

## **EVALUATING ENGLISH TRAINING PROGRAM FOR THE LOCAL PEOPLE OF KAMPUNG INGGRIS KEBUMEN BASED ON CIPP**

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### **Abstract**

*Evaluating a program is an important process by which program administrators can see the program effectiveness and make right decision about the program. This study was to evaluate the effectiveness of the English training program for the local people of KampungInggrisKebumen (KIK) at Jatijajar village, Ayah, Kebumen. The evaluation was conducted qualitatively by using CIPP evaluation model which focused on evaluating contexts, inputs, processes, and products of the program. The research involved the students, the tutors, and the chief of the program. Data were obtained through observation, in depth interview, and analysis of the documents gained. The data were analyzed through four steps, namely: 1) Data collecting, 2) Data reducing, 3) Data serving; and, 4) Concluding or verifying. Data sources triangulation was used for data validating. The research discovered that the program was ineffective due to four main factors. First, the context of teaching-learning was less supportive to the program success. Second, the inputs were in lack of quality. Third, the teaching-learning process did not show good teaching practices. Fourth, the course products did not reflect the program goals. This proves Dunkin's and Biddle's theory (1974) that context, presage, process, and product variables are interrelated to affect the success of teaching-learning for a course program.*

**Key words:** *evaluation, CIPP, English training program*

## **INTRODUCTION**

In this competitive era non formal education is still to be one of some alternatives for people to get good quality of education. For them, it may be solution to get specific wanted skills without wasting too much time. The simple indicator to show this; for example, we can still easily see many parents in our neighborhoods to send their children to join some courses out of schools. This is not for others, but for the sake of their children success in the future. Another example, we also often meet university students who actively join certain courses for skills improvement no matter how busy they have been at their campuses. Besides, we can also see there are a lot of people around us who take computer, driving, sewing, language, and some other courses to facilitate themselves with living skills. In short, to get certain skills people seem to still

need non formal education as this type of education does not take a long time to complete.

A course or training is a type of sustainable education to develop student skills that focuses on developing skills, competence, and entrepreneurship for professionalism<sup>65</sup>. In other words, a course or training is conducted to facilitate students with knowledge, skills, life skills, and behavior to help them successful in their career. Moreover, it might also help people to prepare themselves before going to higher education.

In 2016, Kebumen Local Government launched *Kampung Inggris Kebumen* (KIK). KIK is a village where people can learn English through some programs offered by the local government<sup>66</sup>. It is located in Jatijajar village, Ayah district, Kebumen regency. This village is supposed to be a training camp designed to execute effective learning. KIK was launched on 9 August 2016 by the government. The rationale was due to the fact that Kebumen people had low English communication skills. Therefore, it was assumed that they had not been ready yet to compete in the era of AEC (ASEAN Economic Community). KIK is expected to be a solution to prepare society facing the competitive atmosphere in AEC. People joining KIK is expected to have better competency in English communication skills. As a result, they have a means to communicate with outsiders to support their businesses.

Based on preliminary observation, the courses offered at KIK were divided into several programs. One of the programs was English training program for the local people of KIK. The participants were those, the local people of Jatijajar village. This program was conducted to prepare the village to be an English training center. The students were targeted to be able to communicate both written and orally in English. Accordingly, they can serve visitors from any places who want to learn English at KIK.

To support AEC English training program for the local people of KIK potentially improves the quality of human resources in Kebumen. However, it is important to evaluate how the program has been executed. This evaluation is not to judge whether the program is good or bad, rather it is to collect enough information dealing with the running program for better future planning. Evaluation can also provide wealth information to use for the future direction of classroom practice<sup>67</sup>.

Preliminary interviews with the program participants indicated that there had been a good progress with the student self confidence to use English as a means of communication. However, there were still some problems to manage like vocabulary mastery and listening skills which are also basic in language learning. These need exploring.

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<sup>65</sup>Republik Indonesia. (2003). Undang-undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional. Balitbang-Depdiknas. Jakarta.

<sup>66</sup>Radarbanyumas, (2016), *Desa Jatijajar Diresmikan Jadi Kampung Inggris (on line)*, <http://radarbanyumas.co.id/desa-jatijajar-diresmikan-jadi-kampung-inggris/>

<sup>67</sup>Readickins, P. R. and Germaine, K. P. (Eds). (1998). *Managing Evaluation and Innovation in Language Teaching: Building Bridges*. London: Longman

Considering that KIK takes significant roles to support the development of human resources, especially to prepare Kebumen regency to be more competitive in the era of AEC, evaluating the English training program for the local people of KIK is crucial to do. The finding can give contribution for the development of KIK in the future. It is because the information from the research finding can be used by the program administrators for policy making whether the program needs to be continued, repaired, or even stopped.

