

# English Final Semester Assessment at Vocational High School in Semarang

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**Abstract:** aims to find out the supporting factors of students' English achievements in passing the final semester examination and the teachers' perspective about obstacles that impact the incompleteness of students learning goals. This research is qualitative, it was carried out at SMK Negeri 4 Semarang, Indonesia. Since English is an international language so, people need to be able to speak English. The data collection method in this study is cluster random sampling, and the researcher chose two classes at the vocational school. They are XI Animation and XI Electronics Engineering. The data was obtained from an interview with the teacher from both classes and the final semester examination score that belongs to the students. The result is the average scores from both of the classes is almost the same, although the two classes have different learning styles, classroom environment, teachers, and different learning method.

**Keyword:** Vocational School, Assessment, English, Animation, Electronics Engineering

## INTRODUCTION

Based on practical teaching experience 1, teaching experience was obtained at SMK Negeri 4 Semarang. SMK Negeri 4 is one of the best SMK in Semarang. Some students from SMK Negeri 4 Semarang have quite brilliant achievements in their respective fields. According to (Santosa & Dwi, 2018) states VHS strives to educate students to enter the workforce and establish professional attitudes, as well as to enable them to pick occupations, compete, and improve themselves in order to meet the needs of companies and industries. One of the achievements that the students at SMK Negeri 4 Semarang got was paskibra, the school won the paskibra competition in Central Java. However, achievement in the extracurricular field is not followed by academic achievement. At the time of PPL 1, learning was carried out facilitated by PPG students in the fields of Indonesian, mathematics and English. In particular, this study discusses the similarity of average PAS scores in English even with different teachers, learning styles, and classrooms. This is important to study because according to the understanding of researchers that differences in learning styles and environmental factors can affect student achievement. Students in class XI Animation and XI Electronic Engineering are actively involved in the learning process. This can be seen from the activeness of students in answering and expressing their thoughts on various questions and teacher statements in class. Supportive classroom conditions enable students to explore their abilities and create a class atmosphere that is competitive in a healthy manner. The attitude of mutual care, mutual help, and empathy between students in class XI Animation and XI Electronics is built and well established. This is formed from extracurricular activities, extracurricular activities, motivation, and appreciative attitudes from teachers so that students will be accustomed to and able to apply them in everyday life. According to curriculum regulations and the Ministry of Education and Culture, SMK N 4 Semarang also holds several stages of exams, starting from the daily summative assessment, PTS (Mid Semester) examination, PAS (final semester examination) and PAT (Final Examination). In administering the exam, it is necessary to consider its authenticity and be adjusted to the abilities of students at the school. According to (Hidayati, 2016) In arranging assessment teachers should always refer to the principles of authentic assessment and educational regulation, respond to the changes positively, and continuously improve themselves to be more professional in assessing students. The teacher should make good preparation before conducting the assessment so that the scoring can be done quickly and effectively. Previous research conducted by (Fathony, 2016) examined the question-and-answer method on student learning outcomes. The research was conducted in class X SMKN 1 role in Indragiri Hulu district. The subjects of observation in this study were 314 students of class X. In this study, it was found that the question-and-answer method was

effective for social studies lessons. In the research that the researchers did, they found differences, namely, in the research subjects. The research subjects that the researchers conducted were 72 students from two classes, namely class XI animation and class XI Electronic Engineering in English subject. While this study discusses the factors and achievements of the assessment tests obtained by students in class XI Animation and XI Electronic Engineering during the final assessment test in an odd semester. In the research conducted (Azma, 2019), he previously examined the effect of facilities on social studies learning motivation at Tanah Datar Vocational School. Then the next one is the effect of student interest on the effect of environmental comfort on achievement on UAS scores. This study examines the supporting factors on learning outcomes and produces a significant effect, but there are differences in the research that the researchers conducted, namely the research subjects. The subject of this research is English and will be conducted at SMK Negeri 4 Semarang and will be held in 2023.

