

**AN EVALUATION OF BILINGUAL LEARNING PROGRAM THROUGH CONTEXT INPUT PROCESS PRODUCT (CIPP) EVALUATION MODEL IN SMA BANUA BILINGUAL BOARDING SCHOOL SOUTH KALIMANTAN**

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**Abstract:** English cannot avoid becoming a standard requirement for competence in globalized world. Preparing the human resources, international school, national plus and SBI presented. Some of them claim can improve English language students. However, Is bilingual learning program is already running well? This study aims at: (1) describing the implementation of bilingual learning program and (2) evaluating the implementation of bilingual learning program through CIPP model. This evaluation research is carried out at SMA Banua Bilingual Boarding School South Kalimantan in the academic year of 2014/ 2015. The data is analyzed through descriptive analysis. The research findings show that SMA Banua make collaboration with PASIAD Turki in implementing bilingual learning program. The implementation of bilingual in SMA Banua implied in 4 subjects: Mathematics, Biology, Chemistry, and Physics. The teaching and learning process is using English 90%-100% for science and English. The barriers that encountered in this program are human resources in SMA Banua, and Some of the students are less fluent in English. Students increase their English proficiency and although, some students are not satisfied with the result in the test, but do not make them get discouraged. The teacher will provide remedial test for students who scored below the standard.

**Keywords:** evaluation, bilingual learning program, CIPP evaluation model

## INTRODUCTION

The government, specifically the Department of National Education, has launched a program called "bilingual program" in which several subjects are taught in English. It is based on Law No. 20/ 2003 pasal 50, ayat 3 of the national education system states "the government and or local authorities organize at least one unit of education at all levels, to be developed into units of an international educational education" has

raise a lot of schools for improve the quality of the education system. One of the efforts taken is the implementation of bilingual classes. The objective of this program is to realize Indonesian generation who are intelligent and competitive in international world, able to compete and collaborate globally.

However, is bilingual learning program already running well? The bilingual learning program will not succeed if teachers are not able to speak English. It is influenced the

condition of the class. On the one hand, if all students had the same English competence (homogeneous class) the teacher can teach with a greater amount of English material. On the other hand, if all students had different English competence (heterogenic class) the teacher must often do translations. Therefore, the school must be able to prepare the teachers to teach a bilingual program and certain rules for students who follow bilingual learning programs, select curriculum for bilingual learning programs and provide learning resources which can support bilingual learning programs.

In this case, the evaluation should be done to assess whether the process of education using bilingual instruction is running well or not. The researchers used CIPP as one of evaluation model developed by Stufflebeam which stands for context, input, process, and product. The CIPP evaluation model is based on learning by doing and an ongoing effort to identify and correct the mistakes in evaluation process (Stufflebeam, 2007).

Bilingual education refers to "the use of a second or foreign language in school for the teaching of content subject, such as maths and physics (Richards et. al, 1992). While, Rosell and Bake (1996) state that Bilingual education as it is practiced in the public schools of the United States means teaching non-English-speaking students to read and write in their native tongue, teaching them

content in their native tongue, and gradually transitioning them to English over a period of several years. The success of a program initiated by the school could not simply handed over to the school. Each elements also affect the continuity of the process in this program, both large and small element. According Triastari et al (2011), there are some factors that can affect the successful of bilingual classes, such as: Clear Visionary Principal, Confidence Teacher, Students' Capability, and Supporting groups: schools, parents, and school friend.

CIPP is one of evaluation model developed by Stufflebeam (2007) which stands for context, input, process, and product. CIPP represent the targets of evaluation which are the components of the program. Specifically, the context of CIPP evaluation can help identify service of learning needs and the community's needs. The input evaluation component can help prescribe responsive project that can best address the identified needs. The process evaluation identifies potential barriers and also identifies needs for project adjustments. Then, the product evaluation components measures, interprets, and judges project outcomes and interpret their merit, worth, significance and probity (Zhang et, al. 2011). Table 1 explain how the evaluation should go on from the dimension of aspects, types and kinds of proposed questions.

Table 1. CIPP Evaluation Model

Aspect Evaluation	Types of Decision	Kind of Questions
Context evaluation	Planning decision	What should we do?
Input evaluation	Structuring decision	How should we do?
Process evaluation	Implementing decision	Are we doing it well? And if not, why not?
Product evaluation	Recycling decision	Did it work?

