Evaluation of ELLIS Program at SMP Bopkri 3 Yogyakarta
Based on CIPP Model
Pranesti Widhi Hapsari
pinkynesti@gmail.com
SMP Bopkri 3 Yogyakarta

Abstract

This research aimed to describe the evaluation of ELLIS (English Language Learning and Instruction System) Program in English teaching and learning process in SMP Bopkri 3 Yogyakarta in terms of the context, input, process, and product aspects.

This research is an evaluation research employing CIPP model by Stufflebeam (2010). The data were collected through observation, open questionnaires, and interviews and were analyzed using Miles, Huberman and Saldana’s flow model of qualitative data research which included data collection, data condensation, data display and conclusion drawing.

The findings revealed that the evaluation of ELLIS Program in English teaching and learning process in SMP Bopkri 3 Yogyakarta related to the process of context was in line with the objective of the program that is improving the students’ English skills and the program can support the English teaching-learning process. In term of input, the program is appropriate according to the required standard for good teaching learning English, this program is supported by the school’s entire component, the facilities of the teaching-learning process is completed, the material in ELLIS program can apply consecutively to be able to improve students’ English skill. On the process of teaching and learning has appropriated, the schedules of ELLIS program is held correctly and on time, every meeting the teacher always use ELLIS, the procedures and activities ELLIS program are implemented correctly, the students always participate actively during the learning process, the students more interested in learning English. Dealing with product the students more understand, easier in catching the material and more comfortable in taking part of the learning process, they feel happy and feel that their ability in learning English increase, the students’ English skill can improve successfully, the students can communicate with the teacher and their other friends in English correctly, the aim of this program can hold successfully. Between 250-300 words; must focus on: aims of the study, methods, findings, conclusions, and implications.

Keywords: CIPP; ELLIS program; evaluation
Background

English has established itself as the world language of research and publication and it is being used by a multitude of school of learning all around the world as the language of instruction. On account of the current status of English, the need for English as a foreign language has placed a remarkable change in the requirements of many educational systems. The development of Information and Communication Technology (ICT) which grow rapidly has a lot of influence of life ranging from social life, communication, education. The use of ICT in education is helpful in teaching learning activities. The need for a concept and mechanisms of learning and teaching based ICT becomes inevitably and completely needed to support education. ICTs such as, television, Radio, video and multimedia computer software are indispensable tools that teachers of English Language can use to teach language skills and other aspects of English Language. Multimedia computer software for instance provides real-life situations in learning and teaching of English Language.

This study focused on how CIPP evaluation is implemented to evaluate ELLIS program. ELLIS program is a kind of media in English learning program, model of learning program using a CD-ROM installed in every computer program it contains variety of English learning topic are enriched with multimedia and combined with academic information systems, evaluation, communication, discussion and a variety of other educational tools. ELLIS is the combining the technology of computer-assisted training with established instructional theory and a solid pedagogy, ELLIS is the most innovative English language development program available.

The evaluation of the ELLIS program is aimed to describe the extent to which the goal is attained. The CIPP (Context, Input, Process, and Product) evaluation model proposed by Daniel Stufflebeam (2010) is used in the research due to the fact that the success of teaching-learning in the class or the product of learning is affected by many factors varying from the context of teaching and learning, the inputs that the program has, the process of teaching and learning within the course etc. That the CIPP evaluation model is considered to be suitable to use.

This research limits the problem, focusing on the evaluation of the implementation of the ELLIS program in the teaching and learning English process in SMP Bopkri 3 Yogyakarta using CIPP model.

The problems formulation of this research is; How is the ELLIS program evaluated in terms of the context, input, process and product?

Literature Review

ELLIS program
ELLIS program is a kind of media in English learning program, model of learning program using a CD-ROM installed in every computer which contains variety of English learning topic are enriched with multimedia and combined with academic information system,
evaluation, communication, discussion and a variety of other educational tools (ELLIS Instructor Guide, 2006).

**CIPP model**
In particular, Stufflebeam’s CIPP model (1971) was utilized. CIPP stands for Context, Input, Process, and Product. It is a program evaluation model especially useful for evaluating educational programs. As the name suggests, it is the evaluation of context, input, process, and product of an educational program.

**Evaluation of learning program**
The purpose of evaluation is to obtain an accurate and objective information about a program that is used as a guideline to determine the efficiency and effectiveness of a program. This is necessary so that the information can function optimally (Purwanto, 2010: 3-4).

