

CHAPTER III

EVALUATION METHOD

A. Type of Evaluation

This study was categorized as evaluation research. Evaluation research that is intended in this study is the evaluation of the learning program. More specifically this study is the evaluation of English learning program in Muhammadiyah Junior High Schools Yogyakarta. This evaluation aims to gather information on a program of learning that information then serve as the basis and foundation for making decisions about the policy or the program. Arikunto (2008: 291) defined program as a detail planned activity. Widoyoko (2009: 9) stated that:

Learning is one form of program, because a good learning requires careful planning and implementation involves a variety of people, both teachers and students, have linkages between the learning activities with other learning activities, i.e. to achieve competence in the field of study that ultimately support the achievement of the competence of graduates.

Based on the statements above the researcher conclude that learning is a detailed planned of activity so it is categorized as a program. It is necessary to make a learning program in order to the learning can be implemented efficiently. The learning program that commonly called RPP (lesson plan) is a guidelines for the teachers in implementing the learning process. Learning program created by a teacher can not always effective and can be implemented, therefore in order that the learning program has been created that has a weakness, do not happen again in the next learning program, it is necessary to evaluate the learning program.

Program Evaluation based on Joint Committee on Standards for Educational Evaluation (1981: 12) concluded that program evaluations that assess educational activities which provide service on a continuing basis and often involve curricular offering. Program evaluation can be done through a systematic assessment, detailed and using procedures that have been tested carefully. With a particular method will obtain reliable data, reliable so that policy decisions will be right, with conditions the data used as the basis of these considerations is the exact data, both in terms of content, scope and format.

In this study the researcher wanted to evaluate the program of English learning in Muhammadiyah Junior High Schools Yogyakarta by collecting all information and data related to the program. The data and information then would be analyzed systematically using precise method and phases so that the result can truly represent the state of English learning program in Muhammadiyah Junior High Schools Yogyakarta. The results of the evaluation will be useful to be considered for new policies relating to the improvement of the quality of English learning in the schools.

B. Model of Evaluation

The study was categorized as an evaluation research using CIPP model developed by Daniel L. Stafflebeam (1966). In CIPP there are four focuses in the evaluation. They are: Context Evaluation, Input Evaluation, Process Evaluation, and Product Evaluation. Researcher believes that CIPP Evaluation Model is most appropriately used in evaluating the learning

program because CIPP Evaluation Model cover all of the components in learning program. Furthermore, CIPP evaluation model has complete framework i.e context evaluation to help developing the aims of the research, input evaluation to help forming the strategic suggestions of program implementation, process evaluation has a role to directing and informing how far is the implementation of the program, and the last is product evaluation to informing the achievement of the program and lastly to giving the decision related to the result of evaluation.

By using the CIPP model of evaluation the result would obtained in accordance with the expected goals, so the quality of English learning program in Muhammadiyah Junior High Schools Yogyakarta would be portrayed well. In this study, both descriptive quantitative and qualitative approaches were used to describe, analyze, and interpret the data. First, the quantitative data were collected through questionnaire. The questionnaire was used to collect data for the evaluation of context, input, and process in English learning program in Muhammadiyah Junior High Schools Yogyakarta. The qualitative data obtained through observation and interview.

Variable of Evaluation

This research is an evaluation research adopted CIPP model, so that the variables divided into four aspects. They are context aspect, input aspect, process aspect, and product aspect. Each aspect of variable in this evaluation research would be explained as follows.

1. Variable context was concerned on school policy related to English learning program.
2. Variable input includes: lesson plan, the quality of students, the quality of English teachers, the quality of facilities and infrastructures, and the quality of environment.
3. Variable process includes: pre-activity, main activity, and post-activity.
4. Variable product includes: the achievement of students based on the score on middle test of first semester of 2016-2017.

C. Place and Time of Evaluation

This evaluation research was conducted in Muhammadiyah Junior High Schools Yogyakarta, they were: Junior High School Muhammadiyah 1 Yogyakarta, Junior High School Muhammadiyah 3 Yogyakarta, and Junior High School Muhammadiyah 5 Yogyakarta . Those Muhammadiyah Junior High Schools are representative for the number of teachers and students to be source of data. The researcher decided to choose these three schools because they are considered to represent the characteristics of all Muhammadiyah Junior High Schools Yogyakarta city which are consist of ten schools in total.

