

Evaluation Of English Subject Learning Of Senior High School In Mataram City, Indonesia.

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Abstract: The aim of this research is to evaluate the English learning program of senior high school in Mataram based on the Regulation of Minister of Education and Culture of the Republic of Indonesia, Number 81A of 2013 on Implementation of Curriculum. This research is evaluation program research with the quantitative descriptive approach, and the evaluation model used Stake's Countenance. The component of evaluation includes antecedents, transactions, and outputs. Data collection used lesson plan analyzing, observation, questionnaire, and document. The conclusions of this study are. (1) The input (antecedents), the planning of English learning include in very good category (100 percent). It is found that the lesson plan is in accordance with the standard of learning process. (2) The process (transaction), the implementation of English learning include in good category (59.66 percent). There is suitability between implementation of learning and standard of implementation learning process. (3) Student' learning result met the criteria of minimum completeness, with the actuality of completeness include in good category (98.37 percent).

Keywords: English teaching, Program Evaluation, Stake's Countenance

1. INTRODUCTION

The enforcement of learning English is the main task of English teacher which is designed based on curriculum and syllabus aims to make students changing their thinking pattern, behavior, and skill. There are several factors affect the success of teaching and learning of languages such as a teacher, teaching and learning language, learning method and learning material [1]. The teacher is an active component determining the result of study because they form steps which will be done in the learning process in order to improve the result of the study. In the learning process in every education unit required to be able to do Lesson plan well, therefore the implementation of learning process can be done as much as possible [2]. The effort to reach the successfulness of learning required teacher to choose an effective learning method and use appropriate media. As well in choosing material, teacher should adjust with the level of students' ability and needs. Besides, teacher should know and understand the procedure and aim formed in Lesson plan which appropriates with the standard which has been determined. In learning process, students activity is the main thing to be focused on teacher. The teacher has a task to encourage, guide and give learning facilities for students to reach their goal. However, not all English teacher implemented learning students center, there are many teachers doing learning process which is teacher center and students become a good listener. One of the important aspects is teaching-learning process is a lesson plan.

Lesson plan function as a reference to implementing teaching-learning process in the classroom in order to be done effective and efficient. Observation result which has conducted in Senior high school in Mataram city found that there is an indication that teacher's teaching process is not suitable with the lesson plan. This case caused by the factor of teacher's readiness in design and implement the learning. Besides that, a teacher is not able yet to manage the classroom. In this case, it is necessary to observe more about learning English. According to this case, the researcher is interested to conduct the evaluation of English learning in Senior high school di Mataram City.

2. THEORETICAL REVIEW

The evaluation of learning English aims as a material to know how effective English learning in Senior high school in Mataram City. Criteria used in this research is based on the regulation and guidelines or the instruction of implementation listed in guideline by National education Ministry, such as based on attachment copy of the regulation of Education and culture Ministry number 81A of 2013 about the implementation of curriculum and renewal. Regulation of education and culture ministry number 22 of 2016 about the standard of primary and secondary education process [3, 4]. According to language definition, the word evaluation comes from English 'evaluation' means assessment. Evaluation plays an important role in the learning process and learning technology. Evaluation is a method to know and access the effectiveness of a program by comparing with the criteria which have determined or the goal reach in an information shape, used as consideration to making decision and policy determinant [5, 6]. According to Mardapi [7] evaluation, in brief, can be defined as a process of gathering information to determine the learning reach in class or group. There are many models of evaluation developed by experts in evaluating learning program, one of them is evaluating model developed by Stake which is emphasized in two kinds of operational, such as description and consideration [8]. Stake's model evaluation [9, 10] differentiates into three phases which include (1) input (antecedent), (2) process (transaction), (3) result (outcomes). In every program evaluated, the evaluator should be able to identify three things such as (1) antecedent means a contexts, (2) transaction means a process, (3) outcomes means a result. Both of matrix

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described as a description and consideration show the steps happen in the evaluation process. The first matrix is a description, relate with two things which show the position of something (evaluation target), including the meaning or goal, except by the program. The observation or real happen. Evaluator used the second matrix which shows the step of consideration refers to the standard.

