Evaluation of International Language Centre (ILC) Bombong Ntala Labuan Bajo Regency

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Abstract: This should be in one paragraph between 250-300 words. It must focus on: aims of the study, methods, findings, conclusions, and implications. This research aims to evaluate English Language Course of International Language Centre (ILC) Bombong Ntala Labuan Bajo Program particularly speaking skills based on the context, input, process, and product. This is an evaluation research that applied Stufflebeam's CIPP model (2007). The data were collected through observation, interview and document analysis. The data were analyzed using Miles, H. and Saldana's flow model of qualitative data research that included data collection, data reduction, data display, conclusion, and verification. The findings revealed that evaluation in terms of Context evaluation, background of program vision and mission was supported to the context. The goal of ILC Bombong Ntala Course failed to meet the background, vision and mission because it did not promote the platform that aims to promote the institution to reach out more scopes of customers. Instead, it provided foreign languages courses (English and Spanish) to promote citizens’ language literacies, not only limited to such foreign languages, but also to create more possibilities for people to learn, for example, English for entrepreneurship, and English for tourism. In terms of Input evaluation, two teachers were not graduated from English department and the curriculum and syllabus of ILC Bombong Ntala Course show did not employ any determined curricula. The next evaluation is Process. The result of evaluation showed the processes of teaching and learning at the ILC Bombong Ntala Course could not run well. The last Product was the product evaluation. This evaluation proved that the outcome of English course program was not good effective enough to improve the students’ speaking skills.

Keywords: CIPP Model, Evaluation, ILC Bombong Ntala Course Program


Introduction

As a foreign language, English is only used in the school context, and it has nothing to do with how students practice English after school hours. As Manara (2007) points out, students do not have the chance to practice their English since people in their environments still use local languages and Indonesian language in each aspect of daily life, including signs, reading materials, official forms and speaking skills. In addition, the government is mainly concerned with how English is taught and used as a means of communication at school and in what context English is used as a language for specific purposes. In this sense, learning English as Foreign Language (EFL) along with such factors may affect students’ competence.

Largus Tamur established an English course program in 2016 to improve this condition, and students are prepared to increase their English competency. In this program the youngest children to learn English language or the beginner level are about 5 – 10 years old (elementary school children); (2) adults who are interested in pursuing a basic knowledge of English language or who want to build their English skills further. The learners have different levels of English competence, but they want to master English not only to increase their score of English at school, but also to learn English for Specific Purpose (ESP) as a guide and promotion of Labuan Bajo as a famous tourist destination; (3) civil servants working for the government are also potential targets of this language program.

Based on explanation above the researcher interested in and focus on the second program of ILC course; Adults in general who are interested in a basic knowledge of the English language or who want to build their English skills further. In this program the students are learning English at school such as
Junior high School and Senior High School. The learners are in different level of English but they want to master English not only to increase their score of English at school but also, they learn English for specific purpose to be a guide and promotion of Labuan Bajo as tourism destination.

In a tourism destination, speaking is very essential, especially in daily communication. To recognize a person, she/ he is educated from the way and what she/ he is speaking. When speaking, someone has to know what to speak and understand the ideas of what she/ he is talking about.

According to Harmer (2002, p. 87) argues that trough speaking, the students will understand ideas, opinions and information from other people. Additionally, Brown and Yule (1983) cited in Richard, (2008) made a useful distinction between the interactional function of speaking, in which it serves to establish and maintain social relationship, and the transactional function, which focus on exchange of information.

Similarly, Richards (2008, p. 19) states, in workshops with teachers and designing my own materials, “I use an expended three-part version of Brown and Yule’s framework as follows: talks as interaction; talk as transaction; talk as performance. Each of these speech activities is relatively distinct in term of function and requires different teaching approaches.

1. Talk as interaction

The focus of this is more on speakers and how they wish to present themselves to each other on the message.

2. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than participant and how they interact socially with each other.

3. Talk as performance

The last type of talk that can usefully be distinguished has been called as performance. The speaking functions show that speaking is not only about producing the language, but it also functions for some different purposes in daily communication. Teaching Speaking Harmer argues that it can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level. It could develop in lists 16 points of micro skills in speaking.

Program Evaluation

To increase responsibility of English course program, namely efficiency and effectiveness and to improve it, program evaluation is significant. According to Richards (2001: 286) who states that in an educational context, evaluation is regarded as “collecting information about different parts of a language program in order to know how the program works and how successfully it works, enabling different kinds of decision to be made”. Similarly Genesee (2001, p. 146) claimed the main purpose of evaluation is “to guide classroom instruction and enhance student learning on a day –to day basis”.

