

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher analyzes the data that have been collected during the research. The first data contains general description of MAN Negara, second data contains five qualities of teacher who teaches preparation for examination, third data contains teacher's strategy in preparing students for English National Examination, and the last is about teacher difficulties and his way to solve those difficulties. All of the data are taken using interview, observation, and documentation.

A. General Description of MAN Negara Bali¹

The history of MAN Negara was started from the existence of Education of Religion Teacher (PGA) in Bali. After the failure of PGA in Singaraja and Jembrana, in 1969 the Minister of Religion decided to build a PGA in Negara. Then, it became a stated-owned school after fulfilling the requirement in 1970.

At the beginning of PGA Negara's existence, it did not has a representative class. It borrowed a building of an islamic elementary school in Loloan Timur Village. But, since 1972 it got a development project and moved to new location at Ngurah Rai 103 Negara. Then, this new place is occupied until now and known as MAN Negara.

¹ Based on the official site of MAN Negara, *Profile MAN Negara*, August 22, 2012, (<http://mannegara.com> accessed on November 28, 2012)

In 1991, all PGAs were abolished and replaced with Islamic Senior High School (MAN). Because of previous achievements, in 1998 MAN Negara was enthroned as the model of MAN in Bali and Nusa Tenggara. Along with the experiences achieved, MAN Negara always develops the strategy to enrich the quality of education based on its motto: “Thinking correctly, acting effectively, having rigid mentality, and fighting for humanity.”

Vision of MAN Negara is achieving intelligent, skilled, and creative human resources who have religious personality. Based on that vision, MAN Negara has mission:

1. Developing the atmosphere of the study which is sympathetic with the growth of students' intelligence.
2. Developing teaching material, teaching method, and teaching media innovatively.
3. Preparing the students to get into state university.
4. Preparing students to access the labor market.
5. Being model for the students in order to make them having religious personality.

Every year, MAN Negara always succeed in getting 100 % of students' passing grade. Table of students' passing grade for English National Examination in MAN Negara is as following:

Table 4.1
Students' passing grade of MAN Negara Bali

No.	Year	Average of the Score	The Passing Grade
1	2007/2008	7,68	100%
2	2008/2009	7,75	100%
3	2009/2010	7,50	100%
4	2010/2011	7,75	100%
5	2011/2012	7,80	100%

Source: document of MAN Negara Bali

B. The Qualities of the Teachers who Teach English for National Examination at MAN Negara Bali

Data of this sub-chapter are based on the result of observation and interview which are done during the research. It talks about teachers' attitude in term of how their qualities in teaching for examination are. The researcher does the observation and interview concerning with the teachers' qualities in the class because they handle important roles in succeeding the examination.

The significance of teachers' role is the reason why certain qualities of the teachers are needed to make the teaching and learning success, especially in preparing students for English National Examination. Not only because the difficulty of English as foreign language in Indonesia, but also because this subject is tested in

every department of senior high school. It means that English is significant to the students' passing in all those departments.

It is important to assure that the English teachers have good qualities. Eventhough teaching for examination is not so different from teaching a general language class, it is important to build variety and fun into an examination course. It will drive the students towards the goal of passing their examination.²

Preparing students for an examination is a special responsibility, because the results of examination have a significant effect on students' lives and careers. Therefore, the teachers should be qualified to prepare students' readiness in facing examination. It is supported by Sally Burgess and Katie Head in their book "*How to Teach for Exams*" that there are several qualities of examination teacher,³ such as:

1. Building Positive Attitude to the Examination

From the observation, the researcher found the teacher builds positive attitude to the examination. He always remains students to do the exercise carefully and seriously, because the questions of the task in real UNAS they will get is relatively similar with what they have to do at that time.

² Sally Burgess and Katie Head, *How to Teach for Exams*, (Harlow: Longman), p.1

³ Sally Burgess and Katie Head, ...p.3

The teacher also asks students to give more attention to the material and other preparations for UNAS like students' health. He builds the atmosphere of UNAS preparation as a serious process. But, he balances that serious atmosphere with creative media like song or film so the students can enjoy the class.

The teacher develops map of essential material into some creative exercises. He/she realizes how important the UNAS is, so the students are guided to learn the material which is improved by the teacher in detail. Some students can understand the instruction faster than others. It makes teacher need to give different attention to certain students. Teacher works around the class, and go to the students who get problems to the instructions. Teacher attempts to involve into the students' activity by helping students who get difficulties.

