

**STUDENTS' RESPONSES TOWARD THE IMPLEMENTATION
OF UP-P (*Unggulan Prestasi-Prestasi*) PROGRAM AT SMPN 19
SURABAYA**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Rosyadah, Laily Nur. (2019). Students' Responses toward the Implementation of *UP-P (Unggulan Prestasi – Prestasi)* Program at SMPN 19 Surabaya. A Thesis. English Language Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Sunan Ampel, Surabaya. Advisors: Fitriah, Ph.D and Drs. Muhtarom, M.Ed, Gred, Dip.TESOL

Keywords: *students' responses, implementation, UP-P (Unggulan Prestasi – Prestasi) Program*

Knowing the students' responses is really important for evaluating teaching effectiveness. After knowing the response of students, teacher can change what is not liked by the students and can improve what has been liked by students, whether it is about how to teach or how to deliver material to students. This research is aimed to find out the students' responses toward the implementation of *UP-P (Unggulan Prestasi – Prestasi)* Program and the challenges that the students face while participating in the *UP-P (Unggulan Prestasi – Prestasi)* Program. This research used descriptive qualitative approaches by interviewing six students at the first grade. This research used semi-structured interview. The findings showed that four students have positive responses. The positive responses are about the students feel when joining the up-p program is the *UP-P (Unggulan Prestasi – Prestasi)* Program is beneficial for them. They interest with the teaching method used in the program, and the task is easy and appropriate. Another response is the *UP-P (Unggulan Prestasi – Prestasi)* Program uses online assessment. However, two students had negative responses. The negative responses is about the students do not enjoy joining the *UP-P (Unggulan Prestasi – Prestasi)* Program, the task given is difficult, and not use offline assessment. Besides some students' responses, there were several challenges that are faced by the students. In summary, the responses of the students are not only positive but also negative with some challenges. However, all students stated that the implementation of *UP-P (Unggulan Prestasi – Prestasi)* Program was beneficial for them.

ABSTRAK

Rosyadah, Laily Nur. (2019). *Respon Siswa Terhadap Penerapan Program UP-P (Unggulan Prestasi – Prestasi) di SMPN 19 Surabaya*. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya, Surabaya. Pembimbing: Fitriah, Ph.D dan Drs. Muhtarom, M.Ed, Gred, Dip. TESOL

Kata kunci: respon siswa, penerapan, program *UP-P (Unggulan Prestasi – Prestasi)*

Mengetahui respon siswa sangat penting untuk mengevaluasi efektifitas dalam pengajaran. Setelah mengetahui respon siswa, guru dapat mengubah apa yang tidak disukai oleh siswa dan dapat meningkatkan apa yang disukai siswa, apakah itu tentang cara mengajar guru atau bagaimana guru menyampaikan materi kepada siswa. Penelitian ini bertujuan untuk mengetahui respon siswa terhadap penerapan program UP-P (Unggulan Prestasi – Prestasi) dan tantangan yang dihadapi siswa saat mengikuti program UP-P (Unggulan Prestasi – Prestasi). Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan mewawancarai enam siswa di kelas tujuh. Penelitian ini menggunakan wawancara semi terstruktur. Hasil temuan menunjukkan bahwa empat siswa memiliki respon positif. Respon positif adalah tentang perasaan siswa ketika mengikuti program UP-P (Unggulan Prestasi – Prestasi) bahwa program UP-P (Unggulan Prestasi – Prestasi) bermanfaat bagi mereka. Mereka tertarik dengan metode pembelajaran yang di gunakan di program, dan soal yang diberikan mudah dan sesuai. Respon lain adalah program UP-P (Unggulan Prestasi – Prestasi) menggunakan penilaian online. Namun ada dua siswa yang menunjukkan respon negatif. Respon negative nya adalah siswa tidak suka dalam mengikuti program UP-P (Unggulan Prestasi – Prestasi), soal yang diberikan sulit dan tidak menggunakan penilaian offline. Selain respon siswa, ada beberapa tantangan yang dihadapi oleh siswa. Singkatnya, respon siswa tidak hanya positif tapi juga negatif dengan beberapa tantangan. Bagaimanapun juga, semua siswa menyatakan bahwa penerapan program UP-P (Unggulan Prestasi – Prestasi) bermanfaat bagi mereka.

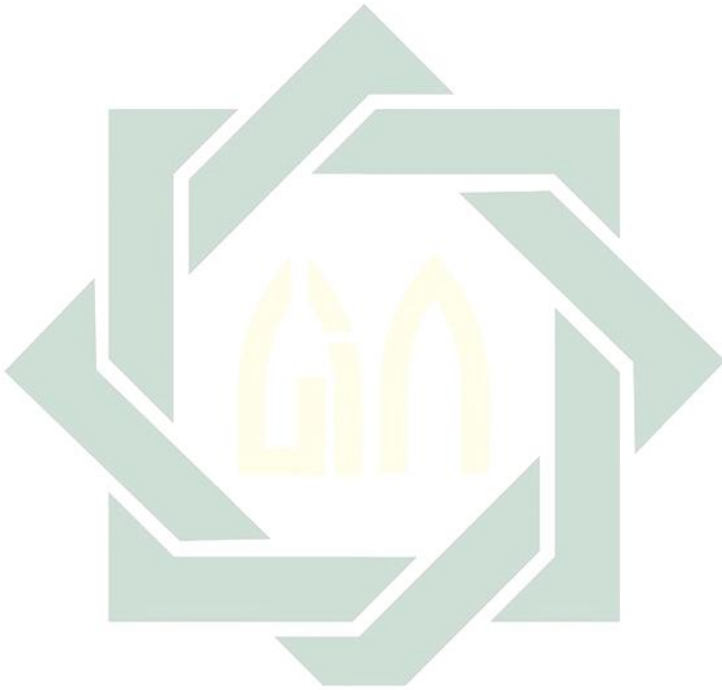
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LIST OF ABBREVIATION

1. **SMPN** : Sekolah Menengah Pertama Negeri
2. **UP-P** : Unggulan Prestasi - Prestasi
3. **TPA** : Tes Potensi Akademik
4. **KKM** : Kriteria Ketuntasan Minimal
5. **LPP** : Language Progress Program
6. **UN** : Ujian Nasional
7. **IPA** : Ilmu Pengetahuan Alam
8. **CBT** : Computer Based Test
9. **PBT** : Paper Based Test
10. **DEPDIKBUD** : Departemen Pendidikan dan Kebudayaan
11. **EFL** : English Foreign Language



CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research that explains the issues related to the research. These consist of the background of the study, research questions of the research that come up with some problems, objectives of the study that aims of this research, the significance of the study, scope and limitation, and definition of key terms are also described below.

A. Background of the Study

English is a compulsory subject for every student from Elementary school until college since the Indonesian government has been including English as one of the lessons that include in curriculum education. Hence, some schools are initiated to help the students reach English abilities as the curriculum target. There are many ways to improve students' abilities in English. Every school has their own ways to improve the students' abilities. One of the ways is by introducing a certain program such as General English Program, Intensive English Course, Language Progress Program, Bridging Course, Unggulan Prestasi Program, and etc. SMPN 19 Surabaya is one of the favorite junior high school in Surabaya that has a lot of programs. One of the programs that become superiority in this school is the *UP-P Program (Program Unggulan Prestasi-Prestasi)*. The school provides their students with the program because the teachers cannot rely on English teaching in the formal classes because the time spent for formal classes is very limited. The average of the students who school in SMPN 19 is gifted students, they have a surplus in the academic field. So, there needs to be an additional hour of study for the gifted students who have been screened using the academic potential test (TPA). Their ability to absorb the lessons is faster than the other students. So that SMPN 19 gives additional hours of learning or deepening activities to enrichment national exam. This school believes that the program has many advantages for both teacher and students.

