AN ANALYSIS OF THE IMPACT OF THE ENGLISH NATIONAL EXAMINATION (ENE) ON THE TEACHERS’ TEACHING

THESIS

Submitted in partial fulfillment
of the requirements for the degree of
SarjanaPendidikan

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AN ANALYSIS OF THE IMPACT OF THE ENGLISH NATIONAL EXAMINATION (ENE) ON THE TEACHERS’ TEACHING

Mona Kiranasih

ABSTRACT

English National Examination (ENE) is an evaluation that is applied by the government in Indonesia. It becomes a controversy since it is always in the form of multiple choices. It would be harmful if the teachers only focus on the multiple choices. Therefore this study aims to find out what the English teachers think about the impact of the ENE on the materials and techniques to teach English prior to their National examination period. A descriptive analysis was conducted to explore the findings. The result of the study indicates that the ENE influences the teachers in the aspect of time arrangement, teaching materials, and teaching techniques. The ENE has an impact on the time arrangement since the teachers finished the materials objectives in the first semester and used the second semester for doing many exercises. Next, the impact of the ENE on the teaching materials is that the teachers emphasized more on the reading and listening skills. Furthermore, the ENE has an impact on the teaching techniques because the teachers drill many exercises to the students in the form of multiple choices. More research needs to be done to find out the effective way to assist the English teachers, so that the ENE would not be harmful for the students.

Key words: English National Examination (ENE), teaching, multiple choices, evaluation.
INTRODUCTION

The quality of a country can be seen through its education. Therefore, education is an important investment of a country since it can change and develop the country itself. It is supported by Mardapi (2000) as cited in Rupilele (2013, p.2), who stated that,

“the UN (national examination) results of an elementary education unit function to observe the educational quality, whether between regions or over time; motivate students, teachers, and schools in order that they have higher achievements; and provide feedback for education implementers.”

The process to measure the success of an educational program can be done by an evaluation. In Indonesia, the type of evaluation that is applied by the government is the national examination. It was firstly applied in Indonesia in 1965. The name of the national examination has been changed for several times and the latest one is called *Ujian Nasional* (National Examination). According to Ministry of National Education, BEM REMA UPI (2015), the purpose of the government to implement a national-level program evaluation is that Indonesia has a national standard level of measurement for uniformity of examination in all areas in Indonesia.

The problem of the National Examination in Indonesia is that the test is in a form of multiple choices. As a result, this type of monotonous examination will have an impact on the teachers. In my opinion, it will lead the teachers to drill the students with multiple choices. Theoretically, the teachers ought to make various activities which are meaningful, fun, and activities which can be applied for daily
life communication. My opinion here is supported by a study conducted by Kurniawan in 2012. The result of his study showed that it is necessary for the teachers to apply more attractive teaching methods so that the students will be more encouraged to encounter the National Examination. However, another study which was conducted by Sukyadi and Mardiani in 2011 indicated that the ENE can affect teachers’ teaching aspects such as time arrangement, teaching materials, teaching contents, teaching methods, teaching strategies, and the assessment method.

The following previous study was conducted by Tayeb, et al. in 2014. The result of that study is that a test can influence what and how the teachers teach such as teaching method, experiences of the teachers, contents assessment, and teachers’ belief. The additional previous study was conducted by Pizarro in 2010. It was about the wash back effects of a high-stakes English Test (ET) on the teaching of English. The result of this study is that the ET emerges to influence curriculum, especially contents. Another influence is classroom materials. The teachers tend to ignore the untested skills and material. The last influence is teachers' methodology of teaching. ET leads the teachers to take no notice on the crucial materials that does not appear in the examination, such as oral communication and classroom interaction. Therefore, I would like to know about what the English teachers think about the impact of the English National Examination (ENE) on their teaching. This study focuses on getting detailed information about what the English teachers think about the impact of the ENE on their teaching.
This study is similar to Sukyadi and Mardiani’s study since they found the impact of the ENE on the teachers. However, they also found the impact of the ENE on the students’ learning. The different is on the data collection techniques. They used observation, interviews, questionnaire, and documents. In contrast, I only used interview to find detail information. The aim of this thesis is to find out what the English teachers think about the impact of the ENE on the teachers’ teaching. The research question to be answered in this study is: What do the English teachers think about the impact of the ENE on the time management, materials and techniques of their teaching prior to the National Examination period? “Prior” means from the beginning of the third grade of Senior High School. Hopefully, the findings can become an input for English teachers and the government in implementing the ENE.

