

**THE WASHBACK OF THE ENGLISH NATIONAL
EXAMINATION ON THE PROCESS OF ENGLISH
TEACHING AND LEARNING IN GRADE XII OF
SMA N 2 BANTUL IN THE ACADEMIC
YEAR OF 2009/2010**

A THESIS

Submitted as Partial Fulfilment of the Requirements for the
Attainment of *Sarjana Pendidikan* Degree in English Language
Education

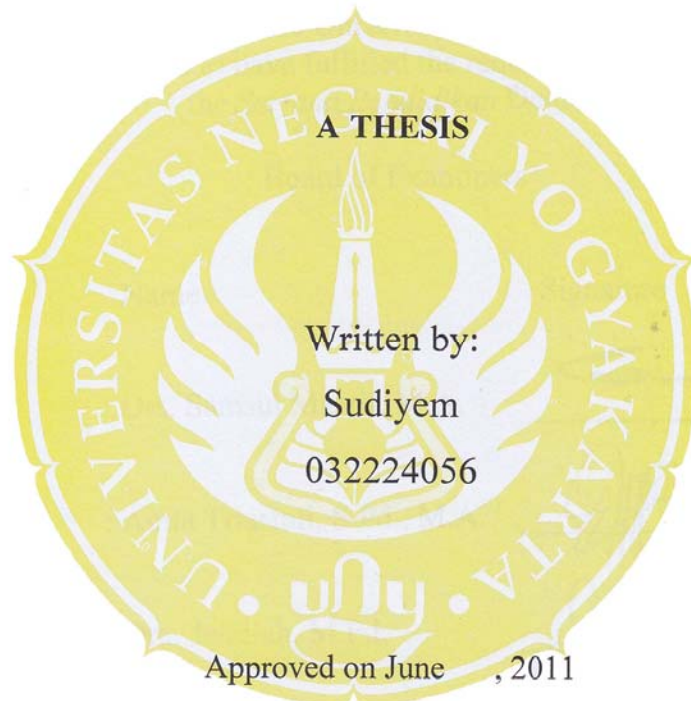


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THE WASHBACK OF THE ENGLISH NATIONAL
EXAMINATION ON THE PROCESS OF ENGLISH
TEACHING AND LEARNING IN GRADE XII OF
SMA N 2 BANTUL IN THE ACADEMIC YEAR OF
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THE WASHBACK OF THE ENGLISH NATIONAL EXAMINATION ON THE PROCESS OF ENGLISH TEACHING AND LEARNING IN GRADE XII OF SMA N 2 BANTUL IN THE ACADEMIC YEAR OF 2009/2010

A THESIS



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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, hal tersebut sepenuhnya menjadi tanggung jawab penulis.

Yogyakarta, Juni, 2011

Penulis



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DEDICATION

This thesis is lovingly dedicated to my beloved mother and father, my kind and considerate husband, and my dear and lovely son. Thank you for everything you have given to my life.

I love you all



MOTTOS

Life is an opportunity, benefit from it.

Life is a beauty, admire it.

Life is a dream, realize it.

Life is a challenge, meet it.

Life is a duty, complete it.

Life is a game, play it.

Life is a promise, fulfill it.

Life is sorrow, overcome it.

Life is a song, sing it.

Life is a struggle, accept it.

Life is a tragedy, confront it.

Life is an adventure, dare it.

Life is luck, make it.

Life is life, fight for it.

(Mother Teresa)

Don't worry about failure. Worry about all the chances you miss.

(Anonymous)

There is only one person who is capable to set limits to your growth; it is you.

(Anonymous)

Every situation or circumstance, success or failure, barrier or doorway, is simply another opportunity for greater creativity, mastery, and fulfillment of higher potential. (Anonymous)

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At the end of everything, I realize that this thesis is far from being perfect. Any comments, criticisms, suggestions, and recommendations would be highly appreciated for the improvement and betterment for further similar research.

Yogyakarta, June , 2011

The writer

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LIST OF ACRONYMS

CLT	: Communicative Language Teaching
<i>Depdiknas</i>	: <i>Departemen Pendidikan Nasional</i> (National Education Department)
EFL	: English as a Foreign Language
HKCEE	: Hong Kong Certificate of Education Examination
<i>KTSP</i>	: <i>Kurikulum Tingkat Satuan Pendidikan</i> (School Based Curriculum)
<i>Permendiknas</i>	: <i>Peraturan Menteri Pendidikan Nasional</i> (the Decree of National Education Minister)
<i>PSL</i>	: <i>Paket Soal Latihan</i> (Package of Item Exercises)
<i>POS</i>	: <i>Pedoman Operasional Standar</i> (Operational Guidance of Standard)
R	: Researcher
RUE	: Revised Use of English Examination (in Hong Kong)
S	: Student
<i>SKL</i>	: <i>Standar Kompetensi Lulusan</i> (Standard of Graduate Competencies)
<i>SMAN</i>	: <i>Sekolah Menengah Atas Negeri</i> (State Senior High School)
T	: Teacher
TLU	: Target Language Use
TO	: Try Out
TPR	: Total Psychological Response
<i>UN/UNas</i>	: <i>Ujian Nasional</i> (National Examination)

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**THE WASHBACK OF THE ENGLISH NATIONAL EXAMINATION ON
THE PROCESS OF ENGLISH TEACHING AND LEARNING:
A Qualitative Study Conducted in Grade XII of SMAN 2 Bantul in the Academic
Year of 2009/2010**

By Sudiyem
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ABSTRACT

The general objective of this study is to establish whether there is evidence of washback of the English National Examination on the process of English teaching and learning. Specifically, it aims at identifying and describing the significant influence of the English National Examination on the actual practice of English teaching and learning in grade XII of SMAN 2 Bantul.

This study is descriptive qualitative in nature. The research utilized two techniques of data gathering: observations and interviews. The participants included two English teachers and the 12th grade students of SMAN 2 Bantul. The study was conducted from January to March in the academic year of 2009/2010. The collected data were in the forms of words, clauses, and sentences derived from field notes and interview transcripts. To have more reliable data, the two English teachers and some students were randomly selected to be interviewed so as to cross-check the data collected through observations. To analyze the data, the researcher used a qualitative method. The steps to analyze the data were transcribing, becoming familiar with the data, coding, presenting, and writing up the research project.

The findings of the study confirm that the English National Examination had undoubtedly influenced the English teaching and learning in the specific context of the study. The influence is negative as it made the teachers teach to the test, rely heavily on test-related materials, restrict the instructional activities only on test items discussion and analysis, restrict the use of media, devote the second term class time to test preparation, and in an extreme case, narrow down the curriculum. The results of the study also reveal that teaching materials, teaching activities, and exam preparation time were the aspects that mostly affected by the English National Examination. Thus, they are regarded as the areas of washback intensity in this study.

CHAPTER I INTRODUCTION

A. Background of the Study

The employment of National Examination (*Ujian Nasional/UN*) policy had been an intriguing discussion topic in November 2009 when the Supreme Court upheld a High Court ruling requiring the government to improve the quality of teachers as well as to upgrade teaching and school facilities nationwide before conducting another *UN*. The ruling had triggered widespread national debate, particularly in governmental and educational communities. It raised a question on whether the ruling meant the *UN* would not be conducted next year.

The government insisted that they would still conduct the *UN* in 2010, emphasizing that none of the verdict's words imply that the government was prohibited from implementing the *UN*. Viewed from their perspective, the *UN* is necessary as they need it as a benchmark to evaluate the success of teaching and learning. The result is also used as one of important inputs as well as feedbacks to formulate programs for the betterment and advancement of national education quality. Furthermore, they believe that by establishing such standardized test, teachers will be pushed to teach better and students will be motivated to study harder as they try hard to meet the demands of the examination (Shepard: 1991).

Opposing the government, some people interpreted the Supreme Court verdict as meaning that no more *UN* should be conducted while teaching and school facilities were substandard in many parts of the nation. Viewed from this party, the *UN* is considered as unfair. Schools in urban areas might have better

facilities and high qualified teachers compared to the schools in rural areas. Thus, the government should not fail or pass the students based on *UN* while the quality of education in rural and urban areas is very different (Dienim: 2008). In addition, the nature of the *UN* as a high-stakes test had encouraged some students and even teachers to cheat. Cheating cases had been identified in many places across the regions (*Depdiknas*: 2007). They even had been systematically organized by some principals and teachers long before the test day (Gunawan: 2007).

In spite of its controversy, the administration of *UN* is a very strong justification of budget allocation. In 2009, the government had to spend 572 billion rupiahs to finance the administration of *UN* (*Kompas*: January 29, 2010). Comparing this extravagance budget to its major controversies, some people questioned whether the *UN* is truly useful, mainly to the teaching and learning process. To make this clear, empirical evidence, rather than general opinions expressed in mass media, is highly required. For that reason, this research was conducted with the initial purpose to collect the data dealt with the *UN* usefulness.

The study, however, focused on the usefulness of the English National Examination as a language test. This is partly because the researcher herself studied in the English Language Education Department. Hopefully, the result of the study is helpful to figure out whether the English National Examination is useful, mainly to the process of teaching and learning. The researcher also hopes other researchers would be inspired to conduct a research on this type. Thus, the policymakers would have richer considerations as to defend, reform, or even to eliminate the implementation of the current *UN* policy from our education system.

B. Identification of the Problem

The most important quality of a language test is its usefulness, since the most important consideration in designing and developing a language test is the use for which it is intended (Bachman & Palmer: 1996). Test usefulness can function as a kind of metric by which any language testers can evaluate the tests that have been developed and used, as well as the all aspects of the tests. Moreover, Bachman and Palmer (1996) emphasize that a model of test usefulness is seen as the essential basis for quality control throughout the entire process of test development. The notion of test usefulness can be described in terms of six test qualities, they are: reliability, construct validity, authenticity, interactiveness, impact, and practicality (Bachman & Palmer: 1996).

1. Reliability

Reliability refers to the consistency of measurement (Bachman & Palmer: 1996). A candidate or a test taker would get the same score if the same performance were scored again by a different judge or if the candidate or the test taker performed a similar task or set of tasks, and were scored on that. In short words, a test is considered reliable if we get approximately the same result repeatedly (Wells & Wollack: 2003). Bachman and Palmer (1996) emphasize that reliability is an essential quality of test scores, for unless test scores are relatively consistent they cannot provide any information at all about the ability it aims to measure.

To be concerned with a test's reliability is of great importance for two reasons (Wells & Wollack: 2003). Firstly, reliability provides a measure of the extent to which an examinee's score reflects random measurement error. Further, Wells and Wollack (2003) explain that the measurement errors are caused by one of the three factors below:

- a. examinee-specific factors (e.g., motivation, concentration, fatigue, boredom, momentary lapses of memory, carelessness in marking answers, and luck in guessing),
- b. test-specific factors (e.g., the specific set of questions selected for a test, ambiguous or tricky items, and poor directions, and
- c. scoring-specific factors (e.g., non-uniform scoring guidelines, carelessness, and counting or computational errors).

These errors are random in that their effect on a student's test score is unpredictable – sometimes they help students answer items correctly while other times they cause students to answer incorrectly. In an unreliable test, students' scores consist largely of measurement error. An unreliable test offers no advantage over randomly assigning test scores to students. Therefore, it is desirable to use tests with good measures of reliability, so as to ensure that the test scores reflect more than just random error (Wells & Wollack: 2003). Generally, the smaller the error, the greater the probability it is closer to measuring the true score of the test takers.

The second reason to be concerned with reliability is that it is a precursor to test validity (Wells & Wollack: 2003). That is, if test scores cannot be assigned

consistently, it is impossible to conclude that the scores accurately measure the domain of interest. Validity refers to the extent to which the inference made from the test is justified and accurate (Wells & Wollack: 2003).

2. Construct Validity

Construct validity is seen as the most essential quality of a test. It is defined as the meaningfulness and appropriateness of the interpretations that are made on the basis of test scores (Bachman & Palmer: 1996). It is used to refer to the extent to which we can interpret a given test score as an indicator of the abilities or constructs that the test's designers want to measure (Bachman & Palmer: 1996). In other words, it is about the inferences we want to draw from test performance. According to Alderson (2000), the term 'construct validity' is recently used to refer to the general, overarching notion of validity. Therefore, the main focus of discussing the test's validity is construct validity.

Wells and Wollack (2003) make a clear distinction between reliability and validity. Whereas reliability relates to the consistency of the test, validity related to the *relevancy* of the test. A test is said to be valid to the extent that it measures what it is supposed to measure. If it does not measure what it sets out to measure, then its use is misleading and the interpretation based on the test is not valid or relevant (Wells & Wollack: 2003). Therefore, every test, whether it is a short, informal, classroom test or a public examination, should be as valid as the constructor can make it. The test must aim to provide a true measure of the particular skill which it intends to measure; otherwise it will not be a valid test.

According to Wells and Wollack (2003), invalid tests are those that have undesirable contents mixed in the desirable content. Since validity has been defined as the capacity of a test to measure what it is purported to measure, a variety of considerations may bring about a reduction of this validity. Factors that can reduce validity are invalid application of tests, inappropriate selection of content, imperfect cooperation of the examinee, inappropriate referent, and use of invalid constructs (Wells & Wollack: 2003).

Reliability and validity might be seen as two separate concepts. In actual fact, the concepts of test's reliability and validity are strongly correlated. As indicated by Bachman and Palmer (1996), these two test qualities are critical for tests and they are considered as two essential measurement qualities. This is because reliability and validity provide two major justifications for using test scores as a basis for making inferences or decisions (Bachman & Palmer: 1996). The higher the reliability and validity of the test, the greater the likelihood we will be measuring the true score of the test takers (Wells & Wollack: 2003).

In summary, test validity and reliability constitute the two chief criteria for evaluating any tests. Yet, there is a fundamental problem lies in the conflict between reliability and validity. An ideal test should, of course, be both reliable and valid. However, as stated by Wells and Wollack (2003), there will always be some tension between reliability and validity. Hence, the tester has to balance gains in one not in favor of losses in the other (Wells & Wollack: 2003).

Ultimately, the test's validity is the psychometric property about which we are most concerned. However, formally assessing the validity of a specific use of

a test can be a laborious and time-consuming process (Wells & Wollack: 2003). Therefore, reliability analysis is often viewed as a first-step in the test validation process. If the test has been judged as unreliable, one need not spend the time investigating whether it is valid – it will not be. Conversely, if the test has adequate reliability, a validation study then would be worthwhile (Wells & Wollack: 2003). In line with this, Alderson (2000) states that any valid test is considered a reliable test; however, not all reliable tests can be considered valid.

3. Authenticity

Authenticity is defined as the degree of correspondence of the characteristics of a given language test task to the features or characteristics of a Target Language Use (TLU) task. This means that the test tasks should relate clearly to what we want to know about test takers' performance in non-test situations (the TLU situation). Therefore, authenticity provides a means for investigating the extent to which score interpretations generalize beyond performance on the test to language use in the TLU domain, or to the other similar non test language use domains (Bachman & Palmer: 1996). Authenticity can also improve test-takers' engagement with the test materials.

Language use task is defined as an activity that involves individuals in using language for the purpose of achieving a particular goal or objectives in a particular situation. This definition thus includes both the specific activity and the situation in which it takes place. It is impossible, however, to list all the possible instances because situations may vary in numerous ways. We can identify certain

distinguishing characteristics of language tasks and to use these characteristics to describe a language use domain (Bachman & Palmer: 1996).

A TLU domain is defined as a set of specific language use tasks that the test taker is likely to encounter outside of the test itself, and to which we want our inferences about language ability to generalize. If a language use task is within a specific target language use domain, then we will call it a target language use task (Bachman & Palmer: 1996). Test task is used to refer to a type of test item involving complex performance in a test of productive skills (Bachman & Palmer: 1996). Examples of writing test tasks are: writing an essay, drafting a business letter, and completing summary of a text. Examples of speaking test tasks are: adopting a specified role in a role play, describing a photograph, and presenting an argument to a small group of peers.

4. Interactiveness

Interactiveness is an important quality that a valid test is supposed to possess. Bachman and Palmer (1996) define this not in term of interaction between example individuals (for example, in a pair or group oral test). They define interactiveness in terms of the degree to which the test items and materials engage the test taker's language abilities. In other words, it refers to the extent and type of involvement of the test takers' individual characteristics (test taker's language ability) in accomplishing a test task. The individual characteristics that are most relevant for language testing are the test takers' language ability, topical knowledge, and affective schemata (Bachman & Palmer: 1996). The crucial

elements affecting a test's interactivensness can be represented by answering the questions of whether the test motivate students, whether the language used in the test's questions and instructions appropriate for the students' level, and whether the test's items represent the language used in the classroom as well as the target language (Bachman & Palmer: 1996).

5. Impact

Another quality of a test is its impact on society and education systems and upon the individuals within those systems. Wall (1997) refers to the term 'impact' as the effect of a test on individuals, policies or practices, within the classroom, the school, the educational system or society as a whole. Bachman and Palmer (1996) state that the impact of test operates at two levels: a micro level (i.e., the effect of the test on individual students and teachers), and a macro level (the impact on society and its educational systems). Similarly, Davies et al (1999: 79) define impact as "the effect of a test on individuals, on educational systems and on society in general".

An aspect of impact is washback which has been discussed in language testing largely as the direct impact of testing on individuals and it is widely assumed to exist (Bachman & Palmer: 1996). The term washback can be broadly defined as the effect of testing on teaching and learning (Hughes: 1989), and is therefore a form of impact. In recent years, this concept of 'test impact' together with the notion of 'test washback' has grown the interest of testers and researchers in the field of language testing.

The term washback, or ‘backwash’ as it is sometimes referred to, has many other definitions according to various articles and books on language testing. One of the most common definitions refers to the term as the influence of testing on teaching and learning (Alderson & Wall: 1993). Further, Alderson and Wall (1993: 115) state that “tests are held to be powerful determiners of what happens in the classroom”. In other words, a lot more changes in teaching and learning could happen as a result of a particular test. If a test is regarded as important, then preparation for it can come to dominate all teaching and learning activities. In relation to teaching and learning, Brindley (1998: 52) contends that “There is a direct link between attainment targets, course objectives and learning activities. Therefore, assessment is closely integrated with instruction”.

Washback is also defined as the connection between testing and learning (Shohamy et al: 1996). Messick (1996) refers to washback as the extent to which the introduction and use of a test influences language teachers and learners to do things they would not otherwise do that promote or inhibit language learning. Other experts take a broad view in terms of the definition of washback. Cohen (1994: 41), for example, describes the term washback as “how assessment instruments affect educational practices and beliefs”.

Andrews et al (2002) stated that washback seems to be associated primarily with ‘high-stakes’ tests; that is, tests which are used for making important decisions that affect different sectors. Shohamy et al (1996) defined a high-stakes test as one used in a context in which decisions about admission, promotion, placement or graduation are directly dependent on test scores, while

low-stakes exams do not entail these significant decisions. Two washback hypotheses proposed by Alderson and Wall (1993) also state that tests that have important consequences will have washback; and conversely, test that do not have important consequence will have no washback. Buck (1988) has also stated that both teachers and students tend to tailor their classroom activities to the demands of a test, especially when the test is very important to the future of the students, and pass rates are used as a measure of teacher success.

Washback can be either positive or negative to the degree that it either encourages or inhibits the attainment of educational goals held by learners, educators or both (Bailey: 1996). Thus, washback is often evaluated as positive or negative according to how much it encourages or discourages appropriate forms of teaching or learning (Bailey: 1996). Tests are considered as having positive washback effects if the effects of tests are beneficial and encourage the whole range of desired changes (Wall: 2000). If the tests narrow the curricula and result in teaching to the test, the tests are regarded as having negative effects (Shepard: 1993 and Smith: 1991).

6. Practicality

The last test quality that needs to be considered is practicality, which is different in nature from the other five qualities. Whereas those qualities pertain to the uses that are made of test scores, practicality pertains primarily to the ways in which the test will be implemented, and, to a large degree, whether it will be developed and used at all (Bachman & Palmer: 1996). For any given situation, if

the resources required for implementing the test exceed the resources available, the test will be impractical. Commenting on this importance of practicality, Hughes (1989: 47) argues that “it is good that a test should be easy and cheap to construct, administer, score and interpret”.

Determining the practicality of a given test involves the consideration of (1) the resources that will be required to develop an operational test, and (2) the allocation and management of the resources that are available. Thus, practicality can also be defined as the relationship between the resources that will be required in the design, development, and use of the test and the resources that will be available for these activities. This can be represented in the figure below.

$$\text{Practicality} = \frac{\text{Available Resources}}{\text{Required Resources}}$$

If practicality ≥ 1 , the test development and use is practical

If practicality < 1 , the test development and use is not practical

Figure 1: The Relationship of Resources in Practicality (Bachman & Palmer: 1996)

The resources are divided into three general types: human resources, material resources, and time (Bachman & Palmer: 1996). Human resources include, for example, test writers, scorers or raters, and test administrators, as well as clerical and technical support personnel. Material resources include space (e.g., rooms for test development and test administration); equipment (e.g., typewriters, word processors, tape and video recorders, and computers) and materials (e.g., paper, pictures, and library resources). Time consists of development time (time from the beginning of the test development process to the reporting of scores from

the first operational administration) and time for specific tasks (e.g., designing, writing, administering, scoring, analyzing).

All of the six test qualities described above contribute in unique but interrelated ways to the overall test usefulness; therefore, they cannot be evaluated separately of each other. The language test developers should maximize the six test qualities by finding an appropriate balance among them. This concept is illustrated in the figure below.

$$\text{Test Usefulness} = \text{Reliability} + \text{Construct validity} + \\ \text{Authenticity} + \text{Interactiveness} + \text{Impact} + \text{Practicality}$$

Figure 2: **Test Usefulness (Bachman & Palmer, 1996: 18)**

Bachman and Palmer (1996: 18) also propose the following three principles that are believed to be the basis for operationalizing this model of test usefulness in the development and use of language tests.

- Principle 1: It is the overall usefulness of a test that is to be maximized, rather than individual qualities that affect usefulness.
- Principle 2: The individual test qualities cannot be evaluated independently, but must be evaluated in terms of their combined effect on the overall usefulness of a test.
- Principle 3: Test usefulness and the appropriate balance among the different qualities cannot be prescribed in general, but must be determined for each specific testing situation.

The model of test usefulness, along with those three principles, provides a basis for answering the question: ‘How useful is a particular test for its intended purpose(s)?’ The three principles also reflect that in order to be useful, any given language test must be developed with these three considerations in mind: a specific purpose, a particular group of test takers, and a specific language use

domain (i.e., situation or context in which the test taker will be using the language outside the test itself).

C. Delimitation of the Problem

The English National Examination is seen as an important instrument to measure the students' learning achievement in the English subject on the national scale. Students also see it as greatly influential to their future because the result of the exam is the important consideration to determine their graduation and to control their admission to proceed to further education. Therefore, the National Examination can be categorized into a high-stakes test. Concerning its status as a high-stakes test and its controversy mentioned in the previous section, the English National Examination should be analyzed, mainly in terms of its usefulness as a language test. The test usefulness can be determined by considering the test's reliability, construct validity, authenticity, interactiveness, impact (including washback), and practicality (Bachman & Palmer: 1996).

In an attempt to explore the issue of test usefulness, it was impossible for the researcher to explore all the six qualities mentioned above since she had limited time, energy, finance, as well as inadequate knowledge on the whole topics. Hence, to make it feasible, this present research focuses only on investigating one form of impact; that is, test washback. The researcher's decision to focus on washback was made by considering some reasons below.

Firstly, the English National Examination is seen as greatly important to schools, especially students and teachers, and therefore, it has a great potential to

affect those involved in teaching and learning processes. Moreover, the existence of the current National Examination policy is under serious criticism. The researcher subsequently believed that it would be very useful to study any effects that this examination might have on the process of English teaching and learning. Hopefully, the results of the study can be positive inputs for the policymakers to reconsider the implementation of the National Examination. The results can also be used by teachers, students, and schools in general to anticipate, if any, the negative effects of the English National Examination.

Secondly, there are relatively few studies in the researcher's program study which have investigated the washback phenomenon. Even though there have been many studies on English tests, those studies focused on the test relevance and test validity and none has focused on the test washback. Therefore, by conducting a study on this relatively fresh topic, the researcher hoped she can give a new insight and positive contribution to the English Language Education Department, particularly in the English language testing domain. In addition, the results of this preliminary study can expectantly shed a better light on the greater understanding of washback phenomenon, predominantly on the process of English teaching and learning.

The present study was carried out from the end of January to the end of March in the academic year of 2009/2010 in grade XII of SMAN 2 Bantul. The participants were the English teachers and the 12th grade students of SMAN 2 Bantul who were to take the 2010 National Examination. SMAN 2 Bantul is one of the state senior high schools in Bantul. Its academic standards were particularly

high according to the scores of the new student candidates and the accreditation score from the Province Board of School Accreditation. Based on the data of accreditation on October 12, 2009, SMAN 2 Bantul was accredited 'A' with the score 94.24.

D. Formulations of the Problem

1. Has the English National Examination influenced the process of English teaching and learning?
2. If so, what are the influences of the English National Exam on the teaching and learning process? What type of washback found in the context of study, positive or negative?
3. What components of teaching and learning process are affected the most by the English National Examination?

E. Objectives of the Study

1. To find out whether the English National Examination has influenced the process of English teaching and learning in grade XII of SMAN 2 Bantul
2. To describe the washback of the English National Examination on the process of English teaching and learning in the context of study
3. To find out the components of teaching and learning process that are affected the most by the 2010 English National Examination (the areas of washback intensity)

F. Significances of the Study

1. Scientific Significances

- a. To give useful inputs about relative theories on test usefulness in general and test washback in particular
- b. To give useful inputs about the types of washback of the English National Exam on the English teaching and learning process
- c. To give more insights into the design and development of English language testing in general and English National Examination in particular

2. Practical Significances:

- a. To give positive inputs to the policymakers to formulate a more thoughtful decision on the implementation of the National Exam policy in the future
- b. To give positive inputs to language test developers to construct tests that encourage positive washback on the process of teaching and learning
- c. To give useful inputs to schools to anticipate the negative effects of the English National Examination
- d. To give useful inputs to the English teachers to evaluate and improve the English teaching and learning process
- e. To give a prototype for other researchers who are interested to explore the existence of washback phenomenon

CHAPTER II THEORETICAL DESCRIPTIONS

A. Literature Review

1. English Teaching and Learning Process

In Indonesia, English is treated as a subject of study rather than a living language to be spoken in a daily conversation. Therefore, English is regarded as a foreign language which is learnt almost in classrooms as a school subject. As a foreign language, English serves little communication function for students once they finish the actual course. Communicative use is limited. Translation may also be stressed. The use of English for any purpose outside the classroom is minimal and of short duration (Judd in Kennedy: 1989).

Previously, traditional English education in Indonesia placed an emphasis on reading skills with a major goal to cultivate students' translation abilities to read and translate materials written in English. The previous curriculum, thus, was aimed to promote students' grammar knowledge in reading and translation. Most English teachers implemented the grammar translation method in their classrooms to meet the expectations of the national curriculum. As a result, the students' ability to use English as a means of communication was very low.

The old curriculum was under serious criticism for not providing communicative competences for the students. Thus, the government began to reform the English education. The innovated curriculum was introduced in 2004, following by the issuance of the new revised curriculum in 2006. The 2006 curriculum, which is applied until now, is popularly known as *Kurikulum Satuan*

Tingkat Pendidikan (KTSP). The curriculum states that the ultimate goal of English teaching and learning is to develop communicative competence. In other words, the students' ability to communicate in English, both in spoken and written form, should be well-established. To achieve this goal, the English teachers are required to implement communicative approach in the process of English teaching and learning.

The communicative approach requires teachers to focus the teaching and learning of the foreign language in the classroom in such a way that students can communicate in a conscious way, taking into account their real experiences. The approach also requires foreign language teachers to provide opportunities for their students to engage in real-life communication in the target language in the classroom (Larsen-Freeman: 2000). Teaching and learning activities in the classroom should also involve the acquisition of the language skills: reading, writing, listening, and speaking.

In communicative language teaching and learning, a language is seen as an interaction; it is interpersonal activity and has a clear relationship with society. Thus, the teachers should set up a situation that students are likely to encounter in real life (Berns: 1984). Students are expected to be able to produce not only the accurate target language in the classroom, but also appropriate utterances, including specific language functions (such as 'apologizing,' 'inviting' or 'declining an invitation'), when they used the foreign language outside of the classroom. As a result, the students know the language rules as well as know how to use the target language communicatively (Larsen-Freeman: 2000).

Besides emphasizing the use of communicative, the *KTSP* concerns with all domains of learning: cognitive, affective, and psychomotor. The cognition domain has something to do with cognition, thinking, and any of the work of the brain (Sugeng: 1997). The affective domain is concerned with attitudes, feelings, and emotions or the work of the heart (Sugeng: 1997). The psychomotor domain deals with skills requiring use and coordination of skeletal muscles or the movements of the body, skills, the work of the limbs and body (Sugeng: 1997). The *KTSP* also highlights the importance of acquiring the so-called *pendidikan kecakapan hidup* (life skills education), which encompasses four skills: personal, social, academic, and vocational skills (Mulyasa: 2006).

2. Components of Teaching and Learning Process

This study aims to investigate the washback of the English National Examination on the process of English teaching and learning. Owing to this, the components involved in the teaching and learning process should be examined because they are likely to be affected by the exam. Those components are teachers, students, materials, methods, and media.

a. Teachers

Teachers are the key figures in the any washback study in the classrooms. Specifically, Hughes (1993) states that language teachers are the most visible participants in washback study. Wall (1996) also asserts that among the factors that can mediate the washback effect is the teacher and her/his perceptions about

the examination. Teachers are the front-line agents for the washback processes related to instruction (Bailey: 1999). Thus, teachers are the most frequently studied of all the participants in the vast majority of the available empirical research on washback. Teacher factors may outweigh the influence of an examination in terms of how exam preparation courses are actually taught (Watanabe: 1996).

b. Students

The centre of teaching and learning process is learners, so, they have to be involved in almost all the phases of the classroom interaction from planning to evaluation (Kemp: 1977). According to Roijackers (1982), there are some factors influencing the students' involvement in the process of teaching and learning. They are motivation, attention toward the subject, ability to generalize, ability to understand the material, and ability to apply what has been learnt.

c. Materials

Materials are essential in any process of teaching and learning. Good materials provide models for teachers to follow in developing their own materials. There are two kinds of materials, local material produced by the teacher for her/his class and those which are commercially produced (Nunan: 1998). Jones and Jones (1997) write that incorporating material that goes beyond the factual level also greatly influences the students' motivation and behaviour. Students will enjoy acquiring factual information; they also have a strong need to become

emotionally involved in the learning process. Materials can be in the forms of textbooks, workbooks, video cassettes, TV series, audio series, newspapers, and cue-cards, exam papers, etc.

d. Methods

A method refers to a language-teaching philosophy that contains a standardized set of procedures or principles for teaching a language that are based upon a given set theoretical premises about the nature of language and language learning (Richards & Rodgers: 2001). Sugeng (1997) defines a method as step-by-step description of a procedure of doing something based on the assumption of an approach. It may be the implementation of a certain approach.

Approach is described by Sugeng (1997) as a general theory which is built of a number of assumptions about the nature of a phenomenon. It is generally very broad, highly theoretical, and mostly related to psychological or philosophical thinking. Three major approaches commonly found in language education are the empirical approach, the rational approach, and the communicative approach.

A method is also closely related to the term ‘technique’. As written in Sugeng (1997), a technique is a detailed description of actions that the learners and teachers do in a classroom interaction section. It contains the steps and actions that really happen in a classroom. The popular language teaching methods and the principles underlying them that have been current within the period of a 100 years or less, as overviewed by Larsen-Freeman (2000), are listed at the following pages.

1) The Grammar-Translation Method

This method was used to help students learn to read and appreciate foreign language literature. The skills of reading and writing are emphasized at the expense of the other two skills, including pronunciation. The central principles of the method are translating from English into students' native language, presentation of grammar rules with examples and requiring students to apply the rule to other situations once they become familiar with the rule, and immediate correction of student error. Techniques include translation of literary passages, reading comprehension questions, fill-in-the-blank type exercises for the students to learn and practice grammar rules and vocabulary and memorization of target language vocabulary lists are some of the key techniques used in this method.

2) The Direct Method

In this method, meaning is expected to be conveyed directly in the target language through the use of demonstrations and visual aids. However, translation is not allowed. The goal of instruction is learning how to use a foreign language to communicate. In this method, opportunity is given to students to use language in real contexts: they are given ample opportunities to think in the target language. The teachers use teaching aids such as pictures to support their way of teaching. Translation or explanation is avoided and grammar is presented by way of examples and students are asked to induce the grammatical rule that the examples exemplify. In other words, grammar is taught inductively. Also, teachers try to get students to self-correct as much as possible. Vocabulary is emphasized over

grammar and speech is considered basic to the other skills. Conversation practice, map drawing, fills in the blanks, dictation and paragraph writing are some of the techniques used in the method.

3) The Audio-Lingual Method

The Audio-lingual Method like the Direct Method is also an oral-based approach. The chief principle of this method views language learning as a process of habit formation and so teachers need to provide students with a good model to mimic. Teachers attempt to respond to this principle by using different kinds of drill, such as repetition drill, backward build-up drill, chain drill, single-slot and multiple-slot substitution drills, transformation drill, question and answer drill and completing the dialogue. To this end, teachers try to help students to avoid error, and when errors are committed they are corrected by the teacher immediately. In this method, students learn structural patterns first; vocabulary afterwards.

4) The Silent Way

One of the basic principles of the method is to build on something what the student knows and helped to move to the unknown. Silence is a tool and it is used to foster learner autonomy. The teacher speaks only when it is necessary. Students help each other and themselves, and by remaining silent the teacher helps the students learn co-operatively. Sound color chart, Fidel chart, teacher' silence, correction by peers, gestures that encourage students' self-correction and word chart are some of the key techniques used in the method.

5) Desuggestopedia

Larsen-Freeman (2000) points out that this method deals with the psychological barriers that students set up when they learn foreign languages, and it does its work by 'desuggesting' to the students' limitations. In fact, this approach motivates the students to lower their anxiety and interact with one another in cheerful and interesting ways. The teacher uses songs, fantasy, dramatization, translation and gentle correction when students make errors. The important element in the approach is the teacher's role in the classroom. Because of her attitude and gentleness in treating students' errors, she gains the trust and respect of the students.

6) Community Language Learning

This method treats learners as 'whole persons.' The key element is that any learning situation is threatening to students. To help students overcome it the approach advocates that teachers become 'language counselors.' The language counselor would not behave like psychologists but as someone who understands the struggle the learner would be going through when learning a foreign language.

The underlying principles of this approach are: keeping students informed about the activity they would undertake helps them feel more secure which in turn would lead to non-defensive learning on the part of the learner. Co-operation not competition is encouraged and students' errors are treated by the teacher who repeats correctly what the students said incorrectly, thereby applying the principle that errors need to be corrected in a non-threatening way.

The chief techniques are encouraging students to generate their own syllabus and thus their own learning materials: tape-recording students' conversation, translating students' native language utterances into English, transcribing students' recorded conversations and helping students to translate their utterances into their native language; under each translation the teacher provides the target language equivalent so that students can study them later. The students have strong sense of community and relationship with one another.

7) Total Physical Response (TPR)

The basic principle underlying this method is that students should first understand spoken language before producing language on their own. The main principles of TPR are: spoken language should be emphasized over written language, and meaning can often be conveyed by actions and therefore commands and instructions are used to direct student behavior in the class. Further, feelings of success at carrying out simple commands issued by the teacher and low anxiety with a dose of fun added to the activity facilitate learning in the students. As for student errors, the teacher ignores the minor ones and corrects the major ones at first, and later corrects minor ones.

8) Communicative Language Teaching (CLT)

The CLT makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition

and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

The chief tenets of this approach are: using 'authentic' language, unraveling a speaker's or writer's intention, working with language at the discourse level, playing games that provide immediate feedback as to whether the students were successful or not in the game; tasks that encourage communicative interaction and co-operation among the students are set up, and teacher acts as a facilitator and adviser to students. Errors are noted but the activity is allowed to go on (the teacher will however return to the error later on). Some techniques that are considered important in this approach are: using authentic materials, unscrambling sentences and working on strip stories, playing language games and role-play.

e. Media

Sukirman et al (1999) write that teaching media are the agents of the teaching learning process to improve the effectiveness and efficiency of education. The use of media can motivate learners to learn, vary the teaching methods, activate learners in the teaching process, and make the conceptual materials easier to understand (Sudjana & Rivai: 1990). Media are functioned to arrange the effective relationship between the students and the materials in the learning process.

According to Gerlach and Ely in Arsyad (1997) media can be a human being, a material or an event that builds a condition which enables the students to get the knowledge, skills and attitudes. Gagne and Briggs (1975) via Arsyad (1997) implicitly said that media involve every instrument which is physically used to deliver the content of the material. They can be a book, a tape recorder, a cassette, a photo, a picture, a television, or a computer. In other words, media is the vehicle which can be used to deliver learning messages.

3. English National Examination

a. A Brief Description of the English National Examination

The National Examination (*Ujian Nasional/UN*) is a form of national standardized test which is addressed to all high school students all over the country who sit in the third year (the new term used in the latest curriculum is ‘grade twelve’ for senior high school or ‘grade nine’ for junior high school) of their schooling period. The primary aim of the *UN* is to measure the students’ learning achievement in particular subjects they have learnt (*Depdiknas: 2009*).

One of the important characteristics of the National Exam is that the government employs the minimum threshold (popularly known as the passing grade) for the candidates to achieve in order to pass the examination. The minimum threshold was increased year by year, from 3.01 in 2003 to 5.01 in 2006; from 5.01 to 5.25 in 2007; and from 5.25 to 5.50 in 2008. Referring to clause 20 of the Decree No. 75/2009 (*Permendiknas 75/2009*), the government stated the average minimum score in the 2009 *UN* is at 5.50 with a minimum

score of 4.00 for two subjects and 4.25 for other subjects (six subjects in total). The purpose of these increments is to increase the quality of the students as well as the national education competencies (*Pikiran Rakyat* Online: 2008). The other characteristic of *UN* is that it is a formal assessment using multiple choice type questions. This is also called an objective test as it has a fixed answer (Wragg: 2001).

Based on the latest *Standar Kompetensi Lulusan (SKL)* or the Standard of Graduate Competence, the 2010 English National Examination has the same format as the three previous examinations. It consists of two sections, namely Listening Section and Reading Section. The former comprises 15 items based on dialogues and monologues heard by the students while the latter contains 35 items related to various types of texts. The division was applied firstly in the 2008 National Examination.

1) Listening Section

Since the academic year of 2007/2008, all items dealing with dialogues in the English National Examination are tested via Listening Section. In this section of the test, the students will have the chance to show how well they understand spoken English. Referring to the blueprint of the English National Examination, in general, the format of Listening Section consists of three parts with special directions for each part.

In part I and part II, the students will hear some dialogues and questions spoken in English. In part III, the students will hear several monologues spoken in

English as well. The dialogues and monologues, together with the followed questions, will be spoken two times. As they are not printed in the test book, the students must listen carefully to understand what the speakers say. After the students listen to a question, they must read five possible answers that have been provided in the exam paper and choose which one would be the best answer to the question they have heard. The students are also provided with a sample question in part I and II. However, there is no sample question in part III.

2) Reading Section

This section tests the students' understanding of written texts such as short functional texts and essays in the form of narrative (*narrative, recount, news item*), descriptive (*report, descriptive, explanation*), and argumentative (*exposition, discussion*) in daily life contexts. The students are presented with various types of text. Each text is followed by some items testing the students' reading abilities, they are: the ability to find general information, certain information, specific information, communicative goals, meanings of words (synonym/ antonym), main idea, moral values, and word reference from the texts.

b. The National Examination as a High-stakes Test

In order to pass the National Examination, and thus deserve to receive a graduation certificate, the students must achieve the minimum threshold set by the government. Otherwise, they are going to be considered 'failed' and as

consequence of this, they have to repeat the subjects in the following months. Even though the student graduation is determined based on some aspects in the 2009/2010 academic year, failure to achieve the minimum threshold in *UN* might result in failure to graduate from the school, regardless the student's overall performance during their school years.

In addition, the result of the National Examination is generally used as a basis to make an important decision about the students' lives in the future. Besides to control the students' graduation and completion, the score of the *UN* is often used by other stakeholders as a tool to control admission/enrollment to further education, promotion to particular scholarships, employment, achievement, and placement. Looking at these serious consequences made from *UN*, it is clear that this National Examination can be categorized as a high-stakes test.

McNamara (2000: 48) defines a high-stakes test as "a test which provides information on the basis of which significant decisions are made about candidates". Similarly, Andrews et al (2002) define 'high-stakes' tests as tests which are used for making important decisions that affect different sectors, for example, determining who receives admission into further education or employment opportunities. Shohamy et al (1996) identify high-stakes tests as tests that are used in a context in which decisions about admission, promotion, placement or graduation are directly dependent on test scores, while low-stakes exams do not entail these significant decisions.

In relation to high-stakes tests, Buck (1988) has confirmed that both teachers and students have a natural tendency to tailor their classroom activities to

the demands of the test, especially when the test is very important to the future of the students. Additionally, not only the quality of a test influences teaching and learning but also how a test is used in different situations affects the amount of its influence. As firmly implied in the 13th Alderson and Wall's (1993) hypothesis, tests that have important consequences will have influence on teaching and learning. To end with, we can hypothesize that as a high-stakes test, the English National Examination is highly potential to have any influence on the process of English teaching and learning in classrooms.

A qualitative study by Afrianto (2007) by conducting in-depth interviews with some English teachers in Tanah Datar West Sumatera has confirmed some serious negative impacts of the *UN* on teachers, students, and curriculum. The effects on teaching and learning are that the *UN* has led teachers to do 'teaching to the test', narrowing curriculum, and feeling under pressure. Teaching to the test leads the teachers to over emphasize on content memorization and to use the kind of 'drill and practice' instruction as a teaching method (Shepard: 1991 and Madaus: 1991).

Another subsequent impact of teaching to the test activities is that the test, in some ways, has narrowed down the school curriculum. It means that the teachers mainly focus on teaching the subjects tested in the National Exam and ignore other subjects. Volante (2004) maintains that teaching to the test not only reduces the depth of instruction in specific subjects but it also narrows the curriculum so that the consequence is non-tested disciplines receive less attention during the school day.

4. Washback

a. Definitions of Washback and Related Concepts

A lot more changes in teaching and learning could happen as a result of a particular test. As said by Spolsky (1994), tests exert a powerful influence on language learners who are preparing to take these exams, and on the teachers who try to help them prepare. In addition, Pearson (1988) explains that examinations are commonly used as levers for change. In those cases, textbooks will be designed to match the purposes of a new test. School administrative and organization staff, teachers and students will all work hard to achieve better scores on the test.

Since examinations potentially influence over teaching and learning, teachers and students may orientate teaching as well as learning towards the methods and ‘answers’ that will allow them to pass the examinations. The following explanation by Chapelle and Douglas (1993: 16) gives us a commonsense sight why teachers and students can be affected by a certain test:

In the view of teachers and students, tests contain what students must learn and therefore what must be taught - a reasonable view, given that the tests in many cases represent the language hurdle students must clear before continuing their academic careers.

Heyneman (1987) as cited in Andrews (1994: 51) has also noted: “It is true that teachers teach to an examination. National officials have three choices with regard to this ‘backwash effect’: they can fight it, ignore it, or use it”. As a final point, it can be assumed that an examination can be so powerful that it potentially wields enormous power over teaching and learning. This phenomenon that an examination or testing becomes a dominant role to influence what and how

teachers teach and students learn is described as washback effects (Wall & Alderson: 1993).

A number of research studies have been carried out to investigate the relationship between testing and teaching and learning. Other key terms have also grown in the literatures which seem to convey, as Cheng (2005) claims, similar meaning and equated with washback. Shohamy (1993: 4) summarized some of these key concepts as the following.

- 1) *Measurement driven instruction* refers to the notion that tests can and should drive curriculum and, thus, facilitate teaching and learning.
- 2) *Curriculum alignment* focuses on the connection between testing and the teaching syllabus. It refers to the fact that testing usually narrows curricula and results in teaching to the test.
- 3) *Systemic validity* implies the integration of tests into the educational system and the need to demonstrate that the introduction of a new test can improve learning.

The ‘washback’ effect of testing is sometimes referred to as ‘backwash’. Hughes (1989) simply states that the term ‘backwash’ is synonymous to ‘washback’. However, according to Alderson and Wall (1993) the notion that testing influences teaching is referred to as ‘backwash’ in general education circles, but it has come to be known as ‘washback’ in British applied linguistics. Commenting on the *backwash* versus *washback* nomenclature, Andrews (1994: 67) also states that “in general education literature, the favored term to describe this phenomenon is *backwash*; while in language education there seems to be a preference for *washback*”.

The phenomenon of ‘washback’ is a relatively new topic in the general educational circle; nevertheless, it has drawn the interest of many researchers to explore its existence. The term ‘washback’, as previously stated, is often

described generally as the influence of testing on teaching and learning. Not all scholars, however, have the same opinion to washback definition. They have underscored different dimensions of this construct.

Alderson and Wall (1993) consider washback to be what teachers and learners do that they would not necessarily otherwise do. Prodromou (1995) also limited the definition of washback, stating that it refers to the direct and indirect effects of examinations on teaching methods and this can be either positive or negative. Messick (1996) refers to washback as the extent to which the introduction and the use of a test influence language teachers and learners to do things that they would not otherwise do that promote or inhibit language learning. Therefore, in order to be considered washback, good or bad teaching has to be “evidentially linked to the introduction and use of the test” (Messick, 1996: 16).

In a wider sense, washback is defined by Hughes (2003) as the effects of testing not only on learners and teachers in a given educational context, but also on society at large. Similarly, Bachman and Palmer (1996) consider washback to be a subset of a test’s impact on society, educational systems and individuals. Thus, it is not restricted to learners and teachers. Indeed, they believe that test impact operates at two levels: the micro level (i.e., the effect of the test on individual students and teachers) and the macro level (i.e., the impact the test may have on society and the educational system). For the purpose of this study, a narrower interpretation of washback is used and washback is perceived as the effects that occurred within the classrooms.

b. Washback as a Result of High-stakes Tests

As can be perceived, it has been common to claim the existence of washback and to declare that tests can be powerful determiners, both positively and negatively, of what happens in classrooms (Alderson & Wall: 1993). Not all types of tests, however, carry the same weight. According to Andrews et al (2002), washback seems to be associated primarily with ‘high-stakes’ tests; that is, tests which are used for making important decisions that affect different sectors. The reason probably lies in the fact that high-stakes tests usually involve a set of determining functions in testees’ life ranging from employment and promotion to placement and achievement. As indicated by Shohamy et al (1996), high-stakes tests are tests which are used in the contexts in which decisions about admission, promotion, placement or graduation are directly dependent on test scores, while low-stakes exams do not entail these significant decisions.

The results of the tests, according to Wall (2000), can also be so crucial in the testees’ future life that they require the test takers to take any possible measures to overcome the tests. The story is about the same with the other human elements (e.g., teachers and administrators) and non-human elements (e.g., materials and curriculum) in an educational system. Each of these elements is also expected to adopt and adapt certain skills, techniques, and tasks in order to meet the test demands and satisfy the students’ needs.

The examples of widespread high-stakes tests include school-leaving examinations, employment exams, and university-entrance exams among others. It is these ‘high-stakes’ tests which will influence the way that students and

teachers behave as well as their perceptions of their own abilities and worth. They are likely to influence the content and methodology of teaching programs, attitudes toward the value of certain educational objectives and activities, the academic employment options that are open to individuals, and in the long term, they may have significant long term implications for education systems and for the societies in which they are used.

The research findings of studies that have involved so-called 'high-stakes' tests confirm some evidence of washback, although it is often reported that, in the case of teaching, such tests have a greater effect upon content and rather less upon the actual methodology employed by teachers. For example, in Alderson and Wall's study in Sri Lanka (Alderson & Wall: 1993), the introduction of a test of English as a foreign language proved to produce faster changes in the content of teaching than changes in teaching methodology. Similarly, in the washback study of the Hong Kong Certificate of Education Examination in English in Hong Kong secondary schools, Cheng (1997) reports that washback effect works quickly and efficiently in bringing about changes in teaching materials and slowly and reluctantly and with difficulties in the methodology teachers employ. In other words, washback occurred, but only in terms of bringing about change to teaching materials. Evidence that the changes to the test brought about changes to the way teachers taught was not conclusive (Cheng: 1997).

A number of research findings delving into the influence of standardized high-stakes tests found out that these tests narrow the curricula and result in teaching to the test. Teaching to the test might lead the teachers to over emphasize

on content memorization and to use the kind of 'drill and practice' instruction as a teaching method (Madaus: 1991). Teaching to the test includes such activities as drilling on test content, downplaying or eliminating teaching on subjects not covered by standardized tests, examining practice or old tests, and, in some extreme cases, providing answers to test questions while the test is in progress (Volante: 2004).

Another subsequent impact of teaching to the test activities is that the test, in some ways, has narrowed down the school curriculum. This is related to the pressure to achieve high test scores for specific subjects (Madaus: 1991). It means that the teachers mainly focus on teaching the subjects tested in the National Exam and ignore other subjects. Volante (2004) maintains that teaching to the test not only reduces the depth of instruction in specific subjects but it also narrows the curriculum so that the consequence is non-tested disciplines receive less attention during the school day. Volante (2004) further argues that teaching a narrow curriculum is likely to isolate some students whose academic strengths lie outside of the tested skills.

c. Positive and Negative Washback

Wall (2000) considered tests as having positive (beneficial) and negative (harmful) effects. According to Bailey (1996), washback can be either positive or negative to the degree that it either encourages or inhibits the attainment of educational goals held by learners, educators or both. Thus, Bailey (1996) maintains that washback is often evaluated as positive or negative according to

how much it encourages or discourages appropriate forms of teaching or learning. If the effects of tests are beneficial and encourage the whole range of desired changes, the tests are considered as having positive washback effects (Wall: 2000). If the tests narrow the curricula and result in teaching to the test, the tests are regarded as having negative effects (Shepard: 1993 and Smith: 1991).

In relation to teachers, Wall (2000) asserts that positive effects include inducing them to cover their subjects thoroughly, forcing them to complete their syllabuses within a prescribed time limit, compelling them to pay as much attention to weak pupils as to strong ones, and making them familiar with the standards which other teachers and schools were able to achieve. In many cases and particularly in high stakes testing, the curriculum is driven by the assessment leading to negative washback. Quoting Wiseman (1961), Wall (2000) mentioned the possible negative effects of tests as encouraging teachers to ‘watch the examiner’s foibles and to note his idiosyncrasies’ in order to prepare pupils for questions that were likely to appear, limiting the teachers’ freedom to teach subjects in their own way, encouraging them to do the work that the pupils should be doing, tempting them to overvalue the type of skills that led to successful examination performance, and convincing them to pay attention to the ‘purely examinable side’ of their professional work and to neglect the side which would not be tested.

Washback is also described in the literature as overt or covert. According to Prodomou (1995), overt washback is usually negative and seen in the explicit use of examination papers or examples from textbooks that emphasize the skills

used in exams. He sees the implicit consequences of covert washback as more of an underlying, unconscious process stemming from assumptions about how students learn. He likens it to “teaching a textbook as if it were a testbook” (Prodomou, 1995: 15).

d. How to Promote Positive Washback

The notion of positive washback, by whatever name, has recently been recognized as one of the main criteria for evaluating language tests. For instance, Oller (1979) identifies the key characteristics of a good test as being reliability, validity, practicality (also called ‘feasibility’), and instructional value - the last being most closely related to current conceptions of washback. With the advent of communicative language testing, washback has received even more attention as an evaluative criterion recently. As observed by Boyle and Falvey (1994: xi), “there has been a recent renewal of interest in the link between good teaching and good testing”. They also note that washback, along with validity, reliability and practicality is now “one of the Big Four considerations in evaluating the worth of a test” (Boyle and Falvey, 1994: xi). In other words, positive washback is viewed as an important criterion in the development and evaluation of language tests.

The question comes up is how to produce positive washback? Concerning this, Prodomou (1995) offers a solution for transforming negative washback into positive by shifting to a learner centered approach with an emphasis on the language process rather than ‘preoccupation with the end-product’. According to Shepard (1993) and Andrews (1994), aligning the curriculum and the external test,

which refers to the match between the content and format of the curriculum and of the test, is one common way to produce positive washback effects to improve the quality of education. Additionally, Bachman (1990) states that positive washback occurs when the assessment used reflects the skills and contents taught in the classroom. Recently, McNamara (2000) proposes performance assessments that require integrated content and skills as having more positive washback than discrete item testing which often stifles communicative teaching approaches.

