

**STUDENTS' READINESS IN TOWARD ENGLISH NATIONAL EXAMINATION
(A CASE STUDY IN SMPN 2 PALOPO)**

A THESIS

*Submitted as a Part of the Requirements for S.Pd. Degree
in English Language Education Study Program*



By

FARADIBA ADE ISWARA JAYA

Reg.Num. 15.02.02.0050

IAIN PALOPO
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2020

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Supervised By :

- 1. Amalia Yahya, S.E., M. Hum**
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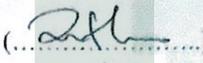
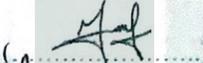
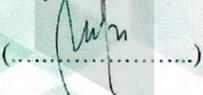
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This thesis, entitled "Students' Readiness In Toward English National Examination (A Case Study In Smpn 2 Palopo)" written by Faradiba Ade Iswara Jaya, Reg. Number 15.0202.0050, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Friday, March 13th 2020 M**, coincided with **Rajab 18th 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

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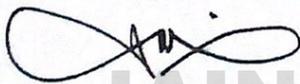
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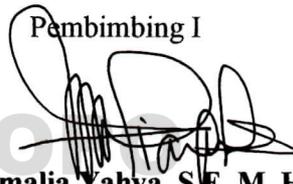
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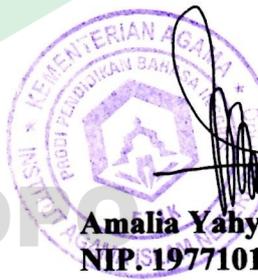
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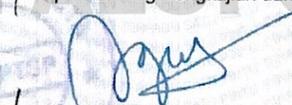
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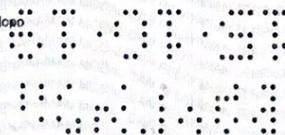
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Finally, the researcher pray to the God, Allah SWT gives regard to all of the people who have helped the researcher and the researcher hopes this research can be useful and give postive contribution for the readers and the others.

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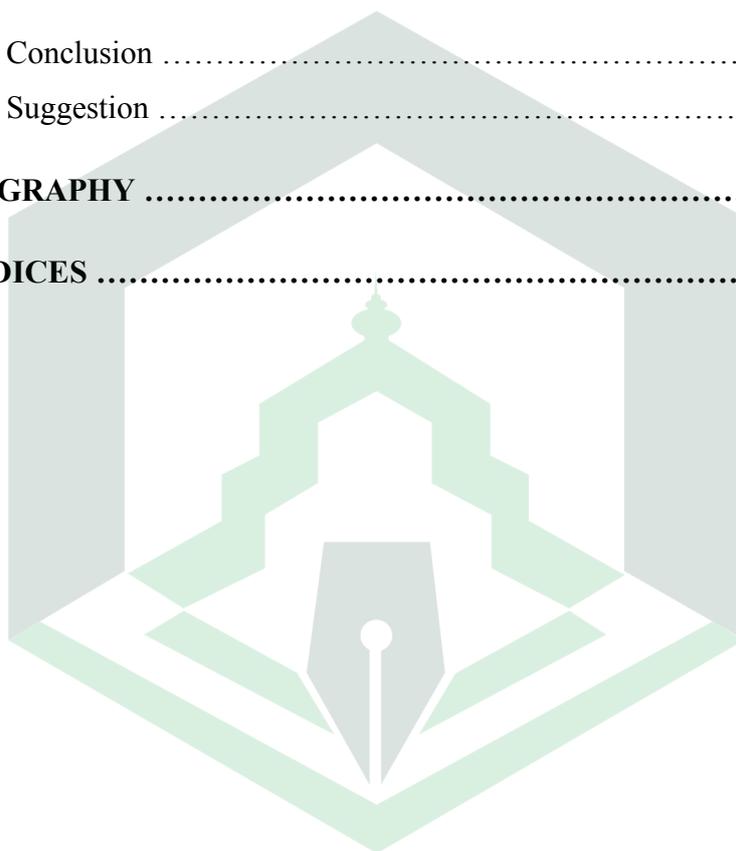
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ABSTRACT

Faradiba Ade Iswara Jaya, 2019. *Students' Readiness toward National Examination (A Case Study in SmpN 2 Palopo)*. Thesis, English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo, under consultant, 1. Amaliah Yahya, S.E., M.Hum, 2. Jufriadi, S.S., M.Pd

Key Words: Students, Readiness, National Examination

This thesis about Students' Readiness in Facing National Examination (A Case Study in Smp N 2 Palopo). The problem statement of the research was "How are students' readiness in facing national examination"? The objective of the research was to find out students' readiness in facing national examination.

This thesis used Descriptive Quantitative Method. The population of this research was the ninth grade students of Junior High School Number 2 Palopo. The total numbers of population were 167 students. The total numbers of the students are 10 students. The researcher took 5 students of each class as the sample. The sample was chosen by using random sampling technique. The researcher used this technique based on the own consideration

The result of analysis can be explained that the researcher analyzed the result to measure the students' readiness in facing national examination. The result of test that has been conducted by the researcher showed their readiness in facing national examination. The highest score is 74, the middle score is 66, the lowest score is 60 and the mean score is 67. The result showed was categorized into average classification. Based on the classification they are ready to face national examination.

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CHAPTER I

INTRODUCTION

A. Background

English for students is very important because there are many people use it in daily life. In other words, if most of them do not master English it means that they have to study hard again so that all can be easy for them. Actually, all aspects have to master or understand it either teacher or students. Therefore needed real application so that English can be mastered. Besides that there is a question will be arisen about the time of using English for people especially for the students. Another aspect of English is the main part and also is the main lesson for them, it means that there is must real application like explain above so that they can face the real challenge in the future especially for them as students in globalization era. To answer this question exactly is needed once again real application in order that English can be understood and then it can be mastered like explanation above.

More explanation about English especially in national examination exactly all of the parts of school and students know that it becomes the main lesson. Therefore there are some reasons so that they have to be always ready to face national examination. The first, they have to realize that English is main lesson so that if they don't pass it, they don't pass national examination. The second, they have to always study hard to prepare themselves so that they can pass in national examination. The third, they have to know that national examination is important because it can be determiner to continue higher education. Beside that in other words if they realize that national examination is important, they have to study

hard so that they can pass and get a good score. Therefore once again they have to prepare themselves in order that they can pass in national examination.

The next explanation is the problems in the national examination is still become the main question for the students. Most of them are ready because they have prepared everything to face it. In other situations, most of them are afraid or curious because they feel not ready to face it. Most of the problem from them is they do not add additional time in studying. They feel enough just by studying at home. This condition can make them will be fail in toward national examination because the question's character in national examination now is more difficult. Especially in English that have some skills in national examination for example listening, reading or writing and they have to master it. To solve this problem they need to add the additional time in studying.

Based on the explanation above the researcher also observe about the students' condition according to English as the main lesson especially in national examination at ninth grade in SMPN 2 Palopo. The students' condition there based on the researcher's observation is seen well enough but there are still most of them are enjoy especially if study in the classroom. This thing can be main problem if they always show the attitude and condition like that where they just enjoy study in the classroom. If their teacher explains the material in the classroom they show not good attitude such as talk with their friends, busy with their unimportant activity so that they don't give attention for their teacher's explanation. Another part of the observation most of them also show good condition, they usually go to the library if they have spare time to read some books to rich their knowledge exactly to face national examination. Perhaps they

realize that the time will be limited it means that they have to prepare the best preparation in order that they can success in national examination. This thing is good they do the best way because they know that pass in the national examination is very important for them to continue to higher grade in Junior High School.

This situation and condition like that make the researcher want to know about the students' readiness in facing national examination. Are they ready or not to face it? If they are ready exactly they have to do the best preparation in order that they can get the best result and can be success in national examination.

By looking at the explanation above the researcher is interested to research the students' readiness in toward National examination (a Case Study in SMPN 2 Palopo)

B. Problem Statements

Based on the background above, the researcher formulated the problem statement as follows: How are students' readiness in facing national examination?

C. Objectives of the Research

The objective of the research is: to find out students' readiness in toward english national examination.

D. Significances of the Research

The result of this research was expected to be useful for:

1. For the students, give thinking and information to students to face national examination complete with the preparation in toward it

2. For the researcher, give experiences and personal knowledge how the preparation to face national examination.

3. For the teachers, it is expected for them in teaching one lesson especially English they have to look at the students' condition before teaching so that their students can be success in the classroom and the most important in national examination.

E. Scopes of the Research

The scope of this research was limited in the students' readiness in facing national examination. (a case study in SMPN 2 Palopo).

F. Operational Definition

1. Student

Student is a person or people that have activities study with the teacher or lecturer at school or university.

2. Perception

Perception is the opinion or explanation from people about the question that has been given for them.

3. Readiness

Readiness is the students' situation that describe when they are ready to face something in their daily life

4. National Examination

National examination is the examination that must be passed by the students so that they can continue into higher education degree.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

In this writing draft, the researcher found some researches related to this researcher as follows:

1. Sulistyarningsih in her journal which written under the title “Students’ Anxiety facing Computer Based Test (CBT) System of National Examination.” Based on the result shows that national examinations in education sometimes become a debatable issue among various groups. In response, the government made change for the better education in national examination system.¹

2. Masek in his journal which under the title “Students’ Perception and Readiness on School Based Assessment”. Based on the result shows that the students have moderate perception and readiness for SBA, and there is no difference between urban and suburban school students. It has been found that students were not serious when faced with SBA assessment components and not well prepared for continuous assessment.²

3. Sugiman in his journal which under the title “The Effect of CBT National Examination on junior High School Students’ Cognitive Readiness and Anxiety Facing English Tests in DIY Province”. Based on the result, the national examination influenced students’ cognitive readiness and anxiety facing national

¹ Sulistyarningsih, E. (2016). Students’ Anxiety Facing Computer Based Test (CBT) System of National Examination. *Proceeding of 3rd International Conference on Research, Implementation and Education of Mathematics and Science*, (May), 113–117

² Masek, A., & Ngah Nasaruddin, N. A. (2016). Students’ Perception and Readiness on School-Based Assessment. *Mediterranean Journal of Social Sciences*, (November). <http://doi.org/10.5901/mjss.2016.v7n6p189>

examination. CBT and PBT national examination did not influence the cognitive readiness toward english national examination.³

Based on these researchers above, the students in toward english national examination have many opinions and perceptions based on their readiness. This thing make the researcher is interested to research about that. Therefore the researcher will conduct research about students' readiness in toward english national examination (a case study in SMPN 2 Palopo)

B. Some Pertinent Ideas

1. Students

a. Definition of Students

According to Betty (2014) state that student is someone who studies. Not someone who is taught or someone who drinks latte and plays computer games: but rather, someone who studies.

