

## PERFORMANCE ENGLISH TEST IN SCHOOL EXAMINATION IN INDONESIA: IS IT STUDENT`S NEED?

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### **Abstract**

*The purpose of this study was to investigate the performance English test in school examination in Indonesia education system through students' perception. The school examination is a test to determine whether students can pass and continue to higher education. The goal held in the school Examination English test is a measure of success or failure of students in academic performance. research describe is closely related to the performance of 3rd graders of senior high school in performing English test in the school examination. Overall the students showed their performance in the English language test of school examination according to their intellectual ability. It consists of 15 students (4 males and 11 females) at Annida Al Islamy Junior High School who were passed school examination in 2021-2022 academic years. The participants were selected through convenient (availability) sampling procedure. This study was designed as qualitative study. In collecting the data, the writer used online questionnaire to identify students' perception on English school examination in Indonesia education system. The findings show that the writers get some students' perception on performance English test in school examination of school students in three aspects. They are psychologies and social domain, behaviour domain, and cognitive domain. In psychologies and social domain showed 13% the participants disagree, 54% the participants agree, and 33% the participants strongly agree that performance English test in school examination is able to measure ability in writing. There are 80% the participants also agree and 20% the participants strongly agree that performance English test in the texts of monologue such as narrative, recount, descriptive, report are very important as a student. The table showed 33% the participants agree, and 67% the participant strongly agree that performance English test in school examination is able to measure ability in speaking. In behaviour domain, 13% the participants disagree, 54% the participants agree, and 33% the participants strongly agree that performance English test in school examination is very important as a student. Performance English test in school examination for high school students in Indonesia is still needed. Next, 27% the participants strongly disagree, 53% the participants disagree, 13% the participants agree, and 7% the participants strongly agree that performance English test is not supported by facilities and infrastructure in the school. There are 27% the students strongly disagree, 46% the students disagree, 20% the students agree, and 7% the students strongly agree that performance English test is incapable of measuring all skills as a student. For the last statement in behaviour domain, there are 7% the students strongly disagree, 7% the students disagree, 66% the students agree, and 20% the students strongly agree that performance English test in school examination can examine pronunciation as a student. Moreover, in cognitive domain showed that 7% the*

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*students disagree, 60% the students agree, and 33% the students strongly agree that performance English test in school examination according with what I have learned in the school. For the next statement, there are 27% the students strongly disagree, 53% the students disagree, 13% the students agree, and 7% the students strongly agree that performance English test in school examination can improve the numbers of vocabulary as a student. For the last statement, it showed that 7% the students disagree, 27% the students agree, and 66% the students strongly agree that performance English test is able to express the meaning formal or informal writing in the context of daily life. The result indicated that performance English test in school examination is very important as a student, so the government has the responsibility to improve the quality of education, to improve the students' quality in English as the international language in order to make the student mastering in English.*