## **LITERATURE REVIEW**

Teaching and learning is a complex process. Its success depends on various factors. There are four variables to affect the success of teaching and learning. They are context variables, presage variables or the input teachers, process variables, and product variables<sup>68</sup>. Based on the theory, the success of teaching-learning is a matter of how much the student's growth. The growth of the students can be seen from the observable changes they have made which means the greater the changes, the better the achievement. If the students were processed well during the teaching-learning, the result will be good. However, good process should be supported by good teachers and good learning contexts. In other words, all variables are interrelated.

Program evaluation is a process to asses if learning goals in education program are to be achieved. It is useful for providing necessary information about the program which may be basic for policy decision. It is explained that there are four possible policies to emerge from program evaluation, namely: stopping the program, revising the program, continuing the program, and developing the program somewhere else if it is a successful program<sup>69</sup>. To conclude, program evaluation is an important process of collecting various information related to the program execution which may later help program administrators to determine and make appropriate decision about the program.

There are several evaluation models which evaluators may use to evaluate a program. They are: goal-oriented evaluation model, goal free evaluation model, formative summative evaluation model, countenance evaluation model, responsive evaluation model, CSE-UCLA evaluation model, CIPP evaluation model, dan discrepancy model<sup>70</sup>. The evaluation model used in this research is CIPP model. It is a decisive-oriented model which stands for context evaluation, input evaluation, process evaluation, and product evaluation<sup>71</sup>. This research evaluated those four components of CIPP.

In connection with program evaluation, there has been some previous researches like the one conducted by Chen Chun-Fu entitled "A Case Study in the Evaluation of English Training Courses Using a Version of the CIPP Model as an Evaluative Tool".

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<sup>68</sup>J.Michael,Dunkin and J.Bruce, Biddle. (1974). *The Study Of Teaching*. USA: Rinehart and Winston,Inc.

<sup>69</sup>Arikunto, Suharsimi dan Cepi Safrudin Abdul Jabar. (2009). *Evaluasi Program Pendidikan*. Jakarta. Bumi Aksara.

<sup>70</sup> Ibid

<sup>71</sup> Stufflebeam L. Daniel. (2002). *Evaluation Models View Points on Educational and Human Services Evaluation*. New York: Kluwer Academic Services

The research was done at an institute in South Taiwan. The result proved that there were only few correlations between the learning materials and the learner's expected goals<sup>72</sup>. Another research was done by Ria Herwandar entitled "*Evaluasi Program Matrikulasi TOEFL Mahasiswa Universitas Al Azhar Indonesia 2010/2011*". The study found that the major problem met by program participants was to master the language grammar under the study<sup>73</sup>. The last was the one executed by Ade Oktaviani entitled "*Evaluasi Program Pembelajaran Bahasa Inggris Kelas English for Children di English Smart Bandar Jaya*". The study found that the program was good to be developed<sup>74</sup>. However, there were several factors which were less supportive to the program like the lack of facilities and low qualified teachers. Evaluation research on the English Training Program at KIK was different from the three previous research above in term of time, research participants, and place.

### **THEORETICAL FRAMEWORK**

This research belongs to evaluation research, called CIPP Based evaluation which was developed by Stufflebeam & Shinkfield. It evaluates context, input, process, and product of the program. It was executed in 2018 at KIK by involving the students, tutors, and chief having participated in the program. Students and tutors were involved in the research because they had actively participated and experienced teaching and learning process at KIK. The program chief was involved as a research subject for she had significant roles in decision making about the program.

Data in this research were in forms of description of the four components of CIPP which cover the description of context, input, process, and product of the program. The data were gained through field observation, interviews with the research subjects, and analysis of the existing documents found.

The data were analyzed through four steps by using interactive model as proposed by Miles and Huberman, namely: 1) Data collecting, 2) Data reducing, 3) Data serving; and, 4) Concluding or verifying. The data validation is by data sources triangulation<sup>75</sup>. The data collecting procedures and analysis can be described as follow:

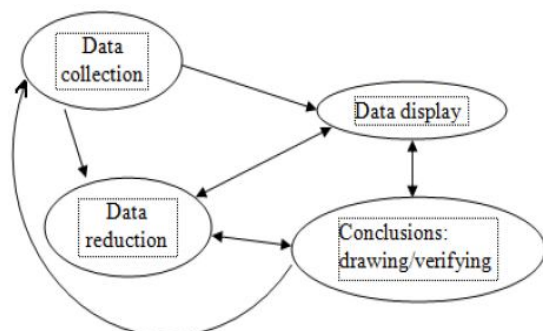
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<sup>72</sup>Chen, Chun-Fu (2009) *A case study in the evaluation of English training courses using a version of the CIPP model as an evaluative tool*. Doctoral thesis, Durham University.