The evaluation research conducted in several phases. The first phase was pre-survey, conducted on October 6th 2015. The phase of data collection conducted at the first semester of Academic Year 2016/2017 (September - November 2016). Then, data analysis and final writing conducted on December 2016 - July 2019.

D. Population and Sample of Evaluation

Population is a generalization region consisting of objects or subjects that have certain qualities or characteristics defined by the researcher to be studied and then drawn conclusions (Sugiyono, 2014: 117). In this research the population were English Teachers of Junior High Schools of Muhammadiyah Yogyakarta and the students of Junior High Schools of Muhammadiyah Yogyakarta. The source of information consisted of principals, English teachers, and students.

Sample is part of the number and characteristics in certain population (Sugiyono, 2014: 118). The sampling determined in two ways. First, to select the respondent sample of principal and English teachers determined by census sampling. Census sampling is a sampling technique when the all of members of the population used as sample (Sugiyono, 2012:96). It is because the population was less than thirty. So, the sample of the evaluation research were the principals or head of curriculum, the English Teachers of Junior High School Muhammadiyah 1 Yogyakarta seventh grade and eighth grade consists of three teachers, the English Teachers of Junior High School Muhammadiyah 3 Yogyakarta seventh grade and eighth grade consists of three teachers, and the English Teachers of Junior High School Muhammadiyah 5 Yogyakarta seventh grade and eighth grade consists of two teachers. The detail information of English teachers in Muhammadiyah Junior High School Yogyakarta including three schools (Junior High School 1 Muhammadiyah Yogyakarta, Junior High School 3 Yogyakarta, and Junior High School 5 Yogyakarta) could be seen at table below.

Table. The Distribution of English Teacher Sample

No.	School	Amount Of English Teacher
1.	Junior High School Muhammadiyah 1 Yogyakarta	3
2.	Junior High School Muhammadiyah 3 Yogyakarta	3
3.	Junior High School Muhammadiyah 5 Yogyakarta	2
Total		8

Meanwhile, the sample from the students determined by using the second technique. It was Simple Random Sampling because sampling randomly selected without regard to strata that exist in the population (Sugiyono, 2014: 120). To decide the researcher chose the seventh grade and eighth grade as the sample with consideration of the ninth grade student were preparing for National Exam (UN).

In total there are one principals and two head of curriculum, eight teachers and 1101 students from Junior High School Muhammadiyah 1 Yogyakarta, Junior High School Muhammadiyah 3 Yogyakarta, and Junior High School Muhammadiyah 5 Yogyakarta become the sample of this evaluation research. The detail about the distribution of student sample listed below.

**Table. The Distribution Table of Student Sample of Junior High
School Muhammadiyah 1 Yogyakarta**

Seventh Grade

No	Class	Category	Amount
1.	VII A	ICT Class	22 students
2.	VII B	ICT Class	25 students
3.	VII C	Excellent Class (kelas unggulan)	36 students
4.	VII D	Regular Class	31 students
5.	VII E	Regular Class	35 students
6.	VII F	Regular Class	35 students
7.	VII G	Regular Class	33 students
Total			217 students

Eighth Grade

No	Class	Category	Amount
1.	VIII A	ICT Class	24 students
2.	VIII B	ICT Class	23 students
3.	VIII C	Excellent Class (kelas unggulan)	33 students
4.	VIII D	Regular Class	27 students
5.	VIII E	Regular Class	30 students
6.	VIII F	Regular Class	32 students
7.	VIII G	Regular Class	29 students

Total	198 students
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**Table. The Distribution Table of Student Sample of Junior High
School Muhammadiyah 3 Yogyakarta**

Seventh Grade

No	Class	Category	Amount
1.	VII A	IT Class	32 students
2.	VII B	Bilingual Class	32 students
3.	VII C	Regular Class	32 students
4.	VII D	Regular Class	27 students
5.	VII E	Regular Class	28 students
6.	VII F	Regular Class	29 students
7.	VII G	Regular Class	28 students
8.	VII H	Reguler Class	26 students
Total			234 students