**Key words:** *Performance english test, school examination, and students' perception*

### **Abstrak**

Tujuan dari penelitian ini adalah untuk menyelidiki kinerja tes bahasa Inggris dalam ujian sekolah dalam sistem pendidikan Indonesia melalui persepsi siswa. Ujian sekolah merupakan ujian untuk menentukan apakah siswa dapat lulus dan melanjutkan ke pendidikan yang lebih tinggi. Sasaran yang diselenggarakan dalam ujian Bahasa Inggris Ujian Sekolah adalah ukuran keberhasilan atau kegagalan siswa dalam prestasi akademik. penelitian menggambarkan sangat erat kaitannya dengan kinerja siswa kelas 3 SMA dalam melakukan tes bahasa Inggris dalam ujian sekolah. Secara keseluruhan para siswa menunjukkan kinerja mereka dalam ujian bahasa Inggris ujian sekolah sesuai dengan kemampuan intelektual mereka. Terdiri dari 15 siswa (4 laki-laki dan 11 perempuan) di MTs Annida Al Islamy yang lulus ujian sekolah tahun pelajaran 2021-2022. Para peserta dipilih melalui prosedur pengambilan sampel yang nyaman (ketersediaan). Penelitian ini dirancang sebagai penelitian kualitatif. Dalam mengumpulkan data, penulis menggunakan kuesioner online untuk mengidentifikasi persepsi siswa tentang ujian sekolah bahasa Inggris dalam sistem pendidikan Indonesia. Temuan menunjukkan bahwa penulis mendapatkan beberapa persepsi siswa tentang kinerja tes bahasa Inggris dalam ujian sekolah siswa sekolah dalam tiga aspek. Mereka adalah psikologi dan domain sosial, domain perilaku, dan domain kognitif. Dalam ranah psikologi dan sosial menunjukkan 13% peserta tidak setuju, 54% peserta setuju, dan 33% peserta sangat setuju bahwa kinerja ujian bahasa Inggris dalam ujian sekolah mampu mengukur kemampuan menulis. Ada 80% peserta juga setuju dan 20% peserta sangat setuju bahwa tes bahasa Inggris kinerja dalam teks monolog seperti naratif, recount, deskriptif, report sangat penting sebagai siswa. Tabel tersebut menunjukkan 33% peserta setuju, dan 67% peserta sangat setuju bahwa kinerja tes bahasa Inggris dalam ujian sekolah dapat mengukur kemampuan berbicara. Dalam domain perilaku, 13% peserta tidak setuju, 54% peserta setuju, dan 33% peserta sangat setuju bahwa ujian bahasa Inggris kinerja dalam ujian sekolah sangat penting sebagai siswa. Tes bahasa Inggris prestasi dalam ujian sekolah untuk siswa sekolah menengah di Indonesia masih diperlukan. Selanjutnya, 27% peserta sangat tidak setuju, 53% peserta tidak setuju, 13% peserta setuju, dan 7% peserta sangat setuju bahwa pelaksanaan ujian Bahasa Inggris tidak didukung sarana dan prasarana di sekolah. Ada 27% siswa sangat

tidak setuju, 46% siswa tidak setuju, 20% siswa setuju, dan 7% siswa sangat setuju bahwa tes bahasa Inggris kinerja tidak mampu mengukur semua keterampilan sebagai siswa. Untuk pernyataan terakhir dalam domain perilaku, ada 7% siswa sangat tidak setuju, 7% siswa tidak setuju, 66% siswa setuju, dan 20% siswa sangat setuju bahwa tes bahasa Inggris kinerja dalam ujian sekolah dapat menguji pelafalan sebagai siswa. Selain itu, dalam domain kognitif menunjukkan bahwa 7% siswa tidak setuju, 60% siswa setuju, dan 33% siswa sangat setuju bahwa kinerja tes bahasa Inggris dalam ujian nasional sesuai dengan apa yang saya pelajari di sekolah. Untuk pernyataan berikutnya, ada 27% siswa sangat tidak setuju, 53% siswa tidak setuju, 13% siswa setuju, dan 7% siswa sangat setuju bahwa ujian bahasa Inggris kinerja dalam ujian sekolah dapat meningkatkan jumlah kosa kata siswa. Untuk pernyataan terakhir menunjukkan bahwa 7% siswa tidak setuju, 27% siswa setuju, dan 66% siswa sangat setuju bahwa performance English test mampu mengungkapkan makna tulisan formal maupun informal dalam konteks kehidupan sehari-hari. Hasilnya menunjukkan bahwa kinerja ujian bahasa Inggris dalam ujian sekolah sangat penting sebagai siswa, sehingga pemerintah memiliki tanggung jawab untuk meningkatkan kualitas pendidikan, untuk meningkatkan kualitas siswa dalam bahasa Inggris sebagai bahasa internasional agar siswa menguasai bahasa Inggris.

**Kata kunci:** Prestasi ujian bahasa inggris, ujian sekolah, dan persepsi siswa

## **INTRODUCTION**

School Examination is a test to measure and evaluate the students' competence by the central government after the process of teaching and learning. They argue that the school examination could be used as an effort to standardize the school education. According to Saukah and Cahyono (2018) the students think that the school exam is not a high-stake testing anymore. However, the result of the analysis done by the Ministry of Education and Culture shows that the school Exam tends to be considered as still a high-stake testing as indicated by the low index of integrity in doing the test by the students and in implementing the school examination by most schools.

