

CHAPTER II

LITERATURE REVIEW

A. The Concepts and Theories

1. Evaluation

a. Definition of Evaluation

Evaluation has various meanings. Based on the translation, the definition of evaluation based on Oxford Advanced Learner's Dictionary of Current English in AS Hornby (1986) quoted by Arikunto and Cepi (2014: 1), evaluation is to find out, decide the amount or value which means an attempt to determine the amount and value.

According to Cronbach (1963), Alkin (1969), and Stufflebeam (1971) (Djudju Sudjana; 2008: 19) stated that evaluation is the activity to collect, obtain, and provide information for decision maker. Other definition stated by Malcolm and Provus (1971) (Sudjana; 2008: 19) which stated that evaluation the activity to find out the difference between something that exist with a predetermined standard and how to state the difference between them. Fitzpatrick, Sanders, and Worthen (2011: 7) defined the evaluation as the identification, clarification, and application of defensible criteria to determine an evaluation object's value (worth or merit) in relation to those criteria.

From several definition above it can be concluded that evaluation is the activity of collecting information by comparing with the standard which then can be used for decision making. Its relation with education field, Stafflebeam and Shinkfield (1985: 159) stated that:

Evaluation is the process of delineating, obtaining, and providing descriptive and judgmental information about the worth and merit of some object's goal, design, implementation, and impact in order to guide decision making, serve needs for accountability, and promote understanding of the involved phenomena.

Based on the statements above, it can conclude that evaluation is an activity of identification, clarification, and application of defensible criteria to determine worth or merit in relation to those criteria in order to guide decision making, serve needs for accountability, and promote understanding of the involved phenomena.

Furthermore, according to Wirawan (2012: 5) evaluation of program education can be used to evaluate various aspects of education, such as: curriculum, learning process and learning method, education services, teachers (educators), and so on.

b. Evaluation Roles and Purposes

Evaluation has vital role in the process of learning and instructional technology. For many years, evaluation has been used for program improvement. Program managers or those who deliver the program can make changes to improve the program based on the evaluation results. The example: teachers using the results of student assessment to revise their curricula or pedagogical methods (Fitzpatrick, Sanders, and Worthen, 2011: 14). Moreover Fitzpatrick, Sanders, and Worthen stated that the purpose of the evaluation is to provide both decision making and program improvement.

Worten (Tayibnapis, 2000: 2) stated that evaluation has an important role in education, among others, provide information that is used as the basis for:

- 1) policies and decisions making
- 2) assessing students' achievement
- 3) assessing curriculum
- 4) giving credibility to schools
- 5) monitoring the funds that have been awarded
- 6) improve the material and learning programs

Based on the statements above, improving the material and learning programs is become one of the roles and purposes of evaluation in education field.

c. Models of Evaluation

In evaluation field there are some evaluation models that can be applied to evaluate learning program. Those evaluation models have different format and steps, however they still have some similarities. An evaluator should have ability to understand variety of evaluation models to be able to choose which model is the most appropriate to the needs of evaluation.

Even tough there are also many differences among them but the main focus of the those evaluation themselves is the same, it is to collect data and information that can be used as the consideration for decision making of the program. Evaluation model give characteristics of evaluation that indicate the purpose of evaluation, evaluated aspects, breadth of coverage, evaluation

stages, the stages of program to be evaluated, and how to approach it (Mardapi, 2012).

Here are the detail of various models of evaluation in education:

1) Goal Oriented Evaluation Model/Tyler Evaluation Model

The first evaluation model and become one of popular models in the field of education is Tyler Model or Goal Oriented Evaluation Model. Learning process categorized as success if the students who experience learning process can achieve the objectives set in the learning process (Sukardi, 2011: 56).

Tyler approach in principle emphasizes the need for a purpose in teaching and learning. This approach is a systematic approach, elegant, accurate, and internally has a rational logical. Compared with other evaluation models, the simplicity of the model Tyler also represents its own advantages and become an elegant construction strength and a contingency evaluation.

2) Goal Free Evaluation Model

Goal free evaluation model is an evaluation model developed by Michael Scriven. This model is the opposite of goal oriented evaluation model. Scriven beliefs in implementing program evaluation, evaluator don't needs to pay attention to program's goal. But the one that needs to be considered is how the program works. However, this model is not completely separated from the goal; but only separated from particular goal. This model

only focused on general objectives to be achieved by the program, not in detail per component.

3) Formative Summative Evaluation Model

Aside from Goal Free Evaluation Model, Michael Scriven also developed another evaluation model namely Formative Summative Evaluation Model. This model shows the stages and the scope of the object being evaluated, that is, evaluations which carried out while the program is still running (Formative Evaluation) and when the program is finished (Summative Evaluation).

Formative evaluation is an evaluation that carried out while the program is still running. The purpose of formative evaluation is to find out how far the designated program can go, as well as to identify obstacles. By knowing the obstacles and things that cause the program is not run smoothly, the decision makers can make improvement early that will support the smoothness of the achievement of program objectives.

After the program ends, a summative evaluation will conducted. The purpose of summative evaluation is to measure program achievement. The target object and implementation time between formative evaluation and summative evaluation are different, then the scope of the target and the thing being evaluated are also different.