According to Arikunto and Jabar (2013: 22) the nature of the evaluation results is a recommendation of the evaluator for the decision (decision maker). Learning program planned does not always run effectively and can be implemented properly. Learning programs can be run more properly and effectively if there is an evaluation of the program.

Evaluation of the learning program is a systematic and ongoing process to collect, describe, and provide information on the implementation of the learning program design that has been developed to be used as a basis for making decisions, formulating policy, and preparing the next learning program (Widoyoko, 2014: 10). Evaluation of the learning program is conducted for the benefit of decision-making in order to determine further policy.

**Methodology**

**Research type**
The purpose of this study is to evaluate the ELLIS program in SMP Bopkri 3 Yogyakarta. This study employed the CIPP evaluation model developed by Stufflebeam (2002: 1). Thus, this study belongs to an evaluation research. The research participants were the teachers, the stakeholder and the students.

**Data Collecting Techniques**
The data were collected through: (1) interviews, the interview was conducted to get in-depth data about the perception of the teacher or instructor and students’ perception on the current program implemented at SMP Bopkri 3 Yogyakarta. The results of the interviews could give information about the context, input, process and product of the ELLIS program (2) Classroom observation was also done by the researcher to directly watch carefully the activities during the program (3) open questionnaires were conducted to get their opinions, constraints, idea to catch the result of the evaluation of implementation ELLIS program.
Data Analysis Techniques

This research used qualitative data analysis based on the theory of Miles, Huberman and Saldana (2014). They propose four flows of activity: data collection, data condensation, data display and conclusion drawing or verification.

Findings And Discussion

The findings discuss the answers of the problems formulation of this research: the evaluation of ELLIS program in terms of context, input, process, and product.

Findings

1. Context

The implementation of ELLIS program at SMP Bopkri 3 Yogyakarta is supporting the goal or vision of the school. Although the program only categorized as a intracurricular activity, it has been successfully improving students’ English competence, communication skills and students’ learning achievement.

2. Input

SMP Bopkri 3 Yogyakarta uses ELLIS as a self-standing curriculum without additional school textbooks or lesson plans. It only uses the ELLIS academic scope and sequence chart. The researcher also as a teacher or tutor who teach ELLIS program at SMP Bopkri 3 Yogyakarta. In each meeting the teacher only used the program as a material based on ELLIS academic scope and sequence. Teacher didn’t use any other supplementary material in teaching learning activities. The schedule of ELLIS program was conducted well and always same every year, held once a week of each class on Monday till Wednesday. The program has been successful in improving the students English skill because the program is held intensively once a week for each class.

To support the implementation of ELLIS program, the school has provided a language laboratory in a 5x5 m² building in the school. The language laboratory has been equipped by the facilities and infrastructure. The facilities are whiteboard, markers, LCD and screen, loudspeaker, 15 computers, 15 headphones, air conditioner, etc. Infrastructure includes the building of the school and the language laboratory.

3. Process

The focus of process evaluation is the implementation of ELLIS program. The activities of ELLIS program only focused on studying and doing the lesson which is available in the program including speaking and listening in which students practice their pronunciation by listening and recording their voice using headset, practicing grammar. Students also listen the video which is provided in each lesson.
4. Product

Students who join ELLIS program claimed that they are interested in learning English, they can speak more, they also understand English tenses and pronunciation by joining ELLIS program. The students said that they are now confident to speak English because they often spoke English when learning through games or recording their voice.

Discussion

1. Context of the ELLIS Program at SMP Bopkri 3 Yogyakarta

This is the line with the teacher’s opinion which state that the goal of learning English using ELLIS program to improve students’ English competence and communication skills. The following is the interview with the English teacher.

“Sekarang bahasa Inggris bukan pelajaran yang membosankan karena ada ELLIS program ini yang membuat siswa bisa termotivasi belajar bahasa Inggris dengan fun, kreatif, tidak membosankan dan siswa mampu berkomunikasi dalam bahasa Inggris walaupun mungkin belum sempurna tapi paling tidak anak-anak bisa menggunakan bahasa Inggris sebagai bahasa yang penting untuk di pelajari di masa sekarang.” (Appendix B)

She continued to state,

“Program ini sangat sesuai dan cocok sekali untuk meningkatkan minat dan kemampuan berbahasa Inggris pd siswa kami, pokoknya sesuai dengan tujuan kita.” (Appendix B)

The interview data shows that the context evaluation is related to goal of SMP Bopkri 3 Yogyakarta that is to improve student’s English competence in this globalization era. All of the activities in ELLIS program is suitable to improve their communication skills.

