PROBLEM FACED BY THE ELEVENTH GRADE STUDENTS OF MAN GONDANGREJO IN THE ANSWERING ENGLISH FINAL TEST FOR THE FIRST SEMESTER IN ACADEMIC YEAR 2016/ 2017

THESIS

Submited as A Partial Requirements

for degree of *Sarjana* in English Education Department

Islamic Education and Teacher Training Faculty

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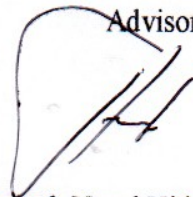
has already fulfilled the requirements to be presented before the Board of Examiners *(munaqasyah)* to gain Undergraduate Degree in English Education.

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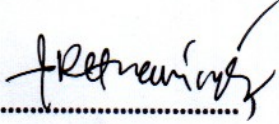Advisor,

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DEDICATION

This thesis is dedicated to:

- My Lord

  (Allah SWT)

- My beloved parents

  (Mr. Sugeng Wibowo and Mrs. Rofi`atun)

- My beloved brother and sister

  (Rafika Dzulqurnain Wibowo and Naila Rabiatul Adawiyah)

- My beloved friends

- My Almamater IAIN Surakarta

MOTTO

"You may delay, but the time will not. That's why you need to keep running".

(Benjamin Franklin)

PRONUNCEMENT

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I hereby sincerely state that the thesis entitled "Problem Faced by the Eleventh Grade Students of MAN Gondangrejo in the Answering English Final Test for the First Semester in Academic Year 2016/ 2017" is my real masterpiece. The things out in this Thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 24thJuly 2017

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Surakarta, 24ᵗʰ July 2017

The researcher

Annisa Aulia Rohmah

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ABSTRACT

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Keywords   : Assessment, Language Testing, Studens' Problem.

The objectives of this research were to explore the problems faced by the eleventh grade studens of MAN Gondangrejo in the answering English final test for the first semester and the causes of the problems faced by the eleventh grade studens of MAN Gondangrejo in the answering English final test for the first semester in academic year 2016/ 2017.

This research was discriptive study based on the analysis the difficulty level of the English final test item and the result of interview. The subject of the research was the English teacher and the eleventh grade students of MAN Gondangrejo. The techniques of collecting data were document analysis and interview. The researcher took 25 students' work sheet randomly from the five classes to analyze and interviewed both of the teacher and students. The activity of data collection form an interactive process which was analyzing qualitative data as data collection, data reduction, data display, then conclusion drawing or verification.

The result of the research showed as follow: 1) the students' problems in the answering English final test for the first semester of eleventh grade students of MAN Gondangrejo as the test questions were too difficult for the students, test questions or intructios were ambiguous or confusing, students did not have enough time to thoughtfully complete the test, students felt overconfident, and students gave up during the test; 2) and the causes of the problems are students lack of vocabularies, less practice, less Motivation, less interest, suffer from some form of anxiety or stereotype, and the last students did not prepare appropriately.

CHAPTER I

INTRODUCTION

A. Background of the Study

Education in the senior high school is important to our country. Human resource development has a very important role in the success and sustainability of national development. Because of this, there are many suggestions to revise Republic Number 20 Year 2003, about National Education System. The compulsory of 12 years of school delivers higher qualification standards for the Indonesian people in developing human resources.

One of the compulsory subjects for senior high school listed in The art of education and culture ministry of Indonesian republic number 70 year 2013 concerning framework and basic structure of vocational high school and Madrasah Aliyah curriculum is English subject. The realizing of the importance of English stated in the 1994 curriculum that "English is the first foreign language in Indonesia which is considered very important in order to study to develop technology and culture, and to build relation with other nations".

English is given to senior high school students about 2 hours per week. In Indonesia education system, the learning process at the school devided into 2 semesters. In every semester there are final test to measure the students understanding and evaluate the learning process of the class. Testing or

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assessment is one of an important part of teaching and learning. Kafafi (2014: 102) defined assessment as an indicator of learners'acquisition of knowledge and of the teachers' quality of teaching.

Evaluation is one of key elements in the curriculum model beside initial planning procedures (consisting of data collection and learner grouping), content selection and gradation, methodology (including the selection of materials and learning activities), on going monitoring, and assessment.

Nunan (1997:7) said that evaluation is the final component in the curriculum model. Traditionally, evaluation occurs to the final stage in the curriculum development process. Evaluation is parallel with other curriculum activities and may occur various times during the planning and implementation phases, as well as during a specified evaluation phase.

The teacher does the evaluation to establish how successful is the teaching and the students in achieving the instructional objective. As the result, we know the quality of teacher's instruction and the students' ability. The teacher can use this information to make an improvement for further learning. Therefore, the teacher can increase the quality of learning process and learning outcome as a part of the increasing of the quality of education system. Harmer (1998: 2) argued that a good teacher keeps a record of their students' achievements so that they are always aware of how they are getting on.

Tests and assessments have some purposes, such as monitoring students' achievement, providing school or system accountability, reporting to

parents, making important decision on individual students. Moreover, based on the congress held by the Office of Technology Assesment (OTA), test become multi purpose tools such as the yardstick of individual progress in classroom, agent of school reform, filter of educational opportunity and barometer of the national condition (Linn and Gronlound, 2000: 2)

Some students may feel anxious when they will face a test. In the other hand it can motivate them to improve their learning and help the teacher to evaluate the instructions. Heaton (1990: 6) stated that good classroom test will help the teacher to locate the precise areas of difficulty encountered by the class or by the individual student.

The risk of fail in test make many researchers interest to explore problems faced by students in test because it may become guidelines on managing and preparing good lesson for the better students' achievement. One of researchers who have conducted similar research that concerns of students' problem in the answering test. It is a journal article entitled "The EFL Student's Problem in the Answering the Test of English as a Foreign Language (TOEFL): A Study of Indonesian Context" written by Murni Mahmud, FBS UNM Makasar, Indonesia. In his research, the focus of the research is to explore the students' problems in the answering the TOEFL. The result of the research shows some problems were faced by the students in the answering TOEFL. The finding showed that the main problems of the students in the answering TOEFL test were due to several conflicting reasons,

such as fewer basic skills, less practice, less motivation, and students' individual differences such as age and social status.

There are many factors which may cause the low score of student's final test results. One of the factors that can influence is a factor of the teacher, it is possible if the teacher does not provide exercises training to test. A teacher needs to provide exercises test to familiarize students in doing the test, so students will be better in getting a good grade on a test.

Another factor which may influence is inadequate of facilities and infrastructures. This can lead the teachers to almost never provide test training to students. The final test conducted by two categories, listening and reading. The facilities can help the students to improve their ability in listening and reading skill with the exercise.

Last possibility is students do not understand yet with the material given by the teacher. The students understanding about the material will help the students to do well at their final test. This last factor may be the main factor in students' final test result. If materials of learning English are not well understood, the difficulties will appear, because to be able to take the test well and get satisfactory score definitely, it is needed understanding. When students get trouble in understanding the material, eventually they will have difficulty in answering the questions correctly.

Before drafting the proposal, the researcher did a preresearch in MAN Gondangrejo. MAN Gondangrejo is a one of Islamic state of high school in Karanganyar. The school has an easy access, a good accreditation

and the school also has already used the scientific approach curriculum. English is one of important subject, the English lesson are given to the students 2 hours per week. The school also give an extra subject of English for the students by giving conversation class after school for who are interesting in the subject. As other schools in Indonesia, MAN Gondangrejo also does the summative test in the last semester to know what students have achieved in the last semester of the curriculum.

From the data of preresearch the researcher also found that the eleventh students of MAN Gondangrejo get problems in the answering English Final test for the first semester in the academic year 2016/ 2017. It is because the researcher find the fact that the eleventh students of MAN Gondangrejo get the lower everage score. From the five class or 177 students, the higest score is 60 and the lowest score is 8. From the data the researcher knew that the everage of the all scores from the five classes or 177 students is 37,12. The school determine number 70 as the minimum standard score of English subject, but all students' score were under the grade.

The researcher try to ask the students about their lower score: *"kenapa nilai kalian dibawah KKM semua, apa kalian kesulitan dalam menjawab soal? Apa ada masalah?"*(why is your score under the grade, do you face the difficulties or problem when you answering the test?), then they answer *"nggak tau bu, kami yakin saat menjawab, tapi hasilnya ternyata jelek, kesulitan dan masalah pasti ada bu, tapi kita nggak yakin itu apa."* (we do not know miss, we are sure when we answering the test, but our score are

still under the grade, maybe we faced difficulties and problem, but we not sure what is the problem actually is).

From the data of preresearch, the researcher has already known the real condition of the school and the fact that the students actually faced the poblem, but they are not sure about the problem. The researcher will try to find the problem by this research.

Based on the logical sense above, the researcher would like to know the problem faced by the students in the answering English Final test. The researcher would analyze and describe the problem faced and the causes of the problem faced by the students in the answering Englosh final test from the first semester, entitled **"Problem Faced By the Eleventh Grade Students of MAN Gondangrejo in The Answering English Final Test for The First Semester in Academic Year 2016/ 2017".**

B. Identification of the Problem

From the background of the study above, the researcher identify many problems as follows:

1. Assessment is an important aspect in the learning process and curriculum.

2. Many students think that English is a difficult subject.

3. All the eleventh students' semester score is under the passing grade.

4. The students faced the problem in the answering English final test for the first semester in academic year 2016/ 2017.

C. **Limitation of the Problem**

In line with the identification of the study, the focus of the research is to know the problem faced by the eleventh grade students of MAN Gondangrejo in the answering English final test for the first semester in academic years 2016/ 2017. The researcher also want to know about the reason for the problems.

D. **Research Problem**

From the background of study above the researcher find the problem and try to answer the following question**:**

1. What are the students' problems in the answering English final test for the first semester of eleventh grade students of MAN Gondangrejo?

2. Why do the students have problems in the answering English final test for the first semester of eleventh grade students of MAN Gondangrejo?

E. **Objective of the Study**

The objectives of the study are:

1. To describe the students' problems in the answering English final test for the first semester of eleventh grade students of MAN Gondangrejo.

2. To know the causes of the problems faced by the students in the answering English final test for the first semester of eleventh grade students of MAN Gondangrejo.

F. Benefit of the Study

The research expected to be beneficial for:

1. Teacher:

   The finding of the research hopefully can contribute to improve skill of teaching English and find the suitable method to teach English for the students.

2. Students:

   For students, this study can help the students to reveal what they need to improve their English score. Regarding with this, they may develop an ideas how to learn effectively so that it can affect their achievement in the English subject.

3. Researcher:

   For the researcher, this research of course will improve the writer's writing and sharpen the intuition and ability to analyze problem faced by the students in the answering English test.

4. Other Researcher:

   The result of the research will add the information about the problem and the cause of problem faced by the students in the answering English final test. It can be a reference to other similar research.

G. Definition of Key Term

In order to avoiding missunderstanding in define the meaning of some key theory dealing with this research, there are some many keyterms such as:

1. Assessment

   According to Linn and Gronlund (2000:31) assessment is a broad term which covers the full range of procedures applied to obtain information about students' learning (observation, ratings of performances or projects, paper-and-pencil tests) and the value judgments formation focusing the progress of learning.

2. Language Testing

   Genesee and Upshur (1996:154) define a language test as a set of tasks requiring observable responses to language or in language that can be scored and interpreted with reference to norms, domains or instructional objectives. Therefore, the selection of testing method is paramount in reflecting the language curriculum , syllabus ,evaluation, testing skills intended to test and trying not to contaminate test performance through avoiding irrelevant skills or knowledge.

3. Students' Problem

   According to Chang, D'Zurilla and Sanna (2004: 12), A problem (or problematic situation) is defined as any life situation or task (present or anticipated) that demands a response for adaptive function- ing but no effective response is immediately apparent or available to the person or people confronted with the situation because of the presence of one or more obstacles.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. **Review on Test**

1. **The Definitions of Test**

Before coming to the specific term of test, it will be better to think of a case dealing with the test; sometimes the term 'evaluation' 'assessment' and 'test' are confusing since those possibly are included in a single process. The term of evaluation is all-inclusive and is the widest basis for collecting information in education. According to Brindly (1989: 3), evaluation is conceptualized as broader in scope, and concerned with overall program. Evaluation involves looking all factors that influence the learning process, in example syllabus objective, course design, and materials (Harris & McCann, 1994) evaluation goes beyond students achievement and language assessment to consider all aspects of teaching and learning and to look how educational decision can be informed by results of alternative forms of assessment (Genesee and Upshur, 1996: 8)

According to Linn and Gronlund (2000: 31) assessment is a broad term which covers the full range of procedures applied to obtain information about students' learning (observation, ratings of performances or projects, paper-and-pencil tests) and the value judgments formation focusing the progress of learning. A test is a specific type of

assessment which typically consists of a set of questions conducted during a fixed period of time under fairly comparable conditions for all students.

The term of test has often been used in the discussion above. Generally, people suppose test as a way of evaluation. Some might say that test has various types based on the purpose, the time, or any other reasons. Baxter (1997: 13) states that the relationship between testing and evaluation is the same as the relationship between the curriculum and its syllabus as described in the figure below:

Baxter considers evaluation as wider than testing. Test is considered a useful tool of evaluation. Genesee and Upshur (1996:154) define a language test as a set of tasks requiring observable responses to language or in language that can be scored and interpreted with reference to norms, domains or instructional objectives. Therefore, the selection of testing method is paramount in reflecting the language curriculum , syllabus ,evaluation, testing skills which are intended to test and tried not to contaminate the test performance through avoiding irrelevant skills or knowledge.

Genesee and Upshur (1996:141) described particular essential aspects to consider when devising and using the test due to the difficulty in distinguishing tests from other method of collecting information. A test is, first of all, about something i.e., intelligence, or European history, or second language proficiency. In educational terms, tests possess subject

matter or content. Second, a test is a task or set of tasks that elicits observable behaviour from the test taker.

Different test tasks have different methods of eliciting performance. Third, tests yield scores that show attributes or characteristics of individual. To interpret the test scores a frame of reference is necessary, and the process is called measurement. Thus, the tests are a form of measurement. In conclusion, tests have three aspects: content, method, and measurement.

Silverius (5:1991) define test as a systematic procedure for observing and describing one or more characteristics of a person with the aid of either a numerical scale or a category system. Based on the definitions above, test is a specific type of assessment which typically consists of a set of questions conducted during a fixed period of time under fairly comparable conditions for all students.

In summary, evaluation includes the whole course or program, and information is collected from many sources, including the learners. While assessment is related to the learners and their achievment, testing is a part of assessment, and it measures learner achievement.

2. **Kinds of Test**

There are some kinds of test in measuring the students learning. Different experts give different classification of tests as will be shown below. Baxter (1997:8) says that there are many ways of assessing

students learning and the most common method is a test with the following classification:

a. Proficiency tests : tests which examine a general standard in ability, regardless of the teaching program.

b. Achievement tests : tests which examine whether students can do what they have been taught, either by testing specific syllabus items or general objectives.

c. Placement tests : tests which are the mixture of proficiency and achievement tests, depending on what criteria we use to place the student.

d. Diagnostic tests : tests which use proficiency or achievement tests to analyze strengths and weaknesses in the student or teaching program itself.

There are some other classifications of tests given by Genesee and Upshur (1996:152). Although they do not propose the classification of tests, they summarize the second language tests as the division below to alert the reader to the alternative terms for talking about tests so that we will recognize them in the independent reading and understanding.

The second language tests have been classified according to whether they focus on:

a. Underlying linguistic competence

b. Specific aspects or sub skills of language

c. A specific testing method

d. A particular kinds of information, or

e. Certain kinds of decisions

Based on the underlying linguistic competence, there are many tests that can be held to measure the competence that second language theoreticians and testers have been interested in. This may include grammatical competence, pragmatic competence, sociolinguistic competence, and communicative competence.