According to Forge (2017) state that a good student is a student who politely pays attention to the class and considers the possibility to learn something new in each class. Not necessarily gets convinced to what it is said in class, but honestly tries to understand and judge the quality the information. Respects the teacher as well as schoolmates by paying attention when they are speaking, asking, explaining, and participates actively in the process of learning more about the world and sharing experiences. A good student fully understands that

³ Sulistyarningsih, E., & Sugiman, S. (2016). The effect of CBT national examination policy in terms of senior high school students' cognitive readiness and anxiety facing mathematics tests in DIY Province. *Jurnal Riset Pendidikan Matematika*, 3(2), 198. <http://doi.org/10.21831/jrpm.v3i2.10868>

knowledge funds itself on more knowledge and that knowledge is power. While according Collins (2019) state that student is a person who is studying at a university or college.

Based on some expert above the researcher concludes that student is a person who study, write and read into teachers' explanation in the classroom. Besides that, there is also a person in not the classroom but can be called a student. It means that the most important there is a component that can support the meaning of student like person, teacher and the tools of learning for example board marker, whiteboard and eraser.

b. Types of Students

According to Betty (2015) there are some types of students, namely:

- 1) Overactive means always has a question to ask. He joined a book, debate, or glee club.
- 2) Teacher's Pet means these students seat in the first line and laugh loudly at teachers' jokes.
- 3) Hard Worker means these students are highly motivated. They tried so hard to get what they want. Even though they are not always the smartest in the class.
- 4) Star means some students are famous in school, there are some reason: they are capable, they have some skill that the others can not do, and they are smart.
- 5) Intellectual Outsider means this outcast usually seat in the back seat. Everyone in the class get ignore by their friends.
- 6) Clown means that they make some kind of funny jokes, an it sounds funny, but sometimes it was not. However, they tried so hard to make funny moment.

7) Clueless means clueless students have no idea what they're doing over here. Educators also have no idea what clueless students are doing here.

8) Nerd means nerds prefer books to social life. Books are clever. Books don't bully you. Books don't ask stupid questions.

9) Bully means keep in awe Nerds and Intellectual Outsiders and other much weaker species. Even several years after, when school or university is in the past, Bullies' victims recollect studying time with hatred.

10) Natural Leader means have an inborn capacity to stand out. They always have good ideas and know-how to attract people.

11) Slacker means practically nobody knows what he looks like. He's such a rare guest that sometimes everyone forgets he's their group mate.

According to William (2016) state that there are some types of students, namely:

1) Little Einstein means student is known as the "smartest" student in class. This is not to be confused with the Teacher's Pet (we'll get to that later). This student excels at everything in the classroom. They always have the right answers, and there's usually a few of them. They often finish early, much like the Teacher's Pet.

2) The quiet, shy student means often found self falling into this category as a student, no matter what age. This type of student is pretty self-explanatory. They don't always speak. It takes a lot to get them to talk unless they have a certain friend in class. They can be a Little Einstein too.

3) The Gabber Mouth means the student is the one that will *never* stop talking. When the teacher is talking, this student tends not to listen much but continues in

conversation with others. This student always needs to be put back to focus. It's a matter of clapping, or doing something to get their attention on-task and not elsewhere. This student also will continue to talk, during a discussion, about things that might not even have to do with the original topic.

4) The Class Clown means there is s that one student in class who thinks it's hysterical to make jokes during a lesson. Sometimes, they just like to make the entire class laugh for no reason. If they can make the class laugh, they think they are bound to do well with the teacher. Not so much.

5) The Excuses Student means this student always wants to go to the bathroom, especially in the middle of instructions. These students might like to take out the pass for an extended period of time, or they will try to make up any excuse to get out of doing work.

Based on some explanation from some expert above, the researcher concludes that there two types of students for example diligent and lazy students. Every teacher that teach for each type of students exactly have own way. For example special for lazy student teacher have to look for the best way to change this types so that he or she can get maximal knowledge that will be delivered by the teachers.

c. The Needed of Students

According to Sardiman (2014) Fulfillment of students' needed, inside have purpose to give material about activities correctly, also the lesson material that has been put with their needed usually can be more interesting. In other words, it will help teaching and learning process. These are some the students' needed like:

1) Jasmani needed means about the students' health for example about sport that can be the main material. Beside that another needed like eating, drink and clothes have to get attention.

2) Social needed means school must be as place of the students study make communication and make adaptation to their environment. For example make communication with many friends in any religion, culture, and language.

3) Intellectual needed means how the teacher creates many interesting programs that can arise the students' skill and ability.⁴

d. Characteristics of Good Students

According to James (2019), there are some characteristics of good students, as follows:

1) Intellectually curious mean in order to be a successful economics student, or any kind of student for that matter, it's particularly important that you're interested in and engaged with your subject.

2) Knowledge of social sciences mean economics also has a lot of common ground with other social science subjects like psychology, history, and sociology.

3) Good at understanding complex systems mean the unavoidable fact is: economics is a complex subject which looks at complex systems. To excel, you'll need to be able to pull together information from different sources and different fields in order to be able to work with these complex systems.

4) Self-driven mean unlike in school, at university, you are expected to manage your own workload, attendance, and engagement. If you start to miss classes or

⁴ Sardiman, "*Interaksi dan Motivasi Belajar Mengajar*". Rajawali Pers. (Depok, 2014). P. 113.

assessments, you will quickly find your grades slipping, or you may even fail - god forbid! To prevent this from happening, it can be a motivation for yourself.

- 5) Good time management means one of the important abilities in for a budding economist. Successful students should plan their planning well, organize their time well, and also have their time to do their assignment and their homework.
- 6) Creative and original mean the ability to come up with new ideas or new ways of thinking about a problem is a characteristic of an exceptional student. This could not be more true of economics where new ways of thinking are the name of the game. For example, do not be afraid to talk or express your ideas, especially you do not agree with some people's argument. As long as you can justify your view, teachers and other students should welcome your input there are lots of things you can do to improve your creativity.
- 7) Solid reading, writing, and analysis skills mean whatever subject you study, there are some skills that you will always need. The ability to read materials and glean the relevant facts, the ability to write up your findings in a clear and engaging way, and the ability to critically analyze the material you find will be needed at every stage of your academic career.
- 8) Communication skills mean a further set of skills which are often overlooked for students are communication skills. Being able to present the information you know to both a lay audience and an expert audience is vital for demonstrating your grasp of the material.
- 9) Understanding other perspectives mean finally, one characteristic which you may not realize that you need is the ability to listen to and understand other people.

Based on explanation above here another characteristic of good students at school or university, for example:

1) They are Curious

A common factor among great students that differentiates them from the rest is their inquisitive nature and the desire to learn new things. They have a seemingly insatiable hunger for knowledge, which, often, cannot be satisfied just through the lectures they attend. They always want to know more. They'll take great effort to find alternative ways to get the answers to their questions. If they don't have access to their teachers, they'll quickly go about browsing the college or university library, or the internet in search for answers. They are thrilled by the prospect of learning something new and never miss an opportunity to do so.

So, if you are in class (regardless of the program or the course you're in) and notice someone seemingly lost in the lecture with visible enthusiasm and focus, you'll know someone is curiously engaged in learning. And you'll also know who'll probably ace that exam!

2) They are organized

Good students are organized and have a preplanned system for nearly everything they do. They plan their days ahead so they have enough time to do all they need to – be it study, sports, social activities, or relaxation. Since their lives, in general, are well organized, they are usually very relaxed and rarely hassled by tight schedules or deadline troubles. They (almost) always submit their work on time, unless something really unexpected prevents them from doing so.

3) They Always Show Up

Discipline is a key facet of being a good student. Creating study plans and general schedules for daily tasks is just half the work – following through with them on a consistent basis is the real challenge. You'll rarely find a good student cramming. To prevent the need to cram at the eleventh hour, they plan study sessions by breaking down even the most daunting of syllabi into smaller, more manageable portions, which they work at on a regular basis throughout the semester. Good students do their best to never skip lectures and study sessions, which enables them to maximize their learning.

4) They Know What They Don't Know

Good students, regardless of how great they generally may seem like, have weaknesses just like regular students. The difference is in that they are aware of their shortcomings and take remedial and compensatory action to overcome them. A good student is not one who has no weak subjects, but one who is aware of one's weak subject and strategically plans to overcome that barrier. This might mean studying extra time for the problematic subject, approaching teachers from their colleges and universities, or trying different learning strategies.

5) They Can Teach Themselves (And Others as Well)

Finally, a good student is someone who's an independent learner. They are capable of learning without much guidance and resourcefully devise ways to learn even the most complicated of subjects. In addition to teaching themselves, they are generally willing to work with and teach their peers. As you might know already, the best way to remember or master something is to teach it to someone else.

Now you know the different qualities that make a good student. You'll notice that none of these is an innate trait that only a select few are born with. These skills can be developed through awareness and conscious practice. We just dealt with the awareness bit – now it's up to you to bring it into practice.

2. Readiness

a. Definitions of readiness

According to mai (2019) a state that readiness is state of preparedness of persons, systems or organizations to meet a situation and carry out a planned sequence of actions. While according nation (2017) state that readiness is based on the thoroughness of the planning, adequacy, and training of the personnel and supply and reserve of support services or systems.

Based on some explanation above, the researcher concludes that readiness is the process of preparation that is done by someone to do something. Beside that someone can be called is ready if he or she has prepared everything to do something. If there is no preparation it means that there is no readiness.

b. Types of Readiness

According to Kayla (2019) there are some types of students, for example like this:

- 1) Physical readiness like measures of ability, complexity of task, environmental effects health status and gender.
- 2) Emotional readiness like anxiety level, support system, motivation, risk taking behavior, frame of mind and development stage
- 3) Experimental readiness like knowledge is created through the transformation of experience, level of aspiration, past coping mechanisms, cultural background,

locus of control ready to learn when the patient feels a need to know orientation.

- 4) Knowledge readiness like present knowledge base, cognitive ability and learning disabilities

Based on some explanation from some expert above. it can be understood that there are some types of readiness for example:

- 1) Readiness from self means that the readiness comes from ourselves based on our skill or competence.

- 2) Readiness from outside means that the readiness not just comes from ourselves but comes from outside. In other words, a person can be called have readiness if he or she has motivation from the others. This thing can collect much power so that is ready to do something.