UP-P (Unggulan Prestasi – Prestasi) Program refers to a program to support activities for gifted students and expected

to increase student's national examination scores. Therefore, this program emphasizes four subjects of the National Examination such as Mathematics, Indonesian Language, Science, and English. According to Cizek, the role of the program is to reach the students' academic accomplishment.¹ The goals of this program are expected to overcome students' surplus in order to get some additional knowledge from the teachers. This program is expected to fulfill students' capability, so this program gives the students a lot of questions related to the appropriate materials, the type of question is multiple choice items. In accordance of Visi and Misi SMPN 19 Surabaya, *UP-P (Unggulan Prestasi – Prestasi)* Program can produce graduates students' with the good score above the Minimum Passing Grade (KKM) and maximal score for National Examination in order the students can entering the favorite school that the students want.

The researcher did a preliminary survey and interview with the coordinator of the *UP-P (Unggulan Prestasi – Prestasi)* Program. The *UP-P (Unggulan Prestasi – Prestasi)* Program was implemented after curriculum 2013 was implemented by the government. In 2016, the result of the national examination was good, the rank of the school position was increased from 15 become 7 around the school in Surabaya, it means that the school gets top ten ranks after implementing this program. So, the researcher wants to know about the students' responses toward the implementation of the program and the challenges that the students face while participating in the program.

Knowing the students' responses in teaching and learning activity both inside and outside class where the students are learning to reach the objective of the lesson given become one of the important things. There are several previous researches related with this study about students' responses. A study by Siti Nur Halimah use language program to analyze the teacher's efforts in learning English to motivate the students and the students' responses toward the efforts in giving motivation

¹ Gregory J. Cizek, "Learning, Achievement, and Assessment: Construct at a Crossroads". In Gary D. Phye. *Handbook of Classroom Assessment: Learning, Achievement, and Adjustment*. California: Academic Press, 1997.

implemented by the teacher in learning English at Language Progress Program (LPP) to the students junior high school. This research was descriptive qualitative research, used observation, questionnaire, and interviewed the English teacher. The finding showed that in learning English, the LPP teacher did not implement some efforts to motivate their students. While the students showed the positive responses toward the teachers' efforts in giving motivate them in learning English.²

Similarly, another research was used descriptive qualitative research where the data is taken by the sample of a certain subject which is on 8th Graders of Junior High School. The data divided into two kinds of data that is taken inside the classroom and outside the classroom. The researcher used field note, observation checklist, and interview as a research instrument in collecting data. The finding of this research was good. The students showed positive response toward the implementation of audio lingual method. The students were eager to learn because of the media or technique that is used by teacher.³

In this research, the researcher wants to know the students' responses toward the implementation of the *UP-P (Unggulan Prestasi – Prestasi)* Program and the challenges that the students face while participating in the *UP-P (Unggulan Prestasi – Prestasi)* Program. The researcher believes that it can give many valuables for students, teachers, and further research.

B. Research Question

The problem of this research is in the following questions:

1. What are the students' responses toward the implementation of the *UP-P (Unggulan Prestasi – Prestasi)* Program at SMPN 19 Surabaya?
2. What challenges do the students face while participating in the *UP-P (Unggulan Prestasi – Prestasi)* Program?

² Siti, Nur Halimah. *Teachers' Efforts to Motivate the Students in Learning English at Language Progress Program of MTs Kanjeng Sepuh Sidayu Gresik*. IAIN Surabaya. 2011

³ M. Bahtiar Fajri, *Students Response in Implementation of Audio Lingual Method in Listening Narrative Class*. English Education, Faculty of Language and arts, State University of Surabaya. 2014

C. Objective of the Research

The objectives of this research based on the problem above:

1. To find out the students' responses toward the implementation of *UP-P (Unggulan Prestasi – Prestasi) Program*
2. To find out the challenges that the students face while participating in the *UP-P (Unggulan Prestasi – Prestasi) Program*

D. Significance of the Research

The result of this study is expected to give valuable contribution for the students, teacher, and further researcher.

1. For the students

The finding of this research is expected to be able to give a contribution to the students that the program is important to assist their learning in achieving the goal.

2. For the teacher

This research is useful for the teacher, the teacher can know the students' responses and the challenges that the students' face while in participating the program. So, the teacher can evaluate then find the solution so that the program will be better than before.

3. For further researcher

It was expected to improve their knowledge as a reference which conducts further research.

E. Scope and Limitation of the Research

The scope of this study is the students' responses toward the implementation of *UP-P (Unggulan Prestasi – Prestasi) Program* and the students' challenges in participating program. Students' responses means social reaction that the students do in receives stimulus from themselves or a certain situation during the implementation of the program. It can be a positive response or a negative response. The implementation here means the process of the teacher's ways in managing the *UP-P (Unggulan Prestasi – Prestasi) Program* and the

assessment used in the program. The next is the challenges by the students in doing test in the program.

The limitation of this study is the students who had taken the up-p program at the 7th class that was taught by an English teacher in SMPN 19 Surabaya at Jl. Arif Rahman Hakim No. 103 B Klampis Ngasem, Sukolilo, Surabaya.

F. The Definition of Key Terms

Here are some definition of key terms are used in the title of the research:

1. Response is a form of readiness in determining good attitude in positive or negative toward object or situation.⁴ In this research, response is defined as students' reaction, opinion, attitude toward the implementation of the *UP-P (Unggulan Prestasi - Prestasi) Program*
2. *UP-P (Unggulan Prestasi - Prestasi) Program* is a program to increase the student's national examination scores which give more exercises, the type of exercise is multiple choice question, emphasis on national examination subject
3. Challenge is something difficult which requires determination and great effort. It is something that tests strength, skill or ability.⁵ In this study, challenge means the difficulties which are faced by the students in participating the up-p program, exactly in doing test which needs strategy or problem solving to face it.

⁴ A. Ahmadi, *Psikologi Sosial*. Jakarta: Rineka Cipta. 1999

⁵ Arnold Toynbee, *A Study of History*, London : Oxford University Press, 1987

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes about some related theories and previous studies that will support this research. This is consists of several subheadings. The first is talking about learning program, the second is discussing about students' responses, the third is about *UP-P (Unggulan Prestasi-Prestasi)* Program, and the last is about challenge. Besides, the previous studies is presented in this chapter.

A. Review of Related Literature

1. Learning Program

Program is one of the types of learning, good learning required good planning. The implementation of learning program involves both students and teachers to achieve the goals. James C. McDavid Laura R.L. Hawthorn defined program as the correlation of meaning that was designed and implemented purposely.⁶ Farida Yusuf Tayibnabis stated that program as an activity that someone does in the hope that it will bring result or influence.⁷ There are four main elements to be categorized as a program:

- a. The activities planned or designed accurately. The activities designed with smart thinking. In other words, being implemented the program, the implementer has carried out a study started from observation until mapping the students' abilities.
- b. The activities take place continuously from one activity to another activity. In other words, there is a correlation between previous activities and current activities.
- c. The activities take place in an organization, formal or informal non-individual. In other words, the activity takes place in formal place that is in the school with many members of students.

⁶ James C. McDavid - Laura R.L. Hawthorn, *Program Evaluation and Performance Measurement: An Introduction to Practice (Vol.2)*. Thousand Oaks: Sage Publications. 2006.