4) CSE-UCLA Evaluation Model

CSE-UCLA consists of two abbreviations, they are CSE and UCLA. CSE is the abbreviation from Center for the Study of Evaluation, meanwhile

UCLA is the abbreviation from University of California in Los Angeles. The characteristics of this evaluation model is it carried out in five stages of evaluation, they are: the planning, development, implementation, result, and impact.

5) Discrepancy Evaluation Model

The Discrepancy Evaluation Model developed by Malcolm M. Provus (1971). This model assumes that in order to determine the feasibility of a program, evaluator can compare between the supposed and expected (standard) with what is actually happening (performance) so that it can be known whether there is a gap (discrepancy) between the two is the standard set by the actual performance (Widoyoko, 2009: 186).

Based on discrepancy evaluation model, the evaluation needs six steps in its implementation (Wirawan, 2012: 106), they are:

- develop a design and standards that express the characteristics of an ideal implementation of the object of evaluation: policies, programs, or projects
- determine the necessary information to compare with the actual implementation of standards that define the object of performance evaluation
- collect the object of performance evaluation that includes the implementation of the program, the results of quantitative and qualitative

- identifying imbalances (discrepancies) between the standards with the implementation of the results of the evaluation of the actual implementation of the object determines the ratio of inequality
- determine the cause of the discrepancy between the standard with the object of performance evaluation
- eliminate inequality by making changes to the implementation of the object of evaluation

6) Context, Input, Process, and Product Evaluation Model (CIPP)

CIPP Evaluation Model developed by Daniel L. Stufflebeam from Ohio State University at 1966. This evaluation model is the most widely known and used by evaluator. CIPP Model consists of four kinds of evaluation, they are: Context Evaluation, Input Evaluation, Process Evaluation, and Product Evaluation.

Context Evaluation, reveals that the context of the evaluation includes an analysis of the environmental issues related to the program or the objective conditions that would be implemented. Contains analysis of the strengths and weaknesses of a particular object. Stufflebeam stated evaluation context as the focus of the institution to identify opportunities and assess needs.

Input Evaluation, reveal that the input evaluation includes consideration of source and strategies to achieve the goals and objectives of program. The information gathered during the assessment process

should be used by decision makers to determine the source and strategies within the limitations and obstacles that occur.

Process Evaluation, an evaluation that is designed and applied in practice the implementation of activities. In this activity, the evaluator assigned to identify the problem of procedure, i.e the implementation and activities. Each activity is monitored changes that occur honestly and carefully. Reports on the results of observations made during this process will be very useful in determining the strengths and weaknesses or enabling and inhibiting factors associated with the program as if the output were found.

Product Evaluation, an evaluation conducted by evaluator to measure success in achieving its intended purpose. The data result will be very useful for administrators in determining whether the program should be continued, modified or terminated.

CIPP Evaluation Model related to the education system and social services. This is because the CIPP evaluation model is not too focused on the implementation of the particular study guide but rather the provision of ongoing evaluation. It refers to the views of the evaluation, which is not to prove but to improve (Stufflebeam, 1985: 151).

This evaluation model is the most popular and most applied by the evaluator. CIPP evaluation model (Context, Input, Process, Product) was first introduced by Stufflebeam in 1969. This evaluation model is one of the centralized program evaluation models for decision making. CIPP model including system evaluation categorization starting from the view that the

success of a program is influenced by several factors. This centralized program evaluation is considered to be quite systematic and quite adequate because it covers the components of the context, inputs, processes, and products of the program. The concept is offered by Stufflebeam with the view that the important purpose of evaluation is not to prove, but to improve.

CIPP evaluation model applies in various fields for example education field. In education field Stufflebeam classified four dimension of education system, they are context, input, process, and product, therefore the evaluation model is named CIPP which stands for those four dimensions. Those four words are the objectives of evaluation which are the components of the program activity.

From several models that have been briefly explained above, it can conclude that each model has their own characteristic, specialty, and emphasis. The use of those models depend on the purposes to be achieved in every evaluation. In this evaluation research, the researcher chose to use CIPP evaluation model by Daniel Stufflebeam because this model has holistic approach in evaluation, aimed to give a detailed and broad picture of a program, starting from the context to the product.

d. Program Evaluation

The definition of program based on Oxford Learners' Dictionary is plan. Arikunto (2008: 299) stated that program evaluation is a series of activities done on purpose to see the level of success of the program. So, the

program evaluation is the activities that are intended to know how high the level of success of the planned activities.

The implementation of education is very complex. The impact of education include many people and involves many aspects. Therefore educational activities must be evaluated in order to be studied, then the weakness and deficiencies obtained from the evaluation activities will be considered for the implementation of further program.

2. English Learning Program

a. Learning Program

1) Definition of Learning Program

Learning is one form of the program, because a good learning requires careful planning. Tayibnapis (2000: 9) defines the program as everything a person does with the hope of bringing the result or effect.

Evaluation in the context of learning be related to the collection of information about the learning process to determine the extent to which the learning objectives can be achieved by students.

2) Components of Learning Program

Learning is a system that consists of several components. Each component is interrelated and support the achievement of learning. Learning components include objectives, teaching materials, teaching and learning activities, methods and techniques, tools and learning resources, as well as evaluation. An explanation of each of these components is as follows:

a) Objectives

- b) Learning Materials
- c) Teaching and Learning Activities
- d) Methods
- e) Learning Media
- f) Learning resources
- g) Evaluation

In addition to learning components above, several other components that are not less important and be part of the learning program in this evaluation research are:

- a) Teacher and Student

The definition of a teacher as defined in the laws of Republic of Indonesia (UU RI) Number 14 of 2005 is a professional educator with a primary task of educating, teaching, guiding, directing, train, assess, and evaluate. While the student is one of the factors in addition to the components in the learning process, in the absence of actual student learning process will not happen.

