

CHAPTER IV

FINDINGS AND DISCUSSIONS

Following the previous chapter, in this chapter discusses the detailed result of the analysis intend to present the answer to the research question in chapter 1. This chapter is divided into two sections each part will be presented below.

A. Findings

The finding is drawn from the data collected from observations and interview. The observations were done in the 7th, 8th and 9th grade classes. This observation was carried out in 3 stages. The first stage has done on January, 3st, 2018. Then, the second stage has done on January, 4th 2018. The last stage has done on January, 15th, 2018. After that, the interview conducted. For an unspecified time. Depending on the readiness of the respondent. In specific, it can be seen below

1. Type of test used by the teachers to evaluate English learning at SMP Darul Hijrah Islamic Boarding School for Boys

Type of test used by the teacher is the teacher used the objective test, there were multiple choice, completion and fill-in dan essay. Multiple choice consisted of 35 questions. . Completion and fill-in consisted of 10 questions. The topic is about simple present. Some of completion and fill –in questions ;

1. He(do/does) not want to go to the beach.
2. Do you.....(like/likes) chocolate cakes?
3. Maria is a teacher. She(teach/teaches) English .

The first observation is held in VII class SMP Darul Hijrah Putera. It was conducted on Wednesday, January 3st · 2018. The first class at 7A has duration of 2 x 45 minutes. The second class at 7C has duration 2x45. In this observation, the researcher found that the teacher A applied oral test and objective test to both of the classes.

Firstly, the teacher A asked their students one by one about the topic of lesson that would be taught. He gave oral test such as Pre-test before he begun the lesson. Then, teacher gave a topic and chose a lesson based on the task (LKS) that day. He gave a short explanation about the lesson.

After the while activity done, he implemented such test tools in evaluating English learning. He started to give the post test. He used the objective test, there were multiple choice, completion and fill-in dan essay. The questions itself was made from the books that had just already been taught. Multiple choice consisted of 35 questions. . Completion and fill-in consisted of 10 questions.

The Second observation is held in VIII class SMP Darul Hijrah Putera. It was conducted on Thursday, January 4th · 2018. The first class at 8A has duration of 2 x 45 minutes. The second class (8B) which has

duration of 2x45 minutes. In this observation, the researcher found that the teacher applied oral test and objective test to both of the classes.

. Firstly, the teacher B asked their students one by one about the topic of lesson that would be taught. He also reminded them about the previous lesson. Then, he gave oral test such as ore- test before he begun the lesson. Then, the teacher gave a topic based on the task (LKS) that day. He gave an explanation about the lesson.

After the while activity done, he started to give the post test. He used the objective test, there were completion and fill-in and essay without multiple choice. The questions itself was made from the books that had just already be taught. Completion and fill-in consisted of 10 questions. He did the same type of test to the second classes.

The third observation is held in IX class SMP Darul Hijrah Putera. It was conducted on Monday, January 15th · 2018. The first class at 9A has duration of 2 x 45 minutes. The second class (9C) which has duration of 2x45 minutes. In this observation, the researcher found that the teacher applied oral test and objective test to both of the classes.

The teacher C did the same thing with the teacher A. He also asked their students one by one about the topic of lesson that would be taught. He also reminded them about the previous lesson. Then, he gave oral test such as Pre- test before he begun the lesson. Then, the teacher gave a topic based on the task (LKS) that day. He gave an explanation about the lesson.

After the while activity done, he implemented such test tools in evaluating English learning. He started to give the post test. He used the objective test, that were multiple choice, completion and fill-in dan essay. The questions itself was made from the books that had just already been taught. Multiple choice consisted of 40 questions. . Completion and fill-in consisted of 10 questions.

Based on the observation that mentioned above, the researcher found the type of test used by the teachers and how to implement of such tools in evaluating the English learning at SMP Darul Hijrah Islamic Boarding School for Boys and one of the have the different education background.

B. Discussion

Discussion is views some topic based on interviews from a teacher and thee students at SMP Darul Hijrah Islamic Boarding School for Boys about English language learning evaluation. Than the researcher can describe the student problem at learning English.

