

An evaluation of Muhadatsah Program at Pondok Modern Daarul Abror using CIPP Model

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Abstract

This research aimed to describe the evaluation of Muhadatsah Program in English teaching and learning process in Pondok Modern Daarul Abror in terms of the context, input, process, and product aspects. This research is an evaluation research employing CIPP model by Stufflebeam (2007). The data were collected through observation, interview, document analysis, and audio-visual materials. The data were analyzed using Miles and Humberman (1994)'s flow model of qualitative data research which included data reduction, data display, and conclusion and verification. In the term of product evaluation showed that MP can improve their vocabulary. It helped them in learning English in the classroom especially in writing and reading, they could speak English fluently and bravely, they knew how to pronounce the word correctly and the intonation of the sentence. It can make them speak up bravely. However, it still needs improvement because the students who join MP just follow the rule but they didn't realize the important of language for them.

Keywords: *evaluation, CIPP Model, muhadatsah program.*

INTRODUCTION

English is one of foreign language learnt by the students at school in Indonesia. To improve the students' ability in mastering English some of schools make some innovations. One of the schools in Bangka District that create language program is Pondok Pesantren Daarur Abror (PMDA). PMDA is one of the Islamic boarding schools in Bangka district that have formal and non-formal education. The use of language in this boarding school plays an important role because in daily life, all of the staff, teachers and students have to use their formal language, Arabic and English (One week for Arabic and one week for English).

Knowing how important the use language in his Borading School the Kyai (the leader of the Pon-tren) makes a language program to make the student easier in learning the two languages for the beginner and in improving the students' ability in mastering the languages for the advance named Muhadatsah Program (MP). MP is the language program that established by the Kyai to improve the students' speaking skill in Arabic or English. The program was implemented since 2008.

This program is very helpful for the student and teacher. Based on the interview, the teacher said that the advantages from the MP is not also improving their speaking ability but also makes them feel easier in studying Arabic and English lesson because some of the vocabularies that they have learnt from Muhadatsah Program are occur in their textbook in the classroom.

However, to know whether the program is success and effective for the student an evaluation is a must. Evaluation is determined on use or quality of something. Stufflebeam (2002) states that an *evaluation* is a systematic investigation of the merit and/or worth of a program, project, service, or other object of interest. According to Richards (1995, p. 18) evaluation is concerned with gathering data on the dynamics, effectiveness, acceptability and efficiency of a program to facilitate decision making.

Wholey et al (2010) stated that Program evaluation is the application of systematic methods to address questions about program operations and results. It may include ongoing monitoring of a program as well as one-shot studies of program processes or program impact. The approaches used are based on social science research methodologies and professional standards. The field of program

evaluation provides processes and tools that agencies of all kinds can apply to obtain valid, reliable, and credible data to address a variety of questions about the performance of public and non profit programs.

Therefore, to investigate the aim succession of program, it is necessary that the program be assessed. Brown (1995, p. 218) describes evaluation program as the organized collection and investigation of all related data necessary to encourage the progress of a program and to assess its efficiency within the setting of the precise institutions involved. In this research, researcher tries to evaluate the program by using CIPP (Context, Input, Process, and Product) model purposed by Stufflebeam (1985). CIPP models divided into four scopes such as: context scope, input scope, process scope and product scope.

Context evaluations measure wants, issues, and opportunities as bases for characterizing objectives and needs and judging the important of results. Input evaluations measure alternative approaches to gathering wants as a way of arranging programs and designing wealth. Process evaluation measures the performance of devices to lead exercises and later to assist describe results. Product evaluation recognized planned and unplanned results both to assist keep the procedure on track and find out the usefulness. However, the advantage of this model is on any type of evaluation related to the decision-making device (Decision) concerning a program planning and operations. Excellence models CIPP gives a design for a comprehensive evaluation at each stage of evaluation. Based on the explanation above, the researcher tries to conduct the title "*An Evaluation of MP at PMDA using CIPP Model*". Nevertheless, in this journal the research, researcher only discuss about the product of the MP.

