

CIPP model for program evaluation at madrasah tsanawiyah

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Abstract

The focus of the study is to investigate: (1) how the context of the excellent class program of MTs MINAT Kesugihan contributes to the success of the program, (2) how the input of the excellent class program of MTs MINAT Kesugihan contributes to the success of the program, (3) how the process of the excellent class program of MTs MINAT Kesugihan contributes to the success of the program, (4) how the product of the excellent class (EC) Program of MTs MINAT Kesugihan contributes to the success of the program. The research method was a qualitative research design. The objects of this study were: the headmaster of MTs MINAT, the director of the excellent class program, the excellent class teachers, and the excellent class students. The data were obtained from interview, classroom observation, and document analysis. Those data were analyzed by using Context, Input, Process, Product (CIPP) Model by Kellaghan and Stufflebeam (2003). The findings revealed some facts. First, in the context evaluation, it can be concluded that the goal, vision, and missions of the EC Program are relevant and formulated in order to meet the students' needs. Second, in term of input evaluation, the teacher did not fulfill the requirements of a qualified teacher yet. Therefore, it influenced the teaching learning process in which they could not teach effectively. Finally, it affected the product which has not been successful in achieving the minimum score in the National Exam for English. Thus, the researcher suggested the school to conduct a workshop or training for the teachers so that the teachers' teaching skills would improve. As the consequence, the students' achievement would be better too.

Keywords: CIPP model, excellent class, program evaluation

Introduction

Learning English is now crucial in the globalization era as English is a universal language used all over the world. It means that English is used to communicate to other people from other countries. Besides, it is also used in many aspects such as education, technology, business, tourism, politics, entertainment, etc. Thus, every person needs to learn and master English, including Indonesian people.

According to the Regulation of Indonesian Ministry of National Education Number 58 Year of 2014 about 2013 Curriculum of Junior High School/Madrasah Tsanawiyah, English is one of the general subjects of Group A, which consists of curricular programs. Subjects of Group A aim to develop attitudinal competencies, knowledge competencies, and student skills competencies as the basis and capability strengthening in the life of the community, nation and state. It forms the basis for English to be first taught in Junior High School/MTs. That is why SMP/MTs plays an important role in giving a strong basic English to the students.

However, based on the result of National Exam in 2018, the average score of English National Exam of SMP/MTs in Cilacap Regency was 50.01 (out of 100), while it was 44.43 for MTs in Cilacap. The data shows that the MTs students' English competence is still low, even lower than the average score for SMP/MTs in Cilacap in general. Thus, improvement in teaching English is needed especially in MTs MINAT Kesugihan to achieve a higher achievement in English competence.

Another reason is that MTs MINAT Kesugihan accepts many students who have achievements. The headmaster said that they need a program to facilitate those students.

Therefore, one of the ways to meet the students' needs above was conducting an excellent class (EC) program.

Excellent class can be an alternative to improve the English competence of the students. Bafadal (2003) explains that an excellent class as a class is attended by a number of students who are excellent in three domains of assessment with above-average intelligence grouped specifically. This grouping is meant to develop students' intelligence, abilities, skills, and potency as optimal as possible in order to have knowledge, skills, and the best attitude as well as the spirit of the concept of insight of excellence. In other words, an excellent class consists of students that have ability above the average and they will be treated specially to get higher result.

In line with the explanation above, MTs MINAT has held the excellent class program since 2014 in order to actualize the students who are excellent in English. The curriculum of the excellent class program is basically same as the regular class. What makes it different from the regular class is the activities. It has some additional time, facilities, and materials.

The goals of the excellent class program are to win English competition and to achieve high scores in the National Exam of English with the minimal average score of 75. Since MTs MINAT Kesugihan has started to open excellent class program in 2014 there has been no program evaluation so far.

Therefore, the researcher conducted an evaluation for the excellent class program at MTs MINAT Kesugihan using CIPP Model in the hope that it could reveal the strengths and weaknesses of the program. The result of the evaluation would allow the school to consider whether the program should be terminated, continued, or modified.

Based on the problem identification above, the researcher formulated the research questions as follows: how the context, input, process, and product of excellent class (EC) Program at MTs MINAT Kesugihan contribute to the success of the program.

Literature Review

TEFL

Teaching English as a Foreign Language (TEFL) refers to teaching English language to students from different first languages. Camenson (2007), in addition, argues that TEFL Students may live in a community which uses their first language for communication and be required to learn for academic studies, traveling activities, or business purposes. He also adds that TEFL students spend a few hours in a week for English studying and sometime have a little time to practice their newly learnt language skill.

