

DESIGNING TEACHING STRATEGY FOR ENGLISH NATIONAL EXAMINATION PREPARATION (A Research Conducted at SMK Negeri 2 Limboto)

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Abstract

English national examination is a big problem in Indonesia, every year the majority of students get low scores or even fail in English national examination. Eventhough they have national examination preparation such as extra hours of learning, try out test and simulation of national examination but the result is still the same year by year. Therefore, this research was focused on designing teaching strategy for English national examination preparation for Senior High School students. This research aimed at gaining students' need in English national examination preparation then designing teaching strategy based on the result of need analysis. This research applied research and development (R&D) method by using semi-structured interview, document analysis, questionnaire, video recording and focus group discussions. The total numbers of participants were 23 students who have lowest score in English subject and 1 English teacher. Findings of need analysis revealed that students are lack of vocabularies, they prefer to learning in group and during the preparation, they need discussing the exemplary questions in English national examination. Based on need analysis of students, Read, Do, Discuss and Explain or called RDDE was designed as teaching strategy in this English national examination preparation. There steps of the strategy are; Teacher classified questions based on graduate competency standard in 2017, teacher gives example questions and divides students into several group, students read the questions, students identify, analyze and answer the questions and finally students who gets correct answer will explain it. In conclusion, by designing teaching strategy for English national examination through need analysis, teacher knows the needs of students in English national examination preparation then treats them using teaching strategy called RDDE as the result of teaching strategy in English national examination.

Keywords: *teaching strategy, RDDE, need analysis, national examination preparation, English subject*

Introduction

Currently, the new regulation of national examination according to the Ministry of Technology Research and Higher Education said that the aims of National education was to assess the achievement of competency standards of students of certain subject as nationally (2015, p.3). Thus, it could assess students' level of certain subject through national examination test. In addition, as a teacher which prepared all the things that students' need in order to pass English National examination and achieved good score. In the preparation of National examination, teacher gave some treatment such as enrichment, try out, and extra hours of learning about some subject that examined in national examination. They did everything regarding to preparation of national examination because all of teachers, students, and parents wanted them to pass the national examination and achieved good score.

However, the reality did not show the expectation which have been explained above. The majority of students achieved low scores or even failed in English National examination. It was based on the pilot research conducted by the researcher in one of senior high schools in Limboto sub-district, Gorontalo district in February 8th, 2016. Researcher have conducted some steps to get the information about English national examination preparation. First, the researcher went to school and saw the preparation process in the classroom. Second, the researcher conducted unstructured interview to 23 twelve grade students in one class as. Finally, researcher interpreted the data from the students.

The result showed that teacher taught the students based on basic competence in 2013 curriculum and when teacher did not have enough

time to finish it, they gave lots of homework to the students that made students feel tired rather physically and mentally because of many activities that they have followed than understanding the English material specifically on English national examination topic. Students also said that their teacher gave them abundant of assignments but less of discussion about English national examination questions which can emerge in English national examination.

Thus, during the English national examination teachers should know what actually their students need in preparing national examination. It was because by revealing students' need in English national examination, teachers know what they should do to their students based on students' need and even they could design strategies for them to prepare the national examination. This research conducted was also because the previous researcher which was Maryana (2011) only analyzed English national examination preparation by implemented specific strategy called self-regulate while this research is designed teaching strategies in English national examination which called Read, Do, Discuss and Explain (hereafter called as RDDE). It is designed based on need analysis of students in English national examination preparation. Thus, all of the steps in RDDE teaching strategy were in accordance with students' analysis result.

Also, by knowing students' need and designing teaching strategies for national examination preparation, teacher could treat students in English national preparation with better way because it was based on students' need. This made students more relax as they face with lots of assignments from the teacher. In addition, by

conducting this research it could reveal students' need in preparing the national examination on English subject so that they felt enjoy to face national examination rather than feeling stress because they have to be ready as mentally and physically. Therefore, it could help students in passing English national examination

Theoretical Bases

National Examination in Indonesia

According to Zubaidi and Novitasari (2016 p.1), national examination is a kind of test that all students in Indonesia are required to conduct and pass it before they continue to the next level of education or repeat the test if they are not passed the test. The rule "if do not pass then repeat the test again" become the major issue in Indonesian education. Some people assumed that it is not fair for students because they learn at school for about three years and the result is based on the National examination test, until this rule is changed because of those reasons.

Maryana in her research about designing training program through strategic planning toward junior high school students in National examination preparation (2011) reveals that students that faced national examination feel tension, stress and fear also tired because of the national examination preparation. She assumed that by using strategic planning (self-regulate) especially for those student in that level specifically teenager.

