

**AN ANALYSIS OF EVALUATION
TECHNIQUES AND PROGRAM
(A Case Study at One Junior High School in Bandung)**

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Abstract

Evaluation has often been seen as a tool used by the teacher to measure learners' performance in learning. It is generally associated with formal tests or examinations at the end of a school term or school year. The phenomenon of how tests influences teaching and learning is commonly described as "backwash" in general education or "washback" in language instruction. Teacher should be aware that the assessment program made and developed could lead to washback effect of the teaching learning process. This paper tries to present analysis of evaluation techniques and program made by teachers in one junior high school in Bandung. The data were taken from interview and document analysis. It was concluded that the evaluation program is well planned, because the teacher had made a series of test for one semester based on the syllabus. The teacher also employed several evaluation techniques based on the objective stated in the Standard Competency and Basic Competency (SKKD).

Key Words: *Evaluation, Test, and Teaching*

A. Introduction

Testing and teaching are not separate entities. Teaching has always been a process of helping others to discover "new" ideas and "new" ways of organizing that which they learned. Whether this process took place through systematic teaching and testing, or whether it was through a discovery approach, testing was, and remains, an integral part of teaching (Hughes, 2003).

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The phenomenon of how tests influences teaching and learning is commonly described as "backwash" in general education or "washback" in language instruction. Hughes (2003) argues that "the effect of testing on teaching and learning is known as backwash." This is in line with Davies (1990) who states that language testing is central to language teaching and its influence on teaching which is known as washback or backwash. In addition McNamara (2000) states "The effect of tests on teaching and learning is known as test washback."

Brown (2004) mentions "Washback is the degree to which a test affects the curriculum that is related to it." He then summarizes four key definitions that are useful in understanding the washback concept: 1) Washback effect refers to the impact that tests have on teaching and learning; 2) Measurement driven instruction refers to the notion that tests should drive learning; 3) Curriculum alignment focuses on the connection between testing and the teaching syllabus; and 4) Systemic validity implies the integration of tests into the educational system and the need to demonstrate that the introduction of test can improve learning. Tests can also have effect beyond the classroom. The wider effect of tests on the community as a whole, including the school, is referred to as test impact (McNamara, 2000).

There are two types of washback which are well-known as the washback direction: negative and positive. Negative washback is said to occur when test content's or format based on narrow definition of language ability and so constrains the teaching/learning contexts. It can also be said that negative washback is negative or undesirable effect on teaching and learning of a particular test, which means a poor

test in which something that the teacher or learner does not wish to teach or learn and a mismatch between the content (e.g., the material/abilities being taught) and the test (Alderson, 1995). Washback becomes negative washback when there is a mismatch between construct definition and the test, or between content (e.g. the materials/abilities being taught).

B. METHODOLOGY

This case study aims at investigating whether the evaluation techniques and program are well planned in one junior high school in Bandung, and to propose an alternative test to be carried out by teachers to achieve the washback effect of the evaluation. It is believed that a good development of evaluation technique and program can lead to the positive washback effect.

There are some techniques used in this study, they are as follows:

a. Interviewing the teacher

This was done to find out the expected output based on the competency standard (*SK*) and basic competency (*KD*) in the school curriculum (*KTSP*). By knowing the expected output the criteria of English teaching and evaluation in that school could be determined. Interview was also used to find out the evaluation techniques and programs applied by the teacher.

b. Analyzing documents

Syllabus and *KTSP* were analyzed to make sure that the indicators are based on the competency standard (*SK*) and basic competency (*KD*). Since the test was given to the 3rd grade students of junior high school in Bandung, the guidelines from the *KTSP* for SMP are used.

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| Berbicara | <ul style="list-style-type: none"> • Interpersonal • Transaksional • Fungsional • Monolog | Aktif Lancar Berencana | <ul style="list-style-type: none"> • Meminta dan memberi kepastian • Mengungkapkan dan menanggapi keraguan • Meminta pengulangan • Menunjukkan perhatian • Menatakan keteguhan • Pesan singkat, lisan, pengumuman • Prosedur, report | Kehidupan sehari-hari |
| Membaca | <ul style="list-style-type: none"> • Fungsional • Esai pendek | Aktif Lancar Berencana | <ul style="list-style-type: none"> • Procedure • Report | Kehidupan sehari-hari |
| Menulis | <ul style="list-style-type: none"> • Fungsional • Esai pendek | Aktif Lancar Berencana | | Kehidupan sehari-hari |

To cope with the expected output based on the curriculum, the teacher has to develop and prepare a series of test for the whole semester. The document analysis shows that the teacher made a series of test during the odd semester of 2010 – 2011 academic year. The tests were given as formative tests. There were several types of test, namely listening test, grammar test, reading test, and writing test. Unfortunately, the teacher did not show the oral or speaking test. He argued that the speaking test usually held impromptu during the teaching learning process. It means that it was given as a direct test.

To achieve the goal of evaluation process, it is therefore proposed an alternative test which is believed to create a washback effect towards the teaching learning process (Appendix 1). The test consists of 50 items which covers the aspects of Competence Standard and Basic Competence (SKKD). There are four aspects, namely Listening, Speaking, Reading, and Writing. This alternative test only covers three aspects, they are Speaking, Reading, and Writing. Listening aspect is given in other kind of test.

The test is in the form of Multiple Choice questions. This type of test was selected because it is the most objective form of test. This is in line with Alderson (1995) who argues that this form of test is well-liked because it can be used to control the range of students'

answers as well as to control the variety of students' answers. Another reason why this form of test is commonly used is because the result can be checked with the computer so that it saves time, money, and energy. This test is also considered as the most objective form of test.

In constructing the test, the writer considered the validity and reliability by making a correct proportion of the test items in terms of the level of difficulty. The test consists of 40% items which are considered easy, 30% items considered moderate, and another 30% items considered difficult.

D. CONCLUSIONS

From the previous discussion, it can be concluded that the teacher has made the evaluation program for one semester. It indicates that the evaluation techniques and program in his school is well planned. Sometimes the teacher made remedial teaching and testing if he found the result of the formative test was not satisfactory.

To solve some problems faced by the teacher during the evaluation process, it is therefore recommended for teacher to develop the evaluation techniques and program for one semester carefully. By referring to the curriculum, especially syllabus and SKKD, the teacher can develop a series of test covering the expected output.

From the result of the analysis, it is imperative that teacher should be more creative in making the test, and focus on helping the students to be able to learn. In making a test, the teacher should pay attention to the criteria of a good set of test in order to achieve the validity and reliability of a test. The teacher should also consider the effect of the test for the teaching learning process, because the way teacher teaches in the classroom can be reflected from the evaluation process given to the students. It is expected that a good development of evaluation technique and program can lead to the washback effect.