⁷ Farida Yusuf Tayibnabis, *Evaluasi Program dan Instrumen Evaluasi Untuk Program Pendidikan dan Penelitian*. Jakarta: Rineka Cipta. 2000.

- d. The implementation of the activities involving many people, not the activities that carried out by an individual that has no correlation with the other activities. In other words, there are many components in this activity. That is involving students, teachers, etc.

So, it can conclude that the learning program is the program that involves both students and teachers with good design and the program should continue to achieve the goal.

2. Responses

a. Definition of Response

According to John H. Harvey in Ahmadi states that response as one of the main of soul can be interpreted as a memory image of observation, has stopped, just an impression.⁸ Steven M. Chaffe in Subandi divided response into three parts, namely:

1) Cognitive

It is a response that is closely related to knowledge skills and information about a person. This response arises when there is a change to the understood or in perception by audiences.

2) Affective

It is a response related to emotions; as explained emotion is a conscious mental reaction (as anger or fear) subjectively experienced as strong feeling, while attitude; is a position assumed for a specific purpose, and one's judgment of something. This response arises when it exists a change in what the audience liked about something.

3) Conative

It is responses related to real behaviors, includes action or habits. As explained action is

⁸ John H Harvey in Abu Ahmadi, *Psikologi Sosial*. Jakarta: PT. Rineka Cipta. 2009

happened one at times while habits happened continually.

According to Rosenberg and Hovland as cited in Anwar, there are three components of attitudes that is called tripartile model.⁹ The first component is cognitive. It can be identified by the representation of what does someone beliefs or though toward something. The measurable dependent variables from cognitive component are based on perceptual responses and verbal statements of beliefs.

The second component is affective, it is defined as emotional feeling toward something. Generally, emotional reaction is affected by belief or what individual belief of something. It can be favorable and unfavorable toward something. The measurable dependent variables of affective component are sympathetic nervous responses and verbal statements of affective.

The last component is conative or behavior. It refers to someone tendency to act in a particular manner that is tendency to act in a particular manner that is congruous to his/her attitude. The measurable dependent variables from conative component are overt action and verbal statements concerning behavior.

Below are the factors that cause a person respond, either positive response or negative response.

b. The Factors of Response

An individual's response can occur if the causal factor is met. In the initial process, the individual not only responds to the stimulus caused by the circumstances around him. Not all stimuli get an individual response, because individuals do the

⁹ S. Azwar. *Sikap Manusia Teori dan Pengukurannya*. 2nd Edition. Yogyakarta: Pustaka Belajar. 2012

appropriate stimulus and withdraw. Hence then the individual besides dependent on the stimulus also depends on each country itself. Factors that will get individual stimuli are two factors:

- 1) Internal factors are the factors that exist in the individual human being. It consists of two elements: spiritual and physical. Then someone who responds to something from the stimulus still affects one of the elements alone and they will stand the result of a different response of intensity in the individual that responds or will differ the response between the person and the other person. Physical or physiological elements include the existence, integrity, and workings of sensory devices, nerves and specific parts of the brain. Spiritual and physiological elements of existence, feeling, reason, fantasy, mental, mind, and motivation.
- 2) External factors are factors that exist in the environment. It's the intensity factor and the type of stimulant or people call it by the stimulus factor. According to Bimo Walgito in his book, states that the psychic factors associated with the object because of the stimulus, and the stimulus will be about the sensing device.¹⁰

c. Students' Responses

According to Susanto, Response is a reaction, it means acceptance or rejection, and indifferent attitude to what is conveyed by the communicator in his message. Response is divided into opinion and attitude, where the opinion and attitude is overt response toward a problem expressed by words, spoken or written. While attitude is converted response that is emotional and personal. It is a tendency to give a positive response

¹⁰ Bimo Walgito. *Pengantar Psikologi Umum*. Yogyakarta: UGM. 1996

or negative response toward people, object, or a certain situation.¹¹

Harvey and Smith in Ahmadi defined response as a form of readiness in determining good attitude in positive or negative toward object or situation. Ahmadi divided respond in two categories, they are positive response and negative response.¹²

a. Positive Response

It is a response, action, or attitude that accepts, shows, indicates, approves, admits, and applies the norms where the individual is located.

b. Negative Response

It is a response, action, or attitude that shows or indicates of rejections or disapproves of the norms where the individual is located.

While students according to Arikunto is anyone who is registered as an object of education in the educational institution. So, it can conclude that students' response is social reaction that the students do in receives stimulus from themselves of a certain situation. It can be a positive response or a negative response. Students' response is primarily to support the successful learning and increasing the students' achievement, positive behaviors, and a sense of belonging in all students. Moreover, the teacher need good strategies to develop and implemented the good managing classroom behaviors.

3. *UP-P (Unggulan Prestasi – Prestasi) Program*

a. The definition of the *UP-P (Unggulan Prestasi – Prestasi) Program*

UP-P (Unggulan Prestasi – Prestasi) Program is one of the programs in SMPN 19 Surabaya. It was implemented since 2014. There are four subjects on this program, they are mathematics, Indonesian Language, Science, and English. In this study, the researcher only focus on English subject.

¹¹ Astrid S Susanto. *Komunikasi Dalam Teori dan Praktek*. Jakarta: Bina Cipta. 1999

¹² A. Ahmadi, *Psikologi Sosial*. Jakarta: Rineka Cipta. 1999

UP-P Program (Program Unggulan Prestasi) is a program to support activities for gifted children, intelligent children, and able to increase the student's national exam scores. Education at SMPN 19 is expected to provide learning facilities that are active, creative, innovative, and fun, in accordance with what is expected in the UU of Education. Educational services with bridging course techniques are carried out in order to equalize student perceptions.

b. The aim of the *UP-P (Unggulan Prestasi – Prestasi) Program*

The *UP-P (Unggulan Prestasi – Prestasi) Program* is expected to be able to overcome the excess of students who are above average by giving a schedule alternately with the class that is taught by the teacher of national exam subject (rolling). This is intended so that students get additional knowledge from all the teachers in SMPN 19. Various learning techniques are tried to be able to make students happy and in accordance with the way their brain works.

UP-P (Unggulan Prestasi – Prestasi) Program is expected to be able to fulfill the learning abilities of gifted children by selecting material by questions that train to reason so students can compete with the best achievements. In accordance with the vision and mission of SMPN 19, the *UP-P (Unggulan Prestasi – Prestasi) Program* can produce graduates with grades above the KKM and maximum UN scores to be able to enter favorite schools that students want.

c. The implementation of the *UP-P (Unggulan Prestasi – Prestasi) Program*

The program is given at the first time allocation for 9th and 8th grade students. For 7th grade students given after the first break. The activity was carried out for 40 minutes after the reciting the holy Qur'an in the morning, gymnastics or breakfast activities were carried out. The implementation is carried out every day from Monday to Thursday.

1) The materials

Giving material from the National Examination teachers, students can discuss difficult matters during classroom learning. They discussed the difficulties or problem with the teacher. The schedule of the program is as follow, Monday is Indonesian language subject, Tuesday math subject, Wednesday science subject, and Thursday English subject. Giving the material according to the schedule. One week later, the provision of material by Indonesian language teachers changed to mathematics, mathematics changed to science, etc. The teacher prepares the material to be given to students, in accordance with the national examination grid.

2) The assessment

Every three months there is a tryout with 50 multiple choice question, 10 Indonesian, 10 Mathematics, 10 science, and 10 English questions.

3) The determining of UP-P class (class determination)

The post-tests held for all the classes. The students who get the highest score will fill the UP1-UP4 class.

