



COTEFL 6TH

(CONFERENCE ON TEACHING ENGLISH AS A FOREIGN LANGUAGE)

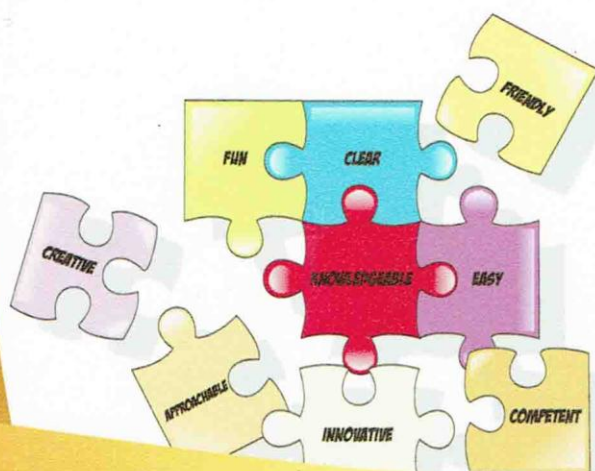


Fakultas Sastra
University of Muhammadiyah Purwokerto
20-21 May 2014

Proceeding

INTERNATIONAL CONFERENCE
ON TEACHING ENGLISH
AS A FOREIGN LANGUAGE

"Promoting Excellence in English Language Teaching
through the Improvement
of Teacher's Competency Standards"



ISBN: 978-602-98472-4-6

Perpustakaan Nasional: Katalog Dalam Terbitan (KDT)

Proceeding International Conference of Teaching English as a Foreign Language

vi + 220 hal; 2159 mm x 1700 mm

ISBN : 978-602-98472-4-6

Editor : Khristianto & Bustanuddin As Suaidy

Selection Team : Santhy Hawanti, Ph.D.

Drs. Pudiyono, M.Hum.

Rina Agustina, S.S., MAppLing. TESOL

Language Editor : Titik Wahyuningsih, S.S., M.Hum.

First Impression : May, 2014

Published by

Faculty of Letters

University of Muhammadiyah Purwokerto

Jl. Raya Dukuhwaluh, Kembaran, Purwokerto, Indonesia

Phone : 62-281-636751 ext 137

Fax : 62-281-637239

Website : www.cotefl.ump.ac.id

e-mail : cotefl.sastra.ump@gmail.com

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Khristianto, As-Suaidy, Bustanuddin [Ed.]

Promoting Excellence in English Language Teaching through the Improvement of Teacher's Competency Standards. Proceeding of the 6th International Conference on Teaching English as Foreign Language (COTEFL) — By: Khristianto & Bustanuddin As-Suaidy (Ed.)—Purwokerto, Central Java: Faculty of Letters, University of Muhammadiyah Purwokerto, 2013

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Cover Design : Aldi & Rony

Layout : Bayu, Dimas, Aldias, Vina

Printed and Published by

Faculty of Letters

University of Muhammadiyah Purwokerto

Jl. Raya Dukuhwaluh, Kembaran, Purwokerto, Indonesia

Phone : 62-281-636751 ext 137

Fax : 62-281-637239

Website : www.cotefl.ump.ac.id

e-mail : cotefl.sastra.ump@gmail.com

Printed in the Republic of Indonesia

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TEACHER PROFESSIONALISM IN IMPLEMENTING LEARNING OUTCOMES EVALUATION

Huriyah

State Institute for Islamic Studies, Syekh Nurjati Cirebon.

Abstract

A teacher has a professional task in the open society the same with other professions that teacher profession is called competitive profession. The competence should be owned by a professional teacher consists of pedagogy, social, personality and professional competence. The competence of learning outcomes evaluation becomes a characteristic of professional teacher, i.e., how deep the teacher has knowledge and skill from the process of making question until the process of reporting and using of test result. Test as measurement tool of student learning outcomes, it is hoped to be able to give correct information and good responsibility. Test is a good evaluation tool if it has validity, reliability and practicality. There are some steps that should be owned by a professional teacher in implementing learning outcomes evaluation are as follows: composing and developing test; giving value based on test result; giving score for essay test; giving score for objective test; giving value based on criterion referenced and giving value based on norm referenced.

