



EVALUATION OF THE CURRICULUM 2013 OF ENGLISH CLASS AT SMPN 1 REMBANG, PURBALINGGA USING CIPP MODEL

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ABSTRACT

The present research study focused on the students' and the teachers' opinion about the curriculum implemented in SMPN 1 Rembang, Purbalingga. A total of 4 teachers and 50 students attending 8th grader and 9th grader classes at SMPN 1 Rembang, Purbalingga was used as the sample of the study. Analyzing the findings of context factors, it can be seen that students are satisfy with the schools facilities such as the library, the supplementary books, the additional English course organized by the school. Students are motivated in joining the English classroom. Nevertheless, the students do not agree that the curriculum's activities enable students to use their English language skills. Taking the product factor, both side the students and the teachers are agreed that the curriculum do not enable the students to implement the English competence in their daily life.

1. Introduction

Nowadays, English is the biggest one of communication language in the world. British and American's are the only ones who speak English as a monolingual language in the domain of their influence in the past. Nevertheless, The fact that the number of bilinguals outnumber the amount of monolinguals (Gardner, 2010) and the demand for English to find a convenient career and to catch up with the latest innovations as well as new technologies (Kocaman and Balcioglu, 2013) have made English language learning almost a mandatory matter. Thus, ranging from elementary schools to universities, all educational institutions have been endeavoring to teach or improve foreign language skills (Gomez and Vicente, 2011).

Teaching and learning English has long been an integral part of life in several ways in the education system in Indonesia. Lauder (2008) observes that in Indonesia the main objectives for teaching English are usually for higher education, better employment opportunities and to follow technological and scientific improvements. Developing curriculum is the curriculum that explains how the knowledge can be acquired by one of the important steps to achieve the deployment of high-quality language. Nonetheless, toward makesure that the proper knowledge has been given to the learner must be a way to assess what has been taught in schools and at various levels. The aim of this paper is to review the method of evaluating the effectiveness of the English language curriculum in Indonesian high schools by using CIPP models.

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 improveor 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 steps in this process is a requisite matter. In this study, it is aimed to evaluate the English lesson at SMPN 1 Rembang, Purbalingga 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.

2. Method

Within the framework mentioned above, the purpose of this study emerged as to evaluate the English program at SMPN 1 Rembang, Purbalingga 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 implemented English Program at SMPN 1 Rembang, Purbalingga?

A total of 4 teachers and 50 students attending 8th grader and 9th grader classes at SMPN 1 Rembang, Purbalingga in the Academic Year of 2017-2018. The data received from 4 teachers, (50 %) being 2 females and 2 being males (50%), and 50 students, 27 being females (54 %) and 23 being males (46%) were analyzed through the Microsoft Excel 2007 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 (Arik, 1998).

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.

Result

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

NO	Statement	X student	X teacher
1	School Library provides English dictionary and supporting books	4,44	4,75
2	School support English communication environment for students.	3,80	3,75
3	School creates good environment in learning English.	4,10	4
4	School provides English laboratory.	3,66	2,75
5	School organize additional English course.	4,08	4,25
6	School goals support good English teaching and learning.	3,92	4
7	English class increases students' English competence.	4,18	4

8	The textbook meets the teachers' need in teaching and learning in the classroom.	3,90	4,25
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Based on the table 1 we can conclude that, point number 1,3,5 and 7 have the highest means of student rather than other point in the concerning context opinion. Means that, Students opinion are this school provide the English book in teaching & learning process, teacher and school element make a conducive situation for student to learn English, school has English extracurricular and organize it well and, support student to improve their English skill competence. 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 opinion in number 1, 5 and 8 have high mean, it means teacher thinks that this school organize and support students improvement of English skill toward extracurricular.

We have interviewed four teachers in this school, they agree that the implementation of context curriculum such as school provide English book in library and the school support the students to improve of English skill toward English extracurricular. The teachers strongly agree that the students have good English and support them to improve English skill not only in the class but also outside the classroom.