- b) Learning Environment

Learning environment that is climate or physical environment of the learning process, plays an important role in supporting the success of the learning process. A conducive learning climate is the backbone and important factors that can give a motivation to the learning process.

c) Learning Assessment

Assessment is an important component in the implementation of education. Depdikbud (2009: 4) stated that the assessment is an activity to provide a variety of information on an ongoing basis and thorough about the process and the results that have been achieved by students. So, assessment include evidences of student learning outcomes.

The only attempt to determine the ability of students is through assessment (Schunk, 2012: 20). Popham (Schunk, 2012: 20) added that Assessment is a formal effort to determine the status of students in relation to the variables of education which is become the focus of the research. There are some methods in assessing the learning result. They are: Observation, written responses, spoken responses, assessment of other parties, and self-report (Schunk, 2011: 21)

3. Learning Quality

a. The Definition of Learning Quality

Quality has various meaning. Crosby quoted by Engkoswara and Komariah (2010: 305), stated that quality is conformance to customer requirement. Meanwhile Fattah (2012: 2) defined that quality is the ability owned by a product or services which can meet the needs or expectations and satisfaction of the customer. Customer in education field divided in to two, they are internal customer and external customer. Internal customer referred to students or learners and external customer referred to society and industrial world.

Based on some definitions above, it can conclude that quality is the ability of product or services that can satisfy and meet the customer needs. The focus of quality is on the customer satisfaction. In education field, the word customer referred to the students. The actualization of the quality of education is how satisfied the students in receiving the benefits of education implementation. Engkoswara & Komariah (2010: 305) added that the quality of education is relative because not everyone has the same standard. However, when it is referring to the general definition of quality it can be stated that the quality education is an education in which all of the components that has required the desire of customers and lead to the satisfaction.

Kemdikbud (2016: 9) explained, the quality of education on elementary education and secondary education viewed from the level of suitability between Elementary and Secondary Education implementation with National Education Standards (Standar Nasional Pendidikan or SNP). The SNP contains minimum criteria about the education component enabling every level and path of education to develop optimally in accordance with characteristics and distinctiveness of the program (Hidayat & Machali; 2012: 175).

The scope of National Education Standards include: the standard of content, the standard of process, the standard of graduate competence, the standard of educators and education staff, the standards of facilities and infrastructure, the standard of management, the standard of financing, and the standard of educational assessment (PP Number 13 of 2013). Due to scope

and limitation of this research, the researcher only described about the standard of the content, the standard of the process, the standard of graduate competence, the standard of teacher and education staff, and the standard of facilities and infrastructure.

The description of each SNP component described as below:

1) The Standard of Content (Standar Isi)

Hidayat and Machali (2012: 176) explained that the basis for determining the standard of the content is in the context of realizing the functions and objectives of national education that is developing abilities and forming the character and civilization of a dignified nation in order to educate the life of the nation, aims to develop the potential of the students to become the human of faith and be devoted to the almighty God, have noble morals, healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizen.

The standard of the content for primary and secondary education are set out in Permendikbud number 21 of 2016 about the standard of the content for primary and secondary education. The standard of the content includes the criteria regarding the scope of the material and the level competency of the students to achieve the graduate competence. The scope of material is formulated based on the the criteria of specified required content in accordance with the provisions of laws regulation, scientific concept, and the characteristic of each education unit and educational program. Meanwhile, the level of competency is formulated based on the criteria of student's

development level, Indonesian competency qualification, and the mastery of tiered competency.

2) The Standard of Process (Standar Proses)

Hidayat & Machali explained that learning is the process of interaction between students and teacher and learning resources in a learning environment. Hidayat and Machali explained, the learning process needs to be planned, implemented, assessed, and supervised in order to be carried out effectively and efficiently (2012: 181). Therefore, the standard process includes the planning of learning process, the implementation of learning process, the assessment of learning outcomes, and the monitoring of learning process (Permendikbud Number 22 of 2016).

a) The Planning of Learning Process

The planning of learning process includes the compiling of lesson plan (RPP) and preparation of learning media and learning resources and learning scenario. The preparation of syllabus and lesson plan is adapted with the learning approach used.

Syllabus is a reference for the preparation of learning frameworks for each subject matter. Syllabus at least contains: subject identity, school identity, core competency, basic competency (KD), theme, subject matter, the learning, time allocation, and learning sources. Syllabus is developed based on graduate competence standard and the standard of the content for elementary and secondary education unit in accordance with the learning pattern in each school year.

Lesson Plan (RPP) is the plan of learning activities for one or more meeting. Lesson plan is developed from syllabus to direct the learning activities of the students to achieve basic competencies. Every teacher in each education unit is obligated to compile lesson plan completely and systematically so that the learning activity could run interactively, inspirational, fun, challenging, efficient, motivating the students to participate actively, as well as providing sufficient space for initiatives, creativity, and independence in accordance with their talents, interests, and physical and psychological development of the students.

