

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Data Description

This program evaluation aims to figure out of Muhammadiyah Junior High School Yogyakarta. All the data had been collected through quantitative and qualitative instruments. Here there will provide the raw data that had collected by the researcher. This evaluation research was conducted in Muhammadiyah Junior High Schools Yogyakarta. Three schools of ten Muhammadiyah Junior High Schools Yogyakarta become the sample of this evaluation research, they are Junior High School Muhammadiyah 1 Yogyakarta, Junior High School Muhammadiyah 3 Yogyakarta, and Junior High School Muhammadiyah 5 Yogyakarta. The data description of each school mentioned above are shown below:

##### 1. School Profile

###### a. Junior High School Muhammadiyah 1 Yogyakarta

Junior High School Muhammadiyah 1 Yogyakarta is one of private school in the city of Yogyakarta under Muhammadiyah Organization. This school was first established on December 5<sup>th</sup> 1986 with decree number 0366/H/1986. This school is located at Purwodiningratan Street, NG I/902B Ngampilan, Yogyakarta. At the time this evaluation research was conducted, this school was lead by Drs. Suprpto, M.Pd as the principal.

The location of this school is right in the heart of Yogyakarta City. This school is really close to Malioboro Street, Keraton of Yogyakarta and

the other tourism sites. At the time this evaluation research was conducted, this school adapted curriculum of 2006 (KTSP) combined with Curriculum 2013. It is because at that time, the school was on the phase of curriculum transition to Curriculum 2013 especially for eighth grade.

The English handbook that was used by the teachers and the students in this school is Passport to the World by Djatmika, Agus Dwi P., Ida Kusuma and published by PT. Tiga Serangkai as the main handbook. The English teachers in this school also use some books as supporting source in teaching English, they are: Bahasa Inggris SMP by Utami W, Gunadi H,S., Slamet which is a book from BSE (Buku Sekolah Elektronik) by Kemdikbud (The Ministry of Education and Culture), English Activities by Nur Zaida which is published by Erlangga, and Media Penilaian Autentik published by PT. Tiga Serangkai.

#### **b. Junior High School Muhammadiyah 3 Yogyakarta**

Junior High School Muhammadiyah 3 Yogyakarta is one of private school in the city of Yogyakarta under Muhammadiyah Organization. This school was first established on September 1<sup>st</sup> 1977 with decree number 2914/M-589/DIY-51/77. Junior High School Muhammadiyah 3 Yogyakarta has 2 campuses or buildings. The first campus (Campus 1) is located at Kapten Piere Tendean Street, No.19, Wirobrajan, Yogyakarta City and the second campus (Campus 2) is located at Ontoseno Street No.3 Wirobrajan, Yogyakarta City. At the time this evaluation research was conducted, this school lead by Heriyanti, S.Pd, MM as the principal.

Based on observation that was conducted during the research showed that: geographically the location of Junior High School Muhammadiyah 3 Yogyakarta is very appropriate for learning activities. But at the time when the researcher was doing the observation and research, the main building (the Campus 1) was in renovation.

At the time this evaluation research was conducted, this school adapted Curriculum of 2006 (KTSP) combined with Curriculum 2013. It is because at that time, the school was on the phase of curriculum transition to Curriculum 2013. The English handbook that is used by the teachers and the students in this school is Let's Talk by Bahtiar Bima, et.all published by Pakar Raya as the main handbook or source. The English teachers in this school also use some books as supporting source in teaching English, they are: English Assessment Test by Nur Zaida published by Erlangga and English Activities by Nur Zaida published by Erlangga.

### **c. Junior High School Muhammadiyah 5 Yogyakarta**

Junior High School Muhammadiyah 5 Yogyakarta is one of private school in the city of Yogyakarta under Muhammadiyah Organization. This school was first established on February 26<sup>th</sup> 1958 with decree number 2916/M.591/DIY-58/77. Same as Junior High School Muhammadiyah 3 Yogyakarta, Junior High School Muhammadiyah 5 Yogyakarta has two campuses. The first campus (campus 1) is located at Patehan Lor Street No. 25, Kraton, Yogyakarta city and the second campus (campus 2) is located at

Patehan Tengah Street, Kraton, Yogyakarta City. At the time this evaluation research was conducted, the school lead by Sulamiyah, S.Pd. as the principal.

This school located really close to tourism objects of Yogyakarta, they are Alun-alun Kidul and Taman Sari. So, the school is highly possible to conduct direct practice of English for the students. At the time this evaluation research was conducted, this school adapted Curriculum of 2006 (KTSP) combined with Curriculum 2013. It is because at that time, the school was on the phase of curriculum transition to Curriculum 2013. The English handbook that is used by the teachers and the students in this school is English on Sky published by Erlangga. The English teachers in this school also use some books as supporting source in teaching English, it is Interactive English published by Yudhistira.

