An evaluation of TOEFL preparation program at ELTI Gramedia using CIPP (context, input, process, and product) model

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Abstract: This research focuses to investigate how the context, input, process, and product of the TOEFL Preparation Program at Lembaga Pendidikan Bahasa Inggris, ELTI Gramedia Yogyakarta contribute to the success of the program. The research applied a qualitative research design and collected the data by online observation, online interview, and online documentation. The researcher used Stufflebeam’s theory of CIPP (Context, Input, Process, and Product) Model to evaluate the TOEFL Preparation Program at ELTI Gramedia.
The research participants were the director of ELTI Gramedia, the teachers of the TOEFL Preparation Program, and the students of the TOEFL Preparation Program. Findings showed firstly, in the context evaluation, the objective of the TOEFL Preparation Program was relevant and fulfilled the student’s needs. The objective of a program was based on need analysis. The need analysis underlay the program objective. The need analysis tended to be on market need. Secondly, in terms of input evaluation, it was good because all the teachers had good quality in teaching at the TOEFL Preparation class. All of the teachers graduated from the English department. The teachers already had some training before they taught in the class. The facilities in teaching online properly facilitated the students. Thirdly, in the process evaluation, it was not good enough because the online teaching and learning were still not effective. Some students were still passive in the class, although the teacher had explained the material rightly. Sometimes, the bad internet connection made them could not enjoy the class efficiently. In teaching strategy, some of the teachers did not apply strategies for doing the TOEFL test. The teachers only asked the students to answer the questions and discuss them. Lastly, the product evaluation, was good because the TOEFL Preparation program succeeded in improving the student’s skills. The students had higher TOEFL scores than before. While the students were not maximal to obtain a good score on the TOEFL test. The higher score of TOEFL is 600 scores.

Keywords: CIPP model; evaluation; ELTI Gramedia; TOEFL preparation


Introduction

In this modern era, the English language is used as an international tool. Teaching English is becoming an educational field that is worthwhile for exploring within the general education system. English has been dominated in many various fields such as education, business, technology, research, tourism, medicine, and others. English has become one of the requirements of recruiting a new employee in some foreign companies and having an international relationship with other countries. As we know that English is one of the foreign languages learned by Indonesian students at school or university, so every student has challenges itself in mastering the English language. Commonly, the average of students who want to learn English is that they can communicate in English with their peers or native speakers (Yasin, 2017). To support the student’s English comprehension, many English courses provide many English learning and training for improving student English skills and teach the students how to get the best score in the English test such as the TOEFL test and IELTS test.

To know how students’ learning process and find out how well the student’s performance is, it needs an assessment. Assessment has a critical role in the teaching process. Through the appropriate assessment, the teacher can classify and grade their students, give feedback, and structure their teaching accordingly. The language teachers use the assessment activities in the classroom to check student

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acquisition levels. The assessment is a long-term procedure and it involves the information and data regarding the development of the students (Tosuncuoğlu, 2018). Assessment and evaluation are the main parts of teaching and learning activities. Besides, teachers should recognize all their student’s characters. Effective teachers should possess skills such as applying various teaching methods, presenting information, using a variety of teaching aids, promoting students’ interests, providing constructive feedback, recognizing students’ differences, and building their teaching based on their needs (Alzobiani, 2020).

At ELTI Gramedia, many English language programs can be joined by the students who want to improve their English skills. The programs are divided into 4 types, they are (1) English for children, which is related to English for Kindergarten, English for Elementary Students, and English for Kids. (2) English for adolescents, which is related to English for Junior High School, and General English for High School. (3) English for adults, which is related to English for active communication, and ELTI Speaking Club. (4) English for Specific Purpose, which related to Business English Series, English for Healthcare Professionals, English for Job Hunting, TOEFL Preparation course, TOEIC Preparation Course, IELTS Preparation course, and Academic English. So, from all the English programs at ELTI Gramedia, the researcher will focus on TOEFL Preparation. Meanwhile, during the pandemic situation, ELTI Gramedia will arrange online learning classes for all the programs above.