**LITERATURE REVIEW**

The English National Examination (ENE) is an evaluation that is implemented by the government in Indonesia. Madaus (1988), as cited in Andrews, et al. (2002, p.208) emphasized, “High stakes tests are tests whose results ‘. . . are seen—rightly or wrongly—by students, teachers, administrators, parents, or the general public, as being used to make important decisions that immediately and directly affect them” (Madaus, 1988, p.87). Hence, a National
Examination here is a high-stakes test. According to Maniruzzaman (2012), a high-stakes test has a great impact on language learning and teaching.

According to Badan Standar Nasional Pendidikan (BPNS) as cited in Mardapi and Kartowagiran (2009), the National Examination is an activity that measures and assesses the students’ competence. Moreover, Sukyadi and Mardiani (2011) stated that the National Examination is applied in order to develop the quality of national education and it is supported by the Government Regulation Number 19 year 2005 on the National Standards of Education. Sulistyo (2004) as cited in Kurniawan (2012) asserted that the national examination is the process in a formal test on a certain course which tests someone’s knowledge. In addition, Sukyadi and Mardiani (2011) argued that the national examination is a test which is implemented by the central government after the process of teaching and learning and it is applied to measure and assess the students’ proficiency nationally (The Regulation of the Minister of Education, 2005). Rupilele (2013) claimed that the national examination is a form of a national scale evaluation as a part of the education world and it is used as the national achievement standards.

Nonetheless, there are still controversies of implementing the national examination. Previously until 2015, the national examination was used to determine students graduation. There are many pros and cons about the implementation of the national examination from various parties such as teachers,
schools, political elites, parents, even students. Some of them say that the national examination often makes the students get depressed, especially for those who fail. However, the national examination is still applied by the government as one of the requirements for the students to graduate. According to Mardapi and Kartowagiran (2009), the cons suggest that the national examination is enough if it is done only in schools because the teachers are the ones who know the development and the growth of the students. On the other hand, Mardapi and Kartowagiran (2009) said that the pros encourage the implementation of the national examination since it can increase the education qualities. It means that the national examination can make a good standard for education, boost the teachers to have a better teaching method, and help the government in making the qualified mapping. In my opinion, the national examination also has a negative impact for the students. The national examination makes the teachers drill the students with exercises that will prepare them to the exam only. I think, it shows the instant way to achieve the high score and as a result, the students will not actually master the skills.

The National Examination, just like any other tests, affects the students’ learning and the teachers’ teaching. Brown (2003, p. 28) stated, “In a large-scale evaluation, wash back is usually defined as the effects of the test especially on the students’ preparation.” According to Hughes (2003), the effects of testing on teaching and learning are called wash back. Moreover, Bailey (1996) as cited in
Pan (2009, p. 258) suggested, “Wash back is the influence of testing on teaching and learning”. There are various definitions of the term “wash back” which have been proposed by experts. Alderson and Wall (1993) as cited in Cheng and Curtis (2004, p. 3) said, “wash back refers to the influence of testing on teaching and learning”. Saif (1999) as cited in Tayeb, et al. (2014) assumed that when learning is assumed as the main purpose of teaching, and testing is an influential media to reach that purpose, it means that tests would really influence the teaching and learning activities.

In addition, Andrews, et al. (2002) insists that the word ‘wash back’ is referred to be non-technical as it has some synonyms such as ‘impact’ ‘effect’ or ‘influence’. In addition, they believed that a test will affect what and how teachers teach. On the contrary, test impacts and test wash back are differentiated by Wall (1997) in terms of the effects scope. Based on Wall’s (1997) opinion, as cited in Cheng and Curtis (2004, p. 4) who affirmed,

“impact refers to “. . . any of the effects that a test may have on individuals, policies or practices, within the classroom, the school, the educational system or society as a whole” (see Stecher, Chun, & Barron, chap. 4, this volume), whereas wash back is defined as “the effects of tests on teaching and learning” (Wall, 1997, p. 291).

