

**THE TECHNIQUES OF EVALUATION IN TEACHING
WRITING SKILL AT MTs SMIP 1946 BANJARMASIN
ACADEMIC YEAR 2006/2007**



BY

AIDA ELISA

**ANTASARI STATE INSTITUTE FOR ISLAMIC
STUDIES BANJARMASIN
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**THE TECHNIQUES OF EVALUATION IN TEACHING
WRITING SKILL AT MTs SMIP 1946 BANJARMASIN
ACADEMIC YEAR 2006/2007**

Thesis

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and Requirements of Obtain *Sarjana Pendidikan Islam* Degree
in Tarbiyah Faculty

**BY
AIDA ELISA
SRN. 0301245945**

**ANTASARI STATE INSTITUTE FOR ISLAMIC STUDIES
TARBIYAH FACULTY
ENGLISH DEPARTMENT
BANJARMASIN
2008 A.D./1429 H**

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah:

Nama : Aida Elisa

NIM : 0301245945

Jurusan/Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah

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Yang membuat pernyataan,

Aida Elisa

APPROVAL

Paper entitled : THE TECHNIQUES OF EVALUATION
IN TEACHING WRITING SKILL AT
MTs SMIP 1946 BANJARMASIN
ACADEMIC YEAR 2006/2007

Written By : Aida Elisa

Student's Number Registration : 0301245945

Program : S1

Department : English Department

Faculty : Tarbiyah

Having been checked out and revised properly, we hereby approve it to be submitted and examined in front of Thesis Examiner Team of Tarbiyah Faculty of Antasari State Institute for Islamic Studies Banjarmasin.

Banjarmasin, December, 3rd 2007 A.D

Advisor I,

Advisor II

Drs. Sa'adillah
NIP. 150 251

Dra. Dina Hermina, M.Pd
NIP. 150 275 232

Approval by:
Head of English Department
Tarbiyah Faculty
Antasari State Institute of Islamic Studies Banjarmasin.

Dra. Nida Mufidah, M.Pd
NIP. 050 063 550

VALIDATION

Thesis entitled: The techniques of Evaluation in Teaching Writing Skill at MTs SMIP 1946 Banjarmasin Academic Year 2006/2007, written by Aida Elisa has been completely examined by Thesis Examiner Team of Tarbiyah Faculty of Antasari Stater Institute For Islamic Studies Banjarmasin, on:

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With the total score : B (78,75)

Dean of Islamic Education Faculty
Antasari State Institute for Islamic
Studies Banjarmasin

Drs. H. Syaifuddin Sabda, M. Ag
NIP. 150 224 369

EXAMINERS:

Name	Signature
1. Drs. H. Syaifuddin Sabda, M. Ag (chairman)	1.
2. Drs. Sa'adillah (member)	2.
3. Dra. Hj. Wardah Hayati, M. Ag (member)	3.
4. Drs. H. Hamdan, M. Pd (member)	4.

ABSTRACT

Aida Elisa. 2008. *The Techniques of Evaluation in Teaching Writing Skill at MTs SMIP 1946 Banjarmasin Academic Year 2006/2007.* Thesis, English Department of Islamic Education Faculty. Advisor: (1) Drs. Sa'adillah, (2) Dra. Dina Harmina, M.Pd

This research describes about the techniques of evaluation in teaching writing skill at MTs SMIP 1946 Banjarmasin. The problem formulation of this research are :(1) what are the kinds of the techniques of evaluation in teaching writing skill that the teacher use. (2) How is the implementation of the techniques of evaluation in teaching writing skill at MTs SMIP 1946 Banjarmasin.

Based on the statement of the problems, this research is intended to know the techniques of evaluation in teaching writing skill at MTs SMIP 1946 Banjarmasin and how the implementation of the techniques of evaluation in teaching writing skill at that school.

The subject of this research is the English teacher who teaches at MTs SMIP 1946 Banjarmasin, while the object of this research are the techniques of evaluation in teaching writing skill at MTs SMIP 1946 Banjarmasin.

The data of this research are collected through observation, interview and documentary. All of the collected data are then processed through editing, coding, and classification. The data are analyzed by descriptive qualitative way and concluded in inductively.

The techniques of evaluation which are found out in this research namely objective test such as multiple-choice and subjective test such as essay in arrangement form.

The research shows that the implementation of the techniques of evaluation in teaching writing skill consists of some procedures, namely planning includes the evaluation activity in teaching writing by the teachers, the appropriate instructional goal with main subject and the competency level of item test in writing skill, composing the blue-print of item (*kisi-kisi soal*), and kinds of the test of writing skill. Then the scoring in the objective and subjective test. The next step is review activity toward the result of writing evaluation. All those can be done well enough.

ABSTRAK

Aida Elisa. 2008. *Teknik-teknik Penilaian dalam Pengajaran Keterampilan Menulis di MTs SMIP 1946 Banjarmasin Tahun Ajaran 2006/2007.* Skripsi, Jurusan Bahasa Inggris Fakultas Tarbiyah. Pembimbing: (1) Drs. Sa'adillah, (2) Dra. Dina Hermina, M. Pd.

Penelitian ini menggambarkan tentang teknik-teknik penilaian dalam pengajaran keterampilan menulis di MTs SMIP 1946 Banjarmasin. Rumusan dalam penelitian ini adalah:(1) Apa jenis teknik-teknik penilaian dalam pengajaran writing skill yang digunakan oleh guru di MTs SMIP 1946 Banjarmasin.(2) Bagaimana penerapan dari teknik-teknik penilaian dalam pengajaran keterampilan menulis di MTs SMIP 1946 Banjarmasin.

Berdasarkan rumusan masalah tersebut, penilaian ini dimaksudkan untuk mengetahui teknik apa yang digunakan dalam penilaian keterampilan menulis oleh guru bahasa Inggris di MTs SMIP 1946 Banjarmasin dan bagaimana penerapannya di sekolah tersebut.

Subject dalam penelitian ini adalah guru bahasa Inggris yang mengajar bahasa Inggris di MTs SMIP 1946 Banjarmasin. Sedangkan object dalam penelitian ini adalah teknik-teknik penilaian dalam pengajaran keterampilan menulis di MTs SMIP 1946 Banjarmasin.

Data penelitian ini dikumpulkan melalui observasi, wawancara dan dokumentasi. Semua data yang terkumpul kemudian diproses melalui editing, coding dan klasifikasi. Data tersebut di analisis dengan cara deskriptif kualitatif dan disimpulkan secara induktif.

Teknik-teknik evaluasi yang ditemukan dalam penelitian ini adalah tes objektif seperti pilihan ganda, dan tes subjektif seperti esai dalam bentuk menyusun kata.

Hasil penelitian ini menunjukkan pelaksanaan teknik-teknik evaluasi dalam pengajaran writing skill yang terdiri dari beberapa langkah yaitu perencanaan meliputi kegiatan evaluasi dalam pengajaran writing skill oleh guru, kesesuaian tujuan pengajaran dengan pokok bahasan dan tingkat kompetensi soal tes dalam writing skill, penyusunan kisi-kisi soal dalam penggunaan jenis soal dalam tes kemampuan menulis. Kemudian penilaian meliputi penilaian objektif dan penilaian subjektif. Langkah selanjutnya adalah kegiatan pengulangan terhadap hasil-hasil evaluasi keterampilan menulis. Kesemuanya itu dapat dilakukan dengan cukup baik.

MOTTO

Don't Be Sad

*Be happy with everything we have
Everything which has been given to us*

*Don't think about nothing
That is not suitable with our abilities
Innallaha ma'ana*

DEDICATION

This thesis is delivered to:

My beloved parents

My "FATHER" and my "MOTHER"

That always pray for my success, advice me

and give me support

All of my teachers and lecturers who have taught me

All of my sisters, crew "Ceri@" and "An-Nahdhah"

"Uhibbukı Fillah"

All of my close friends who gave supports

And suggestion in correcting my thesis

Thanks for all

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بسم الله الرحمن الرحيم

الحمد لله رب العالمين والصلاة والسلام على أشرف الأنبياء والمرسلين سيدنا و مولانا

محمد و على اله و صحبه اجمعين اما بعد

Praise be to Allah the Almighty for His Merciful and guidance till the writer can finish the thesis which is entitled:” The Techniques of Evaluation in Teaching Writing Skill at MTs SMIP 1946 Banjarmasin”.

May blessing and salutation always be upon the great Prophet Muhammad (peace be upon him), all his disciples who had struggled and strove in Allah’s religion.

In this occasion the writer express appreciation and gratitude to those who give their help and motivation in completing this thesis.

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3. My advisor Drs. Sa’adillah, as the first advisor and Dra. Dina Hermina, M.Pd as the second advisor for their understanding, patience, encouragement, suggestions and correction during the writing of this thesis.

4. All lecturers and assistants of Tarbiyah Faculty who have guided and given the writer lost of valuable knowledge.
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Finally the writer hopes that this research paper will be useful for the next researchers. The writer believes that this research paper is not complete and perfect yet. There are many mistakes should be corrected. For the improvement of this research, the writer wishes the readers of this research give their critics and suggestion and thanks for all.

Banjarmasin, Muharam 1429 H
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CONTENTS

	<i>Page</i>
COVER PAGE	i
TITLE PAGE	ii
PERNYATAAN KEASLIAN TULISAN	iii
APPROVAL	iv
VALIDATION	v
ABSTRACT	vi
ABSTRAK	vii
MOTTO	viii
DEDICATION	ix
ACKNOWLEDGEMENT	x
CONTENTS	xi
LIST OF TABLES	xii
CHAPTER I INTRODUCTION	
A. Rationale.....	1
B. Problem Limitation.....	6
C. Reasons for Adopting the Title.....	6
D. Purposes of Objective.....	7
E. Significance of Research.....	7
F. Organization of Writing.....	8
CHAPTER II THEORETICAL REVIEW OF THE TECHNIQUES OF EVALUATION IN TEACHING WRITING SKILL	
A. The Term of Evaluation.....	9
1. Definition of Evaluation.....	9
2. The Functions of Evaluation.....	10
3. Techniques of Evaluation.....	11
B. The Position of the Techniques of Evaluation in teaching Writing Skill.....	23
1. Definition of the Techniques of Evaluation inTeaching Writing Skill.....	23
2. The Purpose and Function of Evaluation inTeaching Writing Skill.....	25
C. The Techniques of Evaluation in Measuring Teaching Writing Skill.....	27
1. Kinds of the Techniques of Evaluation in Teaching Writing Skill.....	27
2. The Test of Writing Skill.....	33
D. Steps of Evaluation in Teaching Writing Skill.....	38
1. Planning.....	39

	2. Scoring.....	40
	3. Reviewing Activity.....	44
CHAPTER III	METHOD OF RESEARCH	
	A. Subject and Object of Research.....	51
	B. Data, Source of Data and Technique of Data Collecting.....	51
	C. Technique of Data Processing and Analysis.....	55
	D. Design of Measurement.....	55
	E. Research Procedure.....	56
CHAPTER IV	REPORT OF RESEARCH RESULTS	
	A. General Description of Data and the Subject of Research.....	57
	B. Data Presentation.....	62
	C. Data Analysis.....	66
CHAPTER V	CLOSURE	
	A. Conclusion.....	69
	B. Suggestion.....	70
BIBLIOGRAPHY	71
APPENDICES		
CURRICULUM VITAE		

LIST OF TABLES

3.1	DATA, RESOURCES OF DATA, AND TECHNIQUES OF DATA COLLECTION.....	54
4.1	THE IMPLEMENTATION OF PERIOD CLASS IN A WEEK BASED ON EACH CLASS.....	58
4.2	CONDITION OF BUILDING AND FACILITIES OF MTs SMIP 1946 BANJARMASIN.....	59
4.3	AMOUNT OF CONDITION OF ADMINISTRATION FACILITIES AT MTs SMIP 1946 BANJARMASIN.....	60
4.4	CONDITION OF TEACHER AND ADMINISTRATION STAFF AT MTs SMIP 1946 BANJARMASIN.....	60
4.5	CONDITION OF STUDENTS AT MTs SMIP 1946 BANJARMASIN ACADEMIC YEAR 2006/2007.....	61

CHAPTER I

INTRODUCTION

A. Rationale

Education is an effort, which is done purposely by human through the activities of guidance, instruction, and training for better future. It is one of aspects to successfully in country. Education has a purpose gain human resources that have intellectual, skill, and experience that supported by a good behavior and steady religious values.

