EVALUATION OF THE CURRICULUM OF ENGLISH CLASS AT SMP NEGERI 1 SUMBANG

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Article Info	ABSTRACT
	The present research study focused on the teachers'and students opinions about the CIPP program implemented in English class at SMP N 1 Sumbang In Context component above the lowest rate is on the point of language laboratory which is not provided by the school. And we can conclude that,only point number 2 have the highest rate of student rather than other points in the concerning context opinion. Means that, Students opinion stated the school supports the establishment of active English communication for student.and it provides students suplemantary books as well. Even tough, the mean of teacher in this table not much different from the means of student in this context, we can see the table. Teacher's opinion in number 6 has a high mean, it means School has vision and mission to support the achievement of a good learning English. .

1. Introduction

The fact that number of bilinguals outnumber the amount of monolinguals (Gardner,2010) and the demand for English to find the convenient career and to catch up with the latest innovations as well as new technologies (Kocaman and Bacioglu,2013) have made English Language learning almost a mandatory matter.Thus,rabging from elementary schools to Universities,all educational institutions have been endeavoring to teach or improve foreign language skills (Gomaz and Vicente,2011).

The purpose of this study is to evaluate English class of Eight grade at SMP Negeri 1 Sumbang using CIPP model. A total of 3 teachers and 30 students attending 8B of English Class in the Academic year of 2017/2018.

The Research is based on questionnaire applied to teachers and students.For the analysis of the Data,the means and the standard deviation scores were determined separately.

Furthermore,in order to figure out the differences between " teachers " and "students" responses,independent samples t-test technique was applied.The findings have indicated that although the teachers and the students have some apprehensios on a few items such as balancing of skills,lacking of audio-visual materials,not acquiring the habit of studying in groups and the knowledge of English for different areas,they generally hold positive ideas towards the curriculum.It has also been revealed from the responses that,except for the context factor of the instruction program,the difference between the teachers and students opinions about the other factors of the instruction program are not significant.

2. Method

Within in the framework mentioned above,the purpose of this study emerged as to evaluate the curriculum in English classes at SMP N 1 SUMBANG through CIPP model.In this sense ,the following research question formed the starting point of the present study.

What are the opinions of the teachers and studnets about the instruction program implemented in Engliah classes at SMP N 1 SUMBANG?

The quantitative research model is utilized.The descriptive model was put into practice with simply supplies reviews about the study group and describe the situation which the data show (Throcim,2002)

Three teachers and 35 students of eight grade attending English Class at SMP N 1 Sumbang,in the academic year of 2017-2018. A total of 3 teachers and 30 students attending class B at SMP N 1 Sumbang the Academic Year of 2017-2018. The data received from 3 teachers, (100 %) being 4 females and 30 students, 14 being females (40 %) and 16 being males (60 %) 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).

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 SMP N 1 Sumbang,. The scale itself consists of 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.

3. Result and Discussion

In Table 1, 2, 3, and 4, the students' opinions in terms of context, input, process and product factors of the English teaching learning process are mentioned.

Table 1 . The means results of students' and teachers' opinions concerning context.

NO	Statement	X student	X teacher
1	School provides English and Suplemantary books	4,3	3,90
2	School support the establishment of active English communication for student	4,4	3,60
3	School creates condusive situation for students to learn English	3,9	3,80
4	School provides language laboratory	2,3	3,5
5	School organizes English extra-curriculer activity	3,3	3,9
6	School has vision and mission to support the achievement of a good learning English	3,5	4,00
7	English class are available in every to support the improvement of Students English Skill	3,3	3,80
8	Teachers book from government have fulfilled the needs of teacher in English learning process	3,5	3,60

Based on the table above we can conclude that,only point number 2 have the highest means of student rather than other points in the concerning context opinion. Means that, Students opinion stated the school supports the establishment of active English communication for student.and it provides students suplemantary books as well. Even tough, the mean of

teacher in this table not much different from the means of student in this context, we can see the table. Teacher's opinion in number 6 has a high mean, it means School has vision and mission to support the achievement of a good learning English.