1. The implementation of such test tools in evaluating English learning at SMP Darul Hijrah Islamic Boarding School for Boys

Based on observers' observations, when looking at the English learning process of at SMP Darul Hijrah Islamic Boarding School for Boy,,in this section, all the type of test used by the teacher and how to implement of such tools in evaluating the English learning at this school

found will be comparing with the theory from an expert which becomes the standard in the instrument.

Nasrun Harahap and friends stated that evaluation is an assessment of student progress and progress regarding the mastery of the lesson material presented to them and the values contained in the collection. He also stated the purpose of an educational assessment is to know or collect information about the level of progress and progress that the student has acquired in order to achieve the objectives set out in the curriculum. In addition, evaluation aims also for education or teachers to assess the usefulness of experience and activities that have been implemented as well as consider the results, teaching methods and learning systems are used, whether in accordance with the expected in the curriculum. It means that using pre test and post test are the crucial point in gaining an overview of students achievement. It could enhance a degree of teaching ability of the teacher itself.

a. Multiple choice

In applying this kind of test, the researcher found that only the teacher A and C prepared this test and asked the students to complete the statement there are several choice of statements and one of the options of the statement is true. Students are instructed to choose the correct connection statement to complete the incomplete statement.

b. Completion/ fill in

In this course, the teacher A, B and C asked the students to complete the statement or sentence with some words at the provided points and may also be in the form of a direct statement. It consisted of 10 questions.

c. Essay

In this course, The teacher A, B and C prepared essays are to write down a set of general instructions for the test, the questions clearly measure the learning outcomes that learners must master, using materials or material sets and composing the essay.. The teacher asked the students to explain, compare, interpret about what they got from the learning process.

2. The Influential Factors in the Application of the Test used by the teacher in Evaluating English Learning at SMP Darul Hijrah Islamic Boarding for Boys

Based on observers' observations, the researcher already mentioned that the educational background and educational experience of a teacher and other teachers are sometimes not the same. The differences in educational background are based on the type and level of education. Differences in educational background will affect teachers in carrying out teaching and learning interaction activities. English and non English teacher will differ their way of teaching, because English teacher has

experienced some theoretical experiences in teacher field, while the non English teacher never felt the experience in field of teacher. In the interview, it can be analyzed that the teachers experience for a teacher is very important and valuable in carrying out his teacher's job. From that experience, the quality of his teaching has become increasing. They also told that they attended the trainings through subject teachers' consultation (MGMP) to improve the quality of knowledge of English teachers itself. They also mentioned that the number of students can influence the implementation of the evaluation. Time influences the evaluation of learning outcomes. It should be organized or managed properly, the teacher can take the time to carry out the evaluation well. Good teaching method and skills of the teacher in using the tools will facilitate and accelerate the learning of students even though one of them have a different education background.

In the previous chapter, we have already discuss about the influential factors in implementing English learning evaluation

a. Teacher's Educational Background

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experiences in teacher field, while the non English teacher never felt the experience in field of teacher.

b. Teaching Experience

Theoretical knowledge does not always guarantee a teacher's success if not supported by teaching experience. Therefore, experience is important for a teacher. With teaching experience, a teacher can see the best and the ugliest thing he has ever done. From that experience, the quality of his teaching has become increasing.

c. Teacher's Upgrading and Training

The competence level of a teacher who often attends training related to his / her own knowledge will be different from the teacher's competence which is rarely or even never attended the training or upgrading. Therefore, the English teacher should not waste opportunity to develop or improve the knowledge.

d. Theoretical Knowledge of Evaluation.

The theoretical knowledge of evaluation can be obtained by a teacher in a formal education he or she has passed or by following an evaluation-related course. With its theoretical knowledge, the evaluation can be successful, well directed and achieve the desired target.

e. The Number of Students

The number of students can influence the implementation of the evaluation, especially in determining the form of evaluation techniques more effective and efficient.

f. Available Time in Learning

Time greatly influences the evaluation of learning outcomes. If the teacher can not organize the time well, the teacher does not have time to carry out the evaluation.

g. Completeness of Evaluation Tool

School facilities is one of the factors included in the completeness of the evaluation tool, because without the facilities of the school it will not be able to implement in the process of evaluation. The school facility is the place used during the evaluation process. Good teaching method and skills of the teacher in using the tools will facilitate and accelerate the learning of students.

In spite of all, this chapter has already explained the findings and discussions conducted by the researcher. The next chapter will discuss conclusion of this study and some suggestions.