I. Introduction

Evaluation is an activity that can't be separated from teaching and learning activity. All of education activities should be followed by evaluation activity. It is impossible, if there is teaching and learning process by a teacher in the classroom without followed by an evaluation activity. Without carrying out of an evaluation, we as teachers may not evaluate and report the student achievement result objectively.

The evaluation activity is done only with using observation technique, it may not be accurate, because there is a subjective element from evaluator. In this case, evaluator has role to determine student assessment. It will not get the same result between what has been seen with eyes and what has been observed, for instance about the behavior of student learning outcomes. It does not identify student condition or student capability correctly. It means that there are some mistakes in giving consideration in interpreting student learning outcomes, because the found information has not reliability. Evaluation is a complex activity, there are some factors that involved and should be accounted in the evaluation activity. For example, how the teacher be able to measure student capability or something should be measured in the student her-

self/himself. It means that student has hidden characteristic and how to measure it, it needed a tool of exact measurement and can be responsibility.

Actually, assessment activity not only evaluates student learning outcomes, but assessment also evaluates some other factors, for example teaching and learning activity (Burhan Nurgiantoro, 1995:5). It means that information is found from assessment on the student learning outcomes can be used as assessment feed back toward teaching and learning activity. For example, if in the classroom there are some students get bad score at one of subject matters, the mistakes are not always from students. In this case, the teacher should ask by himself/herself about teaching and try to do the best in her/his teaching and learning activity. Many years, teachers stated that teaching is much more fun than evaluating, especially in terms of correcting the student exam results. Complaints about the severity of the teacher evaluates student exam results, it is reasonable, because evaluating of student exam results should carry out the procedure as objective and accurate assessment. The objective and accurate assessment requires a lot of time, effort and hard work.

II. Discussion

A. Nature of Evaluation

In the Webster's New Collegiate Dictionary (1981:392), Evaluation has synonym with assessment, estimate, and test. Its meaning is to determine of fix of the important value or size (Appraisal). Relation to this, Gronlund (1981:5) stated that evaluation may be defined as systematic process of determining the extent to which instructional objectives are achieved by pupils. In this definition, there are two important aspects that have correlation with evaluation, i.e., First, evaluation implies a systematic process, which omits casual uncontrolled observation of pupils. Second, evaluation assumes that instructional objectives have been previously identified. Without previously determined objectives, it is difficult to judge clearly the nature and extent of pupil learning.

This definition that evaluation is a much more comprehensive and inclusive term than measurement, which is limited to quantitative descriptions of pupils; that is, the results of measurement are always expressed in numbers (for example; Mary correctly solved 35 of the 40 arithmetic problems). It does not include qualitative descriptions (for example : Mary's work was neat), nor does it imply judgments concerning the worth or value of the obtained results. Evaluation, on the other hand, may include either quantitative or qualitative descriptions of pupils, or both (Gronlund, 1981:6). Evaluation also always includes value judgments concerning the desirability of the results (for example: Mary is making good progress in arithmetic). Based on definition above it can be generally concluded that evaluation is to determine the fix of value. Evaluation has quantitative description (measurement) and/or qualitative descriptions (non measurement) plus value judgment. To evaluate it is needed some evaluation tools, for example questioner, test, scale, observation technique and so forth. More particularly, to evaluate learning outcomes, test is one of evaluation tool sometimes used. So, the paper will discuss about learning outcomes evaluation in the meaning of giving value on the score of test result. According to Oller (1998:1) stated that test is a tool to determine value as a task or a set of task that should be done by students or a group of students in order to produce value about student behavior or student achievement. Test as learning

outcomes evaluation has two functions (Harris, 1989:3) are as follows:

1. To measure the mastery level on a set of material or achievement level on a set of certain goal.
2. To determine student position in a group, about mastery of material or achievement of certain goal. The first function emphasizes to measure teaching program achievement, while the second function emphasizes to measure individual learning achievement as atest participant.