It is supported by Bachman and Palmer (1996) as cited in Tayeb, et al (2014, p. 85) who claimed, “test impact” to refer to the effects that tests have .”

In fact, testing will not only influence teachers and students, but also all of
the participants. Kennedy and Lui (2013) admitted that the test participants (teachers, students, and administrators) can be influenced by a test. Their perceptions and attitudes can give an impact on their work and their learning outcomes. It is supported by Pearson (1988) as cited in Cheng and Curtis (2004) who suggested that examinations influence the attitudes, behaviors, and motivation of the teachers, and learners and parents. Moreover, Biggs (1995) as cited in Cheng and Curtis (2004, p. 8) affirmed, “testing drives not only the curriculum, but also the teaching methods and students’ approaches to learning (Crooks, 1988; Frederiksen, 1984; Frederiksen & Collins, 1989).” Furthermore, Cheng (2005) as cited in Tayeb, et al (2014) argued, that tests “should and could drive teaching and hence, learning” (Cheng, 2005, p. 2). In addition, Wall (1997) as cited in Tayeb, et al (2014) believed, “test impact refers to any of the effects that a test may have on individuals, policies, or practices within the classroom, the school, the educational system, and society as a whole,” (p. 85).

The impact on the ENE can be positive or negative. According to Hughes (2003, p. 1), “The effect of testing on teaching and learning is known as backwash, and can be harmful or beneficial.” In addition, Buck (1988, p. 17) as cited in Spratt (2005, p. 8) said, “The influence of the test on the classroom . . . this wash back effect can be either beneficial or harmful.” Based on Sukyadi and Mardiani (2011) belief, they asserted that types of wash back can be positive or negative. Alderson and Wall (1993) and Brown (2004) as cited in Sukydi and Mardiani (2011, p. 99)
emphasized,

“negative wash back is damaging or unwanted effect on teaching and learning of a certain test which means which means a bad test in which something that the teacher or learner does not wish to teach or learn and it doesn’t fit with the contents such as the material or the skills being taught and the test (Alderson & Wall, 1993; Brown, 2004).”

On the other hand, Pearson (1988, p. 107) as cited in Pan (2009, p. 259) said, "Worthy tests can be used and designed as advantageous teaching-learning activities so as to encourage a positive teaching-learning process.”

Hughes (1993) and, later, Bailey (1996) as cited in Tayeb, et al. (2014) developed Alderson and Wall’s hypotheses of wash back into three main factors: 1) participants (teachers, students, administrators, material writers and curriculum designers) whose perceptions and attitudes may be affected by wash back; 2) processes which means all actions executed by the participants that may, directly or indirectly, contribute to the final educational goal (i.e., learning); and 3) products which indicate what is taught, learnt or designed for the sake of learning quality. Based on Hughes (1993) and Bailey (1996) thought, as cited in Kristiawan (2012) who asserted that there are four processes of wash back for teachers. They are what the teacher teaches, how the teacher teaches, the intensity of teaching, and additional tutorials. In addition, Spratt (2005) showed the area in teaching and learning that are affected by wash back. They are curriculum, materials, teaching methods, feeling and attitudes, and learning. Tayeb, et al.
(2014) also stated that a test can give an effect on the teachers’ teaching methods, teachers’ experiences, teachers’ content assessment, and teachers’ beliefs. Sukyadi and Mardiani (2011) emphasized that the ENE has impacts on teachers’ teaching in the aspect of: activity or time arrangement, teaching materials, teaching methods, and teaching strategies. Related to time arrangement, Kurniawan (2012, p. 9) said, “preparation of the national examination consumed a lot of time.” All of the teachers said that the preparation started at the first semester in the third grade. However, it will be more intensive in the second semester, especially three to four months before the National Examination. In addition, Bailey (1996) as cited in Sukyadi and Mardiani (2011) believed that to prepare a test, the teacher changes the activities and class arrangements into the activities that are related to the ENE. Pizarro (2009) as cited in Sukyadi and Mardiani (2011) asserted that they prefer to allocate time to the skills required in the test. Related to the teaching materials, Sukyadi and Mardiani (2011, p. 104) admitted,

