

## **EVALUASI PROGRAM PERCEPATAN BERBICARA BAHASA NGGRIS DI IKIP PGRI PONTIANAK**

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### **Abstrak**

Penelitian ini bertujuan untuk mengetahui adanya discrepancy antara criteria standar program Akselerasi kemampuan berbicara Bahasa Inggris terhadap penerapannya di lapangan. Jenis penelitian ini adalah evaluasi program dengan menggunakan model kesenjangan Provus. Objek penelitian ini adalah setiap stakeholder yang terlibat dalam program seperti penanggung jawab program, staf, dosen dan peserta program. Penginvestigasian kesenjangan penerapan program diantaranya dilakukan dengan menginvestiagsi Kesenjangan pada aspek input program, aspek proses program dan aspek output program. Teknik analisis data dilakukan dengan pendekatan kualitatif yang di kuatkan dengan analisis quantitative. Hasil penelitian ini adalah berupa kriteria standar program dan nilai kesenjangan yang terjadi pada penerapan kriteria standar input, proses dan output program. Penerapan pada input program adalah sebesar 81.33%, pada proses program adalah 84.77% serta pada output jangka panjang sebesar 85%. Sedangkan untuk output jangka pendek ditemukan peningkatan kemampuan penguasaan kosa kata sebanyak 22.28%, peningkatan pada akurasi berbicara sebesar 31.37%, peningkatan pada pengucapan sebesar 29.9%. Disamping itu ditemukan juga penurunan jumlah kata yang diucapkan dalam setiap detik dari 2,095 kata pada pretest menjadi 1,939 kata pada posttest.

**Kata kunci:** *evaluasi program, pendekatan kesenjangan provus, akselerasi kemampuan berbicara bahasa inggris*

## **AN EVALUATION OF ENGLISH SPEAKING ACCELERATION PROGRAM AT IKIP PGRI PONTIANAK**

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### **Abstract**

*This research aimed at finding out the discrepancy existing between the program standard criteria of English speaking acceleration program and its implementation. In order to run the evaluation, program evaluation was implemented at this research, while the model used was the Provus' discrepancy model. The research subjects involved were the stakeholders in charge at this program such as the key people in charge, program staffs, lecturers and program participants. The program implementation discrepancy was investigated by measuring the discrepancy at program input implementation, program process implementation and program output implementation. Program output variable was investigated from two aspects: interim output and terminal output. The data analyzing technique used was qualitative analysis enhanced by the quantitative measurement. The findings of this research are the program standard criteria and discrepancy score for the input implementation, process implementation and output implementation of the program. The implementation of input criteria is 81.33%, the process criteria is 84.77% and at the ultimate output is 85%. The terminal output evaluation finds the improvement of vocabulary mastery level up to 22.28%, the improvement of speech accuracy is 31.37% and the improvement at the pronunciation is 29.9%. Besides, it is also found the decrease of the word rate from 2.095 at the pretest which falls to 1.939 at the posttest.*

**Keywords:** *program evaluation, provus' discrepancy approach, english speaking acceleration program*

## Pendahuluan

The massive improvement of technology nowadays brings the human being a borderless world where every single place in this world get connected easily one to another. This condition sets the people to be in a high competitive life. To be able to survive in such condition, a global cooperation with a great deal of international communication is really in need. English, as an international mean of communication, plays a key role. By mastering English would mean being able to survive in such competitive condition. On the other words, as global citizen like now, competitive people cannot be separated from the English mastery.

To be able to help student master English faster, the Study Program officer had been attempting numbers of strategies. One of the relatively new strategies was by creating elite technocrats in speaking through the English Speaking Acceleration Program as differentiated by Ganiron (2013, p. 28) from the traditional way. Learning English Speaking Acceleration Program, which was designed as a pilot project at STKIP PGRI Pontianak, was implemented to a small group of selected students to have a special teaching learning system. This program was administered by English Education Study Program cooperated with Sinka English Training Centre (SETC) Singkawang, West Kalimantan. English Speaking acceleration program is a program designed to facilitate the outstanding students of English Education Study Program of STKIP PGRI Pontianak, especially in English speaking skill, to have a special learning system.

In each year, there are maximum 20 students who are selected through a highly – competitive selection process. Those selected students are then sent to join this Program in Singkawang for one semester. In the learning process, the Participants are taught during day and night in order to develop their ability in speaking. Compared to the regular students, the selected Participants would spend more time to learn everyday during the program. By which it is expected that the Participants would be able to speak English more fluently than the regular Participants could do.

This evaluation is a quantitative descriptive enhanced by qualitative data. The quantitative descriptive was used to measure the discrepancy happened in each stage, While qualitative descriptive was used to describe

specifically any factors constrain the implementation of program by investigating the program's internal and external consistency.

Based on the main problem of this evaluation, the purpose of this evaluation in general was to evaluate how far the speaking acceleration program has been implemented based on its objectives that were formulated by the program stakeholder. In detail, the purpose of this evaluation was to define the program's criteria standard, evaluate the program implementation and evaluate the program's output. The purpose of this evaluation was build under the belief that *“an educational intervention, academic acceleration is decidedly effective for high-ability students”*. Colangelo, (2010, p.2). In a more qualitative comparative study, Conrad quoted from Wlodkowski (2003, p.2) found that intensive courses became rewarding and powerful learning experiences when certain attributes were present

## Evaluation Method

This evaluation is a quantitative descriptive enhanced by qualitative data. The quantitative descriptive was used to measure the discrepancy happened in each stage, While qualitative descriptive was used to describe specifically any factors constrain the implementation of program by investigating the program's internal and external consistency.

