THE EVALUATION OF ENGLISH TEACHING LEARNING PROCESS AT SMAN 1 BATURRADEN USING CIPP MODEL

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Abstract *: This study aimed to evaluate the English teaching learning process at SMAN 1 Baturraden using CIPP Model. A total of 4 English teachers and 50 students in the Academic Year of 2017/2018 participated in the study. The research is based on a questionnaire applied to teachers and students and interview applied to teachers. The percentage of CIPP components' items is used for analyzing the data. Results of the study indicated that from the teachers' point of view, the process of English teaching and learning is in the highest percentage; 4, 16 but the product is the lowest. It is only 3, 75. And from students' point of view, the input is in the highest percentage; 3, 93 but the context is the lowest. It is only 3, 74.*

Keywords : Evaluation, English Teaching Learning process, SMAN 1 Baturraden, CIPP Model

INTRODUCTION

As a compulsory subject in the senior high school, English must be learnt by all students from grade X to grade XII. By learning English, students are expected to be able to communicate using it well and they are ready to continue their study to universities. Nevertheless, making it obligatory does not guaranty that the expectation can be gained because like and dislike come around all students.

The students like and dislike in learning English also influences by the learning components. In relation to learning process, Riyana (2018), stated its components comprises the purpose of learning, the learning material, the method of learning, the media of learning, evaluation, students, and teachers. It cannot be denied that all of the components need to be maximized to create a good English teaching and learning environment

From a raw observation during English teaching learning in the class in SMAN 1 Baturraden, it is stated that some students like English and some others dislike English for some reasons. The students' interest in English arise the writer's curiosity. What parts of learning components influence the students' interest? Is it about the learning material? Is it about the teacher? Or are there any other components that support the students' interest in learning English? To answer the curiosity above then the writer conducts a

study about the evaluation of English teaching learning process at SMAN 1 Baturraden in the academic year of 2017/2018.

By conducting the study, it is hoped that the strength and the weakness of the English teaching and learning process will be recognized. The recognizing will help the school authority in making some policies in English teaching and learning process at school. Hopefully, the atmosphere of English teaching and learning will be better than before the study conducting.

To evaluate the components of English teaching and learning process, the CIPP Model was applied. It is a model which was first introduced by Daniel Stufflebeam in 1960s. CIPP is an acronym for Context, Input, Process and Product. The CIPP is an evaluation model that requires the evaluation of context, input, process and product in judging a programme's value. Four aspect of CIPP evaluation assist a decision maker to answer four basic questions : (1) What should we do? (2) How should we do it? (3) Are we doing it as planned? (4) Did the programme work?

Based on the background above, I would like to carry out a study on the evaluation of English teaching learning process at SMAN 1 Baturraden in the academic year of 2017/2018.

METHOD

The Purpose of the Study

Within the framework written above, the purpose of this study is to evaluate the English teaching learning process at SMAN 1 Baturraden using CIPP model. In this sense, the following research question formed the starting point of the present study:

What are the opinions of teachers and students about the English teaching learning process at SMAN 1 Baturraden in academic year of 2017/2018?

Participants

The sample consisted of 50 students from SMAN 1 Baturraden in academic year of 2017/2018 and for the questionnaire and interview, 4 English teachers with bachelor degrees and had at least 15 years teaching experience at senior high school.

Data Collection Instrument

A questionnaire and an interview were used to collect data in this study.

a. **Questionnaire**

A questionnaire consisting of four parts was used in the study. It served to find out the teachers and the students' opinion about the English teaching and learning process at SMAN 1 Baturraden.

The questionnaire consists of four parts, as follows:

Part 1 Context component): this part aimed to obtain information on school's policies, facilities, environment, purposes, and students' need.

Part 2 Input component: this part was designed in order to find out the information about human resources at school, students' background, and syllabus applied at SMAN 1 Baturraden.

Part 3 Process component: the purpose of this section was to obtain information about planning, teachers' methods/approaches/strategies, classroom management, students' activities, instruction, and evaluation.

Part 4 Product component: this section was designed to investigate the product of the criteria mentioned in the process component.

From the four parts, there are eight questions about the context, twelve questions about input, eight questions about process, and five questions about product. The total question is 33 questions. The questions in the scale were in the form of five-point scale: (1) I definitely disagree, (2) I disagree, (3) I partly agree, (4) I agree, (5) I completely agree.

b. **Interview**

A structured interview was used in order to get in-depth data about the teachers' opinion about English teaching and learning process at SMAN 1 Baturraden. Note-taking technique was used during the interviews which were conducted individually. The interview consisted of several open-ended questions related to the English teaching and learning process, as they provide valuable information in gathering more detailed data in the sense that they give the respondents an opportunity to express their points of view freely. During the interviews, the teachers were asked about the criteria mentioned in the questionnaire.

Data Analysis

The data collected through the questionnaire were compiled and the percentage was employed to analyze the data. The students' and the teachers' answers in the questionnaire were recorded in Microsoft excel program. Each item of the questionnaire part was noted and analyzed using percentage.

Note-taking technique was used for analyzing the interview. All the answers of the interviewees were analyzed by categorizing the points that came out form the statements for each question. Answer from different interviewees to common questions or perspectives on central issues were categorized. The statements which presented a different point were listed one by one and the statements which presented a similar point were grouped.

