INDONESIAN LANGUAGE NATIONAL EXAMINATION
RESULTS FOR HIGH SCHOOL DEAF CHILDREN

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ABSTRACT

This Literature Study Research Entitled "Utilization of the Absorption Result Score of the Indonesian National Examination SMALB-B (hearing impairment) For Mapping the Quality of Education Programs and/or Education Units especially learning”. This study answers three problems, namely whether the results of the absorption of the research can be used to map the quality of education programs and/or education units? How can the results of the absorption of the Indonesian National Examination SMALB-B be used as a mapping of the quality of education and education units? And how can national exam questions better use audio visual media, factual material, and use sign language, because they see the characteristics of children who are deaf who are very visual?. The data of this study were obtained from several data from Puspendik, journals, and books relating to National examination absorption and the use of quality programs in education units. This study uses analysis using descriptive techniques. The results of this study are the first to show that out of a total of five coverage of private Indonesian language material, the average is 7.39, and 5.96 public schools. Thus the score of the Indonesian National Examination between public SLB and private SLB in Jakarta is much higher than public schools. Both of the results of the national exams can be used to improve learning in schools, when schools utilize the results of the national exams by looking at several descriptions of examples of coverage questions. Both schools can make use of sample descriptions of material coverage questions for learning. Third, the National Exams for deaf children should be better off using audio visual, using factual texts, and some questions using Sign Language.

KEYWORDS

National Examination, deaf, learning, Indonesian

1. INTRODUCTION

The Exam National is mandated by Law Number 20 of 2003 concerning the National Education System and the mandate of PP 19/2005 which was revised to PP 32/2013 and PP 13/2015 concerning National Education Standards. The national examination aims to measure the achievement of graduate competencies in subjects nationally by referring to Graduates Competency Standards. Exam National also as a sub-system of assessment in the National Education Standards is one of the benchmarks for achieving SNP in the context of guaranteeing and improving the quality of education. For Special Schools it is not mandatory for the National Examination, but the data from year to year for students who take the National Examination has increased significantly. According to PUSPENDIK data, since 2015 students from all over Indonesia who took the Exam National were 1,875, in 2016 were 2,321 students, 2017 were 2,481 students, and until 2018 there were 2,568 students.

With such great enthusiasm from students with special needs in the special school, it is necessary to have a description of the analysis of the absorption of Indonesian National Examination scores, especially children with special needs with hearing impairment. It is known that deaf children experience considerable obstacles in the development of speech and language. Children with hearing impairment are children who experience a deficiency or loss of hearing ability that is caused by damage or non-functioning of some or all of their hearing aids so that they experience obstacles in their language development.
The purpose of the Exam National is not a determinant of graduation, but one of them is to map the quality of education programs and/ or education units. To improve the quality of the educational program/ educational unit including (1) the average score of the Indonesian National SMALB-B (hearing impairment) results is described based on the absorption of the exam National scores in terms of material coverage, which consists of non-literary reading, literary reading, limited writing, Edit words, sentences and paragraphs and edit spelling and punctuation. With the limitation of language development, it can be seen the results of (a) the average score of Exam National material coverage students, in the category of low, medium, good, or very good overall students of Deaf and SMALB-B, (b) comparison of the average value of material coverage in Public SLB with Private SLB in DKI Jakarta, and (2) Examination of exam national questions, in particular the coverage of material for level three cognitive is taken, (3) Description audio visual uses, using factual texts, and some questions using sign language to facilitate deaf students in educational assessments.

2. BODY OF PAPER

a. Hearing Impairment

Hearing impairment students are students with hearing loss that results in a person unable to receive stimuli, especially through the sense of hearing. According to Effendi (2007) in terms of educational interests, specifically deaf children can be grouped as follows: (1) Deaf children who lose hearing between 20-30 dB (slight loses). Characteristics of children are still able to hear between normal and hearing loss, do not experience difficulties when the seat is close to the teacher, can learn to talk by still hearing from the rest of the listener, pay attention to the vocabulary so that speech develops, and it is recommended to use hearing aids. (2) Deaf children who lose hearing between 30-40 dB (mild loses) Characteristics of children who hear loss in this range, among others, can understand ordinary conversation at very close range, have no difficulty expressing their hearts, can not capture a weak conversation, difficulty catching the contents of the conversation and the interlocutors if the position is not face to face, need to get intensive learning for conversation, for the beginning you should enter a special school, and you should use hearing aids. (3) Hearing Im children who lose hearing between 40-60 dB (moderate losses) The characteristic is, can understand loud conversations at close range, about one meter, because they have difficulty in normal conversation, experiencing abnormalities in speech in consonantal letters, and the vocabulary is lacking or very minimal. (4) Deaf children who have hearing loss between 60-75 dB (severelossess) The trait is, difficulty in distinguishing sounds, not having the awareness that the objects around them have vibrations, and unable to speak spontaneously, so they need hearing aids. (5) Deaf children with hearing loss between 75 dB and above (moderate losses). Characteristics of this child is only able to hear loud sounds at a distance of one ichi or completely unable to hear, the need to learn to speak, among others, see lip movements, practice forming speech, and learn to hear sound awareness.

