EVALUATING ENGLISH EXTRACURRICULAR PROGRAM USING CONTEXT, INPUT, PROCESS, AND PRODUCT (CIPP) MODEL

A Case of an English Club Program in Hidayatullah Elementary School Semarang

a final project

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for the degree of *Sarjana Pendidikan*

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by

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APROVAL

This final project proposal entitled Evaluating English Extracurricular Program Using Context, Input, Process, and Product (CIPP): a Case of English Club Program at Hidayatullah Elementary School has been approved by the advisers of the English Education of Undergraduate Program, Universitas Negeri Semarang on 27th of November 2019.

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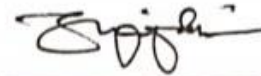
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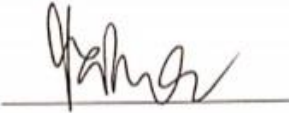
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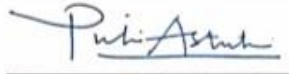
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STATEMENT

I declare that what is written in this final project is truly my own work, not a copy of someone else's writing, either partially or completely. Opinions or findings of other people which contained in this final project cited or referred based on the code of ethics scientific.

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ABSTRACT

Putri, A. A. (2020).Evaluating English Extracurricular Program Using Context, Input, Process, And Product (Cipp) Model : A Case of an English Club Program in Hidayatullah Elementary School. Final Project. Faculty of Language and Arts. Universitas Negeri Semarang. Adviser: Dr. Dwi Anggani Linggar Bharati.

Keywords: evaluation, implementation, English Club, CIPP model.

This study was a case study which was aimed at evaluating the implementation of English Club program in Hidayatullah Elementary School, finding out the advantages of joining the program, and finding out the strength and weaknesses of the program. The participants of this study were two teachers and twenty-eight students who join the program. The data were collected through observation, questionnaires, and interviews. The results showed that in real practice, teachers could successfully run the English Club program well that can be seen from the context, input, process, and product component. The advantages the students get including it gives a habit to always use English, it helps the students to be more proficient to use English, it helps the students to enrich their vocabulary, it gives chance to the students to join English competitions, and it gives new information and knowledge to the students. The strength ofthe program includes students' enthusiasm, adequatefacilities, and the chance for students to join English competitions. While the weaknesses including the provision of the material the teacher gave in the English Club program was still lacking, students were found it difficult to speak English in daily, and time allocation at each meeting was still ineffective.

CHAPTER I

INTRODUCTION

This introduction chapter consists of a background of the study, reasons for choosing the topic, research problem, objectives of the study, significance of the study, limitation of the study, definition of key terms, and outline of the study.

1.1 Background of the Study

According to Law (2003:20) concerning the National Education System in article 1 paragraph 1 mentions as follows:

> "Education is a conscious and planned effort to create an atmosphere learning process so that students actively develop their potential to have spiritual power, self-control, personality, intelligence, noble character, and skills needed by themselves, society, and state."

With the existence of this law, students are expected to achieve their goals in the learning process. In fostering students in Elementary School, many programs are implemented to develop their ability and skills, one of them is the extracurricular program. Based on Government Regulation 19/25 on National Education Standard as cited by Virgiyanti (2013), every school may allow developing students' competence by applying for an extracurricular program.

English Club means a club for people who are interested in English language practice. They gather in the club with the same goal that is to improve their English

skills (Sabgini, 2017). Generally, this outside activity is conducted to help the development of students based on their potential, talent and interest needs.

Moreover, as cited by Craft (2012), there is a strong association between student involvement in extracurricular activities and improved attendance, behavior, and academic performance (Reeves, 2008). He explained that all students who participate in some type of extracurricular activity perform better than students who are not involved. This program is one of the important elements of building students' personalities. Generally, this sort of activity allows students to freely express themselves through independent or group activities under the direction of an instructor or teacher. Here the writer would like to focus on English Club extracurricular program.

> "English education at school now has concerned about the importance of communication competence. The main purpose of teaching English is no longer only enabling the students to do the English test provided by schools, but also to use English to communicate" (Utami & Bharati, 2020).

In teaching and learning English, there are four major skills; they are listening, speaking, reading, and writing. These skills are really important to understand English. Furthermore, no skill is needed to be prioritized, since all those skills are linked and cannot be separated one from another. Through this program, students can gain their ability in speaking, listening, reading, and writing. This program also enables students to hone their talents and potential.

Baihaqi (2016) stated that English plays an important role in the world and it is used in many fields of life such as: in politics, economics, social, entertainment,

education and so on. English has become a very important language in the world, people are forced to be able to master English if they want to interact with people in the world. Besides, English is also used for transferring science, knowledge, and technology of information. In Indonesia, English becomes a foreign language that everyone should learn to survive in this era. Almost in all fields of occupations and professions, English takes a very significant role as one of the requirements for applying for a job. Therefore, learning English is a must for the people whose native language is not English if they want to develop their carriers in this global era. So, they will not be left behind. Nowadays, an extracurricular activity or English Club is one of the several ways in improving their English for students especially in spoken form. They use English Club as their medium to improve their English.

However, not all schools implementing an English Club program. Hiyataullah Elementary School as one of the Islamic schools in Semarang implemented an English Club extracurricular program. One configuration of school literacy campaign is to provide an English Club program. The school hopes that the existence of the program can be a solution for the problems that students face in learning English, the school believes that this program will help students in mastering English subject. It is in line with (Yuliandasari & Kusriandi, 2015) who stated that "The point of the English club program held by the school is to give students a chance to improve their English ....."

Nevertheless, in the real practice of the English Club program in Hidayatullah Elementary School, there are problems in the program, there are the teachers do not

have a lesson plan for doing the activities. However, the material is the most important thing to begin the learning process. If there is no effective material, the school will not achieve the goals. Meanwhile, students were really difficult to speak English in daily. It will be a challenge for the teachers to give interesting material so that students will be confident to speak English.

So, it is interesting to evaluate the English Club program in Hidayatullah Islamic Elementary School to know whether the program gives students advantages and to know that the program is useful for the school, it is hoped that the evaluation of the program will give a better quality of the students to improve their English ability.

1.2 Reasons for Choosing the Topic

There are some reasons why this study focuses on evaluating English extracurricular program using context, input, process, and product (CIPP) model in case of English Club program in Hidayatullah Elementary School, the reasons are:

In the implementation of the English Club program in Hidayatullah Elementary School, all school members should participate well to achieve the goals. But based on my observation, many problems are facing in the implementation of the program, there are; the teachers don't have a lesson plan for doing the program, they don't have a certain material for teaching in every week. Then, the students were really difficult to speak English in daily. It will be a challenge for the teachers to give interesting material so that students will be confident to speak English.

Second, the educational program is intended to conduct a teaching-learning process to create a quality human resource. It is a kind of difficult task, so to make sure that the program can run well, there must be a kind of goals and objectives as the guidance for the implementation of the program. There must be a way to make sure the objectives and goals are met. Therefore, there is a need to make an evaluation. To do the evaluation, the CIPP model promoted by Stufflebeam (2003) is one of the models that can be used. It will give useful input for the improvement of the program to know how the possible solution to the problem.

Because of the reasons above, the writer decided to choose the research topic "Evaluating English Extracurricular Program Using Context, Input, Process, and Product (CIPP) Model in a Case of English Club Program in Hidayatullah Elementary School. Hopefully, the writer can evaluate the program well and can solve the problems of the program for the better quality of the program, so it will do improve students' ability in mastering English.

1.3 Research Questions

Based on the background of the study above, the research questions of the study are:

1. How is the implementation of an English Club program in Hidayatullah Elementary School?

2. What are the advantages of joining the English Club program?

3. What are the strength and weaknesses of the English Club program?

1.4 Objectives of the Study

Based on the problem mentioned above, the objective of the study is:

1. To find out the implementation of the English Club program at Hidayatullah Elementary School.

2. To find out the advantages of joining the English Club program.

3. To find out the strength and weaknesses of the English Club program.

1.5 Significance of the Study

By the end of the research, the present study will be significant for further discussion in theoretical and practical aspects.

1.5.1 Theoretical

The result of the study will be useful theoretically in overcoming problems that occur in the English Club program to improve the quality of a better program.

1.5.2 Practical

1. For students

   The study is expected to provide innovations in increasing their interest and result in the English Club program.

2. For teachers

   The study will improve teachers' professionalism in the continuity of the teaching process.

3. For school

   The study will find a new resolution that can improve the quality of the English Club program.

1.6 Scope of the Study

The study limits the evaluation by some criteria, those are:

1. The study limits the evaluation for the implementation of the English Club program.

2. The study is conducted for all members of the English Club program in Hidayatullah Elementary School.

3. In this study, the evaluation is limited by the use of context, input, process, and product (CIPP) model.

1.7 Definitions of Key Terms

Here the writer is going to explain the definition of evaluation, English club extracurricular program, and theCIPP model.

1.7.1 Evaluation

Evaluation is a purposeful, planned, arranged, and careful piling and examination of information implemented to present the effectiveness of programs, building liability as well as pointing to parts requiring change and development (Wall, 2014). He also stated that evaluation is not a one-time incident. As stated by Aziz, Mahmood, andRehman (2018), evaluation is at the center of all improvements whether we talk about the quality of education or the effective working of a school. Everywhere policymakers and researchers emphasize the need for evaluation of schools that helps in the quality control, monitoring of quality, quality assurance and quality development.

1.7.2 English Club Extracurricular Program

As cited by Bahaqi (2016), the English club is a media bridging one person with the others in which the purpose not only to improve their speaking ability but also to improve students' motivation and build up their confidence to speak as much as possible (Wetherby, 2011). By having an English Club, students could share their knowledge with their friends, it also might be a better place to share students' difficulties in practicing speaking and to look forward to how to solve their problems.

1.7.3 CIPP Model

This evaluation model is the most widely known and applied by evaluators. The CIPP evaluation model is a framework for guiding evaluations of programs, projects, personnel, products, institutions, and evaluation systems (Stufflebeam, 2003). As stated by Stufflebeam (2003), the CIPP evaluation model including context, input, process, and product component with the intention of not to prove, but rather improve the program itself. All four components of Stufflebeam's CIPP evaluation model play important and necessary roles in the planning, implementation, and assessment of a project.