2. Enjoying the Discipline of Teaching for Examination

Preparing students for an examination requires discipline teaching and good time management skills. Teacher's task is to get all students to the required level in a limited period of time. The course needs to be carefully planned to ensure that the time is sufficient to make students master UNAS task.

“Ini menjadi tantangan tersendiri bagi saya sebagai seorang guru. Karena saya hanya memiliki waktu sekitar dua bulan untuk memastikan bahwa para siswa siap menghadapi UNAS. Itulah mengapa saya membuat peta materi esensial, karena sangat berguna agar tidak melewatkan materi-materi penting meskipun saya hanya memiliki waktu yang terbatas.”

“It becomes challenge for me as the teacher. Because I just have about two months to ensure that students ready to face UNAS. That’s why I make a map of essential material. It very useful because it avoids me to skip important material eventhough I just have limited time.”⁴

In the finding of interview, researcher found that the teacher always tries to make the class both discipline and enjoyable. He knows that he is required to get students to have better score day by day, so he assess the class regularly after discussing the exercise of UNAS preparation.

The teacher said, sometimes students are bored with continually drilling exercise of UNAS task. But the teacher tries to solve it by using various teaching media. He searches the material from internet, uses English songs as listening material, even uses a shape of films as integrated reading and listening material. Since the classes are equipped with LCD projector, it becomes easier to deliver various and creative teaching media in order to make students enjoy the class.

“Di sini setiap kelas dilengkapi dengan LCD-proyektor jadi saya bisa menggunakannya sebagai media pembelajaran. Ini sangat membantu saya. Karenanya saya biasa menyajikan teks reading dengan LCD-proyektor, kemudian saya mendiskusikan dengan siswa. Selain itu kadang-kadang saya memberikan materi berupa video ataupun film.”

“Every class has been equipped with LCD-Projector so I can use it as teaching media. It helps me a lot. I usually present a reading text on LCD-Projector, then I discuss it wth the students. Sometimes I show them a video or films.”⁵

⁴ Interview with Kamaluddin M.Pd, 03 december at 11.00 am

⁵ Interview with Kamaluddin M.Pd, 03 december at 11.00 am

Musics also becomes teaching media to make students enjoy the learning process. Teacher uses English songs as resources of the material. She does it in order that make students familiar with English words without forcing them to memorize the words one by one and out of the context. By listening English songs, students memorize new words unconsciously.

“Sekolah ini memiliki portable tape jadi saya bisa bawa ke kelas. Saya pakai tape ini untuk menyajikan lagu berbahasa inggris ke siswa. Terutama kalau kelasnya setelah dzuhur. Siswa biasanya ngantuk dan malas untuk mengerjakan latihan soal. Tapi ketika saya suruh mereka mendengarkan lagu, mereka kelihatan senang dengan penugasan tersebut.”

(“This school has portable tape so I can carry it to the class. I use it to deliver students an English song. Especially the class after pray *dzuhur*. Students usually sleepy and lazy to do an exercise. When I ask them to listen music, they seem happy and do the instruction.”)⁶

3. Having Good Knowledge of the Examination

In observation notes, the teacher is experienced enough about the examination. It is shown up by his explanation about the questions that always appear from the reading text and the listening material. He classifies point by point about the material that will be asked in detail explanation. Also, the procedure of UNAS becomes his concern so that students can avoid mistakes in answering the questions.

⁶ Interview with Umi Mustabsyirah, 01 december at 08.00 am

As stated by Sally Burgess and Katie Head, students need to feel confident that they are in the hands of authoritative source of information. Students expect the teacher to be able to answer accurately a wide range of questions about the examination. It is teacher's job to tell students about enrollment procedures, arrangements for the day of the examination, regulations on what students can take with them into the examination room etc.⁷

From the observation, the teacher always attempts to answer students' question about the procedures and regulation of UNAS. There are several equipments that students should avoid to bring such as calculator, dictionary, translator, mobile phone etc. The teacher also emphasizes at good time management because students have to answer fifty questions in two hours. Because the examination uses worksheet which will be computerized, students are demanded to divide the available time for filling students' identity, answer the questions, and blackening the circle of answer. If they have chance to check the answer, they have to do it to ensure that their worksheet is fulfilled correctly.

When students are given listening task, some of them got difficulties because they can not catch the meaning of some words. They even can not identify what words they heard. The teacher responds it by asking students to skip those

⁷ Sally Burgess and Katie Head, ...p.4

difficult words. The teacher says that they can listen those words again, because the questions in listening session are turned twice.

