



The Context, Input, Process, and Product Evaluation Model on English Language Teaching at Public Health Study Program

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ABSTRACT

Keywords:
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Evaluation of English teaching is carried out to determine the achievement of program objectives and provide recommendations for program improvement. This study aims to evaluate the implementation of English Language Teaching to identify its effectiveness in achieving the objectives of the Public Health Study Program curriculum. In this study, the CIPP (Context, Input, Process, and Product) evaluation model was applied. This research was conducted at the Public Health Study Program, Faculty of Sport and Public Health, Mandalika University of Education. The population in this study was the first semester students of Public Health study program in the amount of 133 students. In determining the number of samples, there were 46 students chosen as samples by using simple random sampling technique, and 1 English lecturer and the Head of Public Health study program as the participants in this study. This study was an evaluative study utilizing a mixed-method research design. The data gained from the questionnaire were analysed by using descriptive quantitative whereas, the data obtained from interview and class observation were analysed qualitatively. Based on the findings of the study, it was found that for context dimension got a Percentage of Effectiveness of 78.52; input dimension got a Percentage of Effectiveness of 59.47; process dimension got a Percentage of Effectiveness of 76.74, and product dimension got a Percentage of Effectiveness of 51.86. Based on the result of the study, it was concluded that the implementation of teaching English in Public Health study program has not been effective. It is recommended that language skills and language components are integrated since those elements can support communication ability stated in the curriculum of Public Health study program.



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A. INTRODUCTION

Evaluation of English teaching is carried out to determine the achievement of program objectives and provide recommendations for program improvement. Evaluation is at the center of all improvements whether we talk about the quality of education or the effective working of a school (Aziz et al., 2018). In evaluating the success of learning program, it is not enough just to be based on the assessment of students learning outcome, but it is necessary to reach out to program design and implementation of learning programs. Therefore, there is a need to make evaluation and assessment (Agustina & Mukhtaruddin, 2019). Evaluation of the results of the learning program is not limited to short-term results or outputs but also reaches the outcomes

of the learning programs. Evaluation of learning programs includes learning design, implementation of learning programs and results of learning programs (Gunawan, 2011).

The main benefit of evaluation is to improve the quality of learning and will further improve the quality of education. Educational programs are designed to accomplish a set of specific objectives and purposes. To assure that the intended objectives are met, evaluation of the program is an essential step in the whole process so that people in charge decide to continue or bring about necessary revision in the program (Laurel et al., 2021). In addition, Tyler (2013) stated that evaluation is crucial in determining whether a program is effective. Evaluation plays an important role in assessing whether the plans achieved their stated goals and objectives. (Görkem Erdogan & Mede, 2021). The meaning of the descriptions also shows that evaluation activities must be carried out carefully, responsibility, effectively using strategies, and can account for being used to achieve certain goals.

There are many evaluation designs and models have been used for evaluating the projects, programs or working of institutes. The evaluation model used in this study is CIPP model. CIPP is the abbreviation of Context, Input, Process, and Product. It is a program evaluation model useful for evaluation educational program. It is a decisive-oriented model which stands for context evaluation, input evaluation, process evaluation, and product evaluation (Stufflebeam, Daniel L. Madaus, & George F. Kellaghan, 2002). This CIPP evaluation model focuses on the role of the evaluation in providing information to improve the quality of decisions made by stakeholders (Fitzpatrick, Jodi L. Sanders, James R. Worthen, 2011). The CIPP model has served to provide a comprehensive framework for evaluation of ESP Program and has gathered information from all aspects of the program (Kustini, 2017). By using this CIPP model, evaluation can be done systematically, fulfilling the general needs of evaluation (Aziz et al., 2018). The evaluation model gives the comprehensive way to view in the holistic manner.

There are many areas that use its system in evaluation, and some researches have been conducted in the topic. It is therefore to very paramount to evaluate the English and foreign language as part of the curriculum in Indonesia (Mappiasse & Bin Sihes, 2014). Wulandari (2018) said that said on the result of evaluation research teachers prepared to conduct variety of teaching strategies in their classrooms. Evaluation on English course program has become a focus of researchers on the aspect of teaching materials and the result of evaluation research impact to learners' language development (Bandu et al., 2021; Kanina, 2016; Purwanti, 2019; Solhi et al., 2020).