The school examination is expected to motivate the students, parents, and other parties to further improve student's achievement. In his study, Hery (2019) stated English language teaching students are students who study English teachers. These students should possess the communicative competence in order to be able to master the pedagogic competence and other professional subjects. According Muntholi`ah (2018) the good test should consist of at least four aspects those are: design, development, utilization, and management. Moreover, not all people in Indonesia know about whether the important performance English test in school examination. In Indonesia, school

exam is used as an indicator to review the success of teaching process. It is a controversial topic. Some believe that the school exam still needs to implement.

Musthofa (2018) for instance, believes that everyone needs to support the implementation of school examination. for several reasons that follow. In the first place, school examination constitutes an idealized measure in the vision that is expected to be able to get rid of the image regarding the low quality of national education in this global era. Utibe & Agah (2019) stated the examination have common aim is to administer examinations to school candidates in third year of the senior secondary school education programme. In addition, it is argued school examination. plays also an important role as a motivating force for the students to envision in their learning. It is also a means for the students to cultivate a moral fiber of fair competition. Not just the students, the teachers will also gain benefits from the implementation of school examination. It will stimulate and motivate teachers to conduct a better instruction in the classroom.

Indonesian people use English as tool of communication in the globalisation era. It is used as the medium of information for science, technology, and culture as well and used in many aspects social, politic, business and many others. Being able English can make relationship with other country in the world. Furaidah and Utami (2019) stated the difficulties in completing the school examination. test items become a matter of reflection both for the teachers and students. In the world of education one of the urgent measures to the quality of education in the country is by increasing the mastery of English. According Tartila, Yasin, and Rozimela (2018) the content of English school examination is made based on text oriented as a model of English language teaching in Indonesia. To measure the quality of English in education, Indonesia government put English into school examination. School examination has the role in measuring the quality of education. The examinations determine the extent to which educational objectives have been achieved as well as the extent to which educational institutions have served the needs of community and society.

According to previous research there are four English skills in the national Indonesia curriculum in high school, each of these skills is given unequal emphasis because only the reading and listening skills are formally tested on school examination. Imamyartha and Sulisty (2019) found in this study the researchers only researching a skill of four English skills that must be mastered the writing skills that exist on the

School exam. This research explains that writing has certain shares in determining student achievement. The researcher found a low student score in the initial validity test that the current writing test is full of validity issues in the validity of the test.

## **LITERATURE REVIEW**

English has been made a compulsory subject from elementary school up to university level in the country, and also has been extended during the last few years to a number of primary schools in capital cities. In his study, Hery (2019) stated in Indonesian context, English is determined as the first foreign language that must be learnt by Indonesian students from the age of ten or younger to the university level of formal education. However, this requirement for study alone does not seem to strongly motivate Indonesian students to learn it. English is one of subjects which are tested in School Examination. In almost entrance tests, English becomes one of the requirements for the test-takers to fulfill. Not only in entrance tests, but English is also required for job seekers. Formal education from the perspective of justification and attainability: Formal education: both government and private schools, the standard is from the government for used as the whole nationwide and Non-formal education: decided by the institution itself.

Since English becomes an international language due to its users in all over the world, in Indonesia English has unique positions toward Indonesian. Its impact toward Indonesia can be described. English is the only subject which is given the longest than any other subject, starting from playgroup education up post-graduate degree. According to Mogapi, M (2020) assessment plays a centralrole in any educational system in the sense that data collected through examinations provide information needed for making high stake decisions. Valid and reliable scores have to be generated in order to determine whether learning is really taking place within the classroom. Every years, all student who is sitting in level 6 for elementary school, level 9 for junior high school, and level 12 for senior high school in Indonesia facing School Examination to passing the graduation level.