3. National Examination

a. Definition of National examination

According to Birth (2019) national examination is standard evaluation system of primary and secondary education in Indonesia and the equation of quality of education levels among the areas that are conducted by the Center for Educational Assessment, The Department of Education. The Law of the Republic of Indonesia number 20 of 2003 states that, in order to control the quality of education nationwide to be evaluated as a form of accountability of education providers to the parties concerned.

There are some benefits of standard setting final exam, such as

- 1) The limit of graduation each subject in accordance with the demands of minimum competency.
- 2) The same standards for each subject as a minimum standard of competency achievement.

Besides that, it has been proposed to do a computerized version of National Exam, with trials starting in 2015. In the same year, National Exam is no longer a standard of education completion as it is stated on “PP NO 13 2015 year”. The government policy states that education completion will depend on completing all school learning programs, obtaining at least good on attitude aspect score, and passing the school exam. There is no cut-off score because the newest exam policy is aimed to map Indonesian students’ competency in every single region in Indonesia. The data are going to be analyzed and will be used to make education improvement strategies in Indonesia.

Beside that there are also some standard strategies in doing national test or national exam, namely:

- 1) Determination of standard based on the general impression of the test.
- 2) Determination of standard based on the contents of each test item.
- 3) The determination of standards based on test scores.

Birth (2018) states that the national test is an annual standardized examination for students in Standards, covering the subjects of Language English. The objectives of the examination are to:

- 1) Collect information for decision-making at the school, district and national levels.

- 2) Identify areas of the system that require further investigation.
- 3) Identify national norms.
- 4) Compare students' performance by school and educational districts.
- 5) Track students' progress through school.

According to Bill (2018) national examination is advancing your education often requires you to take costly national examination. Students can be reimbursed all required (mandatory) fees charged for national admission examination.

According to Kuncoro (2018) national examination is one way to decide whether students will proceed to the next level of their education or not through a series of tests done within a three-day period. This exam has the same level of difficulties for rural and urban students.

Based on some explanation above, it can be understood that national test or national exam is the test that must be followed by the students so that they can pass all of the material in their school. This test also can be measurement to continue their education in higher grade. Therefore national test is very important for them for their future.

b. Functions of National Examination

According to Noida (2018) there are some functions of national examination that must be known by the students so that they can analyze all of the components of national examination. The functions are:

- 1) To identify partner institutions with adequate infrastructure from the existing schools and higher education institutions which would facilitate conduct of online examinations without adversely impacting their academic routine.
- 2) To create a question bank for all subjects using the modern techniques.

- 3) To establish a strong R&D culture as well as a pool of experts in different aspects of testing.
- 4) To undertake any other examination that is entrusted to it by the Ministries.
- 5) To undertake the reforms and training of school boards as well as other bodies where the testing standards should be comparable with the entrance examinations.

Based on explanation above, it can be understood that there are some functions of national examination that must be known by the students, for example:

- 1) To measure their knowledge during following the teaching and learning process.
- 2) To measure their comprehension about in all of the lessons.
- 3) To measure their standard so that can continue in higher grade.

c. The Characteristics of English Question in National Examination.

According to Koechbanard (2013) state that any exams should have some features that make it to be valid and hence here are some basic characteristics of a good examination.

- 1) The exam list covers only what has been taught; so the teacher should always refer to records of work covered, not just the syllabus when setting any exams.
- 2) Covers the objectives and aims of teaching specific topics and the English subject as a whole emphasizing the various language skills and areas accordingly.
- 3) Carefully design to test a particular skill or program item example when asking learners to fill in blank spaces, what is the language teacher`s intention? Is the teacher testing preposition, verbs, nouns, articles, vocabulary, conjunctions, or adverbs

- 4) It should neither be too difficult or too easy but should be reliable. If the test is difficult, all learners will score low marks and no adequate measurement of change will be attained. If it is an easy test all learners will score high marks and a false impression of learners' performance and ability in the language is given.
- 5) The test or examination should neither be too long nor too short. It should be one that can be done and received by an average learner within the allocated time.
- 6) Should have clear instructions; no generalities and ambiguity should be experienced. Approximate length of easy type answers should be indicated.
- 7) Aim at testing candidate's real mastery of the language content rather than knowledge of certain memorized concepts.
- 8) For fair sampling, the test should cover as many areas of the subject matter or language content areas.
- 9) The answers should be easily and fairly scored. Due to this objective type tests and short answers type test should be encouraged in language testing.
- 10) Language level used in asking the question should be suitable for the level of learners being tested.

d. Condition of National Examination

The Law of the Republic of Indonesia number 20 of 2003 states that, in order to control the quality of education nationwide to be evaluated as a form of accountability of education providers to the parties concerned. Further stated that the evaluations conducted by independent agencies on a regular basis, comprehensively, transparently, and systematically to assess the achievement of national education standards and the monitoring process evaluation should be

done continuously. Evaluation of the monitoring process is carried out continuously and continuous in the end will be able to fix the quality of education.

C. Conceptual Framework

The researcher will try to formulate the conceptual framework that is relevant to this research as follows:

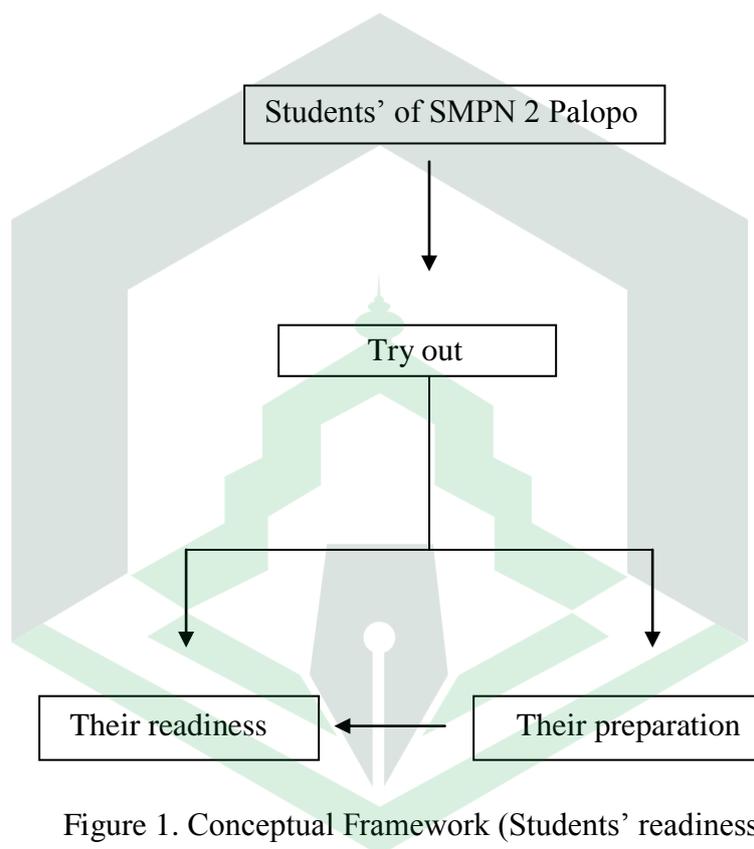


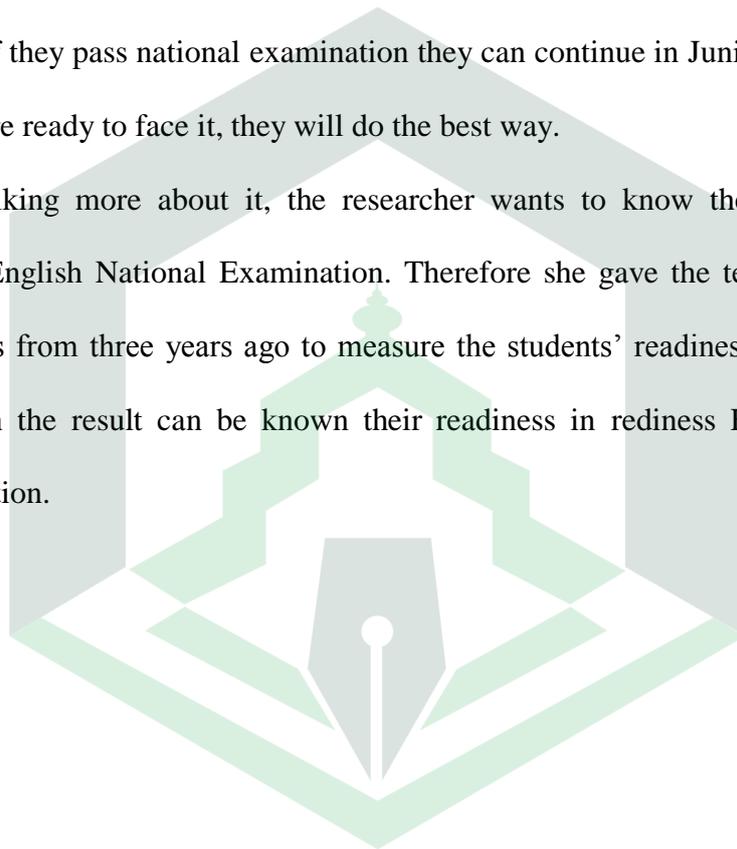
Figure 1. Conceptual Framework (Students' readiness)

Now students have to study hard either at school or at home because all are determined by them if they want to be success in the future. Special at school such as in explaining the material the teachers now usually give simple material without simple explanation. This thing can be the main problem for them because if they are not understand about one material exactly another material can be difficult for them. In other words that is the main problem for them. Besides that,

the comprehension about one material is very important for them because it can also determine their passes to continue in higher education.

Special for higher education the main part that must be followed by them is national examination. It becomes determiner for them so that they can continue in higher grade. Exactly all of students have to prepare themselves to face national examination so that they can pass and get good value. Special for Junior High School if they pass national examination they can continue in Junior High School. If they are ready to face it, they will do the best way.

Talking more about it, the researcher wants to know their readiness in toward English National Examination. Therefore she gave the test by using the questions from three years ago to measure the students' readiness. It means that based on the result can be known their readiness in rediness English national examination.



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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research applied descriptive quantitative method. This research was conducted at the ninth grade of Junior High School Number 2 Palopo. It aims to know the students' readiness in facing national examination.

B. Time and Location of the Research

This research was conducted on October 2019. The location of this research was at Junior High School Number 2 Palopo.

C. Population and Sample

1. Population

The population of this research was the ninth grade students of Junior High School Number 2 Palopo. The total number of population was 167 students.