## **2. Research Data Description**

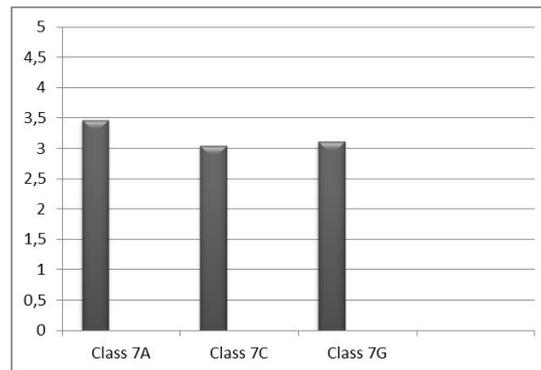
### **a. Data Description of Context Evaluation**

Context evaluation in this research was focused on school policy on English learning program in Muhammadiyah Junior High Schools Yogyakarta. School policy in this evaluation research was focused on how far is the school facilitated and provided all of the things related to English learning program in the school and also how far is the principal done the roles.

To get the information and data related to school policy, the researcher distributed the questionnaires for students of seventh grade and eighth grade. The students who became the sample of this research have

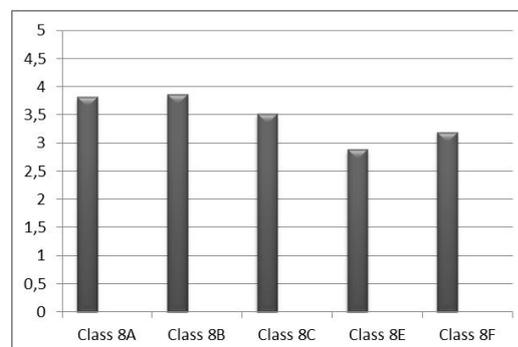
chosen through random sampling. The question in the questionnaire that related to school policy consist of one question, and it is the question number seven.

The result of questionnaire number seven of seventh and eighth grade are shown in graphic below:



Graphic 3. Questionnaire Result number 7 of Junior High School 1 Muhammadiyah Grade 7

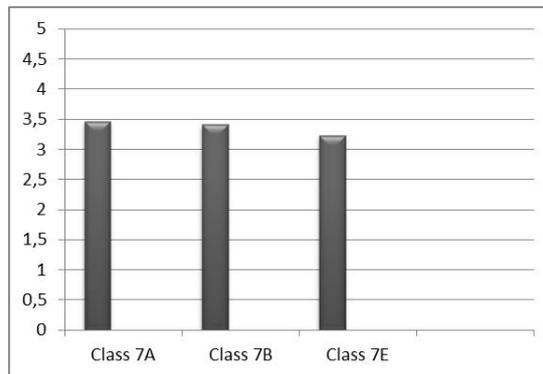
From the data that have been collected show that the average score of question number seven of class 7A is 3.47, class 7C is 3.05, and class 7G is 3.12. The total average score of grade 7 is 3.21 categorized as good. The average score of questionnaire related to school policy could be seen at the appendix.



Graphic 4. Questionnaire Result number 7 of

### Junior High School 1 Muhammadiyah Grade 8

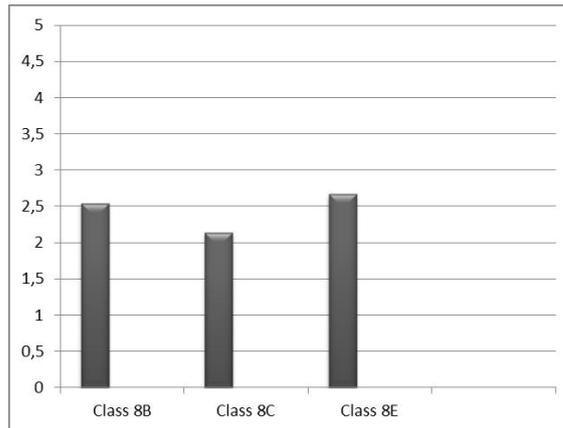
From the data that have been collected show that the average score of question number seven of class 8A is 3.82 , class 8B is 3.87, class 8C is 3.52, class 8E is 2.89, and class 8F is 3.20 . The total average score of grade 8 is 3.46 categorized as good. The average score of questionnaire related to school policy could be seen at appendix.



Graphic 5. Questionnaire Result number 7

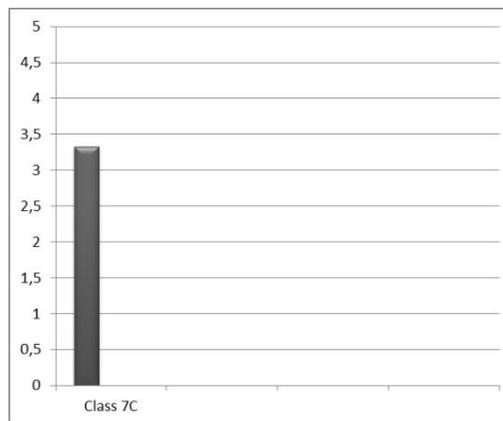
### of Junior High School 3 Muhammadiyah Grade 7

From the data that have been collected show that the average score of question number seven of class 7A is 3.46, class 7B is 3.41 , and class 7E is 3.23. The total average score of grade 7 is 3.37 categorized as good. The average score of questionnaire related to school policy could be seen at appendix.



