Model and Approach in Evaluation of English Language Learning

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Abstract: This study aims to describe theoretically the learning evaluation model and approach. The method used in this study is the literature review method. This method emphasizes textbooks as sources and studies. The results of this study found that the learning evaluation model is divided into two namely: a quantitative evaluation model and a qualitative evaluation model. Quantitative evaluation models include the black box Tyler model, theoretical model, CIPP model, and Alkin model. In contrast, the qualitative evaluation model includes a case study model, an illuminative model, and a responsive model. Learning evaluation approaches include traditional approaches and systems approaches. By applying this evaluation model and approach to learning, the learning evaluation process in the classroom will be systematic and the resulting output will be in line with the expectations of the education system.

Keywords: Approach, English, Learning Evaluation, Model.

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INTRODUCTION

Education in Indonesia currently pays little attention to the quality of education, whereas in general Education has a very important role in nation-building, so there is no doubt. But of course it must be understood, education that is able to support development is quality education, that is education that is able to develop the potential of learners, so that those concerned are able to face and solve life problems they face. The concept of education as it feels increasingly important when one must enter the world of work and life in society, because the concerned must be able to apply what is learned in school to deal with problems encountered in everyday life.

Evaluation is part of the daily activities of human life. Whether we realize it or not, people often evaluate themselves, others and the environment. Likewise in the world of

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education, to achieve educational goals, especially learning objectives, it is necessary to have an evaluation. The success of the teaching and learning process in class can be seen from the extent of mastery of the competencies that have been mastered by all students in the class. Basically student learning outcomes can be expressed in three aspects, commonly referred to as domains or domains namely cognitive, affective, and psychomotor.

Educational evaluation has methods and approaches in the realm of learning and in the world of education, education experts collaborate on these methods and approaches in learning evaluation. But the realization is not perfect because many individuals who do not know about it. Thus on this occasion the author was motivated to discuss material about the learning evaluation model and approach.

Some understanding or theory of evaluation is often put forward by many experts. Gibson, defines evaluation is a process of assessment by comparing expected goals with real progress / achievements achieved. Meanwhile Wysong, stated that evaluation is a process to describe, obtain or produce information that is useful for considering a decision (Arifin, 2012).

Wandt and Brown (1977): evaluation refer to the act or process to determine the value of something. According to this definition, the term evaluation refers to an action or process to determine the value of something. If the evaluation definition proposed by Wandt and Brown above provides a definition of educational evaluation, then educational evaluation can be given an understanding as an action or activity or a process of determining the value of everything in the world of education (ie everything related to, or which happening in the education field). In other words, education evaluation is an activity or process of determining the value of education, so that quality or results can be known.

Furthermore, the term evaluation has been interpreted by experts in different ways even though the meaning is relatively the same. Guba and Lincoln (1985), for example, put forward the definition of evaluation as "a process for describing evaluations and judging its merit and worth". Whereas Sax (1980) argues that "evaluation is a process through which a value judgment or decision is made from a variety of observations and from the background and training of the evaluator".

Based on some of the opinions of the experts above, the term evaluation is the process of finding answers as well as what results or achievements of students based on information obtained from various ways. The information was obtained from the results of the assessment conducted by the teacher. So, Evaluation is gathering information to determine the quality and quantity of student learning.

Arifin (2012) suggests that approach is a way or perspective of someone in learning something. Meanwhile, Hasan (2008) groups evaluation models into two groups, namely quantitative and qualitative evaluation models.

Based on the opinions of the experts it can be concluded that the evaluation model and approach are very closely related to the learning process. So that it can be
interpreted that the model and approach is a way of looking at things both theoretically and practically.

**METHOD**

The method used in this study is the literature review method, where the method is one of the many types of research methods. This method aims to gather some relevant and more detailed theories from the explanations that will be discussed then make a comparison or evaluation.

**RESULT AND DISCUSSION**

**Learning Evaluation Model**

In the study of evaluation there are many evaluation models found with different formats or systematic, although in some models there are also the same. Hasan (2008) grouped two evaluation models into two, namely the qualitative evaluation model and the quantitative model. The quantitative evaluation model deals with the use of quantitative procedures to collect data on learning outcomes.

The models included in the quantitative evaluation include the black box model developed by Tyler. This model was developed on two grounds, namely an evaluation aimed at the initial behavior of students. This initial behavior can relate to students' initial attitudes and knowledge in learning. The focus of this model only focuses on learning outcomes.

**Taylor and Maguire's Theoretic Model**

According to Hasan (2008), Taylor and Maguire's evaluation model is more based on theoretical considerations. This model involves the variables and steps that exist in the development process. In carrying out the evaluation according to Taylor and Maguire's theoretical model includes two things, namely: first, collecting objective data generated from various sources regarding components of objectives, environment, personnel, methods, content, direct learning outcomes and long-term learning outcomes. It says objective data because they come from outside the evaluator's consideration. Second, data collection is the result of individual considerations, especially regarding the quality of objectives, input and learning outcomes.