The general objective of this research is to evaluate the implementation of teaching English as a general subject. As a general course for non-English study program, English is one of the means to develop the field of study that students are studying. The position of English as a general course function as a proponent of the learning process for the subject of the main field of study. As a result, all non-English students, are required to take English course during their time in higher education. This demonstrates how essential it is to have a strong command of English language in order to achieve success in one's professional and academic efforts (Iriance, 2018). Higher education, as the final step from the school's perspective to entering the world of employment, must be able to produce students who, in addition to having expertise in their disciplines, can also communicate in English. (Andayani, 2022). Therefore, learning English is a must for universities students in order to communicate well in English not just in terms their field of study but also in terms of English in daily.

Since Universitas Nusa Tenggara Barat merged with IKIP Mataram became Universitas Pendidikan Mandalika (Undikma) in 2019, Public Health Faculty became Public Health Study

Program under the Faculty of Sport Science and Public Health. These changes resulted the change of curriculum. The changes of curriculum inflict teaching and learning objectives, teaching management and teaching material because teaching and learning process relates to graduate learning achievement. In curriculum KJNI Industrial Revolution Era 4.0 Public Health Study Program Mandalika University of Education in 2020, there are 8 competencies of public health experts, one of them is communication skill, Thus, English course relates to the competencies that have been defined in the curriculum. Although the English program was directed to help students gain competency of using English for communication, the teaching of English has not been able to improve students' ability in English. It is found that the average final semester exam results for the last three years were 68.95 in 2020; 59.53 in 2021 and 70.51 in 2022. Besides, since the first time the English course is establish in Public Health study program, there has not been any official analysis or evaluation regarding the teaching English. Hence, to know the goal attainment of the program, it is significant to evaluate the program. The purpose of this study is to evaluate the implementation of English language teaching as a general course at Public Health study program through CIPP model.

B. METHODS

This study was conducted at Public Health study program Faculty of Sport Science and Public Health of Mandalika University of Education. The population in this study was the first semester students of Public Health study program in the amount of 133 students. In determining the number of samples, there were 46 students chosen as samples by using simple random sampling technique, and 1 English teacher and the Head of Public Health study program as the participants in this study. This study was an evaluative study utilizing a mixed-method research design (Creswell J.W & Plano Clark, 2011). The primary instrument in this study was questionnaire, and an interview guide, along with observation guidelines, as supporting instruments. The data gained from the questionnaire were analysed by using descriptive quantitative whereas, the data obtained from interview and class observation were analysed qualitatively. The data were analysed quantitatively by using percentage to describe the effectiveness of every dimension which was evaluated by dividing the frequency by the number of samples multiplied by 100%, then grouped by the categories that had been developed by Umam & Saripah (2018). The following are the Effectiveness Criteria, as shown in Table 1.

Table 1. Effectiveness Criteria

No	Score Range	Criteria
1	90% - 100%	Very good
2	80% - 89%	Good
3	70% - 79%	Fair
4	≤ 69%	Poor

As stated by Hidayat (2018) in conducting evaluation has to be systematic and follow certain guiding principles employing criteria that have been carefully designed. In this study, every dimension has certain criteria. There are eight criteria to evaluate the context component. Those criteria consisted of: (1) Public Health study program has curriculum objective for achieving English course; (2) The environment at Public Health study program creates a conducive atmosphere for students to study English; (3) English is scheduled in every week; (4) Library at Public Health study program provide books to support English learning; (5) English teacher has a lesson plan, syllabus, students' task planning; (6) English study club at Public

Health study program; (7) Classroom is safe and comfortable for learning; and (8) Classroom according to students' capacity. These components are included in the three aspects evaluated. The aspects are: (1) the objectives Public Health Study Program Curriculum; (2) English Course Objectives; and (3) Managing English Course. The aspect evaluated in input dimension consisted of: (1) English teacher; (2) teaching material; (3) instructional media; and (4) facilities. The aspects are described into ten criteria namely: (1) English teacher has qualification as English teacher; (2) Teacher has readiness to teach; (3) Students have motivation in learning English; (4) Main competence in the curriculum have matched with the teaching materials; (5) Teaching material is in line with students' need; (6) Teaching material support students' competence in communication; (7) Learning activities can build good communication between students and teacher; (8) Teaching material assist students' competence in the four language skills; (9) Teacher teaches by using media of teaching; and (10) Students have English learning module. For process dimension, the aspect consisted of (1) teaching method; (2) communicative approach; (3) aspect of language skills; (4) assessment of learning outcomes. These aspects are taken from criteria that consisted of 1) Teacher prepares learning by making a lesson plan; (2) Teacher teaches English through 3 phases; (3) Teacher does not find any difficulties to apply approach/strategy/method in teaching English; (4) Teacher came to the class on time; (5) Teacher uses media of teaching in teaching English; (6) All of the teaching materials are taught based on the result of identification of students' need; (7) Teaching material is easy and understandable; (8) All of the teaching material can attract students' attention in learning; (9) Teaching method used by the teacher can motivate students to learn English; and (10) Teacher assesses students based on predefine criteria. Product dimension consisted of three aspects, namely: (1) Knowledge of English language; (2) English language skills; and (3) English language components. The aspect were taken from criteria: (1) After teaching and learning process, students have motivation in learning English; (2) After teaching and learning process, students can communicate in English; (3) Learning English enrich students' vocabulary mastery; (4) Students' English proficiency increased after following the program; (5) Learning English help students in understanding English reading text; (6) Students get new information and knowledge in English course; and (7) Students are able to write a paragraph.