In relation to the research questions, the researcher classifies the objectives as follows: (1) To ascertain the context contributed to the success of MP at PMDA; (2) To describe the input contributed to the success of MP at PMDA; (3) To investigate the process contributed to the success in teaching and learning of MP at PMDA; (4) To find out the product of MP at PMDA.

LITERATURE REVIEW

The Meaning of Muhadatsah

Muhadatsah means conversation. Muhadatsah comes from the Arabic language derived from fi'il madhi mujarrad Hadasa which means is conversation, dialogue or speaking. While Muhadatsah derived from fi'il sulasi mazid which one of his faidah contain mutual meaning. So Muhadatsah means conversation between two people or more.

However, in the teaching process, Muna (2011, p. 66) argues that Muhadatsah is a method that present Arabic lessons through conversation. The method emphasizes on the study and description of a language that will be learnt by starting with the phonology, morphology. It is also involves all of the structure of the language, system pressure, tone, and others. Hermawan (2013, p. 185) also argues that Muhadatsah is also a method that learnt a language by giving more attention to the pronunciation and giving some drills intensively.

The Muhadatsah method emphasizes the interaction and two-way communication, between mutakallim (first person) and mukhaatab (second person). The explanation above shows that Muhadatsah is a form of speaking using and implementing Arabic in various situations. The use of the Muhadatsah method needs to be applied early so as to familiarize students to compose words into sentences. Among them are conversations based on text that are more bound in nature, where students are asked to memorize the dialog and then demonstrate it.

In sum, Muhadatsah is a method that used by teacher in delivering Arabic lesson through the conversation between teacher to students or student to student. It emphasizes the phonology, morphology, the structure of the language, system pressure, tone, and others. By doing the conversation, the students can enrich their vocabulary and they can use it in various situation.

Effendy (2005, p.12) states that there are some Stages of Muhadatsah. The purpose of Muhadatsah especially at beginner and intermediate level is so that learners can communicate orally simply in Arabic with stages: (1) Association Training and Identification. This exercise is intended to

train the spontaneity of learners and their speed in identifying and associating the meaning of the speech being heard; (2) Sentence Practice. This stage is related to Qawa'id teaching techniques/structures that can be broadly divided into mechanical exercises, meaningful exercises, and communicative exercises; (3) Conversation Exercises. This conversation exercise mainly takes the topic of everyday life or activities close to the learner. Among the conversation models are questioning, memorizing models of dialogue, guided conversation, and free conversation.

Evaluation Program

According to Wholey (2010, p.5) *"Program evaluation is the application of systematic methods to address questions about program operations and results. It may include ongoing monitoring of a program as well as one - shot studies of program processes or program impact. The approaches used are based on social science research methodologies and professional standards"*.

Rossi (2004, p.29) defines evaluation program as the use of social investigate strategies to efficiently examine the viability of social intervention programs. It draws on the technique and concepts of social science disciplines and is intended to be useful for improving programs and informing social action aimed at ameliorating social problems. So, evaluation program is a systematic and ongoing process to collect, describe, interpret, and present the information to be used as a basis for making decisions, formulating policy, and preparing the next program and to obtain accurate information on a program.

The aim of evaluation program is to producing credible information on the performance of a program to guide decision-making. According to Posavac and Carey (2003) in Tekin (2015), there are six purposes of evaluation program, which are: (1) to assess unmet needs (2) to document implementation (3) to measure results (4) to compare alternative programs (5) to provide information to maintain and develop quality, and finally (6) to detect negative side effects.

Weiss (1972, p. 16) divides the purpose of the evaluation program based on the kind of the program. In his book, he divides two kinds of evaluation program; formative and summative. So, the purposes are: (1) *to continue or discontinue the program*; (2) *to improve its practice and procedures*; (3) *to add or drop specific program strategies and techniques*; (4) *to institute similar programs elsewhere*; (5) *to allocate resources among competing programs*; (6) *to accept or reject a program approach or theory*.

Evaluation program consisted of and was equal to investigating the efficiency and working of language teaching methods and materials. It is also a systematic inquiry designed to provide information to decision makers and/or groups interested in a particular program, policy or other intervention. Brown (1995, p.218) describes evaluation program as "the systematic collection and analysis of all relevant information necessary to promote the improvement of a program and evaluate its effectiveness within the context of the particular institutions involved."