A developmental and successful education is very important for human life and high-low level of human is depended on level of education. Allah the Almighty said in Al-Qur'an (Al - Mujadilah: 11)

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا

فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ.

Based on the verse above, it is clear there is difference between someone has knowledge and does not, or knowledge of religion of the general, which can be obtained through education.

In education occurs a teaching-learning of instruction process where there is an activity to transfer or give a knowledge, skill and experience to students in order they have a high intellectual and ability in certain subjects or fields for their future later for the sake of development of the quality of education. Teaching-

learning process is necessary increased by doing improvement in it, namely one of its ways is through in.

Evaluation is as one of teaching-learning components, which have a position and role itself in instruction process. Evaluation has a role as a means for measuring success in teaching-learning process. Norman in his book states that: “Evaluation of pupil learning requires the use of number of techniques for measuring pupil achievement. It is a process, a systematic process that plays a significant role in effective teaching.”¹

It means that through an evaluation activity can be known whether an instruction goal has been reached or not. Information about success or failure is very important to determine a further importance about a good instruction activity. By evaluation will be gained feedback, which used to repair and revise a material or method in instruction or adjust a material by the development of science. As we asked to do evaluation about all of around us and what we have done, Allah the Almighty said in Al-Qur’an (Al-Hasyr: 18)

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِإِعَادٍ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ .

Based on the verse above, it clear that we are asked to look around us, keep attention to all of thing that we can see, so we will be able to know every thing and what the people do in our lives.

Nowadays, English language is one of materials, which entered as one of common subjects, which taught in various educational instructions, either formal

¹Norman E. Gronlund, Robert L. Linn, *The Measurement and Evaluation in Teaching*, (New York: Macmillan Publishing Company, 1981), p. 3.

or informal from the kindergarten until the academic institution and through many courses. In teaching English itself, there are some skills where one of the skills is writing, so a teacher is necessary to do the evaluation by using appropriate techniques.

The writing ability is not thing obtained naturally, but it needs to do training systematically. Therefore, in teaching-learning writing process, the students must be involved especially in exercises and evaluation, in order they can be more competent in writing skill. Teacher is a main teaching learning, she/he is demanded to have certain ability, and skill in which planned and poured in the unit of lesson program. MTs SMIP 1946 Banjarmasin is an education institution that applies curriculum surely. Their teacher there teaches English language.

Based on the first writer's observation and information at MTs SMIP 1946 Banjarmasin, show that teaching learning English especially in learning writing skill this time, it seems enough. Harmer in his book states that: "The reasons for teaching writing to students of English as foreign language includes reinforcement, language development, learning style and most importantly, writing as a skill in its own right"²

This pointed that writing is an important thing in learning language development, so to know how far the students' skill in writing, we need to do evaluation and need to know what kinds of techniques of evaluation that be able to measure the students' development in learning language especially in learning writing skill.

²Harmer Jeremy, *How to teach English*,(Cambridge: Cambridge University Press, 1998), p. 79.

Based on the description above, that evaluation is an important part in teaching-learning English especially in teaching writing skill at MTs SMIP 1946 Banjarmasin. Therefore, to know the problem further, so the writer is interested in conducting the research about the techniques of evaluation which is used in teaching writing, the study is entitled **THE TECHNIQUES OF EVALUATION IN TEACHING WRITING SKILL AT MTs SMIP 1946 BANJARMASIN ACADEMIC YEAR 2006/2007.**

To avoid any misinterpretation toward the title, the writer feels necessary to explain some term in the title as follows:

1. Evaluation and Technique of Evaluation

The term evaluation is derives from “evaluate” means to find the value or amount of, to judge or determine the worth or quality of, to find the numeral value of; express in number.³ It means that evaluation is an activity to find out or determine the worth or quality of something that will be express in number.

The term technique means the method of procedure, or way of using basic skill, in rendering an artistic work or carrying out a scientific or mechanical operation, the degree of expertness in following this, any method or manner of accomplishing something.⁴ It means that technique is a way that is use in doing something.

³Victoria Neufeldt, David B. Guralnik, *Webster's New World Dictionary*, (New York: Prentice Hall), p. 470.

⁴*Ibid.* p. 1374

So the definition of technique of evaluation is a way or method that is use to evaluate or to determine quality of some work or something that can be express in number.

2. Teaching writing skill

The term teaching is derives from “teach” means to help a person to learn how to do something. Meanwhile, teaching means the action of a person who teaches; profession of teacher, something taught precept, doctrine, or instrument.⁵ It means that teaching is an action to teach to help a person to learn how to do something.

The word “writing” derives from “write” means the action of a person who write a letter, document, inscription, etc.⁶ The term “skill” means great ability of proficiency, expertness that comes from training, practice etc.⁷ It means that the definition of writing skill is the ability in write a letter, document, inscription, etc.

From the definition above it can be mean that the definition of teaching writing skill is an action to help a person to learn how to write well.

3. MTs SMIP 1946 Banjarmasin

MTs SMIP 1946 Banjarmasin is a school that will be the location in this research. The subject of this research is one teacher who teaches the English subject at MTs SMIP 1946 Banjarmasin. The object of this research is the techniques of evaluation that is used by the teacher in teaching writing skill.

⁵*Ibid.* p. 1372

⁶*Ibid.* p. 1383

⁷*Ibid.* p. 1257

Thus, the definition of the techniques of evaluation in teaching writing skill means “the effective and efficiency way in doing evaluation to measure and score the students’ ability and capacity in instruction of writing systematically.

B. Problem Formulation

Concerning with the topic, the problem of the study can be formulated as follows:

1. What are the kinds of the techniques of evaluation that the teachers use in teaching writing skill at MTs SMIP 1946 Banjarmasin?
2. How is the implementation of techniques of evaluation in teaching writing skill by the teacher at MTs SMIP 1946 Banjarmasin?

C. Reasons for Adopting the Title

There are some reasons that based on adopting the title in this research as follows:

1. Evaluation is very important done by a teacher for measuring the students’ achievement, that it can be known the result from the purpose of teaching learning writing process and done some steps for improving it.
2. Teaching – learning writing skill is very important to be mastered by the students in order to master English easily.
3. The performance of the techniques of evaluation is very important to give attention in reaching the instructional goal in teaching writing.

4. As far as that writer knows, this title has never been research before especially that related with the techniques of evaluation in teaching writing skill and about the place as object that will be research at MTs SMIP 1946 Banjarmasin.

D. Purpose of Research

Based on the problem above, the purpose of research can be formulated as follows:

1. To know kinds of the techniques of evaluation that the teachers use in teaching writing skill at MTs SMIP 1946 Banjarmasin.
2. To know the implementation of the techniques of evaluation in teaching writing skill by the teacher at MTs SMIP 1946 Banjarmasin.

E. Significance of Research

The result of this research is expected to be:

1. Information, knowledge and consideration about how the technique of evaluation in teaching writing that is used at MTs SMIP 1946 Banjarmasin.
2. Enrich the writer's knowledge and experience in the scientific research especially about techniques of evaluation in teaching writing.
3. Information and input for educational executor in increasing and improving the quality of evaluation.

F. Organization of Writing

This study is divided into five chapters as follows:

The first chapter contains introduction, which consists of rationale, problem limitation, reasons for adopting the title, purpose of objective, significance of the research, and organization of writing.

The second chapter containing of theoretical of techniques of evaluation in teaching writing which consists of the position of the techniques of evaluation in teaching writing, the purpose and function of evaluation in teaching writing, and the characteristics of good evaluation. Then it is about the evaluation in measuring writing ability, which consists of kinds of techniques of evaluation in teaching writing.

The third chapter contains of method of research, which consists of subject and object research, data, source of data and technique of collecting, techniques of data processing and analysis and research procedure.

The fourth chapter contains of report of research result, which consists of general description about the research location data presentation and data analysis.

The fifth chapter closure, which consists of conclusion and suggestions.

CHAPTER II

THEORETICAL REVIEW OF THE TECHNIQUES OF EVALUATION IN TEACHING WRITING SKILL

A. The Term of Evaluation

1. Definition of Evaluation

The term of "*Evaluation*" generally can be meant as a process systematically to determine score of something (determination activity, decision, job, person, object and another) based on the certain characteristic through evaluation.⁸

According to Anas Sudijono in his book the term "*evaluation*" comes from English "*evaluation*" in Arabic; *Al-Tagdir*; in Indonesia means; *penilaian*. The base word is value; it meant as; *penilaian dalam (bidang) pendidikan atau penilaian mengenai hal-hal yang berkaitan dengan kegiatan pendidikan*⁹

In the terminology the term "evaluation" is meant as; "Evaluation refer to the act or process to determining the value of something. It means that the term of evaluation contains definition, "*Suatu tindakan atau suatu proses untuk menentukan nilai sesuatu*¹⁰. Based on the dictionary term evaluation means decide

⁸Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Raja Grafindo Persada, 1995), p. 1

⁹ *Ibid.*

¹⁰ *Ibid*, p.2

the value or quality of. It means that evaluation is decision of value or quality of something.¹¹

Besides that according to *Lembaga Administrasi Negara*, give the limitation about evaluation of education as follows:

Evaluation in term Education is;

- a. *Proses/kegiatan untuk menentukan kemajuan pendidikan dibandingkan dengan tujuan yang telah ditentukan;*
- b. *Usaha untuk memperoleh informasi berupa umpan balik (feedback) bagi penyempurnaan pendidikan*¹²

Based on the definition above can be concluded that the definition of evaluation is a process to determine value or quality of something or activity to know the quality or results.