## METHODOLOGY

This study applied the principle of qualitative study. There are several design of qualitative study, such ethnography, grounded theory, case study, and narrative design. Craswell (1998) explains that one type of ethnography design is evaluation research. Stufflebeam (2007) defines that evaluation research is a process of delineating, obtaining, and providing useful descriptive and judgmental information about the worth and merit of some object's goal, designs, implementation and impacts in order to guide decision making and promote understanding of the involved phenomena.

The research was conducted at SMA Banua Kalimantan Selatan. It becomes a famous state secondary school because the students who study in that school was selected from all regencies in South Kalimantan. In this research, the researcher evaluate bilingual program included the curriculum applied, the source and the material studied, the teacher as the instructor of the program and the students as the learners of bilingual program. The researchers use primary and secondary source of data. The primary data is gained from those who are most knowledgeable and involved in the program, included staff as well as senior managers who may have initiated the program such as headmaster, curriculum coordinator, program coordinator, teachers and staffs. The researchers also meet the students to find out their perception related to the program and how this program affects them. Then, the secondary source of data is done by observing the learning process and other school activities using bilingual language. The researchers look for the documents which describe the program, such as program proposal, school profile, students progress records and pictures related to learning process.

In collecting the data, the researchers observe some classes to see the implementation of learning science using bilingual and observe how the teacher conveyed the material by using bilingual concept and the impact on the student comprehension of the material conveyed. Besides, the researchers do interview with the headmaster, curriculum coordinator, teachers and students to achieve the valid data. The researchers also give questionnaire for 100 students randomly and analyze the document included the curriculum program, the source and material studied, and students' progress or students' achievement.

## FINDING AND DISCUSSION

### **The Implementation of Bilingual Learning Program in SMA Banua Bilingual Boarding School South Kalimantan**

The implementation of bilingual boarding school in SMA Banua is the pilot project of department of education affair of South Kalimantan to prepare human resources from all regencies in South Kalimantan and to improve the quality of education. Supporting this program, school committee cooperated with *Pacific Countries Social and Economic Solidarity Association* (PASIAD) Turkey. PASIAD is nonprofit educational institution from Turkey. PASIAD was chose as a partner of SMA Banua because this institution prioritized education system based on science and morality education. This kind of education system was expected to produce qualified graduates who can compete in international world. Besides, this institution also facilitated students to compete in science, sport, and culture international Olympics.

In SMA Banua, Bilingual learning program was implied in 4 subjects: Mathematics, Biology, Chemistry, and Physics. Even though the teacher should present the

material using both of the language, Indonesian and English, but in the teaching and learning process all the materials presented in English from the beginning up to the end of the class. This is because the teacher who teach Mathematics, Biology, and Physics was a native. Therefore, they used full English during the class as the language instruction.

### **The Evaluation of Bilingual Learning Program in SMA Banua Bilingual Boarding School South Kalimantan**

#### *Context*

The curriculum applied in bilingual learning program of SMA Banua is collaboration between PASIAD curriculum and national curriculum (curriculum 2006). Curriculum PASIAD contains more science studies. The material does not have significant difference with national curriculum. Although the teaching material is more than the material in national curriculum, but the material is easy to understand. Every material discussed in detail and having more practical. Therefore, the implementation of this curriculum was not difficult and did not need any special strategy. The institution only need preparation for teacher, specially who teach science and English to apply this curriculum to achieve the goal of bilingual learning program.

Meanwhile, according to Triastutiet, al (2011), course material is better if it is based on the usage (functional based) rather than grammar (grammatical based). That is why the syllabus used in SMA Banua categorized as content-based syllabus in which the students learn science through the target language. This approach can be employed to enable learners to master the subject matter contents and to master English for communication. Supporting the syllabus, the teacher should write lesson plan before teaching. Lesson plan arrange based on the topic in the syllabus and it organize as a plan

of instruction used by the teachers in order to achieve the goal of the study.