Need and Need Analysis

Because of this research investigated the students' need in preparing the national examination on English subject, therefore the researcher needs some theories about need analysis. Here were some explanations about need and need analysis.

Need.

Hutchinson and Waters (1987) explained that there is a differentiation between target needs and learning needs. Target need is what the students' needs to do in the target situation. It means that target need from students have specific purposes such as they have target to learn English so that they could pass the National Examination while learning need is what the learners need to do in order to learn (p.54).

They classify the target need into several categories. They were necessities; what the learners have to know in order to function effectively in the target situation. Lacks; the discrepancy between necessity and what the learner already knows, Wants; what the learners actually wants to learn or what they feel and they need as well as goal in order to find out the reason of learning English. In addition, for learning needs, there were input, procedure, settings, learner and teacher's role to get students' need in learning process.

Brindley as cited in Richard (2001) stated that the term need is sometimes used to explain to want, desire, demands, expectation, motivation, lacks, constraints and also requirements. Need is actually what they want to do for some purposes. It is required for someone to do something or to complete the needs. The need comes or arises because of there is such desire to do something.

Need analysis.

After knowing what need is, need analysis process is required to unearth what were the students' need. Nunan (1988) stated that needs analysis is procedure or process in collecting the information about students' need that used as the basis for curriculum development to answer the learning needs of a certain group of students. (p.75). This is also supported by Richards (2001) need analysis is procedure used to gain information from the students' need (p.51).

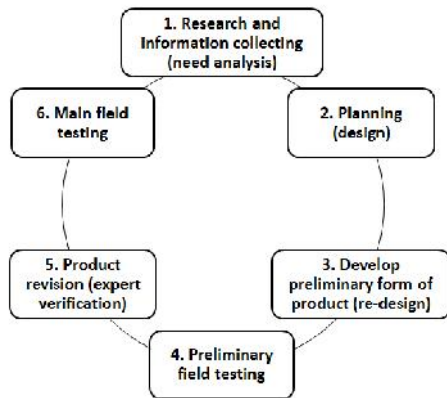
Richard (2001) also states the purpose of language teaching in need analysis as follows. To find out what language skills a student needs in order to perform a particular role. To determine if an existing course adequately addresses the needs of potential students. To determine which students from a group who really need of training in particular language skills. To identify a change of director that people in a reference group feel is important. To identify a gap between what students were able to do and what they need to be able to do. To collect information about a particular problem learners were experiencing.

Based on explanations above need analysis by some experts, it shows that those theories were very helpful for researcher to gain the students' need. Students' need as the main data in this research. It is because students' need decided teaching strategy that the researcher would design. Therefore, students' need and need analysis were very important to be the theoretical based of this research.

Methodology of Research

This research method used in this research was Research and Development (R&D) theory from Borg & Gall (1983). There were ten steps of conducted Research and development which used by the researcher, there were; Research and Information Collecting, Planning, Develop Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Product Field Testing, Final Product Revision and Dissemination/Implementation.

Thus, the researcher applied research and development with some steps to get the research questions. However, the researcher was not conduct this Research and development till the implementation, it stopped at the small class only not in the large class. The reason was because the limitation of time and money of the researcher. Eventhough, it stopped at small class but there was simple implementation happened in small class. For clear explanation, the researcher made it simple in table. The table would be like;



Based on the diagram about Research and development (R&D) from Borg and Gall (1989), researcher has done some steps in this method;

- Research and information collecting (need analysis). This step would be used to collect and identify students' need through interview, document analysis, questionnaire, video recorder and focus group discussions.
- Planning (design). After got the students' need then researcher has designed the strategy for the teacher in English national examination preparation.
- Develop preliminary form of product (re-design). After designing it, researcher re-designed it by considering the students' need and focus group discussion result with the English teacher.
- Preliminary field testing. This was the very first time for researcher to implement the result of design teaching strategies in English national examination preparation.
- Product revision (expert verification). This step needed expert verification to re-design the strategy before implement it into the class.
- Main field testing. This was the final steps that conducted by the researcher and finally in this step also provided students' response validation sheet.

Site and Participants

Site.

The site of this research was SMK Negeri 2 Limboto, District of Gorontalo and sub-district of Limboto. This was one of vocational schools in Limboto sub-district which have several departments. The department in this site was Animal husbandry class.

Participants.