Another similar opinion is voiced by another scholar. According to Santoso, (2010) TEFL is defined as the study of English by non-native speaker living in non-native environment and sometime taught by non-native speaker.

Similarly, Harmer (2007) defines TEFL as a teaching of English where students are studying English in their own countries or have a short course study-relationship with natively English-speaking nations such as Canada, the US, Ireland, New Zealand, or England.

In brief, TEFL is teaching English to the students who do not speak English as their first language (non-native speakers) to achieve some purposes such as for education, tourism, business, and so on.

Characteristic of Effective Teaching

Effective teaching implies that students are capable of understanding the material being presented Coe, Aloisi, Higgins, and Major (2014) figure out six components of great teaching that teacher must consider. They are:

(Pedagogical) content knowledge

The most effective teachers have deep knowledge of the subjects they teach, and when teachers' knowledge falls below a certain level, it is a significant impediment to students' learning.

Quality of instruction

Effective questioning and use of assessment by teachers, specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are elements of a high quality instruction.

Classroom climate

It covers quality of interactions between teachers and students, and teacher's expectations. It also involves attributing students' success to their effort rather than ability and valuing resilience to failure (grit).

Classroom management

A teacher's abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage students' behaviour with clear rules that are consistently enforced, are all relevant to maximizing the learning that can take place.

Teacher beliefs

Why teachers adopt particular practices, the purposes they aim to achieve, their theories about what learning is and how it happens and their conceptual models of the nature and role of teaching in the learning process all seem to be important.

Professional behaviours

This point refers to behaviours exhibited by teachers such as reflecting on and developing professional practice, participation in professional development, supporting colleagues, and liaising and communicating with parents.

In contrast, Ko, et al (2014) mention characteristics of ineffective classroom practice as follows: (1) Inconsistent approaches to the curriculum and teaching; (2) Inconsistent expectations for different learners that are lower for disadvantaged students from low socio economic status families; (3) An emphasis on supervising and communicating about routines; (4) Low levels of teacher-student interactions; (5) Low levels of student involvement in their work; (6) Student perceptions of their teachers as not caring, unhelpful, under-appreciative of the importance of learning and their work; (7) More frequent use of negative criticism and feedback.

From the explanation above, it can be concluded that an effective teaching depends on some criteria such as the quality of knowledge content, the teacher's behavior, the teacher's instruction, classroom management, and teaching method; while ineffective teaching characteristics is observable through the existence of inconsistent approach, low level of teacher-students interaction, low level of students' involvement, and teacher's bad character.

Methodology in Teaching Language

Methodology is a systematic procedure used by teacher to transfer knowledge. The method used by the teacher is based on the aim of the teaching itself. Here are some methods in teaching according to Richard and Rodgers (2001):

Communicative Language Teaching

The characteristics are: (1) Language is a system of the meaning expression; (2) The main language function is to interact and communicate; (3) The language structure shows its functional and communicative uses; (4) The principal language units are the functional and communicative meaning as shown in the discourse.

Strategies in using CLT are: text-based material, task-based material, realia, role play, game, problem-solving task, and information gap.

Cooperative Language Learning

It has been embraced as a way as an extension of the principles of Communicative Language Teaching. The types of learning and teaching activities of this method are: (1) Formal cooperative learning group; (2) These last from one class period to several weeks. These are established for a specific task and involve students working together to achieve shared language goals; (3) Informal cooperative learning group; (4) These are ad-hoc groups that last from a few minutes to a class period and are used to focus student attention or to facilitate learning during direct teaching; (5) Cooperative base group, these are long term, lasting for at least a year and consist of heterogeneous learning groups with stable membership whose primary purpose is to allow members to give each other support, help, encouragement, and assistance they need to succeed academically.

Community Language Learning

It represents the use of Counselling-Learning theory to teach languages. CLL combines innovative learning tasks and activities with conventional ones. They consist of: translation, group work, recording, transcription, analysis, reflection and observation, listening, and free conversation.

In addition to the three options described previously, Nugraha dan Suherdi (2017) present another option, Scientific Approach, which is initially suggested by the 2013 Curriculum. This Scientific Approach is divided into 5 stages:

Observing

It is a deliberate and systematic activity to study social phenomenon and real object through utilization of five senses.

Questioning (asking)

In this stage, the teacher develops knowledge in the form of concept of social function in certain material, procedure of structure text through group discussion or class discussion.

