

Conference on English Language Teaching (CELT)

Proceeding of 1st International Conference on Enhancing English Language Teaching through the Use of Technology in the Industry 4.0 Era

English Education Department, Faculty of Tarbiya and Teacher Training

State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto

June 19, 2021 | e-ISSN: 2808-0874 | pages 9-17 | DOI: <https://doi.org/10.24090/celti.2021.262>

The Evaluation of English Teaching Learning Process Using CIPP Model

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Abstract

This research purposed to evaluate the English teaching learning process at SMPN 1 Majenang using CIPP Model. A total of 4 English teachers and 50 students in the Academic Year of 2020/2021 participated in the study. The research is based on a questionnaire applied to teachers and students. 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; 25% but the product is the lowest. It is only 22%. And from students' point of view, the input is in the highest percentage; 22% but the context is the lowest. It is only 20%. It could be concluded that the process component was in highest rank. In other words, the process of English teaching learning at SMPN 1 Majenang was good.

Keywords: *evaluation; english teaching learning process; cipp model*

INTRODUCTION

English must be learnt by all students from as a compulsory subject in junior high school grade. 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 in Cici (2018:1), 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.

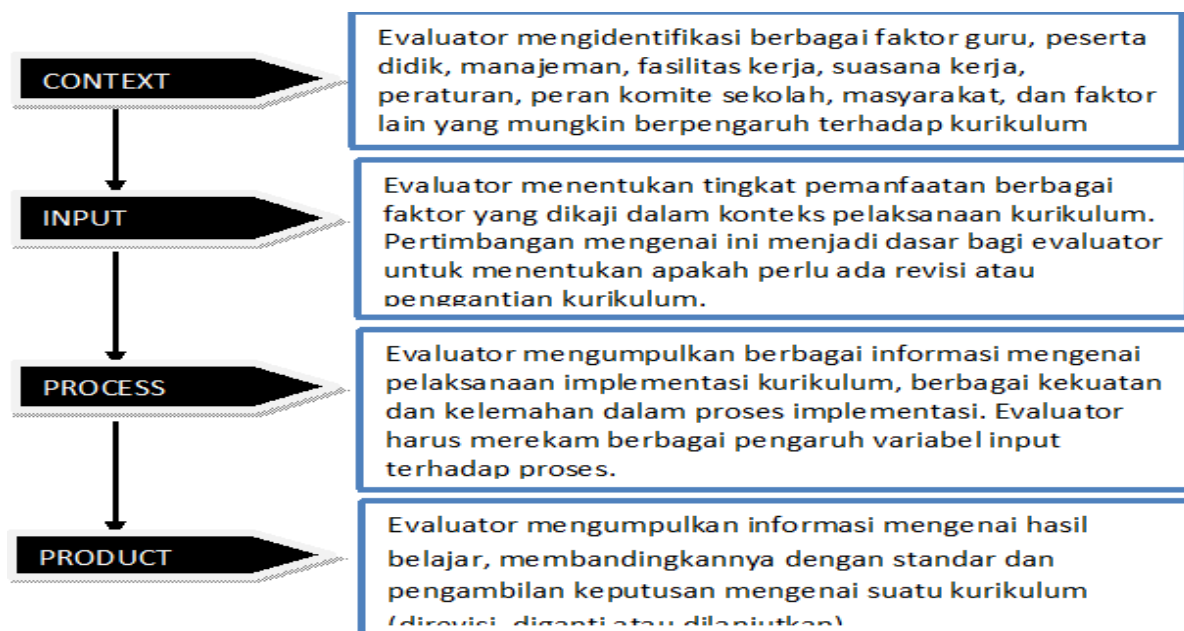
Evaluation is a complicated process and it aims to determine the strengths and weaknesses of a curriculum. The results gained through this process enable the decision makers to revise, to improve or to continue the curriculum (Ornstein and Hunkins, in Rakhmi 2018). An example of consensus models is the CIPP model which was first introduced by Stufflebeam in Rakhmi 2018. The name CIPP includes the evaluation of context, input, process and product (Stufflebeam, in Rakhmi 2018). 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, in Rakhmi 2018). It is oriented to improvement rather than proving and it has a functional aim to analyze the factors which affect success or failure (Stufflebeam, in Rakhmi 2018).

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 Rakhmi 2018. CIPP is an acronym for Context, Input, Process and Product. Based on Wikipedia, accessed 12.30, January 31, 2021, the CIPP is an evaluation model that requires the evaluation of context, input, process and product in judging a program's value. Four aspects 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 SMPN 1 Majenang in the academic year of 2020/2021.

LITERATURE REVIEW

Evaluation is a process of providing information that can be used as a consideration to determine the price and services (the worth and merit) of the goals achieved, design, implementation, and impact to help make decisions, help accountability and improve understanding of the phenomenon. According to the formulation, the essence of the evaluation is the provision of information that can be used as material for consideration in making decisions (Stufflebeam in Suparman 2019: 121). The National Study Committee on Evaluation (Tayibnapi in Suparman 2019:121) states that evaluation is the process of ascertaining the decision of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful for decision makers in selecting among alternatives. Evaluation is a process or activity of selecting, collecting, analyzing and presenting information that can be used as a basis for decision making and further programming (Hasan Hamid in Suparman and Sangadji, 2019:123).