Above all, teachers are the key players. Harlen and Crick (2003) have confirmed that even though there are limits to the action teachers can take to use assessment effectively to help their students' learning, they are the only ones whose actions directly affect students. In addition, Bailey (2005) states that even though teachers may have limited power to influence high-stakes examinations, they do have tremendous power to lead students to learn, to teach them language and how to work with tests and test results. Therefore, an exam on its own cannot bring about positive changes if the educational system has not adequately prepared the teachers (Wall & Alderson: 1993). What the challenge then is to change the teaching culture, in spite of having changed the exam itself (Lam: 1994).

e. Washback Models and Hypotheses

Alderson and Wall (1993) argued that the relationship between tests and their impact, positive or negative, might not be as simple as that at first glance appears to be the case. In view of that, they distance themselves from a simplistic

assumption about the way a test can influence behaviors (Alderson & Wall: 1993). They developed 15 washback hypotheses according to what is influenced: teaching, learning, content, rate, sequence, degree, depth, attitudes and also the number of teachers or learners affected by a test. The 15 hypotheses proposed by Alderson and Wall (1993: 120-121) illustrate various possibilities of effects brought about by tests primarily on teaching and learning, ranging in detail from the most basic to quite specific effects listed below:

- 1) a test will influence teaching
- 2) a test will influence learning
- 3) a test will influence what teachers teach; and
- 4) a test will influence how teachers teach
- 5) a test will influence what learners learn;
- 6) a test will influence how learners learn
- 7) a test will influence the rate and sequence of teaching; and
- 8) a test will influence the rate and sequence of learning
- 9) test will influence the degree and depth of teaching
- 10) a test will influence the degree and depth of learning
- 11) a test will influence attitudes to the content, method, etc., of teaching and learning
- 12) tests that have important consequences will have washback; conversely,
- 13) tests that do not have important consequences will have no washback
- 14) tests will have washback on all learners and teachers
- 15) tests will have washback effects for some learners and some teachers, but not for others.

Alderson and Wall's (1993) hypotheses address what washback effects might look like more than they focus on what factors other than a test lead to these effects. Nevertheless, several of the hypotheses imply that in addition to a test, there might be some other factors that elicited more effects from some learners and teachers than they did for others. In addition, not only the quality of a test affects teaching and learning but also how a test is used in different situations affects the amount of washback, as in Hypotheses 12 and 13 "tests that have

important consequences will have washback; conversely, tests that do not have important consequences will have no washback” (Alderson & Wall: 1993).

To clarify our thinking about washback and break down its complexity, a framework proposed by Hughes (1993) is found helpful to distinguish between participants, process and product in teaching and learning, recognizing that all three may be affected by the nature of a test. This framework, known as the trichotomy of washback model, refers to the term *participant* as ‘all of whose perceptions and attitudes toward their work may be affected by a test’. These participants include the teachers, students, counselors, administrators, materials writers/developers, course designers, and material publishers (Hughes: 1993). Among the other groups, language teachers are, of course, the most visible participant in washback studies.

The next term proposed by Hughes (1993) is *process* which covers any actions undertaken by participants to complete teaching and learning tasks. Such processes include materials development, syllabus design, changes in teaching methods or content, and learning and/or test-taking strategies. Finally, *product* refers to what is learnt or learning outcomes (e.g., facts, skills, etc.) and the quality of learning (fluency) (Hughes: 1993).

Hughes’ trichotomy into participants, process and product allows us to construct a basic model of washback. The nature of a test may first affect the perceptions and attitudes of the participants towards their teaching and learning tasks. These perceptions and attitudes in turn may affect what the participants do in carrying out their work (process), including practicing the kind of items that are

to be found in the test, which will affect the learning outcomes, the product of that work (Hughes: 1993). Hughes' model indicates that how participants interpret and react toward a test affects how and what they perform at their work, implying the quality of a test plays an important role in determining the level and amount of washback (Hughes: 1993).

Bailey (1996) combines the fifteen hypotheses from Alderson and Wall (1993) with the trichotomy of washback model from Hughes (1993) and she creates her own 'basic model of washback'. She uses 'washback to the learner' (what and how learners learn and the rate/sequence and degree/depth of learning by the influences of tests) and 'washback to the program' (what and how teachers teach and the rate/sequence and degree/depth of teaching by the influence of tests) to describe the mechanism by which washback works in actual teaching and learning contexts.

In terms of students' learning, Bailey (1996: 264-265) lists some ways that students who are about to take an important test may participate in any of the following processes:

- 1) practicing items similar in format to those of the test,
- 2) studying vocabulary and grammar rules,
- 3) participating in interactive language practice (e.g., target language conversations),
- 4) reading widely in the target language,
- 5) listening to non-interactive language (radio, television, etc.),
- 6) applying test-taking strategies,
- 7) enrolling in test-preparation courses,
- 8) requesting guidance in their studying and feedback on their performance,
- 9) enrolling in, requesting or demanding additional (unscheduled) test-preparation classes or tutorials, and
- 10) skipping language classes to study for the test.

f. Washback Perceived in the Classrooms

An overwhelming washback studies have been conducted to explore the effects, both desirable and undesirable, of testing in classrooms. The findings of studies indicate that language testing washback does influence teaching to some extent (though clearly in content more than in methods). As reported by Alderson and Wall (1993) in their washback study in Sri Lanka, the introduction of a test of English as a foreign language (EFL) proved to produce faster changes in the content of teaching than changes in teaching methodology.

Wall (1996) revisited the Sri Lankan impact study and she noted for the second time that the examination had had considerable impact on the content of English lessons but it had had little to no impact on the methodology they used in the classroom or on the way they marked their pupils' test performance (Wall: 1996). Correspondingly, in his preliminary results of a study of the washback effect of the Hong Kong Certificate of Education Examination (HKCEE) in English in Hong Kong secondary schools, Cheng (1997) confirmed that washback effect works quickly and efficiently in bringing about changes in teaching materials and slowly and reluctantly and with difficulties in the methodology teachers employ. Further, Cheng (1997: 39) also introduces the term 'washback intensity' to refer to the "degree of washback effect in an area or a number of areas that an examination affects most".

The findings of Alderson and Wall (1993) and Cheng (1997) on teaching washback are contradictory in terms of what (content) and how (methodology) teachers teach. Content changes because of the test, but the way teachers instruct

does not to any great degree. The changes were “superficial” (Cheng, 2005: 235), not substantial. This may be attributed to Hawkey’s claim (2006: 106) that “the distinction between course content and methodology is not always clear cut”.

Other researchers like Alderson and Hamp-Lyons (1996) and Watanabe (1996), however, found that tests affected both how and what teachers taught but not all teachers react the same way to the same test. Watanabe (2004) and Burrows (2001) report that in many instances teachers feel a greater sense of pressure from the tests. Nevertheless, researchers such as Burrows (2001), Cheng (1997), Wall and Alderson¹(1993), and Watanabe (1996 & 2004) seem to have reached a consensus on the concept that tests influence what happens in the classroom in terms of teaching activities and content, and that teachers’ beliefs, and educational backgrounds play an important role in deciding how they instruct.

On the subject of teachers, Shohamy et al (1996) uncovered significant differences between experienced and novice teachers. The former tended to teach to the test and used only material to be included in the test, while the latter used different activities to teach oral language. As another experience, Lam (1994: 91) reported that more experienced teachers tend to be significantly more “examination-oriented” than their younger colleagues. Green (2006) and Hayes and Read (2004) even found that a majority of teachers tended to teach to the test. They found more test-related activities such as offering test-taking tips, doing question analysis in high-stakes exam preparation classes.

Recently, Stoneman (2006) studied washback on learning and investigated how students prepared for an exit exam in Hong Kong. The result showed that

students were more motivated and spent more time on preparing for higher-status exam than the lower-status test, but preparation methods were much the same. Concerning washback on learning, Wall and Alderson (1993) suggest that future washback studies should investigate how tests affect students' motivation and performance. As recommended by Stoneman (2006), to better understand what washback occurs within the classroom, researchers need to investigate changes in students' motivations, learning styles, and learning strategies.

Test requirements may also promote test-related materials, and that these materials affect what teachers instruct because they tend to utilize textbooks to assist their students. In his study on the impact of the RUE (Revised Use of English Examination) in Hong Kong, Lam (1994: 91) even acknowledged that teachers tend to be "textbook slaves" and a text book oriented methodology is the major approach adopted in class although some create authentic materials derived from mass media. Lam (1994) feels that this reliance on textbooks in this context is evidence of negative washback because instead of introducing more authentic materials, the teachers prefer to use commercial textbooks, most of which are basically modified copies of the exam paper.

High reliance on test-related materials was also found elsewhere. In Wall and Alderson's (1993) Sri Lankan study a large group of teachers believe they have to follow the textbook faithfully because the exam may test any of the content therein. In Hong Kong, Cheng's (1997) HKCEE study has also revealed the booming market for publishing test-related materials. Specifically, Fullilove (1992: 139) states that many teaching materials designed to prepare students for

the public examinations are “little more than clones of past exam papers”. Likewise, Hamp-Lyons (1996) indicated that to a greater or lesser extent, these test preparation books consist of practice tests or ‘exercises’ which are themselves of exactly the same format as the subsection of the test they are preparing for.

To end with, it can be inferred that tests frequently elicit a heavy reliance on test-related materials by teachers. The reliance on textbooks is an important contextual variable to be understood in any investigation of washback. If teachers rely on textbooks a lot, and if these textbooks have specifically designed to prepare students for a specific examination paper, it would be likely that such examination would have certain washback effects on the teaching and learning (Cheng: 1997). Another subsequent negative washback of this reliance on test-related materials is also identified by other researchers. As has been noted by Andrews (1994), the tendency to use examination-specific materials limits the focus of teachers and learners - a problem that has been referred to as “narrowing of the curriculum”. Similarly, Shohamy (1992: 514) stated that negative washback to programs can result in “the narrowing of the curriculum in ways inconsistent with real learning and the real needs of students”.

Another concern that has been investigated in washback studies is the time-related issue in terms of test-preparation. According to Buck (1988) and Ingulsrud (1994), this kind of test-preparation wave is probably most observable in high-stakes, public examinations that are given regularly but infrequently, such as the yearly administration of state exams or the annual university entrance examinations. As experienced by Shohamy et al (1996: 308), regarding the high-

stakes EFL test in Israel, these authors note that: “As the exam date approaches, teaching becomes substantially intensified”. The teacher would spend much more time in teaching test-related activities a month or so before the exam.

A more extreme case of students being excused from class to prepare for important exams is reported by Wall and Alderson (1993). They also report that most teachers followed the textbook during the first two terms of the year. The third term, however, was very different because teachers finished or abandoned their textbooks and began intensive work with past papers and commercial publications to prepare their students for the exam (Wall & Alderson: 1993). At this point, there is an obvious exam impact on the content of the teaching.

g. The Framework of Washback in the Present Study

As can be seen, washback is convincingly a far more complex issue than simply the effects of testing on teaching and learning. As believed by Alderson and Wall (1991), there is not an automatic relationship between tests and their impact. It is found out that the effects do not always take place directly but they are mediated by a number of factors, like the teachers’ perception of the test, the status of the test as well as that of the subject matter tested, the macro context where the examination is used, the purpose of learning the language in the context, among others. Specific areas such as teaching materials and contents, teaching methodology, teacher competence, assessment methods and resources available need to be investigated as well as the extent of the impact and whether or not it is positive or negative (Alderson and Wall: 1991). It is also necessary to

look at the people that participate in the educational process, to the actual classroom events and activities, and to the outcomes of these processes.

For the purpose of this study, washback would be analyzed based on the trichotomy of washback proposed by Hughes (1993) which was found useful in order to distinguish between the different instances affected by the English National Examination: participants, processes and products. The English National Examination could affect the English teachers and students in terms of their perceptions, activities they engaged in, as well as the amount and quality of learning outcomes. In the discussion section, the notion of ‘washback intensity’ introduced by Cheng (1997) is followed to account for the degree of washback effect in an area or a number of areas that the English National Exam affects most.

B. Analytical Construct

The National Examination has long been a major controversy in Indonesia education system. However, the *UN* is strong justification of budget allocation. Looking at this, some educational communities question whether the National Exam is actually useful to our education. To answer this, the overall usefulness of the exam should be evaluated. In terms of the English National Exam as a language test, the usefulness can be determined by considering its reliability, construct validity, authenticity, interactiveness, impact, and practicality (Bachman & Palmer: 1996). One form of impact that has been a focal point of this study is washback. Washback is generally defined as the influence of testing on teaching and learning and is primarily associated with high-stakes tests.

The English National Examination may first affect the perceptions and attitudes of the participants (i.e., the English teachers and students) towards their teaching and learning tasks. These perceptions and attitudes in turn may affect the process, i.e., what the participants do in carrying out their work. Such processes include materials development, syllabus design, changes in teaching methods or content, and learning and/or test-taking strategies. Further, what the participants' perceive about the exam and what they do in the process in turn may affect the learning outcomes, the product of that work (Hughes: 1993). In short, the analytical construct of this study can be outlined in the figure at the following page.

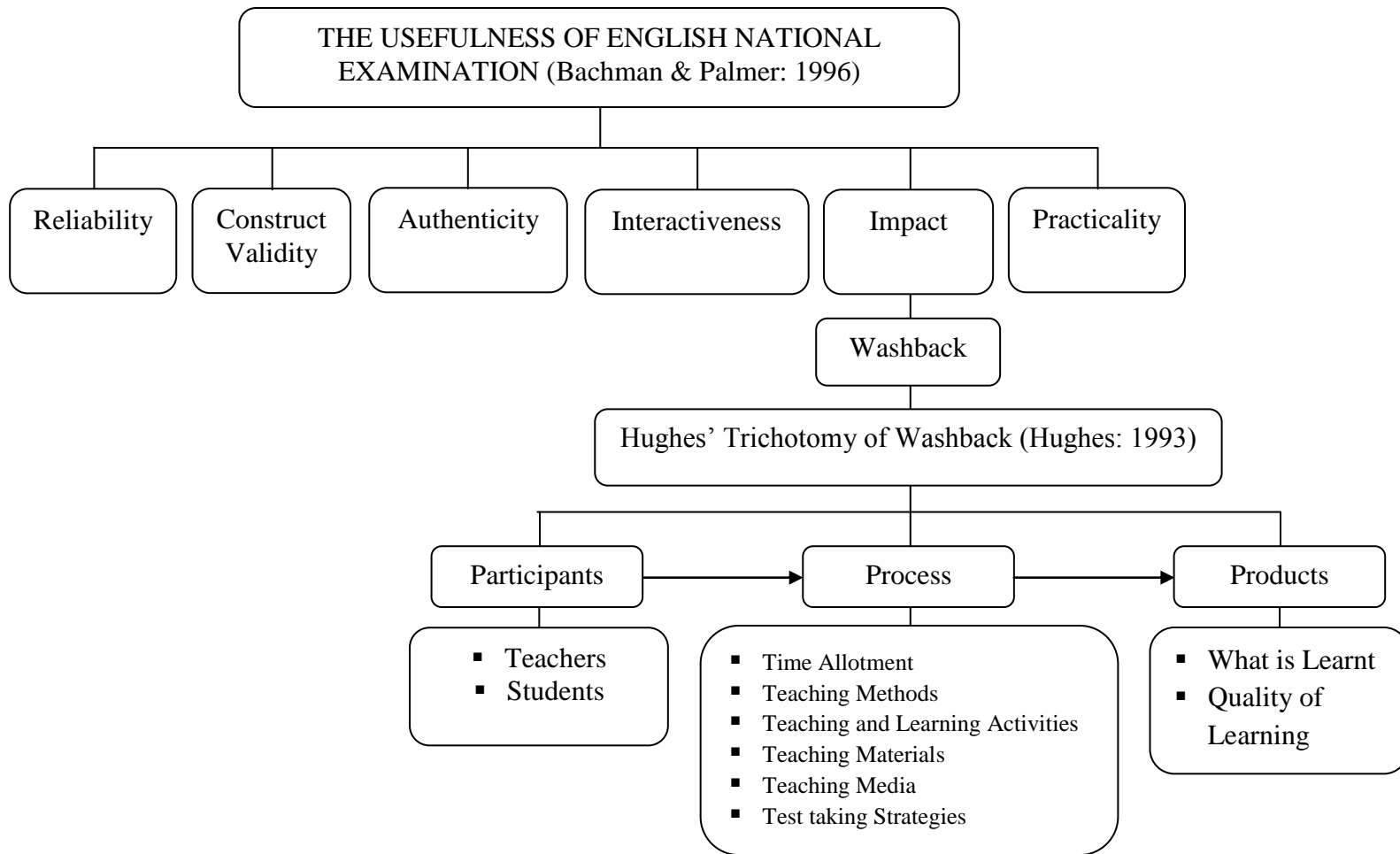


Figure 4: **The Analytical Construct of the Present Study**

CHAPTER III RESEARCH METHOD

A. Research Type

This research utilizes the naturalistic approach because its main objective is to describe the phenomenon of washback in its natural setting without any experimental manipulation. In line with this, the research method used in this study is primarily descriptive qualitative. Bogdan and Taylor in Moleong (2002) assert that descriptive qualitative research utilizes certain methodologies and procedures to generate qualitative data in the forms of words, either spoken or written, and not in the form of numerical data, and pictures of any particular observed things, events, or phenomenon.

B. Research Settings

This research was conducted at SMA N 2 Bantul and run from the end of January to the end of March in the academic year of 2009/2010. SMA N 2 Bantul is located at R.A. Kartini Street, Trirenggo, Bantul. The names of the classrooms are based on the subjects taught at this school, e.g., history class, biology class, and geography class. This is due to the moving class system applied by the school which is moving towards a pilot international standard school. There were 725 students in SMA N 2 Bantul, 226 students were in Grade X, 251 were in Grade XI and 248 were in Grade XII. Grade XII.IPA had three classes and consisted of 111 students. Grade XII.IPS had four classes and consisted of 137.

C. Research Participants

Since the English National Examination would be taken by those who were in grade XII, the participants of this research consisted of the English teachers and students in grade XII of SMA N 2 Bantul in the academic year of 2009/2010. There were two English teachers and 248 students in SMA N 2 Bantul. The students included those who were in Science and Social Classes. The technique used to pick some students to be interviewed is random sampling.

D. Data Collection Techniques

Moleong (2002: 9) states that in qualitative research, the researcher is the main instrument in collecting the data. With reference to this, the main instrument of this research was the researcher herself. In collecting the data, the researcher utilized two techniques; they are observation and interview.

Observation is defined as a systematic, purposeful recording of interactions and events in classrooms (Bailey: 1999). The observations in this study involved audio taping and note taking. To complement the data from the observations, the researcher also conducted interviews with the teachers and students. An interview is a tool that can be used to probe participants to a greater depth (Sugeng: 1997). Interviews were employed in this study to determine the extent to which the research participants - their perceptions, reactions, and attitudes towards the English National Exam and the English teaching and learning process - were influenced by the English National Examination. The questions on relevant topics were asked in a similar way to all of the participants in this study for comparison by using an interview guideline (Flick: 2007).

E. Research Procedure

The procedure in conducting the present research was taken from the ideas of Isaac and Michael (1981) which is outlined below.

1. The researcher defined the objectives of the research clearly and specifically. This is dealt with what facts and characteristics which are to be related.
2. The researcher designed the approach. This is related to how the data were collected, what instruments were available, and how the data were analyzed. In this study, the researcher decided to utilize observation and interview techniques to obtain the data. The classroom classrooms would involve the audio taping and note taking. Then, the researcher would interview the English teachers and some of the students. For the purpose of audio taping and interviews, an MP3 device was utilized.
3. The researcher collected the data. After having gotten the permissions of the related institutions, the researcher went to the school to start conducting the research and collecting the data. She gained the data via observing the teaching and learning process in the classrooms as well as interviewing the English teachers and students. The results were later transcribed and written in field notes and interview transcripts. The collected data derived from these field notes and interview transcripts are in the forms of words, clauses, or sentences.
4. The researcher analyzed the data. This process of data analysis was aimed at obtaining the results and the conclusions of the study.
5. The researcher reported the findings and results of the study.

F. Data Analysis

Patton in Moleong (2002) states data analysis is the process of data arrangement and data categorization. It is an on-going activity throughout the investigative process in which the researcher organized and classified the collected data into certain patterns, categories and basic units of analysis so that the theme can be found and formulated. The objectives of the data analysis are to summarize the data and to represent them, thus, they can be better comprehended, interpreted, or related to some decisions the user wishes to make. At last, the researcher can gain the results and the conclusions of the research.

The process of data analysis in the present study was started after the researcher collected the data. In analyzing the data obtained from the observations and interviews, the researcher used the qualitative method since the data were in the forms of words, clauses, and sentences. The steps to analyze the data were based on the concept proposed by Darlington and Scott (2002), they are: transcribing, becoming familiar with the data, coding, presenting, and writing up.

It is necessary to transcribe any audio data which are to be systemically analyzed. Therefore, the researcher transcribed the audio data gained from the observations and interviews. After transcribing, the researcher tried to be familiar with the data by listening to the recordings repeatedly, with the transcripts results in hand. This process was done to obtain a sense of what the recordings were about because it was difficult to obtain a good sense of familiarity with the data during interviews or while observing, as there were so many other things to attend to during data collection (Darlington: 2002).

The next step of data analysis is coding which is generally concerned with identifying patterns in the data; how they are related to each other. As notified by Bogdan and Biklen in Moleong (2002), a qualitative data analysis refers to any attempts to figure out the basic data pattern. In the process of coding, the researcher classified the data into some categories in assigned them to selected data (Darlington: 2002). The data categorization is derived from the idea of Hughes' trichotomy of washback model which is found useful in order to distinguish between the different instances affected by the test: participants, processes and products (Hughes: 1993).

Finally, the basic data pattern was figured out. The researcher then took data categorization and this process consisted of sifting through the data, making sense of it, and categorizing it in various ways. Having finished analyzing the whole data the researcher were to presenting and writing up the report. All of those steps were integral parts of the research process.

G. Trustworthiness

The research follows a qualitative study approach. To ascertain the trustworthiness of the research, the researcher utilized a triangulation technique. It means that the researcher used more than one procedure to elicit the data and to compare and reconsider the consistency of the data among the subjects of the research. To enhance the validity and reliability (accuracy) of the information during the study, the researcher employed observation and interview technique as the means of triangulation.

CHAPTER IV FINDINGS AND DISCUSSIONS

To break down the complexity of the washback phenomenon, this study uses a framework suggested by Hughes (1993) as a springboard for discussing the participants, the process, and the products involved in the washback effect. Participants include the English teachers and 12th grade students of SMAN 2 Bantul. Processes cover time allotment, teaching methods, instructional activities, teaching contents and materials, use of media, and test-taking strategies. Finally, products refer to what is learnt and the quality of learning (fluency). In addition to this, the notion of ‘washback intensity’ introduced by Cheng (1997) is followed in the discussion section to account for the degree of washback effect in an area or a number of areas that an examination affects most.

A. Findings

1. Participants

This section presents the participants’ perceptions on the policy of the National Exam as well as their views towards English teaching. Participants refer to all of whose perceptions and attitudes towards their work may be affected by a test (Hughes: 1993). The participants of this study include two English teachers and the students of SMAN 2 Bantul.

Hughes (1993) states the participants’ perceptions may affect the process of instruction. In the next section, we would see whether the perceptions of these

research participants towards the National Examination influence the way they accomplish the process of English teaching and learning.

a. Teachers

Among other groups like counselors, administrators, course designers, and materials developers, the most visible participants in washback studies are language teachers (Hughes: 1993). As strengthened by Wall (1996), among the factors that can mediate the washback effect is the teacher and her/his perceptions about the examination. The teachers' perceptions towards the National Examination policy were explored in interviews with two twelfth grade English teachers of SMAN 2 Bantul (See the questions asked in the teacher interview guideline in Appendix II). Both of them are women and qualified as S1 degree with many years of teaching experience at school. The questions addressed to the teachers cover their perceptions towards the National Examination, the minimum threshold, their status as the teachers of subject tested in the *UN*, and the current goal of English teaching.

1) Teachers' perceptions towards the National Examination

The first question addressed to the teachers deals with their perceptions towards the National Examination. Responding to this, both the teachers tended to have positive opinions on the function of the *UN* as a measurement standard across the nation. As emphasized by the first teacher, a national standard is greatly

important, thus she approved with the examination's function as an instrument to measure the students' competence on the national scale.

Di satu sisi saya setuju karena memang kita memerlukan tolok ukur secara nasional. Standar nasional itu memang diperlukan. Sangat itu. Saya di satu sisi setuju. (On one side, I agree because we do need an instrument to measure the students' ability in the national level.)

(Appendix IV, Interview 1: 1)

This argument is in line with the second teacher's point of view. She agreed with the *UN* because it can be used as a standardized measurement instrument across the regions in the country (See Appendix IV, Interview 2: 1). However, the first teacher also had a negative opinion on the *UN* administration. She pointed that there were opportunities to cheat during the administration of the *UN*. The cheating cases did happen but they were not exposed. A few of the cases in other regions were revealed. She noted that the cheating cases also occurred in her region but they were never made public. Due to this cheating opportunity, the first teacher disagreed with the administration of *UN*.

Di sisi yang lain ada ketidaksetujuan tentang pelaksanaannya. Dalam hal karena sekarang ini ada celah-celah kecurangan yang kadang-kadang kita ... bagaimana ya. Kecurangan itu sebenarnya ada tapi tak terungkap. Sangat kecil yang terungkap dan itu yang terungkap mungkin di daerah lain. Daerah kita tidak. Tapi sebenarnya secara tidak formal kita kadang mendengar. Itu yang membuat kita kadang-kadang merasa kok seperti itu, gitu. (On the other hand, I disagree with the administration in case of its cheating problem. The cheating problem does exist but they are not revealed. A few of them are revealed and they are found in other cities. Ours is not. But we often hear it informally.)

(Appendix IV, Interview 1: 1)

She further said that the implementation of the National Exam was supposed to be very exceptional if only it referred to the *POS (Pedoman Operasional Standar)* and was administered honestly. In spite of her skeptical comments on its administration, she noted that the National Exam is, however, still of great importance due to some reasons. Firstly, there must be a national measuring rod. Secondly, designing a good test is not an easy task. Even though the teachers have had knowledge about how to design a test from universities; it is still a difficult job. Thirdly, since it is difficult to design a good test, the test designed by the teacher is questionable in terms of its standard. Thus, it cannot be used as a standard to measure the students' competencies on national scale. Looking at these facts, she believed that the National Exam is still needed but the system should be revised (Appendix IV, Interview 1: 1).

In terms of its function as a determinant to control graduation, both the teachers had the same argument. They disagreed with that policy arguing that it treats the students unjustly. Students have studied for three years but their graduation is determined by 'only' five day exams. Moreover, they did not only study the subjects tested in the National Exams. Other subjects that are tested locally are considered as important, too. By considering the other subjects, it is hoped that the students would not underestimate those subjects not tested in the National Exam (See Appendix IV, Interview 1: 3). The second teacher considered such factor as the students' unhealthy condition that might influence the students' performance at the time they are sitting the National Exam. She gave an example of some students in Jakarta who failed to

pass the exam because they were not fit at the moment. Indeed, they were regarded as outstanding students. Thus, she considered the exam as injustice when it is used as a base to decide the students' graduation.

Saya tidak setuju kalau misalnya Ujian Nasional itu dijadikan sebagai penentu kelulusan karena masalahnya itu kan cuma ... katakanlah 4 hari ... 5 hari ... 6 hari. Enam hari, kalau hanya sebagai penentu pas saat anak itu di situ tidak fit ... ha itukalau misalnya anak pas fit oke no problem, tapi kalau pas tidak fit saat itu, padahal seperti kemarin, masalah-masalah kemarin yang di Jakarta itu katanya anak juara juara, akhirnya 4 hari 5 hari pas hari H-nya tidak fit, nah seperti itu ... (I disagree with the policy to have the National Examination as a determinant for graduation because it lasts only for 6 days. Six days. What if the students are not healthy those days? It doesn't matter if they are fit. Just like the previous cases in Jakarta, some students were unlucky just because they were unhealthy the days they should take the exams. Indeed, they are smart students.)

(Appendix IV, Interview 2: 2)

2) Teachers' perceptions towards the minimum threshold of the UN

Dealt with the minimum threshold applied in the exam, both of the teachers thought that it is not high compared to their students' ability. As stated by the first teacher, the result of the try out tests showed that the majority of students could achieve the minimum threshold. There was only a few students failed and it was because they did not take the tests due to some reasons. Specifically in English subject, there were only one or two students who failed to reach the passing grade. The second teacher added that the minimum threshold is effortless to achieve because the students' input of the school is high (See Appendix IV, Interview 2: 9).

Kalau menurut saya, kalau di SMA 2 dari nilai-nilai try out kemudian apa kemarin sepertinya sih nggak begitu berat bagi anak. Yang dibawah itu kan prosentasenya sangat rendah Mbak. Yang belum lulus karena bahasa Inggris saya kira hanya 1-2 anak. Kebanyakan pada lulus semua untuk bahasa Inggris.

Kalau yang tidak lulus kemarin karena tidak ikut, tidak mengikuti try out. Kan kita sudah membuat rekapan to Mbak. Rekapan try out pertama, kedua dan sebagainya itu yang belum lulus siapa. Paling untuk mata pelajaran saya, mata pelajaran bahasa Inggris yang belum lulus paling satu. (Based on the results of trial tests, I think the minimum threshold is not high for this school. We have made recapitulations for all the trial test results. There was only a few students failed and it was because they did not take the tests due to some reasons. Specifically in English subject, there were only one or two students who failed to reach the passing grade. Most of the students passed the tests.)

(Appendix IV, Interview 1: 10)

3) Teachers' perceptions towards their status as the teachers of subjects tested in the UN

When asked about their feelings as teachers whose subject being tested in the National Examination, the first teacher said that she felt as usual. It might be due to the well and intense preparation. Besides, learning a language is a process. The students have studied English for two years before so when they entered the 12th grade, the teacher just continue the learning process. Moreover, the input of the students is relatively good.

Biasa saja. Biasa saja. mungkin karena tingkat persiapannya juga sudah matang. Karena ... namanya belajar bahasa kan proses to Mbak. Proses banget, ya kalau dari kelas 1, kelas 2 mereka penguasaannya sudah baik ya di kelas 12 itu tinggal ini ya melanjutkan sih, terus. Ya saya kira kalau SMA 2 dari inputnya ya sudah lumayan. Saya tidak pernah memandang misalnya teman-teman yang mengajar mata pelajaran yang non UNAs. Ndak pernah saya seperti itu. (I feel as usual. It might be due to the well preparation. Learning language is a process. If the students' ability from the two previous grades has been good, then we just continue it. I think the input of this school is quite good. I never underestimate the other subjects. I never do that.)

(Appendix IV, Interview 1: 9)

Different from her colleague, the second teacher, however, admitted that she felt more burdened. She believed that she had already done her best and spent her energy to prepare the students for the exam. She would feel happy when the students get good scores on the exam. In contrast, she would be sad when the students get low scores (See Appendix IV, Interview 2: 6). Low scores might lead people think that the teacher is not capable in teaching. Therefore, teaching the subject tested in the *UN* was considered as a psychological burden to her.

Ya beban mental, jelas Mbak. Dikira nanti gurunya nggak bisa mengajar apalagi kalau ada anak yang nilainya jelek. Jelas punya anu Mbak ... punya rasa beban mental kalau misalnya ada anak yang nilainya jelek khususnya untuk Bahasa Inggris. (It's certainly my psychological burden. People might assume that the teacher was not capable in teaching especially if the students got bad scores. I'm certainly burdened if it happens to my English subject.)

(Appendix IV, Interview 2: 7)

4) Teachers' perceptions towards the goal of English teaching and learning

Answering the question about the goal of English teaching and learning, the first teacher said that the main goal of the English teaching in senior high schools is to equip the students with adequate knowledge to continue to the next level of education. To make them able to communicate using English, both in oral and written form, is considered as the second goal.

Kalau di SMA malah justru untuk memberikan bekal anak-anak itu nanti untuk ke jenjang selanjutnya Mbak. Ya untuk ke jenjang selanjutnya. Jadi anak itu bisa ber ... ya menggunakan sih ya, menggunakan bahasa itu baik tertulis maupun lisan. Tapi yang terutama adalah untuk membantu anak itu nanti untuk ke jenjang selanjutnya. (For senior high schools is to equip the students to continue to the next level of education. Yeah, to the next level. So the students can use

English passively or orally. But the most basic is to equip the students to continue to the next level of education.)

(Appendix IV, Interview 1: 12)

However, the second teacher had a different opinion. The goal of English teaching, in her opinion, is to make the students competent in using English as a means of communication (See Appendix IV, Interview 2: 10).

b. Students

Dealing with their perception towards the National Examination, many student participants have had awareness on the importance of the National Examination as a tool to measure their abilities during the three years of their schooling period. This can be seen in Appendix IV, Interview 3: 2; Interview 6: 2; Interview 10: 1; and Interview 11: 2.

Soalnya kita bisa mengukur kemampuan kita. Ya...seberapa paham kita tentang pelajaran itu. (We can measure our ability (by looking at the result of the UN), how much we understand the subject.)

(Appendix IV, Interview 3: 2)

Karena Ujian Nasional itu bisa jadi tolok ukur apa ya ... eee ...siswa selama belajar 3 tahun itu kan. (Because the UN can be used as a tool to measure the students' competence during the three years of their schooling period)

(Appendix IV, Interview 10: 1)

It was also revealed from the interviews that the *UN* removal from the education system would cause dissatisfaction among the students. In addition, if the test is designed by their teachers, the result tends to be subjective (Appendix IV, Interview 4: 2). According to a student, the goal of studying would be blurred.

Without the National Exam, students would learn something without a certain target (Appendix IV, Interview 7: 1).

The National Examination is also seen as important as a national standard for the education quality. As explained by one student, if the right to determine the student's graduation is given to the school, the quality of the output would be questionable. This is due to the fact that the quality of the students from one school to another is different. If the *UN* is implemented to all schools nationwide, the quality of the output will have an equal standard.

*Ya soalnya kan kalo seumpamanya yang meluluskan itu dari sekolah kita tidak tahu kualitas antar siswanya, kan berbeda-beda dari satu sekolah dengan sekolah lainnya, misalnya ada UNas kualitasnya kan nanti sama keluarannya. (If the graduation is determined by the school, we would never know the quality among the students. The quality of the students from one school to another is different. By having the *UN* as the determinant for graduation, the quality of the output will have an equal standard.)*

(Appendix IV, Interview 5: 1)

Soalnya nanti kalau misalnya ditiadakan Ujian Nasional itu nanti standar mutu pendidikannya kita juga nggak ada. (If the National Examination is eliminated, we do not have a standard on the education quality)

(Appendix IV, Interview 7: 1)

In spite of their agreement on the *UN* importance of as a measurement instrument, the students disagree with the role of the *UN* as a determinant to control their graduation. This is shown when the question of whether they agree on the function of *UN* as a graduation determinant is addressed to them. The first reason lies in the fact that there is a gap in terms of quality across the regions nationwide, mainly in east regions. Thus, to maintain the *UN* policy as a graduation determinant is

considered as selfish and injustice. It is clearly stated in the interview transcript below.

Ya...kita kan nggak egois Mbak. Kita juga mikir teman-teman kita yang ada di Timur. Itu kan juga... Kita tahulah keadaan mereka gimana di sana. Jalannya tu susah banget, mau sekolah aja susah. Terus apalagi denger-denger kabar gurunya di sana juga nggak memenuhi syarat jadi guru di sana, pada malas ngajar. Kan juga kasihan to Mbak kalo dijadikan penentu kelulusan. (We should not be selfish. We must think about our friends living in East Regions. We know well the situation there. The road is crumple. It is not easy to get to school. Moreover, some say that the teachers there are not qualified. They teach unwillingly. It's a pity for them if the result of UN becomes the determinant for their graduation.)

(Appendix IV, Interview 3: 3)

Dealing with this gap, another student said that the National Exam should be revised in terms of its system. The minimum threshold should be reconsidered due to the discrepancy. If the system has been revised, the *UN* then can be really used as an instrument to measure the education quality (Appendix IV, Interview 10: 2).

The students also argued that the five day National Examination should not be used as a base to determine the graduation after the three years studying at schools. Students considered this policy as unfair. It made them burdened as well as under pressure.

Sebenarnya to Mbak, misale mau Ujian Nasional itu, nek suruh milih ya nggak usah aja. Soalnya kan kadang Ujian Nasional itu ... 3 tahun, kita sekolahnya 3 tahun cuma ditentukan beberapa hari. Jadi bikin bikin ... yo ada tekanannya itu lho Mbak. (It's better not to conduct the National Exam. We have been studying for three years but our graduation is determined only by several days. It makes us under pressure).

(Appendix IV, Interview 7: 1)

Ujian Nasional itu membuat beban opo beban otak terasa berat pengen mikir opo opo terus kepikirannya ke Ujian Nasional itu. Mosok 3 tahun hanya ditentukan 5 hari. [The National Exam really really burdened my mind. All I think is about the UN only. How can three years be determined by five days?]

(Appendix IV, Interview 8: 1)

Three students in a group interview showed their disagreement on the *UN* policy for some reasons. Firstly, they thought that the materials tested in the exam should be the material that was taught only at the third year; while, the first and second year materials should not be included. Secondly, it was the subject matter teacher who had the right to determine whether they graduate or not. The consideration for determining this graduation should be based on the scores from the very first term to the sixth term. Referring to the result of the National Examination as a base to control the students' graduation was considered as unfair by these students (Appendix IV, Interview 11: 1). Another reason for claiming that the *UN* function as a graduation determinant is injustice came from a student who believed that there is a factor of 'unluckiness' that might cause some outstanding students fail in the exam. Thus, it would be a pity for such students.

Yo tapi nggak kok...nggak lulus Ujian Nasional terus nggak lulus, kan yo kasihan to. Ada temen di kelas itu pinter tapi pas UN sial. Kan kasihan juga.

(Not pass the exams must not mean fail to graduate. That's a pity. There are outstanding friends in the class but fail in the exam due to unluckiness. That's a pity.)

(Appendix IV, Interview 4: 2)

Although many students thought that the result of *UN* influences their future, some others believed that it does not. The five day *UN* is important only in terms of

its function as a tool to measure their competencies but it was not significant to their future. According to these students, their future was determined mostly by their efforts and dreams. The future, as seen by the students, was strongly correlated to job vacancies. The result of *UN* would not influence much to this. Another student added that the result of the *UN* was not taken into account to university enrollment. Therefore, they argued that the *UN* was not quite significant to their future lives (Appendix IV, Interview 8: 2 and Interview 11: 2).

The next question asks about the degree of the English importance to the students. In their answers, students reflected general awareness of the instrumental benefits of English. They said English is important because it is an international language (Appendix IV, Interview 4: 3; Interview 6: 3; Interview 8: 3; Interview 9: 2; Interview 10: 3; and Interview 11: 3).

Bahasa Inggris itu sebenarnya sangat penting soalnya kan bagaimanapun juga bahasa Inggris itu bahasa internasional. Kita dapat berada di Negara manapun dengan bahasa Inggris... setidaknya itu adalah bahasa kita dengan orang luar gitu, orang dunia. Alat komunikasi. (English is extremely important because it is the international language. We can use English to communicate with people around the world. It's a means of communication.)

(Appendix IV, Interview 11: 3)

Pentingnya to Mbak, bahasa Inggris tu kan bahasa internasional juga to Mbak. Maksudnya ... kayaknya itu prospeknya ke depannya lebih bagus. (Its importance lies in the fact that it is the international language. It seems that it has a better prospect in the future.)

(Appendix IV, Interview 11: 3)

Some other thought English is important due to its function as a means of communication in this globalized era. To cope with that, as well as the international competition, English is needed.

Penting sih, penting penting Mbak. Soalnya kan...Kita udah masuki era global kan. Pasar dunia itu kan. Untuk menghadapi itu...persaingan sama luar... itu kan juga perlu bahasa Inggris. (It's important. Yes, it's important. We have entered globalization era as well as the world trade. To cope with that, and the international competition, we need English.)

(Appendix IV, Interview 3: 9)

Another student noted the importance to master English to find more profitable job. In other words, a good mastery of English can be a good advantage to find a job in any places.

Menurut saya sangat penting soalnya kan kalo kita kembali ke dunia luar itu kan bahasa Inggris sangat penting untuk kalo kita mencari pekerjaan yang lebih bonafit. Kan bahasa Inggrisnya lebih harus bisa dikuasai. (In my opinion, English is important. If we look at the world outside, English is necessary to look for more profitable jobs. Therefore, we should go deeply with English.)

(Appendix IV, Interview 5: 2)

Ya sangat penting, kan buat nanti kalau pas ke depannya mau kerja ke mana-mana kan kalau bisa bahasa Inggris ya lumayan, udah ada modalnya. (Yes, it's very important. if we have had a good mastery of English, it will be easier to find a job in the future.)

(Appendix IV, Interview 7: 3)

Besides its status as the international language, the enclosure of English subject in the National Exam was also considerable.

Kalau saya sendiri sih cukup penting ya. Karena kan bahasa Inggris itu kan selain bahasa internasional, juga masuk UN. (I think it's quite important because it's an international language. It's also tested in the National Examination.)

The previous argument can be seen in Appendix IV, Interview 6: 3.

There was also one student who said that she wanted to go deeper in English because she likes it very much. She wanted to be able to communicate in English as well as involved in anything related to it (Appendix IV, Interview 11: 3).

2. Processes

Process, according to Hughes (1993), refers to any actions undertaken by participants (teachers and students) to complete teaching and learning tasks. The processes in the present study include time allotment, teaching method, teaching learning activities, teaching content/material, use of media, and test taking strategies. The data to describe the process is derived from the observations and interviews.

a. Time Allotment

Time allotment is one of the washback aspects explored by Shohamy et al (1996) when they examined the impact of national tests of Arabic as a Second Language (ASL) and English as a Foreign Language (EFL) in Israel. Regarding the English National Exam, it was revealed from the observations and interviews that the school devoted a lot of time to prepare the students for the National Exam. Since the first term, the school has provided the students with several books specifically designed by the school teachers to prepare the students for the National Exam. In English subject, the book is entitled '*Paket Soal Latihan*'. It consists of abundant

exercises of test items that appear to come up in the next National Examination, taken from various sources such as past year exams and clones of such exams. This is explained by the second teacher below:

Semester 1 sudah mulai (persiapan UN). Jadi semester 1 ki memang sudah dikasih Paket Soal. Kita kan punya Paket Soal selama satu tahun. Itu mulai semester 1 Mbak. (We have begun the exam preparation since the 1st term. We gave the students ‘Exercise Package’ books. We would use the book for 1 year. We have started it since the 1st term.)

(Appendix IV, Interview 2: 12)

Since October 2009, the school obliged the students to attend extra lessons three days in a week on Monday, Tuesday, and Wednesday in the afternoon. These extra classes were also conducted to prepare the students for the exam. Thus, the subjects taught were only those that tested in the *UN* (Appendix IV, Interview 1: 14 &16). In addition, the whole time in the 2nd term had been planned to the exam preparation. To realize this, the materials that were supposed to be taught at the 2nd term based on the English syllabi should be moved into the 1st term, as implied in the following transcript below:

Tapi kalau yang untuk semester 2 misalnya dalam silabus ada Review, itu sudah diangkat ke semester 1. Padahal kalau dalam silabus, Review itu semester 2. Tapi karena semester 2 itu hanya dipakai untuk pembahasan pembahasan pembahasan terus, akhirnya diambil alih yang Review harusnya semester 2 diambil alih ke semester 1. (The materials for the 2nd term have been moved to the 1st term. For example, review. Based on the syllabi, it should be for the 2nd term. However, since the 2nd term is devoted to test item analysis, the material for review is moved to the 1st term.)

(Appendix IV, Interview 2: 19)

Several trial tests prior to the exam were also administered extensively during the second term. Based on the interviews, there were eight trial tests the students

should take in the 2nd term (See Appendix IV, Interview 1: 37 & Interview 2: 15). In March 2010, the school decided to reduce the time allocation for the subjects not tested in the National Exam (Appendix IV, Interview 1: 23). The only two subjects that were still given time allocation were History and Religion. The other subjects were ‘eliminated’. The time was then allocated to teach the subjects tested in the *UN*, as explained by a student in the following interview transcript:

*Tapi selama Semester 2 ini pelajaran yang nggak diUNas-kan itu udah diganti. Diganti sama yang diUNas-kan itu lho Mbak Ya misalnya seperti PPKn, terus Kesenian, Olahraga itu udah nggak ada.... Istilahnya dipadatkan buat yang UNas.... Yang ada cuman Agama terus samaO ya Agama sama Sejarah. Cuma itu. (In the 2nd term, thenon-tested subjects in the *UN* were changed. They were changed by the *UN* subjects Such subjects as PPKn, Arts, and Sports were eliminated. The time was intensified for *UN* subjects. The only two remain subjects were Religion and also ... Religion and History).*

(Appendix IV, Interview 7: 7)

The detail interview transcripts that show the time allotment for the *UN* preparation can also be seen in Appendix IV, Interview 1: 13-14; Interview 1: 16; Interview 1: 18; Interview 2: 12-15; and Interview 4: 10.

The result of the observations also shows that the class time was fully devoted to prepare the students for the exam. The whole time was spent to discuss clones of National Exam papers, item by item, text by text (Appendix III, Field Note 1-Field Note 5). There was only one period of English used by the teacher to relax for a while watching a video called Living English. However, the reason for playing the video was not due to the teacher’s intention to break down the students’ boredom on test

item discussion activities but mainly because the teacher herself was tired after teaching for hours (Appendix III, Field Note 3).

b. Teaching Methods

Derived from the multiple washback hypotheses posed by Alderson and Wall (1993), this study investigated the possibility that the National Exam would influence how teachers teach, i.e., the methods they used in teaching. The washback on teaching methods was investigated by conducting observations and interviews.

As can be seen in the observations, the method primarily used by the two teachers was Grammar Translation Method. The use of this method could be seen by the emphasis of reading and writing skills. Some central principles of the method such as translating from English into Indonesian language, explanation of grammar examples and immediate correction of student errors were observed in the teaching and learning process. Translation of literary passages, reading comprehension questions, and memorization of target language vocabulary lists as some of the key techniques used in this method were also employed during the process (Larsen-Freeman: 2000).

In translation activities, the teacher frequently offered questions about some difficult words. The students who had known the meanings would answer directly in Indonesian. Some examples are provided as follows:

Some minutes later, the teacher asked a student the meaning of ‘hippopotamus’: “*What is hippo?*” The student said: “*Kuda nil*” The teacher appreciated the answer by saying: “*Yes. Good!*” The teacher wrote the word ‘affinity’ on the

board and asked its meaning. A student answered '*daya tarik*'. The teacher approved it: "*Yes, afiniti dalam bahasa Indonesia. Great.*"

(Field Note 2: 4)

When they discussed number 42, the teacher asked the meanings of 'absorb' and 'evaporate'. Nobody answered. The teacher told students that those words mean '*menyerap*' and '*menguap*'.

FN 2: 17

The teacher asked the meaning of 'witch'. The students replied '*penyihir*'. The teacher continued reading the text. The teacher asked the meaning of 'ugly'. The students answered '*buruk*'. The teacher spelled the word 'faded' three times and asked its meaning. There were no answers so the teacher told that 'faded' means '*pudar*'. Next, the teacher asked the meaning of 'reach' which was answered '*mencapai*'. The teacher asked the meaning of 'broom'. The students replied '*sapu*'. The teacher asked students to spell the word 'broom'. The students spell it. Next, the teacher asked the meaning of 'magic' and the teacher replied '*ajaib*'. Then the teacher asked the meaning of 'magic broom' which was answered '*sapu ajaib*'.

(Appendix III, Field Note 4: 26)

When the teacher found new vocabularies, she would open a dictionary to find their meanings and later on she would inform them to the students. This is seen in Appendix III, Field Note 1: 15 when the teacher found the word 'fugitive' in the text. She opened her dictionary and then told the students that it means '*buronan*'. The teacher would also direct the students to open their dictionaries to show that one word could have more than one meaning. This is seen in Appendix III, Field Note 2: 13 when they discussed the word 'body'. The students firstly said that it means '*badan*'. However, referred to the context (Sun Eclipse), the suitable meaning for the word 'body' is '*benda luar angkasa*'. The teacher asked the students to check it in dictionaries.

Sometime, pronunciation errors were also immediately corrected by the first teacher. This can be seen in the following field notes.

The teacher looked up her pocket dictionary and found out that she had mispronounced the word ‘hippo’. Its not /haipo/ but /hi:po/. She then told the Ss about the correct pronunciation of it. She also ordered Ss to check the dictionary whenever they’re not sure about the pronunciation.

(Appendix III, Field Note 2: 5)

The teacher corrected the student’s pronunciation. Previously, the student uttered the word ‘changes’ in its singular form ‘change’ (without -s). The teacher corrected it explicitly by saying ‘changes’.

(Appendix III, Field Note 2: 22)

The Direct Method was also employed by the teachers but the use of this method was not as extensive as the Grammar Translation Method. In the Direct Method, meaning is expected to be conveyed directly in the target language through the use of demonstrations and visual aids; however, translation is not allowed. The teachers use teaching aids such as pictures to support their way of teaching. Translation or explanation is avoided and grammar is presented by way of examples and students are asked to induce the grammatical rule that the examples exemplify (Larsen-Freeman: 2000).

To show the meanings of some English words, the teacher sometimes told the synonyms of the words asked, instead of telling the Indonesian translation. This one principle of the Direct Method is showed at the following field notes.

The teacher asked: “*What is the meaning of annual? Rully? (Rully did not respond) ‘Annual’ means ‘every year’*”

(Appendix III, Field Note 1: 9)

The teacher asked the synonym of 'satisfaction'. She showed its synonym by directing the students to look at the paragraph three of the text. The intended word was 'complacency'.

(Appendix III, Field Note 2: 24)

The teacher asked "*What is the meaning of 'looking for'? What is the synonym?*" the students said 'search'. The teacher asked its other synonyms: "*Besides search? Besides search?*" The students said 'seek'.

(Appendix III, Field Note 4: 19)

The teacher asked the meaning of 'amazing'. The students did not answer. The teacher gave a clue by saying: "*How amazing you are!*" The students responded: "*Wonderful*" It was approved by the teacher: "*Ya. How wonderful you are!*" A student shouted: "*Awful*". The teacher said that the word 'awful' was the antonym.

(Appendix III, Field Note 5: 11)

Sometimes the teacher used some illustrations or short descriptions as another way to describe particular word meanings.

The teacher asked: "*Do you find any difficult words?*" A student questioned the meaning of 'layer'. The teacher showed its meaning by saying: "*Akhir-akhir ini kita sering merasa kepanasan karena ozon layer kita katanya pada bolong-bolong. So, layer means... lapisan.*"

(Appendix III, Field Note 1: 12)

The teacher showed the meaning of the term 'relative distance' by explaining why people could not see the sun which was tremendously immense compared to the moon. It could happen because the earth was covered by the moon. She then asked the students to look at the picture on the wall which was bigger than the letter she had on her hand. She put the letter in front of her eyes saying that although the letter was smaller but because it was nearer to her then she could not see the bigger object, that was the picture on the wall.

(Appendix III, Field Note 2: 11-12)

Then the teacher asked: "*Close means?*" Then she talked about the term 'close up' used in photography. The students said that the word 'close' in the text

means 'dekat'. Next, the teacher asked the English for 'teman dekat'. The students replied: "*Close friends*".

(Appendix III, Field Note 2: 16)

The teacher asked the meaning of 'wounded'. She described its meaning by saying: "*If you get an accident, your leg will be wounded. Wounded? Terluka.*"

(Appendix III, Field Note 4: 38)

The teacher read Text 2. She asked the meaning of 'Senior One' and similar words: "*Senior One now. What is Senior One? You are senior Three. What is Senior One?*" The students answered: "*Kelas 1.*"

(Appendix III, Field Note 5: 6)

The next sentence mentioned the word 'the shepherd'. The teacher described its meaning: "*The shepherd, do you know shepherd? Shepherd is someone who take care a pet. Penggembala.*" A student commented: "*Angon*" It was approved by the teacher.

(Appendix III, Field Note 5: 15)

The teachers also drew pictures to show the meanings of English words found in the texts. This Direct Method principle was seen in the field notes below.

The teacher continued asking the meaning of words found in the text to Ss: "What is slope?" She showed the meaning of it by drawing a picture of mountain on the white board. She bolded the three parts of the mountain and wrote 'crater', 'slope', and 'valley' on them.

(Appendix III, Field Note 1: 14)

Text 7 was about sun eclipse. Ihsan, the class expert of Geography, was ordered to help the teacher drawing the positions of the sun, moon, and the earth in Solar Eclipse. Having finished, the teacher wrote 'Solar Eclipse' above the picture drawn by Ihsan and then explained the process of eclipse by showing it through the picture. She read the text. She illustrated the meaning of 'relative distance' in the text by drawing a line relating two objects, in this case, the earth and the moon.

(Appendix III, Field Note 2: 9-11)

The teacher asked the meaning of 'spoke': "Do you know 'spoke'? How do you spell it?" Ss spelled the word 'spoke' letter by letter. The teacher asked again: "What is the meaning of this?" The teacher showed its meaning by drawing a picture of wheel on the board. Then she told the students: "So spoke means 'ruji-ruji'."

(Appendix III, Field Note 4: 16)

If possible, the teachers used body movements/ gestures to show the meanings of words, as seen in the following field notes.

In showing the meaning of 'swing', she used body movement/ gesture by moving her hand to the left and right side. Whenever the Ss gave right answers she said 'thank you' to appreciate them.

(Appendix III, Field Note 1: 14)

When the teacher read the words 'combed her hair', she practiced the action of combing hair to show the students its meaning.

(Appendix III, Field Note 5: 10)

c. Teaching and Learning Activities

Based on the results of observations and interviews, the activities mostly done by both teachers and students were discussing the test items and analyzing the options. The first teacher explained that before the exam preparation days, she used to put a great emphasis on teaching the students the speaking skills. Therefore, she asked the students to practice speaking a lot. However, the second term was very different. It was devoted to prepare the students for the exam. Thus, the activities mostly done in the classrooms were test item discussions.