“The teachers replaced class textbooks with worksheet identical to previous years’ tests. From the sample of five sessions of classroom observation, it was found that the main activity in the classroom was “teaching to the test” or “practicing the test”. The teachers tried out ENE materials, discussed ENE previous tests and particularly drilled listening skills which would be tested in ENE.”

Sukyadi and Mardiani (2011) affirmed that a teaching method refers to teaching
approaches and techniques. Shohamy (1996) as cited in Sukyadi and Mardiani (2011, p. 100) reaffirmed, “Teaching toward the high-level EFL exam caused the teachers to teach through simulating the exam tasks or through carrying out other activities directly aiming at developing exam skills or strategies.” Moreover, Sukyadi and Mardiani (2011) suggested that the teachers proposed to the students to improve their skills through doing many exercises in the ENE test format. Furthermore, Sukyadi and Mardiani (2011, p. 105) insisted, “Students were practicing “test-like” item similar in format to those on the test (Bailey, 1996; Shohamy et al., 1996).”

According to Cheng and Watanabe (2004) as cited in Sukyadi and Mardiani (2011), there is a strong proof that the wash back of examinations, especially high-stakes tests strongly influences the teaching and learning within different educational contexts. Usually, teachers will change their teaching method when they prepare exams. My thought is supported by Shohamy et al. (1996) as cited in Spratt (2005, p.14). They said that the teachers apply various drilling exercises and employ different types of activities in order to develop students’ abilities in facing the high-stakes exam such as brainstorming, working in pairs or in groups, jigsaw activities, simulating authentic situations, engaging in debates, discussions, speeches, etc. In addition, Watanabe (2000) as cited in Spratt (2005) affirmed that the teachers also make some efforts to create their own materials during the exam preparation classes. Moreover, Qi (2005) as cited in Kennedy and Lui (2013)
reaffirmed that high-stakes tests are executed to choose high performers and to motivate the teachers to make some changes in the teaching and learning.

METHODOLOGY

Context of the study

This study was a Descriptive Qualitative research since the data and the result of this study are in a descriptive form. The setting was in SMA Kristen 1 Salatiga, SMA Lab UKSW, SMA Negeri 1 Salatiga, and SMA Negeri 3 Salatiga. Those four schools were selected since they were reputable schools in Salatiga. I also had done my teaching practicum in SMA Kristen 1 Salatiga. Therefore, I got easy to access to that school.

Participants

The participants of this study are four English teachers who teach the third grade of Senior High School in Salatiga. The Senior High School teachers were chosen as my participants since in my opinion, they have heavier burden because their students were in an unstable period and they tend to get depressed when they fail in the ENE. Only four English teachers were chosen because the limit of time of this study and the limit of access to find more schools to be my participants. Those four English teachers were selected since they are teaching in good schools, so in my opinion, it is the reflection of the way they are teaching.
**Data collection methods’ instruments**

I wanted to know about the effect of the ENE in the areas of teachers’ teaching. Hence, I the research question of this study is: What do the English teachers think about the impact of the ENE on the time management, the materials and techniques of their teaching prior to the National examination period? Therefore, in my research, the analysis of the impact of the ENE on English teachers’ teaching was presented.

The theory that became the basis in collecting the data was from Sukyadi and Mardiani (2011). They claimed that the ENE had an impact on teachers’ teaching in the aspect of: time arrangement, teaching materials, and teaching techniques. The interview questions are as follow:

**Introduction:**

1) Do you believe that ENE has a great influence on the English teachers?

   Explain?

**Time arrangement:**

1) How do you divide the time for the ENE materials and teaching objectives?