In reading session, the teacher asks students to skip difficult question and go toward the next easier questions. It will avoid students from wasting the time. Because if students just focus on the words or questions they don't understand, it will waste the limited time they have.

4. Keeping in Touch with Students

During teaching and learning process, researcher found the teacher goes around students' seat to make the instruction clearer and ascertains that students do the exercises. But if the students have understood the instruction, the teacher just stays in front of the class while discussing the material with his students.

There are few students who do not prepare themselves seriously. When the teacher is aware about it, he tries to talk face to face out of the teaching learning time with the students. After receiving some advices from the teacher, there is a change with the students. They try to be serious and prepare themselves as good as possible because they know that the teacher care to them. They need the feeling of teacher's caring to help them to understand how important the examination is.

“Alhamdulillah, setelah saya dekati, mereka mulai berubah. Saya bilang ke mereka bahwa UNAS akan mempengaruhi masa depan mereka. Karena bagaimanapun, mereka tidak bisa masuk universitas

atau melamar pekerjaan tanpa terlebih dulu lulus UNAS. Itulah mengapa mereka kemudian mengerti alasan kok harus serius dan memanfaatkan waktu mereka untuk giat belajar.”

(“Alhamdulillah, after I get closer with them, they begin to change. I tell them that UNAS will affect their future. However, they can not go to university or applying a job without passing UNAS. Then they understand why they have to be serious and use their time to study hard.”)⁸

5. Maintaining Students’ Motivation

The teacher always advices students to prepare UNAS seriously because it will give impact to their passing. He also suggests students to find their special time for study so they can effectively catch the material. Related to the teacher’s role as the motivator, the teacher stated in the interview:

“Selalu, di kelas saya itu, saya gunakan sekitar lima sampai sepuluh menit untuk memotivasi mereka. Saya menjelaskan bagaimana pentingnya ujian kali ini. Agar mereka dapat mempersiapkan diri sebaik mungkin. Yang terutama sekali, saya menyarankan mereka untuk menemukan waktu spesial untuk belajar dimana mereka dapat menyerap materi secara optimal. Ini sangat personal sifatnya, misalnya ditengah malam atau bisa jadi saat pagi-pagi sekali sebelum mereka berangkat ke sekolah.”

(“Always, in my class, I take about five until ten minutes to motivate my students. I explain how important the examination is. So they have to prepare themselves as good as possible. First of all, I advice them to find the special time of their study time so they can catch the material optimally. This special time is very personal like in the mid night, or it could be in the early morning before they go to school.”)⁹

⁸ Interview with Kamaluddin, M.Pd, 03 december 2012 at 11.00 am

⁹ Interview with Kamaluddin, M.Pd, 03 december 2012 at 11.00 am

Those statements above are supported by Patsy M. Lightbown and Nina Spada. According to them, when learners are given freedom to choose their preferred way of learning, they will do better than those who find themselves forced to learn.¹⁰ The way of learning is not only about learning style, but also about the special time to learn. Every student has different special time which will be more effective to get new knowledge. If students know their special time, they can use it to learn optimally.

As stated by Sally Burgess and Katie Head that to be a successful examination teacher, it is important to believe that examination preparation is a worthwhile exercise.¹¹ So is the teacher in this school, based on observation, the teacher always remains the students to do the exercise seriously because it is very useful to their readiness in facing UNAS.

Some activities can be used at the beginning of a course to encourage students to think about why examination are useful and important. The teacher also uses this way. He asks students the reasons why they have to follow UNAS, and how important it is. After listening students' answer and discuss it, the teacher gives them conclusion and suggestion to study hard and regularly.

¹⁰ Patsy M. Lightbown and Nina Spada, *How Language are Learned*, (Oxford: Oxford University Press, 1993), 41

¹¹ Sally Burgess and Katie Head,.....p.3

C. Difficulties in Teaching English for National Examination at MAN Negara Bali

Teachers find difficulties in teaching English for National Examination. As the result of interview, generally there are four difficulties faced by the teacher. They are:

1. Some Students Have Low Motivation

This problem is caused by the diversity of students' background. Some of them have high motivation in learning and some of them have lower motivation. The teacher said that most students have good motivation, but he keep giving more attention to the students with low motivation.