C. RESULT AND DISCUSSION

1. Description of Context

Context evaluation aimed to determine how far the objective of English course are being achieved in accordance with the implementation of teaching English. The aspects assessed in context evaluation were (1) the objectives Public Health Study Program Curriculum; (2) English Course Objectives; and (3) Managing English Course. The result of the dimension of context can be seen in Table 2.

Table 2. The result of Context Dimension

Dimension	Aspects	Percentage of Aspect	Percentage of Effectiveness
Context	The objectives Public Health Study Program Curriculum	91.2	78.52
	English Course Objectives	78.3	
	Managing English Course	66.08	

From the result of study on the context dimension got Percentage of Effectiveness (PE) was 78.32, placed in the fair category. It indicated that the formulation of the objectives Public Health Study Program Curriculum, English Course objectives, and Managing English Course in accordance with the implementation of teaching English needs in Public Health study program. From the result of interview with the Head of Public Health study program, it was found that the formulation of objectives Public Health Study Program Curriculum was based on national curriculum of Public Health study program and English course related to number 3 of the curriculum objectives that is communication ability. It is supported by the result of interview to English teacher that the teaching of English related to the curriculum of Public Health study program. In managing English course, it was found from the result of interview to students that English course was conducted once a week because English course has 2 credits semester. The three aspects can be seen from the document of curriculum, English course syllabus, teaching administration. This is in line with the opinion of Kustini (2017) that the success of language teaching is influenced by the context within which it takes place. Therefore, it can be inferred that the implementation of teaching English at Public Health study program was in accordance with the objective of Public Health study program national curriculum. Public Health study program of Undikma as the organizer, had also prepared teaching and learning process needed to run the program effectively.

2. Description of Input

The purpose of input evaluation is to provide information and determine how to use resources to meet the goal of teaching English in Public Health study program. It also identifies and measures the capabilities of the resources, system and strategies to be used in the English course program implementation stage. The aspects evaluated in input dimension are the teacher's characteristics, students' characteristics instructional media and infrastructure/facilities in the program implementation. Determination of the aspects in line with the opinion of Fitri (2016) stated that the success of teaching and learning activities will be influenced by students' readiness, basic skill, motivation, mental and physical abilities, and confidence. Therefore, evaluation of the students' characteristics will be useful in supporting the program implementation. Another aspect of input is teachers. To be professional teachers, they must have basic teaching abilities and skills. They are expected to carry out their functions to facilitate students' learning with high professional in school and school community (Nurpratiwi et al., 2021). In relation to evaluation aspect of input dimension, evaluation on teaching materials is important because each language learning is unique. Material evaluation refers to an attempt to measure the value of the materials with the aim to predict whether or not the materials will be suitable to students' need, style, level of language proficiency and context (Kiswaga & Triastuti, 2018). The fourth of aspect of input dimension in this study was instructional media. According to Ghofur & Youhanita (2020) that the development of learning media is an interactive medium that can improve the motivation of students in learning process since it makes learning classes active, creative, fun and flexible. The result of the evaluation toward input aspects can be seen in Table 3.

Table 3. The Result of Input Dimension

Dimension	Aspects	Percentage of Aspect	Percentage of Effectiveness
Input	English teacher	78.26	59.47
	Students	73.91	
	Teaching material	48.69	
	Instructional media	26.95	
	Facilities	69.56	

Based on the Table 3, the percentage of effectiveness of input dimension was 59.47. The obtained score can be categorized poor. It is caused by teaching material and instructional media got less score in percentage of aspect. In document analysis based on syllabus and lesson plan, it is found that (1) the objective of learning was suitable for communication ability; (2) the sequence of material is presented from easy to difficult; it started from greeting/introducing to wider communication aspect); (3) teaching materials contained more about structure than other language components; (4) the four language skills are not integrated to teaching materials. The result of interview with students, they said that the teaching materials explained more about structure. In addition, it is found that instructional media other than books are rarely used. Based on the Table 3, the aspect of teaching material and instructional media must be improved whereas English teacher, students, and facilities supported the implementation of English course.