The component of lesson plan includes: school identity, subject identity or the theme/sub-theme, class/semester, subject matter, time allocation, learning objectives, basic competencies (KD), learning materials, learning method, learning media, learning sources, learning steps, and the assessment of learning outcomes.

b) The Implementation of Learning Process

The implementation of learning process is the implementation of Lesson Plan (RPP), including preliminary activities (pre activity), main activity, and closing (post-activity). Before the implementation of learning process there are several things that should be fulfilled, they are: (1) time allocation, lesson hours for junior high school is 40 minutes; (2) maximum numbers of students in each study group of junior high school is 32 students; (3) the textbook must be in accordance with the needs of the students; (4) classroom and laboratory management.

In pre activity phase the teacher must: (1) preparing students psychologically and physically to follow the learning process; (2) giving motivation to the students contextually in accordance with its benefits and application of teaching materials in everyday life, by giving the example and local comparisons, national and international, and suitable with the characteristics and level of the students; (3) asking the questions that are relating the prior knowledge with the material to be studied; (4) explaining the learning objectives and basic competencies (kompetensi dasar) to be achieved; and (5) delivering material coverage and explain the description of activities according to the syllabus.

In main activity phase, the teacher uses learning models, learning methods, instructional media, and learning resources that are tailored with the characteristic of the students.

(1) Affective

In accordance with the characteristics of affective, then one alternative is chosen is the affection process started from receiving, doing, appreciating, to practicing.

(2) Cognitive

Cognitive are gained through the activities of knowing, understanding, applying, analyzing, evaluating, and creating.

(3) Psychomotor

Psychomotor are gained through observing, asking, trying, reasoning, presenting, and creating.

In post activity phase, the teacher along with the students both individually or in group do reflection to evaluate: (1) a whole set of learning activities and the results obtained which henceforth collectively will find the benefits of learning process that has been implemented whether directly or indirectly; (2) giving feedback on the learning process and learning outcomes; (3) carry out follow-up activities in the form of assignments both individually or in groups; and (4) informing the plan of learning activities on the next meeting.

c) The Assessment of Learning Outcomes

The assessment of the learning process uses the authentic assessment approach that assesses students' readiness, process, and learning outcomes in their entirety. The integrated of these three components will illustrate the capacity, style, and learning outcomes of the students that are able to produce instructional effect in knowledge aspect and nurturant effect in attitude aspect.

Authentic assessment results are used by the teacher to plan the learning remedial, enrichment, or counseling service. In addition, authentic assessment results are used as material to improve the learning process in accordance with education assessment standard. Evaluation of learning process is carried out during the learning process by using tool: observation sheet, peer questionnaire, recording, anecdotal note, and reflection. Evaluation of learning outcomes is carried out during the learning process and at the end of each lesson unit by using methods and

tools: oral test/performance test, and written test. The results of the final evaluation are obtained from the combination of process evaluation and the evaluation of learning outcomes.

d) The Monitoring of Learning Process

The Monitoring of Learning Process is carried out through monitoring, supervision, reporting, and follow-up activities periodically and continuously. The supervision of learning process is carried out by the head of education unit and supervisors.

3) The Standard of Graduate Competence (Standar Kompetensi Lulusan)

Hidayat and Machali (2012: 181) explained that the standard of graduate competence is a qualification of graduate ability which includes the affective, cognitive, and psycho-motor. The standard of graduate competence for primary and secondary education is regulated in Permendikbud number 20 of 2016. The standard of graduate competence is used as main reference in the development of the other seven standards. Standard of graduate competence consists of the criteria for the qualification of students' abilities that are expected to be achieved after completing their studies in education units at primary and secondary education.

4) The Standard of Teacher and Educational Staffs (Standar Pendidik dan Tenaga Kependidikan)

Hidayat and Machali (2012: 197) explained, teacher and educational staff standard are pre-service education criteria and physical

and mental appropriateness and suitability of education with the position. In the law number 20 of 2003 about national education system explained, “educators are professionals in charge of planning and implementing learning process, assessing learning outcomes, conducting mentoring and training, and conducting research and community service, especially for educators at university level”. Educators must have minimum qualification and certification in accordance with the level of teaching authority. In more detail, this is regulated in Permendiknas number 16 of 2007 about The Standard of Teacher Qualification and Competency (Standar Kualifikasi dan Kompetensi Guru). Teachers in Junior High School (SMP/MTs), or other forms of equal, should have a minimum diploma academic qualification (D-IV) or undergraduate (S1) study program that is in accordance with the lessons taught and obtained from accredited study programs. While the teacher competency standard include pedagogical competencies, personality, social, and professional competencies that are integrated in teacher performance. These competencies must always be improved either through reading, further study, or teacher group forum.

5) The Standard of Facilities and Infrastructure (Standar Sarana dan Prasarana)

According to Seotopo (Hidayat & Machali; 2012: 204) stated that educational facilities are the things that include equipment and supplies

that can be directly used in the education process at school such as buildings, rooms, desks, chairs, props, textbooks, and so on.

The standard of facilities and infrastructure in the national education system is the criteria regarding learning spaces, sport venues, place to pray, library, laboratory, workshop, playground, creative place, recreation area, and other learning resources needed to support the learning process, including the use of information and communication technology (PP or Government Regulation Number 13 of 2015).

Minimum criteria for facilities and infrastructure according to Permendiknas number 40 of 2008, includes: a) infrastructure: land, building, rooms; and b) facilities: furniture, educational equipment, educational media, books & other learning resources, consumable ingredients, information and communication technology, and other equipment.

