them confidence and get rid of their

anxiety to face National Examination, moreover, National Examination regarded as a difficult burden for students.

1.3 Formulation of the Problem

Based on the description of the study above, the researcher would like to conduct the study entitled “A survey study of Language Learning Strategies used by “NEUTRON” Students to prepare National Examination”. The problems that will be discussed in this study can be stated:

What are the most and the least strategies used by XIIth Grade students in Neutron Sragen to facing English for National Exam?

1.4 Objectives of the Study

As the writer states to conduct a research, automatically there is an objective why the researcher does this research. The objective of the research is:

To describe the most and the least learning strategy used by XIIth grade students in Neutron Sragen to facing English for National Exam

1.5 Significances of the Problem

This study hopefully can give advantages for the students, teachers, many stakeholders in the educational field, and also for the researcher. The result of the study hopefully can be used as a reference to the next research with the same topic. By analyzing the students' learning strategies, hopefully, it can improve the

qualities of education and help students to find the good strategies which proper with their characteristic that will make them easier to do the National Exam.