4) Class formation

Each class was achieved by students with the highest scores with post-test results. Values between 100-90 are then placed in the first four classes. If the number of students has not met the class UP-4, then those who score below (100-80) are taken to fill the UP1-UP4 class. Each class amounts to 37-38 students. There are 46 classes on this program. Every class consists of 12 classes. The class named *UP (Unggulan Prestasi)* and *P (Prestasi)*. The class started from UP 1, UP 2, UP 3, UP 4, then P 1, P 2, P 3, P 4, P 5, P 6, P 7, P 8.

4. Challenge

Challenge is something difficult which requires determination and great effort. It is something that tests strength, skill or ability.¹³ Conducting e-assessment in educational world will exactly face some challenges when implementing the e-assessment. Here are some challenges and suggestions toward the use of e-assessment in classrooms.

- a. Students who are not experienced with computers or online assessment process. To overcome this challenge, students need training at beginning to get to know e-assessment.
- b. Computer and internet accessibility. To overcome this problem, school must provide fully equipped laboratories and internet access for those students.
- c. To assess group projects is a difficult job.
- d. Some students and teachers are not familiar with the use of e-assessment. It also needs training for those students and teachers who are not familiar with e-assessment.¹⁴

B. Review of Previous Studies

The previous studies that are related to this research had been conducted by other researchers that focused on students' responses. Those are:

The first study was conducted by M. Bahtiar Fajri. This study used a descriptive qualitative research where the data is taken by the sample of certain subject which is on 8th Graders of Junior High School. The data divided into two kinds of data. They are the data that is taken inside classroom and outside classroom. The objective of this research are to describe the students' response in teaching and learning process in listening class and to describe the students' response toward audio lingual in a listening narrative class. The researcher uses field note,

¹³ Arnold Toynbee, *A Study of History*, London : Oxford University Press, 1987

¹⁴ Nuha Alwuraish, Gray Wills, and Mike Wald. *Advantages and Challenges of Using e-assessment*. International Journal of Information and Education Technology. Vol. 8 No. 1, December 2019, 35.

check list, and interview as research instrument in collecting data. Similarly, this current study also focus on the students' responses toward the implementation of up-p program. The previous study just focus on the students' responses while this current study also investigate the challenge.

The second study was conducted by Aswin Abbas, Arni Irhani Asmin.¹⁵ The research is conducted to find out the students response toward the use of big story book project (BSBP) in teaching reading and the students' opinion about BSBP. Descriptive method used in this research, while the instruments were questionnaire and think aloud data. The population of this research was the 4th semester of English department students of Cokroaminoto Palopo University, which consists of 120 students. The researcher used Cluster sampling technique. The result found that there were 5 positive responses and 5 negative responses. Where, from think aloud data, the students write that the BSBP still needs to be revised, but good and helpful in learning reading as media. The other students give positive responses that BSBP was interesting and can motivate the student to read. The previous study is aimed to find out the students response and their opinion about BSBP. While this current study focus on the students' responses and the challenges toward the implementation of up-p program.

The third study was conducted by Risma Rahmawati.¹⁶ This paper was conducted to find out the students' responses toward the implementation of Theme-Based Teaching. The subject of this research was the 3rd graders in one primary school in Bandung. This study was action research, the researcher collected the data used observation and interview. The finding showed that the students' responses toward the reading activities was positively by actively participating in each activity. The previous study investigated students' responses toward the implementation of theme based teaching in EYL class while this current study focus on the students' responses and the challenges toward the implementation of up-p program.

¹⁵ Aswin Abbas - Arni Irhani Asmin, *The Students' Response toward Big Story Book Project (BSBP) in Teaching Reading*. Cokroaminoto Palopo University. 2016.

¹⁶ Risma Rahmawati, *Students' Responses toward the Implementation of Theme-Based Teaching in EYL Class*. Indonesia University. 2014

The fourth study was conducted by Iin Baroroh Ma'arif and Ashlihah.¹⁷ This research was aimed to know the student's response toward the implementation of Think Pair Share Strategy in Speaking Course. This research focused on how the implementation and how the student's responses of Think Pair Share Strategy used descriptive qualitative method. The researcher used observation sheets, questionnaire and field notes to collecting the data. The finding showed that the students gave positive response toward the implementation of Think Pair Share Strategy. The students feel enthusiastic and motivated to learn and practice their English skills. They agree that the use of the strategy is useful to improve the students' ability. The previous study just focused on the positive response while the current study focuses on both positive and negative response.

The fifth, A study by Siti Nur Halimah use language program to analyze the teacher's efforts in learning English to motivate the students and the students' responses toward the efforts in giving motivation implemented by the teacher in learning English at Language Progress Program (LPP) to the students junior high school. This research was descriptive qualitative research, used observation, questionnaire, and interviewed the English teacher. The finding showed that in learning English, the LPP teacher did not implement some efforts to motivate their students. While the students showed the positive responses toward the teachers' efforts in giving motivate them in learning English.¹⁸ The difference between this studies with the researcher study is located on the effort and the challenge. The previous investigated the effort, while the current focuses on the challenge.

The next was from Asfarinah Hidayah, Murdibjono.¹⁹ The study examined the implementation of English extracurricular activities at SMPN 2 Pandaan in many aspects. The first was about the purpose of conducting English

¹⁷ Iin Baroroh Ma'arif – Ashlihah, *Students Positive Response through Think Pair Share Strategy on English Speaking Skills*. (ELTIN Journal, Vol 5/II, October 2017).

¹⁸ Siti Nur Halimah. *Teachers' Efforts to Motivate the Students in Learning English at Language Progress Program of MTs Kanjeng Sepuh Sidayu Gresik*. IAIN Surabaya. 2011

¹⁹ Asfarinah Hidayah – Murdibjono. *A Study on English Extracurricular Activities at SMPN 2 Pandaan*. State University of Malang. 2013

extracurricular activities, then the facilities, media, materials, and the teaching techniques used. The last was about the students' opinion toward the implementation of English extracurricular activities. This study used descriptive qualitative research design. The result showed that there are two activities, the English club and 'Pembinaan' program. The finding showed that the students' opinion toward the English activities yielded positive. The students liked joining the extracurricular. The students' opinion toward the teaching techniques was positive. Although, there were some students said that the materials were considered too difficult.

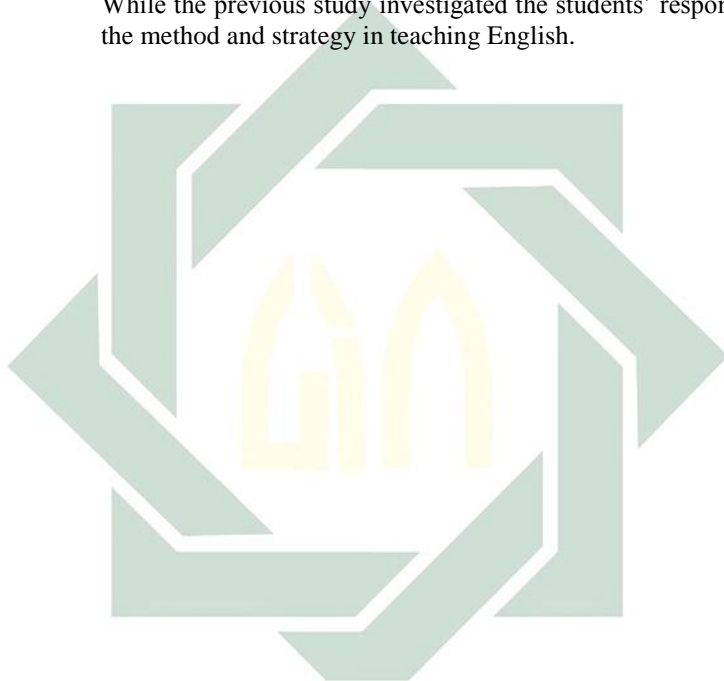
Then, the previous study was conducted by Riza Rosita to find out the multimodal ways and multimodal features in Booktrack that assist the students, then to know the students' response toward multimodality of Booktrack. The method used descriptive qualitative. The researcher used questionnaire and interview guideline to collecting the data. The finding showed that Booktrack application has contribution to the students and they showed positive response when used Booktrack. The multimodal ways in Booktrack that assist the students' English language learning by style, features, frequency, channels, learning quality, and genres. Those can develop the students' language skill.²⁰ The previous study is aimed to find out the multimodal ways and multimodal features in Booktrack, then to know the students' response toward multimodality of Booktrack. While this current focuses on the students response and the challenge toward the implementation of the up-p program.