Each education unit (satuan pendidikan) is also obliged to maintain its educational facilities and infrastructure, this is explained in Government Regulation (Peraturan Pemerintah) number 19 of 2005. Maintenance is carried out regularly and continuously with regard to the usage period. For English learning in Junior High School, the most important point to be considerate is

4. Language Learning

a. Definition of Language

Language has a very important role in human life because the language is a tool used by humans to communicate with another human being in order to convey an idea or whatever is on his mind. Communication is the most primary human needs in his capacity as social beings.

Levey (2011: 4) revealed that the language consists of codes that are widely agreed or a set of rules that represent concepts (thoughts and ideas) through the use of symbols (words). While the definition of the language as written in the Random House Dictionary of the English Language (Brown, 2008: 4) said that language is a set of symbol systems of linguistics used in a habit the same by some people that allow people to communicate and be understood with each other.

From the definitions above, it can be concluded that the language is a set of codes or symbols linguistic as agreed with the group of people that serves as a means to communicate ideas or thoughts to someone else.

Every tribe, race, and nation in the world certainly has its own language that is only understood by each group. Every tribe, race, and nation is very possible to have different languages. A tribe or nation also needs to communicate with another tribe or nation can advance to the tribe or nation. Therefore it is necessary to have one language that facilitates communication between the tribe or nation. Indonesian example is used to communicate between tribes in Indonesia, while English is used to communicate between nations in the world. Therefore, the English emerged as an international language that facilitates the man in the modern era to be able to compete in

the era of globalization. The human need to learn English as a second language in this era of globalization is indispensable.

b. Curriculum

1) Definition of Curriculum

The curriculum is a written plan prepared to facilitate the learning process (Tim Pengembang MKDP Kurikulum dan Pembelajaran, 2012: 8). The definition of the curriculum stated in Law (Undang-undang) Number 20 of 2003 concerning the National Education System "The curriculum is a set of plans and arrangements regarding the purpose, content and material of learning and the methods used as guidelines for the implementation of learning activities to achieve certain educational goals."

Based on the Law (Undang-undang) above, the plan and regulation of competencies are standardized to achieve national goals and the way to achieve them is adjusted to the conditions and capabilities of the region and schools.

2) The function of Curriculum

Generally curriculum has a function as guidelines. For teacher, curriculum has a function as guide in learning program implementation. For principal, curriculum has a function as guide in supervision implementation. And for students, curriculum has a function as guidelines in learning implementation (Tim Pengembang MKDP Kurikulum dan Pembelajaran, 2012: 9)

c. English Language Learning

Learning a second language (L2), which in this case is the English language is a long and complex process due to learn a language is a series of simple steps that can be programmed in a concise guide. Brown points out that when learning a second language learners all over themselves to be affected when it is struggling beyond the limits of the first language and trying to reach a new language, a new culture and a new way of thinking, feeling, and acting. Total commitment, total involvement, the response of the physical, intellectual, emotional and total needed for the successful send and receive messages in a second language (2008: 1).

What Brown mentioned above certainly is perceived by the language learners. Learning a language is basically not just a bunch of theory but is more complex than that because in language learning will be a lot of variables involved in this acquisition process. Learning the language will rarely succeed if only fixated on learning in the classroom formality. Surely we must examine and determine the factors that affect the particular language acquisition second language (L2).

According to Brown (2008: 2) there are several factors that affect language acquisition, namely:

1) Characteristics of learners

As a language teacher needs to know the subject is taught, that must be considered include the following: Ethnic background, linguistic,

religious, native language, education level, socioeconomic characteristics, life experiences, intellectual capacity, and the personality of learners.

2) Linguistics Factors

Language teachers need to understand first language and second language learners. Another thing to note is the teaching language of the technical knowledge required to understand and explain the system of the language, such as phonemes, morphemes, words, sentences, and discourse structure.

3) Learning Process

As a language teacher should think about what strategies are optimal to teach the language.

3) Age and Acquisition

The age factor is very influential on language acquisition because it is influenced by cognitive and emotional development.

4) Instructional Variables

Learning a language is influenced also by methodological approaches, textbooks, materials, how teachers teach, and the amount of time spent on learning, institutional factors.

5) Context

Socio-political conditions of a country or language policies affect the outcome of the learners on language acquisition. The process of language learning is also influenced by the differences or similarities between cultures.

6) Purpose

The success of a language learning is strongly influenced by the goals or things that underlie language learners in learning the language. An example is to achieve a career, to meet certain requirements, or the desire of learners to get closer to the culture and language of the target.

d. English Language Teaching Methods

Students process the information well when the information are presented in a variety of ways - visual, auditory, and tactile (Schunk, 2012: 74). The language teachers especially English teachers should master the methods of teaching the English to be able to choose which one is the most appropriate method to be applied. The selection of method is based on teaching materials and characteristics of students.

Here are some popular methods of language teaching:

1) Grammar Translation Method

The grammar translation method is not new. It has had different names, but it has been used by language teachers for many years. At one time it was called the Classical Method since it was first used in the teaching of classical languages, Latin and Greek. Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature. It was also hope that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better.

Although this method is outdated but this method is still widely used by English teachers in teaching. Of course it is not something wrong but it would be nice to use this method with a variety of modifications.