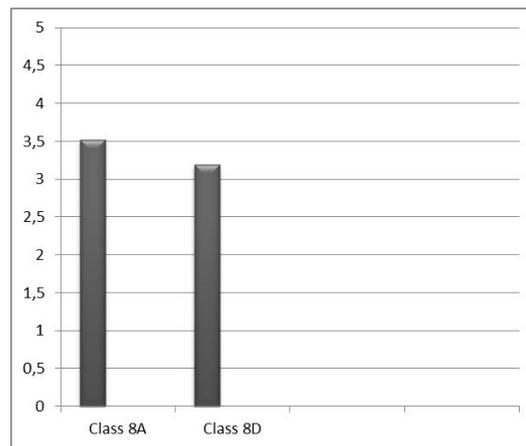
Graphic 6. Questionnaire Result number 7  
of Junior High School 3 Muhammadiyah Grade 8

From the data that have been collected show that the average score of question number seven of class 8B is 2.54, class 8C is 2.14, and class 8E is 2.67. The total average score of grade 8 is 2.45 categorized as fair. The average score of questionnaire related to school policy could be seen at appendix.



Graphic 7. Questionnaire Result number 7  
of Junior High School 5 Muhammadiyah Grade 7

From the data that have been collected show that the average score of question number seven of class 7C is 3.33. The total average score of grade 7 is 3.33 categorized as good. The average score of questionnaire related to school policy could be seen at appendix.



Graphic 8. Questionnaire Result number 7

#### of Junior High School 5 Muhammadiyah Grade 8

From the data that have been collected show that the average score of question number seven of class 8A is 3.52, and class 8D is 3.19. The total average score of grade 8 is 3.35 categorized as good. The average score of questionnaire related to school policy could be seen at appendix.

To support the data of questionnaire, the researcher also conducted interviews with principal and English teachers of seventh grade and eighth grade. On interview with the principal, the question related to school policy could be found at question number seven, eight, nine, thirteen, fifteen, sixteen, eighteen, and nineteen. On interview with English teacher, the question related to school support could be found at question number sixteen,

seventeen, and eighteen. The details of interview about school policy with principal and English teachers could be seen on appendix.

**b. Data Description of Input Evaluation**

Input Evaluation in this research consists of five indicators, they are:

1) Lesson plan

During the observation in Muhammadiyah Junior High Schools Yogyakarta, the researcher had been collected some lesson plans that compiled and used by the English teachers. The lesson plans could be seen on appendix.

In order to get more information about the lesson plan, the researcher has been conducted interviews with English teachers. The question related to lesson plan could be found on the question number five. The details of interview results about lesson plan could be seen on appendix.

2) English teacher

To collect the information about the English teacher in Muhammadiyah Junior High Schools Yogyakarta, the researcher distributed questionnaire. There are ten questions in the questionnaire that related to the English teacher, they are question number five, six, seven, eight, nine, ten, twelve, thirteen, fourteen, and fifteen. Based on questionnaire that distributed to English teachers in Junior High Schools of Muhammadiyah Yogyakarta, the researcher got some result of data related to English teachers' ability, capability and performance in teaching English.

The average score of question number five is 4.33 which categorized as excellent, the average score of question number six is 4 which categorized as good, the average score of question number seven is 4 which categorized as good, the average score of question number eight is 3.67 which categorized as good, the average score of question number nine is 3.34 which categorized as good, the average score of question number ten is 3.56 which categorized as good, the average score of question number twelve is 4.67 which categorized as excellent, the average score of question number thirteen is 4.67 which categorized as excellent, the average score of question number fourteen is 4.44 which categorized as excellent, and the average score of question number fifteen is 4.11 which categorized as excellent. The statistics of questionnaire related to the English teachers in Junior High Schools of Muhammadiyah Yogyakarta could be seen at appendix.

To support the data of questionnaire related to English teacher, the researcher conducted interviews with English teachers of grade seven and eighth of Junior High Schools of Muhammadiyah Yogyakarta. The question related to the English teacher could be found on question number eight, nine, and ten. The result of the interview could be seen on appendix.

### 3) Student

The quality of students become one of the most important factor in the learning implementation. The students at least should have motivation and interest so that the learning purposes can be reached. To get the data and information about how are the motivation and discipline of the students of

Junior High Schools of Muhammadiyah Yogyakarta, the researcher distributed questionnaire to some of the students who have chosen as the sample of this research. The question in the questionnaire contains with some question which related to students quality consist of nine questions, they are question number one, two, four, five, nine, thirteen, fourteen, fifteen, and sixteen.

Based on statistic analysis result, the average score of question number one is 3.99 which categorized as good. The average score of question number two is 3.69 which categorized as good. The average score of question number four is 3.71 which categorized as good. The average score of question number five is 4,02 which categorized as excellent. The average score of question number nine is 3.71 which categorized as good. The average score of question number thirteen is 2.89 which categorized as fair. The average score of question number fourteen is 3.28 which categorized as good. The average score of question number fifteen is 3.54 which categorized as good. The average score of question number sixteen is 3.18 which categorized as good. The statistic result of students' quality could be seen at appendix.