Eighth Grade

No	Class	Category	Amount
1.	VIII A	IT Class	30 students
2.	VIII B	Bilingual Class	35 students
3.	VIII C	Regular Class	34 students
4.	VIII D	Regular Class	27 students

5.	VIII E	Regular Class	27 students
6.	VIII F	Regular Class	27 students
7.	VIII G	Regular Class	26 students
Total			206 students

Table. The Distribution Table of Student Sample of Junior High

School Muhammadiyah 5 Yogyakarta

Seventh Grade

No	Class	Category	Amount
1.	VII A	Regular Class	30 students
2.	VII B	Regular Class	30 students
3.	VII C	Regular Class	29 students
4	VII D	Reguler Class	29 students
Total			118 students

Eighth Grade

No	Class	Category	Amount
1.	VIII A	Regular Class	32 students
2.	VIII B	Regular Class	32 students
3.	VIII C	Regular Class	32 students
4	VIII D	Reguler Class	32 students

Amount	128 students
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E. Data Collection Techniques and Instruments

1. Data Collection Techniques

Data collection technique has substantial role in a research, it because the accuracy of determining data collection technique would affect the accuracy of research data result. In this evaluation research, the techniques of collecting data consist of questionnaire, interview, observation, and document analysis. The aim of use of such techniques is to obtain information that is relevant to the purpose of the evaluation research.

a. Questionnaire

Questionnaire is a set of written statement which given to the respondents which aims to reveal the condition of the respondents themselves or the condition of those who are outside the respondents that wanted to be revealed by the researcher. The questionnaire used in this evaluation researcher to gather information about how the implementation of English language learning program. The questionnaire in this evaluation research compiled with Likert scale with five alternative of answers. The questionnaire were given to students and English teachers. Questionnaire in this evaluation research compiled using the technique developed by Rensis Likert or Likert Scale. The questionnaire consisted of five choices.

b. Observation

Observation in this evaluation research will conduct by using check list. Observation technique used in this evaluation research was participant observation. Participant observation had chosen in order to keep the authenticity of the evaluation's object, so that it would not generate the changes in the object's situation. The role of the researcher was fully realized by the English teacher and all the students in the class.

The role of the researcher was to observe constantly during the learning process especially about the attitudes and actions of the students in the class, and then the attitude and actions of English teacher during the learning process and also to observe about the teaching methods and strategies that used by the teachers in the class. Besides the observation checklist the researcher also brought camera to capture some important moments and the situation in the class.

The data will be obtained from observations are:

- 1) The general condition of the schools and the infrastructures that support English learning program, include: facilities and infrastructures, teachers, students, and learning environment.
- 2) The implementation of English learning program, includes: Teachers' and students' activity during the English learning.

c. Interview

Interview is one of the data collection techniques to obtain information by asking to the informants. Interview necessary to complete the data

recorded by observation. Danim (2002: 130) stated that the interview is the main strategy in collecting the data, because the interview used as additional technique to support the other technique in collecting the data, for example for observation, document analysis, etc.

The technique of interview that used in this evaluation research tended to be semi-formal, open, and structured. The interviewer in this case the researcher, did the interview in casual way. The place and time are the result of agreement of the interviewer and the interviewee so that the interviewee could freely reveal, explained, and reflected all the things that they know about the topic of interview. The interview process guided by an instrument called interview guide.

The first process of interview will conduct by preparing the interview guide with open questions. Interview guide is only used to determine the direction of the interview focused on problems. Therefore, its use is not carried out strictly, questions can be developed in accordance with the informant answers.

Interviews will conducted for principals, English teachers, and some of students. The information and data that will be obtained from interview are:

- 1) The interview with principals will conduct to obtain data about schools' policy related to the English learning program.
- 2) The interview with English teachers will conduct to obtain data of teaching readiness, such as: RPP (lesson plan), the models, strategies,

techniques and methods of learning, media of learning, and motivation and interest of the students in English learning.