The type of evaluation used was program evaluation that is *“a process of focusing attention on the process of education using professional judgment and developed standard for education programs.”* Olaitan (1996, p.1). Moreover, Drucker (1977, p.1) emphasizes that evaluation is a watchdog of program management. It ensures that standard can be used for assessing program performance and students productivity

The model of discrepancy used was Provus' discrepancy model. Provus' discrepancy model is *“Methods which are traditionally used to evaluate products, such as the simulator-based evaluation, do not provide a systematic and comprehensive means for identifying flaws that may be contained within the product.* Regan et.al (2001, p.6). Provus (1969, p. 9) explains that this type of evaluation at its simplest level may be seen as the comparison of performance against a standard. McKenna (1981, p.14) explains that Provus'

model offers five steps of doing discrepancy evaluation.

The steps start from establishing program design standard, and then is continued by planning evaluation using the discrepancy model, collecting information on performance, identifying discrepancies, and then alter performance and/or alter standard. *“This is argued as a barrier to learning patients’ behavioral patterns and understanding program performance.”* Mills (2010, p.516)

This research was conducted at two places that were at English Education Study Program of STKIP PGRI Pontianak as the administrator and at SETC Singkawang as the managing institution of this program.

This Evaluation was conducted from December to June 2014. A set of preparation was done during December to early of February. The data were collected from mid February to the early of May. The data analysis was conducted during May.

The subjects of this evaluation were stakeholders involved in the English Speaking Acceleration Program of English Education Study program including study program officers, program staff, lecturer, and program participants. There are 16 participants from the first semester of 2013 class, and 14 from the second semester.

The data collected in this evaluation were in form of qualitative and quantitative data. The quantitative data were used to measure each discrepancy, while the qualitative data used to describe the factors caused the discrepancy.

In collecting the data, the evaluator passed through some steps. In designing the program criteria standard, the evaluator involved program administrators and every key person who was in charge in this program. This process aimed at developing the English Speaking Acceleration program design criteria. The data were collected by conducting interview and doing document study. The data that were collected through this stage was the data about the program criteria standard for program design including program input, program process and program output. The interview was done toward the key people in charge of this program

To investigate the implementation of the program, the evaluator involved two aspects that was internal and external consistency. Internal consistency deals with the readiness of

the program components. The readiness here refers to the key aspect of this program that hold the key role in the success of this program’s objective. Same of the key aspect are the participants’ characteristics, Participants’ activities, staff qualifications, staff’ activities, supporting administrative, and supporting media. The external consistency refers to the program’s compatibility. It involved a study of the compatibility of the program operative in the entire campus system at STKIP PGRI Pontianak in general. This aspect investigates the effect of the existence of this program toward the entire program available at the campus level

In investigating the internal and external consistency, the evaluator used inter rater judgment that consisted of participants, program administrator and observation conducted by the evaluator.

In measuring the discrepancy between the program criteria standard against the implementation, out of the limitation the evaluator had, the evaluator only involved two source of information in order to measure the discrepancy happened namely through the participants and through observation.

## Research Findings and Discussion

Based on the evaluation purpose, this evaluation aimed at developing the program criteria standard, investigating the program internal consistency, investigating the program external consistency, and investigating the discrepancy of program criteria standard against its implementation.

Program input was seen from five aspects such as program participants, staff involved, lecturer involved, administrative support, and media available. Program participants covered participants’ selection criteria and focus skill to develop. The selection criteria for the participants were conducted in two parts namely speaking fluency and vocabulary mastery. Interviewing Participants tested the speaking skill, while the vocabulary mastery was tested by using a written test that capable of showing the Participants’ vocabulary mastery. All of the tests were conducted systematically. The documents used were well documented. The selection was conducted in competitive way.

Each variable above was measured by a set of indicators. The following Figures

describe the score of discrepancy for each indicator.

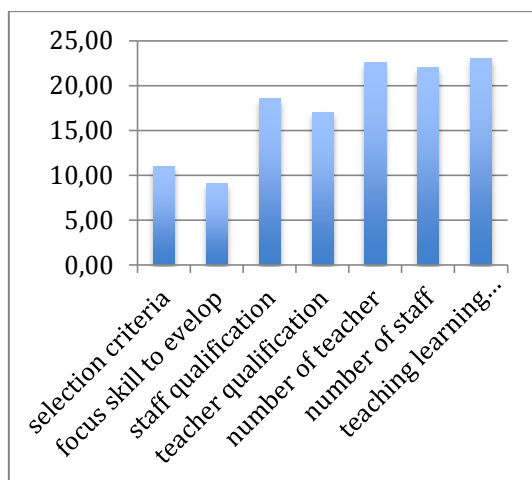


Figure 1. Discrepancy score for each input indicator

From all those indicators, number of lecturer, number of staff and teaching learning media placed at the big three reaching 23%, while the lowest discrepancy was at selection criteria and focus skill to develop.

Based on the collected data about focus skill to develop, this program focused on developing the speaking skill. The teaching materials were developed with the basic skill of speaking. Most activities of the participants were aimed at practicing the Participants' speaking ability.

