

IMPROVING STUDENTS' ENGLISH LEARNING THROUGH EVALUATION PROCESS

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ABSTRACT

Education is one of the topics often discussed in Indonesia. The gaps of education quality seem to be the problems. It could be seen that the levels of the UN (National Examination) graduates are still under standard. The condition of this unexpected quality of education also occurs on the results of English learning. The ability to speak both receptive and productive capabilities have not reached the minimum target. Therefore, this research problem is: How effective does the evaluation process improve student English learning in SMA? This study aims to investigate and assess the evaluation process in order to get its effectiveness to improve students learning outcome. This study is done by giving the treatment in the experimental group and the relative contribution and effective variable covariates on the results of English learning. While research method uses a quasi-experimental, and as an experimental group, it is a group of students during the learning process applied evaluation process. In this research, it is considered to check internal validity and external validity. External validity refers to an understanding of the research results, and it can be generalized. Samples are second grade students of SMAN 2 Banda Aceh chosen at random by considering the similarity of the two groups and tested by using ANOVA statistics. Internal validity refers to an understanding of whether the experimental results are due to other factors. To control the various factors that will affect the internal validity, it is needed to choose quasi-experimental groups randomly.

Keywords: : Evaluation Proses , Learning Outcome, English Lesson

I. The Background of Study

The quality of education in Indonesia become one of the hot topic discussed. Various indicators show that the quality of education has not improved significantly. The evaluation from elementary through high school students is relatively low. Various tiered dissatisfaction occurs. SMP is the provision of primary school, the graduate is not good to enter junior high school, the high school also feel provision of Junior that is not ready to follow the teaching in high school, and the college is the provision of high school graduates that are not ready to follow the lectures. Beeby (1992) and Rustaman (1992) states that there are still gaps quality of education at various levels. The percentage of graduates in UN is still under average. The percentage received at state universities that value UMPTN over ideal passing grade is also relatively small, so the reception at the State not based on passing grade but on the basis of the ranking. The low quality of education as mentioned above occurs also on the results of learning English. Language skills, both receptive capabilities such as reading and listening and productive capabilities such as speaking and writing has not reached the minimum target.

Fisher (1988) reported the results of learning to write twelve Indonesian students studying in English Center (an international program in English at the University of Kansas, USA) is still unsatisfactory. This happens due to lack of student ability to communicate his ideas in written language, although the students master the structure of the English language. The government described above is quite alarming. To that end, it is necessary to do efforts to get the right solution. Teachers as curriculum developers has four basic tasks: (1) planning the curriculum, (2) implement the curriculum, (3) assess the curriculum, and (4) improve the curriculum (Gagne, 1977; Nasution, 1987; and Sukmadinata, 1997). Curriculum planning is an analysis of curriculum development in a rational and systematic manner that the curriculum is more effective and efficient and to address challenges needs of learners and society. To plan the curriculum, it is required to apply it in the classroom, and teachers do things as follows: (1) determining educational goals, (2) determine the learning process, (3) determine the organization of the curriculum, and (4) determine ways to assess learning outcomes (Nasution, 1987).

In line with the above opinion, Sukmadinata (1988: 213) states that the professorship is a professional job, which means able to meet the demands of the profession and should work and behave in a professional manner. Furthermore, he said that a good teacher is a teacher who succeeded in teaching, which is able to prepare children achieve the goals that have been formulated in the curriculum. This opinion has implications that the act of teaching is an act that requires a moral responsibility. As a moral responsibility means that all teachers are responsible for children's formal education conducted in the task of teaching. In the process of learning, interaction between teachers and students should be established. It is intended to create a two-way communication or more as learning process. Teachers' efforts in establishing two-ways communication is aimed at teaching students or activate the students in learning in various ways such as evaluation during the learning process. It is called the evaluation process (David et al., 1974; Biggs and Telfer, 1987). This evaluation is intended to train students in doing tasks, answer questions, or tests and controlled by the teacher in the classroom.

