EVALUATION OF AN ESP PROGRAM AT STATE POLYTECHNIC OF BANJARMASIN USING CIPP MODEL

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ABSTRACT

An evaluation of a program is required to assure that the intended objectives are met. This is considered as an essential step in the whole process to decide to continue or bring about necessary revisions in the program. This study attempts to evaluate the ESP program in Informatics Engineering study program at State Polytechnic of Banjarmasin and to find out whether or not an ESP program conducted at Informatics Engineering has met the prerequisites of delivering effective and quality of language education. CIPP (Context, Input, Process, Product) model of evaluation developed by Stuflflebeam (1971) is used as the framework as this model is largely used by many educational researchers and is emphasized the importance of producing evaluative data for decision-making. The results of this research suggest the importance of conducting needs analysis prior to the program implementation as it may provide solid and useful foundation for any program which seeks to serve its students. In addition, it is strongly advocated that teachers should use of various up-to-date books and materials to better keep up with the development of course content and provide comprehensive information and criteria measurement regarding assessment that should be articulated clearly in syllabus.

Keywords: CIPP; ESP; Program Evaluation

INTRODUCTION

Educational programs are designed to achieve 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 processes so that the people in charge decide to continue or bring about necessary revisions in the program.

In the context of English language teaching in Indonesia, several changes of the language program had been made. These result to the betterment of the whole aspects of the program including curriculum. One of the most important prerequisites of delivering effective and quality language education is having clearly defined curriculum. Therefore, having a good curriculum is one of the vital steps towards high quality education.

As for Indonesian higher education milieu, main aims of teaching of English for non-English language programs are for following technological and scientific improvement and for

better job opportunities. The English for Specific Purposes (ESP) is the program set to serve these purposes. The demand for both learning and teaching ESP in the Information and communication technology is an example for ESP, which emerged from within the overall field of English Language Teaching (ELT) family in the early 1960s and continues to be an important and dynamic area of specialization within ELT. English for ICT has become an important component of the curriculum at many ICT sciences and ICT colleges, with the goal of addressing learners' specific needs and thus helping them to be proficient and successful in English, both in their academic studies and in the professional workplace. Therefore, the ESP curriculum should undergo continuous evaluation and renewal in order to make it effective and responsive to the future needs of the learners.

This research attempts to evaluate the ESP program in Informatics Engineering study program at State Polytechnic of Banjarmasin using the framework of CIPP (Shufflebeam, 1971) with particular focus on 'Input' evaluation stage.

Daniel Stufflebeam has provided a comprehensive evaluation model that is an important contribution to a decision-management approach. According to Stufflebeam, information is provided to decision making. Evaluation must include the following: delineating what information needs to be collected, obtaining the information, and providing the information to interested parties. Stufflebeam delineates four types of evaluation: context, input, process, and product.

Context evaluation involves studying the program's environment. Its purpose is to define the relevant environment, portray the desired and actual conditions pertaining to that environment, focus on unmet needs and missed opportunities, and diagnose the reason for unmet needs.

Input evaluation provides information regarding resource use. It focuses on feasibility. Evaluators assess the school's ability to carry out evaluation. They consider the suggested strategies for achieving program goals, and they identify the means by which a selected strategy will be implemented. Input evaluation addresses these questions: Are the objectives stated appropriately? Are they congruent with the school's goals? Is the content congruent with the program's goals and objectives? Are the instructional strategies appropriate? Do other strategies exist that could achieve the objectives? What is the basis for believing that these contents and instructional strategies will result in attainment of the objectives?

Process evaluation addresses implementation decisions that control and manage the program. It is used to determine the congruency between the planned and the actual activities.

Product evaluation has evaluators gathering data to determine whether the final curriculum product now in use is accomplishing what they had hoped. Product evaluation provides information that enables evaluators to decide whether to continue, terminate, or modify the new curriculum.

RESEARCH METHODOLOGY

A case study design was applied in this study in which qualitative and quantitative methods were used to collect the data for evaluating the ESP program course offered in the Informatics Engineering study program at State Polytechnic of Banjarmasin.

As stated in the previous section, this research takes the CIPP model proposes by Stufflebeam for evaluating purposes. However, this study focuses only on the three first steps of the process, which are context, input, and process. The "product" stage is not discussed in this study due to data constraints. Below is the visual representation of the component parts and the associated research data obtained.