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

NO	Statement	X student	X teacher
9	Teachers are English Graduate Teacher.	3,72	4,75
10	Teacher are undergraduate students in English.	4,16	5,00
11	Students are interested in learning English.	3,94	4,25
12	Students are motivated in learning English.	3,96	3,75
13	Core and Basic Competence meets the students need in learning English.	3,82	3,75
14	Materials in English syllabus are appropriate to students need in teaching and learning.	3,68	4,25
15	School has English score standarization in students requitement.	3,60	3,25
16	The English syllabus in Curricullum 2013 give positive effect towards students language skills.	3,86	4,00
17	Class learning activities makes students more motivated to learn English	3,92	4,00
18	Learning media used by the teachers make students fell enjoy to learn English .	4,04	4,50
19	Learning activity build a good communication among students and teacher.	4,08	4,25
20	The contain of suplplementary book is understandable.	3,72	4,00
21	The level of material difficulty in basic competence is appropriate with the learning duration	3,68	3,75

Table 2 is telling us about teacher's and student's opinion of concerning input. Students and Teacher also agree if the input of teacher in this school from graduated S1 degree of English Education Department. They also agree incase process of teaching activities make students get more motivation to learn English, then teacher and students thinks material of English subject is understandable and the level difficulty of material is appropriate with the learning time schedule in this school. Students also thinks when teacher gave the material in teaching learning process using computer and other media effectively and make the learning process enjoyable, teacher

also agree before they teach in the class they have prepared computer and other media and teaching aids to deliver the material in English class.

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

NO	Statement	X student	X teacher
22	Teacher prepares teaching aids well.	3,90	4,75
23	Teacher apply scientific approach in English learning process easily.	3,80	4,25
24	Teacher understand and apply the content of supplementary books easily.	3,92	4,00
25	Teacher enables inside and outside classroom teaching and learning.	3,70	3,75
26	Teacher uses library facilities in teaching and learning.	3,78	3,50
27	Teacher uses and other media in teaching and learning.	3,84	4,25
28	Teacher evaluates students progress using cognitive test and performance test.	3,88	3,75
29	Teacher interact with the students well.	3,94	4,25

Table 3 is telling us about teacher's and student's opinion of concerning process. Students and teacher agreed that teacher have prepared teaching aid well. Most of the students understand the supplementary book easily and easy to use. They also interact with the teacher well during the teaching and learning in the classroom. Teacher have same arguments with the students, they thought that the supplementary book are easy to use and understandable. Most of the teachers have prepared teaching aids well and used a lot of media in teaching and learning process. Teachers also interact with the students during the teaching and learning process well. They made the classroom more enjoyable and make the students not be afraid in perform their competence such (speaking, reading aloud in front of the class).

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

NO	Statement	X student	X teacher
30	Using scientific approach, teachers are able to increase students' English competence.	3,76	4,00
31	In the end of the teching and learning process, students are happy and motivated to learn English.	3,90	4,25
32	Students implement English material well after joining English classroom.	3,62	3,75
33	95% of the students achieved Students Grade Minimum.	3,66	3,50
34	English classrooom enables student English competence.	3,68	3,75
35	In the end of teaching and learning, students communicate English well.	3,50	3,25

Table 4 is telling us about teacher's and student's opinion of concerning product. Some students think that after joining English classroom, they are motivated to learn English but unfortunately most of them did not implement English materials in their daily life, they also did not communicate in English after joining the English classroom. The students are reluctant in speaking in English in their daily life. Teachers have same arguments with the students, teachers

state that English classroom made the students feel happy and motivated in learning English, but only a few of the students implement English materials in their daily life. Some of the students did not reach the grade minimum after joining the test. After joining English classroom, only a few of the students implement English in their daily life. They still use their mother language as the main language in communicating with others.

Table 5. The means of students' and teachers' opinion in general.

NO	Statement	X student	X teacher	X total
1	Context	4,01	3,97	3,99
2	Input	3,86	4,12	3,99
3	Process	3,85	4,06	3,95
4	Product	3,69	3,75	3,72
Total		3,85	3,97	3,91

Based on the table 5, the students' context mean was the highest and the students' product mean was the lowest. Teachers have different result from the students mean. The teachers' input was the highest and the teacher's product was the lowest. Overall, context and the input in the curriculum was the highest mean, while the product of the curriculum was the lowest. In total, the students' mean of the CIPP was lower than the teachers' mean.

4. Conclusion

Considering the responses from the questionnaire, it can be concluded that, both side the students and the teachers generally have positive ideas about the four components of the curriculum implemented in the school. However, it was noted that, the students have difficulties to improve the four skills and reluctant in implement the English skill in their daily life.

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