Kalau sebelum persiapan kita kemarin mengajarkan speaking, mengajarkan Conversation lebih banyak pada practice saya tu setiap ini langsung ngambil nilai untuk anak-anak misalnya pas ngajari yang narrative ya anak-anak benar-benar bercerita. Kemudian ngajari yang mengungkapkan apa ha anak langsung

praktek. Praktek. Praktek. Pokoknya saya tekankan pada praktek berbicara terus. Itu yang sebelum. Nah setelah itu kemudian kita harus menyiapkan yang ujian ya otomatis kita mbahas-mbahas soal-soal ujian itu. Ya jelas berbeda sekali. Sangat berbeda. (I taught speaking as well as Conversation before the UN preparation. Students practiced to speak a lot and I directly assessed their performance. The students did practice speaking. Practice and practice. I always put a great emphasis on speaking practice. That was before UN preparation. But after that we have to prepare the students for the exam. Automatically, we have to discuss the test items. It's very very different.)

(Appendix IV, Interview 1: 30)

The second teacher also explained that students had to take eight trial tests in the second term. Thus, the class time was used to discuss these trial tests. If they had finished, the teacher would find another exam papers to be discussed next.

Jadi kalau semester 1 itu masih pelajaran Semester 1. Terus mulai semester 2 karena TO, TO, TO. TO pembahasan, TO, pembahasan, TO, pembahasan kan kita ada 8 TO Mbak. Delapan TO. Lha terus itu diteruske TO, pembahasan, TO, pembahasan, kalau tidak ya terus ada soal yang lain, guru memberikan soal lain, terus nanti dibahas bersama. (We still discuss the material mentioned in the syllabi in the first term. The second term was used to conduct some try out tests. There were 8 of such tests. Once the test had been administered, we directly discussed it in the following day. If it has finished, we would find another set of look-alike items to be discussed together.)

(Appendix IV, Interview 2: 15)

The discussions on test items were obviously seen during the observations. Out of 10 periods of English lessons conducted by the two teachers, 9 of them were devoted to discuss the test items taken from various sources (See Appendix III, Field Note 1-Field Note 5). Only one period of English was spent to watch an interesting English learning video called 'Living English'. The playing of this video was not

primarily intended to draw the students' interest to learn but rather caused by the teacher's being so tired (Appendix III, Field Note 3).

Students learning activities were influenced by the exam as well. Studying the test items seemed a very common and even an 'obligatory' way in learning English. Students also spent more time to enrich their vocabulary. Some of the students' learning activities were explained in the following interview transcripts.

Untung aja UN-nya ini kan nggak mempelajari grammar. Ya jadinya modal tau arti aja gitu lho, itu pasti udah bisa ngerjain. Jadinya banyak belajar tentang arti-arti aja, kosakata-kosakata aja. (Fortunately, the UN does not test grammar point. So, by having a good mastery on word meanings, we can certainly do the test easily. Thus, we study a lot on word meanings and vocabularies.)

(Appendix IV, Interview 3: 8)

Kalau bahasa Inggris ya cuma belajar dari soal-soal dari misalnya try-out try out yang dari sekolah maupun dari luar itu. (I just study the test items from the previous try out tests either from the schools or outside.)

(Appendix IV, Interview 9: 6)

Ya banyak latihan-latihan aja, sama itu nambah vocab, belajar baca. (I practice the exercises on test items a lot and improve the vocabularies. I also learn to read texts.)

(Appendix IV, Interview 10: 5)

Kalau saya biasanya sih mbaca. Disamping mbaca, ngerjain soal sama dengerin. Kalau misalnya mbaca saya nggak tahu artinya saya cari di kamus. (I usually read texts, as well as do the exercises and listen to recordings. If I do not know the meaning of a certain word, I will find it in a dictionary.)

(Appendix IV, Interview 11: 4)

Cuma ngerjain soal-soal. Soal-soal itu dikerjain aja. Soal-soal sejenis dengan UNas misalnya beli buku yang isinya Ujian Nasional terus bahasa Inggris, itu kan ada. Itu dikerjain aja sampai puas, tapi yo ... sampai bosan. (I just do the test items. The items are similar to that in the UN. I bought some books

specifically designed for the English National Examination. I do the exercises until I get bored.)

(Appendix IV, Interview 11: 4)

Ngerjain soal. Baca-baca. Terus buka kamus kalau nggak tahu artinya. Nambah vocab. (I do the exercises on test items. I also open the dictionary to find out word meanings and improve my vocabulary.)

(Appendix IV, Interview 11: 4)

Other similar responds on test item analysis can be found in the interview transcripts in Appendix IV, Interview 4: 5; Interview 6: 8; Interview 7: 4, Interview 9: 6-7, Interview 10: 4-5, and Interview 10: 7. It can be clearly seen that studying around the test items is a common way of learning activities done by the students during their third year at senior high school.

The students' activities were the consequences of their teachers'. based on the observations, all their activities during the time observed included listening to the dialogues played in the cassettes (if any), reading the texts/ listening to what the teachers read, answering the items, answering the teachers' questions briefly, and translating the difficult words found in the texts (See Appendix III, Field Note 1-Field Note 5).

It can be seen from the observations and interviews that the teachers' activities were mostly familiarizing the students with the exam format and contents, drilling on test content, eliminating teaching speaking and writing as they were not covered by the English National Exam, and studying on old tests. In this sense, the activities done in the classrooms during the time observed were teaching to the test.

d. Teaching Materials

Teaching materials can to a large extent be influenced by an examination (Cheng: 1996). The influence of the English National Examination on teaching materials was investigated by observations and interviews.

There were five observation sessions in total – three involving the first teacher, and two involving the second teacher. The material used in the first observation was the third try out test of the English National Examination which was administered three days before (Appendix III/Field Note 1). The teacher used test item exercises from *'Paket Soal Latihan'* in the second observation (Appendix III/Field Note 2).

The first teacher decided to have the class in the laboratory and play Living English video as the material in the fourth observation. The reason however, is not because she wanted to make a different atmosphere of teaching but mainly because she was very tired. She said her condition was not really well to the researcher some minutes before teaching. Therefore, by playing the video and letting the students watch it, the teacher would have a plenty of time to take a rest even just by sitting on her chair. The second period, however, was spent to discuss the test item exercises taken from *'Paket Soal Latihan'* book (Appendix III/Field Note 3).

The fourth and fifth observations involved the second teacher. The teacher used the same source of material during the two observations, that was, the *'Prediksi Ujian Nasional'* taken from the book *'Detik-Detik Ujian Nasional'*. Since it was a prediction for the upcoming National Examination, the material consisted of reading

and listening Section (Appendix III: Field Note 4 and Field Note 5). To sum up, the observations showed that teaching materials were mostly typical to the upcoming English National Examination.

The data from observations were also confirmed in the interviews with teachers and students. Since the first time the students entered the year 12, they were given a book containing a collection of test items taken from various sources from the past National Exam papers, try out test items, and clones of such exam papers. The book is entitled '*Paket Soal Latihan*' (Appendix IV, Interview 4: 10, Interview 5: 7-8, Interview 6: 9, Interview 9: 8-9).

Semester 1 sudah mulai (persiapan UN). Jadi semester 1 ki memang sudah dikasih Paket Soal. Kita kan punya Paket Soal selama satu tahun. Itu mulai semester 1 Mbak. (We have begun the exam preparation since the 1st term. We gave the students 'Exercise Package' books. We would use the book for 1 year. We have started it since the 1st term.)

(Appendix IV, Interview 2. 12)

Pertama les itu udah dikasih kayak kumpulan soal-soal materi yang diujikan, soal-soal Ujian Nasional yang kemarin, try out-try out yang tahun kemarin. (Since the first time of the extra lessons, we were given a book containing the materials to be tested, the past National Exam papers, and the previous try out tests).

(Appendix IV, Interview 4: 10)

Dari sekolah ada paket latihan soal biasanya cuma pembahasan-pembahasan soal dari paket soal tersebut. (The school gave us a book of test item exercises. We usually discuss the items therein.)

(Appendix IV, Interview 5: 7)

Sebelum persiapan biasanya materi-materi dulu diselesaikan. Nanti kalau sudah masuk ke persiapan kita focus ke soal-soalnya, pembahasan soal-soalnya. (The teachers accomplish all the materials in the first term before the UN preparation. When it comes to UN preparation, they focus on discussing test items.)

(Appendix IV, Interview 5: 8)

The first teacher also said that what she taught referred to the contents of the English National Examination (Appendix IV, Interview 1: 20).

Kemudian kemarin itu karena untuk saya kebagian apa namanya Conversation lha itu listening saya pelatihan saya ke anak-anak listening ya sebagian mengacu ke UNas, ke Ujian Nasional. (Reading and listening are handled by Pak Gono and Bu Ruri. It's obvious that they should emphasize those two skills. As I am responsible to teach Conversation, I then decided to use the materials that refer to the Listening Section of the National Exam as the main source for teaching listening.)

(Appendix IV, Interview 1: 20)

e. Use of Media

The findings on media were also confirmed from the field notes. In the first observation, the teacher intended to use the recording to play the Listening Section cassettes. However, the classroom's speaker did not work. Thus, she decided to read the transcript of listening Section by herself and did not use any teaching aids at all. She relied heavily on the use of try out test papers (Appendix III/Field Note 1). The same teacher also did not utilize any media to support her teaching in the second observation session. The reason lied in the fact that the materials discussed at the time were all reading items taken from the book '*Paket Soal Latihan*' (Appendix III/Field Note 2).

In the next observation session, this teacher decided to utilize a video entitled 'Living English' as her teaching aid and have the class in the language laboratory. She told the researcher before that she was very tired after teaching for hours. Therefore, she planned to play the video in the first period of teaching. By doing this,

she could take a rest for a moment while the students were watching the video at the same time. In the second period however, the teacher stopped playing the video and began to continue the discussion of the test items taken from the book '*Paket Soal Latihan*'. The students were disappointed but they had to follow the teacher's instruction (Appendix III/Field Note 3).

The two last observation sessions were dealt with the second teacher. During the observations, she used the '*Prediksi Ujian Nasional Bahasa Inggris*' (the Prediction of the National Examination) taken from the book '*Detik-Detik Ujian Nasional*' as the material. Since it was a prediction for the upcoming English National Examination, the material consisted of reading and listening Section. The cassettes for listening Section were provided by the publisher. Therefore, the teacher utilized the tape recorder to play the cassette for listening Section (Appendix III/page 37-49/Field Note 4 and Field Note 5).

The facts that the use of media was limited to a tape recorder and cassettes were also found in the interviews. When the students were asked what kinds of media were used in the teaching and learning process, they gave the same answers. They said that the media commonly used in the second term were a tape recorder and cassettes. Those two devices were utilized to play the recordings in the Listening Section. The detail interview transcripts showing the use of media during the process of English teaching and learning can be seen in Appendix IV, Interview 3: 20, Interview 4: 12, Interview 5: 17, Interview 7: 14, Interview 9: 15, and Interview 11: 12.

The first teacher admitted that the use of media in exam preparation days was very different from that in the 1st term. The media used in the 2nd term was always a tape even though she noted that the students might also be bored with that.

Ya kalau pas persiapan UNas kan nggak pernah pakai media to. Medianya pakai tape itu. Itu selalu dipakai itu. Itu jeleknya itu. Jadi anak-anak mungkin juga merasa bosan. Pembelajarannya kan beda dengan sebelum persiapan UNas. Beda banget. (We never use media during the UN preparation. We use only tape recorder. We always use it. That's the negative effect. I think the students get bored. The learning process is different from the previous time. Very different.)

(Appendix IV, Interview 1: 33)

f. Test Taking Strategies

Test taking strategies are commonly applied to make the students succeed in the National Exam. The data from the observations showed the teachers sometime offered test taking strategies to the students. For example, the teacher asked students to guess particular word meanings if they did not have any idea about them. The reason was that the students do not allow bringing a dictionary during the exam days, as seen in the following field notes:

The teacher said: "If you don't know the meaning of certain words, try to guess because in the national examination you are not allowed to bring dictionary. If there is an item like this one, we don't have any choices but to read the text entirely and quickly".

(Appendix III, Field note 2: 21)

In terms of questions related to true-false statements, if the students had known that a certain statement is not mentioned in the text, the students were required to directly choose it and not to try to analyze the other options. That action would take much time.

The teacher asked Ismanida to answer the question number 46. She asked the key word: “*What is the key word?*” Then the teacher told students that the key word is ‘harmful’. Next, the teacher asked: “*What is the meaning of ‘harmful’?*” The students answered that it means ‘berbahaya’. The question posed was: ‘Which is not stated in the passage?’ The teacher checked every statement provided in the options by looking for them at the text. She informed the students: “*For the sake of studying let’s discuss. But in the national examination, if you know that the statements are not in the text, you don’t have to read to find it. It takes time.*”

(Appendix III, Field note 2: 23)

The data from the interviews show that the teachers sometimes told the students some test taking strategies to avoid them from being failed in the exam. Both of the teachers informed the students to do the easiest items first then move to the more difficult ones (Appendix IV, Interview 1: 24 and Interview 3: 12). Dealt with reading items, the teacher suggested the students read the item first, not the text (Appendix IV, Interview 1: 24). For the items tested vocabulary, the teacher told the students to find the most different response. It is likely to be the most possible correct answer (Appendix IV, Interview 1: 27). This strategy was also noted in the observation when the teacher discussed the following item:

*Kaliurang now has an enchanting cultural and natural tourism area....
(Paragraph 1). The underlined word has the same meaning with*

- | | |
|----------------------|-------------------------|
| <i>A. Boring</i> | <i>D. Disappointing</i> |
| <i>B. Charming</i> | <i>E. Uninteresting</i> |
| <i>C. Disgusting</i> | |

Firstly, the teacher translated each of the response one by one. Then she asked the students what they would do if they did not know the meanings. She told the students to look at the options and said that there must be one distinctive option. The students were asked to choose the most distinct one.

“Jika tidak tahu artinya bagaimana?”. Lalu beliau memberikan tips: “Lihat opsinya, di antara opsi ada satu yang berbeda. Cari yang menyolok”. (“What if you don’t know the meanings?” Then she gives a tip, “Look at the options, find the different one. Find the most distinct one.”)

(Appendix III/Field Note 1: 13)

In addition, the teachers informed the students what synonyms or antonyms that are frequently appeared in the exams. Students are asked to write them on their notebooks as well as memorize them (Appendix III/Field Note 5: 24 and Appendix IV, Interview 3: 12 and Appendix IV, Interview 9: 6). Dealt with missing word completion, the second teacher told the students to find out the pattern of the sentence. The correct missing word should follow the rule of particular pattern or structure (Appendix IV, Interview 2: 17).

The students themselves often used a gambling technique. They usually found the wrong answers first and eliminate them. The rest of the responses were supposed to be the correct answer (Appendix IV, Interview 9: 5). Another student memorized the questions that commonly followed a text. She explained that generally one text is followed by four items. The first question commonly asks what the text tells the readers about. She said that the answer for this question usually implies in the first sentence of the text. The second and third question frequently relate to true or false statement. She pointed out that to correctly answer these questions; the whole text should be understood. The last question usually deals with grammar point. This student said that she sometimes did not know the rules of English grammar (Appendix IV, Interview 11: 5).

3. Products

The product in a washback study, according to Hughes (1993), refers mainly to what is learned (skills) and the quality of learning. What the participants do in carrying out their work (process) will affect the learning outcomes.

a. What is Learnt

The data from the observations and interviews show that test items became the materials that were taught by the teachers and hence learnt by the students (Appendix IV, Interview 1: 30). As a result of the extensive use of test items similar to the *UN*, reading and listening were the skills that mostly learned in the classroom during the second term. On the other hand, writing and speaking were not emphasized because they were not included in the National Examination. This emphasis on reading and listening skills in the process of teaching and learning during the exam preparation was admitted by the teachers.

Kalau dulu saya ngajari anak memang bener Conversation yang saya tekankan tapi kemudian mendekati UN kita kan yang kita berikan kemarin menjadi ke reading dan listening-nya yang saya tekankan. Karena memang kan ... have you read the item test there? All are reading okey ... reading and listening. Iya, semuanya kan itu ... listening di Part 1, di bagian pertama itu listening 15 nomor kemudian nomor 16 sampai nomor 50 reading, sudah. UNas-nya kan seperti itu. (I used to teach and emphasize conversation but as the time to sit the National Exams was closer, we emphasized reading and listening during the class... because ...have you read the test items there? All are reading, okay? Reading and listening. Listening in Part I consisted of 15 items. Number 16 up to 50 were reading items. The UN just covered those two skills, right?)

(Appendix IV, Interview 1: 28)

Ya. Listening sama reading. Jadi karena dalam UNas itu kan cuma listening sama reading. Jadi kalau yang (untuk persiapan) UNas itu hanya khusus reading sama listening. (Yes. Listening and reading. Since the UN tested only listening and reading, we focused on teaching reading and listening.)

(Appendix IV, Interview 2: 18)

Similar to their teachers, the students also admitted that they focused on reading and listening skills. Speaking and writing skills were regarded as important too. However, they should neglect these two skills because they were not tested in the English National Exam.

Kalo melihat ke UN otomatis kita harus lebih banyak berlatih untuk listening dan reading-nya. Kalo untuk yang speaking dan writing-nya ya mungkin dipelajari juga penting, tapi kan kita fokusnya ke UN dulu. (If we look back at the UN, automatically we have to practice a lot on listening and reading. speaking and writing might be also important to be learnt but we focus on the UN first.)

(Appendix IV, Interview 5: 5)

The evidence that reading and listening were the mostly learnt skills by the students can be traced in Appendix IV, Interview 4: 7, Interview 8: 5, Interview 9: 13.

The item distribution of reading and listening also affected which skill should be more prioritized. As mentioned in the previous section, the UN consisted of 15 items of listening skill; while, reading skill covered 35 items. It means that 75% of the UN items are reading items. As the consequence of this, reading was more prioritized and therefore, given more time allotment than listening. The fact that the class time was devoted to drill reading skill was admitted by the teachers.

Iya. Iya jelas readingnya lebih banyak. listening-nya kan cuma jarang-jarang kita. Ya. (Yes, that is true. reading is mostly taught in the classroom. We rarely teach listening.)

(Appendix IV, Interview 1: 29)

Jadi kalau untuk menghadapi UNas, skillnya ya anak didrill mengenai reading. (To prepare the students for the exam, the students were drilled on reading test items).

(Appendix IV, Interview 2: 18)

In response to the question of what skill that was more emphasized by the teachers, the students explained that before the *UN* preparation, each teacher was responsible to focus on teaching one skill. The first teacher focused on teaching reading, the second on teaching grammar, and the last on teaching speaking/conversation. However, when it was time to preparing the students for the exam, all the three teachers focused on teaching reading and listening. Reading was the most prioritized skill to be learnt, followed by listening. This is due to its portion on the *UN* was only 25%. Besides, the teachers had already thought that the students had a good mastery on listening skill. It had been taught since the students were in junior high schools (Appendix IV, Interview 3: 13).

Students also considered the importance of improving their vocabularies. This is due to the fact that most of the test items consist of texts, mainly in Reading Section. Therefore, knowledge of word meanings became a requirement to understand the texts in Reading Section. By knowing the meaning of words, they hoped they can answer the questions correctly and further, succeed in the exam.

Untung aja UN-nya ini kan nggak mempelajari grammar. Ya jadinya modal tau arti aja gitu lho, itu pasti udah bisa ngerjain. Jadinya banyak belajar tentang arti-arti aja, kosakata-kosakata aja. (Fortunately, the UN does not test grammar. So what we need is knowing the meaning of words. We certainly can do the test by that. Thus, we study meaning of words and vocabularies a lot.)

(Appendix IV, Interview 3: 8)

Pelajaran lebih dikhususkan untuk apa kayak pengetahuan kata-kata baru itu lho Mbak, sinonim antonym atau apa. Lebih ke itu. (Learning is focused on studying new words, the antonym, synonym, etc. it is like that.)

(Appendix IV, Interview 8: 11)

Ya harus ditambah itunya sih, terutama kemampuannya untuk mendengarkan sama itu vocabnya ditambah. Sering-latihan-latihan kayak gitu. (The listening skill as well as vocabulary mastery should be improved. Practice more and more.)

(Appendix IV, Interview 10: 9)

Even some students admitted that they preferred learning speaking skill; they spent most of the time to study vocabularies. They did it because vocabulary was needed to answer the test items of the upcoming English National Examination (Appendix IV, Interview 3: 11).

Apparently, the emphasis on teaching reading and listening can also be seen in the five observations. Teachers were observed to spend more time to teach reading skill (Field Note 1: 11-15, Field Note 2: 3-25, Field Note 3: 9-17, Field Note 4: 32-44, and Field Note 5: 5-32). Listening skill was also taught but it was less drilled than reading (Field Note 1: 3-9 and Field Note 4: 7-30). All the materials used in those observed classes were test items similar to those included in the English National Exam. There was also one period of English used by the first teacher to play a video entitled 'Living English' (Field Note 3: 2-7). The reason of playing the video was not intended to teach the students a particular skill but rather caused by the teacher's being so tired condition after teaching for long hours.

Another product of this process was the low ability of the students' productive skills, i.e., speaking and writing skills. In contrast, the teachers admitted that the students' reading ability was very high followed by the listening ability. The teachers explained in the interviews that the students' reading ability was much better than the other skills because reading was more emphasized in the teaching and learning process. The students' listening skill was also considered as good. It was shown by the results of several listening exercises. The teachers said that the students did not find many difficulties whenever the teachers gave them listening exercises.

Speaking itu paling lemah. Yang paling kuat reading. Mungkin karena ditekankan ya. Kemudian listening itu tak begitu sulit. Anak-anak itu kalau kita kasih soal listening itu nggak kesulitan juga. Itu listening. speaking-nya itu kalau fluency-nya sih kadang-kadang dapat tapi accuracynya kurang. Itu speaking. Accuracy-nya kurang. Writing juga begitu. Tapi anak-anak lebih bisa di writing ketimbang speaking. Masalahnya mungkin ada waktu ya untuk berpikir kalau writing. Kalau speaking kan apa namanya otomatis ... apa namanya spontanitasnya itu lho yang kurang. Ya kalau speaking itu misalnya anak hanya Kan kalau maju speaking itu lain, kalau misalnya menghafalkan itu bukan speaking Mbak. Bukan speaking itu. Speaking itu lebih spontan. (Speaking is the weakest skill mastered by the students. The strongest is reading. It might be due to the reason that it is more emphasized in teaching. Then, listening is not that hard. The students did not find many difficulties whenever we gave them listening exercises. That's listening. For speaking, the fluency is relatively good but it lacks of accuracy. That's speaking. Writing is a case in point. However, the students are more capable in writing than in speaking. The reason probably lies in the fact that usually there is a plenty of time to think in writing while in speaking, it should be instantly ...the students lack of spontaneity. Memorizing is different from speaking. It's not speaking. Speaking is more spontaneous.)

(Appendix IV, Interview 1: 36)

Based on the interview transcript above, the first teacher admitted that the students were more capable in writing than in speaking. The reason probably lied in

the fact that usually there were a plenty of time for the students to think and correct what they had written in writing. On the other hand, there was less time for the students to think what they should ‘speak’ in speaking. Even though the teacher admitted that the students’ fluency was relatively good, the students still lacked of the accuracy. Besides, speaking was supposed to be more spontaneously. It was different from memorizing. Speaking something that had been memorized before was not categorized as speaking by the teacher.

The second teacher’s opinion on the students’ ability was similar to the first teacher’s. She also thought that the students’ receptive skill outweighed their productive skills. The students showed their best in reading skill. According to this teacher, reading had been very common to students since they had been familiarized with this skill during the preparation for the exam (Appendix IV, Interview 2: 25). The same teacher also explained that the result of try out tests showed the students’ listening ability was quite excellent. Out of 15 items in Listening Section, 10 of them were answered true by the students, as can be seen in the transcript below:

Kalau anak sini, misalnya kalau untuk TO TO, listeningnya mayoritas banyak yang betul. Jadi untuk listening itu, saya pikir anak sini pendengarannya itu sedikit tajam. Jadi kalau misalnya dikasih listening 15 soal, minim itu betul 10. Jadi saya pikir itu oo anak ini untuk pendengarannya tajam. (The students here can do the Listening Section of the try out tests well. They can answer 10 of 15 items correctly. It shows that their listening skill is good.)

(Appendix IV, Interview 2: 23)

Unlike her colleague’s opinion, the second teacher thought that the students were better in speaking than writing. The students’ relatively good speaking skill was

shown when a group of English teachers of the town observed the process of English teaching and learning conducted by the second teacher participant during a lesson study. Most of the students of grade 12 were observed to be actively involved in the discussion activity (Appendix IV, Interview 2: 24). In relation to writing skill, the teacher said that the students' poor ability in this skill was caused by the inadequate knowledge on grammar, spelling, and vocabularies (Appendix IV, Interview 2: 25). In spite of this difference, both the first and second teacher admitted that the students' receptive skills were much better than their productive skills.

b. Quality of Learning

It could be seen from the process that the English National Examination had made the process of teaching and learning go back at the dark side. Instead of improving the teaching-learning process in the classroom, the schools mainly the teachers developed drilling techniques to anticipate the examination. As a result, the score on the National Exam would probably be higher, but it does not reflect the quality of education. The point is that the schools would stand high on the national stage and more students would pass the exam.

Teaching to the test had made teaching and learning lacked its interests. There was no fun, creativity, and no exploration. During a periode of six months, teachers and students worked intensively to prepare for the National Exam. They studied, discussed, and analysed the test items. No available time was allocated to discuss anything that might not appear on the exam. They relied solely on the use of test

related materials which were typical to exam papers. There were no chances to use and develop more attractive supplementary materials such as authentic materials, video, films, and power point slides. To sum up, the teaching and learning was monotonous.

B. DISCUSSIONS

The central question of this study was whether the English National Examination has any washback effect on the process of English teaching and learning in the specific context of this study, i.e., SMAN 2 Bantul. To test this, it is necessary to look back at the current general guide of how the English teaching and learning should be carried out in the official language policy issued by the Ministry of National Education; that is, the *KTSP (Kurikulum Tingkat Satuan Pendidikan)*. The discussion further compares this policy to the actual teaching and learning.

1. Official Language Policy: The English Teaching and Learning Process as Mentioned in the *KTSP*

With the advent of advanced theories on English teaching and learning, the *KTSP* promotes the use of communicative language teaching methodology in the English classroom. In support of this philosophy, the syllabus guidelines document stresses the importance of developing students' ability to use English for the purpose of everyday communication. To develop the students' ability to communicate in

English, the English teachers are required to implement communicative approach in the process of English teaching and learning.

The communicative approach requires teachers to focus the teaching and learning of the foreign language in the classroom in such a way that students can communicate in a conscious way, taking into account their real experiences. The approach also requires foreign language teachers to provide opportunities for their students to engage in real-life communication in the target language in the classroom (Larsen-Freeman: 2000). Teaching and learning activities in the classroom should also involve the integration of the language skills: reading, writing, listening, and speaking.

The *KTSP* also regulates many important and advanced teaching methodologies. For example, it encourages teachers to implement learner-centered principles; encourage students to participate in language practice and communication; and actively develop communicative activities, such as games and role playing. The teachers are also encouraged to utilize various teaching aids or media to support their teaching and enhance the students' learning. Besides emphasizing the use of communicative approach, the *KTSP* concerns with all domains of learning: cognitive, affective, and psychomotor.

2. The Actual Practice of English Teaching and Learning

The analyzed data from interviews and observations showed that the two English participants had, to a greater or lesser degree, different perceptions and

reactions to the National Examination policy. For instances, the second teacher was more under pressure than the first. She was quite worry of being judged as an unqualified teacher if there were some students get low scores in the exam. The first teacher, however, felt more relaxed. They also had different opinion towards the goal of English teaching. The first teacher said that the main goal of the English teaching in senior high schools is to equip the students with adequate knowledge to continue to the next level of education. To make them able to communicate using English, both in oral and written form, is considered as the second goal. However, the second teacher stated that the goal of English teaching is to make the students competent in using English as a means of communication.

In spite of these differences, they acted the same way in the teaching process during the class time observed. In terms of time related issues, both the teachers devoted the second term to fully prepare their students for the exam. Substantial time allocation for the subjects being tested in the exam had been provided for the students. For example, there were extra lessons in the afternoon three days in a week since the first term. The second term was fully used to prepare the students for the exam. To realize this, the second term materials had been moved to the first term.

March was the month to sit for the National Exam. Hence, February and March were the months for mock examinations. The exam preparation in these months became more and more intensified. Teaching and learning became more and more examination-driven. In a more extreme case, non-*UN* subjects were eliminated from the class schedule since the earlier of March. All these actions were done in

order to provide full substantial time for the exam preparation. Time allotment in terms of the *UN* preparation in this study is an applicable concept in washback investigations. As indicated by Buck (1988) and Ingulsrud (1994), the test-preparation wave is most observable in high-stakes public examinations that are given regularly but infrequently. In this study, this preparation wave is clearly visible as the English National Examination is a periodical high-stakes test administered annually for the third year high school students.

The timing of researchers' observations may also influence what they discover about washback (Watanabe: 1996). In this study, the students would sit for the National Examination in March. The researcher observed the classroom practices when the exams were two months away. When she was firstly observed the teaching practice in February, teaching new materials had been stopped. However, based on the interviews with teachers and students, teaching new materials had been stopped at the end of January or earlier. It was reported that right from the beginning of the second term (January) teachers tended not to use textbooks, yet used practice papers.

To sum up, the teachers used the textbook during the first term of the year but the second term was very different because teachers had to prepare the students for the exam. During the class time observed, the teachers relied heavily on the use of test related materials as the main sources of their teaching. These materials were taken from past year exam papers, trial test papers, '*Paket Soal Latihan*' (the book designed by the school teachers specifically for the exam preparation), and also from commercial workbooks called '*Detik-Detik Ujian Nasional*'. All of these materials

consist of practice tests or 'exercises' which are themselves of exactly the same format as the subsection of the test they are preparing for. In this sense, this study also proved that the National Examination has influenced the process of teaching and learning. As maintained by Shohamy et al (1996), one evidence of high-stakes test' washback is that as the exam date approaches, teaching test-related materials becomes substantially intensified.

Another subsequent consequence of the test-preparation wave above was the massive practice of teaching to the test in the classrooms. It was not difficult to see that the overall teaching and activities during the time observed were mostly teaching to the test or cramming for the examination. Teachers spent all the class time to familiarize the students with the test items. They focused on discussing and analyzing the test items prior to the English National Examination. Thus, the students were likely to have teaching and learning classes in tutorial institutions where drilling techniques were the most frequently technique used. At this point, the study has confirmed that the National Examination has washback on the process of teaching and learning. As stated by Shohamy (1993), high-stakes tests usually result in teaching to the test.

This teaching to the test in many cases had narrowed down the curriculum (Volante: 2004). In the specific context of study, teaching to test had reduced the depth of instruction in English subject. For instance, reading and listening were given a great emphasis while speaking and writing were almost neglected. In fact, the English syllabi mentioned that the English teaching and learning process should

cover these four language skills. The teachers also worked intensively to develop the students' cognitive domain by drilling on the test. On the other hand, the affective and psychomotor domains were not explored. In the current curriculum, learning should involve these three domains. In a more extreme case, the school even had to eliminate the subjects that were not tested in the *UN* from the teaching schedule. This was an attempt to add the time allocation for the subjects tested in the National Exam. In this case, the present study endorses the statement by Volante (2004) in saying that teaching to the test not only reduces the depth of instruction in specific subjects but it also narrows the curriculum so that the consequence is non-tested disciplines receive less attention during the school days.

In terms of teaching methods, the teachers employed two major methods in the classrooms; the Grammar Translation Method and the Direct Method. The use of the Grammar Translation Method could be seen in the practice of word translation from English into Indonesian or vice versa during the overall observation sessions. The employment of Direct Method was seen in the teachers' efforts in avoiding direct translation activities. Instead, the teachers used pictures, gestures/body movements, illustrations, and English synonyms to show particular meanings of difficult words found in the discussed texts, questions, or options. However, the use of Grammar Translation Method was more observed than the Direct Method.

The use of these methods could not be separated from the exam preparation itself. Teachers had to familiarize the students with the exam. They thought teaching to the test was the best thing to do to prepare the students for the exam. Test related

materials then became the sole materials the teachers relied on. As a result, teachers might not be able to employ other recommended methods such as communicative language teaching and cooperative language learning. The use of these methods might be seen as time consuming since the methods require the teachers to allocate sufficient time to develop the students' ability in speaking and communicating whereas the National Exam focused only on reading and listening.

It is, however, still bias whether the employment of these methods was purely the effect of the English National Examination. The methods might also be utilized in the time before the exam preparation was introduced but the level of intensity might be different. The researcher cannot establish this with certainty since she conducted the research after the exam preparation was implemented at school. Therefore, she was not able to observe any classes before the exam preparation.

Another consequence of the English National Exam was the restricted use of media. The analyzed data showed that there used to be various media used in the process of English teaching and learning. However, since the second term was fully devoted to prepare the students for the National Exam, the media were restricted to a radio/tape recorder and cassettes, no matter how bored the students were. This was partly because these media were used to practice Listening Section. During the class observed, however, the teachers seldom utilized those media because they preferred drilling reading exercises to listening. The more emphasis on reading practice was due to the fact that this skill covered 35 items of the whole English National Examination. Listening skill, on the other hand, covered only 15 items out of 50.

The teachers sometime also told the students some strategies they could take in answering the questions that might appear on the exam. They informed some words' synonyms or antonyms that often come up in the exam. They also asked the students to read the questions first and then the text. The students were required to do the easier items first. If the students did not know the meanings of words, they were asked to do gambling by eliminating some options that seemed to similar to each other. The most different option would likely to be the most possible correct answer.

The teachers also showed how to find the possible correct answer by eliminating the possible wrong answers one by one. The last remain was likely to be the possible correct answer. The second teacher asked the students to memorize parts of speech. Good understanding of parts of speech might help the students to decide the possible correct answer. Those test taking strategies, however, were rarely informed to the students. The teachers rarely gave them in the classrooms. Test taking strategies found in the study are also the evidence of the English National Examination's washback (Bailey: 1996).

On the subject of the students' learning, the study also revealed that the English National Examination affected learning. Even though the students had a range of different opinions towards the National Examination, the ways they learnt English during the research study were similar. They studied test items similar to those in exam papers to prepare themselves for the exam. Most of the learning time was spent to practice the questions and answers from the exam papers. They relied solely on the use of test related materials provided by the school and commercial

books labeled for the exam preparation. Some of them looked for other materials from their senior or bought exam preparation books in the shopping market. Some others searched in internet.

The majority students focused exclusively on reading and listening skills as well; even though, they admitted that speaking and writing were also important. They said that what they should do now was to prepare themselves for the exam so that they could pass it successfully. Therefore, they put more emphasis on reading and listening not because these skills were more important than the others in nature but rather because they were tested in the National Examination. Vocabulary also got some attention. The vocabulary learning was related to the contents of the exam that mainly tested reading. Thus, by improving their vocabulary, the students hoped they could understand the texts as well as the questions and answers more easily. The students sometime also practiced the test taking strategies offered by their teachers and they admitted that such strategies helped them to answer the questions more easily.

3. The Prevailing Washback in the Present Study

We could obviously see that the actual practice of English teaching and learning in grade XII of SMAN 2 Bantul was paradoxical to the great reform made in the curriculum planning. For almost one term, the teacher taught exclusively to the test. They relied heavily on exam papers as the main sources of teaching. As a result, reading and listening were more emphasized than speaking and writing. The methods

applied in the classrooms were mostly the Grammar Translation Method and the Direct Method. The teaching content and material were heavily focused on test items discussions and vocabulary practice. The use of teaching media was also restricted to a tape recorder and cassettes. Teachers offered the students some test taking strategies rather than developed their communication abilities in English. There was no sufficient time provided to engage the students in real life situations and real use of language. Communicative activities were also not organized in the classrooms. The teachers talked most of the time while students were only initiated to read questions and answer them.

The subsequent big question may rise is why there was such a large gap between the education policy in the curriculum level and the actual practice in the classrooms. The answer is no doubt the prevailing washback effect of the English National Examination. In other words, the actual practice of teaching and learning in the classrooms during the time observed was not generally determined by the official education policies; instead, there was one more powerful motivation; i.e., the English National Examination. In Indonesia education history, the National Examination has been the dominant feature to control graduation, admission, enrollment, placement, promotion, and achievement. Therefore, this national standardized examination is indeed a high-stakes test in the country.

Even though some changes have been made to the National Examination, it is still considered as the most important criterion to determine whether the students graduate from the school and whether they are qualified to enter a university.

Unfortunately, the current English National Examination has very serious negative washback on English teaching and learning in the classrooms. The major role of the National Examination as the most important criterion of graduation determinant was still the main factor that influenced the process of English teaching and learning, mainly during the second term. Passing the National Examination and thus graduating from the school were closely related. To graduate, it would be crucial for students to achieve the minimum threshold in the examination. Hence, it would be critical for the teachers to help the students get a good score on the exam.

In addition, the teachers mentioned that it ought to be their responsibility to prepare their students well for the examination. If they have not done enough to familiarize their students with the test formats, they would feel guilty. This was attributed to the purpose of test use. The high-stakes tests play a vital role in deciding students' academic futures. Because of this, teachers devoted more attention to assisting students to achieve high scores rather than learn real communication skills. It may be, then, that in the viewpoint of teachers, using test-related materials can assist them in doing their jobs better in terms of helping students receive better scores.

It could be a conclusion to decide that the English National Examination was the dominant factor to prevent the communicative language teaching approach from being employed in ideal conditions. It also implied that the intention to improve the quality of education in general and teaching and learning in particular by means of a

standardized test might be ideal, yet it might only change the form of teaching, and not the substance of teaching.

To summarize, the English National Examination has proved to have washback on the English process of teaching and learning in the 12th grade classrooms of SMAN 2 Bantul. As a result of this influence, reading and listening skills were much more emphasized than speaking and writing skills, given that reading and listening were the tested skills in the exam. Other forms of washback found in the study were the test preparation wave, the extensive use of exam papers as teaching materials, the drilling practice of teaching to the test, the restricted use of teaching media, and some offering of test taking strategies. The English National Examination even had narrowed down the curriculum.

4. The General Type of Washback Found in the Context of Study

The present research has documented a general negative washback in the context of study. The evidence of negative washback can be described as the followings.

- a. The exam had encouraged teachers to pay attention to the examiner's limitation in terms of the tested skills and to note his shortcoming in order to prepare pupils for questions that were likely to appear (Wiseman: 1961 in Wall: 2000). In addition, the exam has limited the teachers' freedom to teach subjects in their own way, tempted them to overvalue the type of skills that led to successful examination performance, and convinced them to pay attention to the 'purely examinable side'

of their professional work and to neglect the side which would not be tested (Wiseman: 1961 in Wall: 2000). These can be seen from the over emphasis on reading and listening skills as these two skills were tested in the English National Examination. On the other hand, speaking and writing skills were almost neglected because they were not tested in the exam.

- b. The next negative washback can be observed in the explicit use of examination papers that emphasize the skills used in exams (Lam: 1994 and Prodomou: 1995). As has been described in the previous sections, instead developing and utilizing interesting materials that more motivate the students to learn, the teachers and students in the study relied heavily on the use of test related materials such as the previous year exam papers, trial tests, books specifically designed for the exam preparation, and other modifies of such exam papers.
- c. The washback of the exam had inhibited the attainment of educational goals held by the educators and the government. It has also discouraged appropriate forms of teaching and learning (Bailey: 1996). The goal of studying English is to make the students be able to use English as a means of communication. To achieve this, students should be engaged in real life situations. In addition, the students' productive skills should also be well established. However, during the research project, the teachers focused on teaching reading and listening. There no activities organized to provide the opportunities for the students to study the language in every day life situations. The students were almost passive most of the time

listening to what the teachers talked about. They only gave short responses when the teachers asked them to read texts, questions, or answered those questions.

- d. The tendencies to use examination-specific materials and teach to the test limit the focus of teachers and learners. This negative influence of a test is referred to as the narrowing of the curriculum (Andrews: 1994). The narrowing down of curriculum is the evidence of negative washback. In this case, the English National Examination had reduced the depth coverage in English subject in terms of the over emphasis on reading and listening skills in the classrooms. It made the teaching and learning process inconsistent with real learning and the real needs of students (Shohamy: 1992). In a wider context, the National Examination had forced the school authorities to eliminate the disciplines that were not tested in the exam. In short, the curriculum is driven by the exam. These cases were certainly the negative influence of a test on curriculum in general and teaching learning process in particular (Shohamy: 1993).

5. The Areas of Washback Intensity in the Present Study

The most dramatic efforts due to the exam preparation lied in the aspects of time allotment, teaching contents/ materials, and teaching learning activities. As has been described previously, since the first term of the year, the school had prepared the students for the exam by distributing books entitled '*Paket Soal Latihan*'. The books were designed for the subjects tested in the exam. They contained abundant exercises related to the exam the students were going to take in the following year. The school

also obliged the students to attend extra classes in the afternoon three days in a week since October 2009. Moreover, the second term was used exclusively for the exam preparation. In addition, some subjects not tested in the exam were eliminated from the school days.

In terms of teaching materials, the teachers and students relied heavily on test-related materials as the main sources of teaching and learning. These materials were in the forms of past exam papers, trial test papers, commercial publications of test preparation, and other similar type of such exam papers. In terms of activities, the teachers spent the class time to teach to the test. It means that all the activities during the second term, both regular morning class time and extra lessons, were focused on discussing and analyzing test items. The students had little incentive to study anything that would not be on the examination paper. There was no time in their classes to explore questions that were unlikely to come up in the tests. In other words, classes were fully devoted to teaching to the test. As these teaching materials, instructional activities and time allocation for the exam preparation were the components that were mostly affected by the English National Examination; these three aspects were regarded as the areas of washback intensity in this present study.

CHAPTER V

CONCLUSIONS, SUGGESTIONS, AND IMPLICATIONS

A. CONCLUSIONS

Referring to the findings and discussions, the researcher drew the following conclusions:

1. The English National Examination has influenced the English teaching and learning process in the 12th grade classrooms of SMAN 2 Bantul. The dominant factor that brings about this notable influence is the status of the English National Examination as a high-stakes test that affects different sectors of the students' lives in the future.
2. The English National Examination had more noticeable effects on teaching materials, teaching and learning activities, and preparation time for the test. Since the exam preparation was introduced, the teacher stopped teaching new materials and began working intensively with test-related materials. The activities organized in the classrooms were focused on test item discussions and analyses. In addition, both the regular class time in the morning and extra classes in the afternoon were completely devoted to this teaching to the test activities. However, the influence on teaching method is still bias. It is not clearly revealed whether the methods applied in the test preparation is purely different from that before the exam preparation was introduced. The case is about the same with teaching media. The researcher cannot establish with certainty whether the teachers often utilized a variety of media before the exam preparation days. In this sense, the findings of study endorses the study

conducted by Alderson and Wall (1993) in saying that the examination had had considerable impact on the content of English lessons but it had had little to no impact on the methodology they used in the classroom.

3. The study illustrates that the teachers and the majority of the 12th grade students put more emphasis on reading and listening exercises and they cannot help spending less time in speaking and writing exercises due to the English National Examination. In this sense, the research proves that teaching and learning process have been influenced by the English National Examination, given that this exam tests only reading and listening skills.
4. The findings of the research have documented generally negative effects of the English National Examination on the process of English teaching and learning. This negative washback could be seen in the heavy reliance on test-related materials, massive teaching to the test activities, and extensive preparation time prior to the test. All these three aspects had resulted in another negative effect of the exam; that was, narrowing the curriculum. The exam had reduced the depth and coverage of English instruction, aligned the syllabi, and, in a more extreme case, neglected the other subjects not tested in the National Examination.
5. Among the different components of teaching and learning, teaching content, teaching materials, instructional activities, and substantial preparation time had so far received the most intensive washback effect of the English National Examination in SMAN 2 Bantul - thus the areas of washback intensity in this study.

B. IMPLICATIONS

1. The findings of this study imply that the actual practice of English language teaching and learning in the classrooms is not determined by the curriculum; instead, there is one more powerful motivation; i.e., the English National Examination. The English National Examination is the most important national language test for high schools students and is one of the compulsory subjects tested in the National Examination. Passing this exam is a password to graduate from the school and further to enroll to higher education, look for jobs, get prestigious scholarships, and many others. Therefore, the National Examination is indeed a high-stakes test in Indonesia.
2. The findings of the study also imply that the higher the stakes involved with standardized tests, the more likely those assessments are going to affect the preparation in the course curriculum prior to that assessment, as teachers will tend to teach to the test and students will tend to focus more, if not exclusively, on the skills or subjects they expect to meet in the exam.
3. In terms of the English Teaching and learning process in the context of study, there is a mismatch that occurs between the level of curriculum planning which advocates communicative language teaching and the actual classroom implementation. From this point, it is implied that the dominant factor behind the apparent failure of the official communicative approach adopted by the government is due to the existence of the 'hidden syllabi' driven by the content of the English National Examination.

4. The design of the National Exam is to align with the initial purpose of the current curriculum, the *KTSP*. In addition, the government insists that the National Examination is still needed to maintain and improve the quality of education. However, the use of the National Examination as a lever to improve practices or promote learning is not always successful. It implies that a test alone cannot do everything because education is a complex process involving such intervening variables as policy makers, test developers, teachers, and some others.
5. The English teaching and learning process focused on reading and listening and put less emphasis on speaking and writing, partly because these two skills are not tested in the exam. It implies that the test format and content influences what the teachers teach in the classrooms.
6. The pedagogical implications drawn from this study require the collaborative efforts of policy makers, test developers, teachers, schools (or administrators), and teachers and students in order to improve the quality of education. This also implies that the satisfactory results of test usefulness cannot be attained without the close cooperation between these stakeholders.

C. SUGGESTIONS

The implications drawn from this study show that tests alone cannot achieve the goal to improve the quality of education; instead, the collaborative efforts made by stakeholders involved play a more essential role in determining

the outcome of test use. Therefore, the following suggestions are proposed to these stakeholders.

1. To policymakers

- a. Looking at the negative influence of the National Examination, the government is suggested to reduce the stakes of this exam. It is suggested that this exam is set only as a national instrument to measure the students' learning achievement in cognitive domain. Since the potential cheating might be occurred, the government should always anticipate this by giving strict sanctions and punishments to those engaged in cheating. The government must also cooperate with other stakeholders to improve the supervision during the administration of the National Exam.
- b. Educational authorities should provide assistance to teachers with professional trainings. By this, it is hoped that these key figures of education can improve their teaching skills and further, the quality of Indonesian education will be greatly improved.
- c. The government initial to maintain the administration of the *UN* as an agent to improve the education quality cannot be realized by the exam on its own. Rather, the government efforts to improve the teachers' quality and their professionalism will be much worthwhile. Therefore, the teachers should be provided with adequate trainings to advance their skills and competences (Wall & Alderson: 1993). As Lam (1994) points out, the actual challenge is changing the teaching culture, in spite of having changed the exam itself.

2. To Language Test Developers

If a standardized exam is established with an initial purpose to improve the quality of education, the test developers should be able to create a good test that can promote the objective of teaching and hence enhance students' learning. In this case, the test developers should design a test that likely generates more positive washback on the process of teaching and learning. Therefore, the language test developers are suggested to design a test which reflects the skills and contents in the curriculum (Bachman: 1990). This effort to match between the content and format of the curriculum and of the test is one common way to produce positive washback effects and further to improve the quality of education (Shepard: 1993 & Andrews: 1994). As another alternative, the language test designers should consider the use of performance assessments that require integrated content and skills to yield more positive washback than discrete item testing which often stifles communicative teaching approaches (McNamara: 2000).

3. To English Teachers

- a. Teachers are the key players in teaching whose actions directly affect students. They have to encourage themselves to not heavily rely on test related materials. Teachers should be aware that teaching and learning is far more than the test itself. It is suggested that the teachers have to equip themselves with adequate knowledge and skills in order to make their teaching more attractive, varied, challenging, motivating, and meaningful.

- b. The teachers can transform the negative washback into the positive by shifting to a learner-centered approach with an emphasis on the language teaching and learning process rather than the obsession with the end product (Prodomou: 1995).

4. To Other Researchers

Before offering any suggestions for further research, some of the limitations of this pilot study should be acknowledged.

- a. First of all, the present research involved only one specific context of study. Simply stated, such a limited context cannot be used to warrant generalization of the washback existence. This limitation undermines the applicability of the research conclusions to larger contexts. Therefore, further empirical studies involving more participants (e.g., teachers, students, principals, and administrators) as well as more educational institutions across different research contexts are highly recommended to provide more insights into the nature of washback. The investigation should include more factors than the test itself, e.g., the teacher's background education, teaching experiences, teaching beliefs, gender, etc. These mediating factors should be explored in terms how they affect the participants, process, and products in the mechanism of test washback.
- b. Another limitation in this study is that the researcher did not include questionnaires, regardless its large number of the students' participants. Wall (2005) suggests that it is usually more difficult to reach a large number of

respondents solely through observations and interviews; it is therefore useful to also supplement observations and interviews with questionnaires to explore the nature of washback effects. Therefore, it is suggested for further washback studies to utilize the aforementioned data collection techniques to get more empirical data on the washback occurrence. It is also highly suggested to use qualitative and quantitative analyses to describe the nature of washback effects, thereby making the findings more convincing.

- c. Thirdly, some mediating factors in washback studies have not been well explored in this study. Hence, it is suggested for further research to investigate these mediating factors and how they influence the amount of washback. The mediating factors have been discussed in previous section in Chapter II. It is recommended that in research of this kind, investigation should first be carried out to analyze the nature of the test type since the function and/or the stakes a particular test bears determines the degree of its influences and the areas of its washback intensity. Then attention and focus should direct to the investigation of that particular education context under which the examination is issued. Only by analyzing the particular educational context under which the examination works, would we be likely to find out how a particular examination might influence teaching and/or learning; how intensive the influence could be and the kind of washback effects, positive or negative on teaching and learning.
- d. This study was conducted several months after the exam preparation was introduced. Thus, it cannot provide any pictures as to how the actual situations

of teaching practice before the exam preparation days. There is no evidence available in this study showing that what has been done currently is qualitatively different from what had been done before the exam preparation was implemented, mainly in the areas of teaching methods and media. It is important then to keep track of future changes in the test and of the ways in which the school and teacher react to them, for which a longitudinal study will be required. The longitudinal study should incorporate long-term classroom observations to explain how washback effects actually occur to influence language teaching and learning. Such a longitudinal study with a longer timeframe will expectantly shed better light on the effects of the English National Examination. In addition, referring to Cheng's (1997) baseline study, the investigation of washback study by focusing on what occurred before and after the implementation of exam preparation; and making a comparison of classroom behaviors under those circumstances helps us to understand what has actually changed.

- e. It is suggested to plan further research long before the exam days. The schools usually provide substantial time several months before the exam dates. Thus, it is better to conduct the research some months before the exam preparation. Well preparation of the research will result in better data collection, hence more convincing findings.
- f. Finally, as long as the current form of English National Examination was proved to influence teaching and learning process, and such influence included an impact on both teachers' and students' attitudes, so that they spent more

time in reading and listening exercises than speaking and writing exercises, the researcher firmly believe that there must be a value in investigating the English National Examination to achieve the long-term goals for improving the English language education in Indonesia.