2. The function of evaluation

By knowing the meaning of evaluation that can be considered from many side in educational system, so by another way can be said that the goal or function of evaluation is divided into:

a. Evaluation as selective function

In this part of evaluation has function to select student. The evaluation has some goals, as follows:

- 1) To select student that can be receive at the certain school.
- 2) To select student that can get the higher level or the next level.
- 3) To select student in getting the scholarship.
- 4) To select student that have the right to graduate from the school.

¹¹Hornby, A. S, *Oxford Advanced Learners Dictionary New International Students*, (New York: University Press, 1995), p.142.

¹²Anas Sudijono, *Op. Cit.*, p.2

b. Evaluation as diagnostic and development function

Evaluation has function to diagnose tea development of the students as result of teaching learning process. It means that evaluation is done to know the weakness and the strong ness of students and the cause of the weakness and the strong ness.

c. Evaluation as placement function

To be able to determine correctly, in what group the student must be placed, so it is used evaluation. A group of students that have the same result of evaluation, they will be in the same group in teaching learning process. Therefore, to be able to do the students' placement, it can be done through evaluation.

d. Evaluation as measurement result function

This fourth function of evaluation is directed to know how far the program of teaching successful is implemented. As we know that, the successful of program teaching learning is determined by some factors, namely teacher factor, method of teaching, curriculum, facilities of learning and administration.

3. Techniques of evaluation

The term "*techniques*", it can be meant as "*instrument*".¹³ Therefore, in term "techniques of evaluation teaching result" contain meaning instrument that is used in doing evaluation-teaching result. Based on the explanation above, so the techniques of evaluation can be divided into two kinds; namely: test technique and non-test technique.

¹³Anas Sudijono, *Loc.Cit.* p. 62.

a. Test technique

1) Definition of test

In a book, entitled *Dasar-dasar Evaluasi Pendidikan* explains: "Test adalah suatu alat atau prosedur yang sistematis dan objektif untuk memperoleh data-data atau keterangan-keterangan yang diinginkan tentang seseorang, dengan cara yang boleh dikatakan tepat dan tepat".¹⁴ This definition explains that a test is a systematic and objective procedure that is used for achievement data about something in the right way.

Next in his book: "*Teknik-teknik Evaluasi*" Muchtar Bukhori is derivated by Suharsimi Arikunto says that: "Test ialah suatu percobaan yang diadakan untuk mengetahui ada atau tidaknya hasil-hasil pelajaran tertentu pada seorang murid atau kelompok murid".¹⁵ In this definition that test is a try out that held to find out the results of students' achievements in learning.

The last definition that is explained his book that: "Test = any series of question or exercise or other means of measuring the skill, knowledge, intelligence, capacities of attitudes or an individual or group".¹⁶ Its meaning: "Tes adalah serentetan pertanyaan atau latihan atau alat lain yang digunakan untuk mengukur keterampilan, pengetahuan, inteligensi, kemampuan atau bakat yang dimiliki oleh individu atau kelompok."¹⁷

¹⁴Anas Sudijono, *Loc. Cit.* p. 62.

¹⁵Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*,(Jakarta: Bumi Aksara.1991) p. 29

¹⁶*Ibid.*

¹⁷*Ibid.*

Based on some definition above can be concluded that the definition of test is a method that can be used or procedure to measure and evaluate the skill, knowledge, intelligence, capacity of aptitudes or an individual group.

2) The purposes of test

There are two kinds of function in test, namely:

- a) As instrument in measuring students. In relation of test, it has function to measure the degree of development or improvement that was achieved by students after finishing the instructional program.
- b) As instrument in measuring the successful of instructional program, cause through the test will be known how far the achievement the instructional program that have determined.

3) Kinds of test

Based on the function of test as instrument to measure the students' learning development, the test can be divided into six groups, as follows:¹⁸

a) Selective test

Selective test in this part is called as "*Ujian Saringan*" or "*Ujian masuk*".¹⁹ This test is performed in that acceptances candidate of new students, where the result of the test is used to choose the candidate of student that is grouped as the best from another.

The material of this selective test is the material prerequisite to join the educational program that will be joined by the student. If the students can fulfill

¹⁸Anas Sudijono, *Loc.Cit.* p. 68

¹⁹ *Ibid.*

the requirement, so the students can be accepted as a student in that educational program.

b) Pre-test (*tes awal*)

This kinds of test is performed to know how far the material or lesson which will be taught have been gotten mastered by the students. So pre-test that is performed before the material of lesson is given to the student that is why so the item of the test is made as easy as possible.

c) Post-test (*tes akhir*)

Its means that, the test is performed to know whether the important material have been mastered well by the students.

The material test is the lesson that taught to the students, usually the item test is the same between pre-test and post-test. By this way, it will be known whether the result of the pre-test is the same with post-test. If the result is the same with post-test, it means that the teaching-learning program is successful.

d) Diagnostics test

Diagnostic test is used to determine the kinds of the difficulties or problem for students in teaching-learning process. By knowing the problem from the students so it will be easier to know how to solve the problems. This test has goal to find out the answer of the question: "*Apakah peserta didik sudah dapat menguasai pengetahuan yang merupakan dasar atau landasan untuk dapat menerima pengetahuan untuk menerima pengetahuan selanjutnya*"²⁰

²⁰*Ibid*, p. 70

Generally, the material of the diagnostic test is based on the students' understanding level. The kinds of these tests can be used orally, written, practically, or combination of all. As we know that the functions of diagnostic test is to examine, so if the result show that the level of students' mastery who is being examined include low, must be given special guidance in order to they can improve the mastery level for the certain subject.

e) Test formative

As we know that, the term "formative" is from word "form" means "*bentuk*". "*Formative test adalah tes hasil belajar yang bertujuan untuk mengetahui sudah sejauh manakah peserta didik "telah terbentuk"(sesuai dengan tujuan pengajaran yang telah ditentukan) setelah mereka mengikuti proses pembelajaran dalam jangka waktu tertentu.*"²¹

Based on the explanation above that formative test is a test used to know how far the level of students' mastery after getting a certain learning program. This test usually is performed in the middle of teaching learning program. Namely is performed in the last topic of lesson. It usually is called as term "*Ulangan harian*". Namely: "*Ulangan harian yang dilakukan secara periodik di akhir pembelajaran satu atau dua kompetensi dasar,tingkat berpikir yang terlibat sebaiknya mencakup pemahaman, aplikasi dan analisis.*"²²

As in the explanation that the item in this test is in the form understanding, application and analysis of the lesson taught. Include the purpose of formative test

²¹*Ibid*, p. 71

²²Departemen Pendidikan Nasional Kurikulum 2004 SMA, *Pedoman Khusus Pengembangan dan Pendidikan M P Bahasa Inggris*, 2003, p. 2

to improve the students' level mastery beside that to improve teaching-learning process.

f) Summative test

Summative test is a test of learning result that is performed through combine some base of competences in one time. In school, this test is called in term "EBTA" *Evaluasi Belajar Tahap Akhir*,²³ where the result of this test is used to determine the rapport. This test usually is performed in the final of semester.

Summative test usually in written form in order to students get the same items. The item is of summative test more difficult than formative test. The purpose of summative test is to determine the students' successful after instructional teaching-learning process in a certain time. By summative test, it can be determined:

- (1) The position of student in group
- (2) Determine the level of students' mastery in teaching learning process.
- (3) Know the students' development; inform the students' parents, advisor and concealing, etc.

Based on aspect of evaluation, it is divided in to three domains, as follows:

- (1) The cognitive domain

The purpose of the taxonomy was to make sure that the skills the learner demonstrated in handling knowledge could be tested in a systematic manner. In

²³Anas Sudijono, *Op.Cit.* p. 72

this domain there are some aspects that can be tested in evaluation such as; knowledge, comprehension, application, analysis, synthesis, and evaluation.

One tendency that must avoid is testing what is not required to be tested or testing what has already been demonstrated to be known. Besides that test only what specified in the objective or competency. It needs to consider the economics of developing, administering and marking a test, the purpose of which is to verify already held knowledge.

(2) The affective domain

The area of the affective domain deals with attitudes.²⁴ In affective domain there are some aspects that can be evaluated such as aptitudes, values, interest, appreciation, and social feeling that connect with attitude and interest. In an education and training sense, this means that teacher is expected to perform about a predetermined level, as are the learners.

Generally, the student more skilled at learning as their experience and contact with the learning process develops and expands.

(3) The psychomotor domain

The focus in this domain is the skills associated with dexterity hand or eyes coordination and error reduction in human use of devices. This is the aspect that will be evaluated as physical activity or body movement. Of course the proper and safe use of the tools requires knowledge of the tools and responsible attitude towards their uses. In a real sense, judging a learner's ability with psychomotor skill could serve a summary across the domains. In other hand, the judging ability could give

²⁴Ian Forsyth, et al, *Evaluating a Course*, (London: Kogan Page, 1988), p. 39

rise to a need for some detective work if the learner demonstrates less those acceptable skills. It needs to determine whether the low level of skill demonstrated by the student is due to a lack of knowledge, a poor attitude, or poor skill.

Beside that, there are some kinds of test based on the physic aspects:²⁵

(1) Intelligence test

Intelligence test is performed to know the students' intelligence level.

(2) Attitude test

It is performed to know the base ability of special talent of the tester.

(3) Aptitude test

It is one of kinds of test that is used to know the students' predispositions, or tendency to do some certain responses of their environment.

(4) Personality test

It is test to know the characteristics of students or someone.

(5) Achievement test

The test is performed to know the students' achievement in teaching-learning process.

Based on the form of the test is divided into two, as follows:

(1) Subjective test

Subjective test is one of test that needs the students' answer, expressed in their own words. Thus, subjective measure certain abilities such as ability to organize, explanation and comprehension.

²⁵*Ibid*, p. 73

The number of subjective test usually about 5-10 items, and the time about 90-120 minutes. In this test claims students to be able to organize, interpret, relate the definitions of the material of lesson.

(2) Objective test

Objective test is a kind of test where in examination is done objectively. In this test, the number of the item is more than subjective test. It is about 30-40 item in 60 minutes.²⁶ The objective test is divided into five forms such as true-false, matching test, completion test, full in test and multiple-choice item test.