According to Somantri (2007) that hearing impairment is that they lose their hearing either partially or wholly which causes hearing to have no functional value in daily life.

It can be concluded that deaf students are students with mild, moderate, and severe hearing loss so that it will affect the ability of the language function. This greatly affects the results of the National Examination scores and also the UN questions for the children.

b. Coverage of Indonesian Language Materials

Why children with hearing impairment have to learn a number of things related to the five scopes of material in Indonesian. Because we know that they are children who have very unique characteristics and experience significant language barriers. By learning according to the standards of non-disabled children they must develop the potential that is still there so that they will continue to experience development, so that one day they will be independent in their lives, especially to improve their language development.
In the 2013 curriculum and the Indonesian language lattice in the BSNP era it was mentioned that the scope of material at the SLB level consisted of five things including: Reading Non-Literature, Reading Literature, Limited Writing, Editing Words, Sentences and Paragraphs and Editing Spelling and Punctuation. Because there will be examined some of the material coverage of the basic competencies of each material coverage from grades 10 to 12 as follows:

a) Reading non-literature
In the level of knowledge and understanding students are expected to determine the explicit information in the text, determine the text, and determine the meaning of words/sentences in the text. At the application level students are expected to be able to determine the implicit content of text and determine the main ideas of the text. The third level or reasoning students are expected to be able to respond to the contents of the text.

b) Reading Literature
In the level of knowledge students are expected to determine the information expressed in the text, determine the text, and determine the intrinsic elements of the text. At the application level students are expected to be able to determine the meaning of symbols in the text and determine the implied content of the text. The third level of reasoning students are expected to be able to analyze patterns of text development and determine the values contained in the text.

c) Limited Writing
At level one students are expected to be able to complete sentences or paragraphs with terms or words. Level two students are expected to be able to arrange various types of paragraphs and complete sentences or paragraphs. For level three students are expected to describe someone or something.

d) Editing Words, Sentences and Paragraphs
At level one students are expected to be able to show words or sentences that are not in accordance with the rules. Level two students can determine the word formation. For level three students can improve sentence structure in paragraphs.

e) Editing Spelling and Punctuation
At level one students are expected to be able to show students the use of spelling and punctuation errors. Level two students are expected to be able to use spelling or punctuation in the text. And the third level of students can correct mistakes in the use of spelling or punctuation.

c. Media assessment

a) Questions with Visual Media
Visual media in learning is a medium for conveying messages or information from one person to the audience, in the form of motion pictures or non-motion pictures. Visual in learning according to Rismanto (2011) visual media is media that can display or refract images or shadows that can move on the screen bias, the images displayed by motion films and loop films. The types of visual media include non-projected media (relitas media and graphics), projection media (LCD and film).

b) Factual Assessment
Deaf students in SLB schools are expected to have a lot of factual texts, according to natural, social, and cultural phenomena. In accordance with the 2013 curriculum philosophy that students are expected to be able to understand the concepts of science material and be linked to the facts that surround them so that students are not as objects, but as subjects of learning as a process of inheritance and building a foundation for future life.
c) Questions with Sign Language

Sign language is a communication language that is used by the hearing impaired in conveying the message that is in his mind. There are two sign language systems in Indonesia, namely SIBI (Indonesian sign language system) and BISINDO (Indonesian sign language). Sign language is a language that prioritizes manual communication, body language, and lip movements, not sound for communication. Deaf children are the main group that uses this language, usually by combining the shape of the hand, orientation and gestures of the hands, arms, and body, and facial expressions to express their thoughts (Nuryazid, 2016). Sign language is a language that prioritizes manual communication, body language, and lip movements, rather than sound, to communicate. Deaf people are the main group that uses this language, usually by combining the shape of the hands, orientation and gestures of the hands, arms, and body, and facial expressions to express their thoughts (Ellisamanulang, 2018). The conclusion is that sign language is the language used by persons with disabilities that prioritizes nonverbal and nonvocal communication, giving hand or arm cues, manual gestures and facial expressions, and lip movements to express their thoughts. Assessment with a visual sign language program will likely help children who are deaf, more independent, and avoid bias.

