

## THE PROFILE OF ENGLISH EXAMINATION RESULTS OF SENIOR HIGH SCHOOLS IN NUNUKAN REGENCY

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### ABSTRACT

*This research aimed to find out whether there was any significant difference in English National Examination results by considering school status, school accreditation, major, gender, and students' achievement. This research employed a causal-comparative design. The sample of this research was 1,728 students of Senior High Schools in Nunukan regency in the 2018/2019 academic year. Based on the results of data analysis, it was found that (1) the students in public schools were better than those in private schools, (2) the school accreditations did not give any differences in the English National Examination results where the schools with lower accreditation apparently had better English National examination results, (3) the students in natural science were better than those in social science, (4) the female students were better than male students, and (5) the English national examination results were in a low category. The students who got higher scores in English National Examination would acquire higher scores in National Examination (NUN).*

**Keywords:** *English National Examination Results, School Status, School Accreditation, Major, Gender, Achievement*

### INTRODUCTION

Education is one of the important sectors in the development of every country. Many countries in the world try to formulate the best form of education in their country. Indonesia, as one of the developing countries, is also working hard to fulfill the demand of people for a better education. Based on The Law of the Republic of Indonesia Number 20 the Year 2003 about the National Education System states that education is a conscious and planned effort to improve the student's 'ability through the earning process. Education has the purpose to improve students' knowledge, so they will have abilities in religion, self-handling, good personality, good academics, good behavior, and skills for social life.

According to Wirawan (2017) and (Arifin et al., (2022) there are many things done by this country and always makes an effort to improve the quality of education, by changing the curriculum, upgrading the learning system, and even having some evaluation of the education system. Arikunto (2016) states that nowadays also through education assessment has a broader meaning but at the beginning, the definition of evaluation in the education system is always related to students' performance. The success of the learning process always can be seen through the evaluation results. The way to evaluate the system is varied, for example, by doing a test. According to Brown (2000) test, in plain words is a method of measuring a person's ability or knowledge in a given domain. Measuring a student's ability or knowledge in a given

domain is done through a kind of examination in our country which is called as National Examination (NE). Based on the Regulation of the Minister of National Education Republic Indonesia Number 46 Year 2010, National Examination is defined as an evaluation system in the form of measuring and assessing students' competence nationally. The function of the National Examination as "*quality control*" of the education system. Saukah and Cahyono (2015) state that beginning in the year 2015, the National Examination is used as a basis to (1) map out the quality of education of instructional programs or schools throughout the nation, (2) consider selection purposes for the next levels of education and (3) plan some corrective actions and funding schemes to support the improvement of the quality of education at schools and districts level.

Based on Ministry and Cultural reference data, Nunukan regency has 18 Senior High Schools (SMA) which consist of 10 public schools and 8 private schools in 10 subdistricts.

As one of the regions that border with Malaysia, Nunukan regency cannot be considered its exist. Many regions in the Nunukan regency are categorized as remote areas due to difficult access to reach there. Supported by the previous study, National Examination was judged to be inappropriate with the diverse regional condition in Indonesia, and the societal condition from a variety of districts in urban, rural, and remote areas which means that still do not have optimal education (Tilaar in Alawiyah, 2015). It can make some people assume that urban areas have a good quality of education with comprehensive facilities. On the contrary, remote areas with various limitedness emerged with a lack of achievement than in urban areas.

For those reasons, it is believed that by considering school status, school accreditation, major, gender, and students' achievement; there was any difference in the English examination results of Senior High Schools in Nunukan regency.

## **METHOD**

This research used a causal-comparative research design. According to Gay, et. al (2012), causal-comparative research attempts to determine the cause or reason, for the existing differences in the behavior or status of groups or individuals. In other words, established groups are already different on some variables and the researcher attempts to find relationships between independent and dependent variables after an action or event has already occurred. It seeks to establish a cause-effect relationship between two or more variables.

The number of samples was 1,728 *students* from 18 Senior High Schools both public and private schools in Nunukan regency.

In finding the data on the profile of English National Examination results of Senior High Schools in Nunukan Regency, a document of the National examination results in the 2018/2019 academic year. The data were distributed into a data recording sheet and were then analyzed by using Mann Whitney U test and Kruskal Wallis test due to data did not meet the assumption testing, in this case, the data normality and homogeneity.

## **FINDINGS**

### **School Status**

The description of the English National Examination results on school status can be seen in the descriptive statistics as follows:

**Table 1. Descriptive Statistics on School Status**

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Public School	1501	80	16	96	42.37	11.823
Private School	227	64	18	82	39.45	10.880

Based on the descriptive statistics above, the mean score for public schools was 42.37 and the private school was 39.45. It can be concluded that public school students obtained higher scores than private school students.

**Table 2. The Mann Whitney Test Statistics<sup>a</sup>**

	National Examination
Mann-Whitney U	139756.500
Wilcoxon W	165634.500
Z	-4.377
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: School Status

The result of the test statistics above, showed the Asymp. Sig. (2-tailed) was 0.000 which was less than 0.05. It can be concluded that  $H_a$  was accepted. Therefore, there was a significant difference in school status in English National Examination. It can be inferred that the students in public schools had higher English National Examination results than students in private schools.