Linguistic sub skills are often described in terms of the structural or grammatical features of language –spelling, vocabulary, grammar (or syntax), pronunciation, etc. These kinds of tests refer to the test content and consist of discrete-point tests and integrative tests. Discrete-point tests focus on one specific aspect of language. Integrative tests call on a number of sub skills operating in concert.

Dealing with the method of testing, tests can be classified into open-ended, closed-ended, and limited-response formats. Based on types of information provided by the tests, there are four types of tests: achievement tests, proficiency tests, performance tests, and diagnostic tests.

Achievement tests give information on students' accomplishment dealing with a certain instructional objectives. Proficiency tests provide information about student's ability to use language in a particular way. Performance tests obtain information about students' skill in applying the

language to perform authentic task. Diagnostic tests yield information about students' relative strengths and weaknesses.

Another category of test types describes the kinds of decisions that can be made using the results such as placement tests, final examinations, summative tests, and formative tests.

A simpler and broader classification of tests is given by Thorndike and Hagen (1977:5). They classify tests based on the aspects of the individual relevant to decisions. The type of ability test that describes what a person has learned to do is called an achievement test. Tests concerned with mastery of defined skills are often called content-referenced or criterion-referenced tests, because the focus is solely upon reaching a standard of performance on the specific skill called for by the test exercises. A test that calls for information about what a person can learn to do and is used as a predictor of some future performance is spoken of as an aptitude test. A test which point of reference is the performance in a group is called norm-referenced test because the norm of acceptable performance is set by group comparison. Test can also be classified by its use as stated by Orlich et al. (1998: 366) as follows:

a. Placement tests (pre-tests), to determine if student has prerequisite skills to begin instruction.

b. Diagnostic tests, to determine causes (physical, intellectual) of persistent learning problems.

c. Formative tests, to monitor learning progress, provide feed back to reinforce learning, and correct learning errors.

d. Summative tests, to determine final achievement for assigning grades or certifying mastery.

There are test types used in evaluating the students with various categorization i.e., based on its use, its focus, and its aspect of the individual relevant to the decision. Dealing with this study, test which becomes the concern is an achievement test which is conducted at the end of course (summative test at once) using norm-referenced criteria and involving some linguistic competence.

3. Types of Test Item

Students find various types of test in the class. In the weekly assessment, for instance, the students may find a test which instructions are like the following: fill in the brackets, answer briefly, match the words, or choose the best answer. Students also possibly meet such instructions say the words in the correct pronunciation, discuss the problem with your friend, present your idea, or practice the dialogue in your own idea. In short, there are various types of test item. These common types of test are actually the application of concept given by the experts in education measurement.

According to Linn and Gronlund (2000:167) the major categories of objective tests or performance assessments may be subdivided further into some basic types of test items and assessment tasks as follows:

a. Objective Test

    1) Supply type

        a) Short answer

        b) Completion

    2) Selection type

        a) True-false or alternative response

        b) Matching

        c) Multiple choice

b. Performance Assessment

    a. Extended response

    b. Restricted response

Objective tests provide students a highly structured task which limits their response to filling a word, brief phrase, number, or symbol to choose the answer from among a given number of alternatives. The 'supply' type requires an exactly specific answer and is usually in the form of short answer. It can be filling in a missing element, completing a sentence or answering a question with a short answer or a brief answer which the students are supposed to find by themselves.

The 'selection' type provides the students with the intended answer. The students are asked to select the correct or the best answer. The selection type consists of true-false, matching, and multiple choice. True-false item gives the students a task to choose whether a statement is true or not. In the matching type students are asked to match a statement

with a certain word, phrase, picture or even a statement which have the intended characteristic required by the instruction. The multiple-choice item provides several options to answer the question. It can be 3, 4 or 5 options provided in the item.

Performance assessments allow students to answer by selecting, organizing, and presenting or performing ideas in a way they thought to be appropriate. Almost similar to the previous explanation, Thorndike and Hagen (1977:210) put the different types of items into two major categories: (1) the type in which the student produces his own answer and (2) the type in which the student selects his answer from answer choices provided by the test maker. The first type includes the essay question requiring an extended answer from the student; the short-answer question requiring no more than one or two sentences for an answer; and the completion item requiring only a word or phrase for an answer. The second type consists of alternative response item such as the true-false statement; the multiple choice item; and the matching item.

Meanwhile, Genesee and Upshur (1996:172) classify the types of test item based on the response given to the tasks into the following categories:

1) Closed-ended; is a question that generates a limited set of responses that can be coded easily in a database with some number or symbol that represents a responses.

- Cloze test; is an exercise, test, or assesment consisting of a portion of text with certain word removed (cloze text), where the participant is asked to replace missing word.

    Example: Today, I went to the _____ and bought some milk and eggs. I knew it was going to rain, but I forgot to take my ____, and ended up getting wet on the way.

- Elicitation is verry often following reading , or as part of interview; may require short or long answer.

    Example: What are the kinds of word?

- Judgment (e.g., true-or false)

- Multiple-choice; the question consists of a stem and a number of options, from which the tastee has to select the right one.

    Example: A person who write a books is called?
    a. a booker
    b. an editor
    c. an author
    d. a publisher

2) Limited-response; limited respone test are appropriate for pre-literate ESL students.

    - Dictation; The tester dictates a passage or set of words, then the testee writes them down.

    - Imitation

    - Transformation; a sentence given; the testee has to change it according to some given instruction.

        Example: Put into the past tense: I go to school by bus.

    - Rearrangement;

Exampe: Rearrange the following six sentence (A), (B), (C), (D) and (E) in the proper sequence to form a meaningful paragraph, the answer the question below.

- Matching; the testee is faced with two group of words, phrases or sentences; each item in the first group has to linked to different item in the second.

Example: large   small
         Unhappy   many
         A lot   big
         Little   sad

3) Open-ended

- Interviews; Simple questions, very often reading, or as part of an interview; may require short and long answer

Example: What is the (family) relationship between David Copperfield and Mr. Murdstone.

- Essays; The testee is given a topic, such as "Home Town", and asked to write an essay of a specific length.

- Information gap; The testee has to complete a sentence by filling a gap or adding something. A gap may or may not signalled by a blank or dash; the word to be inserted may or may not be given or hinted at.

Example: They (go) to Australia in 1980. Or
         They _____ to Australia in 1980. (go) Or
         A _____ is someone who writes books. Or

         I've seen that film, (never)

- Oral or written reports; this is a kind of shape of test by oral or written.

On the other hand, Orlich et al. (1998:368) categorize types of test item into the following classification:

a. Short-answer, matching, and true-false items for measuring knowledge level outcomes.

b. Multiple-choice items for measuring both knowledge-level and more complex learning outcomes.

c. Interpretive items for assessing complex, higher-level objectives

d. Essay items for assessing higher-level outcomes.

e. Performance items for measuring complex achievement.

The briefer classification of test item is given by Henson and Eller (1999:470) into two general types: objective and essay items. Some of the more familiar objective tests include multiple-choice, matching, true-false, and filling in the blank. It can be summarized that test item types consist of objective tests and performance assessment. Objective tests include short answer, completion, true false or alternative response, matching, and multiple-choice. While performance assessment consists of essay with restricted and extended response. The test items used in this study are multiple-choice and essay item with restricted response.

B. Students' Problem

According to Chang, D'Zurilla and Sanna (2004: 12), A problem (or problematic situation) is defined as any life situation or task (present or anticipated) that demands a response for adaptive function- ing but no

effective response is immediately apparent or available to the person or people confronted with the situation because of the presence of one or more obstacles.

According to Suryabrata (1994 : 60) problem is the differences between expectation and the reality, between the what sould be and and whar it is. It means the problem is the gab of state condition and wanted condition or the differences between where you are and where will you go.

From the explanation above, it can be concluded that problem is a different situation or condition that is not appropriate with the condition which should be happened.

1. **Students' Problem Causes of Weekness in English Language learning.**

According to Souvannasy, Masashi, & Yukiko (2008: 7), identify that teaching and learning English implementation still has shortages of textbooks, unqualified English teachers and also unstandardized curriculum. These students are difficult to teach because they are poorly adjusted or resistant to class room routines and thus frequently distruptive (Brophy, 2003: 1).

Trawiński (2005: 68), also presented the factors that impact the EFL learners to have poor performance in English language learning as followings:

a. English is regarded as a difficult subject to learn.

b. Learners' learning depends on the English teachers as authorities.

c. There is a lack of support to use English in the home environment and the community.

d. Learners have insufficient or lacking of exposure to the language as there is a limited opportunity to use English outside the classrooms

e. Students have a limitation of vocabulary proficiency as well as English reading materials are not always available.

f. Learners have an unwillingness and lack of motivation to learn English as they do not see the immediate need to use the language.

g. Lack of motivation for learning or the negative attitude towards the target language.

Tomlinson and Mood (2013: 38), stated that some students may lack prerequisite knowledge, understanding or skill, that is absolutely necessary for the work ahead. Moreover, according to Salvia, et al (2009: 340), indicate about the signal that students have academic problems as follows:

a. Students ask questions that indicate that they do not understand new material.

b. Students do not know material that was previously taught and presumed to be mastered.

c. Students make numerous errors and few correct responses.

d. Students do not keep up with peers, in general or in their intructional group.

e. Students' work is so far behind that of their peers that they con not be maintained in the lowest intructional group in class–that is, the students become instructionally isolated.

f. Students work deteriorates from good or acceptable to poor or unacceptable.

g. Students perform adequatetly in most academic areas but have extremen difficulty in one or more important core skill areas.

Trawiński (2005: 71) states to the students' poor performance of language learning are affected from a lack of effort, lack of effective learning strategies, whereas a good language learner is a highly motivated students and a successful user of a large number of different strategies. So, teachers have to help them improve the motivational beliefs and language learning strategies in order to find ways that reach to their academic achievement.

More over, Salau (2017: 12) state the the causes of students' failure on exam divided into three categories; Physical/ moral causes of failure, social/ environmental causes of failure, and mental/ psychological causes of failure.

a. Physical/ moral causes of failure

1) Absence from teacher/ practicals.

2) Refusal to do assignment

3) Hatred for teacher.

4) Hatred for lesson.

5) Procrastination.

6) Use of unsuitable textbooks.

7) Carnal comparison.

8) Laziness.

9) Examination malpractice.

b. Social/ environmental causes of failure.

1) Late commencement of studies.

2) Unprofitable friendship.

3) Uncultured freedon.

4) Mismanagement of time.

5) Misplacement of priorities.

6) Distractions of social life.

c. Mental/ psychological causes of failure

1) Lack of vision.

2) Lack of interest.

3) Lack of concentration.

4) Lack of curiosity/ boldness.

5) Lack of disipline.

6) Over convidence.

2. Students' Problem on Exam.

There are some problems faced by students on exam that causes they are failed in test or exam. Eberly Center Teaching Excellence and

Educational Inovation from Carnegic Mellon University state the students

problems that make students performed poorly on an exam as follows:

a. Exam was not aligned with intructional activities.

   If students' practice has all been of one kind or has focused on one set

   of knowledge and skills and then the instructor gives an exam that goes

   well beyond the scope of what students have praticed, students will

   have difficulty and will likely perform poorly. This is because what

   people learn (e.g., any new knowledge and skills) is directly related to

   (and rarely goes much beyond) the knowledge and skills they get to

   practice. This aspect of learning is often surprising to instructors

   because, for them, the different pieces of knowledge and the various

   skills associated with a given topic seem so interconnected that

   knowing one piece is practically the same as knowing another piece.

   This is not the case, however, for students who are still novices in the

   domain and lack experts' interconnected knowledge structures.

b. Exam questions or intructios are ambiguous or confusing.

   Teachers' knowledge and understanding is different from students' and

   questions that seem clear to teachers can seem vague, ambiguous or

   misleading to students. Words or phrases that have very particular

   meanings and usages in our fields may have different connotations for

   students from different majors or for students who have different levels

   of familiarity with the concepts and terms used in the field. Questions

   may also be confusing because they are culturally-biased, containing

phrases, concepts or examples that are unfamiliar to particular groups of students due to their ethnicity, religion, gender, etc. When students have difficulty interpreting the questions or instructions due to ambiguity or bias, it can result in our assessing students' abilities to decode our questions or examples or "guess" our intentions, instead of our assessing their knowledge and skills regarding the course material.

c. Students do not have enough time to thoughtfully complete the exam.

Students are not as familiar or facile with the material as teachers, and need more time than teachers do to carefully read and think about the question and construct an answer or solution strategy. Whereas teachers can quickly identify and classify questions, access the relevant knowledge and skills, and then accurately apply them to construct a solution, students may need more time to do each of these steps.

d. Students lack effective exam-taking strategies.

Many students approach exam taking like reading a novel. They start at the beginning and answer questions in the order without first previewing the exam. As a result, they often do not distribute their time effectively, and end up rushing through questions or not answering them at all.

e. Students suffer from some form of anxiety or stereotype.

In some cases, students perform poorly on an exam because the testing situation makes them so anxious they cannot show what they know. In addition, students may under-perform on an exam because they have

fallen prey to some form of stereotype that presumes they do not have the capacity to do well on the topic being tested. This latter issue is often exacerbated when a faculty member inadvertently triggers the stereotype by mentioning that certain types of students tend to do well in their area.

f. Format of exam was unfamiliar.

In some cases, students' poor performance on an exam stems from their lack of familiarity with the exam's format. They may lack the skills for completing a particular type of exam and this may interfere with their ability to apply their knowledge. For example, if students took mostly multiple choice exams in high school and then had to complete essay exams in college, their performance may be an underestimate of their knowledge simply because they lacked the relevant writing skills to communicate what they had learned. Or, an unfamiliar exam format may weaken students' confidence and hence lower their performance indirectly. That is, even if students had learned the new material and had sufficient essay-writing skills in some abstract sense, they still might be inexperienced enough that they are unable to apply the necessary knowledge and skills under exam conditions (e.g., with time pressure and limited resources).

g. Students did not prepare appropriately.

Sometimes students spend time studying for an exam – possibly considerable time – and yet have spent their time ineffectively and

inefficiently. This may be because students focused on aspects of the material that were not really important, because they prepared for a different kind of testing format than what was given, or because they simply do not have appropriate study skills for the material at hand. One particular example of students' inappropriate preparation occurs when a test is being administered "open book" or "open notes". In this situation, some students believe that all they need to do to prepare for the "open book" exam is to bring the relevant materials to the exam room. Then, when they begin the exam, they find themselves taking a lot of time searching through pages of text to find relevant information or, even worse, reading/re-reading the text and attempting to synthesize information on the fly. Another example of students' inappropriate exam preparation occurs when students study by memorizing detailed facts and figures rather than practicing how to apply key ideas or reflecting on conceptual relationships.

h. Students lack pre-requisite knowledge and skills.

Even when students have effectively learned the new material being tested on an exam, they may perform poorly if relevant, pre-requisite knowledge is weak or lacking. For example, on a physics exam, students may have difficulty solving a problem mainly because they lack sufficient calculus skills. Indeed, even when students have pre-requisite skills accurately learned, their exam performance may still suffer if those pre-requisite skills are applied so laboriously that they

take up too much time or cognitive resources to allow successful exam completion.

