

ABSTRACT

Thipani, Sabina. 2015. *The Meaning of the 2015 English National Examination to Senior High School Students*. Yogyakarta: The Graduate Program in English Language Studies, Sanata Dharma University.

The National Examination was always defined by the authorities (the World Bank, the government, critics, teachers, and researchers). Especially by the World Bank and the government, learners are not involved in the decision making and defining process of the National Examination. This situation encouraged me to conduct research to dig learners' lived experience regarding the National Examination. It asks the meaning of the 2015 English National Examination to senior high school students.

To answer the research question, phenomenology approach is implemented. The texts of this researched were gained through interviews. The setting is Western Indonesia and the participants were Senior High School students which experienced the 2015 English National Examination as students. The nature of this research is hermeneutic phenomenology. In order to find the meaning, the text was analyzed by using the following steps: 1) horizontalization, 2) clustering and thematizing, 3) individual textural descriptions, 4) individual structural description, 5) individual textural-structural description, 6) composite textural description, 7) composite structural description, and 8) synthesis of structural and textural description.

Five themes are found from the text analysis process. They include: 1) *others' concern*, 2) *independency*, 3) *graduating as focus*, 4) *anxiety*, 5) *self-understanding*. In the National Examination process, the participants are affected by parents, teachers, and friends. Most participants in this research considered independency important. Their independency was reflected through their initiative, stable motivation, and autonomy. Not only considering independency important, the participants also considered graduating important. During the preparation for and on the D-day of the examination, anxiety was the feeling which dominated the participants and affected their actions. The National Examination also helped the participants to understand themselves better. Because of the National Examination, they could identify their weaknesses, ways to improve their weaknesses, and aspects they improved because of the National Examination.

The research results showed that the participants' way of comprehending the National Examination is different from the authorities. However, the National Examination still needs to be conducted because the research results show it helped the students sharpen their independency and understand themselves better. Nevertheless, the policy makers, schools, and parents need to make sure the students improve themselves well in the process. Future researchers could involve participants from other levels of education or students who fail the examination.

Key words: Meaning, Lived-Experience, the 2015 English Senior High School National Examination.

ABSTRAK

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Ujian Nasional (UN) hampir selalu didefinisikan oleh otoritas (Bank Dunia, pemerintah, kritikus, guru, dan peneliti). Terutama oleh Bank Dunia dan pemerintah, siswa tidak dilibatkan dalam proses pengambilan keputusan dan pendefinisian UN. Situasi ini mendorong saya untuk melakukan penelitian yang bertujuan menggali *lived experience* siswa ketika menjalani UN. Rumusan masalah penelitian ini adalah: Apa makna UN Bahasa Inggris Tahun 2015 bagi siswa SMA?

Untuk menjawab rumusan masalah tersebut, metode fenomenologi digunakan dalam penelitian ini. Teks dalam penelitian ini diperoleh melalui wawancara. Latar penelitian ini adalah Indonesia Barat dan partisipan penelitian ini adalah siswa SMA yang mengalami UN Bahasa Inggris Tahun 2015. Penelitian ini adalah penelitian fenomenologi hermeneutik. Untuk menggali makna, teks yang diperoleh dianalisa melalui langkah-langkah berikut: 1) horizontalisasi, 2) pengelompokan dan pentemaan, 3) pendeskripsian struktural masing-masing partisipan, 4) pendeskripsian tekstural masing-masing partisipan, 5) pendeskripsian tekstural-struktural masing-masing partisipan, 6) pendeskripsian struktural seluruh partisipan, 7) pendeskripsian tekstural seluruh partisipan, dan 8) sintesis deskripsi struktural dan tekstural.

Ditemukan lima tema dari proses analisa teks. Kelimanya mencakup: 1) *pengaruh orang lain*, 2) *independensi*, 3) *lulus sebagai tujuan*, 4) *kecemasan*, 5) *pemahaman diri*. Partisipan juga dipengaruhi oleh orang tua, guru, dan teman mereka. Sebagian besar partisipan dalam penelitian ini menganggap independensi penting. Independensi mereka terlihat dari inisiatif mereka, independensi mereka, dan kemandirian mereka. Selain independensi, partisipan juga menganggap kelulusan sebagai hal penting. Selama persiapan dan pengerjaan UN, kecemasan adalah perasaan yang mendominasi partisipan dan mempengaruhi tindakan-tindakan mereka. UN juga membantu partisipan memahami diri mereka dengan lebih baik. UN membantu mereka mengetahui kekurangan mereka membantu mereka meningkatkan kelemahan mereka, membantu mereka menemukan strategi untuk menghadapi UN, dan membantu mereka mengidentifikasi aspek-aspek dalam dirinya yang mengalami peningkatan karena UN.

Hasil penelitian menunjukkan bahwa partisipan memaknai UN secara berbeda dengan otoritas. Meskipun demikian, UN tetap perlu dilakukan karena hasil penelitian ini menunjukkan bahwa UN membantu siswa mengasah independensi mereka dan memahami diri mereka dengan lebih baik. Namun, pembuat kebijakan, sekolah, dan orang tua perlu memastikan bahwa siswa dapat mengembangkan diri mereka dengan baik dalam proses UN. Peneliti di masa mendatang dapat mengeksplorasi partisipan dari level pendidikan yang berbeda atau partisipan yang gagal dalam UN.

Kata kunci: Makna, *Lived experience*, Ujian Nasional Bahasa Inggris Tahun 2015