### School Accreditation

The description of English National Examination results among school accreditations can be seen in the descriptive statistics as follows:

**Table 3. Descriptive Statistics among School Accreditations**

	N	Range	Minimum	Maximum	Mean	Std. Deviation
A accreditation	1490	80	16	96	42.95	12.000
B accreditation	164	52	20	72	37.91	9.178
C accreditation	74	56	22	78	40.68	11.286
Unaccredited	14	40	22	62	41.86	10.391

Based on the descriptive statistics above, showed that the lowest minimum score was A accreditation (16), B accreditation was (20) while C and Unaccredited were (22). From the mean score, the highest was A accreditation (42.95) then the second rank was Unaccredited (41.86) then followed by C (40.68) and B (37.91) accreditation.

**Table 3. The Kruskal Wallis Test Statistics<sup>a,b</sup>**

	National Examination
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Chi-Square	30.741
Df	3
Asymp. Sig.	.000
a. Kruskal Wallis Test	
b. Grouping Variable: School Accreditation	

The table above shows that, the Asymp. Sig. (2-tailed) was 0.000 which was less than 0.05. It can be concluded that  $H_a$  was accepted. Therefore, there was a significant difference in school accreditation in English National Examination. The first mean rank for Unaccredited was 890.61, the second mean rank for A accreditation was 889.52, the third mean rank for C accreditation was 762.08 and the last mean rank was 672.40 for B accreditation. It can be assumed from the rank test scores, the Unaccredited schools were the higher among school accreditations.

**Table 4. The Mann Whitney Test Statistics<sup>a</sup>**

	School Accreditation					
	A and B	A and C	A and UA	B and C	B and UA	C and UA
Mann-Whitney U	91522,500	38074,500	10429,500	4370,500	851,000	351,000
Wilcoxon W	105052,500	39904,500	10534,500	17900,500	14381,000	2181,000
Z	-5,291	-1,953	,000	-1,283	-1,609	-,955
Asymp. Sig. (2-tailed)	,000	,051	1,000	,199	,108	,340

Table 4 shows the Asymp. Sig. (2-tailed) A and B was 0,000 which was less than 0.05. Therefore,  $H_a$  was accepted. It can be assumed there was a significant difference in English National Examination between A and B accreditations. In other words, the students in A accredited school had higher English National Examination results than those in B accredited school. While Asymp. Sig. (2-tailed) for A and C was 0.051, A and AU was 1.000, B and C was 0.199, B and AU was 0.108, and C and AU was 0.340, which were higher than 0.05, thus  $H_o$  was accepted. Therefore, there were no significant differences in English National Examination results. It can be assumed that the students in A and C, A and AU, B and C, B and AU, and C and AU did not have any difference in English National Examination results.

## Major

The description of English National Examination results by considering major can be seen in the descriptive statistics as follows:

**Table 5. Descriptive Statistics of Majors**

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Natural Science	869	76	18	94	45.53	12.767
Social Science	859	80	16	96	39.18	9.805

Based on the descriptive statistics above, the profile of English National Examination results by considering of major showed that the mean score for natural science was 45.53 and the social science was 39.18. The students in natural science obtained higher scores than those in social science.

**Table 6. The Mann Whitney Test Statistics<sup>a</sup>**

	National Examination
Mann-Whitney U	258771.000
Wilcoxon W	628141.000
Z	-11.059
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Major

Table 6 showed that, the Asymp. Sig. (2-tailed) was 0.000 which was less than 0.05. Therefore,  $H_a$  was accepted. It means that there was a significant difference in English National Examination by considering major. It can be assumed the students in the natural science major had better English National Examination results than those in the social science major. The mean rank for natural science was 996.22 and for social science was 731.25. The students in the natural science major had higher English National Examination results than students in the social science major.

### Gender

The description of English National Examination results by considering gender can be seen in the descriptive statistics as follows:

**Table 7. Descriptive Statistics of Gender**

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Male	847	80	16	96	40.85	11.213
Female	881	76	18	94	43.85	12.209

Based on the descriptive statistics above, the profile of English National Examination results by considered gender showed that the mean score for male was 40.85 and female was 43.85. The female students obtained higher scores than male students.

**Table 8. The Mann Whitney Test Statistics<sup>a</sup>**

	National Examination
Mann-Whitney U	317426.500
Wilcoxon W	676554.500
Z	-5.380
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Gender

The table above showed that, the Asymp. Sig. (2-tailed) was 0.000 which was less than 0.05 it can be concluded that  $H_a$  was accepted. Therefore, there was a significant difference in English National Examination viewed from gender. In other words, the female students were better English National Examination results than male students. The mean rank for males was 798.77 and for females was 927.70. The female students had higher English National Examination results than male students.