C. Previous Related Study

There are some researchers who have conducted the similar research that concern on students' problem and difficulties in the answering test. The first research is "The EFL Students' Problems in Answering the Test of English as a Foreign Language (TOEFL): A Study in Indonesian Context" by Murni Mahmud. The focus of this journal is to explore the students' problems in answering the TOEFL (Test of English as a Foreign Language). TOEFL is a type of language testing to reveal the students' English proficiency. This is a descriptive study based on in-depth semi-structured interview and classroom observation. The subject of this research was the students of Graduate Program at one state university in Makassar, Indonesia. This study took three classes as sample, namely one from English education department, one from Social Science, and one from Natural Science. To gain data, the three classes were observed and twelve (12) representatives of the three classes were interviewed. Findings showed that the main problems of the students in answering the TOEFL test were due to several conflicting reasons, such as fewer basic skills, less practice, less motivation, and students' individual differences such as age and social status.

The second research is a thesis entitled "Student's Difficulties In Answering Multiple-Choice Questions In Narrative Text At Eight Grade Of

Smp Muhammadiyah Karangrayung" by Sri Padminingsih. This research is aimed at describing: 1) students' difficulties in answering multiple choice questions in narrative text, and 2) why the students have difficulty in answering multiple choice questions of narrative text. This research is descriptive research as an approach to collect and analyze the data. The object of this research is students' difficulties in answering multiple choice questions at eight grades of SMP Muhammadiyah Karangrayung in 2012/2013 academic year. The method of colleting data is conducted by doing: observation, interview, and document analysis. The result of this research show that students' difficulties in answering multiple choice questions, are as follows: 1) main idea, 2) meaning of word or vocabulary, and 3) generic structure. The reason why the students in answering multiple choice questions in narrative text are follows: 1) less interest in following the lesson, 2) the lack of vocabulary, 3) the limitation of time, 4) length of paragraph, 5) and too many choices which are similar to each other in multiple choice questions.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In this research, the researcher used a descriptive qualitative research. According to Arikunto (2006: 35), descriptive research is a research to explain phenomena. In this research, the researcher uses descriptive research, because the researcher wants to describe the problem faced by the student's in the answering English final test for the first semester.

This decision was supported by the idea proposed by Surakhmad (1990:139), descriptive investigation focused on solving the problem exist. Descriptive investigation method is more of a general term that covers a variety of descriptive techniques; including the investigation related, analyzing and classifying.

According to Moloeng (2007:15), qualitative research aims at understanding phenomenon that happened to the subject of the research, such as behavior, perception, motivation, action, etc. It explains the phenomenon holistically by words description in a natural context using specific method. The researcher describes the students' difficulties and the causes of in the answering English final test.

The theories above are the reason why the reseacher chooses the descriptive method to be applied in the study

B. Setting of the Research

The research was carried out at MAN Gondangrejo, it wass located in Tuban, Gondangrejo, Karanganyar 57773. There were seven classes with two teacher for eleventh grade class. The reseacher chose one of the teacher with five classes, divided of one exellent class and four regular class. The time of the research can be seen in the following detail schedule:

Table 2.1
Research Schedule

Activities	Month (2016 – 2017)							
	December	January	February	March	April	May	June	July
Doing the preresearch	■	■						
Proposing thesis title		■						
Consulting the proposal of thesis			■	■				
Proposal thesis Seminar					■			
Conducting the research					■	■		
Analyzing data						■	■	
Consulting thesis							■	■

C. Subject of the Study

The subject of the study was the eleventh grade students of MAN Gondangrejo. The researcher took the eleventh grade students and the English teacher. The sampling techniques applied was purposive sampling in which

based on the specific purpose of the research, the researcher used personal judgment to select the sample (Fraenkel, 2001:34). The researcher chose MAN Gondangrejo to have an easy acces, the school also has a good accreditation. And the school also has already used the scientific approach curriculum.

D. Object of the Study

The object of the research is problem faced by eleventh grade students of MAN Gondangrejo in the answering english final test for the first semester, in the academic year 2016/ 2017. The researcher chose eleventh class because the researcher had done a preresearch, from the preresearch the researcher found that the eleventh grade of MAN Gondangrejo had lower average of English score in the final test of first semester. This grade also has already to use the scientific approach curriculum.

E. The Source of the Data

Data was defined as the raw and unorganized information. Researcher collected the data from phenomenon that was suitable for analysis, interpretation, or processing. The data which were taken by the researcher were included of discourse of the interpretation from the analysis. For the purpose of this study, the data were obtained directly from research respondents and were in the form of documents and interview transcripts. There were two kinds of data resources that were used in this research:

1. **Documents**

   The documents were first data which was in the form of important materials to support the result of this study. The documents were analyzed the data in the form of students' answer sheets of English final test of the first semester in the academic year 2016/ 2017 which had been that were corrected and given score by the teacher and the written materials or tasks to the problem and articles related to the research.

2. **Informants**

   The informants of this study were the eleventh grade students of English teacher and the eleventh grade students of MAN Gondangrejo who selected randomly. Purposive sampling was a non-probability sampling which mainly used in qualitative research. There were two informants which were appropriate with the research.

   a. **The English teacher**

      The English teacher is the main component of the process of teaching and learning English. From the English teacher, the researcher can take some data about the difficulties faced by the students in the accept the English material and in the answering the test. In this research the researcher interviewed one of the English teacher of MAN Gondangrejo, the teacher is M. H Syaifuddin, S.Pd. Mr. Syaifudding is the one of English teacher in MAN Gondangrejo and teach the 5 class of eleventh grade students.

b. The Eighth grade students

Students were the object of the study which gave some data of the research. The students informants were the eleventh grade students of MAN Gondangrejo in the academic year 2016/2017. The number of students are 25 students who were took randomly about 5 students each class.

F. Technique of Collecting Data

The technique of collecting data used interview and documents analysis:

a. Document analysis

One of the technique of collecting data was document analysis. Creswell (2012: 154) considers documents as the represent accurate data consisting of numeric, individual data available in public records.

The documents used in this study are files or data that related to the information including the English final test item and students answer sheets. The documents were used to measure the difficulty level for the students. The high difficulty level could be a factor of the students lower score.

The level of difficulty was calculated by using the formula stated by Linn and Gronlund (2000: 365) ;

$$P = (100) R/T$$

Where :

P = the index of difficulty the precentage of students answering the

item correcly.

R = the number of correct answer.

T = the total number of students taking test.

Difficulty level of item was interpreted through the range:

P	Interpretation
Less than 0. 30	Very difficult
0.30 – 0.70	Statisfactory
More than 0.70	Very easy

b. Interview

The next technique to collect data was interview, the researcher collected data by interviewing the English teacher, Mr. M H Saifuddin, S.Pd, the result of teacher interview to know about the real conditions of students in the final test by his sight. The researcher also interviewed the eleventh grade students of MAN Gondangrejo, the number of students were 25 students of eleventh grade students in the school.

G. Trustworthiness

In analysing the data, reseacher needs to check and analyze the validity of the data source to get to get the valid data.the researcher must use the relevant technique of data analysis to check the data validation of the data scientifically and responsibly. The validity of the data is known by doing the triangulation. Triangulation is qualitative cross-validation. It assesses the sufficiency to the

data according to convergence of multiple data source or multiple data collection procedure (Warsa in Sugiyono 2010: 372). It means that in doing triangulation for getting the credibility there are source triangulation, the technique of collecting data and time.

Triangulation is the common way that is used in improving data validity in qualitative research. Related with this, (Patton 1984 in Sutopo, 2006: 92) states that there are four kinds of triangulation techniques, they are:

1. Data Triangulation

    This technique drives the researcher used many sources of data in collecting the data. It means that same data will be more valid if it is taken from many different sources. The focus of this triangulation based on different sources of the data rather than the emphasis of the technique of collecting data. The research will do observe in the class, interviewed the teacher and students. So, source of data triangulation was done by comparing different data which are obtained from different sources.

2. Investigator triangulation

    Investigator triangulation is the result of the research both data and conclusion can be tested validity from the other reserachers. From the findings, the researcher found the final conclusion which was used to make the result of the research valid.

3. Method triangulation

This triangulation technique can be done by the researcher in collecting some data by using different methods, checking the validity of the source data by using different method. So, method triangulation is this research done by comparing different data which are obtained from different methods, namely observation, interview, questionnaire and documentation.

4. Theory triangulation

This triangulation is done by researcher by using perspective more than one theory in discussing the matter of the research. From some perspective theories will be deeper point of view.

Futhermore, in this case the researcher used triangulation as source of data. In the research, the researcher chose and took the data from English teacher and eleventh grade students of MAN Gondangrejo in academic year 2016/ 2017. In validating the data, the researcher compared the data of interview and documents. After collecting the data the researcher did cross-checking by some theories.

H. Technique of Analyzing Data

In qualitative research, techniques of analyzing the data were used in order to synthesize the data collecting from various sources into a coherent description of what the researcher had been observed and discovered. Regarding with this research, the researcher used data analysis based on Miles and Huberman Model (1984:20). Moreover, the process of analyzing data was depicted by Miles and Huberman (1984:22) in the following picture.
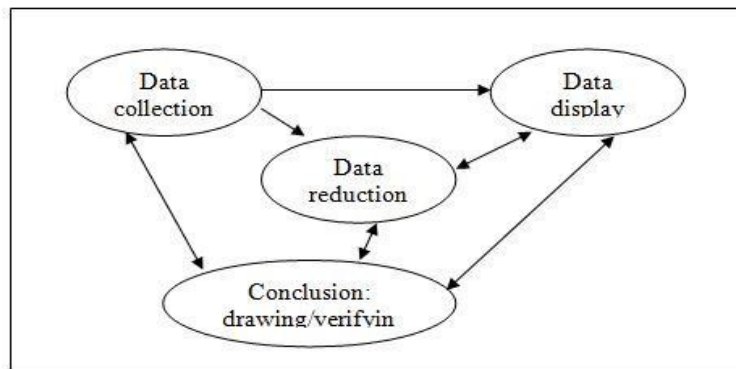
Miles and Huberman (1984:24) elaborated the four types of analysis activity and the activity of data collection form an interactive process which was analyzing qualitative data as follows:

1. Data Collection

Data collection means collecting the data from observation, interview, and documentation. The researcher collected the data by doing interviewed with the informants and collected documents from students' answer sheets. Moreover, the researcher arranged the sequence of the result of research which was gotten by using interview and documents analysis.

2. Data Reduction

Data reduction means summarizing the data, choosing the main issues, and finding the patterns and losing the unimportant issues. The researcher did reduction of the data which was gotten from analyzing the students' answer sheets and interviewed with the teacher and students. During the interviews and analyzing the data were done by the researcher, a reduction of the data were needed because not all of the data could be

input as the need of the research, just the important point and according to the requirement of the data were analyzed.

3. Data Display

Data Display was used to display the qualitative data from data reduction in order to know the pattern of data so that it was easy to understand. The researcher organized the data and described the problem faced by the students in the answering English final tes and its causes.

4. Conclusion Drawing or Verification

In this step, the researcher made an initial conclusion about the problem faced by the students in the answering English final test and its causes. The initial conclusion was able to achieve the research question based on the qualitative data which was taken from interviews and documents analysis, so this research would be credible.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the research finding as the answers to the research problem that was stated in the first chapter. The research problems are "What are the students' problems in the answering English final test for the first semester of eleventh grade students of MAN Gondangrejo? And Why do the students have problems in the answering English final test for the first semester of eleventh grade students of MAN Gondangrejo?"

A. Research Finding

As stated in the chapter three, the instruments of the research were documents analysis and intierview. To analyze the documents, the researcher got eleventh students' answer sheets of English final test for the first semester. The students' answer sheets were taken about 25 sheets randomly from the 5 classes.

Table 3.1

Students' score of English final test

No.	Sample	Class	Score
1.	Student 1	IX IPA – U	56
2.	Student 2	IX IPA – U	48
3.	Student 3	IX IPA – U	54
4.	Student 4	IX IPA – U	60
5.	Student 5	IX IPA – U	56
6.	Student 6	IX IPA – 1	50
7.	Student 7	IX IPA – 1	50

8.	Student 8	IX IPA – 1	60
9.	Student 9	IX IPA – 1	58
10.	Student 10	IX IPA – 1	42
11.	Student 11	IX IPA – 2	50
12.	Student 12	IX IPA – 2	20
13.	Student 13	IX IPA – 2	18
14.	Student 14	IX IPA – 2	54
15.	Student 15	IX IPA – 2	36
16.	Student 16	IX IPS – 1	30
17.	Student 17	IX IPS – 1	42
18.	Student 18	IX IPS – 1	58
19.	Student 19	IX IPS – 1	54
20.	Student 20	IX IPS – 1	44
21.	Student 21	IX IPS – 2	28
22.	Student 22	IX IPS – 2	42
23.	Student 23	IX IPS – 2	26
24.	Student 24	IX IPS – 2	46
25.	Student 25	IX IPS – 2	30
Total		1112	
Average Score		44.48	
Higest Score		60	
Lowest score		18	

Based on the table above, the researcher had the English final test for the first semester. The average score is 44.48, the highest score is 60 and the lowest score is 18. The school decided 70 as the grade of English score. The all scores above are under the grade of English score for the school.

Then the researcher used the documents to measure the difficulty level for the students. The high difficulty level could be a factor of the students lower score.

The level of difficulty was calculated by using the formula;

$$P = (100) \, R/T$$

Where :

P = the index of difficulty the precentage of students answering the

    item correcly.

R = the number of correct answer.

T = the total number of students taking test.

Difficulty level of item was interpreted through the range:

P	Interpretation
Less than 0. 30	Very difficult
0.30 – 0.70	Statisfactory
More than 0.70	Very easy

Total the questions of the test is 50 questions, divided to two part sections; 15 numbers of Listening sections and 35 numbers of reading section. From the formula to analyze the difficulty level of English final test questions for the first semester in academic year 2016/ 2017, the researcher got the result as follows:

Table 3.2

The difficulty level of the English final final test question for the first semester in academic year 2016/ 2017

Question No.	R	T	P	Interpretation
1.	13	25	0.52	Statisfactory
2.	11	25	0.44	Statisfactory
3.	10	25	0.40	Statisfactory
4.	5	25	0.20	Very difficult
5.	7	25	0.28	Very difficult

6.	7	25	0.28	Very difficult
7.	2	25	0.08	Very difficult
8.	3	25	0.12	Very difficult
9.	4	25	0.16	Very difficult
10.	1	25	0.04	Very difficult
11.	2	25	0.08	Very difficult
12.	5	25	0.20	Very difficult
13.	4	25	0.16	Very difficult
14.	3	25	0.12	Very difficult
15.	15	25	0.60	Statisfactory
16.	9	25	0.36	Statisfactory
17.	21	25	0.84	Very easy
18.	16	25	0.64	Statisfactory
19.	20	25	0.80	Very easy
20.	2	25	0.08	Very difficult
21.	10	25	0.40	Statisfactory
22.	10	25	0.40	Statisfactory
23.	3	25	0.12	Very difficult
24.	7	25	0.28	Very difficult
25	3	25	0.12	Very difficult
26.	4	25	0.16	Very difficult
27.	6	25	0.24	Very difficult
28.	17	25	0.68	Statisfactory
29.	8	25	0.32	Statisfactory
30.	9	25	0.36	Statisfactory
31.	2	25	0.08	Very difficult
32.	21	25	0.84	Very easy
33.	18	25	0.72	Very easy
34.	8	25	0.32	Statisfactory
35.	19	25	0.76	Very easy
36.	13	25	0.52	Statisfactory
37.	12	25	0.48	Statisfactory
38.	5	25	0.20	Very difficult
39.	14	25	0.56	Statisfactory
40.	16	25	0.64	Statisfactory
41.	21	25	0.84	Very easy
42.	18	25	0.72	Very easy
43.	13	25	0.52	Statisfactory
44.	2	25	0.08	Very difficult

45.	8	25	0.32	Statisfactory
46.	14	25	0.56	Statisfactory
47.	20	25	0.80	Very easy
48.	18	25	0.72	Very easy
49.	9	25	0.36	Statisfactory
50.	23		0.92	Very easy

The table above shows the difficulty level of the English final final test question for the first semester in academic year 2016/ 2017. The result of analysis from the formula concluded the interpretasion of difficulty level from each question. All the number of questions are 50, from the questions there are 21 number (42%) in very difficult level, 20 numbers (40%) in statisfactory level and 9 numbers (18%) in very easy level.

