

Chapter One

Introduction

In this chapter, the researcher discusses and write a topic about English Test in the Integrated Entrance Test in Public Higher Education called SBMPTN. This chapter consists of several subsections. The first subsection is the background of the study. The following subsection identifies the problem and continues with the delimitation of the problem. The following subsection is research questions. After that are the objectives of the study. Then the significance of the research and the last subsection is the research outline. Below is the description of each part:

Background of Study

Assessment is a fundamental process that happens on a constant schedule in educational contexts. Assessment is administered to students in since students on elementary school, junior high school, senior high school, and even higher education or university. Assessment is usually employed when students or other individuals learn a lesson topic. Brown (2003) stated that assessment is a continuous process that involves a much broader area. Assessment is a term used to define how people usually evaluate the performance of an individual or a group. It could be about many things, like a student's knowledge, understanding, skills, and attitudes, or it could be about a specific event or instrument.

Assessment is consistently implemented to find out and know about each student's ability and study results in learning material in each subject that they have

studied. Masuku et al. (2020) argued that assessment help to encourage learning and measure achievements. Assessment is a tool used to measure the ability and study results.

Assessment has various tools for measuring and knowing a student's learning outcomes, as well as assessment, such as tests, quizzes, experiments, and many more. According to Brown (2004), a test might be valuable; it is a simple one of several processes and activities that teachers can use to evaluate students in the end (p. 4). Then, Brown (2004) stated that Students must have the opportunity to experiment, to try their assumptions about language without fear of being judged only based on their experiments and errors.

According to Brown (2004), there are several types of assessment, such as formative assessment and summative assessment. Besides that, there are also several types of testing. Brown (2004) argued that there are several tests such as language aptitude tests, proficiency tests, placement tests, achievement tests, and diagnostic tests. Based on the type of assessment, it has its examples. Formative assessment has the following examples: quizzes after lessons, presentations, questions, answers held after studies, and forum discussions. Summative assessment has the following examples end-of-term or midterm exam, final project exam. Meanwhile, diagnostic itself has several examples such as assessment before the entrance to a course, pronunciation diagnostic, writing diagnostic, entrance test in college, and many more.

Diagnostic assessment takes place at the beginning of a course. This diagnostic assessment is frequently used to decide and evaluate the outcomes of student assessments as a prerequisite for students to succeed or not succeed in a course to continue their education. When students need to continue their education from senior high school to a higher level, especially at the public university level in Indonesia, they must take several government tests, such as the integrated entrance test in public higher education called the Integrated Entrance Test in Public Higher Education (SBMPTN).

Integrated Entrance Test in Public Higher Education (SBMPTN) The Integrated Entrance Test in Public Higher Education focuses on this study because it includes a diagnostic assessment. It mentioned that diagnostic tests evaluate student learning, skill acquisition, and academic achievement. The Integrated Entrance Test in Public Higher Education (SBMPTN) is held every year. Third-grade students at senior high schools who have graduated can join in that test.

On this Integrated Entrance Test in Public Higher Education (SBMPTN), students fear facing this test. Besides that, as evidenced by the English questions on the SBMPTN test, which differ significantly from what is taught in high school English classes, the English language test on SBMPTN is more challenging than another assessment. The language used on the SBMPTN test, especially in English language subjects, is more unfamiliar. It is a high-level language, so the researcher is curious about students' problems facing English language tests on SBMPTN and students' strategies to face English tests on SBMPTN. According

to the researcher's explanation, this study is highly helpful if it is to be researched because it makes students and readers aware of the problems that students experience while dealing with the SBMPTN, as well as the strategies that students use to deal with the SBMPTN.

