

ABSTRACT

Arnita Budi Siswanti, 2010. *EFL Teachers' Voices of National Examination and their Teaching Backwash*. Yogyakarta: English Language Studies, Graduate Program, Sanata Dharma University.

The result of national examination is used to measure the success of educational system in regions in Indonesia since it was implemented. Every year, it invited criticism and polemic in educational system. The main problem started when there were unsatisfactory results from the students and their parents who did not pass the national examination.

This research tried to describe the phenomena happening in Indonesia especially in two vocational high schools in Yogyakarta. This study attempted to describe and interpret what EFL teachers' voices of English national examination and the influence of it to their teaching methods in their classrooms. This research also aimed to describe teachers' point of view of English national examination means for their professions and for their students.

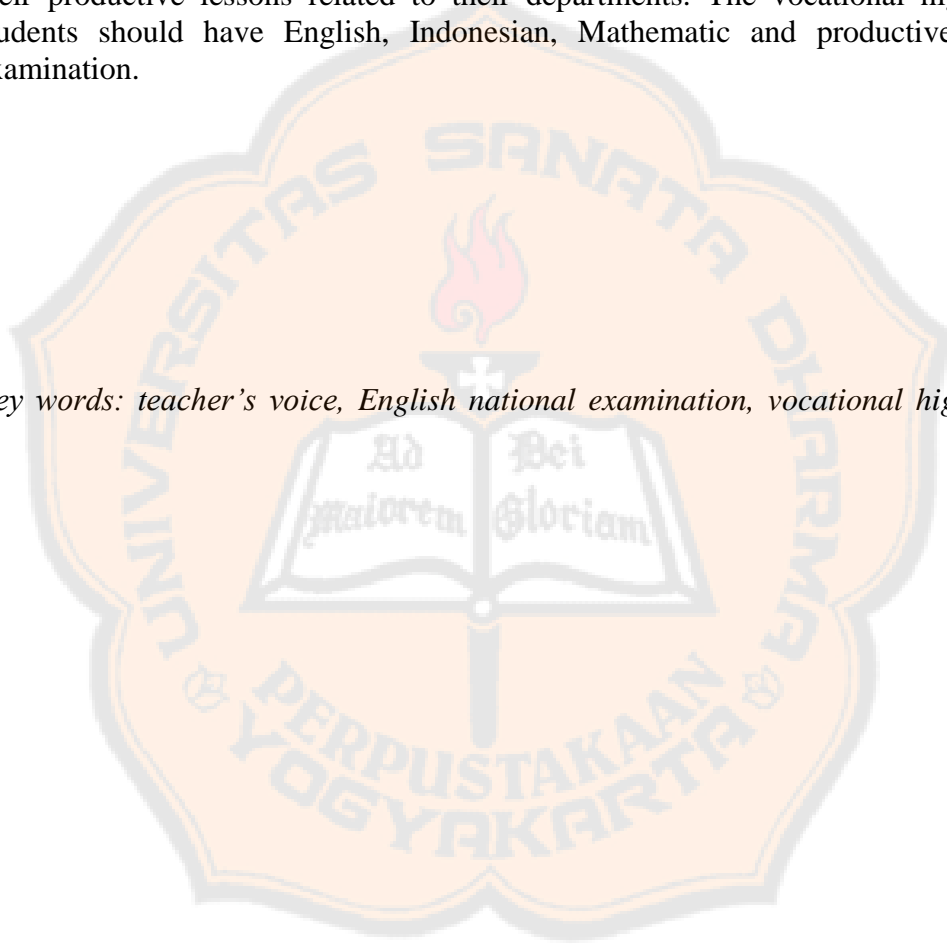
This research applied progressive qualitative approach, where the researcher described and interpreted the participants' narratives which are the crucial things to dig as natural as possible as their pure voices without any interference of the researcher. This study attempts to answer two research questions, namely (1) What are the EFL teachers' voices of English national examination? and (2) How are the EFL teachers' voices of English national examination reflected in their teaching backwash? These two research questions were answered through a sequence of in-depth interviews and classroom observation to obtain the data validation. The study was conducted in two different vocational high schools in Yogyakarta in which the two participants taught English for the third grade students. The nature of the data was interviews, observation, and teachers' narratives. Through the participants' narratives, it is expected that the study provided the EFL teachers' voices of English national examination were reflected to their teaching backwash based on their experiences, understandings, beliefs, intentions and actions. The result of the data were coded, interpreted and analyzed in order to write the conclusion.

The result of this research shows that the English national examination had the effect to teachers' reflections of what they did in teaching learning process in their classrooms in order to make their students pass the English national examination and to maximize their students in preparing the English national examination. The participants of this research had different voices of the English national examination. One of the participants agreed that the implementation of the English national examination should go on as the previous years because it was a basic standard of test nationally. But another participant said that the implementation of the next English

national examination should be adjusted with the vocational high school students' competencies.