2) Do you think that it is enough to prepare everything? (readiness of materials and students’ mentally)

3) Is there any additional time for finishing the whole materials?
Teaching materials:

1) Do you believe that the ENE influences the teaching materials? How?
   Why?

2) Do you give emphasize on every skill? Why?

3) Are the skills equally important? Why?

4) Do you use textbooks in teaching? Why?

5) Do you give exercises from the previous exams? Why?

Teaching Techniques:

1) Because of the ENE, does your teaching focus on answering the ENE format? Why?

2) Do you give many exercises? How? Why?

3) Is there any other activity such as watching movies, listening to songs, doing role plays, and writing stories?

Data collection instrument

In collecting the data, I did a pre interview to two English teachers to test the interview questions whether it was appropriate and enough to collect data or not. It was also to anticipate the possible problems that could be encountered in the interview process. The two pre interview participants were different from the research participants. Based on the pre interview results, the interview questions were revised. A one by one face to face in-depth interview was held in different times. The duration of my interview was 10 to 30 minutes per session. The
The interview session was conducted in Indonesian to minimize the language barrier. The interview sessions were recorded and then transcribed. The interview questions were in appendix 1.

**Data analysis procedure**

The transcribed interview was analyzed and categorized based on the third main categories: they were: time arrangement, teaching materials, and teaching techniques. Each response in each question was analyzed to find the main idea of the responses. The summaries of the data were written in the form of descriptive paragraphs. Therefore, from those categories, the impacts of the ENE on the teachers’ teaching were found.

**FINDINGS AND DISCUSSION**

This section presents the analysis of the data based on the interview sections. The description of the data will be presented in three categories adopted from Sukyadi and Mardiani’s study in 2011. They are time arrangement, teaching materials, and teaching techniques.

**Time Arrangement**

After I did the interview, the findings confirmed that there are various answers from the participants. According to the division time, three teachers approved that
they finished the materials at the first semester and did exercises at the second semester. Teacher 1 said, “...semester dua hanya latihan soal untuk persiapan UN karena semua materi habis di semester satu.” (The second semester is used for doing exercises since all of the materials have been already covered in the first semester). On the other hand, teacher 3 has a different answer, she assumed, “...materi semester satu ya diselesaikan di semester satu, materi semester dua ya diselesaikan di semester dua. Mungkin dua minggu menunggu UN baru kita latihan soal.” (The materials that are for the first semester should be finished in the first semester and the materials that are for the second semester should be finished in the second semester. We start having the exercises only two weeks before the National Exam).

All the teachers agreed that they add extra time. However, it is not effectively used for achieving the materials’ objectives, but it is used for doing many exercises and little portion for review the generic structure. They claimed that there is additional time, even though they have different schedules. Teacher 1 said, “...penambahan waktu ada, 3 jam per minggu...” (There is additional time, 3 hours a week). Teacher 2 said, “...satu minggu hanya ketemu satu kali 45 menit.” (The extra time is only 45 minutes/ week). Teacher 3 said, “Biasanya setelah ujian sekolah, sekolah mengalokasikan jam pelajaran mapel non UN untuk mapel-mapel UN.” (Usually after the school exam, the school allocates the time of the non-ENE subjects to the ENE subjects). Teacher 4 said, “...di semester 2
ada jam tambahan yang biasanya hanya 5 jam bisa jadi 7 jam seminggu.” (In the second semester, there is extra time from only 5 hours/week becomes 7 hours/week).

All of the teachers granted that the time that they have is enough to achieve the materials’ goal and prepare the students’ mentally. Teacher 2 said, “...justru longgar saya rasakan selama ini karena yang diujikan kan hanya reading dan listening itu saja, yang lain hanya mengulang-ngulang saja.” (So far, I think we have more than enough time because the tested skills are only reading and listening skills and the others are only repeated).

From their responses, I can conclude that the ENE influences the time arrangement since most of them finished the materials objectives in the first semester and used the second semester for doing many exercises. They even add more time for extra classes. It is supported by Kurniawan (2012, p. 12) who promoted, “the focus of examination usually started at the beginning of the second semester...”