The next instrument to collect the data was interview. To find out the the students' problems in the answering English final test for the first semester of eleventh grade students of MAN Gondangrejo and the causes of students problems in the answering English final test for the first semester of eleventh grade students of MAN Gondangrejo, the researcher did the interview to the English teacher and 25 students of eleventh grade students of MAN Gondangrejo. In the doing the interview, the researcher conducted in depth semi-structured interview related to the topic.

The data above were used by the researcher to conduct the research finding. The research finding was presented as the answer of problem statements. There are two points found namely, "the students' problems in the answering English final test for the first semester of eleventh grade students

of MAN Gondangrejo and the causes of students' problems in the answering English final test for the first semester of eleventh grade students of MAN Gondangrejo"

1. **The Students' Problems in the Answering English Final Test for the First Semester of Eleventh Grade Students of MAN Gondangrejo.**

   a. The test questions were too difficult for the students.

   From the data of difficulty level analysis of the English final test question above. The researcher concluded that the test question were too difficult for the students. There are three levels that interpret from the result of the formula, the interpretations are divided into three levels; very difficult level, statisfactory level and very easy level. The result of formula calculation are from 50 number of questions there are 21 number (42%) in very difficult level, 20 numbers (40%) in statisfactory level and 9 numbers (18%) in very easy level.

   It means that most the questions did not have appropriate level of difficulty for the students. It could be the problem for the students in the answering the question, the effect was the students got the low score for English subject. The test question were from religion ministry for the all Madrasah Aliyah in the Surakarta Residency. The teacher clarified about the question difficulty in the interview from interview data INT/T, in the fifth utterance as follows:

Teacher : *"sebenarnya kalau soal ujian semester itu siswa agak kesulitan, itu dilihat dari nilai mereka kemarin. Masalahnya kan soalnya kan disama ratakan, berbeda dengan UTS yang soalnya dibuat sendiri oleh guru, jadi guru tau sampai mana materinya, terus tau kemampuan siswanya, semua tergantung sekolahnya masing – masing".* (actually the questions of the final test were difficult for the students, according to their score result. The problem is that the test is equal for every school, it was different to middle test questions that was made by their own teacher, because the teacher know more about the materials given to the students and their students ability. It denpended on the each schools).

The statement above showed that the teacher believed that the difficulty level of test questions influenced the students lower score. The test questions were given to the all Madrasah Aliayah students in residency which differences of students ability. The teacher claimed that eleventh grade students of MAN Gondangrejo had been doing better in the middle test, it was because the middle test of MAN Gondangrejo were made by the teachers who know more about their own materials and the students ability.

When the students were interviewed obout this case, FH from IPA-U and PCF from IPA-1 answered as follows:

FH : *"iya, nilai UTS kami lebih bagus kok miss, soalnya dibuat sendiri sama guru".* (yes, our middle test score were better because the questions were made by our teacher).

PCF : *"kalau soal UTS gampang banget, itu memang sesuai dengan kemampuan kami".* (whether the middle test questions were easier because it was appropriate for our ability).

The students statements above mean that the test questions were more difficult than the middle test questions which were made

by their own teacher. It was happened because the teacher know more about their own ability in English

Beside of the case above, the 50 numbers questions were divided into 2 sections, those were 15 numbers in the listening section and 35 numbers in reading sections. The listening sections were more difficult for the students, because from 15 numbers of listening section there were 12 numbers in the very difficult level. It meant that almost all the numbers of the listening section were difficult for the students. When the researcher interviewed the students, DTA and WP from IPA-U, AS2 from IPA-2, and AAS from IPS-2 responded as followed:

DTA, WP : *"Iya sih miss, tapi dibagian* listening-*nya kami tidak bisa. Di* section *lain kami yakin bisa"*. (yes miss, but we could not answer the listening section. We were sure that we can answer another section)

AS2 : *"nah, yang susah itu listeningnya!* (*nah,* the difficties are in the listening section)

AAS : *"susah listening! soalnya bagian listeningnya nggak jelas"*. (more difficult in the listening section! Because it was not clear)

From the students statements above, the students thought that they had most difficulty questions in the listening section. They thought that they could not had a better score because they could not answering the listening section well, whereas the listening section took 15 numbers of the questions.

b. Test questions or intructios were ambiguous or confusing.

One of the main problems encountered by the students was that the test questions or intructions were ambiguous or confusing for the students. The problem were concluded from the result of students interview. PCF from IPA-1, AS2 and VN from IPA-2 answered as followed:

PCF   : *"tapi pilihan ganda kadang bikin bingung, beberapa pilihan kayak mirip".* (but, somtimes the multiple choices are confusing. Some choices are seem a same).

AS2   : *"kadang intruksi soal nggak jelas juga".* (sometimes the questions intructions are ambiguous).

VN   : *"kadang soalnya nyuruh apa, kita nanggepi nya apa".* (sometimes we are failed to understand what actually the questions ask to).

Words or phrases that have very particular meanings and usages in our fields may have different connotations for students. Different with the teachers that have a deep understanding for the subject. The students also stated that they were less vocabularies to answer the questions. When students had difficulty to interpret the questions or instructions due to ambiguity or bias, it could direct them to the wrong answer in the test. Because of the bias of the questions, the students could not decide the right answer for the questions.

c. Students did not have enough time to thoughtfully complete the test.

The next problem for the students in the answering the English final test are they did not have enough time to thoughtfully complete

the test. That was proven by the statement of AS2 from IPA-2 of the interview as followed:

AS2 :*"sebenernya waktunya harusnya cukup, tapi karena banyak yang nggak tau artinya jadi kurang waktunya".* (actually the time/ duration should be enough, but the time become not enough because we did not know the meanings).

The students had 90 minutes to answer 50 number questions in the test. Actually it was the suitable duration to answering 50 questions of English test. But the students ability are differents, in this case the students need more time to finish the all questions. It is because English is the foreign language for the students, they need more time to read the questions carefully, thought about the questions and constructed the answer by reminding the materials from the teacher. They said that sometimes they past the test which they could not answer because they were afraid could not finish any questions.

d. Students felt overconfident.

When the students were interviewed about the problems, RAS from IPA-U and RA from IPA-1 stated as follows:

RAS :*"Sebenarnya waktu menjawab soal saya merasa bisa miss, tapi hasilnya tetep jelek".* (actually we were sure that we could answer the questions of the test, but our score results are still poor).

RA :*"iya miss, kita sering terjebak soal. Pas jawab soal kayak gampang, tapi ternyata salah".* (yes miss, we were often trapped by the questions. The questions were seem easy, but our answers were wrong).

It was possible to feel too sure of ourself. The students might work too fast, made careless mistakes and decided not to check their

answers. Self confident are good, but if it happen during the test, the students will not thorough their work and ignore their wrong answer.

e. Students gave up during the test

The last problem was faced by the students in answering English final test is students gave up during the test. Sometimes students past some numbers of question which too difficult fo them. As the result to complete the all questions, they decided to choose the answer perfunctorily. For the proof, as the statement of student DNH from IPS-2 as followed:

DNH : *" soalnya kami kan tidak tau jawabannya, jadi ya ngarang aja"*. (because we did not know the right answer, we just choose the answer perfunctorily).

It meant that they did not to think deeply and try to remind the materials. The perfunctory choosing could guide them to wrong answer, so they did not pass the test better.

2. **The Causes of the Problems Faced by the Students in the Answering English Final Test for the First Semester of Eleventh Grade Students of MAN Gondangrejo.**

Based on the interview of the eleventh grade English teacher of MAN Gondangrejo, Mr. Saifuddin, S.Pd, on Tuesday 16 May 2017. The researcher got some points of information about the causes of the problems faced by the students in the answering English final test for the first semester of eleventh grade students of MAN Gondangrejo.

Based on the interview from the English teacher and also some compared with the students interview were the researcher used to get some points of information about the causes of the problems faced by the students in the answering English final test for the first semester of eleventh grade students of MAN Gondangrejo as follows:

a. The lack of vocabularies

English are different with Bahasa, for the foreign learners, the basic English components are important. To mastery the language, they have to mastery the basic English component first such as vocabularies, grammar, etc. Because the students are lack of vocabularies, they could not pass the test easily. Some students also clarified that they had problems in the answering English test because of they are lack of vocabularies. The statement above were proved by the students statements from the interview, students AYA from IPS-1 and WP from IPA-U stated:

AYA : *"sebenarnya sih suka, tapi kurang pemahaman tentang kosa kata dari soalnya".* (actually I like the subject, but I do not understand about the vocabularies in the test questions"

WP : *"yang bikin susah itu karena kosa - kata nya kurang, jadi nggak paham artinya".* (the reason that made it difficult was because less vocabulary, so I did not understand the meaning).

According to the statements above the students got the problem during the test because of their vocabulary mastery have been enough yet to answer the all questions. It was the causes why the students thought that the questions are too difficult for them, they

need more time to understand the questions, and they also thought that the questions are ambiguous. The questions ambiguous for them because they could not understand some vocabularies from the question, the uncomplete information can guide them to the wrong intrepretation, as the result the questions seem like have a resemble meaning for them.

b. Less practice.

The teacher stated that one of the reason of the problem that was faced by the students is because they less practice. The teacher believed that the students should practice the English material to accustome with the vocabulaies and some variety of English questions.

The statement ebove as the result of teacher answer from the interview when the teacher were asked about the causes of problems faced by the students in the answering English final test. The answer of teacher interview based on his observation stated in the sixth teacher utterance as followed:

Teacher : *"kemungkinannya itu ada banyak. Kan itu soalnya penekanannya ada di reading, nah di reading itu kan anak dituntut untuk memahami kosa kata, biasanya anak itu cenderung malas untuk mempraktekkan atau mengekspresikan, karena belajar itu kan harus nya dengan ekspresi, jadi mereka harus banyak latihan, kalo nggak ya nggak mungkin bisa".* (the are many possibility. The test questions were also stressed on the reading skills, so the students have to mastery a lot of vocabulary. Usually the students are lazy to practice and express the language, because learning a foreign language should practice it too. So, it is imposible for them to mastery the

vocabulary or the lesseon if they have to take more exercise and practice).

As a matter of fact, before joining the test, the students had to make some preparations. This is needed in order to make them familiar with the test and to guide them in answering the tests. Even when they had taken the lesson, students showed fewer struggles. In fact, students P from IPS-2 and WW from IPA-U stated by themselves that they never practice.

P :*"belajar aja enggak bu".* (we never study miss)

WW :*"LKS ada miss, tapi nggak pernah dibuka"* (the book is available, but we never open it)

The statements above show that the students realized the causes of their problem on the test. The students said that they less practice for the lesson. As the result, they faced some problem in the answering final test in the English suject and get the low score.

c. Less motivation

From the result of interview in the tenth utterance in the interview, the teacher said:

Teacher :*"Kalau yang lebih unggul itu biasanya lebih antusias untuk menerima pelajaran, kalau menurut saya mungkin antusiasme dan minat itu terpengaruh dengan IQ. Mungkin yang tidak minat bahasa Inggris itu menganggap bahasa Inggris susah, karena mereka tidak punya motivasi, kalau siswa tidak senang dengan suatu pelajarn, itu nilainya nggak akan bagus. Soalnya belajar itu ya harus ada minat dan motivasi."* (usually the students who mastery the lesson more are the students who are more enthusiastic for the lesson. May be the entusiastic and interesting are according to the students IQ. May be the unenthusiastic students thought that English is the difficlt subject because they are not motivated. If the students

were nor interested with the lesson, their scores are never good. It is because they need motivation in studey).

From the interview above, the teacher stated that the main cause of the problem is the students are less motivated. The teacher always gives motivations for the students to increase the students' spirit to learning English. The teacher believes that when there is no motivation for the students, they will never understand about what they learn. Because of it, the researcher concluded that one of the causes of problem faced by the students in the answering English final test is students less motivated.

d. Less interest.

This reason are almost the same with the reason above. Some students may have been motivated, but some factors make them less interest to serious in the learning the language.

The result of teacher interview in the tenth utterance also indicated the causes of the problem as the follows:

Teacher : *"Mungkin yang tidak minat bahasa Inggris itu menganggap bahasa Inggris susah, karena mereka tidak punya motivasi, kalau siswa tidak senang dengan suatu pelajarn, itu nilainya nggak akan bagus. Soalnya belajar itu ya harus ada minat dan motivasi."* (. May be the unenthusiastic students thought that English is the difficlt subject because they are not motivated. If the students were nor interested with the lesson, their scores are never good. It is because they need motivation in study).

The other reason were proven by some students AAS from IPS-2 , KIH from IPA-2 and QNR from IPS-1answer in the interview as the follows:

AAS　:*"udah nggak suka duluan sama mata pelajarannya".* (I do not like the lsson first).

KIH　:*"hla nggak minat sama pelajarannya i miss".* (I do not really interest with the subject)

QNR　:*"males sama pelajarannya, nggak tau apa yang harus dipelajari".* (I am lazy of the lesson and do not know what I have to learn)

In the statements above, the students cofess directly that they did not like the lesson, moreover they were not interested to the lesson. They thought that English was too difficult subject for them, as the result they were not interested to the lesson and did not do the best for their study. That was why they could not mastery the lesson to do the best.

e. Students suffer from some form of anxiety or stereotype.

In some cases, students perform poorly on an exam because the testing situation makes them so anxious they cannot show what they know. It was match with the students RA from IPA-1 and IPI from IPS-1 statements:

RA　:*"kalau aku kadang takut, sampe yang udah tak pelajari tiba – tiba buyar".* (sometimes I am afraid with the test until I can not remember about what I have learned).

IPI　:*"aku dulu juga takut pas ujian, takut dimarahi sampai buyar semua materi yang dipelajari".* (I have been afraid in the test taking too, I am afraid that my parent reprimanded me).

From the students statements above, students felt afraid before they did the test. They were suffer from their test result that if they were fail in the test it could dissapoint their parents. Because of their

anxiety, they could not more concentration during the test. It could break the students memory about the materials which they were studey before.

f. Students did not prepare appropriately

Sometimes students spend time studying for an exam – possibly considerable time – and yet have spent their time ineffectively and inefficiently. This might because students focused on another material that in the other subject that was tested. In fact, in the one day testing, there are 3 until 4 subject that had to be learned by the students, moreover there were many materials for each subjects. It was match with the students statements in the interview of QNR from IPS-1, U and CS from IPA-1 as followed:

QNR : *"mungkin nilainya jelek karena kurang belajar miss haha".* (may be we have low score because we did not study before, haha)

U : *"iya, waktu belajar kami nggak cukup, kadang sehari bisa 3 sampai 4 mata pelajaran yang diujikan., kan banyak".* (yes it is, we did not have enough time to study, in the one day there are 3 until 4 subjects to be tested, that is too much).

CS : *"harusnya kalau mata pelajarannya sedikit kan kami lebih leluasa belajar".* (if there were just a few subject for testing, we have more time to study).

The school is one of islamic state school, the extra subjects are given to the students. It means that the students have more materials to study than the other students in other school. As the result, they had to pass more test during the final test. Based on the statements above,

they students felt that they could not study and remind all the materials because it was too much for them.

B. Discussion

1. The Students' Problems in the Answering English Final Test for the First Semester of Eleventh Grade Students of MAN Gondangrejo.

