

Chapter Four

Findings and Discussion

In this chapter, the researcher reports the findings and the discussion of the research. The findings were taken from the interview based on the participants' perception supported by some literatures. Besides, the findings included the students' challenges in the use of computer-based test and their strategies to face the challenges in the use of computer-based test in English National Examination.

Challenges Faced by the Students in the Use of Computer-Based Test in English National Examination

This data were found from the participants who had different background of the schools. From the interview result, five participants stated the same statement about the use of computer-based test. There were Melati, Bunga, Arum, Sekar, and Mayang. For instance, the participants had positive feeling towards the use of computer-based test. They stated that the use of computer-based test is good and efficient. Then one of the participant, Mawar stated negative feeling about it. This participant stated that the use of computer-based test is uncomfortable. Basically, the participants are favor with the use of computer-based test in English national examination. However, all the participants found some challenges in the use of computer-based test in English National Examination. They found the challenges in using computer-based test such as the insufficient facilities to conduct the computer-based test, the examinations' schedule, the time management, and the lack of simulation. Furthermore, the discussion about the findings is presented in the following paragraphs.

Insufficient facilities to conduct the computer-based test. Based on the interview result, the participants faced the challenges about the facilities. The participants of the research stated that the insufficient facilities used in conducting the computer-based test in English National Examination becomes the largest challenges which were faced by them. The challenges in the insufficient facilities included less number of the computer, less equipment for listening section, unstable electricity, lack of compatible computer, and unstable connection.

Insufficient computer. The participants had same challenges about the less number of the computer that could affected the implementation of the computer-based test. Mayang stated “School did not have complete necessary of the computers for the students”. Arum also argued “the challenge was the insufficient computer”. Moreover, Bunga said “students [have to] bring their own laptop for the examination”. The statements mentioned were in line with Muna, Witarsah, and Ulfah (2018) who stated that the challenges include the availability of the computer even though many schools are ready to conduct the test, but the condition does not support the computer-based test. Besides, there are some schools with inadequate computer. The statement was supported by Sulistiyono, Sutaya and Rahayu (2016) who argued that there are some requirements for the schools to conduct the computer-based test, and one of them is the computer. Moreover, Pakpahan (2016) said that to support the computer-based test, there are two components which are needed, the hardware and software. The hardware includes the computer, internet, and server. Hence, in reality, the computer becomes the main component in conducting the computer-based test.

Less equipment for listening section. The less equipment for listening section also became the challenge faced by the participants in conducting computer-based test. The facilities used in listening section were the sound system and the earphone. Sekar said “the challenge in listening section was the earphone which did not have any function”. Also, she explained that the earphone could disturb the listening section. Mayang also mentioned “the challenge faced by the students in listening that one of the earphone did not have any function”. Furthermore, she also said “the school did not provide a lot of earphone”.

In conducting the English test in computer-based test, the earphone problem became the reason for the students in finishing the listening section not well. Antoni (2014) said that the test takers have to listen the passages on headphones as they see the items on computer screen in the listening section. Moreover, they answered the items based on what they just heard. The result showed that the problem of the tools in listening section made the students difficult to finish the test. Then, it affected their score of listening. That way, listening section becomes one of the important parts in the test. The statement mentioned was supported by Saukah and Cahyono (2015) who explained that listening and reading sections become the main part which focused in the English National Examination Competency Standards of Graduation.

Unstable electricity. The electricity is one of the important things in conducting the computer-based test. If the schools did not prepare the electricity well, perhaps the schools could not conduct the computer-based test because to turn on the computer, it needed the electricity. As said by Mawar, “the challenge was the electricity”. Sekar also had similar opinion, and she stated “sometimes the

electricity was off”. Moreover, Melati stated “the challenge of the computer-based test was the electricity”.

There were some effects appeared because the electricity. Arum mentioned “because of the electricity was suddenly off, [it] made the students take a long time of the examination. Furthermore, Sekar stated “the electricity which was off, [it] made the students’ concentration dispersed”. These statements were supported by Jamiludin, Darnawati, and Uke (2017) who stated that to run the computer in the examination, it needs the electricity.

Lack of compatible computer. In this part the participants faced the challenge about the computer which was off suddenly. Melati had experienced, and she said “the challenge was the computer which was logging out by itself”. Then Arum had similar experience, and she stated “students got the computer which was suddenly off”. The statements mentioned had similar idea to Jamiludin et al. (2017) who said that the computer can be slow down anytime. This challenge affected the students which became panic during the test. Moreover, Murniati (2017) stated that schools have to supply the adequate tools and the infrastructure in conducting the test.