### ***The Theory of Assessment in Classroom***

According to (Black, 1993) Summative assessments are periodically learning activity used to determine the knowledge or students' achievements. Many people identify summative evaluations with standardized tests, and they are frequently utilized in community and classroom programs and play a crucial role in learning process. Summative evaluation at the school level is an accountable indicator that is typically used element of the grading system, such as; Unit benchmarking or yearly evaluations, end-of-unit or chapter assessments, examination at the end of semester. Formative assessment is an important aspect of the learning process. When used in the classroom, it provides the data needed to alter teaching and learning as they occur. Formative evaluation, in this sense, provides everyone teachers and students on student knowledge at a point where timely improvements can be made. These modifications support in ensuring that students meet specific standards-based learning objectives within a given time limitation.

### ***The Benefits of English in Any Aspects***

According to information from (Astika, et al 2020) the Indonesian government is holding English courses to improve people's ability to communicate using English. English is an international language as a means of communicating orally and in writing. English also plays an important role in terms of communication in several job positions such as business and accounting. (Syakur et al., 2020) Improved academic program development in vocational school education, which is believed to be a solution to improving Indonesia's human capital. English study is a valuable advantage for vocational school students as they prepare to face diverse problems in their professional careers. In study conducted by Santika (2020) stated that accounting abilities can be significantly influenced by accounting abilities, especially MYOB. Therefore, it is necessary to improve the quality of learning English. Moreover, students in SMK are expected after graduation to find work in national and foreign companies. This statement is corroborated by (Nishanthi, 2018) who says that knowledge of English is necessary if one wants to stand out in life. This is the main window of the modern world. This is all the better where developed countries have opened their doors to recruit technically qualified people. Only those with good command of the English language are given jobs.

### ***The Students Mistakes in English***

Often students in vocational schools who have been encountered say that they are embarrassed to use English as a means of communication with other people or superiors in the fields that students pursue after graduation, this is in accordance with the opinion of (Astuti, 2013) that 43% of respondents in their research admitted that they feel embarrassed, 53% are not confident and nervous to speak English. They worry about making mistakes in speaking even though they know English Grammar and vocabulary. In addition, the lack of motivation to create English conditions is another factor for students. Sometimes they don't have anyone to talk to. Habits of activities carried out by students are also one of the factors in students' ability to master English. The DKV and Animation classes that the researchers found had the same English skills compared to students in the electronics engineering class. The two classes have different learning styles. Animation class has audio-visual habits and learning styles while students in electronics engineering class have kinesthetic learning styles. This statement is reinforced by the opinion of (Astuti, 2017) which states that there is a difference in the average mastery of English vocabulary by students with auditory, kinesthetic and visual learning styles. In this case students with a visual learning style have the ability to master the highest vocabulary or better when compared to students with

kinesthetic and visual learning styles. Meanwhile, there is no significant average difference between students with kinesthetic and visual learning styles.

Based on previous studies, there were several studies that examined the inhibiting and supporting factors for learning outcomes. The factor that has the greatest influence on English is interest in learning, this was conveyed by (Laila et al., 2018) which states that interest in learning is the most important part of education. This is due to the interest in learning that encourages and excites students to carry out a learning activity more than other activities. Then there are several other factors such as lack of facilities and time at school. This is supported by (Aprianto, 2021) that obstacles to effective learning are observed; low level of English, very limited time allocation and absence of adequate learning facilities such as other teaching/learning materials. The obstacles are due to the implementation of the block curriculum in Vocational Schools and there are several students whose schedules clash with internship schedules so teachers must be careful in managing time and giving assignments, both offline and online to their students. (Rosantono et al., 2021) Vocational education is a component of the educational system that prepares students to work in a specific work group or field of work. Each semester, vocational high school learners receive one-time interview training. Another distinction between this study and prior studies is that this investigation took place at SMK Negeri 4 Semarang, which has a different setting and academic competence.

The statement of the problems in this study is to examine the comparison of scores between class XI Animation and XI Electronics Engineering at SMK Negeri 4 Semarang. Then the second formulation of the problem from the results of this comparison this study mentions and explains the factors that support and hinder student achievement in learning. The novelty of this study is the knowledge of inhibiting and supporting factors for learning outcomes at SMK Negeri 4 Semarang.