2. The Quality of Inputs of the ELLIS Program

The input coming with the students who is low in English, then the school hold an extracurricular activity called “ELLIS Program” to improve students’ English competence and communication skills. In relation to the teaching goals, based on the program ELLIS sequence and scope, it is described that the teaching goal is to make students understand and able to do simple communication in both oral and written language in relation to daily conversation. The description of the program materials is summarized in the attached of ELLIS sequence and scope. As shown in the following interview with the teacher.

“Materi semua sudah ada di program jadi siswa tinggal menjalankan programnya.” (Appendix B)
From the interview, the teaching-learning activities only used the program. There is no additional material or lesson plan. SMP Bopkri 3 Yogyakarta used two level; basic and intro. The position of ELLIS Basic as an introductory before the students take ELLIS Intro.

The English learning facilities has completed. They used language laboratory. Based on interview with the teacher, the language laboratory is well-equipped with facilities for teaching and learning. As shown in the following interview with the teacher.

“Pembelajaran kan di lab bahasa ya jadi untuk fasilitas saya rasa sudah lengkap. Komputer ada 20 satu set lengkap dengan headset, AC, whiteboard, speaker dll.” (Appendix B)

Some facilities for running ELLIS program is complete it is shown from the result of interview and observation. From all the above data it can be concluded that the program and the facilities of the teaching-learning process are prepared well.

The program has been done based on the provided schedule. It is proved by the researcher’s observation that found the activities were on the schedule. The evidence can be shown in the following interviewed with the teacher.

“Jadwalnya ya tetap setiap minggunya. Hari senin, selasa dan rabu dari jam 7.00 sampai jam 13.00, setiap harinya ada 4 kelas.” (Appendix B)

Based on the interview above, the schedule of ELLIS program is held correctly and on time (three times) – Monday till Wednesday at 7.00 am – 13.00 pm. There are four classes in every meeting and the time of teaching-learning process of each class is 90 minutes and the teacher always use ELLIS program in English teaching-learning process.

3. The Process of Teaching and Learning of ELLIS Program

The activities in teaching-learning using ELLIS program is divided into two parts; using language laboratory and classroom. Each class consist of 30 students and divided into two groups, each group consist of 15 students. The distribution of each group based on the placement test which is held in the first meeting. There are group A and group B in each class based on the result of placement test; group A consist of students who get high score in placement test and group B consist of students who get low score. In every meeting the first group using language laboratory and the second group using classroom but it will be turned or changed in every 45 minutes, so the whole meeting each class is 90 minutes.
The extract of teaching-learning activities as follows:

<table>
<thead>
<tr>
<th>T</th>
<th>Good afternoon students...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ss</td>
<td>Good afternoon miss.</td>
</tr>
<tr>
<td>T</td>
<td>How are you today?</td>
</tr>
<tr>
<td>Ss</td>
<td>Fine miss, thank you and you?</td>
</tr>
<tr>
<td>T</td>
<td>I’m fine, thank you. Before we start our lesson today, let’s pray together..pray begin.... Finish! Good..Who is absent today?</td>
</tr>
<tr>
<td>Ss</td>
<td>Nihill miss....</td>
</tr>
<tr>
<td>T</td>
<td>Great...let’s start the program. Now input your ID and then lanjutkan lesson Minggu lalu ya..</td>
</tr>
<tr>
<td>Ss</td>
<td>: Ok miss..</td>
</tr>
<tr>
<td>T</td>
<td>: Oya..apa ada kesulitan mengerjakan lesson-nya?</td>
</tr>
<tr>
<td>Ss 1</td>
<td>: Ada miss..yang lesson 2 susah.</td>
</tr>
<tr>
<td>T</td>
<td>: Ok miss bantu.” (teacher help the student and explain the lesson)</td>
</tr>
</tbody>
</table>

(students doing and practicing the ELLIS program)

While the students practicing ELLIS program, the teacher just monitoring the students and helping them if there is a problem with the program, lesson, or computer.