Staff involved in this program were selected from the campus' staff. The staff including the study program chairperson, study program secretary, and study program staff. Besides, there are also some other staff hired from the other part, most of them work as the visiting lecturer and kitchen lady. While the lecturers were selected from the study program. There were eight lecturers involved. The educational background of the lecturers were master degree, even there was one lecturer having doctoral degree. The administration service was conducted in professional way. This was conducted in order to give the best service for the participants. The administrative support is also encouraged with the existence of the supporting media

The program process covers participants' regular activity, staff function and the lecturer role in helping the participants. In daily activity, the participants, during the program, works on two curriculum. In the morning the Participants learn by sung the

campus curriculum just like the non participant Participants while during the afternoon till the night the learn by using the acceleration syllabus. Within the acceleration syllabus the Participants learn in various technique of learning namely speech delivery, story telling, singing a song, playing drama and teaching practice so called 'buddy'.

To support the process, the staff should be responsible to the preparation of supporting media and preparing the administrative services while the lecturer are responsible at teaching by using common way in the morning classes and lecturers become a facilitator for the participants in a contextual teaching learning class.

The output of this program was divided into two types; ultimate output and the ultimate output. The ultimate output describe the direct short time effect of the program toward the participants while the ultimate output is the long run effect gained by the participants. The ultimate output of this program were helping the Participants to increase their speaking fluency and enriching their vocabulary mastery. While the ultimate output of this program is that to produce the peer tutor, produce the ambassador of English Education Study Program and preparing their future career.

The finding of the program internal consistency investigation was summed from the quantitative judgment of each rater. In administering this program, there are six lecturers and one staff involved. In collecting the data, the evaluator involved lecturers and the staff, Participants' participants and observation. The scores that were input into the internal consistency-scoring sheet from the staff' interview were formulated from the following discussion. For the staff, the interview was conducted one by one.

Based on the data collected from the program staff and lecturers, participants and filed observation, all indicators measured for the internal consistency are classified into two range score of  $X < 20\%$  and  $25 < X < 50\%$ . Based o the range criteria, the discrepancy level of all those indicators are at two categories; Very Good for facilities Support while the rest are at Good level. The descriptive analysis below will help to explain the statistic granted above for each indicator.

The activity of the participants during the program was divided into two parts. Learning by using the regular syllabus during

the morning and using the acceleration syllabus starting from afternoon to night. During the acceleration syllabus, the participants learn o develop their vocabulary mastery and speaking fluency by using different techniques such as speech delivery, drama playing, singing a song, teaching practice (Buddy), and telling story.

Below is the discrepancy score for each indicator

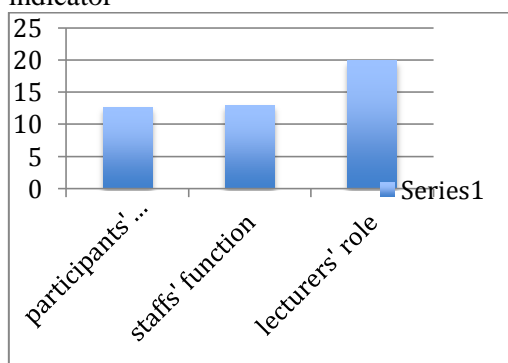


Figure 2. Discrepancy score for process indicators

Based on the data above, the program staff, program lecturers and the participants believe that all those activity had been relevant toward the program goal. However, the evaluator agreed just a half since at the implementation the evaluator found some problem in each activity. The problem existed especially during the morning time where they learn the common syllabus. The problem mostly about the number of lecturer absence was still high. Beside, for the acceleration syllabus, the evaluator did not find any specific lesson plan, or detail procedure for each activity. This fact, of course, affects the goal achievement of the program for there is no tangible and systematic activity guidance for the participants during the program.

The lecturer involve in this program were various, starting from diploma to doctoral degree. The staff fully belief that the qualification had been enough. The other reason that convinced them was that all the lecturers had linear education background toward the English speaking teaching. The Participants, in this case, agreed the staff judgment with some complains. The complains was about the lack attendance intensity of the S2 lecturer at the program. They found that in certain time, the lecturer sent to join the program was the s1 ones so that, according to them, it was disappointing. However, according to the evaluator observation, it was true that on the list

the qualification of the lecturer had been enough. But unfortunately, during the process of the acceleration curriculum, most of the lecturers were not involved. The lecturers from English Education Study Program only involved during the morning class.

The program staff, the participants and the evaluator, in this case, agreed that there was a problem at the staff duty description. Though it was not major problem but it could interfere the program goal achievement. The problem existed at the number of the lecturer involved during the acceleration program. Most of the staff should share their time with the other program of the campus so that the regular schedule often ignored. This situation caused the bias to the description of the duties.

In case of the administrative support, participants of this program fully agree at this program had been enough. The reasons they made as the foundation was that during the program they did not find any problem related to the administrative things. This judgments was agreed by the staff, but some note came up from the staff. The note was about the number and intensity of the staff available at the program. The place where the program administered cause the problem for the staff to join regularly. The evaluator at the same boat in this case. The hectic schedule and the fact that they should do three hours riding to reach the place of the program administered cause them incapable of joining the program regularly. However, the evaluator and the staff believe that it was not a major problem since the duties could still be covered by some staff staying at the program though it was not maximum.

This acceleration program in general used natural media as the learning media. This kind of media used since this program applied a contextual teaching-learning environment. As the supplement, the latest technology was also used at this program like LCD projector and internet access. Based on the fact, all raters in this case believe that the media had been enough for this program.