2) Direct Method

This method was pioneered by Berlitz and Gouin. They feel disappointed with the theory and practice of the grammar translation method. Unlike the grammar translation method, this method is a method that is implemented directly. Students directly use the target language as the language of instruction and communication in the classroom. In this method the things that are most avoided are: (a) The use of mother tongue in the class, (b) translation techniques. So this method can only be applied by teachers who are fluent and fluent in using the target language. In addition, he also must be clever in providing illustrations (through images and movements) to help students understand all that is presented by the teacher done with the target language (Suwarsih, 2013: 23)

3) Total Physical Response

Total Physical Response is the concept of language teaching developed by Prof. James J. Asher, a psychologist from San Jose State University, California, USA. Total Physical Response method is a method of teaching that builds on the coordination of speech and action; This method seeks to teach the language through physical activity or motor activity (movement). Language is taught by activating the entire body movement (Fachrurrazi, 2010: 97).

According Pringgawidagda (2002: 76), the purpose of the method Total Physical Response is to provide a fun learning experience, suppress stress in learning a foreign language. This method also aims to reduce feelings of stress and burnout in learning the language. This method is done with action-based activities in the form of commands (instruction).

4) Communicative Language Teaching

Communicative Language Teaching, aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and acknowledging the interdependent of language and communication.

The most obvious characteristic of CLT is that almost everything that is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role plays, and problem-solving tasks.

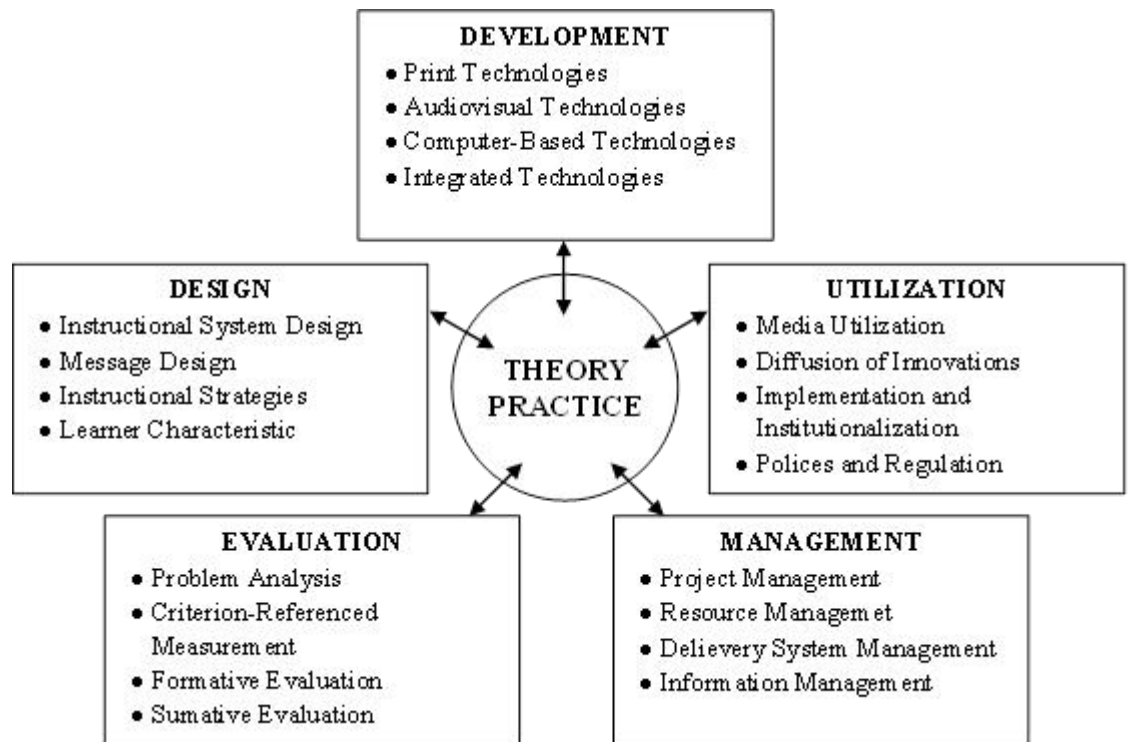
e. Classroom Management

Without good classroom management, the learning purposes of language learning would really difficult to achieve. In managing a class, a teacher should think and consider about several things in the same time. The teacher should manage all activities in the class. At the same time the teacher also could manage the behavior of their students in order to make them focus so that their energy and their time will optimally focused on the lesson. The last, the teacher should manage the physical environment and psycho-social

environment. In addition, the teacher should also prepare himself to change the flow of lessons if the situation requires.

5. Evaluation Research in the Domain of Instructional Technology

Instructional Technology is the theory and practice of design, development, utilization, management and evaluation of processes and resources for learning. (Seels & Richey, 1994: 1). Instructional technology has five domains, namely design, development, utilization, management, and evaluation. The five domains have mutual synergy and sequentially.



Graphic 1. Five Domains of Instructional Technology (AECT1994)

The five domains are subjected to the process and learning resources to facilitate learning and improve performance, as the opinion of Januszewski & Molenda (2008: 1) which stated Educational Technology is the study and ethical practice of facilitating learning and improving performance by

creating, using, and managing Appropriate technological processes and resources.