“Siswa di sekolah ini berasal dari latar belakang yang berbeda-beda. Ini menyebabkan mereka memiliki motivasi yang berbeda-beda pula dalam belajar. Beberapa siswa memiliki motivasi yang rendah karena mereka tidak mendapatkan dukungan yang kuat dari orang-orang di sekitar mereka. Tapi saya coba memotivasi siswa tersebut dengan berbicara empat mata dari hati ke hati dan meyakinkan mereka bahwa seandainya mereka tidak mendapatkan motivasi dari orang-orang di sekeliling mereka, maka mereka harus memotivasi diri mereka sendiri, karena belajar untuk persiapan UNAS adalah kebutuhan mereka dan akan mempengaruhi masa depan mereka.”

(“Students in this school come from different background. It makes them having different motivation in learning process. Some students have low motivation because they do not get strong supports from people around them. But I try to motivate these students by talking them face to face and ensure them that if they do not get motivation

from people around them, they have to motivate themselves, because learning for UNAS is their need and will affect their future.”)¹²

2. Students Have Problem at Home

Students' background also gives other effects to their focus in learning. Some students who come from family with low economic level usually have to help their parents to earn money. Their parents more required them to earn money than let them study. Some of these students have low motivation in learning because their family also does not motivate them to get high achievements in education. Those all above cause the second problem.

3. Some Students Only Prefer to Certain Subject

In the interview, the teacher said that the problem is because of the difference focus of the students during their study. There are many kinds of subjects that they have to learn since the first grade. For example, some students just like mathematics, biology, or social science. Even there are students who choose English as their favorite subject. The teacher tells them to keep learning other subjects, because the subjects tested are not only what they like. They have to be aware of it.

¹² Interview with Umi Mustabsyirah, 01december 2012 at 08.00 am

4. Students are Bored to the Exercises

From the interview, researcher found that the teacher strategy by drilling exercise of UNAS question sheet can make students boring. It requires the teacher to create various teaching media. Using films, English songs, and novel is one of teacher's attempt to make students interested on the material. Teacher also adds the exercises from internet and sometimes left the UNAS task.

Usually, to solve those problems, the teacher talks to the students face to face. He asks students to meet him in cafeteria or school garden, and then they talk about the problem. After asking and understanding students' problem, the teacher gives advice to support the students. He tells that UNAS is a significant factor to determine students' passing, so they have to be serious. They have to keep focus on study during the preparation of UNAS until they pass it, because it will influence the continuation of their education or their access in getting job. It impacts their future.

D. Teachers' Strategies in Preparing Students for English National Examination at MAN Negara Bali

English National Examination has significant role in determining students' passing. It is conducted for last grade of every level of education. Actually, there are many aspects that influence students' success in examination, such as facilities of the school, school programs, and students' background. But this research proven that teachers' strategies give significant influence. That's why the teacher should has

good strategies in preparing his students. At MAN Negara, the teacher has several ways as his strategy in order to prepare his students for English National Examination.

This research discusses these teacher's strategy based on theory by Reigeluth and Degeng in Made Wena which is written in a book titled "*Srategi Pembelajaran Inovatif Kontemporer*"¹³. Here, there are three variables in teaching strategies. They are explained as follows:

1. Organizational Strategy.

Organizational strategy is the way to arrange the content of a subject. This activity is about choosing the material/content, arranging the content, making a diagram, form, etc.

a. Making Map of Essential Material that Will be Tested

This map is about the material that often appear in English National Examination. At the beginning, the teacher studies the task from three or four years ago and make the schema of the material. It is also made based on standard of graduated competence (SKL)

¹³ Reigeluth and Degeng in Made Wena, *Strategi Pembelajaran Inovatif Kontemporer*, (Jakarta: Bumi Aksara, 2011), 5

The SKL is different in year by year, so the teacher always makes some revisions to his map of essential material every year. But generally, the grade of difficulty is relatively same. This map is very useful for the teacher because it shows the schema of the material that will be appear in National Examination. The teacher can use it as the standard when he prepares teaching material from other sources.