Teaching Materials

Related to the materials of the third grade of Senior High School, all of the teachers give same responses to the questions. They do not change the materials. Teacher 1 said, “...tapi materinya tidak beda sih, sama.” (The materials are the same). Similarly, Teacher 4 believed, “Kalo materi itu kan di sekolah sudah
punya aturan bakunya, jadi kita harus mengikuti silabus.” (The school has its own rules, so the teacher should follow the syllabus). Therefore, all of the teachers use the standard materials from the government.

All of the teachers agreed that they emphasized on two skills, reading and listening. Teacher 2 said, “Yang ditekankan lebih reading dan listening karena yang masuk UN kan itu.” (The skills that are emphasized are reading and listening since they are the tested skills in the ENE). Teacher 4 affirmed, “Jadi saya lebih fokus ke reading skill sama listening skill. Kalo grammar bisa dibilang saya anak tirikan.” (My focus is more on the reading and listening skills, so I only have little portion for grammar). However, all of the teachers thought that all of the skills are equally important.

In their teaching, all of the teacher use textbooks. Teacher 1 said, “...jadi saya ambilkan dari textbook. Kadang juga dari internet.” (I use the textbooks and sometimes I find additional material from the internet). Teacher 2 claimed, “...saya pakai buku dari berbagai penerbit, tes-tes masuk perguruan tinggi, dan juga dari TOEFL.” (I use books from many publishers, college placement tests, and also from TOEFL). Teacher 3 promoted, “Kami pakai karena untuk menolong lha kalo ngga pake textbook, waktu untuk menyiapkan materi sangat time consuming, tapi kami juga mengambil materi dari internet.” (We used textbooks since if we created our own materials it is wasting our time. We also find additional materials from the internet). Teacher 4 argued, “...textbook pakai dan
mencari materi sendiri di internet.” (I use textbooks and I also find the materials from the internet).

All the teachers agreed that they give exercises from the previous tests. Teacher 1 asserted, “...untuk membandingkan saja tes tahun-tahun lalu itu seperti apa...” (Giving exercises from the previous tests is just for comparing the previous tests). Teacher 3 said, “...pakai hanya sekedar memberikan gambaran model soalnya seperti apa.” (The previous tests are only for giving them example of the real test). Teacher 4 insisted, “...karena setiap tahun SKLnya hampir sama.” (The standard competencies are almost the same).

From their responses, I can summarize that the ENE influences the teaching materials. All of them emphasized more on the reading and listening skills, even though in their opinion, all skills are equally important. All of the teachers use textbook when they are teaching and add materials from the internet. They also use the previous tests for comparing and giving examples of the real test. Furthermore, Shohamy et al., (1996) as cited in Sukyadi and Mardiani (2011, p. 108) affirmed, “the teacher replaces textbooks with worksheet identical to previous years’ tests.” In addition, Xie and Andrew’s (2013) as cited in Birjandi and Taqizadeh (2015, p. 10) advocated, “study in which higher expectations of test success led to greater engagement in test preparation and knowledge of the test triggered more practice of test-taking skills.” Moreover, Lam (1994) as cited in Spratt (2005, p. 11) emphasized, “...teachers do this as ‘they believe the best
way to prepare students for exams is by doing previous papers’ (1994: 91).”

Teaching Techniques

There are three teachers who confirmed that they focus on answering the ENE format but there is a teacher who does not only focus on answering the ENE format. Teacher 1 stated, “...fokusnya ya buat menjawab soal...” (The focus is to answer the questions). Teacher 2 stated, “...lebih banyak multiple choicenya, biar mereka nanti tidak terkejut dan bisa menyasati soal.” (I give more exercises in multiple choices so the students would not be surprised about the format and they also can inquire the tips to answer the questions). Teacher 4 emphasized, “...kalo semester dua diperbanyak latihan soal pilihan ganda karena materi sudah selesai di semester satu.” (On the second semester we do more exercises on the ENE format since the materials have been covered on the first semester). However, Teacher 3 has different responses. She admitted, “...Jadi tidak hanya multiple choice karena itu tidak terlalu mengembangkan skill siswa.” (I don’t only give multiple choice questions because it cannot really develop the students’ skills).