The workings of the Taylor and Maquaire evaluation model are as follows: 1) Starting from the pressure / desire of the community towards education. Pressure and demands of the community are developed into goals. Then the purpose of this society is developed into the objectives to be achieved 2) Evaluator looking for data about harmony between general goals with behavioral goals. Then the evaluator's task here is to look for relevance between the objectives of the educational unit, curriculum and subjects that differ in their levels of abstraction. In this stage the evaluator must determine whether the development of behavioral goals brings gains or losses compared to the general objectives in the first stage. 3) Interpretation of objectives, At this stage the task of the evaluator is to give consideration of the value of general objectives. 4) Evaluate the development of goals into learning experiences. The job of
the evaluator here is to determine the outcome of a learning activity. Examine whether the learning outcomes that have been obtained can be used in community life.

CIPP Model

This model was developed by a team chaired by Stufflebeam. Hasan (2008) explains that this CIPP model has evaluation types, namely: Context Evaluation, Input Evaluation, Process Evaluation, and Product Evaluation. The four types of evaluation are as follows: 1) Context Evaluation, The main purpose of context evaluation is to find out the strengths and weaknesses of evaluation. The evaluator identified various factors of teachers, students, management, work facilities, work atmosphere, regulations, the role of the school committee, the community and other factors that might influence the curriculum. 2) Input Evaluation; This evaluation is important because for giving consideration to the success of the learning. The evaluator determines the level of usefulness of the various factors studied in the context of the implementation of learning. 3) Process evaluation is an evaluation of the implementation of a learning innovation. The evaluator collects various information about the implementation of learning, various strengths and weaknesses of the implementation process. Evaluators must record the various effects of input variables on the process. 4) Product The main purpose of evaluating results is to determine the extent to which the learning implemented has been able to meet the needs of student groups. Evaluators collect various kinds of information about learning outcomes, compare them with standards and make decisions about curriculum status (revised, replaced or continued).

Qualitative Learning Evaluation Model

The qualitative evaluation model always places the curriculum implementation process as the main focus of evaluation. Therefore, the dimensions of activities and processes get more attention than other dimensions.

The case study model is the main model in qualitative evaluation. The evaluation of the case study model focuses its attention on curriculum development activities in an educational unit. The unit can be in the form of a school, a class, or even a teacher or principal. In using the case study evaluation model, the first thing an evaluator must do is familiarize himself or herself with the curriculum being studied. If the evaluator is not familiar with the curriculum and education unit that developed it, then the evaluator is prohibited from evaluating.

There are two types of familiarization that are curriculum familiarization as an idea and as a plan and second familiarization is done when the evaluator is in the field. In carrying out the Evaluator must master the habits in the educational unit being evaluated.

After familiarization the evaluator can proceed with field observations properly. Observation is a data collection technique that is highly recommended in the case study model. With observation allows evaluators capture the atmosphere that occurs directly when the process being observed is ongoing. Provisions for evaluators when using observation are: 1) Evaluator is someone who has a vision and extensive knowledge about the focus of observation. 2) Evaluator someone who has the speed of thinking.
is important because the evaluator serves as an instrument that is always open to refocusing or open a new dimension of the problem being observed. 3) A careful evaluator in capturing information received. This accuracy is characterized by three things namely written information as conveyed by the respondent, the meaning of information, and the linkage of information to the broader context.

**English Learning Evaluation Approach**

Approach is a way or someone’s perspective in learning something. The learning evaluation approach can be seen from two aspects namely the learning component there is a traditional approach and a systems approach. While in terms of interpretation of the evaluation results there is a benchmark reference rating (PAP) and norm reference benchmark (PAN).

Arifin (2009), divides the evaluation approach into two, namely the traditional approach and the system approach. The traditional approach is an approach that emphasizes the product evaluation component rather than the process component, in this approach, students are more required to master a type of expertise and seem to put aside aspects of skills and attitudes. Arifin (2009), states that; "The system is the totality of various interconnected components and dependencies". The system approach means that the evaluation here puts more emphasis on the process, so that the components included in the process must be evaluated, both from the context, input, process, and product. Judging from the interpretation of the evaluation results, the evaluation approach is divided into two, namely writer-referenced evaluation and norm-referenced evaluation.

**Approach to Interpreting Evaluation Results**

In the modern literature on valuation, there are two approaches that can be used to interpret the results of evaluations, namely a criterion-referenced evaluation and a norm-referenced evaluation. Benchmark reference assessment is used if you want to know the success of students in achieving benchmark standards that have been absolutely established. Norm reference compares the scores of each student with the scores of other students. Arifin (2009), states "the meaning of values in the form of numbers and qualifications has a relative nature".

**CONCLUSION**

From the discussion above it can be concluded that the evaluation method and approach is very important in the evaluation of learning because the new development of the view of teaching and learning has consequences for teachers to increase their roles and competencies, because the teaching and learning process and student learning outcomes are largely determined by the role of competent teachers. Competent teachers will be better able to create effective learning environments and will be better able to manage their classrooms, so that student learning outcomes are at an optimal level. One of the roles of the teacher in the teaching and learning process is as an evaluator.
Learning evaluation models are grouped into two namely quantitative and qualitative models while the evaluation approach consists of two, namely the traditional approach and the system approach. Based on the above conclusions, it would be nice for us as prospective teachers to be able to better understand and master this material, as a provision when we go directly into the field.

REFERENCES