RESULTS

Table 1 : Context Evaluation

No.	Item	Student	Teacher
1	The School library provides dictionaries and other resources to assist English learning.	4,2	4,75
2	The school environment supports the creation of an active English communication for students.	3,24	3
3	The school environment creates a conducive atmosphere for students to learn English.	3,7	4
4	The school provides a language laboratory.	3,62	4
5	The school administers an English extracurricular activity.	3,88	4,75
6	The school has vision and mission for achieving the English learning process well.	3,86	4
7	The time for learning English in every week can support the improving of students English skill ability.	3,9	3,75
8	The teacher's teaching handbook (Buku Guru) supplied by the government has covered the teacher's need in the process of learning English in the class.	3,5	3
		3,74	3,91

As it is displayed in table 1, students and teachers had different opinion about school's policies, facilities, environment, purposes, and students' need. Teachers had better opinion about library facilities than those of students. Talking about school environment, students thought that the school environment supported the creation of an active English communication for students but created less conducive atmosphere for students to learn English. It is contrary to the teachers thought that the school environment created a conducive atmosphere for students to learn English but created less active English communication for students. The teachers admitted more about the existence of language laboratory than the students. The English extracurricular activity for students and the school vision and mission must be more promoted to the students. The teachers had an opinion that the time for learning English in every week is not enough for supporting the improving of students English skill ability. And also the teaching handbook (Buku Guru) supplied by the government had not covered the teacher's need in the process of learning English in the class yet.

Table 2 : Input Evaluation

No.	Item	Student	Teacher
9	Teachers are graduated from the English Department.	4,36	4,75
10	Teachers have qualification of minimal S1 education.	4,28	4,75
11	Students have interest in learning English.	3,66	4
12	Students have motivation in learning English.	3,82	4,5
13	English KI (main competence) and KD (based competence) have matched with the students need in learning English.	3,82	3,75
14	Subject matters written in English syllabus have matched with the need of students for continuing higher education	3,88	3,75
15	The School has the English score standardization in students enrollment.	3,86	3,5
16	Subject matters written in English syllabus are able to make a positive impact on the students' language skills.	3,98	4
17	Learning process in the class makes a positive impact on the students' language skills.	4	4
18	Learning process in the class makes students more motivated in learning English.	3,8	4
19	Learning media used by teacher makes students pleased in learning English.	3,66	3,75
20	Learning activities are able to build good communication between students and teachers.	4,04	4,5
		3,93	4,10

Table 2 contains input evaluation. It is about the information of human resources at school, students' background, and syllabus applied at SMAN 1 Baturraden. There are different opinions about input evaluation among the students and the teachers although the percentage shows not so much different. From the table above we know that students recognize that their teachers are graduated from English Department and have S1 education. The teachers acknowledge that their students have interest and motivation in learning English, although the students are still less in confidence to admit that they have interest and motivation in learning English. It seems that the syllabus applied at SMAN 1 Baturraden has known well by the teachers and the teachers can also apply the syllabus for English teaching and learning process in the class.

Table 3 : Process Evaluation

No.	Item	Student	Teacher
21	Teacher prepares for the learning administration	3,82	4,5
22	Teacher does not find difficulties in applying the scientific approach to the teaching process in the class.	3,7	4,25
23	Teacher does not figure out difficulties in understanding and applying learning material written in Buku Guru and Buku Siswa supplied by government.	3,7	3,75
24	Teacher teaches students in the class and out of the class.	3,88	4
25	Teacher uses library facilities in the process of teaching English	3,92	4,25
26	Teacher uses IT media and others.	4,2	4,5
27	Teacher evaluates the students' cognitive and psychomotor aspect well.	3,88	4
28	Teacher and students have a great interaction.	4,08	4
		3,90	4,16

Table 3 is about process evaluation, it discusses about planning, teachers' methods/approaches/strategies, classroom management, students' activities, instruction, and evaluation. The sharp difference percentage is showed in table. It indicates that the students are not so aware about the teachers' planning, methods/approaches/strategies applied by teachers and also about classroom management, but students perceive that there is a great interaction between the teachers and the students.

Table 4 : Product Evaluation

No.	Item	Student	Teacher
29	At the end of English learning, students feel happy and motivated to learn English independently.	3,98	3,75
30	After joining the English lesson, students indicate a good language character.	3,96	4
31	95% of students achieve the score above the Grade Point Semester (KKM).	3,56	4
32	Learning English process has been able to improve students' literation ability.	3,88	3,5
33	At the end of Learning English process, students are not reluctant to try to communicate with their friends and teachers using English	3,86	3,5
		3,85	3,75

Table 4 is about product evaluation. It was designed to investigate the product of the criteria mentioned in the process component. From the table we know that at the end of English learning, students feel happy and motivated to learn English independently. This condition has been able to improve students' literation ability and they are not reluctant to try to communicate with their friends and teachers using English. But, the teachers perceived that the students are still lack of a good language character, literation ability, and the ability to try to communicate with friends and teachers.

Table 5 : Summary

No.	Item	Student	Teacher
1	Context	3,74	3,91
2	Input	3,93	4,10
3	Process	3,90	4,16
4	Product	3,85	3,75
		3,85	3,98

From table 5, we know that there is different opinion from the students and the teachers about English teaching learning process at SMAN 1 Baturraden. It can be stated that the students believe that the product is better than the context, the input, and the process but from the teachers point of view, they perceived that the process of English teaching learning process has been done well, the context and the input supports well, although the product is still need to be increased.

CONCLUSION

The main purpose of this study was to evaluate the English teaching learning process at SMAN 1 Baturraden using CIPP model. According to the results from the teachers' point of view, the process of English teaching learning was in the highest percentage; 4, 16 but the product was the lowest. It was only 3, 75. Based on that data, it could be concluded that the process component was in highest rank. In other words, the process of English teaching learning at SMAN 1 Baturraden was good. The input and the context were good enough but the product still needed to be improved. Moreover, from students' point of view, the input was in the highest percentage; 3, 93 but the context was the lowest, that was only 3, 74. It could be concluded that input was good but the context needed to be improved.

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