B. Teacher Professionalism In Implementing Learning Outcomes Evaluation

Teacher has obligation to enhance her/his professional competence, because teacher is a professional in the open society the same with other professions that profession of teacher is called competitive profession (Tilaar, 1998: 293). A professional demanded for having knowledge, skill, sufficient capability as it is called competence (Roestiyah, 1996: 4). The competences that should be owned by a professional teacher according to the regulation of National Education Minister , Number 16, 2007 are as follows: Pedagogy, Social, Personality and Professional competence. Relation to this, there are some criteria for a professional teacher are as follows: (1) having the talent, interest, call the soul and idealism; (2) having commitment to improve educational quality of faith, piety and noble character; (3) having academic qualifications and educational background in accordance with its assignment; and (4) having the competence (Smith, 1996:2).

The competence of learning outcomes evaluation becomes a characteristic of professional teacher, i.e., how deep the teacher has knowledge and skill from the process of making question until the process of reporting and using of test result. Test as a measurement tool of student learning outcomes, it is hoped to be able to give information that has correct responsibly (Burhan Nurgiantoro, 1999:97). So, the test should be able to give responsible information, test instrument also should have be responsibility as instrument of good evaluation. The instrument of evaluation will be good if it has high validity and reliability (Saefuddin Azwar, 1997 :65). Evaluation can be meant as a process of determination of an object value. Determination of an object value,

it is needed a measurement of criteria (Nana Sudjana, 1991 : 3). So that, the main of evaluation is a process of giving a certain value based on a certain criteria. The criteria is used to receive the index of question validity is 0.30 (W. James Popham, 1995 : 203). While to measure the question reliability with using item selection procedure (Saefuddin Azwar, 1997 : 162).

Relation to this, there are three factors of good evaluation as test instrument (Oller, 1999:4) namely, validity, reliability and practicality. The validity of test is related to how well the test does what it is supposed to do, namely, to inform us about the examinee's progress toward some goal in a curriculum or course of study, or to differentiate levels of ability among various examinee's on some task. Validity questions are about what a test actually measures in relation to what it is supposed to measure.

The reliability of a test is a matter of how consistently it produces similar results on different occasions under similar circumstances. Questions of reliability have to do with how consistently a test does what is supposed to do, and thus can not be strictly separated from validity questions.

A test's practicality must be determined in relation to the cost in terms of materials, time, and effort that it requires. This must include the preparation, administration, scoring, and interpretation of the test.

There are some steps that should be owned by a professional teacher in implementing learning outcomes evaluation. The steps will be explained clearly are as follows:

1. Composing and developing test

Test that will be discussed in the paper is the test has correlation with student learning outcomes. So, the composing and developing of the test should have be validity in order to the result of the test be able to show student learning outcomes exactly or learning achievement that has been achieved by individuals of test participant. As a professional teacher will be better if he/she understands some steps of test construction that will be achieved by students are as follows :

- a. Determining the goal of test
- b. Curriculum analysis
- c. Analysis of lesson book and the source of other material.

- d. Making the grills
- e. Writing the specific instructional objective
- f. Writing the questions
- g. Reproduction the limited test and trying out of the test
- h. Analyzing the result of trying out
- i. Revising the question, and
- j. Connecting questions to become test

2. Giving the value based on test result

After composing and developing test correctly, so it is hoped that result of test measuring will be able to explain the exact condition from measuring object. In the other word, the test has been high validity and reliability. For example the test to measure achievement level or mastery level on the material of subject matter A hoped to be able to explain student capability exactly on the material of subject matter A. Its meaning that score has been achieved as the result of test measuring, it will draw student capability or student mastery on the material A, so, the result of measuring exactly used in determining value (grade) of student passing.