- 3) The interview with some of the students will conduct to obtain data of students' perception in English subject, the impression during the English learning, the expectation in the future to improve English language learning.

d. Document Analysis

The data of naturalistic research mostly obtained from human resources through interview and observation. But there are also source of data that is not derived from human, that are called non-human resources data, for example documents and photos. Non-human resources data functioned as supporting and complement data for primary data that obtained from observation and interview.

Documents used as a source of data in this evaluation study is the school official documents as physical evidence of all activities that has been carried out. The documents that will be analyzed include:

- 1) Institutional data such as: school profile, school history, the condition of the teachers, and students.
- 2) Data of English learning, include: RPP (lesson plan)
- 3) Data of students' achievement or score

2. Data Collection Instruments

The instruments used to collect the data include questionnaire, interview guides, observation checklist, and document analysis. The

instruments are designed to gathered information from the principals, the English teachers, and students. The blueprint of the instruments as seen in Tables as follows:

Table 1. The blueprint of Instrument, Source of Data, and Data Collection

Technique				
No.	Component	Variable	Source Of Data	Instruments
1	Context	Relevancy with English Language	School	Document
2	Input	Lesson Plan	Teachers	Document and interview
		Teaching Materials	Teachers	Observation Checklist
		Learning Media	Teachers	Questionnaire, interview and observation Checklist
		Teacher	Students	Questionnaire and Observation Checklist
		Student	Students	Questionnaire and Observation Checklist
		Infrastructures	School	Observation Checklist
		Learning Environment	Learning Activity	Observation Checklist
		3	Process	Pre-Activity

		Main Activity	Teachers and Students	Questionnaire and Observation Checklist
		Post Activity	Teachers and Students	Questionnaire, Interview and Observation
4	Product	Student Achievement	Teachers	Document

Source: Modified from Evaluation Research by Arif Rahman Hakim (2012)

The details of the research instruments to be clarified in the table below.

Table 2. The Blueprint of Instrument of Component Context

Componen	Variable	Indicators	Data Collection Techniques and Item
			Document Analysis
Context	The Relevance of English learning In Junior High Schools of Muhammadiyah Yogyakarta	School Policy related to English Learning	1
		The relevance between the objectives of English learning program and the	2

		social needs	

Source: Modified from the Evaluation Research by Arif Rahman Hakim (2012)

Table 3. The Blueprint of Instrument of Component Input

Component	Variable	Indicator	Data Collection Technique and Item			
			Q	O	I	D
Input	RPP (lesson plan)	The completeness of syllabus and RPP (lesson plan)				
	Learning Material	The completeness of English textbook				
		The accuracy of the number of books and the number of students				
Learning Media	The availability of learning media					

		The appropriateness of learning media				
	English Teacher	The availability of English teachers				
		The discipline of English teachers				
		The competence of the English teachers based on students' perception				
		The suitability of the educational background of teachers				
	Students	Students' interest in learning English				
		Students' motivation in learning English				
		The numbers of the students in a class				
		Students' perception of English subject				
	Infrastructure	The appropriateness of classroom viewed from the aspect of size,				

		physical quality, layout, installation, and technical				
	Learning environment	cleanliness, neatness, beauty, comfort, lighting and air circulation				

Source: Modified from the Evaluation Research by Arif Rahman Hakim (2012)

Description:

Q: Questionnaire

O: Observation

I: Interview

D: Document

Table 4. The blueprints Instrument of Component Process

Component	Variable	Indicator	Data Collection Technique		
			Q	O	I
Process	The readiness of learning process	The teacher brings teaching equipment			
		The teacher checks students' equipment			
		The teacher arrange the seating			

		of students			
	Learning implementat ion	Preliminary Activity			
		The teacher carries out exploration activities in learning	40-4 3	12-1 8	
		The teacher implements elaboration in learning activity	44-4 8	19-2 5	
		The teacher implements confirmation in learning activity	49-5 1	26-3 2	
		The teacher conducts closing activity	52-6 0	33-4 1	
		The utilization of learning media/learning kit	27		3
		The use of learning and teaching method	29		2
		The participation of students' in the learning activity	21, 24, 25		5
		Post Activity	The teacher carries the closing of the class		