As stated by Aziz, Mahmood, andRehman (2018), context refers to the need and opportunities that define the goals and objectives based on which the outcomes are attained. They added that input involves the resources, infrastructure, curriculum and content needed to implement the teaching-learning processes. The process includes the teaching-learning processes, evaluation, and activities; it includes all the

processes that are necessary for the implementation of different activities and their formative evaluation. Product evaluation involves skills, values, attitudes, and results that are needed to identify the outcomes and effectiveness of the educational program (Aziz, Mahmood, &Rehman, 2018).

1.8 Outline of the Study

In this report of the study, there are five chapters. They are as follows:

Chapter I is the introduction. This chapter consists of a background of the study, reasons for choosing the topic, research problem, the objective of the study, the significance of the study, limitation of the study, definition of key terms, and outline of the report.

Chapter II is a review of related literature, which presents a review of the previous studies, a review of the theoretical studies, and a review of the theoretical framework.

Chapter III is about the method of investigation. It covers research design, subject of the study, the object of the study, instruments for collecting data, validity, and reliability, procedures of collecting data, procedures of analyzing data, and triangulation.

Chapter IV is data analysis and discussion. The research findings are described and interpreted in this chapter.

Chapter V is the conclusion. It deals with the conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into three subsections. They are a review of previous studies, a review of theoretical studies, and theoretical framework.

2.1 Review of Previous Studies

In this section, the writer would like to review the previous studies that support the writer's opinion about evaluating the English Club extracurricular program. There are some previous studies related to the field of this study. Here are the descriptions of those studies:

2.1.1 Evaluation of a Program

Evaluation of a program or system is important to know how the program is running. Isnan (2016) on his CIPP evaluation study found that the journalistic extracurricular program overall was very good with an average percentage of 84,51% with keep maintaining the appearance and always being updated about user needs, developing plans and strategies to facilitate the activities, and keep improving student discipline to further facilitate activities. Besides, Setyaningrum (2016) found that the fourth components; context, input, process, and product (CIPP) in the implementation of Education Training Program were carried out well, but still needed some improvements related to the organization of learning activities and learning processes

to produce quality and the number of competent and professional graduates. Aziz, Mahmood, and Rehman (2018) on his Implementation of CIPP Model for Quality Evaluation at School found that teachers focused more on theoretical work and rote learning, which put pressure on students and harmed their intellectual abilities.

Kalekar and Patil (2015) on their CIPP Model Evaluation for School revealed that this model will help them to make decisions about the school. They added that it will not assign a school a particular grade alone but will also help the school to understand why they are at a particular grade and what they need to do to go to a higher grade and if the school takes this approach, it will realize their accountability towards the learners, parents, society, and nation in general. This model will help in improving the quality of education.

Furthermore, Tunc (2010) on his Evaluation of an English Language Teaching Program at a Public University Using CIPP Model indicated that the program at Ankara University Preparatory School partially served for its purpose. Based on his findings, some improvements in the physical conditions, content, materials and assessment dimensions of the program were required to make the program more effective. Onerand Mede (2015) on their Evaluation of A1 level program at an English Preparatory School in a Turkish revealed that although the program is perceived to be effective in general, particular components need to be revised and emphasized. In light of these findings, certain curricular recommendations are made to be taken for consideration in the following academic years.

Moreover, UmamandSaripah (2018) on their study of Using CIPP Model in the Evaluation of Training Program indicated that all aspects of context, input, process, and product was in the "good" criterion. Based on the results of the dimension evaluation, the total PE score obtained was 78.88%, or overall in the "fair" criterion. It can be concluded that in general, the execution of this training program was successful, so it is recommended that similar programs can be conducted again with some improvements.

2.1.2 Extracurricular Program

Extracurricular activities have a positive impact on basic skills such as interpersonal skills, teamwork skills, presentation skills, self-direction, and project management skills, which can contribute to future employability and career development (Wood, Little, Goldring, & Jenkins, 2011).As cited by Han and Kwon (2018), participation in extracurricular activity contributes to (a) cognitive complexity (e.g., critical thinking, intellectual flexibility, reflective judgment), (b) knowledge acquisition and application, (c) humanitarianism (e.g., interest in the welfare of others), (d) interpersonal and intrapersonal competence (e.g., self-confidence, self-awareness, ability to relate to others), and (e) practical competencies (e.g., decision making, vocational preparation) (Kuh, 1995). Also, many other studies have shown that extracurricular activities improve students' cognitive and academic development and the development of new knowledge and skills (Arip & Yusof, 2002; Kuh, Hu, & Vesper, 2000).

Students can identify their capacities and enhance competencies required for their future careers through extracurricular activities (Bartkus et al., 2012). Although students may not get enough practice during classroom activities because of constraints and lack of authentic opportunities for practice, extracurricular activities often allow them to apply their knowledge in real situations (Shamsudin et al., 2014). Then, according to Craft (2012), students that participate in extracurricular activities have slightly higher grade point averages, SAT scores, success on the Georgia High School Graduation Writing Test, and miss fewer days of schools. Regarding the academic outcomes of extracurricular activity, participation in extracurricular activity has been positively associated with academic achievement including better grades and test scores, increased engagement in school, and educational aspirations (Massoni, 2011). It is also supposed that extracurricular activitiy have a positive impact on academic achievement through the reduction of problem behaviors, declining dropout rates, and the integration of learning processes (Ahren, 2010; Bakoban&Aljarallah, 2015).

Moreover, extracurricular activities are important for enhancing students' academic confidence, social development and their sense of well-being at school and facilitating the development of interpersonal skills and positive social norms (Eccles, Barber, Stone, & Hunt, 2003; Stuart, Lido, Morgan, Solomon, & May, 2011).

2.1.3 English Club

English Club is effective to improve students' speaking skills. It gives chance to students to speak in more flexible conditions with their peers (Yuliandasari,

2015).Besides, O'dea (1994) confirmed that students involved in extracurricular activities have a significantly higher grade point average than students not involved in extracurricular activities. Furthermore, the effectiveness of the English Club program has been proven in a study conducted by Bihaqi (2016) in which he found that English Club improves the students' speaking ability in UPT Ma'had al Jami'ah of UIN Ar-Raniry Banda Aceh.

On the other hand, the activities of the English Club did not support the activities of the regular class according to the study conducted by Virgiyanti (2013). She added that the activities in the English Club should be matched with the activities in the regular class because the English Club aims to support the activities in the regular class. Also, Herpratiwi and Purnomo (n.d.) found that the English Club program was fewer advantages for students. They added that students' achievement in joining the English club program was 22%. Based on the findings on Amita, Tavriyanti, andErnati (n.d), the English Club program did not influence the students' English skill especially speaking skills.

The differences between the previous study with the writer's study are that the previous studies were discussing the influence, the impact, and the students' perception of the English Club program, and the CIPP model was used to evaluate another program, such as journalistic extracurricular program and Education Training program. It is important to evaluate the English Club program using the CIPP model because this model is not only discussing the process of the program but also the context, input, and the product of the program. By doing this study, the writer hopes

to find out the implementation, the advantages, and the strength and weaknesses of the English Club program using the CIPP model.

2.2 Review of Theoretical Studies

In this section, the writer would like to discuss about the theoretical studies connected with the topic of the study. They are the definition of program evaluation, purposes of program evaluation, CIPP evaluation model, the definition of extracurricular, English Club extracurricular program, and practical activity of English Club program.

2.2.1 Definition of Evaluation

Evaluation is a purposeful, planned, arranged, and careful piling and examination of information implemented to present the effectiveness of programs, building liability as well as pointing to parts requiring change and development (Wall, 2014). He also stated that evaluation is not a one-time incident. As stated by Aziz, Mahmood, andRehman (2018), evaluation is at the center of all improvements whether we talk about the quality of education or the effective working of a school. Everywhere policymakers and researchers emphasize the need for evaluation of schools that helps in the quality control, monitoring of quality, quality assurance and quality development.

Ulum (2016) stated that program evaluation is a constructed process gathering and incorporating data to lower the scale of ambivalence for stakeholders related to a given program. He added that it mostly deals with solving problems, the outcomes of which are later covered in the data sources employed by the people having a stake in the program. As cited by Onarand Mede (2015), program evaluation focuses on

collecting information about a program to understand how the program works, enabling different kinds of decisions to be made about the program, such as whether the program responds to learner needs, whether further teacher training is required for instructors working in the program and whether the students are learning sufficiently from it (Richards, 2003).

The meaning of the words contained in the definition also shows that evaluation activities must be carried out carefully, responsibly, effectively using strategies, and can account for being used to achieve certain goals. Thus evaluation can be interpreted as any systematic effort to understand both abilities and progress, before, during, and after the process activities, through collecting data and comparing them with norms or certain criteria to achieve a predetermined goal. The evaluation provides many benefits for students, teachers, and schools as well as other educational institutions. With the evaluation, students can know the extent of the success achieved during education. On the teacher side, the results of the evaluation can be used as feedback and benchmark of the success of the learning process. For schools, the results of the evaluation can be used to measure and compare school learning outcomes with other schools. For educational institutions, evaluation results can be used to further improve the quality of education in school.

Some opinions about the definition of evaluation above can be concluded that evaluation is all efforts in the form of a systematic process to collect, describe, interpret and present all information obtained so that it can be used as a basis of making decisions, compiling policies and developing the next program.

2.2.2 Purposes of Program Evaluation

As cited by MsilaandSetlhako (2013), the purpose of evaluation research is to measure the effect of a program against the goals it set out to accomplish as a means of contributing to subsequent decision making about the program and improving the future programming (Weiss, 2010, p.5). Besides, the primary aim of language program evaluation in education is to collect information about student and teacher performance with in-class interactions (Onar& Mede, 2015).