Identification of Problem

The researcher has conducted initial interviews with several third-grade high school students. The researcher knows that a student feels worried about taking the SBMPTN, especially when taking and doing the English test in the SBMPTN. Due to a lack of knowledge about English, students do not understand the meaning of the vocabulary contained in the English questions in the SBMPTN. Some statements made by students are clear evidence that there are some students at SMA N 2 Magetan who have problems facing the English test in the SBMPTN. To validate the information obtained from interviews and initial observations, the researcher conducted interviews and re-observation with other students of SMA N 2 Magetan. After the researcher interviewed the students, some of them said that they have difficulties on understanding vocabulary and grammar. When they had that difficulties they can handle the problems with some strategies such as managing study time, creating a discussion group, reading, practicing answer questions of SBMPTN and joining tryout, joining a course, and the last is learning materials from the video discussion about SBMPTN.

Delimitation of the Problem

Based on the identification of the problem, this problem is delimited into several ways:

Firstly, this research delimits the research focus. There are two focuses of this research study namely the problems faced by senior high school students in English tests on SBMPTN and the strategies that are used by students to face English tests on SBMPTN.

Secondly, the research place is also delimited. This research conducted only on SMAN 2 Magetan located in Magetan, East Java.

Thirdly, the researcher also delimited the participants in that only six participants in this research.

Research Questions

In this research, there are three research questions. Below are the research questions:

1. What are the problems of senior high school students facing English language subjects in the Integrated Entrance Test in Public Higher Education/ SBMPTN?
2. What are the strategies used by senior high school students to face English language tests in the Integrated Entrance Test in Public Higher Education/ SBMPTN?

The objective of the study

The purpose of this study is based on the research question. Below are the objectives of this study:

1. To investigate senior high school students' problems to face English language tests on the Integrated Entrance Test in Public Higher Education/SBMPTN.
2. To investigate senior high school students' strategies to face English language tests in the Integrated Entrance Test in Public Higher Education/SBMPTN.

Significance of the Study

The researcher trusts that this research study is essential. The research results can provide several benefits and can be helpful to students, teachers, institutions, and future researchers. The explanations are offered below:

Students

This research study provides benefits for senior high school students. This research study offers information about the problems faced by senior high school students to face English language subjects on SBMPTN, and several strategies to face English language subjects on the Integrated Entrance Test in Public Higher Education/SBMPTN.

Teachers

This research study provides benefits and information for teachers. The teacher familiar with students' problems, and strategies to face English language tests on the Integrated Entrance Test in Public Higher Education/SBMPTN.

Institutions

This research study provides benefits and information for institutions. The institution can know about senior high school students' problems and strategies when facing the English language tests on the Integrated Entrance Test in Public Higher Education/SBMPTN. So that the institution can design and deliver learning on preparing Integrated Entrance Test in Public Higher Education/SBMPTN wisely.

Other researcher

This research should be helpful to other researchers who are interested in the same issue. The findings of this study can be used to generate fresh ideas for a study with a similar or identical scope. The literature used in this study might be used as a reference by other scholars working on comparable projects.

Organization of the Chapter

In this section, the researcher describes the topic in each chapter given in this section. This section contains everything from the first chapter's contents to the last chapter's contents. This is done to make it easier for readers to see the contents of each chapter. The description is offered below:

Chapter one, this chapter contains the introduction of the study that explains the general discussion in this chapter. Then there is a background that explains the context of the study, and this section describes why this specific research issue is

relevant and necessary to be researched. After that, there are identification problems that explain the problems that researchers found to be the reason for conducting this research. Chapter one also has a delimitation of the problem part, and in this research, research questions have also been written based on the issues found. Last, there are the objectives of the study, the significance of the study, and the organization of the research.

Chapter two, this chapter explain several components. The researcher set down the theories regarding a problem, and strategies senior high school students use to face the English language test on SBMPTN (Integrated Entrance Test in Public Higher Education). The theories are based on journal publications and some books that the researcher used to support this study. Besides that, in this chapter, there is also a review-related study, an overview of relevant research, and a conceptual framework.

In chapter three, the first one is explained in terms of the research design of the study. The second one describes the research setting, which includes the setting of places and the setting time. The third one is explained about research participants. The fourth is to describe the data gathering method. The fifth is about research instruments, and the last is about data gathering procedures.