

# CHAPTER I

## INTRODUCTION

This chapter is directed to discuss background of the research, statement of research problems, objective of the research, significance of the research, scope and limitation of the research, and definition of key terms.

### **A. Background of the Research**

Education is defined as the process of gaining knowledge. The wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provide an understanding of something. Education requires instruction of some sort from an individual or composed literature. The most common forms of education result from years of schooling that incorporates studies of a variety of subjects. Education is one of the main influential factor for the advance of a country. By education, a country will get good quality human resources in terms of spiritual, intelegensi, and skills.

Education cannot be separated from a learning process. Teaching and learning process are two major aspects to reach the successful of teaching and learning goals. Generally, in the process of teaching and learning there are three main instructional components. Those components are learning goal, learning process and evaluation. They are closely related and cannot separate each other. In the process of teaching and learning, especially in the language teaching, evaluation is mean to know the students' language proficiency. The existence of evaluation is also important in the teaching learning process. According to

Djiwandono (2008: 14) evaluation is a systematic gathering of information for the purpose of making decision.

In the process of teaching and learning, evaluation is always related to assessment, measurement and testing. Brown (2004: 4) stating that assessment is ongoing process that encompasses a much wider domain than simply measuring the students' performance at identifiable times in a curriculum. The process of gathering information about students' knowledge and something can be done by them to show their progress in teaching and learning process is called assessment. Measurement is a process of quantifying the characteristics of persons or things according to explicit procedures or rules. While test is a tool or method to decide the students' proficiency or students' language mastery level. It is supported by Djiwandono (2008: 12) stating that a test is a tool or procedure used to measure the students' language proficiency.

English is learnt and taught in schools as one of the subjects that will be tested in the national examination. According to the Standard of Contents (2006), the aim of English teaching and learning in junior high schools is to make the students learn everything in their whole life. It requires them to get used to independent learning. Moreover, according to *Permendiknas No. 22 tahun 2006* and *Permendiknas No. 23 tahun 2006*, the aim of the English teaching and learning is to enable the students to communicate in both spoken and written English, in order to face the development of science and technology in the global era. It means that the evaluation system must appropriate with the aims of the English teaching and learning.

Based on the explanation above, we can know that the evaluation system is very important in the process of teaching and learning. This research discusses the EFL evaluation system by the teacher. This research will intend to describe the EFL teaching learning process that focus on the evaluation system that used by teacher in every skills of students.

The previous study is *Kajian Model-Model Evaluasi Program Pendidikan*. This study was done by Aman in 2009. The result of this research showed that models of evaluation's education that developed in evaluation science are CIPP, Summative-Formative model, Goal Free Oriented, Goal Oriented, Krick Patrick, Black Box, UCLA, EKO, and EPBI. Every evaluation model has advantages and weaknesses based on the evaluation program that evaluated by model of evaluation. Krick Patrick model has some advantages, such as: 1.) more comprehensive because it's covering cognitive, skill and affective aspect. 2.) The object of evaluation is not only the result of learning but covering process, output and outcomes too. 3.) More applicable for level of class because it doesn't require a lot of hand in evaluation process. While some weaknesses are: 1.) Not too attention in the input, even though the successful of output in the learning is also affected by the input. 2.) To measuring the impact is difficult to do and beyond the reach of teachers and school. While, CIPP model has some advantages, such as: more comprehensive because the object of evaluation is not only for the result but also covering contexts, input, process and result. Moreover, the weaknesses of this model are the application of this model has low level because to measure the contexts, input or result in general meaning will involve a lot of hand and need

more times and costs. While the evaluation model that suitable in short term is Krick Patrick model and for long term is using CIPP model.

The researcher selects the EFL (English Foreign Language) evaluation system in classes of MTsN Aryojeding because there are some varieties of class. There is regular and excellent class. The researcher was interested in choosing excellent class to conduct the research. Moreover, MTsN Aryojeding is included as a favorite school of junior high school level in Rejotangan district. MTsN Aryojeding also has good achievement in some competitions. For example, the third winner of English Olympiad for *Kemenag* Anniversary in year 2012, the winner of *Kompetisi Sains Madrasah (KSM)* in national level for English competition in year 2014, and the winner of English Olympiad in Gondang Senior High School for Story Telling Contest in year 2015. The researcher wants to investigate the excellent class evaluation system in EFL teaching learning process. Beside it, this research does not depend on the school institution, but it more look at its teachers.

## **B. Statement of Research Problems**

Based on the background of the study, the main research problem of the study is evaluation system that used by EFL teachers. Then, it is divided into two research questions formulated as follows:

1. What are the evaluation systems used by EFL teachers in excellent class?
2. How the evaluation systems are implemented by EFL teacher in excellent class?

### **C. Objective of the Research**

Based on the background of study mentioned above, the writer states objective of study as follows:

1. To investigate the evaluation systems used by EFL teachers in excellent class.
2. To investigate the implementation of evaluation systems that used by EFL teacher in excellent class.

### **D. Significance of the Research**

The researcher hopes that the result of the study will give contribution to:

1. The Institution

The finding is hopefully useful for the school as informative data about the evaluation system that by EFL teachers.

2. The other English teacher

The other teacher can understand and know about the evaluation system of EFL teaching and learning process in excellent class and the result can become a consideration to reflect their teaching so that they can improve their teaching process from the evaluation system.

3. The Future Researcher

The findings result of this research may help them to study related with this topic in other variety of class.

4. The reader

He or she knows about the evaluation system of EFL teaching and learning process in excellent class.

### **E. Scope and Limitation of the Research**

The research was conducted in MTsN Aryojeding. It is focused on the evaluation system that used by selected English teachers in excellent class at MTsN Aryojeding in academic year 2015/2016.

### **F. Definition of Key Terms**

In this part, there is some explanation from the title mentioned in the previous items. The title is “English Foreign Language (EFL) Evaluation System by The Teacher in Excellent Class at MTsN Aryojeding”.

The definitions of key terms are as follows:

#### 1. Teacher

Person who has teaching EFL in excellent class at MTsN Aryojeding and as the subject of this research.

#### 2. English Foreign Language (EFL) teaching

Teaching cannot be defined apart from learning. According to Brown (2001:7) teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. In EFL setting, Gebhard (1996:3) stating that the teachers are consistently concerned with ways to get students to speak English in class, ways to use the kind of materials and media available, manage classroom interaction, and getting students to take on more responsibility for their learning. In this case, teachers have to use something to make their process of teaching and learning more effective.

### 3. Learning process

It means that the process of students to make improve their ability and become more understand about the materials.

### 4. EFL Evaluation System

A systematic gathering of information for the purpose of making decision. The purpose of measuring how far the learning goal has been achieved through the implementation of learning activity. The evaluation commonly called the assessment. In EFL teaching, evaluation is meant to know the students' language proficiency. As it deals with language proficiency, the four language skills are concerned. they are listening, speaking, reading and writing skills.

### 5. Excellent Class in MTsN Aryojeding

One of the variety of class in MTsN Aryojeding that created by classifying students according to academic abilities or the average of IQ.