Boyd (1984) mentions curriculum component includes objectives, content, learning experiences, and evaluation. This is called the anatomy curriculum, as illustrated below.

Objective → Content → Learning Experience → Evaluation

2.1. Curriculum Anatomy

The main focus of research or a question to be answered from the study is: How effective can the evaluation process improve learning outcomes of high school students in learning English ?

2.2. The Aim of study

In particular, this study aims to investigate / examine:

1. The effectiveness of the evaluation process in improving students learning outcomes in reading.

2. The effectiveness of the evaluation process in improving students learning outcomes in listening.
3. The effectiveness of evaluation process in improving students learning outcomes in speaking.
4. The effectiveness of the evaluation process in improving students learning outcomes in writing.
5. The development of student learning outcomes (gain) experimental group during the implementation of the evaluation process is done (during experiments done) on the skills : reading, listening, speaking, and writing.
6. The relative contribution and effective variable covariates on improving student learning outcomes in reading, listening, speaking, and writing.

2.3. The Significance of Study

This research is expected to have proposition or principle in the field of curriculum evaluation and evaluation of teaching through the evaluation process that can be implemented in secondary education which in turn is expected to be developed into a theory of learning in order to enrich the science in the field of education. Thus, these findings will enrich the theoretical study and implementation of the curriculum, in particular evaluation models that already exist, namely the theory of transmission and behaviorism. This study has typical characteristic, namely on the side as a model evaluation emphasis on student achievement, as well as teaching approaches. As an approach to teaching, the evaluation process can give feedback, can improve the learning process, and improve learning outcomes or objectives. Model evaluation of this process can be made in the alternative for curriculum developers and teachers in the implementation of the curriculum itself. Implementation of process evaluation in the process of learning English can be used as a teaching approach to enable students to learn. Additionally, with the implementation of the evaluation process can help teachers to have the attention and check the accuracy of speech comprehension and students. Implementation of the evaluation process can be fed back into teaching in general, and learning English in particular in high school. For students, the implementation of the evaluation process can be used and stimulated with questions during learning activities, it is expected that the power of thinking to improve learning outcomes. This is due to the evaluation that can stimulate students directly involved in the learning process. Implementation of the evaluation process can improve student learning outcomes and improve the learning process.

III. REVIEWOF LITERATURE

3.1. Evaluation of Curriculum

Many experts curriculum evaluation are on the boundaries of curriculum evaluation. There are reviewing it from a very broad scope and some are reviewing it from a narrower side. According to Sukmadinata (1988: 193) wide or narrow a curriculum evaluation actually defined by its purpose. This means that curriculum evaluation system can evaluate the entire curriculum or only certain components in the curriculum system. The following described

boundaries curriculum evaluation given by experts Tyler (1949) defines curriculum evaluation in an effort to examine whether the purpose of education is achieved through learning experiences. Because the educational goals reflect changes desired behavior on students, which is important in the evaluation. Taba (1962) considers evaluation as an estimate of the student's progress toward the goals to be achieved. The second evaluation of this opinion can be interpreted as an effort which seeks to obtain a description concerning with the effectiveness of the curriculum or teaching program in achieving its goals. Curriculum in this research is related to evaluation in terms of the results achieved by students. Lewy (1977: 30) states the evaluation function as the provision of information to facilitate the decision-making process at some level curriculum development. Related to the above opinion, Stufflebeam (1982) looked at the evaluation in an attempt to choose an alternative decision. Both of the above opinion concluded that the evaluation is intended to have consideration in order to make decisions. Miller and Seller, (1985: 302) says there are five evaluation functions. They are (1) diagnosis, (2) revision of curriculum, (3) a comparison, (4) the anticipation of educational needs, and (5) the determination of whether a goal has been achieved. Further Miller and Seller (1985: 303) emphasizes the importance of the evaluation function for the benefit of the revised curriculum and stressed the importance of common ground on an objective evaluation by the administrator and the person concerned because of the inequality of opinion among them on the purpose of the evaluation may lead to things that are less well, Scriven (in Miller and Seller, 1985: 299) distinguishes the function of formative evaluation and summative evaluation. Formative evaluation serves to improve educational programs or teaching and learning process. This evaluation is an integral part of the planning process of curriculum and instruction.