Based on the description above, program evaluation has the objective to find out the implementation of a program and the weaknesses that exist in the implementation of the program that can be used as a means of deciding for the follow-up of a program.

2.2.3 CIPP Evaluation Model

This evaluation model is the most widely known and applied by evaluators. Evaluation term guiding CIPP model as the process of outlining, acquiring, supplying and employing descriptive data about the worth and merit of some object's aims, form, fulfillment, and consequences to give route to development compromises, supply liability documents, update decisions, and create a comprehension of the covered experience (Stufflebeam, 2003). The CIPP model was developed by Stufflebeam at al.,in 1967 at Ohio State University as a result of his effort to evaluate the ESEA (Elementary and Secondary Education Act).

As cited by Mazur and Miller (2013), designed to assist administrators in making informed decisions, CIPP is a popular evaluation approach in educational

settings (Fitzpatrick et al., 2011; Zhang et al., 2011). This approach, developed in the late 1960s, seeks to improve and achieve accountability in educational programming through a "learning-by-doing" approach (Zhang et al., 2011) as cited by Mazur and Miller (2013). As cited by Zhang et al., (2011) the most fundamental tenet of the model is "not to prove, but to improve" (Stufflebeam&Shinkfield, 2007, p.331). An evaluation following the CIPP model may include a context, input, process, or product evaluation, or a combination of these elements (Stufflebeam, 2003). All four components of CIPP evaluation model play an important role in the planning, implementation, and assessment of a project.

1. Context Evaluation

Ulum (2016) stated that context evaluation covers working on the surrounding of the program. It aims to describe the related environment, characterize the wished and absolute circumstances connected to that environment, concentrate on not reached or not compensated needs and not found chances and identify the logic behind unmet needs. Context evaluation aims to evaluate the total physical preparedness of the scheme, analyze if current objectives and concerns are accorded to needs, and evaluate if set purposes are efficiently susceptible to determined needs (Stufflebeam, 2003). It supports PatilandKalekar (2015), who intended that context evaluation includes examining and describing the context of the school we are evaluating; determining the objectives, mission, and goals of the school. As cited by Mazur and Miller (2013), the context evaluation stage of the CIPP Model creates the big picture of where both the program and evaluation fit, and it also identifies the

political climate that could influence the success of the program (Mertens& Wilson, 2012).

2. Input Evaluation

The purpose of this type of evaluation is to provideinformation for determining the resources used to meet the goals of the program (Khuwaja, 2001).Aziz, Mahmood, andRehman, (2018), stated that the resources include time resources, human resources, physical resources, infrastructure, curriculum and content for evaluating the quality of education at school. In this stage, as cited by Mazur and Miller (2013), information is collected regarding the mission, goals, and plan of the program. Its purpose is to assess the program's strategy, merit and work plan against research, the responsiveness of the program to client needs, and alternative strategies offered in similar programs (Mertens& Wilson, 2012). This stage intends to choose an appropriate strategy to implement to resolve the program problem (Fitzpatrick et al., 2011) as cited by Mazur and Miller (2013). Input evaluation boosts to define a program to refer to the diagnosed needs. It questions how it should be done. Finally, its leading direction is to describe and determine new system capacity, to investigate and seriously check possibly related approaches, and to suggest extra strategies (Ulum, 2016).

3. Process Evaluation

Process evaluation covers chances to judge regularly the scope to which the program is being implemented properly and efficiently (Stufflebeam, 2003). As cited by Ulum (2016), process evaluation is used to get feedback about important

alterations that the determiners should foresee and surmount hardships and also assess other decisions (Ornstein & Hunkins, 1988). Process evaluation focuses on the running of the program and teaching learning processes (Aziz, Mahmood, &Rehman, 2018).They added that process evaluation serves to provide feedback to the individual to take responsibility for the activities of the program or curriculum. It affords opportunities to assess periodically the extent to which the project is being carried out appropriately and effectively, monitors the project implementation process,and asks is it being done and provides an ongoing check on the project's implementation process. An additional purpose of process evaluation is to assess the extent to which participants accept and carry out their roles.

Mazur and Miller (2016) stated that in addition to context evaluation and input evaluation, reviewing program quality is a key element to CIPP. They added that process evaluation investigates the quality of the program's implementation. In this stage, as cited by Mazur and Miller (2013), program activities are monitored, documented and assessed by the evaluator (Fitzpatrick et al., 2011; Mertens& Wilson, 2012).

4. Product Evaluation

As cited by Ulum (2016), product evaluation defines and covers program results, both planned and unplanned (Stufflebeam, 2003) and the main role of product evaluation is to evaluate, clarify, and assess the accomplishments of a program (Stufflebeam & Shinkfeld, 1985).Patiland Kalekar (2015) stated that product

evaluation includes determining and examining the practice and general outcome of the school.It identifies and assesses project outcomes. They added that it asks did the project succeed and is similar to outcome evaluation. The purpose of product evaluation is to measure, interpret, and judge a project's outcomes by assessing their merit, worth, significance, and probity. Its main purpose is to ascertain the extent to which the needs of all the participants were met.

Product evaluation includes the outcomes of the school. The focus of the product is not on the student's achievement of grades but the skills, attitudes, knowledge, learning and abilities they attain which the student is going to use in life to benefit society.

According to Aziz, Mahmood, and Rechman (2018), product evaluation used in service-learning projects that can serve at least three important purposes. First, it provides summative information that can be used to judge the merits and impacts of the service-learning project. Second, it provides formative information that can be used to make adjustments and improvements to the project for future implementation. Third, it offers insights on the project's sustainability and transportability, that is, whether the project can be sustained long-term and whether its methods can be transferred to different settings.

2.2.4 Definition of Extracurricular

Extracurricular activities are usually described as activities that do not belong to the academic curriculum but are offered by an academic institution (Sabgini, 2017). This outside activity is conducted to help the development of students based on their

potential, talent and interest needs. Therefore, extracurricular activity emphasizes the student's needs for knowledge enrichment, potential development, and skill exercising outside of the classroom (Kadriansyah&Qodriani, 2018). As cited by Sabgini (2017), extracurricular activities may offer many skills that are not easily taught in classrooms (Holt, Sehn, Spence, Newton, & Ball; 2012). So, it will be beneficial for students in gaining more knowledge. Students join in extracurricular activities not only for entertainment, social and enjoyment purposes but most importantly, to gain and improve their skills. As cited by Sabgini (2017), the activities of extracurricular are also a way for students to experience what they are learning in class in the real-world context (Klesse&D'Onofrio, 2000).

The main target of extracurricular activity is the maximum development of potential, talent, and interests, along with that, it envisions the growth of students' independence and happiness that benefit themselves, family and society (Noor, 2012). Additionally, according to Holt, Sehn, Spence, Newton and Ball (2012) as cited by Sabgini (2017), with supervised extracurricular activities, students are guided towards appropriate behaviors and activities while being challenged to help develop competencies and confidence. Human beings learn many things by doing or experiencing.

In carrying out the extracurricular program, many components must be considered, including the activity material should be able to provide benefits for students, ease students to learn, utilize the potential of the natural environment, cultural environment, industrial activities, and so on. Extracurricular activities can

take the form of individual activities or group activities. Both activities are to develop students' talents and interests.

Students who excel in extracurricular activities may improve themselves in real situations. Students sometimes cannot find the opportunity to be open with teachers at school, and language teachers know that participation of lessons is the key factor for better learning. Thus, students get disciplined and act well in real situations by joining extracurricular activities. In conclusion, joining extracurricular activities is a good opportunity for students to achieve their goals in improving their certain skills.Research also indicated that both the type of extracurricular programs and level of participation may impact the individuals' development (Eccles, 2003).

2.2.5 English Club Extracurricular Program

As cited by Melviza, Bahri,andErdiana (2017), English Club is a media bridging one person with the others in which the purpose not only to improve their speaking ability but also to improve students' motivation and build up their confidence to speak as much as possible (Wetherby, 2011). By having an English Club, the students' could share their knowledge with their friends. It also might be a better place to share students' difficulties in practicing speaking and to look forward to how to solve their problems. Virgiyanti (2013) stated that the point of the English Club held by the school is to give students a chance to improve their English and have more exposures and time in learning English because they do not get extra time in a regular class. English Club means a club for people who are interested in English language practice. They gather in the club with the same goal that is to improve their

English skills. The existence of an English club is very helpful for foreign language learners, it is because they will have enough opportunities to use the target language in real communication continually. The language environment created by the members is encouraged to practice what they have learned about English.

As cited by Sabgini (2017), to be more precise to learn the English language, students need to join extracurricular activities in language learning, such as English language debate, journalism club or drama club activities to be more fluent in English (Yildiz, 2015). Yuliandasari (2015) stated that the English Club program is a language program that is to enhance the students' achievement in mastering English skill, four skills should be mastered in learning English. They are listening, speaking, reading and writing. Another aim of the English Club program is to support the students' academic achievement and improve students' ability in English. The benefits of joining English Club are students will be able to participate the various activities based on the club objectives, students will have an opportunity to take part in the national and international English competition, students will be able to develop their listening and speaking skill through formal and informal situations and the last is students will have a chance to go abroad and learn different cultures (Yuliandasari, 2015).To achieve the benefits, the students are required to be able to use English as a language of communication. It means students can produce and use English text in spoken and written form.

The English club comes in many different guises. What they do all have in common, however, is that they provide an opportunity for English language learners

to practice using English in a relaxed and friendly setting.They can make an excellent contribution to student life at a university language center, a state school or at a private language school, for example. English Club gives students a chance to practice English in a relaxed, informal environment, and to meet new people. As cited by Sabgini (2017), the emphasis of the English Club is on exposure to the English language rather than the development of a strict set of English language skills (Afia, 2006).