The participants of this research were 23 students of SMK Negeri 2 Limboto. The students were in twelve grade that followed English national examination specifically in Animal husbandry class and they were in academic year of 2016/2017. In addition, teacher also participated in this research especially English teacher who had teaching experience at least five years.

Technique of Data Collection

In this research and development, Borg and Gall (1989, p. 775) explained some techniques of conducting R&D that researcher used in this research. They were;

Research and information collecting (need analysis).

In this step, the researcher made a survey through interview the participants in order to get need analysis of the students. The researcher used theory from Creswell (2009, pp. 185-190) such as collecting information through semi-structured interviews, document as the additional data to get the students' information especially the students' grades and also the video recorder in supporting the result.

Interview.

The researcher interviewed the students first and the next was the teacher. According to Creswell (2009) this interview designed as semi-structured with an in-depth interview with generally open-ended questions. It was because the researcher would obtained the view, opinion, and feeling from the participants (p.181).

Documents analysis.

The documents in this research was students' learning achievement result in English subject as the additional data in this research. The researcher needed them all to support the interview.

Questionnaire.

Researcher used questionnaire in expert validation sheet and students' response validation sheet. Since the main instrument in this research was need analysis of students, thus the indicator of this questionnaire was the same with interview which was from Hutchinson and Waters (1987). They were target need and learning need.

Video recording.

This video recording was only to support the interview and document analysis which provided the real data and process from the participants included the implementation of the teaching strategies in classroom and the focus group discussion presentation with the English teacher.

Focus group discussion.

This focus group discussion (FGD) addressed the English teacher as participants in this research. The functioned was to discuss the need analysis result to the English teacher and the teaching designed

Planning (design).

After finding out the students' need, the researcher designed teaching strategies for English national examination preparation. Thus, these strategy was based on the students' need.

Develop preliminary form of product (re-design).

After designing the teaching strategies based on the students' need, the researcher re-designed it by paying attention to students' need result in detail as well as the focus group discussion result and it could be used in the next step namely preliminary field testing.

Preliminary field testing.

In this time, the researcher applied the strategy that have been designed by the researcher and based on the result of focus group discussion with English teacher and students in Animal husbandry class.

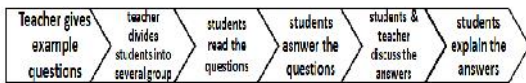
Main product revision (expert verification).

This step involved two experts' verification

as English lecturer and English teacher who have lots of experiences in this kind of research. This step was also use for re-design the teaching strategy.

Main field testing.

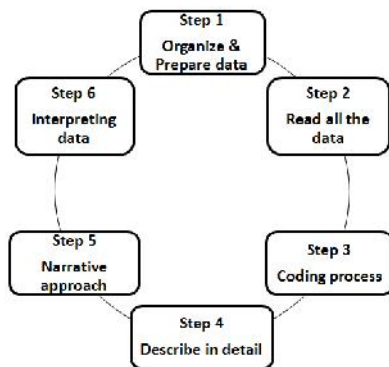
Based on the teaching strategies that have been designed, the researcher applied it in Animal husbandry class. This was the last step of conducted this research and this final step was also provided students' response validation sheet. In addition, here was the blue print of teaching strategy of English national examination preparation called Read, Do, Discuss and Explain (hereafter called RDDE).



In this teaching strategy, there was a pre-activity for teacher which was classify the exemplary questions of English national examination based on SKL 2017. Furthermore, the first step of this strategy after pre-activity was teacher divided students into several group and asked them to read the questions by identifying the keyword. The next step was students answered the questions and discussed with their friends and English teacher. Finally, the group who got correct answer explained the reason to their friends in front of the class.

Technique of Analyzing the Data

There were several steps in analyzing the data based on Creswell theory (2009, pp. 185-192) that would be explained in diagram below;



Step 1: In this first step, researcher organized and prepared data for analysis. It meant that after researcher conducted the research included interview, document analysis and video recording to get students' need and designed teaching strategies, then the researcher scanned the data, typed up field notes or sorted and arranged the data into different types.

Step 2: The second step was the researcher red through all the data. After organized and prepared for the analysis, researcher red the data carefully so that she could obtain the general sense of the information and reflected on its overall meaning. In this step, the researcher tried to

analyze the participants' general ideas about students' need in English national examination preparation and designed teaching strategies.

Step 3: The third step was researcher begin detailed analysis with a coding process. The researcher categorized data from participants into two research questions thus the questions could be answered by this step.

Step 4: The fourth was researcher used the coding process to generate a description of setting or participants which meant in this research, the researcher tried to describe in detail about the information that the researcher got in some steps of conducted the research such as interview, document analysis and video recorder.