School examination is one of important assessment in Indonesian education. Heri, Badrun and Janu (2019) stated in education, assessment is an important matter in order to identify and educational success. Some students feel afraid they cannot pass and continue their study, while the rest feel ready to face the school examination. The national examination is a test to determine whether students can pass and continue to higher education. The results of the educational assessment have a major function that will be useful in further educational processes. Two major functions are to measure the students' achievements and to motivate and direct students' learning. Some students feel afraid they cannot pass and continue their study, while the rest feel ready to face the school examination. The organization shall be the responsible body for overseeing the development and scoring of the school examination. The organization shall provide security guidelines for the development and grading of the school examination and shall oversee the enforcement of these guidelines. School Examinations shall be graded solely and exclusively by the school examination provider or its designee. School examinations shall include those developed by or for national boards, councils, associations or societies.

The school examination is a test to determine whether students can pass and continue to higher education. The purpose of the examination shall be to establish entry level standards of practice that shall be common to all practitioners. The practice of the profession at the national level must be defined through an occupational survey with a representative sample of all practitioners and professional practices, and the examination must assess the scope of practice and the entry skills defined by the occupational survey.

Musa, Nuwachukwu, & Ali (2020) in their research explain there are some psychology related to academic performance, such as intelligence, perspective, attitude, self esteem, etc. There are some differences in student perspective on academic performance. There are some students find it easy in learning and get good performance in their academic effort, some people also feel the opposite, they find it difficult to do and often get poor academic performance regardless of their intellectual level. Their research describe is closely related to the performance of 3rd graders of senior high school in performing English test in the school examination. Overall the students

showed their performance in the English language test of school examination according to their intellectual ability.

## **RESEARCH METHOD**

The researchers use a qualitative research because they take place in the real situation. The researchers decide to use the questionnaire because it is the appropriate instrument can be used to obtain the information related to social part. Here, the researchers explain the steps to get the data: first, Collecting the data: the writer collects the data from the students' answer in the questionnaire. Second, identifying the error: the writer identifies the errors from the students' answer in the questionnaire. Third, classifying the types of errors: the writer will classify the data of the types of the error. Third, quantifying the errors, the writer account the frequency of the errors using the rule of qualifying the data. The last, analyzing the error: the error of students' answer (questionnaire) will be analyzed by the writer.

The participants of the research were selected from senior high school student at Annida Al Islamy Junior High School who were done School Examination academic year 2021-2022. It consist 15 students (4 males and 11 females). The participants were selected through convenient (availability) sampling procedure. This research used online questionnaire as instruments to collect data. The researchers conducted the questionnaire to investigate how the students 'perceptions about performance English test in school examination in Indonesia education system. The participants were asked to complete the questionnaires in order to obtain the required data on the objectives of this research. The researchers took the data through online questionnaire. It consist 10 questions. The researchers make the Google form for online questionnaire and share it to the students who have done the final examination year of 2021-2022.

## **FINDINGS AND DISCUSSION**

From the online questionnaire data, the writers got some students' perception on performance English test in school examination of school students in three aspects. They are psychologies and social domain, behaviour domain, and cognitive domain. The participants of the research were selected from junior high school student who were done School Examination academic year 2021-2022. It consists 15 students in

Annida Al Islamy Junior High School (4 males and 11 females). The explanation can be seen as follows;

a. Psychologies and Social Domain (Psikologis dan Sosial)

Aspect	Response	Frequency	Percent (%)	Cumulative Percent (%)
Psychologies and Social Domain	Strongly disagree,	-	-	-
	Disagree	2	4	4
	Agree,	25	56	56
	Strongly agree	18	40	40
		45	100	100

Table 1 Students' perception on performance English test in school examination from psychologies and social domain

From the table above, to measure students' quality of their psychologies and social domain, first domain: performance English test is able to measure writing (ability in writing English) as a student. The questionnaire showed that 2 participants disagree, 8 participants agree and 5 participants strongly agree about it. The online questionnaire showed that 12 students agree and 3 students strongly agree about this statement. Last statement, performance English test is able to measure speaking (ability in speaking English) as a student. The questionnaire showed that 5 participants agree and 10 participants strongly agree about it. The results of the above questionnaire reinforce the theory presented in the study Justin (2020) about english performance on a high stakes standardized test meant to measure reading, writing, listening, speaking and grammar. Second statement, performance English test in the texts of monologue such as narrative, recount, descriptive, report are very important as a student.