In relation with educational setting, the buildings and facilities that are available in SMA Banua were strongly supports the implementation of bilingual programs. Young (2003) emphasizes that attractive school facilities can attract the pride and generate goodwill for education, and it will good effect for the students to increase academic achievement. Class buildings provided with modern facilities such as tables, chairs, white board, LCD projector, screen, speakers, information board, locker for each students, and a computer in each class. This school also completed with science and language laboratory which can be used by students to apply the theories and materials that have learned. Language laboratory has been equipped with modern learning devices, such as multimedia, LCD projector, screen, speaker, and computers. Besides, the students can search any kinds of sources in the computer laboratory and the library. The computer laboratory is supported by WiFi to facilitate learning program and make students easier to connect with internet and access the website.

#### *Input*

Dealing with teacher competence, Richards (2005) explains that teachers are the key factor in the successful implementation of curriculum changes. Successful teachers are those people who can identify the hopes, aspirations and difficulties of their students while they are teaching them. In many situations teachers should be qualified according to some dimensions: (1) language proficiency; (2) teaching experience; (3) skill and expertise; (4) training and qualification, (5) morale and motivation; and (7) teaching style.

The teachers who teach in bilingual class, have good language proficiency. Although some of them did not have English

background, but institution prepare some programs and trainings to improve teachers' English proficiency. The teacher consist of native and non-native teacher. There was no difficulties for natives to teach using English. They only need teaching experience, skill, and expertise to explain the material, make the students happy with the subject and make them understand with the material given. It is caused native cannot explain the material using Indonesian. Even if the students did not understand about the explanation, they cannot translate the material in Indonesian, they can only clear the explanation by giving some examples in accordance with Indonesian context.

However, native can help non-native teachers to improve their English competence. The institution also provide MGMP internal and external for the teachers who have the same subject for sharing what aspects of teachers' need. The headmaster said that there is no special qualification for the teacher to teach bilingual class. For the teacher who lack of capability in speaking English will be followed by developing English program and the institution provide the guide from Turkish, because as the representative from PASIAD, they have a duty to arrange learning management.

The school will hold a selection process to filter out students who join bilingual classroom. This is because the students who do not have enough capability will be difficult to follow the subject though by English (Triastuti, 2011). Dealing with this theory, some steps are conducted in the student admission process in SMA Banua. The tests are complicated in order to recruit qualified students, there are: students academic report from seven until ninth grade of junior high school, Intelligence tests must above the average Indonesian Collective Intelligence Test (TIKI) and or tests of academic potential, reciting and writing holly

Quran for muslim students, Information and Communication Technology (ICT) test, healthy spiritual body with government medical certificate and no glasses, the minimum height for the boy is 160 cm and 155 cm for the girl, Interview in English and general interview, and a priority for students who have good achievement as a champion from 1-3 at district level competitions/ city/ province/ national/ international.

#### *Process*

There is difference between native and non-native in delivering the lesson. Native usually explain the lessons more quickly than non-native because there is no language barrier for them, but non-native seemed more slowly and carefully in using English. When the researcher ask one of the student, she said that she is easier to catch the lesson if it taught by non-native rather than the native. Even though, this condition make her to be more challenging to understand the lessons taught by the native.

Learning process in a class covers three sections: Opening section, main activity, and reinforcement. Opening section is apperception time for introducing, previewing the materials, or even attracting the student motivation. Main activity is learning time for delivering materials, while reinforcement is closing session where the teacher conclude the material and evaluate the study. The percentage of English used in bilingual class is about 100%. It means that either the teacher or the learner tend to speak English during the class. Students in the first grade tend to be more active in opening the dictionary or *Alfalink*, but the students in the second and the third grade tend to rarely open the dictionary because they are already familiar with the language used by the teachers. Most of the teacher used lecturing method.

The students' barrier upon bilingual program was more often occur by first grade

students. At the beginning of the semester of the first grade they have to work hard to follow and to understand the lessons that are taught using English. However, at the second semester of the first grade they were accustomed to learn science using English as well as students of the second and the third grade. The following diagram show the percentage of students' barrier through bilingual program which taken from 100 students randomly from the first to 3<sup>rd</sup> grade.



Figure 1. Students' Barrier in Learning Bilingual

The diagram describes that 76% of the students do not have any specific problem to learn the subject using bilingual. In other words, they only occasionally have difficulty in learning. 13% of the students often face the problem when study using bilingual, 11% of the students are always face the problem, and no one of the students that never face the problem in learning using bilingual.