All of the teachers agreed that they use many activities like watching movies, listening to songs, doing role plays, etc. Although these activities are in a small portion only. Teacher 1 argued, “...kegiatan-kegiatan itu hanya di semester satu.” (Those activities are only done in the first semester). Teacher 2 said, “Saya memakai kegiatan tersebut mulai dari semester satu sampa iawal semester dua.”
(Those activities are done from the first semester until the beginning of the second semester). Teacher 3 affirmed, “Kalo saya ada, tapi porsinya sedikit.” (There is a little portion for those kinds of activities). Teacher 4 reaffirmed, “…jadi ketika mereka sedang jenuh, saya lakukan aktivitas-aktivitas tersebut.” (I did those activities when the students felt bored).

From the responses, I can conclude that although the teachers focus on answering the ENE format, they still do the other activities. The major exercise was still on answering multiple choice questions. Therefore, this finding was in line with Alderson & Wall (1993) as cited in Sukyadi and Mardiani (2011, p. 107) who suggested, “…teachers would do whatever methodology they felt most practical to help them to prepare their students for ENE.”

CONCLUSION

The purpose of this study is to find out what the English teachers think about the impact of the ENE on the teacher’s teaching. There are three areas that are influenced by the ENE, they are time arrangement, teaching materials, and teaching techniques. The impact of the ENE in the area of time arrangement is the teachers focus on their teaching of the examination at the second semester. They also have extra times for doing many exercises. In the area of teaching materials the ENE tend to lead the teachers to only emphasize on reading and listening skills, even though they thought that all of the skills are actually equally
important. Moreover, they use textbooks and many other materials from the internet besides the previous paper tests. The impact of the ENE in area of teaching techniques is the teachers give many exercises to the students. They do not only focus on answering the ENE format, but also other formats such as: matching, filling in the blank, and writing essays. Nonetheless, the portion is less than the multiple choices. Consequently, the students understand the materials and they can apply it in the real situation. By seeing the impact of the ENE based on the teachers’ thoughts, it can be concluded that the ENE is beneficial to make the national standardization. Besides, the teachers must be wise in arranging time. It must be in balance between achieving the materials objectives and the ENE preparations. The teachers also should be aware about the materials and the method that they used whether they are only for the success of the ENE or they can improve the student’s skills. The result cannot be generalized because of the limited number of the participants and they are only the Senior High School English teachers in Salatiga. The limit of time also makes this study not deep enough and there are many things to be improved. Therefore, future researches need to be done to find out the effective way to assist the English teachers, so that the ENE is not be harmful for the students.
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Appendix

Introduction:
1) Apakah anda percaya bahwa ENE memiliki pengaruh terhadap guru-guru bahasa Inggris? Dalam hal apa saja yang mempengaruhi?

Time arrangement:
1) Bagaimana anda membagi waktu pengajaran untuk bahan ENE dan mencapai tujuan pengajaran?
2) Apakah dengan waktu tersebut cukup untuk menyiapkan segalanya (kesiapan materi dan mental siswa)?
3) Apakah ada penambahan waktu untuk mengejar ketinggalan materi ajar?

Teaching materials:
1) Apakah ENE berpengaruh terhadap materi pengajaran? Bagaimana?
   Mengapa?
2) Apakah anda menekankan setiap skills yang ada (reading, speaking, writing, dan listening)? Mengapa?
3) Apakah setiap skills itu sama pentingnya? Mengapa?
4) Apakah anda menggunakan textbooks dalam mengajar? Mengapa?
5) Apakah anda memberikan soal-soal ujian dari tahun-tahun sebelumnya?
   Mengapa?

Teaching techniques:
1) Dengan adanya ENE, apakah anda memfokuskan pengajaran untuk menjawab soal-soal ENE? Mengapa?

2) Apakah anda memberikan banyak latihan soal? Bagaimana? Mengapa?

3) Apakah ada aktivitas yang lain seperti watching movies, listening songs, doing role plays, and writing stories?