Successful program development cannot occur without an evaluation. It means that the success of a course can be measured from the context of the course, the input of the courses, the process of the course, and the product of the course (Bayram & Canaran, 2019). For each level of education, it will be important to research how education could be more effective and fruitful in higher education. Meanwhile, graduates of higher education institutions should be qualified and intellectual in their field of study because one of the important aims of higher education is to educate the students individually as well-informed and skilful people. On the other side, the aims, subject, and teaching method should be well-designed in a systematic way. We should make the teaching and learning process more fruitful. So, the people who carry out measurement and evaluation practice and teach how to measure and evaluate, have an important responsibility (Karakus & Turkkan, 2017). Finally, based on the explanation above, the researcher wants to evaluate the TOEFL Preparation program at ELTI Gramedia entitled “An Evaluation of TOEFL Preparation Program at ELTI Gramedia Using CIPP (Context, Input, Process, and Product) Model.

Literature review

TOEFL (Test of English as a Foreign Language)

TOEFL is one of the standardized language tests for foreign language learners. It is a reliable test designed by Educational Testing Service (ETS) based in New Jersey, U.S.A. The test has evolved from a paper-based test to an internet-based test through several phases of revision. It was first used as a paper-based test in the early 1960s (Mustaf, 2018). The TOEFL test was developed in the early 1960s to assess the English proficiency of second-language speakers of English who intend to study in an institution where English is the language instruction. There are four types of TOEFL released by ETS (English Testing Service), they are: (1) PBT (Paper-Based Test) TOEFL, TOEFL PBT test is administered via a paper and pencil format. The structure test of PBT-TOEFL includes a listening section, structure, and reading, (2) CBT (Computer-Based Test) TOEFL. The TOEFL CBT or Computer-Based test is used to evaluate English language proficiency in the academic context. The structure of CBT TOEFL includes a listening section, structure, reading, and writing, (3) IBT (Internet Based Test) TOEFL, TOEFL IBT test is a test that is taken on the computer and measures four skills set. The structure of the IBT TOEFL includes listening, speaking, writing, and reading, and (4) ITP (Institutional Testing Program). ITP tests are paper-based and use academic content to evaluate the English language proficiency of non-native English speakers. TOEFL ITP scores are mapped to the CEFRL and test takers are provided with a certificate of achievement. TOEFL ITP test has three sections such as Listening Comprehension, Structure and Written Expression, and Reading Comprehension. There are some tips for teaching TOEFL (Recine, 2019) that can be applied by the teacher in their class such as knowing the official material, teaching language skills that are relevant to the TOEFL, and teaching academic skills that are relevant to the TOEFL including test skills.
Context, Input, Process, and Product Model

![Diagram of Context, Input, Process, and Product Model]

**Figure 1. The CIPP Model Evaluation**

**Context evaluation**
Context evaluation is a concern with the evaluation of a program related to the objectives, mission, and goals of the program. Context evaluation is used to give a rational reason a program or curriculum has to be implemented. It can be evaluated the program’s objectives, policies that support the vision and mission of the institution, the relevant environment, identification of needs, opportunities, and specific problems diagnosis. Need assessment is included in an example of context evaluation. Meanwhile, on a small scale, this context can be applied to evaluate the objectives of program learning (Warju, 2016).

**Input evaluation**
Input evaluation concerns providing information about the sources that can be used to achieve the objective of the program. Input evaluation is implemented for finding a problem-solving strategy, planning, and program design. The results of the input evaluation such as human resources, budget, schedule, proposals, and procedures. Input evaluation is also concerned with learning activities. Input evaluation also can be done to find sources that can be used in the learning process. So, it can provide appropriate learning strategies. The input contains students' components, infrastructure, media, teachers (Warju, 2016). Human resources management is the process and effort to develop, motivate, and evaluate the human resources needed by the company in achieving its objective. The process starts to choose anyone who has the qualifications and is suitable to occupy a position in an organization as required by an institution or organization to maintain the qualification (Tanjung, 2020).