To get the information about the quality of the students in Junior High Schools of Muhammadiyah Yogyakarta the researcher conducted interviews with English teachers and some of the students. In the interview with English teachers, the question related to the quality of the students could be found on the question number twelve. And interview with the students, the question

related to the quality of the students could be found at question number one and two. The result of the interview could be seen on appendix

#### 4) Facilities and infrastructure

Facilities and infrastructure referred in this evaluation research is everything that can be used by teacher and students in learning to achieve a certain competencies meanwhile the infrastructure is everything that become the main proponent of the implementation of a learning process (Iskandarwassid, 2015: 174). The facilities and infrastructure referred in this evaluation research include the availability and functionality of learning facilities, the availability of laboratory that support learning, and the feasibility of building. The data of facilities and infrastructure aspect in this evaluation research were collected through observation, questionnaire for the students, and interview with English teachers.

The questionnaire distributed to the seventh and eighth grade students of Junior High Schools of Muhammadiyah Yogyakarta. The question in the questionnaire that related to facilities and infrastructure aspect consist of six questions, they are question number seventeen, and eighteen. The average of question number seventeen is 3.95 categorized as good. The average of question number eighteen is 3.92 categorized as good. The statistics of facilities and infrastructures aspects could be seen at appendix.

To support the data of questionnaire related to the infrastructure, the researcher conducted interviews with English teacher of Junior High Schools of Muhammadiyah Yogyakarta. The question related to the infrastructure

could be found on the question number eighteen, nineteen, and twenty. The result of the interview could be seen on appendix.

The strengthen the data of facilities and infrastructure aspects, the researcher was collected data through observation. The detail of observation result could be seen on appendix.

#### 5) Environment

The researcher held observation to collect the information about the environment in Junior High Schools of Muhammadiyah Yogyakarta. The detail of observation result could be seen on appendix.

To support observation data, the researcher distributed questionnaire to students of Junior High School of Muhammadiyah Yogyakarta. The question in the questionnaire that related to environment consists of for questions, they are question number nineteen, twenty, twenty one, and twenty two. The average of question number nineteen is 3.8 categorized as good. The average of question number twenty is 3.58 categorized as good. The average of question number twenty one is 3.77 categorized as good. The average of question number twenty two is 4.06 categorized as excellent. The statistics of environment aspects could be seen at appendix.

#### **c. Data Description of Process Evaluation**

In this evaluation research, the process evaluation consist of three phases, they are pre activity phase, main activity phase, and post activity phase. The details of what the researcher has found in the three phases could explain as below:

## 1) Pre-activity

To get the data and information about the pre activity phase in this school the researcher distributed questionnaire to English teachers of grade seventh and grade eighth. The question related to pre activity could be found at question number fifteen until question number twenty three.

The average of question number fifteen is 4 categorized as good. The average of question number sixteen is 4.67 categorized as excellent. The average of question number seventeen is 4.67 categorized as excellent. The average of question number eighteen is 4 categorized as good. The average of question number nineteen is 5 categorized as excellent. The average of question number twenty is 4.34 categorized as excellent. The average of question number twenty one is 3.67 categorized as good. The average of question number twenty two is 4.34 categorized as excellent. The average of question number twenty three is 4.34 categorized as excellent. The statistics of pre activity phase questionnaire by the English teachers could be seen at appendix.

To get deeper information about the pre activity that occurred in this school the researcher conducted observation in some classes. The result of the observation presented in quantitative data and qualitative data. The data show as below:

### a) Observation I: October 15th 2017

The observation conducted at class 8F with the subject “Synonym (adjective) and Announcement”. Based on the observation the score of pre

activity data is 3.72 categorized as good. Beside the quantitative data, the researcher also observed that the teacher was recalling the previous subject which was about synonym and the teacher invited all of the students to correct their assignments together. The students actively participated by pointing themselves to answer the questions of the assignment in the whiteboard.

b) Observation II: October 18<sup>th</sup> 2017

The observation conducted at class 8A with the subject “Announcement”. Based on the observation the score of pre activity data is 3.63 categorized as good. In this phase there were no significant occurrence happened in the classroom activity.

c) Observation III: October 19<sup>th</sup> 2017

The observation conducted at class 8C with the subject “Announcement”. Based on the observation the score of pre activity data is 3.45 categorized as good. In this phase there were no significant occurrence happened in the classroom activity.

d) Observation IV: October 20<sup>th</sup> 2017

The observation conducted at class 7A with the subject “Description”. Based on the observation the score of pre activity data is 4.45 categorized as excellent. Beside the quantitative data, the researcher also observed that the teacher started the teaching by greeted all of the students enthusiastically and the students also answer the greeting enthusiastically. After that the teacher checked the attendance of the students by calling their

name one by one and the students responded well. The teacher greeted and spoke to the students by using full English and the students could responded well. The teacher was recalling the previous subject which was about “Adjectives” (asking its definition to the students). The students still remember about the subject, they still remember its definition and could responded really well.

e) Observation V: October 24<sup>th</sup> 2017

The observation conducted at class 7D with the subject “Prohibition and Instruction Pronoun”. Based on the observation the score of pre activity data is 3.82 categorized as good. Besides the quantitative data, the researcher also observed that the teacher started the teaching by greeting and then lead the students to pray together. The teacher also check the attendance of the students. The lesson started by collecting the assignments of previous meeting. There were some students who could not submit the assignment. After that, the teacher invited the students to discussing about previous subject which were about “Prohibition” and “Instruction”. And the last point of pre activity this meeting is the teacher checked the students’ note about previous meeting. Generally at this phase, the students were not fully concentrated because of the distraction and nuisance from outside of the classroom.