In map of essential material for listening skill, it shows that the material will be about:

- 1) Expressions of greeting
- 2) Preferences of some pronouns which are told by the narrator.
- 3) Catching information about planning which has been told in the dialogue.
- 4) Asking for information from the monologue which has been listened.
- 5) Asking for ideas from the monologue which has been read by the narrator.
- 6) Expression of sympathy
- 7) Expression of like and dislike
- 8) Expression of ability and inability

9) Expression of expectation

10) Matching the monologue with one of some pictures delivered

In map of essential material for reading skill, there is a scheme as follow:

Table 4.2

Map of essential material for reading skill

No.	Kinds of Text	Question About
1	Memo	1. General information. 2. Main idea. 3. Specific information. 4. References 5. Finding meaning of different words, phrases, sentences. (synonym and antonym)
2	Letter	
3	Announcement	
4	Advertisement	
5	Recount	
6	Exposition	
7	Explanation	
8	Discussion	
9	News Item	
10	Narrative	
11	Descriptive	
12	Review	

Source: Adopted and tabulated from teacher's document of material essential for UNAS

The table 4.2 shows that there are kinds of text in reading test of UNAS. They are text of memo, letter, announcement, advertisement, recount, exposition, explanation, discussion, news item, narrative, descriptive, and review. The questions about all texts above will be focused on five points. Those points are asking general information, main idea of the texts, specific information in every paragraph, references of some pronouns, and meaning of

different words, phrases, or sentences which is sometimes in form of synonyms and antonyms.

As the teacher makes the map of essential material, it means that he attempts to arrange the contents of material. It will be delivered in order to prepare students for facing English National Examination. He chooses the contents which are suitable to be taught, arranges those contents based on percentage of its appearance, and makes a table as the tracks of his teaching material. In arranging the map of essential material, the teacher integrates SKL with the content of the question sheet of UNAS from three or four years ago.

b. Finishing the Material of Second Semester in the First Semester

Actually, this is a program from the school for every subject taught. Its goal is to use the whole time of second semester for preparing UNAS. Administratively, the lesson plan of second semester is made for material in second semester too. Then, it also matched with the time table of second semester in educational calendar. But actually, those materials are delivered in first semester entirely.

The teacher adjusts his planning to deliver the material with the program from the school. That's why in second semester the teacher focuses on his

map of essential material and leaves his lesson plans that are wholly taught in first semester.

From the interview, the teacher stated that during second semester he teaches students out of the lesson plan he has made. He does not make new lesson plan again which is specifically for planning in detail his map of essential material. He only makes the schema of SKL and map of essential material as the tracks in delivering the material. The teacher thinks it is enough to make the material keep on tracks eventhough without describing in detail about the time, stages, and evaluation like in usual lesson plan.

2. Delivery Strategy

Delivery strategy is the way to deliver the teaching materials to the students and to receive the students' responses. Description about this strategy is emphasized at the media used to deliver the teaching material. Research findings about this strategy are described as follows:

a. Giving Many Reading Materials to the Students

The teacher stated in the interview that 35 of 50 questions in English National Examination are in form of reading text, so the teacher emphasizes the exercise in reading task. It requires students to know and understand English vocabularies as many as possible. Because the more vocabularies they know, the easier they answer the questions. Nevertheless, the teacher does not

ask students to memorize list of hundreds of words. He prefers to ask them to translate novel or developing the vocabularies that students have known by finding the synonym and antonym. As he stated below:

“Sekarang sudah tidak relevan lagi memaksa siswa untuk menghafalkan daftar ratusan kosa kata, karena menghafalkan kosa kata tanpa mengetahui artinya tidaklah efektif. Saya dulu sudah menerapkan itu, beberapa tahun lalu saya menyuruh siswa untuk menghafalkan kosa kata yang terdapat dalam daftar yang saya berikan, tapi itu benar-benar tidak efektif karena mereka merasa kesulitan dan terbebani.”

(“It is not relevant again to force students to memorize list of hundreds words, because memorizing words without understanding the meaning is not effective. I have applied it, several years ago I asked my students to memorize word in the list given, but it is absolutely not effective, because they feel difficult and repressed.”)¹⁴

After reading the text, there are five aspects that are noticed by the teacher. First, students should know what the text talks about. Second, students know the main idea of each paragraph. Third, students can catch the specific information talked by the text. Fourth, students try to identify difficult words then find its antonym and synonym. Fifth, students can find who/what the pronoun is referred to.

The teacher focuses on those five aspects because based on experience, the questions mostly will be about those aspects. So, students will become accustomed to answer the question of reading comprehension which asks about

¹⁴ Interview with Umi Mustabsyirah, 01 december at 08.00 am

those aspects. It will help them to drill their competence in reading and make them easy in doing UNAS task sooner. Here, the limited time available in UNAS also becomes a consideration.