2.3 Theoretical Framework

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                    ┌──────────────────────┐
                    │      Evaluation       │
                    └──────────────────────┘
                               ↓
          ┌──────────────────────────────────────┐
          │  Implementation of English Club       │
          │              Program                   │
          └──────────────────────────────────────┘
                               ↓
                    ┌──────────────────────┐
                    │      CIPP Model       │
                    └──────────────────────┘
                               ↓
```

| ↓ | ↓ | ↓ | ↓ |
| Context | Input | Process | Product |

```
                               ↓
          ┌──────────────────────────────────────┐
          │  The Better Quality of the Program    │
          └──────────────────────────────────────┘
```
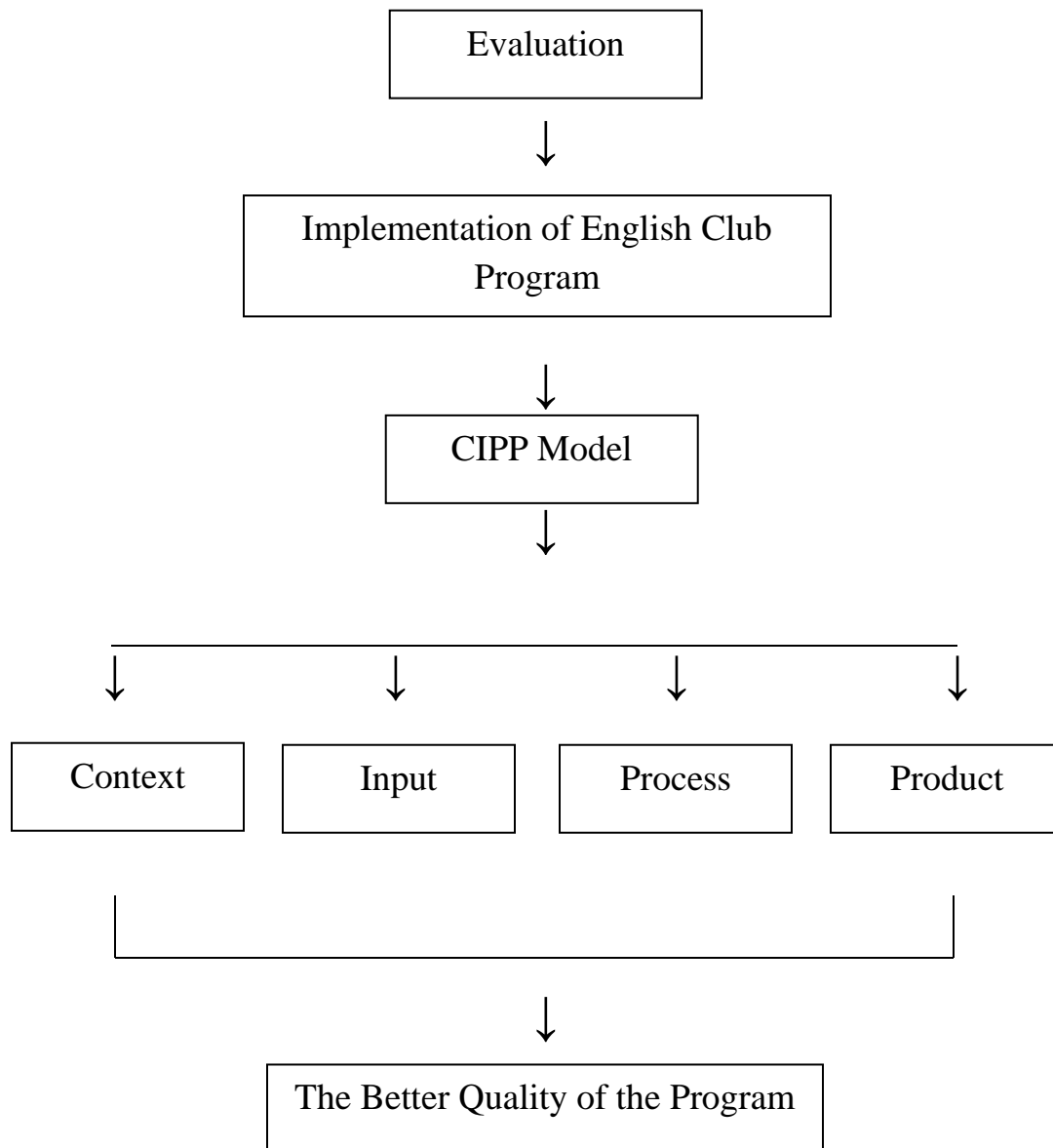
Figure 2.1 Theoretical Framework

As it is stated above, the writer is going to evaluate English Club extracurricular program. To evaluate the program, the writer uses context, input, process, and product (CIPP) model that was developed by Stufflebeam (2003). Context evaluation is a description and specification of the program environment, unmet needs, population characteristics, samples of individuals served and program objectives. Context evaluation helps us to plan a decision, determine needs to be achieved by the program and formulate the goals of the program. In input evaluation, the writer is going to evaluate human resources, supporting facilities and equipment, funds or budget, and various procedures and rules needed.

Process evaluation is used to detect or predict procedure designs or implementation design during the implementation phase, provide information for program decisions and as a record or archive of procedures that have occurred. Product evaluation is an assessment conducted to measure success in achieving the stated goals. The writer hopes after evaluating the program, it can impact on the better quality of the program.

CHAPTER III

METHOD OF INVESTIGATION

This chapter consists of seven sub-chapters. They are research design, subject of the study, an object of the study, the instrument for collecting data, procedures of collecting data, and procedures of analyzing data.

3.1 Research Methods

Research methods are the techniques you are using to do your research. They present the tools of the trade and provide you with ways to collect, sort, and analyze information so that you can come to some conclusions (Walliman, 2011, p.7). The research design of this study is a descriptive qualitative evaluative method since this study is dealing with analyzing, describing, and evaluating the data in the form of sentences. Creswell (2014, p.32), a qualitative research method is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In this research, the writer discusses evaluating the English Club extracurricular program using CIPP model.

3.2 Research Participants

The participants of this study are everyone who enrolled in English Club extracurricular program in Hidayatullah Elementary School, there are two English Club teachers and 28 students consisting of third grade, fourth grade, fifth-grade

students. I determined to do the research in Hidayatullah Elementary School because this is one of the schools that implemented an English Club program as the campaign of the school literacy, I also had a connection with the school so that it eased me to conduct the research there.

3.3 Object of the Study

This study focuses on the English Club program. As cited by Bahaqi (2016), English club is a media bridging one person with the others in which the purpose not only to improve their speaking ability but also to improve students' motivation and build up their confidence to speak as much as possible (Wetherby, 2011).

3.4 Validity and Reliability

To measure that the instruments are valid, I asked two lecturers to be the validator. They are Mrs. Hidayati and Mrs. Sakhiyya. I validated the instruments on the 26th of February 2020. The validator stated that my instruments are clear and easy to be understood, the sentences used do not give ambiguous meanings, the criteria of each instrument can be observed, the observation sheet is appropriate to evaluate the implementation of English Club program, the questionnaire is appropriate to find out the advantages of joining English Club program, and the interview guide is appropriate to find out the strength and weaknesses of English Club program. Mrs. Hidayati added that the researcher has to make the observation sheet more detailed, besides Mrs. Sakhiyya asked to translate the interview guide.

3.5 Data Collection Methods

In this study, the researcher uses three kinds of ways to collect data. They are observation, questionnaires, and interviews.

3.5.1 Observation

Observation is one of the techniques that help the researcher to gain the data in qualitative method research. This technique is used to get information directly about the implementation, behavior, situation, or attribute of the English Club program. The writer firstly does an observation at the condition of the real English Club class and have a discussion about the process and how the data is collected with the teacher of the class. For the next observation, the writer does the real observation, the writer observes how the teacher teaches the students, observes how are the students' do in the class, and so on.The observation is used to know the implementation of the English Club program. The writer would like to know how the program is implemented and how the program is running.

3.5.2 Questionnaire

A questionnaire is a way to collect the data from respondents and usually consists of several written questions related to the topic. According to Arikunto (2010), there are two types of a questionnaire (opened and closed questionnaire). In the opened questionnaire, respondents could answer the questions given by the researcher by their own words while a closed questionnaire allows the respondents only to choose the available choices. The writer chose a closed questionnaire for students. The list of the questionnaire will be distributed to the students. It was

purposed to gain more valid and reliable data about the advantages of joining the program. The results of questionnaires were analyzed by using the following percentage system:

$$P = \frac{f}{n} \times 100\%$$

P   : Percentage

F   : Frequency

N   : Number of sample

100 % : Constant value

3.5.3 Interview

An interview is needed to get deeper information about the English Club program in Hidayatullah Elementary School. A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers (Creswell, 1994). The advantage of the interview is the researcher could find some depth information about the activity of the English Club program. The teachers' opinions and facts are needed to make the data more detailed and stronger than what the researcher already had in the observation. The researcher interviews the teachers of English Club program, the purpose of interviewing the teachers is to get information about students toward the English Club program. The researcher addresses some questions about the process of how they learn in the club, how the program affects students, and the strength and weaknesses of the program.

3.6 Instruments for Collecting Data

Widoyoko (2012, p.141-142) explained that the instruments of the research are valid if the instrument is accurately measuring what is being measured. The instruments are used to get data completely. The instruments are the observation sheet, questionnaires, and interview guide that can be seen in the appendixes.

Each instrument has its purpose. The observation sheet is used for observing how the English Club program is implemented. The questionnaire is used to know the advantages of the English Club program on students. Meanwhile, the interview guide is used to direct the interviewer during the interview process to know deeper information about the English Club program.

3.7 Procedures for Analyzing Data

In this study, the data analysis techniques used are qualitative analysis. While the method used in this research is the analytical descriptive method. The analytical description method is done by describing the facts which are followed by the analysis.

From the result of all previous procedures have done, the writer analyze the implementation of the English Club program, the advantages of joining the English Club program, and the strength and weaknesses of English Club program. The writer interpreted the data by using her own words. The observation and interview were analyzed in the form of description. On the other hand, the questionnaire was analyzed in the form of percentage system. The analysis is described in chapter

four.After analyzing the data, the writer drew any conclusions of the study based on the outcomes of the analyzed data in the form of description.

3.8 Triangulation

In this study, triangulation of the data is used to increase the validity of the data analysis taking in some of the views. Triangulation is needed to ensure the validity of the research. As cited by TunnerandTunner (n.d) there are four main types of triangulation, the first step is by the source in which the data are collected from different sources. The second one is by methods in which different data collection data strategies are used in such as individual interviews and participant observation. The third is by the researcher in which involves the use of more than one researcher to analyze the data, to develop and to test identification. Last but not least is by theories and perspectives are considered during data analysis and interpretation (Denzin, 1970).

Adjusting the research is about evaluating a program, the researcher used triangulation of method. The research used observation, questionnaires, and interviews. The observation is used to observe the implementation of the English Club program. The questionnaire is used to get students' perceptions of the program and to know the advantages of the program. Meanwhile, the interview is used to get deeper data from the teacher.

CHAPTER IV

FINDINGS AND DISCUSSION

In this part of the research, the writer would like to discuss the research findings which were gained from observation, questionnaire, and interview. The discussion of the result would be discussed afterward.

4.1 Successful Implementation of English Club Program in Hidayatullah Elementary School

The observation was done to evaluate the implementation of the English Club extracurricular program at Hidayatullah Elementary School. It gained many facts about how the implementation of the English Club program, the kinds of activities of the English Club program, and the situation during the English Club program. The researcher observed the class two times. The first was held on February 7th and the second was on February 28th. The English Club program is held every Friday at 13.00 – 14.00 AM.

In the two meetings the researcher observed, the teachers tried to engage the students in the English Club activities. They introduced first about what kinds of activities the students would do. The implementation of the English Club in two meetings was through a group project. That was a project that enables students to improve their knowledge and creativity, it was making a poster about saving the world. The activity was done inside the classroom. The project was aimed to enable