2) Main activity

To get the data and information about the main activity in this school the researcher distributed questionnaire to English teachers of grade seventh

and grade eighth. The question related to main activity could be found at question number twenty four until question number forty.

The average of question number twenty four is 4 categorized as good. The average of question number twenty five is 3.34 categorized as good. The average of question number twenty six is 4 categorized as good. The average of question number twenty seven is 3.67 categorized as good. The average of question number twenty eight is 3.34 categorized as good. The average of question number twenty nine is 3.67 categorized as good. The average of question number thirty is 3.67 categorized as good. The average of question number thirty one is 3.67 categorized as good. The average of question number thirty two is 4.34 categorized as excellent. The average of question number thirty three is 4 categorized as good. The average of question number thirty four is 3 categorized as fair. The average of question number thirty five is 2 categorized as poor. The average of question number thirty six is 4.34 categorized as excellent. The average of question number thirty seven is 4.67 categorized as excellent. The average of question number thirty eight is 5 categorized as excellent. The average of question number thirty nine is 4.67 categorized as excellent. The average of question number forty is 4 categorized as good. The statistics of main activity phase questionnaire by English teachers could be seen at appendix

To get deeper information about the main activity that occurred in this school the researcher conducted observation in some classes. The result of the

observation presented in quantitative data and qualitative data. The data show as below:

a) Observation I: October 15th 2017

The observation conducted at class 8F with the subject “Synonym (adjective) and Announcement”. Based on the observation the score of main activity data is 4.31 categorized as excellent. Beside the quantitative data, the researcher also observed that the teacher was explaining the lesson subject with LCD (PowerPoint slides). The subject was about “Announcement”. Teacher formed the students in three groups to create group competition. The students seemed so enthusiastic and started to do group project.

b) Observation II: October 18th 2017

The observation conducted at class 8A with the subject “Announcement”. Based on the observation the score of main activity data is 3.97 categorized as good. The subject at that day was about announcement and the teacher give the students some activities that could stimulate the students to be active in the class. Some of students were really actively participated in those class activity but some of students which were on the back side of the class were just chatting and make some noises.

c) Observation III: October 19th 2017

The observation conducted at class 8C with the subject “Announcement”. Based on the observation the score of main activity data is 3.82 categorized as good. In this phase the teacher asked students to do an assignment. While the students were doing the assignment the teacher was

playing musics and connected it to speaker. The assignment was about making an announcement based on situation that written in power point. The students were really excited to do the assignment. There are differences between this class and other classes since this class is excellent class (Kelas Unggulan). They were really enthusiastic in discussing the topic of that day.

d) Observation IV: October 20th 2017

The observation conducted at class 7A with the subject “Description”. Based on the observation the score of main activity data is 4 which categorized as excellent. In this phase the teacher invited the students to discuss about vocabulary and invited them to pronounced them with correct pronunciation. The students could respond and follow the teacher diligently.

e) Observation V: October 24<sup>th</sup> 2017

The observation conducted at class 7D with the subject “Prohibition and Instruction Pronoun”. Based on the observation the score of main activity data is 3.82 categorized as good. In this phase the teacher invited the students to discuss about “Giving Instruction and Prohibition”. Then the teacher show them some pictures with explanation about each picture by using power pint slide. The students listened and gave attention well but still in relax way. After that, the teacher invited the students to discuss about prohibition signs and asked the students where they can find them. The students were really excited in discussing about the subject, they answered the questions and giving their opinions actively. Then the teacher continued to the next subject which was about “Pronoun”. The teacher wrote some points about the subject

in whiteboard. The teacher also asked the students to make note about the subject. The students made note but they were starting to make noises in the class but the teacher did not try to make them calm.

### 3) Post activity

To get the data and information about the post activity phase in this school the researcher distributed questionnaire to English teachers of grade seventh and grade eighth. The question related to post activity could be found at question number forty one until question number forty seven.

The average of question number forty one is 4 categorized as good. The average of question number forty two is 4.34 categorized as excellent. The average of question number forty three is 3 categorized as fair. The average of question number forty four is 4 categorized as good. The average of question number forty five is 4.34 categorized as excellent. The average of question number forty six is 5 categorized as excellent. The average of question number forty seven is 4.34 categorized as excellent. The statistics of post activity phase questionnaire by English teachers could be seen at appendix.