4. Characteristic of a good test

All good tests have three qualities such as validity, reliability and practically. That is said, any test that we use must appropriate in terms of our objectivity, depend on the evidence it provides and applicable to our particular situation whether the teacher is constructing his own test or is selecting instrument for use in the class or school, the teacher should certainly understand, what these concepts mean and how to apply them. The three elements of characteristics of a good test as follows:

a. Reliability

By reliability is the stability of test score.²⁷ As we know that, a test cannot measure anything well unless it measure consistently. To have confidence in a measuring instrument, we should be obtained:

²⁶Suharsimi Arikunto, *Op. Cit.* p. 166

²⁷David P. Harris, *Testing English as a Second Language*, ((New York: Mc Graw Hill Book Company1995), p. 14

- 1) If we tested a group on Tuesday instead of Monday.
- 2) If we gave to parallel forms of the test to the same group on Monday and on Tuesday.
- 3) If two or more competence scores scored the test independently.

It is clear from the foregoing that two somewhat different types of consistency or reliability are involved: reliability of the test itself, and reliability of the scoring of the test.

Types of estimates of reliability

- a) Re test the same individuals with the same test
- b) Use the alternative or parallel forms that is, with different version of the same test, which is equivalent in length.
- c) Divided the item into two halves obtaining to scores for each individual

b. Validity

A test is said valid if the test is able to measure the ability in skill are being tested. If a test is designed to measure mastery of specific skill or the content of a particular course of the skill: we should expect the test to be based upon a careful analysis of the skill or an outline of the course.

The best way to check on the actual effectiveness of a test is to determine how test scores are related to some independent, out side criterion such as marks given at the end of a course or instructors.

In empirical validity, there are two general kinds, predictive and current validity on whether test scores or correlated with subsequent or concurrent

criterion measure. Publisher of standard test should be expected to provide evidence of the validity be usually expressed in terms of coefficients of correlation like those commonly used in estimating test reliability.

In short, empirical validity depends on large part in the reliability of both test and criterion measure.

c. Practically

A third characteristic of a good test is practically or usability. A test may be a highly reliable and valid instrument, but still be beyond our mean of facilities. Thus, in the preparation of a new test or adoption of an existing one use must keep in much a number of very practical considerations:

1) Economy

It means that if a standard test is used, we must take into account cost per copy, and whether the tests are usable.

2) Ease of administration and scoring

Other consideration of test usability involve the ease with which the test can be administered, we need also to know whether the test must be scored subjectively or objective in nature and use a standard answer sheet.

3) Ease of interpretation

If a standard test is being adopted it is important that we examine and take into account the data which the publisher provides. Therefore, we need to have some general guidance as to the meaning of test scores to begin with, for without this it is extremely difficult to use an instrument in an efficient manner.

d. Non-test technique

There are some ways to do the evaluation without test, as follow:

1) Observation

Observation is a method to collect data that is performed by doing observation and to note systematically to the object of the research. This observation is used to evaluate the individual behavior or a process of activity.

2) Interview

Interview is a method used to find the answer from responder through question answer about the evaluation problem.

There are two kinds of interview that is used to as an instrument of evaluation, as follow:

a) Guided interview

Subject of evaluation performs this interview by asking the interviewer some question systematically.

b) Unguided interview

In this interview, the responder can answer the question from the subject freely. There is no limitation in answering the question.

In technique interview, the question answer is done orally. It also can be completed by using tape recorder so the answer of the question can be noted completely.

3) Questionnaire

Questionnaire is a list of question that must fill by respondent in collecting data to do evaluation. Questionnaire can be in multiple-choice form and scale

liker. The data that is able to collect the data about identity, experience, problem, facilities, motivation, etc.

4) Documentary Analysis

The evaluation of students' development or achievement in teaching – learning process without test can be completed by document-contained information about autobiography, or documentary related with the object of evaluation.

B. The Position of the Techniques of Evaluation in Teaching Writing Skill

1. Definition of the Technique of Evaluate in Teaching Writing Skill

There are some terms in definition of the techniques of evaluation in teaching writing skill that have the different meaning. In order to understand the definition of the techniques of evaluation in teaching writing skill, it would better if we define the terms one by one, they are:

a. Technique

According to A. S Hornby in his dictionary, the meaning term "technique" is a way of doing or performing something, especially in the arts or sentences.

In Peter Salim's dictionary, define technique as follow;

1. *Keahlian, kemahiran*
2. *Badan metode dan prosedur khusus yang dipergunakan dalam bidang tertentu.*
3. *Teknik atau cara mengerjakan sesuatu.*
4. *Kemampuan menerapkan suatu metode atau prosedur guna mencapai hasil yang diinginkan.*
5. *(Informal) pendekatan.*²⁸

²⁸Salim, Peter, *The Contemporary English- Indonesia Dictionary sixth Edition*,(Jakarta: Modern English Press, 1991), p. 2015

Based on the definition above can be conclude that techniques is a way of doing or performing something to achievements goal by using certain procedures.

b. Evaluation

Evaluation is one of the important things in education not except in teaching writing skill.

As explained about the definition of evaluation above that evaluation is a process to determine value or quality of something or activity to know the quality of results.

In evaluation is not only to know an activity constantly and incidentally, but also as n activity to value some thing have planned, systematically and based on the certain goals.

c. Writing skill

The term "writing skill" is derives from "writing (gerund)" and "skill". Term "writing" is deriving from, "write" and "ing". Meanwhile, skill means ability in doing something. There are some definitions of term write, as follows:

- 1) To form (letters, symbols, or characters) on a surface with a pen, pencil, or other tool: inscribe
- 2) To form (word sentences or the like) by inscribing the correct letters, symbols on paper, or other material.

In this definition explain that writing is an activity to form something through write such as in writing a letter, paper, or inscription.

The term writing is a verbal noun (gerund), in dictionary means:

- 1) Written form: put in writing

- 2) Language symbols as characters written or imprinted on a surface:
readable matter.
- 3) Any written work especially, a literary composition
- 4) The activity, art, or occupation of a writer.

Based on the definition above can be conclude that writing skill is the ability in making written form or composition in learning language, such as in writing letters, paper, or other material.

2. The Purpose of Evaluation in Teaching Writing Skill

As pointed out at the beginning of the previous explanation, the teaching of writing as an integrated process will. During the early stages of learning written exercises, will generally be used simply to reinforce the learning specific grammatical points or lexical items. Only later will writing be treated as an end in itself as a complex skill involving the simultaneous practice of a number of very different abilities, some of which are never fully achieved by many students, even in their native language.

In writing, there are some components probably agree in recognizing as follows:²⁹

- a. Content: the substance of writing; the ideas are expressed.
- b. Form: the organization of the content
- c. Grammar: the employment of grammatical forms and syntactic patterns
- d. Style: the choice of structure and lexical items to give a particular tone of flavor to the writing
- e. Mechanics: the use of the graphic convention of the language

²⁹David P. Harris, *Op.Cit.* p. 68

From the explanation above can be seen that the writing process as commonly conceived, is a highly sophisticated. Skill is combining a number of diverse elements, only some of linguistics.

Beside that, there are some reasons for teaching writing to students of English as a foreign language includes reinforcement, language development, learning style and, most importantly, writing a skill in its own right as follows:

1) Reinforcement

Some students acquire language in a purely oral, but most of us benefit greatly from seeing the language written down. The students often find it useful to write sentences using new language shortly after they have studied it.

2) Language development

It seems that the actual process of writing helps us to learn as we go along.

3) Learning style

Through learning writing the student can produce, language in a slower way is invaluable.

4) Writing as a skill

By the most important reason for teaching writing, of course is that a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media. Beside that the students also need to know some of writing's special conventions (function, paragraph conservation, etc)

To know students' development skill in written language, need to do evaluation in teaching learning process. So by doing evaluation will know how for the students' skill in making written language their skill developing the mainframe and how the students' level achievement in teaching-learning process in a certain time.

The purpose of teaching writing skill are able to have ability in writing such as copy and formulate a message, write a courteous and formally correct letter, write a narration of the main points in a story or assigned reading. Beside that, make an outline of the main point in a talks or lecture, and work out a readable and intelligent report of first hand investigation.

By teaching writing skill, students will be able to express their thoughts and interests in written form they want. However, to know how well the students' ability in writing skill teacher need to do evaluation in it.

C. The Techniques of Evaluation in Measuring Teaching Writing Skill

1. Kinds of Techniques of Evaluation in Teaching Writing Skill

In teaching writing skill, there are two kinds of techniques of evaluation such as objective test and subjective test.

a. Objective test

There are some kinds of techniques of objective test such as multiple-choice, true false, completion, arrangement, matching or association test etc.

1) Multiple-choice test

The multiple-choice test is also referred to variously as the multiple-choice response test, the best answer test, or a test of changing alternatives.³⁰ It can be consist on three or more words, phrases, or sentences are presented in this type of the test from among which the best or the most logical item is to be selected. Underlying, crossing out may indicate the item of choice, entering the letter number of the selected item on a line to the left or right of the page, or crossing out, encircling or underlying the letter or number to the right of the item that corresponds with that of the selected item.

Example:

1. Direction: Place in the margin to the left the letter of the word or phrase that indicates the best answer.

.....A child who blames his teachers and his tests poor marks is illustrating what is known technically as....

- | | |
|---------------|---------------------|
| a. obsession | b. dreaming |
| c. projection | d. irrational ideas |

2. Direction: Read each question carefully. Then place a cross (X) on the letter in front of the statement that best answer the question.

Boys and girls should drink.....

- a. tea
- b. milk
- c. coffee
- d. juice³¹

2) True false test

The true false test consists of a list of statements, each to be rated in terms of its relative truth or falsely. Whether the statement is true or false usually

³⁰Lester D. Crow, Alice Crow, *Educational Psychology*, (New York American: Book Company, 1958) p. 366.

³¹*Ibid* p. 367.

indicated by "T" or "F", "Yes" or "NO", "+" or "-", or "+" or 0. The subject places the identifying letter or symbol that represents his judgments either in front of the statement or in the page.

Example:

Direction: At the right of the page next to each statement place a: "T" if you think the statement is true or correct, or an "F" if you think the statement is false or incorrect.

The function of a teacher is to guide his pupils toward competent self-development and subject matter mastery.

Guidance, except in cases of serious maladjustment, is undesirable since it tends to develop an attitude of dependence rather. That independence on the part of person guided.³²

These true false statements can be answered easily and quickly, it can be scored by means of a key. In some forms of true false tests the letters "T" and "F" appear at the right of each statement and the subject encircles, crosses out, or underlines the letter which the thinks more nearly describes the statement.

3) Completion test

In this form of test, word or phrase are omitted which are to be supplied. The form of the test may range from a simple sentence in which there are omissions, which need to be filled in so that the meaning of the paragraph is clear.

Example:

1. Direction: Fill in the correct word in each blank.
 - a. The capital of Ohio is.....
 - b.is the author of "Alice in
2. Direction: Fill in each blank so that the meaning of the sentence will be clear.

³²*Ibid*, p. 365

It is generally agreed that Curriculum and teaching should be To the Of individual learners so that learner may achieve learning to the extent of his ability to from instruction.³³

These must be a nice balance of cues that will serve as directors of thinking of the completion is to be truly objective and easy to score. The scoring of a question to the words or phrases of the key, since logical reasoning, not rote memory should be measured.

