

## Program Evalutaion of English Club Using Cipp Model in Primary School

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### ABSTRACT

Demands in this era must be able to master English as a foreign language, that's why some school provided a program to improve their students' ability to fulfill those demands. One of program that often used in every school was English Club. This research was conducted to evaluate the English Club program in primary school by using CIPP models by Stufflebeam that consist of context, input, product, and process. The research methodology was a case study. The data were collected through questionnaire and interview protocol. The participants were English teacher and students. The result showed that (1) English club program run well it can be seen from the activity that have done toward students, where the students able to follow the English club. (2) The infrastructure that has given by the school is also supportive. The advantages of this program were help students to enrich new vocabulary, improve their ability in English. The students also gave the chance to shows their performance. The weakness of this program was the facility that has given to support the program is still lack because the school only supplied a bit InFocus, not only that the television that have provided in every class didn't used. The researcher suggested to added some InFocus and utilize the television to increase the quality of this program.

**Keywords:** Program evaluation, English club, CIPP model

### INTRODUCTION

Nowadays English has become international language. In Indonesia English as a foreign language, it demonstrates that the use of English in Indonesia is fast growing and is now being used for daily reasons (Putra, 2020, p. 6). English used as global language due to the role of this language as a communication tool in various countries (Crystal, 2013, p. 3). English is important because English is a means for globalized community to interact socially, educationally and economically (Kilickaya, 2009, p. 35). English as a foreign language doesn't have boundary, so that all humans especially the students from all major can learn because English doesn't have the official status. To face this era the students must be able to master English if they want to interact with foreigner.

English has important role in the school because this subject has become compulsory subject. The school has provided an appropriate program to more improve students' knowledge about English. English club is a program that exists in SD Visi Kudus which has purpose to improve students' English. This program will learn about all of material in English especially in four skills in English they are listening, speaking, reading, and writing. Program of English

club has purpose to make students perform in front of their friends and develop a positive attitude toward students. They will do some activities such as read poems, singing, and storytelling as well as do worksheet from the teacher.

The running of a program cannot be separated from the guidance and support from the school because school, teacher and especially headmaster have a role to provide the infrastructure and facilities needed to make the program run well. The teacher also must be able to make interesting material, so that the students can enjoy learning English. Therefore, to know learning activity in English club is effective to students, needed clear information about the goal of the program toward students, the facilities, and its infrastructure. Based on explanation above this research aims to evaluate English Club program and find the advantages and weakness of English club program in SD Visi Kudus by using CIPP models by Stufflebeam that consist of context, input, product, and process.

## LITERATURE REVIEW

English club means a club where consists of some students who has interest with English. According to Marshall et al, 2000 English club is a group of people who have same goal or interest and met on a regular basis to participate in shared activities. English club also is a place where the students can practice their English in a spare classroom at an English school (Paltridge, 2011).

Evaluation is a process to judge the effectiveness, efficient, effect, worth or utility of a program in school toward the students. To define the evaluation of the program it is necessary to define the component of the program. Stufflebeam, 2003, p. 2 stated four aspect of a program evaluation by CIPP Model are *Context evaluations* examine needs, problems, assets, and opportunities it is defines goal and priorities. *Input evaluations* examines alternative approaches, competing action plans, staffing plans, and budgets for their feasibility it is defines to select a plan that will maximize effectiveness. *Process evaluations* focus on the implementation of plans (action). These evaluations help to judge program performance and interpret outcomes. The last *Product evaluations* identify and assess outcomes short term and long term, and also involve skills, values, and attitudes. Bellow the conceptual framework of CIPP Model by Stufflebeam (2003).

