Evaluation of the Curriculum 2013 of English Program At State Senior High School 1 Bobotsari using CIPP Model

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Abstract: *The aim of this study is to evaluate the curriculum of English program at State senior high school 1 Bobotsari (SMA Negeri 1 Bobotsari) using CIPP model. The research is based on a questionnaire applied to 3 teachers and 30 students. For the analysis of the data, the means and the standard deviation scores were determined separately. The findings have indicated that both the students and the teachers generally have positive ideas about the perceptions to English teaching learning process. However, it was noted that there are almost 50 % of the students who have problems in mastering English and they are also still less-autonomy in learning English by them before the lesson given. On the other hand, both the teacher and students also think that the time duration for English teaching learning process is not adequate.*

Key words: evaluation, English Program, CIPP model

INTRODUCTION

Curriculum 2013 has started to be applied to schools and madrasah. The Indonesian government realizes that some changes to the new curriculum would bring some various opinions. But the goal of revision of curriculum 2006 to be curriculum 2013 is to bring the Indonesian education to be better. This curriculum offers some progress from the former curriculum. For example, curriculum 2013 gives some strategies for teachers and students. Teachers will be more creative, while students will be more active. In new curriculum, there is a scientific approach. This can be mentioned as a method. Teachers will not only teach but also facilitate students. So, teachers are demanded to be more creative and curriculum 2013 offers some models. Different from the Curriculum 2006 or Kurikulum Tingkat Satuan Pendidikan (KTSP), the curriculum 2013 is the revision of the curriculum 2006,. So, it is still the operational curriculum made and done by each unit of education. Curriculum 2013 is arranged and developed by seeing the potential students, the developing of era, and the students' needs. And the important thing is curriculum 2013 offer some models of teaching. In the assessment, teachers must use the authentic assessment. It will be helpful for teachers so that they do not use false assessment since in curriculum 2013, they will also assess the affective aspect. The former curriculum does not give the way how to assess the affective, but the curriculum 2013 has been existed the way how to assess it. Curriculum 2013 was implemented in the school year 2013/2014 on

specific schools (limited). Curriculum 2013 was officially launched on July 15, 2013 in Ministry of Education and Culture. While, in Ministry of Religion it was begun in July 2014. SMA Negeri 1 Bobotsari has applied this curriculum since the academic year 2016/2017. It is as the 2nd year for the school in applying this curriculum. There are so many changes, here. English class reduces to be 2 hours in a week. Most of the English teachers are worried about the lack of time for the students in practicing English. So, I hope the result of this study will be an evaluation and a good reference in increasing the quality of learning process in this school. Especially in making the student's English will be more active.

Evaluation is a complicated process and it aims to determine the strengths and weaknesses of a curriculum. The results gained through this process enable the decision-makers to revise, to improve or to continue the curriculum (Ornstein and Hunkins, 2009). An example of consensus models is the CIPP model which was first introduced by Stufflebeam in 1966. The name CIPP includes the evaluation of context, input, process and product (Stufflebeam, 2005). According to the principle of the CIPP model, the evaluation should provide appropriate and valid information of the curriculum for decision-makers, administrators, teachers, policy boards and other stakeholders of an organization (Stufflebeam, 2005). It is oriented to improvement rather than proving and it has a functional aim to analyze the factors which affect success or failure (Stufflebeam, 2003). The model itself claims that 'the society and its agents cannot make their programs unless they learn where they are weak or strong' (Stufflebeam, 2005, 62). Thus, the CIPP Model serves as a guide for a comprehensive as well as for a practical evaluation and it gives way to improve the curriculum. As an overall conclusion, given that evaluation is an indispensable part of designing and implementation of the curriculum, following methodical steps in this process is a requisite matter. In this study, it is the aimed to evaluate the English lesson at SMA N 1 Bobotsari through the CIPP Model. The reason for utilizing this model lies in its feasibility in foreign languages programs and its variety of evaluation forms such as context, input, process and product evaluation (Karataş and Fer, 2009). What is more, the CIPP Model enables practitioners to comprehend the curriculum better by focusing on simplification of ascertaining program constituents (Ruhe and Boudreau, 2012). Since preparatory classes are facing major difficulties in achieving their objectives, it is thought that, evaluating the preparatory school curriculum through CIPP model will provide decision-makers as well as practitioners with adequate data in order to determine the merit and the worth of the program which is being carried out.