4) Arrangement test

In this testing, the examinee is required to record several scramble sentences in to coherent paragraph and indicate the correct order sentences. This test can also in multiple-choice form such as in ordering scramble words as follow:

Example:

Direction: Arrange the following scramble words into a correct sentence.

1. the – letter – have – mailed – office – I – the – post – at
2. bought – mother – eggs – yesterday – five - My

5) The matching or association test

Two columns of data are presented in the matching or association test. Each item in one column is associated in meaning with an item in the other column. The subject is expected to enter text to each item in the one column the letter or number of an item in the other column that is most closely associated with it.³⁴

³³*Ibid*, p. 368

³⁴*Ibid*, p. 369

Example:

Direction: In the margin to the left of each term in column I, place the number of the term in column II that is most nearly associated with it.³⁵

COLUMN I	COLUMN II
..... Economy in learning	1. measure of agreement
..... motives	2. blaming others for personal faults
..... multiple-choice question	3. learning by generalization
..... E. L Thorndike	4. endocrine
..... Gestalt	5. spelling
..... E. Q	6. spearman
..... Ebbinghaus	7. theory of identical elements
..... seashore	8. evaluating technique
..... thyroid	9. step in reflective thinking
..... A. O. Heck	10. effective experiences
..... activity program	11. investigation on memory
..... Charles Judd	12. objective measurement
..... anecdotal record	13. derived from inner urges
..... G and s factors of intelligence	14. test of musical ability
..... William James	15. providing for individual differences
..... coefficient of correlation	16. configuration
..... J. M. Rice	17. whole and part methods
..... projection	18. the education of exceptional children
..... John Dewey	19. derived score of measurement
..... attitudes	20. excusing undesirable behavior
	21. early experiments in transfer of training
	22. study of bright and gifted

b. Subjective test

It would seem obvious that the most direct way of measuring students' writing ability would be have them write. Yet, as all language teachers are surely aware, there has fifty years been much criticism of the conventional essay test on the part of educational measurement specialists. In addition, this criticism has in

³⁵ *Ibid.*

turn, brought forth a very spirited defense of the essay examination (subjective test) by many teachers and educationist.

Essay test

Essay test is a test that needs the students' ability in describing their mind in answering the question. Essay test can be also called as composition test. There are some strengths of subjective test or essay test generally the following points in their defense.³⁶

- 1) Composition or essay test require students to organize their own answer, expressed in their own words. Thus, composition tests measure certain writing ability abilities. For example; ability to organize, relate, and weight materials more effectively than do objective tests.
- 2) Composition test motivate students to improve their writing conversely, if examinations do not require writing, many students will neglect the development of this skill..
- 3) Compositions tests are much easier and quicker to prepare than objective tests, an important advantage to the busy classroom teacher.
- 4) There are some of the weaknesses of composition or essay test have usually answered along following lines:
- 5) Composition test are unreliable measure because :
- 6) Students perform differently on different topic and different occasions
- 7) The scoring of compositions is by nature highly subjective.
- 8) In writing compositions, students can cover up weakness by avoiding problems (for example the use of certain grammatical patterns and lexical item) they find difficult. Such evasions are impossible with well-prepared objective tests.
- 9) Composition tests require much more scoring time than objective tests, for this reason, composition add greatly to the expense and administrative problems of large-scale teaching.

The current the testing writing ability based on recent finding may be summarized as follows:³⁷

³⁶ David P. Harris, *Loc. Cit.* p. 69

³⁷ *Ibid*, p. 70

- a) Well-constructed objective test of the language skill have been found to correlate quite highly with general writing ability, as determined by the rating of actual samples of free writing. Thus in situation where the scoring of compositions would be unfeasible, objective tests can be used along as good predictors of general writing skill.
- b) At the same time, it is now clear that there are ways to administer and score composition tests so that they too, may be used by themselves as reliable instruments. Nevertheless, briefly high reliability can be obtained by taking several samples of writing from each student and having each sample read by several trained readers.
- c) In as much as both objective tests and composition tests have their own special strengths, the ideal practice is undoubtedly to measure writing skill with a combination of the two types of tests, and it is recommended that this procedure be followed whenever condition permit. Such a combination will probably produce somewhat more valid result that would either of two types of measures used by it.

2. The Tests of Writing Skill

As explain above that there are five general components in writing evaluation: content, form, grammar, style, and mechanics. In measuring writing ability, on the other hand, we are testing sensitively to the grammatical patterns

appropriate to the written, as constructed with the spoken, form of the language, and we would suppose that many native speakers would fail to make some of the distinctions.

There are some elements of objective test in writing skill:

a. Testing formal grammar and style

The kinds of grammatical problems are tested in objective writing ability tests differ markedly from the problems included in structure test for foreign student.

Example of the kinds of formal grammatical matters that might include in our tests of writing ability is the following:³⁸

Direction: Choose the right answer.

1) Subject-verb agreement

The design of the two bridges (are/is) very unusual.

2) Structural parallelism

She enjoyed sewing, reading and just (sit/sitting)on the porch watching the people go by.

3) Case of pronouns

To my little brother and (I/me), Uncle John was the most wonderful friend.

4) Comparison of adjectives

The afternoon rush hour is the (worse/worst) part of the day in which to drive through the city.

³⁸*Ibid*, p. 71

5) Formation of adverbs

The man tipped his hat and spoke very (polite/politely) to the women.

b. Formation of irregular verbs

The example of test as follows:

Neither of the children would tell us who had (broke/broken) the window.

If the advanced level tests have relevance and ability, it should undoubtedly contain the kinds of formal grammatical points. By which the students will subsequently be judge in real life situations, what is vitally important is that such a test be clearly identified, by its title, direction, and problem context, as a measure of writing skill and not be composed with tests of basic structural control.³⁹

Beside that, vocabulary tests also will certainly have some relevance in measuring the students' writing ability. Such tests, general meaning and good writing require considerable precision in the use of lexical item. Comprehensive test of writing skill therefore require attention to appropriate style and diction as illustrated by the following examples:

- The two new senators have proved themselves exceptionally able (guys/men)
- Poor Mr. Baker has been ill (the bulk of/the greater part of) his life.

³⁹*Ibid*, p. 72

Having note of some of the factors to be considered in choosing problems of grammar and style for our tests of writing ability, let us now consider a few specific item types as follows:⁴⁰

1) Error recognition

In this test the students is required to indicate which of several underlined parts of a sentence is unacceptable for formal written English, or indicate that the sentence contains no "error".

Example: Direction: Choose the error word or phrase and correct it.

The religion attempts to clarify humankind's relationship
A B C
with a superhuman power.⁴¹
D

Item puts the examinee in the position of a reader who must make judgments about acceptability of a piece of writing and identify any point of weakness.

2) Sentence completion

In this test, the examinee is required to select the best way of completing a sentence in term of grammar, diction, tone and sense.

Example:

Direction: Choose the correct answer.
A desert receives less than twenty-five ----- of rainfall every year.
a. centimeter
b. a centimeter
c. centimeters
d. of centimeters⁴²

⁴⁰*Ibid*, p. 73

⁴¹Sharpe, Pamela, *Test of English as a Foreign Language*,(New York: Barron's Educational Series, 2005), p. 138

⁴²*Ibid*, p. 136

This item type provides an excellent method of measuring a wide range of problems relating to the effectiveness of written English. It is usually most commonly used of the multiple-choice techniques for testing sensitively to appropriate style in writing.

3) Sentence correction

This type the examinee is required to select the best revision of an underlined portion of a sentence. If the sentence is acceptable as it stands, the examinee select choice A, which is always identical to the underlined portion of the sentence. This item type combine feature of types 1 and 2.

Example:

Direction: Choose the correct answer for the underlining word.

While watching from our window, the great ship slowly entered the harbor, whistle blowing and crew cheering.

- a. While watching
- b. Upon watching
- c. As we watched
- d. Having been watched⁴³

c. Testing ability to organize materials

It isn't claimed that wholly successful objective techniques have yet been found for testing the student's ability to organize his ideas into unified, coherent written presentation, and perhaps this goal will always be beyond the tester's reach.

In this testing, the examinee is required to recorder several scramble sentences in to coherent paragraph and indicate the correct order sentences.

⁴³David p. Harris, *op. cit.* p. 74

Example:

Direction: Put these events in their order of happening.

- A. Philip made a few practice turns.
- B. Philip fell through the ice.
- C. The sun started to melt the ice.
- D. Philip started to race his own shadow
- E. Philip put on his skates.
- F. Philip was saved from the ice
- G. The lake froze
- H. Philip saw his father bending over him
- I. Philip blacked out
- J. Philip shouted for help⁴⁴

Although the paragraph organization items undoubtedly are useful in testing the student's understanding of certain ordering devices of English, such as the sequence signals, they must be considered relatively narrow if not special, measures of organization ability.

d. Testing the mechanics of writing

There are some ways that are used in testing the mechanics of writing, such as punctuation and capitalization. It may be tested objectively with simple adaptations of the completion and correction item described earlier.

Example:

Direction: Decide what punctuation, if any, should be used in the numbered spaces, and indicate the letter that goes with your choice.

Returning to his friend Peter Bill asked whether he still

1 2

wished to continue with the trip

3

- a. ,, ;, . b. ., ', ;
- c. ,", .": d. ., , ;" ,."

⁴⁴Cobb, David, *Constructive Comprehension*, (London: Longman Group, 1976), p. 6

D. Steps of Evaluation in Teaching Writing Skill

Evaluation is an integral part educational process, so that planning, performance, scoring and review activity cannot be separated from the completely instructional program in the explanation about steps in teaching learning writing skill.

In order to evaluation can be performed exactly at expected time and its result can be useful, so it is necessary to do the following steps, namely:

1. Planning

This is the first step in doing evaluation of teaching learning. In this step there are some materials needed to compose the instrument of evaluation are gathered, namely:

a. The formulation of instructional goal

If evaluation is done formatively, so the instructional goal is used for the importance of evaluation itself and for improving the instructional system. If evaluation is done as summative evaluation, so that the formulation of goal is suited in teaching learning process. In formulation of goals, need the important and interested aspects that will be measured. So that the expected goal will be reached

b. Before composing the instrument of evaluation mainly for summative test, at the first time the planning test must be widely composed. It is called as blue print (*kisi-kisi soal*). The blueprint is used to determine the scope and sequence of curriculum. There are some component that must be noticed in composing blueprint as follow:

- 1) The main subject which will be diverted
 - 2) The ability aspect will be measured, cognitive, affective, and psychomotor.
 - 3) Percentage each blueprint of main subject and the ability of aspects.
 - 4) Amount and form of items
 - 5) Performance the time for the test.
- c. After the blueprint have been made, then composed the item forms which consisting of objective and subjective in writing the items based on the blueprint have been planned and composed, So that can be really used to measure the instructional goal in teaching learning writing skill.
- d. If the items have been composed well, the necessary to do try-out the examined field. It purposes the items, which are necessary, repaired or changed.
- e. The making a key answer as the scoring subject in the performance of test, either for the objective test or subjective test, before the evaluation is done.
- f. After all planning have been ready, and then done the evaluation according to the certain sense and aim. The formative evaluation is done each time after finishing in a certain study.