Table 2 . The means results of students' and teachers' opinions concerning Input.

NO	Statement	X student	X teacher
1	Teachers are from English graduated	4.0	4,0
2	Teachers have undergraduated education qualification	5.0	5,0
3	Students has interest in learning English	3.9	4,0
4	Student has motivation in learning English	3.0	3,5
5	Core and Basic competences have been appropiate with the students need	3.5	3,9
6	Learning material contain in Sylabus of English curricullum 2013 has been accordance with the need of students to join higher level education	3.3	4,0
7	School has English score standarization in accepting students	2.7	3,8
8	The material are containted in English syllabus in Curricullum 2013 give positive effect towards students language skills	4.7	4,0
9	Class learning activities makes students get more motivation to learn English	4.0	3,8
10	Learning media with use by the teacher able to make students fell enjoy to learn English	3.7	3,8
11	Learning activity can build a good communication between students and the teacher.	2.3	3,6
12	The contain of suplemantary book is understandable	4.0	4,0
13	the level of material difficulty in basic competence is appropiate with the learning duration	4.0	3,8
14	Teacher prepares teaching aids well	5.0	4,0

Based on the table 2 we can conclude that,only point number 2 and number 14 have the highest mean of both students and teachers, rather than other points in the concerning context opinion. Means that,English teachers have fulfilled the qualification and they prepare teaching aids very well. While the lowest mean is on point number 11,that the students still have some difficulties in building such kind an interaction by English with the teacher,it also says the learning activity is not built a good communication between students and the teacher.

Table 3 . The means results of students' and teachers' opinions concerning Process.

NO	Statement	X student	X teacher
1	teacher doesn't get any difficulty in applying scientific approach in English learning process	4.1	4,0
2	teacher doesn't get any difficulty in understanding and applying lesson material which are provided in teacher and student books from government	3.0	3.6
3	teacher implements inside or outside the classroom learning	2.4	3.6
4	teacher use library's facilities in learning English	2.6	4,0
5	teacher use IT and other media to teach English	2.4	3,6
6	teacher do evaluation in the form of cognitive and practical test.	4.1	4,2
7	teacher create a good interaction with the students	3.5	3.8

We can see from table 3,the highest mean on the students side are on point number 1 and number 6 that the teacher apply scientific approach in English learning process and do evaluation as well. ,while the highest mean on teachers side is only on number 6.While the lowest mean is on number 3 and number 5,means that the implementation of outside the classroom learning rarely conducted,either the use of IT as a media.

Table 4 . The means results of students' and teachers' opinions concerning Product.

NO	Statement	X student	X teacher
1	by using sceintific approach, teacher able to improve student language skill.	3.7	4,0
2	in then of activity students feel happy and motivated to learn english indepently	3.7	3,8
3	Students show their good language character after the activity	3.5	3,8
4	95 percents all of students has rich score above KKM	4.0	4,2
5	English learning has been able to improve student's literacy skill	3.6	3,6
6	in the end of activity students feel free to try communicating with teacher and friends	3.7	4,2

The last table above shows that both the students and the teachers satisfied on point number 4,on product's item on most the students got score above KKM.and both of them are agree that English Learning has been improve student's literacy skill.

CONCLUSION

As for the result of the input factor,the item about Learning activity can build a good communication between students and the teacher were rated the lowest. While items number 2 and number 14 were rated the highest mean of both students and teachers, rather than other points in the concerning context opinion. Means that,English teachers have fulfilled the qualification and they prepare teaching aids very well.

Analyzing the findings of process factor,it can be seen that the teacher do evaluation in the cognitive form and do practical test to the students.But,the students do not agree with the idea that the teachers implement inside or outside the classroom learning and use IT as a media in their learning process.

On the product factor, shows that both the students and the teachers satisfied on point that the students got score above KKM.and both of them are agree that English Learning has been improve student's literacy skill. Both the students and the teacher agreed that English learning has been able to improve student's literacy skill.

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