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DATA CATEGORIZATION FROM INTERVIEWS

NO	CATEGORY	DATA	SOURCE
A.	Participants		
	1. Teachers' perceptions towards the National Exam	<p>R : Ibu setuju tidak dengan pelaksanaan Ujian Nasional?</p> <p>T : Saya tidak bisa mengatakan lho ini, setuju apa tidak setuju.</p> <p>R : Pendapat Ibu sendiri?</p> <p>T : Di satu sisi saya setuju karena memang kita memerlukan tolok ukur secara nasional. Standar nasional itu memang diperlukan. Sangat itu. Saya di satu sisi setuju. Di sisi yang lain ada ketidaksetujuan tentang pelaksanaannya. Dalam hal karena sekarang ini ada celah-celah kecurangan yang kadang-kadang kita ... bagaimana ya. Kecurangan itu sebenarnya ada tapi tak terungkap. Sangat kecil yang terungkap dan itu yang terungkap mungkin di daerah lain. Daerah kita tidak. Tapi sebenarnya secara tidak formal kita kadang mendengar. Itu yang membuat kita kadang-kadang merasa kok seperti itu, gitu.</p> <p>R : Kasihan yang jujur ya Bu.</p> <p>T : Betul. Andaikan pelaksanaan Ujian Nasional itu sesuai dengan POS, Pedoman Operasional Standar, bagus banget itu. Kalau itu dapat dilaksanakan dengan jujur ya memang bagus. Ya ... akhirnya yang terjadi kan kita dengar dan itu sebenarnya anak-anak karena yang berbicara di belakang kan. Jadi ya itu tadi ndak bisa saya mengatakan setuju apa tidak ya. Memang bagus sih sebenarnya, karena memang harus ada tolok ukur secara nasional. Lagipula membuat soal itu sukar, sulit sekali. Kalau tidak dibuat oleh yang ahlinya ... ya katakanlah kita semua guru itu mempunyai bekal, dulu diberi pembekalan oleh perguruan tinggi, juga ada pelatihan membuat soal ya tapi bagaimanapun juga tidak semua guru itu mau membuat soal.</p> <p>R : Apalagi ini tingkat nasional ya Bu?</p> <p>T : Maksud saya kalau tidak ada Ujian Nasional, jika soal itu harus dibuat oleh guru masing-masing, saya bukan underestimate of the teachers, tetapi memang membuat soal yang berbobot yang memang benar yang harus dianalisis dan sebagainya itu memang tidak mudah. Itu nanti akhirnya penilaiannya untuk bisa memenuhi standar juga akan sangat sukar kalau tidak ada Ujian Nasional. Jadi memang sangat diperlukan tapi ya itu tadi pelaksanaannya memang harus ... masih perlu dibenahi.</p>	Int. 1: 1
		<p>R : Kalau Ujian Nasional dijadikan sebagai salah satu syarat kelulusan Ibu setuju tidak? Kan itu menjadi salah satu penentu kelulusan.</p> <p>T : Kalau salah satu iya. Tapi tidak mutlak.</p> <p>R : Kalau satu-satunya?</p> <p>T : Kalau satu-satunya ya jelas tidak setuju sama sekali, karena anak belajar selama itu kok hanya satu tolok ukurnya itu. Memang yang tidak diujikan nasional tidak penting. Kan penting juga to. Jadi anak harus ... semuanya harus di apa namanya anggap di di ... tidak ada yang disepelekan.</p>	Int. 1: 3
		<p>R : Itu dengan standar kelulusannya yang 5:5 itu berarti menurut Ibu dilihat dari kemampuan siswa sini termasuk tinggi atau tidak?</p> <p>T : Kalau menurut saya, kalau di SMA 2 dari nilai-nilai try out kemudian apa kemarin sepertinya sih nggak begitu berat bagi anak. Yang dibawah itu kan prosentasenya sangat rendah Mbak. Yang belum lulus karena bahasa Inggris saya kira hanya 1-2 anak. Kebanyakan pada lulus semua untuk bahasa Inggris. Kalau yang tidak lulus kemarin karena tidak ikut, tidak mengikuti try out. Kan kita sudah membuat rekapan to Mbak. Rekapan try out pertama, kedua dan sebagainya itu yang belum lulus siapa. Paling untuk mata pelajaran saya, mata pelajaran bahasa Inggris yang belum lulus paling satu.</p>	Int. 1: 10
		<p>R : Ibu setuju tidak dengan pelaksanaan Ujian Nasional?</p> <p>T : Dengan pelaksanaan Ujian Nasional saya setuju setuju saja karena itu nanti untuk menjadi keseragaman antar daerah.</p>	Int. 2: 1
		<p>R : Kalau itu dijadikan sebagai salah satu penentu kelulusan bagaimana, Ibu setuju tidak?</p> <p>T : Saya tidak setuju kalau misalnya Ujian Nasional itu dijadikan sebagai penentu kelulusan karena masalahnya itu kan cuma ... katakanlah 4 hari ... 5 hari ... 6 hari. Enam hari, kalau hanya sebagai penentu pas saat anak itu di situ tidak fit ... ha itukalau misalnya anak pas fit oke no problem, tapi kalau pas tidak fit saat itu, padahal seperti kemarin, masalah-masalah kemarin yang di</p>	Int. 2: 2

		Jakarta itu katanya anak juara juara, akhirnya 4 hari 5 hari pas hari H-nya tidak fit, nah seperti itu ...	
		R : Kemudian dengan nilai SKL yang 5.5 itu menurut Ibu tinggi, terlalu tinggi, atau bagaimana jika diukur dengan kemampuan siswa di sini? T : Itu sebenarnya tergantung inputnya Mbak. Misalnya input yang sekarang ini, yang kelas 3 sekarang ini dulu input-nya bagus-bagus. Berarti dengan nilai 5.5 saya anggap agak ringan.	Int. 2: 9
	2. Teachers' perception towards the English subject	R : Kemudian ini Bu, bahasa Inggris sendiri kan salah satu mata pelajaran yang diujikan dalam UNas. Ibu sebagai pengajar bahasa Inggris perasaan Ibu itu senang, bangga, atau malah justru terbebani atau bagaimana? T : Biasa saja. Biasa saja. Mungkin karena tingkat persiapannya juga sudah matang. Karena kita kalau ... namanya belajar bahasa kan proses to Mbak. Proses banget, ya kalau dari kelas 1, kelas 2 mereka penguasaannya sudah baik ya di kelas 12 itu tinggal ini ya melanjutkan sih, terus. Ya saya kira kalau SMA 2 dari inputnya ya sudah lumayan. Saya tidak pernah memandang misalnya teman-teman yang mengajar mata pelajaran yang non UNas. Ndah pernah saya seperti itu.	Int. 1: 9
		R : Itu menurut kurikulum terbaru, KTSP, tujuan pengajaran dan pembelajaran bahasa Inggris itu apa, Bu? T : Kalau di SMA malah justru untuk memberikan bekal anak-anak itu nanti untuk ke jenjang selanjutnya Mbak. Ya untuk ke jenjang selanjutnya. Jadi anak itu bisa ber ... ya menggunakan sih ya, menggunakan bahasa itu baik tertulis maupun lisan. Tapi yang terutama adalah untuk membantu anak itu nanti untuk ke jenjang selanjutnya.	Int. 1: 12
		R : Ini kan Bahasa Inggris menjadi mata pelajaran yang diujikan dalam Ujian Nasional, perasaan Ibu sendiri sebagai pengajar Bahasa Inggris itu merasa senang, bangga terbebani atau bagaimana? T : Merasa senang jika anak-anak itu nilainya bagus, tapi merasa sedih sekali jika anak-anak itu nilainya jelek. Walaupun kita dalam mengajarnya di kelas sudah semaksimal mungkin. Eneginya sudah tercurah di situ. Kalau dapat nilai bagus itu tu kita senang sekali, tapi kalau dapat nilai jelek lha itu... kendalanya.	Int. 2: 6
		R : Tapi itu membebani nggak sih Bu? T : Ya beban mental, jelas Mbak. Dikira nanti gurunya nggak bisa mengajar apalagi kalau ada anak yang nilainya jelek. Jelas punya anu Mbak ... Punya rasa beban mental kalau misalnya ada anak yang nilainya jelek khususnya untuk Bahasa Inggris.	Int. 2: 7
		R : Kemudian tujuan pengajaran bahasa Inggris itu apa sih Bu, terutama kalau mengacu kurikulum terbaru? T : Minimal anak bisa berbahasa Inggris, bisa berkomunikasi dengan bahasa Inggris. Minimal.	Int. 2: 10
	3. Students' perceptions towards the National Exam	R : Menurut Adik Ujian Nasional itu penting apa nggak? S : Ya..penting. R : Pentingnya kenapa? S : Soalnya kita bisa mengukur kemampuan kita. Ya...seberapa paham kita tentang pelajaran itu. Kan itu juga syarat kelulusan juga sih.	Int. 3: 2
		R : Setuju berarti dengan pelaksanaan Ujian Nasional? S1: Setuju setuju saja ya Mbak. R : Kalau dijadikan sebagai penentu kelulusan? S1: Nggak. R : Kenapa tidak setuju dengan hal itu? S1: Ya...kita kan nggak egois Mbak. Kita juga mikir teman-teman kita yang ada di Timur. Itu kan juga... Kita tahulah keadaan mereka gimana di sana. Jalannya tu susah banget, mau sekolah aja susah. Terus apalagi denger-denger kabar gurunya di sana juga nggak memenuhi syarat jadi guru di sana, pada malas ngajar. Kan juga kasihan to Mbak kalo dijadikan penentu kelulusan. R : Jadi setujunya pada poin sebagai alat ukur, begitu? S1: Iya.	Int. 3: 3
		R : Terus kalau bagi Adik sendiri, Ujian Nasional itu menjadi beban tidak? S1 : Ya sebenarnya UN itu menjadi bebannya itu karena penentu kelulusan itu lho Mbak.	Int. 3: 4
		R : : Kita mulai dari ini. Menurut kalian Ujian Nasional itu penting atau nggak?	Int. 4: 1

		<p>S1 : Penting sekali. S2&S3 : Penting. S4 : Penting tapi yo itu Mbak, tidak untuk menjadi standar kelulusan. R : Kalau sebagai alat ukur setuju ya? Ss-all : Ya, setuju.</p>	
		<p>R : Jadi kalian setuju tidak jika UN itu dihapuskan? S3 : Yo bukannya dihapuskan, tapi yo itu tadi lho Mbak... S4 : Ketoke ra puas yo nek dihapuske. S3 : Soale ki nek guru subyektif ngono kae lho. S3 : Yo tapi nggak kok...nggak lulus Ujian Nasional terus nggak lulus, kan yo kasihan to. Ada temen di kelas itu pinter tapi pas UN sial. Kan kasihan juga. S4 : Bejo bejan.</p>	Int. 4: 2
		<p>R : Adik setuju dengan pelaksanaan Ujian Nasional? S : Setuju. R : Kenapa? S : Ya soalnya kan kalo seumpamanya yang meluluskan itu dari sekolah kita tidak tahu kualitas antar siswanya, kan berbeda-beda dari satu sekolah dengan sekolah lainnya, misalnya ada UNas kualitasnya kan nanti sama keluarannya.</p>	Int. 5: 1
		<p>R : Adik setuju nggak dengan pelaksanaan Ujian Nasional? S : Kalau saya kurang setuju ya, karena kan kayaknya UN itu menekan siswa. Kan masih ada alternative yang lainnya, kayak gitu. R : Karena menekan siswa. Dalam arti membebani? S : Iya. Sedikit membebani. R : SKL-nya atau? S : Saya rasa lebih ke system pendidikannya ya. Karena system pendidikan yang sekarang itu kan ee kayaknya siswa itu lebih focus pada butir-butir soal. Kayak gitu. Jadi kan untuk menyelesaikan masalah-masalah soal. R : Kalau itu dijadikan sebagai standar kelulusan bagaimana? S : Saya nggak setuju juga ya Mbak ya. Karena kan ya itu tadi, kembali ke beban mental itu sendiri.</p>	Int. 6: 1
		<p>R : Berarti menurut Adik, UN itu penting atau tidak penting? S : Sebenarnya penting juga sih kalau untuk mengukur kemampuan siswa. Tapi kan kita tidak boleh melihat yang di atas, kita masih bisa melihat ke bawah. Siswa yang masih kurang itu mau diapakan.</p>	Int. 6: 2
		<p>R : Yang pertama, Adik setuju nggak dengan Ujian Nasional? S : Sebenarnya to Mbak, misale mau Ujian Nasional itu, nek suruh milih ya nggak usah aja. Soalnya kan kadang Ujian Nasional itu ... 3 tahun, kita sekolahnya 3 tahun cuma ditentukan beberapa hari. Jadi bikin bikin ... yo ada tekanannya itu lho Mbak. Tapi kalau misalnya nggak diadakan ya nanti ne dho sekolah ki intine ki gur sak geleme ngono lho Mbak. R : Berarti setuju ora nek ngono kuwi? S : Yo ... agak setuju. Soalnya nanti kalau misalnya ditiadakan Ujian Nasional itu nanti standar mutu pendidikannya kita juga nggak ada. R : Kalau itu dijadikan sebagai syarat kelulusan? S : Syarat kelulusan? Mungkin kalau diadakan Ujian Nasional itu tetep ada, tapi kalau menentukan syarat kelulusannya mungkin nggak.</p>	Int. 7: 1
		<p>R : Menurut Adik, penting atau nggak Ujian Nasional itu? S : Sebenarnya penting sebab mengukur kemampuan to Mbak, tapi nggak harus ditentukan dengan kelulusannya pakai itu.</p>	Int. 7: 2
		<p>R : Adik setuju nggak dengan Ujian Nasional? S : Sebenarnya enggak. Karena Ujian Nasional itu membuat beban opo beban otak terasa berat pengen mikir opo opo terus kepikirannya ke Ujian Nasional itu. Mosok 3 tahun hanya ditentukan 5 hari.</p>	Int. 8: 1

		<p>R : Jadi menurut Adik Ujian Nasional itu penting nggak?</p> <p>S : Nggak. Nggak penting.</p> <p>R : Kok nggak penting kenapa?</p> <p>S : Lha mosok 3 tahun cuma ditentukan dari 5 hari. Mbok apa itu, SKL ... ah kegiatan kelas kan saya rasa lebih mendukung untuk daripada Ujian Nasional itu.</p> <p>R : Itu menurut Adik hasil Ujian Nasional itu mempengaruhi masa depan Adik nggak?</p> <p>S : Enggak. Cuma butuh lulus saja kan. Gampang.</p>	Int. 8: 2
		<p>R : Pertama, Adik setuju nggak dengan pelaksanaan Ujian Nasional?</p> <p>S : Setuju asal apa namanya sistemnya itu diperbaiki lagi.</p> <p>R : Sistem yang mana?</p> <p>S : Ya kan ada peraturan apa namanya tentang kelulusan itu kan masih diperdebatkan terus peraturan-peraturan misalnya penjaganya nggak boleh ini nggak boleh ini.</p> <p>R : SKL-nya tidak? Syarat kelulusan siswa itu ya</p> <p>S : Kalau syaratnya sih ya nggak papa. Tapi kan ya harus dilihat juga daerah-daerah lainnya yang pendidikannya masih kurang gitu.</p> <p>R : Kalau sebagai penentu kelulusan bagaimana? Setuju atau tidak?</p> <p>S : Setuju kalau diubah itu tadi berarti kan standar ee tingkat pendidikannya kan bisa diukur dari Ujian Nasional kalau sistemnya bener-bener diperbaiki lagi.</p>	Int. 9: 1
		<p>R : Adik setuju nggak dengan pelaksanaan Ujian Nasional?</p> <p>S : Setuju sih.</p> <p>R : Kenapa?</p> <p>S : Karena Ujian Nasional itu bisa jadi tolok ukur apa ya ... eee ...siswa selama belajar 3 tahun itu kan.</p>	Int. 10: 1
		<p>R : Menurut Adik penting nggak Ujian Nasional itu?</p> <p>S : Dikatakan penting ya penting, tapi salah satu itu penting, salah satu tidak. Misalnya penting itu karena hasil belajar selama 3 tahun kan apa, itu sebagai tolok ukur itu tadi. Terus tidaknya kan nanti kalau ada siswa yang tidak lulus cuma gara-gara Ujian Nasional itu saya rasa kurang adil juga.</p>	Int. 10: 2
		<p>R : Adik setuju nggak dengan Ujian Nasional?</p> <p>S1 : Condong nggak setuju.</p> <p>S2 : Nggak setuju.</p> <p>S3 : Nggak.</p> <p>R : Nggak setujunya kenapa?</p> <p>S2 : Kalau saya nggak setujunya tu, kan kita dari kelas 1 to Mbak kalau ujian itu lebih enak yang cuma semesteran kalau dipelajari dah lulus ya dah lulus, dah selesai. Kalau kelas 2 juga gitu Berarti kalau ujian semesteran kelas 3 ya cuma kelas 3 thok aja.</p> <p>S1 : Ya mosok nasib kita cuma ditentukan hanya dengan beberapa hari padahal kita kan sekolah 3 tahun. Kan mending dari semester 1 sampai semester 6 tu nilai-nilainya dijadikan satu, terus nanti ketentuan lulus dan nggak lulus yang menentukan ya guru yang ngajar kita bukan dari tes itu.</p> <p>S3 : Ya seolah-olah kita tu di sekolah selama 3 tahun kok lulusnya hanya ditentukan yang 5 hari. Jadi mending pake tadi kayak ujian semesteran.</p>	Int. 11: 1
		<p>R : Ujian Nasional itu penting nggak?</p> <p>S2 : Tidak begitu penting.</p> <p>R : Kenapa?</p> <p>S2 : Karena itu nggak menentukan masa depan kalau kita mau apa ... kalau Cuma 5 hari itu menentukan masa depan saya nggak setuju.</p> <p>S1 : Penting nggak penting. Pentingnya kan kita tahu nilai kita tu seberapa, kemampuan kita seberapa. Nah nggak pentingnya lha itu kan</p>	Int. 11: 2

		<p>Cuma nilai buat ke depannya lha buat masa depan kan kita tinggal kita kuliahnya mau di apa, tergantung dari usaha kita, impian kita gimana. Kalau kita ... masak nilai dari UN mau buat cari kerja, kan nggak mungkin. Jadi mau cari masa depan itu ya otomatis condong ke cari pekerjaan kan. Hasil Ujian Nasional itu nggak ngaruh.</p> <p>R : Ini nggak penting apa penting Unas itu? S3 : Nggak penting soalnya nilainya nggak ngaruh ke perguruan tinggi, kalau masuk perguruan tinggi kan nggak memperhatikan ke Unas.</p>	
	4. Students' perceptions towards English subject	<p>R : Kemudian ini, bahasa Inggris sendiri bagaimana, penting apa tidak? S1 : Penting sih , penting penting Mbak. Soalnya kan...Kita udah masuki era global kan. Pasar dunia itu kan. Untuk menghadapi itu...persaingan sama luar... itu kan juga perlu bahasa Inggris.</p>	Int. 3: 9
		<p>R : O begitu. Kalau menurut kalian bahasa Inggris itu penting, sangat penting, cukup penting atau tidak penting? Bagaimana? Ss-all : Penting. S3 : Bahasa internasional to Mbak.</p>	Int. 4: 3
		<p>R : Bahasa Inggris sendiri bagaimana menurut Adik, sangat penting, penting, atau cukup penting? S : Menurut saya sangat penting soalnya kan kalo kita kembali ke dunia luar itu kan bahasa Inggris sangat penting untuk kalo kita mencari pekerjaan yang lebih bonafit. Kan bahasa Inggrisnya lebih harus bisa dikuasai.</p>	Int. 5: 2
		<p>R : Kalau bahasa Inggris sendiri bagaimana, sangat penting, penting, atau cukup penting? S : Kalau saya sendiri sih cukup penting ya. Karena kan bahasa Inggris itu kan selain bahasa internasional, juga masuk UN.</p>	Int. 6: 3
		<p>R : Bahasa Inggris sendiri bagaimana menurut Adik, sangat penting, penting, atau cukup penting? S : Ya sangat penting, kan buat nanti kalau pas ke depannya mau kerja ke mana-mana kan kalau bisa bahasa Inggris ya lumayan, udah ada modalnya.</p>	Int. 7: 3
		<p>R : O ya, begitu ya? Oke. Bahasa Inggris sendiri bagaimana? Sangat penting, penting, cukup penting? S : Ya penting, mengingat bahasa Inggris adalah bahasa internasional yang kalau kita harus keluar itu bahasa yang dipakai adalah bahasa Inggris.</p>	Int. 8: 3
		<p>R : Bahasa Inggris sendiri bagaimana, sangat penting, cukup penting? S : Ya cukup penting kan bahasa internasional juga.</p>	Int. 9: 2
		<p>R : Bahasa Inggris sendiri bagaimana, sangat penting, penting, atau cukup penting? S : Ya penting sih Mbak. R : Kenapa pentingnya? S : Ya karena bahasa Inggris itu pertama bahasa Inggris sebagai bahasa internasioanal, terus yang lainnya ... bahasa Inggris itu ... ya penting lah Mbak.</p>	Int. 10: 3
		<p>R : Bahasa Inggris sendiri penting atau tidak? S2 : Kalau menurut saya penting. R : Pentingnya kenapa? S2 : Pentingnya to Mbak, bahasa Inggris tu kan bahasa internasional juga to Mbak. Maksudnya ... kayaknya itu prospeknya ke depannya lebih bagus. R : Bahasa Inggris itu bagaimana, sangat penting, penting, cukup penting atau tidak penting? S1 : Bahasa Inggris itu sebenarnya sangat penting soalnya kan bagaimanapun juga bahasa Inggris itu bahasa internasional. Kita dapat berada di Negara manapun dengan bahasa Inggris. Meskipun misalnya bertemu dengan orang-orang luar negeri itu mereka belum tentu ... ya mungkin kedudukannya sama dengan kita, menggunakan bahasa sendiri. Kalau kita menggunakan bahasa Indonesia mereka mungkin orang Italia menggunakan bahasa Italia. Mungkin mereka juga baru mempelajari bahasa Inggris, jadi mungkin ya sama gitu lho. Tapi senggaknya kita dah tahu misalnya I, You, and apa biasanya kan ... setidaknya itu adalah bahasa kita dengan</p>	Int. 11: 3

		<p>orang luar gitu, orang dunia. Alat komunikasi.</p> <p>R : Adik sendiri bgaimana, bahasa Inggris itu?</p> <p>S3 : Penting banget. Karena saya suka bahasa Inggris saya ingin ...ya pokoknya peluang kerjanya kan luas, pengen komunikasi dengan bahasa Inggris, pengen bergelut di dunia bahasa Inggris pokoknya.</p>	
B	Process		
	1. Time allotment	<p>R : Kemudian program persiapan untuk menghadapi UNas ini dilaksanakan sejak kapan Bu?</p> <p>T : Dari awal Mbak.</p> <p>R : Semester 1?</p> <p>T : Iya. Dari semester 1. Makanya kita membuat buku ini kan dari semester 1 ini.</p>	Int. 1: 13
		<p>R : Persiapannya dalam bentuk apa?</p> <p>T : Les sore hari. Senin, Selasa, Rabu.</p>	Int. 1: 14
		<p>R : Mulai les sore sejak awal?</p> <p>T : Dari ... Bulan apa yo Mbak, lupa. Oktober opo yo. Ketoke bar puasa kemarin itu. Iya bar puasa.</p>	Int. 1: 16
		<p>R : Itu yang pagi mulai membahas soal itu sejak kapan?</p> <p>T : Itu mulai Februari.</p>	Int. 1: 18
		<p>R : Kalau pagi itu ada pemadatan jam nggak Bu, jadi mata pelajaran yang tidak di-UNas-kan di kurangi jamnya kemudian ditambahkan ke mata pelajaran UNas.</p> <p>T : Itu kemarin kebijakan mulai bulan Maret itu. Itu kemarin saya membahas karena mengurangi 2 jam dari mata pelajaran lain. Tapi nggak tahu saya yang dikurangi itu apa.</p>	Int. 1: 23
		<p>R : Itu mulai semester berapa?</p> <p>T : Semester 1 sudah mulai. Jadi semester 1 ki memang sudah dikasih Paket Soal. Kita kan punya Paket Soal selama satu tahun, yang tebal-tebal itu. Kan ada Bahasa Inggris... yang diUAN-kan. Itu mulai semester 1 Mbak.</p>	Int. 2: 12
		<p>R : Berarti untuk yang sore itu memang mulai semester 1 itu hari pertama kali masuk memang membahas soal.</p> <p>T : Iya, he'em he'em. Dikasih soal, mbahas soal, dikasih soal, mbahas soal.</p>	Int. 2: 13
		<p>R : Kemudian yang pagi itu mulai membahas soal sejak bulan apa?</p> <p>T : Semester 2.</p> <p>R : Semester 2 itu ... Januari?</p> <p>T : Januari. Iya.</p>	Int. 2: 14
		<p>R : Itu sudah ... maksudnya materi sudah distop?</p> <p>T : Betul.</p> <p>R : Tinggal soal, kemudian dari soal itu review?</p> <p>T : Iya. Jadi kalau semester 1 itu masih pelajaran Semester 1. Terus mulai semester 2 karena TO, TO, TO. TO pembahasan, TO, pembahasan, TO, pembahasan kan kita ada 8 TO Mbak. Delapan TO. Lha terus itu diteruske TO, pembahasan, TO, pembahasan, kalau tidak ya terus ada soal yang lain, guru memberikan soal lain, terus nanti dibahas bersama.</p> <p>R : Pokoknya semester 2 itu memang mulai pagi dan sore ...</p> <p>T : Memang pembahasan. Iya, pembahasan soal terus.</p>	Int. 2: 15
		<p>R : Kalau cara mengajarnya sendiri bagaimana, ada perbedaan nggak Bu dari sebelum dan sesudah persiapan UNas? Cara mengajar Ibu? Kalau sesudah nanti kan mbahas soal, sebelum itu?</p> <p>T : Tapi kalau yang untuk semester 2 misalnya dalam silabus ada Review, itu sudah diangkat ke semester 1: Padahal kalau dalam silabus, Review itu semester 2: Tapi karena semester 2 itu hanya dipakai untuk pembahasan pembahasan pembahasan terus, akhirnya diambil alih yang Review harusnya semester 2 diambil alih ke semester 1:</p>	Int. 2: 19

		R : Mulai semester 1? S3 : Ya...itu kan dari mulai pertama masuk. Pertama les itu udah dikasih kayak kumpulan soal-soal materi yang diujikan, soal-soal ujian nasional yang kemarin, try out-try out yang tahun kemarin.	Int. 4: 10
		R : Itu kelas pagi atau kelas sore yang persiapan UNas? S : Itu nanti sore, les. Tapi selama Semester 2 ini pelajaran yang nggak diUNas-kan itu udah diganti. Diganti sama yang diUNas-kan itu lho Mbak. Ya misalnya seperti PPKn, terus Kesenian, Olahraga itu udah nggak ada, diganti ... yang dipadatkan itu lho Mbak. Istilahnya dipadatkan buat yang UNas. R : Tapi memang benar-benar sudah tidak ada pelajaran yang non UNas itu semester 2? S : Ada, ada. Yang ada cuman Agama terus sama ... apa to Mbak Upin, pelajarane, Agama karo opo yo sik ora di UNas-ke ... O ya Agama sama Sejarah. Cuma itu.	Int. 7: 7
	2. Teachers' teaching methods and techniques	R : Kalau cara ngajarnya bagaimana Bu? T : Kalau sebelum persiapan kita kemarin mengajarkan Speaking, mengajarkan Conversation lebih banyak pada practice saya tu setiap ini langsung ngambil nilai untuk anak-anak misalnya pas ngajari yang narrative ya anak-anak benar-benar bercerita. Kemudian ngajari yang mengungkapkan apa ha anak langsung praktek. Praktek. Praktek. Pokoknya saya tekankan pada praktek berbicara terus. Itu yang sebelum. Nah setelah itu kemudian kita harus menyiapkan yang ujian ya otomatis kita mbahas-mbahas soal-soal ujian itu. Ya jelas berbeda sekali. Sangat berbeda.	Int. 1: 30
		R : Ada tidak perubahan proses belajar mengajar sebelum dan sesudah persiapan UNas? S : Kalau sebelum persiapan UNas itu kan cuman menjelaskan materinya tok to Mbak, pelajarannya itu. Tapi nanti kalo udah persiapan itu cuman mbahas mbahas soal.	Int. 7: 9
	3. Teaching learning activities	R : Apakah format dan materi Ujian Nasional itu mempengaruhi proses belajar mengajar? T : Ya sangat Mbak. R : Apa saja pengaruhnya? T : Yang jelas kalau pembelajarannya yang untuk Reading sama Listening itu kan Pak Gono sama Bu Ruri ya. Itu jelas penekanannya di sana. Kemudian kemarin itu karena untuk saya sebagian apa namanya Conversation lha itu Listening saya pelatihan saya ke anak-anak Listening ya sebagian mengacu ke UNas, ke Ujian Nasional.	Int. 1: 20
		R : Itu sudah ... maksudnya materi sudah distop? T : Betul. R : Tinggal soal, kemudian dari soal itu review? T : Iya. Jadi kalau semester 1 itu masih pelajaran Semester 1: Terus mulai semester 2 karena TO, TO, TO. TO pembahasan, TO, pembahasan, TO, pembahasan kan kita ada 8 TO Mbak. Delapan TO. Lha terus itu diteruske TO, pembahasan, TO, pembahasan, kalau tidak ya terus ada soal yang lain, guru memberikan soal lain, terus nanti dibahas bersama.	Int. 2: 15
		R : Kalau untuk persiapan UN bahasa Inggrisnya sendiri bagaimana? S1 : Kalau menurut saya, kalau bahasa Inggris dibilang susah enggak dibilang enggak juga susah. Soalnya kan...untung aja UN-nya ini kan nggak mempelajari grammar. Ya jadinya modal tau arti aja gitu lho, itu pasti udah bisa ngerjain. Jadinya banyak belajar tentang arti-arti aja, kosakata-kosakata aja.	Int. 3: 8
		R : Terus sejauh ini persiapan-persiapan yang kalian lakukan untuk menghadapi Ujian Nasional besok itu apa saja? S4 : Mengerjakan soal. S3 : Nambah vocab.	Int. 4: 5
		R : Bagaimana persiapannya? S : Maksudnya cara belajarnya kayak gitu? Kalau saya sendiri sih lebih ke ... mempelajari soal-soalnya.	Int. 6: 8
		R : UN bahasa Inggris itu mempengaruhi cara belajar Adik nggak? S : Hmm. Sama kadang kalau itu ada kosakata-kosakata yang sulit nanti dicari di kamus. Kalau nggak ya enggak. Enggak belajar.	Int. 7: 4

		<p>R : Selama ini persiapan UN bahasa Inggrisnya bentuk-bentuknya seperti apa?</p> <p>S : Kalau bahasa Inggris ya cuma belajar dari soal-soal dari misalnya try-out try out yang dari sekolah maupun dari luar itu.</p> <p>R : Sering belajar kosakata-kosakata nggak?</p> <p>S : Paling cuma beberapa aja yang katanya sering keluar itu.</p>	Int. 9: 6
		<p>R : Semester 2 ya. Itu bentuknya seperti apa?</p> <p>S : Ya kayak ngerjain soal-soal ujian dari tahun yang kemarin-kemarin.</p>	Int. 9: 7
		<p>R : Cara belajar bahasa Inggris selama ini bagaimana?</p> <p>S : Ya banyak latihan-latihan soal aja, sama itu nambah vocab, belajar baca.</p>	Int. 10: 5
		<p>R : Ada tidak perubahan proses belajar mengajar sebelum dan sesudah persiapan UNas?</p> <p>S : Ya adalah. Sering-sering latihan soal.</p>	Int. 10: 7
		<p>R : Apakah bentuk-bentuk UNas bahasa Inggris itu mempengaruhi cara belajar Adik? Cara belajar bahasa Inggris?</p> <p>S1 : Kalau aku eee soal-soal bahasa Inggris itu kan cuman cerita. Terus nanti pertama cari ide pokok atau namanya ide pokok, terus kalau nggak tentang apa gagasan utamanya cuman itu-itu aja to, terus nanti setelah itu yang terdapat atau nggak terdapat di teks itu apa sama mungkin vocabnya itu. Jadi nggak ... nggak apa, nggak begitu penting gitu lho.</p> <p>R : Ini bagaimana? UNas bahasa Inggris itu mempengaruhi cara belajar bahasa Inggris nggak?</p> <p>S3 : Mempengaruhi cara belajarnya sering membaca, nggarap soal, terus lebih lancar ngerjainnya.</p> <p>R : Selama ini khususnya sejak kelas 12, cara belajar bahasa Inggrisnya seperti apa?</p> <p>S2 : Ngerjain soal.</p> <p>R : Ada lagi?</p> <p>S2 : Kalau saya biasanya sih mbaca. Disamping mbaca, ngerjain soal sama dengerin. Kalau misalnya mbaca saya nggak tahu artinya saya cari di kamus.</p> <p>R : Ini cara belajar bahasa Inggrisnya selama ini bagaimana?</p> <p>S1 : Cuma ngerjain soal-soal. Soal-soal itu dikerjain aja.</p> <p>R : Soal-soal yang sejenis dengan UNas?</p> <p>S1 : Soal-soal sejenis dengan UNas misalnya beli buku yang isinya Ujian Nasional terus bahasa Inggris, itu kan ada. Itu dikerjain aja sampai puas, tapi yo ... sampai bosan.</p> <p>R : Yang ini bagaimana?</p> <p>S3 : Sama, ngerjain soal. Baca-baca. Terus buka kamus kalau nggak tahu artinya. Nambah vocab.</p>	Int. 11: 4
	4. Material selection	<p>R : Apakah format dan materi Ujian Nasional itu mempengaruhi proses belajar mengajar?</p> <p>T : Ya sangat Mbak.</p> <p>R : Apa saja pengaruhnya?</p> <p>T : Yang jelas kalau pembelajarannya yang untuk Reading sama Listening itu kan Pak Gono sama Bu Ruri ya. Itu jelas penekanannya di sana. Kemudian kemarin itu karena untuk saya kebagian apa namanya Conversation lha itu Listening saya pelatihan saya ke anak-anak Listening ya sebagian mengacu ke UNas, ke Ujian Nasional.</p>	Int. 1: 20
		<p>R : Itu mulai semester berapa?</p> <p>T : Semester 1 sudah mulai. Jadi semester 1 ki memang sudah dikasih Paket Soal. Kita kan punya Paket Soal selama satu tahun, yang tebal-tebal itu. Kan ada Bahasa Inggris... yang diUAN-kan. Itu mulai semester 1 Mbak.</p>	Int. 2: 12
		<p>R : Tinggal soal, kemudian dari soal itu review?</p> <p>T : Iya. Jadi kalau semester 1 itu masih pelajaran Semester 1: Terus mulai semester 2 karena TO, TO, TO. TO pembahasan, TO, pembahasan, TO, pembahasan kan kita ada 8 TO Mbak. Delapan TO. Lha terus itu diteruske TO, pembahasan, TO, pembahasan, kalau tidak ya terus ada soal yang lain, guru memberikan soal lain, terus nanti dibahas bersama.</p>	Int. 2: 15
		<p>R : Kalau cara mengajarnya sendiri bagaimana, ada perbedaan nggak Bu dari sebelum dan sesudah persiapan UNas?</p>	Int. 2: 19

		<p>T : Ya disesuaikan dengan silabus. Semester 1 itu masih mengacu ke silabus. Jadi silabusnya apa, materinya dalam silabus itu apa apa apa, itu yang kita ajarkan.</p> <p>R : Oo yang ada di RPP itu?</p> <p>T : He'em. Tapi kalau yang untuk semester 2 misalnya dalam silabus ada Review, itu sudah diangkat ke semester 1: Padahal kalau dalam silabus, Review itu semester 2: Tapi karena semester 2 itu hanya dipakai untuk pembahasan pembahasan pembahasan terus, akhirnya diambil alih yang Review harusnya semester 2 diambil alih ke semester 1.</p>	
		<p>R : Kemudian materi yang digunakan guru saat mengajar di kelas itu apa? Materi kan banyak, ada yang dari buku teks...</p> <p>S4 : Mbahas soal ya.</p> <p>S3 : Ya soal-soal.</p> <p>S3 : Ya...itu kan dari mulai pertama masuk. Pertama les itu udah dikasih kayak kumpulan soal-soal materi yang diujikan, soal-soal ujian nasional yang kemarin, try out-try out yang tahun kemarin.</p>	Int. 4: 10
		<p>R : Bagaimana persiapannya? Dalam bentuk apa?</p> <p>S : Biasanya itu cuma...kan ada...dari sekolah ada paket latihan soal biasanya cuma pembahasan-pembahasan soal dari paket soal tersebut.</p>	Int. 5:7
		<p>R : Ada tidak perubahan proses belajar mengajar sebelum dan sesudah persiapan UNas?</p> <p>S : Sebelum persiapan biasanya materi-materi dulu diselesaikan. Nanti kalau sudah masuk ke persiapan kita focus ke soal-soalnya, pembahasan soal-soalnya.</p>	Int. 5: 8
		<p>R : Ada tidak perubahan cara belajar mengajar sebelum dan sesudah persiapan UNas?</p> <p>S : Kalau gurunya itu lebih mendekati UNas ini lebih ke penekanan soal-soalnya. Sebelum persiapan dikasih materi sesuai kurikulumnya. Seperti itu.</p>	Int. 6: 9
		<p>R : Kalau paginya itu membahas materi biasa atau memang membahas soal?</p> <p>S : Kalau yang awal-awal semester 2 itu masih pelajaran biasa tapi kalau yang akhir-akhir ini sering mbahas yang ujian.</p>	Int. 9: 8
	5. Media used	<p>R : Kalau penggunaan media sebelum dan sesudah persiapan UNas bagaimana?</p> <p>T : Ya kalau pas persiapan UNas kan nggak pernah pakai media to. Medianya pakai tape itu. Itu selalu dipakai itu. Itu jeleknya itu. Jadi anak-anak mungkin juga merasa bosan. Pembelajarannya kan beda dengan sebelum persiapan UNas. Beda banget.</p>	Int. 1: 33
		<p>R : Ada penggunaan media-media tertentu di kelas selain buku teks?</p> <p>S1 : Ada.</p> <p>R : Misalnya?</p> <p>S1 : Misalnya sering bawa radio tape ya?</p>	Int. 3: 20
		<p>R : Ada penggunaan media tidak? Media-media pengajaran yang digunakan di kelas selain buku ada tidak?</p> <p>S1 : Kaset.</p> <p>R : Ada lagi?</p> <p>S1 : Tape. Kalo di lab itu ada Listening.</p>	Int. 4: 12
		<p>R : Bagaimana dengan penggunaan media?</p> <p>S : Ya kalau di kelas biasanya pakai radio tape.</p>	Int. 5: 17
		<p>R : Ada penggunaan media nggak sebelum dan sesudah persiapan UNas?</p> <p>S : Ada. Biasanya pake radio itu tapi jarang.</p>	Int. 7: 14
		<p>R : Bagaimana dengan penggunaan media?</p> <p>S : Kalau medianya eee ... ada lab bahasa Inggris to di atas, tapi jarang kalau kelas 3, soalnya dipakai kelas 2 sama kelas 1: Tapi kalau di kelas ya pakai radio terus tape di kelas juga ada.</p>	Int. 9:15
		<p>R : Ada penggunaan media?</p>	Int. 11: 12

		S2 : Tape.	
	6. Tips and tricks to face the UN	R : Selama ini Ibu mengajarkan tips atau strategi sukses Ujian Nasional tidak Bu? Terutama untuk persiapan UNas ini? T : O iya. Kalau itu kan tipsnya jelas, kerjakan yang paling mudah, yang kedua kalau membaca kalau soal Reading, kan anak-anak ada yang salah teknik to. Soal Reading harus dibaca dulu, satu kata harus tahu, itu kan salah. Ha tipsnya kan harus baca dulu soal. Kalau itu sudah apa namanya memang begitulah cara mengerjakan soal bahasa Inggris kan memang seperti itu. Apa itu tips atau bukan nggak tahu itu namanya apa. Itu memang keterampilan membaca kan memang harus seperti itu to. Ada yang harus membaca cepat untuk mencari main idea dan sebagainya itu ya. Begitu.	Int. 1: 24
		R : Kalau untuk mengarahkan siswa pada jawaban yang kemungkinan benar itu ada enggak? T : Kalau kosakata kemarin kan saya sudah bilang ke anak, kemarin ngikuti to. Misalnya ada 5 a b c d e, yang satu ini berbeda dengan yang lain ha kemungkinan besar ini kalau missal kamu nggak tahu artinya. Malah justru kalau ... yang ini tahu jawabannya sama maka yang ini. Itu cara bodon-nya.	Int. 1: 27
		R : Terus selama ini Ibu mengajarkan tips atau strategi untuk itu tidak, menjawab soal-soal UNas? T : Ya, ada. Misalnya kalau ini, seperti apa, mengisi pada missing words itu, dilihat sekitarnya, setelah ini diikuti oleh Noun atau diikuti oleh adjective ... Oo jelas kalau ini, walaupun tidak tahu artinya, misalnya oo ini diikuti oleh adjective, berarti cari option-nya yang adjective, gitu.	Int. 2: 17
		R : Kalo dari guru bahasa Inggrisnya sendiri tipsnya seperti apa? S2 : Kalo Bu Ruri itu ngasihnya cuma ini aja kalo bacaannya kan banyak..gitu, kita caranya itu...per paragraph itu maknanya aja gitu lho mbak, jadi...oo kita baca soal baru baca ini(teks)nya dulu...gitu jadi bisa lebih cepet...katanya Bu Ruri gitu. Juga lumayan sih udah diterapin lumayan cepet. Kan biasanya kalo bacaan itu kan pasti cuman yang dicari itu...apa ya..kalo nggak sinonim, antonym, terus sama apa ...main idea itu juga kan. Itu kan kebanyakan kayak gitu. Jadi itunya aja yang dipelajari.	Int. 3: 12
		R : Ada tidak tips-tips khusus dalam menjawab soal-soal UN? S : Ya kalo kebanyakan pake kira-kira. Tapi ada ... kan jawabannya 5 to, yang kira-kira nggak mungkin disingkirkan dulu nanti tinggal berapa terus yang fokusnya dipikirkan yang apa hasil yang sudah dinilai kan nggak usah dipikirin. Kebanyakan begitu.	Int. 9: 5
		R : Ada ya guru yang memberikan tips-tips. S : Ya kalau misalnya yang sinonim kebanyakan kalau misalnya lagi mbahas soal itu 'ini kemarin keluar', terus diingat-ingat gitu, dicatet.	Int. 9: 6
		R : Ada nggak tips-tips khusus untuk mengerjakan soal-soal UNas? S1 : Biasanya 1 teks itu terdiri 4 soal. Yang pertama itu pasti nanyanya tentang what about, the text tells us about. Lha itu biasanya itu kan ada di teks pertama. Lihat aja yang itu. Tapi tergantung teks-nya Discussion atau ya macem-macem. Kalau yang kedua kan, yang kedua itu mengenai yang true, yang benar atau nggak benar, true not true, false, ya kalau itu kita harus paham bacaannya. Terus soal yang ketiga itu sama, biasanya yang ada di bacaan itu yang bener apa, terus biasanya Grammar. Nah yang Grammar itu yang kadang-kadang saya nggak tahu. Itu. Tapi cuma mungkin triknya itu kira-kira. Pakai kira-kira itu lho Mbak.	Int. 11: 5
C	PRODUCT		
	1. What is learnt/ preferred skill to be learnt	R : Apakah format dan materi Ujian Nasional itu mempengaruhi proses belajar mengajar? Dari skill-nya misalnya Listening dan Reading mempengaruhi tidak Bu? T : Ya sangat Mbak. R : Apa saja pengaruhnya? T : Yang jelas kalau pembelajarannya yang untuk Reading sama Listening itu kan Pak Gono sama Bu Ruri ya. Itu jelas penekanannya di sana. Kemudian kemarin itu karena untuk saya sebagian apa namanya Conversation lha itu Listening saya pelatihan saya ke anak-anak Listening ya sebagian mengacu ke UNas, ke Ujian Nasional.	Int. 1: 20
		R : Dari sebelum dan sesudah persiapan UNas itu ada perubahan prioritas skill yang diajarkan nggak Bu? T : Sangat ada. Kalau dulu saya ngajari anak memang bener Conversation yang saya tekankan tapi kemudian mendekati UN kita kan	Int. 1: 28

		yang kita berikan kemarin menjadi ke Reading dan Listening-nya yang saya tekankan. Karena memang kan ... have you read the item test there? All are Reading okey ... Reading and Listening. Iya, semuanya kan itu ... Listening di Part 1, di bagian pertama itu Listening 15 nomor kemudian nomor 16 sampai nomor 50 Reading, sudah. UNas-nya kan seperti itu. Dan kita kan sudah punya ini ... jadi anak-anak kan sudah kita bagikan ini ... yang namanya Standar Kompetensi Lulusan. Iya. SKL. Tak templek di meja saya biar saya nggak lupa.	
		R : Apakah jumlah soal Reading dan Listening dalam UNas itu mempengaruhi penekanan skill yang diajarkan? Maksud saya karena Reading-nya lebih banyak maka penekanan mengajar Readingnya juga lebih banyak. T : Iya. Iya jelas Readingnya lebih banyak. Listening-nya kan cuma jarang-jarang kita. Ya.	Int. 1: 29
		R : Kalau cara ngajarnya bagaimana Bu? Cara ngajar sebelum dan sesudah persiapan UNas itu? T : Kalau sebelum persiapan kita kemarin mengajarkan Speaking, mengajarkan Conversation lebih banyak pada practice saya tu setiap ini langsung ngambil nilai untuk anak-anak misalnya pas ngajari yang narrative ya anak-anak benar-benar bercerita. Kemudian ngajari yang mengungkapkan apa ha anak langsung praktek. Praktek. Praktek. Pokoknya saya tekankan pada praktek berbicara terus. Itu yang sebelum. Nah setelah itu kemudian kita harus menyiapkan yang ujian ya otomatis kita mbahas-mbahas soal-soal ujian itu. Ya jelas berbeda sekali. Sangat berbeda.	Int. 1: 30
		R : Kemudian dari ini sebelum dan sesudah persiapan UNas, ada perubahan prioritas skill yang diajarkan tidak Bu? T : Jadi kalau untuk menghadapi UNas, skillnya ya anak didrill mengenai Reading. R : Kalau Listening nomor 2 Bu? T : Ya Listening sama Reading. Jadi karena dalam UNas itu kan cuma Listening sama Reading. Sementara yang ini tadi kan Speaking sama Writing. Jadi kalau yang UNas itu hanya khusus Reading sama Listening.	Int. 2: 18
		R : Kalau untuk persiapan UN bahasa Inggrisnya sendiri bagaimana? S1 : Untung aja UN-nya ini kan nggak mempelajari grammar. Ya jadinya modal tau arti aja gitu lho, itu pasti udah bisa ngerjain. Jadinya banyak belajar tentang arti-arti aja, kosakata-kosakata aja.	Int. 3: 8
		R : Skill yang disukai apa? S1 : Aku suka...speaking!!! R : Terus kenapa selama ini lebih banyak waktu untuk belajar vocab kalau tidak salah? S1 : Ya kan soalnya ini..mau ujian ini lho Mbak. Jadinya ya lebih ke yang di depan mata dulu aja. Gitu.	Int. 3: 11
		R : Selama ini bagaimana untuk guru-guru bahasa Inggrisnya sendiri, kalau mengajar di kelas lebih menekankan skill apa? S1 : Macem-macem Mbak. S2 : Kan gurunya beda-beda. S1 : He em..Kan ada tiga guru ya, yang satu itu grammar, yang satu speaking, dan yang satu itu...eee...apa sih pak Gono itu? S2 : Conver...eh...apa sih...Reading. S1 : He eh. Reading. Tapi sekarang tu yang buat UN ini yang Reading ya. R : Reading dengan...Listening itu? S1 : Listening iya. Tapi kan Listening tu...ehm...guru-guru itu udah pada ngira kalo kita semua udah bener-bener bisa. Soalnya kan...Listening kan termasuk dasar to Mbak, kan ada ungkapan.. terus kan udah pada dapat dari SMP, jadi dikira udah mateng.	Int. 3: 13
		R : Mendekati UNas ini, skill yang biasa atau sering dipelajari apa? S3 : Listening sama Reading.	Int. 4: 7
		R : Termasuk dalam ini prioritas skill yang dipelajari? Itu kan UN ada 2, Listening dan Reading. Apakah itu mempengaruhi? S : Kalo melihat ke UN otomatis kita harus lebih banyak berlatih untuk Listening dan Reading-nya. Kalo untuk yang Speaking dan Writing-nya ya mungkin dipelajari juga penting, tapi kan kita fokusnya ke UN dulu.	Int. 5: 5
		R : Untuk UNas yang bahasa Inggris ini ada perubahan prioritas skill yang diajarkan tidak sebelum dan sesudah persiapan UNas? Kalau dilihat dari cara gurunya ngajar.	Int. 7: 13

		S : Listening-nya itu lebih mateng lagi. Pokoknya lebih lancar lagi buat Listening-nya. Kalau sebelumnya kan pelajaran biasa itu nggak ada pelajaran Listening. Jarang.	
		R : Kemudian prioritas skill-nya apa? S : Listening dan Reading. R : Kenapa? S : Karena yang paling sering muncul dalam Ujian.	Int. 8: 5
		R : Ada tidak perubahan proses belajar mengajar sebelum dan sesudah persiapan UNas? Bahasa Inggris maksudnya ya. S : Ada. Pelajaran lebih dikhususkan untuk apa kayak pengetahuan kata-kata baru itu lho Mbak, sinonim antonym atau apa. Lebih ke itu.	Int. 8: 11
		R : Ada perubahan prioritas skill yang diajarkan sebelum dan sesudah persiapan UNas? S : Kalau sebelumnya Listening kurang tapi kalau setelah pembahasan UNas itu lebih sering. Nanti gurunya mungkin disamping membahas soal itu sambil Listening. Gitu. R : Speakingnya? Writingnya? S : Kalau Speaking-nya kurang setelah mau UNas itu. R : Sebelumnya? S : Sebelumnya lumayan. Misalnya suruh maju, misalnya cerita atau apa itu sering. Cuma kalau akhir-akhir ini udah jarang.	Int. 9: 13
		R : Ada perubahan prioritas skill nggak? Keterampilan bahasanya. S : Ya harus ditambah itunya sih, terutama kemampuannya untuk mendengarkan sama itu vocabnya ditambah. Sering-latihan-latihan kayak gitu.	Int. 10: 9
	2. Dominant ability	R : Selama ini Ibu melihat kemampuan siswa itu bagaimana? Mereka lebih menguasai skill yang apa? T : Speaking itu paling lemah. Yang paling kuat Reading. Mungkin karena ditekankan ya. Kemudian Listening itu tak begitu sulit. Anak-anak itu kalau kita kasih soal Listening itu nggak kesulitan juga. Itu Listening. Speaking-nya itu kalau fluency-nya sih kadang-kadang dapat tapi accuracynya kurang. Itu Speaking. Accuracy-nya kurang. Writing juga begitu. Tapi anak-anak lebih bisa di Writing ketimbang Speaking. Masalahnya mungkin ada waktu ya untuk berpikir kalau Writing. Kalau Speaking kan apa namanya otomatis ... apa namanya spontanitasnya itu lho yang kurang. Ya kalau Speaking itu misalnya anak hanya Kan kalau maju Speaking itu lain, kalau misalnya menghafalkan itu bukan Speaking Mbak. Bukan Speaking itu. Speaking itu lebih spontan.	Int. 1: 36
		R : Kalau selama ini Ibu melihat siswa itu, kemampuan mereka itu lebih dominan yang mana, mereka lebih menguasai skill yang apa, dari ke-4 skill bahasa Inggris? T : Kalau anak sini, misalnya kalau untuk TO TO, Listeningnya mayoritas banyak yang betul. Jadi untuk Listening itu, saya pikir anak sini pendengarannya itu sedikit tajam. Jadi kalau misalnya dikasih Listening 15 soal, minim itu betul 10: Jadi saya pikir itu Oo anak ini untuk pendengarannya tajam, oo ini artinya apa, o itu kayak gini. Penangkapannya itu oke-oke.	Int. 2: 23
		R : Itu tadi yang kelas XII, skill yang paling mereka dikuasai apa Bu? T : Jelas Listening itu, kalau membahas soal, itu mesti anak itu dari 15 itu 10 betul. R : Setelah Listening apa Bu? Misalnya digrade, diberi level 1, 2, 3, 4: T : Reading. Listening terus Reading, Speaking, baru Writing. Writing ki dho ra iso. R : Apakah itu karena pengaruh ini Bu, karena yang didrillkan itu lebih banyak Listening sama Reading? R : Kebanyakan grammar-nya mungkin ya Bu yang acak-acakan. T : Iya, spelling-nya itu juga nggak bisa. Walaupun sudah dikasih o teorinya kalau Discussion seperti ini, kalau Recount seperti ini, tapi pas Writing, prakteknya, yo sulit. Hubungannya dengan vocab. T : Itu karena Reading kan semakin dengan kita apa itu, semakin banyak mengajar Reading itu kan enrich vocabulary, memperkaya to Mbak. O akhirnya karena dalam Reading itu misalnya dulu ada sinonimnya ini apa terus antonimnya apa. Seperti itu.	Int. 2: 25

TEACHER INTERVIEW GUIDELINE

1. Apakah Bapak/ Ibu setuju dengan diadakannya Ujian Nasional (UN)? Mengapa?
2. Bagaimana tanggapan Bapak/ Ibu ketika pertama kali mendengar isu tentang dilarangnya UN oleh Mahkamah Agung?
3. Menurut Bapak/ Ibu, seberapa pentingkah UN, khususnya UN bahasa Inggris bagi dunia pendidikan kita? Apa manfaatnya terhadap proses belajar mengajar?
4. Seandainya UN dihapuskan, termasuk UN bahasa Inggris, apa dampaknya terhadap dunia pendidikan? Apa pengaruhnya terhadap siswa dan guru?
5. Bahasa Inggris merupakan salah satu mata pelajaran yang diujikan dalam UN. Sebagai guru pengajar bahasa Inggris, bagaimana perasaan Bapak/ Ibu?
6. Apakah Bapak/ Ibu merasa terbebani dengan Standar Kelulusan (SKL) yang diterapkan? Apakah SKL yang diberlakukan sekarang termasuk tinggi?
7. Apa tujuan pengajaran bahasa Inggris?
8. Apa saja program persiapan menghadapi UN bahasa Inggris? Sejak kapan pelaksanaannya?
9. Apakah format dan materi UN mempengaruhi proses belajar mengajar bahasa Inggris?
10. Apakah Bapak/ Ibu mengajarkan tips dan trik sukses UN? Apa saja tips dan trik tersebut?
11. Apakah ada perubahan prioritas skill yang diajarkan sebelum dan sesudah persiapan UN?
12. Bagaimana dengan metode mengajarnya? Apa perbedaan metode yang Bapak/ Ibu gunakan sebelum dan sesudah persiapan UN?
13. Bagaimana dengan materi yang diajarkan? Apa saja materi yang Bapak/ Ibu gunakan sebelum dan sesudah persiapan UN?
14. Bagaimana dengan alat bantu ajar/ media? Bagaimana penggunaan media sebelum dan sesudah persiapan UN?
15. Bagaimana dengan aktivitas belajar mengajar? Apa saja aktivitas yang sering Bapak/ Ibu gunakan dalam proses belajar mengajar sebelum dan sesudah persiapan UN?
16. Bagaimana dengan penilaian siswa? Apa saja bentuknya? *Skill* apa saja yang dinilai?
17. Bagaimana tingkat kemampuan siswa pada masing-masing *skill*?