2. Sample

In this school there are six classes. The researcher chose two classes for the sample of the research. The total numbers of the students are 58 students. The researcher took 5 students of each class as the sample. The sample was chosen by using random sampling technique. The researcher used this technique based on the own consideration.

D. Instrument of the Research

In conducting this research, the researcher used the questions of national examination from three years ago.

E. Procedure of Collecting Data

To collect the data, the researcher gave to the students the questions of national examination from three years ago. Then, they was given time at about 60 minutes. Their result will be checked based on characteristics result component. In this research, the researcher used multiple choice tests of the questions of national examination from three years ago.

F. Technique of Data Analysis

1. English test result : Students' score of vocabulary test was counted by using the formula, as follow:

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total itemscore}} \times 2$$

2. Calculating the mean score of students' score test by using the following formula :

$$X = \frac{\sum x}{N}$$

Where:

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X = The mean score

$\sum x$ = The total raw score

N = The number of students

To understand the level of the students' score, we can use the following classification:

Table 1. Classification of students' score

No.	Classification	Score
1.	Excellent	96-100
2.	Very Good	86-95
3.	Good	76-85
4.	Average	66-75
5.	Fair	56-65
6.	Poor	36-55
7.	Very poor	0-35

Source: Depdikbud (2005)

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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings consist of the students' scores in toward english national examinations. The researcher took the students' score at Junior High School Number 2 *Palopo* and then classified the students' scores to know their ability. Based on it can be known their readiness in toward English National Examination.

1. The students' correct and incorrect from the test.

Soal	Students									
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
1	√	√	√	√	√	√	√	√	√	×
2	√	√	√	√	√	√	√	√	√	√
3	√	√	×	√	√	√	×	√	√	×
4	×	×	√	×	×	×	√	×	×	√
5	√	√	√	√	√	√	√	√	√	√
6	√	√	√	√	√	√	√	√	×	×
7	×	√	√	×	×	×	√	√	√	√
8	×	×	√	×	×	×	√	√	×	×
9	√	√	√	√	×	√	√	√	√	×
10	√	×	√	×	√	√	√	×	×	√
11	×	√	×	√	×	×	×	×	×	√
12	√	√	√	√	√	√	√	√	√	√
13	√	√	×	√	√	√	×	√	√	√
14	√	√	√	√	√	√	√	√	×	√
15	√	√	√	√	√	√	√	√	√	√
16	√	×	√	√	√	√	√	√	√	×
17	√	√	×	√	√	√	×	√	√	×
18	√	√	×	√	√	√	×	√	√	√
19	√	×	√	√	√	√	√	√	√	×
20	√	√	√	√	√	√	√	√	√	√
21	×	√	×	×	×	×	×	√	√	√
22	√	√	√	√	√	√	√	√	√	×
23	×	×	×	√	×	×	×	√	√	×
24	×	×	√	×	×	×	√	×	×	×
25	×	×	×	×	×	×	×	×	×	√
26	×	√	×	√	√	√	×	√	√	√
27	√	√	×	×	√	√	×	√	×	√

28	x	x	√	x	x	x	√	x	√	x
29	√	x	x	√	√	√	x	√	x	√
30	x	√	x	√	x	x	√	x	x	x
31	x	x	√	√	x	√	√	√	√	√
32	√	x	x	√	√	√	√	√	x	√
33	√	√	X	√	√	√	√	√	√	X
34	√	√	√	√	x	√	√	√	√	X
35	x	√	X	√	√	x	√	x	√	√
36	√	x	√	x	√	x	X	√	√	√
37	√	√	X	√	√	x	√	√	√	√
38	√	x	X	√	√	√	√	√	√	X
39	√	√	√	√	√	x	X	x	√	√
40	√	√	√	√	x	x	√	√	x	X
41	x	√	X	√	√	√	√	√	√	√
42	√	X	√	x	x	√	√	√	x	X
43	√	√	√	√	x	√	X	x	√	√
44	√	√	√	√	x	√	√	√	x	√
45	√	√	√	√	√	√	X	x	√	√
46	√	√	x	x	x	√	X	x	√	X
47	√	√	√	√	√	√	√	√	√	√
48	x	√	√	x	x	x	√	√	√	X
49	x	x	√	√	√	√	√	√	√	√
50	√	√	√	√	√	x	√	√	√	√

2. The students' scores are tabulated as follows:

Students	The correct answer	Score
S1	34	68
S2	33	66
S3	32	64
S4	37	74
S5	31	62
S6	33	66
S7	34	68
S8	37	74
S9	35	70

S10	30	60
	Total	670
	The Mean Score	67

Table 2 shows that. there was one student who got to score 60, one student got to score 62, one student got to score 64, two students got to score 66, two students got to score 68, one student got to score 70 and two students got to score 74. The highest score of 10 students was 74 and the lowest score was 60. The mean score of the data above was 67. Therefore, the results of the students' ability in facing national examinations were average.

3. Scoring classification and percentage of the students score in toward national examination

The rating percentage of the students' ability below shows that their readiness in toward english national examination.

Classification	Score	Frequency	Percentage (%)
Excellent	96-100	-	-
Very Good	86-95	-	-
Good	76-85	-	-
Average	66-75	7	70
Fair	56-65	3	30
Poor	36-55	-	-
Very Poor	0-36	-	-
Total		10	100

Based on table 3, it shows that the students' result in doing the questions of national examination from three years ago and this result as proof about their readiness in toward english national examination. There are 7 (70%) students got an average score and 3 (30%) students got a fair score. The researcher concluded that the students' ability in doing the questions of national examination from three years ago at Junior High School Number 2 Palopo was average. This thing showed that they are enough ready to face the national examination. It was proven by mean score 67.

4. Students' correct and incorrect answer to each question

4.1 Topic

No	Student										Correct	False
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10		
1	√	√	√	√	√	√	√	√	√	x	9	1
4	X	x	√	x	x	X	√	X	x	√	3	7
16	√	x	√	√	√	√	√	√	√	x	8	2
24	X	x	√	x	x	X	√	X	x	x	2	8
Correct	2	1	4	2	2	2	4	2	2	1		
False	2	3	0	2	2	2	0	2	2	3		

Based on the table above, it can be understood 9 students answered question number 1 correctly and just 1 student answered incorrectly. It means that the question number 1 is easy for them. More explanation the question number 4 and 24 is still difficult for them because most of them answered incorrectly but question number 16 is easy for them because they can answer correctly.

4.2 Content

No	Student										Correct	False
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10		
2	√	√	√	√	√	√	√	√	√	√	10	0
5	√	√	√	√	√	√	√	√	√	√	10	0
6	√	√	√	√	√	√	√	√	x	X	8	2

9	√	√	√	√	x	√	√	√	√	X	8	2
11	X	√	x	√	x	x	x	X	x	√	3	7
12	√	√	√	√	√	√	√	√	√	√	10	0
13	√	√	x	√	√	√	x	√	√	√	8	2
17	√	√	x	√	√	√	x	√	√	X	7	3
20	√	√	√	√	√	√	√	√	√	√	10	0
21	X	√	x	x	x	x	x	√	√	√	4	6
22	√	√	√	√	√	√	√	√	√	X	9	1
25	X	x	x	x	x	x	x	X	x	√	1	0
29	√	x	x	√	√	√	x	√	x	√	6	4
30	X	√	x	√	x	x	√	X	x	X	3	7
32	√	x	x	√	√	√	√	√	x	√	7	3
33	√	√	x	√	√	√	√	√	√	X	8	2
34	√	√	√	√	x	√	√	√	√	X	8	2
36	√	x	√	x	√	x	x	√	√	√	6	4
37	√	√	x	√	√	x	√	√	√	√	8	2
39	√	√	√	√	√	x	x	X	√	√	7	3
40	√	√	√	√	x	x	√	√	x	X	6	4
41	X	√	x	√	√	√	√	√	√	√	8	2
42	√	x	√	x	x	√	√	√	x	X	5	5
43	√	√	√	√	x	√	x	X	√	√	7	3
46	√	√	x	x	x	√	x	X	√	X	4	6
49	X	x	√	√	√	√	√	√	√	√	8	2
50	√	√	√	√	√	x	√	√	√	√	9	1
Correct	21	21	15	22	17	18	17	21	19	17		
False	6	6	12	5	10	9	10	6	8	10		

Based on the table above, it can be understood the question number 2, 5, 6, 9, 20, 22, 33, 34, 37, 49, and 50 is still difficult for them even though most of the answer is correct because there is still some question like this is wrong. In another word, the kind of question like this is difficult for them.

4.3 Purpose

No	Student										Correct	False
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10		
3	√	√	x	√	√	√	x	√	√	x	7	3
18	√	√	x	√	√	√	x	√	√	√	8	2
31	X	X	√	√	x	√	√	√	√	√	7	3

Correct	2	2	1	3	2	3	1	3	3	2
False	1	1	2	0	1	0	0	0	0	1

Based on the table above, it can be concluded that questions like this are easy for them because most of them can answer correctly. In other words, they have prepared themselves to answer the question like this so that the answers are correct.

4.4 Arrange Word

No	Student										Correct	False
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10		
7	X	√	√	x	x	x	√	√	√	√	6	4
35	X	√	x	√	√	x	√	X	√	√	6	4
44	√	√	√	√	x	√	√	√	x	√	8	2
45	√	√	√	√	√	√	x	X	√	√	8	2
Correct	2	4	3	3	2	2	3	2	3	4		
False	2	0	1	1	2	2	1	2	1	0		

Based on the table above, it can be concluded that the arrange word is not difficult for them because most of the questions like this are correct for them. They can answer correctly. Just little students answered incorrectly. In other words, arrange words is easy for them.

4.5 Arrange Sentence

No	Student										Correct	False
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10		
8	X	X	√	x	X	x	√	√	x	x	3	7
23	X	X	x	√	X	x	x	√	√	x	3	7
Correct	0	0	1	1	0	0	1	2	1	0		
False	2	2	1	1	2	2	1	0	1	2		

Based on the table above, it can be understood that the questions of arranging sentences are difficult for them. There are many wrong answers. This fact showed that arrange sentence is difficult for them.

4.6 Main Idea

No	Student										Correct	False
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10		
10	√	x	√	x	√	√	√	x	x	√	6	4
47	√	√	√	√	√	√	√	√	√	√	10	0
Correct	2	1	2	1	2	2	2	1	1	2		
False	0	1	0	1	0	0	0	1	1	0		

Based on the table above, it can be understood that especially for the main idea question the students can answer it but there is still a false answer. It showed that the main idea can be called easy and difficult for them or in other words on the average level.