**Process evaluation**
Process evaluation supplies to provide feedback to the individual to take responsibility for all the activities of the program or curriculum. Process evaluation is performed to monitor potential sources that can cause the failure, prepare information for planning decisions, and explain the process. Process evaluation requires the instrument of data collection such as observation sheet, assessment scale, field notes, etc. (Warju, 2016).

**Product evaluation**
Product evaluation concerns measuring the success of a program. It means to measure how far the achievement of objectives in a program itself. Program evaluation also measures the impact of the expected and unexpected from the program. The evaluation is conducted during and after the program. Stufflebeam suggests the product evaluation conducted for four aspects of evaluation: impact, effectiveness, sustainability, and transportability. Product evaluation requires an instrument (such as a test sheet, interview sheet, and observation sheet) to observe behaviour change after the implementation of the learning program. Product evaluation to serve recycling decisions (Warju, 2016).

**Methodology**
The type of research was evaluation research. The purpose of the research was to evaluate the TOEFL Preparation Program at ELTI Gramedia. The researcher used the CIPP evaluation model. This research conducted at TOEFL Preparation Program at ELTI Gramedia Yogyakarta. The researcher chose this program because the program provides some courses that offer the students to more prepare themselves for doing the English test such as the TOEFL test. The participants of the research were the director, the teacher, and the student. There were three instruments used to find out the data as follows: online observation, online interview, and online documentation. There were three steps in data analysis. They were data reduction, data display, and conclusion drawing and verification.

**Results**

**Evaluation of context of TOEFL Preparation Program**

TOEFL Preparation program at ELTI Gramedia had no vision and mission. The vision and mission program had already been included in ELTI Gramedia Institution. Warju stated that context evaluation is a concern with the evaluation of a program related to the objectives, mission, and goals of the program (Warju, 2016). Based on the data, the objective of the TOEFL Preparation program was designed to help the students who take the magister and doctoral program and also for everyone who wanted to take a TOEFL test. The director stated that:

**The director:** Sebenarnya di ELTI sendiri tidak ada apa visi misi khusus programnya karena itu tercakup dalam visi dan misi dilembaga, kecuali kalau hanya untuk tujuan program itu dibentuk ya untuk membantu mahasiswa yang mengambil S2, S3 atau siapapun yang ingin mengikuti test TOEFL ya makanya program persiapan itu diadakan. (Actually, in ELTI itself there is no specific vision and mission of the program because it is included in the vision and mission of the institution unless it is only for the program that it is formed to help students who take S2, S3, or anyone who wants to take the TOEFL test, so the preparation program is held).

This objective of the program was created based on the need analysis. Many students need a TOEFL score to get a scholarship, to register in the university, or to look for a job.

**The researcher:** Apakah tujuan dari program berdasarkan need analysis? (Did the objective of the program based on need analysis?)

**The director:** Oh iya jelas dilakukan need analysis, need analysisnya lebih ke kebutuhan pasar. kira-kira pasarnya ini ada atau tidak, ada nggak yang ambil program ini nanti, datanya diambil dari permintaan atau pertanyaan semua orang setiap minggu setiap hari. (It is clear that a need analysis is being carried out, the need analysis is more concerned with what the market needs. Maybe it will be already in the market or not, does anyone will take this program later or not, the data is taken from everyone's requests or questions every week and every day).

The objective of the TOEFL Preparation program was relevant. The program tried to help the students improve their English skills especially for tips and tricks in the TOEFL test. Most of the students were satisfied after taking the course.

**Evaluation of Input of TOEFL Preparation Program**

**Human Resources**

The director and all the teachers who taught in TOEFL Preparation at ELTI Gramedia had an English language background. All the teachers had a good qualification in teaching English, especially at the TOEFL Preparation program. The teacher who would be teaching at the TOEFL Preparation class should meet two criteria, they should be a senior teacher, and had minimal 550 scores on the TOEFL test. Before they were going to teach the students, they should also get training from ELTI Gramedia about the production of knowledge, material for TOEFL, and the way how to teach at TOEFL class.