The components of input consisted of teacher, students, teaching materials, and learning facilities. There is only one English teacher in the Public Health study program. She prepared teaching material and teaching method through lesson plan. She also made students' assignment plan and syllabus as well. The three lesson preparations are signed by the Head of Public Health study program.

3. Process

Process evaluation aimed to record every activity during teaching and learning process in English course at Public Health study program. It was useful in evaluating of the learning process related to the curriculum. The aspects evaluated in process dimension consisted of teaching method, communicative approach, aspect of language skills, and assessment of learning outcomes. The results of evaluation of the dimension process can be seen in Table 4.

Table 4. The Result of Process Dimension

Dimension	Aspects	Percentage of Aspect	Percentage of Effectiveness
Process	Teaching method	78.3	76.74
	Communicative approach	86.08	
	Aspect of language skills	73.04	
	Assessment of learning outcomes	69.56	

The evaluation of process in the implementation of teaching English focused more in the teaching method. The result of the evaluation of process dimension obtained a percentage of effectiveness score of 76.74 in fair criteria. It is indicated that teaching method applied in Public Health study program was considered effective enough. The process of learning in the classroom started from preparation phase, including preparing students to learn, performing apperception activities, and explaining learning objectives. Then the core activities phase, including mastery on the teaching material, learning approach/strategy, utilization of learning resources and

learning media, the involvement of students in learning and the use of language. The last phase is closing phase, including making conclusions, evaluation, reflection/feedback to students, and inform the next learning plan. One of the learning methods had been planned in the curriculum of Public Health study program was to increase students' communication ability that is communicative approach. The aspect of communicative approach applied in reading comprehension as a part of language skills. The activity of this approach was shown by students' interaction in discussion during the activity. This in line with the statement said that Communicative approach helps learners to be able to contacts with others in order to talk fluency and to express about themselves confidently and to present many social issues in their environment as quick as possible (Irmawati, 2012). In addition, learners needs targeted language support to enhance academic text comprehension (Brooks et al., 2021). In document analysis and interview, it is found that in syllabus and lesson plan listed the phase of teaching method toward every topic or teaching material. The application of language skills is shown in reading comprehension activity. It is supported by the result of interview that reading comprehension is served to the students.

4. Product

Dimension of product consisted of three aspects, namely: (a) knowledge of English language; (b) English language skills; and (c) English language components. The result of evaluation toward product dimension can be seen in Table 5.

Table 5. The Result of Product Dimension

Dimension	Aspects	Percentage of Aspect	Percentage of Effectiveness
Product	Knowledge of English language	44.3	51.86
	English language skills	51.30	
	English language components	60	

Product is a result obtained by students in attending English course. The quality of product is determined by the quality of outcomes. The good quality of the outcomes is determined by the students' achievement level both in academic and non-academic achievement. Product evaluation was based on the objectives of English course implementation, which are to improve communication ability in English. Product evaluation can show learning outcomes based on aspect of knowledge and skill of the program. This correspond to the statement that learning outcomes are indicators of success of an academic course/programme. Learning outcomes give a clear idea of what can be achieved by joining a particular programme (Mahajan & Singh, 2017). In the Table 5, product dimension got a Percentage of Effectiveness score of 51.86. It was categorized in poor criteria. It meant that this product dimension must be improved by improving the three dimensions namely context, input and process.

D. CONCLUSION AND SUGGESTIONS

Based on the findings of the study, it was found that for context dimension got a Percentage of Effectiveness (PE) of 78.52 in the "fair" criterion; input dimension got a Percentage of Effectiveness (PE) of 59.47 in the "poor" criterion; process dimension got a Percentage of Effectiveness (PE) of 76.74 in the "pair" criterion, and dimension got a Percentage of Effectiveness (PE) of 51.86. If the all scores were averaged then the result is 66.65. Therefore, the conclusion is that the implementation of teaching English in Public Health study program has

not been effective. Ineffectiveness was caused by lack of teaching material that reflect students' communication skill, the instructional media used has not varied, students' knowledge of English language is still lacking, and application of English language skills and components were not integrated with teaching method as well.

The recommendation made in the context dimension is that the objective of teaching and learning English should be informed to students in advanced, so that they have readiness to study English. In input dimension, it is recommended that teaching material should be developed and taught using instructional media. In the process dimension, it is recommended that the method to be used in the learning process should be related to develop students' communication ability. In product dimension, it is recommended that language skills and language components are integrated since those elements can support communication ability as learning outcomes that stated in the curriculum of Public Health study program.

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