Based on the research finding, the researcher got clarifications of the problem faced by the eleventh grade students in the answering English final test for the first semester. Eberly Center Teaching Excellence and Educational Inovation from Carnegic Mellon University state the students problems that make students performed poorly on an exam are exam was not aligned with intructional activities, exam questions or intructios are ambiguous or confusing, students do not have enough time to thoughtfully complete the exam, students lack effective exam-taking strategies, students suffer from some form of anxiety or stereotype, format of exam was unfamiliar, students did not prepare appropriately, and students lack pre-requisite knowledge and skills.

As had been previously mentioned, it can be revealed that there were many problems. The problems were concluded after the researcher analyzed the students answer sheets by difficulty levels formula and combined the data with the result of interview. The problems are the test questions were too difficult for the students, test questions or intructios were ambiguous or confusing, students did not have enough time to

thoughtfully complete the test, students felt overconfident, and students gave up during the test.

The table above showed the difficulty level of the English final final test question for the first semester in academic year 2016/ 2017. The result of analysis from the formula concluded the interpretasion of difficulty level from each question. All the number of questions are 50, from the questions there are 21 number (42%) in Very difficult level, 20 numbers (40%) in Statisfactory level and 9 numbers (18%) in Very easy level. The conclussion is the questions of the test are too difficult and not appropriate for the students.

The researcher interviewed the 25 students that was taken 5 students each class. The result of the interview concluded the other problem for students as the test questions were too difficult for the students, test questions or intructios were ambiguous or confusing, students did not have enough time to thoughtfully complete the test, students felt overconfident, and students gave up during the test.

The first problem is the test questions were too difficult for the students, the clonclusion of the result is according to the analysis of test item in difficulty level. The result of the nalyzing was supported to the teacher and students statements from the interview. Wright (2008: 32) said that when a test too difficult for students, the scores of each test taker will composed in large part of erros variance. This because any correct item may well be result of random guessing.

The next problems faced by the students is test questions or intructios were ambiguous or confusing and students did not have enough time to thoughtfully complete the test. The results are match with the theories from Eberly Center Teaching Excellence and Educational Inovation from Carnegic Mellon University about Students problems on exam. Moreover, Brown (2014: 129) stated that the poor performance was probably due to ambiguous test questions rather than the students own ability. The ambiguity test questions can guide the students to the wrong answer.

The fourth problem were faced by the the students in the answering English final test is students felt overconfident. Salau (2017: 12) stated that overconfident was included to the mental/ psycological problem causes of failure on the test. It is very good to be confident in one's ability, but overconfident is deceitful. It is blindfolds the students to their weakness and only emphasizes their good part. The result was concluded from the students interview that the students thought they could answer the test easily but in fact their answers were not correct.

The last problem faced by the students which was found from the result of research is students gave up during the test. Almost students confess that when they could not answer the test, they did not want to think more and choose to take the answer randomly. Kohm and Nance (2007: 55) stated that the low score of students indicates that the students making mistakes because they were confused about the format of the test.

As the result they gave up and stopped answering the questions when questions started to get difficult.

2. **The Causes of the Problems Faced by the Students in the Answering English Final Test for the First Semester of Eleventh Grade Students of MAN Gondangrejo.**

After knowing the problem faced by the students, the researcher also found the causes of the problems as the result of the research. To find the result, the researcher also interviewed the English teacher of eleventh grade students, to know the causes of the problems faced by the eleventh grade students of MAN Gondangrejo in the answering English final test for the first semester. The result of the interview also combined by the students statements of interview. From the data, the researcher found that the students faced the problems in the answering English test because they are lack of vocabularies, less practice, less motivation, less interest, suffer from some form of anxiety or stereotype, and the last students did not prepare appropriately.

More over, Salau (2017: 12) stated many causes of students failure on the test such as lack of vision, lack of interest, lack of concentration, lack of curiosity/ boldness, lack of disipline, over convidence. The causes are included to the mental/ psylogical causes and it is match with some results of the research above.

The first cause of the problems faced by the students in the answering English final test is sudents are lack of vocabulary. The teacher

said students had to study English and practice to mastery the English basic component such as vocabulary and grammar. In other word, the students stated that they had no basic English and lack of vocabularies. Therefore, there should be awareness for students to increase their English skills. Graves (2006: 3) said that lack of vocabulary can be crucial factor underlying the school failure of disadvantage students. Vocabulary is so important.

The next cause of the problem is students less practice. The result of the research showed that the students did not want to study and practice the lesson. The teacher always said that the students need more practice to understand the lesson. The students need to realize that they need English for their self-development. As stated by Pan (2009: 132), if lesson content or teaching methodology can be adapted to meet the students' interest, needs, and level of English, students may be more interested in learning English, and learning outcomes will, accordingly, much improve.

Less motivation was the third important problem for the students. The more motivation students get, the higher the students achievement. Brown (2000: 60) argued that the students' personal investment of time, effort, and attention to the second language influence the success of students. Indeed, teachers may not be needed if the learners are motivated to perform all of the tasks in the classroom (Brown, 2000: 59). In line with this, Sindkhedkar (2012: 191) commented that it is important to motivate the students by creating awareness amongst them regarding the

importance of English and then gradually helping the student to attain his goal. It is almost the same with the next causes, less interested.

In other words, teachers need to employ various strategies aimed to increase students motivation and interest in learn the English. student motivation. This less motivation was caused by many factors. One of them was their limited time committed to the learning process. If the students had committed to the lesson and studied well, the results of the tests may be improved.

The next causes are students suffer from some form of anxiety or stereotype, and the last students did not prepare appropriately. The result of students interview showed that some students were afraid to faced a test because of some foctor, such as did not want to disappoint their parents or they thought that they can not pass the test well.

Kanar (2013: 263) defined the test anxiety as a stress that is related to testing situation, and it may effect students in different ways. Test anxiety is of two types: situational and cronic. Situational test anxiety is the most common and may and occur only when the students unprepred or when the test is an important one. Cronic test anxiety is less common, but those who have it become anxious even thought they are well prepare for the test. In this case, the students included of the situational anxiety test.

From Eberly Center Teaching Excellence and Educational Inovation from Carnegic Mellon University state that students in some

cases, students perform poorly on an exam because the testing situation makes them so anxious they cannot show what they know. In addition, students may under-perform on an exam because they have fallen prey to some form of stereotype that presumes they do not have the capacity to do well on the topic being tested. This latter issue is often exacerbated when a school member inadvertently triggers the stereotype by mentioning that certain types of students tend to do well in their area.

The last causes of problem faced by the students is students less practice. This was caused much by the less time committed to learn all the materials of English lesson. In this case, it is important for students to pay attention fully for the teacher in class to prepare them for the test. Pan (2009: 131) also noted that 'testpreparatory classes or test related instruction in regular English need to be offered so that students will have greater familiarization with the test and a clear direction as to what and how to prepare for it.

The above conflicting factors faced in the teaching assessing English as the foreign language need further considerations from both sides: teachers and students. While the roles of the teachers are to integrate good teaching materials and strategies, students' factors should also be given great attention in order to solve the problems.

In conclussion, the problem faced by the eleventh grade students of MAN Gondangrejo in the answering English final test for the first semester, the problems are the test questions were too difficult for the

students, test questions or intructios were ambiguous or confusing, students did not have enough time to thoughtfully complete the test, students felt overconfident, and students gave up during the test. Then, the causes are the students are lack of vocabularies, less practice, less motivation, less interest, suffer from some form of anxiety or stereotype, and the last students did not prepare appropriately.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

This research has discussed the problem faced by the eleventh grade students of MAN Gondangrejo in the answering english final test for the first semester in academic 2016/ 2017. This research is aim to know about the students' problems in the answering English final test for the first semester of eleventh grade students of MAN Gondangrejo and the causes of the problems faced by the students in the answering English final test for the first semester of eleventh grade students of MAN Gondangrejo.

The result of the research based on documents analysis and interview above showed the students' problems in the answering English final test for the first semester of eleventh grade students of MAN Gondangrejo as the test questions were too difficult for the students, test questions or intructios were ambiguous or confusing, students did not have enough time to thoughtfully complete he test, students felt overconfident, and students gave up during the test

The research also showed the causes of the problems in the answering English final test for the first semester of eleventh grade students of MAN Gondangrejo, and the reasons are students lack of vocabularies, less practice, less Motivation, less interest, suffer from some form of anxiety or stereotype, and the last students did not prepare appropriately.

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B. Suggestion

Based on the conclusion of this research, the researcher are going to to porpose some suggestion. The following are the suggesions which are hoped to be usefull for the teacher, students and other researchers:

1. For the Teacher

Learning English is difficult for the students. So, make the students interested in the subject and use various method in teaching. when they are interesting with the subject they will serious in leaning English, it can help them to past the test easily.

2. For the Students

The students should be active in the classroom learning, more learning the materials and practice the English material in everywhere they have a chance to do it. The practice will help the students to improve their vocabularies and mastery different kind of English tes. So, the students can be working well in their test.

3. For the Other Researcher

Other researchers can use this study as the reference or consider before doing another similar research. It will be better if other researcher conduct a deeper research.

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Appendices

Appendix 1
The Transcript of
Teacher Interview

The Transcript of Teacher Interview

Interview Transcript

Code   : **INT/T**

Topic   : **Teacher's Interview**

Informan   : **M H Saifuddin, S.Pd**

Interviewer : **Annisa Aulia Rohmah**

Place   : **Teacher's Office**

Time   : **16 May 2017, at 10.15 WIB**

The researcher came to the teachers' office of MAN Gondangrejo and met the teacher to interview about the problem faced by the students in the answering English final test for the first semester and the causes. The researcher and the informan did the interview during the rest time of the school.

R   : maaf pak, ini kan penelitian saya tentang kesulitan yang dihadapi siswa dalam mengerjakan soal ujian semester bahasa Inggris, waktu itu kan saya dapat nilai hasil ujian dari bapak, dan ternyata rata-rata nya sekitar 37,2. Kalo boleh tau dari KKM nya berapa pak?

T   : tujuh puluh.

R   : jadi waktu itu ada remidinya pa?

T   : oh ndak ada.

R   : kalo boleh saya tahu itu untuk nilai akhir yang di raport untuk mengkalkulasinya dari nilai apa saja ya pak?

T   : ya dibuat nilai gabungan, dari nilai harian, nilai praktik ada sekitar 2 kali, dan nilai uts juga, dari nilai tersebut ada bobot tersendiri.

R   : kalau boleh tahu soal semester 1 kemarin asal dari mana pak?

T   : soal dari kabupaten, semua sama sekabupaten.

R   : kalo menurut bapak untuk tingkat kesuliatan soal ujian semester yang se kabupaten itu untuk siswa sudah sesuai apa belum? Apa menurut bapak siswa sudah mampu menjawab soal tersebut,

T   : sebenarnya kalau soal ujia semester itu siswa agak kesulitan, itu dilihat dari nilai mereka kemarin. Masalahnya kan soalnya kan disama ratakan, berbeda dengan UTS yang soalnya dibuat sendiri oleh guru, jadi guru tau sampai mana materinya, terus tau kemampuan siswanya, semua tergantung sekolahnya masing – masing.

R   : terus manurut bapak, masalah yang dihadapi siswa dalam mengerjakan soal bahasa Inggris itua apa saja?

T   : ya banyak mbak, kemungkinannya itu ada banyak. Kan itu soalnya penekanannya ada di *reading*, nah di *reading* itu kan anak dituntut untuk memahami kosa kata, biasanya anak itu cenderung malas untuk mempraktekkan atau mengekspresikan, karena belajar itu kan harus nya dengan ekspresi, jadi mereka harus banyak latihan, kalo nggak ya nggak mungkin bisa.

R   : saya kan sudah melihat langsung soalnya terbagi memjadi dua bagian, *listening* dan *reading*. Bagaimana pak? Apa bapak punya teknik tersendiri untuk menyampaikan materi tersebut kepada mereka?

T   : ada, *listening* ada, *reading* juga ada, kalau *reading* ada latihannya di LKS, di modul juga ada.

R   : seberapa sering biasanya mereka latihan pak?

T   : itu tergantung setiap unitnya, materi di silabus kan pasti ada komponen *listening, reading, speaking dan writing*. Nah setiap unit kan harus memuat 4 komponen itu, jadi ya semua harus seimbang, setiang ganti satu materi selalu dilatih dengan komponen tersebut secara seimbang.

R   : nah, sekarang untuk metode, metode apa yang biasa bapak gunakan untuk menyampaikan materi kepada siswa?

T   : kalo yang umum biasanya saya memang menggunakan metode ceramah, selain itu pakai metode diskusi, terus Jigsaw.

R   : kalau menurut pendapat bapak sendiri, antusiasme siswa dalam menerima pelajarn bahasa Inggris sendiri itu bagaimana pak?

T   : ya setiap kelas beda – beda. Kalau yang lebih unggul itu biasanya lebih antusias untuk menerima pelajaran, kalau menurut saya mungkin

antusiasme dan minat itu terpengaruh dengan IQ. Mungkin yang tidak minat bahasa Inggris itu menganggap baha Inggris susah, karena mereka tidak punya motivasi, kalau siswa tidak senang dengan suatu pelajarn, itu nilainya nggak akan bagus. Soalnya belajar itu ya harus ada minat dan motivasi.

R   : untuk bapak sendiri, apa bapak punya upaya tersendiri untuk meningkatkan nilai siswa?

T   : saya dari awal selalu memotivasi, kalau saya memberikan latihan tanpa motivasi ya sama saja, di sekolah sudah diajari tapi dirumah tidak dipelajari lagi ya sama saja. Walaupun yang lain juga penting, tapi meningkatkan motivasi itu yang paling utama, jadi saya memberikan dorongan belajar dulu, sesudah itu baru saya belikan latihan – latihan soal.

R   : untuk pertanyaan terakhir pak, kalau cara bepak untuk mengatasi kesulitan yang dihadapi siswa sendiri dalam mengerjakan soal apa saja pak?

T   : kalau siswa kesulitan dalam mengerjakan itu mungkin kaitannya ada banyak mbak. Seperti *reading* kan kaitannya tentang *structure,* terus masalah *tenses* kalau mereka hanya paham di awal saja dan tidak mau belajar contoh lain ya tetap saja ndak bisa. Cara nya ya perbanyak latihan, semakin banyak model tipe yang mereka hadapi, jadi semakin bervariasi dan mereka sudah tidak akan bingung menghadapi jenis-jenis soal. Kalau cara lain seperti anak – anak saya suruh menghafal dialog, terus saya suruh maju, jadi mereka belajar untuk mengekpresikan, pertama memang sulit tapi lama-lama pasti mereka bisa. Yang penting membiasakan dulu dengan bahasa Inggris.

Appendix 2
Transcript of
Students' Interview

Transcript of Students' Interview

Interview Transcript

Code   **: INT/IPA-U**

Topic   **: Students Interview**

Informan   **: DTA, FH, RAS, WP, WW**

Interviewer   **: Annisa Aulia Rohmah**

Place   **: Classroom (IX – IPA U)**

Time   **: 2 May 2017, at 11.15 WIB**

The researcher came to the IPA – U classroom after school. The school was closed early because of the ceremony of Education Day in 2 May 2017. The researcher interviewed the students for the topic about their problem in the answering English final test for the first semester and the causes.

R   : Apa kalian ingat nilai Bahasa Inggris UAS semester 1 kalian?

(Together)   : Ingat!

DTA, FH   : Tujuh puluh!

RAS,WP,WW   : Tujuh puluh lima!

DTA   : Eh iya, tujuh puluh lima kalau nggak salah.

R   : oke, tujuh puluh lima, jadi nilai UAS semester 1 kalian kemarin seharusnya lulus atau tidak?

(Together)   : Enggak!