The CIPP model's central components are context, input, process, and product evaluation. The objectives, methods and the relation of decision making functions of the components are given in figure 1 (Huitt, 2003).
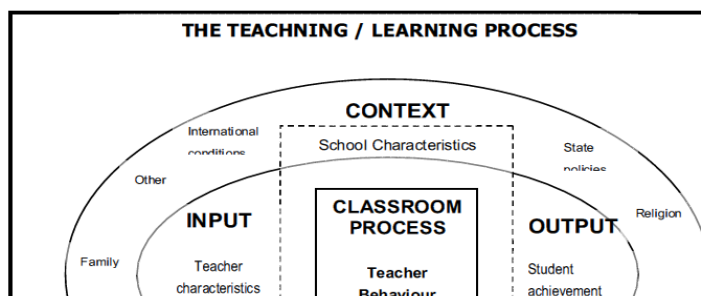
Figure 1. A transactional model of the teaching/learning process (Huitt, 2003)

Inside the classroom there are a number of elements such as teachers, students, classroom environment and knowledge which are constantly interacting with each other (Huitt, 2003). Institutions can make use of information obtained through CIPP evaluations to solve institutional problems and meet accountability requirements. By disseminating evaluation reports, institutions can help stakeholders to participate in decision making process.

METHOD

The purpose of this study formulated as to evaluate the English program at SMA N 1 Bobotsari through 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 Curriculum 2013 implemented English Program at SMA N 1 Bobotsari?

Research model

The quantitative research model is used. The descriptive model was put into practice which simply supplies reviews about the study group and describes the situation which the data show (Trochim, 2002). According to Karasar (2003) in this kind of model, the existing situation is depicted in its original condition without any intervention to the state. Furthermore, together with the situation, an event, an individual or an object can be defined under their unique circumstances.

Participants

A total of 3 teachers and 30 students attending at SMA N 1 Bobotsari the Academic Year of 2017-2018. The data received from 3 teachers, (33%) 1 being female and (67%) 2 being males. 30 students, 26 being females (87%) and 4 being males (13%) were analyzed through the Microsoft Excel 2016 program. Since the data gained from the subjects are meant to be unbiased and each member of the population has an equal chance of being selected, all the participants in this research were determined through simple random sampling (Arık, 1998).

Instrument

The scale which was used in the study was developed by Karataş and Fer (2007) in order to evaluate the English program which was implemented in SMA N 1 Bobotsari. The scale itself consists of 37 items in total. The questions in the scale were in the form of five-point Likert scale: (1) I definitely disagree, (2) I disagree, (3) I partly agree, (4) I agree, (5) completely agree. The reliability coefficients of four components of the scale ranged from 0.81 to 0.94 Cronbach Alpha and the reliability coefficient of the whole questionnaire was found to be 0.95. After varimax rotation, the covariance of the items was found to be between 0.24 and 0.68 and their factor loadings ranged from 0.46 to 0.82. The total variance explained by four factors was %52.44 (%19.54 by the first factor, %12.08 by the second factor, %10.62 by the third factor and %10.19 by the fourth factor) (Karataş and Fer, 2011).

Data analysis

The total point of the scale is 185 (context 40; input 60; process 60 and product 25). For the analysis of the data also, the means and the standard deviation scores were determined. In the scale, the intervals were found out as: 1-1.79 'I definitely disagree'; 1.80-2.59 'I disagree'; 2.60-3.39 'I partly agree'; 3.40-4.19 'I agree' and 4.20-5 'I completely agree'. These figures were calculated through the formula of 5-1=4 and 4/5=0.80 (Karataş and Fer, 2009, 53). Furthermore, the findings were displayed in tables and analyzed. In order to find out the differences between teachers' and students' responses, independent samples t-test technique was applied.

RESULT

Table 1 . The Means and the Standard Deviation Results of Students' and Teachers' Opinions Concerning Context.

NO	Statement	Student X	Student SD	Teacher X	Teacher SD

1	School provides English and Supplementary books	5,0	0	4,7	0,6
2	School environment supports the establishment of active English communication for student	3,8	1	3,7	0,6
3	School creates conducive situation for students to learn English	4,0	0,85	3,7	0,6
4	School provides language laboratory	5,0	0	5,0	0,0
5	School organizes English extra-curricular activity	5,0	0	5,0	0,0
6	School has vision and mission to support the achievement of a good learning English	3,9	0,8	4,3	0,6
7	English class are available in every week to support the improvement of Students English Skill	3,3	0,6	3,0	1,0
8	Teachers book from government have fulfilled the needs of teacher in English learning process	3,3	0,8	2,7	0,6

Based on the table 1 we can conclude that, point number 1,3,4, and 5 have the higest means of student opinion than other points concerning in context indicators. It means Students opinion about the availability of the English book in teaching & learning process,the school creates conducive situation for student to learn English, the school has Language Laboratory, and the school also has an English extracurricular. Let's see the teachers' means in this table are not much different from the means of student in this context. Teacher opinion in number 1, 4, 5, and 6 are the highest means. It shows that the teachers agree with the availability of English and supplementary books, the school has language laboratory, the school organizes English Extra-curricular activity, and the school also supports the achievement of good learning process by its vision and mission.