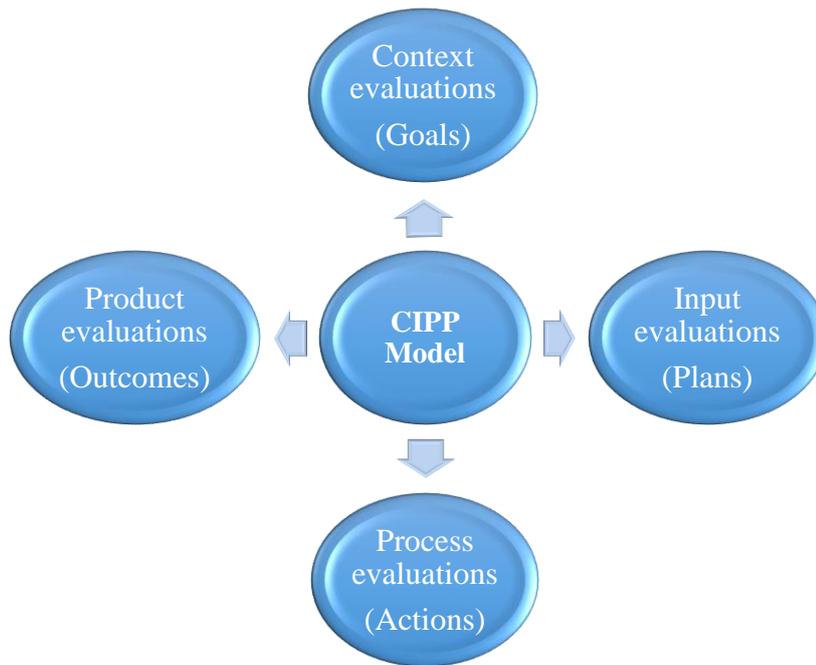


Figure 1 Conceptual framework of CIPP Model (Stufflebeam, 2003, p. 2)

Moreover Salahudin, 2010, p. 217 stated evaluation is the process of gathering data thoroughly, generating conclusion based on data gained, conducting interpretation, and planning steps for improvement and development. By evaluating the program, it will give the impact toward progress of the program itself such as increasing programs, increasing policy making, boosting organizational learning, and increasing decision making. On the other hand if planned evaluation has no prospect to use, it should not be started, regardless of its ability to fulfill accuracy, propriety, and practicality (Stufflebeam, 2003, p. 3). The evaluation must express "technically sound information regarding the elements that define the evaluand's merit, worth, probity, and/or significance" to meet the accuracy standard (Stufflebeam, 2003, p. 10). Merit refers to intrinsic value only, whereas worth refers to both intrinsic and extrinsic value. Probity refers to "unwavering moral standards," while significance refers to "the scope, importance, and visibility of the enterprise's contributions and effect" (Stufflebeam, 2003, p.10).

## RESEARCH METHOD

Some experts have been developed model to evaluate a program they are: (1) Countenance Evaluation Model by Stake; (2) CIPPO Model by Sax; (3) Goal Oriented Evaluations Model by Tyler; (4) CIPP Model by Stufflebeam; (5) Goal Free Evaluation Model by Michael Scriven; and (6) Formative-Summative Evaluation by Michael Scriven (Fitzpatrick, Sanders, & Worthen, 2004). This research was conducted using CIPP model to evaluate English club program and the methodology used is case study. CIPP model was developed by Stufflebeam that has four aspect context, input, process and product. In collecting the data questionnaire and interview protocol were used. In this research, the researcher does interview to ask the goal, activity, implementation, and the outcomes of the program. The

researcher also make questionnaire to know the advantages and weakness of this program. The participants of this research were teacher and students.

## **RESULT AND DISCUSSION**

Based on the data obtained of research and CIPP model that consists of some aspect: context, input, process, and product in a program of English club the result showed:

1. The result of context evaluation, the English club program is not thoroughly achieves the needs that exist on the program. English club success to make the students more confidence to speak in front of their friend, but the vision and mission of this program is not thoroughly run. This program is implemented some activity that can build the ability and skills of students in English such as storytelling, read poems, conversation, singing, and do some worksheet that has relation in English.
2. The result of input evaluation, the teacher has ability and skills to teach the students due to teacher and headmaster cooperating to make an appropriate approach and materials to teach English toward students. The infrastructure of the school so far good. But some there is some obstacle that makes this program is not effective they are the facility that support the program is lack it seem from the availability of InFocus is very limited. The utilize television also is limited whereas in every class in the school have provided television.
3. The result of process, this is how the English club implemented in the school. The teacher found the difficulties to teach English because the material used only from book so that the reference to teach the students is still lack. Not only that the availability of the facility also is very limited such as speaker. Speaker needed to learn listening skill but the school only provides some speaker.
4. The result of product evaluation, the students who join in this program have performed their ability some students show their performance such as read a poem, singing English song, storytelling. The outcome of the program can improve students' ability in English in the level basic that appropriate toward primary school.

Based on the result above the vision and mission of English club program is still not achieved based on the goal. The facility and learning material that provided of the school also is still lack. Due to the subject of conversation only use a book from the school. The program success to make the students perform in front of their friend it is good to increase the confidence of the students.

## CONCLUSION

Based on the result and discussion can conclude that English club program can increase the ability of students toward English. The students able to show their performance, they completed worksheet from their teacher even though the facility is still not support the running of the program. Context, input, process and product in learning English in this program are categorized sufficient.

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