R   : Kira – kira kenapa itu? Apa kalian tidak suka dengan mata pelajaran Bahasa Inggris?

WP,WW   : Enggak.

DTA   : Suka.

FH   : Suka, tapi..

R   : Oke, satu persatu. Dari yang suka bahasa inggris dulu, kenapa nilainya tetap dibawah KKM?

RAS   : Sebenarnya waktu menjawab soal saya merasa bisa *miss,* tapi hasilnya tetep jelek.

R   : oh, jadi waktu kalian mengerjakan soal, kalian yakin soal yang kalian jawab benar?

DTA, WP   : Iya sih miss, tapi dibagian *listening*-nya kami tidak bisa. Di *section* lain kami yakin bisa.

R   : Jadi menurut kalian jadi menurut kalian masih lebih sulit soal *listening.* Dan kamu! Tadi juga suka mata pelajaran Bahasa Inggris kan? Susah kah Bahasa Inggris?

FH   : Kalau menurut saya yang paling susah itu bagian *listening* dan kosa kata.

R   : Jadi menurut kalian kosa kata Bahasa Inggris kalian masih kurang?

FH   : Iya *miss.*

R   : Untuk yang tidak menyukai pelajaran Bahasa Inggris kenapa?

WP   : Hla nggak bisa – bisa i *miss.*

DTA   : Udah diajari udah belajar tetep nggak bisa.

WW   : iya *miss,* dari dulu memang ngga bisa.

R   : sebenernya kalian punya metode tersendiri dalam belajar Bahasa Inggris atau tidak?

FH   : iya.

DTA, WP, WW; kan nggak pernah belajar...

WP   : kalau pelajaran bahasa Inggris memang kami nggak pernah belajar.

WW   : nggak pernah nyatet, buka buku aja jarang.

RAS   : iya, kami punya LKS, tapi paling bukanya pas mau ujian, itupun Cuma sekilas baca.

FH   : iya bener *miss.*

R   : baiklah, soal ujian semester 1 kalian kemarin kan di bagi menjadi 2 bagian; *listening* dan *reading.* Menurut kalian, dari kedua jenis soal tersebut lebih sulit yang mana?

(Together)   : *Listening!*

R   : alasannya kenapa?

RAS   : susah kan itu.

WP   : iya, *listening* susah, suaranya nggak jelas.

DTA   ; *Speaker*nya cempreng.

WW   : iya, *speaker*nya cempreng, jadi kami tidak paham apa yang mereka katakan.

FH   : terus juga ngomongnya terlalu cepat, jadi kami tidak bisa mengikuti.

R   : memangnya kalian tidak pernah latihan mendengarkan dan mengerjakan soal *listening?*

FH   : kadang.

WP,WW   : ya pernah, tapi...

RAS   : beda gitu lo *miss,* pas latihannya enak, tapi pas tes langsung kayak beda.

R   : oke, jadi kalian latihan soal *listening* pas apa, dimana, terakhir kapan?

DTA   : dulu pas kelas satu *miss.*

WP   : iya, dulu pas kelas satu di lab.

R   : pas kelas 2?

WW   : engga pernah.

R   : kalau belakar sendiri: pernah nggak belajar latihan soal *listening* sendiri dirumah?

DTA,WW : enggak pernah.

FH   : kadang – kadang.

RAS   : iya kadang – kadang *miss.*

FH   ; kadang – kadang belajar Bahasa Inggris sambil mendengarkan lagu barat.

R   : selanjutnya dibagian *reading*, kalo kesuliatan dibagian *reading* apa?

FH   : kosa kata.

RAS   : *vocabulary.*

DTA, WP   : nggak paham artinya.

R   : jadi kalian benar – benar tidak pernah belajar bahasa Inggris sama sekali?

WW   : ya Cuma itu *miss,* baca – baca LKS.

DTA, WP   : nggak pernah sama sekali *miss,* paling hanya dikelas pas jam pelajaran aja.

R   : tapi materi pelajaran selama 1 semester masih ingat kan?

(Together)   : he he he

FH   : ya enggak *miss,* eh, dikit – dikit ding.

R   : oke, dari sedikit ingatan kalian tentang bahasa Inggris, menurut kalian materi yang sudah kalian pelajari itu sesuai atau tidak dengan soal yang kalian kerjakan?

(Together)   : sesuai kok *miss.*

RAS   : sesuai yoo...

R   : menurut kalian, metode yang digunakan guru mata pelajaran Bahasa Inggris kalian sudah sesuai dengan kalian apa belum?

WP   : Astaghfirullah, enggak.

FH, RAS   : ha ha ha

DTA   : enggak.

WW   : enggak sesuai sama sekali dengan apa yang kami inginkan.

FH   : kenapa?

RAS   : soalnya cara penyampaian materinya hanya cerita.

FH   : iya, jarang masuk kelas, seringnya ada keperluan diluar.

DTA   : sekalinya masuk hanya disuruh mengerjakan soal di LKS.

R   : kalau menurut kalian, metode yang harusnya dipakai guru untuk mengajar mata pelajaran Bahasa Inggris itu seperti apa?

WP   : he he, ya nggak yau *miss,* kami sendiri bingung.

WW   : kalau pas PPL itu agak sedikit mudeng *miss.*

RAS   : iya, agak sedikit masuk materinya.

R   : terus sebelum tes, persiapan yang kalian lakukan apa saja.

(Together)   : enggak ada sama sekali *miss.*

R	: terus dari segi soalnya, soal yang kalian dapat di ujian semester kemarin kan soal pilihan ganda, sesuai dengan apa yang kalian bisa nggak? Kan kadang ada anak yang tidak bisa mengerjakan soal karena jenis soal tertentu.
(Together)	: ya sesuai *miss,* kami lebih suka pilihan ganda.
RAS	: ya tergantung pertanyaannya sih *miss.*
WP	: iya, tapi kalau aku lebih suka Esaay.
WW	: kadang – kadang eesay nilainya malah lebih bagus.
R	: owh iya, itu kan soalnya ada 50 butir soal, dengan durasi waktu pengerjaannya berapa jam?
DTA	: dua jam *miss.*
R	: menurut kalian, dengan durasi waktu segitu, cukup atau tidak untuk mengerjakan 50 soal?
RAS	: sisa *miss.*
DTA	: iya waktunya sisa, soalnya kami kan tidak tau jawabannya, jadi ya ngarang aja.
WP	: waktu nya sisa banget *miss,* mikir aja enggak.
R	: oke,sekarang menurut kalian, bahasa Inggris itu mata pelajarn yang susah atau tidak?
FH	: enggak *miss,* biasa aja.
DTA	: iya *miss,* susah banget.
WW	: bahasa Inggris itu susah banget *miss,* makanya males belajar.
WP	: mata pelajaran susah *miss,* udah nyoba belajar tapi tetep nggak bisa.
RAS	: standar sih *miss, relatif.*
R	: kemari dari nilai kalian UAS itu diadain remidi nggak?
WW	: enggak *miss.*
R	: kok nilai raport kalian diatas KKM?
RAS	: ya mungkin di total dengan nilai lain *miss,* ada UTS sama nilai harian juga.

FH : iya, nilai UTS kami lebih bagus kok *miss,* soalnya dibuat sendiri sma guru.

R : menurut kalian intruksi soalnya jelas nggak sih? Atau malah ambigu?

DTA, FH, RAS : jelas sih *miss.*

WW : jelas kok.

R : pendapat kalian tentang tes gimana?

FH : biasa aja *miss.*

RAS : iya biasa aja, kerjakan, lupakan.

WP : iya, kami nggak pernah takut.

Transcript of Students' Interview

Interview Transcript

Code   : INT/IPA-1

Topic   : Students Interview

Informan   : CS, PCF, RA, ULF, U

Interviewer   : Annisa Aulia Rohmah

Place   : Classroom (IX – IPA 1)

Time   : 5 May 2017, at 12.30 WIB

   The researcher came to the IPA − 1 classroom after school. The interview did after close of the school activity. The researcher interviewed the students for the topic about their problem in the answering English final test for the first semester and the causes.

R   : kalian sudah lihat nilai UAS Semester 1 mata pelajaran Bahasa Inggris kalian masing – masing kan? Gimana, menurut kalian itu sudah memuaskan atau belum?

CS   : belum.

PCF   : belum *miss,*

RA   : sama sekali belum.

ULF   : masih perlu belajar lagi.

R   : oke, sebenarnya kalian suka pelajaran Bahasa Inggris nggak sih?

PCF   : enggak!

U   : tergantung gurunya.

CS   : sebenernya suka, tapi cara mengajar gurunya nggak enak. Jadi menurunkan tingkat kesukaannya.

R   : menurut kalian Basaha Inggris itu penting nggak?

RA   : penting.

PCF   : penting, soalnya dimana – mana ada Bahasa Inggris.

U   : iya, di kemasan makanan aja ada tulisan Bahasa Inggrisnya.

CS   : he em bener.

ULF : iya misalkan mau melamar pekerjaan kadang juga harus bisa bahasa Inggris.

PCF : iya bener, kayak gitu juga.

RA : iya, apalagi kalau bisa bahasa Inggris bisa bebas keluar negeri, wahh...

R : padahal kalian sudah termotivasi ya! Tau kalau bahasa Inggris itu penting, tepi kenapa nilai kalian tetap dibawah KKM seperti ini?

ULF : karena cara menjelaskan gurunya tidak menyenangkan.

U : iya, jadi kami tidak begitu paham materi.

CS : karena kami tidak tau artinya, jadi susah.

PCF : iya, kalau menurut saya cara menjelaskan gurunya kurang.

RA : hehe, kadang tidak sesuai materi.

U : iya *miss*, seperti itu.

R : oke, sekarangkesimpulannya kalian tidak terlalu cocok dengan metode yang digunakan guru untuk mengajar. Kalau untuk kalian sendiri, apa kalian punya metode tersendiri untuk belajar bahasa Inggris?

CS, ULF : enggak!

PCF : belum.

U : belum menemukan yang sesuai.

RA : iya, bukannya tidak punya metode sendiri... Cuma belum menemukan yang sesuai.

R : oke, itu untuk cara belajar kalian. Sekarang ke soalnya langsung ya, menurut kalian soal UAS semester kalian kemarin itu sesuai atau tidak dengan materi yang kalian dapat?

U : aduh, nggak inget *miss.*

RA : materi yang mana? Yang waktu ada PPL?

CS : iya, soalnya yang sama kayak materi hanya beberapa.

PCF : kalau soal UTS gampang banget, itu memang sesuai.

CS : nggak tau i *miss,* kalau pas ngerjain soal kayak gampang, tapi ternyata hasilnya jelek.

ULF : nggak tau *miss,* kurang konsentrasi.

RA : iya *miss,* kita sering terjebak soal. Pas jawab soal kayak gampang, tapi ternyata salah.

R : soal waktu itu kan ada bagian *listening* sama *reading,* kalau menurut kalian dari kedua jenis soal tersebut sulit yang mana?

(Together) : *Listening!!*

R : kenapa?

PCF : karena pengucapan terlalu cepat, jadi kami tidak bisa konsentrasi ke pilihan jawaban juga.

RA : kurang,

ULF : kurang jelas.

CS : kurang jelas, volumenya kurang keras.

RA : iya, nggak kedengeran.

R : hla emang, kalian tidak pernah latihan soal *listening?*

RA, ULF : enggak.

U : jarang.

CS : latihan kan, dulu pas..

PCF : ee... beberapa kali aja, nggak ada 5 kali.

R : itu kan latihan dari sekolah, kalau dari kalian sendiri dirumah?

CS : enggak pernah.

U : dengerin lagu aja salah.

PCF : iya, Cuma kadang – kadang dengerin lagu. Tapi saya pikir kata yang saya dengar 'ini', tapi pas nyari liriknya ternyata 'itu', beda.

RA : kata – kata nya kayak mirip.

ULF : Cuma dengerin lagu, kalau soal enggak.

R : oke, kemarin kan soalnya ada 50 butir, dari durasi pengerjaan berapa jam?

CS : berapa ya? 2?

PCF   : satu lebih dua kurang kayaknya.

ULF   : 90 menit yaa...

R   : oke, kita anggap waktunya 90 menit, menurut kalian dengan 50 butir soal, waktunga cukup engga?

RA   : enggak cukup.

U   : tergantung sih *miss,* kalau saya enggak cukup.

ULF   : iya, kalau saya sih waktu pengerjaannya enggak cukup, tapi tergantung orangnya juga.

CS   : aku engga cukup.

PCF   : aku cukup sih.

R   : sekarang pendapat kalian tentang ts gimana? Atau bagaimana perasaan kalian waktu akan mengerjakan tes?

CS   : ya deg – degan.

ULF   : kayak ada takutnya gitu, kadang deg – degan.

RA   : kalau aku kadang takut, sampe yang udah tak pelajari tiba – tiba buyar.

CS   : iya, bener, saking geroginya.

U   : gerogi sampai kadang gimana gitu, kayak menghadapi apa.

R   : sekarang intruksi soal, menurut kalian intruksi soalnya sudah jelas atau tidak?

ULF   : ya lumayan sih.

U   : ini yang *reading* kan? Kadang bingung pertanyaannya.

CS   : iya intinya, saking panjangnya dialog yang dibaca jadi nggak tau intinya.

PCF   : tapi kalau soal bacaan kayak gini msaih lumayan, kalau udah ditanyain dimana alamatnya, apanya yng detail itu susah.

RA   : iya kami Cuma susah di soal – soal tertentu kayak tadi bingung.

R   : kalau menurut kalian jenis soal pilihan ganda gimana? Sesuai untuk kalian?

U   : sesuai.

CS   : kalau aku suka pilihan ganda.

PCF	: tapi pilihan ganda kadang bikin bingung, beberapa pilihan kayak mirip.
RA	: jawabannya ambigu, bingung mau pilih yang mana.
PCF	: iya kan, kadang kayak ada yang mirip – mirip.
R	: nah oke, kalau sebelum tes itu kan pasti kalian belajar dulu. Menurut kalain, cukup nggak waktu belajar itu?
RA	: belum cukup.
PCF	: iya, waktu belajar kami nggak cukup, kadang sehari bisa 3 sampai 4 mata pelajaran yang diujikan., kan banyak.
ULF	: iya, apalagi anak PK lebih banyak lagi.
CS	: belum cukup.
U	: iya, waktu belajar sehari dibagi menjadi 4 mata pelajarnyang akan diuji, jadi kami kadang tidak sempat mempelajari semua materi.
RA	: iya, tes nya aja Cuma satu minggu lebih.
CS	: harusnya kalau mata pelajarannya sedikit kan kami lebih leluasa belajar.
PCF	: seharusnya satu hari 2 mata pelajaran aja kan enak.
R	: terus menurut kalian, bahasa Inggris itu susah atau gampang?
ULF	: bahasa Inggris itu susah.
PCF	: susah – susah gampang.
RA	: susahnya kalau nggak tau artinya, terus susunan kaliamat nya.
U	: *grammar*nya itu
R	: menurut kalian metode yang digunakan guru untuk mengajar bahasa Inggris sudah sesuai dengan kalian atau tidak?
(Together)	: belum!
RA	: lha malah cerita.
U	: iya, kemana – kemana.
CS	: Cuma ceramah *miss.*
PCF	: kalau kami lebih enak diajar sama perempuan *miss.*
R	: terus kalian maunya cara mengajar guru kalian seperti apa?

CS   : ya, yang sesuai materi.

RA   : yang lebih menyenangkan.

U   : sampai dijelaskan dengan detail.

ULF   : iya, nggak setengah – setengah.

PCF   : terus bisa akrab sama murid – muridnya.