STUDENT INTERVIEW GUIDELINE

1. Adik setuju tidak dengan Ujian Nasional? Apa alasannya?
2. Kalau itu dijadikan sebagai syarat kelulusan?
3. Menurut Adik, Ujian Nasional itu penting tidak? Apa alasannya?
4. Menurut Adik, Bahasa Inggris itu penting tidak? Mengapa?
5. Ujian Nasional Bahasa Inggris itu mempengaruhi cara belajar Adik tidak? Apa saja pengaruhnya?
6. Persiapan menghadapi Ujian Nasional dilakukan sejak kapan? Apa saja persiapannya?
7. Ada tidak tips-tips khusus untuk mengerjakan soal-soal Ujian Nasional? Apa saja tips/ strateginya?
8. Ada tidak perubahan proses belajar mengajar sebelum dan sesudah persiapan Ujian Nasional? Apa saja perubahannya?
9. Materi yang digunakan saat kegiatan belajar mengajar apa saja?
10. Bagaimana dengan metode atau cara mengajar guru?
11. Untuk Ujian Nasional bahasa Inggris, ada perubahan prioritas skill yang dipelajari tidak? Bagaimana perubahannya?
12. Apa saja media yang digunakan saat kegiatan belajar mengajar?

Field Note 1

Teacher's Name	:	Dra. Sri Ndhadhari			
Day/ Date	:	Monday/ February 15, 2010			
School/ Class	:	SMA N 2 Bantul/ XII.IPS 1			
Venue	:	Classroom XII.IPS 1			
Start Time	:	08.20	Finish Time	:	09.40
Number of Students	:	32			
Material	:	Try Out Test of English National Examination III (Friday, February 12, 2010 at 07.00 to 09.00 a.m.)			

Guru Bahasa Inggris dan peneliti memasuki kelas XII.IPS 1. Sebagian besar siswa tampak belum siap mengikuti pelajaran. Mereka masih asyik mengobrol dan mengerjakan tugas mata pelajaran lain. Guru meletakkan bukunya diatas meja dan berdiri di depan kelas. Peneliti mengambil tempat duduk di belakang dan mengamati proses belajar mengajar yang terjadi di dalam kelas. Berikut ini adalah rangkaian kegiatan selama proses belajar mengajar yang diamati dan dicatat oleh peneliti.

1. Guru mengawali pelajaran dengan mengucapkan salam. Para siswa membalas salam dan menyiapkan soal try out bahasa Inggris. Guru menghitung jumlah siswa dan menanyakan siapa yang tidak hadir. Beberapa siswa mencoba mengatakan bahwa ada 2 siswa yang absen karena sakit dengan bahasa Inggris.
2. Guru mengatakan bahwa materi yang akan dibahas adalah tes try out bahasa Inggris III. Sayangnya, pengeras suara yang dipasang di tiap kelas rusak sehingga guru tidak bisa menggunakannya untuk membahas Listening Section. Guru akhirnya memutuskan untuk membaca transkrip Listening Section secara manual.
3. Guru memanggil salah satu siswa, Andika, untuk maju ke depan kelas dan menemaninya membaca transkrip Listening dan meminta siswa lain untuk mendengarkan. Guru dan Andika mulai membaca dialog pertama pada transkrip. Selama pembacaan dialog ada beberapa siswa yang asyik mengobrol dengan temannya.
4. Setelah selesai membaca dialog, guru mengajak siswa untuk bersama-sama membahas soal tentang dialog pertama yang menanyakan pekerjaan wanita dalam dialog tersebut. Siswa menjawab dengan antusias: "C. A secretary". Guru menanyakan alasan siswa memilih jawaban tersebut dengan bertanya "Why do you choose 'secretary'?" Beberapa siswa mengatakan bahwa ada kata 'reply' dalam dialog. Guru mengiyakan penjelasan siswa dengan berkata: "Yes, right!" Siswa menunjukkan kegembiraan mereka ketika mengetahui jawaban mereka benar. Guru memberikan pujian dengan kata-kata 'right', 'good', 'very good', 'thank you'.
5. Guru melanjutkan dialog berikutnya. Kadang beliau meminta Andhika untuk membaca lebih dari satu kali jika siswa lain ramai atau tidak memperhatikan. Beliau juga memerintahkan mereka untuk diam dan memperingatkan: "If you don't concentrate you will not understand." Guru juga memanggil nama-nama siswa yang tidak memperhatikan pelajaran dan menyuruh mereka untuk menjawab soal. Ada satu siswa yang tampak mengantuk dan menguap.

6. Dialog untuk soal nomor 4 adalah tentang undangan (invitation). Guru mengingatkan siswa tentang ungkapan yang digunakan untuk mengundang seperti 'why don't you' dan 'how about'.
7. Guru dan siswa melanjutkan pembahasan soal sampai nomor 10 Bagian II (Part II: Question-Response). Guru membacakan soal satu demi satu. Beliau menanyakan jawaban kepada seluruh siswa dan jarang memanggil nama siswa secara perorangan.
8. Guru memanggil seorang siswi untuk membaca sebuah teks pendek pada Bagian III (Part III: Short Talk). Setelah selesai, guru bertanya: "*What is the meaning of refugee's camp?*" Siswa menjawab: "*Kamp pengungsi.*" Guru juga menanyakan arti dari 'secondhand clothing' yang kemudian diartikan menjadi 'pakaian bekas'. Guru membaca kembali teks tentang kamp pengungsi tersebut karena suara siswi yang dipanggil lirih. Beliau lalu membahas soal nomor 11 dan 12.
9. Guru membaca monolog di depan kelas. Sejumlah siswa tidak menyimak. Seorang siswa menyandarkan kepalanya di atas meja. Ketika membahas soal nomor 15, guru bertanya: "*What is the meaning of annual? Rully?*" Rully tidak menjawab. Seorang siswi berusaha menjawab tapi suaranya lirih dan tidak terdengar jelas. Guru akhirnya mengatakan bahwa 'annual' berarti 'every year'.
10. Semua soal dalam Listening Section telah terjawab. Guru bertanya: "*Is it okay if we continue to the next section?*" Siswa menjawab 'ya'. Sebelum membahas soal-soal Reading Section, guru meminta siswa yang memiliki Tes tipe B untuk menyesuaikan karena soal yang dipegang guru adalah Tes tipe A. Kedua tipe tes tersebut memiliki konten yang sama hanya saja susunan soal pada Reading Section dibuat berbeda.
11. Guru dan siswa mulai mendiskusikan teks pertama tentang Kaliurang. Ada 4 soal yang mengikutinya. Setelah membaca teks, guru menanyakan jenis teks tersebut. Beliau bertanya kepada seorang siswa. Dia tidak menjawab karena sedang sakit tenggorokan. Guru bertanya kepada Umi dan Nisa namun keduanya juga tidak menjawab. Beliau lalu mengatakan bahwa jenis teks tersebut adalah 'description'.
12. Guru bertanya: "*Do you find any difficult words?*" Seorang siswa menanyakan arti dari kata 'layer'. Guru menjelaskan arti kata tersebut dengan memberikan ilustrasi dalam Bahasa Indonesia. Beliau berkata: "*Akhir-akhir ini kita sering merasa kepanasan karena ozon layer kita katanya pada bolong-bolong. So, layer means... lapisan.*" Guru bertanya apakah masih ada kesulitan dan siswa menjawab 'tidak'. Guru meragukan jawaban siswa tersebut. Oleh karena itu, beliau menanyakan arti dari beberapa kata dalam teks seperti "*What does 'admiration' mean? What is the meaning of 'suitable'?*" jika siswa menjawab benar, beliau memberikan pujian: "*You're right. Thank you.*"
13. Ketika menjumpai soal berikut ini:
 Kaliurang now has an enchanting cultural and natural tourism area....(paragraph 1)
 The underlined word has the same meaning with

A. Boring	D. Disappointing
B. Charming	E. Uninteresting
C. Disgusting	

Guru menerjemahkan kata-kata yang terdapat dalam pilihan jawaban di atas, yaitu: 'boring', 'charming', 'disgusting', 'disappointing', dan 'uninteresting'. Beliau bertanya: "*Jika tidak tahu artinya bagaimana?*". Lalu beliau memberikan tips: "*Lihat opsinya, di antara opsi ada satu yang berbeda. Cari yang menyolok*".

14. Guru kembali menanyakan beberapa arti kata dalam teks. Beliau bertanya: "*What is slope?*". Beliau menunjukkan arti kata 'slope' dengan menggambar sebuah gunung di papan tulis. Guru menebalkan tiga bagian gunung dan menuliskan kata 'crater', 'slope', and 'valley' di masing-masing bagian. Selanjutnya guru menanyakan arti kata 'swing'. Tidak ada siswa yang menjawab. Guru menunjukkan makna kata 'swing' dengan mengayunkan tangannya dari kiri ke kanan. Setiap kali ada siswa yang menjawab dengan benar, guru mengatakan 'thank you' untuk mengapresiasi mereka.
15. Selanjutnya guru dan siswa membahas teks kedua yang merupakan jenis berita/ 'news'. Teks tersebut diikuti oleh 3 soal. Setelah beberapa menit, guru bertanya: "*Any questions?*" Guru membaca teks lalu bertanya: "*What is 'fugitive'?*" Guru menyadari bahwa beliau belum mengetahui arti dari kata 'fugitive' sehingga beliau mengeceknya di kamus. Lalu beliau memberitahu siswa bahwa artinya adalah 'buronan'. Guru memerintahkan siswa untuk menulis kata tersebut di buku mereka namun sebagian besar siswa tidak melakukannya. Guru lalu menanyakan perbedaan dari kata 'arrest' dan 'rest'. Sejumlah siswa menjawab bahwa 'arrest' berarti 'menangkap' sedangkan 'rest' berarti 'istirahat'. Guru mengucapkan 'thank you'. Guru juga menerjemahkan pertanyaan kata demi kata kemudian mengecek teks untuk menemukan jawabannya. Sekali lagi guru memastikan apakah sudah tidak ada lagi pertanyaan. Tidak ada siswa yang merespon. Guru bertanya: "*What is 'managing to escape'?*" beliau berkata bahwa itu berarti 'berhasil kabur'.
16. Sebelum mengakhiri pelajaran, guru mengingatkan siswa bahwa pada peretemuan berikutnya mereka akan mendiskusikan soal nomor 27 sampai 50. Beliau juga meminta maaf karena belum bisa memberikan nilai try out siswa pada hari itu.
17. Guru mengakhiri pelajaran dengan mengucapkan 'goodbye'. Peneliti pun bergegas berjalan mengikuti beliau keluar kelas menuju ruang guru.

Field Note 2

Teacher's Name : Dra. Sri Ndhadhari
Day/ Date : Thursday/ February 18, 2010
School/ Class : SMA N 2 Bantul/ XII.IPA 2
Venue : Classroom XII. IPA 2
Start Time : 10.30 Finish Time : 11.45
Number of Students : 31
Material : Paket Latihan Soal VI

Guru Bahasa Inggris dan peneliti memasuki kelas XII.IPS 1. Sebagian besar siswa tampak sudah siap mengikuti pelajaran. Mereka telah menyiapkan buku paket latihan bahasa Inggris di atas meja. Peneliti mengambil tempat duduk di belakang dan mengamati proses belajar mengajar yang terjadi di dalam kelas. Berikut ini adalah rangkaian kegiatan selama proses belajar mengajar yang diamati dan dicatat oleh peneliti.

1. Guru mengawali pelajaran dengan mengucapkan 'Assalamu'alaikum' dan 'Good morning'. Siswa segera menjawab salam guru dengan serentak. Guru memeriksa daftar hadir dan memanggil nama siswa. Ada lima siswa yang absen karena sakit. Guru memperingatkan siswa untuk berhati-hati dan mempersiapkan diri mereka karena Ujian Nasional tinggal sebulan lagi.
2. Guru menyuruh siswa untuk membuka halaman 148 dari buku Paket Latihan Soal VI. Beliau menanyakan apakah mereka sudah membahasnya. Siswa menjawab kalau latihan soal tersebut belum dibahas. Mereka juga memberitahu bahwa Pak Gono yang seharusnya membahas soal tersebut sering tidak hadir untuk mengajar (kosong). Siswa meminta guru untuk membahas soal tes try out terakhir tapi guru menolaknya. Guru memutuskan untuk melanjutkan pembahasan soal-soal dalam Paket Latihan Soal VI.
3. Teks pertama adalah teks 5 halaman 148. Teks yang berjenis deskriptif tersebut menceritakan tentang kuda nil. Guru menyuruh siswa mengerjakan soal nomor 31 sampai 35.
4. Beberapa menit kemudian, guru bertanya apakah ada siswa yang tahu 'hipopotamus'. Beliau bertanya pada Vita: *"What is hippo?"* Vita menjawab: *"Kuda nil"* Guru mengapresiasi jawaban Vita dengan berkata: *"Yes. Good!"* Guru beranggapan kalau tidak ada lagi kata-kata sulit. Para siswa membaca teks dalam hati. Guru menulis kata 'affinity' di papan tulis dan menanyakan artinya pada siswa. Seorang siswa menjawab 'daya tarik'. Guru berkata: *"Yes, afiniti dalam bahasa Indonesia. Great."* Guru bertanya apakah masih terdapat kata-kata sukar di dalam teks. Salah satu siswa berbisik 'resemble'. Guru bertanya kepada siswa lain tentang arti 'resemble'. Salah seorang siswa merespon dalam bahasa Inggris dan menjawab: *"Looks like"*.
5. Guru membuka kamus dan menyadari bahwa beliau salah mengucapkan kata 'hippo'. Sebelumnya beliau mengucapkan /haipo/ namun pengucapan yang benar adalah /hi:po/. Guru memberitahu pengucapan kata 'hippo' yang benar. Beliau juga menyuruh siswa untuk mengecek ke kamus ketika siswa tidak yakin dengan pengucapan suatu kata.
6. Guru dan siswa membahas soal satu demi satu. Guru memanggil beberapa siswa untuk menjawab soal. Beliau juga menanyakan apakah jawaban yang diberikan oleh siswa yang ditunjuk benar.

Selain itu, guru meminta pendapat siswa lain, apakah mereka setuju atau tidak dengan jawaban tersebut. Guru sering menanyakan tentang paragraph mana yang didalamnya terdapat jawaban atau petunjuk jawaban yang benar: *"In what paragraph did you find the answer?"* atau *"From which sentence do you find the answer?"* serta *"What is the evidence?"*

7. Guru menanyakan arti dari kata-kata yang terdapat dalam teks. Kata-kata tersebut adalah: 'commonly', 'similar', 'up to half an hour', dan 'hairless'. Kadang-kadang siswa menjawab dalam bahasa Inggris seperti pada saat ditanya arti dari 'commonly', siswa menjawabnya dengan 'usually'. Kadang-kadang mereka menjawab dengan menggunakan bahasa Indonesia seperti waktu guru menanyakan arti dari kata 'similar' yang diterjemahkan siswa menjadi 'sama'. Guru memberikan pujian dengan mengatakan 'good', 'very good' and 'thank you' bagi siswa yang mau menjawab soal.
8. Guru membahas Teks 6 tentang petunjuk pemakaian obat. Karena banyak kesalahan pengetikan kata, guru memutuskan untuk menyingkalkan teks tersebut dan langsung membahas Teks 7.
9. Teks 7 menceritakan proses terjadinya gerhana matahari. Guru meminta Ihsan, seorang siswa yang dianggap pintar dalam mata pelajaran Geografi, untuk menggambarkan posisi matahari, bulan, dan bumi ketika terjadi gerhana matahari.
10. Guru menuliskan kata-kata 'Solar Eclipse' di atas gambar yang dibuat Ihsan lalu menjelaskan proses terjadinya gerhana dengan menunjukkannya melalui gambar. Guru lalu membaca teks. Beliau menunjukkan arti dari 'relative distance' dengan membuat garis yang menghubungkan dua obyek, bumi dan bulan.
11. Beliau menunjukkan maksud dari 'relative distance' dengan menjelaskan mengapa manusia tidak dapat melihat matahari yang berukuran sangat besar dibandingkan bulan yang ukurannya jauh lebih kecil tapi justru terlihat oleh manusia di bumi saat terjadinya gerhana. Hal tersebut terjadi karena bumi tertutup oleh bulan.
12. Guru lalu meminta siswa untuk melihat gambar yang terpajang di tembok kelas yang berukuran lebih besar daripada kertas yang dipegang oleh guru. Guru meletakkan kertas tersebut tepat di dekat kedua mata beliau sambil mengatakan bahwa meskipun kertas tersebut lebih kecil, namun karena jaraknya lebih dekat dengan beliau, maka beliau tidak dapat melihat obyek yang lebih besar, yaitu gambar di tembok.
13. Guru mengecek kosakata siswa. Beliau menanyakan arti kata 'body' dalam teks. Siswa menjawab 'badan'. Guru menjelaskan bahwa kata 'body' dalam teks tersebut berarti 'benda luar angkasa'. Guru meminta siswa untuk membuka kamus untuk menunjukkan ke siswa bahwa kata 'body' tidak hanya berarti 'badan'.
14. Guru membaca soal nomor 39. Beliau meminta siswa menjawabnya. Salah seorang siswa menjawab 'D'. Guru bertanya apakah siswa yang lain setuju jika jawabannya adalah 'D' dengan mengatakan: *"All agree?"* Beliau juga menanyakan alasannya: *"In what paragraph do you find the answer?"*
15. Pertanyaan selanjutnya adalah soal nomor 40 yang berbunyi: 'In which type of eclipse is the Sun obscure in its entirety?' Guru membacakan kata 'entirely' dua kali. Beliau menegaskan bahwa

kata 'entirely' merupakan petunjuk untuk mencari jawaban yang benar dengan berkata: *"Ini clue-nya"*. Lalu guru bertanya: *"What does it mean?"* Beliau berkata bahwa dalam bahasa Indonesia 'entirely' bermakna 'seluruhnya' atau dalam bahasa Inggris bersinonim dengan kata 'the whole part'. Setelah menjelaskan hal tersebut, guru menyimpulkan bahwa jawaban untuk nomor 40 adalah A, yaitu 'a total eclipse'.

16. Selanjutnya, guru bertanya: *"Close means?"* Sebelum siswa sempat menjawab, guru membicarakan istilah 'close up' dalam fotografi. Siswa lalu menyimpulkan bahwa makna kata 'close' adalah 'dekat'. Guru memperluas penggunaan kata 'close' dengan menanyakan bahasa Inggris dari kata 'teman dekat'. Siswa menjawab dengan benar: *"Close friends"*.
17. Ketika sampai pada pertanyaan nomor 42, guru menanyakan arti dari kata 'absorb' dan 'evaporate'. Beliau memberitahu siswa bahwa kedua kata tersebut berarti 'menyerap' dan 'menguap'.
18. Guru menyuruh siswa untuk mengerjakan soal nomor 42 sampai 46. Beliau berjalan mengelilingi ruang kelas untuk mengecek pekerjaan siswa.
19. Guru mempertanyakan apakah soal nomor 43 yang berbunyi 'What the text mainly about?' benar. Siswa menjawab bahwa pertanyaan tersebut tidak benar. Guru mengatakan bahwa seharusnya pertanyaannya berbunyi: 'What is the text mainly about?'.
20. Untuk beberapa menit, para siswa mengerjakan soal-soal tanpa bersuara. Salah satu siswa menanyakan arti kata 'origin'. Guru mendekatinya dan berkata: *"Origin? Asal. Then?"* Siswa tersebut sudah tidak bertanya lagi.
21. Waktu yang diberikan guru telah habis. Guru mengingatkan siswa: *"If you don't know the meaning of certain words, try to guess because in the national examination you are not allowed to bring dictionary. Kalau ada soal seperti ini, mau tidak mau harus di baca keseluruhan dan cepat"*.
22. Setelah itu, guru membahas satu demi satu soal yang ada. Beliau memanggil Ihsan untuk menjawab soal nomor 44. Ihsan menjawab 'B'. guru bertanya kepada siswa lain: *"Do you agree with Ihsan?"* Para siswa menjawab bahwa mereka setuju dengan Ihsan. Guru selanjutnya bertanya: *"Yang dimaksud 'view' di sini itu apa?"* Sejumlah siswa menjawab: *"Pandangan"*. Guru mengiyakan dengan berkata: *"Yes, good"*. Guru juga mengapresiasi siswa yang mau menjawab dengan mengucapkan 'thank you'. Beliau juga membetulkan pengucapan siswa saat siswa tersebut membaca 'change' (tanpa -s) menjadi 'changes', sesuai dengan yang tertulis di teks.
23. Guru meminta Ismanida untuk menjawab pertanyaan nomor 46. Beliau bertanya: *"Kata kuncinya apa?"* Lalu beliau memberitahu bahwa kata kuncinya adalah 'harmful'. Guru selanjutnya bertanya: *"What is the meaning of 'harmful'?"* Siswa menjawab bahwa artinya adalah 'berbahaya'. Soal nomor 46 berbunyi: 'Which is not stated in the passage?' Guru mengecek tiap pernyataan pada tiap pilihan jawaban dengan mencarinya di teks. Beliau berkata pada siswa: *"For the sake of studying let's discuss. But in the national examination, if you know that the statements are not in the text, you don't have to read to find it. It takes time."*

24. Guru juga menanyakan persamaan kata untuk 'satisfaction' dan 'different'. Beliau menunjukkan sinonim untuk 'satisfaction' terdapat pada paragraf 3, yaitu 'complacency'.
25. Pembahasan soal sampai pada teks terakhir. Guru bertanya: "*Any difficult words?*" Salah satu siswa menanyakan arti kata 'barely'. Guru mengatakan bahwa 'can barely' bermakna 'hampir tidak dapat' atau 'dapat hanya sedikit saja'.
26. Sebelum sempat membahas soal yang berhubungan dengan teks terakhir, bel tanda pergantian jam pelajaran berbunyi. Pelajaran bahasa Inggris untuk hari itu telah berakhir. Guru mengakhiri pelajaran dengan mengucapkan salam. Peneliti mengikuti beliau menuju ruang guru.

Field Note 3

Teacher's Name : Dra. Sri Ndhadhari
Day/ Date : Thursday/ February 18, 2010
School/ Class : SMA N 2 Bantul/ XII.IPA 3
Venue : English Laboratory
Start Time : 12.00 Finish Time : 13.30
Number of Students : 36
Material : 1. Living English video
2. Paket Latihan Soal VI

Guru mengatakan bahwa beliau sangat lelah. Oleh karena itu, guru memutuskan untuk memutar sebuah video pembelajaran bahasa Inggris dan melangsungkan kegiatan belajar mengajar di laboratorium yang terletak di lantai 2. Setelah memasuki laboratorium, guru segera duduk dan meletakkan buku di atas meja. Peneliti segera duduk di kursi belakang dan mengamati proses belajar mengajar yang berlangsung. Berikut ini adalah rangkaian kegiatan yang berlangsung.

1. Guru mengawali pelajaran dengan mengucapkan salam.
2. Guru memutar video yang berjudul 'Living English'. Topic yang sedang diputar adalah 'Brothers and Sisters'. Tayangan pertama memperlihatkan dua orang sahabat yang sedang minum anggur. Guru menghentikan video dan menjelaskan bahwa di Australia kebiasaan minum anggur bukanlah hal yang aneh. Mereka terbiasa minum anggur namun tidak sampai mabuk.
3. Tiba-tiba listrik mati. Beberapa menit kemudian listrik kembali hidup. Peristiwa ini berulang sampai dua kali. Guru berkata: *"It's annoying, isn't it? (Pause) Yes, it is. We are annoyed because of the electricity.*
4. Guru memutar video lagi. Seringkali beliau menghentikan video untuk menunjukkan ungkapan tertentu yang digunakan dalam video tersebut. Guru menyuruh siswa untuk menirukan ungkapan tersebut setelah diberi aba-aba.
5. Narator dalam video menerangkan penggunaan preposisi 'in', 'on', dan 'at'. Setelah itu, dia menjelaskan nama-nama hari dalam seminggu disertai dengan pengucapannya. Guru meng-klik video dan menyuruh siswa untuk menirukan narator tersebut. Selanjutnya narrator berbicara tentang nama-nama ruangan yang biasanya terdapat dalam sebuah rumah. Topic yang dibahas selanjutnya adalah 'family' dan 'family tree'. Seringkali siswa tertawa ketika mereka mendapati sesuatu yang lucu dalam tayangan video.
6. Bel tanda pergantian jam pelajaran berbunyi nyaring.
7. Guru menghentikan tayangan video dan mengatakan bahwa siswa dapat menonton video tersebut di lain waktu.
8. Banyak siswa yang menunjukkan rasa kecewa namun mereka harus mengikuti perintah guru.

9. Guru melanjutkan pembahasan soal-soal persiapan Ujian Nasional. Siswa meminta guru untuk membahas soal try out karena Pak Gono sama sekali belum membahasnya. Guru menolak permintaan tersebut. Beliau melihat catatan tentang materi terakhir yang diberikan untuk kelas XII.IPA 3. Setelah itu, guru menyuruh siswa untuk membuka halaman 146. Materi yang akan dibahas adalah Teks 2. Sebelum itu, guru menanyakan beberapa kosakata yang terdapat pada teks sebelumnya, yaitu teks 1.

10. Teks 1 merupakan teks naratif yang menceritakan Raja Icarian (the King of Icarian). Guru menanyakan arti kata 'wax' dan 'candle' beserta perbedaannya. Selain itu, guru juga menanyakan arti dari kata 'melt'. Beberapa siswa menjawab pertanyaan guru dengan bahasa Indonesia. Guru memberikan penjelasan dengan bahasa Indonesia dan Inggris. Berikut ini adalah cuplikan rekaman observasinya.

"Before discussing Text 2 page 146, let me remind you Text 1. Ok. Let me remind you Text 1. That is a narrative, right? Text 1 is a narrative. That is about the legend of ... the legend of? The King of Icarian. Right? Yes? Yeah. Ok. And the... In the text I think we get some words that are rarely used by you in our daily conversation that is 'wax' there. Is it right? Do you remember? What is 'wax'? 'Lilin', right? What is the difference between 'wax' and 'candle'? Can you explain it? What is 'wax'? 'Candle' is in the form of...? 'Candle' is in the form of...like a pencil I think. And you can light it, ok. What about 'wax'? Candle is made of 'wax'. Ok. 'Wax'. *Lilin. Lilin tapi yang tidak dinyalakan itu.* Oke, thank you. That is 'wax'. And there you find also 'melt'. This is difficult word 'melt'. What is 'melt'? (Some Ss answered 'meleleh') Yes, 'Meleleh'. Thank you."

11. Guru melanjutkan pembahasan teks 2 yang merupakan teks pendek tentang pengalaman seseorang. Pertama-tama, guru mengoreksi kesalahan pengetikan dan pengejaan kata yang terdapat dalam teks. Lalu guru menanyakan kata ganti milik dan arti dari kata 'serenity'. Berikut ini adalah cuplikan rekaman observasinya.

"For now let's discuss Text 2. In Text 2, I think it is not difficult but let's try to discuss it. Okay, three paragraphs. Short text. That is a very short text. Have you tried to do it at home? No? Or not yet? But there are some misspelling yeah, mistyping. *Banyak sekali.* Paragraph 1. Second sentence 'I didn't know why i just felt that something bad' 'I' must be in capital letter, remember that. Something bad would happen to me. Okay. And then second paragraph, here we find 'tired' it must be ... 'tried'. *Iya to. Mosok* 'than I tired to forget to ignore my feeling... 'Salah kan. I tried. 'Than'-nya *bagaimana? Iya*, it must be 'e' not 'a' okay... 'then' 'lalu'. And then second line, second paragraph second line. 'I still tired'... it must be 'I still tried' to ignore... I still tried to ignore my feeling. After that the one beside me got off in a hurry. The one. What is the meaning of the one here? The one here means? Refers to? *O ya orangnya tadi. Jadi* refers to someone. Someone. Okay. In the last paragraph 'I informed Roni with smiled face. He was surprised... He was surprised not because my lost wallet but my serenity. What is it? *Dulu di TO sudah pernah ya kata ini.* 'Serenity' what is it? 'Ketenangan'. Good. I told about my feeling before leaving my house and my ways to handle it. Finally we laughed up roarily. Yes."

12. Guru membahas tiap soal yang berkaitan dengan teks mulai dari soal nomor 20 sampai 23. Guru membantu siswa dengan menerjemahkan tiap pilihan jawaban yang ada ke dalam bahasa Indonesia. Lalu, beliau menyuruh siswa untuk mencari jawaban yang benar berdasarkan hasil terjemahan tersebut. Beberapa soal menanyakan sinonim dan antonym. Ketika membahas hal

ini, guru menanyakan terjemahan kata yang dimaksud lalu guru menanyakan sinonim atau antonimnya dalam bahasa Inggris. Berikut ini adalah cuplikan rekaman observasinya.

“Number 20. Okay number 20, please. What does the text mainly discuss? A, B, C, D, E? D? Everybody agree D? Yes? The writer’s experiences on the way to school. Are you sure? *Coba kalau D. Pengalaman-pengalaman penulis di dalam perjalanan ke sekolah. Apakah ini salah cetak ‘experiences’-nya ataukah ... berarti pengalaman-pengalaman? Kayaknya kok... . coba perhatikan untuk yang Eee ada yang menjawab C tadi?* What is ‘trick’ here? Trick, apa itu trick? Okay. *Siasat. Siasat penulis dalam facing the thief, menghadapi pencuri. Apakah itu dia tadi... Iska bagaimana? Cuman bad feeling, jadi yang bagaimana? Dari rumah dia sudah punya perasaan tidak enak. Kemudian dia mensiasatinya karena perasaan tidak enaknya itu. Jadi bagaimana?* What do you think of E? What do you think of E? The evidence that the writer’s feeling was right. What is the meaning of ‘evidence’? Evidence means? Proof. Means? *Bukti. Bukti bahwa perasaan penulis benar. Benar. Tadi dari rumah nggak enak. Ternyata di jalan kecopetan. Iya? Iya, saya kira itu ya. Bukti bahwa perasaan penulis benar. Ini yang dibahas itu.* Twenty one. Which... *kurang apa Mbak kalimatnya, pertanyaannya.* Which of the following is not true according to the text? C? The writer lost nothing except... . Not true, *Mas! Ya itu ‘NOT TRUE’.* Not-nya nggak ketoro ya. *Kalo yang C benar to? Iya.* Not true. *Dari atas mari.* The writer’s feeling was good. *Betul nggak? Ya kalau itu sudah salah berarti jawabannya itu to.* Number 22. He was surprised not because of my wallet but my serenity. *Tadi sudah dibahas, apa tadi.* Fahrian. Fahrian, what is serenity? Yes *‘Ketenangan’* yes, very good. So? The synonym is? *Podho karo boso Jowo yo. Kalem, tenang itu kalem.* Calm. What is it? Is it okay? *Jangan merusakkan apapun. Jangan dijebolke. Mau dibawa pulang ya. Nanti minta Iska membelikan.* Thank you. 23. (Ss laughed.) Sorry. Number 23. Where did the writer keep driving license ... oh sorry..yes *betul. Betul betul...* keep driving licence, identity card, and ATM card? Where? Very easy. Okay, what is your answer? *Ra ketok e seko kene. Wajahnya ndak nampak. Apa Ika? E? In his pencil case? Is that right? (Ss said: Yeah.) Very good. Ora e mbak. Coba cermati* paragraph one. I decided to keep my money in two places, in my wallet and pencil case. I put all my valuable things in my pouch. *Yang di pencil case money-nya to? Kalau yang valuable things, ada ATM card, ada driving licence ... itu di mana dia nyimpennya? Pouch itu apa to Mbak? Kantong. Jadi kalo kamu seneng dengan film kartun, kalau Doraemon itu ya..itu pouch ya. Sama dengan sinonimnya adalah pocket. Jadi jawabannya adalah apa? Yes? So it is not C but D. Very good. Any questions? Winda, do you have any questions? No? Okay. Good.”*

13. Guru membahas teks 3. Guru menanyakan jenis teks tersebut. Beberapa siswa menjawab bahwa teks itu adalah ‘pengumuman’ atau ‘announcement’. Guru memberikan pujian pada siswa. Kemudian, guru mengoreksi jawaban siswa tersebut dan mengatakan bahwa jenis teks tersebut adalah ‘undangan’ atau ‘invitation’. Soal yang berkaitan dengan teks 3 adalah soal nomor 24, 25, dan 26. Guru menanyakan jawaban untk soal nomor 24 kepada seorang siswa. Lalu beliau menanyakan arti kata ‘viewers’ kepada siswa lain. Guru juga mengingatkan siswa akan sinonim bahasa Inggris dari kata ‘viewers’ tersebut. Berikut ini adalah cuplikan rekaman observasinya.

“Well Text 3, a very short text. It’s a very short text and easy one. Twenty four, twenty five, and twenty six come on. What is it? *Bentuk dari text-nya apa itu kalo seperti itu.* Good evening, ladies and gentlemen, and welcome to the Regent Theater. What is it? Announcement. O yeah announcement. Good. It is announcement. Announcement. *Pengumumannya adalah tentang ... apa ini. Tentang mengundang? Woo kok undangan ya. Pengumuman?* (T moved around the class checking Ss’ works.) Ipang, number 24. Who is the text addressed to? Very good, movie viewers.

Kok ragu-ragu? Nugraheni, viewers itu apa tadi? Penonton, thank you. Masih ingat ketika kita bahas Review. Review tentang film kemarin yang terakhir kita bahas? Ada Arisan, ya betul. . film Arisan kemarin, ada orang yang suka nonton film kemarin disebut apa? Yang sering nonton film disebut apa? Aa...mengingatkan yang itu? Movie goers. Ya, yang ini viewers, penonton. Thank you."

14. Soal nomor 25 ditujukan pada seorang siswi bernama Nugraheni. Soal tersebut menanyakan isi undangan. Nugraheni memberikan jawabannya namun kebenaran jawaban tersebut diragukan oleh guru. Guru bertanya kepada siswa lain apakah mereka setuju dengan Nugraheni. Guru juga menanyakan kalimat mana yang memuat jawaban tersebut. Berikut ini adalah cuplikan rekaman observasinya.

"Twenty five. Nugraheni? What is the invitation about? Dalam pengumuman itu di tengah-tengah ada invitation-nya. Mengundang. Mengundang untuk apa Nugraheni? B? Watching a new film. Is it right? Do you agree? Afri, do you agree with Nugraheni? Yeah? Sama juga. Yoga, what about you? What is your answer, Yoga? Bagaimana invitation-nya? Yes, Fahrian? D. Having a talk with the filmmakers. Dari kalimat mana Fahrian? Yes, good. Kalimatnya di situ ... we invite you to join us at the end of the movie for a question-and-answers session with the film maker. Yang teliti, makanya yang teliti. Okay. Thank you, Fahrian."

15. Guru melanjutkan soal nomor 26. Guru memanggil Fuad untuk menjawab soal tersebut. Setelah Fuad menjawab, guru bertanya ke seluruh siswa apakah mereka setuju dengan jawaban Fuad. Guru memberikan pujian pada siswa karena jawaban yang diberikan adalah benar. Berikut ini adalah cuplikan rekaman observasinya.

"Number 26. What about number 26? Fuad? C'mon Fuad. D? Okay, everybody agree? Thank you. By attending the question-and-answers session. Kalau ndak ... kalau tidak apa namanya ... mengikuti sesi tanya jawab ndak bisa ketemu. Okay. Very good. Tidak ada masalah untuk yang text ini karena terlalu singkat ini. Sangat singkat."

16. Pembahasan berikutnya adalah teks 4. Teks 4 tersebut cukup panjang dan agak rumit. Teks terdiri atas 2 paragraf dan diikuti oleh 4 pertanyaan. Teks berisi factor yang paling penting dalam mengevaluasi suatu pekerjaan. Guru memberikan waktu selama 10 menit untuk membaca teks dan menjawab pertanyaan. Soal nomor 27 dijawab oleh guru sendiri. Untuk menjawab soal tersebut, guru menerjemahkan seluruh teks, kalimat demi kalimat. Setelah selesai, guru menyimpulkan bahwa jawaban untuk soal nomor 27 adalah 'value to your career'. Selanjutnya, guru membahas soal nomor 28. Soal tersebut menanyakan pernyataan yang tidak termasuk sebagai pengorbanan dalam mencari pekerjaan yang layak. Guru membahas tiap pilihan jawaban dan memberitahukan siswa apakah pilihan tersebut terdapat dalam teks atau tidak. Soal nomor 29 dan 30 dibahas secara singkat oleh guru. Guru tidak membahas tiap pilihan dan langsung menanyakan jawabannya kepada siswa. Berikut ini adalah cuplikan rekaman observasinya.

"Text 4. Terakhir mungkin ini Text 4. Two paragraphs. One, two, three, four. Four questions. Okay, twenty seven. Hehe ... No, I give you time. (T gave Ss 10 minutes time) Enough I think. Okay. This text is ... well, rather complicated. So be careful in answer it. Number 27. What is the most significant factor in evaluating a job? Disebutkan di paragraf berapa ini, hanya dua, satu atau dua. Oo ... harus paham semua ini. Apa yang paling penting, faktor apa dalam mengevaluasi suatu pekerjaan? Apakah salary-nya? No, di paragraph satu, kamu mungkin harus

... harus mengapa? Mungkin harus mengorbankan. Harus berkorban pertama-tama. Evaluate a job offered for the value it has to your career. It may mean sacrifices at first. *Pertama-tama mungkin berarti pengorbanan.* You may have to move to a different region or different country to get the ... the job, *nggak pakai a*, that is right for you. *Jadi jauh dari rumahmu. Itu nggak usah jadi factor yang signifikan. Jadi lokasi apa tu ndak usah di ... Itu mungkin pengorbanan pertama-tama. Kemudian berikutnya di situ...* You may have to work late hours, at least temporarily. *Itu tidak ... nggak masalah kamu mungkin kerjanya lembur juga pertama-tama tu.. apa kerjaan yang nggak lembur? Biasa itu...Kemudian...* You might even have to take a lower salary for a job that offers you the experience that you need. *Wah, gajine rendah, nggak usah diambil wae. Jangan, itu jangan jadi factor yang penting ...* But you should never accept a job if it is not related to your career goals. *Tapi tolong jangan sampai kamu mengambil pekerjaan jika tidak berhubungan dengan your career goals. Jadi kalau begitu apa yang menjadi pertimbangan, apakah factor terpenting dalam mengevaluasi pekerjaan. Gampang sekali. Berarti apa? Value to your career.* Number 28. What is NOT mentioned as a sacrifice for a valuable job? *Yang tidak disebut, tadi sudah kita sebut yang sebagai sacrifice-nya. Jarak jauh, ho o tadi, berarti apa? Jarak jauh ada tidak di situ? Oo ... apart from family for a while, tolong itu digandeng Mbak. Apart itu, a dan ... huruf 'a'-nya dan part digandeng, artinya terpisah. Terpisah tadi berarti disebutkan to? Kemudian? Moving. Moving tadi harus pindah. Okay, disebut juga. Bad hours? Tadi sudah. Low salary? Juga disebutkan. Yang bukan merupakan sacrifice berarti apa? Getting much experience.* Twenty nine. What kind of job should never be accepted? *Pekerjaan yang bagaimana? D. one that is not related to your career goals. Everybody agree? O yeah.* Number 30, Nurul Hidayati. What is wrong with the taking a job outside your career path? *Mengambil yang di luar jalur karirmu. B. You will feel uncomfortable. Yes. Tidak hanya kamu dikatakan di text, tapi juga orang-orang di sekitarmu juga akan feel uncomfortable, orang di sekeliling pun juga tidak nyaman. Good. Very good."*

17. Guru menanyakan arti dari kata 'sacrifice' dan 'advance'. Siswa menjawab kalau 'sacrifice' berarti 'pengorbanan' sedangkan 'advance' artinya 'maju'.

"What time is it? Do you have an extra today? I have. I have. Okay. Well, from this text, *teks yang 4 ini tadi ya ... ada beberapa kata kunci yang harus kamu tahu, yang pertama tadi adalah sacrifice, pengorbanan. Kemudian di situ lagi ada ... opo Mbak? Tidak ada kata yang sulit? Advance, what is it? Advance? Apa Mbak? Ya? O ... Maju. Okay. Kata kerja ya ini. If you want to advance, jika kamu ingin maju. Kalau ada kelas advance itu kelas yang apa berarti? Yang rendah atau yang sudah dhuwur ya? Iya, kelas advance, kelas yang sudah tinggi. Beda lagi dengan advantage ya. Advantage berarti keuntungan. Thank you."*

18. Waktu pelajaran telah habis. Guru meminta ketua kelas untuk memimpin doa. Guru mengakhiri pelajaran dengan mengucapkan 'good afternoon' dan 'goodbye'. Berikut ini adalah cuplikan rekaman observasinya.

"I think the time is up. We still have 10 minutes but you have to go to your classroom to get your bags. Let's close our lesson. Lead your friends to pray. Thank you. Good afternoon. Assalamu'alaikum wr. wb. Everybody is present, right? Okay."

Field Note 4

Teacher's Name : Dra. Rosalia Ruri Susanti
Day/ Date : Saturday/ February 20, 2010
School/ Class : SMA N 2 Bantul/ XII.IPS 2
Venue : Classroom XII. IPS 2
Start Time : 07.15 Finish Time : 08.30
Number of Students : 31
Material : Prediksi I UN Detik-Detik Nasional

Guru dan siswa berjalan menuju kelas. Sebagian besar siswa masih ramai. Peneliti duduk di barisan belakang dan mengamati kegiatan belajar mengajar yang berlangsung.

1. Guru menyuruh siswa untuk mengambil tape recorder di ruang guru. Dua siswa lain disuruh memfotokopi materi yang akan dibahas.
2. Guru mengucapkan salam. Setelah itu, ketua kelas memimpin doa untuk mengawali pelajaran.
3. Siswa yang mengambil tape recorder masuk. Guru memberitahu bahwa mereka akan membahas Prediksi 1 Ujian Nasional Bahasa Inggris dari buku Detik-Detik Ujian Nasional.
4. Setelah tape diletakkan di depan kelas, guru meminta siswa untuk nantinya mendengarkan dengan seksama dan menyiapkan kertas beserta pensil untuk menjawab soal Listening.
5. Siswa sibuk menyiapkan kertas dan pensil mereka.
6. Guru mendekati tape recorder dan memastikan tape tersebut dapat digunakan dengan baik. Aktivitas ini memakan waktu sekitar 10 menit.
7. Sebelum Listening Section dimulai, guru memutuskan untuk membaca teks pertama pada Reading Section karena masih ada beberapa siswa yang berada di luar. Guru berdiri di belakang meja guru yang berada di sudut ruangan. Teks tersebut berisi pengumuman. Berikut adalah pernyataan guru: *"While we wait your friends, I will read first. You must listen. And then please guess what is the answer."*
8. Guru membacakan teks pengumuman dengan keras. Siswa diam menyimak. Setelah selesai, guru bertanya: *"Do you understand about the text? Ok, once more."*
9. Guru kembali membacakan teks yang sama. Setelah selesai, guru membacakan pertanyaan pertama: *"Okay. Now look at the question. The announcement is mainly about"* lalu membacakan semua opsi: *"a. sports competition, b. talent competition, c. a class meeting, d. prizes for the competitions, e. the competitions for students. Which one is the answer?"*. Setelah itu, guru menanyakan pilihan mana yang benar. Siswa menjawab 'C'. Guru bertanya: *"What is C?"* Siswa membacakan opsi C: *"a class meeting"*. Guru: *"A class meeting. Ok, good."* Lalu guru membacakan soal nomor 17 dua kali. Pertanyaannya adalah: 'What kind of competition requires a good speaking skill?' Lalu guru menanyakan arti kata 'require'. Guru: *"What is 'require'? What is the synonym of require?"* Siswa menjawab *"Need"*. Guru memberikan pujian dengan

mengatakan *"Very good"*. Seperti soal nomor 16, guru membacakan opsi jawaban lalu menanyakan pilihan mana yang benar.

10. Tiga siswa masuk kelas dan langsung membagikan fotokopi materi. Guru bertanya: *"You have got? You have got? You have? Okay."* Guru menyuruh untuk membuka halaman pertama: *"Now please look at the first page. That is Listening Section. Ready? Ready? Yes."*
11. Guru memutar kaset. Siswa mendengarkan kaset dan melingkari pilihan jawaban yang benar. Salah seorang siswa tampak mengantuk.
12. Setelah selesai, guru menanyakan apakah ada kesulitan: *"Do you answer all the questions?"*. Siswa menjawab: *"No"*. Guru bertanya: *"Why? Any difficulties?"* Siswa mengatakan bahwa suara tape kurang jelas.
13. Guru membacakan transkrip Listening. Guru membahas semua soal Listening satu per satu.
14. Guru membacakan dialog nomor 1. Setelah selesai membacakan transkrip, guru membacakan pertanyaan soal dan menanyakan jawaban siswa. Siswa hanya menyebutkan opsinya saja, sehingga guru menanyakan bunyi kata/ kalimat pada opsi tersebut secara lengkap. Guru bertanya siapa yang jawabannya salah: *"Who answer false?"* Hal yang sama dilakukan untuk soal nomor 2 dan 4.
15. Guru bertanya tentang struktur kalimat yang terdapat pada dialog untuk soal nomor 3. Kalimat tersebut berbunyi *'I had my bike repaired'*. Guru membacakan kalimat tersebut dua kali. Lalu guru menanyakan arti kalimat tersebut: *"What is the meaning of 'I had my bike repaired'?"* Guru membacakan kalimat *'I had my bike repaired'* berulang kali dan menanyakan maknanya. Siswa menjawab bahwa kalimat tersebut artinya *'Saya menyuruh seseorang memperbaiki sepeda saya'*. Lalu guru memberitahu bahwa struktur kalimat tersebut adalah kausatif.
16. Guru menanyakan arti kata *'spoke'* dan bagaimana cara mengejanya. Guru: *"Do you know 'spoke'? How do you spell it?"* Siswa mengeja kata *'spoke'* huruf demi huruf. Guru kembali menanyakan artinya. Guru: *"What is the meaning of this?"* Guru menggambarkan arti kata *'spoke'* dengan menggambar sebuah roda di papan tulis. Lalu guru berkata: *"So spoke means ruji-ruji"* Selanjutnya guru bertanya arti kata *'lousy'*. Guru: *"Lousy, what is lousy? Do you know what is the meaning of 'lousy'?"* Guru mengeja kata *'lousy'* berkali-kali. Guru kembali bertanya: *"What is the meaning of it? The same with ...?"* Siswa tidak menjawab. Guru memberikan petunjuk dengan mengatakan *'lousy job'*. Guru bertanya tentang arti kata *'job'*. Siswa menjawab *'pekerjaan'*. Guru membenarkan: *"Ya, pekerjaan."* Guru kembali menanyakan arti kata *'lousy'*. Salah satu siswa menjawab *'ugly'*. Guru menjawab *'bukan'* dan mengatakan bahwa kata *'ugly'* berhubungan dengan wajah. Siswa lain menjawab *'jelek'*. Guru menanyakan bahasa Inggris dari *'jelek'*. Siswa menjawab *'bad'* dan dibenarkan oleh guru. Guru memberikan pujian atas jawaban tersebut: *"Very good"*
17. Guru membacakan kalimat *'You should have just bought the spoke'* tiga kali. Lalu guru menanyakan jenis kalimat tersebut: *"It is a kind of...?"* Guru memberitahu bahwa kalimat tersebut berpola modal perfect. Guru menanyakan artinya. Siswa menjawab *'kamu seharusnya membeli'*. Guru kembali bertanya: *"Apakah membeli?"* Siswa menjawab *'tidak'*.

18. Siswa ramai. Guru mengingatkan: *"Listen carefully. Listen carefully."*
19. Guru membaca dialog dan soal nomor 5. Ketika sampai pada kata 'looking for', guru menanyakan artinya. Guru: *"What is the meaning of 'looking for'? What is the synonym?"* Siswa menjawab 'search'. Guru kembali menanyakan sinonim dari kata 'looking for' selain 'search': *"Besides search? Besides search?"* Siswa menjawab 'seek'. Guru menanyakan bagaimana ejaan 'seek'. Siswa pun mengeja kata 'seek' huruf demi huruf. Guru mengulangi ejaan siswa.
20. Guru membacakan dialog dan soal nomor 6. Guru menanyakan arti kata 'luggage' dan 'astray' dan memberitahu ejaannya. Guru membacakan semua opsi dan menanyakan arti kata 'chance'. Guru menanyakan jawaban yang benar. Siswa tampak masih kebingungan. Guru kembali membacakan dialog dan menanyakan arti 'terrible time'. Guru mengatakan bahwa 'terrible time' berarti 'waktu yang buruk'. Guru melanjutkan dialog lalu membacakan semua opsi dan menanyakan jawabannya. Siswa belum memberikan jawaban. Guru bertanya: *"If you have missed about something, what do you say?"* Siswa menjawab: *"Sorry to hear that"* Guru mengiyakan. Lebih lanjut guru berkata bahwa jika siswa kehilangan sesuatu atau mengalami kejadian menyedihkan, ungkapan yang bisa digunakan adalah 'Sorry to hear that'.
21. Guru membacakan dialog dan soal nomor 7. Saat membacakan opsi A yang berbunyi 'You won the game! I'm really proud of you.' guru bertanya arti kata 'proud of you'. Siswa menjawab 'bangga'. Guru memuji: *"Bangga. Very good."* Guru membaca opsi berikutnya lalu menanyakan jawaban yang benar. Siswa menjawab 'C'.
22. Guru membacakan dialog dan soal nomor 8 beserta opsi jawabannya. Guru menanyakan arti kata 'bothering' pada opsi B. Siswa menjawab bahwa arti kata tersebut adalah 'menggangu'.
23. Guru membacakan dialog dan pertanyaan nomor 9 beserta opsi jawabannya. Guru menanyakan jenis ungkapan yang terdapat pada opsi C. Guru: *"So number C, ungkapan dari apa itu? It is the expression of ...? I'm really satisfied with the service, too. Satisfied atau complaint, which one? The expression of ...? Iya, satisfaction. C."*
24. Guru membacakan dialog dan pertanyaan nomor 10 beserta opsinya. Guru mengulang kata 'browse' pada opsi C dan meminta siswa untuk mengejanya. Guru memberitahu ejaan yang benar lalu menanyakan artinya. Guru memberitahu bahwa kata 'browse' bersinonim dengan kata 'see'.
25. Guru membacakan teks untuk pertanyaan nomor 11. Guru menanyakan arti kata-kata 'bag' dan 'luxurious'. Siswa menjawab bahwa dua kata tersebut berarti 'tas' dan 'mahal'. Guru menanyakan arti kata 'versatile'. Siswa tidak menjawab. Guru memberitahu bahwa kata 'versatile' bermakna 'can be used for all purpose' atau 'multipurpose' atau serbaguna. Guru membacakan soal nomor 11 dan menanyakan jawaban siswa. Siswa menjawab 'B'.
26. Guru membacakan teks untuk pertanyaan nomor 12 dan 13 yang menceritakan tentang 'the witch's house'. Guru menanyakan arti kata 'witch'. Siswa menjawab 'penyihir'. Guru meminta siswa untuk mengeja kata 'witch': *"Please spell the word 'witch'"* Siswa mengeja kata 'witch'. Guru melanjutkan membaca teks. Guru menanyakan arti kata 'ugly'. Siswa menjawab 'buruk'. Guru membacakan kata 'faded', mengejanya 3 kali, dan menanyakan artinya. Lalu guru memberitahu bahwa kata 'faded' berarti 'pudar'. Selanjutnya, guru menanyakan arti kata 'reach'.

Siswa menjawab bahwa kata tersebut berarti 'mencapai'. Lalu guru bertanya arti kata 'broom'. Siswa menjawab 'sapu'. Guru meminta siswa untuk mengejanya. Siswa mengeja kata 'broom'. Guru menanyakan arti kata 'magic', siswa menjawab 'ajaib'. Guru menanyakan arti kata-kata 'magic broom'. Siswa menjawab 'sapu ajaib'.

27. Setelah selesai membaca teks, guru menanyakan jenis teks tersebut: *"What the kind of this text?"* Siswa menjawab 'narrative'. Guru bertanya alasannya: *"How do you know it is narrative?"* Siswa menjawab 'past tense'. Guru bertanya lagi: *"Besides past tense? Besides ... o it used past tense. Yes, good. Another? Besides past tense? What is the language feature of narrative?"* Siswa tidak menjawab. Guru bertanya: *"Fiction or nonfiction?"* Serentak siswa menjawab: *"Fiction"* Guru menanyakan maksudnya: *"Do you know fiction? What is fiction?"* Siswa menjawab: *"Fiksi"* Guru bertanya lagi: *"Yo opo kuwi?"* Siswa menjawab 'khayalan'. Guru bertanya lagi: *"Real or unreal?"* Siswa menjawab bersama-sama: *"Unreal"*. Guru mengiyakan dan memberikan pujian: *"Yoh, pinter!"*.
28. Guru membacakan pertanyaan nomor 12. Siswa menjawab 'after the lunch'. Guru memuji siswa: *"Very good"* Guru membacakan pertanyaan nomor 13. Siswa menjawab 'a paint brush'. Guru mengiyakan.
29. Guru membacakan teks terakhir dalam Listening Section yang bertemakan 'gold'. Guru menanyakan arti kata 'precious'. Siswa menjawab 'berharga'. Guru membaca kalimat selanjutnya. Guru menanyakan arti kata 'supply'. Guru mengeja kata tersebut. Siswa menjawab 'persediaan' dan diiyakan oleh guru. Selanjutnya guru menanyakan arti kata 'rock'. Siswa menjawab 'batu'. Guru menanyakan sinonimnya dalam bahasa Inggris. Siswa menjawab 'stone'. Guru membacakan kalimat berikutnya. Guru menanyakan arti kata 'drill', 'layer', dan 'melt'. Ketiganya dapat diterjemahkan siswa dengan benar (yaitu: bor, lapisan, dan meleleh).
30. Guru membacakan pertanyaan nomor 14 yang berbunyi: 'What is the text about?' Siswa tidak menjawab. Guru menanyakan jenis teks tersebut: *"What kind of this text?"* Siswa menjawab 'description'. Guru mengiyakan. Lalu guru membacakan kembali pertanyaannya. Siswa menjawab B (the description of gold) dan diiyakan oleh guru. Guru membacakan pertanyaan nomor 15 (Which is not associated with gold?). Siswa menjawab E (unnecessary) dan diiyakan oleh guru.
31. Seluruh soal Listening telah dibahas. Guru melanjutkan pembahasan soal pada Reading Section.
32. Teks yang akan dibahas adalah teks 2 untuk soal nomor 18 dan 19. Guru terlebih dahulu menanyakan jenis teks tersebut. Siswa menjawab bahwa teks tersebut berbentuk surat. Guru membacakan teks 2 sampai selesai. Guru membacakan pertanyaan nomor 18 dan langsung menanyakan jawaban siswa. Hal yang sama dilakukan pada pertanyaan nomor 19.
33. Teks berikutnya adalah teks 3. Guru menanyakan jenis teks tersebut. Siswa menjawab bahwa teks tersebut adalah advertisement. Guru membacakan seluruh teks sampai selesai. Guru menanyakan arti kata 'board' dan 'applicant'. Oleh guru, 'board' diterjemahkan menjadi 'makanan' atau 'meal' sedangkan 'applicant' adalah 'pelamar'.
34. Guru menanyakan jenis teks 3 tersebut: *"What kind of this text?"* Siswa menjawab: *"Job vacancy"* Guru menanyakan siswa sinonim dari 'requirements' dan memberitahu bahwa sinonim

kata tersebut adalah 'qualifications'. Guru juga menanyakan arti kata 'waitress' dan siswa menjawab 'pelayan wanita'.