The last from Rosa Amalia. This study is aimed to identify the students' perception of the use of online assessment on Schoology in EFL classroom and to know the students' challenges in doing online assessment. This study involved the students of English Language Education Department year 2014, 2015 and 2016 at UINSA Surabaya used questionnaire that were open ended and close ended questions. The finding showed that the students have positive and negative perception toward the

²⁰ Riza Rosita. *Students' Response toward Multimodality in Booktrack to Assist the Students English Language Learning at Tenth Grade in SMAN 13 Surabaya Academic Year 2017-2018*. Sunan Ampel State Islamic University: Surabaya. 2018.

use of online assessment. There are also several challenges that were faced by the students, such as they must do the test fast because it is limited by time and the signal sometimes slow.²¹

In this research, there are differences and similarity with those previous studies. The current study investigated the students' response of the learning program and the challenge. While the previous study investigated the students' response of the method and strategy in teaching English.



²¹ Rosa Amalia. *Students' Perception of Online Assessment Use in Schoology in EFL Classrooms*". Thesis UIN Sunan Ampel Surabaya. 2018

CHAPTER III

RESEARCH METHOD

This chapter discusses the methodology that used in this research. They include research design, research setting, data and source of data, research instrument, data collection technique, data analysis technique, and research stage.

A. Research Design

The researcher uses a qualitative descriptive to answer the research questions. Creswell noted that qualitative research is the approach to analysis, data collection, and report writing different from the quantitative approaches.²² Mardalis stated that the descriptive method included describing, taking notes, analyzing and interpreting the existing facts.²³ In addition, Denzin and Lincoln defined the qualitative research method includes observation, document and interview such as the use of qualitative data.²⁴ Therefore, this research analyzed the data with the qualitative method using descriptive approach. The researcher choose this method based on the problem in preliminary research. It shows that there are some students who have different response toward the teacher's ways in managing the program and challenges in doing test. The researcher sees that the response and the challenges needs deep explanation. The most appropriate method to describe the problem is descriptive qualitative method. This method defines the problem in detail way.

B. Research Setting

This research was conducted in SMPN 19, which located in Surabaya, Jl. Arif Rahman Hakim No. 103 B Klampus Ngasem, Sukolilo, Surabaya. The subject of this research is the student of the *UP-P (Unggulan Prestasi* –

²² John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th Edition. Boston: Pearson Education, Inc., 2010.

²³ Drs Mardalis, *Metode Penelitian*. Jakarta: Bumi Aksara, 1995

²⁴ Denzin, N. K. & Lincoln, Y. S. *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage Publications, 2010

Prestasi) Program. The researcher takes students in the 7th grade.

C. Research Subject

This research involved the students who has participate in *UP-P (Unggulan Prestasi – Prestasi)* Program in the 7th grade. There were 12 classes, each class consist of 37-38 students. There were 4 teacher who teach English subject in the program, each teacher teach 3 classes. The researcher took 3 classes who teach by an English teacher. The researcher took 2 students in every class. There were 6 students who are participated in this research. They were selected purposively based on the teacher recommendation, which is from high students and low students from each different classes using purposive sampling.

D. Data and Source of Data

The researcher collected the data by conducting interview for participants as the main data of this research. The data used in this research were from the students' responses in answering the interview questions. The purpose of interview is to collect the data about the students' responses toward the teacher's ways in managing the program and the students' challenges in doing test in *UP-P (Unggulan Prestasi – Prestasi)* Program. The interview answered both the research questions.

While the source of the data, it was obtained from the subjects of this research by conducting the interview as data collection. The subjects are from the students in 7th grade. They are students who participate *UP-P (Unggulan Prestasi – Prestasi)* Program.

E. Research Instruments

The researcher collected the data from interview. Creswell stated that interview provides the detail information from the person and cannot observe the information directly.²⁵ In this research, the researcher used

²⁵ John W. Creswell, *Educational Research*218

semi-structured interview. It means that the researcher can ask questions which can be changed depending on the direction of the interview and additional questions can be asked.²⁶ In this research, the researcher use interview guideline as the instrument in collecting the data. The interview guideline is divided into 3 aspects namely: opening questions, main questions and close questions. In this guideline, the opening questions contains some general questions which related to the program, the material that are taught in (*Unggulan Prestasi – Prestasi*) Program. While the main questions have some questions about the implementation, and the response while participating the program. For the close questions, the researcher gave questions about challenges and the way they solve the problem by themselves.

F. Data Collection Technique

Data collection technique is the most important step in this research because the main purpose of the research is to get the data.²⁷ Creswell stated the varied techniques to collect the qualitative data, such as observation, documentation, interview, and questionnaire.²⁸ In this research, the researcher collected the data through interview. Semi-structured interview applied in this research. Interview is used to answer the first and second research question. The researcher used purposive sampling. There are 12 classes in 7th grade. The researcher interviewed 3 classes who taught by an English teacher. Each class was taken by 2 students. The participants for this research are 6 students based on the teacher's recommendation. The interview was done on the 15th April 2019. For collecting data, the researcher asked permission to the teacher and the students then gives explanation related to guideline interview. The last is doing interview

²⁶ Annabel Bhamani Kajornboon. *Using Interviews as Research Instruments*. Language Institute Chulalongkorn University. 2005

²⁷ Dr. Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta. 2015.

²⁸ John W. Creswell, *Educational Research*212

sections to the participants. After getting the data, the researcher analyze the data using 3 steps from Easwaramoorthy and Fataneh Zarinpoush.

G. Data Analysis Technique

The data analyzed using a descriptive qualitative method. The researcher acquires the data through an interview.

To answer the research question number one, the researcher used interview to know ‘what are the students’ responses toward the implementation of the *UP-P (Unggulan Prestasi – Prestasi)* Program. The researcher analyzed by using Harvey and Smith’s theory. The researcher described the result descriptively.

Then, to answer the research question number two, the researcher used interview to know what challenges that the students face while in participating *UP-P (Unggulan Prestasi – Prestasi)* Program

Based on Easwaramoorthy & Fataneh Zarinpoush, there are three steps to analyze the data from interview.²⁹ They are as follow:

1. Translate the guideline
Indonesian guideline can help the researcher to get the data and get deep information from the students as a subject in the research.
2. Present the data in narration type
The researcher explained the result of the interview in type of narration to make clear explanation.
3. Interpreting the result
The researcher interpreted the result of the interview after get the data based on the need to answer the research question.