Transcript of Students' Interview

Interview Transcript

Code	**: INT/IPA-2**
Topic	**: Students Interview**
Informans	**: AS1, AS2, KIH, MWP, VN**
Interviewer	**: Annisa Aulia Rohmah**
Place	**: Classroom (IX – IPA 2)**
Time	**: 15 May 2017, at 14.30 WIB**

The researcher came to the IPA – 2 classroom after school. The interview did after close of the school activity. The researcher interviewed the students for the topic about their problem in the answering English final test for the first semester and the causes.

R : tak mulai ya? Kalian kan sudah pada tau nilai kalian, dan ternyata dan ternyata dibawah KKM semua, kenapa? Apa kalian tidak suka mata pelajaran bahasa Inggris?

AS1 : sebenarnya sih suka, tapi kurang pemahaman tentang kosa kata dari soalnya.

AS2 : itu tergantung gurunya kok *miss.*

KIH : yaiya lah, tergantung yang ngajar.

R : oke, terus menurut kalian mata pelajaran Bahasa Inggris itu penting nggak sih?

KIH,MWP,VN : Penting!

AS1 : enggak.

AS2 : penting sekali.

R : bahasa Inggris penting, tapi kenapa nilai kalian tetap dibawah KKM?

KIH : nggak tau artinya *miss.*

AS2 : materinya lupa.

AS1 : nggak begitu paham maksud soalnya.

R : hla menurut kalian, soalnya jelas atau tidak?

AS1   : kebanyakan nggak tau artinya pokoknya *miss.*

MWP   : orang sebagian soal aja nggak jelas *miss.*

R   : waktu itu kan soalnya ada 50, terdiri dari soal *listening* dan *reading...*

AS2   : nah, yang susah itu *listening*nya!

R   : iya, yang susah bagian *listening,* susahnya kenapa?

AS2   : hla karena nggak jelas suaranya.

AS1   : kalo cerita yang panjang kayak dongeng, memahami satu kosa kata kan sulit.

R   : oke, kalau soal *listening* itu nggak jelas, kalau soal *reading* teksnya terlalu panjang?

AS1   : iya *miss.*

KIH   : iya, betul banget seperti itu.

AS2   : tapi menurut saya lumayan jelas kok *miss.*

VN   : aku juga biasa aja.

R   : oke menurut beberapa diantara kalian soalnya nggak jelas, tapi kok nilainya tetep segitu?

MWP   : mungkin nilainya jelek karena kurang belajar *miss* haha.

R   : oke, sekarang intruksi soal, jelas nggak sih menurut kalian?

AS2   : jelas.

MWP   : jelas tapi mumet.

VN   : kadang intruksi soal nggak jelas juga.

KIH   : kadang mumet.

AS2   : kadang soalnya nyuruh apa, kita nanggepi nya apa.

R   : oh soalnya ambigu, terus waktu tesnya kan 1,5 jam, itu cukup atau tidak untuk kalian mengerjakan semua soal?

AS1   : cukup.

KIH   : cukup.

AS2   : sebenernya waktunya harusnya cukup, tapi karena banyak yang nggak tau artinya jadi kurang waktunya.

R	: terus pendapat kalian, atau perasaan kalian waktu mau menghadapi tes bagaimana?
AS1	: takut, takut kalau nggak bisa ngerjain.
KIH	: takut kalau nggak bisa ngerjain kan nanti nilainya jadi jelek.
R	: terus usaha kalian buat belajar apa aja?
AS2	: japlak.
R	: memangnya bisa japlak temen pas ujian?
AS1	: Bahasa Inggris mana bisa japlak, orang nggak tau artinya.
KIH	: nggak tau artinya ya bawa kamus.
MWP	: ya tetep aja nggak bisa, gimana sih!
R	: terus dari segi jenis soal yang pilihan ganda itu, menurut kalian jenis soal tersebut sesuai nggak untuk kalian?
AS2	: sesuai.
AS1	: sebenernya sudah, tapi...
KIH	: sebenernya kadang mirip di LKS, tapi udah terlanjur mumet sma mata pelajarannya.
MWP	: kurang belajar berarti itu.
VN	: iya, kurang belajar.
R	: oke, bicara soal belajar, kalian punya metode tersendiri untuk belajar bahasa Inggris nggak sih?
AS2	: Cuma baca aja.
KIH	: kayak denger lagu luar, terus teks nya diterjemahin gitu.
R	: terus gimana? Metode yang kamu gunakan itu sudah efektif atau belum?
AS2	: enggak, tetep enggak.
KIH	: ya tapi lumayan ding, sedikit jelas, walau sedikit.
R	: oke, sebelum test berlangsung, kalian ada latihan soal nggak sih? Latihan soal *listening* misal?
AS1	: enggak pernah.
MWP	: enggak pernah *miss.*
VN	: pernah ding, tapi dulu pas kelas 1 aja.

R	: terus waktu belajar kalian cukup nggak sih, untuk mempersiapkan ujian?
KIH	: enggak cukup, kadang satu hari ada 3 sampai 4 mata pelajaran yang harus kami pelajari untuk ujian.
AS1	: kurang.
AS2	: harusnya satu hari itu ada 2 ujian aja.
MWP	: iya, idealnya 2 seharusnya.
R	: menurut kalian metode yang digunakan guru untuk mengajar mata pelajaran bahasa Inggris, sudah sesuai belum untuk kalian?
AS1	: belum.
KIH	: enggak mudeng *miss*, banyak cerita.
MWP	: nerangin satu topik sebentar, dilanjutin dengan topik apa gitu,
VN	: kami Cuma disuruh ngerjain soal yang di LKS aja.
AS2	: kadang ya nerangin materi juga, tapi sering pindah topik.
R	: menurut kalian, harusnya cara mengajar bahasa Inggris guru itu seperti apa?
MWP	: nggak tau.
AS1	: harusnya nerangin satu materi itu sampai benar – benar jelas gitu lo *miss*. Kan susunan baha Inggris itu beda, membuat kaliamat di bahasa Inggris kan susah. Nah, seharusnya diajari perlahan – lahan gitu.

Transcript of Students' Interview

Interview Transcript

Code	**: INT/IPS-1**
Topic	**: Students Interview**
Informan	**: AYA, FEP, IPI, KYW, QNR**
Interviewer	**: Annisa Aulia Rohmah**
Place	**: Classroom (IX – IPS 1)**
Time	**: 12 May 2017, at 14.30 WIB**

The researcher came to the IPS – 1 classroom after school. The interview did after close of the school activity. The researcher interviewed the students for the topic about their problem in the answering English final test for the first semester and the causes.

R   : oke, langsung tak mulai ya? Kalian masih pada inget kan sama nilai ujian kalian?

AYA   : ujian semester 1?

R   : iya.

FEP   : enggak inget *miss.*

R   : dari 5 kelas, rata – rata nilai ujian kalian 37, 2. Padahal KKM kalian berapa?

AYA   : 75.

IPI   : iya 75 *miss.*

R   : berarti lulus atau tidak?

(Together)   : enggak!

R   : kanapa itu? Apa kalian nggak suka mata pelajaran bahasa Inggris?

FEP   : sebenernya suka, tapi kalau belajar kayak sudah bener, tapi ternyata salah.

IPI   : iya terlalu pe – de dengan jawaban sendiri.

R   : kalian waktu mengerjakan soal itu ada masalah nggak sih?

QNR   : kebanyakan nggak tau artinya.

AYA   : kosa katanya nggak tau.

FEP   : masih bingung.

R   : oke, kan soalnya dibagi menjadi 2 soal, *listening* dan *reading.* Menurut kalian susah yang mana diantara 2 jenis soal tersebut?

(Together)   : lebih susah *listening.*

R   : kenapa?

AYA   : karena suara speakernya ngeprek.

IPI   : iya, terus ngomongnya cepat banget.

FEP   : nggak jelas ngomong apa.

R   : memangnya kalian nggak pernah latihan soal?

FEP   : iya *miss,* dulu pas kelas satu sering i...

AYA   : semenjak kelas 2 nggak pernah.

IPI   : enggak kelas 2 nggak pernah sama sekali.

R   : kalau tadi yang kalian sebutin kan kesusahammya di *listening,* kalau kesusahannya di bagian *reading* apa?

KYW   : nggak tau artinya.

AYA   : iya *miss* kayak gitu. Kalau tau artinya ya pasti bisa ngerjain lancar.

FEP   : ha ha, iya dong *miss.*

IPI   : jelas kalau itu.

R   : hla cara kalian belajar bahasa Inggris itu gimana sih?

KYW   : ha ha

QNR   : saya nggak pernah belajar *miss,*

IPI   : sama sekali, eh kadang thok ding.

AYA   : enggak belajar *miss,* sebelum ujian nggak belajar.

R   : memangnya menurut kalian bahasa Inggris itu penting nggak sih?

AYA   : ya sebenarnya baha Inggris sebenarnya penting *miss,* Cuma bingung mau belajar apa.

IPI   : nggak suka.

FEP	: sebenernya kan ada LKS nya. Tapi *miss,* di KLS itu kayak ada yang melenceng.
QNR	: iya *miss,* misal yang keluar di soal materi bab 1 aja, yang lain beda.
IPI	: yang lain beda semua.
R	: kalau untuk waktunya, 1,5 jam itu cukup nggak untuk mengerjakan semua soal ujian itu?
AYA	: enggak.
IPI, QNR	: enggak cukup.
R	: teus pendapat kalian tentang tes gimana? Maksudnya, perasaan kalian saat mau menghadapi ujian atau tes?
FEP	: kalau UN takut, tapi kalau ujian semesteran biasa aja.
R	: kalau semsteran biasa?
AYA	: takut *miss,* kalau saya takut pas ujian, soalnya dimarahi kalau nilainya jelek.
IPI	: aku dulu juga takut pas ujian, takut dimarahi sampai buyar semua materi yang dipelajari.
VEP	: haha, biasa aja.
KYW	: aku juga biasa aja.
R	: menurut kalian cara mengajar mata pelajaran bahasa Inggris dari guru kalian bagaimana? Sudah sesuai apa belum?
QNR	: enggak.
KYW	: enggak *miss.*
R	: terus kalian pengennya kayak apa?
AYA	: ya diajari sampe bener – bener jelas *miss.*
IPI	: kalau pak Saifuddin sering ditinggal terus ngerjain soal di LKS.
FEP	: karena sibuknya mungkin ya.
KYW	: materinya juga nggak selesai *miss,* nggak pernah selesai sampai akhir.
R	: kalau menurut kalian, intruksi soal dari tes waktu itu jelas atau tidak?

FEP   : ada beberapa soal yang nggak jelas *miss,* kami mikirnya apa, ternyata jawabannya beda.

IPI   : iya *miss,* sebagian ada yang kayak gitu.

R   : terus jenis soalnya sudah sesuai dengan kalian nggak?

AYA   : sudah *miss,* soal pilihan ganda.

IPI   : iya enak pilihan ganda.

Transcript of Students' Interview

Interview Transcript

Code   **: INT/IPS-2**

Topic   **: Students Interview**

Informan   **: AH, AAS, DNH, EH, P**

Interviewer   **: Annisa Aulia Rohmah**

Place   **: Classroom (IX – IPS 2)**

Time   **: 28 April 2017, at 12.30 WIB**

The researcher came to the IPS – 2 classroom after school. The interview did after close of the school activity. The researcher interviewed the students for the topic about their problem in the answering English final test for the first semester and the causes.

R   : bagaimana dengan nilai kalian di ujian semester 1 kemarin?

(Together)   : jelek!

R   : kenapa bisa jelek?

AH   : nggak tau bu, ngawur.

AAS   : nggak tau artinya.

DNH   : sebenernya aku juga nggak ngawur – ngawur banget lo.

R   : sebenernya kalian suka pelajaran bahasa Inggris nggak sih?

(Together)   : enggak!

R   : semuanya nggak suka?

EH   : enggak.

P   : enggak suka karena nggak tau jawabannya.

AAS   : susah memahami bahasa Inggris.

AH   : apalagi kalau menerjemahkan itu bu, nggak bisa.

R   : oke, sebenernya alesannya kenapa kalian nggak suka pelajaran bahasa Inggris?

DNH   : susah.

AH   : udah nggak suka duluan sama mata pelajarannya.

AAS   : pas pelajaran, cara mengajar gurunya juga nggak enak.

P   : gurunya jarang masuk kelas bu, jadi nggak ada materi.

EH   : jarang dikasih materi.

R   : oke, kalau pas mata pelajaran bahasa Inggris berlangsung, cara mengajar bahasa Inggris guru kalian bagaimana?

(Together)   : enggak enak!

EH   : selalu nggak enak.

P   : banyak ceritanya daripada materi.

DNH   : beliau itu to bu, udah jelasin, terus abis itu lanjut certa.

AH   : cerita, abis itu lanjut tugas.

AAS   : iya, dikasih tugas suruh ngerjain sendiri.

P   : materinya dikasih, tapi Cuma sedikit.

R   : terus bagian yang diujikan kan ada *listening* dan *reading,* menurut kalian lebih susah yang mana?

AAS, DNH,EH,P : susah *listening!*

AH   : susah semua.

EH   : soalnya bagian *listening*nya nggak jelas.

DNH   : iya, yang bicara kecepeten.

R   : memangnya sebelum ujian kalian latihan dulu nggak sih? Latihan mendengarkan atau *listening* misal.

AAS   : iya *miss.*

DNH   : iya, latihannya di Lab.

R   : iyu kalian sudah latihan, kenapa nilainya tetep jelek?

P   : hla temponya kecepetan bu.

AH   : nggak paham apa yang dibicarakan bu.

AAS   : hla kualitas suaranya beda *miss.*

DNH   : hla speakernya beda.

P   : iya, enakan di Lab, jelas.

R   : kalau jenis soalnya, kalian suka yng kayak apa?

(Together)   : pilihan ganda.

EH   : iya, hla tinggal pilih kok.

R   : terus kenapa tetep salah?

P	: hla jawabannya mirip – mirip.
AH	: iya, jawabannya kayak sama semua.
AAS	: hla kan nggak tau artinya,
DNH	: dari awal udah nggak tau artinya dulu.
R	: biasanya kalian untuk pelajaran bahasa Inggris, cara belajarnya gimana?
DNH	: enggak belajar.
P	: blass.
AH	: iya. Nggak belajar.
AAS	: Cuma buka buku aja.
EH	: aku nggak pernah blas malahan.
R	: jadi kalian nggak punya cara sendiri untuk belajar bahasa Inggris?
AAS	: hla nggak minat sama pelajarannya i *miss.*
EH	: iya, mau diajar bagaimanapun tetep nggak bisa.
R	: jadi kalian sebelum tes juga nggak belajar?
P	: enggak.
AH	: enggak pernah.
AAS	: saya kalau mau belajar nggak nyaman ki bu, karena banayk pekerjaan, balesi chat HP.
R	: menurut kalian tes itu gimana?
AAS	: istimewa banget.
P	: tes itu susah.
DNH	: males sama pelajarannya, nggak tau apa yang harus dipelajari.
AH	: sebenernya waktu tes kami belajar, tapi mata pelajaran tertentu aja, bahasa Inggris enggak.
R	: menurut kalian waktu pengerjaan soal bahasa Inggrisnya cukup atau enggak?
P	: sisa bu,
AH	: sisa lah, kita ngarang.
AAS	: tinggal coret doang kok.

DNH	: paling seperempat jam selesai.
R	: menurut kalian materi yang kalian pelajari dengan soal ujian kalian sesuai nggak?
AH	: enggak.
DNH	: enggak.
AAS	: enggak tau.
EH	: belajar aja enggak bu.