Evaluation research is one form of learning technologist practices in developing a theory of learning technology. The research conducted by an instructional technologist covers two domains of instructional technology, i.e the area of design and evaluation. In planning an evaluation research, an instructional technologist is in domain design . In analyzing the data collected in the research, an instructional technologist is in domain evaluation.

B. Relevant Research Studies and Evaluation

There have been several research studies about learning program evaluation using CIPP Model. The results of these research studies have been released as the following:

Sugiyanta (2008) An Evaluation of English Learning Program at Madrasah Ibtidaiyah (Islamic Primary School) in the Regency of Kulon Progo. This study is aimed at evaluating: (1) the goals of determining English as local content subject; (2) the input involved in the learning process i.e. teachers and supporting facilities and infrastructures; (3) the learning activities including the teachers' activities, in preparing pre-activity, while-activity, and post-activity aspects; (4) the success of learning involving cognitive and affective aspects.

Ewari Mulyati (2010) An Evaluation of the Integrated Learning Program in Sekolah Menengah Pertama Islam Terpadu (SMPIT) Abu Bakar Yogyakarta. This study aims to describe the integrated learning context, the

integrated learning input, the integrated learning process, and the integrated learning product in SMPIT Abu Bakar Yogyakarta. The study on the integrated learning program in SMPIT Abu Bakar Yogyakarta that integrates Islamic values into all subjects and implements the integrated Islamic curriculum shows the following findings. (1) The result of the context evaluation of integrated Islamic learning program are in the good category (42,86%), indicated by the teachers' good understandings of the objectives, core, and structure of the integrated Islamic learning curriculum. (2) The result of the input evaluation, consisting of the contents of the integrated Islamic learning program and teachers' qualifications are in the good category (71,43%), whereas those of the input evaluation of the learning infrastructure facilities mean score 119 are in the moderate category. (3) The results of the process evaluation of the integrated Islamic learning program are in the good category (82,86%), indicated by the good integrated Islamic learning planning, implementation, and use of learning methods, strategies, and media. (4) the results of the product evaluation, consisting of the cognitive ability in the subjects with score mean 75,22 and Islamic religious education (PAI) with score mean 76,60, are in the moderate category, those of the affective aspect in the achievement motivation with score mean 126,05 are in the very good category, those of the pro-social intention with score mean 99,25 are in the good category, and those of the psycho-motor aspect in the PAI with score mean 76,66 are in the moderate category.

Arif Rahman Hakim (2012) *An Evaluation of the Learning Program in ICT at Elementary School Sumbawa Barat Regency*. This study aims to evaluate the ICT learning program in elementary schools in West Sumbawa Regency, including: (1) Context: the relevance of ICT learning programs, (2) Input: syllabus, teaching materials, media/learning kits, teachers, students, facilities and learning environment., (3) Process: learning readiness, implementation of learning, and assessment of learning outcome, and (4) Product: Students' performance.

The results show: (1) the dimensional context, the importance of ICT learning programs is in good category; (2) the dimensional input showing the syllabus, teaching materials, media/learning kits, teachers, students, facilities, and environmental condition is good; (3) the dimensional process that involves the preparation, implementation, and assessment of learning outcome is in good category; (4) the dimensional of the product i.e the students' achievement, is in good category.

Mam Socheath (2011) *Evaluation of English Language implementation in bilingual instruction at Pioneering International Standard Senior High Schools (R-SMA-BI) in Yogyakarta*. The research aimed to determine the effectiveness of the use of English in the bilingual instruction in Mathematics and Science Learning program at Pioneering International Standard Senior High Schools in Yogyakarta. This evaluation research followed by the CIPP Model. The findings of this research have been summarized as the following. (1) the context in term of purposes, needs, and

regulation of English in bilingual instruction at SMA Negeri 3 Yogyakarta is in the “good” category, while at SMA Muhammadiyah 2 Yogyakarta is in the “fairly good” one. (2) both schools have not yet had qualified teachers and students for the the bilingual instruction. (3) most teachers of mathematics and science have not yet used English effectively in terms of material presentation although it is good enough for the preparation of the lesson plans in English and the assessment of the students’ tasks. (4) the achievement of the students at both schools have not yet been satisfied. (5) the majority of teachers and students at both schools have expressed their positive perception about English in bilingual instruction although they have faced some difficulties in their teaching and learning process. In conclusion, the implementation of English in bilingual instruction at these schools have not yet been effective.

Susanti Fipri Selegi (2011) *Evaluation of English language training program for pioneering international standard vocational high school (SMK RSBI) in Yogyakarta*. The research study was aimed to find out the description of the English language training program SMK RSBI in Yogyakarta viewed from context, input, process, and product. The results of evaluation of English language training program in SMK RSBI in Yogyakarta City suggest that: (1) context evaluation found out that all of the student said that their parents were very supportive to all of the schools efforts to reach English language learning achievement at the school, and 99,10 % of the students which is in the very good category said that their

parents permitted them to join English course. (2) input evaluation reveals that 90,47% of the teachers' administrations, such as lesson plan, learning syllabus, and teachers' handout. Meanwhile, 73,98% of the students, which is in the good category, said that they effort attempt English course at the school, and 55,03% of the students said that they will sit the TOEIC test. In term of, the facilities and infrastructure support things the English language learning, 8,52% of the students said that the facilities and infrastructure are available at the school, and 89,94% of the students said language laboratory functioned well. (3) process evaluation in English language learning implementation aspect reveals that 98,52% of the students, which is in the very good category, said that their teachers given English practice in the English learning process and 97,93% of the students, which is in the very good category, said that the teachers given motivation the students to study independently. In relation to the English language training outside the class, there were 69,20% of the students said that their English competence increase and 67,45% said that they ever joined the contest English competence. (4) product evaluation reveals that 37,87% of the students got poor score on the final examination (UAS) with the range score 4,00 to 5,40.