Experimenting (exploring)

In this stage, the teacher provides authentic or real material like experiment that students have to do.

Associating

The teacher and students are involved in the learning activities like text analyzing and categorizing.

Communicating/networking

The students communicate, demonstrate, and publish their learning product as a form of collaborative learning in which they face many types of changes in this stage.

Excellent Class

Excellent class is a class that contains excellent students in terms of academic or logical ability. Rohmad (2009) describes classroom as a room that is limited to the wall where the students gather together to learn everything presented by the teacher. More than that, the class is a small unit of students who interacts with teachers in the learning process with a variety of uniqueness each student possesses.

Bafadal (2003) defines excellent class as a class which is followed by a number of students who are excellent at three domains of assessment with above-average intelligence grouped specifically. This grouping is meant to develop students' intelligence, abilities, skills, and potency as optimal as possible in order to have knowledge, skills, and the best attitude as well as the spirit of the concept of insight of excellence.

From the above understanding it can be concluded that the excellent class is a class designed specifically for students who have ability, talent, skills, creativity, and more intelligence than the other students and then get different teaching programs in increasing their advantages accordingly developed curriculum.

Goals of Excellent Class

According to Barnawi dan Arifin (2013), the excellent class program has several objectives, including: (1) Prepare students who are intelligent, faithful, and devoted to God the Almighty to possess noble character, possess knowledge and skills, and become physically and mentally healthy; (2) Provide opportunities to students who have intelligence above the normal average to gain knowledge and skills according to their potential; (3) Provide an opportunity for students to more quickly transfer knowledge and technology required in accordance with the development; (4) Give appreciation to students who have good achievement; (5) Prepare excellent graduates to become excellent students capable of mastering science knowledge, good character s, and decent skills according to the level of their development.

Furthermore, according to Liek Wilarjo, the purpose of execution of superior classes is to provide opportunities to students who have higher intelligence than normal to get special services so that they can speed up the development of talents and interests that they possess.

It can be said that the purpose from the execution of the excellent classes is the effort of the inner school institutions to improve the quality of education, human resources, professionalism of educators, potential schools, channeling talent, intelligence and potential students through coordinated specialized services and programs.

Program Evaluation

According to Fitzpatrick, Sanders, and Worthen (2004) program evaluations are conducted as systematic and objective processes that collect, analyze, and interpret information. More specifically, program evaluation deals with collecting and documenting information about a particular program to enable valid decision making pertaining to a particular aspect of that program (McNamara, 2000).

In summary, program evaluation is systematic processes to collect, document, analyzes, and interpret information to determine the quality of the program and how to improve it.

CIPP Model for Evaluation

According to Stufflebeam and Kellaghan (2003), the letters in the acronym CIPP are context, input, process, and product evaluation. By employing the four types of evaluation, the evaluator serves several important functions.

Context evaluations assess needs, problems, and opportunities within a defined environment; they aid evaluation users to define and assess goals and later reference assessed needs of targeted beneficiaries to judge a school program, course of instruction, counseling

service, teacher evaluation system, or other enterprise . In other words, it asks, “What needs to be done?”

Input evaluation asks, “How should it be done?” It means that it assesses competing strategies and the work plans and budgets of approaches chosen for implementation; they aid evaluation users to design improvement efforts, develop defensible funding proposals, detail action plans, record the alternative plans that were considered, and record the basis for choosing one approach over the others.

Process evaluations ask, “Is it being done?” They monitor, document, and assess activities; they help evaluation users carry out improvement efforts and maintain accountability records of their execution of action plans.

Product evaluations identify and assess short-term, long-term, intended, and unintended outcomes. Their question is “Did the project succeed?” They help evaluation users maintain their focus on meeting the needs of students or other beneficiaries; assess and record their level of success in reaching and meeting the beneficiaries' targeted needs; identify intended and unintended side effects; and make informed decisions to continue, stop, or improve the effort.

Method

This study is a qualitative research, or more specifically, evaluation research. Gall et al. (2007) suggest that evaluation research is important to policy makers, program managers (school superintendents and university administrators) and curriculum developers (teachers and research and development specialists), as well as school board members (parents). Evaluation research is the systematic process of collecting and analyzing data about the quality, effectiveness, merit or value of programs, products or practices that are mainly focused on making decisions about them (Gay et al, 2009). The study uses Context, Input, Process, and Product (CIPP) model.