Summative evaluation function assesses the effectiveness of curriculum and instruction are implemented according to plan. Based on the expert opinion of curriculum evaluation can be concluded the definition of curriculum evaluation is very diverse formulations, but complementary to each other. The definition of curriculum evaluation can be viewed from the aspect of emphasis, such as the aspect of achieving goals. This means that the curriculum evaluation aimed at determining if the educational goals that have been formulated achieved through teaching experience. Another definition emphasizes the need for consideration of the value and meaning of something being considered by a certain criteria as feedback in order to improve the weak program and decision-making.

3.2. Evaluation of Teaching

Carrying out teaching evaluation is an activity to evaluate not only the result of learning but also the overall implementation of instruction. According Sukmadinata (1988: 121) implementation of instruction includes the evaluation of objective component, materials which include sequences of teaching materials, teaching strategies and media, as well as components evaluasi teaching, both the content and process of teaching system. Sudjana and Ibrahim (1989) stated evaluation is not intended to produce regulation that are common, but it is aimed at a value of an object or event in a particular context. That is, what is needed is a judgement or a variety of considerations. Judgement or considerations involved in moral, ethics, values, and so on. Scoring has complex consequences of the role of evaluation in the

future as a result of learning by the students will be projected as a consideration of the implementation of the curriculum, as presented Hasan (1988) that the educational evaluation focused on the implementation of the curriculum. With regard to the above opinion, Guba and Lincoln (in Hasan, 1988) stated evaluation serves as consideration on the value and meaning something. The same thing was proposed by Miller and Seller (1985), which emphasizes the consideration is determined the value of something that is being evaluated. Hasan (1988) insists on giving the value and meaning something to consider based on a certain criteria. Opinion of experts is intended to look at the value and utility of a program or is intended as feedback for the purpose of fixing parts of the program are still weak. Cronbach (in Worthen and Sanders, 1987: 16) said that the evaluation was conducted to identify the aspects of the program where needed revision or improvement. The importance of value judgments is also emphasized by Sukmadinata (1997: 170-181) that states the minimum curriculum evaluation policy in regard to three things, namely (1) evaluation as a moral judgment. (2) the evaluation and decision-making, and (3) evaluation and consensus values

3.3. Evaluation Process

Implementation of the evaluation; a good evaluation of the curriculum and teaching evaluation conducted by several stages. Wrightstone (1986: 23) suggests a five-step evaluation process, namely (1) formulating the basic objectives of curriculum, (2) to determine and explain the main objectives of the curriculum, (3) selecting the test provided for each main objectives the curriculum, (4) develop scale tests or techniques are needed, and (5) wearing some formal tests and techniques for measuring student growth and development. All (1986: 23) states the steps above are very common and confounds between curriculum development and evaluation. The first step and the second seems a step in curriculum development. TenBrink (1974) proposed a model assessment process into three stages, namely the preparatory phase, data collection and assessment. During the preparation stage consists of several steps, namely (1) describes the specific considerations and decisions to be made, (2) describe the required information, (3) utilize existing information, (4) determine when and how to obtain information, (5) prepare and choose the information collection instruments that will be used. In the second stage include (1) the acquisition of information, (2) analyze and record the information. The last phase containing the stages (1) to make a judgment, (2) make a decision, and (3) summarizes the results of the assessment and reporting (eg by teachers to parents in the form of a report card).