students to work in a team, to make students understand the importance of saving the world, and to hone students' creativity. The researcher saw that students more engaged in this project. More, this project was done in groups.

On the first observation, two teachers were teaching in the class, named Ms. Rizka and Mrs. Sari. They asked students to pray before the class started. The teachers explained to the students that they would have a project. That was making a poster. The class material was explained understandably, it was smooth, sequenced and logical, and it was presented at the students' level of comprehension. The teachers have an appropriate and fluent pronunciation that made students understand what they were explaining. The teachers were also so funny that they made the students enjoy the class.

The teachers delivered the materials using videos. They successfully were able to catch the students' attention to the materials. The videos were interesting and appropriate for the age and ability of the students. The students were attentive and involved, some of them felt free to express their ideas. After watched videos, the teachers divided the students into five groups. It was not easy to group students but the teachers were able to control it. Then, the teachers directed students clear and concise to make a concept of what poster they should make based on the theme they got. They had to make it individually. They were a little bit confusing but they were encouraged to do their best.

On the second observation, there was Mrs. Sari teaching in the class. She explained a little bit about the previous activity and told students that they had to

make the real poster in a paper. She asked students to group and gave them a paper. Making a poster was good to hone their creativity. The students were enthusiastic about doing the project. The researcher also saw the benefit of the English Club program, the teachers always remind students to speak in English, although some of them still having problem in speaking English, it was a good strategy to improve the students' speaking ability.

The researcher found a weakness from the implementation of the project which was done in a group, that was some students were excited to draw and write something in the paper, but any of them did not know what to do, they were just looking at his friends drawing something. From that, we can see that some students' were less active than the others. A teacher's motivation is more needed. The way the teachers came to teach students to ask the progress is a good strategy. The students were being motivated and encouraged as the teachers also gave help.

Another fact about the evaluation of the English Club program is time management. The researcher saw the teachers could not finish the classroom activities until closing the meeting. The activities that the teachers implementing needed a very long time. It spent more than two meetings. It will be good if the activities the students do in every week is different from the previous week, so it will avoid students' boredom.

Based on the data analysis, the implementation of the English Club program in Hidayatullah Elementary School can be observed from the Context, Input, Process, and Product components.The CIPP evaluation model was used in this study since it is

more comprehensive and covers the context, input, process, and product and also effective in describing, obtaining and providing information that is useful for assessing the alternative decisions (Dwi, Haryono, & Florentinus, 2018).

4.1.1 Context Component

Context indicators could be observed from the data aspect indicators, including school profiles and English Club profiles.

1. School Profiles

Hidayatullah Elementary School is one of the Islamic schools in Semarang that prioritizes the education of aqidah, fiqh, etiquette, and worship as a basis. It has been accredited A by the National Accreditation Board. This school has a vision that is to build a golden generation, towards the *khoiruummah* (best people), and its vision is to create a conducive learning environment, developing potential/human nature to be a Qur'an generation who is intelligent, devoted to God, spirited, and dynamic as a leader basic characteristics of *khairuummah* (the best people), encourage, motivate and facilitate students, teachers, employees, and managers to always learn and develop themselves to achieve high benefits and achievements, and disseminate education that is characterized by Islam-based *rahmatan Lil Alamin* in National and International level. This school has various programs, namely soft skills programs consisting; outbound training, achievement motivation training, City Tour, Study Tour, student organization, etc. Besides, the school has selected extracurricular programs which consist of English Club, qiro'ah, calligraphy, Math and Science Olympic, go green, journalistic, tambourine, painting, computers, karate, volleyball,

basketball, futsal, and many more. Besides, this school implements achievement development programs, disciplined development, and several special programs such as student Olympic immersion and Olympics.

2. English Club Program

English Club is one of the academic extracurricular programs in Hidayatullah Elementary School. Teacher #2 stated in the interview that the objectives of this program are to support students' English learning. This program is held every Friday at 1 PM. The activities in the English Club include; spelling, simple activities such as mentioning nouns and verbs, watching movies, and playing games. There are no requirements for the teachers and students who are joining the English Club program. The teachers at the English Club usually prepare material based on students' abilities, needs, and preferences. Usually, the material is also correlated with school programs. The teachers believe that this program can help students in mastering English.

4.1.2 Input Component

Input indicators could be observed from data aspects indicators, including students, teachers, facilities and infrastructure, and teaching materials in the implementation of the English Club program.

1. Teachers and Students

Based on the observation, there are two teachers in the English Club program. The teacher is an English regular class teacher. The teachers usually teach the class together, they can naturally divide their respective duties in teaching at the English Club. They prepared the material by discussing each other and choosing the

appropriate one to implement it in the English Club class. While, based on the observation and interview results, it was found that the number of students in Hidayatullah Elementary School students is 28 students consisting of third grade, fourth grade, and fifth-grade students. The number of students joining the English Club always increases every year. The students join the extracurricular program based on their preferences, but some of them join the program because of their parents' request.

2. Facilities and Infrastructure

Based on the observations about the facilities and infrastructure, Hidayatullah Elementary School was categorized very well, which include: beautiful school environment with *adiwiyata* school concept, third-floor building, mosque, meeting room, comfortable library, indoor badminton court, computer laboratory, science laboratory, art laboratory, futsal court, basketball court, volleyball court, large parking lot, canteen, and multi-purpose hall. While in the English Club class, it has representative classrooms, air conditioners, LCD, speakers, and internet hotspot network.

The facilities and infrastructure in Hidayatullah Elementary School utilize as facilities to support teaching and learning activities. As cited by Wijayanti (2019) stated that with the quality of learning facilities that are complete and adequate, it will facilitate the learning process which then directs to the achievement of the learning objectives (Ayeni, 2012). It can also be an evaluation material for other schools to be able to complement and utilize the existing facilities and infrastructure optimally so

that the learning facilities can support the learning process that supports the achievement of learning objectives.

3. Teaching Materials

Based on the interview with the English Club teachers, the material used in the English club comes from the teachers of the English club, the school does not have a syllabus or lesson plan nor the teachers, because the school does not require the teacher to make it. The school frees the English Club teacher to make their material based on students' needs and pleasures. The teachers usually discussing the material one another to make the students interested in the material. Teacher #2 added that they made a simple draft a week before teaching, or at least one or two days before teaching.

4.1.3 Process Component

The process indicator was observed from the implementation of the English Club program and the use of learning media in the English Club program.

1. Implementation of English Club Program

Based on the observation, the implementation of the English Club program in Hidayatullah Elementary School was categorized very well. The process of learning implementation by the teacher in the classroom started from the preparation phase, including preparing students to learn, performing apperception activities, and explaining learning objectives (Wijayanti, 2019).Then the core activities phase, including mastery of the material, learning approaches/strategies, utilization of learning resources and learning media, the involvement of students in learning, and

use of language. The last is the closing phase, including making conclusions, evaluations, reflections/feedback to students, and notifying the next learning plan. The class material was explained understandably, it was smooth, sequenced and logical, and it was presented at the students' level of comprehension. The teachers delivered the materials using appropriate media and successfully were able to catch the students' attention to the materials. Besides, the students were very enthusiastic, attentive, involved and they were encouraged to do their best in every activity.

There are several factors that support the English Club program, there are the teachers are competent to teach in the program, they are also funny that make students enjoy enrolling in the program. Besides, the students were excited about joining the English Club program. Furthermore, it also has inhibiting factor. Based on the interview with the teachers, the students were really difficult to speak English in daily because it is not their habit.

2. The Use of Learning Media

Based on the observation, the use of media such as video, audio, projectors and presentation media means of supporting the learning process.Multimedia can be an effective tool to increase the activity of students in the teaching and learning process and provide many benefits not only for teachers but also for students(Maesaroh, Faridi, & Bharati, 2020).By utilizing learning media in class optimally, it will make students enthusiastic and more interested in the learning process. So it is hoped that it will improve the quality of learning. The use of media in learning is based on the concept that learning can be achieved in various ways, including experiencing