The time used at this program was a semester. The effective class was around three to four months. For the participants, this period of time was not enough since there were more things to learn. Though there had been significant improvement to their speaking skill, the still sure that a year was an ideal time to be allocated for this program. This believe, however, was ignored in some case by the

program staff. They believe that the time period was the ideal one since the program conducted in an intensive way. Moreover, it was also conducted far from their main campus. The staff believe that if the time is extent there will be psychological effect toward the participants. According to the evaluator, the time available now would be ideal if the six months period is maximized. However, this program can still be extent if the program is conducted at Pontianak where the main campus is located. This will help the Participants to keep informed about the other program at campus.

The communication at this program was conducted in two ways; formal and informal. The formal one was conducted monthly, while the informal one was not scheduled. It was conducted every time needed. For the participants the number of communication was enough, for the lecturer more intensive meeting should be applied. While for the evaluator, based on the observation, a monthly meeting is not enough considering that this program conducted intensively everyday.

The facilities available until this thesis was written were in form of sets of classrooms with huge garden. However, the participants found quiet serious problem not at the classroom, at the dormitory. The found it too crowded for an ideal studying and resting room. For the staff, the facilities available were good though needed more improvement at some aspects. The evaluator was on the same words with the staff. The facilities available were not yet perfect, but it was a supporting place to study.

Program external consistency investigation investigates the effect of the acceleration program toward the entire program at the English education study program of IKIP PGRI Pontianak. In collecting the data, the evaluator involves the program staff and the program participant as the source of information. In addition, to recheck the data collected, the evaluator also did the field observation. The data were collected by interviewing staff and the participants.

In investigating the program external consistency the evaluator involved six indicators as shown at the Figure. From all those indicators, the lecturers' time reallocation noted the highest discrepancy of implementation reaching fifty percent. This fact is supported the fact that the evaluator found in

the field, the evaluator found the most complains from both lecturers and participants. Lecturers found that they could not stand the hectic schedule, while the participants complained about the number of lecturers' absence was still high. The least discrepancy happened at time availability for the participant to in in the program. Based on those sources of information, the time available for the participants had been enough, and ran as planned. However, in general, the implementation of the external consistency reaching 79.16% that means that it was at the Very Good level. The score presented above generated from the interview for the staff and lecturer, FGD for the participants and observation. The score gained from each indicator will be explained through the following points.

In this program, the facilities and media used were taken from Sinka English Village. In this case the facilities and the media of IKIP PGRI Pontianak are only involved a few. For this indicator, all raters believed that the media and facilities involved did not sacrifice and effort of reaching the Study Program goal in general.

The general concept of learning at this program was contextual teaching, therefore all raters believed that the program process did not depend fully on the technology powered media. However, in certain cases, latest media were also in need. The media need like LCD projector, internet access and sound system.

As explained at the evaluation background, this program was conducted at Singkawang. Singkawang is three hours driving from Pontianak where the main campus located. During joining the program, the participants were quarantine. They stayed in a dormitory around the Acceleration program located. During the program, all application of the main curriculum at campus is moved to this program during the morning time. Right after noon, the acceleration program started. The application of the acceleration curriculum will be until at night. Based on the fact, all raters believed that there existed problem at this case. Even though the problem did not a major one, but it was good to talk. The allocation of the Participants' time, in small portion, caused the psychological effect of them when they come back again to the main office. However, in general there was no major interference of this

program toward the other programs at the campus.

The goal of the study program related to the Participants was that to create high quality of English lecturer. Based on the main goal, the staff and lecturer believe that this program had positive effect toward the program goal attainment. However, for the participants and the evaluator there were minor interference happens considering that the participants should be quarantined and stay far away from the main campus. At least, psychologically there will be gap between the participants and the non participants. This will, in minor portion, caused the problem in creating an emotionally-well teaching learning environment.

The evaluator and the staff believed that the time allocated now is enough for the participants to reach the goal. Considering the sets of main curriculum the had to pass through and the psychological effect, 4-6 months of time will be enough. For the participants, the time available right now gave them space to develop them selves. During the period they got significant improvement. However, they think that adding one more semester will be ideal.

As previously explained, this program located at a three hours driving city from Pontianak. The participants stayed at the program location during the program. In the program site there were only permanent lecturer stayed while the rest of the lecturers stayed at Main campus. They came to the program as their schedule. This fact caused a lot of interference toward the objective of the other programs since there was no well arranged schedule. In most case, there was program should be left when they had to attend the program. The common solution was to give assignment to the program left. The program left either the classes at the main campus or the classes at the acceleration program. Furthermore, this fact dissatisfied all raters. However, they appreciated the number of attendances the lecturers made in order to do their best.

In investigating the program external consistency the evaluator involved six indicators as shown at the Figure 3.

From all those indicators, the lecturers' time reallocation noted the highest discrepancy of implementation reaching fifty percent. This fact is supported the fact that the evaluator found in the field, the evaluator found the most complains from both lecturers and participants.