3.4. Evaluation Process

3.4.1. Definition of Evaluation Process

There are several terms that meaning is the same as the evaluation process. Kremer (1981) refer to as the process-oriented evaluation. According to Kremer that this evaluation has a significant relationship with the learning process and student learning outcomes. This is due to the implementation of the evaluation process on micro teaching and learning process can contribute to the learning process the macro. Teaching and learning process micro synonymous with lesson one unit of the main points of the lesson. While learning micro equal

to one quarter program. The evaluation of micro provides the basic process for macro-process. In line with the above opinion, Biggs and Telfer (1987) Evaluating call at the process level. The evaluation is conducted on each of the learning process. Evaluation can be beneficial for students as the experience during the learning process. Levin (1981) mention the studies of classroom evaluation process. According to this type of evaluation aims to improve teaching and learning. Davis et al. (1974) referred to the evaluation (continuous evaluation) which refers to the procedure for obtaining information about any ongoing learning system. Evaluations are carried out continuously on each teaching learning process that is used to provide information as feedback to students about their learning progress and identify and fix problems on teaching. Expert opinions to 4 above are complementary. That is, between one sense with another sense of mutual support. Kremer more emphasis to do with the learning process and learning outcomes which serves as a micro learning process. Biggs & Telfer stated evaluation process becomes enhancer experience for students.

3.5. Principles of Evaluation Process

The evaluation process of the learning process is based on a number of principles. It is intended that the model can function as expected. The principles in question can be stated as follows (Popham, 1973, Department of Education, 1982/1983, and Slamato, 1988). The first is the principle of integration. The second is the principle of student engagement. The third is the principle of sustainability. The fourth is the principle of coherence. The evaluation is based on the principle of coherence means of evaluation must have relevance to the teaching program. That is, the evaluation should be the results of teaching and learning activities, the Fifth is the principle diskriminalis. The evaluation is based on the principle of diskriminalis means nature and evaluation should be in accordance with the nature of the individual. That is, the evaluation should be able to show individual differences in ability. The sixth is the principle of overall / comprehensive. The seventh principle is the principle of accountability.

3.6. Stages Process Evaluation in English Lessons

Before the experiments are carried out, first set out the steps the preparation of the evaluation process. According Brickell, a member of the American Educational Research Association, education or curriculum evaluation model is an abstraction or a plan that utilized assessing an educational program. Brickell (in Miller and seller, 1985: 309) states that the strength of every models is its grasp of the general, the common; the weakness of the model is its missing every of the particular, the uncommon. Thus, the power of each model lies in its ability to work on things that are common and habits, while the disadvantage is the loss of specificity and not to the habit. Evaluation process is based on the following steps: (1) establish a decision to be taken, (2) specify the information required, (3) localizing information, (4) to decide when and how to obtain the information needed, (5) establish measures implementation (6) establish evaluation techniques, (7) analyzing the recorded information, (8) compares with other references, (9) take a decision, and (10) to inform the students (be feedback).

3.7. Relevance Study (Research)

Muhammad Usman (2015) reported the findings his research about writing skills of UMUHA students Banda Aceh are still low. This happens due to lack of student ability to communicate their ideas in written language, whereas the student to master the structure of the English language. While Sugandi, et al. (1988) in researching the writing of student in Faculty of teachers Training and Education FPBS Bandung found that the students have not been able to produce correct English sentences. The same thing was found also by Imran, et al. (1991) which states that the students of Teachers Training and Education in Bandung and Medan still have many errors in syntax element, in coherency, lexicon function, and spelling. Huda (1988-1990) stated that high school students in all provinces in Indonesia, which is the first phase in eight provinces (among others: West Java, Central Java, Yogyakarta, South Kalimantan, Bali, Nusa Tenggara Barat) shows his mastery of English learners is still very low. Hasibuan research results (1993) to the Education Department students of English Teachers Training College Al Washliyah Terrain demonstrate students' ability to write in English was still low. Hamied research results (1993) against high school students in West Java showed a majority of students (87.5%) are inprofeciency in English (Reading comprehension, Sound-orthography comprehension, and comprehension gramatical) is below 50%. The state of learning outcomes described above are quite alarming. To that end, it is necessary to do efforts to get the right solution. These experiences and issues of national importance that are strategic to support this research and the outcomes to be achieved.