directly, by observing others, and by reading and listening (Mustika, 2015). Observing this, it also expected that other schools can optimize the use of instructional media to support the learning process both inside and outside of the classroom.

4.1.4 Product Component

Product indicators could be observed from students' achievement of the English Club program and the teachers and students' satisfaction of joining the English Club program.Based on the interview result with English Club teachers, the achievements achieved by English Club Hidayatullah Elementary School students, namely taking part in English competitions, such as spelling bee. So far, Hidayatullah Elementary School has been ranked in the top five in spelling bee competition. All students in Hidayatullah Elementary School are directed according to their talents and interests as well as the abilities possessed by students so that the potential within students can be explored and developed optimally. Besides, Hidayatullah Elementary School sometimes held a choral speaking show, it gives chance to all students especially English Club students to show their performance towards all members of the school. This is very good for students to develop their English and also to train their minds to be confident to perform in front of people. In addition, based on the questionnaire, students were really happy for joining the English Club program, they said that English Club is really useful for them. Besides, the teachers also happy for joining the English Club program because the students were excited in every activitiy.

4.2 The Advantages of Joining English Club Program

To find out the advantages of joining the English Club program, the writer distributed a questionnaire to students. The percentage from all answers at every statement of the questionnaire used a percentage formula as in the following:

$$P = \frac{f}{n} \text{ x } 100\%$$

P   : Percentage

F   : Frequency

N   : Number of sample

100 % : Constant value

Furthermore, the data obtained can be seen in the following tables and description:

Table 4.1 English Club gives many benefits for students.

Answer	Students	Percentage
Agree	25	100%
Disagree	0	0%
Total	**25**	**100%**

Based on the table above, it shows that English Club gives many benefits for all students which can be seen that 25 students (100%) agree and no one disagrees with

the statement. Thus, it can be concluded that all of the students (25 students) agree that English Club gives many benefits for students.

Table 4.2 English Club teaches a habbit to always use English to communicate.

Answer	Students	Percentage
Agree	21	84%
Disagree	4	26%
Total	**25**	**100%**

This table shows that twenty-one students (84%) agree that the English Club teaches a habit to always use English to communicate, meanwhile four students (26%) disagree with the statement. So, most of all students believe that English Club teaches a habit to always use English to communicate.

Table 4.3 This program helps students to be more proficient to use English.

Answer	Students	Percentage
Agree	24	96%
Disagree	1	4%
Total	**25**	**100%**

The table above indicates that most of the students (96%) agree that the English Club helps students to be more proficient to use English, but only one student (4%) disagrees with the statement. In short, they believe that English Club can be a solution for the students to be more proficient in using English.

Table 4.4 English Club helps students to enrich their vocabularies.

Answer	Students	Percentage
Agree	23	92%
Disagree	2	8%
Total	**25**	**100%**

By analyzing the table above, it can be recognized that the students can enrich their vocabulary during learning in the English Club. It can be proven that twenty-three students (92%) agree and only two students (8%) disagree with this statement.

Table 4.5 Students' English proficiency increased after following the program.

Answer	Students	Percentage
Agree	19	76%
Disagree	6	24%
Total	**25**	**100%**

Related to the table above, nineteen students (76%) agree about the statement that students' English proficiency increased after following the program. Meanwhile, six students (24%) disagree with the statement.

Table 4.6 English Club gives students chance to join English competitions.

Answer	Students	Percentage
Agree	16	64%
Disagree	9	36%
Total	**25**	**100%**

Based on the table above, it shows that sixteen students (64%) agree that the English Club gives students a chance to join English competence, while nine students (36%) disagree with the statement.

Table 4.7 Studying in English Club is fun.

Answer	Students	Percentage
Agree	16	64%
Disagree	9	36%
Total	**25**	**100%**

Related to the table above, sixteen students (64%) agree and nine students (36%) disagree about the statement that studying in the English Club is fun. It means that any students weren't feel enjoy in the program.

Table 4.8 English Club is entertaining for students.

Answer	Students	Percentage
Agree	19	76%
Disagree	6	24%
Total	**25**	**100%**

Based on the table above, it shows that nineteen students (76%) felt entertained to join the program, while any of them (24%) students weren't feel entertained by joining the program.

Table 4.9 The material thaugt in English Club is not boring and interesting.

Answer	Students	Percentage
Agree	18	72%
Disagree	7	28%
Total	**25**	**100%**

Table 4.9 depicts that eighteen students (72%) agree that the material taught in the English Club program was not boring and interesting. Meanwhile, seven of them (28%) disagree.

Table 4.10 Students get new information and knowledge in English Club program.

Answer	Students	Percentage
Agree	23	92%
Disagree	2	8%
Total	**25**	**100%**

This table shows that twenty-three students (92%) agree that they got new information and knowledge in the English Club, while two of the students (8%) disagree with the statement. So, most of all students believe that English Club gives them new information and knowledge.

According to the questionnaire, the students gave opinions relating to the advantages of joining English Club program. The researcher ranked it based on the percentage in the analysis of the questionniare, the advantages are:

1. English Club helps students to be more proficient to use English.

2. It helps students to enrich students' vocabularies.

3. English Club gives new information and knowledge to students.

4. It gives a habit to always use English.

5. English Club also gives chance to students to join English competitions.

Regarding the first advantage, based on the interview, Teacher #2 stated that to be fluent in English, we have to use it as often as possible, we have to use it as a habit. So, from the habit, it will help students to be more proficient in using English. From the questionnaire, students agree that the English Club program helps students to be proficient in using English as we can see in Table 4.3. It is in line with Virgiyanti (2016) stated that the activities in English Club aimed at helping students' to accomplish a better English competence.

The second advantage is the English Club helps students to enrich their vocabulary. According to the observation, the teachers always use English in the class and also ask students to always use English if they want to speak. From that, certainly, students will always get new vocabulary from every activities of the program. It is in line with Baihaqi (2016) stated that the English Club is a suitable medium for increasing students' speaking ability and vocabulary in English. Based on the questionnaire, most students agree that the English Club helps students to enrich their vocabulary. It can be seen from Table 4.4.

Relating to the third advantage, the English Club gives students new information and knowledge. Most of the students agree that the English Club gives students new information and knowledge. It can be seen from Table 4.6. Regarding the fourth advantage, Teacher #2 stated in the interview that students are really difficult to speak English because their habit is not English. So, the teacher gave them

rules to always use English if they want to speak. Based on the observation, some of them obey the rules, but some of them still having difficulties in speaking English, so they use Indonesian. But, this is a good strategy for the teachers to improve the students' speaking skills. Most of the students agree that the English Club gives them a habit to always use English, it can be seen from Table 4.2.

The last advantage is the English Club gives students a chance to join English Club competitions. Teacher #1 in the interview stated that English Club has been joined a competition such as spelling bee, so it can be concluded that the English Club gives students a chance to join English competitions. It is supported by students in the questionnaire that most of them agree to the statement that English Club gives students a chance to join English competitions.

4.3 The Strength and Weaknesses of English Club Program

To find out the strength and weaknesses of the English Club program, the researcher interviewed the English Club teachers. The interview was conducted on Thursday, March 5th, 2020. The researcher interviewed Ms. Rizka and Mrs. Sari who teaches in the English Club class. The researcher asked them some questions related to the activities in the English Club, how the students' respond towards the English Club, and what the strength and weaknesses of the program. Teacher #1 explained in the interview that the English Club was entertaining for students because the activities are free and it didn't attach to the lesson, so it was just fun activities for students. She added that the activities gave them what students didn't get in the

regular class. The activities were such as spelling, watching movies, simple activities like mentioning nouns and verbs, doing conversation, etc.

The adequate facilities also make students feel comfortable and enjoy for joining the program. The researcher also asked about how the teachers prepare to run the program. The teachers didn't have a lesson plan to run the program for the school didn't ask, but they had a simple draft about what they are going to teach for the meeting. Because the class was consist of third grade, fourth grade, and fifth-grade students, so they choose the material that appropriates for all students. Ms. Rizka noted that students were enthusiastic about the English Club program, for the activities done within it was fun and interesting. Besides, the number of students joining the program increases every year.

However, in the implementation of the English Club program, the teachers face many problems, such as because they are teaching in the regular class and they got so many tasks to do, they often get difficulties in preparing the English Club class, such as the material, the media, and so on. They got problems managing their time and their occupation. Teacher #2 added that the teacher in the extracurricular should be from outside the school as the other extracurricular teacher. Meanwhile, the students also had many problems with joining the English Club program. Teacher #2 said that students were really difficult to speak English in daily because it is not their habit. So, it was such a difficult task for the teacher to make them usual in speaking English. It is the teacher's job to make them confident to speak in English.