This research was conducted at MTs MINAT Kesugihan Cilacap. It is located at Jalan Kemerdekaan Timur No. 17 Kesugihan, Cilacap. The researcher chose the school because: it is the best private school in the area, it has won many English contests, and there had been no evaluation research done at the school before. The researcher used interview, observation, and document analysis to collect the data needed.

Table 1. Research Instrument Guidelines

No	Aspects	How	Who	What (questions)
1.	Context	Interview	– Headmaster – Program director	a. The background of conducting EC program b. The vision and mission of EC c. The goal of conducting EC
2.	Input	● Interview ● Document analysis	– Program director – Teachers	a. The plans and budget of EC b. The human resources c. The curriculum, syllabus, material d. The facilities e. The schedule of EC
3.	Process (tasks and activities)	● Observation ● Interview	– Teachers – Students	a. The teaching method, materials b. The teaching learning process
4.	Product	● Interview ● Document analysis	– Program director – Teachers – Students	a. The students' achievements

Interview

The researcher interviewed the headmaster and the program director to find out the goals, vision and missions, the background, facilities, students' and teachers' backgrounds of the excellent class program, and the students' achievements. The researcher also interviewed the teachers to get to know the materials and the teaching methods. Finally, in order to get the data, the researcher interviewed the students to know the students' impression, hope, suggestion, difficulties in learning English, and the completeness of the facilities.

Observation

The researcher observed the activities of the excellent class to know and evaluate the teaching learning process in the classroom. Some aspects like material, teaching method, technique were observed.

Document Analysis

In this research, the researcher analyzed the document needed such as the EC's vision and mission, the EC's students' report, module, MoU, and syllabus in order to get the data needed. Then, they were used as guidelines to the research instrument in Table 1.

The research implemented the qualitative data analysis. The interview and observation would be explained in the form of descriptive analysis. According to Miles et al. (1994), as quoted by Sugiyono (2015), analysis consists of three activities that occur simultaneously:

Data reduction

Reducing data means encapsulating, selecting key points, focusing on what matters, looking for themes and pattern and remove unnecessary. After data collection was completely carried out, the researcher worked on the data reduction. All field notes were read, understood, and then the researcher made a summary containing the description of the research results on field notes, focusing and answering the problem under study.

Data display (presentation of data)

In qualitative research, the presentation of data can be conducted in the form of brief descriptions, charts, relationships between categories. In this case, Miles et al. (1994) state the most frequently used in presenting data in qualitative research is by narrative text. In this stage, the researcher described an analysis on excellent classroom program starting from context, input, process, and product. The data would then be presented in the form of narrative text so that it is easy to understand, could be traced back to its truth and allowed a conclusion making.

Drawing conclusions or verification.

The initial conclusions are still temporary and change if no strong evidence is found at the next data collection stage. After the data reduction and display, then the researcher took conclusions based on existing data to answer the problem formulation proposed in this study.

Findings and Discussion

Context

Based on the theory of Stufflebeam and Kellaghan (2003), to start the evaluation using the CIPP model, it needs data about core value. In this research, the core value is the vision and mission of the excellent class program of MTs MINAT Kesugihan.

The vision of the excellent class program was

“Terwujudnya peserta didik yang unggul dalam bidang bahasa Inggris”

Those vision and missions, then, were used to determine the goal of the excellent class program that needed to be achieved. The goal was to achieve high scores in the National Exam of English with a minimal average score of 75 (out of 100).

From the interview with the headmaster, the researcher found that the need of conducting the excellent class program is to facilitate the students who have achievement. Then, the headmaster discussed it with the school stakeholders and parents through Forum Group Discussion (FGD) in February 2014.

From the explanation above, the goal of the excellent class, to achieve high score in the National Exam of English with a minimal average score of 75, is relevant to the background of the excellent class. Another goal is to facilitate the students who have achievement. The vision and mission are also derived from the background of the excellent class. In other words, the goals, vision, and missions are relevant and formulated in order to meet the students' needs.

Input

Table 2. Work Plan and Budget

No	Mission	Strategy	Work Plan	Budget
1	Mewadahi peserta didik yang memiliki prestasi	Menyelenggarakan program kelas unggulan	Melaksanakan program kelas unggulan	Rp22,230,000
2	Memberikan fasilitas yang pembelajaran dibutuhkan oleh kelas unggulan	Menyediakan fasilitas <i>English Corner</i> yang dibutuhkan oleh kelas unggulan	<i>English Corner</i> kelas unggulan	Rp10,290,000
3	Menumbuhkan sikap pribadi pebelajar unggul	Meningkatkan sikap pebelajar unggul	Menyediakan bimbingan konseling	Rp3,200,000
4	Mendorong peserta didik untuk berprestasi	Meningkatkan prestasi peserta didik	Mengirim siswa untuk mengikuti kompetisi dalam setiap perlombaan	Rp5,000,000

Table 2 explains the budget that had to be provided by MTs MINAT Kesugihan to conduct the excellent class program. The work plan mentioned above was derived from the strategy of each mission. The budget came from the students' fees in one semester. From the interview with the program director, it was found that the students of the excellent class must pay Rp. 400,000 each semester.