IV. RESEARCH METHODS

4.1. Research Design

The method used in this study is a quasi-experimental group of students during the learning process applied to the evaluation process, while the control group is a group of students during the learning process is not applied to the evaluation process. In the application of quasi-experimental research note internal and external validity. According to Mason and Brambel (1978: 75) the external validity is related to an understanding of the extent to which the results can be generalized. The sample is grade II of SMA chosen randomly and both groups and tested with statistical tests (ANOVA) in terms of (1) the use of strategy to learn the language, (2) intelegency, (3) the basics of academic, and (4) preliminary tests capabilities, it can be generalized for the entire study population. Internal validity refers to a sense of whether the experiment is due to treatment and not caused by other factors. There are several factors to consider that can affect the internal validity, namely (1) history, (2) maturity, (3) instruments, (4) statistics, (5) selection, (6) mortality experiments, and (7) the interaction (in among factors. to control the various that will affect the internal validity and as quasi-experimental group chosen randomly (randomly assigned group quasi-experimental pretest-postst design). This design is used for testing the effectiveness of evaluation process in improving student learning outcomes in English. By using the design as mentioned above, factors that affect the internal validity can be overcome. Factor history, instrumentation

selection, and random interaction. Historical factors and changes and between the initial test and final test conducted by both groups and final test was held simultaneously between the experimental and control groups will also be able to control the factors. In addition, a statistically by analysis of covariance can control the differences in ability.

4.2. Population and Sample

This research will be conducted in SMA 2 Banda Aceh. As mentioned above, the study used a quasi-experimental design. Research is all second grade students of SMA 2 Banda Aceh. Samples were sebgain second grade students are taken randomly grouped into two groups: the experimental group and the control group. Grouping is based on the value of formative and report cards of students in the subjects of English in semester 1. To further ensure that both groups mempuyai similarity is done by calculating the mean difference in the two groups with ANOVA statistical test in terms of (1) the language learning strategies, (2) intelligence , (3) the basics of academic, and (4) the initial tests of language skills. For controlling pursued through how to implement a control strategy study variables. Mechanical-teknik control is carried out by means of concealment and penyiimbangan or penyeteran between the subject and blocking (Ma'mun, 1986) equalization techniques associated with teaching programs, materials, resources, facilities and infrastructures of learning. Peyimbangan related to age and social economic status of parents. Blocking is done by determining the experimenters real teachers in this study, teachers who conduct experiments was his English teacher assigned to teach subjects in English in class II. Controlling other variables (extraneous) in the study conducted by adopting the opinion of Frankel and Wellen (1990), namely:

1. randomization is a way of sampling research. According to Frankel and Wallen(1990) randomization is the best way to control or emphasize the effect of variable.
2. Having certain variables remain constant are variables that are considered influential , but the effect is not apparent, such as gender .
3. Matching is the equation of groups of the students and having aspects in common, among other, age.
4. Utilizing the subject to control the way to see the ability of the subject before the treatment is given and see any changes in student behavior after treatment .
5. Using covariance analysis, the statistical analysis for the changeis statistically the effects of variable or other variables

4.3. Research Variable and Data Analysis

In this research, there are three types of variables, namely (1) variable-free as the cause, (2) variable associated predicted would be the result, and (3) control variable, which is expected to influence. The independent variables in this study is the manipulated variable, namely the application evaluation process. Related variables in this study is the result of students in English-language skills in aspects of reading, listening, speaking, and writing. The control variables are not manipulated, still thought to influence the validity of internal, the variables are: (1) prior knowledge of students, both general skills and specific students in the