From the quotation, it is understood that program evaluation is the use of different social research methods to check the effectiveness of social programs. The aim of evaluation itself is to find out whether the implemented program has been appropriate to reach the aim or not. In other words, we can conclude that a program evaluation includes all the systematic steps to look for the worth and weaknesses of such a program. The evaluation itself is to evaluate the whole program whether it is planned well or not, look for kinds of obstacles it is facing or the progress it is making.

Purposes for Program Evaluation

Weir and Roberts (1994) in Richards, (2001, p.288) distinguish between two major purposes for language program evaluation: program accountability and program development. Accountability refers to the extent to which those involved in a program are answerable for the quality of their work. Furthermore, accountability-oriented evaluation usually examines the effects of the program or project for the benefit of an external audience or decision maker. So, the goal of program evaluation to give feedback whether the program is successful or not.
CIPP Model

Based on issues mentioned above the researcher used the CIPP Model to evaluate the program. In evaluation research the researcher uses CIPP model to know what the component that researcher will analyze is. Stufflebeam, D. L et all (2002, p. 277) states that CIPP includes context to determine the objectives, input to determine program design, process to control program operation and product to judge and react to program attainments. Furthermore, CIPP model is acronym of context, input, process and product.

This typical a method is to inspire the development and helps the leader in accountability and using the information and all the sources to improve the process of the program.

English is the most important language in the world today because of its role in the development of tourism as well as business in general, and it is necessary for the language program to provide citizens with professional development-related courses. However, using the CIPP model, the English courses conducted by the International Language Center (ILC) Bombong Ntala Labuan Bajo are designed to increase learners’ English skills and they must be evaluated simultaneously. Stufflebeam (2002) claims that evaluation is a systematic investigation of the merit and/or worth of a program, project, service, and other object of interest. Similarly, Richards, (2001, p. 286) argues that educational context, evaluation is viewed as ‘collecting information about different aspect of language program in order to understand how successful it works, enabling different kind of decision to be made.

Consequently, to investigate the goal succession of the program, it is essential that the program be evaluated. Weiss (1972, p. 4) stated that the purpose of evaluation research is to measure the effects of a program against it set out to accomplish are a means of contributing to subsequence decision making about program and improving future programming. In this research, the researcher goes to evaluate the program by using CIPP (Context, Input, Process, and Product) model purposed by Stufflebeam (1985). CIPP models allocated into four elements such as context element, input element, process element and product element.

Methodology

This research is an evaluation research. The aim of this study was to evaluate International Language Centre (ILC) Bombong Ntala. The CIPP (context, input, process, and product) evaluation model developed by Stufflebeam (2002) is used in the study.

Research Participants

The participants in this study include the head of the ILC Bombong Ntala, marketing staff, administration staff, teachers and students in ILC who attended this course Program in the academic year of 2018/2019.

Data Collection Technique and Instruments

This research aims to evaluate the ILC Bombong Ntala in Labuan Bajo. To meet the researcher’s perception, the Creswell’s theory is at the heart of the data collection stages (Creswell, 2014, p.239) including setting the boundaries for the study, collecting information through unstructured or semi structured observation and interviews, documents, and audio-visual materials, and starting the procedure for recording the information. Therefore, the researcher collected the data through four stages namely, (1) observation, (2) interview, (3) document analysis (4) audio-visual materials.

Document Analysis

Documentation was conducted during the research. Through the documentation, the researcher got more information. Cresswell (2014) categorizes documentation into two documents: public document such as minutes of meetings or newspaper, and private documents such as journals, diaries, or letters.

In this research, the researcher analysed the ILC documents through the data collected from the vision, mission and the goal of ILC. The module was related to the processes of ILC Program in Labuan Bajo as follows:
Table of ILC course Document

<table>
<thead>
<tr>
<th>No</th>
<th>Document</th>
<th>Contains</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Profile of ILC</td>
<td>Vision: Human development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mission:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.  Optimisation of students’ learning of foreign language.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.  People engagement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.  Links enhancement.</td>
</tr>
<tr>
<td>2</td>
<td>Certificate</td>
<td>Approval letter from Pemerintah Kabupaten Manggarai Barat Dinas Penanaman</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mode dan Pelayanan terpadu satu pintu.</td>
</tr>
<tr>
<td>3</td>
<td>Material of teaching learning</td>
<td>Module for three level beginner, pre-intermediate and intermediate.</td>
</tr>
</tbody>
</table>