The main team of EC Program consists of three people. They are one program director and two English teachers. The requirement of the teachers' candidates as the following: (1) Graduates from English Education Program; (2) Has an undergraduate degree at the minimum; (3) Has a good teaching skill.

In other words, the result of the interview and the table 2 proved that the teachers of the excellent class met the qualification. The teachers graduated from English Education Program and have undergraduate degrees. One disappointing point was not all the teachers have good teaching skill although the teachers were carefully selected previously by the program director through micro-teaching test. One of the teachers is a new teacher with few experiences in teaching since she is a fresh graduate from an undergraduate educational institution.

Based on the interview with the program director, EC program uses similar curriculum, syllabus, and materials used by the regular class. However, there are some additional curriculum, syllabus, and material for the EC program. Based on the document analysis above, MTs MINAT has enough facilities to support the excellent class program. Some of them are: LCD projector, speaker, computer, and hand phone phone.

The interview revealed that the activities of the excellent class are to do exercises about speaking and writing for the classes 7 and 8, and do exercises of the National Exam for the class 9. The time is about 60 minutes. Exercises of the National Exam are only for the class 9.

It can be summarized that the input is not sufficient especially in term of the human resources. Teachers, in this case, are the most important elements in teaching learning process. The teacher's skill in teaching will affect the result and achievement of the students. In other word, the better the teacher's teaching skill is, the better the students' achievement will be.

Process

Based on the interview with the teacher, the teaching learning process is a student-centered learning. It was also proved that the teacher uses Scientific Approach which can be seen from the result of the observation below:

Observing

*T: Sekarang mari kita lihat **video di hp** yang udah Miss kirim.*

In this stage, teacher contextualized learning activity for students in the classroom. In this case, the fact used by the teacher was a video. The activity of observing was in the form of watching a video. Thus, it can be concluded that the teacher followed the first step of the Scientific Approach that was in line with the statement of Nugraha dan Suherdi (2017) and Aldapit and Suharjana (2019).

Questioning/Asking

In this stage, students posed questions from what had been observed in the previous stage for gaining more information and comprehension about the material.

*T: **The title of the song is...?***

*S: **Count on me.***

*T: **Right. Who is the singer?***

*S: **Bruno Mars.***

The transcript above showed the classroom discussion between the teacher and the students. However, the one who initiated the question was the teacher instead of the students. Based on the explanation before, it should be the students who asked questions. It meant that the students lacked self-confidence to ask first, and this shyness is common to most students in Indonesia. Thus, the teacher had to take an initiative first to get the students involved in the discussion.

Experimenting/Exploring

In experimenting, it might be started by visiting new places, try new things, seek information through various sources to develop the ability to communicate and collect information through various sources.

In this stage, the students were asked to read lyric from an English textbook entitled *When English Rings a Bell* pages 179-180.

*T: Nah..sekarang buat kelompok yang terdiri dari 4 orang ya. Setelah itu kalian baca lirik lagunya yang ada di **buku When English Rings a Bell halaman 179-180** secara bergantian. Kalian boleh buka kamus kalau ada kata-kata yang kalian tidak tahu artinya. OK?*

The weakness in this stage is that the teacher only changed the source of the text but she did not give new text. As the consequence, the students did not get various sources and texts to improve their ability in communication. Besides, the teacher did not give material in accordance

with the English National Exam. She only gave basic English knowledge. From this stage, it can be seen that the instruction of the teacher was still low.

Associating

Next, in associating phase, the students had to analyze and process the information obtained before to draw conclusions.

T: Kalau sudah, kerjakan soal latihannya seperti contoh pada no 1 ya. Baca dengan seksama klunya lalu cari lirik yang mengandung pesan yang dimaksud. Do you understand?

In this phase, the teacher asked the students to do the exercise based on their understanding. The students, in this case, must analyze the meaning of the song lyric they read previously based on the clues given. Again, in relation to the stage before, the exercise given was not related to English National Exam. In fact, the students needed more practices and exercises in order to achieve the goal of the program.