2. Scoring

In scoring step, there is the program determination of score in teaching learning toward both objective test and subjective test.

a. Scoring in the objective test

In giving scoring for objective test can be divided as follows:

1) True false

In scoring, the objective test can be given 1 (one) score maximum if one is in correct, so it is one, but it is an incorrect answer, the score is 0 (zero).

To score the last score of this item can be use the formula:

$$\boxed{S = \frac{R - W}{N - 1}} \quad \text{or} \quad \boxed{S = R - W}$$

Explanation:

S = Raw score

R = Right score

W = Wrong answer

N = Number option, always 2 for true false test

1 = Permanent score

Example:

The number of items that is given = 20 items.

A student Adi can answer correct 15 items, and wrong answer 5 items, so

the score is:

$$S = \frac{R - W}{N - 1}$$

$$S = \frac{15 - 5}{2 - 1} = 10$$

So, the score that is given for Adi is 10.

2) Multiple-choice

In scoring the item of multiple-choice is given 1 score for the right answer and 0 for the wrong answer.

To count the last score in multiple-choice form is can be used the formula:

$$S = R - \frac{W}{N - 1}$$

Explanation:

S = Raw score

R = Right score

W = Wrong answer

N = Number option = 4

1 = Permanent score

Example:

The items that is given 20 items., with option or alternative answer (a, b, c, d) 4 for each item. A student Andi can answer the test is correct = 11, and wrong answer is 9. So the score that is given for Andi is:

$$S = R - \frac{W}{N - 1}$$

$$S = 11 - \frac{9}{4 - 1} = 12 - 3 = 9$$

So, the score that is given for Andi is 9.

3) Arrangement test

In scoring the arrangement, test just a number of right answers. To score the items of arrangement can be used the formula as follows:

$$S = R - W$$

Explanation:

S = Raw score

R = Right score

W = Wrong score

Example:

The number of arrangement items = 10 items, a student Linda can work the test (right answer = 8 items and wrong item = 2 items) so, the score that is given for her is;

$$S = R - W$$

$$S = 8 - 2$$

$$S = 6, \text{ so the score is } = 6$$

4) Completion test

In scoring this test, there are two arguments. The first that maximal score at each completion item as useful a number of filling (essay) in the test. If this tests, there are 10 items and each item fills one filling, two the fillings are three filling, so to score it counted according a number or filling at each item. The second argument that maximal score is counted according a number of filling may be not same. From the both of these arguments, the better is the first argument. The formula is:

$$S = R$$

Explanation:

S = Raw score

R = Right score

Example:

A complete test has 20 filling.

Doni works the test with the right answer = 15 filling, the wrong answer = 3 filling and blank = 2.

So, the score that is given for Doni is:

$S = R$, $S = 15$ (each item is given 1 score)

b. Scoring in the subjective test

In scoring in the subjective test, there are some ways among there:

- 1) Score the answer of essay in connection with the students' achievement.
- 2) For essay items with restricted-response questions, give score with the point method; use the key answer as a guidance for determine the score of the item or part of question with weighting according to the level of difficulty.
- 3) For extended response of essay test, score with rating method, it means the students' answers are classified into five degrees and scored with 1, 2, 3, 4, 5, or with A, B, C, D, and E.
- 4) Evaluate all students' answer item by item, and not students by students, so it can avoid from subjective factor.

5) Give score without knowing the students' identity to reduce subjective test scoring.

6) Scoring to be done by two examiners or more.

3. Review Activity

Two ways can do after doing evaluation such as remedial program and enrichment program.

a. Remedial program

Remedial activity is given for students that has not mastered or has not achieved the instructional goal yet, although the time for student have finished. To know the problem, of course the tester uses test or technique of evaluation.

After doing evaluation and knew there are students that has not mastered the instructional goal yet, so the teacher have to know what cause the problem is or students' inability in mastering the instructional goal.

The remedial program in this point mainly is done for student that has fewer score than standard score in learning achievement. However, it is including in students group that be able to revise.

1) The components in remedial program

In remedial program, the teacher must attend some components, as follows:

- a) A number of student need remedial program in the same time
- b) The possible place that will be used to do remedial activity, it may be in classroom or another situation such as in the library, yard of school, or at students' home.

c) The time of activity. There are two aspects in this thing, as follows:

When do the performance of remedial program?

How long the program is performed?

d) Advisor. Teacher is the main advisor in remedial program.

Beside that, student in classroom that includes the excellent student also can give the remedial program.

e) Method and instrument for remedial program

In this part method and instrument, there are some things that have to attend, are they:

(1) Able to motivate student to study hard. Do the students keep their concentrations during the time of learning?

(2) Able to deliver the lesson correctly. In the other word, are the students really understand what they must learn.

(3) Able to give exercise, so the student be able master the concept and the certain skill.

f) Competence level of difficult

This is also an important that must be attended in doing remedial program. There is a problem for student that caused by level of difficult in learning. The difficult level will be solved easily, but beside that, there is also high level of difficulty and the problem solving also more difficult. The problem can be caused of accident, disease and low social environment. Clearly, the remedial program is eating long time.

2) The forms of remedial activity

To do remedial program can be done some activities, as follows:

- a) Give the student lesson book which relevant with the instructional goal.
- b) Tutoring is a form of remedial activity performed individually by student that has higher class to the students that have not mastered the instructional goal in certain time.
- c) Teamwork is a form of remedial group in discussion the difficulty; they learn parts of certain lesson plan.
- d) Program instruction is an activity performed through written material has been prepared for student in order to study by them in solving the problem.
- e) Re-teaching a form of remedial by teaching the students in-group to repeat the material that have not been mastered yet.
- f) The using of the answer sheet is remedial activity that provided activities to be done by the student based on the clues be given on the answer sheet.
- g) Audio-visual aids are used as group of remedial form by given emphasize on the method.
- h) Group student that have not mastered the material, namely by solving the problem in playing, joins academic playing that.
- i) Group learning effectively, is a remedial program activity in grouping.

j) Flashcards is a form of remedial program individually is given for student to repeat terminology, fact, concept or principle of the lesson plan revised.

3) Remedial program of main subject and study area

a) Forms of main subject remedial

There are some forms of remedial can be performed, as follows:

(1) Teacher re-explains the main subject that is difficult to understand.

(2) Good student can be asked to explain the subject for another student.

(3) Teacher gives assignment to read, collect data and report about the written main subject.

(4) Teacher ask student to discuss in-group about the main subject.

b) Remedial forms of subject

There are various ways for remedial subject:

(1) Change method of teacher teaching, it is cause of the weakness.

(2) If needs, add the time of learning

(3) Substitution of the teacher

(4) Improve the students' learning method

(5) Motivate students to more interested in learning the subject

(6) Make the study group, etc.

c) Achievements program of curriculum materials

For the achievement of curriculum materials can be performed:

- (1) Effort to give course adding to achieve the curriculum materials.
- (2) Effort to choose the important think of parts of curriculum materials to fulfill curriculum target.

4. Enrichment activity

Enrichment is an activity done to the student who gets excellent score in evaluation program.

a. Kinds of enrichment activity

1) Vertical enrichment activity

A good student can be moved to the next material subject based on their abilities. This is difficult to performed, because at the end teacher will find various development on the student, so the teacher difficult to manage.

2) Horizontal enrichment activity

Good student is students that have mastered the material suitable with the result of the mastery of the instructional goal in diagnostic test or formally test. It is given enrichment activity for applications and analysis of ability or for more practice activity and easy to performed by teacher.

b. The purpose of enrichment

Enrichment activity purposes:

- 1) Implement knowledge and skill in a new situation
- 2) Implement the student ability of the main instructional

3) Learn the thinking method to achieve the higher level.

In short, the enrichment activity is used to develop knowledge and students' ability as good as possible.

c. Forms of enrichment activity

There are some forms of enrichment activity can be performed by the teacher that is to give change for good student to:

- 1) Application of the main concept subject in different situation.
- 2) Create instrument, or make display relate on knowledge have learnt of main instruction
- 3) Research more about complex aspects of concept which have been learn on main subject.
- 4) Pro-Clare interpretation of confident about the item of main subject.

CHAPTER III

METHOD OF RESEARCH

A. Subject and Object of Research

1. Subject of Research

The subject of this research is one teacher who teaches the English subject at MTs SMIP 1946 Banjarmasin.

2. Object of Research

The object of this research is the techniques of evaluation in teaching writing at MTs SMIP 1946 Banjarmasin

B. Data, Source of Data and Technique of the Data Collecting

1. Data

The data of this research is divided in two kinds as follows:

a. Primary data

1) Data about kinds of techniques of evaluation in teaching writing skill.

a) Identification of using the objective test and the subjective test in measuring the writing ability

Indicators:

(1) The implementation of the objective test in the writing evaluation

(2) The implementation of the subjective test in the writing evaluation.

b) Data about the procedure of the implementation of the techniques of evaluation in teaching writing skill:

(1) Planning

Indicators:

(a) The implementation of evaluation which is done by the teachers

(b) The appropriate instructional goal with main subject.

(c) The teacher composes the blueprint of item (kisi-kisi soal).

(d) Kinds of items which are used in the test of writing ability

(2) Scoring

Indicators:

(a) Scoring in the objective test

(b) Scoring in the subjective test

(3) Review activity

Indicators:

Review activity which is done by the teacher toward the result of writing evaluation.

b. Secondary Data

The secondary data MTs SMIP 1946 Banjarmasin as supplement for primary data in this research, as follows:

- 1) A brief story about Islamic Junior High School SMIP 1946 Banjarmasin.
- 2) School facilities
- 3) Description of the teacher, students and classes as well as administration condition.

2. Sources of Data

Sources of data in this research are:

Respondents : The English teacher who teaches writing subject of MTs SMIP 1946 Banjarmasin.

Informants : School headmaster and administration staff.

Document : All written reports which perhaps keep any detailed record of the teachers, students, and administration staff school facilities and soon.

3. Techniques of Data Collection

The techniques of data collection which are used in this research are:

a. Observation

The technique is used by the writer that directly comes to observe the subject and object at MTs SMIP 1946 Banjarmasin.

b. Interview

The writer interviews on some related people in this research by taking a member of interviewers such as headmaster, English teacher and administration staff.

c. Documentary

The techniques is aimed gaining all written reports or documents as supplement of support primary data and secondary data at MTs SMIP 1946 Banjarmasin.