Besides, the teacher sometimes helps the students by underlining the difficult words before he distributes the text to students. In doing the task of reading comprehension, students are usually asked to make groups or pairs, because the teacher assumes that it will be more effective if students do the task with their friends. They can share what they understand while they complement each other.

b. Training Students' Ability in Listening

In the interview, the teacher said that listening material has been integrated with speaking material in UNAS task, because the understanding about expressions which are often used in conversations is tested in listening session. The questions in this session could be about finding the topic of the conversation heard, completing a dialogue, matching the picture with the conversation and finding information from a monologue.

Training students' ability in listening is second strategy which is applied dominantly, because listening is tested in the first session of UNAS question sheet as many as 15 questions. The teacher rehearses students' skill in listening by using files of UNAS from several years ago. Besides, he adds the

UNAS material enrichment with listening task of Test of English as International Communication (TOEIC).

Before delivering listening material, the teacher always reminds the students about the barrier in listening so that students can prevent them. This barrier could be students' unreadiness to receive the listening material or the health of students' ears. Also, in practicing the listening material, he suggests them to skip difficult words and focus to the understood words, because students will hear the listening material twice so they can check the words skipped at the second time they hear those words.

c. Practicing Many Exercises which is Similar with UNAS Material

This strategy is conducted to make students know the type of the tasks of English National Examination are. In practicing the exercises, there are many sources which is used by the teacher. The main source of the exercises is UNAS question sheet from several years ago. The teacher said that the more students exercise the tasks, the more they understand the type of questions in UNAS.

Besides, the teacher uses additional source as the exercise. For listening material, he uses the exercise of Test of English as International Communication, because the points asked is similar with the question in UNAS. For reading material, the teacher usually searches reading texts from

internet. By those texts, the teacher makes some question to test students comprehension. The questions made are keep asking the five aspects of reading which have been explained above.

d. Asking the Students to Translate a Novel

To support students' mastery of English vocabulary, the teacher asks students to translate and interpret at least fifty pages of novel without transtools. Students just used dictionary to finish this assignment. It is conducted at first semester and projected for students' need at the next semester.

This strategy is hoped to give students a learning process of inquiry, where the students look for the meaning of words and find it consciously. Several years ago, the teacher ever asked students to memorize a list of hundred vocabularies in order to enrich their vocabularies. But based on experiences, the teacher knows that it is not effective. Moreover, students will train their ability in understanding the referring of pronoun in the novel. It will help them to answer the similar question in UNAS.

The teacher hopes his students read and interpret the novel at least a half pages every day. At the end of first semester, the novel with the script of interpretation will be collected, so the teacher can check whether the students do the assignment or not. Also, to evaluate students' understanding of what

they have interpreted, the teacher asks them to make a presentation about the novel at the beginning of second semester.

3. Management Strategy

a. Enriching Students' Mastery on English Vocabulary

The teacher enriches students' mastery on English vocabulary by drilling it from various type of reading texts. From those reading texts, students will find new words and look for the meaning in dictionary.

After knowing the meaning, students are asked to apply the words in sentences so that they can integrate the meaning of those new words with other words in the sentences they made. It will give them deeper understanding about the context of meaning of the new words they just found. To improve students' understanding, the teacher also asks them to look for the synonyms and antonyms of those words.

To elicit students excitement, the teacher also uses films or songs as teaching media. He asks students to watch the films or listen to the songs. Then, students are asked to fill some blank words on the worksheet which have been distributed. These activities have many advantages. It helps students to enrich their vocabularies, and in other hand it also overcome thier boredom. Furthermore, it becomes an integtated teaching media of listening skill and reading skill.

b. Giving Homework

In order to assure that students keep doing the exercises at home, the teacher gives copies of reading text as homework. The teacher has underlined the important words or sentences as the guidance for students in finding the important points in those texts. Then the teacher asks students to find the general information, main idea of each paragraph, specific information, meaning of difficult words, and several references.

4. Supporting strategy

Aside from the strategy above which are conducted by the teacher, there is strategy which is conducted by the school to support the success of UNAS. The programs are conducted for all subjects which are tested in UNAS. First is program for enrichment of National Examination material in the evening, after the regular classes end. It is called quarantine program. It covers the rehearsal of UNAS task.

The second is UNAS try-out conducted three times by the regency, province, and school. The teacher also makes UNAS try-out as evaluation of students' readiness for facing UNAS. This program helps teachers to know students' learning progress. It is very useful to ensure that students have mastered the tested material.