To get deeper information about the post-activity that occur in this school the researcher conducted observation in some classes. The result of the observation presented in quantitative data and qualitative data. The data show as below:

a) Observation I: October 15th 2017

The observation conducted at class 8F with the subject “Synonym (adjective) and Announcement”. Based on the observation the score of post-activity data is 3.89 categorized as good. In this phase there were no significant occurrence happened in the classroom activity.

b) Observation II: October 18th 2017

The observation conducted at class 8A with the subject “Announcement”. Based on the observation the score of post-activity data is 3.78 categorized as good. In this phase there were no significant occurrence happened in the classroom activity.

c) Observation III: October 19<sup>th</sup> 2017

The observation conducted at class 8C with the subject “Announcement”. Based on the observation the score of post-activity data is 3.44 categorized as good. In this phase there were no significant occurrence happened in the classroom activity.

d) Observation IV: October 20<sup>th</sup> 2017

The observation conducted at class 7A with the subject “Description”. Based on the observation the score of post-activity data is 4.56 categorized as excellent. In this phase there were no significant occurrence happened in the classroom activity.

e) Observation V: October 24<sup>th</sup> 2017

The observation conducted at class 7D with the subject “Prohibition and Instruction Pronoun”. Based on the observation the score of post-activity

data is 4 categorized as excellent. In this phase the teacher gave assignment for the students to make some instruction and prohibition sentences. The students did the assignment well and often asking to teacher or their friends about something they did not understand. While giving the assignment, the teacher reminded the students to buy dictionary. Then the teacher directly examined students' assignment one by one and give them score. After that, the teacher asked the students to tell their score one by one. The last activity, the teacher wrote some Indonesian sentences on the whiteboard and invited the students to translate them in to English together. The students could translate them really well. After that, the teacher asked them to make note about what they discuss in the class and watched them while go around the class to make sure they noted them well.

**d. Data Description of Product Evaluation**

The data used by researcher in the description of product evaluation was the data from the result of midterm test of the first semester in Muhammadiyah Junior High Schools Yogyakarta. But at the time when the researcher was doing the research, the teachers have not finished in accumulated the score of their students yet. But from the explanation from the English teachers in Muhammadiyah Junior High Schools Yogyakarta, the raw result of students' midterm test in English were indicated that almost half of the students were needed to do the remedial test since they got the score below the standard. From this information the researcher concluded that the result of evaluation product was categorized as fair.

## B. Research Findings and Discussion

### 1. Context Evaluation

Based on the result of the research that conducted through questionnaires for students and teachers, and supported with the result of interview with teachers, principal, and students. The data from questionnaires were analyzed through statistic analysis meanwhile the data from interview were analyzed through descriptive analysis. The question that related to school support in the questionnaire consisted of one question. The topic was about how the principal and school to provide and support the programs that related to the enhancement of student's English skill. The result of questionnaire showed that the average score of the question item about school support with the result score of 3,19 categorized as good. The detail of the results of questionnaire about school policy shown through the table below.

Table 12. The Result of Questionnaire Number Seven

No.	Class	Result
1.	Junior High School Muhammadiyah 1 Yogyakarta 7 <sup>th</sup> grade	3.21
2.	Junior High School Muhammadiyah 1 Yogyakarta 8 <sup>th</sup> grade	3.46
3.	Junior High School Muhammadiyah 3 Yogyakarta 7 <sup>th</sup> grade	3.37

4.	Junior High School Muhammadiyah 3 Yogyakarta 8 <sup>th</sup> grade	2.45
5.	Junior High School Muhammadiyah 5 Yogyakarta 7 <sup>th</sup> grade	3.33
6.	Junior High School Muhammadiyah 5 Yogyakarta 8 <sup>th</sup> grade	3.35
<b>Mean</b>		<b>3.19</b> <b>(Good)</b>

Meanwhile to support the data of questionnaire, the researcher also conducted interviews with principal and English teachers of seventh grade and eighth grade. In the interview with principal of Junior High Schools of Muhammadiyah Yogyakarta the researcher obtained some information. The first, all the principals had fully responsible with all of learning program, in this case English learning program in the school from planning phase, implementation, up to the assessment, and all of them is under the principal's control.

The second, the principle attempt to conduct the programs related to the increase of student's English skill. The programs that has been conducted such as extra hours of English tutoring that the tutors had been invited from other institution or course outside the school. The third, to do the supervision of learning program, the principal formed a special team that had responsible to monitored the learning programs that consisted of teachers who trusted by

the principal to handle it. The fourth, the principal supported by the English teachers conducted extra-curricular related to the increase of student's English skill for the student's whose interested in English.

The researcher also ask some teacher in the interview about how did the school support the English Learning program in their school. Here are one of the English teacher answer about the how the principal support the English learning program in Junior High Schools of Muhammadiyah Yogyakarta:

Since our principal is still new, so maybe the target has not reach the stage of monitoring in each class. But during all these times we saw he/she was wandering around the class to see the condition which later would be the topic of discussion and evaluation in our weekly briefing.

The other teacher also give his/her answer related to principal's role in supporting English learning program in his/her school. The answer is conclude as follow:

Our principal always do monitoring to the teachers' learning equipment sets, especially the syllabus and lesson plan. The principal also lead the routine meeting to discuss and compile lesson plans. Since all the lesson plans should signed by the principal, it means that all the lesson plans that has been signed have been examined by him/her.