To take clearer the data, it can be seen the following matrix:

MATRIX

DATA, SOURCES OF DATA, AND TECHNIQUES OF DATA COLLECTION

NO	DATA	SOURCE OF DATA	TECHNIQUES OF DATA COLLECTION
1	Primary Data A. Kinds of the techniques of evaluation in teaching writing skill. 1. Identification of using the objective test and subjective test in measuring the writing ability Indicators: a. The implementation of the objective test in the writing evaluation. b. The implementation of the subjective test in the writing evaluation	Teacher Teacher	Observation and interview Observation and interview
	B. The procedure implementation of the techniques of evaluation in teaching writing. 1. Planning Indicators: a. The implementation of evaluation, which is done by the teacher. b. The appropriate instructional goal with main subject	Teacher Teacher	Observation and interview Observation and interview

	<ul style="list-style-type: none"> c. The teacher composes the blueprint of the items d. Kinds of items, which are used in the test writing. <p>2. Scoring Indicators:</p> <ul style="list-style-type: none"> a. Scoring in the objective test b. Scoring in the subjective test <p>3. Review Activity</p>	<p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p>	<p>Observation and interview</p> <p>Observation and interview</p> <p>Observation and interview</p> <p>Observation and interview</p>
2	<p>Secondary Data</p> <ul style="list-style-type: none"> A. Brief history of MTs SMIP 1946 Banjarmasin B. Description about teachers, students, classes, and administration staff. 	<p>Headmaster And Administer Administra- tion staff</p>	<p>Interview and document</p> <p>Interview and document</p>

C. Technique of Data Processing and Analysis

1. Data Processing

Data processing is divided into four phases as follows:

a. Editing

This technique is used in the purpose of examination all the collected data to make sure whether the data are already completed or not yet.

b. Coding

The writer classifies all the data had been edited before, in accordance with their kinds and matters by making certain codes on all the collected data.

c. Classification

The technique is done with classifying each data suitable with the kinds of its problem.

2. Data Analysis

To analyze the data in this research the writer uses descriptive qualitative analysis. The writer also makes conclusion by using inductive method.

D. Design of Measurement

In making conclusion the writer uses some indicators to make the conclusion. The indicators in based on the variation of the techniques that is uses by the English teacher in evaluation of writing skill as follow:

- a. 1 technique : less
- b. 2 techniques : well enough
- c. 3 techniques : Good
- d. more than 3 techniques : Very Good

E. Research procedure

There are some steps that are passed through to complete this research, as follow:

- 3. Preliminary step
 - a. To hold prior observation on the research location
 - b. To discuss the result of the observation with the writer counselor
 - c. To make a research proposal design to be submitted to Tarbiyah thesis bureau to approve it.
- 4. Prefatory step
 - a. To hold seminar on the research proposal design
 - b. To ask the Dean of Tarbiyah faculty for written mandate to conduct to research
 - c. To make the instrument of collecting data
- 5. Research data
 - a. To meet all respondents and informants who are needed to obtain the data

b. To collect the data

c. To process the data in procedural way and to analyze them properly

6. Organization step

a. To write the first draft

b. To consult with the supervisor and his assistant to get connections and improvement

c. To write a final draft

d. To multiple the research report

7. To depend the research before the board of thesis examiner of Tarbiyah Faculty.

CHAPTER IV

REPORT OF RESEARCH RESULTS

A. General Description about the Research Object

1. Brief History about MTs SMIP 1946 Banjarmasin

MTs SMIP 1946 Banjarmasin locates on Mesjid Jami' Street, Surgi Mufti Village, Banjarmasin Utara. South Kalimantan. This school is a private education institute that the students should follow implements the religious and general education, both of them is curriculum.

MTs SMIP 1946 was established on 15 October 1946, that the first leader was Abdurrahman as a leader of SMIP. MTs SMIP 1946 Banjrmasin was established in 1961 by three periods:

- a. Bahran Aspan (1981-1984)
- b. Hj. St. Wardah (1984-2006)
- c. Dra. Hj. Unaizah Hanafi (2006 – until know)

2. The Implementation of Curriculum at MTs SMIP 1946 Banjrmasin

The implementation of curriculum at MTs SMIP 1946 Banjarmasin, there are two curriculum which used by this school, they are innovation 1994 and curriculum basic competence. Meanwhile the instructional is divided into three classes. The instructional activities are implemented every morning from monday until saturday, while sunday is holiday.

The time of instructional activities in since 07.30 a.m until 14.00 p.m, except on Friday just until 11.05 a.m, on that time, the boarding school and state content are taught competence with the divided schedule.

There are some subject which taught by the teachers based in their knowledge and skill. One of them is English subject in teaching-learning English subject, the available allocation time at MTs SMIP 1946 Banjarmasin is 12 hours. Each of the grade from the first until the third is 4 hours, the allocation time for the mathematical and natural science program is 4 hours, and the allocation for religious subject 8 hours.

This thing can be seen on the table:

Table 4.1. The Implementation of Period Class in a week Based on each class

NO	Subject	The implementation of Curriculum (Period Class on a week)		
		7 th grade	8 th grade	9 th grade
1.	Holy Qur'an and Hadits	4	4	3
2.	Islamic Law	2	2	2
3.	The Natural Science	6	7	7
4.	English	4	4	4
5.	Moral Education	2	2	2
6.	Technology and Communication	2	2	2
7.	Civic Education	2	2	2
8.	The Sosial Science	7	5	8
9.	The Education of Healthy	6	6	6
10.	Mathematic	2	2	2
11.	Islamic History	6	6	6
12.	Indonesian Language	3	3	3
13.	Biology	3	3	3
14.	Physic	2	2	2

Documentation of administration staff at MTs SMIP 1946 Banjarmasin

Besides the implementation of instructional, the evaluation is also implemented at this school. It is twice in a year. Those are twice for state

evaluation. The evaluation contained on each rapport (boarding rapport and state rapport) and at the last step of education, will be given two diplomas (*ijazah*) they are swats diplomat.

3. Facilities of MTs SMIP 1946 Banjarmasin

The MTs SMIP 1946 Banjarmasin is a part of SMIP 1946 Banjarmasin. It has some school buildings with one floor. It is located beside of the office of MTs SMIP 1946 Banjarmasin.

Well condition of buildings and facilities of MTs SMIP 1946 Banjarmasin can be seen on the table:

Table 4.2. Condition of Building and Facilities of MTs SMIP 1946 Banjarmasin

NO	Kinds of Room	Amount	Wide/m ²	Condition
1.	Classroom	3	192	Good enough
2.	Headmaster's room	1	12	Good enough
3.	Teacher's room	1	54	Good enough
4.	Administration room	1	40	Good enough
5.	Library	1	64	Good enough
6.	Concealing room	1	15	Good enough
7.	Laboratory	1	120	Good enough
8.	Musholla	1	64	Good enough
9.	Canteen	1	42	Good enough
10.	Teacher's toilet	1	4	Good enough
11.	Student's toilet	1	4	Good enough

Documentation of administration staff at MTs SMIP 1946 Banjarmasin

Meanwhile amount and condition of administration facilities can be seen on the table below:

Table 4.3. Amount and condition of administration facilities at MTs SMIP 1946 Banjarmasin

NO	Kinds of Facilities	Amount	Condition
1.	Type writer	3	Good enough
2.	Computer	1	Good enough
3.	Printer	1	Good enough
4.	Filling Cabinet	3	Good enough
5.	visual	1	Good enough

Documentation of administration staff at MTs SMIP 1946 Banjarmasin

4. Condition of Teacher and Administration Staff

Amount of teachers and administration staffs at MTs SMIP 1946 Banjarmasin academic year 2006/2007 are 17 people. Their conditional background is different. Most of them were scholars and some of them were graduated from Senior High School. To be clearer the condition of teacher and administration staff can be seen on the following table:

Table 4.4. Condition of teacher and administration staff at MTs SMIP 1946 Banjarmasin

NO	Kinds of Facilities	Position	Education
1.	Dra. Hj. Unaizah H	Headmaster	S1 TAR IAIN
2.	Hamdan S.Ag	Civil Servant	S1 TAR IAIN
3.	Rusydah S.Ag	Private servant	S1 TAR IAIN
4.	Suriar Amazi BA	Private servant	S1 TAR IAIN
5.	Arifin	Staf honor	MAN
6.	Hamidah S.Ag	Private servant	S1 SYA IAIN
7.	Dra. Afifah	Civil Servant	S1 STAI
8.	Salmadi	Private servant	SMA
9.	Rohana S.Ag	Private servant	S1 SYA IAIN
10.	Ma'nawiyah S.Pd	Private servant	S1 TAR IAIN
11.	Farida Hayati S.Pd	Private servant	S1 FKIP UNLAM
12.	Jamilah S.PdI	Civil Servant	S1 TAR IAIN
13.	Mulyadi S.Ag	Private servant	S1 DKH IAIN
14.	Maimunah S.Pd	Private servant	S1 FKIP UNLAM

Table 4.4. Condition of teacher and administration staff at MTs SMIP 1946 Banjarmasin

NO	Kinds of Facilities		Education
15.	Harpini	Private servant	S1 STIKI
16.	Supian Husni	Staf honor	SMA
17	Mursidi S.Pd	Private servant	S1 FKIP UNLAM

Documentation of administration staff at MTs SMIP 1946 Banjarmasin

From the table above, amount of teacher and administration staff at MTs SMIP 1946 Banjarmasin academic year 2006/2007 are 17 people consist of 8 men and 9 women. Their educational background is different. Most of them were scholars and some of them were graduated from Senior High School. Based on the position there are 15 teachers and 2 administration staffs.

5. Condition of students at MTs SMIP 1946 Banjarmasin

Amount of students at MTs SMIP 1946 Banjarmasin academic year 2006/2007 are 97 people. Each class to make clearer, it can be seen on the table below.

Table 4.5. Condition of students at MTs SMIP 1946 Banjarmasin Academic year 2006/ 2007

7 th grade		8 th grade		9 th grade		Amount
male	famale	male	female	male	female	
19	25	20	14	12	3	98

Documentation of administration staff at MTs SMIP 1946 Banjarmasin

From the table above, it can be seen that amount of students from the first grade up to the third grade are 98 people, consisting of 51 boys and 47 girls.

B. Data Presentation

Based on the writer's observation, interview and document, so can be collected the data about the techniques of evaluation in teaching skill at MTs SMIP 1946 Banjarmasin.

1. Primary Data about Kinds of the Techniques of Evaluation in Teaching Writing Skill

- a. Identification of using the objective test and subjective test in the writing test in measuring the writing skill, which are consisting of indicators, as follows:

1) The implementation of the objective test in writing evaluation

There is some objective test, which are often used in writing evaluation such as arrangement, dictation, completion and error recognition.

Based on the first interview on the English teacher at MTs SMIP 1946 Banjarmasin, that in implementation of evaluation in teaching writing skill namely objective test in arrangement form.

