

A Program Evaluation for English Teachers' Language Competence by Using CIPP Model

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ABSTRACT

The success or failure of a country's education is greatly affected by the strategic role of teachers and become the reason why teachers' language ability keeps pace with the times. Due to this issue, it seems that there is no adequate research because the CIPP model of the evaluation program for teaching is still lacking. The study was carried out to evaluate English teachers' language competence. The model used in this study is the CIPP developed by Daniel L. Stufflebeam, et al. Data collection methods were used are interview, observation, and questionnaire and were analyzed qualitatively. The data validity and reliability were verified by triangulation. The population of this study were the English language teachers in Junior High School. The result showed the Context, Input, Process and Product of this study. Thus, researcher suggested the school to hold a workshop or training for teachers to increase their language competence. In addition, facilities and infrastructure in schools are also recommended to further support teachers' language competence in teaching English because it effects students' abilities and skills.

Keywords: program evaluation, English teachers' language, CIPP model

INTRODUCTION

One of the main factors that determine the quality of education is teacher. It is the teacher who is at the forefront in creating quality human resource (Rindu & Ariyanti, 2017). The teacher deals directly with students in the classroom through the teaching and learning process. It is in the hands of the teacher that quality students will be produced academically, skillfully, emotional maturity, morally and spiritually. Teachers as educators are a factor determinant of the success of any educational endeavor (Lunenberg, 2014). That is why every discussion regarding curriculum renewal, procurement of learning tools to the criteria for human resources produced by educational efforts, always boils down to the teacher. Teachers are the key to the quality of a school. Excellent school can successful if supported by the quality of professional teachers. Being a professional teacher means being a teacher who never stops learning. In teaching and learning, especially in English classroom, teacher need to be competence in language usage because teacher is the role model for students to learn the language.

Language is a means of communication in the life of interacting between individuals with one another (Mustapha & Argungu, 2019). The process of interaction is certainly in a variety of diverse community life. In the world of education, society is further divided into educational units. It consists of primary, secondary, and higher education units. In education language interaction, there may be communicative and uncommunicative communication

interactions. It should be noted that the use of communicative language is the use of language that can be understood by both teacher and students, so there is no misunderstanding (Hasani et.al., 2019). There are many issues that arise that students' misunderstandings in receiving lessons are caused using the teacher's language that is less effective. As a result, there is a communication gap so that the learning goals or targets are not achieved (Kareva, 2014). In Austin's (2021) research about theory of language, he mentioned that Chomsky (1965) developed the meaning of a language from a set of social rules become an organism because there is no rule in language. It means that language functions as a communication tool that pay more attention to how people can understand what we mean. Likewise in schools, the use of language in the classroom is very important so that students and teachers can understand each other, especially the teacher.

LITERATURE REVIEW

Good learning and quality are obtained by a teacher who has adequate competence. One of them is the use of language in the classroom, especially English. There are still many teachers who are not optimal in using English in the classroom. It can be seen from research in the province of Yogyakarta by Yulia (2013). The results showed that the use of language in the classroom in English lessons is Indonesian and Javanese. This is also caused by a lack of motivation in students. Another research from Murekson (2017) where the result showed that teacher language in classroom should be improved. In the other side, students still have a little opportunity to be participated in communication. Strategies or techniques that are usually used by teachers in teaching tends to be conventional, which focuses more on the use of textbooks which are dominated by vocabulary learning. After teaching to recite the vocabulary repeatedly, the teacher explains the English vocabulary by translating, that is, giving its equivalent in Indonesian. The use of the first language (L1) if used too often, even dominates, is not good or does not help students master the language that being studied (Madrinan, 2014). Therefore, teachers should be able to model the target language well by using English more in the classroom.

There are ways that can be sought to help teachers improving the quality of learning is through a training program in the use of classroom language. With this program, teachers are introduced to a variety of simple and meaningful English expressions, which can be used to communicate with students (Rao, 2019). By using adequate English expressions, the teacher can simultaneously dominate the use of English as a medium of learning. Thus, students will become familiar with the use of class language, and through that way, they will be able to acquire language naturally. Based on the explanation above, the main objective of this program is to evaluate the English teacher language in the classroom for: improve the knowledge and skills of teachers in teaching especially related to the use of classroom language and to determine the effectiveness of using classroom language in English learning.