Step 5: The fifth step was researcher did advanced description. This research used narrative approach to explain every single data that found in this process of research.

Step 6: Final step in this research was interpreted of the research data. Therefore, the researcher tried to explain the final result of the research based on the steps above supported by some theories which have been explained in chapter two.

Member checking

This was also use in the validation. Member checking is really important in research and development. In this final check, the researcher asked participants' phone number if there were some data found and need to be re-checked and re-confirmed with the participants. The researcher also showed the data to the participants as the final check of this research.

Research findings

This research findings present need analysis result, design of teaching strategy, re-design of teaching strategy, preliminary field testing result, expert validation result as well as main field testing along with the result of students' validation sheet after the final strategy was implemented in the classroom.

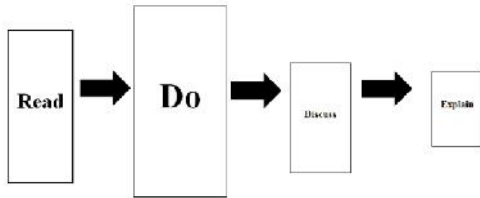
Needs analysis result.

The result of students need above through semi-structured interview were used to design teaching strategies during English national examination. The data were supported to the next phase in this research which was designing teaching strategies during English national examination preparation. Based on the need analysis data there were some conclusions obtained by the researcher. Firstly, students preferred to morning time preparation than afternoon time. Secondly, they chose learning English in group. Thirdly, they lack of vocabulary and finally students wanted discuss the exemplary questions of English national examination based on SKL 2017.

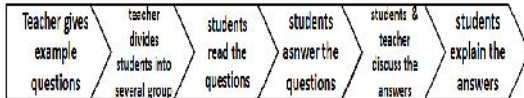
Final Designed Teaching Strategy

This strategy was designed based on students' need and have been revised twice based on focus group discussion with an English teacher as the participant in this research as well as an English teacher and a lecturer as the expert evaluator in this research. This research conducted at SMK Negeri 2 Limboto in Animal husbandry class.

The name of the strategy is **RDDE**



- Pre-activity
Teacher classified questions based on graduate competency standard or SKL 2017



Every steps of this RDDE strategy have reasons and purposes to be conducted. All of the steps were designed based on students' need which are gained through semi-structured interview with 23 students and 1 English teacher in SMK Negeri 2 Limboto. It also supported by students' learning achievement in English subject as document analysis as well as the focus group discussion. In addition, explanation of each step in this RDDE strategy will be presented below;

➤ **Pre-activity**

- For teacher;
Teacher classified questions based on graduate competency standard or SKL 2017.

The questions of English national examination 2017 have been arranged based on graduate competency standard or SKL 2017. The preparation in SMK Negeri 2 Limboto in Animal husbandry class will be conducted for 3 (three) months. Since the National examination will be held in April 2017, the preparation of English national examination in SMK Negeri 2 Limboto started from January 2017 to March 2017. The total numbers of English national examination questions are 45 questions which divided into 40 multiple choice questions and 5 essay. Moreover, the schedule of English national examination preparation in SMK Negeri 2 Limboto especially Animal husbandry class as the participants is in Thursday which consist of one and half hour per week. In one and half hour, teacher can covered 8 to 10 questions. In this pre-activity, teacher will classified questions that will be given to students based on SKL 2017.

1. Teacher Gives Example Question

- Activity for teacher
-) Teacher chooses 8 to 10 example questions based on SKL 2017
 -) Teacher gives the chosen questions based on SKL 2017 to students in the classroom.

After pre-activity has been conducted which is teacher classified the example of questions based on SKL 2017, teacher will give the chosen example questions to students. It is because this RDDE strategy was designed

based on need analysis of participants, thus teacher gives example questions to the students is the appropriate step to be conducted in this designing teaching strategy in English national examination preparation. Students want teacher gives example questions based on SKL or graduate competency standard 2017 to them during English national examination preparation. This is better than give them explanation or material repetition, it can save time because they only have one and half hour every week as the preparation of English National examination and also teacher is rarely coming to class. If teacher will repeat the material from ten, eleven and twelve grade, it will take much time while they have to be familiar with the questions of English national examination based on SKL 2017. This is the excerpt of interview with English teacher.