**The director:** “Hmmm, ada. jadi itu tidak hanya program TOEFL tapi untuk semua program di ELTI guru-guru yang direkrut itu ada harus mengikuti training dulu namanya itu inisial training jadi salah satu materinya itu ya tentang kelas TOEFL itu. Selesai inisial training itu setelah mereka menjadi guru itu ada upgrading session, itu semacam training juga misalnya seorang guru yang ngajar di TOEFL 1, sebelum dia ngajar di TOEFL 2 harus mengikuti sesi upgrading
"dulu". (It's not only for the TOEFL program but for all programs in ELTI, the recruited teachers have to take the training first, it is initials training. One of the materials is about the TOEFL class. After the initial training, there is an upgrading session, it is a kind of training, for example, a teacher who teaches in TOEFL 1, before he teaches in TOEFL 2, he has to take part in an upgrading session first.

Curriculum, syllabus, and material

In a program, they should have the goals, the targets, and the assessments. All of them is contained in a curriculum or syllabus. A syllabus is a structure that gives information about a course and it contains goals, objectives, topics, and assessment components. Curriculum, on the other hand, is an active, interrelated, unified, and overlapping procedure. Designing, implementing, and assessing a syllabus are parts of a recurring progression (Sarigoz, 2019). TOEFL Preparation program did not employ a curriculum and syllabus. They did not arrange the syllabus or curriculum by themselves. They adopted the material from many book sources. One of the books that are used is Logman written by Deborah Philips. They adopted the material may be from four up to five book sources.

The director: Kita buku utama itu ambil dari salah satu sumber utama, lalu dikembangkan dengan menambahkan materi dari sumber-sumber lain mungkin ada empat atau lima sumber buku TOEFL yang digunakan sehingga saling melengkapi. Karena untuk buku TOEFL kan kita nggak bisa bikin sendirinya, harus yang betul-betul valid asli dari luar. (The main book is taken from one of the main sources, then developed by adding material from other sources, it is maybe four or five sources of TOEFL books used so it can complement each other. Because for the TOEFL book, we can not make it by ourselves, it has to be a really valid one from the outside). From those books, they arranged the TOEFL material to teach in the TOEFL Preparation class. But on the other hand, the book for teaching TOEFL was already arranged by Educational Testing Service, it is an international standard material. So, the TOEFL Preparation Program only adopted the material from them.

Facilities

The facilities in TOEFL Preparation program at ELTI Gramedia were already adequate. Facilities for online teaching such as Zoom application, PowerPoint, and others. All the teachers and students were already familiar with the zoom application, so it helped the online class can be run well. The TOEFL program prepared the premium zoom application to teach the students in the online classroom. Besides that, in ELTI Gramedia, they also have 24 classrooms, a canteen, prayer room, library, teacher room, director room, financial room, media room, warehouse, kitchen, and others. All the facilities are used to support all teaching and learning processes at ELTI Gramedia. So, it can be concluded that the facilities at ELTI Gramedia have supported the TOEFL Preparation program for doing the teaching and learning.

Budgets

<table>
<thead>
<tr>
<th>No</th>
<th>Subjects</th>
<th>Nominal</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Registration</td>
<td>Rp. 100,000,00</td>
</tr>
<tr>
<td>02</td>
<td>Courses + book</td>
<td>Rp. 1,300,000,00</td>
</tr>
<tr>
<td>03</td>
<td>Test TOEFL ITP online/offline</td>
<td>Rp. 550,000,00</td>
</tr>
<tr>
<td>04</td>
<td>Online OTS (On the spot)</td>
<td>Rp. 600,000,00</td>
</tr>
</tbody>
</table>

For the budget to get the TOEFL course at ELTI Gramedia, each student should pay around Rp. 100,000 for registration, Rp. 1,300,000. After the course, all the students should take the TOEFL ITP (online or offline) with the course Rp. 550,000. They take the test with the material from ETS (Educational Testing Service). Besides that, there is also a test namely the online OTS test. The students should pay Rp. 600,000 for taking that test. Online OTS test or On the spot test, it can be joined by the students who do not join the TOEFL course before. They only come and register after that taking a test.
So they can take the test without joining the course. The budget for the program is operational, it has been regulated in institutional, not individual.