RESEARCH METHOD

Design

This research was qualitative using CIPP model developed by Stufflebeam. Based on its objectives, this research aimed to evaluate English teacher language competence. In addition, based on the data source, the researcher obtained and analyzed data from a class in Junior High School. The CIPP model looks at four dimensions, namely Context, Input, Process and Product. The context includes the goals and objectives of the school, its history and background, and the input refers to the materials, time, material, and human resources needed for the effective functioning of the school. The process includes all teaching and learning processes and the product focuses on the quality and usefulness of learning teaching and the possibilities that benefit society (Aziz, et.al, 2018). The uniqueness of this model is in each type of evaluation is related to the decision-making concerning the planning and operation of a program. CIPP model provides a comprehensive evaluation format at each of the evaluation stages mentioned above (Mahmudi, 2011).

Data Collecting Technique

In this study, researcher used three instruments to collect the data which are observation sheet, interview guideline and questionnaire. Observation helps researcher to focus on what happened in the classroom such as behavior and qualities (Cohen, 2007). It also helps researcher to record the information that might be lose in observation process in classroom (Cresswell, 2012). Interview will be done through verbal communication, so it is a conversation that aims to obtain more detailed information (Creswell, 2012). While the questionnaires were adapted from Kiely and Dickins (2005) consisting of five questions which are 1) How well does the teacher use English to encourage learners to participate? 2) How well does the teacher adjust his/her English to the level of learners' English? 3) How well does the teacher use English to help learner to understand concepts? 4) How well does the teacher use English to organize the lesson and the learners? 5) How well does the teacher reinforce and extend his/her use of English and provide learners with language support? Every question had its own scales which reported on five-point scale (A-E).

Data Analysis Technique

The data were analyzed qualitatively using CIPP model. The focus of monitoring and evaluation based on the Context-Input-Process-Product stated by Stufflebeam (2007) as follows:

1. Context - includes school profile, school learning program background, geographic-demographic factors, and teacher background. The information collected is used as basis for program considerations.
2. Input - includes students, curriculum, teaching materials, and teachers as well as learning facilities. Data collected during the evaluation stage is used as a decision maker.
3. Process - is an evaluation activity during implementation of learning. It is directly related to learning activities, the use of English teachers' language in the classroom
4. Product/output - related to the results of program implementation. This evaluation program is carried out to find out to what extent the use of English in the classroom has succeeded in achieving the objectives based on the established criteria, which include student learning

outcomes. It is necessary to look at the indicators contained in the context, inputs, processes, and outputs used in monitoring this evaluation:

Table 1. Data Source Program Evaluation to English Teachers' Language

Component	Aspect	Indicator	Data Source	Instrument to collect the data
Context	School profile	School name, number of English teachers, number of students, lesson schedule, English Teacher Qualifications	Headmaster	Interview guideline, observation guideline, document analysis
Input	Students	Number of students, student background	Headmaster	Interview
	Curriculum	Current curriculum	Headmaster	Interview
	Teaching materials	Current teaching material	English teachers	Interview
	Teacher language	The use of language in classroom	English teachers	Questionnaire
Process	Teachers' language use	Use English to encourage learners to participate, adjust English to the level of learners' level, use English to help learners to understand concepts, use English to organize the lesson and learners, reinforce and extend the use of English and provide learners with language support	Classroom Teacher	Observation Questionnaire
Product	Students' learning outcomes	Daily test results, mid-semester test, end-semester test	Teacher	Document analysis

RESULT AND DISCUSSION

Context

Context in evaluation for English teachers' language program starts from the profile where the learning is carried out. The learning place is SMP Kabar Baik, which is in Cianjur, West Java. The total number of students in this school is 225 students. While the amount the teacher is 18 people, and there are two English teachers.

Input

The presentation of input aspects in this evaluation research includes: (1) students at SMP Kabar Baik (2) curriculum, (3) teaching materials (4) teacher language

1. Students

The results of students in SMP Kabar Baik for the 2020/2021 academic year is as many as 225 students.

2. Curriculum

From the results of the evaluation conducted, it was found that the curriculum used in English lessons is curriculum 2013.

3. Teaching Material

From the results of the evaluation, it was found that the main teaching materials at SMP Kabar Baik is printed teaching materials in the form of textbooks, which are designed by the government so that students can learn independently. In addition to printed books, at SMP Kabar Baik, supporting teaching materials have also been developed, such as audio, video/VCD programs, and Power Point presentations.

4. Teachers' Language

The results of the evaluation on the use of English in the classroom by the teacher showed that the teacher almost fully used English to communicate with students in the classroom. The teacher still uses the first language (Indonesian) to convey something if students seem did not understand of what teachers said. Sometimes, the teacher also uses mixed language in teaching to achieve learning goals.