## METHOD

The research method is qualitative research with comparative studies. Qualitative research understands and explores the meaning of a group of individuals who usually come from social problems (Creswell, 2014). The research was conducted in class XI SMK N 4 Semarang for the 2022/2023 academic year using cluster random sampling and two classes were selected, namely class XI Animation and class XI Electronics Engineering.

Data collection techniques used are observation and interviews. The main instrument in qualitative research is the researcher himself, namely as a human instrument that determines the research focus, selects, collects, assesses the quality of analyzing, interpreting, and making conclusions from research data (Sugiyono, 2018). The auxiliary instrument in the study was in the form of the results of the odd semester PAS scores for the English subject and the results of recorded interviews with tutors in the two classes. Data analysis techniques use Miles and Huberman (Sugiyono, 2018). The research process in obtaining data is to visit SMK Negeri 4 Semarang and interview English teachers in class XI Animation and XI Electronics Engineering. The researcher gave five questions related to the inhibiting and supporting factors for learning achievement, the methods and approaches they used most often and then the researcher also asked about the difficulties that teachers and students experienced during learning. In addition, the researcher also asked the teacher for the results of the final semester examination scores as a benchmark for learning success.

## RESULTS AND DISCUSSION

Researchers obtained data on the scores of two classes and recordings of teachers' opinions on students' learning scores achievement. The data helps to provide an overview of student, environmental and teacher factors that can influence learning outcomes. Data was taken during class learning and during PPL 1 using data from the PPL 1 tutor and a mobile phone to record voice and information from the tutor. Here's an explanation.

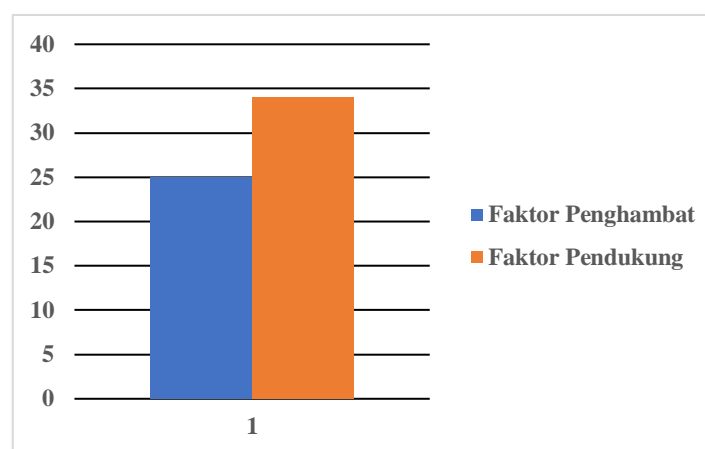
### *The English Scores of XI Animation 1 Class and XI Electronic Engineering 3*

According to the PAS English score data, it was found that there was no significant difference in the average scores of the two research classes. The average value of XI Animation 1 is 73.02 while the average value of XI Electronics Engineering 3 is 73.60. The incompleteness score of English at SMK N 4 Semarang is 75. From the list of PAS scores of 38 children in the class, there are 12 students each who still score below goal score. The incompleteness of student scores makes the teacher provides remedial and remind assignments that have not been submitted yet.

***The factors causing the incompleteness and supporting the completeness of students based on the teacher's perspective***

**Table 1.** The Hinder and Supportive Factors on Student Achievement

Hinder factors	Supportive factors
Incomplete Facilities	Complete Facilities
Lack of Motivation	High Motivation
Time limitation	Comfortable environment
Negative family Background Story	Reinforcement and remedial
Low interest in English	High interest of English