4.7 Fill the blank

No	Student										Correct	False
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10		
14	√	√	√	√	√	√	√	√	x	√	9	1
15	√	√	√	√	√	√	√	√	√	√	10	1
28	X	X	√	x	X	x	√	x	√	x	3	7
Correct	2	2	3	2	2	2	3	2	2	2		
False	1	1	0	1	1	1	0	1	1	1		

Based on the table above, it can be understood that there are some students can answer correctly for example in number 14 and 15 but there is also an incorrect answer like in number 28. There are 7 false answers and just 3 are correct. It showed that fill the blank question also on an average level for them.

4.8 True-false

No	Student										Correct	False
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10		
19	√	x	√	√	√	√	√	√	√	x	8	2
Correct	1	0	1	1	1	1	1	1	1	0		
False	0	1	0	0	0	0	0	0	0	1		

Based on the table above, it can be concluded that the true-false question is easy for them. This thing can be like that because the question in number 19 there are 8 students can answer correctly and just 2 students are false. It showed a question like this once again is easy for them.

4.9 Synonym

No	Student										Correct	False
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10		
26	X	√	x	√	√	√	x	√	√	√	7	3
38	√	x	x	√	√	√	√	√	√	x	7	3
48	X	√	√	x	X	x	√	√	√	x	5	5
Correct	1	2	1	2	2	2	2	3	3	1		
False	2	1	2	1	1	1	1	0	0	2		

Based on the table above, it can be understood that the synonym question is also easy for the students because there are many of them can answer correctly. The more just 3 or 5 students are false in answering the question. In other words, the question like this is easy for them.

4.10 Conclusion

No	Student										Correct	False
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10		
27	√	√	x	x	√	√	x	√	x	√	6	4
Correct	1	1	0	0	1	1	0	1	0	1		
False	0	0	1	1	0	0	1	0	1	0		

Based on the table above, it can be understood that the conclusion question is also easy for them because there are 6 students are correct and just 4 students are false.

B. Discussion

Based on the findings above, the researcher analyzed the result to measure the students' readiness in toward english national examination. The result of the test that has been by the researcher showed their readiness in toward english national examination. The result showed is categorized into average classification. Therefore students' readiness in toward english national examination is enough ready. The highest score is 74, the middle score is 66, the lowest score is 60 and the mean score is 67.

In the aspect of scoring classification and percentage of the students' score, there are 7 (70%) students get the average score and there are 3 (30%) students get a fair score. From the scores above, the researcher found that the students' readiness in toward english national examination is good enough because just little students got a fair score. Most of them when was given the test got an average score.

Based on the result, the researcher observed the questions that very difficult for the students during the test. During the research, most of the students answer incorrectly some of the questions. The first kind of question is the topic in number 4 and 24. Most of them still did not know to look for the topic in the text. They spent much time to read the text while looking for the answer. Finally, they found the wrong answer.

The second kind of question that is difficult for them so that they answered in wrong is to arrange the word or arrange the sentence. Questions number 7, 8, and 23. They are also confused to answer it. The researcher thought they did not know the structure of the sentence because the main component to arrange the sentence is the sentence's structure. If they knew it exactly they can answer in true. Besides that, especially for arranging the word is the same as arrange the sentence. They should just know the main component of the sentence.

The third kind is the main idea. It made them difficult especially in number 10. How to determine it in the text made them confusing. They still do not know if there is text and then they have to seek it. In other words, they had still short knowledge about it. Therefore they have to study hard at their home so that they can answer the question in true, especially about the main idea.

The fourth kind is the question about the content of the text. It is also difficult for them because most of the question of these kinds is wrong for them. The researcher thought this is one of the most difficult parts for them because they answer in wrong. Actually content is the main point of the reading text. It means that they have to study hard to solve it. Most of part of the reading text is the question about the content. In other words, if they wanted to master about reading text they have to master also about the question of content.

The last kind is the fill the blank. Most of them answer in wrong the question about it. The researcher also thought this part is difficult for them. They should know if they have to do a question like this, they have to know about grammar. For example verb, noun, adjective, and adverb because one of the

characters of the fill the blank is the grammar. Therefore they have to master the grammar if they wanted to know about fill the blank.

The more of the questions most of the students answered in true such as in synonym, purpose and so on. It showed that another part of the questions is easy for them. This result made the researcher is happy because the observation that had been done by her is useful. Before doing the test she had observed the class know their prior knowledge. It is also very important to determine the character of the question that will be used in the class. This condition showed that their answer is good. They can answer many questions by giving good results.

As the addition from first until the last meeting of giving the test, the students gave full attention and it made her gave much appreciation for their effort. Therefore they should have to improve again about their ability, especially in English by studying hard at their home so that they can answer the question of the reading text correctly.

Based on the discussion above the researcher concluded that the students at Junior High School Number 2 *Palopo* is enough ready to face national examination because the results of the test are in the average level. It is proven by the mean score of the students were 67 after giving the test. The most important part of the test became the measurement of their readiness in toward English National Examination.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of the conclusion and suggestions based on the findings and discussion presented in the previous chapter

A. Conclusion

Based on the explanation on the previous chapter, the researcher concludes that the result of this research showed that the students' readiness in facing national examination at Junior High School Number 2 Palopo is average level. It is proven by the mean score of their score after giving the test is 67 and it can be categorized in the average level. In other words from the conclusion they are ready in facing national examination.

B. Suggestions

There are some suggestions that are given by the researcher in this research, as follows:

1. For the students, this result can be reference for them about their readiness in facing national examination. This is very important because the result of this research can measure how long their readiness to face national examination.
2. For the teachers, it can give the description about measurement of the students' knowledge, how far their ability and readiness to face national examination.
3. For the headmaster, it can give the information about his or her students' ability.

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IAIN PALOPO

APPENDIX

INSTRUMEN SOAL DAN PEDOMAN PENILAIAN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester: IX/I

Teknik Penilaian : Tes Tertulis

Bentuk Soal/ Instrumen : Pilihan Ganda

A. Petunjuk Umum

1. Instrumen penilaian berupa lembar tes pilihan ganda
2. Instrumen ini diisi oleh pesetra didik

B. Instrumen Soal

Indikator Pencapaian	Bentuk Penilaian	Bentuk Instrumen
1. Topic	Tes tertulis	Pilhan ganda
2. Content		
3. Purpose		
4. Topic		
5. Content		
6. Content		
7. Arrange words		
8. Arrange sentence		
9. Content		
10. Main Idea		
11. Content		
12. Content		
13. Content		
14. Fill the blank		

15. Fill the blank		
16. Topic		
17. Content		
18. Purpose		
19. True False		
20. Content		
21. Content		
22. Content		
23. Arrange sentence		
24. Topic		
25. Content		
26. Synonym		
27. Conclusion		
28. Fill the blank		
29. Content		
30. Content		

Pedoman Penilaian Pilihan Ganda Kunci Jawaban

Keterangan Bobot Skor:

1. Jika dijawab benar skor 2
2. Jika dijawab salah/ tidak dijawab skor 0
3. Jumlah skor total adalah 100

IAIN PALOPO

Answer the following questions by choosing the correct choice

The following text is for question 1

-FOOD STORAGE ONLY-
No chemicals in this unit

1. What does the text mean?
- A. We are allowed to mix food and chemicals here.
 - B. We have to add chemicals materials on food
 - C. We can put chemicals in the store room
 - D. We can only put food in the unit

The following text is for questions 2 and 3

2. What the party for?
- A. To have good friends
 - B. To watch new friends
 - C. To enjoy food and drinks
 - D. To welcome the new year

*Dear johana,
Years of gethering With food,
good friends, and fun ...
Let's get together one more time
to watch the new years come
Saturday, december 31st
7 p.m until midnight*

3. What is the purpose of the text above?
- A. To invite a friend to attend the new year party
 - B. To make someone happy in new year party
 - C. To remind people the coming of new year
 - D. To tell importance of new year

The following text is for question 4-6

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03:00 p.m by motorcycle as soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. When I arrived home, I was so tired I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

4. The text above is about....
- A. An embarrassing day
 - B. Shopping with mother
 - C. The writer and his friend
 - D. My friend and his motorcycle
5. The writer couldn't contact his friend because....
- A. He went home alone
 - B. His cell phone was broken
 - C. He was in the parking area
 - D. His friend was still choosing a shirt

6. From the story above we can conclude that there was a problem because...

- A. The writer couldn't contact his friend
- B. The writer's friend was in the clothes section
- C. The writer and his friend couldn't ride the motorcycle
- D. The writer and his friend decided to go to the department store

7. Arrange the following words into a correct sentence.

Of the mountain – is – his room – the beautiful view – the man – looking

- 1 2 3 4 5 6
- at – from
- 7
- A. 5 - 6 - 4 - 7 - 3 - 1 - 2
 - B. 5 - 2 - 6 - 4 - 1 - 7 - 3
 - C. 5 - 1 - 2 - 6 - 4 - 7 - 3
 - D. 5 - 6 - 1 - 7 - 2 - 3 - 4

8. Arrange the sentence bellow into a correct paragraph.

1. We left our house at about 5 o'clock in the morning we took a taxi to the railway station
2. Finally our train came. All of us rushed go get on the train.
3. Last *lebaran*, my family and I went to our hometown. We decided to take a train because it is more comfortable
4. It took about 5 to 7 hours to get to our hometown we enjoyed our journey
5. We took the carriage no 3 according to our tickets.
6. But our train was late for about fifteen minutes, so we had to wait a bit longer
7. After finding our seats, we sat comfortably
8. We arrived at the station at six. Our train

- A. 3 – 8 – 6 – 4 – 5 – 1 – 2 – 7
- B. 3 – 4 – 5 – 8 – 1 – 2 – 6 – 7
- C. 3 – 1 – 8 – 6 – 2 – 5 – 7 – 4
- D. 3 – 5 – 4 – 2 – 7 – 8 – 1 – 6

The following text is for question 9-11

I just got a new toy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot.

My robot is very nice. It is about twenty centimetres tall. The colour of the robot is blue. The robot has a strong body. It has two big red eyes. Its two strong legs are covered with blade boots.

My robot can be moved with two medium sized batteries. After inserting the batteries at the back of the robot body. We can make it move when we push the button behind its neck. The robot will move its left and right foot in turn. It will move its two arms in turn too. However, the robot could not bend its feet and it moves forward only.