### Students' Achievement

The description of National Examination results by considering the students' achievement can be seen in the descriptive statistics as follows:

**Table 9 Descriptive Statistics of Students' Achievement**

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Very Good	1	-	-	-	-	-
Good	21	34	62	96	78.29	8.277
Fair	227	58	36	94	58.96	10.692
Poor	1479	56	16	72	39.29	8.553

Table 9 shows that four categories for students' achievement in English National Examination results. Those categories are very good, good, fair, and poor. From the table, it can be seen there was only 1 student who got very good score, 21 students who got good scores, 227 students who got fair scores, and 1,479 students who got poor scores. The mean rank in good category was 78.29, fair category was 58.96, poor category was 39.29, and very good did not appear in descriptive statistics because the score was constant. Overall, the National Examination results for students' achievement were classified in poor category.

**Table 10. The Kruskal Wallis Test Statistics<sup>a,b</sup>**

	National Examination
Chi-Square	488,574
Df	3
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: School Accreditation

Table 10 showed that the Asymp. Sig. (2-tailed) was 0.000 which was less than 0.05 thus,  $H_a$  was accepted. Therefore, there was a simultaneously significant difference in students' achievement in their National Examination.

**Table 11. The Mann-Whitney Test Statistics<sup>a</sup>**

	Achievement category					
	VG and G	VG and F	VG and P	G and F	G and P	F and P
Mann-Whitney U	,000	,000	,000	,000	,000	,000
Wilcoxon W	231,000	25878,000	1094460,500	25878,000	1094460,000	1094460,000
Z	-1,656	-1,725	-1,731	-7,580	-7,879	-24,291
Asymp. Sig. (2-tailed)	,000	,000	,000	,000	,000	,000

Based on Table 11, it showed that the Asymp. Sig. (2-tailed) for all score categories were 0.000. It means  $H_a$  (alternative hypothesis) was accepted, thus there was a significant difference in National Examination for students' achievement. In other words, the students who got higher scores in English National Examination also acquired higher scores in National Examination (NUN).

## DISCUSSION

### English National Examination Results Based on School Status

The result showed that the students' English National Examination scores in public schools were relatively higher than that of those in private schools. The students in public schools had

better English National Examination results than that those in private schools. It can also be acquired the similarity of findings with the previous research done by Newhouse and Beegle (2006) who states the students in public schools had higher test scores than the students in private schools.

It might happen because the capacities of students in the class were less than in public schools and lacked infrastructures, especially in remote areas which yet have school infrastructures (Hendajany, 2016).

### **English National Examination Results Based on School Accreditation**

Based on the result findings, it was found that there was no significant difference between A and Unaccredited for all schools ( $1.000 > 0.05$ ). It was proved from the result of the analysis that Unaccredited schools obtained a higher mean rank score. It showed that the school accreditations did not give influence the English National Examination results. The expectation was that the students with good accreditation can gain better results in English National Examination because the standard of education (SNP) has complied.

According to Wahyuni et.al. (2019), the schools which reach the national education standard (SNP) give an influence on national examination achievement. Apparently, the results in these findings had a contrary result where the students in Unaccredited schools had better English National Examination scores than those in A and B accredited schools.

### **English National Examination Results Based on Major**

In this research, the researcher found a significant difference in English National Examination between natural science and social science. It was proved by the comparison of the mean score result between natural science and social science, where the mean score in natural science was higher than in social science. Moreover, the result of this research supported previous research carried out by Rahmi and Diem (2014) who find that the average English score on the National examination for senior high school students from science the program had 7.41 while those from the social program only had 7.01.

### **English National Examination Results Based on Gender**

The mean score of male students was lower (40.85) than female students (43.85). It might happen because male and female students have to do with physical behaviors, style of social interaction, academic motivations, behaviors, and choices (Seifert and Sutton, 2009). This research was also supported by Nuryoto (1998,) who states generally female students were better than male students in their learning achievement.

### **English National Examination Results Based on Achievement**

From the findings, the National Examination results for students' achievement were classified in a poor category. Based on the analysis, there was only 1 student who got a very good score, 21 students got a good score, 227 students got a fair score, and 1,479 students got a poor score. According to the previous research done by Rahmi and Diem (2014) who say that unsatisfactory English achievement is certainly caused by many factors which can be divided into internal and external factors. The internal factors usually come from the students themselves, such as low

motivation to do better in the subject taught at the school and negative self-concept. In other words, those factors make the students less competitive without having any desire to improve themselves. The external factors are usually coming from the parents, facilities, economic status, and also classroom environment.

## CONCLUSION

Based on the findings, it can be drawn five conclusions. First, based on school status the students in public schools were better than the students in private schools. Second, there was no difference in the English National Examination scores based on school accreditation. In the other words, good accreditation schools did not ensure to have better national examination scores for their students. On the contrary, the schools with lower accreditation showed better English National examination results for their students. Third, the students in natural science achieved better scores on the English national examination than students in social science. Fourth, gender was also proved to be the significant difference in which female students had got better performance than male students for their English National Examination. Last, unfortunately, this research revealed that most of the Senior High School students in Nunukan were still classified in a poor category. The students who were higher scores in English National Examination acquired higher scores in National Examination (NUN)

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