Communicating

This communicating stage is the stage in which students report or deliver the results of the observing, experimenting, and concluding based on the result of the analysis orally or written or in other forms to let others know what learners have learned.

T: Ok, Miss bantu. Maksudnya adalah seorang teman yang baik akan selalu memberi nasihat dan petunjuk yang baik ketika dalam kebingungan atau masalah. So, lirik yang sesuai adalah... Ya Fahrul

S (Fahrul): If you ever find yourself lost in the dark and you can't see, I'll be the light to guide you, Miss.

T: Correct.

From the data above, it can be observed that the teacher and the students discussed the answers of the exercise orally to know the whether the students understood the message of the song or not. The teacher, in addition, gave feedback to the students' answer. Thus, the students knew the correct answer.

The result of the observation below gave another insight about the material:

*T: Sebelum memahami isi dan makna lagunya, kita berlatih menyanyikan lagunya sambil baca liriknya ya.. liriknya ada di buku **When English ring a Bell halaman 179-180.***

The data above showed that the teacher used the material based on the government-issued English textbook named "When English Rings a Bell". The material itself is based on the syllabus of the 2013 Curriculum. It means that the material used is relevant with the curriculum. The material above also focuses on the listening and reading skill.

Nevertheless, the material is monotonous as it was taken only from the source book. In fact, one source book is incapable to cover all the English competence that students need. They need a lot of materials and sources to improve their English competence. The teacher also did not provide enough exercises that focus on the English National Exam. It was no wonder that the students encountered difficulty in answering the English National Exam questions.

Nilson's (2010) says that the more material and skills students learn, the higher the cognitive, affective, ethical, social, and psycho motor levels at which they learn it, and the better they can communicate what they have learned, the more effective an instructor's teaching is. Moreover, Coe, et al (2014) points out that one of the characteristic of the effective teaching is having high quality instruction and one of its elements is giving adequate time for practice to embed skills securely.

In conclusion, the teaching learning process was still ineffective. The material is not varied. The teacher only uses one source of material. Besides, the teaching learning process

lacks practice particularly in relation to the English National Exam since she is still concerned with the basic materials. It means that the quality of the instruction is not high.

Product

The data showed that the average scores of the English National Exam of the excellent class are still low from year to year. Scores are still under the expected point of 75. The average score of the 2017/2018 academic year is 62.51. Unfortunately, the average score of the 2018/2019 academic year is even worse than the previous year. It is only 54.08. This result is an unintended outcome of the EC program. The cause is teacher did not propose many kinds of material so that the students could not develop their knowledge. Besides, she did not allow many practices and exercises that mirror the English National Exam in order to enhance the students' skill in answering the questions.

Table 3. The Achievements of the excellent class

No.	Academic Year	Average Score of the English National Exam of the excellent class
1.	2017/2018	62.51
2.	2018/2019	54.08

The researcher discovered that the excellent class program is still not successful because it has not achieved its goal. In fact, the average scores of English National Exam of the EC participants are still low and even decreases this year. It is due to the misconception in the schedule and low quality of teacher's instructions. It means that the program still needs improvement especially in the input and process.

Conclusion

In the context evaluation, the goal of the excellent class, to achieve high score in the National Exam of English with a minimal average score of 75, is relevant to the background of the excellent class, that is to facilitate the students who have achievement. The vision and mission were also derived from the background of the excellent class. In other words, the goal, vision, and missions are relevant and made in order to meet the students' needs.

It can be summarized that the input is not good and unable to support the vision and mission of the EC Program. Although the teachers are qualified because they meet the requirements academically, one of the teachers does not have a good teaching skill as she is a new teacher and does not have enough experiences in teaching. As the result, this inexperience inhibited the teaching learning process

For the process evaluation, the teaching learning process is still ineffective. The material is not varied. The teacher only used one source of material. Besides, the teaching learning process lacks practice particularly in relation to the English National Exam since she is still concerned with the basic material. As mentioned in the input before, this is due to the teacher is lacking teaching experiences.

In term of product evaluation, the researcher discovered that the excellent class program is still unsuccessful because it does not achieve its goal. In fact, the average scores of English National Exam are still low and this year's score is even dropping. The problem is that one of the teachers is not good in teaching because of lack of teaching experiences. Thus, it caused the teaching learning process not to run well as it should be. It means that the program still needs improvement especially in the input and process. Therefore, the researcher recommended to the school to conduct a teacher training program or workshop in order to improve the teacher's teaching skill and finally achieve the program's goal.

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