CHAPTER V

DISCUSSION

From the finding data presented in previous chapter, the researcher knows how the selected EFL evaluation system by the teacher at MTsN Aryojeding. This part presents the discussion of the evaluation systems used by EFL teachers and the implementation of evaluation systems that used by EFL teacher in excellent class.

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

All of the selected teachers used two types of evaluation that is formal (traditional evaluation) and informal (alternative evaluation).

B. 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. Dealing with it, Brown (2001: 408-410) states that "principles for designing effective classroom test, the first, offer the learners useful strategies for taking the test. With some preparation in test-taking strategies, learners can allay some of their fears and put their best foot forward during a test; the second, face validity means in the students' perception the test is valid. The teachers help to foster it by giving clear directions, items that are clear and uncomplicated, and the difficulty level that is

appropriate for the students, the third is authenticity. It means the tasks themselves need to be tasks in a form that students have practiced and feel comfortable; the last is washback. It deals with providing a generous number of specific comments on test performance as the intrinsic motivation".

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. Related to it, Hughes (1989:137-139) explains "in evaluating listening, the techniques are possibly used in testing listening is multiple choice, short answer, information transfer, note taking, partial dictation and recordings and live presentation".

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. It deals with Hughes (1989:101-102) that "for speaking, the material tested include dialog and multi-participant interactions including operations of language functions such as expressing, narrating, eliciting, directing and reporting".

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. As stated by Hughes (1989:116-117) that "the reading macro-skills are scanning text to locate specific information, skimming text to obtain general idea and

identifying argument. The micro-skills are identifying referents of pronouns, using context to guess meaning of unfamiliar word, and understanding relation between parts of 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. As revealed by Hughes (1989:75) that "to develop a good test for writing teachers have to set writing tasks that are properly representative such as asking students to describe, to explain and to argue and should elicit samples of writing which truly represent the students' ability".

Furthermore, all the teachers used informal (alternative) evaluation. 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. Brown (2001:415) states that "the advantage of self-and peer-evaluation: speed, direct involvement of students, the encouragement of autonomy and increased motivation because of self-involvement in the process of learning".

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. As asserted by Brown (2001:419) that "one of the most productive of the various alternative evaluation procedures sees students directly involved in the construction of test and

cooperatively produced task could engender a good deal of intrinsic involvement in the process of reviewing and selecting items for the final forms of the tasks".

To evaluate the test of learning result, the teachers also arranged the test that administering in certain times. According to Purwanto (2009: 66), "the test of learning result is the achievement test. This test is used to measure the student's achievement of the material that taught by teacher or the material that learned by students." The test called daily test, UTS and UAS/ UKK. For the daily test was arranged in the last of chapter. Brown (2004: 6) states that, "formative assessment is evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process. This test is used to identify student's achievement about the material after following the learning process." Furthermore, the test also arranged in the middle and the last of semester. Dealing with evaluation Brown (2004: 6) states as follows:

> Summative assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction. A summation of what a student has learned implies looking back and taking stock of how well that student has accomplished objectives, but does not necessarily point the way to future progress. Final exams in a course and general proficiency exams are examples of summative assessment.

The middle and last semester test was administering by using CBT (Computer-Based Testing) and PBT (Paper-Based Testing). In the test that administering by using CBT, the instrument of the test was multiple choice. Brown (2004: 14) states that, "a specific type of computer-based test, a computer-adaptive test, has been available for many years but has recently gained momentum. As test-takers answer each question, the computer scores the

question and uses that information, as well as the responses to previous questions, to determine which question will be presented next. As long as examinees respond correctly, the computer typically selects questions of greater or equal difficulty."