<sup>73</sup>Ria Hermanandar. Maret (2012). "*Evaluasi Program Matrikulasi TOEFL Mahasiswa Universitas Al Azhar Indonesia 2010/2011*" *Jurnal Al Azhar Indonesia: Seri Humaniora*, Vol. 1 No. 3

<sup>74</sup>Ade Oktaviani, Herpratiwi, dan Muhammad Sukirlan. (2015). "*Evaluasi Program Pembelajaran Bahasa Inggris Kelas English for Children di English Smart Bandar Jaya*" *Jurnal Teknologi Informasi Komunikasi Pendidikan*: Vol. 3 No. 4

<sup>75</sup>Miles, M.B. and Huberman, M.A. (1984). *Qualitative Data Analysis*. London: Sage Publication.



Picture 1: Flowchart of data collection

Based on the flowchart above, the data collection was done by: First, executing field observation; Second, documenting any related documents; and third, conducting deep interviews to program participants. The raw collected data were then reduced and sorted to suit the research. Data reduction in the research is meant to make the data compact, focused, and easily understood. And then, the data were presented in the form of description of the four components of CIPP, namely: description of context, input, process, and product of the program. Finally, the researcher takes a conclusion.

## **RESULTS AND DISCUSSION**

### **Description of contexts**

Kampung Inggris Kebumen (KIK) is a village, located in Jatijajar, Ayah District, Kebumen Regency, which is designed to become an English learning center for public services. This place is expected to be an English language laboratory where school students and non-school students or public society from Kebumen or any other places can access English learning through the programs offered. Most of the program at KIK emphasize speaking skill expecting that those having participated and completed the program have better English speaking competency. KIK is managed by the local government based on decree (Surat Keputusan) number 500/440/KEP/2016 about the establishment of Kampung Inggris Kebumen. The program was launched on 9 August 2016 with the goal to improve English language competency of Kebumen society in accordance with the demand in the era of AEC (Asean Economic Community).

There are a number of reasons why Jatijajar village to be selected as KIK. First, the place is easily accessed from any places. Second, it has supporting facilities needed like homestays, restaurants, and mosques to succeed the program. Third, Jatijajar village has some interesting tourism objects, traditional arts and cultures to support the program; and last, the Jatijajar settlers are supposed to be ready as hosts for they have been accustomed to interacting with tourists or new comers who visit Jatijajar. Besides, there is demand for the availability of tourist guides to improve the quality services for tourists.

In line with the goal of KIK in general, English training program for the local people of KIK is directed to give services for outside learners who are taking English

courses at KIK. The participants are expected to be able to speak English for daily conversation. It is because they have to support learners at KIK to practice their English in every day life. The program involved 93 participants, consisted of 52 males and 41 females. All of these participants were Jatijajar settlers with different background of ages, education, and jobs.

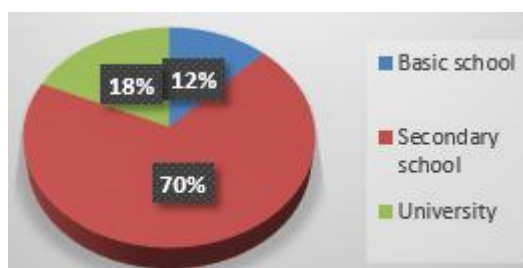


Chart 1: Education background of the course participants

Based on chart 1, it is seen that the participants who joined the English training program for the local people of KIK were those 70% from secondary school graduates, 18% from university attendants, and 12% from basic school graduates. The program was dominated by secondary school graduates. Based on the interview results, this condition makes learning inefficient since they don't have the same level of English knowledge background.