(1) Context evaluation	A descriptive analysis of the current ESP program in the Informatics Engineering with particular focus on and regard to:
	➢ The research site: on overview of the ESP course at State Polytechnic of Banjarmasin
	➢ A description of the present ESP course in the Informatics Engineering study program
	➢ An overview of vision and mission of State Polytechnic of Banjarmasin and the Informatics Engineering study program.
	➢ Background of the ESP instructors and students. Due to resource constraints, the data of alumni and employers are not discussed and this becomes one of drawbacks of the study.
	➢ Setting, resources and facilities
(2) Input evaluation	A detailed description of the current ESP courses in Informatics Engineering study program with particular focus on and regard to:
	➢ The syllabus of ESP course including the principles and theories are used in the design
	➢ Description of the aims and objectives of the course gathered from document analysis
	➢ Description of course materials used and the assessment tools used
(3) Process evaluation	The data obtained came from questionnaire:
	➢ Needs analysis to find out the language learners' needs to suit with their study program
	➢ Students' current opinion of the ESP program
(4) Product evaluation	There is no discussion regarding this process due to resource constraint

As represented above: Firstly, data which is focused on the first research question and which informs the context evaluation component of the CIPP model is collected.

Research question 1: In what setting does the ESP course take place? (in terms of its research site, the goals and objectives of the ESP course, people and facilities)

(1) Context evaluation in this study consists of a descriptive analysis of the current program in the ESP course.

Secondly, data which is focused on the second research question which informs the input evaluation component of the CIPP model is collected.

Research question 2: What ESP course is offered in the Informatics Engineering at State Polytechnic of Banjarmasin? Analyzing the course through the following components namely, "course aims

and objectives", "course contents and materials", " course conduct and teaching-learning process" and "assessment and student performance".

(2) Input evaluation in this study consists of a detailed description of current ESP course

Thirdly, data taken is focused on the third research question which informs the process evaluation component of the CIPP model is collected.

Research question 3: What are the students' perceptions on the effectiveness of ESP program?

(3) Process evaluation in this study was obtained through questionnaire distributed to students who are taking ESP course academic year 2013-2014.

The research instruments used in this research are questionnaire and document analysis including syllabus document, learning materials, and assessment tools.

Document analysis was used in the present study as additional data collection method. This type data enabled the researcher to obtain basic information concerning the process of the ESP course, its stated objectives, content methodology, thus facilitating the identification of some issues that would be pursued in other data collection method (Patton, 1987). There were several documents reviewed for the purpose of this study. These include:

1. The course syllabus which consisted of the outline of the ESP course describing relation to each, such as the course aims and objectives, skills to be developed, materials to be used and the tool to be used for assessment.
2. The materials (i.e. course books and supplementary materials) used in the ESP course.
3. The assessment tools and assessment criteria used in the ESP course

These documents are a 'natural' form of evaluation data. There may seem to be more than necessary, but as Richards (2001) suggests, 'the more documentation that is available about the course, the easier it is to arrive at decisions about it'.

A questionnaire is chosen due to the fact that it is easier and more practical to gather a huge amount of information in less than an hour and can be used with a variety of people in a variety of situations targeting a variety of topics (Dörnyei & Taguchi, 2010, p. 6). The questionnaire used in this study consisted of 15 questions, 12 closed and 3 open-ended. The closed items were of two types: three checklist questions and nine Likert-scale questions. In order to avoid the tendency of some participants to choose the middle option rather than declaring a define position, an even number of options (4-point scale) was used (Brown, 2001).

The closed questions sought to elicit the respondents' reasons for studying English, their attitudes towards the ESP course and its components, their levels of proficiency in English skills and students' language needs in terms of both their academic studies and their target careers. It included a list of skills which were extracted from descriptions in the ESP course curriculum. On the final page of the questionnaire there were two main specific open-ended questions. The first asked respondents to describe any problems or difficulties they faced in learning ESP, while the second asked about those they faced when using English inside or outside the college. The third was the most open, inviting respondents to add any comment they would like to make on any aspect of the ESP course. These three open-ended questions were intended to elicit some qualitative data.

FINDINGS AND INTERPRETATIONS

Context evaluation

As has been drawn out in the literature review, context evaluation involves studying the environment of the program. Its purpose is to define the relevant environment, portray the desired and actual conditions pertaining to that environment, focus on the unmet needs the actual and missed opportunities and diagnose the reason for unmet needs (Ornstein and Hunskin, 2009). Written documents were reviewed in order to gather data about the setting, the research site, the description of the present ESP course, the goals and objectives.