Unstable connection. The participants also had experienced the challenge about the connection. Arum stated “the challenge was the server”. Then Melati also stated “The challenge of the computer-based test was the connection”. The problem appeared because the unstable connection was the delay of the examination. Mawar and Bunga had similar opinion towards this problem. Mawar said “students have to delay the examination because the server was down”. Bunga also mentioned “the challenge is [the connection] which was down so that

the examination was delayed”. The statement was in line with Murniati (2017) who stated that if the computer-based system has a problem, the implementation of the test will be delayed. Furthermore, Sailan and Harmiyuni (2016) said that one of the challenges in conducting computer-based test often happen a problem of the server when there was a bad weather. Some of the servers were lost when the weather is bad.

These statements mentioned were supported by Sulistiyono et al. (2016) who stated that the readiness of the infrastructure becomes the serious concern for the schools related to the computer-based test. They also added that there must be the server to confirm the problem of the computer-based test. In addition, Pakpahan (2016) argued that the internet connection is the main supporting infrastructure in conducting computer-based test as online.

The examinations’ schedule. Another challenge faced by the participants was the division of the examination. So, the examination was divided into three sessions. Arum stated “the insufficient computer made the students have to take turn for the test”. This division of the examination appeared because the schools did not have sufficient computer for the students who will conduct the computer-based test. Then Mayang mentioned “schools dividing the test became three sessions”. This also added by Melati who stated “for the challenge, the students were divided into three sessions, in the morning, in the afternoon, and in the evening”.

Moreover, the statement was in line with Muna et al. (2010) who said that the school did not have sufficient computer for the students. So, the schools divide the students into three sessions in implementing computer-based test. This

challenge was supported by Sulistiyono et al. (2016) who stated that students who get the third session (in the evening) become less of spirit and too long for waiting the test. Also, the students who get first session (in the morning) become more spirit because their brain still fresh in the morning. Therefore, the division of three sessions did not support the students in conducting the test because it appeared unfairness for some students.

The time management. The students' difficulty in managing the time also became the challenge which was found in this research. Based on the interview result, the finding showed that the participants were difficult to manage the time in conducting computer-based test because they could not mark the main idea or the important points in the computer. Sekar said "the students cannot scrawl the point [of the items] when [they] used computer". She added "the students cannot organize the time when using computer because [students] can not scrawl [the items]". It needed more time to understand the long paragraph of the items because students were not allowed to scrawl the point in the computer. Based on the interview result, some students felt easier to answer the items by scrawling the point of the answer on the paper because it eased the students to find the answer quickly. In addition, Mawar also said "as the challenge, the students cannot scrawl when using computer". She explained that when conducting the test especially English, it was hard to manage the time. For the reason, it would be helpful to scrawl the answer in the text when read a long paragraph in the paper-based. However, when the test changed to use computer, it was difficult for the students to scrawl the point. Hence, the students felt that it was needed much time. These

statements mentioned did not have literature because there was no researcher who found the same finding with this finding.

The lack of simulation. Based on the interview result, there was also challenge before the due of the computer-based test. Here, the lack of simulation became the challenge for the participants. Mawar stated “the challenge before the due of the test was the lack of simulation“. This challenge affected the students in conducting the test because there was lack of simulation in using computer-based test. The students were not familiar with the test. So, they were not be able to conduct the test well. This is inline with Muna et al. (2018) said that the anxiety will appear inside of the students because there was no simulation about the computer-based test. The students felt panic to face the test. It was supported by Arisandi, Rachmawati, and Aulia (2018) who stated that there must be a simulation for the schools elements such as the teachers and students in conducting the test. Besides, the simulation focuses for the students who will conduct the test, so they are familiar with the computer-based application.

Strategies Used by the Students to Face the Challenges in the Use of Computer-Based Test

Based on the interview results, three strategies to face the challenges in conducting computer-based test were found. Those three strategies were strategies to face the facilities challenges, strategies to manage time better, and strategies to prepare the examination well. The discussion of the strategies is presented in the following paragraphs.

Strategies to face the facilities challenges. This research found some challenges about the facilities which had been mentioned in the discussion of the

challenges in using computer-based test. Then, the strategies to face the facilities challenges were the technical strategy and non-technical strategy. Hence, each strategy is explained in the paragraphs below.