9. What are the colour of the robot's eyes?
- A. Red
 - B. Blue
 - C. Black
 - D. White
10. What is the main idea of paragraph three?
- A. A medium sized battery must be put to make the robot strong
 - B. Two batteries are needed to make the robot move
 - C. The writer's robot is difficult to move
 - D. The robot can move without batteries

11. From the text we know that

- A. The robot can't move backward
- B. The robot's feet are bendable
- C. The robot can't move at all
- D. The robot has no arms

12. X: Get up, please. Riko

Y: In a minute, mom. I'm still sleepy

X: Come on. Have a shower right now, or you'll be late for school.

Where does the dialogue take place?

- A. In the office
- B. At home
- C. In class
- D. In the library

13. Dony : ... you go fishing?

Deni : Once a week

- A. How far
- B. How long
- C. How often
- D. How many

For questions 14-15 choose the best word to complete the paragraph

Here are some... (14) on how to be a successful english learner. First, don't be... (15) of making mistakes. Second, use every opportunity to practice your english. At last be an optimistic person.

14. A. Tips
B. Clues
C. Plans
D. Rules
15. A. Afraid
B. Proud
C. Brave
D. Shy

Read the following text and answer questions 16-17

QUININE HAIR TONIC

This hair tonic is processed from the leaves of the quinine tree to help stimulate hair growth. Apply evening particularly on eras where hair is thinning and lightly massage

16. What does the text tell you about?

- A. Hair Cut
B. Hair Style
C. Hair Dresser
D. Hair Treatment

17. What is the function of hair tonic?
- A. To make hair thin
 - B. To massage scalp lightly
 - C. To help stimulate hair growth
 - D. To proces the leaves of the quinine tree

Read the text and answer questions 18-19

The directors of the indonesia impor company request the company of

Mr. Jhon taylor
Manging director of woolcat Ltd
Hampshire

on the occasion of the fiftieth anniversary
of their company at the international club
In Jakarta
on 10 september at 8.15 p.m
(dinner at 09.00 p.m)

(Dress Formal)
Zu Bakir, indonesia import company,
250 serang road
Jakarta, indonesia

18. What is the purpose of the text?

- A. To invite someone
- B. To inform people
- C. To send a message
- D. To remind somebody

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19. Which statement is TRUE based on the text above?
- A. Mr. Zu Bakir is the director of the international club
 - B. The invites should inform Zul Bakir about the coming
 - C. Mr. Taylor is the director of the Indonesia Import Company
 - D. The Indonesia Import Company is located in Hampshire England

Read the text and answer questions 20-22

Tikka kebab

Ingredients:

- Cubes of lamb
- Squares of green pepper
- Onions
- Salad
- Tikka seasoning mixture

Step:

1. Cut onions into quarters
2. Put cubes of lambs, squares of green pepper and onion squares on bamboo skewers and marinate them in tikka seasoning
3. Grill them
4. Serve them with a salad (curry like seasoning from india)

20. What does the writer the text for?
- A. To inform how to serve a salad
 - B. To explain how to make a salad
 - C. To tell how make tikka kebab
 - D. To discuss how to make cubes of lamb
21. How many ingredients are needed to make tikka kebab?
- A. Three
 - B. Four
 - C. Five

D. Six

22. What does the word “them in step 2 refer to?

A. Cubes of lamb and onions

B. Onion, bamboo skewers, and salad

C. Squares of green pepper and onions

D. Cubes of lamb, onions, squares of green pepper

23. 1. Why was it named like that

2. A brotosaurus was as long as four big elephants standing in a line

3. The man who named it thought that when such a big animal walked, it must have made a noise like thunder

4. The word brotosaurus means thunder lizard.

The best arrangement of the sentences above is....

A. 4 - 2 - 1 - 3

C. 3 - 4 - 1 - 2

B. 2 - 4 - 1 - 3

D. 1 - 4 - 3 - 2

This text is for questions 24-27

Smog is a mixture of fog and other ingredients and is considered a form of air pollution.

There are two type of smog. One includes high concentrations Of smoke from burning substances. The other type is caused by a chemical reaction that occurs with sunlight. Both types of smog generally develop during a condition known as a temperature inversion. This occurs when a layer of warm air above it, and wind are

too light to move the layers of air. This condition prevents air from mixing vertically and keeps the smog concentrated near the ground.

Anything that pollutes the air can contribute to smog. This includes gases and other substances produced by burning, coal, wood, gasoline, and other fuels gases produced during manufacturing processes: gases and ash emitted by volcanoes and even natural gases and substances that occur in nature.

24. What does the text tell us about?
- A. Fog
 - B. Smog
 - C. Pollution
 - D. Gas
25. What is the name of the condition in which both types of smog develop
- A. A high concentration
 - B. A chemical reaction
 - C. A temperature inversion
 - D. A natural condition
26. “This occurs when a layer of cool air near the ground...” (paragraph 2, line 2)

What does the underlined word mean

- A. Appears
- B. Happens
- C. Continues
- D. Keeps

27. From the last paragraph, we can conclude that....
- A. Smog happens naturally without human's interferences
 - B. Men also contribute in producing smog
 - C. Smog is not dangerous for human being
 - D. Smog is useful to help the balance of the ecosystem.

The following text is for questions 28-29

Nestled high in the hills on the way Bandung, the air is cooler and cleaner in this popular retreat. Puncak (literally 'peak') lies 100 km south of Jakarta, and is home to various hotels and mountain resorts which offer relaxing massage and facial treatment after an exhausting work day. For more active people, there are nearby hiking trails. For children, there is Taman Safari Indonesia a spacious drive through conservation park where you can take photos with animals.

28. There is no... in Puncak
- A. Taman Safari Indonesia
 - B. Various hotels and resorts
 - C. Game park for animals
 - D. Hiking trails
29. People can go around Taman Safari Indonesia.....
- A. By car or bus
 - B. By bicycle or on foot
 - C. On foot or by motorcycle
 - D. By train or by cart

The following text is for questions 30

To : erika@yahoo.co.id

Cc:

Subject: birthday

Dear erika

Next may 27th is azuchi's birthday. My husband and I are planning to celebrate it with a small party with kids in an orphanage. We want to share happiness and care with other who need it the most. The orphanage we plan to visit is Mekar Sari orphanage which is located in serpong tangerang, banten.

Besides celebrating azuching's birthday, we also plan to give donation to the orphanage. we are going to give clothes, toys, rice, cooking oil, child/ baby milk. I think you may like to give donation too! So please contact me soon if you have decided to do so!

Love
Angel

30. What does angel ask erika to do
- A. Celebrate her son's birthday
 - B. Join giving donation to the orphanage
 - C. Plan a birthday party for Azuchi
 - D. Visit Mekar Sari orphanage

Questions 31-32 refer to the following notice



31. What is the purpose of the notice?
- A. To warn men to smoke in the area
 - B. To make the area free from children
 - C. To keep the area free from kids
 - D. To keep the area healthy for children
32. What would probably happen if people obey the notice?
- A. The tobacco will be in the free zone.
 - B. The kids are in the other zone.
 - C. The water will be cleaner and healthier.
 - D. The kids will be in a free zone.

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Questions 33-34 refer to the following text

Steak & Mushroom Casserole

Chunks of steak, mushrooms and carrots in a rich sauce, accompanied by mashed potato, broccoli and mashed carrot



Ingredients: Potato, carrot, beef (17%), water, broccoli, mushrooms (10%), onion, vegetable oil, sweets, modified potato starch, butter (milk), parstrip, sugar, salt, dried whole milk, tomato puree, brown sugar syrup, yeast extract, maltodextrin, potato starch, natural flavouring, pepper, caramelised sugar powder, onion powder, beef extract powder, dried mushroom, acidifier (E330), spice extracts, dried onion, dried parsley, clove. Made in a factory that does not handle nuts. Not guaranteed free of nut trace.

Cooking guidelines (all ovens may vary). Preheated oven 180°C/325°F/Mark 3-4. If fan assisted 140°C/275°F. Typically 35-60 mins or until piping hot. Cook from frozen. Cook from frozen Position the plastic container in the centre of the microwave oven FULL power.

Nutritional Information

Protein	18.1g
Fat	13.2g
Of Which Saturated	(5.2g)
Carbohydrates	26g
Of Which Sugars	(7.7g)
Sodium	0.484g
Salt	1.2g
Potassium	805mg
Fibre	4.7g
kCalories	322 kCal
kJoules	1.347 kJ

Barcode: 501002558

Best Before: 26.12.13

Price **£2.95** 360g

Frozen Food Keep Stored at -5°C

33. The function of the text is ...

- A. to persuade the readers to buy the product
- B. to provide detailed information about the product
- C. to inform about the expired date of the product
- D. to give instructions about how to cook the product

34. We can assume that the product is

- A. healthy food
- B. junk food
- C. fresh food
- D. dietary food

35. To marry – because - the wood carver - was touched - she - the princes - by his
 1 2 3 4 5 6 7
 sincerity - decided
 8

The best arrangement of the words to make a sentence is

- A. 6-3-1-2-5-8-4-7
 B. 6-8-1-3- 2-5-4-7
 C. 6-4-7-2-3-8-4-5
 D. 6 8-4-5-1-2-7-3

(www.sudutbaca.com)

GN
Great National
Hotels and Convention Hall

- 124 opulent bedrooms and suites
- Full choice of restaurants
- Convention Room
- Free secure parking
- Capacity for up to 1200 persons
- Minutes from limerick tunnel & motorways
- 90 minutes from Dublin
- 15 minutes From Shannon Airport.

36. The text is probably addressed to someone who wants to stay in the hotel to..
- A. have fun
 B. enjoy beautiful scenery
 C. work hard
 D. have important meetings

37. A company might want to hold an event in that hotel because ...

- A. it can accommodate many people
- B. it is luxurious hotel
- C. it is close to the airport
- D. it has free parking area

38. "124 opulent bedrooms and suites."

The underlined word is closest in meaning to ...

- A. luxurious
- B. spacious
- C. large neat.
- D. Neal

Read the text and answer questions 39-40

Dear Davish,

CONGRATULATIONS! I know you must be proud and happy to attain the rank of Eagle Scout. May the high goals and ideals which led to this special honour continue to inspire you in the years ahead.

Timmy Carter
Timmy :

39. What is the writer's intention to write the text?

- A. To praise Davish for his success
- B. To inspire Davish to reach his goal
- C. To share his happiness with Davish
- D. To support Davish to get the Eagle Scout

40. "May the high goals and ideas which led to this special honor continue to inspire you in the years ahead."

" We can infer from this statement that the writer hopes Davish ...

- A. stay humble and calm
- B. always be happy
- C. keep on success in the future
- D. be a better person

(www.giri-widodo.blogspot.co.id)

The following text is for questions 41-43

The Crow and The Oyster

A hungry crow saw an oyster on the beach one day. He wanted to eat the tasty meat inside the shell, so he tried to open the oyster.