Appendix 3
Analysis Difficulty Level of Test Item

Analysis of Difficulty Level of the Test Item

A. Listening Section

1. The correct answer   : B
   Number of students with correct answer   : 13
   Total number of students : 25
   P = (100) R/T
       = (100) 13/25
       = 52% = 0,52
   Interpretasion : Statisfactory

2. The correct answer   : B
   Number of students with correct answer   : 11
   Total number of students : 25
   P = (100) R/T
       = (100) 11/25
       = 44% = 0, 44
   Interpretasion : Statisfactory

3. The correct answer   : C
   Number of students with correct answer   : 10
   Total number of students : 25
   P = (100) R/T
       = (100) 10/25
       = 40% = 0,40
   Interpretasion : Very difficult

4. The correct answer   : D
   Number of students with correct answer   : 5
   Total number of students : 25
   P = (100) R/T
       = (100) 5/25
       = 20% = 0,20
   Interpretasion : Very difficult

5. The correct answer   : B
   Number of students with correct answer   : 7
   Total number of students : 25
   P = (100) R/T
       = (100) 7/25
       = 28% = 0,28
   Interpretasion : Very difficult

6. The correct answer   : D
   Number of students with correct answer   : 7
   Total number of students   : 25
   P   = (100) R/T
       = (100) 7/25
       = 28% = 0,28
   Interpretasion : Very difficult

7. The correct answer   : E
   Number of students with correct answer   : 2
   Total number of students   : 25
   P   = (100) R/T
       = (100) 2/25
       = 8% = 0,08
   Interpretasion : Very difficult

8. The correct answer   : C
   Number of students with correct answer   : 3
   Total number of students   : 25
   P   = (100) R/T
       = (100)3 /25
       = 12% = 0,12

   Interpretasion : Very difficult
9. The correct answer   : C
   Number of students with correct answer   : 4
   Total number of students   : 25
   P   = (100) R/T
       = (100) 4/25
       = 16% = 0,16
   Interpretasion : Very difficult

10. The correct answer   : C
    Number of students with correct answer   : 1
    Total number of students   : 25
    P   = (100) R/T
        = (100) 1/25
        = 4% = 0,04
    Interpretasion : Very difficult

11. The correct answer   : C
    Number of students with correct answer   : 2

Total number of students : 25
P   = (100) R/T
      = (100) 2/25
      = 8% = 0,08
Interpretasion : Very difficult

12. The correct answer   : E
    Number of students with correct answer   : 5
    Total number of students : 25
    P   = (100) R/T
          = (100) 5/25
          = 20% = 0,20
    Interpretasion : Very difficult

13. The correct answer   : E
    Number of students with correct answer   : 4
    Total number of students : 25
    P   = (100) R/T
          = (100) 4/25
          = 16% = 0,16
    Interpretasion : Very difficult

14. The correct answer   : D
    Number of students with correct answer   : 3
    Total number of students : 25
    P   = (100) R/T
          = (100) 3/25
          = 12% = 0,12
    Interpretasion : Very difficult

15. The correct answer   : D
    Number of students with correct answer   : 15
    Total number of students : 25
    P   = (100) R/T
          = (100) 15/25
          = 60% = 0,60
    Interpretasion : Statisfactory

16. The correct answer   : D
    Number of students with correct answer   : 9
    Total number of students : 25
    P   = (100) R/T

= (100) 9/25

= 36% = 0,36

Interpretasion : Statisfactory

17. The correct answer   : E

Number of students with correct answer : 21

Total number of students : 25

P = (100) R/T

= (100) 21/25

= 84% = 0,84

Interpretasion : Very easy

18. The correct answer   : B

Number of students with correct answer : 16

Total number of students : 25

P = (100) R/T

= (100) 16/25

= 64% = 0,64

Interpretasion : Statisfactory

19. The correct answer   : B

Number of students with correct answer : 20

Total number of students : 25

P = (100) R/T

= (100) 20/25

=80% = 0,80

Interpretasion : Very easy

20. The correct answer   : B

Number of students with correct answer : 2

Total number of students : 25

P = (100) R/T

= (100) 2/25

=8% = 0,08

Interpretasion : Very difficult

21. The correct answer   : B

Number of students with correct answer : 10

Total number of students : 25

P = (100) R/T

= (100) 10/25

= 40% = 0.40

Interpretasion : Statisfactory

22. The correct answer   : A
    Number of students with correct answer   : 10
    Total number of students : 25
    P   = (100) R/T
        = (100) 10/25
        = 40% = 0,40
    Interpretasion : Statisfactory

23. The correct answer   : C
    Number of students with correct answer   : 3
    Total number of students : 25
    P   = (100) R/T
        = (100) 3/25
        = 12% = 0,12
    Interpretasion : Very difficult

24. The correct answer   : A
    Number of students with correct answer   : 7
    Total number of students : 25
    P   = (100) R/T
        = (100) 7/25
        = 28% = 0,28
    Interpretasion : Very difficult

25. The correct answer   : A
    Number of students with correct answer   : 3
    Total number of students : 25
    P   = (100) R/T
        = (100) 3/25
        = 12% = 0,12
    Interpretasion : Very difficult

26. The correct answer   : D
    Number of students with correct answer   : 4
    Total number of students : 25
    P   = (100) R/T
        = (100) 4/25
        = 16% = 0,16
    Interpretasion : Very difficult

27. The correct answer   : B
    Number of students with correct answer   : 6
    Total number of students : 25
    P   = (100) R/T
        = (100) 6/25
        = 24% = 0,24
    Interpretasion : Very difficult

28. The correct answer   : C
    Number of students with correct answer   : 17
    Total number of students : 25
    P   = (100) R/T
        = (100) 17/25
        = 68% = 0,68
    Interpretasion : Statisfactory

29. The correct answer   : D
    Number of students with correct answer   : 8
    Total number of students : 25
    P   = (100) R/T
        = (100) 8/25
        =32% = 0,32
    Interpretasion : Statisfactory

30. The correct answer   : B
    Number of students with correct answer   : 9
    Total number of students : 25
    P   = (100) R/T
        = (100) 9/25
        = 36% = 0,36
    Interpretasion : Statisfactory

31. The correct answer   : E
    Number of students with correct answer   : 2
    Total number of students : 25
    P   = (100) R/T
        = (100) 2/25
        = 8% = 0,8
    Interpretasion : Very difficult

32. The correct answer   : C
    Number of students with correct answer   : 21

Total number of students : 25
P   = (100) R/T
     = (100) 21/25
     = 84% = 0,84
Interpretasion : Very easy

33. The correct answer   : A
    Number of students with correct answer : 18
    Total number of students : 25
    P   = (100) R/T
         = (100) 18/25
         = 72% = 0,72
    Interpretasion : Very easy

34. The correct answer   : A
    Number of students with correct answer : 8
    Total number of students : 25
    P   = (100) R/T
         = (100) 8/25
         = 32% = 0,32
    Interpretasion : Statisfactory

35. The correct answer   : A
    Number of students with correct answer : 19
    Total number of students : 25
    P   = (100) R/T
         = (100) 19/25
         = 76% = 0,76
    Interpretasion : Very easy

36. The correct answer   : B
    Number of students with correct answer : 13
    Total number of students : 25
    P   = (100) R/T
         = (100) 13/25
         = 52% = 0,52
    Interpretasion : Statisfactory

37. The correct answer   : A
    Number of students with correct answer : 12
    Total number of students : 25
    P   = (100) R/T

       = (100) 12/25

       = 48% = 0,48

Interpretasion : Statisfactory

38. The correct answer   : B

    Number of students with correct answer : 5

    Total number of students : 25

    P   = (100) R/T

       = (100) 5/25

       = 20% = 0,20

    Interpretasion : Very difficult

39. The correct answer   : C

    Number of students with correct answer : 14

    Total number of students : 25

    P   = (100) R/T

       = (100) 14/25

       = 56% = 0,56

    Interpretasion : Statisfactory

40. The correct answer   : D

    Number of students with correct answer : 16

    Total number of students : 25

    P   = (100) R/T

       = (100) 16/25

       = 64% = 0,64

    Interpretasion : Statisfactory

41. The correct answer   : E

    Number of students with correct answer : 21

    Total number of students : 25

    P   = (100) R/T

       = (100) 21/25

       = 84% = 0,84

    Interpretasion : Very easy

42. The correct answer   : E

    Number of students with correct answer : 18

    Total number of students : 25

    P   = (100) R/T

       = (100) 18/25

       = 72% = 0,72

Interpretasion : Very easy

43. The correct answer   : B
    Number of students with correct answer   : 13
    Total number of students : 25
    P   = (100) R/T
        = (100) 13/25
        = 52% = 0,52
    Interpretasion : Statisfactory

44. The correct answer   : B
    Number of students with correct answer   : 2
    Total number of students : 25
    P   = (100) R/T
        = (100) 2/25
        = 8% = 0,08
    Interpretasion : Very difficult

45. The correct answer   : D
    Number of students with correct answer   : 8
    Total number of students : 25
    P   = (100) R/T
        = (100) 8/25
        = 32% = 0,32
    Interpretasion : Statisfactory

46. The correct answer   : D
    Number of students with correct answer   : 14
    Total number of students : 25
    P   = (100) R/T
        = (100) 14/25
        = 56
    Interpretasion : Statisfactory

47. The correct answer   : A
    Number of students with correct answer   : 20
    Total number of students : 25
    P   = (100) R/T
        = (100) 20/25
        = 80% = 0,80
    Interpretasion : Very easy

48. The correct answer   : C
    Number of students with correct answer   : 18
    Total number of students : 25
    P   = (100) R/T
        = (100) 18/25
        = 72% = 0,72
    Interpretasion : Very easy

49. The correct answer   : A
    Number of students with correct answer   : 9
    Total number of students : 25
    P   = (100) R/T
        = (100) 9/25
        = 36% = 0,36
    Interpretasion : Statisfactory

50. The correct answer   : B
    Number of students with correct answer   : 23
    Total number of students : 25
    P   = (100) R/T
        = (100) 23/25
        = 92% = 0,92
    Interpretasion : Very easy

Appendix 4
Students' Score of English Final Test

DAFTAR NILAI UJIAN AKHIR SEMESTER GASAL
TAHUN PELAJARAN 2016/ 2017
MAN GONDANGREJO

Kelas   : XI IPA - U
Mata Pelajaran : Bahasa Inggris

No.	Nama (Inisial)	Nilai
1.	A K	44
2.	A H	46
3.	A D O	42
4.	A N A	46
5.	A N S	46
6.	D N A	48
7.	D D O	24
8.	D K	40
9.	F H	54
10.	I O	40
11.	I N A	34
12.	I A A	54
13.	K U	54
14	L I	44
15.	M R A	52
16.	N M K	48
17.	R A S	56
18.	R N A	54
19.	T M	48
20.	W P	56
21.	W W	60
22.	Y S	48
23.	Y	38
24.	Y L M	46
Nilai tertinggi		**60**
Nilai terendah		**24**
Jumlah		**1122**
Rata – rata		**47, 1**

DAFTAR NILAI UJIAN AKHIR SEMESTER GASAL

TAHUN PELAJARAN 2016/ 2017
MAN GONDANGREJO

Kelas   : XI IPA - 1
Mata Pelajaran : Bahasa Inggris

No.	Nama (Inisial)	Nilai
1.	A M	28
2.	A F	20
3.	A I	32
4.	A C W	42
5.	C S	42
6.	D P	46
7.	D I I	36
8.	G C S	18
9.	G B P	32
10.	H P	20
11.	I M	42
12.	I U N K	34
13.	I A F	34
14.	K D R	30
15.	K A M	42
16.	K A A	24
17.	L C S	42
18.	L U L	28
19.	M N L	26
20.	M D R	28
21.	M R S U	26
22.	M K H A	46
23.	M N F	28
24.	M	20
25.	M C I	34
26.	N P P	52
27.	P C F	42
28.	P G A	50
29.	R A	58
30.	R D R	38
31.	U L F	50
32.	U	60
33.	V F	52
34.	V N D	42
35.	W I	48

36.	W	24
37.	W P S	50
38.	W S	28
39.	Y A	52
Nilai tertinggi		**60**
Nilai terendah		**18**
Jumlah		**1446**
Rata - rata		**37, 1**

DAFTAR NILAI UJIAN AKHIR SEMESTER GASAL
TAHUN PELAJARAN 2016/ 2017

MAN GONDANGREJO

Kelas   : XI IPA - 2
Mata Pelajaran : Bahasa Inggris

No.	Nama (Inisial)	Nilai
1.	A S	50
2.	A Y E	28
3.	A A	36
4.	A Y P	34
5.	A S	28
6.	A A	34
7.	A P	32
8.	A S	36
9.	D P	34
10.	F A	42
11.	F A K	36
12.	F N W	32
13.	F N H	38
14.	F W	26
15.	F N B	18
16.	G J S N	46
17.	I A A	38
18.	K I H	54
19.	M Y	30
20.	M W P	20
21.	M Z F	36
22.	M A N	34
23.	M D R A	42
24.	N S M	34
25.	N D	42
26.	N M R	28
27.	P A A	34
28.	P P	40
29.	R	30
30.	R A A	44
31.	R F	38
32.	R A A	28
33.	S F	28
34.	S M	36
35.	S	42
36.	S	46

37.	T W	34
38.	U D	24
39.	U W	42
40.	V N N F	18
Nilai tertinggi		**54**
Nilai terendah		**18**
Jumlah		**1372**
Rata – rata		**34, 8**

DAFTAR NILAI UJIAN AKHIR SEMESTER GASAL
TAHUN PELAJARAN 2016/ 2017
MAN GONDANGREJO

Kelas : XI IPS - 1
Mata Pelajaran : Bahasa Inggris

No.	Nama (Inisial)	Nilai
1.	A Y A	48
2.	A S	44
3.	A AS	52
4.	A S	30
5.	A S	32
6.	A P	24
7.	A A Z	40
8.	A S P	28
9.	B S	22
10.	D R	44
11.	D G	20
12.	D	40
13.	F E P	42
14.	F N S	28
15.	F H	20
16.	I I M	28
17.	I M	20
18.	I A A	36
19.	I P I M	32
20.	I I N	42
21.	I	50
22.	I	30
23.	K Y W	54
24.	L	36
25.	L R	40
26.	L I P	40
27.	L H N	38
28.	L M R	30
29.	M R	30
30.	M M	34
31.	N K	26
32.	O N N	44
33.	Q A	34
34.	Q N R	30
35.	R D	38
36.	R F N A	30
37.	S	34

38.	S A N	34
Nilai tertinggi		**54**
Nilai terendah		**20**
Jumlah		**1324**
Rata – rata		**34, 8**

DAFTAR NILAI UJIAN AKHIR SEMESTER GASAL
TAHUN PELAJARAN 2016/ 2017
MAN GONDANGREJO

Kelas : XI IPS - 2
Mata Pelajaran : Bahasa Inggris

No.	Nama (Inisial)	Nilai
1.	A F	38
2.	A M S	34
3.	A I	8
4.	A S A	40
5.	A H	30
6.	A A I	16
7.	D S	26
8.	D K	34
9.	D N H	46
10.	D S P	22
11.	E H A	26
12.	F Y E A W	28
13.	I I M	32
14.	I A I	18
15.	I O	26
16.	I A	16
17.	I	38
18.	I A N	42
19.	L S	40
20.	L S	36
21.	L W	34
22.	M L E S	26
23.	M M	28
24.	N R	24
25.	N H	34
26.	P	28
27.	R S	44
28.	R A	34
29.	R E	40
30.	S N	42
31.	S D H	26
32.	S	42
33.	T Q	38
34.	U F	50
35.	U	36
36.	Z M A	24
Nilai tertinggi		**50**
Nilai terendah		**8**

Jumlah	**1146**
Rata - Rata	**31, 8**

Rata – rata keseluruhan : 37, 12

Appendix 5
Final Test Questions

Appendix 6
Students Answer Sheets