3. METHODOLOGY

This research is evaluation program research because refers to the goal to evaluate program English learning in

Senior high school in Mataram City. Evaluation will be done to obtain the description of the effective program of English learning of Senior high school in Mataram City by using quantitative descriptive approach. The quantitative approach to describe the effectiveness of English learning which starts from planning, implementation and learning result. Data obtained from analyzing the lesson plan, observation sheet, and document. Evaluation model used is the Stake's model evaluation [9, 10] which includes: input, process, and result as presented in the chart below.

Table 1. Stake's model evaluation

	Expected		Fact
Input	<ul style="list-style-type: none"> • Good Learning Planning/program 	↔	<ul style="list-style-type: none"> • Planning/ Program which is exist
Process	<ul style="list-style-type: none"> • Good learning implementation 	↔	<ul style="list-style-type: none"> • Implementation of ongoing learning
Result	<ul style="list-style-type: none"> • The criteria of learning prestige of students desire 	↔	<ul style="list-style-type: none"> • Learning prestige which is reached

The reason of choosing Stake's is to gain information about (a) suitability between good learning and learning program which exists, (b) suitability between the good implementation of learning and implementation of ongoing learning, (c) suitability between learning result desired and learning result reached.

4. FINDINGS AND DISCUSSION

The research result for each evaluation steps are presented in matrix Countenance Stake for every three components of program classified in the table according to antecedent, transaction, dan outcomes as follow:

4.1 Antecedents Component

The regulation of Education and culture Ministry number 22 of 2016 about the standard of primary and secondary education process [4]. Explain that every educator in education unit obliged to arrange the Lesson plan completely and systematically in order to reach interactive, inspiration, pleasuring, challenging, efficient learning and

motivate students to participate actively as well give them enough space for initiative, creativity and independent which appropriate with talent, interest, and physical development as well psychology of students. This case shows that English learning planning play an important role in guiding the teacher to do their task as an educator in fulfill students' need. The result of analyzing data prove that the suitability between learning planning of English subject in Senior high school in Mataram city and standard of suitability with the attachment of the regulation of education and culture ministry number 81A of 2013 about the implementation of curriculum is in good category. This category obtained from analyzing result of six Lesson plan made by two English teachers of Senior high school in Mataram City. Based on planning learning indicators including the average score about 6 with the percentage of 100% of this research result show that the teacher has made completely Lesson plan, accurate and detail explanation. The table bellow presented a countenance matrix of antecedent component.

Table 2. Contenance Matrix of Antecedent component

Description Matrix		Judgment Matrix	
Intent	Observation	Standard	Judgment
Lesson plan Lesson plan made by a teacher is appropriate with the attachment of the regulation of education and culture ministry number 81A of 2013 about the implementation of curriculum	The actuality of accomplishment of Lesson plan by English teacher is about 100 percent which is good category. All English teachers make learning planning which is appropriate with the attachment of the regulation of education and culture ministry number 81A of 2013 about the implementation of curriculum	Lesson plan component based on learning process standard including: 1) school identity; 2) subject's name identity; 3) main material; 4) time allocation; 5) learning goal which is formed based on basic competency; 6) basic competency and indicator achievement of competency; 7) learning material, contain the fact, concept, principle and relevant; 8) learning method used by teacher to reach basic competency is adjusted with the character of students; 9) learning media; 10) learning source; 11) learning steps are done by introduction step, content, and conclusion; 12) evaluation of result study	All Lesson plan made by English teacher is appropriate with the attachment of the regulation of education and culture ministry number 81A of 2013 about the implementation of curriculum

Based on the table 2, Lesson plan made by English teacher of Senior high school in Mataram City includes in very good category (100 percent). The suitability of intent with observation, on a description of matrix, found that there is suitability between the availability of Lesson plan made by English teacher with the standard of the attachment of the regulation of education and culture ministry number 81A of 2013 about the implementation of the curriculum.