Based on the explanation above, the table showed 13% the participants disagree, 54% the participants agree, and 33% the participant strongly agree that performance English test in school examination is able to measure ability in writing. Sotco & Stephen (2019) stated most of these studies have indicated the existence of relationship between students' abilities in the language of instruction and their academic performance. Some participants think that through performance english test in national



examination, the students can write using the correct grammar. Moreover, the students can show capability about english knowledge basically in writing and speaking test. There are 80% the participants also agree and 20% the participants strongly agree that performance English test in the texts of monologue such as narrative, recount, descriptive, report are very important as a student. Some participants can difference texts of monologue such as narrative, recount, descriptive, and report. the table showed 33% the participants agree, and 67% the participant strongly agree that performance English test in national examination is able to measure ability in speaking. Some participants think that speaking english is very important for them. English is international language, so performance English test in national examination must give the method how to speak English well.

b. Behaviour Domain (Respond dan Aktivitas)

Aspect	Response	Frequency	Percent	Cumulative Percent
Behaviour Domain	Strongly disagree	9	15	15
	Disagree	18	30	30
	Agree	23	38	38
	Strongly agree	10	17	17
		60	100	100

Table 2 Students' perception on performance English test in school examination from behaviour domain

From the table above, to measure students' quality of their behaviour domain, first statement: performance English test in school examination is very important as a student. The questionnaire that 2 participants disagree, 8 the participants agree and 5 participants strongly agree about it. Second statement, performance English test is not supported by facilities and infrastructure in the school. The questionnaire showed that 4 students strongly disagree, 8 students disagree, 2 the students agree and 1 student strongly agree about it. Third statement, performance English test is incapable of

measuring all skills as a student. The questionnaire showed that 4 participants strongly disagree, 7 participants disagree, 3 the participants agree and 1 participant strongly agree about it. Last statement, performance English test in school examination can examine pronunciation as a student. The questionnaire showed that 1 participant strongly disagree, 1 participant disagree, 10 the participants agree and 3 participants strongly agree about it.

Based on the explanation above, the students agree that performance English test in school examination is very important as a student. Akinwamide (2019) stated English language can be said to dominate among the four to five thousand languages in the world. It functions in different forms in the different countries and states of the world. Performance English test in school examination for high school students in Indonesia is still needed. The table showed that 13% the participants disagree, 54% the participants agree, and 33% the participants strongly agree that performance English test in School Examination was suitable with what the students expected. performance English test in School Examination can measure their affective of participants such as their competence in communicating. Next, 27% the participants strongly disagree, 53% the participants disagree, 13% the participants agree, and 7% the participants strongly agree that performance English test is not supported by facilities and infrastructure in the school. In this statement, there are 8 students disagree about it. Some students think that facilities and infrastructure are very important for them. If the school doesn't prepare facilities and infrastructure for performance English test in school examination, they will not do it unsatisfied.

For the next statement, there are 27% the students strongly disagree, 46% the students disagree, 20% the students agree, and 7% the students strongly agree that performance English test is incapable of measuring all skills as a student. Some students think that they will capable of measuring all skills, such as writing, listening, speaking, and reading. For the last statement in behaviour domain, there are 7% the students strongly disagree, 7% the students disagree, 66% the students agree, and 20% the students strongly agree that performance English test in school examination can examine pronunciation as a student. Some participants think that performance English test basically in speaking, they must speak with the correct pronunciation. It makes the

students will be better than before, because they also practice to speak English with the correct pronunciation.

c. Cognitive Domain

Aspect	Response	Frequency	Percent	Cumulative Percent
Cognitive Domain	Strongly disagree	4	9	9
	Disagree	10	22	22
	Agree	15	33	33
	Strongly agree	16	36	36
		45	100	100

Table 3 Students' perception on performance English test in school examination from cognitive domain

From the table above, to measure students' quality of their cognitive domain, first statement: as far as I know, performance English test in school examination according with what I have learned in the school. The questionnaire showed that 1 participant disagree, 9 the participants agree and 5 participants strongly agree about it. Second statement, performance English test in school examination can improve the numbers of vocabulary as a student. The questionnaire showed that 4 students strongly disagree, 8 students disagree, 2 students agree and 1 student strongly agree about it. Last statement, performance English test is able to express the meaning formal or informal writing in the context of daily life. The questionnaire showed that 1 participant disagree, 4 the participants agree and 10 participants strongly agree about this statement.