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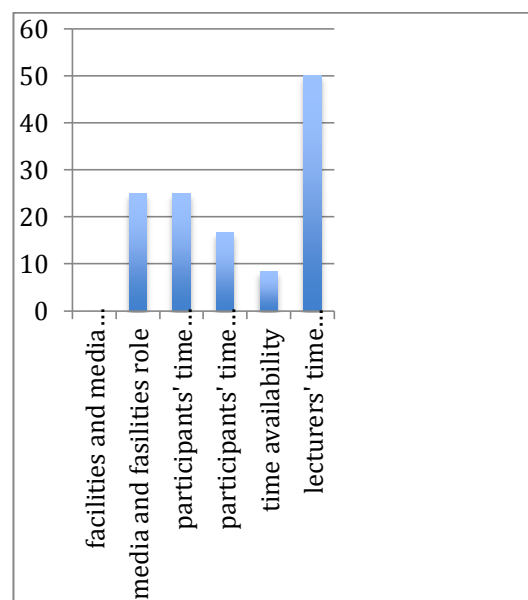


Figure 3. Program external consistency indicators

Internal consistency is the level of readiness of the program. It is the set of program administration and preparation that describe the readiness of this program in reaching its objectives. In collecting the data, the evaluator used inter-rater that consisted of the program staff, the program participants and field observation. The average score from all of the raters was 24.66 out of 32 equal to 77.08%, which means that the discrepancy left was 22.91%. In general the data collected about the discrepancy at each indicator is shown as below.

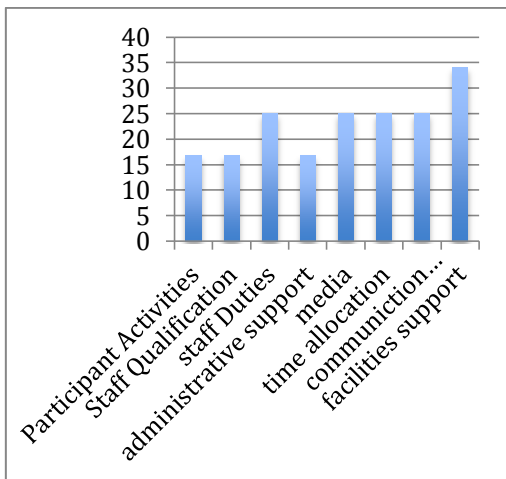


Figure 4. Discrepancy percentage of each indicator

The discrepancy percentage above gained by calculating the score from all raters. Based on the Figure above, among all indicators, the highest level of discrepancy happened at facilities support reaching 34%. The lowest level of discrepancy among all of them happened at the participants' activities, staff qualification and administrative support for 16%. However, based on the leveling criteria, all the percentage above are classified into two range scores of  $X < 20\%$  and  $25 < X < 50\%$ . Based on the range criteria, the discrepancy level of all those indicators are at two categories; Good for facilities Support while the rest are at Very Good level.

Based on those raters' judgments, the evaluator gained the Grand Score of the discrepancy of program internal consistency implementation as below.

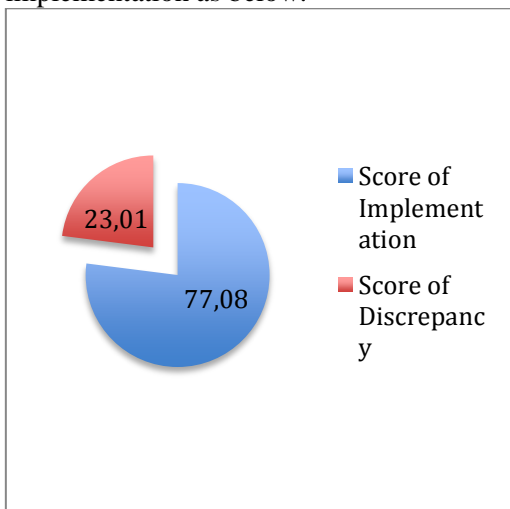


Figure 5. Grand Score of Discrepancy at Internal Consistency

Pretest-posttest of vocabulary mastery level involved 14 Participants. The posttest was consisted of 93 items and was conducted right after the program finished. The program took four months. The data collected from this step is presented below.

Table Score Description of Vocabulary mastery level pretest and posttest

Component	Pretest	Posttest
Mean	50.92 (54.78%)	71.71 (77.07%)
SD	18.16 (19.49%)	12.64 (13.50%)
Min. Score	24 (26%)	35 (38%)
Max. Score	76 (82%)	86 (92%)

Based on the data collected, the minimum score for the pretest, as shown at the figure above, was 24 and the maximum score was 76. While for the posttest, the minimum score was 35 and the maximum score was 86. From the statistic, it explicitly appears that this program improved the participants' vocabulary mastery level. The lowest score increased up to eleven points while for the highest score increased up to 10 points. This data describe that both lower achievement and high achievement participants could develop themselves after joining this program, this is supported by the mean score that increases as much as 20.79%. Furthermore, the knowledge of the participants also become more homogeneous as implied by the Standard Deviation that decreases from 18.16 to 12.64.

The score above gained from the test score of 14 participants. The tests were divided into two parts, pretest and posttest. For specific judgment, the percentage of each student can be seen at the Figure below.

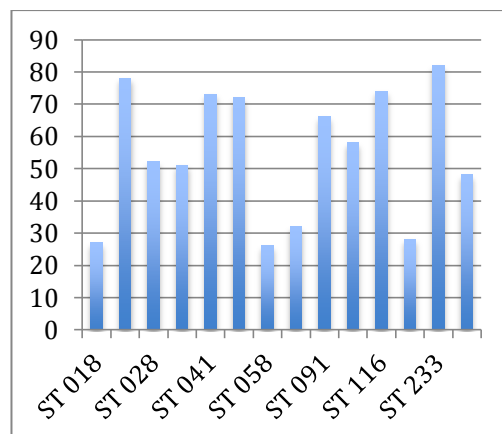


Figure 6. Percentage Distribution of Pretest



From the Figure we can conclude that there exist the high variation of scores in pretest, there are five participants that reached above 70, while, at the other side, there are four ones that could not reach 40. This shows the variation of the participants' prior knowledge before joining this program.