Relation to this, the next element that should be concentrated in the evaluation with using test is the carrying out of the test, for example instruction and supervision

Beside composing and developing test, there is an important thing in evaluation of learning outcomes with using test, i.e., giving value or giving score. Giving value or giving score means here "giving number" or "determining number". In this case, giving value is giving number based on student answer on the test given. Value or score that is achieved, it is called raw score. The next step, giving value or giving score is to give raw score called scoring, while giving value to determine past score or value or grade based on raw score is called evaluation or giving value.

Relation to this, that scoring or evaluating on the test result can be distinguished into two kinds, they are based on type of score that is found for each test item, namely (1) giving score for essay (it is called subjective test); (2) giving score for objective test (for example: multiple choice, true false, matching and so forth).

Essay test and other test is the form of test which each item not only can be measured correctly or wrongly, but it also can be meas-

ured a half of true or a quarter of true and so forth. While the objective test and other test is the test every item only can be answered correctly or wrongly.

3. Giving score for essay test

For every item of subjective test can be given from 0 (zero) until 10 (ten) score based on the level of true answering, i.e., it is given 10 (ten) score if the answer is true or exact the same with opinion of score giver, it will be given 0 (zero) score if the answer is wrong, it will be given 5 (five) score if the answer is a half of true according to the opinion of score giver, and so forth. Scoring for every student is found out of score number of all item or test item. Scoring that is found here called as raw score.

4. Giving score for objective test

For objective test as multiple choice, every test item only can be answered correctly or answered wrongly by student. So that, every item only has 1 (one) or 0 (zero) score. If student answers correctly, it will be given 1 (one) score, while if student answers wrongly, it will be given 0 (zero) score. Scoring for every student is found out of score number of all of test item. According to the giver of score doesn't influence the score of test participant in objective test. So that, score of objective test is determined by many items of true answer. Score that is found here called raw score.

After finishing giving score, the next step is determining of past score based on raw score or in the other word, translating of raw score into past score or value (grade) that will determine the passing. This work is called as giving value.

In giving value, there are two ways are as follows, namely (1) giving the value based on criterion referenced or absolute standard, and (2) giving the value based on norm referenced.

Although the second way is not only for giving the value, but it also follows to determine the way of composing and developing test, yet, in this writing that criterion referenced and norm referenced only will be discussed in the relation with giving value (grade).

5. Giving value based on criterion referenced

Giving the value of this kind based on instructional objective has been determined. It

means that given value to the test participant shows achievement of instructional objective or level of mastery on the material that is determined. For this necessity, firstly, raw score is translated into 1 (one) until 100 (hundred) score, that shows percentage of instructional objective achievement that has been achieved. For junior and senior high school that used the score from 1 (one) until 10 (ten), score 1 (one) until 100 (hundred) can be directly transformed into 1 (one) until 10 (ten), while for the higher education from 1 (one) until 100 (hundred) score can be transformed into the score of 1 (one) until 4 (four).

6. Giving value based on norm referenced

Giving value of this kind uses group as criteria the value of a student is determined by the position in the group. For example: A student that gets score of 65 (only 65% of instructional objective that has been achieved) can be given 0 (zero) score in evaluation of norm referenced, or a student only gets score of 30 can be given 6 (six), so that, the student passes with the level of mastery is 30%. But, on the contrary, it can also occur that a student that gets score of 65, it can't be called as success, because other students in the group, all of them get value more than 65 (65% from the goal that has been achieved).

Conclusion

Teacher has obligation to enhance her/his professional competence, because teacher is a professional in the open society the same with other professions that teacher profession is called competitive profession. The competence should be owned by a professional teacher consists of pedagogy, social, personality and professional competence. The competence of learning outcomes evaluation becomes a characteristic of professional teacher, i.e., how deep the teacher has knowledge and skill from the process of making question until the process of reporting and using of test result. Test is measurement tool of student learning outcomes, it is hoped to be able to give correct information and good responsibility. Test is a good evaluation tool if it has validity, reliability and practicality.

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