

INTEGRATING COMPUTER-BASED WITHIN THE ENGLISH NATIONAL EXAMINATION : EFL TEACHERS' CHALLENGES AND STRATEGIES

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ABSTRACT

This research investigated the EFL teachers' challenges when computer-based integrated within the national examination, and find out the EFL teachers' strategies in responding to the integration of computer-based within the English national examination. Descriptive quantitative research is a design for this study. Place of Research was Junior High schools in Kusan Hulu subdistrict on March – July 2020. The population of the study comprised seven EFL teachers in Junior High Schools levels in the Kusan Hulu subdistrict. Survey method adopted. A Likert-type questionnaire used for data collection and interviews is an additional instrument developed by the researcher. Percentage and mean score used for analysis. The two challenges identified were technical and non-technical as well as the strategy. The results of the study concluded that based on the average percentage results, 65.71% and 76.33% of respondents agreed with the challenges and strategies they faced when implementing computer-based national exams. Some recommendations made are: EFL teachers always motivate and remind their students about time management, it is also recommended to conduct computer training for their students to improve their knowledge and skills, it is necessary to conduct training for EFL teachers on HOTS questions.

Keywords: challenges, strategies, English subject, national examination, computer-based national examination.

INTRODUCTION

Among them, various government policies that are considered to support the quality of education are the National Examination. The national exam is a medium for measuring and evaluating the extent to which students have mastered the subject matter they have learned. National examination is a 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 centre for educational Assessment of the Department of Education. The law of the Republic of Indonesia number 20, the year 2003 state that, 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 regularly, comprehensively, transparently, and systematically to assess the achievement of national education standards and the monitoring process evaluation should done continuously. Improving the quality of education begins with the determination of the standard. Determination standards continue to rise is expected to encourage increased quality of education, which is the determination of educational standards is the determination of the limit value. Now, National Exam is no longer a standard of education completion, as stated on "PP NO 13 Tahun 2015".

The government policy says that education completion will depend on completing all school learning programs, obtaining at least good on attitude aspect score, and passing the school exam. The data are

going to be analyzed and will be used to make education improvement strategies in Indonesia. The technological advancement for the national examination in Indonesia is then realized in the form of Computer-Based National Examination or also known as the national examination of the Computer-Based Test system. Improving the quality of education is not as simple as we think.

Indonesia has a national examination to evaluate the result of students learning in school. Indonesia has implemented the national exam system since 2003. English subject is one of the subjects in the national exam. In the national exam, students must do all of the English items in 120 minutes.

The implementation of a computer-based national examination in the national education system was first implemented in 2013 in Indonesian schools in Singapore and Malaysia. In general, several obstacles or problems will be faced by the education unit when CBNE will be implemented, including school facilities and infrastructure. Among others, the lack of understanding of teachers and students about how to use computers, teacher education is not linear with the subjects being taught or lack of competence in mastering the material, structure, concepts, and scientific mindset that supports the subjects being taught, as a motivator the teacher is less interested in innovating, or the teacher is less creative in developing methods or models of learning to increase student motivation, especially in learning English, students not accustomed to facing computer-based national examinations, and students'

understanding of English language lessons is still tricky, also there is still very little research on the computer-based national examination. Usually, CBNE is held in April every year, which means learning activities in the classroom only for three months before National Examination.

METHOD

The research design in this study used descriptive quantitative research with the type of research is the survey method. Quantitative research relies on the collection and analysis of numerical data to describe, explain, predict, or control variables and phenomena of interest (Gay, Mills, & Airasian 2009). The purpose of the descriptive studies is to describe and interpret, the current status of individuals, settings, conditions, or events (Mertler, 2014)

FINDINGS AND DISCUSSION

There are two obstacles that the researcher found when analyzing the data, namely technical constraints and non-technical constraints. Some of the technical obstacles referred to above include facilities and infrastructure that are not yet available, such as computer equipment, internet facilities that cannot be maximized, lack of student skills in operating computers. Other challenges in the form of non-technical obstacles were encountered by EFL teachers in the Kusan Hulu sub-district, including The most obvious obstacle is the lack of training on HOTS questions used in CBNE questions, The exam questions consist of long texts so students tend to be lazy to read because they don't really understand the meaning of the questions, they wanted their students after graduating from their school to be well accepted in the next level. The following results show that the English National Exam grids are numerous and varied. The other results of the questionnaire, the researcher also found that English is a subject that is considered difficult for

some of their students, and the results (scores) of the English national exam were always in the second-lowest position after mathematics. This result only to the scope of my research area, namely the Kusan Hulu sub-district area.

Based on the results of the questionnaire data analysis and deepened by interviews, it can be seen that the EFL teacher strategy in responding to computer-based integration with the English national examination mostly applies or implement tutoring outside school hours. Many present questions on the internet. It provides questions that are closer to the grids, CBNE exercise questions, which are more about HOTS questions. Strive for approaches and methods that are not boring when learning. Many invite students to practice answering questions. Provide memorized vocabulary. Provide suggestions and input to students to be able to divide their time in learning and ask them to have at least 30 minutes of learning every day. In terms of technical constraints, some of the ways they have done include using existing facilities and infrastructure, installing wifi, training their students to use computers by requiring them to take part in simulations.

The findings above agree with Vondracek (2009), strategies for teaching students. The strategies include; use of lectures, models, discussions, small groups, application, home assignments, video, simulations, advanced problems, reinforcement, and assessment. Wena (2009), Each teaching strategy designed by the teacher aims to facilitate the student learning process, in order to achieve maximum results. Gulo (2002), A teaching program organized by the teacher in one face-to-face, can be carried out by various methods such as lectures, group discussions, and question and answer.

Based on the above average percentage results (65.71% and 76.33%) (see table 4.1.2.1 and table 4.1.2.2 in the finding sub-chapter) it can be concluded that the respondents "agree" with the challenges and strategies they face when implementing computer-based national exams.

CLOSING

Conclusion

The conclusion of this study presented by the data that has analyzed in the previous chapter. From all the data analysis about Integrating computer-based within the English national examination: EFL teachers' challenges and strategies, the following conclusions are drawn: The findings of this study indicate that the most significant challenge for most English teachers in Kusan Hulu District is that they want their students to be accepted well in the next level, with a percentage of 88.57%. Most of or as many as 6 EFL teachers (85.7%) agreed that the English CBNE grids are numerous and varied English was also a challenge for them. There are 5 EFL teachers or around 71.4% who agree that English is a subject that is considered difficult for some of their students and the CBNE English results always get the second-lowest position after mathematics. It is also a challenge for them. There were two obstacles they encountered during the integration of the computer-based national exams, namely technical and non-technical obstacles.

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