Technical strategy to face the facilities challenges. There were two strategies mentioned in this part. For the first strategies, the students checked their tools first and confirmed to the invigilator when they faced a problem. Sekar said “the strategies [students] often listen for listening [section]”. Then, Mayang stated “students checked first the earphone condition. If there was a problem, [students] reported to the invigilator”. Melati also said “the strategy when the computer was logging out, students asked the invigilator or moved to the other computers”. These statements mentioned were in line with Antoni (2014) who said that the students must learn to listen many times in order to prepare the listening section. Sailan and Harmiyuni (2016) suggested that to anticipate the problem of the server, the schools must add the bandwidth of the server.

The second strategies to face the facilities challenge are learning and preparing for the computer. Bunga said “strategies for students were learning and preparing for the computer”. She also explained that in conducting computer-based test in her school, the students had to bring their own laptop so that the students had to prepare their own laptop well. Then, Arum also said “the strategy was used by the students is learning”. The statement mentioned was supported by Muna et al. (2018) who stated that to prepare the test, the students often learn from the books.

Non-technical strategy to face the facilities challenges. This also the strategy to face the facilities challenges. Based on the interview result, the non-

technical strategy appeared from the students' feeling. To anticipate the challenges about the facilities, the students should manage their feeling to be not panic. Melati said "the strategy when the electricity was off, the students did not panic". She also mentioned "in the strategy for panic, [students] took easy [if there was a problem]". Then Arum stated "students [have to] try to be calm down, so [they] are not panic when there is a problem of server". Moreover, Sekar also had same ideas. She said "for the strategy, [students] did not panic when the server was down". The challenges which appeared during the test can disturb the students' concentration. So, this strategy was used by the participants when they faced a problem. The statements was supported by Thurlow, Lazarus, Albus, and Hodgson (2010) who said that interaction with computer faces the difficulties during the use of it, and it may cause anxiety for some students. The anxiety includes the students' nervous, tremble, and panic. That way, to overcome if the students faced some difficulties, they managed their feeling not panic.

Strategies to manage time better. To face the challenges of the time management, manage time better became the good strategy for the students to finish the test well. The researcher found a strategy based on the participants' point of view. For the strategy to manage time better in conducting computer-based test, the students had to divide the time. So, the students had to decide how many minutes were needed to finish one item. It will help the students to finish all the items on time. As said by Sekar "As the strategy, the students divided the time to answer the question. For example, when reading, the students tried to understand in reading the text more. So, [they] did not need to click back and forth". The statement mentioned was supported by Terzis (2011) who said that the

important factor in conducting computer-based test is the time. That way, there must be a good technique to manage the time during the test. Based on participant's opinion, dividing the time helped the student to manage the time in conducting the test.

Strategies to prepare the examination well. This strategies were found to face the challenge of the lack of simulation. In conducting such a test, the students have to prepare well before conducting the test. Based on the interview result, the students had to learn and join simulation of examination. Mayang said "students join the exam simulation". The statement mentioned was added by Arum who said "the strategy used by the students is learning". This strategies helped the students in conducting the examination. The students were familiar in using the computer-based test by joined an examination's simulation. Then the students conducted the test well by learning for the examination.

Moreover, the students had to update their knowlede of the technology especially for the computer use. Sekar stated "in the strategy, the students have to update about technology". These statements mentioned were supported by Muna et al. (2018) who said that students were supplied by the technology towards extracurricular in teaching and learning process, so the students do not feel nervous to operate the computer in the test. Moreover, they also stated that teacher had to train the students about the computer-based test three times in order to help the students to prepare the test. Then, Sailan and Harmiyuni (2016) asserted that National Examination is one of evaluation form which is made by the government to measure the students' knowledge, so there must be needed a good preparation to confront the test. Besides, it was supported by Thurlow et al. (2010) who stated

that the students are unable to use online measurement tools if there was no prior training. Moreover, Antoni (2014) stated that in order to be successful in doing the test, the test takers must have a good preparation.

Those above are the findings on the use of computer-based test based on the students' perception. The findings showed that the participants of this research believed that the use of computer-based test is good as the technique in implementing English national examination. However they still faced the problems in implementing the test. So, they have to find strategies to face the challenges. The strategies used by the students helped them to face the challenges.