The teachers added in the interview that the English Club program gave the students a chance to join English competition. They had joined spelling bee competition, the school was also had a choral speaking for welcoming certain events. It was really good for improving students' speaking ability. Teacher #2 added that students need more competitions to make them more fluent in speaking English. According to the interview, the researcher found some strengths and weaknesses of the English Club program.

4.3.1 The Strength of English Club Program

The researcher found some strength in the implementation of the English Club program in Hidayatullah Elementary School. First, both of the teachers stated in the interview that the strength of the English Club program at Hidayatullah Elementary School is the students' enthusiasm, they are excited about joining the program. It is very good for students as stated by Baihaqi (2016), students' enthusiasm in speaking club helped them to absorb the learning materials that affected their speaking improvement. They added that maybe it is because the activities are fun for students and most of the activities are based on students' preferences. Based on the observation, the researcher saw that students were excited about joining the activities, they were encouraged to do tasks from the teachers.

Second, teacher #1 stated that the facilities provided by the school are complete and adequate. It supports extracurricular activities. The building, class, desks and chairs, windows, air conditioners, LCD, audio, the lighting of the class were fairly

satisfying, and the number of desks and chairs was sufficiently provided for every student. So, the students joining the program feel comfortable and enjoyable for joining the activities. Based on the observation, the teachers used LCD and audio to help them explain the material. It made students more interested in the material.

Third, based on the interview, the teachers stated that they often gave students a chance to join English competitions such as spelling bee. The school also has a choral speaking show for welcoming certain events. It is very good to help students developing their talent and improving their English skills.

4.3.2 The Weaknesses of English Club Program

Besides the strength of the English Club program, it also has weaknesses. First, teacher #2 stated in the interview that the provision of the material the teacher gave in the English Club program was still lacking, the teacher has not prepared the material well yet because of their occupation on teaching on the regular class. However, the material is the most important thing to begin the learning process. If there is no effective material, the school will not achieve the goals. Meanwhile, students need to be interested in the material and activities to make the learning process going well. The teachers should give more interesting material that makes students interested and feel confident to speak. The teachers need to explore more about what students need or like. Teacher #2 added that the teacher should be from outside the school as the other extracurricular teacher so that the program can run well.

Second, teacher #2 stated in the interview that students were really difficult to speak English in daily because it is not their habit. So, the teacher needs more extra to

make them usual in using English to speak. Based on the observation, the writer saw that some students have tried to speak in English, but many of them still having difficulties in speaking English. Teacher's motivation is much more needed in this section.

Third, time allocation at each meeting was still ineffective. The teacher should give different material each week or at least the material is changed every two meetings to avoid students' boredom. Based on the observation, the researcher found that the teacher gave the material for a month, that was making a poster. It was good for gaining students' creativity, but it will be better if the teacher makes it more simple to make it as short as possible, so it will not waste many times.

4.4 Data Triangulation

To measure that the data analysisisis valid, the researcher asked two lecturers to be the validator. They are Mrs. Hetami and Mr. Priyatmojo. The researcher validated the instruments on the 17th of April 2020. The validators stated that the researcher's data analysisis already valid (the analysis answered the researcher's research problem, the results of the analysis are in accordance with the theory used, the discussion answered the result of the research, the analysis is already clear and appropriate, and the conclussion answered the objectives of the researcher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After conducting the research, calculating the series data and analyzing it, the researcher would like to draw conclusions and give suggestions about the implementation of the English Club program at Hidayatullah Elementary School.

5.1 Conclusions

Based on the results of the study and discussions in the previous chapter, the writer would like to state some conclusions as follows:

1. Based on the observation, the implementation of the English Club program in Hidayatullah Elementary school so far was categorized very well. The teachers were well prepared, they successfully catch students' attention with interesting material and media. They understandably explained the material, they assured full students' participation, and they were doing a very good job in directing students to do their best in every activity. Besides, the students were enthusiastic about joining the program, they were attentive and involved and they always encouraged to do their best in every activity. The adequate facilities in the class made students feel comfortable and enjoy for joining the program.

2. According to the questionnaire, there are many advantages of joining the English Club program for students at Hidayatullah Elementary School. The students stated that English Club help them to be more proficient to use English, it helps students

to enrich their vocabularies, English Club gives new information and knowledge to students, it gives a habit to always use English, and it gives chance to students to join English competitions.

3. Based on the interview of English Club teachers, the strength of the English Club program in Hidayatullah Elementary School is the students' enthusiasm, the complete and adequate facilities provided by the school that supported the activities, and the program also gave students chance to join English competitions. Besides, the weaknesses of English Club program was the provision of the material the teacher gave in the English Club program was still lacking, students were really difficult to speak English in daily, and time allocation at each meeting is still ineffective.

5.2 Suggestions

After analyzing the data gained from observation, questionnaire, and interview, the writer would like to present some suggestions. They are as follows:

1. Concerning the betterment of the English Club program, the teachers should pay attention to the material for students. It will be good if the teachers prepare a lesson plan. The activities of the English Club program should be balanced on playing games and discussing the lesson. The activities in the English Club should also enhance students' English skills.

2. As the controller of the English Club, the headmaster is supposed to support the activity. It will be good if the headmaster evaluates the activity of the English Club regularly.

The study had a number of limitations, such as in the activity of collecting data of sudents' responses towards the English Club program. I didn't get the deeper data from the students perspectives as I only gave the close questionnaire and the students should only answer it with "agree" or "disagree".

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APPENDIXES

	KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI UNIVERSITAS NEGERI SEMARANG (UNNES) Kantor: Gedung H Kampus, Sekaran, Gunungpati, Semarang 50229 Rektor: (024)8508081 Fax (024)8508082, Purek I: (024) 8508001 Website: www.unnes.ac.id - E-mail: unnes@unnes.ac.id	
UNNES	**FORMULIR** **USULAN TOPIK SKRIPSI**	Certificate ID11/01904 Certificate ID11/01904.01
No. Dokumen FM-01-AKD-24	**No. Revisi** 01	**Hal** 1 dari1	**Tanggal Terbit**
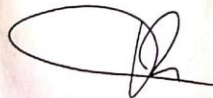
Usulan topikskripsi ini diajukanoleh:

Nama : Apriliani Aditama Putri

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Jurusan : BAHASA DAN SASTRA INGGRIS

Program Studi : PENDIDIKAN BAHASA INGGRIS

Topik : Evaluating English ~~Extracurricular~~ Program Using Context, Input, Process and Product (CIPP) Model in Case of English Club Program in Marsudirini Elementary School

Semarang, 20 November 2019

Menyetujui
KetuaJurusan/Prodi,

Yang mengajukan,

Widhiyanto, S.Pd., M.Pd., Ph.D
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Lamp.   :
Hal   : Usulan Pembimbing

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Merujuk Keputusan Rektor Unnes Nomor 164/O/2004 tentang Pedoman Penyusunan Skripsi Mahasiswa Program S1 pasal 7 mengenai penentuan pembimbing, dengan ini saya usulkan

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Jabatan Akademik	: Lektor Kepala
Sebagai Dosen Pembimbing	

Dalam penyusunan Skripsi/Tugas Akhir untuk mahasiswa

Nama	:	APRILIANI ADITAMA PUTRI
NIM	:	2201416158
Program Studi	:	Pendidikan Bahasa Inggris, S1
Topik	:	Evaluating English Extracurricular Program Using Context, Input, Process, and Product (CIPP) Model in Case of English Club Program in Marsudirini Elementary School

Untuk itu, mohon diterbitkan surat penetapannya.

Semarang, 27 November 2019
Ketua Jurusan

Widhiyanto S. Pd., M. Pd., Ph.D
NIP. 197309052005011001

OBSERVATION SHEET

Circle or check each item in the column that most represents your evaluation:

4= excellent, 3= above average, 2= average, 1= unsatisfactory, N/A= not applicable.

Preparation

1. The teacher has prepared a lesson plan.   4 3 2 1 N/A

2. The teacher has prepared material to teach.   4 3 2 1 N/A

3. The teacher has prepared media to teach.   4 3 2 1 N/A

Presentation

1. The class material was explained understandably.   4 3 2 1 N/A

2. The lesson was smooth, sequenced, and logical.   4 3 2 1 N/A

3. Directions were clear and concise and students were able to carry them out.

                                                              4 3 2 1 N/A

4. The material was presented at the students' level of comprehension.

                                                              4 3 2 1 N/A

5. The teacher answered questions carefully and satisfactorily. 4 3 2 1 N/A

6. The method(s) was (were) appropriate to the age and ability of students.

                                                              4 3 2 1 N/A

7. The teacher knew when the students were having trouble understanding.

                                                              4 3 2 1 N/A

8. The teacher showed an interest in, and enthusiasm for, the subject taught.

                                                              4 3 2 1 N/A

Execution/Methods

1. The teacher was able to adapt to unanticipated situations.   4 3 2 1 N/A

2. The material was reinforced.   4 3 2 1 N/A

3. The teacher knew the students' names.   4 3 2 1 N/A

4. The teacher positively reinforced the students.   4 3 2 1 N/A

5. Student responses were effectively elicited (i.e., the order in which the students were called on). 4 3 2 1 N/A

6. Examples and illustrations were used effectively. 4 3 2 1 N/A

Personal Characteristic