Data Validation

The data validation was set to avoid inaccuracy, and the triangulation technique was used as well. Susan Stainback in Sugiyono (2007, p. 330) rearticulates that the aim of triangulation is not to determine the truth about some social phenomena, but also to increase some understandings and investigations. Hence, triangulation also aims to strengthen the researcher’s understanding of data and facts. Meanwhile, William Wiersma in Sugiyono (2007:372) adds that triangulation is a qualitative cross-validation that assesses the sufficiency of data in regard to the convergence of multiple data collection procedures. In this context, the researcher used triangulation technique to crosscheck the data validation in different ways through observation, documentation or interview.

Data Analysis Technique

This research used a qualitative data analysis based on the theory of Miles and Huberman (1994). Several activities were done to analyze the analysis, namely the data reduction, data display and conclusion and drawing/verification.

To analyze the data, the researcher used the following steps based on the theory model of Miles Huberman and Saldana (2014), as cited in Nursakina (2018): Data Collection

The researcher collected the data through the two techniques described in the previous section. The data of this research were taken from the observation, interviews, documentation and interview.

Data Reduction

Data reduction covers some activities such as selecting, focusing, simplifying, abstracting and transforming the data that appear in field notes, transcription, interview transcripts, documents, and other related materials. In this research, the data were relevant to use by considering the data reduction. (a) Selected the data collected based on CIPP model to the evaluation the ILC course program; (b) Coded the data based on the CIPP elements to identify the strengths and the weakness the ILC course program.

Data display

Miles and Huberman (1994:11) outline a display that is organized to the assembly of information in terms documents, conclusion and action. The data display supports the researcher to understand what happened and to do something whichever investigates further or takes action based on the understanding.

In this stage the researcher selected some activities, observed the teaching learning activity, the result of interviews, and document of ILC course program as supporting evidence whether the ILC course program was reached or not the goal of course as arranged by the researcher based on CIPP model, Stufflebeam, (2002).

Conclusion and verification

In this step, meanings are derived from the previously analyzed data (data consideration and data display) to make sure that they are confirmed. After collected, reduced, and displayed the data, the researcher was drawing the conclusion based on the result of this research.
Results

The Context of English Language Teaching Program at ILC Bombong Ntala Labuan Bajo Regency

The data of context evaluation were collected through document analysis, observation and interviews. The document analysis is elaborated as follows:

The History of ILC Course Program

The International Language Centre (ILC) is called Bombong Ntala. Bombong, was established by Mr. Largus Tamur as an English course program in 2016 to develop the human resources of Flores and NTT people in terms of the foreign languages mastery.

The following was the result of interviews with the head of the ILC course program: The interview result

“You know I am strongly interested and my passion is human resources. I mean I need to engage more people to improve their quality of human resources. I started I could do at the time because I was thinking what I have been working in language yach, capacity building. I started with this centre of languages and here we teach not only English but also Spanish.”

The background of ILC program is to develop human resources especially in mastering foreign languages. The foreign languages offered by the ILC course are English and Spanish. Moreover, local people who learn foreign languages in the ILC can develop their entrepreneurship potentials because mostly they work in different sector such as hotels, hospital and governments. The literacy aspect is also worth considering because people can understand linguistic aspect in daily life after completing the courses. Even they can become mentors for those who need further knowledge of foreign languages.

Vision, Mission and Objective of ILC

In running the program, the ILC course provided the vision, mission and objectives, as illustrated in the following result of interview with the head of ILC course program: The interview result

“Okay I have written here; the vision is to develop the human resources of Flores and NTT people especially on foreign languages. Okay. And the mission, we have three missions here, the first one is to optimize students learning of foreign language, and the second one is to engage many more people to learn English, and the third one is to enhance links with native English institutions. This sounds we do not engage ourselves with our local partners, but we try to develop our links. Our links or nets must cross the border of English institutions especially with the native institutions in England, America and Australia. We have three missions. And the objective is to promote international languages to citizens.

In terms of the vision, mission and the goals of ILC course program. The researcher identified the result of the data to ascertain the ILC course program. It is one of the courses that engages more people to improve their quality of human resources especially to optimize students’ learning competence of foreign languages and to attract more people to learn English. Meanwhile, the goal, the ILC Course program is to promote international languages to citizens.