"T: Kalau untuk memberikan soal-soal ujian nasional keseluruhan memang tidak tapi setelah itu ada pembahasan soal"(I don't provide them with all national examination example questions but after that (repeating material) I will)

Based on the interview with the English teacher, she used to repeat the material to the students, after that if the time still allows to discuss the question, she will pick up one or 8 to 10 example of the questions. However, in this RDDE strategy, they will focus on discuss the questions which means that the questions contains the English material. Therefore, teacher does not need to explain or to repeat the material. They used to know the questions, automatically they get the explanation of the material.

2. Teacher divides students into several group

Activity for teacher: teacher will divide students into several group before they will discuss the questions.

This step is actually same as the previous design, but researcher make the step clearer than before. If the design 1 just directly go to "students see and analyze it in group step" while in this, researcher makes "teacher divides students into several group step" become step 2. The reason why teacher have to divide them into several group is because based on need analysis of students all of them want learning in group. Here is the excerpt of interview with one of students;

"S: group bu. Karena semua bisa dipahami. Bisa saling membantu (I like learn in group mam, because all can be understood, we can help each other)" Students love to learn in group because they can help other students who do not understand about the question and the answer, they feel free to ask to their friends rather than ask their teacher, it is because one of students said that sometimes teacher will angry if they will ask or clarify something as like this excerpt of interview with the students;

"R: memangnya sudah pernah dimarahi ketika bertanya?"(Have you ever get

yelled from your teacher after asked something?)

“Sv: ya bu, katanya kalau tidak tau mending diam saja. Jangan asal ceplas ceplos bu” (yes mam, she said “if you do not

understand, then be silent)
Based on the explanation above, students are comfortable to ask their friends and discuss the questions together. This is more effective than learn individually, because if they will learn individually and when they do not understand, they just keep silent while in group they can ask their friends. The point is because this is based on need analysis of the students.

3. Students read the questions

Activity for teacher:

-) Teacher asks students to read the questions
-) Teacher asks students to identify the keyword of the questions
-) Teacher asks students to analyze the questions and the answers
-) Teacher walks around the class to control the students in each group in order to make sure that students read the questions.

Activity for students:

-) Students read the example questions in group
-) Students identify the keyword of each questions in group
-) Students analyze the questions and the answers in group

After the questions given to the students, they will read, identify the keyword and analyze the questions in group. This strategy will make them easy especially when they said that they lack of vocabularies. It will take much time if they will read the whole sentences in the passage (for reading). It is better to identify what the keywords of the questions are. For instance is when the question starts with “when”, then students will focus on time, it can be day, date, year or time. This is very important for teacher to explain the function of keyword in the questions to the students.

4. Students answer the questions

Activity for teacher

-) Teacher have to control each group and to make sure that they have their answers of each question.
-) Teacher gives limited time to answer the questions

Activity for students

-) Students try to find out the answer
-) Students work together with their friends to get the answer
-) Every student have to involved to get the answer

After the example of question given to the students, then they will solve the problem together in each group, they will discuss with their group mate how and what is the answer of the question. However, teacher have to control them by being around them to see and keep them with the

questions. To save the time, teacher have to limit the time to answer the question number 1 to 10 and teacher asks students to pay attention to the question and the option then they will find the answer.

5. Students and teacher discuss the answers

Activity for teacher

-) Teacher discuss each options of the questions with all group classically
-) Teacher asks each group to tell their answers
-) Teacher ask students to pay attention to other students' answer

Activity for students

-) Students discuss each options of the questions with all group classically
-) Students reveal their answers
-) Students pay attention to other students' answer

In this step, teacher will discuss the options of each questions with all group classically. All of students in each group have to pay attention to the explanation of the teacher, it is because teacher will explain the English material such as definition and generic structure of the text when this step will be implemented. They will discuss what probably will be the correct answers of the questions then every group have to tell their chosen answer to their friends and teacher.

6. Students explain the answers

Activity for teacher

-) Teacher chooses group who have correct answer
-) Teacher asks one of group member to explain the reason why they choose the answer
-) Teacher asks students to pay attention to their friends

Activity for students

-) Students who got correct answer will explain the reason why they choose the answer
-) All of students have to pay attention to the explanation

The final step in this strategy is students who got correct answer will explain the reason why they choose the answer. The function of this step is students can explain their way of thinking why they get the correct answer. Therefore, other students who got wrong answer will listen to their friends.

Conclusions

In conclusion, by designing teaching strategy called RDDE students enjoyed the teaching and learning process in the classroom during English national examination preparation. They do not feel under pressure with the situation because all of the phases in the strategy designed based on their necessities, lacks, goals and wants. This was supported by the students' response validation sheet which showed that all of them agreed with the strategy called RDDE.

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