²⁹ Easwaramoorthy & Fataneh Zarinpoush, *Interviewing for Research*. Canada Volunteerism Initiative. 1998

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research finding and discusses the result of the research. The organization of the chapter follows research questions which includes findings of interview analysis. The chapter also discusses the salient findings with the support from previous study and relevant with the theory. The detail information of the finding and discussion follows:

A. Research Findings

To answer the two research questions as stated in chapter 1, this study interviewed 6 students who joining *UP-P (Unggulan Prestasi – Prestasi)* Program. This study addressed two research questions namely the students' responses toward the implementation of *UP-P (Unggulan Prestasi – Prestasi)* Program and the challenges in participating the program. The result of interview is describe in the following section.

1. Student's responses toward the implementation of *UP-P (Unggulan Prestasi – Prestasi)* Program

In an interview, the six students who answered the interview are from the students in seventh graders. In this study, the researcher divided the response into two categories, namely, positive and negative. The explanation of those two categories will describe in the following section (see table 4.1)

Table 4.1 Student's responses toward the implementation of *UP-P (Unggulan Prestasi – Prestasi)* Program

Positive Response	Negative Response
Beneficial for students	Not enjoyable
Interesting teaching methods	Difficult material
Easy and appropriate material	Not use offline assessment

Use online assessment	
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As describe in the table 4.1, there are some different responses that the students feel when joining the program. There are positive response and negative response. Positive responses means that the students like the program because of the program beneficial for the students, interesting teaching methods, the material is easy and appropriate, and use online assessment. While negative responses means that the students don't like the program because of joining the program is not enjoyable, the material is difficult, and not use offline assessment. Before knowing the students' responses toward the implementation of the program, the researcher want to know what is the program means from the student's answer. The evidence can be strengthened in the students answer below:

“UP-P program is an additional program for Science, English, Mathematic, and Indonesian in preparing national examination” (Student 1)

“UP-P Program is the program to measure students' abilities” (Student 2)

“Up-p program is the program to measure the student's abilities on the national examination subjects.” (Student 3)

“UP-P Program is additional lesson for national examination lesson, which held on the second break time at the school.” (Student 4)

“Up-p program is a test to measure the student's abilities in four subjects of national examination.” (Student 5)

“UP-P Program is a program to measure students’ comprehension about national examination material. (Student 6)

The finding shows that *UP-P (Unggulan Prestasi – Prestasi)* Program as an additional lesson for national examination such as Science, English, Mathematics, and Indonesian. Which held on the second break time at the school.

After knowing the students’ answer about the program, the researcher continuing the second question about the students’ responses while joining the program. All of the respondents who have interviewed have joined up-p program since the beginning of class 7. Among them said that joining up-p program is happy, because it is beneficial for them, one of them said that joining the program was bored, not enjoyable. The evidence can be strengthened in the student answer below completed with the student utterances to support the data.

“I like joining the program because it can increase knowledge, got knowledge that I didn’t get in regular class before.” (Student 1)

“Joining up-p program is beneficial, I like it because there lot of friends, adding knowledge” (student 2)

“I like joining the program because it can measure our abilities, I can compete with my friends, can know the rank position in school. If our score is less satisfied, we can learn in up-p class in order to more understand.” (Student 3)

“I like joining up-p program, it can deepen national examination materials.” (Student 4)

“there lot of benefits when joining the up-p program since in seventh class, it make us more prepare well for national examination later in ninth class, join the program make us accustomed in doing question task.

*So, yes I really like and enjoy joining the program.”
(Student 5)*

Based on the students’ responses to the interview transcript above, it can be read that the positive responses of joining the *UP-P (Unggulan Prestasi – Prestasi)* Program is beneficial for the students. It is shown from the interview result, they argued that joining the up-p program is beneficial for them because bring a lot of benefits.

Beside that, another finding shows that one student do not like joining the program, because the implementation of the program is after the second break which was at around 1 pm, it was not enjoyable.

“I do not like joining up-p program. It make me dizzy, adding a lot of thoughts, I should bring many books to school.” (Student 6)

As shown on the students’ answer above, it can be read that the students’ responses about the *UP-P (Unggulan Prestasi – Prestasi)* Program is negative. The student do not feel the beneficial from the program.

Then, the positive students’ responses is interesting teaching methods. All of students’ stated that the teaching method that the teacher used when implementing the program is interesting. It can be seen from the students’ answer below:

*“I like joining the up-p program because the teaching method that the teacher used is interesting, the teacher asks us to memorize the new difficult vocabularies using songs. I like it, it make me easy to memorize the new difficult vocabularies. If there are difficult words, the teacher help us to translate it.”
(Student 1)*

“The technique that the teacher use in up-p program is question answer, discussion, mind map, group work. Science and Indonesian is use mind mapping, Math is use discussion and group work, but it’s

depend. If English is often use question answer and discussion. So, yeah I like joining the program, because I feel that the method is interesting and appropriate” (Student 2)

“Question answer is very efficient. The teacher explanation is also clear. The teacher technique helps us in understanding the materials better.” (Student 3)

“I like joining the up-p program because the teacher’s explanation was clear. The teacher usually use discussion and question answer. It is enjoyable, all students can speak up” (Student 4)

“I like the program because the teacher use question answer technique because it’s very efficient, faster better. The program can finished quickly but the time is still so I can chit chat with my friends.” (Student 6)

It can be read that all the students feels that the teaching method is interesting. It helps them in understanding the materials.

The next students’ responses about the *UP-P (Unggulan Prestasi – Prestasi)* Program is the material given in the program is easy and appropriate. Here the result of the interview with the students.

“The task in up-p program is easy, I like it” (Student 1)

“I like joining the program because I think the task given is appropriate and easy” (Student 2)

“The task given in up-p program is easy, I can do it easily because I accustomed do task in up-p program. Joining the program make me very helpful in doing task. I very like joining the program. (Student 3)

“I think the task given in up-p program is easy, it is why I like joining the program. (Student 4)

“The reason why I like joining the program was the task in up-p program is very much and I able to answer the task with easily. I like doing tasks so I like the program. (Student 5)

It can be conclude from the students’ transcript that it shown positive responses. They like joining program because the task is easy and appropriate for them.

Another finding shows that one students feel that joining up-p program was not enjoyable, make the students dizzy. It can be read from the student answer below

“Joining the program make me dizzy because the task given is difficult for me, I think it is not appropriate. The task is should on class 8 but given in class 7. So, I can’t do it by myself. I just answer it by my feeling” (Student 6)

It can be read that the students 6 shown the negative responses that is why the students 6 do not like joining the up-p program because the task given is difficult, not appropriate. It just make the students dizzy.

The next response is positive response. The students stated that the program use online assessment (cbt). Before knowing the students responses, we should know that the assessment in *UP-P (Unggulan Prestasi – Prestasi)* Program is carried out every three months. The students do a multiple choice question task, the total of the exercises is 100 multiple choice question. Here the representation of the students’ responses.

“The test in up-p program is use online test (cbt). But we ever use offline test once because the ninth class did national examination. I don’t like it, I prefer like online rather than offline (Student 1)

“I like joining the up-p program because the task held use online assessment (cbt) because I think the result of

online assessment is appropriate. No one students can cheat seeing the other students answer” (Student 2)

“I don’t like offline task, I prefer like online assessment use computer, in up-p program use online, so I like joining program.” (Student 3)

“I satisfied joining the task in up-p program if use online assessment rather than offline assessment I was feel harmed because there was dishonesty”. (Student 4)

From the students answer above, it can be understood that actually the test in UP-P (*Unggulan Prestasi – Prestasi*) Program is use online assessment (cbt) but the school ever held the test use offline test (pbt) because the ninth class did national examination while the seventh and eighth class should did test for UP-P (*Unggulan Prestasi – Prestasi*) Program. Finally the UP-P (*Unggulan Prestasi – Prestasi*) Program held the test use offline test (pbt). The students shown the positive responses when the test use online assessment.