From the questionnaire and interviews about school policy, it can conclude that the school policy in Muhammadiyah Junior High Schools of Muhammadiyah is on ideal state.

## **2. Input Evaluation**

The evaluation of input of English learning program in Muhammadiyah Junior High Schools Yogyakarta refer to national education

standards in Indonesia or Standar Nasional Pendidikan. The result of input evaluation could be described as follow.

a) Lesson Plan

Based on the result of document analysis, all of the lesson plan that used and compiled by English teachers of Muhammadiyah Junior High Schools of Yogyakarta are in accordance with national standard, which means the lesson plans that compiled by English teachers of Junior High Schools of Muhammadiyah contained with all of the components, such as: learning objectives, learning contents, teaching method, learning resources, and learning assessment.

To find out whether the teacher compiled the lesson plan by themselves or not, the researcher distributed questionnaire. The question in the questionnaire that related to lesson plan is on question number five. Based on the data that has been collected, the average score of questionnaire point number five is 3,66. It categorized as good. It means that almost all English teachers in Junior High Schools of Muhammadiyah Yogyakarta compile their lesson plan by themselves. The average score of questionnaire that related to lesson plan could be seen at appendix.

Beside that, in order to get more information the researcher has been conducted interviews with English teachers of Junior High Schools of Muhammadiyah Yogyakarta, the researcher found that the syllabus that used by the teachers of Junior High Schools of Muhammadiyah Yogyakarta was the result of dicussion among all members of MGMP (teacher's forum) Kota

Yogyakarta. The syllabus then became the basis for the teachers in compiling their lesson plans. The lesson plans compiled by the teachers with some modifications that suitable with their students' needs and their class' condition. Some teacher also stated that sometimes they re-used the old lesson plans (lesson plans from previous semester) that they used with some modifications based on students' needs and class' condition.

b) English teacher

In teaching English, the teacher should have passed some criterion. The criterion such as: should have educational background that suitable with the subject that they teach, have teaching experience, have experienced any kinds of teacher training or seminar, have ability to compile the lesson plan, and have ability to compile assessment system. To figure out about the readiness of English teachers in Junior High Schools of Muhammadiyah Yogyakarta, the researcher distributed the instruments for the English Teachers. The researcher also conducted some interviews to collect more information about English teachers' in Junior High School of Muhammadiyah Yogyakarta.

**Table 13. English Teacher Educational Background and Teaching Experience**

<b>No.</b>	<b>Teacher</b>	<b>Educational Background</b>	<b>Majors</b>	<b>Period of Teaching English</b>
1.	Teacher 1	Magister	English	10 years

			Education	
2.	Teacher 2	Magister	English Education	21 years
3.	Teacher 3	Bachelor	English Literature	15 years
4.	Teacher 4	Bachelor	English Education	19 years
5.	Teacher 5	Bachelor	English Education	5 years
6.	Teacher 6	Bachelor	English Education	27 years
7.	Teacher 7	Bachelor	English Education	19 years
8.	Teacher 8	Bachelor	English Education	20 years

The table 12 shows the educational background of English Teacher of Junior High Schools of Muhammadiyah Yogyakarta. From the table, the it can be seen that the most of English teachers are from S1 of English Education department. Only one teacher who were graduated from English literature department. The teachers have variate of teaching experience, but most of them already have a lot of experience teaching English.

The data that researcher got from observation shows that the number of English teachers in Muhammadiyah Junior High Schools Yogyakarta indicated that the availability of the English teachers were enough based on the number of students in each school. Based on observation, in Junior High School Muhammadiyah 1 Yogyakarta the English Teacher consisted of five teachers. In Junior High School Muhammadiyah 3 Yogyakarta consisted of six teachers. And Junior High School of Muhammadiyah 5 Yogyakarta consisted of two English Teachers. From the interviews, some English teachers of Muhammadiyah Junior High School have attended teacher training several times. Especially the teachers who already teach for many years. According to the teachers and the principal, the teachers are alternately sent to attend English teacher's training and they are obligately to share what they got in the teacher training to the fellow English teacher in the school. The English teachers in Muhammadiyah Junior High Schools Yogyakarta are also active in teacher forum (MGMP).

#### c) Student

The quality of students become one of the most important factor in the learning implementation. The students at least should have motivation and interest so that the learning purposes can be reached. To get the data and information about how are the motivation and discipline of the students of Junior High Schools of Muhammadiyah Yogyakarta, the researcher distributed questionnaire to some of the students who have chosen as the sample of this research. The question in the questionnaire contains with some

question which related to students quality consist of nine questions. Based on statistic analysis result, the average score of students' quality is 3,51 which categorized as good. The statistic analysis result of students' quality could be seen at appendix.

To get the informations about the quality of the students in Muhammadiyah Junior High Schools Yogyakarta the researcher conducted interviews with English teachers and some of the students. Based on interviews with English teachers in Junior High Schools of Muhammadiyah Yogyakarta, the researcher concluded that motivation of the students of Muhammadiyah Junior High Schools Yogyakarta is quite low. The researcher draw the conclusion based on some statements form the english teachers. A teacher from Junior High School Muhammadiyah 1 Yogyakarta stated that student's respond and interest in English is variate depend on what class they were in. In some classes that had been plotted as a class with good English skills, they have very positive respond in English. But in regular classes the students' really have low motivation to study English.