First, he used his beak, but he could not open the shell. Then, he hit it with a stone, but the shell stayed tightly shut. He even jumped up and down on the oyster, but still he could not open it.

Another crow came by. He saw what the first crow was trying to do and said, "My friend, may I offer you some good advice? I suggest that you pick up the oyster in your beak, fly high into the air, and then drop the oyster onto the wide rock below. The oyster shell will break open and you will be able to have your meal."

The hungry crow thought that it was a very good idea. He picked up the oyster with his beak, and then he flew as high as he could. When he was sure that he was high enough, he dropped the oyster onto a wide rock far below.

The oyster shell broke wide open. However, the other crow was waiting nearby, and he reached the broken oyster first. He enjoyed a tasty meal, while the hungry crow had nothing to eat.




41. How did the other crow trick the hungry crow?

- A. By giving a suggestion to drop the oyster onto the rock
- B. By telling that he was so hungry and needed some food.

C. By saying that he had a nice and strong beak.

D. By picking up the oyster with his beak.

42. Where did the crow drop the oyster?

A. Onto the sand.

B. Near the water.

C. Near the beach.

D. Onto a wide rock.

43. What is the moral value of the story?

A. Don't fly high on the sky.

B. It is not easy to fool anybody.

C. Always trust people who offer help.

D. Don't be fooled by people who offer help.

44. When – in – came – a – were – stranger – sleeping - they

1 2 3 4 5 6 7 8

A. 1-8-3-1-4-6-5-7

B. 1-3-2-8-5-7- 4-8

C. 8-5-7-1-4-6-2

D. 8-5-1-4-3-6-2-7

45. Joko – but – go - doesn't - students - to – all – agree

1 2 3 4 5 6 7 8

A. 1-3-2-7-5-4-6-8

B. 1-4-8-6-3-2-7-5

C. 7-5-4 -8-6-3-2-1

D. 7-5-8-6-3-2-1-4

(<http://giri-widodo.blogspot.com>)

This text is for questions 46-49

Sunflower is an annual plant. It usually grows, flowers, and dies in one year. It possesses a large flowering head. Sunflower stems can grow as high as 3m, and the flower head can reach 30 cm in diameter. The term "sunflower" also refer to all plants of the genus *Helianthus*, a kind of perennial plants. It means that they are able to grow for two seasons or more. To grow well, sunflowers need full sun. They grow best in fertile, moist, well-drained land with a lot of soil protection. In commercial planting, seeds are planted 45 cm apart and 2.5 cm deep.

The flower is native to the Americas. The evidence is that it was first planted in Mexico, by at least 2600 BC. It may have been planted a second time in the middle of Mississippi Valley, or been introduced there from Mexico at an early date, as corn was. The earliest known examples of a fully planted sunflower have been found in Tennessee and dated to around 2300 BC. Many native Americans used sunflower as the symbol of their Sun God, including the people of Aztecs and the Otomi of Mexico and the Incas in South America.

Sunflowers "whole seed" (fruit) are sold as snack, after being roasted in ovens, with or without salt added. Sunflowers can be processed into a peanut butter alternative, sun butter. In Germany, sunflower is mixed together with wheat flour to make *Sonnenblumenkernbrot* (literally: sunflower whole seed bread), which is quite popular in German-speaking Europe. It is also sold as food for birds and can be used directly in cooking and salads. Sunflower oil, extracted from the seeds, is used for cooking. It contains oil, so it can produce margarine and biodiesel.

46. Where did sunflower first planted?
- A. Mexico.
 - B. America.
 - C. Tennessee.
 - D. The Mississippi Valley.
47. The main idea of paragraph 3 is ...
- A. sunflowers can also grow well in Europe
 - B. sunflower butter is very popular in Germany
 - C. Europeans do not consume sunflower products

D. sunflowers can be processed into various products

48. " Sunflower is an annual plant ... "(paragraph 1)

The underlined word is closest in meaning to

A. weekly

B. fortnightly

C. monthly

D. yearly

49. How do we get sunflower oil?

A. By adding salt to the flower.

B. By extracting the seeds.

C. By roasting the plants.

D. By putting it under the sun.

Arrange the following sentences into the correct order of how to operate a vacuum cleaner.

1. After that, press the power button
2. Press the red button to release the dust bag
3. First, connect the plug to the socket.
4. Next, move the vacuum back and forth on the dusty floor.
5. Empty the dust bag and attach it back on the machine.
6. When you have finished cleaning the floor, turn off the power.

A. 3-4-1-6-5-2

B. 3-5-6-1-2-5

C. 3-1-4-6-2-5

D. 3-2-4-1-5-6

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CURRICULUM VITAE



The researcher, Faradiba ade iswara jaya was born on July 14th 1997 in Wotu, Kecamatan Wotu, Kabupaten Luwu Timur. She is the third child from two sisters and one brother. His father's name is Masjaya . and his mother's name is Hastuti bachrie.

The researcher finished her study at SDN 121 Lampenai Luwu timur, her graduated in 2009 and then continued her study at SMPN 02 Wotu, she graduated in 2012. Next, she keeps going to continue her education at SMAN 01 Wotu, She graduated in 2012. She continue to study at the state Institute For Islamic Studies (IAIN) Palopo and taking English Language Education Study Program. he finished his study in 2020.

In the end of the study at the state Institute for Islamic Studies (IAIN) Palopo, wrote a Thesis entitled **“Students’ Readiness In Toward English National Examination (A Case study in smpn 2 palopo)”**

Contact Person of the Researcher: faraadhe@gmail.com

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1.1 The researcher explained the questions to the students



1.2 The students answered the questions from the researcher



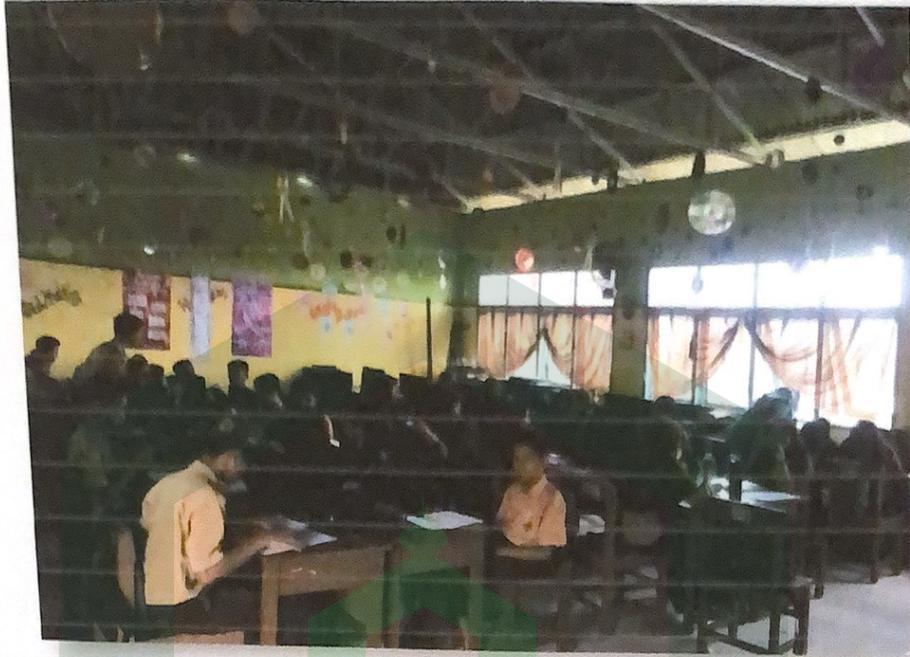
1.3 The researcher explained the content of the questions



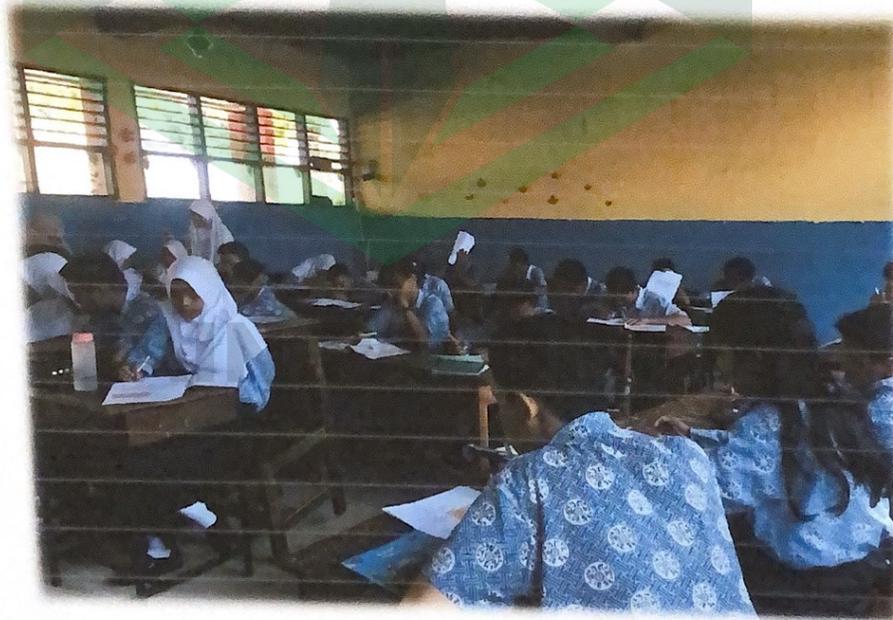
1.4 The researcher observed the situation of the class