**Evaluation of Process of TOEFL Preparation Program**

In the TOEFL Preparation class, the teachers should understand the characteristics of their students in learning. Before starting the class, the teacher at the TOEFL Preparation class always reviewed the previous material with the students. It aimed to remind the students about what they had learned before. The teacher also tried to motivate the students and asked them to answer the question together. When doing the exercise, the teacher tried to help the student to find out the correct answer, they also explained the reason why the answer is correct or incorrect. Otherwise, during the online teaching and learning process, some of the teachers did not apply all the teaching strategies of TOEFL. The teacher taught the material, asked the students to do the exercise, and discussed the answer together.

**Evaluation of Product of TOEFL Preparation Program**

<table>
<thead>
<tr>
<th>Name of Students</th>
<th>Score Test 1</th>
<th>Score Test 2</th>
</tr>
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<tbody>
<tr>
<td>Student A</td>
<td>520.00</td>
<td>523.33</td>
</tr>
<tr>
<td>Student B</td>
<td>480.00</td>
<td>543.33</td>
</tr>
<tr>
<td>Student C</td>
<td>513.33</td>
<td>523.33</td>
</tr>
<tr>
<td>Student D</td>
<td>80.00</td>
<td>506.67</td>
</tr>
<tr>
<td>Student E</td>
<td>460.00</td>
<td>533.33</td>
</tr>
<tr>
<td>Student F</td>
<td>520.00</td>
<td>566.67</td>
</tr>
</tbody>
</table>

TOEFL Preparation program was a success in improving students’ TOEFL scores. All the students were helped to understand the tips and tricks in doing the TOEFL test. The data in findings showed that all the students had good progress after taking a course. The first student could get his score from 520.00 to become 523.33, the second student from 480.00 become 543.33, the third student from 531.33 become 523.33, the fourth student from 80.00 become 506.67, the fifth student from 460.00 become 533.33, and the sixth student from 520.00 become 566.67. Their score was increased.

*Student*: Kalau aku progressnya aku rasa cukup baik, karena kan awalnya tu nilainya lepaskan mbak misalnya mau daftar di perguruan tinggi kaya nilai pas itu 450 ngga jauh-jauh dari itu, nah tapi setelah ikut less TOEFL di ELTI itu kaya banyak dapat tips, banyak dapat cara gitu gimana cara memahami soal itu, jadi nilainya itu agak meningkat dari sebelumnya terutama yang aku, akukan lemahnya distructure kan, itu lumayan sangat membantu setelah less di ELTI. (For the progress, I think it was good enough, usually for register to the university, we should have the TOEFL score around 450, it is not far from that. After joining the course at ELTI, I got many tips, how to understand the questions, so my score become higher than before, especially for me, I was not good for the structure, so it so helpful after course).

But on the other side, look at the score, generally, the good score of TOEFL should be 600.00 and the students had not already gotten it. Meanwhile, the objective of the program has been achieved. The program helped the students to learn about tips and tricks in doing the TOEFL test was successful. In conclusion, the TOEFL Program had already successfully helped the students to get a good score in TOEFL. But for the TOEFL score itself, the program had not already successes, look at the student’s scores the students had not to get 600 in their scores. Normally, a good TOEFL score should in 600.

So, the teaching and learning process at the TOEFL class should be increased, the teachers should more creative and increase their strategies in teaching each skill of the TOEFL course. After the course end, the students should apply what they have learned from the teacher. The students could understand how to manage their time in doing a TOEFL test and learned how to find the correct answer in a short time.
Discussion

Each element of the CIPP (Context, Input, Process, and Product) model has an important role in the success of a program. When a program has a good context, input, and process, it is automatically the product of the program is also good. In context, when a program has a clear goal in running a program, the results of the product will have a high quality. In input, it is important to prepare a good human resource, the facilities, and material to support the teaching and learning process there. The students are enjoyable in learning when the institution provides supporting facilities. The process is also important to the success of the product. When the process is running effectively, the students can obtain the knowledge to improve themselves.

