Exploring English Teachers' Evaluation Test at Mts. Sains Algebra

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Abstract

The purpose of the study is to measure the evaluation test of English teachers at the junior high school level, at MTS SAINS AL-GEBRA is to understand the extent of the teaching quality of English teachers at that level. This goal can be achieved through measuring teacher performance in various aspects, such as Measuring understanding and mastery of material, identifying teacher strengths and weaknesses, Evaluating curriculum and teaching methods, Improving the quality of education. In addition to the qualitative research method used to gain an in-depth understanding of teacher test evaluation, this stage involved the development of a test evaluation instrument and interviews. The instrument was designed to cover several aspects of important questions in English language teaching and testing, such as knowledge of English, teaching methods, understanding of the material, interaction with students, and the assessment stage. The Data were collected through interview. with teachers as examples of tests that have been given, then the data were collected for final analysis, using qualitative methods to see the correlation between teacher evaluation and student achievement. The research place is MTS SAINS AL-GEBRA Sorong City, the research informants are 2 English teachers. The instruments of this research were interviews and observation sheets. The data collection technique used was through in-depth interviews.

Keywords: Measuring Evaluation test,English teachers Teaching quality

INTRODUCTION

In the context of education, teacher evaluation plays an important role in ensuring the quality of teaching and learning outcomes. This is especially true in English language teaching which is considered a fundamental subject in today's increasingly globalized world. Learning interaction also plays an important role in the teaching and learning process Ibrahim, I, (2021). In reaching good communication, students should be able to carry out and dig their deep understanding about how they can use English orally as well as they can. Wael, Asnur & Ibrahim, (2018). Effective evaluation of English teachers in junior secondary schools (SMP) is essential to improve language proficiency and help create meaningful English learning experiences for students.

However, measuring the evaluation of English teachers' tests requires the development of valid and reliable assessment instruments. Such instruments should go beyond traditional evaluation methods and include a comprehensive assessment of various aspects of English teaching. Language learners have their own way to learn a language (Wael et al. 2023). Nowadays, English is one of the subjects that students must master. Teachers need to structure English learning evaluation in an authentic way to create meaningful English teaching and learning. The evaluation of students' English learning should be diverse,

including by giving written and oral tests. Productive abilities are indicative of the capacity of an individual to learn a language, while self-confidence, Saputra, D., & Akib, M. (2020).

In the field of education, most Indonesian students pass English reading tests, Hasanudin et al (2023). In English subjects, written tests are not only limited to multiple choice or short answer, but should also follow learning objectives that test students' writing skills related to the topic being studied (Yundayani & Sri Ardiasih, 2021). Evaluation of student learning is not only done at the end of learning, but also at the beginning and during the learning process. At the beginning of learning, teachers can evaluate students' initial abilities related to the topic to be learned (Ajjawi et al., 2020; Davis, Meloncelli, Hannigan, & Ward, 2022). During the learning process, teachers can assess the level of student engagement in communicating using English. At the end of the lesson, teachers can evaluate the achievement of learning objectives related to the topics that have been taught (Syahabuddin, Fhonna, & Maghfirah, 2020). This evaluation approach reflects comprehensive assessment in the characteristics of authentic assessment.

Teacher evaluation in an educational context is essential to ensure the quality of teaching and student understanding. In this case, junior high school English teachers play a crucial role in helping students develop their English language skills. Therefore, evaluation tests for English teachers in junior secondary schools become an important tool to measure their competence and the quality of their teaching. "the importance of teacher evaluation in education to ensure the quality of teaching and students' understanding. In the context of English language teaching in junior secondary schools, teacher evaluation is important because they play a crucial role in helping students develop their English language skills. The evaluation test of junior secondary English teachers is an important tool to measure their competence and teaching quality (Darling-Hammond, L. (2012). In measuring the evaluation test, English teachers in junior high school can also take a competency-based approach.

However, this approach emphasizes measuring teachers' ability to apply English knowledge and skills in meaningful learning contexts. Competency-based evaluation tests will provide a holistic picture of teachers' ability to teach English. "The relevant theory in measuring English teacher evaluation tests in junior secondary schools is the competency-based approach. This approach emphasizes measuring teachers' ability to apply English knowledge and skills in meaningful learning contexts. Competency-based evaluation tests provide a holistic picture of teachers' ability to teach English, Stiggins, R. J., Arter, J. A., Chappuis, J., & Chappuis, S. (2007).

Teacher evaluation In conducting an English teacher evaluation test in junior high school, it should cover various important dimensions, such as theoretical knowledge, understanding of effective teaching methods, communication skills, ability to develop lesson plans, and ability to manage the classroom, Wiggins, G. (1998). Middle school English teacher evaluation tests should also include aspects of performance evaluation. These evaluations allow teachers to get constructive feedback on the quality of their teaching. In this case, performance evaluation theory becomes relevant to ensure that evaluation tests can provide accurate and useful information in improving teachers' competencies. "The relevant theory in this paragraph is performance evaluation. These evaluations provide constructive feedback to teachers about the quality of their teaching. Performance evaluation theory becomes relevant to ensure that teacher evaluation tests can provide accurate and useful information in improving teacher competence, Harlen, W. (2003).