1.5 The students were serious in answering the questions



1.6 The condition of the students when answered the questions



1.7 Students' interaction in answering the questions



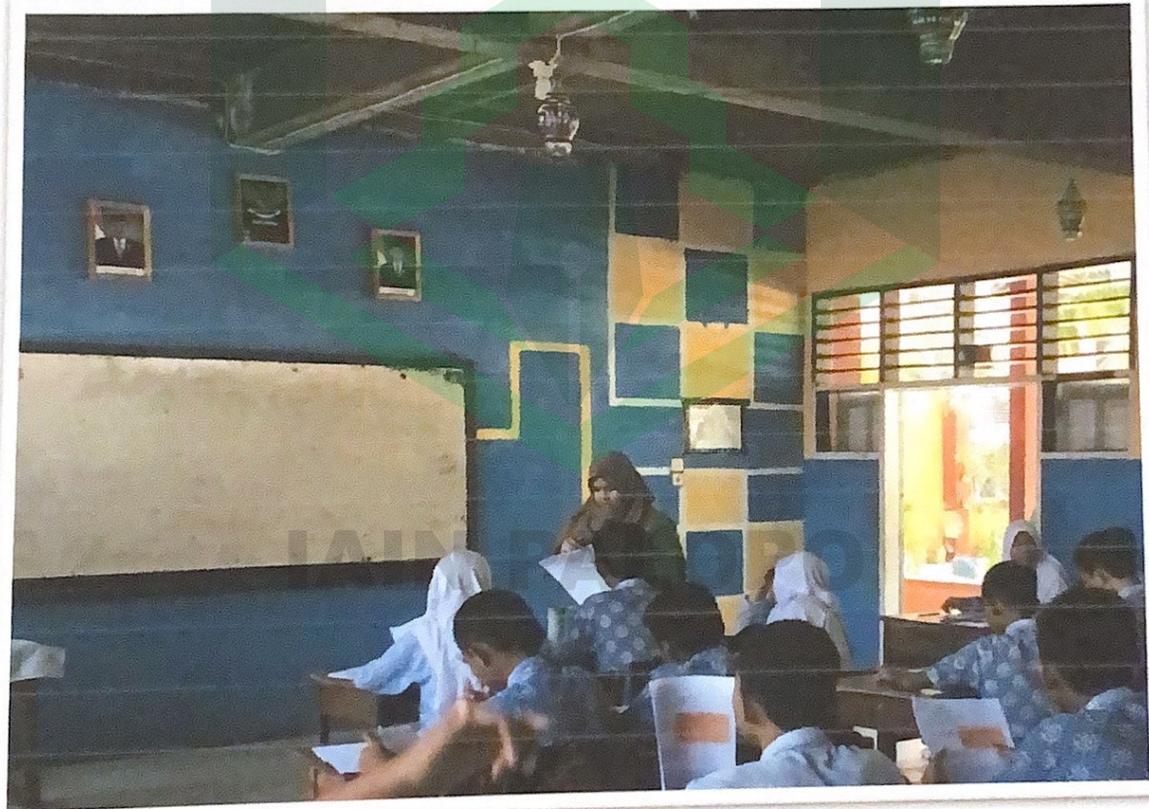
1.8 The students collected their result



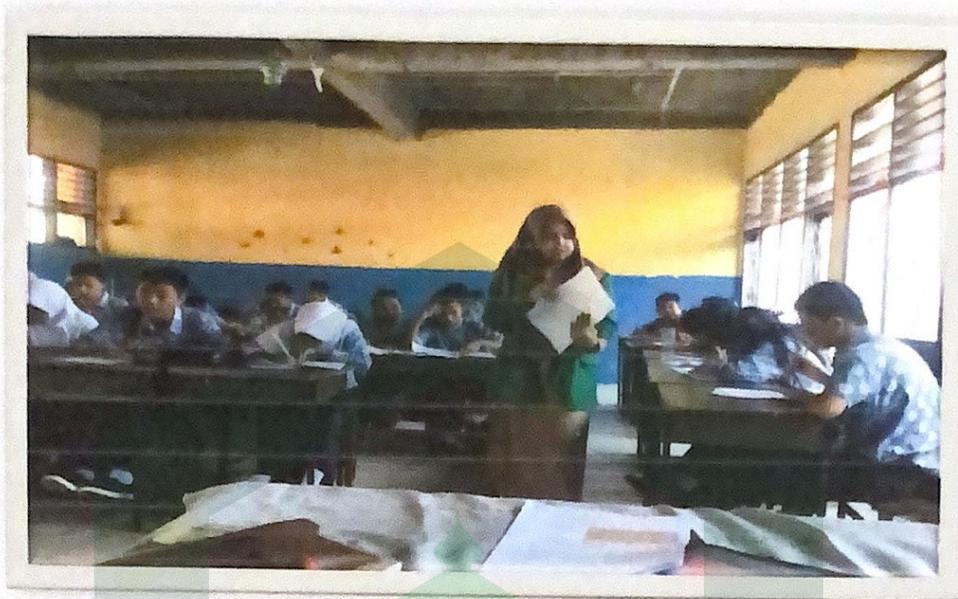
1.9 The students asked about the questions to the researcher



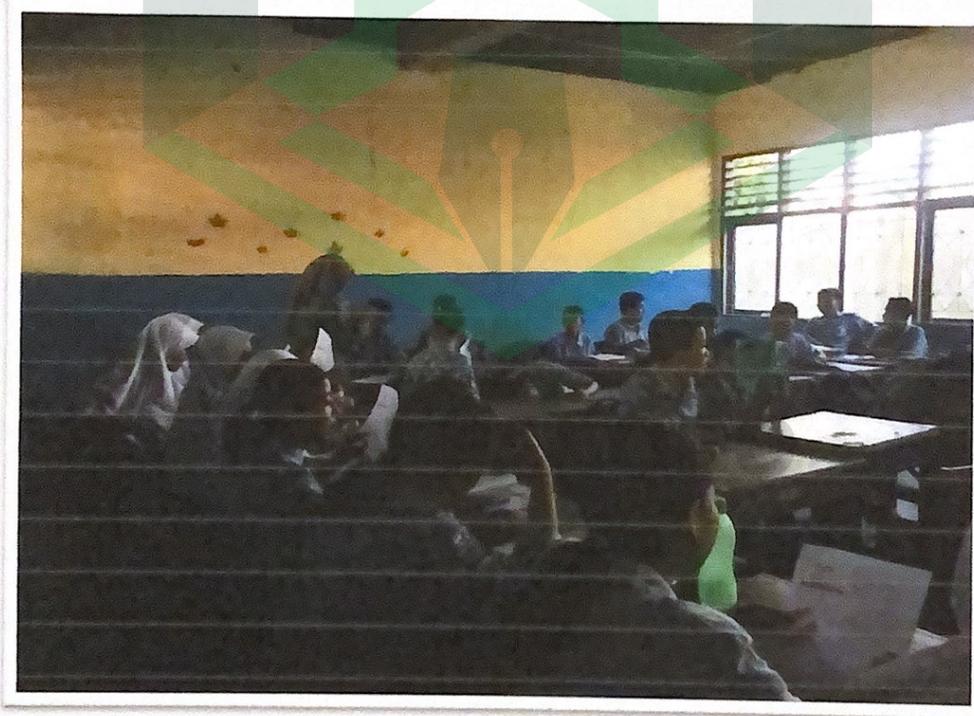
1.10 The researcher divided the questions for the students



1.11 The researcher explained the questions to the students



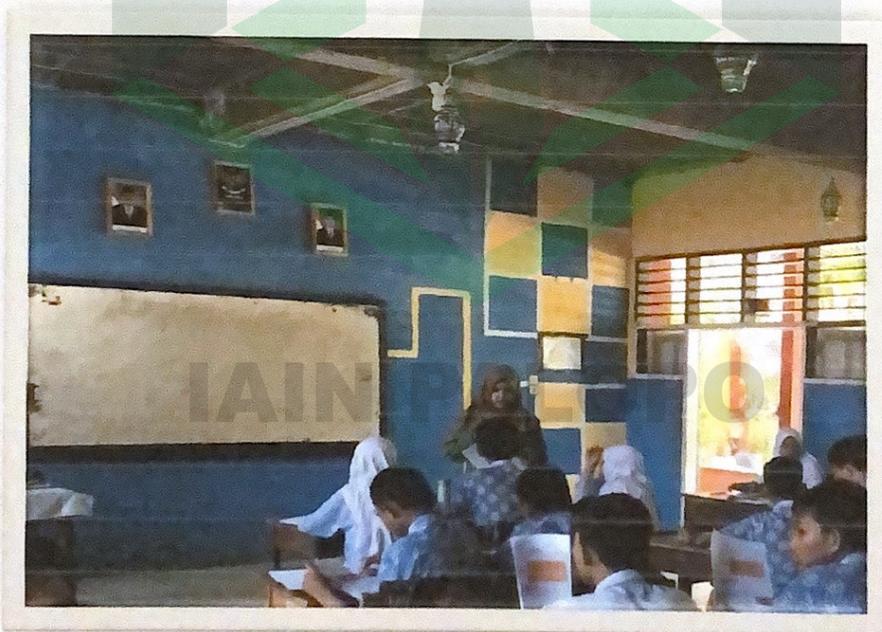
1.12 The researcher observed the situation of the class



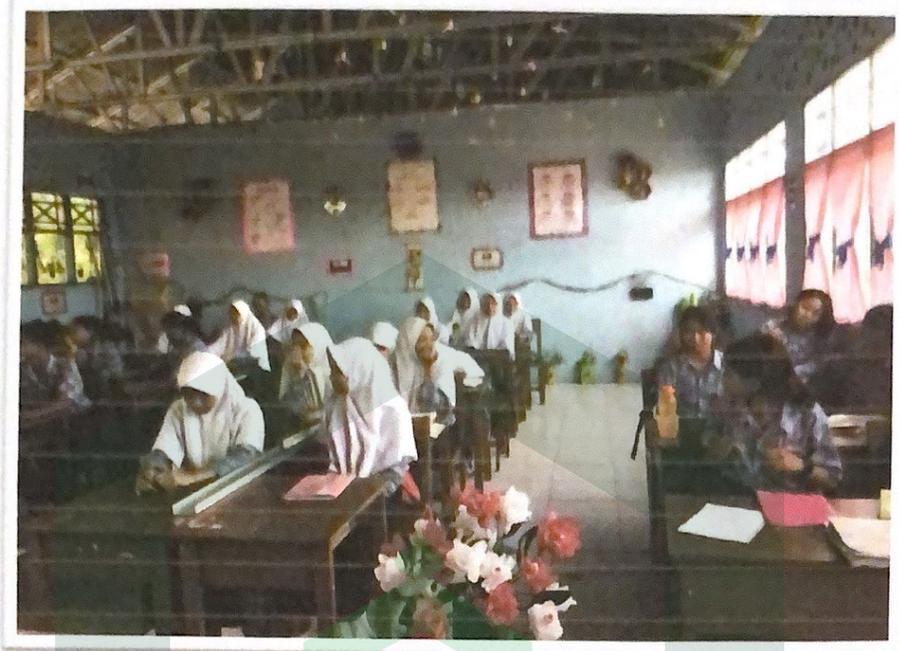
1.13 Situation of the class during the research



1.14 The researcher explained the way in answering the questions



1.15 Situation of the class before doing the research



1.16 Interaction between the researcher and the students



1.17 The researcher helped the students the way in answering the questions



1.18 The situation of the class before doing research