Both of the participants argued that the implementation of the next English national examination should be based on ESP (English for Specific Purposes) as the major/department of the students in order to make the students more focus on their departments as they should prepare the (General) English national examination and their productive lessons related to their departments. The vocational high school students should have English, Indonesian, Mathematic and productive national examination.

Key words: teacher's voice, English national examination, vocational high school.



INTISARI

Arnita Budi Siswanti, 2010. *EFL Teachers' Voices of National Examination and their Teaching Backwash*. Yogyakarta: Kajian Bahasa Inggris, Program Pasca Sarjana, Universitas Sanata Dharma.

Hasil kelulusan ujian nasional merupakan tolok ukur berhasil tidaknya sistem pendidikan di suatu daerah sejak awal diadakannya ujian nasional di Indonesia. Setiap tahun selalu menuai kritik dan menjadi polemik di dunia pendidikan. Akar permasalahan berawal dari ketidakpuasan siswa dan orang tua siswa yang tidak lulus ujian nasional.

Penelitian ini mencoba menggambarkan fenomena yang terjadi di Indonesia khususnya di dua sekolah menengah kejuruan di Yogyakarta, dan menjelaskan bagaimana suara/pendapat guru tentang ujian nasional Bahasa Inggris, pentingnya ujian nasional bagi guru dan pengaruhnya terhadap metode mengajar di kelas. Penelitian ini juga berusaha menggambarkan pandangan para guru tentang makna ujian nasional bagi profesi mereka dan bagi anak didiknya.

Penelitian ini menggunakan metode progressive qualitative, yang mana peneliti menggambarkan dan menginterpretasikan pendapat partisipan yang merupakan hal yang sangat penting untuk digali secara apa adanya menurut persepsi mereka tanpa adanya campur tangan dari peneliti. Penelitian ini bertujuan untuk menjawab dua pertanyaan penelitian, yaitu: (1) Apa pendapat guru Bahasa Inggris tentang ujian nasional Bahasa Inggris?, dan (2) Bagaimana pendapat guru Bahasa Inggris tentang ujian nasional Bahasa Inggris dan refleksinya terhadap refleksi mengajar mereka. Kedua pertanyaan penelitian dijawab dengan menggunakan interview secara mendalam dan observasi kelas untuk memperoleh validitas data. Penelitian ini dilakukan pada dua sekolah menengah kejuruan di Yogyakarta di mana kedua partisipan mengajar Bahasa Inggris siswa kelas tiga. Data yang dipergunakan dalam penelitian ini adalah interview, observasi dan pendapat guru sebagai partisipan. Melalui pendapat partisipan, diharapkan penelitian ini dapat memberikan gambaran mengenai ujian nasional Bahasa Inggris dan refleksi terhadap cara mengajar mereka di kelas berdasarkan pemahaman, pengalaman, rasa kepercayaan, dan harapan serta tujuan mereka. Hasil data yang diperoleh, dibuat koding, diinterpretasikan dan dianalisa untuk membuat kesimpulan.

Hasil dari penelitian ini menunjukkan bahwa ujian nasional Bahasa Inggris memberikan dampak refleksi terhadap apa yang dilakukan guru pada saat proses belajar mengajar di kelas supaya siswa mereka dapat lulus ujian nasional Bahasa Inggris dan mempersiapkan siswa mereka semaksimal mungkin dalam menghadapi ujian tersebut. Hasil penelitian ini menunjukkan bahwa kedua partisipan memiliki pendapat yang berbeda tentang ujian nasional Bahasa Inggris.

Dari dua orang partisipan, seorang guru setuju bahwa ujian nasional Bahasa Inggris tetap dilaksanakan seperti sebelumnya karena merupakan tolok ukur standar pendidikan nasional di Indonesia. Sementara partisipan yang lain mengatakan bahwa pelaksanaan ujian nasional Bahasa Inggris harus disesuaikan dengan kemampuan siswa di sekolah menengah kejuruan.

Kedua partisipan berpendapat bahwa ujian nasional Bahasa Inggris sebaiknya mengacu pada ESP (English for Specific Purposes) sesuai dengan jurusan yang diampu oleh siswa supaya siswa bisa lebih fokus pada dua hal yang selaras dan sejalan karena selama ini siswa sekolah menengah kejuruan harus mempersiapkan dua kelompok ujian nasional yaitu Bahasa Inggris, Bahasa Indonesia dan Matematika serta ujian praktek kejuruan.

Kata Kunci: pendapat guru, ujian nasional Bahasa Inggris, sekolah menengah kejuruan.