The objective of the TOEFL Preparation program at ELTI Gramedia was relevant. The program tried to help the students improve their English skills especially for tips and tricks in the TOEFL test. Most of the students were satisfied after taking the course. They could get a higher score on the TOEFL test than before. The teachers who would teach at the TOEFL Preparation program should meet the criteria and has the minimal 550 scores of the TOEFL test. There was a teacher’s training program from ELTI Gramedia to help the teacher in improving their knowledge. The TOEFL Preparation program was already good enough for human resources. They prepared the good quality of the teacher who would teach at TOEFL Preparation class. Related to the syllabus, curriculum, and materials, the program adopted the material from many book sources. One of the books used was Logman written by Deborah Philips. They adopted the material may be from four up to five book sources. From those books, they arranged the TOEFL material to teach in the TOEFL Preparation class. Meanwhile, the program did not employ a curriculum and syllabus. They did not arrange the syllabus or curriculum by themselves. For the material, it was already good enough because the TOEFL Preparation had already used the specific material for teaching TOEFL. ELTI Gramedia already had enough facilities to support the teaching and learning process there.

When doing the online class, the TOEFL Preparation program also already prepared some teaching platforms such as internet access, zoom meeting, PowerPoint, and so on. Meanwhile, The facilities in the Paper-based TOEFL Preparation program should be improved. This supports the students’ success in improving their TOEFL scores. The budget of the program operated in the TOEFL Preparation program at ELTI had already been managed by the institution. Accordingly, the budget was sufficient enough to run the program. In that way, hopefully, the students would improve their TOEFL scores. In the online learning process, the teachers provided the material through PowerPoint and tried to explain in two languages (Indonesia-English) to help the students easier to understand the material given. Because it was an online class, the teacher could not control all the students at the same time. The online teaching and learning process could not be effective. Some of the students were still passive in the class, and only one or two students were active to respond to their teachers. The bad internet connection also affected the online teaching and learning process, and some students also preferred to turn off their cameras during the zoom meeting. In teaching strategy, some teachers did not apply the strategies in teaching TOEFL class. During the exercises, the teacher only asked the students to find out the answer and discussed all the keys of the questions given. This condition of the process still has some weaknesses because and as soon the TOEFL score did not reach the maximum score.

Conclusion

In the context of the TOEFL Preparation program at ELTI Gramedia, this program had no vision and mission. The vision and mission of the program have been included on the ELTI Gramedia, but the TOEFL Preparation had the objective itself. This program helped the students who take a magister or doctoral degree or for everyone who wants to take a TOEFL test. The objective of the program was successfully to help the students in increasing their TOEFL scores. The input evaluation of the TOEFL Preparation program showed that the human resource in the program had the capability in teaching the TOEFL Preparation course. All the teachers graduated from an English language background, so they had enough capacity in teaching English. The TOEFL Preparation Program had no curriculum or syllabus which was arranged by themselves. They adopted the material from some TOEFL books which had already fulfilled the international standard of TOEFL material. The facilities in teaching online were already good enough. It can facilitate the students in the teaching and learning process. The budget was sufficient enough to run the program. In that way, hopefully, the students would improve their TOEFL scores.
scores. The process evaluation of the TOEFL Preparation program showed that in the pre-teaching, the teacher started the class by saying greeting and asking about the student’s condition. The teacher explained the material and gave an example to the students before they were going to the exercise. The teacher helped the students find the correct answer and explained the answer itself. The students were satisfied with the teacher’s method of teaching, and they felt easy to understand the material given by the teacher. The teachers were experts in teaching TOEFL class, it looked at how the teacher brought the material, prepared the PowerPoint, and explained it. But on the other side, the teacher should increase their strategies in teaching, and understand how the way to teach TOEFL appropriately. Some students were still passive in the class, and the bad internet connection made the students could not enjoy the class effectively. The TOEFL Preparation program succeeded in improving the student’s skills. The students had higher TOEFL scores than before. While the students were not maximal to obtain a good score on the TOEFL test. The higher score of TOEFL is 600 scores.

References