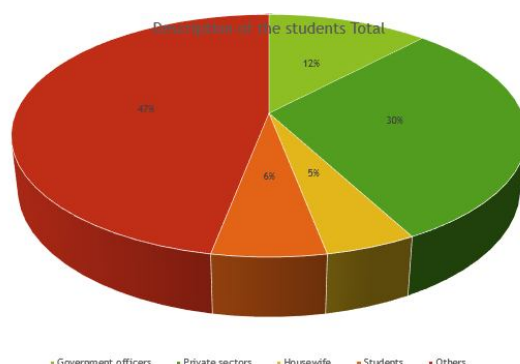


Chart 2: Course participants' background of work

In term of occupation, the participants were ranging from those working as private sector employees, government officers, students, housewives, and others. In percentage, it can be described that those from government private employees is 30%, officers cover 12%, housewife 5%, students 6%, and other jobs 47%. This condition makes them just participated the course program partially since they have to do their main jobs. The interview results show that there was inefficiency of time in the program execution. This affects learning to be less effective because they were not able to follow or join the program completely.

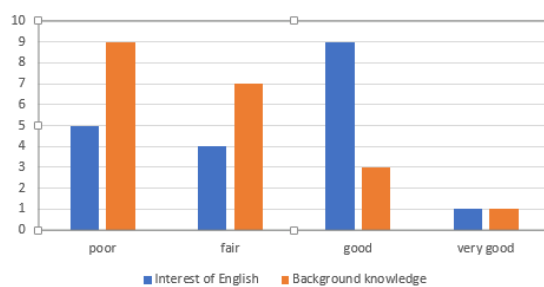


Chart 3: Course participants' properties

To be seen from the students' properties, based on chart 3 it can be shown that most students were good in term of learning interest. They feel that they love learning English. However, in term of their background knowledge of English most students were indicated poor. This atmosphere created learning to be slow moving because the tutors had to start learning materials from very basic level. The difficulty of managing the learning also comes from the ages of learners which are various. Aged learners tend to be slow learners.

### Description of Inputs

The inputs meant to be investigated in this evaluation research were the tutors having taught the program. Based on the interview, the tutors got involved within the program were 5 personnel. These tutors were mostly about 20 years old with English teaching experience under 5 years. Most of the tutors were SMA/K graduate who were given special training concerning English language and education for six months at FEE Center, Pare, Kediri. Another tutor majors in farming which does not reflect the required qualification of the target language. Although there was one tutor majoring in English, but to be seen from the teaching experience is still low. To see more details the description of the tutor handling the program, it is observable in table 1 below:

Table 1: Description of the teachers participating the program

No	Name	Age	Educational Background	Working and Training Experience
1	Tg	20 th	SMcrpA/K	- 6 months training at FEE Center, Pare - Under 5 years of experience
2	Ag	20 th	SMA/K	- 6 months training at FEE Center, Pare - Under 5 years of experience
3	Hb	20 th	SMA/K	- 6 months training at FEE Center, Pare - Under 5 years of experience
4	Dt	30 th	University attended, farming department	- 6 months training at FEE Center, Pare - 1 year teaching
5	AB	20 th	University attended, English education	- Fresh graduate

Table 1 shows that most tutors who were responsible to teach in the program were not university graduates majoring in English teaching. Therefore, the English knowledge they had had not been proved well. They also had lack of the teaching skills. It means that the competency they possessed had not supported the program to run well. This type of human resources needs capacity building. Capacity building is the process

by which individuals and organizations obtain, improve, and retain the skills, knowledge, tools, equipment and other resources needed to do their jobs competently or to a greater capacity (larger scale, larger audience, larger impact, etc). However, the interview results shows that there had not been a room for the tutors to develop their capacity. It was told that there were only few trainings which possibly supported their carrier. Accordingly, it decreased the quality of learning atmosphere. The interview results also proved that the quality of the tutors' welfare was poor. This creates negative atmosphere at their work place. As a consequence, it affects the quality of teaching-learning.

### Description of Process

Based on the tutors' explanation, the English training program for the local people of KIK seemed to adapt the operative teaching-learning model. In the operative model the tutors are restricted to meeting the requirements of a centralized system, such as the delivery of a text book as planned to a set timescale. Such a limited role implies training objectives were to be based on mastery of a set of competencies determined by centralized syllabus. In the program, the tutors were provided with a set of syllabus designed by the institution for the program execution. This set of syllabus become the tutors guide and to be applied in the teaching. In short, the teaching materials were made based on the given syllabus.

Based on the document analysis, it was found that there had not been clear with the learning objectives, the indicators, the learning methods, and the evaluation procedures in the curriculum used. Consequently, it was difficult to monitor the success of learning since there had been weak parameters. Although a module was made, it seemed that the module was very simple and to be used to teach all kinds of learners ranging from young to aged learners. This condition contradicts what a good teaching practice. Richard told that a course guide should be provided for each course offered in the program with information on the course, aims and objectives, recommended materials and methods, suggested learning activities, and procedures for assessment<sup>76</sup>.