Beside that, another finding showed that 2 students gives negative response toward the assessment used in the program. The students stated that the test was held online not offline. The evidence can be strengthened in the students answer below:

“I don’t like joining the up-p program because the test not use offline test, but online test use computer. Because sometimes the computer was hang, running out, the connection was bad.” (Student 5)

“up-p program did online test, but ever once did offline test and I like it very much, I feel satisfied if use pbt rather than pbt” (Student 6)

It can be read from the students response above that the two students don’t like joining UP-P (*Unggulan Prestasi – Prestasi*) Program because the program use online test, they prefer like offline

test because offline test is appropriate and they feel satisfied with the score.

2. Students' challenges in participating the *UP-P (Unggulan Prestasi – Prestasi) Program*

The researcher interview 6 students from each different *UP-P (Unggulan Prestasi – Prestasi)* classes to identify the challenges while participating the program. The data from interview shows that the implementation of *UP-P (Unggulan Prestasi – Prestasi)* Program is beneficial. Beside that, they face challenges while participating the *UP-P (Unggulan Prestasi – Prestasi)* Program.

There are 3 challenges that the students face while participating *UP-P (Unggulan Prestasi – Prestasi)* Program, such as insufficient time, difficult task, and faced computer problem. Some students said that they have insufficient time in doing the task when conducting both online or offline tests, they need more time to think and they need to think fast. The students feel challenged when answering questions that are limited by time. In the result, it may affect the students' process in working on their assessment.

“One meeting in up-p program just 40 minutes. I feel the time for doing the task in up-p program is not enough. I think, insufficient time be challenge in doing test in the up-p program.” (Student 6)

The student 6 feels that the time in *UP-P (Unggulan Prestasi – Prestasi)* Program was limited, it can affect in doing task. He lack of time in doing a task. The hope that the teacher add more time for *UP-P (Unggulan Prestasi – Prestasi)* Program.

The next challenge that the students face is difficult task, he feels that the task is difficult and he don't know the meaning of the words.

“Sometimes I find difficult task and I don't know the meaning. My teacher angry, then ask me to open my dictionary. When doing test, we are not allowed open dictionary.” (Student 5)

The student 5 feel confused, he finds difficulty in doing task because he don't know the meaning, he is not motivated.

The next challenge is about the computer problem. The student feel challenged if the student faced computer problem.

“Sometimes, the computer is not responding when we are doing online test”

Besides that, there is one student who don't faced challenge. He just enjoying the program.

“No, there is no challenge. I just enjoying the program”
(Student 4)

B. Research Discussion

In this section, the researcher present the interpretation and discussion after getting the result of the research. The result of the research was known after doing an analysis of the data. By doing the analysis, the researcher was able to know the students' responses and the challenges in participating the *UP-P (Unggulan Prestasi – Prestasi)* Program.

1. Student's responses toward the implementation of *UP-P (Unggulan Prestasi – Prestasi)* Program

The main finding of this study indicated that in joining the *UP-P (Unggulan Prestasi – Prestasi)* Program, the students have a positive responses and negative response. The students give the response in terms of the feeling, the teaching method, the teaching materials, and the assessment during the program. The positive response is a response, action, or attitude that shows, indicates, accepts, admits, approves, and applies the norms where the individual is located. The negative response is a response, action, or attitude that shows or indicates of rejections or disapproves of the norms where the individual is located.³⁰

The first, in term of the feeling, there are two responses, positive and negative. The students who give positive responses stated that the program is beneficial for

³⁰ A. Ahmadi, *Psikologi Sosial*. Jakarta: Rineka Cipta. 1999

them, they get more knowledge from the program, not only get more knowledge but also friends. This is also confirmed by Asfarinah and Murdibjono's study that too boost the benefit program, the teaching and learning process should be excellent. The study showed that English club and 'Pembinaan' program are beneficial for students. The students' English mastery or competence is improved after joining the activities.³¹ This is in line with the goal of establishing extracurricular activities stated by Depdikbud (1998) that extracurricular activities have four main roles, (1) broaden the students' knowledge, (2) to bridge the relationship among the subjects which the students learn, (3) to develop the students' talents and skill, and (4) to fulfil the students' role as a human.³²

However, the students who gives negative response stated that joining the program was not enjoyable. Moon stated that keeping the students feeling is one important thing that should be considered when teaching young learners. "*if they are happy and secure, they are more likely to enjoy and benefit from their language learning*".³³ When they feel comfortable with the learning activities, they are likely to be enjoy and more active in participating the program so that they can do the task easily.

Then, in term of the teaching method, the students give the positive response. The students who gives the positive response say that the teaching method is interesting. It can be indicated by the answer of the interview that they are interested with the teaching method used in the program.

In term of the teaching materials, there are two responses, positive and negative. The students who give positive responses stated that the materials used are easy and appropriate. This is in line with the study from Asfarinah and Murdibjono that rich materials and suitable

³¹ Asfarinah Hidayah – Murdibjono. *A Study on English Extracurricular Activities at SMPN 2 Pandaan*. State University of Malang, 2013

³² www.kemdiknas.go.id/kemdikbud/uji-publik-kurikulum-2013. retrieved on 25th October 2019

³³ Moon J. "*Children Learning English*. Macmillan Heinemann. *English Language Teaching*. Oxford: Macmillan Heinemann ELT. 2000

media may influence the teaching and learning process.³⁴ Richards and Rodgers have said that the teaching technique is defined as the ways in which the information is learned and/or presented.³⁵ In other words, the aspect which can help teachers to carry out the program well is the ability to choose suitable teaching method, media, and materials. However, the students who give negative response stated that the materials given is difficult.

In term of the assessment, there are two responses, positive and negative. They give the positive response, it can be indicated by the answer of the interview that the program use online assessment. Most of them stated that online assessment better than paper assessment. This is in line with the study from Rosa that the students were interested using online assessment.³⁶ However, the students who give negative response stated that the program not use offline assessment.

2. Students' challenges in participating the UP-P (Unggulan Prestasi – Prestasi) Program

Although as previously from the results of the data obtained that most of the students have positive responses toward the implementation of *UP-P (Unggulan Prestasi – Prestasi)* Program, it does not mean that there are no difficulties from the students in participating the *UP-P (Unggulan Prestasi – Prestasi)* Program. The findings of this research indicated that there are several challenges that the students faced when participating *UP-P (Unggulan Prestasi – Prestasi)* Program.

The first challenge is about insufficient time, the students said that they must work quickly. This makes students faced challenged when participating the program. Sanli stated that one thing that can be restricted is the time

³⁴ Asfarinah Hidayah – Murdibjono. *A Study on English*.....

³⁵ Richards, G., & Rodgers. J. 2001 *The Practice of English Language Teaching*. Oxford: Longman

³⁶ Rosa Amalia. *Students' Perception of Online Assessment Use in Schoology in EFL Classrooms*". Thesis UIN Sunan Ampel Surabaya. 2018

the test is available for the students.³⁷ Therefore, the students should be able to manage the time on doing the task and must be fast when answering the task because of time constrains.

The next is about difficult task, the students feel that the question given is difficult. There are some material from another class included in the question that they do not learn before. They feel confused when doing the test because the questions given are difficult. The students feel difficult when they do not know the meaning of the word. In *UP-P (Unggulan Prestasi – Prestasi)* Program, the teacher asks the students to open the dictionary, but when doing a test the students are allowed open the dictionary. They feel challenged and assumed that the test given is difficult.