Source: Modified from the Evaluation Research by Arif Rahman Hakim (2012)

Description:

Q: Questionnaire

O: Observation

I: Interview

Table 5. The blueprint Instrument of Component Product

Component	Variable	Indicator	Data Analysis Technique
			Document
Product	Student Achievement	Students achievement based on the cognitive aspects	12

Source: Modified from the Evaluation Research by Arif Rahman Hakim (2012)

3. Research Instruments Test

Research instruments test conducted to ascertain the validity and reliability of research instruments. All instruments whether it is test or non-test instrument must have the proof of validity and reliability (Mardapi, 2008: 15). The purposes of instruments test associated with management aspect, for example: (1) the sentences or diction which are contained in the instruments whether understandable by the respondents or not, (2) the time provided for the respondents to answer all questions in the instruments is enough or not, (3) how far is the response from the respondents related to the research, (4) whether it's needed or not to prepare other data before collecting the data. The instruments for English teacher and principal were not tested

because the amount of the respondent were limited. They only had through the validity phase by validator.

F. Validity and Reliability of Instruments

Sugiyono (2014: 173) stated that valid and reliable instruments are absolute requirements to get the valid and reliable results of a research. Instruments must have high level of validity and reliability so that the collected data could be accounted for its veritably.

1. Validity

In the book of “Encyclopedia of Educational Evaluation” by Scarvia B. Anderson, et.al (Arikunto, 1997: 63) stated that a test is valid if it measures what it purpose to measure. An instrument categorized valid if the instrument can accurately measure what is to be measured (Widoyoko, 2009: 128) a valid instrument will generate valid data.

The students’ questionnaires in this research validated logically and empirically, while the instrument of observation, interviews, and documentation validated logically. Logic validity was conducted through expert judgment. Meanwhile the empiric validity was conducted with SPSS 20 for windows.

The phases of compiling instruments:

- a. Formulated the points of instrument based on the indicator of variables.
- b. Consult the instruments to the experts, in this case the researcher consulted it to the supervisor and the validator of instrument. This

phase was required to determine the coverage of the content that would be revealed through the questionnaire and to determine the legibility of each item in the questionnaire itself.

- c. The instruments tested in smaller class or smaller amount but the class should have similar characteristics with the class that would become the sample of the evaluation research. In this research the researcher held the instrument test in the class 7C in Junior High School Muhammadiyah 5 Yogyakarta. The respondent of instrument test were 27 students. The similarity of the students' characteristics are on the grade of students, the amount of students, the average age of the students, and the English lesson materials or contents that they have got.
- d. Eliminated the items of instrument that considered as defective or deficient based on the analysis result. Item-an test of instrument was analyzed by Pearson correlation test using SPSS 20 for windows. The sequence of correlation test were analyze > correlate >bi-variate. The result of correlation test could be seen at appendix.

Based on the calculation that was using SPSS 20, the questions or problems that are considered as defective or deficient are 64 questions. It means from 64 questions or problems, all the questions are valid to be used in this evaluation research.

2. Reliability

Scarvia B. Anderson, et.al (Arikunto, 1997: 83) stated that a reliable measure is one that provides consistent and stable indication of the characteristic being investigated. It means that the reliable instrument is when it has consistent and stable result in every measurement.

Reliability of the instrument in this evaluation research was using Alpha Cronbach. The calculation and testing the validity and reliability of the instrument are using the SPSS statistics 20. Imam Ghozali (2002) stated that instrument considered to have high reliability if its coefficient value is more than 0,60. The sequence of reliability test of this research using SPSS program are input the data in SPSS program > Analyze > Scale > Reliability analyze. Based on reliability test, the coefficient value of instrument for the student is 0,967. It means that the reliability of the instrument is more than 0,60. Hence we can conclude that the questions or problems in the instrument is reliable. The complete result will be shown on table below:

Table 6. Case Processing Summary

	N	%
Cases Valid	27	100,0
Excluded ^a	0	,0
Total	27	100,0

a. Listwise deletion based on all variables in the procedure.