The Quality of Inputs in English Language Teaching at ILC Bombong Ntala Labuan Bajo Regency

Stufflebeam (2002) claims that methods used to carry out input evaluation include inventory and analyzing available human and material resources, proposed budgets and schedules, and recommended solution and procedural designs recommended solution strategies and procedural designs. Human and material resources are related to the aspects of background of teachers, curriculum, syllabus, material and infrastructure.

Background of the teachers of ILC course

In terms of human resources, there also important to develop the ILC course program quality. The following is the result interviews with the head of the ILC Bombong Ntala.

Data 3: The teachers’ backgrounds

“Yes, it’s okay. I’m sorry for any differences. They are Mr Van and Ibu Helena. Of course, the principles, the criteria. Yes, the teacher has to be in a team, working with another person or
educator. I would like to engage. Let’s say I would like to engage in a team, working with partners. The partner or teacher loves who engages much more in the team rather than individuals doing the work. And I can divide them into four; we start the class, we engage ten two fifteen minutes of a short meeting.”

The quality of the teachers at ILC course. The first is the quality of teacher is the medium level, meaning that all of them are not graduates of English education. Two teachers are graduates of English education department the other two teacher graduated from psychology and philosophy. It can conclude that the human was not support the quality of teacher professionalism. It seems that the teaching learning proses was not effective and run well because the teacher did not have enough capacity

Curriculum, Syllabus and Materials

The ILC Program does not employ any determined curricula. The materials for courses rely upon on the director and teachers who created them based on the students’ needs adapted to the local requirement. This the result of interview with the director of the ILC dealing with the curricula, syllabi and materials.

Data 4: The result of interviews

“You know we don’t have very specific curricula as such. What we are doing now, yes we compare various modules we have been available. We are adapting those modules to the students’ levels, for example, we divide the courses into three levels: beginner, elementary, and intermediate. Each level is divided into six packages, for example, for the beginner we have the beginner one, two, three, four, five and six. Why? Because we cannot shorten; we cannot shorten a level that normally spent more than one year in just one or three packages because one package lasts only 30 hours of classes or lesson time for a week.”

It shows the curriculum, syllabus, material and infrastructure. The ILC does not has a specific curriculum. Unfortunately, there was not a document explained about the curriculum. Furthermore, the materials were from modules and based on the head master and teachers’ decisions In short by having the syllabus the teachers’ guidance to indicate what is to be achieved through the process of teaching and learning. So, the ILC course program failed because did not provide the curricula and syllabi.

Finance

To facilitate this course, the head of ILC and Marketing staff had planned to include the payment of this course as stated in the course budget planning program. This plan has included the cost of lessons or course activities in this course budget planning program. The following is the result of interviews with the headmaster of ILC:

Yes, of course, the course is paid by the students themselves, by the parents. But after this time, there is no problem with the payment; their parents are conscious of the obligation of paying. Excuse me, parents are strongly conscious of the payment. I can say that just one or two persons of the parents do not pay at this time, for average they are okay, but generally speaking, the parents are aware of their obligation and they pay for the course. Of course, we have to send them a notification letter.

Based on the result of interview the ILC course program did not burden the course finance because the budget have expense by students themselves. However, the mount of course payment depends on the income level in the society. The evidence shows that only view of students joined the course and most of them come from the middle to high levels of name. In addition, most of students’ parents are civil servants, and private teachers. Their economic backgrounds may vary resulting in the course payment platforms. The course payment for one packet is Rp. 350.000 that overs 15 meetings. So, the finance of ILC was not good enough.

Infrastructure and Facilities

Infrastructure and facilities included the white board or black board, markers or chalk, LCD and screen, classroom or language laboratory, internet access, literary books, and so on.

The following was result of interviews with the administration staff as follow:
“Oh iya suster. Kalau di sini ruangannya ada tiga suster dilengkapi dengan white board, penghapus lengkap otomatis terus spidol, speaker ada speaker, speakernya ada tiga suster terus LCD, ada komputernya kita cuma punya satu computer suster. Itu khusus untuk administrasi terus untuk labtopnya masing-masing guru bawa sendiri”.

[Okay, sister. Here we have three rooms equipped with a whiteboard, eraser, three speakers, LCD and one computer. We used it for administration only. Besides, every teacher brings his or her own laptop].

The last is infrastructure and facilities. As the result of interview evidences, it indicated that there were some facilities, but the data show the lack of language teaching equipment such as computer, LCD, earphone and load speaker. The infrastructure was insufficient because the institution does not have its own building; the building belongs to a family house that needs to develop further. These conditions lead to failures in terms of input and the teachers’ competence (human resources component), materials, syllabi and curricula. The ILC should prioritize the improvement of such components.