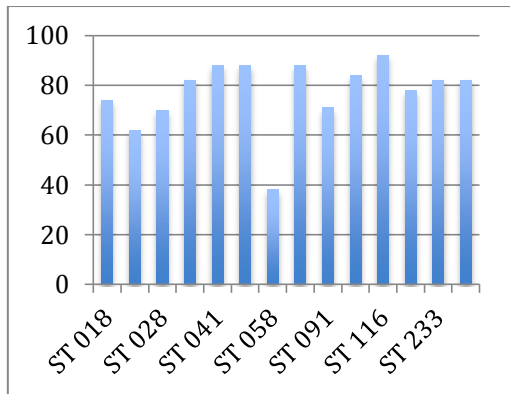


Figure 7. Percentage Distribution of Posttest

The figure above shows participants' score after joining the program, compared to that of the pretest, the scores are more homogeneous where there are more participants got above 70. Based on the data above, the evaluator presented the mean score comparison between the pretest and the posttest.

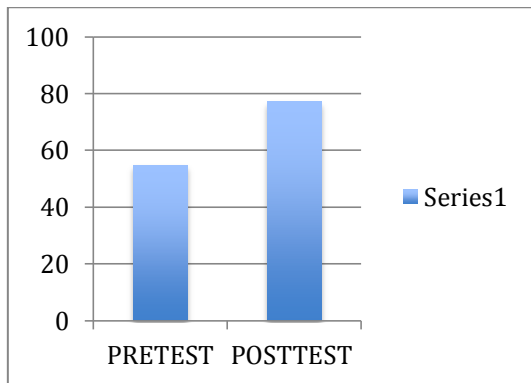


Figure 8. Pretest-Posttest Percentage Mean Comparison

A further analysis toward the data was conducted by comparing the mean score of pretest and posttest as shown by Figure 19. The pretest means score was 50.92 or 54.78 percent. The mean score for the posttest was 71.71 or 77.07 percent. It means that the improvement of the participants in general was 22.29%.

In judging the program progress, the evaluator did not only consider the mean percentage difference of the data but also

considered the percentage of the gain score both in general and for each participant. The description of the gain score of this pretest-posttest can be seen as below.

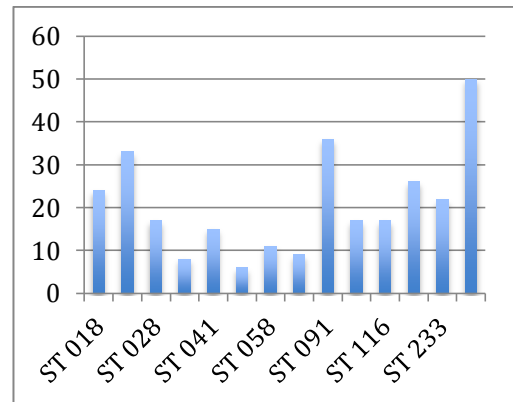


Figure 9. Gain Score Percentage Distribution

The next indicators noted from the data to support the participants' improvement in vocabulary mastery, that is also the most interesting finding, was about the gain score. As shown at Figure above, the lowest gain score was 6 (6%) and the highest gain score was 50 (54%). The mean score of the gain score was 20.78 or 22.28%. When the score was compared to the score needed to reach the maximum score (100%) that is 45.22%, the implementation of this program was as much as 49.27% which meant that the discrepancy happened as much as 50.72%. Based on the number of discrepancy identified, the implementation of this program was categorized as **Poor**. Based on the score distribution presented at the Figure, the evaluator split the score to four classes of score range in order to ease the analysis as shown the following Figure. Based on the score distribution above, the following score range is presented.

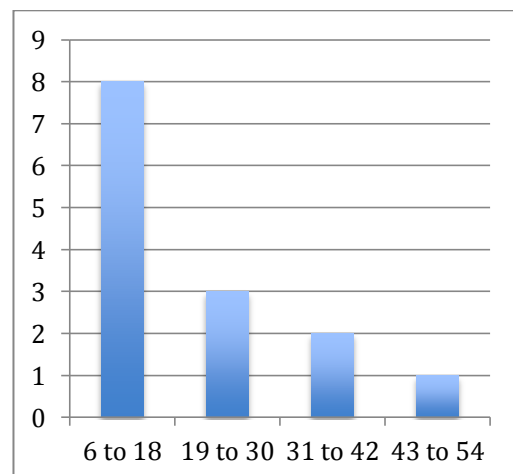


Figure 10. Gain Score Percentage Range

From the Figure, it is found out that the highest number of score was at the range of 6 to 18 and it keeps decreasing to the next three ranges consistently. This distribution of data grew the curiosity of the researcher to find out more about the score distribution. Therefore To investigate the gain score distribution, the evaluator looks deeper toward the relation between the pretest score and the gain score. The comparison is presented as below.

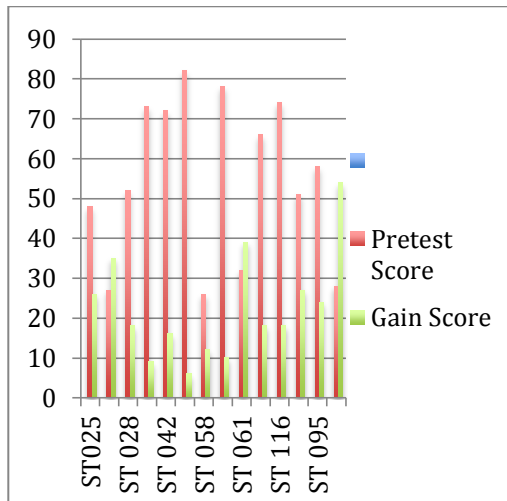


Figure 11. The comparison of pretest score against the gain score

The three highest gain score were 54, 39 and 35 owned by the ones whose pretest was 28, 32 and 27 in respective order. While the three least gain score was 6, 9 and 10 that belongs to the one with the pretest score of 82, 73 and 78 respectively. It shows that the participants with lower scores could develop themselves much more than the ones with the high score of pretest. The statistic above was then simplified by dividing the spread of the gain score based on two categories of pretest score, that is more than 50 and less than 50. The data description is shown as below.

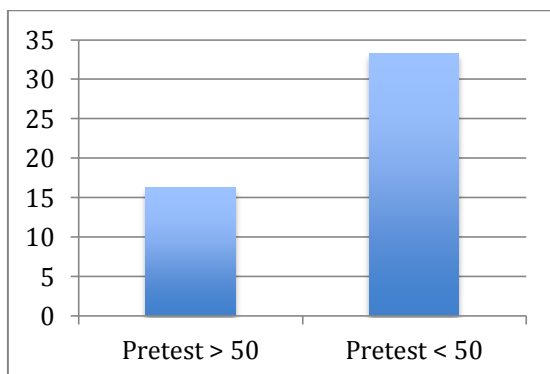


Figure 12. The Gain Score Mean Based on Pretest Score

Based on the Figure it is found out that the participants whose pretest were score less than 50 could increase their vocabulary mastery more than 50% than the one whose pretest score more than 50 could do. In average, the participants whose pretest score less than 50 could develop their vocabulary mastery up to 33.2% while the ones whose pretest score more than 50 could only develop their vocabulary mastery up to 16.22%. Based on leveling criteria, the improvement of the ones whose pretest was more than 50% at the level of very poor since the discrepancy happened was at the range of 75-100% while the improvement of the one whose pretest less than 50% was at the level of **poor** since the discrepancy identified was at the range of 26-50%.

In measuring the speaking skill, the evaluator involved three indicators; Speech Accuracy, Pronunciation and word rate. Below is the discussion of each of them.

Speech accuracy was measured by investigating the grammatical error within each speaker's speech as presented below.

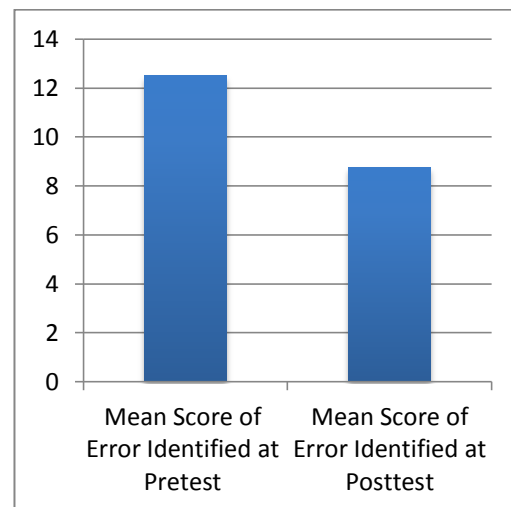


Figure 13. Comparison of Pretest-Posttest Mean Score Error Identified

Based on the figure above, the data collected showed significant improvement of the pretest score. The improvement of the score reached 57.14%. However, the percentage of the score improved from pretest to posttest score showed the percentage of discrepancy. The discrepancy happened at this step as presented through the following Figure as much as 42.85%.

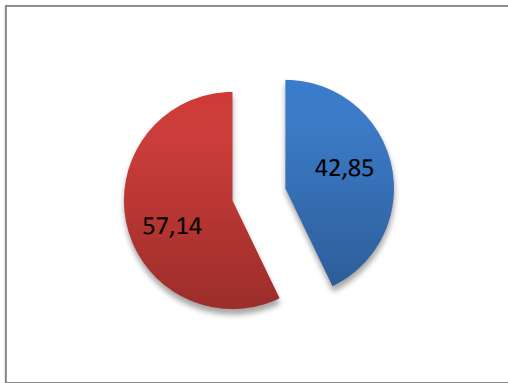


Figure 14. Discrepancy percentage of the score improvement from the pretest score to posttest

Based on the Leveling criteria, the discrepancy of the implementation of the Pronunciation was at the level of **poor** since it is at the range of 50-75%. Therefore it is concluded that the Pronunciation error that still needed to be fixed reached 57.14%. This result gained from the series of extra ordinary effort from both participants and program administrator. The participants spend more time than the nonparticipants Participants. The teaching material and technique used was also specially designed for improving the participants' speaking skill. Therefore, it is believed that the result shown was reasonable to happen.

The last indicator counted in measuring the Speaking Skill is the Words rate. The word rate was counted by calculating the utterances produced in each second. Based on the data collected, below presented the word rate average in pretest and posttest speech.