**Figure 1.** Number of Hinder Factors and Supportive Factors

Based on the diagram above, it provides information that the total score of the inhibiting factors is 25 (42.37%) and the number of supporting factors score is 34 (57.63%). So, there is a tendency that the supporting factors have a greater effect than the inhibiting factors on student learning. The researcher obtained the data obtained from a questionnaire scale given to two teachers in class XI Animation and class XI Electronic Engineering. English itself is a normative subject at SMK N 4 Semarang, so teachers must have special tricks for student learning. Some of the factors that cause student incompleteness include the block system, learning models, the school environment both the facilities and components in it (teachers and friends) and the environment at home. The higher Class and the lower middle class is still given the same portion of learning. Learning activities have included classroom management, affective support, interaction, and adjustment of teaching methods to the level of ability of students. To support performance and improve teacher professionalism, schools hold special training that is carried out by self-reflection, evaluating, and solving problems for even better learning. The school security system is guaranteed both physically and psychologically, there is no social bullying and differences in treatment from gender differences. The teacher chooses several learning models that support students to achieve learning purposes. The method can be in the form of role play, The role play learning method is very good for students because it can provide a real picture situation for students so that they can at the same time gain meaningful experiences for the future of students. Role playing also trains students to communicate well in front of the class. (Uzer et al., 2022) claimed that the employment of role-playing approaches can improve speaking and instructional practices more entertaining and fascinating since role-playing encourages timid pupils to speak by liberating individuals who struggle with conversation. Writing, Teachers at SMK N 4 Semarang have also trained students to write. Writing is also one of the most important English skills because writing is also a medium of communication. In the world of education, writing skills need to be used as a basis for writing research reports. The benefits of writing in English make it easier for students at SMK to apply for jobs in foreign companies with English-language CVs. Writing can also train students indirectly add to their vocabulary because students in writing a sentence will look for new vocabulary to perfect their writing. Problem-based learning (PBL). According to (Wartono et al., 2017) PBL can make the students use their creative thinking skills because they must solve a learning problem. PBL is a learning model in which problems become the first step to

getting new knowledge (Lintang & Wardani, 2017). According to Major & Mulvihill, (2018), PBL could develop students' knowledge. Siagian et al., (2019) showed that teaching materials that are PBL-oriented meet the criteria of effectively increasing problem-solving abilities and metacognition abilities. The role play method allows students to see and present directly what they are learning, usually this method also makes the material understood more quickly. Claimed that the employment of role-playing approaches can improve speaking and instructional practices more entertaining and fascinating since role-playing encourages timid pupils to speak by liberating individuals who struggle with conversation.

(Uzer et al., 2022) Many English learners discover challenging and unpleasant. Cultural, linguistic, or psychological/affective variables may all contribute to aversion to transition. Cultural influences are influenced by what learners have encountered and indeed the goals they have created as a result of those encounters. Understudies might be motivated to learn through role-playing. Learning is usually acknowledged to occur when practices become ingrained and recalled. Role-playing is a methodology that asks pupils to act out a specific role in order for them to "become" somebody or think in a specific case in which they're allowed to improvise.

The writing method is specifically designed so that students can acquire new vocabulary, improve grammar, and practice English skills better. (Fareed et al., 2016) The writing section of a test paper frequently involves repeated topics, which encourages students to memorize fully prepared essays on the recurring topics. Writing is an essential ability for language producers. Yet, it is regarded as a tough talent, specifically in English as a second language (ESL) environments where students confront numerous writing obstacles.

This method allows the teacher to see the creativity that students have. The PBL method is given so that students can solve real problems so that they are able to understand a material and as a variation. This varied learning method is expected to be one of the supporting factors for learning and student completeness. In addition, the teacher provides various types of texts to assist students in developing the 4 basic English skills possessed by students, this is in line with the opinion of (Abdujabbarova, 2020) which states that the presentation of various types of texts can make learning more efficient, stimulate independent activities, overcome problems related to basic skills, and deepen understanding. According to (Pantau, 2017) Teachers should master various methods in carrying out teaching, to create diversity in teaching. Because deep English learning process requires the active role of all parties, both teachers and students. A teacher is expected to provide teaching using appropriate and interesting methods, according to abilities the basis that students have, so make it easier for students understand in learning the language English.