Gambar Fokus Evaluasi Model CIPP (Hasan Hamid, 2009:215)

Sudjana and Ibrahim in Suparman and Sangadji (2019: 123) translate each of these dimensions with meanings:

1. Context, the situation or background that influences the types of educational goals and strategies that will be developed in the system in question, this situation is an external factor, such as for example the perceived education problem, the state of the country's economy, and the community's outlook on life,
2. Inputs, facilities / capital / materials and strategic plans that are set to achieve educational goals, the input components include students, teachers, designs, suggestions, and facilities,
3. Process, implementation of strategies and use of facilities / capital / materials in real activities in the field, the process components include learning activities, mentoring, and training,
4. Product, the results achieved both during and at the end of the development of the education system concerned, product components include knowledge, abilities, and attitudes (students and graduates).

METHOD

The goal of this study is to evaluate the English teaching learning process at SMPN 1 Majenang using CIPP model. In this case, the research question of this study ;

What are the opinions of teachers and students about the English teaching learning process at SMPN 1 Majenang in academic year of 2020/2021 ?

The participant's consisted of 4 teachers and 50 students from SMPN 1 Majenang in academic year of 2020/2021. The data collection was taken based on the result of questionnaire

(Akpur.Ugur., Bulent Alci. Hakan Karatas in Suparman.Sangadji 2019).

A questionnaire was used to collect data in this research. Its consisting of four parts components were used in the study. It served to find out the teachers and the students' opinion about the English teaching and learning process at SMPN 1 Majenang. The questionnaire consists of four parts, as follows:

Part 1 Context component): this part purposed 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 SMPN 1 Majenang.

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 completely agree, (2) I agree, (3) I partly agree, (4) I disagree, (5) I definitely disagree.

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.

FINDINGS AND DISCUSSIONS

After analyzing the data, the result showed that as follows:

Table 1. Evaluation context

No	Item	Student	Teacher
1	The School library provides dictionaries and other resources to assist English learning.	22%	25%
2	The School environment supports the creation of an active English communication for students.	16%	22%
3	The school environment creates a conducive atmosphere for students to learn English.	22%	26%
4	The school provides a language laboratory.	22%	25%
5	The school administers an English extracurricular activity.	22%	27%

No	Item	Student	Teacher
6	The school has vision and mission for achieving the English learning process well.	15%	21%
7	The time for learning English in every week can support the improving of students English skill ability.	22%	22%
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.	22%	27%

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.	21%	27%
10	Teachers have qualification of minimal S1 education	20%	25%
11	Students have interest in learning English.	22%	20%
12	Students have motivation in learning English.	21%	21%
13	English KI (main competence) and KD (based competence) have matched with the students need in learning English.	21%	22%
14	Subject matters written in English syllabus have matched with the need of students for continuing higher education.	23%	23%
15	The School has the English score standardization in students enrollment.	25%	22%

No	Item	Student	Teacher
16	SubjeCt matters written in English syllabus are able to make a positive impact on the students' language skills.	24%	24%
17	Students' language skills.	21%	16%
18	Learning process in the class makes students more motivated in learning English.	22%	16%
19	Learning media used by teacher makes students pleased in learning English.	22%	11%
20	Learning activities are able to build good communication between students and teachers.	19%	26%
		22%	21%

Table 2 contains input evaluation. It is about the information of human resources at school, students' background, and syllabus applied at SMPN 1 Majenang. 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 SMPN 1 Majenang 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. Prosess Evaluation

No	Item	Student	Teacher
21	Teacher prepares for the learning administration	21%	20%
22	Teacher does not find difficulties in applying the scientific approach to the teaching process in the class	20%	24%
23	Teacher does not figure out difficulties in understanding and applying learning material written in Buku Guru and Buku Siswa supplied by government	21%	27%
24	Teacher teaches students in the class and out of the class.	20%	26%
25	Teacher uses library facilities in the process of teaching English	20%	27%
26	Teacher uses IT media and others	21%	27%

No	Item	Student	Teacher
27	Teacher evaluates the students' cognitive and psychomotor aspect well.	20%	22%
28	Teacher and students have a great interaction	21%	26%

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	21%	24%
30	After joining the English lesson, students indicate a good language character.	21%	21%
31	95% of students achieve the score above the Grade Point Semester (KKM).	21%	23%
32	Learning English process has been able to improve students' literation ability	20%	23%
33	At the end of Learning English process, students are not reluctant to try to communicate with their friends and teachers using English	21%	20%

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	20%	25%
2	Input	22%	21%

No	Item	Student	Teacher
3	Process	21%	25%
4	Product	21%	22%

From table 6, we know that there is different opinion from the students and the teachers about English teaching learning process at SMPN 1 Majenang. 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 SMPN 1 Majenang using CIPP model. According to the results from the teachers' point of view, the process of English teaching learning was in the highest percentage; 25% but the product was the lowest. It was only 22% . 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 SMPN 1 Majenang 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; 22% but the context was the lowest, that was only 20% . It could be concluded that input was good but the context needed to be improved.

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