That is to do, when the process of teaching in underway, because according to the teacher, it is easy and practical without much time.

2) The implementation of the subjective test in teaching writing evaluation

In doing evaluation of writing skill the English teacher used subjective test form, namely the teacher made test such as essay.

Based on the result of interview on the English teacher at MTs SMIP 1946 Banjarmasin, that in the implementation subjective test in evaluation, she usually use essay test.

b. The procedure of the implementation of the techniques of evaluation in teaching writing skill, as follows:

1) Planning, which is consisting of some indicators, they are:

a) The implementation of evaluation, which is done by the teacher

The implementation of evaluation is useful to know the students' success and progress in mastering writing skill after doing the instructional activity period.

Usually the activity of evaluation is held before the teacher begins the lesson (pre-test) and after finishing the lesson (post-test). In this evaluation usually uses two techniques in measuring the writing skill, namely objective test and subjective test. To be able to know the students' progress in learning writing skill, it can be held the formative test after finishing a certain lesson program. Then, after the planned programs have finished, it is continued by doing the summative test at the end of semester. Therefore, by this way the teacher will be able to determine the rapport score of achievement for every student.

From the writer's observation and interview on the English teacher at MTs SMIP 1946 Banjarmasin, the results that the implementation of evaluation is done before beginning the instructional activity (the pre-test) and after finishing the instructional activity (the post-test) at each meeting.

In doing formative test, the teacher usually use objective test, such as multiple choice, completion, and arrangement. In multiple-choice usually about 5 items, completion about 3 items, and arrangement about two items. Therefore, the total of the items that are in formative test is 10 items.

Beside that the teacher also use subjective test in evaluation in teaching writing skill, such as essay or computation. In essay, test usually about four items.

b) The appropriate instructional goal with main subject.

In making, the item for the test of evaluation at every main subject is based on the high and low competency level of students. Therefore, in making the test must take notice in some things, namely grade age and education of students in taking part of the examination.

Based on the results of interview on the English teacher at MTs SMIP 1946 Banjarmasin, that in making the item test, the teacher adjusts between the instructional goal with main subject and the competency level of the item test. That is based on the three domain educational taxonomy, namely cognitive domain, affective domain and psychomotor domain (skill).

c) The teacher composes the blue-print of item (*kisi-kisi soal*)

The teacher composes the blue-print if item is used as guidance in making the item test so there is consistency in measurement purpose of test and keeping with the limitation of content. It includes about the analysis of content in planning test and about the component of attitudes in the competency level.

Based on the observation and interview on the teacher at MTs SMIP 1946 Banjarmasin that they composes the blue-print based on a meeting with the

teachers of the subject. The blueprint of the test is used as guidance for writing the item test.

2) Scoring which is consisting of scoring in the objective test and scoring in the subjective test, as follows:

a) Scoring in the objective test

In scoring the objective test, it is consisting of correct and incorrect answers. For correct answer will be given 1 (one), and the incorrect answer will be given 0 (zero). Students with adding all correct answers obtain the score.

Based on the results of interview on the English teacher at MTs SMIP 1946 Banjarmasin, that in scoring the objective test, she will give 2 point for correct answer and 0 point for in correct answer. The students score is obtain with adding all correct answers.

b) Scoring in the subjective test

In scoring subjective test, such as essay test, it is depended on weight of each examination items. The weight of score at each item is different and determined by content of subject the level of difficulty and the mud ability.

Based on the results of interview on the English teacher at MTs SMIP 1946 Banjarmasin, that in scoring the subjective tests, the teacher give weight of the items depend on the level of difficulty, namely content test of subject and the mud ability of students.

3) Several review activities, which are done by the teacher toward the results of evaluation in writing skill

After doing evaluation, the results of the test must be analyzed and included. As we know that, there are two ways program in doing review. They are remedial program and enrichment program. The first, remedial program, it is given just to the weak student in mastering the lesson program, to improve and support for solving their problems in learning writing skill. The second is enrichment program that is given to the good student to extend their knowledge and skill in mastering the lesson program.

Based on the result of interview on the English teacher at MTs SMIP 1946 Banjamasin, they do the review activity depended on the results of students in evaluation. The remedial will be given for the students that got scoreless from the standard test, the student that less than 50% from the maximal score will do the remedial program. The remedial items about 15 up to 20 items or they will give the past question to repeat it. Meanwhile, the enrichment program for the good students is not held.

C. Data Analysis

Based on the data collected, the writer will analyze the results of observation and interview above, as follows:

1. Primary data about kinds of techniques of evaluation in teaching writing skill
 - a. Identification of using the objective test and the subjective test in measuring the writing skill, which are consisting of indicators, they are:
 - 1) The implementation of the objective test in writing evaluation

Based on the description of data about the implementation of the objective test is done by the English teacher at MTs SMIP 1946 Banjarmasin in writing evaluation, that she uses arrangement.

2) The implementation of subjective test in writing evaluation that is done by the teacher at MTs SMIP 1946 Banjarmasin, that she use essay as the instrument to measure the students' ability.

b. The procedure of the implementation of the techniques of evaluation in teaching writing skill, as follows:

1) Planning, which consisting of some indicators, they are:

a) The implementation of evaluation, which is done by the teacher.

Based on the description of data above about the implementation of evaluation, which is done by the English teacher at MTs SMIP 1946 Banjarmasin with the pre-test and the post-test. In teaching activity the teacher do the pre-test before beginning the instructional activity to know how far the students' master in learning the subject. Then the post-test is done after finishing the instructional activity in each meeting.

The English teacher at MTs SMIP 1946 Banjarmasin also does the formative test; the implementation is used for knowing the students successful after taking a part of the instructional process in a certain time. After all planned lesson program have finished, then it is done the summative test at each final semester to determine the level of the students' achievements.

b) The appropriate instructional goal with main subject

The planned items for the writing are appropriated in the instructional goal with main subject.

c) Kinds of test, which are used in the test of writing skill

Based on the description of data about the implementation of test, that the English teacher at MTs SMIP 1946 Banjarmasin, uses arrangement for objective test and essay for subjective test.

2) Scoring which is consisting of scoring the objective test and scoring of subjective test, as follows:

a) Scoring in the objective test

The scoring that is done by the English teacher at MTs SMIP 1946 Banjarmasin, that each correct answer will be given 1point, and while for each incorrect answer is 0. In this way only, have two alternatives, that is correct and incorrect.

b) Scoring in the subjective test

The scoring that is done by the English teacher at MTs SMIP 1946 Banjarmasin, that the test is used in essay; the test is depended on weight at each item. The teacher adjust scoring it according to determined procedures in scoring that is depended on the level of difficulty the content of subject and the mind ability of students.

To be easy in scoring the test, the English teacher at MTs SMIP 1946 Banjarmasin can make the key answer. For each correct answer gets high score and the low score for each incorrect answer.

3) Reviewing activity

As we know that, there are two programs in review activity, namely remedial program and enrichment program. At MTs SMIP 1946 Banjarmasin also do the remedial program. They just do the remedial program to help student in improving their ability and try to solve the students' weakness in mastering a lesson.

CHAPTER V

CLOSURE

A. Conclusion

Based on the results of this research, it can be concluded as follow:

1. The techniques that is used by the teacher at MTs SMIP 1946 Banjarmasin in evaluation in teaching writing skill namely objective test such as multiple-choice and subjective test such as essay in arrangement form, these can be seen as follows:
 - a. The implementation of the objective test are done well enough by the English teacher in writing evaluation which consisting of the multiple-choice.
 - b. The implementation of the subjective test is also done well enough by the English teacher in the writing evaluation which only consisting of the essay in arrangement form.
2. The procedure of the implementation of the techniques of evaluation was done by the English teacher in teaching writing skill, these procedure can be seen as follows:
 - a. Planning
 - 1) The implementation of evaluation is done well enough by the English teacher.
 - 2) The instructional goal is appropriated well enough with the main subject.

3) Kinds of the item are used well enough in the test of writing skill.

b. Scoring

1) Scoring in the objective test is done well enough by the English teacher.

2) Scoring in the subjective test is done well enough by the English teacher.

c. Review activity is done well enough by the English teacher.

B. Suggestion

As closure from this description, the writer would like to give some suggestion, as follows:

1. For the English teacher, in order to make written blueprint in making the item test.
2. For the headmaster and all teachers, in order to be consistent in scoring suitable to the scoring procedure in the instructional activity.

CURRICULUM VITAE

1. Name : Aida Elisa
2. Place and date of Birth : Kelua, May 7th, 1985
3. Sex : Female
4. Religion : Moslem
5. Nationality : Indonesian
6. Marrital Status : Unmarried
7. Address :Jl. A. Yani 19.200 Landasan Ulin Barat
Banjarbaru
8. Education : a. SDN Sungai Buluh, 1996
b. MTsN Kelua, 1999
c. MAN Kelua, 2003
d. S1 English Education Department, Tarbiyah
Faculty State Institute for Islamic Studies
Antasari Banjarmasin.
9. Parents
 - a. Father
 2. Name : Sugiannor
 3. Occupation : Swasta
 4. Address : Jl. A. Yani Desa Paliat RT 4 No. 83 Kec. Kelua
Kab. Tabalong Kal-Sel
 - b. Mother
 1. Name : Nurhayati
 2. Occupation : House wife
 3. Address : Jl. A. Yani Desa Paliat RT 4 No. 83 Kec. Kelua
Kab. Tabalong Kal-Sel

Banjarmasin, Muharam 1429 H
January 2008 A.D

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APPENDICES

LIST OF TRANSLATION

Number	Page	Chapter	Translation
1	1	1	<p><i>Wahai orang-orang yang beriman! Apabila dikatakan kepadamu “berlapang-lapanglah dalam majlis” maka lapangkanlah, niscaya Allah akan memberi kelapangan untukmu, dan apabila dikatakan kepadamu “berdirilah” maka berdirilah, niscaya Allah akan meninggikan orang-orang yang beriman di antara kanu dan orang-orang yang berilmu beberapa derajat. (Q. S Al-Mujadilah 17: 11)</i></p> <p>O ye who believe! We are told to make a room in the assemblies, (spread out and) make room: (Ample) room will Allah provide for you and when we are told to rise up, rise up: Allah will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted knowledge. And Allah is well acquainted all we do.</p>
2	2	1	<p><i>Wahai orang-orang yang beriman! Bertaqwalah kepada Allah dan hendaklah setiap orang memperhatikan apa yang telah diperbuatnya untuk hari esok(akhirat), dan bertaqwalah kepada Allah. Sungguh Allah maha meneliti terhadap apa yang kamu kerjakan (Q.S Al-Hasyr 59: 18)</i></p> <p>O ye who believe! Fear Allah, and let every soul look to what (provision) he has sent forth for the morrow. Yea, fear Allah: for Allah is well acquainted will (all) that we do.</p>