The Process of Teaching and Learning at ILC Bombong Ntala Labuan Bajo Regency

Stufflebeam (2002) argues that process evaluation measure the procedure or strategy that is used in teaching learning process whether it are differentcies between the activity and plan. The process evaluation was included whether the program was on schedule, implemented as planned, the source was efficient, and the students accepted the program well. The entire information would provide information to develop the best strategies of the program.

This is the result of interviews with the teacher about the process of teaching learning of ILC course:

The process of Teaching

ET: Mestinya persiapan di kursus dan sebelum kita menuju ke sebuah tempat pastinya ada persiapan, kalau menu yang di siapkan itu menyenangkan dan enak pasti mereka akan datang kalau dia memang mengatakan kalau dia terlambat pasti game itu saya tidak akan dapat meskinya kita tahu kalau kita mengajar tentang apa kita menuju permainan yang mengarah ke materi itu.

Opening

ET welcomed and greeted all Ss under the tree outside the classroom. Most students sat next to the bank.

Pre-Teaching

ET giving warm up by game Simon Says and playing music jazz

Post-Teaching

ET: Then, the teacher asked the students to discuss what they read with their friends.
Ss : Students read what their already discuss.

Closing

ET greets the students

Evaluation of Process

In terms of teaching learning process, the researcher identified the process of teaching learning process was failed as followed: The TPR used in the classroom did not math with the topic of discussion in a session of teaching. The problem was that the teacher used the “Simon says” TPR method when discussing a topic about family, whereas the teacher lacked of vocabulary about the family. Consequently, the process of teaching cannot reach the satisfactory outcomes because of the consistency between the warming up season and the while teaching activity season.

The teacher thought reading; but the content area was speaking, so the outcomes failed to reach learning process and target of ILC course-promoting students’ engagement to speak eagerly and fluently. Students only used language in the classroom context, not in the real context, and this circumstance, becomes worse when teachers explain the materials in local language or Indonesian. The teacher gives view opportunities for students to speak in the class.
The Product of English Language Teaching Program at ILC Bombong Ntala Labuan Bajo Regency

According to Stufflebeam & Kellaghan, (2002) product evaluation identifies and assesses project outcomes. The purpose of a product evaluation is to measure, interpret, and judge a project’s outcomes by assessing their merit, worth, significance, and policy.

Evaluation of product

Regarding to ILC Product was English speaking skill. Speaking English spontaneously and fluently is very difficult for many non-English speaking people, particularly learners. To be able to communicate well, a speaker need to master two skills in speaking. According to Brown (2004, p. 142) they are microskill and macroskills. It could develop in lists 16 points of microskills in speaking.

Based on an observation and interview showed that students are able to produce three microskill of speaking such as point 1 and 2 and one micro-skill point 3. The purpose of the product evaluation was to identify and assess project outcomes. The product of ILC course shows that students who join the ILC course were not good enough to improve students’ speaking skill because they only used English in the classroom context but they did not really communicate in a real life situation.

Discussion and Conclusion

This study was aimed to evaluate the ILC program using context, input, process, and product components of the CIPP evaluation model developed by Stufflebeam (2007). Based on the finding and discussion of this study in evaluating the program, the conclusion is stated, as follows:

The context of the ILC course identified that background, vision and mission were relevant but the purpose of ILC course failed to meet the background because it did not create platform the institution to reach out scopes of customers. Instead, or provided foreign languages course (English and Spanish) to promote citizens’ language literacies, not only limited to such foreign languages, but also to create more possibilities for people to learn, for example English for entrepreneurship, and English for tourism. Thus, the courses were insufficient in terms of their effective use for local problems.

The input evaluation of the program showed that human resources and facilities in the ILC were limited. Only a few teachers graduated from the undergraduate program of English education. This condition was less ideal for learning at the ILC because it did not apply any curricula, but the curricula were based on the teachers and director’s discussions and adapted to students’ levels. Unfortunately, the teacher did not have any syllabi to indicate what had been achieved through the teaching and learning processes.

The evaluation process showed the results the quality of teacher is medium level, meaning that all of them are not graduates of English department. Even, worse the teacher did not prepare a lesson plan and did not used specific strategy in teaching learning process. The teacher gives view opportunities for students to speak in the class. Thus, the teacher approach is really teacher-center, not the student-center. This also a big failure.

The product evaluation showed the goal of the program was not enough to speak English fluently and correctly in real life communication. It still needs improvement, suggestion, monitoring and evaluation to make it better.

References