I have interviewed 3 teachers in this school, they agree with the implementation of context curriculum like school provide English book in library, school provide the language laboratory and the school support the students improve of English skill through English extracurricular, in SMA Negeri 1 Bobotsari is known as English Club. The teacher strongly agrees if the students have good English and support them to improve English skill not only in the classroom but at outside, too.

Table 2 . The Means and the Standard Deviation Results of Students' and Teachers' Opinions Concerning Input.

NO	Items	Student X	Student SD	Teacher X	Teacher SD

1.	Teachers are from English graduated	5,0	0	5,0	0,0
2.	Teachers have under graduated education qualification	5,0	0	5,0	0,0
3.	Students has interest in learning English	3,8	0,82	3,0	0,0
4.	Student has motivation in learning English	4,0	0,67	3,3	0,6
5.	Core and Basic competence have been appropriate with the students' needs	3,7	0,88	3,3	0,6
6.	Learning material contained in Syllabus of English curriculum 2013 has been accordance with the need of students to join higher level education	3,9	0,82	3,0	0,0
7.	School has English score standardization in accepting students	5,0	0	3,3	0,6
8.	The material which are contained in English syllabus in Curriculum 2013 give positive effect towards students language skills	4,0	0,83	3,3	0,6
9.	Class learning activities give positive effect to the students language skill	4,0	0,79	3,7	0,6
10.	Class learning activities make students get more motivation to learn English	4,0	0,76	3,7	0,6
11.	Learning media that used by the teacher is able to make students fell happy to learn English	4,1	0,83	3,7	0,6
12	Learning activity can build a good communication between students and the teacher.	4,0	0,76	4,0	0,0

Table 2 shows that the students' and the teachers' responses toward the terms of input factor range from 'I disagree' to 'I agree'. It can be noted both the students and the teacher are dissatisfied with the core and basic competence that is not appropriate with the students' needs, Learning material contained in Syllabus of English curriculum 2013 has not been accordance with the need of students to join higher level education. In addition, the students' interests in English are not good enough. But, on the other hand, the learning activity can build a good communication between the students and the teacher and the English teachers in this school are from English graduated, but it is still being a hope from the teacher that they can attract the students' interests.

Table 3 . The Means and the Standard Deviation Results of Students' and Teachers' Opinions Concerning Process.

NO	Items	Student X	Student SD	Teacher X	Teacher SD
1.	Teacher prepares teaching aids well	3,9	0,71	4,3	0,6
2.	Teacher uses various learning methods, approaches,and strategies	3,9	0,64	4,0	1,0
3.	Teacher manages the class before the learning process is begun	4,6	0,5	3,7	0,6
4.	Teacher doesn't get any difficulties in applying scientific approach in English class	3,7	0,84	3,0	0,0
5.	Teacher doesn't get any difficulties in understanding and applying lesson material which are provided in teacher and student books from government	5,0	0	3,0	0,0
6.	Teacher implements the learning process inside and outside the classroom	4,1	0,61	3,7	0,6
7.	Teacher uses library's facilities in learning English	4,1	0,73	3,7	0,6
8.	Teacher uses IT and other media well	4,0	0,81	4,0	1,0
9.	Teacher does the evaluation in the form of cognitive and practical test.	4,4	0,57	4,3	0,6
10.	Teacher creates a good interaction with the students	4,1	0,71	4,0	0,0
11.	Teacher gives instructions clearly	4,0	0,85	4,3	0,6
12.	Teacher does the evaluation periodically	4,2	0,75	4,7	0,6

As it is seen in Table 3, the students' and the teachers' responses toward the terms of Process factor range from 'I disagree' to 'I agree'. It can be underlined that students do not know the real condition of their teachers in facing many problems. They do believe their Teacher doesn't get any difficulties in understanding and applying lesson material which are provided in teacher and student books from government but on the other hand, the teachers sometimes don't know what to do with it.

