

CHAPTER IV

FINDINGS

This part presents the findings about EFL evaluation system by the teacher at MTsN Aryojeding. It consist of data presentation and data finding.

A. Data Presentation

In this section, the writer would like to present the data which collected from interview, observation and documentation. The data presentation was about the evaluation systems used by EFL teachers and the implementation of evaluation systems that used by EFL teacher in excellent class at MTsN Aryojeding.

1. Teacher 1 (T1)

T1 used two kinds of evaluation that was formal and informal evaluation. It also called test and non-test. In formal evaluation, he always gave test in the last of chapter or unit. T1 said, "I always arrange daily test. It was in each unit." The instrument of test in the last of unit, T1 inclined made the test by him. He usually gives the information before administering the test. If the homework, he usually took it from the module or *LKS*. Moreover, test also arranged in the middle of semester and in the last of semester. It also called UTS (*Ulangan Tengah Semester*) and UAS (*Ulangan Akhir Semester*) /UKK (*Ulangan Kenaikan Kelas*). UTS and UAS arranged by the teacher based on the time that managed by institutional of school. The test-taker performs responses on a computer. It called Computer-Based Testing (CBT). The instrument of test was multiple choices. T1 states, "For the UTS and UAS, there was rule from school institution that the

instrument of test was made by the team that consists of some teachers. They was arranged the test by replacement of the team arranger each year.”

Furthermore, in formal evaluation, T1 evaluated the students’ ability in listening, speaking, reading and writing. In this evaluation, T1 has method to arrange this test. He always modified two skills in the one test. He said, “I evaluate the student’s skill by combined two skills, reading - writing and listening - speaking.” For example in the reading and writing skills, T1 used the text and ask to the student to read and the following text there was some question about the text. Then, the student answer it based on the information from the text. In the other hand, T1 also said, “in the speaking for example describing something. I gave some picture for the student, for example describing about animals. Then, I ask to the student go ahead in front of the class for describe them. So, I used picture.” It means that the teacher also ever used one skill to make the evaluation for speaking. Moreover, T1 also used some picture in the chart formation. He said, “In the storytelling, for example story of ‘Malin Kundang’, I used chart of pictures. The first card, like Malin Kundang met his mother then second, he went to city and etc.” For the rubric, T1 usually made that by himself. For example, there were some aspects that evaluate to the speaking skill. He said, “I made that by myself, like fluency, pronunciation and etc. there were four aspects that I evaluate.” In listening activity, T1 often asked the students to listen carefully the conversation or guessing something and then T1 asked or gave questions directly to them. T1 said “for the listening, I gave the question like guessing, for example ‘who am I?’ by orally.

Moreover, T1 also gave the student review about the last discussion of the unit or topic. He states, “When this meeting is discussing about describing animal. Then, for the next meeting can do reviews that by speaking like do the asking and answering question about that. It can be a warming up for the teaching activity in the first meeting.”

In informal evaluation, T1 asked for the students for exchange their exercise work or homework with another friend. He said, “I ever asked students to exchange their work, for example homework or their exercise work that administering from the module.” They did it based on the conduction from T1 and also discuss it together.

2. Teacher 2 (T2)

For evaluation system, T2 has little different from T1. It happen because the curriculum that use by T2 was curriculum 2013 and T1 used curriculum 2006 or KTSP. There were three aspects that evaluate in the teaching and learning process. The first aspect was affective. It was about the student’s attitude when in the learning activity. T2 said, “Nowadays, for the curriculum 2013 more notice to evaluate the student’s attitude. For example, the students gave advice about their attitude when they will go to school. They make a habit to give permission and hand shacking with their parents.” T2 assessed the affective aspect by used checklist that followed by student’s name. It can do by the teacher when in the teaching and learning process. The attitude was evaluated like student’s discipline, honesty, responsible and etc. The second aspect was cognitive. It was about student’s knowledge. In this aspect, teacher had evaluation by assessed from daily

test, UTS and UKK. This test also used Computer Based Testing (CBT). Before administering test, T2 often gave information to the students, but also ever did test without informing them. Moreover, if the students don't success in the test, the teacher also arranged remedial. For the last aspect was psychomotor. It was about student's practice for the material that discussed. T2 said, "For psychomotor aspect, the student do practice in the class. For example, the topic was introduction. Then, the student give asked to introduce about him/her. Moreover, there was assignment each chapter."