*“Di kelas lain interest-nya lebih rendah, ya itu karena image-nya belum terbangun, jadi ketika mereka dari awal sudah menganggap Bahasa Inggris itu susah mereka seperti sudah ada penolakan terhadap pelajaran itu jadi mereka sudah give up duluan sebelum belajar. Kami terus mencoba memberikan motivasi tetapi habit mereka belum terbangun.”*

The teacher said that they have low motivation and interest because the students already assumed that English is very hard to learn from the start, so they have given up first even before they start to learn. Another teacher also stated the same statement. He/she said that the motivation of the students

in Excellent Class is really good meanwhile in regular classes they have low motivation.

*..... karena input kita kan NEM pertengahan kebawah jadi ya tahu sendiri kan, enggak cuma pelajaran Bahasa Inggris pelajaran lainnya juga. Di sini itu hanya satu kelas yang NEMnya tinggi-tinggi, itu yang motivasinya lumayan yaitu kelas unggulan.*

The teacher said that since the input in their school is came from students who have low NEM so that the quality of the students affected the motivation in learning, especially in learning English.

#### d) Facilities and Infrastructure

Here some information that had been collected by the researcher through interview:

Some teachers said that the facilities in their school are well provided by the school especially some facilities in the class such as primary facilities, LCD and other complement tools are in good condition. They also said that the rooms are enough to accommodate the amount of their students. But one thing who become the problem is they do not have decent language laboratory to facilitate English learning in their school. To conduct listening test all of English teachers in this school used tape, of course it could makes the listening section as not effective as when it conducted in language laboratory.

#### e) Environment

The researcher held observation to collect the information about the environment in Muhammadiyah Junior High Schools Yogyakarta. Based on

the observation in Junior High School of Muhammadiyah 1 Yogyakarta, Junior High School of Muhammadiyah 3 Yogyakarta, and Junior High School of Muhammadiyah 5 Yogyakarta, the researcher got the conclusion as follows:

In Muhammadiyah Junior High Schools Yogyakarta the environment was really decent, the park is nicely arranged, lots of greenery, but the trash bins provided are lacking so there is still rubbish that is not disposed of in its place.

### 3. Process Evaluation

In this evaluation research, the process evaluation consist of three phases, they are pre activity phase, main activity phase, and post activity phase. From data description, the result of questionnaire related to the process evaluation which consisted of pre-activity, main activity, and post activity are concluded as follows:

Table 14. The Result of Questionnaire Related to Process Evaluation

No.	Phase	Mean	Category
1.	Pre-activity	4.3	Excellent
2.	Main Activity	3.63	Good
3.	Post Activity	4.1	Excellent
Total Mean		4	<b>Good</b>

From the table above, the total mean of whole activities in the implementation of English learning process categorized as good but this

result was contrast with the result of observation that conducted by the researcher. Through observation, the researcher find that most of the teachers did not do some warming up phases before in pre-activity phase for example to manage the arrangement of class display, did not give some recall to the matery on the last meeting, sometimes they also forget to give the explanation of the advantage or benefits of the lesson and also most of them did not give brief explanantion about the matery they want to learn on that meeting to the students. On post activity, the teachers also rarely give motivation before the class ended. So, based on the observation it can concluded that the result of process evaluation was categorized as fair.

#### **4. Product Evaluation**

The data used by researcher in the description of product evaluation was the data from the result of midterm test of the first semester in Muhammadiyah Junior High Schools Yogyakarta. But at the time when the researcher was doing the research, the teachers have not finished in accumulated the score of their students yet. But from the explanation from the English teachers in Muhammadiyah Junior High Schools Yogyakarta, the raw result of students' midterm test in English were indicated that almost half of the students were needed to do the remedial test since they got the score below the standard. From this information the researcher concluded that the result of evaluation product was categorized as fair.

### **C. Research Limitations**

The research phases has been conducted based on the procedures started with the compiling of research proposal, compiling of research instruments, instrument test, data collection and the last one was the compiling of research report. But the researcher realized that there were so many limitations in this research:

1. The first are for those that came from the instruments. After the instruments were filled and done by the respondents there were possibilities that the answer of the respondents were biased. To overcome this problems, the researcher was conducted other data collection method such as interview and observation.
2. Moreover, due the limitation of human resources and cost, so that the the researcher could not conduct the research evaluation in all Muhammadiyah Junior High Schools Yogyakarta which are consist of ten schools but the researcher have chosen three schools as samples instead, nevertheless all of research founding in this evaluation research could become the illustration and reference about English learning program in Muhammadiyah Junior High Schools Yogyakarta in order to improve the quality of instructional and education in those schools .
3. The lack of data makes this research less explored.
4. The variables in this evaluation research are too many so that the probability of detail of each variable is less excavated.

5. And the last, the results have not yet reached the detailed analysis and evaluation only up to the description stage, therefore it is necessary to do further research.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS**