AN EVALUATION STUDY OF BILINGUAL PROGRAM IN FAWWAZ GLOBAL ISLAMIC SCHOOL YOGYAKARTA

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Abstract

The aim of this study is to describe the implementation of Bilingual Program in Fawwaz Global Islamic School Yogyakarta. It is an evaluative study implementing Context, Input, Process, and Product (CIPP) model. This research focuses on describing the implementation of bilingual education in terms of context, input, process, and product components. The subjects of this study were the English teachers, principal, and the students of Fawwaz Global Islamic School Yogyakarta during the academic year of 2016/2017. The discussion of the study is divided into four sections concerning with context, input, process and product respectively. In terms of context, this school becomes a bilingual school when it becomes a national plus school, in which one of the requirements is being able to conduct a bilingual program. For the input, the school already uses KTSP and centra system method. The school employs the entrance system using TPA and psychology test. An evaluation on the process reveals the teaching and learning processes already implement a bilingual program, but still have lots of weaknesses. In terms of product, all of the students in Fawwaz Global Islamic School Yogyakarta are able to speak English. The conclusion is this program is still open to improvement on the factor of teacher's English capability which should be refined.

Keywords: *evaluation study, CIPP, bilingual program*

Introduction

Bilingualism, the ability of mastering the first and the second language, has been assumed to offer some advantages, from ability to engage in a conversation with people talking in the second language, opportunities to learn spoken and written knowledge in the second language, and for cognitive skill improvement. While the first language skill is easier to master, the second language mastery is relatively more difficult to attain. Education has been believed to be a solution for second language learning. Thus, education as a vehicle for second language learning has long become a focus and concern of various stakeholders of education, from governments, educators, to education analysts.

The government of Indonesia has addressed the problem of second language learning in education through Indonesian curricula. A number of curricula have been developed, analyzed, adjusted, implemented, and improved to adapt the second language learning to the changing situations. 2013 Curriculum (K13), the present Indonesian curriculum, is the result of the refinements of the previous curricula.

K13 recognizes the existence of National Plus Schools. National Plus School (equivalent to the term of Cooperation Education Unit) is a term for particular schools that use the national curriculum and at the same time adopt internationally recognized curriculum. Examples of the internationally recognized curricula are curricula of International Baccalaureate (IB) and the Cambridge International Examinations (CIE). The adoption of internationally recognized curriculum requires such schools to ensure that the process of teaching and learning must develop a sense of curiosity and interest, open new probabilities, and facilitate the freedom of creativity and experimental approaches. Consequently, this requires schools to devote strong efforts to maintain the professionality of educators to meet the needs and standards of National Plus Schools.

One of the efforts taken is to create and maintain the bilingual atmosphere within the schools. Bilingual atmosphere endorses and demands the uses of two languages within the specific environment, and National Plus Schools require and facilitate the uses of two languages, both Indonesia and English, within their environments for educational purposes and activities. The application of both languages is viewed as a great success in helping learners learn the second language.

The practice of bilingual education needs improvement in many aspects to make it really achieve its intended goals. In relation to this need, an evaluation of this program needs to be conducted in order to know whether or not the implementation of this program in Indonesia corresponds compatibly with the plan and goals for which it has been designed. This evaluation is needed to make the program better in the future. A systematic evaluation on the program can also serve to identify the effectiveness of the program when it is implemented. Another use of evaluation is to know the strengths and weaknesses of the program in order to fix the program for further implementation. It is in relation to this consideration that the present study was planned and carried out. It was designed as an evaluation study and took place in one National Plus school in Yogyakarta, namely Fawwaz Global Islamic School. This school was chosen because it was considered a good model for bilingual school in Yogyakarta. Besides, the school was practically accessible in terms of all aspects considered in the research in hand. The study as such was entitled - An Evaluation Study of Bilingual Program in Fawwaz Global Islamic School.

Theoretical Review

Teaching of English to Young Learners

In teaching English to young learners, in this case, the students of kindergarten school, the teachers must comprehend the concept of acquisition and learning. Acquisition can be defined as a process of having language naturally or sub-consciously. On the other hand, learning is a process of having language consciously. Krashen and Terrell, (1983: 18) state that acquiring a language is 'picking it up', i.e., developing ability in language by using it in natural, communicative situations. Children acquire their first language, and most probably second languages as well. Language learning is different from acquisition. Language learning is 'knowing the rules', i.e., having a conscious knowledge about grammar. According to some recent researches, it appears that formal language learning is not nearly as important in developing communicative ability in second languages as previously thought. In line with children's development and the two concepts above (acquisition and learning), the teaching of English to young learners at kindergarten school requires situations in which the students acquire language abilities by means of acquisition rather than learning. It means that the students acquire language naturally and communicatively. In the teaching-learning process, the English teachers must know the kinds of language learning resources for young learners, as follows:

1. Learning resources are not additional materials for pleasure but main materials which are ordered and learned as interesting activities which children usually do in their daily lives.
2. Learning resources for children must be appropriate for children's aptitude, will, world, and so forth. Therefore, ideal English teachers to young learners are those who are familiar with English songs and games. In addition, they are able to assemble, design, or deliver materials that are attractive and interesting to children.
3. There must be a clear distinction between technique and resource. Songs, stories, poems, and games are resources. In teaching English to children (young learners) at kindergarten school, the English teachers need to comprehend language learning principles, which, according to some experts, are as follows.
   a. Children learn through experiences by manipulating surrounding objects. Piaget, in Hudelson (1991: 256), mentions that children in primary or elementary school are usually in what is called the concrete operational stage of cognitive development. This means that they learn through hands–on experiences and through manipulation of objects in the environment.
   b. Children learn through social context, in groups in which they know with one another. Vygotsky, in Hudelson (1991: 257), states that children learn in social contexts, in groups where some group members know more than others.
   c. Acquisition takes place when learners comprehend how the language is used. Vygotsky, as quoted by Hudelson (1991: 257), believes that

acquisition occurs through learners figuring out how the language works, through learners making and testing out hypotheses about the language. In this case, the English teacher should use English correctly although (s)he employs short sentences.

d. Acquisition takes place in social interaction. Hudelson (1991: 257) agrees with Vygotsky that language acquisition occurs through social interaction. It means that the teacher should use English in the classroom naturally as if (s)he were in their society.

CIPP Model
The Context Component
The Context component assesses needs, problems, assets, and opportunities within a defined environment (Stufflebeam, et. al.2002:287). Needs include those necessary or useful things for fulfilling a defensible purpose. Problems are troubles in meeting which hinder the fulfillment of needs and therefore have to be overcome. Assets include accessible expertise and services—usually in the local area—that could be used to help fulfill the targeted purpose. Opportunities include, especially, funding programs that might be tapped to support efforts to meet needs and solve associated problems. Defensible purposes define what is to be achieved related to the institution's mission while adhering to ethical and legal standards (Stufflebeam, et al. 2002: 287).

There are 7 (seven) questions that can be asked related to context:
1. What is the relation of the course to other courses?
2. Is the time adequate?
3. What are critical or important external factors?
4. Should courses be integrated or separate?
5. What are the links between the course and research/extension activities?
6. Is there a need for the course?
7. Is the course relevant to the job needs?

The Input Component
An input component's main orientation is to help prescribe a program, project, or other intervention by which to improve services to intended beneficiaries (Stufflebeam, et.al., 2002:291). There are 23 (twenty-three) questions that can be asked regarding input evaluation:
1. What is the entering ability of students?
2. What are the learning skills of students?
3. What is the motivation of the students?
4. What are the living conditions of students?
5. What is the students' existing knowledge?
6. Are the aims suitable?

7. Do the objectives derive from aim?
8. Are the objectives 'smart'?
9. Is the course content clearly defined?
10. Does the content match student abilities?
11. Is the content relevant to practical problems?
12. What is the theory/practice balance?
13. What resources/equipment are available?
14. What books do the teachers have?
15. What books do the students have?
16. How strong are the teaching strategies of the teachers?
17. What time is available compared with the workload, for preparation?
18. What knowledge, skills and attitudes, related to the subject, do the teachers have?
19. How supportive is the classroom environment?
20. How many students are there?
21. How many teachers are there?
22. How is the course organized?
23. What are regulations related to the training?

The Process Component

In essence, a process evaluation is an ongoing check on a plan's implementation plus documentation of the process, including changes in the plan as well as key omissions and/or poor execution of certain procedures (Stufflebeam et.al., 2002: 294). There are 11 (eleven) questions that can be asked in connection with the evaluation process, they are:
1. What is the workload of the students?
2. How well/actively do students participate?
3. Are there any problems related to teaching?
4. Are there any problems related to learning?
5. Is there an effective 2-way communication?
6. Is knowledge only transferred to students, or do they use and apply it?
7. Are there any problems which students face in using/applying/analysing the knowledge and skills?
8. Are the teaching and learning process continuously evaluated?
9. Are the teaching and learning affected by practical/institutional problems?
10. What is the level of cooperation/interpersonal relations between teachers and students?
11. How is discipline maintained?

The Product Component

The purpose of a product component evaluation is to measure, interpret, and judge an enterprise's achievements (Stufflebeam et.al.,2002: 297). There are 10 (ten) questions that can be asked in connection with product evaluation:

1. Is there one final exam at the end or several during the course?
2. Is there any informal assessment?
3. What is the quality of the assessment?
4. What are the students' KSA levels after the course?
5. Is the evaluation carried out for the whole process?
6. Is there one final exam at the end or several during the course?
7. Is there any informal assessment?
8. What is the quality of the assessment?
9. What are the students' KSA levels after the course?
10. Is the evaluation carried out for the whole process?

Method

The method used in this research is CIPP model by Stufflebeam (1967). The CIPP model comes from the initial letters of four types of evaluation functions, namely Context, Input, Process, and Product. The purpose of evaluation research is to know the progress and success of an ongoing program. That is to identify how far the achievement of a program is.

Findings and Discussion

The discussion below is presented in four sections, discussion on context, input, process and product.

Context

In terms of context, it is about the reasons behind the current status of Fawwaz Global Islamic School. It was then that the demand for schools with bilingual programs in Yogyakarta was so high, and this put great pressure on the government at the beginning of the program. So, it is doubtful whether the school was really in accordance with the standards or not at that time.

Based on the interviews, it was revealed that this school has been through appropriate procedures to implement the bilingual program. The fulfillment of the procedures and the condition of Fawwaz Global Islamic School became eligible reasons for the school to win its National Plus School status, thus becoming a bilingual School. This school is the only Islam-based inclusive school in Yogyakarta conducting bilingual program of English and Indonesian. The school employs KTSP curriculum and uses center system in its teaching learning process.

Input

Selection of students is determined based on admission test (psychological test and observation). Psychological test results and observations are used to

determine whether the student is of a special need or not. The tests also serve to categorize students by age and class.

This school has 1 (one) principal and 1 (one) vice principle. The whole 11 (eleven) teachers constitute the greatest portion of the workforce (55%). 2 (two) administration officers are employed for efficient administration works. There are 2 (two) other people who work as Front Office staffs. IT has 1 (one) person and another 1 (one) person works as helper. 3 (three) cleaning service staffs also concurrently work as security officers.

With teachers being the core of the school program and occupying the largest portion of workforce in the school, it is of utmost importance that teachers' quality should be well maintained and improved. Several trainings for teachers' quality development have been conducted by experienced teachers and educators, and teachers were encouraged and administered to participate in JETA (Jogja English Teachers Association), ICTLD (International Conference On Teacher Learning and Development) in Malaysia, and some governmental and non-governmental trainings.

The infrastructures of Fawwaz Global Islamic School are complete enough in order to support the implementation of bilingual program. However, the use of the infrastructure needs to improve in terms of education purpose.

Process

In the process of teaching and learning teachers taught in accordance with lesson plans. English was used 30% on average during the teaching learning process by the teachers, while the rest 70% was Indonesian. For the purpose of assessment on student, teachers used assessment of learning, assessment for learning, and assessment as learning. The first is the evaluation done by the teacher at each end of the material. This is called language judgment. Second, the evaluation done by the school every day is the assessment for learning and assessment as learning. In such a test, 81.8% of teachers referred to the use of a learning assessment for the test because they found it easy to analyze the outcome. Meanwhile, some teachers included essays to test certain skills or materials such as searching, counting, coloring, and art projects.

Product

Most students actively participated in teaching learning and learning by answering and responding in classroom and school environments.

Students came from various family backgrounds. The largest portion of parent's occupational background, 29.85%, was entrepreneurs. 17.91% parents were self-employed. Lecturers were the third highest occupation of parents, 14.92%. There were 13.43% parent of the students coming from families whose main occupation was civil servants. 11.94% parents worked as doctors. As many as 7.46% parents were of police force, and psychologist was the occupation of 4.47% parents.

Championship is no strange place for the students as students of Fawwaz Global Islamic School have won several trophies from various contests. Two of them are students who became 1st winner of English Singing Contest and Coloring Contest, both at municipal level.

Conclusion

This school uses KTSP curriculum and employ centra system in its teaching learning process. The school has 1 (one) principal and 1 (one) vice-principal, 11 (eleven) teachers, 3 (three) cleaning service officers who also work as security, 2 (two) administration officers, 2 (two) front office staffs, 1 (one) IT officer, and 1 (one) helper.

To maintain teachers' high quality standard, several trainings have been conducted by experienced teachers educators, and teachers are encouraged to apply for participation in JETA, ICTLD in Malaysia and some governmental and non-governmental trainings. In the process of teaching and learning teachers teach in accordance with lesson plans. During teaching learning process, teachers used English averagely 30%, while 70% Indonesian language. For the assessment on student, teachers used assessment of learning, assessment for learning, and assessment as learning.

The occupational backgrounds of parents of students were 13.43% civil servants, 17.91% private employees, 29.85% entrepreneurship, 14.92% lecturers, 11.94% doctors, 4.47% psychologists, and 7.46% police. Some of the students became champions of various contests, ranking 1st places in Coloring Contest and Singing Contest respectively at municipal level. This program is still running but there are some suggested improvements, including, but not limited to: (1) Teachers are asked to learn more English (how to pronounce English words well), and (2) children should receive more English training and learning.

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