The research site

The site used for evaluation in this study was State Polytechnic of Banjarmasin particularly at Informatics Engineering study program located in Banjarmasin, South Kalimantan. This vocational higher education institution offers diploma degree (D III and D IV) level for several study programs such as Mechanical Engineering, Civil Engineering, Accounting, Business Administration and Information Technology. It prepares graduates to have knowledge and skills to be readily applied in the globally job market

A description of the present ESP course

One of requirements for diploma students in vocational higher education to obtain their degree is that they should complete a mandatory subject of English for Specific Purposes (ESP). This regulation is stipulated in the Indonesian National Qualification Framework (INQF) that requires learners to have general competence including the competence in acquiring English language. The ESP course in Informatics Engineering at State Polytechnic of Banjarmasin is known as English 1 and English 2 with the course code of TI-1202 and TI-1203 successively. The contact hour of this course is two hours per week and it is only two-hour credit course. This ESP course is offered in year 1 of their diploma degree. For the purpose of the analysis, only English 1 (TI-1202) will be comprehensively discussed.

Background to the ESP instructors and students

There are three ESP instructors teaching at Informatics Engineering study program. Two of the instructors hold bachelor degree in English education and one instructor holds master degree in the same program.

The majority of students have science and information technology educational background in their secondary school. In terms of English proficiency, they have good ability in English.

Facilities

Students are provided with particularly well-equipped environment with good facilities to access information. The institution provides language classroom, computer labs and language labs. In addition, language learning materials, books, and newspaper are provided as supplementary materials for teachers and to students to maintain their learning effectiveness.

The interpretation data of context evaluation

The results of a context evaluation above can be used to provide a sound basis for either adjusting or establishing goals and priorities and identifying needed changes.in the curriculum or syllabus. Context evaluation is more or less similar with the situational analysis-a reading of the reality in which individuals find themselves and an assessment of that reality in light of what they want to do. As noted by Brown (1995), the institutional context within which a language is learnt plays an important role in effective teaching. The success of language teaching is influenced by the context within which it takes place.

Input evaluation

This section seeks to explore the ESP course program in undergraduate Diploma curriculum. The data were obtained from the written documents including: (1) written syllabus of ESP course; (2) descriptions of the aims and objectives of the courses; (3) descriptions of the course materials used, and the assessment tools used.

The purpose of input evaluation is to provide information and determine how to use resources to meet program goals. Input evaluates specifics aspects of the curriculum or syllabus or specific components of the curriculum or syllabus. It deals with the following questions: Are objectives stated appropriately? Are the objectives congruent with the goals of the institutions? Is the content congruent with the goals and objectives of the program? Are the instructional strategies appropriate? Do other strategies exist that can help meet the objective? What is the basis for believing that using these instructional strategies will enable educators to successfully their objective? (Ornstein and Hunskin, 2009).

Written syllabus of the current ESP course

The current ESP course syllabus for English 1 in Informatics Engineering study program consists of a number of parts including general information of the course, the aims and objectives which are articulated in each meeting in the course unit, and the basic information of the assessment. This syllabus seems covering the syllabus components stated in the literature. The syllabus is developed by a senior English teacher who has 8 years experience of teaching ESP course in the institution and is regarded as the experts in ESP subject and is not developed based on needs analysis. This syllabus has been used for two years and has never been evaluated or revised before. The topical based or content-based syllabus which is organized the content around themes, topics, or other unit of contents seems to be used in this syllabus. It is noted in the literature review that the topical or content-based syllabus has a number of benefits that this type of syllabus can address students' needs and characteristics and can motivate learners.

However the current syllabus does not consider the content standard, the learning outcomes standards, the process standard, and the assessment standard as stated in the government regulation. This problem emerges due to the insufficient knowledge of teachers in designing syllabus based on the government national standards. The reconstruction of syllabus therefore is needed.

Course aims and objectives

To make teaching and learning processes more effective and efficient, aims and objectives are set in the instructional program. Aims are defined as general statements concerning desirable and attainable purposes and based on perceived language and situation needs and objectives are the more specific and concrete statements of what students are expected to learn. Goals should focus on what the program hopes to accomplish in the future Instructional objectives is specific statements that describe the particular knowledge, behaviors, and/or skills that the learner will be expected to know or perform at the end of a course or program.

In terms of aims, it seems that the aim is not quite in line with instructional objectives. It is stated that the aims of this course is to make students understand the expressions of *spoken and written technical English* and to make students able to use the expressions in the appropriate context, and the spoken technical English never exists in the content. Therefore, re-formulation of aims needs to be conducted.

The objectives formulated in the syllabus are clearly articulated and use transitive verb such as "identify, apply, search" etc. As stated in the literature regarding objectives, transitive verb must be used to make student's performance observable.