35. Guru membacakan pertanyaan nomor 20 dan langsung menanyakan jawaban siswa. Hal ini juga dilakukan untuk nomor 21 dan 22.
36. Sebelum membaca teks 4, guru bertanya tentang jenis teks tersebut: *"What kind of teks 4? What kind of teks 4?"* Siswa menjawab 'narrative'. Guru kembali bertanya: *"How do you know it is narrative?"* Siswa menjawab: *"Once upon a time"* Guru mengiyakan.
37. Guru mulai membaca teks. Guru menanyakan arti kata-kata dalam teks. Kata pertama yang ditanyakan adalah 'fallen'. Kata tersebut diartikan siswa menjadi 'jatuh'. Selanjutnya guru menanyakan arti kata 'coincidentally'. Karena siswa tidak tahu, guru mengatakan bahwa kata tersebut berarti kebetulan. Lalu guru menanyakan jenis kata tersebut. Beliau memberikan contoh lain yang hamper sama yaitu 'beautiful-beautifully', 'angry-angrily', dan 'happy-happily'. Siswa menjawab bahwa jenis kata tersebut adalah 'adverb of manner'. Guru menanyakan maksud dari jenis kata 'adverb of manner'. Guru memberitahu bahwa 'adverb of manner' berarti keterangan cara yang terdiri atas kata 'adjective' ditambah akhiran -ly.
38. Guru menanyakan arti kata 'accompany'. Siswa menjawab 'menemani. Lalu guru bertanya tentang arti kata 'companion' yang dijawab siswa dengan kata 'teman'. Guru menanyakan arti kata 'wounded'. Guru menggambarkan arti kata tersebut dengan mengatakan: *"If you get an accident, your leg will be wounded. Wounded? Terluka."* Guru membaca kalimat berikutnya. Ketika sampai pada kata 'refused', guru menanyakan arti kata tersebut. Siswa menjawab 'menolak'. Kata-kata yang ditanyakan berikutnya adalah 'shepherd' yang diartikan 'penggembala' dan 'trick' yang diartikan sebagai 'menipu'. Guru menanyakan sinonim bahasa Inggris dari 'trick'. Seorang siswa menjawab 'deceive' dan diiyakan oleh guru. Guru memberikan pujian terhadap siswa yang menjawab tersebut.
39. Guru membacakan pertanyaan nomor 23 beserta opsi jawabannya. Opsi D mencantumkan kata 'adventurer'. Guru bertanya: *"Adventurer. Do you know adventurer? Petualangan atau petualang?"* Siswa menjawab 'petualang'. Guru menjelaskan: *"Like teach-teacher, iya to, terus apa lagi? Besides that? Make-maker. Okay. Drive-driver, buy-buyer, keep keeper"* Jawaban untuk nomor 23 adalah D.
40. Pertanyaan nomor 24 adalah 'Why did Landorundun decline Bendurana's proposal?' Guru bertanya arti kata 'decline'. Siswa menjawab 'menolak'. Guru menanyakan sinonim dari 'decline': *"Berarti sinonimnya apa tadi?"* Siswa menjawab 'refuse'. Jawaban untuk nomor 24 adalah C. Guru membacakan pertanyaan nomor 25 dan menanyakan jawaban yang benar. Siswa menjawab C. Guru mengiyakan jawaban tersebut.
41. Guru langsung membacakan teks berikutnya yaitu Teks 5. Ketika menyebut kata 'ceiling', guru menanyakan arti kata tersebut. Guru: *"You know ceiling? What is 'ceiling'?"* Karena tidak ada siswa yang menjawab, guru memberitahu bahwa 'ceiling' berarti 'langit-langit'. Guru juga menanyakan kepanjangan dari UK. Siswa menjawab 'United Kingdom'. Guru membacakan kalimat berikutnya. Beliau menerjemahkan kata 'chimney' menjadi 'cerobong'.

42. Guru membacakan pertanyaan nomor 26 yaitu 'When did the earthquake occur?' Lalu guru menanyakan sinonim dari kata 'occur': *"What is the synonym of occur?"* Siswa menjawab 'happen'. Jawaban yang benar adalah C. Guru membacakan pertanyaan nomor 27 dan langsung memberitahu bahwa jawaban yang benar adalah D. Guru membacakan pertanyaan nomor 28 yang menanyakan makna dari 'a quarter of a century'. Guru menanyakan arti kata 'quarter'. Siswa menjawabnya 'seperempat'. Lalu guru menanyakan arti kata 'century' yang dijawab siswa dengan kata 'abad'. Jadi jawaban untuk 'a quarter of a century' adalah B (25 years).
43. Teks selanjutnya berjudul 'My Grandpa's Funeral in Toraja'. Guru menanyakan arti kata 'funeral'. Siswa menjawab 'pemakaman'. Guru bertanya: *"Have you seen about the funeral in Toraja? Maybe you watch in television? What happened with the funeral in Toraja?"* Siswa menjawab: *"Banyak hewan disembelih."*
44. Guru mulai membacakan teks. Guru menanyakan arti dari beberapa kata diantaranya 'attend', 'gather', 'kin', 'slaughter', 'pig', dan 'buffalo'. Secara berurutan siswa mengartikannya sebagai berikut: 'menghadiri', 'berkumpul', 'keluarga', 'menyembelih', 'babi', dan 'kerbau'. Sedangkan untuk kata-kata 'elaborate' dan 'corpse' diterjemahkan oleh guru menjadi 'cukup rumit' dan 'jenazah'.
45. Jam pelajaran hampir selesai. Guru mengatakan bahwa untuk pertemuan berikutnya siswa diharapkan sudah mempelajarinya dirumah sehingga ketika masuk kelas tinggal membahas soal-soal.

Field Note 5

Teacher's Name : Dra. Rosalia Ruri Susanti
Day/ Date : Saturday/ February 20, 2010
School/ Class : SMA N 2 Bantul/ XII.IPS3
Venue : Classroom XII. IPS 3
Start Time : 08.45 Finish Time : 10.00
Number of Students : 35
Material : Prediksi I UN Detik-Detik Nasional

Guru dan peneliti memasuki ruang kelas. Peneliti segera duduk di barisan belakang dan mengamati proses belajar mengajar yang berlangsung.

1. Guru mengawali pelajaran dengan mengucapkan salam.
2. Guru meminta siswa untuk membuka buku Detik-detik Nasional.
3. Guru bertanya apakah siswa sudah siap.
4. Guru menyuruh siswa membuka halaman 75.
5. Guru membacakan teks 1 yang berisi tentang pengumuman 'class meeting'. Guru menanyakan beberapa kosakata yang terdapat di dalam teks. Guru juga menanyakan jenis kata tersebut.

Guru : What is 'keen in'? What is the synonym of keen in?

Siswa : Partisipasi

Guru : Participate? No. keen in. What part of speech of keen in? Jenis katanya apa 'keen in'. who are keen in ..., jelas adjective. Berarti sinonimnya juga harus adjective. Who are keen in, keen in the same with...? Who are keen in sport. What is the synonym of keen in?

Siswa : Like

Guru : Like? What is part of speech of like? What is part of speech of like? Part of speech, do you know part of speech? There are many kinds of part of speech. Verb, noun, adjective, bla bla bla, so like, what is part of speech of like? Verb. Wong keen in adjective kok. Who are keen in sport Ya?

Siswa : Interest.

Guru : Interested. Who are interested in sport....

Guru melanjutkan ke kalimat berikutnya sampai selesai. Lalu guru membacakan pertanyaan nomor 16 dan menanyakan jawabannya. Siswa menjawab 'D' dan dibenarkan oleh guru. Guru membacakan pertanyaan selanjutnya, yaitu nomor 17. Guru menanyakan sinonim kata 'require'. Guru: "What is the synonym of require?" Siswa menjawab 'need'. Guru memberikan pujian: "Good". Lalu guru menanyakan jawaban yang sesuai: "Which one? A, B, C, D, E?" Siswa menjawab D. Guru memberikan pujian dengan mengatakan 'very good'.

6. Guru membacakan teks 2. Guru menanyakan makna kata 'Senior One'. Guru: "Senior One now. What is Senior One? You are senior Three. What is 'Senior One'?" Siswa menjawab: "Kelas 1." Guru membacakan kalimat berikutnya sampai selesai. Lalu, beliau menanyakan jenis teks tersebut. Guru: "What kind of this text?" Siswa menjawab 'letter'. Guru membenarkan jawaban tersebut: "Letter ya." Selanjutnya, guru membacakan pertanyaan nomor 18. Siswa langsung menjawab C. setelah itu, guru membacakan pertanyaan nomor 19. Siswa menjawab B (To tell her

past experience). Guru kembali menanyakan jenis teks tersebut: *"What kind of this text? Jenis teksnya apa tadi?"* Siswa menjawab 'letter'. Guru kembali menanyakan tujuan penulis surat tersebut. siswa menjawab A dan dibenarkan oleh guru. Guru menanyakan teks jenis apa yang tujuannya adalah 'to tell her past experience'. Siswa menjawab 'recount'.

7. Siswa mengikuti pelajaran dengan seksama. Sedikit saja dari mereka yang merespon pertanyaan guru.
8. Guru melanjutkan ke teks 3: *"Text 3. What kind of this text?"* Siswa menjawab 'job vacancy'. Guru berkata: *"Iya. Job vacancy. Tentang apa? What is seek?"* guru memberitahu bahwa yang dicari adalah waiter/ pelayan. Guru mulai membacakan teks dan langsung menerjemahkannya per kalimat. Guru memberitahu bahwa kata 'board' bermakna sama dengan kata 'meal' yaitu 'makan'. Guru menanyakan arti kata 'require'. Siswa menjawab 'persyaratan'. Guru menanyakan persyaratan yang harus dipenuhi apa saja. Guru memberitahu bahwa syaratnya adalah 'knowledgeable of German, Italian or French'. Guru melanjutkan membaca teks sampai selesai. Guru membacakan pertanyaan nomor 20 dua kali. Siswa menjawab 'B'. Guru membenarkan dan membacakan bunyi opsi 'B' yaitu a job vacancy in Hotel Cannero. Guru membacakan pertanyaan nomor 21. Guru menanyakan arti kata 'addressee' pada pertanyaan tersebut: *"Do you know 'addressee'? Interview-interviewee, train-trainee, gitu to? Berati 'addressee' itu artinya apa? Ditujukan."* Guru kembali menanyakan jawaban untuk soal nomor 21. Siswa menjawab 'C'. Guru membacakan pertanyaan selanjutnya (nomor 22). Guru menanyakan arti kata 'accepted'. Siswa menjawab 'diterima'. Lalu guru menanyakan jawaban yang benar. Guru membenarkan siswa yang menjawab opsi 'B' dan memberikan pujian: *"Yes. Good"*.
9. Guru melanjutkan ke teks 4. Guru menanyakan jenis teks tersebut: *"What kind of this text?"* Siswa menjawab bahwa teks tersebut adalah teks naratif. Guru menanyakan alasannya: *"How do you know?"* Beberapa siswa menjawab bahwa teks tersebut diawali dengan kata-kata 'Once upon a time'. Guru berkata: *"Once upon a time. Another? Besides once upon a time, another?"* Siswa menjawab: *"Past tense"*. Guru menimpali: *"Past tense. Besides past tense? Another?"* Siswa menjawab 'past events' ada yang menjawab 'past verbs'. Guru menanyakan alasan lain mengapa teks tersebut tergolong teks naratif. Tidak ada siswa yang menjawab sehingga guru memberikan petunjuk dengan bertanya: *"Fiction or non fiction?"* Siswa menjawab: *"Fiction"* Guru bertanya lebih lanjut: *"What is fiction? What is fiction?"* Siswa menjawab: *"Khayalan"* Guru bertanya lagi: *"Real or unreal?"* Siswa menjawab 'unreal'.
10. Guru melanjutkan membaca teks. Kadang guru menggunakan bahasa tubuh atau gerakan tubuh untuk menunjukkan arti suatu kata. Sebagai contoh, ketika guru sampai pada kalimat yang menyebutkan kata-kata 'combed her hair', guru mempraktekkan gerakan menyisir rambut.
11. Guru menanyakan arti kata 'amazing'. Siswa tidak menjawab sehingga guru memberikan petunjuk dengan berkata: *"How amazing you are!"* Siswa menjawab: *"Wonderful"* Guru membenarkan: *"Ya. How wonderful you are!"* Seorang siswa menjawab: *"Awful"*. Guru mengatakan bahwa kata 'awful' adalah antonim kata tersebut. Selanjutnya guru menanyakan arti kata 'sunlight'. Guru memberitahu bahwa arti kata tersebut adalah 'cahaya matahari'.
12. Guru membaca kalimat berikutnya. Guru menanyakan jenis kata 'coincidentally'. Beliau bertanya: *"What part of speech of 'coincidentally'?"* Salah seorang siswa menjawab 'noun'. Guru memberikan sinyal bahwa jawaban siswa tersebut salah: *"Noun? Wooo. Like beautiful-beautifully."*

Beautifully artinya? Dengan indahnya. What part of speech of beautifully? Siswa menjawab 'adverb'. Guru bertanya lebih lanjut: "Adverb? Adverb of manner. Adverb of manner ki opo? Anybody know?" Lagi-lagi, siswa tidak merespon. Guru memberi penjelasan: "Adjective plus -ly membentuk adverb of manner, keterangan cara."

13. Guru menyuruh siswa untuk menulis kata-kata yang belum mereka ketahui sebelumnya beserta dengan arti kata tersebut: *"Nek ra iso ki di tulis."*
14. Guru membacakan kalimat selanjutnya. Ketika sampai pada kata 'adventurer', guru bertanya: *"Adventurer, do you know adventurer?"* Siswa menjawab: *"Petualangan"* Guru bertanya lagi: *"Petualang atau petualangan?"* Siswa menjawab: *"Petualang"* Guru memberikan contoh lain: *"Like teach-teacher, gitu to, drive-driver"*.
15. Guru meneruskan kegiatan membaca. Guru menanyakan arti kata 'companion'. Lalu guru memberitahu bahwa kata 'companion' berarti teman. Selanjutnya guru bertanya tentang arti kata 'wounded'. Siswa menjawab 'terluka'. Guru kembali menanyakan arti kata: *"Arm? Do you know arm?"* Siswa langsung menjawab: *"Tangan"* Guru membenarkan. Guru melanjutkan kalimat selanjutnya. Berturut-turut guru bertanya arti kata 'refuse' dan 'pick'. Guru: *"Do you know refuse?"* Siswa menjawab: *"Menolak"* Guru bertanya lagi: *"Pick, do you know pick?"* Siswa menjawab: *"Memetik"* Kalimat yang dibaca selanjutnya menyebutkan kata 'the shepherd'. Guru menanyakan arti kata tersebut: *"The shepherd, do you know shepherd? Shepherd is someone who take care a pet. Penggembala."* Siswa berkomentar: *"Angon"* Guru membenarkan. Siswa lain tertawa saat mendengar kata 'angon'. Guru menanyakan arti kata 'to trick' dan memberitahu bahwa artinya adalah 'menipu'. Lalu guru memberitahu sinonim kata 'trick': *"Besides trick? Lie. Don't lie your parents, ya?"* Guru membacakan kalimat selanjutnya hingga selesai.
16. Guru membacakan pertanyaan nomor 23: *"What does the text tell you about? Ya. Apa Mas?"* Guru kembali membacakan pertanyaan tersebut. Siswa menjawab 'D'. Guru meminta siswa membaca bunyi opsi D: *"D? What is D? Read, please read. Opo once more?"* Siswa membacakan opsi D: *"A girl with long hair and adventurer"* Guru segera mengiyakan. Pertanyaan selanjutnya adalah nomor 24. Guru menanyakan sinonim kata 'decline': *"What is the synonym of decline?"* Siswa menjawab: *"Refuse"* Guru memberikan pujian: *"Very good"* Lalu guru membacakan pertanyaan nomor 24 dan menanyakan jawabannya. Siswa menjawab 'C'. Guru membacakan pertanyaan nomor 25 dan menanyakan jawaban yang benar pada siswa. Siswa menjawab 'E' dan dibenarkan oleh guru.
17. Guru membaca dan menerjemahkan teks 5. Guru menanyakan arti kata 'earthquake': *"What is earthquake?"* Siswa menjawab 'gempabumi'. Guru menanyakan makna dari 'one o'clock this morning' dan memberitahu bahwa artinya adalah 'jam 1 dinihari'. Guru menanyakan arti kata 'chimney'. Guru memberitahu bahwa arti dari 'chimney' adalah 'cerobong asap'. Guru juga bertanya tentang arti 'five-point-two'. Siswa menjawab: *"Lima koma dua."* Guru berkomentar: *"5.2. Jadi yo banter yo?"* Guru menanyakan kepanjangan dari singkatan 'UK'. Siswa menjawab 'United Kingdom'. Guru lalu menanyakan letaknya: *"Di mana itu? Di Inggris."* Selanjutnya guru bertanya arti 'a quarter of a century'. Pertama-tama guru menanyakan arti 'a quarter'. Siswa menjawab 'seperempat' lalu guru bertanya arti dari 'a century'. Siswa menjawab 'abad' selanjutnya guru menanyakan jumlah tahun dalam 1 abad: *"A quarter? A century? A century"*

consist of how many year?" Siswa menjawab 'one hundreded'. Lalu guru menanyakan jumlah tahun dari 'a quarter of a century'. Siswa menjawab 'twenty five'.

18. Guru membacakan pertanyaan nomor 26. Lalu beliau menanyakan perbedaan dari p.m dan a.m. Guru menjelaskan bahwa p.m dimulai dari pukul 12 siang sampai 12 malam. Sehingga jawaban untuk nomor 26 adalah 'C' yaitu 'after midnight'. Guru membacakan pertanyaan nomor 27. Siswa menjawab 'D'. Selanjutnya, guru membacakan pertanyaan nomor 28. Siswa menjawab 'B'.
19. Guru melanjutkan ke teks 6. Sebelum membacanya, guru menanyakan jenis teks tersebut: *"Text 6. What kind of this text?"* Siswa menjawab 'recount'. Guru menanyakan alasannya: *"How do you know it is recount?"* Siswa menjawab: *"Past events"* Guru membenarkan dan menanyakan alasan kedua: *"Okay number one past events. Number 2?"* Siswa menjawab: *"Experience"* Guru membenarkan: *"Iya, experience."*
20. Guru menanyakan beberapa kosakata yang terdapat pada teks 6, diantaranya: 'funeral', 'attend', 'grandpa', 'our kin', 'elaborate', 'slaughter', 'platform', 'granary', 'puppet', 'buffalo match', 'great', 'graveyard', dan 'install'.

Guru : Funeral, what is funeral? Funeral?

Siswa : Pemakaman.

Guru : Attend itu apa?

Siswa : Menghadiri?

Guru : Grandpa?

Siswa : Kakek.

Guru : Our kin? Do you know our kin? Keluarga atau family ya. Do you know elaborate? Maybe the same with difficult apa ya. Slaughter? Do you know slaughter? Slaughter itu menyembelih. Pig? Babi. Buffalo? Kerbau. Platform itu apa? Platform itu seperti panggung. Granary, do you know granary? Granary itu lumbung. Puppet? Puppet is a doll. What is buffalo match? Pertandingan kerbau. Great you know great? Besar. Pertandingan besar. Graveyard? Kuburan. Install? Memasang.

21. Guru membacakan pertanyaan nomor 29 dan menanyakan pilihan yang benar. Siswa menjawab 'A. lalu guru membacakan pertanyaan nomor 30. Siswa menjawab C. Pertanyaan nomor 31 adalah tentang sinonim dari kata 'elaborate'. Guru bersama-sama menerjemahkan arti kata-kata pada opsi jawaban. Kata-kata tersebut adalah 'wide', 'narrow', 'long', 'short', dan 'important'. Guru memberitahukan bahwa jawaban yang benar adalah opsi C, yaitu 'long'. Guru menyuruh siswa untuk membaca teks 7. Setelah beberapa menit, guru bertanya apakah ada kesulitan yang ditemukan. Siswa menanyakan arti kata 'apparently', 'washoe', 'chim', dan 'obviously'. Guru menjelaskan bahwa kata 'apparently' bersinonim dengan 'obviously', 'washoe' adalah nama simpanse, sedangkan chim merupakan kepanjangan dari kata 'chimpanzee'.
22. Guru membacakan pertanyaan nomor 32 lalu menanyakan jawabannya. Guru menanyakan jenis teks tersebut: *"What kind of this text 7? Jenis textnya apa mbak? Description? Description or report?"* Siswa menjawab: *"Report."* Guru menanyakan alasannya: *"Why it is report?"* Guru menjelaskan: *"Ini adalah bukan description tapi report. Berarti 'The text mainly tells about? E. how chimpanzees communicate with each other."* Guru membacakan pertanyaan nomor 33: *"Which of the following statements is true according to the text? Yes. B. Jadi simpanse dianggap binatang yang cerdas."* Guru membacakan pertanyaan nomor 34. Siswa menjawab 'A'. Guru

menanyakan apakah jawabannya 'A' atau 'E'. Guru memberitahu bahwa jawaban yang benar adalah opsi 'E'. Pertanyaan nomor 35 menanyakan sinonim dari kata 'apparently'. Guru menerjemahkan arti kata yang terdapat pada tiap opsi jawaban.

23. Guru menyuruh siswa menjawab teks 8 dan menjawab soal nomor 36 sampai 39. Siswa diberikan waktu selama 2 menit. Guru: *"Please read text 8 and answer number 36 up to 39. I give you two minutes."* Beberapa menit kemudian guru menanyakan apakah siswa menemui kesulitan: *"Finished? Yes? Okay. Any difficulties for text 8? Any difficulties? Drab, what is drab? Drab itu maybe the same with 'bored'. Do you know 'bored'? I'm bored with u? Opo? I'm bored with you?"* Siswa menjawab: *"Bosan."* Guru membenarkan: *"Bosan. Iya. Depressed?"* Siswa menjawab: *"Tertekan."* Guru menanyakan arti kata 'exceed': *"Exceed? What is exceed? The fifth line. Exceed itu apa? Exceed itu maybe 'melebihi'."* Guru membacakan pertanyaan nomor 36 dan menanyakan jawabannya. Siswa menjawab 'E' yaitu 'dull and uninteresting'. Guru menanyakan arti kata 'dull'. Guru: *"What is the meaning of dull? Boring ya, membosankan."* Guru membacakan pertanyaan nomor 37 dan menanyakan jawabannya: *"Which of the following statements is true according to the text? Which one a b c d e. What is the answer for number 37? Which one?"* Siswa menjawab 'B'. Guru membenarkan jawaban siswa. Guru menanyakan arti kata 'collapse' pada opsi 'B' tersebut. Guru memberitahu bahwa kata tersebut berarti 'runtuh': *"Collapse, do you know collapse? Runtuh. Setelah runtuhnya dinding Berlin."* Guru membacakan pertanyaan nomor 38. Siswa menjawab 'A'.
24. Guru membenarkan jawaban tersebut. Guru langsung menanyakan sinonim dari kata 'expected' pada soal nomor 39. Siswa menjawab opsi 'B' yaitu 'predicted'. Lalu guru menanyakan sinonim dari kata 'expectation'. Guru memberitahu bahwa kata 'expectation' sama dengan 'wish' atau 'hope'. Guru lalu memberitahu bahwa soal tersebut sering keluar dalam ujian nasional.
25. Pembahasan berlanjut ke teks 9. Guru memberikan waktu selama 2 menit bagi siswa untuk membaca teks.
26. Guru berjalan mengelilingi kelas dan menemukan beberapa siswa yang baju seragamnya tidak dimasukkan ke celana. Guru menyuruh siswa tersebut untuk merapikan bajunya. Beberapa siswa mencari kata-kata sulit di kamus elektrik.
27. Guru dan siswa membahas kata-kata sulit. Guru membaca teks per kalimat dan menanyakan arti kata 'reduction', 'complexion', 'encourage', dan 'backlogs'. Guru menjelaskan bahwa kata 'reduction' berasal dari kata 'reduce' yang artinya sama dengan kata 'decrease'. Kata 'complexion' berarti 'corak', kata 'encourage' berarti 'mendorong', sedangkan kata 'backlogs' sama dengan kata 'guarantee' yang berarti 'jaminan'. Beberapa siswa tidak memperhatikan guru.
28. Berturut-turut guru membacakan pertanyaan nomor 40 sampai 43 dan langsung memberitahu siswa jawaban yang benar.
29. Guru berlanjut ke teks 10. Guru tidak membaca keseluruhan teks. Beliau hanya menanyakan arti kata 'convenient'. Karena tidak ada siswa yang menjawab, guru memberitahu bahwa kata tersebut berarti 'useful'.

30. Sebelum membahas soal, guru menanyakan jenis teks tersebut. siswa menjawab bahwa teks tersebut tergolong teks 'discussion'. Guru bertanya mengapa teks tersebut disebut teks diskusi. Siswa menjawab bahwa ada dua sudut pandang yang terdapat di dalam teks tersebut.
31. Seperti teks 9, guru secara berturut-turut membacakan pertanyaan nomor 44 sampai 47 dan langsung memberitahu jawaban yang benar. Ketika membahas soal nomor 48 tentang sinonim 'emergency', guru menanyakan arti dari masing-masing kata dalam tiap opsi, yaitu: 'important', 'busy', 'critical', 'spare' dan 'important'. Guru memberitahu bahwa jawaban yang benar adalah 'critical'.
32. Guru melanjutkan ke teks 11. Guru menanyakan jenis teks tersebut. Siswa menjawab note. Guru memberitahu bahwa jenis teks tersebut adalah note atau memo. Guru membacakan teks tersebut secara singkat. Guru menanyakan arti kata 'represent' dan 'welcoming'. Lalu beliau memberitahu bahwa kedua kata tersebut berarti 'wakililah' dan 'penyambutan'. Setelah selesai, guru membacakan pertanyaan nomor 49. Siswa menjawab 'D' dan dibenarkan oleh guru. Guru melanjutkan membaca pertanyaan nomor 50. Guru memberitahu bahwa jawaban yang benar adalah 'B', yaitu on 'Saturday afternoon'.
33. Bel pergantian jam pelajaran berbunyi. Guru mengakhiri pelajaran dengan mengucapkan salam. Lalu beliau bersama peneliti berjalan meninggalkan ruang kelas.

Interview 1

Day/ Date : Wednesday/ March 15, 2010
Venue : Teacher Room
School : SMA N 2 Bantul
Duration : 43:47'

R : Researcher
T : Teacher

1. R : Ibu setuju tidak dengan pelaksanaan Ujian Nasional?
T : Saya tidak bisa mengatakan lho ini, setuju apa tidak setuju.
R : Pendapat Ibu sendiri?
T : Di satu sisi saya setuju karena memang kita memerlukan tolok ukur secara nasional. Standar nasional itu memang diperlukan. Sangat itu. Saya di satu sisi setuju. Di sisi yang lain ada ketidaksetujuan tentang pelaksanaannya. Dalam hal karena sekarang ini ada celah-celah kecurangan yang kadang-kadang kita ... bagaimana ya. Kecurangan itu sebenarnya ada tapi tak terungkap. Sangat kecil yang terungkap dan itu yang terungkap mungkin di daerah lain. Daerah kita tidak. Tapi sebenarnya secara tidak formal kita kadang mendengar. Itu yang membuat kita kadang-kadang merasa kok seperti itu, gitu.
R : Kasihan yang jujur ya Bu.
T : Betul. Andaikan pelaksanaan Ujian Nasional itu sesuai dengan POS, Pedoman Operasional Standar, bagus banget itu. Kalau itu dapat dilaksanakan dengan jujur ya memang bagus. Ya ... akhirnya yang terjadi kan kita dengar dan itu sebenarnya anak-anak karena yang berbicara di belakang kan. Jadi ya itu tadi ndak bisa saya mengatakan setuju apa tidak ya. Memang bagus sih sebenarnya, karena memang harus ada tolok ukur secara nasional. Lagipula membuat soal itu sukar, sulit sekali. Kalau tidak dibuat oleh yang ahlinya ... ya katakanlah kita semua guru itu mempunyai bekal, dulu diberi pembekalan oleh perguruan tinggi, juga ada pelatihan membuat soal ya tapi bagaimanapun juga tidak semua guru itu mau membuat soal itu mudah.
R : Apalagi ini tingkat nasional ya Bu?
T : Maksud saya kalau tidak ada Ujian Nasional, jika soal itu harus dibuat oleh guru masing-masing, saya bukan underestimate of the teachers, tetapi memang membuat soal yang berbobot yang memang benar yang harus dianalisis dan sebagainya itu memang tidak mudah. Itu nanti akhirnya penilaiannya untuk bisa memenuhi standar juga akan sangat sukar kalau tidak ada Ujian Nasional. Jadi memang sangat diperlukan tapi ya itu tadi pelaksanaannya memang harus ... masih perlu dibenahi.
R : Itu salah satu hal yang masih diperdebatkan kemarin ya Bu?
T : Barangkali.
2. R : Jadi tidak setujunya itu pada poin terjadinya kecurangan-kecurangan itu ya Bu.
T : Kecurangan. Betul.
R : Apakah terjadinya kecurangan-kecurangan dengan berbagai macam bentuknya itu karena standar kelulusannya yang bagi beberapa daerah itu termasuk tinggi atau bagaimana?
T : Menurut saya tidak. Standar kelulusan sekarang itu sangat ringan lho. Boleh nilai 4 aja 2 lho. Ya to? Sangat ringan sebenarnya. Saya kok khawatir itu karena kecemasan yang berlebihan. Menurut saya kecemasan yang berlebihan. Padahal kalau kita lihat peraturannya sudah ada Ujian Ulang bagi yang tidak lulus pada Ujian Utama. Seharusnya tidak perlu terjadi kecurangan. Dan itu kan sebuah preseden buruk bagi kita. Karena kan kalau namanya sudah ada kecurangan, ya anak cenderung menyepelkan guru. Untuk apa saya belajar giat wong nanti saya juga curang.
R : Kalau di sini bagaimana Bu, ada indikasi-indikasi kecurangan?
T : Kemarin waktu pelaksanaan Ujian Nasional itu kebetulan ada 1-2 anak yang kepergok membawa HP kemudian kita sita. Langsung. Karena itu kalau di aturannya anak dilarang membawa HP begitu.
R : Tapi tidak ada apa-apanya di dalamnya to Bu?
T : Kebetulan bukan saya. Dan dikembalikan setelah selesai ujian. Jadi tidak hari itu. Itu hari kedua kalau tidak salah kemarin itu kemudian dikembalikan pada hari terakhir. Sebagai bentuk hukuman juga. Karena kita tidak mau ada kecurangan.
3. R : Kalau Ujian Nasional dijadikan sebagai salah satu syarat kelulusan Ibu setuju tidak? Kan itu menjadi salah satu penentu kelulusan.
T : Kalau salah satu iya. Tapi tidak mutlak.
R : Kalau satu-satunya?

- T : Kalau satu-satunya ya jelas tidak setuju sama sekali, karena anak belajar selama itu kok hanya satu tolok ukurnya itu. Memang yang tidak diujikan nasional tidak penting. Kan penting juga to. Jadi anak harus ... semuanya harus di apa namanya anggap di di ... tidak ada yang disepelekan.
4. R : Kemarin tahun 2009 itu kan Mahkamah Agung katanya sempat mengeluarkan aturan yang katanya melarang atau menghapus Ujian Nasional.
 T : Ya, ya. Meminta Ujian Nasional untuk dihapus to?
 R : Tanggapan Ibu terhadap hal itu bagaimana? Ibu setuju kalau Ujian Nasional memang sebaiknya dihapus? Itu kan ada beberapa pertimbangan yang mendasari.
 T : Jawaban saya kok selalu mengambang ya. Kalau menurut saya tetap Ujian Nasional itu penting Mbak. Penting. Karena itu tadi harus ada tolok ukur secara nasional. Karena kalau tidak akan sangat ini to.... Cuman ya itu tadi kembali lagi ke pelaksanaan untuk yang idealis kan sangat sulit. Sehingga kalau misalnya untuk pelaksanaan yang ideal sangat sulit memang saya agak setuju untuk tidak ada saja. Tidak ada saja Ujian Nasional. Untuk apa kalau misalnya pelaksanaannya tidak valid kan sama saja dengan Ujian itu bohong-bohongan. Maksudnya karena tidak valid kan tidak bisa untuk sebagai tolok ukur juga kan kalau tidak valid. Jelas tidak hanya fungsinya kan. Hanya akal-akalan saja.
5. R : Seandainya itu dihapuskan ada tidak nanti pengaruh negatifnya bagi proses belajar mengajar?
 T : Tergantung, tergantung dari pengelolaannya. Kalau sekolah itu mempunyai power, mempunyai apa ya namanya ... e kewibawaan yang tinggi saya kira walaupun tidak ada Ujian Nasional-pun ya bisa saja.
6. R : Selama ini kan ada anggapan bahwa Ujian Nasional itu bisa meningkatkan motivasi siswa karena mereka kan punya target harus lulus dengan nilai sekian kayak gitu. Ibu setuju tidak dengan hal itu bahwa kemudian Ujian Nasional bisa meningkatkan motivasi siswa?
 T : Ya itu tadi. Itu seolah-olah bahwa untuk Ujian yang tidak nasional anak mesti lulus ya kan. Karena itu kan berarti ada indikasi anak itu agak memandang tak begitu tinggi kepada sekolah. Ya kan? Coba kalau misalnya benar, sekolah itu mempunyai kewibawaan, punya aturan yang fix begitu, apapun ya dikatakan misalnya anak ini dapat 3 ya 3, 4 ya 4, 5 ya 5, tidak ada yang namanya pengungkit atau apalah misalnya seperti itu, tidak ada Ujian Nasional-pun misalnya, bisa saja. Cuma ... itu tadi, yang perlu diperhatikan kalau tidak ada Ujian Nasional itu pembuatan soal itu sangat rumit seperti itu. Sehingga ya kompetensi guru ya harus ditingkatkan. Jadi benar-benar kompeten.
7. R : Tapi nanti sangat subyektif sekali ya Bu kalau misalnya yang membuat pihak sekolah. Pasti semuanya pengen lulus.
 T : Kalau sudah ada garis-garisnya saya kira tidak masalah Mbak. Nah kalau kita ... coba sekarang kalau ada KTSP, Kurikulum Tingkat Satuan Pendidikan, kurikulumnya berbeda-beda to berarti per sekolah, tapi ujiannya harus sama. Itu nggak adil juga kan. Nah itu lho. Jadi tergantung dari garis yang telah ditetapkan. Begitu. Menurut saya itu.
8. R : Tapi kan membuat soal juga susah nanti ya Bu. Standarnya.
 T : Nah itulah, makanya yang penting adalah peningkatan kompetensi guru itu.
 R : Selama ini usaha-usaha ke arah sana, ke arah peningkatan kompetensi guru itu bagaimana?
 T : Kalau yang sudah berjalan kan ada MGMP. Cuma saya kira MGMP itu tidak cukup. Kalau misalnya Ya ya perlu pelatihan-pelatihan itu dari yang ahlinya. Yang jelas satu itu. Terus yang kedua, ya mungkin lulusan dari perguruan tinggi yang menyiapkan guru juga harus benar-benar ini ... biar lulusannya itu ya benar pantes jadi guru gitu lho. Maksudnya ya benar capable, punya capability. Punya apa namanya capability yang benar-benar. Kalau apa namanya itu lulusan dari perguruan tinggi kemudian dia bekalnya dari kuliah kurang. Kan kita anu to Mbak, kadang-kadang juga mempertanyakan. Kalau kita menerapkan prinsip-prinsip pembelajaran, begini begini begini, guru itu diajarkan prinsip-prinsip pembelajaran bahasa seperti ini seperti ini seperti ini. Tapi ... kalau di perguruan tinggi proses pembelajarannya saja tidak mengikuti prinsip itu, ya kan mahasiswa juga nggak bisa belajar prinsip itu kan. Ya jadi kan bareng-bareng to. Tapi memang kalau lulus saja ya tidak cukup, harus diasah terus tadi. Karena itu kan ... perubahan itu terus-menerus terjadi kok.
9. R : Kemudian ini Bu, bahasa Inggris sendiri kan salah satu mata pelajaran yang diujikan dalam UNas. Ibu sebagai pengajar bahasa Inggris perasaan Ibu itu senang, bangga, atau malah justru terbebani atau bagaimana?
 T : Biasa saja. Biasa saja. Mungkin karena tingkat persiapannya juga sudah matang. Karena kita kalau ... namanya belajar bahasa kan proses to Mbak. Proses banget, ya kalau dari kelas 1, kelas 2 mereka penguasaannya sudah baik ya di kelas 12 itu tinggal ini ya melanjutkan sih, terus. Ya saya kira kalau SMA 2 dari inputnya ya sudah lumayan. Saya tidak pernah memandang misalnya teman-teman yang mengajar mata pelajaran yang non UNas. Nggak pernah saya seperti itu.
10. R : Itu dengan standar kelulusannya yang 5.5 itu berarti menurut Ibu dilihat dari kemampuan siswa sini

termasuk tinggi atau tidak?

- T : Kalau menurut saya, kalau di SMA 2 dari nilai-nilai try out kemudian apa kemarin sepertinya sih nggak begitu berat bagi anak. Yang dibawah itu kan prosentasenya sangat rendah Mbak. Yang belum lulus karena bahasa Inggris saya kira hanya 1-2 anak. Kebanyakan pada lulus semua untuk bahasa Inggris. Kalau yang tidak lulus kemarin karena tidak ikut, tidak mengikuti try out. Kan kita sudah membuat rekapan to Mbak. Rekapan try out pertama, kedua dan sebagainya itu yang belum lulus siapa. Paling untuk mata pelajaran saya, mata pelajaran bahasa Inggris yang belum lulus paling 1.
11. R : Tapi hasil try out nanti hasilnya signifikan itu enggak sih Bu?
T : Ya nggak tahu, kita lihat saja nanti.
R : Dari pengalaman-pengalaman tahun lalu Bu? Atau mungkin yang dulu itu tidak se-intens ini try outnya Bu?
T : Sama. Iya. Kemarin juga banyak kali tidak hanya sedikit kali. Banyak kali.
12. R : Itu menurut kurikulum terbaru, KTSP, tujuan pengajaran dan pembelajaran bahasa Inggris itu apa, Bu?
T : Pokoknya memberikan bekal anak yang jelas kan untuk paling utama
R : Hubungannya dengan komunikasi itu lho
T : Kalau di SMA malah justru untuk memberikan bekal anak-anak itu nanti untuk ke jenjang selanjutnya Mbak. Ya untuk ke jenjang selanjutnya. Jadi anak itu bisa ber ... ya menggunakan sih ya, menggunakan bahasa itu baik tertulis maupun lisan. Tapi yang terutama adalah untuk membantu anak itu nanti untuk ke jenjang selanjutnya.
13. R : Kemudian program persiapan untuk menghadapi UNas ini dilaksanakan sejak kapan Bu?
T : Dari awal Mbak.
R : Semester 1?
T : Iya. Dari semester 1. Makanya kita membuat buku ini kan dari semester 1 ini.
14. R : Persiapannya dalam bentuk apa?
T : Les sore hari. Senin, Selasa, Rabu.
R : Dan itu untuk mata pelajaran
T : Yang di-UNas-kan.
15. R : Di dalamnya itu biasanya materinya apa Bu? Apakah memang membahas soal atau ...
T : Ya pembahasan soal.
R : Tidak ada misalnya pembahasan materi atau memang pure pembahasan soal?
T : Di dalamnya di situ sudah. Iya.
16. R : Mulai les sore sejak awal?
T : Dari ... Bulan apa yo Mbak, lupa. Oktober opo yo. Ketinggian puasa kemarin itu. Iya bar puasa.
17. R : Selain les sore apa Bu?
T : Ketinggian meng itu. Cuma les sore hari.
18. R : Itu yang pagi mulai membahas soal itu sejak kapan?
T : Itu mulai Februari.
19. R : Sebelum pembahasan soal yang Februari itu kegiatannya apa saja Bu?
T : Ya makai itu, buku itu. Kalau Bu Ruri ya makai modul itu. Sesuai dengan yang ada di silabus itu. Sesuai yang kita buat di silabus.
20. R : Apakah format dan materi Ujian Nasional itu mempengaruhi proses belajar mengajar? Dari skill-nya misalnya Listening dan Reading mempengaruhi tidak Bu?
T : Ya sangat Mbak.
R : Apa saja pengaruhnya?
T : Yang jelas kalau pembelajarannya yang untuk Reading sama Listening itu kan Pak Gono sama Bu Ruri ya. Itu jelas penekanannya di sana. Kemudian kemarin itu karena untuk saya sebagian apa namanya Conversation Iha itu Listening saya pelatihan saya ke anak-anak Listening ya sebagian mengacu ke UNas, ke Ujian Nasional.
21. R : Bu, itu kok ada pembagian guru menjadi tiga itu?
T : Itu kebijakan sekolah bukan kita.
R : O kebijakan sekolah.
T : Iya.
22. R : Tapi memang masing-masing guru itu ada skill yang lebih ditekankan
T : Kalau itu kemarin cuma pembagian secara ini saja, internal. Kalau saya lebih senang kalau misalnya saya pegang ... jadi nggak usah dibagi. Karena kan kita kalau ngelatih anak kan integrated, nggak bisa terpisah. Sangat tidak bisa. Cuma memang ada yang ditekankan, iya. Kan nggak bisa kita melatih anak 1 skill kan nggak bisa. Sangat tidak bisa. Tapi kebetulan saya sudah dipisahkan. Karena saya tidak ngajar yang ... apa

karena bahasa Inggris kan yang 4 jam itu, ha yang 2 jam itu memang suruh ngelatih conversation-nya gitu.

R : Tapi masih mengacu pada silabus bahasa Inggris kan Bu?

T : He'em, ya betul. Karena saya anu ... waktu kelas 3 kan sempit sekali to Mbak. Kalau dulu yang kelas 11 saya memegang Conversation juga tapi saya ambil dari luar. Jadi punya program sendiri begitu. Kelas 12 waktune sempit banget. Itu kan sempit sekali to Mbak, berakhir April ya paling ndak. April itu sudah ... kalau misalnya tidak dimajukan April itu sudah Ujian praktek, ujian Sekolah. Lha kemarin dimajukan apa lagi. Maret sudah habis. Jadi Maret Cuma pertengahan kan. Maret pertengahan.

23. R : Kalau pagi itu ada pemadatan jam nggak Bu, jadi mata pelajaran yang tidak di-UNas-kan di kurangi jamnya kemudian ditambahkan ke mata pelajaran UNas.

T : Itu kemarin kebijakan mulai bulan Maret itu. Itu kemarin saya membahas karena mengurangi 2 jam dari mata pelajaran lain. Tapi nggak tahu saya yang dikurangi itu apa.

24. R : Selama ini Ibu mengajarkan tips atau strategi sukses Ujian Nasional tidak Bu? Terutama untuk persiapan UNas ini?

T : O iya. Kalau itu kan tipsnya jelas, kerjakan yang paling mudah, yang kedua kalau membaca kalau soal Reading, kan anak-anak ada yang salah teknik to. Soal Reading harus dibaca dulu, satu kata harus tahu, itu kan salah. Ha tipsnya kan harus baca dulu soal. Kalau itu sudah apa namanya memang begitulah cara mengerjakan soal bahasa Inggris kan memang seperti itu. Apa itu tips atau bukan nggak tahu itu namanya apa. Itu memang keterampilan membaca kan memang harus seperti itu to. Ada yang harus membaca cepat untuk mencari main idea dan sebagainya itu ya. Begitu.

25. R : Kalau untuk mengantisipasi ini keterbatasan vocab siswa itu ada nggak sih Bu tips-nya?

T : Kemarin waktu dari semester 1 semester awal itu saya memang setiap awal pelajaran mesthi saya pakai untuk mereview vocab. Tanya pada anak-anak. Setiap pertemuan 10 menit di awal pertemuan kita pasti mereview vocabulary yang dipelajari, yang sudah lalu. Kemudian nanti ditambah lagi ditambah lagi. Jadi pokoknya mereview vocabulary yang sudah dipelajari. Kemudian kemarin saya menugaskan kepada anak silahkan memakai cara apapun ... card, silahkan anak itu membuat kartu. Satu kartu tuliskan satu kosakata yang ingin kamu pelajari. Kemudian apa arti, apa artinya kemudian terapannya di kalimat apa karena kalau kelas 12 kan sudah tidak boleh mengerti 1 kata 1 arti kan. Tidak seperti SD lagi. Mesti mereka harus tahu well-nya well gimana yang berarti dengan baik, yang gimana sehat, yang gimana sumur. Water dan sebagainya. Jadi kemarin saya beri input untuk menambah kosakata mereka.

26. R : Materinya dari ...

T : Yang apa kita pelajari kemarin. Jadi review. Semacam review. Kita pembahasan Mbak. Setiap kali tidak hanya berbentuk teks. Kalau saya kan yang saya ajarkan kan dialog, ya Listening. Listening-nya bisa berbentuk dialog, bisa berbentuk narrative, bisa berbentuk apapun. Listening-nya itu. Lha itu kosakatanya yang masuk banyak sekali di sana. Tapi kan hanya kosakata tertentu yang sukar yang saya review, yang kemungkinan siswa belum tahu. Pembahasan pertama itu kita mbahas tentang Tsunami in Aceh. Sebenarnya bisa pakai games Mbak itu. Bisa pakai games kalau kita telaten itu anak bisa ngikutin pelajaran yang saya lakukan. Ya, pernah saya lakukan.

27. R : Kalau untuk mengarahkan siswa pada jawaban yang kemungkinan benar itu ada enggak?

T : Kalau kosakata kemarin kan saya sudah bilang ke anak, kemarin ngikuti to. Misalnya ada 5 a b c d e, yang satu ini berbeda dengan yang lain ha kemungkinan besar ini kalau missal kamu nggak tahu artinya. Malah justru kalau ... yang ini tahu jawabannya sama maka yang ini. Itu cara bodon-nya.

28. R : Dari sebelum dan sesudah persiapan UNas itu ada perubahan prioritas skill yang diajarkan nggak Bu?

T : Sangat ada. Kalau dulu saya ngajari anak memang bener Conversation yang saya tekankan tapi kemudian mendekati UN kita kan yang kita berikan kemarin menjadi ke Reading dan Listening-nya yang saya tekankan. Karena memang kan ... have you read the item test there? All are Reading okey ... Reading and Listening. Iya, semuanya kan itu ... Listening di Part 1, di bagian pertama itu Listening 15 nomor kemudian nomor 16 sampai nomor 50 Reading, sudah. UNas-nya kan seperti itu. Dan kita kan sudah punya ini ... jadi anak-anak kan sudah kita bagikan ini ... yang namanya Standar Kompetensi Lulusan. Iya. SKL. Tak templek di meja saya biar saya nggak lupa.

29. R : Apakah jumlah soal Reading dan Listening dalam UNas itu mempengaruhi penekanan skill yang diajarkan? Maksud saya karena Reading-nya lebih banyak maka penekanan mengajar Readingnya juga lebih banyak.

T : Iya. Iya jelas Readingnya lebih banyak. Listening-nya kan cuma jarang-jarang kita. Ya.

30. R : Kalau cara ngajarnya bagaimana Bu? Cara ngajar sebelum dan sesudah persiapan UNas itu?

T : Kalau sebelum persiapan kita kemarin mengajarkan Speaking, mengajarkan Conversation lebih banyak pada practice saya tu setiap ini langsung ngambil nilai untuk anak-anak misalnya pas ngajari yang

narrative ya anak-anak benar-benar bercerita. Kemudian ngajari yang mengungkapkan apa ha anak langsung praktek. Praktek. Praktek. Pokoknya saya tekankan pada praktek berbicara terus. Itu yang sebelum. Nah setelah itu kemudian kita harus menyiapkan yang ujian ya otomatis kita mbahas-mbahas soal-soal ujian itu. Ya jelas berbeda sekali. Sangat berbeda.

31. R : Lebih bervariasi ya Bu sebelum persiapan UNas itu?
T : Ya jelas. Jelas bervariasi yang sebelum. Yang setelah itu membosankan. Tapi ya harus. Harus. Tapi kan anak-anak juga diuji ujian lisan. Sekarang kan ujian praktek. Jadi kemarin yang kita ajarkan kan bukan muzabir, memang harus anak itu harus belajar. Ujian prakteknya dua. Untuk yang bahasa asing bentuknya interview, untuk yang bahasa Inggris monolog. Anak bercerita. Ada story telling, milih anak. Ada story telling kemudian ada apa ... bentuknya ya begitu ... jadi ada yang bercerita tentang unforgettable experience. ... My Unforgettable Experience. Kita ada kok materinya.
32. R : Setelah persiapan itu materinya kan diambil dari soal-soal itu, kalau sebelum itu materi yang digunakan selain dari Progress apa lagi?
T : Macem-macem e Mbak saya. Ada yang ngambil dari nggantung-nggantung. Ada yang bentuknya ... Ni kemarin anak suka pakai dadu. Ni main.
R : Kalau seperti ini berarti kelompok ya Bu?
T : Ya kelompok. Saya bagi kelompok. Terus ada kartu. Kalau pas ngajari speaking apa ... di bikin bikin seperti ini. Lha iya kita nggantung-nggantung. Itu lho yang bikin anak-anak jadi nggak bosan begitu. Kemudian masih ada lagi ni yang kemarin saya bukan dari buku tapi bikin sendiri, kita modifikasi dari ini. Tapi tidak ditempelkan dari kertas tebal sehingga ilang. Ada games, ada seperti ini ...
R : Ibu buat sendiri atau dari KKN-PPL?
T : Ada yang dari KKN-PPL, ada yang buat sendiri, ada yang download. Ini ini kemarin ... iya tugas anak-anak. Kan macem-macem. Ya banyak itu.
R : Ini poster ya.
T : Ya poster-poster. Itu kan pelajaran pas ada poster. Terus kemudian pas sebelumnya ini ndilalah ra neng kene nengo Mbak pada tak suruh ... tak suruh membuat apa itu, apa yo kemarin itu, Cuma anu ... yang kita ngajarin Description itu kan, tapi kan juga dilaminating gini biar rapi. Boleh binatang, boleh apa saja. Terus saya yang ngajarin anak tentang procedure ada apa namanya itu gambar ini eee makanan, cara langkah-langkah, ditugaskan ke anak, tapi kemudian untuk ngajari. Woo anak itu kreatif lho. Bener. Malah justru seneng. Wong kemarin itu yang pas narrative kelas 10 Itu ada yang kreatif sekali, membuat seperti wayang itu. Dari kertas. Dari kertas terus diwarnai itu. Wayangnya bukan wayang Jowo kita itu. Bukan. Wayang dari orang-orang, ha dibuat seperti itu terus diwayangkan. Omong-omongane itu terus diwayangkan. Datar gitu. Tapi dia kan main. Jadi kan membuat nyata, bagus. Lebih bervariasi.
33. R : Kalau penggunaan media sebelum dan sesudah persiapan UNas bagaimana?
T : Ya kalau pas persiapan UNas kan nggak pernah pakai media to. Medianya pakai tape itu. Itu selalu dipakai itu. Itu jeleknya itu. Jadi anak-anak mungkin juga merasa bosan. Pembelajarannya kan beda dengan sebelum persiapan UNas. Beda banget.
34. R : Selama ini ulangan hariannya menggunakan tes tertulis, tes lisan, atau kombinasi?
T : Kombinasi. Ya, kombinasi. Kalau yang tertulisnya, saya kan karena yang saya teskan itu conversation ya itu tadi ... membuat ... ada dibuat apa namanya saya berikan situasi tertentu terus buatlah dialog. Begitu yang tertulis. Kalau lisan jelas sekali.
R : Kalau membuat dialog itu berpasangan atau 1 orang sendiri-sendiri?
T : Kalau praktek ...
R : Menulis lho?
T : Kalau menulis sendiri. Jadi bener-bener kayak apa ya. Ada yang membuat dialaog berdasarkan situation ada yang melengkapi dialog.
35. R : Tes tertulisnya bentuknya mirip dengan Ujian Nasional?
T : Mirip dengan Ujian Nasional? Nggak ada Reading nya saya. Nggak ada.
36. R : Selama ini Ibu melihat kemampuan siswa itu bagaimana? Mereka lebih menguasai skill yang apa?
T : Ke-empat skill yang paling dikuasai anak ya sulit Mbak. Speaking itu paling lemah. Yang paling kuat Reading. Mungkin karena ditekankan ya. Kemudian Listening itu tak begitu sulit. Anak-anak itu kalau kita kasih soal Listening itu nggak kesulitan juga. Itu Listening. Speaking-nya itu kalau fluency-nya sih kadang-kadang dapat tapi accuracynya kurang. Itu Speaking. Accuracy-nya kurang. Ya. Writing juga begitu. Tapi anak-anak lebih bisa di Writing ketimbang Speaking. Masalahnya mungkin ada waktu ya untuk berpikir kalau Writing. Kalau Speaking kan apa namanya otomatis ... apa namanya spontanitasnya itu lho yang kurang. Ya kalau Speaking itu misalnya anak hanya Kan kalau maju Speaking itu lain, kalau misalnya menghafalkan itu bukan Speaking Mbak. Bukan Speaking itu. Speaking itu lebih spontan.