Furthermore, in formal evaluation, T2 also evaluated the student's ability like in speaking, listening, reading and writing. Not different with T1, T2 also combined two skills or ability in one test. For example, writing and speaking skill. T2 said, "For listening, I combined with writing skill. For example, I write a vocabulary, CUCUMBER. Then, I ask to the students to pronounce it. Automatically, there were students that pronounced correctly also incorrectly. Finally, I will give the correct pronunciation and the students asked to repeat again that vocabulary." Moreover, T2 also made a communication with the student especially in the first meeting. He said, "In the first meeting, I gave stimulus to the student about personal identity. Like the question, 'what is your name?', 'where do you live?', 'what is your father?' When the students was being able or mastery about that question since in elementary school, they will can and doesn't nervous. They will give response directly, 'my name is bla bla bla, my father is policeman.' but if they didn't response that, it means that the knowledge about personal identity was low. So, they will give question, '*Pak*, what is your

name *itu menanyakan apa?*' like that. It used by T2 to knowing about how far the basic of students in English. To evaluate reading, T2 used the text that followed by question and students asked to read carefully and answer the question based on the information from the text. The technique was like multiple choices and giving short answer. The instrument to evaluate this reading skill, he got from LKS. Moreover, T2 also gave the task for students to made group work. This task was about making narrative text by rearrange the story. They can browse the material from anywhere. For example, they can browse the material from internet. T2 said, "I liked to give the task for the students to made group work, for example they made a narrative text and they can browse the material from internet. Then, they must rewrite the text or story by their own sentence." In this task, the topic was determined by T2 and the students can choose the title by themselves that they want.

For informal evaluation, sometimes T2 asked students to exchange their homework with another friend. T2 states, "when evaluate homework, I corrected it by myself, but sometimes I asked students to exchange their homework with another classmate." To evaluate students' homework, T2 considered how the characteristic of the test that be able to evaluate with students by discuss it.

3. Data Finding

This part present the findings about what are the evaluation system that used by EFL teacher and the implementation of evaluation systems that used by EFL teacher in excellent class.

1. The Evaluation System Used by EFL Teacher in Excellent Class

Based on the data presentation above, both selected teachers (T1 and T2) at MTsN Aryojeding were used two evaluation systems, formal and informal evaluation. The types of formal evaluation were formative and summative test. While informal evaluation was peer-evaluation and cooperative test construction.

2. The Implementation of Evaluation Systems that Used by EFL Teacher in Excellent Class

In the formal evaluation, before administering test all of teachers used the principles of formal (traditional) evaluation. They gave the information to the students before administering test. The teachers also arranged the instrument of the test based on the material that was learned by students.

Then, for the formal evaluation, all of teachers also applied that to evaluate four skills. There was listening, speaking, reading and writing. For the first skill is listening. The subjects of this study used the same technique in administering the test such as in the form of short answer and partial dictation.

The second skill is speaking. They like to ask their students to perform directly in front of class individually such as describing something. In addition, they also ask their students to do short conversation or dialogue.

The third skill is reading. The teachers use multiple choices and essay techniques to test the students' skill in reading. For essay, it consists of questions that the students have to understand the general idea, specific information, meaning of unfamiliar word or identifying the referents of pronoun in the text.

The last skill is writing. The teachers like ask the students to write or rearrange a text by their own words, such as to the narrative text. The purpose of the teacher wants to know the real ability of students in writing and their understanding about the material.

Furthermore, all the teachers used informal (alternative) evaluation. The first, in evaluate the students' homework, the teachers ask their students to exchange it with the other classmates to make them have responsible one another and build a belief.

Moreover, the teachers discuss and give the students opportunity to determine the topic or decide the tasks that want to be done. For example, the students determine the title when they give a task to rearrange the story or narrative text. The teachers do it to make them more enthusiasm and do the best in those tasks because they choose it by themselves.

To evaluate the test of learning result, the teachers also arranged the test that administering in certain times. It called daily test, UTS and UAS/ UKK. For the daily test was arranged in the last of chapter. This test was administering by using CBT (Computer-Based Testing) and PBT (Paper-Based Testing). Furthermore, the test in the middle of semester and the last of semester also administering by using CBT and PBT. Especially for VIII class and IX class was

using CBT and for VII class was using PBT. In the test that administering by using CBT, the instrument of the test was multiple choice. This test was made by English teacher who responsible to arranged the test. Then the teacher can bring the instrument of the test to the protocol which can set that test in the website of CBT.