Process

Table 2. Result of Questionnaire

Components	A	B	C	D	E
1. How well does the teacher use English to encourage learners to participate? A. Considerable learner participation: teacher uses a range of techniques to elicit many responses, both long and short. Involves many learners B. Good learner participation: teacher elicits many responses, but room for improvement in the number of long responses and the number of learners involved C. Satisfactory learner participation: teacher elicits some responses, shorter than long. Several learners participate, but many do not. D. Poor learner participation: teacher elicits occasional responses, mainly short. Most learners do not participate E. Very poor learner participation: teacher elicits hardly any learner responses		√			
2. How well does the teacher adjust his/her English to the level of learners' English?		√			

<p>A. Teacher adjusts own language well to the language level of all learners</p> <p>B. Teacher normally adjusts own language to the language level of most learners; occasionally pitched inappropriately</p> <p>C. Teacher's language level about right for the class, though sometimes inappropriate. Sometimes not attuned to the language level of a minority</p> <p>D. Teacher's language often not pitched at the right level for the class. Shows little sensitivity to the language level of many learners</p> <p>E. Teacher fails to take the language level of the class into account</p>				
<p>3. How well does the teacher use English to help learners understand concepts?</p> <p>A. Teacher presents concepts very clearly: introduces, explains, illustrates, and often summarizes. Checks that all learners understand</p> <p>B. Teacher presents concepts clearly, but additional explanation or illustration sometimes needed. Normally checks that learners understand, but may overlook some</p> <p>C. Teacher presents most concepts adequately but does not explain or illustrate enough and may need to backtrack. Often checks understanding, but not of all learners, and not of all concepts</p> <p>D. Teacher presents concepts often very unclearly: does not explain or illustrate; only very occasionally checks whether a few learners understand</p> <p>E. Teacher's presentation of concepts is extremely confusing: does not explain or illustrate and fails to check whether learners understand</p>	v			
<p>4. How well does the teacher use English to organize the lesson and the learners?</p> <p>A. Teacher signals very clearly the organization of the lesson, gives very clear instructions, and is very clear in managing tasks and learners</p> <p>B. Teacher is normally clear in signaling the organization of the lesson, in giving instructions and in managing tasks and learners; but occasional unclarities in lesson organization require him/her to rephrase/repeat</p> <p>C. Teacher signals lesson organization adequately but should signal more often and more clearly. Gives clear</p>	v			

<p>enough instructions and is comprehensible in managing tasks and learners; but needs often to rephrase/repeat and sometimes omits to do so when necessary</p> <p>D. Teacher rarely signals the organization of the lesson, often gives unclear instructions, and often fails to be clear in setting tasks and organizing learners. He/she may sometimes be aware of this but cannot provide a remedy</p> <p>E. Teacher fails to signal the organization of the lesson, gives very unclear instructions and is very unclear in setting tasks and organizing learners. He/she is often unaware of this</p>				
<p>5. How well does the teacher reinforce and extend her use of English and provide learners with language support?</p> <p>A. Teacher uses all available means (board work, visuals, gesture, etc.) to reinforce her/his use of English; and employs a range of techniques to provide learners with the language support they need to complete classroom tasks</p> <p>B. Teacher uses several means to reinforce and extend her/ his use of English and provides learners with good language support, though some tasks (especially reading and writing) could occasionally be more guided</p> <p>C. Teacher uses some means of reinforcing and extending her/his use of English; board work is satisfactory. Provides learners with adequate language support, though tasks in general need to be more guided</p> <p>D. Teacher uses very few means of reinforcing/extending her/ his of English: board work is patchy. Provides learners with some language support to complete classroom tasks</p> <p>E. Teacher uses hardly any means of reinforcing/extending her/his use of English; board/visuals are not used, or board work very poor or non-existent. Provides learners with little or no language support needed to complete classroom tasks</p>		v		

Product

The presentation of product in the results of this study includes the achievement of student learning outcomes of SMP Kabar Baik on daily tests, mid-semester tests and end-semester

tests. From the results of the evaluation of product components, it can be stated that the learning outcomes of students both daily, mid-semester and end-semester tests have reached the minimum standard of completeness criteria. There are 76% or about 171 students. These results can indicate that the use of the English teacher's language is quite effective.

CONCLUSION

English teachers' language competence is quite good, and its use is quite effective in terms of its components. Meanwhile, the implementation of learning activities in the classroom stated to be quite effective with several shortcomings, namely not yet fully using the target language. Besides that, aspects of the implementation of the process assessment also seemed to run smoothly and right on target. The process of implementing learning is largely determined by the regularity of learning planning, both carried out by the teacher and the curriculum. Determining the number of study groups, the minimum workload of the teacher, the number of textbooks owned, and the class management carried out by the teacher are important prerequisites for achieving learning objectives. Therefore, it is necessary to hold a special activity as an effort to improve English teachers' language competence and use it in the classroom effectively.

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