**Product**

Students' satisfaction is a measurement to assess how the students feel after joining bilingual learning process, is the program effective or not? Stufflebeam (2007) states that Evaluation for product is directed to the condition indicating changes that occur towards the input. Some proposed questions are: (a) whether the determined objectives have been achieved, (b) what cases have the student's needs fulfilled during the program in, and (c) what impacts the students get after joining the program.

The researchers investigated students satisfaction by giving questionnaire to 100 students and make discussion with them. First, the researcher asked the student whether they are strongly agree, agree, less agree, or disagree with bilingual program implemented in SMA Banua. 54% students stated that they are agree with bilingual program, 45 % students said strongly agree, 3% students less agree, and there in no one of the student disagree with this program, as draw in the following diagram:

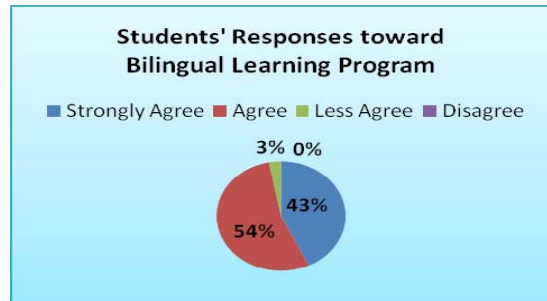


Figure 2. Students' Responses toward Bilingual Learning Program

The second question, whether they are very satisfied, satisfied, less satisfied, or not satisfied with the score achieved of the subjects though by bilingual. 39% students told that they are less satisfied with the score, 34% students felt satisfied, 19% students less satisfied, and 8% students are not satisfied with the result of bilingual learning, as show in the following diagram:

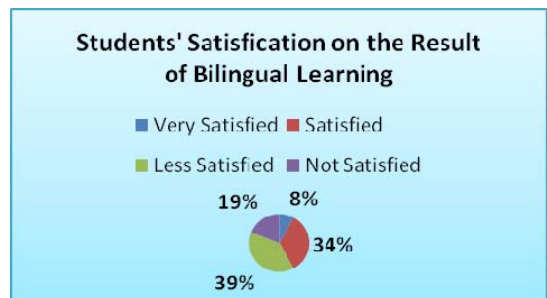


Figure 3. Students' Satisfaction on the Result of Bilingual Learning

The comparison between students who are satisfied and less satisfied with the results obtained were not too much, the difference was only 5%. This problem was not caused by teacher explanations which were less obvious, but it caused by the development of the questions on the test given. For instance, the questions on Biology, they tend to more use English in answering the questions in the form of words or sentences. Whereas, for other science lessons they just need to understand the instructions, how to answer the questions correctly, and of course the correct answer of such questions. Particularly for the students on first semester of the first grade, they need adjustment to write the answers using English.

## CONCLUSION AND SUGGESTION

### Conclusion

Bilingual learning means the implementation of both first and second language to teach subject matter content for non-English-speaking students in school with the goal of developing foreign or second languages. SMA Banua make collaboration with PA-SIAD Turki in implementing bilingual learning program because this institution prioritized education system based on science and morality education. Preparing qualified bilingual teacher, the teachers should follow teacher training, MGMP Internal, MGMP external. While, for gaining qualified students for bilingual class, the students should pass several test: Administration test, Psychology test, Medical test, TPA, Reciting and writing holly Qur'an test, General interview and English interview. The teaching and learning process is using English 90%-100% for science and English. The objective of bilingual program in SMA Banua have been achieved and success supported by all elements: principal, institution, teacher competence, students competence, learning faci-

lities, etc. Students increase their English proficiency and they have their own pride school in SMA Banua because this school has bilingual programs which different from other schools.

### Suggestion

In the middle of the pro and contra of bilingual programs, it's good to look at the bright side. It takes the role of all stakeholders from government, schools, teachers, parents, and supporting facilities in the bilingual program to make this program worth fighting for. The teacher should be more creative in designing learning activities to keep students active and enjoy the study using English. It will be better if the teacher variate the methods of teaching which focus on activity to the learners.

The students should not be afraid to say their argument in learning activity and do not be afraid to make mistakes in speaking English. They should be confidence and aware with their study, so that, they can be success and achieve the goal of study. It should be better if there is English day on this institution in which the teachers, students, and staff should use English in communication during the day in order to practice and to improve language proficiency for all elements in SMA Banua.

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