<table>
<thead>
<tr>
<th>T</th>
<th>: Did you finish the lesson today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ss</td>
<td>: Yess, miss...</td>
</tr>
<tr>
<td>Ss 2</td>
<td>: Not yet miss....</td>
</tr>
<tr>
<td>T</td>
<td>: Ok, exit and close the program now. We will continue our lesson next week</td>
</tr>
</tbody>
</table>

(Appendix C)

The extract above illustrates when the class began, the teacher checked the students presence list first, then the students started opening the program with typing their name as an ID. After that they start running the program. For, example if the topic is about invitation, the first activity is listening the video conversation about how to invite someone in English. Then they practice the task by themselves. The researcher who is also the teacher just monitored the students during the teaching-learning process. If there they got any problems with the program or the material they usually asked help from the teacher.

The implementation of ELLIS program at SMP Bopkri 3 Yogyakarta was conducted well. The stakeholder and the teacher of ELLIS program said that there are ELLIS scope or syllabus thus the students have to do the activities according to the syllabus or scope. The following is interviewed result with the teacher.
All the students at SMP Bopkri 3 Yogyakarta had finished the ELLIS Basics. ELLIS Basics is divided into units and lessons. Students begin by completing each lesson (usually a total of three or four) within a unit. The lessons consist of a short video, the Script Page, the Skills Menu activities, the Role-play activity, and a lesson quiz. When all of the activities and the lesson quiz are completed, students can return to the Main Menu to play a game, take the unit test, and review their most recent test answers. After a unit test is completed, students can begin the sequence again with another, more difficult unit.

4. The Product of Teaching and Learning of ELLIS Program

Based on the evidences the writer can conclude that the aims can be reached using the result of test review and the improvement of their English ability. The improvement can be seen when they make communication with their friend or with the teacher in daily activities at school. The result of test review (good mark) give evidence that the students more understand, easier in catching the material in ELLIS program and more comfortable in taking part of the learning process. They feel happy and feel that their ability in learning English increase. The students’ learning ability (speaking, listening, reading and writing) can improve successfully. The students can communicate with the teacher and their other friends in English correctly. The following interview with the teacher.

“Menurut saya ELLIS membuat nilai bahasa Inggris siswa meningkat meskipun ini kegiatan intrakurikuler tetapi ini sangat positif dampaknya.” (Appendix B)

She continued to state,

“Contohnya siswa yang dulunya gak bisa ngomong bahasa Inggris sekarang pronunciation-nya sudah lumayan bagus karena listening skillnya yang ada di ELLIS mengharuskan siswa merekam setiap kata/kalimat dalam bahasa Inggris dan itu juga berdampak pada speaking-nya. Siswa jadi gak malu lagi ngomong pake bahasa Inggris.” (Appendix B)

Students who join ELLIS program claimed that they are interested in learning English, they can speak more, they also understand English tenses and pronunciation by joining ELLIS program. The students said that they are now confident to speak English because they often spoke English when learning through games or recording their voice. The following interview with the teacher.
“Kalo saya amati dengan adanya kegiatan intrakurikuler bahasa Inggris menggunakan ELLIS membuat siswa menjadi semangat belajar bahasa Inggris, mereka selalu aktif ikut, dan lebih menyukai pelajaran bahasa Inggris di lab yang menggunakan ELLIS ketimbang di kelas biasa.” (Appendix B)

From the interview result we know that the program can motivate and encourage the students to study English, they are more active in practicing English skill like speaking, and they prefer ELLIS program to classroom activity. The students’ learning achievement also increase. The teacher satisfied with the program.

Conclusion

ELLIS program has been conducted for years in SMP Bopkri 3 Yogyakarta and there has been no evaluation of the program. The evaluation actually can be a good decision to improve the quality of the program. Here the researcher conducted an evaluation covering the context, input, process and product aspects of ELLIS program. ELLIS program fulfills the four aspects. It can be concluded that in term of context evaluation the ELLIS program has assessed the needs and goal. In terms of input evaluation, the ELLIS program has run well. The next evaluation is process evaluation. The result of this evaluation showed that the ELLIS program is well scheduled and the students are enthusiastic in joining the program. The last is product evaluation. From this evaluation showed that the ELLIS program has met the needs of the learners in improving their English skill.

References


ELLIS. 2006 . ELLIS Instructor Guide. USA.