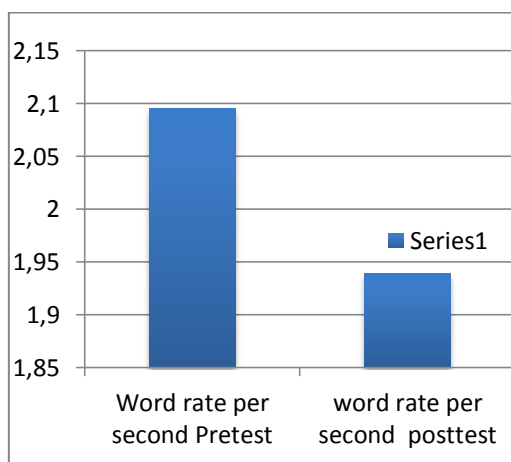


Figure 15. Pretest-posttest word rate average

Based on the data collected as shown through the Figure above, there is the decreasing of word rate between the pretest and

the posttest. The rate decreased from 2.09 at the pretest becomes 1.93 words per second.

## Conclusions and Suggestion

### Conclusion

Based on the data collected, there is nine conclusions of this evaluation are concluded.

First, input standard criteria of this program are (1) Students with minimum GPA of 3.5 who passed the vocabulary mastery level test and oral test, (2) Lecturer and staff with the qualification of doctorate and master, (3) administrative support involving eight staffs and lecturers, (4) natural context teaching-learning media.

Second, program process standard criteria are (1) the participants learn using the regular syllabus during the morning and using the acceleration-learning syllabus for the rest of the day, (2) the staff is responsible to prepare the supporting media and administrative services, (3) the lecturers were to teach and facilitate the participants.

Third, output of this program was divided into two (1) interim output; improving the participants' English speaking fluency, skill of English Speech and Mastery of English vocabulary better than the non-participants would do and (2) ultimate output; Producing ambassadors for English Education Study Program and producing peer tutors for the non-participant students.

Fourth, score for the implementation of input standard criteria according to the program participants was 499 out of 672 that equal to 74.25%. It means that according to the participants only 74.25% of the input standard was implemented and left 25.75% discrepancy. Among all indicators on this variable, the attendance of lecturer, number of staff and teaching-learning media were the lowest among all so that they need to be improved.

Fifth, The score for the implementation of the process standard criteria according to the participants was 245.33 out of 288 that equals to 88.30%. it means that according to the participants there were 88.30% of the process standard criteria were implemented, it left 11.70% discrepancy. From all indicators involved, lecturers' role in helping the participants pursuing their goals in this program still needed to be improved.

Sixth, Interim output criteria implementation was divided into two; participants' vocabulary mastery level and the speaking skill. In mastering vocabulary, the participants could improve their mastery from averagely 50.92 in the pretest to 71.71 in the posttest that equal to 49.40%. It means that based on the test result, it is need 50.59% more improvement for the participants to reach maximum score in vocabulary mastery test. Unfortunately, the improvement was gained the most only by the one whose pretest below 50% that improved from averagely 35 in pretest to 63,14 in the posttest, while for them whose pretest score more than 50% could develop their mastery in vocabulary only for 16.22% or improved averagely from 66.85 in the pretest to 80.28 in the posttest. In speaking skill, the participants get increased in their speaking skill after joining this program in different amount for each sub skill. The speech accuracy increased for 31.37% that means that there still needed 68.63% of improvement for the participants to reach the maximum score. For the pronunciation aspect the participants got increased only for 29.9%. It means that based on the result of this test the participants need 70.10% of improvement in order to reach the maximum score.

Seventh, average score for the ultimate output according to the participants was 235 out of 288 that equals to 81.59%. It means that according to the participants, the implementation of the ultimate output standard criteria was 81.59%. In this case, the participants were still unsure a hundred percent that they could be peer tutor and study program ambassador.

Eighth, average score for the program internal consistency according to the raters' judgment was 24.66 out of 32 that equal to 77.08%. It means that according to the raters, the implementation of the ultimate output standard criteria was 77.08%. From all indicators measured, the facility support especially for accommodation is rated the least by the participants.

Ninth, average score for external Consistency according to the raters' judgment was 19 out of 24 that equal to 79.16%. It means that according to the raters, the implementation of the ultimate output standard criteria was 79.16%. Lecturers' time reallocation was found to cause significant problem toward the external

consistency, it caused the lack of lecturers' attendance into the classes.

### Suggestions

Based on the research findings, the evaluator suggests some suggestion. First, in case of program internal consistency, the program administrator should pay more attention to the facilities support since in the implementation it still has 34% of discrepancy.

Second, in external consistency, the administrator should fix the schedule. The schedule of the classes at Study program and the acceleration program should be made as priority agenda. Unless it is managed well, the teaching learning process especially the morning class will be harder to be developed. For further effort, the option of offering extra motivation for the lecturer to get involved more to this program can also be considered. The motivation can be in form of extra credit for their career development of even more incentives.

Third, the administrator should pay more attention toward the strategy in improving the participants' vocabulary mastery since it was still at the level of poor especially for the one whose pretest score of the vocabulary mastery beyond 50%.

Fourth, the accommodation facilities of the program should be reconsidered since there were still numbers of complains accepted by the writer.

Fifth, the activities of writing book at this program should be inserted in the program planning. It would help to guarantee that the activity would always there during the program.

Sixth, for the further evaluator, it would be great to investigate the factors that caused the decreasing of the word rate between the pretest an posttest speech.

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