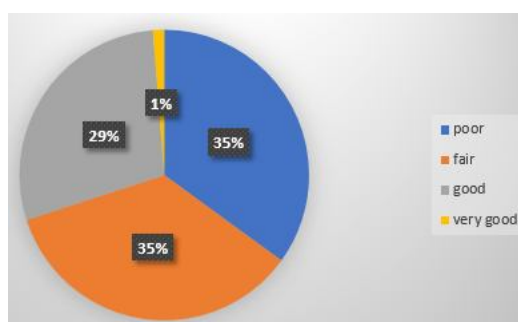


Chart 4: Learning process satisfaction

The chart above tells the description of the students' satisfaction dealing with the learning processes that existed in the program. The learning processes to be investigated

<sup>76</sup>C. Richard, Jack. (2001). *Curriculum Development in Language Teaching*. United State of America: Cambridge University Press.



covered time allocation, tutors' performance, administration, and course materials. Based on the chart it is seen that 35% of the students stated that the learning process was poor, another 35% of them stated fair, 29% of them stated good, and the rest 1% of them stated very good. This means that the process of teaching-learning taking place in the program needed to be improved.

Concerning with teaching administration, the interview results from the tutors indicated that the tutors did not make lesson plans before teaching. Although they discussed with other tutors for class coordination before teaching, there was no documentation of teaching procedures. So it was not clear in term of suitability of what should be taught and the expected competency.

Concerning with the time allocation, it was told that basically it was enough. However, there had been problems with the schedule. It was found that the schedule could not accommodate aspiration form learners. Therefore, not all learners could complete the program. This create defects of the program.

**Description of products**

The research shows that the course program was considered less effective. This can be described from the following chart.

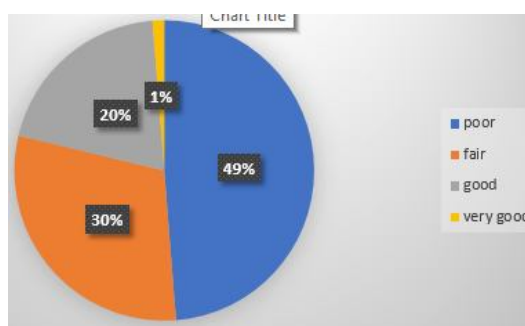


Chart 5: Course program effectiveness

From chart 5, it can be described that 49% of the students saw the program attainment to be poor, 30% of them stated fair, 20% of them stated good, and the rest 1% of them stated very good. So it is clear that the majority of the students think that this program was ineffective.

Based on the interview with the teachers, the program was also considered not effective in terms of gaining the student communication skills. It was because there were some factors to cause this to happen. Those factors cover the institutional factors, the teacher' factors, the learner factors, and the teaching factors or the process of teaching-learning itself. The research findings in detail can be described in the following table:

Table 2: Classification of factors contributing to the ineffectiveness of the program

Institutional factors	Teacher factors	Learner factors	Teaching factors
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1. There is no representative classroom to learn 2. There is no supporting facilities like language laboratory 3. There is only few room for the tutors to build their carrier	1. The tutors qualification is only SMA/K attended 2. The tutors' teaching experience is still under five years of experience	1. learners' background knowledge indicates wide gap of English knowledge and competency 2. Some participants were not really active catching up learning goal 3. Low attendance from some participants	1. The curriculum has not been designed based on needs analysis 2. There has not been a clear lesson plan from the teacher 3. There has not been provided valid instruments to measure the results of learning 4. Poor module
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Based on table 2, it is clear that there were four factors that caused the program did not run well. First, the institutional factors cover the lack of facilities and rooms for the tutors to develop their career. Second, the teacher factors cover the low qualification and minimum experience of the tutors. Third, the learner factors cover the learner background knowledge, the inactive learners, and low participation. Last, the teaching factors cover the poor curriculum, weak teacher administration, invalid measurement instrument, and poor teaching materials.

## CONCLUSION

Based on the results of the research, it is concluded that the program was ineffective. The ineffectiveness of the program was caused by four main factors. First, the context of teaching-learning was less supportive to the program success. Second, the inputs proved to be in lack of quality. Third, the teaching-learning process did not maintain good teaching practices. Fourth, the course products did not reflect the program goals. This study proves Dunkin's and Biddle's theory (1974) that the context variables, presage variables, process variables, and product variables are interrelated. They affect the success of teaching-learning for a course program. Therefore, it is suggested that program administrator or chief of the program takes these factors contributing to good teaching practices into consideration in the program execution.

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