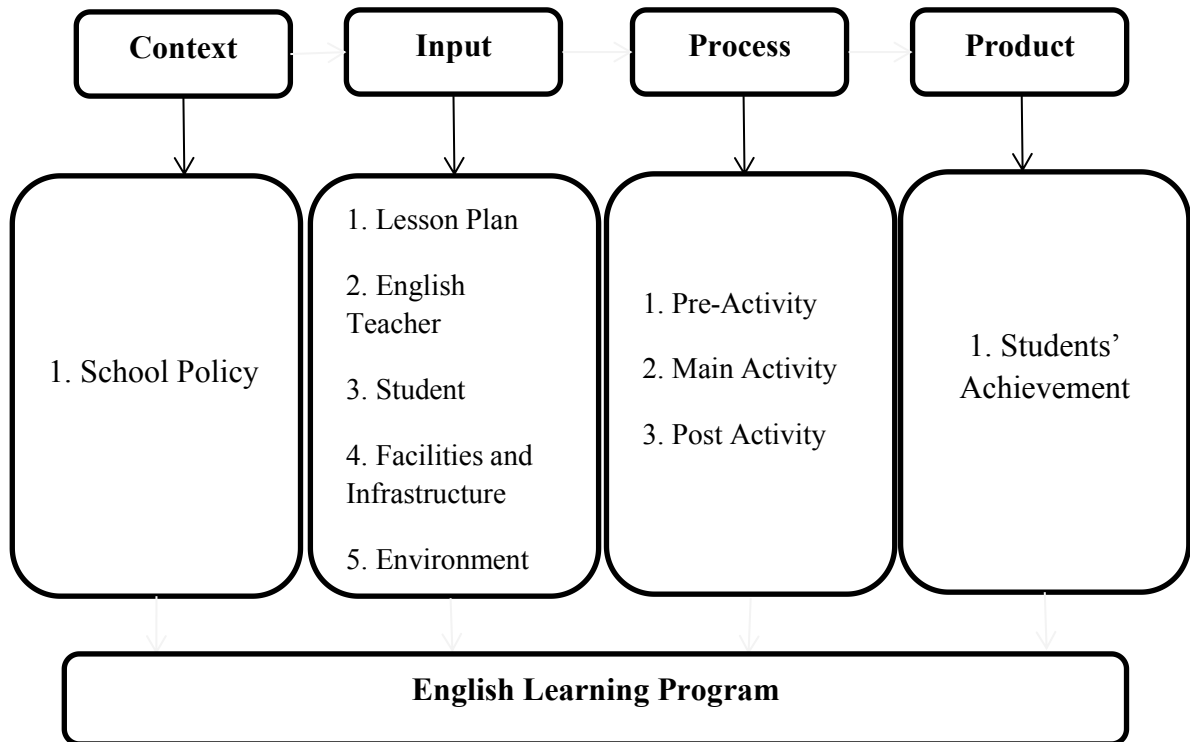
C. Theoretical Framework

This study is an evaluation research compiled to determine the implementation of English learning program in Muhammadiyah Junior High Schools Yogyakarta. The success of a learning program is determined by the quality of the components, such as component context, component input,

component process, and component product. Context is a depiction and specification of school policy on English learning program in Muhammadiyah Junior High Schools Yogyakarta. Component input includes lesson plan, English teachers, students, facilities and infrastructure, and environmental conditions of learning. Component process includes the process of English learning such as pre activity, main activity, and post activity. The effectiveness of component input and component process will determine the quality of component product. The component product which was meant in this study is students' learning achievement based on mid-term test result.

The failure in English learning program in Muhammadiyah Junior High schools Yogyakarta can be known through the effectiveness of each component, if the performance of each component of the learning program has been effective then needs to be maintained and improved, but if the performance of each component is less effective it is necessary to have recommendation to be fixed.

Then to determine the successful of English learning program implementation in Muhammadiyah Junior High Schools Yogyakarta, the evaluation of English learning program can be described as follows:



Graphic 2.Theoretical Framework of English LearningProgram Based on CIPP Evaluation Model

D. Research Questions

Based on the problem formulation, the research objectives, and the theoretical framework mentioned before, the evaluation research is conducted to find out the logical answers and solutions for the following questions. These questions are designed in line with CIPP Model of Evaluation (Context, Input, Process, and Product).

Context:

1. How is the school policy of Muhammadiyah Junior High Schools Yogyakarta?

Input:

1. How is the quality of lesson plan of English learning program in Muhammadiyah Junior High Schools Yogyakarta?
2. How is the quality of English teachers and students of English learning program in Muhammadiyah Junior High Schools Yogyakarta?
3. How is the quality of facilities, infrastructures, and learning environment of English learning program in Muhammadiyah Junior High Schools Yogyakarta?

Process:

1. How is the implementation of English learning program in Muhammadiyah Junior High Schools Yogyakarta?

Product:

1. How is the students' achievement of English learning program in Muhammadiyah Junior High Schools Yogyakarta?