1. The teacher has a high initiative. 4 3 2 1 N/A

2. The teacher was creative and resourceful. 4 3 2 1 N/A

3. The teacher has an appropriate and fluent pronunciation. 4 3 2 1 N/A

Teacher/Student Interaction

1. The teacher encouraged and assured full student participation in class.

4 3 2 1 N/A

2. The class felt free to ask questions, to disagree, or to express their ideas.

4 3 2 1 N/A

3. The teacher was able to control and direct the class. 4 3 2 1 N/A

4. The students were attentive and involved. 4 3 2 1 N/A

5. The students were comfortable and relaxed, even during intense intellectual activity. 4 3 2 1 N/A

6. The students were treated fairly, impartially, and with respect.

4 3 2 1 N/A

7. The students were encouraged to do their best. 4 3 2 1 N/A

ANGKET

Nama :

Kelas :

Angket ini dibagi untuk siswa guna mengetahui manfaat yang didapatkan siswa setelah mengikuti program English Club di SD Islam Hidayatullah Semarang.

Pilihlah salah satu jawaban dengan memberi tanda centang (√) pada kolom jawaban yang telah tersedia. Jawablah setiap pernyataan berdasarkan opini anda.

No.	Pernyataan	Setuju	Tidak Setuju
1.	Program English Club memberikan banyak manfaat untuk siswa.		
2.	Program ini mengajarkan kebiasaan untuk selalu menggunakan Bahasa Inggris saat berkomunikasi.		
3.	Program ini membantu siswa untuk lebih lancar dalam berbicara menggunakan Bahasa Inggris.		
4.	English Club membantu siswa untuk memperkaya kosa kata dalam Bahasa Inggris.		
5.	Kemampuan Bahasa Inggris siswa meningkat setelah mengikuti program English Club.		
6.	English Club memberikan kesempatan siswa untuk mengikuti berbagai lomba Bahasa Inggris.		
7.	Belajar di English Club sangat menyenangkan.		
8.	English Club dapat menjadi aktivitas yang menghibur untuk siswa.		
9.	Materi yang diajarkan dalam English Club sangat menarik dan tidak membosankan.		
10	Siswa mendapatkan informasi dan pengetahuan baru dalam program English Club.		

PANDUAN WAWANCARA

(untuk guru)

1. Siapakah nama anda?
2. Sudah berapa lama anda menjadi guru di English Club?
3. Bagaimana pendapat anda mengenai program English Club?
4. Aktivitas apa yang biasa dilakukan di English Club?
5. Bagaimana anda merencanakan aktivitas dalam program tersebut?
6. Bagaimana respon siswa terhadap program tersebut?
7. Apakah jumlah siswa yang mengikuti program tersebut meningkat setiap tahunnya?
8. Masalah apa yang anda hadapi dalam menjalankan program ini?
9. Masalah apa yang dihadapi siswa dalam mengikuti program ini?
10. Apakah fasilitas di English Club memadai?
11. Apa sajakah prestasi yang telah dicapai program English Club?
12. Apa sajakah kekuatan dan kelemahan dalam program ini?
13. Apakah anda berpikir program ini dapat meningkatkan kemampuan Bahasa Inggris siswa?

The Assessment Sheet of Expert Judgement

This assessment sheet is used to know the validity of the instrument which is used to evaluate the implementation of English Club program, to find out the advantages of joining the program, and to find out the strength and weaknesses of the program of the research entitled *Evaluating English Extracurricular Program Using Context, Input, Process, and Product (CIPP) Model : A Case of an English Club Program in Hidayatullah Elementary School.*

A. Guidelines

1. Give checklist (√) in the assessment form.

2. The guideline of the assessment score is one if it is proper and zero if it is improper.

   Minimun score is 0 x 5 = 0

   Maximun score is 1 x 5 = 5

3. The quality of the assessment is presented as follow:

Quality	Interval Score	Interpretation
Proper	3 < score < 4	The instrument can be used to collect the data
Improper	0 < score < 2	The instrument cannot be used to collect the data

B. Validity of the Instrument

No.	Indicator of Validity	Interpretation	
		Proper	Improper
1.	The instruction is clear and easy to be understood.	√	
2.	The sentences used do not give ambiguous meanings.	√	
3.	The criteria of each instruments	√	

	can be observed clearly.		
4.	The observation sheet is appropriate to evaluate the implementation of English Club program.	✓	
5.	The questionnaire is appropriate to find out the advantages of joining English Club program.	√	
6.	The interview guide is appropriate to find out the strength and weaknesses of English Club.	√	

C. Comment and Feedback

Make the observation sheet more detail → Preparation: lesson plan, material, media.

D. Conclusion

The instruments of the study entitled *Evaluating English Extracurricular Program Using Context, Input, Process, and Product (CIPP) Model: A Case of an English Club Program in Hidayatullah Elementary School* is valid / invalid.

Semarang, 26 February 2020

Validator,

Alief Noor Farida, S.Pd., M.Pd.

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6.	The interview guide is appropriate to find out the strength and weaknesses of English Club.	✓	

C. Comment and Feedback

All the best for the data collecti

PS. Translate the interview guide.

D. Conclusion

The instruments of the study entitled *Evaluating English Extracurricular Program Using Context, Input, Process, and Product (CIPP) Model : A Case of an English Club Program in Hidayatullah Elementary School* is valid / invalid.

Semarang, **26 Febr** 2020

Validator,

Zulfa Sakhiyya, M.TESOL., Ph.D

Lembar Instruemen *Expert Judgement*

Name : Apriliani Aditama Putri

NIM   : 2201416158

Program Studi : Pendidikan Bahasa Inggris – S1

Judul Sripsi : Evaluating English Extracurricular Program Using Context, Input, Process, And Product (Cipp) Model: a Case of an English Club Program In Hidayatullah Elementary School.

1. Berikan tanda cek (√) pada kolom nilai sesuai penilaian terhadap hasil analisis skripsi. Dimana rentangan validasi mulai dari (5) "sangat valid" hingga (1) "tidak valid". Berikut keterangan selengkapnya mengenai skala penilaian:
   5 : sangat valid 3: cukup valid 1: tidak valid
   4 : valid   2: kurang valid
2. Apabila penilaian Bapak/Ibu adalah cukup valid, kurang valid, atau tidak valid, maka berilah saran dan kritik yang membangun pada kolom yang tersedia.

Form Penilaian

No.	Aspek yang dinilai	Skor Validitas				
		5	4	3	2	1
1.	**Hasil analisis the successful implementation of English Club Program in Hidayatullah Elementary School.**					
	a. Berisi temuan-temuan untuk menjawab tujuan penelitian, yaitu: To find out the implementation of the English Club program at Hidayatullah Elementary School.		√			
	b. Berisi temuan-temuan elemen CIPP (context, input, process, and product) yang mendukung untuk menjawab tujuan penelitian, yaitu: To find out the implementation of the English Club program at Hidayatullah Elementary School.		√			
	c. Hasil temuan-temuan atau analisis sesuai dengan teori yang digunakan.		√			

		√			
	d. Pembahasan menjawab mengapa hasilnya demikian dan disertai bukti referensi terkait.	√			
	e. Analisis tepat dan jelas.	√			
	f. Simpulan menjawab tujuan penelitian.	√			
2.	**Hasil analisis the advantages of Joining English Club Program.**				
	a. Berisi temuan-temuan untuk menjawab tujuan penelitian, yaitu: To find out the advantages of joining the English Club program.	√			
	b. Hasil temuan-temuan atau analisis sesuai dengan teori yang digunakan.	√			
	c. Pembahasan menjawab mengapa hasilnya demikian dan disertai bukti referensi.	√			
	d. Analisis tepat dan jelas.	√			
	e. Simpulan menjawab tujuan penelitian.	√			
3.	**Hasil analisis the strength and weaknesses of English Club program.**				
	a. Berisi temuan-temuan untuk menjawab tujuan penelitian, yaitu: To find out the strength and weaknesses of the English Club program.	√			
	b. Hasil temuan-temuan atau analisis sesuai dengan teori yang digunakan.	√			
	c. Pembahasa menjawab mengapa hasilnya demikian disertai bukti referensi terkait.	√			
	d. Analisis tepat dan jelas.	√			
	e. Simpulan menjawab tujuan penelitian.	√			

LEMBAR PERNYATAAN

EXPERT JUDGEMENT

Setelah memeriksa analisis data dari penelitian yang berjudul "Evaluating English Extracurricular Program Using Context, Input, Process, and Product (Cipp) Model: a Case of an English Club Program In Hidayatullah Elementary School" yang disusun oleh:

Nama   : Apriliani Aditama Putri

NIM   : 22201416158

Prodi/jurusan   : Pendidikan Bahasa Inggris/Bahasa dan Sastra Inggris

Dengan ini saya:

Nama   : Arif Suryo Priyatmojo S.Pd., M.Pd.

NIP   : 198306102010121002

Jabatan/Instansi   : Dosen Bahasa da Sastra Inggris / Universitas Negeri Semarang

Menyatakan bahwa analisis tersebut valid dan memberikan saran untuk perbaikan:

Data sudah valid, silahkan dilanjutkan.

Semarang, 17 April 2020

Validator,

Arif Suryo Priyatmojo S.Pd., M.Pd.

NIP. 198306102010121002

LEMBAR PERNYATAAN

EXPERT JUDGEMENT

Setelah memeriksa analisis data dari penelitian yang berjudul "Evaluating English Extracurricular Program Using Context, Input, Process, and Product (Cipp) Model: a Case of an English Club Program In Hidayatullah Elementary School" yang disusun oleh:

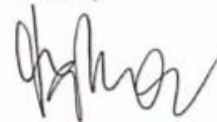|	
Nama	: Apriliani Aditama Putri
NIM	: 22201416158
Prodi/jurusan	: Pendidikan Bahasa Inggris/Bahasa dan Sastra Inggris

Dengan ini saya:

Nama	: Fatma Hetami, S.S., M.Hum.
NIP	: 198306102010121002
Jabatan/Instansi	: Dosen Bahasa dan Sastra Inggris / Universitas Negeri Semarang

Menyatakan bahwa analisis tersebut valid/tidak valid dan memberikan saran untuk perbaikan:

....
....
....
....
....

Semarang, 28 April 2020

Validator,

Fatma Hetami, S.S., M.Hum.

NIP. 197708272008122002

Lembar Instrumen *Expert Judgement*

Name : Apriliani Aditama Putri

NIM : 2201416158

Program Studi : Pendidikan Bahasa Inggris – S1

Judul Sripsi : Evaluating English Extracurricular Program Using Context, Input, Process, And Product (Cipp) Model: a Case of an English Club Program In Hidayatullah Elementary School.

1. Berikan tanda cek (√) pada kolom nilai sesuai penilaian terhadap hasil analisis skripsi. Dimana rentangan validasi mulai dari (5) "sangat valid" hingga (1) "tidak valid". Berikut keterangan selengkapnya mengenai skala penilaian:

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No.	Aspek yang dinilai	Skor Validitas				
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	a. Berisi temuan-temuan untuk menjawab tujuan penelitian, yaitu: To find out the implementation of the English Club program at Hidayatullah Elementary School.	√				
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	c. Hasil temuan-temuan atau analisis sesuai dengan teori yang digunakan.	√				

			√				
	d. Pembahasan menjawab mengapa hasilnya demikian dan disertai bukti referensi terkait.		√				
	e. Analisis tepat dan jelas.		√				
	f. Simpulan menjawab tujuan penelitian.		√				
2.	**Hasil analisis the advantages of Joining English Club Program.**						
	a. Berisi temuan-temuan untuk menjawab tujuan penelitian, yaitu: To find out the advantages of joining the English Club program.		√				
	b. Hasil temuan-temuan atau analisis sesuai dengan teori yang digunakan.		√				
	c. Pembahasan menjawab mengapa hasilnya demikian dan disertai bukti referensi.		√				
	d. Analisis tepat dan jelas.		√				
	e. Simpulan menjawab tujuan penelitian.		√				
3.	**Hasil analisis the strength and weaknesses of English Club program.**						
	a. Berisi temuan-temuan untuk menjawab tujuan penelitian, yaitu: To find out the strength and weaknesses of the English Club program.		√				
	b. Hasil temuan-temuan atau analisis sesuai dengan teori yang digunakan.		√				
	c. Pembahasa menjawab mengapa hasilnya demikian disertai bukti referensi terkait.		√				
	d. Analisis tepat dan jelas.		√				
	e. Simpulan menjawab tujuan penelitian.		√				