English language, (2) the substance / material taught, (3) the ability of teachers, (4) delivery strategy, and (5) learning facilities. Other variables, namely English language learning strategies, intelligence, academic basics and initial capability also controlled statistically. Analysis of the data in this study using ANOVA. ANOVA means seeing the significance of the mean difference of two groups in terms of strategy of language learning, intelligence, academic foundation, and the ability to know the ratio F (F - ratio = ANOVA) (Ary, et al. 1985 and Ferguson, 1981). The formula is as follows

$$F = \frac{MS_b}{MS_w}$$

MS_b = quadrat mean between the group

MS_w = quadrat mean in the group

4.4. Research Instruments

In this study, it is used three types of data instruments, namely (1) the language learning strategies, (2) intelligence tests and academic basics, and (3) achievement test (achievement test /) speak Inggris. instrument of strategy and intelligence tests, as well as the basics of academic tests that are used to control variables. Achievement test instruments used to prosecute the skill level of students in English and learning outcomes.

4.5. Try out Instruments.

Each study are certainly trying to develop and implement the valid and reliable instrument of data collection. It is necessary because of the research conclusion is determined by the validity and reliability of the instruments (Ary, et al. 1985: 213). Reliability and validity of instrument and research is carried out through tests on a number of subjects who possess the characteristics equal or nearly equal to the target population. These principles are intended to make the try out instrument has the meaning (Lindvall and Nitko, 1975: 173). Besides, to see the validity and reliability of the research instrument, the test is intended to determine whether the tool has been completely inadequate to encompass the research data or not. The results of this trial revise the instrument that is considered inadequate. Correspondingly, the test instrument of research done on the subject groups, namely students of SMAN 2 Banda Aceh with 30 students.

4.6. Test Validity

Test Validity can be defined as the level of a test to measure what should be measured Wirnsma and jurs (1999: 183) states that the validity of the test is to extent to the which the test measure what is intended to be measured. Ebil (1979) suggested validity of tests related to the effectiveness of the test to measure something that is measured properly. In this study, the extent of the validity of the test in terms of content validity, face validity, and validity by using correlation coefficients Points biserial. To obtain the content validity of the test in the study conducted by preparing grains in accordance with the test statement This unit English

lessons and behavior involved in it. Things to do is make a list of lattice or in accordance with the specification of GBPP (lesson plan). This study tests the validity of the content obtained from the English lessons. Besides the valuation of the expert (expert judgment), Thus, the achievement test used in this study has content validity. The validity of the test in the study consists of the validity of the sentence structure or word in compiling those item, so that the clear understanding or do not give rise to other interpretations. It is being considered to understand matter, neatness, cleanliness, writings are not crowded, and the use of punctuation in accordance with notation. Thus, the achievement test used in this study has validity (face validity). The validity of the concept is the constant tests separately measure a trait to be measured accurately. One concept is inherently assumed hypothesized that reflected in the test. Wiersma and Jurs (1990: 184) states construct validity is the extent to the which scores can be interpreted in terms of specified traits or construct. The construct of learning English test in this study occurred on language skills when the student can answer the test correctly, will make them skilled in English. Thus, the achievement test used in this study has validity of the concept (construct validity). In addition to the things mentioned above, for obtaining validity of the tests in this study researchers used the formula beserialcoefficient correlation. The dichotomous variables studied and continuous. Data dichotomous,the correct form of the answers are given SCORES 1Andthe wrong answeris given SCORE 0. Ferguson (1981:427) stated:*point beserial correlation provides a measure of the relation between a continuous variable, such as scores on a two categorized, or dichomous variable, such "pass" or "fail"*

To test the significance of coefficientcorrelation needs to findt - score. This test is intended to set aside the items that do not have the validity of the test requirements .The statistical significance test use the formula (Ferguson , 1981: 429) as follows:

$$t = r_{pbi} \sqrt{\frac{N - 2}{1 - r^2_{pbi}}}$$

Note:

- t = Statistic value
- N = Number test participants
- r = Coeficient corelation

To set an item that has validity, the test items shouldbet score >t table

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