Table 4 . The Means and the Standard Deviation Results of Students' and Teachers' Opinions Concerning Product.

NO	Items	Student X	Student SD	Teacher X	Teacher SD
1.	In the end of English learning activity, students feel happy and motivated to learn English independently	4,1	0,74	3,3	0,6
2.	Students show their good language character after the activity	3,7	0,78	3,3	0,6
3.	95 per cents from all of students have reached the score above KKM	4,0	0,79	3,3	1,2
4.	English learning has been able to improve student's literacy skill	4,1	0,74	3,3	0,6
5.	in the end of activity students feel free to try communicating with teacher and friends	4,0	0,76	3,0	0,0

Table 4, the students' and the teachers' responses toward the terms of Product factor range from 'I disagree' to 'I agree' has shown us that from the students point of view, they think that in the end of English learning activity, students feel happy and motivated to learn English independently. They also feel that Students show their good language character after the activity, 95 per cents from all of students have reached the score above KKM, and English learning has been able to improve student's literacy skill, in the end of activity students feel free to try communicating with teacher and friends. But in contrast, from the teachers' point of view, they think that in the end of English learning activity, not all the students feel happy and motivated to learn English independently. They also feel that Students have not shown their good language character after the activity. The teachers think 95 per cents from all of students have reached the score above KKM are based on the material given and English learning has not been able to improve student's literacy skill, in the end of activity students have not felt free to try communicating with teacher and friends.

DISCUSSION

Based on the explanation above, we can see that, Students opinion about the availability of the English book in teaching & learning process,the school creates conducive situation for student to learn English, the school has Language Laboratory, and the school also has an English extracurricular. Let's see the teachers' means are not much different from the means of student in this context. It also shows that the teachers agree with the availability of English and supplementary books, the school has language laboratory, the school organizes English Extra-curricular activity, and the school also supports the achievement of good learning process by its vision and mission.

According to the results of my interview toward 3 teachers in this school, they agree with the implementation of context curriculum like school provide English book in library, school provide the language laboratory and the school support the students improve of English skill through English extracurricular, in SMA Negeri 1 Bobotsari is known as English Club. The teacher strongly agrees if the students have good English and support them to improve English skill not only in the classroom but at outside, too. The school has gotten some English debating contests achievements in Purbalingga regency and Central Java province. But the teachers feel that there are only a half of students total number who active in their daily English.

It can be noted both the students and the teacher are dissatisfied with the core and basic competence that is not appropriate with the students' needs, Learning material contained in Syllabus of English curriculum 2013 has not been accordance with the need of students to join higher level education. In addition, the students' interests in English are not good enough. But, on the other hand, the learning activity can build a good communication between the students and the teacher and the English teachers in this school are from English graduated, but it is still being a hope from the teacher that they can attract the students' interests.

It can be underlined that students do not know the real condition of their teachers in facing many problems. They do believe their Teacher doesn't get any difficulties in understanding and applying lesson material which are provided in teacher and student books from government but on the other hand, the teachers sometimes don't know what to do with it.

It also has shown us that from the students' point of views; they think that in the end of English learning activity, students feel happy and motivated to learn English independently. They also feel that Students show their good language character after the activity, 95 per cents from all of students have reached the score above KKM, and English learning has been able to improve student's literacy skill, in the end of activity students feel free to try communicating with teacher and friends. But in contrast, from the teachers' point of view, they think that in the end of English learning activity, not all the students feel happy and motivated to learn English independently. They also feel that Students have not shown their good language character after the activity. The teachers think 95 per cents from all of students have reached the score above KKM are based on the material given and English learning has not been able to improve student's literacy skill, in the end of activity students have not felt free to try communicating with teacher and friends.

CONCLUSION AND RECOMMENDATIONS

Considering the responses from the questionnaire, it can be concluded that, both the students and the teachers generally have positive ideas about the perceptions to English teaching learning process. However, it was noted that there are almost 50 % of the students who have problems in mastering English and they are also still less-autonomy in learning English by them before the lesson given. On the other hand, both the teacher and students also think that the time duration for English teaching learning process is not adequate.

Taking the findings into account, the following suggestions were put forward in order to improve the quality of English teaching learning process:

1. It is suggested that a comprehensive needs analysis should be done for students, especially for the duration for English teaching learning.
2. It is recommended that the teachers should help the students' difficulties in mastering English. And,
3. It can be advised that, the teacher should encourage the students to prepare the lesson well before the English teaching learning process occurred, on accordance they can be well-autonomy learners.

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