From the table above showed that 7% the students disagree, 60% the students agree, and 33% the students strongly agree that performance English test in school examination according with what I have learned in the school. The students think that the teachers have some modules and curriculum, so the student will do performance English test in school examination according with what the students have learned. The students also think if they haven't studied about that materials, of course they can't

answer the questions. Binta & Joy (2020) stated the attitude to school and can have positive or negative effect on performance. For the next statement, there are 27% the students strongly disagree, 53% the students disagree, 13% the students agree, and 7% the students strongly agree that performance English test in school examination can improve the numbers of vocabulary as a student. The students think that to understand the questions, they have to know the vocabularies.

It concludes that if the students have many vocabularies, surely the student will answer the questions easily. For the last statement, the table showed that 7% the students disagree, 27% the students agree, and 66% the students strongly agree that performance English test is able to express the meaning formal or informal writing in the context of daily life. The students think that they can tell with the other people such as teachers and friends about their daily activity. Basically, informal writing is addressed to our friends and little brother/sister, but formal writing is addressed to our teachers, parents, and brother/sister. It can be concluded that the students must difference informal writing and formal writing.

This study strengthens Hashina's (2019) research on cognitive domain. In his research explains that cognitive domain is something related to the results of knowledge and ability of the students. This includes in recall or recognition of specific facts, the implementation of patterns and concepts of student development ability. And cognitive domain is divided into six categories of ability. Based on the results of this study, the authors provide input that the national exam of English should be in accordance with the level of knowledge in high school students, English teachers are expected to give more attention to cognitive domains on the theory of education.

## CONCLUSION

After presenting the findings, it is evident that performance English test in School Examination had different perceptions among students. It can be seen from 3 aspects; psychologies and social domain, behaviour domain, and cognitive domain. In psychologies and social domain, the table showed 13% the participants disagree, 54% the participants agree, and 33% the participants strongly agree that performance English test in school examination is able to measure ability in writing. There are 80% the participants also agree and 20% the participants strongly agree that performance

English test in the texts of monologue such as narrative, recount, descriptive, report are very important as a student. The table showed 33% the participants agree, and 67% the participant strongly agree that performance English test in school examination is able to measure ability in speaking.

In behaviour domain, 13% the participants disagree, 54% the participants agree, and 33% the participants strongly agree that performance English test in school examination is very important as a student. Performance English test in school examination for high school students in Indonesia is still needed. Next, 27% the participants strongly disagree, 53% the participants disagree, 13% the participants agree, and 7% the participants strongly agree that performance English test is not supported by facilities and infrastructure in the school. There are 27% the students strongly disagree, 46% the students disagree, 20% the students agree, and 7% the students strongly agree that performance English test is incapable of measuring all skills as a student. For the last statement in behaviour domain, there are 7% the students strongly disagree, 7% the students disagree, 66% the students agree, and 20% the students strongly agree that performance English test in school examination can examine pronunciation as a student.

Moreover, in cognitive domain showed that 7% the students disagree, 60% the students agree, and 33% the students strongly agree that performance English test in school examination according with what I have learned in the school. For the next statement, there are 27% the students strongly disagree, 53% the students disagree, 13% the students agree, and 7% the students strongly agree that performance English test in school examination can improve the numbers of vocabulary as a student. For the last statement, it showed that 7% the students disagree, 27% the students agree, and 66% the students strongly agree that performance English test is able to express the meaning formal or informal writing in the context of daily life. The result indicated that performance English test in school examination is very important as a student, so the government has the responsibility to improve the quality of education, to improve the students' quality in English as the international language in order to make the student mastering in English.

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