4.2 Component of Transactions

Based on the regulation of education and culture ministry number 22 of 2016 about the standard process said that second step in learning according to standard process is learning implementation which includes introduction activity, core activity, and close activity. Implementation of learning process become an essential activity in the effort of realizing education output which has quality. Its consequence, the learning process must conduct properly, ideally, proportionally. The table below is presented matrix countenance of transaction component.

Table 3. Contenance Matrix of Transaction component

Description Matrix		Judgment Matrix	
Intent	Observation	Standard	Judgment
Learning Implementation English teacher can implement the learning which is appropriate with the standard in the attachment of the regulation of education and culture ministry number 81A of 2013 about the implementation of curriculum	The actuality of accomplishment of learning English is 59,66 percent in good category. Not all English teachers implement the learning appropriate with the standard set.	Implementation step of learning including: (1) Introduction activity (2) Core activity a) observation b) Asking Question c) Gathering information/trying d) Reasoning/associate e) communicate (3) closing activity	Implementation of learning English is not fully appropriate yet with the standard of learning implementation English teacher still need to improve their professionalism.

Based on analyzing the result of data, there is suitability between the implementation of English learning process of senior high school in Mataram City with the standard of education process which is in good category by the percentage of 59,66 percent. This category is obtained from analyzing result of score counting which has been compared with the criteria set. The researcher did the observation to two teachers by six times observation for each. The observer fills the observation sheet based on indicators of learning implementation which is about 47 items of the question. The result of the study shows that the implementation of English learning of senior high school in Mataram City is conducted well and systematically as a whole.

4.3 Outputs Component

The evaluation of English learning program is an activity to gain, analyze, and interpret the data about the process and

the result of students' learning which conducted systematically and continuously, therefore, become meaningful information in taking a decision. The assessment in learning plays a role in giving the description of successfulness of students as a whole. Therefore, the assessment is not only a measuring of thinking power but also an authentic assessment which is appropriate with the students' ability. The consequence of authentic assessment, assessment tools must be developed creatively which is appropriate with the characteristic of items assessed. Learning result is students' ability obtained after join study activity. The successful student in learning is students who are a success in reach the learning goal set. Based on the result of analyzing data of learning English which include 123 students of senior high school in Mataram City, it obtained the optimal result and fulfill the criteria set.

Table 4. Contenance Matrix outputs Component

Description Matrix		Judgment Matrix	
Intent	Observation	Standard	Judgment
Students' learning result The learning result of English subject fulfill the criteria of minimum completeness in the regulation of education and culture ministry number 81A of 2013	The actuality of accomplishment of English learning result is 98,37 percent in the good category. All of the students are complete in all tests (homework, midterm test, final test).	Students' value in test, assignment, midterm test, and final test fulfill the criteria of minimum completeness.	Students' learning result has fulfilled the criteria of minimum completeness. English teacher has used authentic assessment approach which assesses the readiness of students the process and learning result as a whole.

Based on the table, all teachers of the senior high school in Mataram City have mastered the authentic assessment and the acquiring assessment document. English subject assessment which is conducted by the teacher has mixed the behavior, knowledge, and skill through authentic assessment.

5. CONCLUSION

Based on the description above, it can be concluded as follow: The planning conducted by the teacher of a senior high school in Mataram City relating with the completeness of the Lesson plan's components including in very good category. This case proved by percentage gained of 100 percent from analyzing Lesson plan made by the teacher which means that teacher writes the completeness of Lesson plan's component completely. The suitability between the implementation of learning process in senior high school in Mataram City by the standard process of learning is appropriate with Lesson plan as a whole. Yet, not all the component of activities in Lesson plan have been conducted, it means that sub-indicator in Lesson plan has not been implemented yet by the teacher. Learning result achievement of students has shown an optimal result. This case is showed by the accomplishment gained is about 9837 percent. Students reach good predicate (B).

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