CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion which is drawn on the basic of the findings and discussion as presented in the preceding chapter. In addition, some suggestions are proposed.

A. Conclusion

Based on the research finding and discussion in the preceding chapter about what are the evaluation systems used by EFL teachers and how the evaluation systems are implemented by EFL teacher at MTsN Aryojeding, the researcher concludes that:

1. All of the selected teachers used two types of evaluation, formal (traditional evaluation) and informal (alternative evaluation) in evaluating the process of EFL teaching and learning.

2. For formal (traditional) evaluation, they use principles in administering test. For instance, they use strategies for test-takers, face validity, authenticity, and washback. Then, in the formal evaluation, they evaluate the students' skill in listening, speaking, reading and writing. In evaluating those skills almost all of them use the same techniques. In listening, they use in the form of short answer and partial dictation. Then, in speaking, they like to perform directly in front of class individually such as describing something and do short conversation or dialogue. For reading, the techniques are multiple choice and essay which need macro and micro skill in reading. While, in writing, they

like to ask the students to write or rearrange a text by their own words, such as to the narrative text. Furthermore, dealing with informal (alternative) evaluation, almost all the selected teachers apply it by asking their students to exchange the homework or task with classmates and they discuss and give the students opportunity to determine the topic or decide the tasks that want to be done. Moreover, to evaluate the test of learning result, the teachers also arranged the test administered in certain times. The tests are daily test, the middle of semester test (*UTS*) and the last of semester test (*UAS*). Test was administering by using CBT (Computer-Based Testing) and PBT (Paper-Based Testing).

B. Suggestion

Based on the conclusion, the suggestion is given to EFL teachers and to improve EFL teaching at MTsN Aryojeding. The following suggestions are for the selected teachers who teaching in excellent class and novice English teacher and for future researcher.

1. The Selected Teachers and Novice English Teachers

For the teachers and novice English teachers are suggested to explore the ability of the students in evaluating their skills, such as use various techniques in listening, speaking, reading and writing. Then, the teachers can use the media that exist in the class, like LCD projector, television and etc. Furthermore, they also can improve the students' ability in evaluating their skills by using new media that can browse from internet. Moreover, the teachers are suggested to set the activities that can be done individually or group and apply all alternative

evaluation options so that the teachers not only know the result of learning but also the students' progress in learning.

2. The Future Researcher

For the future researcher is suggested to conduct a research about the evaluation system in teaching EFL which has not been done by the researcher. The researcher also hopes that the future researcher can conduct a research about the implementation of evaluation system start from the planning, process and the result of evaluation in EFL teaching and learning process. Which the researcher only discusses about the implementation of evaluation system when the teacher doing the teaching and learning process.