3. RESEARCH RESULTS AND DISCUSSION

a) National Examination Score Data 2018/2019

Table 1. Absorption Score of Indonesian Language National Examination for SMALB B DKI Jakarta Public Schools

| Material Coverage                              | Skor | Persentase |
|------------------------------------------------|------|------------|
| Non literary Reading                          | 5.6  | 19%        |
| literary Reading                              | 7.3  | 24%        |
| Unlimited writing                             | 7.1  | 24%        |
| Edit words, sentences and paragraphs           | 4.5  | 15%        |
| Edit spelling and punctuation                  | 5.3  | 18%        |
| Mean                                           | 5.96 | 100%       |

From the data above, SLB Negeri absorbs Indonesian language scores, the average is still below 5.96. While the highest score on the range of literary reading material is 7.3 and the lowest score on the range of material is editing words, sentences and paragraphs. Judging from the average score, it is seen that it is still lacking.
Table 2. Absorption Score of Indonesian Language National Examination SMALB B Jakarta Private Schools.

| Material Coverage                               | Nilai | Persentase |
|-------------------------------------------------|-------|------------|
| Non literary Reading                            | 7.93  | 21%        |
| literary Reading                                | 6.98  | 19%        |
| Unlimited writing                               | 8.67  | 24%        |
| Edit words, sentences and paragraphs            | 6.56  | 18%        |
| Edit spelling and punctuation                   | 6.78  | 18%        |
| Mean                                            | 7.39  | 100%       |

In the figure and table above it appears that private schools score average Indonesian language absorption is higher than public schools which is 7.39. The highest score in the range of limited writing material is 8.67 and the lowest score in the range of material Edit the words, sentences and paragraphs with a score of 6.56. The average score of Indonesian Capians in the category is quite good.

Table 3. The absorption capacity of the Indonesian National Examination Score in SMALB B Jakarta

| Material Coverage                               | Nilai | Persentase |
|-------------------------------------------------|-------|------------|
| Non literary Reading                            | 6.77  | 20%        |
| literary Reading                                | 7.14  | 21.5%      |
| Unlimited writing                               | 7.89  | 24%        |
| Edit words, sentences and paragraphs            | 5.53  | 16.5%      |
| Edit spelling and punctuation                   | 6.04  | 18%        |
| Mean                                            | 6.68  | 100%       |

In Picture 2 and Table 3 above it appears that private schools score average Indonesian language absorption of the national language examination at SMALB B in Jakarta is higher than that of public schools which is 7.39. The highest score in the range of limited writing material is 8.67 and the lowest score in the range of material Edit the words, sentences and paragraphs with a score of 6.56. The average score of Indonesian Capians in the category is quite good.
The overall absorption score of SMALB students in Jakarta on average is quite good 6.68. With the highest score in the scope of writing material limited to 7.89 and the lowest score in the scope of material Editing words, sentences and paragraphs is 5.53. Description of Material Coverage Based on Curriculum

Within the scope of this material, it is necessary to describe it in sample questions so that it can be used to deepen learning activities in schools. Because the assessment itself is designed to determine the level of success and efficiency of a program implementation, specifically the language skills program for students with special needs with hearing impairment.

a) Non Literary Reading
Examples of non-literary reading problems that students are expected to be able to respond to the contents of the text.

The cause of traffic accidents on ordinary highways is the drivers are impatient, they often speed up and want to overtake, drowsiness is also often the cause of accidents. The distance that is covered by the vehicle is too far will cause the driver to be tired and sleepy so it is easy to collide with other vehicles. The response sentence that matches the contents of the paragraph is ....
A. Distance is too far resulting in the driver less patient
B. If the driver is careful, an accident might not occur
C. Drivers usually speed up and overtake
D. Collisions occur because of frequent sleepiness driving
Keywords: B

b) Literary Reading
Examples of literary reading problems that students expect to be able to determine the values in the text:

Black ink for writing
Colored pencils for painting
Knowledge is never exhausted
To the heirs
The message in the poem above is ....
A. Science is something that can be passed down from generation to generation
B. Knowledge is a treasure that can be given to heirs
C. Science can make us have many inheritance
D. Priceless knowledge so that it can become a legacy
Keywords: A

c) Unlimited Writing
Examples of limited writing questions that students expect to complete sentences or paragraphs:

Drought occurs during the dry season or when the intensity of the rain is very small. The cause itself could be due to natural conditions themselves could be due to natural conditions themselves and also human factors. For natural factors, for example, prolonged drought and ....
The sentence in the form of consequences to complete the paragraph is ...
A. People become restless and their activities are disrupted.
B. Almost all residents have no water.
C. There is only water in the houses of people who use PAM.
D. Water reserves in the soil become quickly depleted.
Keywords: D
d) Edit word, sentences, and paragraph
Examples of problems editing words, sentences and paragraphs that students hope can improve sentence structure in the text:

Overnight Puloharjo Village was flooded. An overflow of water submerged entire densely populated settlements. All residents fled and made temporary shelters in neighboring villages that were higher up. They not only lost their homes, but their belongings. The residents are all very worried about their future.
The correction to italicized in the paragraph is ...
   A. The people are all very worried about their future.
   B. Residents are very worried about their future.
   C. Residents are very worried about their future.
   D. Residents are very worried about their future.

Keywords: B

e) Edit Spelling and Punctuation
Examples of problems editing spelling and punctuation that students hope to correct errors in using spelling or punctuation:

My father is a pension. His daily activities are farming. Plants grown in chilies and tomatoes. The plants are very bushy fruit.
Correct the correct spelling in that paragraph that is ...
   A. Activity, pension, planted
   B. Pension, chilli, planted
   C. Activity, chili, planted
   D. Planting, retirement, planting

Key: C

f. Media Assessment and Learning
a) Assessment and learning With Visual Media
Visual media in learning and assessment are media to convey messages or information from one person to the audience, in the form of motion pictures or immovable images. Visual in learning according to Rismanto (2011) visual media is media that can display or refract images or shadows that can move on the screen bias, the images displayed by motion films and loop films. The types of visual media include non-projected media (media relitas and graphics), projection media (LCD and film). Makes it easier for deaf children to understand questions or in learning.

b) Assessment and learning with factual theme
Deaf students in SLB schools are expected to have a lot of factual texts, according to natural, social, and cultural phenomena developed according to SLB, among others;

| NO. | MATERI          | SUB MATERI                                                                 |
|-----|-----------------|---------------------------------------------------------------------------|
| 1.  | Adiwiyata       | Hydroponics, planting, fertilizer, watering, plant seeds, raising, etc.    |
| 2.  | Paint           | Bahan, alat, pameran lukisan, dst                                         |
| 3.  | Story Talling   | Book collection, reading literacy, place etc                              |
| 4.  | Cooking         | Ingrediant, kind of food, make food etc                                  |
| 5.  | Wedding souvenir| Marketing, make craft, material, price etc                                |
| 6.  | Recaicele       | Price, material, marketing etc                                            |
| 7.  | Make clotes     | Price, material, marketing etc                                            |
| 8.  | Make egg salty  | Price, material, marketing etc                                            |
| 9.  | Make necklace   | Price, material, marketing etc                                            |
| 10. | Wash motor cycle| Place, tool, marketing etc                                                |
|     | Dst.            |                                                                           |
c) Assessment and Learning With Sign language

The language used by persons with disabilities emphasizes nonverbal and nonvocal communication, giving hand or arm cues, manual gestures and facial expressions, and lip movements to express their thoughts. Assessment with a visual sign language program will likely help children who are deaf, more independent, and avoid bias in assessment.

4. CONCLUSION

From this writing, you can conclude the following:

1. The average score of the results of the Indonesian Language National Examination for Children with SLB-B hearing Impairment Jakarta, The overall absorptive capacity of SMALB students in Jakarta on average is quite good 6.68. With the highest score in the scope of writing material limited to 7.89 and the lowest score in the scope of material Editing words, sentences and paragraphs is 5.53.

2. With the achievement of the average score of absorptive capacity that is still unsatisfactory, the education unit especially the Deaf and SMALB-B can use several studies relating to the study of the scope of available material, examine some examples of questions that are available for classroom learning materials.

3. Deaf children have unique characters, especially the limitations of language so that in assessment or learning requires assessment and learning with visual media, factual, and the use of sign language.

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