Table 7. Reliability

Statistics

Cronbach's Alpha	N of Items
,966	64

The table shows that the Alpha Cronbach score of the instrument is 0,966 which is the value is bigger than 0,60. It proves that the instrument for student is reliable.

G. Data Analysis Technique

The data analysis technique used in this evaluation research is descriptive analysis which intended to give realistic description based on the fact. Data collected were analyzed using descriptive analysis techniques in accordance with the qualitative and quantitative evaluation model used in this evaluation research. The results are described with data analysis techniques for each aspect.

The steps used to analyze the questionnaire data and observation data that have been collected are: (1) scoring the answer of respondents, (2) summing the total scores of each aspect, (3) classifying scores obtained by the respondent based on the level of inclination, and (4) scanning the presentation of each tendency to a category that has been provided, in order

to obtain information about the results of research. Scoring in this evaluation using a scale of 5.

The data rate of data obtained through a questionnaire carried out by seeing a tendency. To determine the tendency of each aspect is conducted by categorizing the level of tendency. It is necessary to have ideal average (M_i) and ideal standard deviation (S_{di}) and the ideal highest score and the ideal lowest score which can be achieved by the instrument as a criterion.

The next step is calculate the ideal maximum score, ideal minimum score, the ideal score, and the ideal standard deviation in every aspect. Ideal maximum score on each of the components is achieved when all of the items in that aspect scored 5 and a minimum score achieved ideal if all of the items on these aspects scored 1.

The result of data obtained through document and interview analyzed by qualitative descriptive through the stages of: (1) data reduction, (2) data presentation, and (3) conclusion.

The criteria used in this evaluation research are:

a. Criteria of context aspect

Criteria of context related to school policy on English learning.

b. Criteria of input aspect

Evaluation criteria for input aspect targeted to lesson plan, student, English teacher, facilities and infrastructures, and environment.

c. Criteria of process aspect

Evaluation criteria for process aspect targeted to pre-activity, main activity, and post-activity of learning process in the class.

d. Criteria of product aspect

Evaluation criteria for product aspect targeted to the result of midterm test.

H. Evaluation Criteria

In assessing the data obtained through a questionnaire carried out by seeing a tendency. To determine the degree of tendency of each aspect is done by categorizing the level of tendency. It is necessary to have the ideal average which can be achieved by the instrument as a criterion. The evaluation criteria in this evaluation research refers to the statement by Saifudin Azwar (2007: 163). The criteria can be seen in the table below:

Table 8. Evaluation Criteria

Score Interval	Category
$X > Mi + 1,5 Sdi$	Very Good
$Mi + 0,5 Sdi < X \leq Mi + 1,5 Sdi$	Good
$Mi - 0,5 Sdi < X \leq Mi + 0,5 Sdi$	Enough
$Mi - 1,5 Sdi < X \leq Mi - 0,5 Sdi$	Low
$X \leq Mi - 1,5 Sdi$	Very Low

Source: Syaifuddin Azwar (2011: 163)

Description:

Mi : Mean Ideal

Sdi : Standar Deviasi Ideal

Mi : $\frac{1}{2}$ (the ideal highest score + the ideal lowest score)

Sdi : $\frac{1}{6}$ (the ideal highest score – the ideal lowest score)

The criteria of component input consists of learning resources, learning media, teachers, infrastructures, the learning environment for observation instrument use the criteria as follows:

Table 9. The criteria of component input based on observation instrument

Scores	Category
$4,1 < X \leq 5$	Excellent
$3,1 < X \leq 4$	Good
$2,1 < X \leq 3$	Fair
$1,1 < X \leq 2$	Poor
$X \leq 1$	Worse

Table 10. The criteria of component productExcellent Class

Scores	Category
87 - 100	Very Good
77 – 86,99	Good
67 – 76,99	Enough

0 – 56,99	Poor
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**Table 11. The criteria of component productRegular Class & ICT
Class**

Scores	Category
86 - 100	Very Good
76 – 86,99	Good
65 – 75,99	Enough
0 – 55,99	Poor