Course contents and materials

Course content reflects the planners' assumption about the nature of language, language use, and language learning, what are the most essesntial elements or units of language are, and how these can be organized as an effective basis for second language learning. The choice of a particular approach to content selection will depend on subject–matter knowledge, the learners' proficiency levels, current views on second language learning and teaching, convential wisdom, and convinience as well as information from needs analysis (Richards, 2001). Decision about the course content also need to address the distribution of content throughout the course, e.g. scope and sequence. Scope means decision on the breadth and depth of coverage of each item whereas sequence means decision on which content is needed early in the course and which provides a basis for things that will be learnt later. Sequencing may be based on (1) simple to complex, (2) chronology, (3) need, (4) pre-requisite learning, (5) whole to part or part to whole, (6) spiral sequencing.

Materials can be defined as any systematic description of the techniques and exercises to be used in classroom teaching (Brown, 1996). This broad definition cover text materials and non-text materials, such as realia and representations, photograph of a person or a house, audiovisual aids, multimedia. (Brown, 1995)

The course contents in the ESP syllabus under studied are arranged based on the consideration of simple to complex sequence and needs. Regarding the materials, created materials i.e. textbook is used. The various textbook materials are compiled and modified to suit the learners' needs. A module as supplementary course material was provided for learners. The data also supported the view that the course materials aligned with the course objectives. The course materials also involved task-based activities to stimulate English language learning. In sum, even the materials were not constructed based on needs analysis, it appears

clear that the materials are sufficiently motivating and interesting to meet the needs and interests of the students.

Course conduct and teaching-learning process

The data from the written syllabus reveals that teacher centered approach were adopted in the teaching-learning process. This can be seen from data that lecturing and discussion were the dominant techniques used in the teaching learning process. In conducting instructional activities, the learner-centered approach is highly suggested to be applied as the purpose of ESP is to produce learners with knowledge and skills readily used in the job market. More pair work, group work and project work should be encouraged. Developing students' argumentation and presentation should also be considered. A good ESP teacher should avoid monotonous and mechanical teaching to minimize the negative effects of learners' emotional reactions to learning and should consider students' engagement in the instructional process. The data suggests that the teachers being proficient in English is not enough as they have to have the additional ability, interest, and teaching awareness to be able to use appropriate teaching techniques for advancing the learning, interest, and ability and commitment of the students.

Assessment and student performance

Assessment is a variety of ways of collecting information on learner's language ability or achievement. Assessment depends on the objectives of the course and should be based on needs analysis. The test administered should be the one that captures the kind of behavior, skill or performance evaluated. Several aspects of assessment information were not well articulated in the syllabus such as the description of assessment methods and the description of student attendance. Therefore, the revision regarding the clarity of assessment should be made.

Process evaluation

The focus of the process evaluation is the implementation of a program or a strategy. The purpose is to provide feedback about needed modification if the implementation is inadequate. To provide sufficient information regarding the process evaluation, a questionnaire was used as the instrument for data collection. The questionnaire was distributed to 10 second semester students of Informatics engineering at State Polytechnic of Banjarmasin.

- *The extent to which the ESP course had helped students in improving the language skills*
  The data from the questionnaire reveals that 66% of the students perceived that their ability in reading was improved. The improvement was also occurred in the other language skills.
- *The effectiveness of the ESP course*
  Regarding the effectiveness of the ESP course, the data showed that most students articulated that the ESP course was effectively and successfully conducted. This can be seen from the table below.

ESP Course Effectiveness	Students	
	Frequency	**Percentage**
Very successful and effective	-	-
Successful and effective in most of its aspects	12	80%
Successful and effective only a few of its aspects	3	20%`
Not successful and effective at all	-	-

The other data findings concerning with the process evaluation are not presented in this study due to time and space constraints. On the whole, the results of the questionnaire suggest that the ESP course was effective and helpful in improving student's language ability, to some extent.

RECOMMENDATIONS AND CONCLUSIONS

The CIPP model employed in this research has served to provide a comprehensive framework for the evaluation of the ESP program and has gathered information from all aspects of the program. The recommendation proposed may serve insights to make useful and helpful contribution to the program.

Conducting needs analysis before the program commences is highly suggested as it may provide solid and useful foundation for any program which seeks to serve its students. Needs analysis may provide a means of obtaining wider input into the content, design, and implementation of a program, may be used as the source of information to develop goals, objectives and content, and may provide useful data to assist in the review and evaluation of an existing program in order to measure how to the identified needs and the program as presented match up.

It is recommended that various up-to-date books and materials should be used to better keep up with the fast development of information and communication and technology and conduct evaluation on the course materials periodically.

Teacher should provide comprehensive information and criteria measurement regarding assessment that should be articulated clearly in syllabus.

In conclusion, this research has helped establish the view that the ESP program has been well conducted although some minor revisions should be made.

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