The importance of the learning environment also affects student completeness. A supportive school environment and supportive colleagues can make students feel comfortable and increase their desire to learn. Factors from within students who are often ignored is interest. Students who have a high interest in studying at school from the start usually get higher grades than other students. Regarding this interest, it needs support from the environment at home, where the attention, support and assistance of parents will enable students to do time management while at home. Examples that often occur if the home environment is less supportive, they prefer to spend time playing games until they sleep late. Even though communication and emotional closeness between students are also crucial. Parents must be an example for students. Communicative parents will know what their children need as students. Communicative parents are more able to understand willingly and provide good advice to their children. This is supported by the opinion (Khusmiyah, 2016) which in his research stated that there was a significant influence between the social and emotional state of the child on the child's future success.

The supporting factor that cannot be denied is the internet, the internet has become one of the things that cannot be separated from student learning. Starting from presentation maker applications, supporting teaching materials, quizzes, listening. Students are given freedom with an independent curriculum but are also given mentoring facilities from the teacher to achieve their learning goals. According to (Prasetya, 2022) said that cognitive strategies using applications help students think critically by 83.5%. From the recording that has been obtained, according to the teacher's perspective, the supporting facilities for students to learn are also one of the supports for students in achieving learning goals. Students in their learning are required to practice a lot and need a lot of equipment for production activities and according to the teacher providing good facilities from parents is also a form of support from parents. Not only facilities from parents but the completeness of school facilities is also a reason for students' learning motivation to increase. This is supported by the opinion (Abdullah, 2018) that his research found that there was a significant influence between school facilities on the effectiveness of the teaching and learning process they achieved. Then after the facilities, there are also teacher motivational factors that

also provide effectiveness to the learning carried out. Another factor is the behavior of students, if students can show positive behavior then learning will be easier to understand, the same thing was said by (Wiwaharini, 2019) that student behavior affects their English achievement. Students who behave positively will stimulate their feelings to understand information well. The school's priority needs of students are intra-school (boy scout) and extra-school (volleyball, silat, futsal, and basketball) school activities. What is being sought to meet the needs is by accommodating the activities of students at big events held by the school, such as class meetings, holidays and competitions. To support this, schools provide adequate facilities and infrastructure, starting from classrooms, laboratories, libraries, fields, workshops for each department and various other technologies to support the learning process. In addition to students, teachers are a crucial part of the school.

## CONCLUSIONS

The conclusion in this study is that the two classes that were the subject of this study obtained an average PAS score that was almost the same even though they had different learning styles and classrooms. Based on the data obtained, only 12 students in each class received an incomplete score or below a score of 75. So, it can be concluded that between classes XI Animation and XI Electronic Engineering have the same abilities and learning outcomes as indicated by the PAS scores. However, in general it can be concluded that students from the two classes have not been able to understand the material provided by the teacher, this is evidenced by the average of the two classes which are still below the minimum score of 75.

Factors supporting learning are good internet access, because with good internet access, technology-based learning and exploration on the internet is easier. Learning methods from various teachers can make students not bored with learning. Friends are also an important factor in providing comfort for students to learn. In addition to supporting factors, inhibiting factors were also found, namely the limited time for English subjects. Learning motivation of students can also affect their understanding. Then the lack of interest of some students in English. Even though motivation is an important variable for students themselves. Students who have good learning motivation will be better in accepting the subject matter than students who do not have learning motivation. The same thing was stated (Hafsah, 2016) that interest in learning is an important variable to consider in predicting a student's learning achievement in participating in English lessons. Likewise, motivation has a significant effect on learning motivation on students' English learning achievement. (Mahbub, 2018) Recognizing these facts, it is essential for VHS English teachers to create English learning activities that fit the learning demands of their students as clearly expressed through their actual teaching-learning environment. This can help them perform better in their actual working setting. Students' lack of self-awareness in English language learning as a result of their environment-influenced perceptions of English. Hence, it may be concluded that English teaching approaches did not appear to be effective since they failed to match the learners' expectations regarding their goal requirements and educational needs. Not unexpectedly, these factors will impede or prohibit learners' competencies from developing as they should.

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