37. R : Dari dulu memang try out-nya banyak ya Bu?
 T : Nggak tahu sejak kapan sebanyak ini. Dulu itu nggak sebanyak ini. Dulu itu try out nggak ada. Adanya cuma TPHBS 1 kali sama try out dari kabupaten 1. Jadi hanya 2 kali kalau dulu. Kalau ini banyak kali sekarang. Try out yang terus menerus kayaknya Bantul ini Mbak. Kalau selain Bantul kayaknya nggak. Bantul itu try out-nya banyak sekali. Sudah?
38. R : I think so. Thank you.
 T : You're very welcome.

Interview 2

Day/ Date : Wednesday/ April 13, 2010
 Venue : Teacher Room
 School : SMA N 2 Bantul
 Duration : 23:51'

1. R : Ibu setuju tidak dengan pelaksanaan Ujian Nasional?
 T : Dengan pelaksanaan Ujian Nasional saya setuju setuju saja karena itu nanti untuk menjadi keseragaman antar daerah.
2. R : Kalau itu dijadikan sebagai salah satu penentu kelulusan bagaimana, Ibu setuju tidak?
 T : Saya tidak setuju kalau misalnya Ujian Nasional itu dijadikan sebagai penentu kelulusan karena masalahnya itu kan cuma ... katakanlah 4 hari ... 5 hari ... 6 hari. Enam hari, kalau hanya sebagai penentu pas saat anak itu di situ tidak fit ... ha itukalau misalnya anak pas fit oke no problem, tapi kalau pas tidak fit saat itu, padahal seperti kemarin, masalah-masalah kemarin yang di Jakarta itu katanya anak juara juara, akhirnya 4 hari 5 hari pas hari H-nya tidak fit, nah seperti itu ...
3. R : Apa tanggapan Ibu ketika pertama kali mendengar putusan MA yang katanya menghapus atau melarang Ujian Nasional? Ibu setuju tidak jika Ujian Nasional dihapuskan?
 T : Kalau dihapuskan sebenarnya saya tidak setuju karena antar sekolah satu dengan sekolah lain itu kan inputnya lain Mbak, sehingga kelulusannya tidak ada keseragaman seperti penentu misalnya ini bagaimana ... itu kelihatannya kok saling gimana ya ... tidak ada kesepakatan ooo ... ini misalnya kalau bahasa Inggris kayak gini ... ooo ... misalnya kalau Matematika seperti ini. Itu misalnya ada putusan ini harus dihapuskan...kelihatannya saya tidak setuju.
4. R : Jika itu dihapuskan pengaruh negatifnya terhadap proses belajar mengajar di kelas ada tidak Bu?
 T : Kelihatannya kalau misalnya dihapuskan ya ada. Ada pengaruhnya. Karena nanti kalau dihapuskan itu terus anak-anak nanti mengandalkan bagi guru-guru. Jadi itu akhirnya kalau misalnya dekat dengan guru nanti akan dinilai secara subyektif. Jadi kelihatannya seperti itu. Apalagi misalnya siswa yang di bagian OSIS, itu jelas seperti itu. Dekat dengan sekolah to. Mungkin sekolahan akhirnya akan menilainya secara subyektif, tidak secara obyektif.
5. R : Menurut Ibu sendiri Ujian Nasional dapat meningkatkan motivasi belajar siswa tidak?
 T : Ya dapat juga. Karena itu siswa harus belajar giat biar nanti ooo ...kalau tingkat nasionalnya sekian berarti bisa semakin giat.
6. R : Ini kan Bahasa Inggris menjadi mata pelajaran yang diujikan dalam Ujian Nasional, perasaan Ibu sendiri sebagai pengajar Bahasa Inggris itu merasa senang, bangga terbebani atau bagaimana?
 T : Merasa senang jika anak-anak itu nilainya bagus, tapi merasa sedih sekali jika anak-anak itu nilainya jelek. Walaupun kita dalam mengajarnya di kelas sudah semaksimal mungkin. Eneginya sudah tercurah di situ. Kalau dapat nilai bagus itu tu kita senang sekali, tapi kalau dapat nilai jelek lha itu... kendalanya.
7. R : Tapi itu membebani nggak sih Bu?
 T : Ya beban mental, jelas Mbak. Dikira nanti gurunya nggak bisa mengajar apalagi kalau ada anak yang nilainya jelek. Jelas punya anu Mbak ... Punya rasa beban mental kalau misalnya ada anak yang nilainya jelek khususnya untuk Bahasa Inggris.
8. R : Tapi sejauh ini kayaknya lulus 100% terus ya Bu.
 T : Alhamdulillah untuk SMA 2 selalu dan nilainya oke oke terus. Kemarin juga ada Bahasa Inggris yang nilainya 10.
 R : O ada?
 T : Iya.
 R : Tahun??

- T : Kemarin.
R : Satu siswa?
T : Satu orang, iya.
9. R : Kemudian dengan nilai SKL yang 5.5 itu menurut Ibu tinggi, terlalu tinggi, atau bagaimana jika diukur dengan kemampuan siswa di sini?
T : Itu sebenarnya tergantung inputnya Mbak. Misalnya input yang sekarang ini, yang kelas 3 sekarang ini dulu input-nya bagus-bagus. Berarti dengan nilai 5.5 saya anggap agak ringan. Tetapi untuk yang tahun kemarin katakanlah, nyuwun sewu, itu kan lulusan dari gempa sehingga kelihatannya Bantul itu diprioritaskan. Nilainya paling bagus to dulu se-DIY Bantul itu. Sehingga kelihatannya saya pikir itu cuma NEM NEM-an. Dari SMP itu NEM-nya itu tinggi-tinggi dulu itu, yang sekarang sudah lulus itu NEM-nya tinggi-tinggi. Lha tetapi dengan nilai tinggi itu belum tentu, anak-anaknya waduh, beda dengan sekarang.
R : Tapi NEM-nya itu kan dari Ujian Nasional juga to Bu?
T : Lha iya. Waktu itu pas gempa itu Mei kan. Pas Ujian Nasional juga to. Ya itu, akhirnya mungkin dipermudah atau bagaimana. Akhirnya ya begitu. Nek kelihatannya NEM NEM-an. Wong nyatanya yang Bahasa Inggris NEM-nya dapat 10 setelah diajar, dilatih, nggak bisa apa-apa. Ada juga yang nilai Matematika-nya 10 setelah didrill, didrill, ditanya, ditanya, akhirnya takut. Makanya itu dipertanyakan.
10. R : Kemudian tujuan pengajaran bahasa Inggris itu apa sih Bu, terutama kalau mengacu kurikulum terbaru?
T : Minimal anak bisa berbahasa Inggris, bisa berkomunikasi dengan bahasa Inggris. Minimal.
11. R : Kemudian program mempersiapkan siswa menghadapi Ujian Nasional dari sekolah itu apa saja Bu?
T : Karena Bahasa Inggris itu salah satu yang di-UNas-kan ya sudah, kita mengacu pada SKL. SKL-nya materinya apa ya itu yang diberikankan. Jadi SKL seluruh Indonesia itu kan sama. Misalnya SKL untuk tahun ini itu materinya ini ini ini. Jadi untuk menghadapi UNas saya mengacu ke SKL itu.
12. R : Ada les les juga Bu untuk mempersiapkan siswa?
T : Ada juga.
R : Itu mulai semester berapa?
T : Semester 1 sudah mulai. Jadi semester 1 ki memang sudah dikasih Paket Soal. Kita kan punya Paket Soal selama satu tahun, yang tebal-tebal itu. Kan ada Bahasa Inggris... yang diUAN-kan. Itu mulai semester 1 Mbak.
R : Tapi untuk yang sore ya, Bu.
T : He'em. Untuk sore hari.
13. R : Berarti untuk yang sore itu memang mulai semester 1 itu hari pertama kali masuk memang membahas soal.
T : Iya, he'em he'em. Dikasih soal, mbahas soal, dikasih soal, mbahas soal.
14. R : Kemudian yang pagi itu mulai membahas soal sejak bulan apa?
T : Semester 2.
R : Semester 2 itu ... Januari?
T : Januari. Iya.
15. R : Itu sudah ... maksudnya materi sudah distop?
T : Betul.
R : Tinggal soal, kemudian dari soal itu review?
T : Iya. Jadi kalau semester 1 itu masih pelajaran Semester 1. Terus mulai semester 2 karena TO, TO, TO. TO pembahasan, TO, pembahasan, TO, pembahasan kan kita ada 8 TO Mbak. Delapan TO. Lha terus itu diteruske TO, pembahasan, TO, pembahasan, kalau tidak ya terus ada soal yang lain, guru memberikan soal lain, terus nanti dibahas bersama.
R : Pokoknya semester 2 itu memang mulai pagi dan sore ...
T : Memang pembahasan. Iya, pembahasan soal terus.
16. R : Iya, karena memang kebanyakan siswa di sini juga penginnya setelah lulus kuliah.
T : Banyak, 50% lebih bercita-cita meneruskan ke perguruan tinggi.
17. R : Terus selama ini Ibu mengajarkan tips atau strategi untuk itu tidak, menjawab soal-soal UNas?
T : Gimana?
R : Misalnya mengarahkan siswa, ini lho kemungkinan jawaban yang benar, misalnya mereka tidak tahu artinya, atau kalau misalnya menghadapi soal-soal dalam teks itu, ada tipsnya, Bu?
T : Ya, ada. Misalnya kalau ini, seperti apa, mengisi pada missing words itu, dilihat sekitarnya, setelah ini diikuti oleh Noun atau diikuti oleh adjective ... Oo jelas kalau ini, walaupun tidak tahu artinya, misalnya oo ini diikuti oleh adjective, berarti cari option-nya yang adjective, gitu.
R : Itu yang Grammar ya, Bu.

- T : Ya. Kalau Reading kan juga kelihatan to Mbak. Kalau Reading kalau misalnya disuruh main idea. Disuruh main idea. Oo main idea-nya deductive atau inductive. Ooo berarti oo ini inductive, oo ini deductive. Kan sudah kelihatan sekali. Terus kalau misalnya jenis teksnya apa, jenis teksnya apa. Seperti tadi Discussion. Discussion setelah high fare ooo berarti kalau high fare itu disantavange. Anak sudah bisa menerka gitu. Jadi dikasih trik-trik oo gimana untuk cara mudah menganalisa soal. Seperti itu.
- R : Terus kalau ini Bu, kan ada soal yang menanyakan sinonim, antonym. Semacam itu. Ada nggak Bu tips-nya?
- T : Kalau seperti itu, kalau mencari sinonim, ya maksudnya depend on the teks ya. Sehingga kalau misalnya sinonimnya kayak gini mungkin antar teks satu dengan yang lain itu kadang lain Mbak.
- R : Beda konteks beda arti.
- T : Ya, jadi ya harus, gimana yo. Kalau misalnya sinonim sama antonym kelihatannya saya belum ada tips trik untuk yang mempermudah itu.
18. R : Kemudian dari ini sebelum dan sesudah persiapan UNas, ada perubahan prioritas skill yang diajarkan tidak Bu?
- T : Jadi kalau untuk menghadapi UNas, skillnya ya anak didrill mengenai Reading.
- R : Kalau Listening nomor 2 Bu?
- T : Ya Listening sama Reading. Jadi karena dalam UNas itu kan cuma Listening sama Reading. Sementara yang ini tadi kan Speaking sama Writing. Jadi kalau yang UNas itu hanya khusus Reading sama Listening.
- R : Mulai semester 2 ya Bu.
- T : Iya.
- R : Porsinya lebih banyak Listening apa Reading?
- T : Makanya kalau di sini terus akhirnya guru-guru yang di UNas-kan mata pelajarannya ditambah jam.
- R : Itu kan soal Listening 15 sementara Reading-nya 35, apakah juga mempengaruhi nanti yang lebih banyak didrillkan Reading-nya atau sama saja.
- T : Sama saja.
- R : Tapi yang jelas dua skill itu ya Bu karena memang di-UNas-kan.
- T : Iya.
19. R : Kalau cara mengajarnya sendiri bagaimana, ada perbedaan nggak Bu dari sebelum dan sesudah persiapan UNas? Cara mengajar Ibu? Kalau sesudah nanti kan mbahas soal, sebelum itu?
- T : Sebelum UNas atau sebelum apa?
- R : Sebelum persiapan UNas.
- T : Ya disesuaikan dengan silabus. Semester 1 itu masih mengacu ke silabus. Jadi silabusnya apa, materinya dalam silabus itu apa apa apa, itu yang kita ajarkan.
- R : Oo yang ada di RPP itu?
- T : He'em. Tapi kalau yang untuk semester 2 misalnya dalam silabus ada Review, itu sudah diangkat ke semester 1. Padahal kalau dalam silabus, Review itu semester 2. Tapi karena semester 2 itu hanya dipakai untuk pembahasan pembahasan pembahasan terus, akhirnya diambil alih yang Review harusnya semester 2 diambil alih ke semester 1.
20. R : Kalau materi sendiri bagaimana Bu, yang sebelum persiapan UNas itu apa saja? Kalau yang setelah persiapan kan tadi jelas, soal-soal.
- T : Dalam SKL itu kan ada. Tiap tahun kan dikasih SKL.
- R : Maksud saya buku-buku yang digunakan.
- T : Oo kalau buku yang digunakan, kalau dalam pembahasan soal ya diambil dari mana-mana Mbak. Sekiranya memang soal-soal itu ada dalam SKL, kasihkan saja. Seperti itu, kalau saya lho.
- R : Kalau yang sebelum persiapan UNas itu bukunya apa saja yang biasa Ibu pakai di kelas?
- T : Kalau yang biasa itu buku Look Ahead, terus ada dari buku apa itu, Progress, English for a Better Life, terus dari buku materi-materi yang soal-soal, PR-PR itu.
21. R : Kalau penggunaan media ada tidak Bu sebelum persiapan UNas?
- T : Masalahnya saya itu grammar. Kalau grammar, kalau saya pribadi itu ya ... paling cuma pakai kartu, atau apa, misalnya please arrange ini ini.
- R : Lebih banyak media itu untuk Speaking.
- T : Ya. Model Speaking, Listening.
22. R : Kalau untuk ulangan harian sendiri tes tertulis atau tes lisan atau kombinasi, bagaimana?
- T : Saya itu selalu tes tertulis, karena untuk grammar ya.
- R : Tekniknya itu apakah pilihan ganda, atau melengkapi paragraph ...
- T : Tes terstruktur jadi kayak, misalnya complete, ada kalimat incomplete disuruh melengkapi.
23. R : Kalau selama ini Ibu melihat siswa itu, kemampuan mereka itu lebih dominan yang mana, mereka lebih

- menguasai skill yang apa, dari ke-4 skill bahasa Inggris?
- T : Kalau anak sini, misalnya kalau untuk TO TO, Listeningnya mayoritas banyak yang betul. Jadi untuk Listening itu, saya pikir anak sini pendengarannya itu sedikit tajam. Jadi kalau misalnya dikasih Listening 15 soal, minim itu betul 10. Jadi saya pikir itu Oo anak ini untuk pendengarannya tajam, oo ini artinya apa, o itu kayak gini. Penangkapannya itu oke-oke.
24. R : Berarti pertama yang dikuasai itu keterampilan Listening ya dari hasil try out.
 T : Terus kemarin saya Lesson Study ke sini ya. Ndilalah sebagai subyeknya kelas 12, itu kan saya pas ngajar Speaking. Itu sampai guru-guru bahasa Inggris se-Bantul itu sampai nganu nggumun dengan anak-anak sini, karena Speaking saya ndilalah pas itu Discussion ya. Anak itu saya libatkan semuanya.
 R : Dibagi per kelompok bu?
 T : Per kelompok, tapi saya libatkan semuanya, semuanya ngomong. Makanya guru-guru itu merasa ... kok bisa Bu? Kok bisa. Kok bisa ngomong semuanya. Semuanya ngomong, pake bahasa Inggris. Pas discussion itu. Jadi satu kelompok saya kasih Discussion, materi-nya ini, terus misalnya ini yang Introduction-nya siapa, advantage-nya siapa, disadvantage-nya siapa, conclusion-nya siapa, itu misalnya gitu. Itu misalnya disadvantage lebih dari satu yo 2 anak. Satu kelompok itu 6 anak.
 R : Berarti sekitar ada 6 kelompok
 T : He'em. Di dalam kelas itu nggerombol. Guru-guru itu wuh ... kok bisa semuanya bisa ngomong bahasa Inggris.
 R : Berapa Bu itu gurunya yang Lesson Study?
 T : Sepuluh. Dari SMA 1, dari SMA Pleret, dari SMA Kasihan, dari SMA Sewon, dari SMA Banguntapan, dari SMA Sanden.
 R : Kelas berapa tadi Bu, kelas 10?
 T : Siapa?
 R : Itu tadi yang Lesson Study.
 T : Ha itu tergantung gurunya. Kalau saya kan ngajar di kelas 3, jadi subyek-nya kelas 3.
 R : Oo kemarin kelas 3?
 T : He'em. Kemarin saya kelas 3, 3.IPA 2. Itu rame sekali. Saya ngajar Speaking, pas Discussion. Itu makanya pas penutupan SMA 2 terangkat, karena Ekonomi-nya juga bagus ya. Terus lesson study Bahasa Inggris-nya juga oke. Pokoknya SMA 2 oke kemarin.
 R : Bulan apa itu Bu? Semester 1?
 T : Iya, semester 1.
 R : Kalau seperti itu siswa sebelumnya sudah diberitahu atau itu mendadak?
 T : Ya itu secara mendadak. Jadi misalnya ya, saya tanya sama Pak Gono: "Pak, Reading-nya sudah sampai apa?" Kalau Reading-nya sudah sampai bab Discussion ya, berarti untuk Speaking-nya jelas udah bisa ya. Karena dalam Reading itu diajari oo construction-nya bagaimana, language feature-nya bagaimana, sehingga nanti dalam Speaking ooo kalau teksnya seperti ini berarti Discussion. Sehingga Discussion itu criteria-nya gini gini gini, anak sudah tau, sehingga anak misalnya dikasih topic ini, o kalau discussion itu background-nya oo misalnya kalau opening kayak gini, ada pro-nya, ada kontra-nya ya, seperti itu. Jadi kalau misalnya awal sudah diberi Pak Gono, "Pak Gono sudah kasih Reading mengenai Discussion?" "O sudah, Bu." O berarti kalau sudah, berarti saya sudah berani memberi Speaking. Jadi sebenarnya yo saling berkaitan antara Reading, antara Speaking, dan lainnya. Jadi jauh-jauh sebelumnya saya sudah Tanya sama Pak Gono yang ngajar Reading, itu sudah dikasih belum materi ini kalau belum saya belum berani masalahnya selain karena Speaking itu ngomong ya, anak kan nggak tau o misalnya untuk jenis teksnya seperti apa to, Discussion itu seperti apa to, sehingga tidak bisa. Koherensinya itu tidak ada.
25. R : Itu tadi yang kelas XII, skill yang paling mereka dikuasai apa Bu?
 T : Jelas Listening itu, kalau membahas soal, itu mesti anak itu dari 15 itu 10 betul.
 R : Setelah Listening apa Bu? Misalnya digrade, diberi level 1, 2, 3, 4.
 T : Reading. Listening terus Reading, Speaking, baru Writing. Writing ki dho ra iso.
 R : Kebanyakan grammar-nya mungkin ya Bu yang acak-acakan.
 T : Iya, spelling-nya itu juga nggak bisa. Walaupun sudah dikasih o teorinya kalau Discussion seperti ini, kalau Recount seperti ini, tapi pas Writing, prakteknya, yo sulit. Hubungannya dengan vocab.
 R : Apakah itu karena pengaruh ini Bu, karena yang didrillkan itu lebih banyak Listening sama Reading?
 T : Itu karena Reading kan semakin dengan kita apa itu, semakin banyak mengajar Reading itu kan enrich vocabulary, memperkaya to Mbak. O akhirnya karena dalam Reading itu misalnya dulu ada sinonimnya ini apa terus antonimnya apa. Seperti itu.
26. R : O begitu ya Bu. Sudah Bu ini wawancaranya, terimakasih Bu Ruri waktunya.
 T : Ya.

Interview 3

Day/ Date : Friday/ March 12, 2010
Venue : In front of Classroom XI.IPA 1
Duration : 11:35'

R : Researcher
S : Student

1. R : Maaf, dengan Adik siapa?
S1 : Monik.
2. R : Menurut Adik Ujian Nasional itu penting apa nggak?
S1 : Ya..penting.
R : Pentingnya kenapa?
S1 : Soalnya kita bisa mengukur kemampuan kita. Ya...seberapa paham kita tentang pelajaran itu. Kan itu juga syarat kelulusan juga sih.
3. R : Setuju berarti dengan pelaksanaan Ujian Nasional?
S1 : Setuju setuju saja ya Mbak.
R : Kalau dijadikan sebagai penentu kelulusan?
S1 : Nggak.
R : Kenapa tidak setuju dengan hal itu?
S1 : Ya...kita kan nggak egois Mbak. Kita juga mikir teman-teman kita yang ada di Timur. Itu kan juga... Kita tahulah keadaan mereka gimana di sana. Jalannya tu susah banget, mau sekolah aja susah. Terus apalagi denger-denger kabar gurunya di sana juga nggak memenuhi syarat jadi guru di sana, pada malas ngajar. Kan juga kasihan to Mbak kalo dijadikan penentu kelulusan.
R : Jadi setujunya pada poin sebagai alat ukur, begitu?
S1 : Iya.
4. R : O, begitu. Terus kalau bagi Adik sendiri, Ujian Nasional itu menjadi beban tidak? Dengan SKL-nya mungkin, dengan sebagai syarat kelulusannya mungkin..
S1 : Ya sebenarnya UN itu menjadi bebannya itu karena penentu kelulusan itu lho Mbak. Menjadi bebannya karena itu. Ya...kalau ditinjau dari anak sekolahan ya enggak sih, emang anak sekolahan namanya ujian anak sekolah kan emang wajib. Jadi ya biasa-biasa aja.
5. R : Terus sejauh ini, untuk persiapan Ujian Nasional apa saja yang sudah dilakukan?
S1 : Ya...mungkin belajar, try out, terus berdoa aja Mbak. Itu.
R : Kalau try out-try out di luar sekolah sering tidak?
S1 : Ya. Di bimbél.
R : Oo...ikut bimbél juga?
S1 : Iya.
R : Sudah mulai sejak kapan itu?
S1 : Kelas 3 baru.
6. R : Memang ikut bimbél nya khusus persiapan UN? Bukan mata pelajaran umum?
S1 : Bukan.
7. R : Terus ada waktu-waktu khusus untuk mempelajari soal-soal UN?
S1 : Tiap malem aja. Kalau malem.
R : Tiap malem? Berapa jam durasinya?
S1 : 2 jam mungkin. 2 jam, itu udah maksimal.
R : Itu 1 mata pelajaran atau...?
S1 : Tidak. Itu ya...tergantung mood kita sih Mbak. Kalau mau ini ya ayo...mau ini ya ayo...
8. R : Kalau untuk persiapan UN bahasa Inggrisnya sendiri bagaimana?
S1 : Kalau menurut saya, kalau bahasa Inggris dibilang susah enggak dibilang enggak juga susah. Soalnya kan...untung aja UN-nya ini kan nggak mempelajari grammar. Ya jadinya modal tau arti aja gitu lho, itu pasti udah bisa ngerjain. Jadinya banyak belajar tentang arti-arti aja, kosakata-kosakata aja.
R : Berarti sejauh ini yang diutamakan untuk dipelajari dalam bahasa Inggris itu vocab-nya?
S1 : Iya..he eh.
9. R : Kemudian ini, bahasa Inggris sendiri bagaimana, penting apa tidak?
S1 : Penting sih , penting penting Mbak. Soalnya kan...Kita udah masuk era global kan. Pasar dunia itu kan. Untuk menghadapi itu...persaingan sama luar... itu kan juga perlu bahasa Inggris.

10. R : O ya, itu bahasa Inggrisnya ya. Kalo UN bahasa Inggris-nya sendiri bagaimana? Penting atau tidak?
S1 : Penting juga sih Mbak. Soalnya kan...ya... gimana ya... Bahasa Inggris tu sekarang jadi... udah jadi bahasa... bahasa dunia gitu lho. Jadinya ya penting.
11. R : Skill yang disukai apa?
S1 : Aku suka... speaking!!!
R : Speaking?
S1 : Ya.
R : Terus kenapa selama ini lebih banyak waktu untuk belajar vocab kalau tidak salah?
S1 : Ya kan soalnya ini... mau ujian ini lho Mbak. Jadinya ya lebih ke yang di depan mata dulu aja. Gitu.
12. R : Tips dan trik untuk menghadapi Ujian Nasional apa saja?
S1 : Tips-nya... e... optimis saja Mbak... optimis, belajar, terus... berdoa sama Tuhan. Ya kalau bisa tu jangan gugup, anggap itu Ujian Nasional itu kayak ulangan harian biasa gitu lho Mbak, terus pengawasnya juga dianggap aja gurunya sendiri.
R : Kalo dari guru bahasa Inggrisnya sendiri tipsnya seperti apa?
S1 : Waduh... belum dikasih ya? Belum dikasih kayaknya Mbak.
S2 : Nggak pernah dikasih Mbak, nggak pernah masuk... gimana mau ngasih.
R : Selain Pak Gono ada kan ?
S2 : Kalo Bu Ruri itu ngasihnya cuma ini aja ... apa ya... biasanya ... Kalo Bu Ruri kan pernah ngomong gini... kalo bacaannya kan banyak.. gitu, kita carinya itu... per paragraph itu maknanya aja gitu lho mbak, jadi... oo kita baca soal baru baca ininya dulu... gitu jadi bisa lebih cepet... katanya Bu Ruri gitu. Juga lumayan sih udah diterapin lumayan cepet. Kan biasanya kalo bacaan itu kan pasti cuman yang dicari itu... apa ya.. kalo nggak sinonim, antonym, terus sama apa ... main idea itu juga kan. Itu kan kebanyakan kayak gitu. Jadi itunya aja yang dipelajari.
R : Yang diluar itu tidak dipelajari?
S2 : Yang di luar itu ya... sedikit cuman nggak terlalu memperdalam.
13. R : Selama ini bagaimana untuk guru-guru bahasa Inggrisnya sendiri, kalau mengajar di kelas lebih menekankan skill apa?
S1 : Macem-macam Mbak.
S2 : Kan gurunya beda-beda.
S1 : He em.. Kan ada tiga guru ya, yang satu itu grammar, yang satu speaking, dan yang satu itu... eee... apa sih pak Gono itu?
S2 : Conver... eh... apa sih... Reading.
S1 : He eh. Reading. Tapi sekarang tu yang buat UN ini yang Reading ya.
R : Reading dengan... Listening itu?
S1 : Listening iya. Tapi kan Listening tu... ehm... guru-guru itu udah pada ngira kalo kita semua udah bener-bener bisa. Soalnya kan... Listening kan termasuk dasar to Mbak, kan ada ungkapan.. terus kan udah pada dapat dari SMP, jadi dikira udah mateng.
14. R : Berarti jarang diajarkan ya waktu persiapan UN, Listening-nya?
S2 : Kalo dulu itu malah waktu semester 1 sering. Waktu semester 1 udah digembleng kalo Listening.
15. R : Itu Listening yang semester 1 itu persis seperti... ini.. Listening untuk UN?
S2 : Iya.
R : Bentuk-bentuknya?
S1 : Iya.
R : Memang diarahkan ke situ ya, biar mulai terbiasa.
S1 : Iya.
16. R : Berarti untuk persiapan UN ini skill yang ditekankan itu, Reading ya, dari tiga guru itu... eh... kalian cuma diajar oleh Pak Gono ya? Dan kosong begitu? Kalian seneng kan kosong?
S1 : Ya... seneng gimana... he.. he...
S2 : Ini kan yang mbahas... maksudnya mbahas-mbahas TO itu kan Pak Gono ya, Kalo Pak Gono-nya sendiri nggak pernah masuk kita mau mbahasnya nggak ngerti juga kan mbak, cuma mbahas bareng sama temen temen itu aja. Kalo masuk kan ya lumayan bisa tau... o yang ini harusnya kayak gini bukan gini... .
17. R : Kalo metodenya bervariasi enggak sebelum persiapan UN? Metode yang digunakan oleh guru? Ada variasi? Kalau misalnya persiapan UN mungkin lebih focus pada metode tertentu ya. Tapi mungkin sebelum persiapan UN itu ada variasi metode mungkin?
S2 : Mungkin di bimbil, biasanya kalo metode-metode itu di bimbil.
S1 : Kalo dari gurunya biasa aja

- R : Biasa aja maksudnya gimana?
 S2 : Ya...ngikutin alurnya...
 R : Alur dari...apa? Alur dari buku teks...alur dari...Materinya itu apa yang digunakan? Panduan materinya itu lho...dari buku teks, dari koran, majalah atau dari soalnya langsung? Sebelum persiapan Ujian Nasional lho, sebelum membahas soal-soal itu lho maksud saya,.
18. S1 : Dari apa yo...
 R : Kalian menggunakan buku atau apa?
 S2 : Buku...kita buku, tapi bukunya itu langsung soal-soal itu lho Mbak.
 R : Ooo...seperti LKS begitu?
 S1 : Itu yang punya gurunya ya, kita cuma di...copy-annya doang selebar-selebar gitu
 R : Tiga guru seperti itu?
 S1 : Kebanyakan iya. Yang Bu Ruri dan Pak Gono iya.
 R : Dari semester 1?
 S1 : He eh.
 R : Bukunya memang isinya cuma kumpulan soal itu?
 S1 : Ya mungkin diatasnya ada uraian dikit tentang penjelasan ini bla...bla...bla... terus rumusnya ini S tambah ini tambah ini. Seperti itu.
 R : Tapi intinya memang untuk itu ya mengasah kemampuan siswa menjawab soal-soal.
 S1 : Iya.
 R : Dari semester 1 ya?
 S1/S2 : Iya.
19. R : Kemampuan Speaking-nya diasah nggak waktu semester 1?
 S1 : Ya, diasah. He eh.
20. R : Ada penggunaan media-media tertentu di kelas selain buku teks?
 S1 : Ada,
 R : Misalnya?
 S1 : Misalnya sering bawa radio tape ya?
 S2 : Itu buat ini... Ntar suruh dengerin abis itu terus di suruh maju ngungkapin lagi apa yang sudah di dengar gitu.
 R : Selain radio tape?
 S1 : Itu LCD. Di lab.
21. R : Kalo ulangan hariannya sendiri bentuknya seperti apa?
 S1 : Ya seperti itu.
 R : Tes tertulis, tes lisan?
 S1 : Tertulis. Tertulis ada lisan juga ada.
 S2 : Tertulis itu buat Bu Ruri. Lisan itu Bu Ndhadhari. Kalo Pak Gono itu...he...he...he...nggak ada.
 R : Pak Gono seperti apa?
 S2 : Kalo kemarin itu teks.
22. R : Kemudian persiapan UN sudah mulai bulan apa?
 S2 : Semester satu akhir itu kita udah mulai siap-siap.
 S1 : Udah mulai siap-siap buat UNas.
 R : Di mulai dari itu ya materi-materi.
 S1 : Mengulang materi dari kelas 1.
23. R : Tapi ada ulangan harian nggak pas persiapan UNas?
 S1 : Nggak ada. Kalau persiapan UNas nggak ada. Bener-bener membahas soal UNas. Apa yang belum jelas ditanyain.
24. R : Saya kira cukup, makasih ya. Thank you.
 S1 : Ya.

Interview 4

Day/ Date : Friday/ March 12, 2010
Venue : School garden
Duration : 09:57'

1. R : Kita mulai dari ini. Menurut kalian Ujian Nasional itu penting atau nggak?
S1 : Penting sekali.
S2&S3 : Penting.
S4 : Penting tapi yo itu Mbak, tidak untuk menjadi standar kelulusan.
R : Kalian bertiga setuju dengan poin itu, tidak menjadi standar kelulusan?
S1 : Sethithik.... (*Sedikit*)
S1 : Ho oh dhing setuju.
R : Kalau sebagai alat ukur setuju ya?
Ss-all : Ya, setuju.
2. R : Jadi kalian setuju tidak jika UN itu dihapuskan?
S3 : Yo bukannya dihapuskan, tapi yo itu tadi lho Mbak...
S4 : Ketoke ra puas yo nek dihapuske.
S3 : Soale ki nek guru subyektif ngono kae lho.
S3 : Yo tapi nggak kok...nggak lulus Ujian Nasional terus nggak lulus, kan yo kasihan to. Ada temen di kelas itu pinter tapi pas UN sial. Kan kasihan juga.
S4 : Bejo bejan.
3. R : O begitu. Kalau menurut kalian bahasa Inggris itu penting, sangat penting, cukup penting atau tidak penting? Bagaimana?
Ss-all : Penting.
S3 : Bahasa internasional to Mbak.
4. R : Kalau dimasukkan dalam UN, kalian setuju dengan hal itu?
S3 : Yo setuju Mbak. Dari SMP kan sudah ada UN bahasa Inggris kan.
5. R : Terus sejauh ini persiapan-persiapan yang kalian lakukan untuk menghadapi Ujian Nasional besok itu apa saja?
S4 : Mengerjakan soal.
S3 : Nambah vocab.
S3 : Trus opo yo?
S3 : Nek aku muk nggarapi soal kok.
R : Dari guru itu ya?
S3 : Iya, dari guru.
S4 : Cari-cari soal.
S3 : Beli buku.
R : Cari-cari soalnya di mana saja?
S3 : Dari tempat temen, internet.
S4 : Perpus.
R : Itu tadi Kathrin beli ya?
S3 : Iya, di shopping kan banyak kumpulan soal-soal ujian.
6. R : Kalo dari skill. Keterampilan apa apa yang lebih kalian utamakan untuk dipelajari?
S4 : Speaking.
S3 : Grammar.
S3 : Vocab. Kabeh. Yo semuanya penting lah Mbak. Tapi kalau yang paling penting mungkin Speaking.
7. R : Speaking ya. Mendekati UNas ini, skill yang biasa atau sering dipelajari apa?
S3 : Listening sama Reading.
R : Berarti untuk persiapan UNas, skill-skill yang lain di luar Listening dan Reading itu jarang dipelajari ya?
S4 : Yo tetep.
S3 : Ya dipelajari, tapi jarang.
S4 : Soalnya kalo grammar kan nggak masuk.
S3 : Tapi nek mau masuk perguruan tinggi tetep harus dipelajari.
8. R : Berarti kalo misalnya UN itu di dalamnya ada poin-poin seperti grammar, Speaking dan Writing itu

- nanti juga cara belajar kalian menyesuaikan, begitu?
- S3 : Iya, menyesuaikan materi.
- R : Berarti UN berpengaruh terhadap pembelajaran kalian ya?
- S3 : Sangat Mbak.
- R : Dari apa saja pengaruhnya? Materi tadi kan jelas, terpengaruh skill. Terus apa lagi?
- S3 : Pertama dari cara belajar.
- R : Cara belajarnya gimana?
- S3 : Ya harus bertahap Mbak. Kalo langsung nggak bisa.
- R : Tahapannya gimana Mbak Kathrin?
- S3 : Ya sedikit-sedikit. Ya...ngerjain soal, yang nggak tahu ditanyain.
9. R : Ada tips atau trik atau strategi khusus dalam mengerjakan soal-soal UN?
- S4 : Percaya diri.
- S3 : Jujur.
- R : Dari guru-guru bahasa Inggris mungkin memberikan? Tips ini lho cara menjawab soal, kalo misalnya tidak tahu artinya berarti ini..ini..ini... .
- S3 : Keto ke ra tau dikandhani yo.
- S4 : Mungkin untuk pelajaran yang lain seperti Matematika, kan itu ilmu pasti to.
- R : Kalo bahasa Inggrisnya, misalnya tidak tahu artinya itu cara mencari jawaban yang mungkin benar bagaimana?
- S4 : Kamus.
- R : Kan besok tidak boleh bawa kamus, Dek.
- S4 : Kira-kira.
- S3 : Feeling.
10. R : Kemudian materi yang digunakan guru saat mengajar di kelas itu apa? Materi kan banyak, ada yang dari buku teks...
- S3 : Teks.
- S4 : Mbahas soal ya.
- R : Teks dari buku teks atau dari kumpulan soal-soal?
- S3 : Ya soal-soal.
- R : Itu sejak kapan?
- S3 : Itu kan mulai kelas 3 dikasih kumpulan soal-soal itu lho.
- R : Mulai semester 1?
- S3 : Ya...itu kan dari mulai pertama masuk. Pertama les itu udah dikasih kayak kumpulan soal-soal materi yang diujikan, soal-soal ujian nasional yang kemarin, try out-try out yang tahun kemarin.
- R : Itu khusus bahasa Inggris atau semua?
- S3 : Semua.
- R : Semua yang masuk dalam UN ya. Berarti begitu masuk kelas 3 ini, materi yang dibahas kebanyakan dari situ, kumpulan soal itu?
- S3 : Tapi pertama itu materi.
- S3 : Nek pagi mbahas materi yang kelas 3 dulu sama UNas.
- R : Tapi kalo les itu mbahas soal?
- S3 : Iya, les yang sore itu mbahas soal-soal. Pagi mbahas yang kelas 3. Kalo udah selesai ngulang kelas 1.
- R : O...pagi itu berarti dari buku teks. Tidak melulu soal begitu?
- S3 : Selingan.
11. R : Itu sejak semester 1 sudah ada les?
- S3 : Sudah.
- R : Mulai masuk sudah dicanangkan, jadi berapa minggu kemudian itu sudah ada to?
- S3 : Dari kelas 1, 2, 3 sudah ada les. Kelas 1 bahasa Inggris seminggu 2 kali.
- R : Tapi khusus yang membahas soal-soal ini les kelas 3 sore itu ya?
- S3 : He em.
12. R : Ada penggunaan media tidak? Media-media pengajaran yang digunakan di kelas selain buku ada tidak?
- S3 : Kaset.
- R : Ada lagi?
- S4 : Tape. Kalo di lab itu ada Listening.
13. R : Bentuk-bentuk soal ulangan hariannya seperti apa? Teks tertulis apa tes lisan?

- S4 : Tertulis.
 S3 : Tertulis ada. Lisan ada.
 R : Lebih banyak yang mana?
 S3 : Tertulis.
 R : Tes tertulisnya itu apakah sama seperti format Ujian Nasional. Jadi ada Reading-nya misalnya, soal-soalnya itu persis. Jadi teksnya misalnya menggambarkan apa. Atau ...
 S3 : Biasanya cuma merubah ini ke ini gitu.
 R : Grammar maksudnya?
 S3 : Iya. Kayak aktif ke pasif. Kalo ada kalimat aktif dipasifkan.
 R : Itu yang Bu Ruri. Kalo Pak Gono dan Bu Ndhadhari?
 S4 : Kalo Pak Gono kayaknya nggak pernah ulangan.
 R : Pak Gono nggak pernah ulangan?
 S3 : Pernah sih, tapi cuma ngerjain soal.
 R : Kalo Bu Ndha bentuk ulangannya seperti apa?
 S3 : Kayaknya nggak pernah ulangan deh.
 S3 : Speaking. Nanti dinilai kalo Speaking.
 S4 : Nanti suruh buat teks. Teks procedure.
 14. R : Kalian sendiri suka nggak dengan bahasa Inggris?
 S3 : Ya, suka.
 15. R : Dulu motivasinya masuk sekolah ini apa? Kok nggak ke sekolah-sekolah yang mendalami ilmu agama seperti madrasah misalnya atau SMA yang Muhammadiyah misalnya. Kenapa memilih sekolah umum?
 S3 : Emang keinginannya udah pengen sekolah umum.
 16. R : O begitu. Rencana setelah lulus?
 S3 : Kuliah.
 R : Kuliah. Semua, berempat?
 S4 : Iya.
 17. R : Jadi memang harus lulus UN karena itu ya, harus kuliah.
 S3 : Ya, tapi sekarang kan sama aja. Maksudnya nilai dari UN nggak dipake ke Perguruan Tinggi to.
 R : Kalo misalnya dipake bagaimana. Ada usaha lebih keras lagi?
 S3 : Iya, lebih keras.
 R : Kalo nggak dipake biasa aja?
 S4 : Ya keras, tapi ora sekeras nek dipake masuk ke PT.
 R : Biar besok nggak ini ya kerja keras 2 kali. Oke, makasih ya.
 Ss(all) : Ya.

Interview 5

Day/ Date : Saturday/ March 13, 2010

Venue : Class XII.IPA3

Duration : 08:48'

1. R : Adik setuju dengan pelaksanaan Ujian Nasional?
 S : Setuju.
 R : Kenapa?
 S : Ya soalnya kan kalo seumpamanya yang meluluskan itu dari sekolah kita tidak tahu kualitas antar siswanya, kan berbeda-beda dari satu sekolah dengan sekolah lainnya, misalnya ada UNas kualitasnya kan nanti sama keluarannya.
 R : Kalau sebagai syarat kelulusan, setuju nggak pada poin itu?
 S : Ya. Sejauh ini setuju-setuju saja.
2. R : Bahasa Inggris sendiri bagaimana menurut Adik, sangat penting, penting, atau cukup penting?
 S : Menurut saya sangat penting soalnya kan kalo kita kembali ke dunia luar itu kan bahasa Inggris sangat penting untuk kalo kita mencari pekerjaan yang lebih bonafit. Kan bahasa Inggrisnya lebih harus bisa dikuasai.
3. R : UN bahasa Inggris mempengaruhi cara belajar Adik nggak? Dari format soal-soalnya? Bentuk-bentuk

soalnya?

S : Ya. Sebenarnya kan kalo kita mempelajari soal-soal yang UNas itu kan udah ada polanya tersendiri. Jadinya kita mudah untuk menebak soal selanjutnya.

4. R : O begitu. Berarti ada tips-tips khusus untuk mencari jawaban soal yang benar?

S : Iya.

R : Bagaimana tipsnya?

S : Ya dilihat dulu soalnya. Misalnya kalo soal Reading itu dibaca dulu pertanyaannya apa, yang dimaksudkan apa terus nanti dicari pokok-pokoknya dalam paragraf tersebut.

5. R : Berarti ada pengaruhnya ya.

S : Iya.

R : Termasuk dalam ini prioritas skill yang dipelajari? Itu kan UN ada 2, Listening dan Reading. Apakah itu mempengaruhi?

S : Ya.

R : Bagaimana pengaruhnya?

S : Kalo melihat ke UN otomatis kita harus lebih banyak berlatih untuk Listening dan Reading-nya. Kalo untuk yang Speaking dan Writing-nya ya mungkin dipelajari juga penting, tapi kan kita fokusnya ke UN dulu.

6. R : Persiapan untuk menghadapi UNas dilakukan sejak bulan apa?

S : Bulan opo yo.

R : Semester 1? Semester 2?

S : Semester 1 tapi akhir.

R : Itu dari sekolah?

S : Iya dari sekolah.

7. R : Bagaimana persiapannya? Dalam bentuk apa?

S : Biasanya itu cuma...kan ada...dari sekolah ada paket latihan soal biasanya cuma pembahasan-pembahasan soal dari paket soal tersebut.

8. R : Ada tidak perubahan proses belajar mengajar sebelum dan sesudah persiapan UNas?

S : Banyak.

R : Misalnya?

S : Sebelum persiapan biasanya materi-materi dulu diselesaikan. Nanti kalau sudah masuk ke persiapan kita focus ke soal-soalnya, pembahasan soal-soalnya.

R : Kumpulan soal-soal itu?

S : Iya.

R : Udah dijadikan satu paket?

S : Iya.

9. R : Kalo dari segi materinya, bagaimana materi yang sering digunakan sebelum persiapan UNas?

S : Kalo di sini pake modul. Jadi gurunya itu buat modul. Modul kayak LKS itu. Nanti di dalamnya ada materi-materi yang harus dipelajari di kelas XII.

R : Kalo buku seperti Progress atau semacam itu bagaimana?

S : Iya. Gurunya pake tapi tidak mewajibkan siswanya punya.

R : O begitu. Tapi kebanyakan siswa di sini membeli tidak?

S : Nggak. Soalnya udah ada modulnya. Soalnya gurunya juga bilang: "Ya udah pake modul aja". Nanti seumpama pake Progress, siswanya disuruh fotokopi.

10. R : Metode mengajar yang digunakan guru seperti apa?

S : Kalo biasanya tu ada diskusi. Jadi ada per kelompok, misalnya kalo materi Discussion nanti per kelompok membuat teks lalu suruh maju ke depan mendiskusikan.

11. R : Terus tempat duduknya sebelum persiapan UNas itu sama seperti ini atau ada perubahan?

S : Ya nggak sih. Kalau pas berkelompok itu paling yang duduk di depan balik ke belakang.

R : Berarti nggak ada perubahan ya?

S : Enggak.

12. R : Bagaimana dengan role play atau simulasi, pernah dilakukan tidak?

S : Enggak pernah.

13. R : Sering disuruh mencari artikel-artikel di koran nggak?

S : O kalo artikel jarang. Tapi biasanya kalo untuk tugas-tugas itu... kalo dari Pak Gono cari bentuk-bentuk teksnya nanti suruh di perpustakaan atau cari di internet.

14. R : Kalau ciri-ciri ngajarnya Bu Ruri dan Bu Ndhadhari gimana?

S : Kalo Bu Ruri itu ngajarnya gimana ya... pake diskusi itu. Kalo Bu Ndha, kan kalo kelas XII kan pelajarannya

- Bu Ndha banyak yang hari libur. Jadinya, biasanya cuman kalo Listening ya ke lab.
15. R : Ada team teaching nggak?
S : Team teaching nggak ada kayaknya. Soalnya kalo bahasa Inggris di sini kan dibagi jadi tiga. Berarti gurunya tiga. Jadi udah masuk kayak gitu.
16. R : Ada perubahan skill nggak, maksud saya ada penekanan pada skill tertentu nggak?
S : Ya. Ada.
R : Misalnya bagaimana?
S : Ya misalnya kalau skill yang buat Listening itu kan nanti latihan Listening terus. Kalo Reading ya disuruh itu terbiasa membaca artikel atau teks.
R : Berarti setelah persiapan UNas itu Speaking dan Writing alokasi waktunya sedikit ya?
S : Ya.
R : Atau hampir sama sekali nggak ada?
S : Ga pernah kayaknya.
R : Nggak pernah. Berarti siswa jarang dilatih ya kemampuan berbicaranya?
S : Ya kalau kemampuan bicaranya biasanya kalau dari gurunya itu diskusi nanti kan ditanyain, nah dari situ nanti siswa bisa menjawab.
17. R : Bagaimana dengan penggunaan media?
S : Media? Ya biasanya kalau ... kayak yang di lab kemarin pake tu kan LCD gitu.
R : Kalau dikelas?
S : Ya kalau di kelas biasanya pakai radio tape.
R : Sama modul?
S : Iya.
18. R : Yang terakhir, bentuk-bentuk ulangan hariannya seperti apa? Tertulis atau lisan?
S : Tertulis. Biasanya kalo dari Bu Ruri itu tertulis. Dari Pak Gono itu juga tertulis. Kalo Bu Ndha itu biasanya lebih ke Listening sama Speaking. Nanti siswanya disuruh menghafalkan teks lalu siswanya suruh maju ke depan buat Speaking.
R : Formatnya sama nggak dengan Ujian Nasional?
S : Beda ya? Kalau Ujian Sekolah beda, karena ada yang membahas Grammar.
R : O tergantung pembagian gurunya tadi ya.
S : Ya.
19. R : Oke. Makasih ya.
S : Ya.

Interview 6

Day/ Date : Saturday/ March 13, 2010
Venue : Class XII.IPA3
Duration : 08:48'

1. R : Adik setuju nggak dengan pelaksanaan Ujian Nasional?
S : Kalau saya kurang setuju ya, karena kan kayaknya UN itu menekan siswa. Kan masih ada alternative yang lainnya, kayak gitu.
R : Karena menekan siswa. Dalam arti membebani?
S : Iya. sedikit membebani.
R : SKL-nya atau?
S : Saya rasa lebih ke system pendidikannya ya. Karena system pendidikan yang sekarang itu kan ee kayaknya siswa itu lebih focus pada butir-butir soal. Kayak gitu. Jadi kan untuk menyelesaikan masalah-masalah soal. Tapi masalah-masalah lainnya itu kayaknya nggak bisa selesai.
R : Menguasai atau memahami materi gitu?
S : Iya.
R : Jadi lebih ke yang penting bisa menjawab soal.
S : Iya.
R : Kalau itu dijadikan sebagai standar kelulusan bagaimana?
S : Saya nggak setuju juga ya Mbak ya. Karena kan ya itu tadi, kembali ke beban mental itu sendiri.
2. R : Berarti menurut Adik, UN itu penting atau tidak penting?

- S : Sebenarnya penting juga sih kalau untuk mengukur kemampuan siswa. Tapi kan kita tidak boleh melihat yang di atas, kita masih bisa melihat ke bawah. Siswa yang masih kurang itu mau diapakan.
3. R : Kalau bahasa Inggris sendiri bagaimana, sangat penting, penting, atau cukup penting?
S : Kalau saya sendiri sih cukup penting ya. Karena kan bahasa Inggris itu kan selain bahasa internasional, juga masuk UN.
4. R : Kalau UN bahasa Inggris itu mempengaruhi cara belajar Adik tidak?
S : Kalau saya sendiri jujur ya Mbak, nggak pernah belajar bahasa Inggris. Karena kan itu bisa masuk logika. Kalau kita menguasai SKL itu kan yang dari Reading-nya itu kan bisa dilogika. Yang penguasaannya itu kan tinggal itunya apa namanya ee ... arti dari misalnya sinonimnya. Seperti itu.
5. R : Ada prioritas skill tertentu mungkin sebelum persiapan UNas ini?
S : Nggak ada.
R : Karena memang tidak pernah belajar.
S : Iya. (Tertawa)
6. R : Ada tips tips tertentu untuk menjawab soal?
S : Nggak ada ya. Secara keseluruhan apa?
R : Jadi misalnya nggak tahu artinya, ada tips-tips misalnya oo ini kemungkinan jawaban yang benar.
S : Itu mungkin lebih ke pemahaman awal-nya. Jadi kalau pengetahuan awalnya bagus, menjawab soal pun juga insya Allah benar.
7. R : Persiapan menghadapi UNas dilakukan sejak bulan apa?
S : Sejak mau masuk Semester 2.
R : Mau masuk Semester 2. Sekitar bulan ...
S : Desember.
8. R : Bagaimana persiapannya?
S : Belum begitu matang.
R : Dalam bentuk apa maksud saya?
S : Maksudnya cara belajarnya kayak gitu? Kalau saya sendiri sih lebih ke ... mempelajari soal-soalnya.
9. R : Ada tidak perubahan cara belajar mengajar sebelum dan sesudah persiapan UNas?
S : Cara guru gitu ya.
R : Ya cara guru.
S : Ada sih Mbak.
R : Bisa sebutkan.
S : Kalau gurunya itu lebih mendekati UNas ini lebih ke penekanan soal-soalnya. Sebelum persiapan dikasih materi sesuai kurikulumnya. Seperti itu.
10. R : Materinya dalam bentuk apa?
S : Bahasa Inggris?
R : Ya.
S : Apa sih Prih? (Bertanya ke temannya.)
R : Buku teks, modul, LKS ...
S : Lebih ke LKS.
R : LKS-nya mirip-mirip dengan soal-soal UNas?
S : Ya, hampir.
11. R : Ada variasi-variasi metode mengajar tidak sebelum persiapan UNas?
S : Nggak ada.
R : Pak Gono, Bu Ruri, dengan Bu Ndhandari itu ciri khasnya apa ngajarnya sama?
S : Kalau Pak Gono lebih ke kayak tenses-tenses gitu. Kalau Bu Ndha itu lebih ke Listening terus kalau Bu Ruri lebih ke apa namanya ... Grammarsya. Jadi kayak Structure-nya.
12. R : Ada team teaching nggak?
S : Kalau mata pelajaran lain sih ada. Bahasa Inggris-nya nggak.
13. R : Ada perubahan skill yang diajarkan sebelum dan sesudah persiapan UNas?
S : Kayaknya nggak ada deh Mbak.
R : Prioritas skill yang diajarkan sebelum persiapan UNas dan sesudahnya sama?
S : Maksudnya gimana sih Mbak?
R : Misalnya kan bentuk UNas ini kan ada dua ya, skill yang diujikan Listening dengan Reading. Kalau persiapan ini kemungkinan memang diarahkan ke Reading dan Listening. Kalau sebelum itu? Bagaimana dengan skill yang lain, Speaking dan Writing?
S : Mungkin Listening itu ... Structure itu lebih ada juga. Terus yang Tenses itu.
14. R : Bagaimana dengan penggunaan media?