English teacher evaluation tests in junior high schools can also be based on the theory of measuring student learning outcomes. This measurement involves assessing students' progress in understanding and using English. A teacher evaluation test should be able to measure the extent to which the teacher has succeeded in improving students' English language skills in this case, "A junior high school English teacher evaluation test should be able to measure the extent to which the teacher has succeeded in improving students' English language skills. This measurement involves assessing students'

progress in understanding and using English," Brown, H. D., & Abeywickrama, P. (2010). The approach to English teacher evaluation tests in junior high schools can also include authentic assessment methods. This method emphasizes the use of real tasks and situations that are relevant to students' daily lives. Through authentic assessment, teachers can see the extent to which students can apply their English knowledge in real contexts. "The authentic assessment method emphasizes the use of real tasks and situations relevant to students' daily lives. Evaluation tests that include authentic assessment allow teachers to see the extent to which students can apply their English knowledge in real contexts, Popham, W. J. (2008).

Furthermore, English teacher evaluation tests in junior high schools can also reflect contextual learning theory. Effective English learning considers the social, cultural and environmental context of students. The evaluation test should measure the teacher's ability to create a learning environment that encourages student participation and understanding, "contextual learning. Effective English language learning considers the social, cultural and environmental context of students. Evaluation tests should measure the teacher's ability to create a learning environment that encourages student participation and understanding, McMillan, J. H. (2013). The concept of measuring English teacher evaluation tests in junior high school can also be related to the formative approach. Formative evaluation provides continuous feedback and opportunities for improvement throughout the teaching process. Evaluation tests should provide useful and relevant insights for teachers to improve their teaching over time." Formative evaluation provides continuous feedback and opportunities for improvement during the teaching process. Evaluation tests should provide useful and relevant insights for teachers to improve their teaching over time, Gronlund, N. E., & Waugh, C. K. (2009).

Student engagement is also an important aspect in measuring English teacher evaluation tests in junior high school. Evaluation tests can reflect active participation theory, where students are actively involved in learning activities and are tested in interactive situations. It can show the teacher's ability to motivate students and create a dynamic learning environment." Evaluation tests should reflect the theory of active participation, where students are actively engaged in learning activities and tested in interactive situations. The test can demonstrate the teacher's ability to motivate students and create a dynamic learning environment," Shepard, L. A. (2000). In order to measure English teacher evaluation tests in junior high schools, an inclusive approach is needed. These tests should take into account students' individual differences, including learning styles, language ability levels, and special needs. Thus, the evaluation test should consider the theory of differential approach to ensure that teachers can meet the needs and facilitate the development of each student well. "The evaluation test of junior high school English teachers should consider the individual differences of students, including learning styles, language proficiency levels, and special needs. By using a differential approach, evaluation tests can ensure that teachers can best meet the needs and facilitate the development of each student. Black, P., & Wiliam, D. (1998).

METHOD

The research method used in measuring English teacher evaluation tests involved a qualitative research design used to gain an in-depth understanding of teachers' test evaluation, this stage involved developing a test evaluation an interview instrument. The instrument was designed to cover several aspects of important questions in English language teaching and testing, such as knowledge of English, teaching methods, understanding of materials, interaction with students, and the assessment stage. Data were collected through interviews with teachers such as sampling of tests that had been given, numerical data such as test scores, which were collected for the final analysis. The collected data was then analyzed using qualitative methods to see the correlation between teacher evaluation and student achievement. The research place was at MTS SAINS AL-GEBRA Sorong City, the research informants were 2 English teachers. The instruments of this research were interviews and observation sheets. The data collection technique used was through in-depth interviews.

RESULT AND DISCUSSION

In this research, researchers took data from the results of interviews that had been given to participants by analyzing data about teacher evaluation tests starting from the English evaluation test process, aspects measured in the test, the suitability of the test to the material, the purpose of the test, and examples of tests given, the following are the results of the interview;from two English teachers. The data can be drawn as follows:

[From the first interview question from both English teachers at MTS SAINS AL-GEBRA, have the same answer regarding the method used when giving evaluation tests to students.That the evaluation test process consists of two, namely written evaluation tests (Multiple Choice and Essay), and oral (Speak) which are carried out after the material is taught, and at the end of learning (Final Test)].

From the results of interviews with the two English teachers at MTS SAINS AL-GEBRA, the English evaluation test process is given at two different time frames, namely after the material is taught and at the end of the lesson or semester ends in this case the end of semester test, the type of evaluation test given is divided into two, namely written tests in the form of multiple choice and essays, as well as oral tests. teachers believe that by doing both types of English evaluation tests it will be more appropriate to measure the knowledge and English language skills possessed by students.