Brinton, *et.al.* as cited in Yang believe that if the lesson content is perceived to be relevant by the students, their motivation is more likely to increase and effective learning can be promoted.³⁸ Bergin stated that the teacher's role is to present the situation and identify the learning task.³⁹ However, the teacher should present a relevant task based on the students' class.

The last is about computer problem. The student feel annoyed when they have to do test and at that time the computer is hang so student cannot answer the question. This challenge about computer/application problem also confirmed with study conducted by Rosa that online assessment can cause trouble and complicated.⁴⁰ A theory from Karr stated that the students can face three situations that make the computer/application problem which are a large data points tend to be slow, when speed is very

³⁷ Refik sanli, Degree of Master Science. “*Students’ Perception about Online Assessment: A Case Study*”. Turkey: The Middle East Technical University. 2003

³⁸ Yang C. C. R. “*Theme Based Teaching in an English Course for Primary ESL Students in Hong Kong*”. Electronic Journal of oreign Language Teaching. 2009

³⁹ Bergin D. A. “*Influences on Classroom Interest*” Educational Psychologist. 1999

⁴⁰ Rosa Amalia. *Students’ Perception of Online Assessment Use in Schoology in EFL Classrooms*”. Thesis UIN Sunan Ampel Surabaya. 2018

important and the accuracy of the method suffers because of estimates made, and nonlinear curves fitting problems.⁴¹

After knowing the students challenges when participating the *UP-P (Unggulan Prestasi – Prestasi)* Program, this can also be used as a reference or evaluation to the teacher and the principal. They can reconsider what needs to be repaired or improved about the process in *UP-P (Unggulan Prestasi – Prestasi)* Program, it is very useful to reduce some of the obstacles faced by the students when conducting the up-p program.

This study has similarities with the study from Siti Nur Halimah who conducted the research at Language Progress Program. The similarities found that most of students really like English lesson in the program, they felt enjoy in learning English in the program. They also stated that they like the method that the teacher used in the program. The teacher give chance to ask some question if the students do not understand. Beside that, the challenge in the study by Rosa Amalia in doing online assessment. The similarities include about the limited time, computer/application problem, the students confused or difficult when doing online test, and controller from the teacher. There were difference between this study and the previous studies, it can be pursued by some factors. The first, this research used qualitative descriptive, while Siti Nur Halimah and Rosa Amalia used quantitative. The second, the object of this research is junior high school while Rosa is students in university. The third, to collect the data this research only used interview guideline, Halimah and Rosa used questionnaire.

⁴¹ Charles L. Karr, *Practical Applications of Computational Intelligence for Adaptive Control*. United States of America: CLC Press LLC. 1999, 122.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two sections, there are conclusion and suggestion. It presents the conclusion of the research which summarize the result of study from finding and discussion in the previous chapter. This research also provides some suggestions concerning to the study.

A. CONCLUSION

There are two main points that can be concluded from this research. The researcher conclude it as follows:

1. Student's responses toward the implementation of *UP-P (Unggulan Prestasi – Prestasi) Program*

Based on the result in chapter four about the students' responses, the finding shows that there are two different responses conveyed by the students which are positive and negative responses. The positive responses are about the students feel when joining the program is the *UP-P (Unggulan Prestasi – Prestasi) Program* is beneficial for them. They interest with the teaching strategy. The task are easy and appropriate. Another reason is because the test in *UP-P (Unggulan Prestasi – Prestasi) Program* use online assessment, because online assessment is better than paper assessment. Moreover, the negative responses is about the students do not enjoy joining the *UP-P (Unggulan Prestasi – Prestasi) Program* because the task given is difficult, the students do not know the meaning of the word and not use offline assessment.

Eventhough they have positive responses toward the implementation of *UP-P (Unggulan Prestasi – Prestasi) Program*, there are still some challenges that they faced when participating the *UP-P (Unggulan Prestasi – Prestasi) Program*.

2. Students' challenges in participating the *UP-P (Unggulan Prestasi – Prestasi) Program*

Based on the result of the research, the challenges they face are about insufficient time, difficult task, and computer problem. They feel challenged in doing a test because they have a limited time, they should be quick in answering the question. Another challenge is about difficult task, sometimes the students

also do not know the meaning of the word. So, they feel challenged in doing a task in *UP-P (Unggulan Prestasi – Prestasi)* Program. In the other hand is about computer problem.

B. SUGGESTION

After knowing the finding about the students' responses toward the implementation of *UP-P (Unggulan Prestasi – Prestasi)* Program and the challenge that the students face while participating the program. There are several suggestions that can be addressed for some side:

1. The Headmaster

According to findings, it is suggested for the headmaster to really evaluate the program, not only for every year but it was better if they did it for every semester. However, there are several obstacles of this the program as the findings showed that often empty hours, the teacher does not come to the class. The headmaster should monitoring, analyze the challenges/obstacles then follow up that.

2. The Teacher

Based on the result of study, the *UP-P (Unggulan Prestasi – Prestasi)* Program is beneficial for the students but there are some students that is not enjoy in participating the program cause of the teacher. One of which is the teacher angry when the students ask the meaning. The teacher should recognize the students who joined the *UP-P (Unggulan Prestasi – Prestasi)* Program to know how the effective the program toward the students' ability.

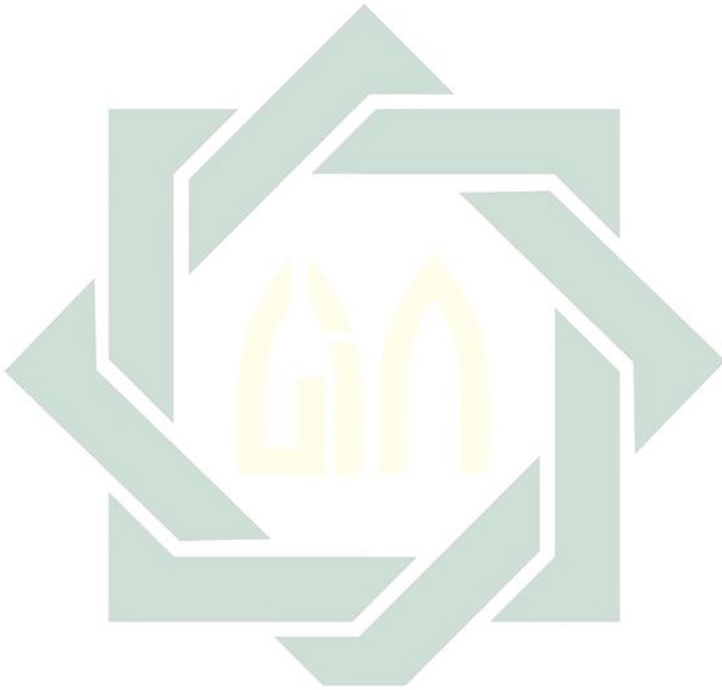
3. The Students

Based on the result of this study, the most important suggestion for the students is to more practice doing a multiple choice question test. If the teacher does not attend to the class, the students can study together with friends or study by themselves and compete with other friends in a healthy manner when doing test.

4. Future researcher

For the future researchers who are interested in the same topic, the future researcher can conduct similar research with different focus or analyze this research deeper. This study

has done with the research on students' response toward the implementation of up-p program and the challenge that the students face while participating program. Therefore, the further researcher can analyze the things that the researcher does not mention here.



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