- S : Maksudnya media?
 R : Selain buku teks, mungkin menggunakan gambar-gambar atau mungkin video ...
 S : Tetep sama.
15. R : Bentuk-bentuk ulangan harian seperti apa, tertulis atau tes lisan?
 S : Kadang Listening, kadang tertulis.
 R : Kalau tes tertulis, apakah sama dengan format Ujian Nasional?
 S : Sebagian ada yang sama, sebagian ada yang beda.
 R : Kalau Bu Ruri bagaimana tesnya?
 S : Kalau Bu Ruri itu Structure ya, Pak Gono itu ... kayaknya malah nggak pernah deh Mbak.
 R : Bu Ndha bagaimana?
 S : Bu Ndha kalau ulangan itu ... lebih ke ini pakai LKS. Kayak gitu.
16. R : Oke. Makasih ya.
 S : Ya.

Interview 7

Day/ Date : Saturday/ March 13, 2010

Venue : Class XII.IPA3

Duration : 08:15'

1. R : Yang pertama, Adik setuju nggak dengan Ujian Nasional?
 S : Sebenarnya to Mbak, misale mau Ujian Nasional itu, nek suruh milih ya nggak usah aja. Soalnya kan kadang Ujian Nasional itu ... 3 tahun, kita sekolahnya 3 tahun cuma ditentukan beberapa hari. Jadi bikin bikin ... yo ada tekanannya itu lho Mbak. Tapi kalau misalnya nggak diadakan ya nanti ne dho sekolah ki intine ki gur sak geleme ngono lho Mbak, dadine ki ... (Tertawa).
 R : Berarti setuju ora nek ngono kuwi?
 S : Yo ... agak setuju. (Tertawa) Yo sebenarnya sih enggak Mbak. Sebenarnya cenderung ke nggak setujunya. Soalnya nanti kalau misalnya ditiadakan Ujian Nasional itu nanti standar mutu pendidikannya kita juga nggak ada. Jadi nanti sama saja to.
 R : Apa tadi pendapatnya, setuju atau tidak setuju?
 S : Setuju.
 R : Kalau itu dijadikan sebagai syarat kelulusan?
 S : Syarat kelulusan? Mungkin kalau diadakan Ujian Nasional itu tetep ada, tapi kalau menentukan syarat kelulusannya mungkin nggak.
2. R : Menurut Adik, penting atau nggak Ujian Nasional itu?
 S : Sebenarnya penting sebab mengukur kemampuan to Mbak, tapi nggak harus ditentukan dengan kelulusannya pakai itu.
3. R : Bahasa Inggris sendiri bagaimana menurut Adik, sangat penting, penting, atau cukup penting?
 S : Ya sangat penting, kan buat nanti kalau pas ke depannya mau kerja ke mana-mana kan kalau bisa bahasa Inggris ya lumayan, udah ada modalnya.
4. R : UN bahasa Inggris itu mempengaruhi cara belajar Adik nggak?
 S : Jujur Mbak, kalau UN bahasa Inggris nggak pernah belajar.
 R : O nggak pernah belajar. Kenapa? Karena merasa sudah siap? Atau menguasai materi?
 S : Bingung yang mau dipelajari apa.
 R : Jadi belajar selama ini cuma di kelas ya.
 S : Hmm. Sama kadang kalau itu ada kosakata-kosakata yang sulit nanti dicari di kamus. Kalau nggak ya enggak. Enggak belajar.
 R : Berarti sejauh ini kalau di rumah belajar bahasa Inggrisnya itu kalau misalnya mendapati kata-kata yang sulit.
 S : Iya baru belajar.
 R : Diluar itu nggak dipelajari?
 S : (Tertawa) Soalnya Ujian-nya kan bareng sama Biologi to Mbak. Jadi Biologi yang apalannya, bahasa Inggrisnya yo ... yo nanti tinggal ngikuti, kan modelnya sama dengan bahasa Indonesia to Mbak. Bahasa Indonesia juga jarang dibuka-buka lagi di rumah.
5. R : Ada nggak tips-tips khusus untuk mencari jawaban yang benar itu bagaimana? Misalnya tidak mengetahui kata-katanya.

- S : Feeling Mbak.
R : Feeling? Seperti intuisi. Selama ini benar intuisi-nya?
S : Yaa sebagian besar.
6. R : Kemudian persiapan menghadapi UNas ini dilakukan sejak kapan?
S : Kalau sebenarnya persiapan UNas-nya itu sudah sejak lama sudah belajar to Mbak tapi berhubung waktu UNas-nya itu kan udah dekat to Mbak malah makin dekat dengan Ujian Nasional itu malah semangat belajarnya tu jadi ilang Mbak. Nggak tau kenapa.
R : Emang sejak kapan itu persiapannya, udah lama ya?
S : Udah sejak Semester 2 itu udah mulai belajar. Yang nggak tahu dipahami lagi, yang nggak bisa ditanyakan sama teman, tapi pas Ujiannya udah dekat itu malah malas belajar Mbak. Nggak tau kenapa.
7. R : Itu kelas pagi atau kelas sore yang persiapan UNas?
S : Itu nanti sore, les. Tapi selama Semester 2 ini pelajaran yang nggak diUNas-kan itu udah diganti. Diganti sama yang diUNas-kan itu lho Mbak.
R : Mulai semester ...?
S : Semester 2.
R : Iya??
S : Ho-o. Ya misalnya seperti PPKn, terus Kesenian, Olahraga itu udah nggak ada, diganti ... yang dipadatkan itu lho Mbak. Istilahnya dipadatkan buat yang UNas.
R : Tapi memang benar-benar sudah tidak ada pelajaran yang non UNas itu semester 2?
S : Ada, ada. Yang ada cuman Agama terus sama ... apa to Mbak Upin, pelajarane, Agama karo opo yo sik ora di UNas-ke ... O ya Agama sama Sejarah. Cuma itu.
R : Tapi jamnya dikurangi atau sama saja?
S : Jamnya tetap sama. Yang Agama 2 jam yang Sejarah 1 jam.
R : Cuma itu ya.
S : He-em. Yang lainnya nggak.
8. R : Selain les sore ada nggak persiapan-persiapan UNas lain?
S : Ya cuman apa ya Mbak. Try out-try out gitu.
9. R : Ada tidak perubahan proses belajar mengajar sebelum dan sesudah persiapan UNas?
S : Ada.
R : Ada. Itu bagaimana?
S : Kalau sebelum persiapan UNas itu kan cuman menjelaskan materinya tok to Mbak, pelajarannya itu. Tapi nanti kalo udah persiapan itu cuman mbahas mbahas soal.
10. R : Materi yang digunakan sebelum persiapan itu bentuknya apa, buku, atau LKS
S : Modul.
R : Modul. Kumpulan soal ya?
S : Ya, itu.
R : Tapi kumpulan soalnya itu mirip-mirip dengan UNas nggak?
S : Nggak. Kalau yang sebelum UNas itu yang Semester 1 kemarin itu pake modul tapi kalo yang Semester 2 itu nanti mbahas PSL. Kumpulan soal itu.
R : Kumpulan soal UNas? Yang mengarah ke bentuk-bentuk soal UNas?
S : Iya. Yang mengarah ke itu.
11. R : Ada variasi metode tidak sebelum dan sesudah persiapan UNas.
S : Variasi apa?
R : Variasi metode. Kalau setelah persiapan UNas kan paling cuma mbahas soal. Kalau sebelum itu?
S : Ada.
R : Apa?
S : Itu nanti misalnya sering muncul soal seperti ini terus nanti sama gurunya dikasih caranya biar cepet mengerjakan ini itu pakai apa. Gitu.
R : Gimana itu yang biar cepet ngerjain soal-soal itu.
S : Ya nanti itu ada rumus praktisnya kok Mbak.
R : Itu bahasa Inggris atau bukan?
S : Kalau bahasa Inggris itu cuman nganu ... apa nanti intinya itu dilihat di kalimatnya yang paling awal sama yang paling akhir.
12. R : Ada team teaching nggak?
S : Kalau semester 1 ada, kalau Semester 2 enggak.
R : Team teaching itu maksudnya apa?
S : Nanti tu gurunya ada 2 to Mbak. Saling melengkapi Satu kelas itu ada 2 guru.

- R : Maksud saya apakah team teaching itu memang misalnya jam 9 sampai jam 10 itu ada 2 guru dalam 1 kelas.
 S : Tapi tu pelajaran Biologi. Yang Bahasa Inggris-nya nggak ada.
13. R : O nggak ada. Untuk UNas yang bahasa Inggris ini ada perubahan prioritas skill yang diajarkan tidak sebelum dan sesudah persiapan UNas? Kalau dilihat dari cara gurunya ngajar.
 S : Ya mungkin harusnya ada Mbak.
 R : O harusnya ada? Harusnya ada itu berarti tidak ada? Ini kan ... UNas itu bentuknya, untuk skill yng diujikan ada Listening dan Reading. Kalau setelah persiapan UNas itu jelas itu.
 S : Listening-nya itu lebih mateng lagi.
 R : Kalau sebelum persiapan UNas itu, skill-skill yang lain seperti Speaking, Writing itu bagaimana?
 S : Pelajarannya itu yo yo kalau setelah latihan-latihan itu lebih ... pokoknya lebih lancar lagi buat Listening-nya. Kalau sebelumnya kan pelajaran biasa itu nggak ada pelajaran Listening. Jarang.
 R : Apa biasanya yang sering diajarkan?
 S : Biasanya ... kalau Pak Gono sering kosong to Mbak, jadi nggak ngajar. Kalau Bu Ruri itu nanti cuman ngajar yang Grammar-Grammar itu. Terus nanti Bu Ndha ya cuman ngeles.
14. R : Ada penggunaan media nggak sebelum dan sesudah persiapan UNas?
 S : Ada. Biasanya pake radio itu tapi jarang.
15. R : Bentuk-bentuk ulangan hariannya seperti apa?
 S : Ulangan hariannya ya nanti yang sering ulangan itu yang bagian Grammar. Bu Ruri.
 R : Berarti lebih banyak tes tertulisnya ya.
 S : Iya, tes tertulisnya.
 R : Tes lisannya bagaimana?
 S : Kalau Listening nggak, tapi cuman Speaking.
 R : Siapa itu gurunya?
 S : Bu Sri Ndhandhari.
16. R : Makasih ya.
 S : Ya.

Interview 8

Day/ Date: Monday, March 15, 2010

Venue : Class XII.IPS 3

Duration : 09:35'

1. R : Adik setuju nggak dengan Ujian Nasional?
 S : Sebenarnya enggak.
 R : Sebenarnya enggak. Oke, boleh nggak setuju. Kenapa?
 S : Karena eee Ujian Nasional itu membuat beban opo beban otak terasa berat pengen mikir opo opo terus kepikirannya ke Ujian Nasional itu. Mosok 3 tahun hanya ditentukan 5 hari.
 R : Atau karena itu SKL-nya terlalu tinggi atau memang Ujian Nasional ...
 S : O nggak. Kalau SKL-nya sebenarnya nggak terlalu tinggi, karena memang Ujian Nasionalnya aja.
2. R : Jadi menurut Adik Ujian Nasional itu penting nggak?
 S : Nggak. Nggak penting.
 R : Kok nggak penting kenapa?
 S : Lha mosok 3 tahun cuma ditentukan dari 5 hari. Mbok apa itu, SKL ... ah kegiatan kelas kan saya rasa lebih mendukung untuk daripada Ujian Nasional itu.
 R : Itu menurut Adik hasil Ujian Nasional itu mempengaruhi masa depan Adik nggak?
 S : Enggak. Cuma butuh lulus saja kan. Gampang.
3. R : O ya, begitu ya? Oke. Bahasa Inggris sendiri bagaimana? Sangat penting, penting, cukup penting?
 S : Ya penting, mengingat bahasa Inggris adalah bahasa internasional yang kalau kita harus keluar itu bahasa yang dipakai adalah bahasa Inggris.
4. R : Apakah UN bahasa Inggris itu mempengaruhi cara belajar Adik selama ini?
 S : Tidak.
 R : Tidak terpengaruh?
 S : Tidak.

5. R : Kemudian prioritas skill-nya apa?
 S : Maksudnya?
 R : Skill yang Adik utamakan dari sekian skill yang ada dalam bahasa Inggris itu ada Speaking, Writing, Reading, Listening, yang paling Adik utamakan.
 S : Listening dan Reading.
 R : Listening.
 S : Karena yang paling sering muncul dalam Ujian.
6. R : O gitu. Ada tidak tips-tips dalam menjawab soal-soal UN sejauh ini?
 S : Kalau saya pokoknya yang jawabannya nyeleneh itu yang saya ambil.
 R : O jawabannya nyeleneh. Misalnya nyeleneh itu gimana?
 S : Dalam tiap soal itu kalau menurut pengalaman saya sendiri dalam jawaban misalnya pertanyaan kemudian ada jawaban. Ada satu jawaban yang menurut saya tu nyeleneh.dan nggak tahu keberuntungan atau apa kalau saya pilih itu insya Allah bener.
 R : Selama ini bener ya?
 S : Iya.
 R : Kalau seperti itu ini nggak pengetahuan tentang kosakata penting nggak kalau misalnya kamu punya feeling bahwa ini nyeleneh.
 S : Sebenarnya penting.
 R : Tapi sejauh ini dipelajari nggak Vocab-nya?
 S : Nggak.
 R : Nggak. Sering nggak belajar bahasa Inggris di rumah.
 S : Eee tidak.
7. R : Tidak. Ada persiapan khusus untuk menghadapi UN bahasa Inggris?
 S : E dari temen saya yang lulus dari ELTI itu mengadakan les tiap malam Kamis di masjid.
 R : Gratis?
 S : Ya.
 R : Udah ikut itu?
 S : Ya.
 R : Khusus pembahasan materi-materi ini, soal-soal UN?
 S : He-em. Iya.
8. R : Ada ini nggak apa semacam tips khusus yang diberikan oleh pengajarnya bahwa ini lho cara mencari jawaban yang benar tanpa harus mengetahui arti.
 S : O iya, Ho-o.
 R : Ada.
 S : Tapi nggak tahu cara menjelaskannya tapi ada.
 R : Bisa ya?
 S : Insya Allah.
9. R : Persiapan UNas bahasa Inggris dilakukan sejak kapan? Atau bulan apa?
 S : Sejak 2 bulan sebelum UNas. Bulan Februari.
 R : Kalau persiapan UN secara menyeluruh dari sekolah mulai kapan?
 S : Mulai Semester 2 awal.
10. R : Itu bentuknya seperti apa?
 S : Bentuknya mulai diadakan les, terus disuruh mengerjakan ada TO-TO dari sekolah.
 R : Dan les-les itu memang materinya membahas soal-soal Ujian Nasional?
 S : Ya, ho-o.
11. R : Ada tidak perubahan proses belajar mengajar sebelum dan sesudah persiapan UNas? Bahasa Inggris maksudnya ya.
 S : Ada. Pelajaran lebih dikhususkan untuk apa kayak pengetahuan kata-kata baru itu lho Mbak, sinonim antonym atau apa. Lebih ke itu.
12. R : Dari materi sendiri perubahannya seperti apa? Materi yang diajarkan.
 S : Nggak tau Mbak, nggak pernah masuk.
 R : Lho nggak pernah masuk?
 S : Nggak pernah.
 R : Misalnya dari temen-temen kan biasanya liat misalnya materinya buku teks atau kumpulan soal.
 S : O kumpulan soal.
 R : Itu mulai kapan diberikan?

- S : Kumpulan soal diberikan awal masuk Semester 2.
R : Dan itu kumpulan soalnya hamper mirip dengan format atau bentuk soal UNas?
S : Kumpulan soal itu ya kumpulan soal UNas tahun-tahun sebelumnya itu lho Mbak.
13. R : Cara belajar kamu sejauh ini terpengaruh oleh Ujian Nasional nggak? Bahasa Inggris maksud saya.
S : Enggak.
14. R : Oke. Tadi dari segi materi. Kalau dari segi metode bagaimana, ada tidak perubahan yang terlihat sebelum dan sesudah persiapan UNas? Metode, penyampaian guru dalam mengajar.
S : Nggak ada sih Mbak. Ya cuma ... kalau guru sini terkesan lebih galak, menjelang UNas itu gurunya terkesan galak.
R : Lebih disiplin.
S : Ya.
15. R : Kalau dari skill yang diajarkan ada perubahan tidak dari sebelum dan sesudah persiapan UNas?
S : Ya gimana ya. Saya kan termasuk yang nggak disiplin masuk kelas. Ya penyampaiannya bagi saya biasa.
16. R : Penggunaan media selama ini bagaimana? Ada tidak selain buku teks?
S : Pakai lab, terus entar dengerin kayak percakapan terus suruh ngisi ... ya kayak Listening, tapi per siswa.
17. R : Bentuk-bentuk ulangan hariannya seperti apa?
S : Kalau kelas 3 nggak ada ulangan. Semenjak semester 2 nggak ada ulangan.
R : Sama sekali?
S : Sama sekali.
R : Sebelum semester 2?
S : Ya ulangan. Tertulis, multiple choice, terus suruh pidato bahasa Inggris ke kelas.
R : Itu yang multiple choice itu bentuknya hampir hampir mirip dengan Ujian Nasional.
S : Iya. Ho-o. seperti itu.
R : Itu dari Bu ...
S : Dari ... Bu Ndha.
R : Kalau Speaking-nya?
S : Speaking-nya nggak ada.
R : Tes lisan, pidato seperti itu?
S : Ya itu kayak tugas itu lho Mbak. Disuruh maju.
R : Itu lebih ke guru siapa?
S : Lebih ke Bu Ndha.
R : Kalau Bu Ruri tes tertulisnya seperti apa, ulangan-ulangan hariannya?
S : Kalau Bu Ruri lebih ke opo ... ah nggak hafal aku.
R : Grammar?
S : Hah, kayak gitulah.
R : Kalau Pak Gono?
S : Kalau Pak Gono nggak pernah masuk.
R : Nggak pernah masuk?. Seneng ya?
S : Ya seneng banget. Tapi entar dikasih apa soal-soal kayak gitu. Suruh ngerjain gitu terus pertemuan berikutnya dibahas, tapi yang cuma mbahas itu thok terus beliau keluar.
18. R : Seandainya Ujian Nasional bahasa Inggris itu ditiadakan?
S : Alhamdulillah.
R : Semua Ujian Nasional ditiadakan?
S : Ya, ditiadakan semua. Nggak usah Ujian Nasional.
19. R : Begitu ya. Makasih ya.
S : Ya. Sama-sama.

Interview 9

Day/ Date : Monday, March 15, 2010

Venue : Class XII.IPS 3

Duration : 11:07'

1. R : Pertama, Adik setuju nggak dengan pelaksanaan Ujian Nasional?
S : Setuju asal apa namanya sistemnya itu diperbaiki lagi.
R : Sistem yang mana?
S : Ya kan ada peraturan apa namanya tentang kelulusan itu kan masih diperdebatkan terus peraturan-peraturan misalnya penjaganya nggak boleh ini nggak boleh ini.
R : SKL-nya tidak? Syarat kelulusan siswa itu ya
S : Kalau syaratnya sih ya nggak papa. Tapi kan ya harus dilihat juga daerah-daerah lainnya yang pendidikannya masih kurang gitu.
R : Berarti kalau secara umum setuju atau tidak?
S : Secara umum sih setuju.
R : Kalau sebagai penentu kelulusan bagaimana? Setuju atau tidak?
S : Setuju kalau diubah itu tadi berarti kan standar ee tingkat pendidikannya kan bisa diukur dari Ujian Nasional kalau sistemnya bener-bener diperbaiki lagi.
R : Berarti sejauh ini menurut Adik sendiri menilai Ujian Nasional itu masih ada beberapa kekurangan ya.
S : Iya.
2. R : Bahasa Inggris sendiri bagaimana, sangat penting, cukup penting?
S : Ya cukup penting kan bahasa internasional juga.
3. R : Kemudian Ujian Nasional itu sendiri mempengaruhi cara belajar Adik tidak, khususnya Ujian Nasional bahasa Inggris?
S : Ya.
R : Pengaruhnya seperti apa?
S : Ya harus lebih serius lagi belajarnya. Kan banyak les-les, banyak try out try out juga.
4. R : Kalau dalam prioritas skill terpengaruh UNas tidak? Prioritas skill yang dipelajari? Ya karena bentuk soal UNas itu ada 2 skill ya, Listening dan Reading, itu pengaruh enggak ke Adik?
S : Ya nggak juga.
R : Ini skill-skill yang lain bagaimana, Speaking dan Writing. Alokasi waktunya sama enggak dengan yang Listening dan Reading. Alokasi waktu belajar.
S : Kalau waktunya kalau belajar cuman liat-liat soal yang kemarin-kemarin itu.
5. R : Ada tidak tips-tips khusus dalam menjawab soal-soal UN?
S : Ya kalo kebanyakan pake kira-kira. Tapi ada ... kan jawabannya 5 to, yang kira-kira nggak mungkin disingkirkan dulu nanti tinggal berapa terus yang fokusnya dipikirkan yang apa hasil yang sudah dinilai kan nggak usah dipikinin. Kebanyakan begitu.
R : Itu kalau misalnya tidak tahu artinya ya?
S : Iya, ho-o.
6. R : Selama ini persiapan UN bahasa Inggrisnya bentuk-bentuknya seperti apa?
S : Kalau bahasa Inggris ya cuma belajar dari soal-soal dari misalnya try-out try out yang dari sekolah maupun dari luar itu.
R : Sering belajar kosakata-kosakata nggak?
S : Paling cuma beberapa aja yang katanya sering keluar itu.
R : Ada ya guru yang memberikan tips-tips.
S : Ya.
R : Seperti apa itu tipsnya?
S : Ya kalau misalnya yang sinonim kebanyakan kalau misalnya lagi mbahas soal itu 'ini kemarin keluar', terus diingat-ingat gitu, dicatet.
R : Selain sinonim apa yang biasanya diberikan atau ditekankan oleh guru?
S : Hmm ...bacaan.
7. R : Persiapan menghadapi UNas dilakukan sejak bulan apa?
S : Kalau ikut les udah dari awal dari kelas 3 udah ikut les tapi kalau untuk fokusnya ee.. mulali focus semester 2.
R : Semester 2 ya. Itu bentuknya seperti apa?

- S : Ya kayak ngerjain soal-soal ujian dari tahun yang kemarin-kemarin.
R : Itu les sore atau ... ?
S : Di sini juga ada, terus di luar juga ikut.
8. R : Kalau paginya itu membahas materi biasa atau memang membahas soal?
S : Kalau yang awal-awal semester 2 itu masih pelajaran biasa tapi kalau yang akhir-akhir ini sering mbahas yang ujian.
R : Itu yang pelajaran-pelajaran biasa materinya seperti apa yang sering digunakan di kelas?
S : Ya biasanya sih pake buku paket itu.
R : Judulnya?
S : Progress, English for a Better Life.
9. R : Kalau buku yang kumpulan soal itu diberikan sejak kapan?
S : Dari kelas 3 udah ada Paket Soal.
R : Pake itu sore atau pagi atau pagi dan sore?
S : Sore. Sore. Kebanyakan sore. Tapi nanti kalau ada pertanyaan dari siswa, paginya ya dibahas.
10. R : Kemudian yang pagi khusus membahas soal itu mulai bulan Februari atau sebelum itu?
S : Sebelumnya udah.
R : Berarti materi dari buku misalnya buku paket itu sudah dihentikan ya?
S : Ya, he-e.
11. R : Ada tidak perubahan proses belajar mengajar sebelum dan sesudah persiapan UNas?
S : Ya ada.
12. R : Tadi dari segi materi iya. Yang pertama tadi Progress digunakan tapi setelah persiapan UNas itu sudah dihentikan, terus focus ke soal-soal. Nah selain materi, metodenya bagaimana?
S : Metodenya biasa aja, cuman nanti penekanannya sama individu-individu. Kalau pelajaran biasa misalnya nggak memperhatikan terus diperhatikan, diprioritaskan.
R : Kalau sebelum persiapan UNas metodenya atau aktivitas belajarnya ada misalnya diskusi, role play, simulasi, seperti itu ada tidak?
S : Diskusi ada, terus misalnya kelompok, atau nanti semeja berdua mengerjakan apa gitu.
R : Ada team teaching tidak? Bahasa Inggris?
S : Team teaching belum ada.
13. R : Belum ada ya. Ada perubahan prioritas skill yang diajarkan sebelum dan sesudah persiapan UNas?
S : Misalnya?
R : Misalnya setelah persiapan UNas ini kebanyakan mungkin membahas Listening dan Reading. Sebelum persiapan UNas itu skill yang lain bagaimana? Speaking, Writing...
S : Kalau sebelumnya Listening kurang tapi kalau setelah pembahasan UNas itu lebih sering. Nanti gurunya mungkin disamping membahas soal itu sambil Listening. Gitu.
R : Speakingnya? Writingnya?
S : Kalau Speaking-nya kurang setelah mau UNas itu.
R : Sebelumnya?
S : Sebelumnya lumayan. Misalnya suruh maju, misalnya cerita atau apa itu sering. Cuma kalau akhir-akhir ini udah jarang.
R : Yang penting membahas soal ya?
S : Iya. Ho-o.
14. R : Jadi guru itu di depan membahas soal sambil menerangkan ya.
S : Iya. Kadang terus muter siswanya yang menjawab, terus nanti kalau nggak bisa dibahas bareng-bareng.
R : Kalau siswanya yang menjawab itu Gramarnya sering di ... misalnya ada yang salah pengucapan ...
S : O, iya, ho-o, dibenerkan.
15. R : Bagaimana dengan penggunaan media?
S : Kalau medianya eee ... ada lab bahasa Inggris to di atas, tapi jarang kalau kelas 3, soalnya dipakai kelas 2 sama kelas 1. Tapi kalau di kelas ya pakai radio terus tape di kelas juga ada.
R : Itu sebelum atau sesudah persiapan UNas seringnya penggunaan media?
S : Seringnya persiapan UNas
R : Jadi cuma penggunaan radio itu?
S : Iya. Sama kalau diatas itu kadang lihat film atau apa, bahasa Inggris.
16. R : Ada permainan-permainan nggak dari guru? Permainan dalam bahasa Inggris?
S : Permainan ... kalau sebelumnya mungkin pernah Bu Ndhadhari kalau nggak salah.
R : Sering atau kadang-kadang?
S : Ya kadang-kadang. permainan apa itu, lupa.

- R : Tapi memang pernah ya?
 S : Ya.
 R : Tapi setelah persiapan UNas itu nggak ada?
 S : Nggak ada.
17. R : Bentuk-bentuk ulangan hariannya seperti apa?
 S : Ulangan harian ... ee ... biasanya sih per bab itu, misalnya materi apa terus kalau udah berapa kali diajarkan terus ulangan itu.
 R : Tes tertulis apa tes lisan?
 R : Eee ... Kebanyakan tertulis.
 R : Kalau Bu Ruri sendiri bagaimana?
 S : Bu Ruri kebanyakan tertulis, tapi kalau Bu Ndhadhari misalnya eee kan kebanyakan Speaking-nya to. Kalau dulu dulu maju, misalnya pas apa ya, pas Report ya nanti maju melaporkan apa gitu, buat sendiri.
 R : Itu yang tes tertulis itu bentuknya seperti apa? Apakah sama dengan format Ujian Nasional?
 S : Enggak, kebanyakan kayak soal biasa itu lho.
 R : Membahas Grammar, atau di suruh ngisi tentang kosakata tertentu, melengkapi paragraph atau seperti apa?
 S : Kalau melengkapi paragraph enggak cuma misalnya yang kemarin itu misalnya ada pernyataan terus di buat ke pola apa gitu.
 R : Oo mengubah pola, misalnya aktif ke pasif?
 S : He-em.
 R : Itu lebih ke tata bahasa-nya.
 S : Iya.
 R : Itu yang Bu siapa?
 S : Bu Ruri.
 R : Pak Gono sendiri?
 S : Pak Gono tu kebanyakan memberi soal, terus nanti dikerjakan siswa, ditinggal sebentar terus nanti dibahas bareng-bareng.
 R : Itu sebelum dan sesudah sama saja Pak Gono?
 S : Ya he'em kebanyakan kalau Pak Gono itu ngasih soal dari LKS kalau nggak salah sama dikasih fotookopian gitu, cuma ya modelnya itu kayak UNas banyak Reading-nya, banyak bacaannya.
18. R : Berarti sejak semester 1 itu memang siswa sudah dibiasakan untuk menjawab soal?
 S : He-em. Iya.
 R : Sejak semester 1 ya?
 S : Iya
 R : Kalau materi dari buku-buku paket seperti Progress tadi jarang?
 S : Ya pas kalau ada materi baru, baru nanti dikasih materi dulu nanti baru mengerjakan.
 R : Tapi memang ada waktu khusus, sebisa mungkin ada waktu khusus untuk membahas soal?
 S : He'em.
19. R : Baik. Makasih ya.
 S : Ya.

Interview 10

Day/ Date : Monday, March 15, 2010

Venue : Class XII.IPS 4

Duration : 03:49'

1. R : Adik setuju nggak dengan pelaksanaan Ujian Nasional?
 S : Setuju sih.
 R : Setuju?
 S : Ya.
 R : Kenapa?
 S : Karena Ujian Nasional itu bisa jadi tolok ukur apa ya ... eee ...siswa selama belajar 3 tahun itu kan.
2. R : Menurut Adik penting nggak Ujian Nasional itu?
 S : Dikatakan penting ya penting, tapi salah satu itu penting, salah satu tidak. Misalnya penting itu karena

hasil belajar selama 3 tahun kan apa, itu sebagai tolok ukur itu tadi. Terus tidaknya kan nanti kalau ada siswa yang tidak lulus cuma gara-gara Ujian Nasional itu saya rasa kurang adil juga. Gitu lho.

R : Berarti saya di sini nangepnya Adik kurang setuju dengan dijadikan syarat atau penentu kelulusan ya?

S : Ya gitulah Mbak

3. R : Bahasa Inggris sendiri bagaimana, sangat penting, penting, atau cukup penting?

S : Ya penting sih Mbak.

R : Kenapa pentingnya?

S : Ya karena bahasa Inggris itu pertama bahasa Inggris sebagai bahasa internasional, terus yang lainnya ... bahasa Inggris itu ... ya penting lah Mbak.

4. R : Dari UN bahasa Inggris sendiri mempengaruhi cara belajar Adik nggak?

S : Ya mempengaruhi sih.

R : Pengaruhnya seperti apa?

S : Memotivasi untuk lebih sering belajar bahasa Inggris untuk sering baca, terus latihan-latihan soal, terus nambah vocab. Ya gitu lah Mbak.

5. R : Cara belajar bahasa Inggris selama ini bagaimana?

S : Ya banyak latihan-latihan aja, sama itu nambah vocab, belajar baca.

6. R : Ada nggak tips-tips khusus dalam belajar bahasa Inggris? Dalam menjawab soal-soal yang sejenis UNas maksud saya. Trik-triknya, bagaimana, ada tidak?

S : Nggak, nggak ada. Ya pokoknya kalau tahu itunya ya insya Allah bisa menjawab. Kalau tahu apanya, maksudnya, terus artinya, itu Insya Allah bisa menjawablah.

7. R : Ada tidak perubahan proses belajar mengajar sebelum dan sesudah persiapan UNas?

S : Ya adalah. Sering-sering latihan soal.

8. R : Kalau strategi belajarnya sendiri ada perubahan nggak?

S : Apa?

R : Strategi belajar, cara belajar. Terutama dengan UNas bahasa Inggris sendiri.

S : Nggak. Biasa.

9. R : Ada perubahan prioritas skill nggak? Keterampilan bahasanya.

S : Ya harus ditambah itunya sih, terutama kemampuannya untuk mendengarkan sama itu vocabnya ditambah. Sering-latihan-latihan kayak gitu.

Interview 11

Day/ Date : Monday, March 15, 2010

Venue : Class XII.IPS 4

Duration : 23:47'

1. R : Adik setuju nggak dengan Ujian Nasional?

S1 : Setuju nggak setuju.

R : Condong ke mana?

S1 : Condong nggak setuju.

R : Condong nggak setuju.

S2 : Nggak setuju.

R : Adik setuju nggak. dengan Ujian Nasional?

S3 : Nggak.

R : Nggak setujunya kenapa?

S2 : Kalau saya nggak setujunya tu, kan kita dari kelas 1 to Mbak kalau ujian itu lebih enak yang cuma semesteran kalau dipelajari dah lulus ya dah lulus, dah selesai. Kalau kelas 2 juga gitu Berarti kalau ujian semesteran kelas 3 ya cuma kelas 3 thok aja.

R1 : Ini nggak setujunya kenapa?

S1 : Ya mosok nasib kita cuma ditentukan hanya dengan beberapa hari padahal kita kan sekolah 3 tahun. Kan mendingan dari semester 1 sampai semester 6 tu nilai-nilainya dijadikan satu, terus nanti ketentuan lulus dan nggak lulus yang menentukan ya guru yang ngajar kita bukan dari tes itu.

R : Ini kenapa nggak setujunya?

S3 : Ya seolah-olah kita tu di sekolah selama 3 tahun kok lulusnya hanya ditentukan yang 5 hari. Jadi mending pake tadi kayak ujian semesteran.

2. R : Ujian Nasional itu penting nggak?
 S2 : Tidak begitu penting.
 R : Kenapa?
 S2 : Karena itu nggak menentukan masa depan kalau kita mau apa ... kalau cuma 5 hari itu menentukan masa depan saya nggak setuju.
 R : Ini penting nggak?
 S1 : Penting nggak penting. Pentingnya kan kita tahu nilai kita tu seberapa, kemampuan kita seberapa. Nah nggak pentingnya lha itu kan cuma nilai buat ke depannya lha buat masa depan kan kita tinggal kita kuliahnya mau di apa, tergantung dari usaha kita, impian kita gimana. Kalau kita ... masak nilai dari UN mau buat cari kerja, kan nggak mungkin. Jadi mau cari masa depan itu ya otomatis condong ke cari pekerjaan kan. Hasil Ujian Nasional itu nggak ngaruh.
 R : Ini nggak penting apa penting UNas itu?
 S3 : Nggak penting soalnya nilainya nggak ngaruh ke perguruan tinggi, kalau masuk perguruan tinggi kan nggak memperhatikan ke UNas.
3. R : Bahasa Inggris sendiri penting atau tidak?
 S2 : Kalau menurut saya penting.
 R : Penting atau sangat penting?
 S2 : Penting.
 R : Pentingnya kenapa?
 S2 : Pentingnya to Mbak, bahasa Inggris tu kan bahasa internasional juga to Mbak. Maksudnya ... kayaknya itu prospeknya ke depannya lebih bagus.
 R : Yang ini?
 S1 : Apa pertanyaannya?
 R : Bahasa Inggris itu bagaimana, sangat penting, penting, cukup penting atau tidak penting?
 S1 : Bahasa Inggris itu sebenarnya sangat penting soalnya kan bagaimanapun juga bahasa Inggris itu bahasa internasional. Kita dapat berada di Negara manapun dengan bahasa Inggris. Meskipun misalnya bertemu dengan orang-orang luar negeri itu mereka belum tentu ... ya mungkin kedudukannya sama dengan kita, menggunakan bahasa sendiri. Kalau kita menggunakan bahasa Indonesia mereka mungkin orang Italia menggunakan bahasa Italia. Mungkin mereka juga baru mempelajari bahasa Inggris, jadi mungkin ya sama gitu lho. Tapi senggaknya kita dah tahu misalnya I, You, and aapa biasanya kan ... setidaknya itu adalah bahasa kita dengan orang luar gitu, orang dunia. Alat komunikasi.
 R : Adik sendiri bgaimana, bahasa Inggris itu?
 S3 : Penting banget. Karena saya suka bahasa Inggris saya ingin ...ya pokoknya peluang kerjanya kan luas, pengen komunikasi dengan bahasa Inggris, pengen bergelut di dunia bahasa Inggris pokoknya.
4. R : Apakah bentuk-bentuk UNas bahasa Inggris itu mempengaruhi cara belajar Adik? Cara belajar bahasa Inggris?
 S2 : Nggak.
 R : Nggak terpengaruh ya. Ini?
 S1 : Kalau aku eee soal-soal bahasa Inggris itu kan cuman cerita. Terus nanti pertama cari ide pokok atau apa namanya ide pokok, terus kalau nggak tentang apa gagasan utamanya cuman itu-itu aja to, terus nanti setelah itu yang terdapat atau nggak terdapat di teks itu apa sama mungkin vocabnya itu. Jadi nggak ... nggak apa, nggak begitu penting gitu lho. Maksudnya kita kan hanya baca cerita, lha nanti kalau ceritanya menarik kan itu asyik gitu lho.
 R : Ini bagaimana? UNas bahasa Inggris itu mempengaruhi cara belajar bahasa Inggris nggak?
 S3 : Mempengaruhi.
 R : Mempengaruhi. Pengaruhnya bagaimana?
 S3 : Ya bisa mengerti, bisa nambah vocab.
 R : Terus?
 S3 : Mempengaruhi cara belajarnya sering membaca, nggarap soal, terus lebih lancar ngerjainnya.
 R : Maksud saya seperti ini ya. Bentuk UNas itu kan ada 2 skill yang diujikan, Listening dengan Reading kan. Itu pengaruh tidak terhadap skill yang lebih sering kalian pelajari?
 S3 : Pengaruh.
 R : Pengaruhnya?
 S : Kalau Listening ... kalau orang asli ngomong bahasa Inggris kan kalau kita sendiri nanti dengerin kan capet-capet ra jelas, tapi kalau dilatih dengan Litening kan kemungkinan bisa jelas mendengarkan kata-kata asing itu lho.

- R : Adik. Itu bentuk soalnya yang ada Listening dengan Reading?
- S1 : Kalau yang Reading itu pengaruhnya ya kita akan lebih cepet gitu lho ngerjainnya maksudnya kalau kita udah seneng mbaca kan mbaca. Lha di situ kan kita tahu maknanya. Kalau biasanya kan bacanya asal aja. Kalau Listening itu biasanya kita kan nggak punya rekaman ya kecuali kalau sekolah. Jadi kalau Listening saya jarang.
- S2 : Pertanyaannya apa Mbak?
- R : Pertanyaannya tadi bentuk soal UNas itu ya, yang ada 2 skill, Listening dengan Reading itu berpengaruh tidak terhadap ini cara belajar kamu?
- S2 : Kalau saya tu Mbak, cara belajar saya, saya juga sering dengerin music manca gitu. Kalau Listeningnya itu kan biasanya cuma ... nggak semuanya kan, dipotong sampai sini sampai sini jadi kayaknya lebih mudah daripada membaca.
- R : Selama ini khususnya sejak kelas 12, cara belajar bahasa Inggrisnya seperti apa?
- S2 : Ngerjain soal.
- R : Ada lagi?
- S2 : Kalau saya biasanya sih mbaca. Disamping mbaca, ngerjain soal sama dengerin. Kalau misalnya mbaca saya nggak tahu artinya saya cari di kamus. Tapi kamusnya kamus buku lebih efektif daripada kamus elektronik.
- R : Ini cara belajar bahasa Inggrisnya selama ini bagaimana?
- S1 : Cuma ngerjain soal-soal. Soal-soal itu dikerjain aja.
- R : Soal-soal yang sejenis dengan UNas?
- S1 : Soal-soal sejenis dengan UNas misalnya beli buku yang isinya Ujian Nasional terus bahasa Inggris, itu kan ada. Itu dikerjain aja sampai puas, tapi yo ... sampai bosan.
- R : Yang ini bagaimana?
- S3 : Sama, ngerjain soal. Baca-baca. Terus buka kamus kalau nggak tahu artinya. Nambah vocab
- R : Belajar Speaking dan Writing-nya bagaimana? Sering nggak belajar Speaking dan Writing?
- S2 : Kalau Speaking itu biasanya sehari-hari ya.
- S3 : Musik, music.
- S2 : Lewat music.
5. R : Ada nggak tips-tips khusus untuk mengerjakan soal-soal UNas?
- S2 : Yang penting kalau kita dhong dulu gitu lho Mbak.
- S1 : Biasanya 1 teks itu terdiri 4 soal. Yang pertama itu pasti nanyanya tentang what about, the text tells us about. Lha itu biasanya itu kan ada di teks pertama. Lihat aja yang itu. Tapi tergantung teks-nya Discussion atau ya macem-macem. Kalau yang kedua kan, yang kedua itu mengenai yang true, yang benar atau nggak benar, true not true, false, ya kalau itu kita harus paham bacaannya. Terus soal yang ketiga itu sama, biasanya yang ada di bacaan itu yang bener apa, terus biasanya Grammar. Nah yang Grammar itu yang kadang-kadang saya nggak tahu. Itu. Tapi cuma mungkin triknya itu kira-kira. Pakai kira-kira itu lho Mbak.
- R : Pakai kira-kiranya seperti apa?
- S2 : Ngawur.
- R : Aji ngawur-nya itu kan ada perhitungannya.
- S3 : Sik wangun Mbak.
- S2 : Kalau bahasa Inggris itu kan anu Mbak, yang pertama kita nyantai dulu. Kalau ngerjainnya wah kalau kita seneng bahasa Inggris, kita nyantai, kalau kita nggak ruwet itu hasilnya pasti bagus.
- R : Seperti itu ya. Yang ini kira-kiranya seperti apa?
- S1 : Misalnya gimana ya, soal bahasa Inggris itu ya asal kita pernah mbaca, mungkin pernah denger terus misalnya kan sebelumnya kalau ... apa ya ...kalau bacaan itu kan biasanya apa ya, ada kira-kira ini artinya ini, ini artinya ini, o nggak mungkin podho karo ini. O berarti ... misalnya yang Grammarsnya itu yang ditanyakan apa tapi yang nggak ada di pilihan tahu... kita tahu artinya yang ada di pilihan a, b, c, d, e itu ada ini, ada ini, ini ada terus tinggal 2 tapi yang dua itu kita nggak tahu artinya, seenggaknya ini sama ini. Itu thok.
6. R : Ini ada aji ngawurnya itu pakai apa? Pertimbangan apa? Untuk sampai ke pilihan yang akhirnya dilingakari itu?
- S3 : Yang kira-kira wangun susunannya.
- R : Susunan apanya?
- S3 : Ya kan kalau saya yang nggak bisanya memang Grammar. Jadi kira-kira susunannya kayak gini bisa nggak ya. Diwangunke. Misalnya persamaan, the same meaning apa . yang dimaksud aja nggak tahu gimana mau cari persamaannya kan nggak tahu.

7. R : Persiapan menghadapi UNas dilakukan sejak kapan?
 S1 : Nggak pernah ada persiapan, biasa aja.
 S1 : Biasa aja. Mengalir.
 R : Kalau dari sekolah sejak kapan?
 S1 : Sejak akhir semester pertama itu udah ada try out, terus setelah semester 2 ada try out try out sampai 6 kali. Ada les-les. Terus les keluar.
 R : Les keluar itu pribadi ya?
 S1 : He'em. Pribadi masing-masing. Les-les lembijar-lembijar. Santai aja. Nggak dipikir banget-banget. Maksudnya ah ya udah lah.
8. R : Ada tidak perubahan proses belajar mengajar, di kelas terutama, sebelum dan sesudah persiapan UNas?
 S2 : Ada. Perubahannya tu kalau pelajaran yang diUNaskan itu lebih ditekankan lagi, ditambah jamnya. Kalau yang lain dikurangi.
 R : Kalau pelajaran bahasa Inggris sendiri perubahannya seperti apa?
 S1 : Sama, sejajar sama yang lain.
9. R : Bukan dalam hal jam pelajarannya, tapi mungkin dari materi yang disampaikan, dari metodenya? Materinya bagaimana sebelum dan sesudah persiapan UNas?
 S1 : Kalau khusus bahasa Inggris saya rasa sama aja. Gurunya ya gitu-gitu. Soalnya kan kita punya tiga guru, yang satu cerewet banget, yang satu kalem-kalem aja, yang satu ...
 S3 : Kosong!!!
 S1 : Nggak pernah dateng tapi aslinya pinter. Pak Gono, Bu Ruri sama Bu Ndhadhari.
 R : Yang aslinya pinter itu siapa?
 S1 : Yang pinter itu Bu Ndhadhari eh semuanya pinter. Wong guru kok.
 R : Sik ne ku nangkap mau yo ... nggak pernah masuk tapi aslinya pinter.
 S1 : Aslinya pinter.
 S3 : Pak Gono.
 S1 : Pak Gono itu aslinya orangnya pinter tapi nggak pernah masuk ya nggak tahu mungkin murid-muridnya aja yang ngebosenin. Soalnya kan materinya Pak Gono cuma itu ya kayak soal apa wawawa. Ada yang namanya apa kalau misalnya Subject + apa, itu namanya apa. Grammar. Ya kalau Grammar itu Bu Ruri. Terus kalau pelajaran yang lain itu kalau sebelumnya ya pelajaran biasa. Memulai persiapan itu biasanya gurunya dah mulai ngasih SKL, soal.
 R : Gini ya. Pertama dari segi materi. Kalau setelah persiaan UNas ini kan jelas ya bentuknya soal-soal. Kumpulan UNas, kumpulan try out. Seperti itu. Nah sebelum itu apa? Semester 1?
 S2 : Pelajaran biasa, materi semester 1 untuk kelas 3.
 R : Materinya diambil dari mana, bersumber dari apa?
 S1 : Modul. Kita dapat modul.
 S3 : Dibuat modul.
 R : Modul, isinya teks-teks itu atau kumpulan soal atau apa?
 S1 : Gini lho Mbak. Kan kalau kita kelas 1 kita dapat materi ini, kelas 2 dapat materi ini, yang kelas 3 itu kan udah kepotong 1 semester kita nggak dapet ... harusnya 1 semester semester 2 dapat materi tapi kita kan nggak dapat materi. Kita yang semester ke-2 itu sudah mengacu ke Ujian Nasional.
 R : Ya makanya semester 1 itu?
 S1 : Cuma dapat itu materi-materi biasa. Jadi materi pelajaran untuk yang kelas 3 thok.
 R : Dari buku?
 S1 : Modul. Dari sekolahan. Dari guru-guru kita masing-masing. Kalangan sendiri.
 R : Judulnya apa to?
 S1 : Bahasa Inggris. Jadi yang buat guru kita sendiri. Kalangan sendiri.
 R : Modul Bahasa Inggris?
 S1 : Ho'o.
10. R : Itu dari segi materi. Kalau dari metode bagaimana, ada variasi sebelum persiapan UNas?
 S2 : Biasa aja.
 R : Biasa aja itu gimana? Guru menerangkan, latihan soal ...
 S1 : Kalau persiapan tu kita di sini dapat modul dua, yang satunya Detik-Detik Bahasa Inggris. Cuma itu thok.
 R : Itu yang modul ya?
 S1 : Yang satu dari sekolahan. Kemarin itu mau mendekati ini kita beli buku Detik-Detik.
 R : Wajib itu?

- S2 : Yang mau aja.
R : Ada ini nggak, sebelum persiapan UNas itu ada aktivitas seperti diskusi, role play, simulasi?
S2 : Biasanya bahasa Inggris itu pengingnya ngobrol sendiri. Mungkin itu salah satu termasuk dari itu.
11. R : Pernah ada team teaching bahasa Inggris?
S1 : Team teaching itu 2 orang itu to?
R : Ya, 2 atau 3 orang dalam 1 kelas dalam waktu yang sama.
S1 : Guru bahasa Inggrisnya ada 3 tapi gantian.
S2 : Jadwalnya berbeda.
R : Fokusnya berbeda ya?
S2 : Iya. Fokusnya beda.
R : Bu Ndhadhari lebih focus ke ...
S3 : Speaking.
S2 : Sama Listening.
R : Bu Ruri?
S1 : Bu Ruri Grammar, Bu Ndhadhari itu Listening, Pak Gono itu Reading.
R : Kalau sebelum persiapan UNas itu skill seperti Speaking, Writing, Grammar, Pronunciation itu bagaimana? Sering diajarkan tidak? Atau memang sejak awal itu alokasi waktunya itu lebih banyak ke Reading dan Listening?
S2 : Semuanya sama. Sama aja. Nggak ada yang ditonjolkan.
R : Jadi Reading dan Listening porsinya sama dengan yang lain?
S2 : Sama.
12. R : Ada penggunaan media?
S2 : Tape.
S1 : Sama kita kan punya laboratorium. Laboratorium bahasa Inggris. Nonton video.
R : Itu siapa yang sering ke lab?
S1 : Bu Ndhadhari. Kadang guru lain. Kalau les kan gurunya acak. Kalau pelajaran biasa gurunya tiga, tapi kalau les kan gurunya acak.
R : Kalau les itu pas gurunya acak membahas ini
S1 : Soal-soal, kita kan dapat PSL. Kumpulan soal.
S2 : Itu yang dibahas, di utek-utek terus.
R : Penggunaan media tadi ada lab, tape, ada ini nggak penggunaan gambar-gambar yang mungkin dibawa di kelas?
S2 : Nggak ada.
S1 : Ya gambar apa, kita kan mau belajar ini ...
S3 : Video.
13. R : Permainan bahasa Inggris ada tidak di kelas?
S3 : Ada.
S2 : Puzzle puzzle.
S3 : Teka-teki.
R : Sering atau kadang-kadang?
S1 : Kadang-kadang.
R : Selain Bu Ndhadhari nggak ada?
S2 : Nggak ada.
R : Itu sebelum persiapan UNas ya. Kalau setelahnya udah nggak ada permainan lagi?
S1 : Sudah cuman ngerjain soal.
14. R : Terakhir bentuk-bentuk ulangan hariannya seperti apa?
S1 : Yang terakhir itu, bahasa Inggris itu adjective clause, terus causative, terus apa ya ... yang terakhir ada modal
S3 : Modal perfect!
S1 : Modal perfect, terus ada yang misalnya kata sad tambahi sadness itu namanya apa ... derivative.
R : Itu perubahan dari adjective ke noun. Berarti itu tes tertulis?
S1 : Tes tertulis.
R : Dari ke-3 guru itu tes tertulis semua?
S1 : Kalau yang Bu Ruri itu tes langsung, kita nyiapin kertas, dikumpulkan langsung dinilai atau kadang-kadang dikasih soal kalau Bu Ndhadhari itu soalnya kayak ngarang, bikin dialog, kalau Pak Gono
R : Bikin dialog itu berdua, bersatu, atau berkelompok?
S1 : Sendiri!

- S2 : Bu Ndhadhari mbiyen nganu yo ...
 S1 : Bikin dialog!
 S2 : Ora, nak cara nambah vocab itu kan tiap masuk pertama masuk kelas itu langsung buat nomor 1 sampai 10 gitu.
 R : Apa itu nomor 1 sampai 10?
 S2 : Itu mau njawab pertanyaan itu lho Mbak. Kalau seumpamanya kita bahasa Inggris Senin sama Selasa ada bahasa Inggris. Senin itu kita ada baca Reading itu lho Mbak, baca teks. Terus Selasa kita mengulang yang kemarin. Terus gurunya ngasih pertanyaan. Persamaannya atau gimana. Itu 1 sampai 10 yo, ngulang yang Senin kemarin. Jadinya kan itu program nambah vocab.
 R : Satu sampai sepuluh itu pertanyaan tentang teks atau kosakata sulit?
 S3 : Nganu, kosakata.
 S2 : Campur-campur.
 S1 : Campur kadang-kadang. Misalnya Senin kita dapet bacaan, dibahas ini artinya apa, ini artinya apa, terus yang hari selanjutnya artinya apa, atau persamaannya apa, begitu 1 sampai 10, terus nanti dinilai.
 R : Dinilai per orang atau per siswa?
 S1 : Per orang.
 R : Ditanya atau ...?
 S1 : Misalnya kita udah ngerjain, terus dicocokkan 1 sampai 10 dapet berapa, bener berapa, salah berapa.
 R : Itu 1 sampai 10 itu kosakata sulit atau misalnya pertanyaan what does the text tell us about?
 S2 : Kebanyakan itu sinonim.
 S1 : Sinonim, arti, banyak. Kalau Pak Gono itu biasanya ngasih berapa lembar soal, terus dikerjain, langsung dikumpulkan. Mungkin yang ngerjain cuma 1 orang, yang lainnya sama gitu.
 R : Nilainya ini ya, nilai rame-rame.
 S1 : Nilainya nggak tahu, nggak dikasih tahu kok.
 S3 : Nggak pernah dinilai.
 R : Enak ya kalau gurunya kayak itu.
 S3 : Nggak pernah belajar
 R : Gurunya yang enak. (Jeda) Tes tertulis tadi. Tes lisan? Yang dinilai Speaking-nya bagaimana?
 S1 : Cuman praktek. Itu misalnya yang di video itu bilang, tirukan. Repeat. Pokoknya intinya tirukan. Terus yang di sana itu diam kita yang rame-rame ngomong gitu.
15. R : Seandainya Ujian Nasional itu ditiadakan, kalian seneng?
 S1 : Seneng banget. Nyantai. Biasa. Kita nggak tegang. Belajar ya biasa. Nanti tes ya tes, remidi ya remidi.
 R : Maksudnya biasa itu motivasinya menurun atau meningkat?
 S1 : Biasa!
 R : Kalau ada Ujian Nasional berarti motivasinya meningkat?
 S1 : Ya ada rasa takut, rasa cemas.
 S2 : Campur aduk.
 S1 : Campur aduk. UNas itu kan mempengaruhi.
 S3 : Ada positifnya dan negatifnya ya.
 R : Kalau ditiadakan?
 S2 : Negatifnya yo amboko diadakan aja udah males belajar apalagi ditiadakan to.
 R : Okay, thank you very much for the time.