1. The aspects measured by these two English teachers are knowledge, skills, and attitude test aspects.

   In conducting English tests, of course, teachers want to see the extent of knowledge and skills possessed by students, as well as the extent of the level of politeness that exists in these students. The knowledge aspect can be assessed by the teacher from written tests in the form of multiple choice and essays, the skill aspect can be assessed by the teacher from oral tests in the form of tests of students' English speaking skills in front of the class, while the attitude aspect can be assessed from the daily interactions of students with teachers inside and outside the classroom, namely, honesty, attitude, and student confidence which can be assessed during the English evaluation test.

2. Evaluation tests are given in accordance with Basic Competencies/ Learning Objectives

   Evaluation tests given in accordance with Basic Competencies or Learning Objectives are tools to measure the extent to which students have achieved the competencies or learning objectives set out in the curriculum or lesson plan. This evaluation test is designed to evaluate students' understanding and mastery of the subject matter taught.

3. Purpose of evaluation: achieving learning objectives and improving the learning process

   The purpose of evaluation in an educational context is to achieve learning objectives and improve the learning process. Evaluation in education serves as a tool to measure student achievement in reaching the goals set out in the curriculum or learning plan. In addition, evaluation.

4. Examples of evaluation test questions: -Oral (at the end of the material) - PG & Essay at the end of learning / Final Test.

Examples of evaluation test questions: -Oral (at the end of the material) - PG & Essay at the end of learning / UAS,The text starts by presenting examples of evaluation test questions, indicating that there are two types of assessments mentioned: Oral tests and PG & Essay tests.Oral Test: This type of evaluation is conducted at the end of the material or learning period. It likely involves students verbally answering questions posed by the teacher or evaluator. The purpose of this test could be to assess the students' understanding and retention of the material presented. Multiple Choice and Essay Test: This assessment is administered at the end of the learning process or the subject (PG likely stands for "Practical Guide"). It appears to involve a combination of written tests in the form of essays or written responses. This type of test may require students to elaborate on concepts, demonstrate critical thinking, and showcase their comprehensive understanding of the subject matter. Additionally, the term "Final Test" is mentioned, which could refer to "Ujian Akhir Semester" in Indonesian, translated as "Final Semester Examination" in English. This indicates that these evaluation test formats may be used at the end of a semester or term to assess students' overall performance and understanding.

The research conducted on the English evaluation test process used by two English teachers. The evaluation process includes two types of tests: written evaluation tests (Multiple Choice, Essay) and oral (Speak) tests. These tests are conducted after the material is taught and at the end of the learning period or semester (Final Test). The paragraph further explains that the evaluation tests measure three main aspects: knowledge, skills, and attitude. The knowledge aspect is evaluated through written tests, while the skill aspect is assessed through oral tests, focusing on students' English speaking skills. The attitude aspect is observed based on students' daily interactions with teachers, taking into account their honesty, attitude, and confidence.

Additionally, the evaluation tests are designed to align with the basic competencies) or Learning Objectives, which serve as tools to gauge students' achievement in the curriculum or learning plan. The primary purpose of these evaluations in the educational context is to ensure that learning objectives are met and to enhance the overall learning process. The paragraph also provides examples of evaluation test questions, such as oral tests conducted at the end of the material and written tests (Multiple and Essay) given at the end of the learning process or the final semester examination.

The central theme of the paragraph is to highlight the importance of employing various types of evaluation tests to comprehensively measure students' knowledge, skills, and attitudes. The tests are strategically aligned with learning objectives, which, in turn, fosters a successful learning environment. This research emphasizes the significance of a well-rounded evaluation process to ensure students' overall growth and progress in their English language education.

CONCLUSION

The research presented in the paragraph focuses on the English evaluation test process used by two English teachers. The evaluation test process consists of two types: written evaluation tests (PG, Essay) and oral (Speaking) tests. These tests are conducted after the material is taught and at the end of the learning period or semester (Final Test). The aspects measured in the evaluation tests include knowledge, skills, and attitude. The knowledge aspect is assessed through written tests, while the skill aspect is evaluated through oral tests, assessing students' English speaking skills. The attitude aspect is observed from students' daily interactions with teachers, including honesty, attitude, and confidence. The evaluation tests are aligned with the KD (Basic Competencies) or Learning Objectives, serving as tools to measure the extent of students' achievement in the curriculum or learning plan. The primary purpose of evaluation in this educational context is to achieve learning objectives and enhance the learning process. The examples of evaluation test questions include oral tests conducted at the end of the material, and written tests such as PG and Essay given at the end of the learning process or the final semester

examination (UAS). Overall, the research emphasizes the importance of using different types of evaluation tests to comprehensively measure students' knowledge, skills, and attitudes, ensuring alignment with learning objectives to foster a successful learning environment

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