So, the aims of evaluation program are creating the valid data on the execution of a program to direct decision-making. It will help managers make sound decisions relating to program design, personal and budget.

CIPP model

CIPP model is created by Stefflebeam (1985). The main purpose of CIPP is to show how to evaluate could contribute to the decision-making process in program development. Harrison (1993) in Karatas (2009) emphasizes that the CIPP model enables evaluators to intervene the evaluation process when needed, both before and during the program and it also gives the possibility of evaluation for only one component. The aim of the CIPP model which attaches importance to process evaluation is to look into all of the strategies and components of evaluation and to seek the answers to these questions.

CIPP model enables evaluators to intervene the evaluation process when needed, both before and during the program and it also gives the possibility of evaluation for only one component. CIPP is acronym of *context, input, process and product*. According to Stufflebeam (2003, p.2), suggests CIPP evaluation model as follows:

“CIPP, the model’s core concepts are context, input, process, and product evaluation. Context evaluations assess needs, problems, and opportunities as bases for defining goals and priorities and judging the significance of outcomes. Input evaluations assess alternative approaches to meeting needs as a means of planning programs and allocating resources. Process evaluations assess the implementation of plans to guide activities and later to help explain outcomes. Product evaluations identify intended and unintended outcomes both to help keep the process on track and determine effectiveness.”

Context Evaluation

Context evaluation assesses needs, problems, assets, and opportunities within a defined environment. Needs include those things that are necessary or useful for fulfilling a defensible purpose. Problems are impediments to overcome in meeting and continuing to meet targeted needs. 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. A context evaluation’s methodology may involve collecting a variety of information about members of the target population and their surrounding environment and conducting various types of analysis. It might include reviewing documents, analyzing demographic and performance data, conducting hearings and community forums, and interviewing beneficiaries and other stakeholders.

Issac and Michael (1989) argue that *Context evaluation* yields information regarding needs (the extent to which discrepancies exist between what is and what is desired relative to certain value expectations, areas of concern, difficulties, and opportunities) in order that goals and objectives may be formulated.

In sum, the context evaluation measures the needs, issues, resources and opportunities within a defined environment. Context evaluations are useful for judging already established goals and for helping the audiences assess the effort’s significance in meeting beneficiaries’ needs. In this research, research reviewed some documents relates to the vision, mission, the purpose of the MP and the target and level of the learning and interviewed the curriculum staff about the background of the program.

Input Evaluation

An input evaluation’s main orientation is to help prescribe a program, project, or other intervention by which to improve services to intended beneficiaries. An input evaluation assesses the proposed program, project, or service strategy and the associated work plan and budget for carrying out the effort. Input evaluation is a precursor of the success or failure and efficiency of a change effort. Issac and Michael (1989) state that *Input evaluation* furnishes information about strong points and weak points of alternative strategies and designs for the realization of specified objectives.

So, in the input evaluation surveys the proposed program, venture or benefit technique and the related work arrange and budget for carrying out the exertion. Researcher reviewed some documents relates to the human resources (the teacher’s background who teach MP), curriculum and syllabus, the material of MP and the infrastructure to support the program. Researcher also interviewed the curriculum staff and teachers.

Process Evaluation

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. A process evaluation should contrast activities with the plan, describe implementation problems, and assess how well the staff addressed them. It should document and analyze the effort’s costs. Finally, it should report how observers and participants judged the quality of the process. Issac and Michael (1989) suggest that *Process evaluation* provides information for monitoring a chosen procedure or strategy as it is being implemented so that its strong points can be preserved and its weak points eliminated.

In sum, process evaluation measure the procedure or strategy that use in the teaching process whether it is differentiate between the activity and the plan. In this research, researcher observed the teaching and learning process and saw the schedule of MP.

Product Evaluation

The purpose of a product evaluation is to measure, interpret, and judge an enterprise's achievements. Its main goal is to ascertain the extent to which the evaluation and met the needs of all the rightful beneficiaries. Feedback about achievements is important both during an activity cycle and at its conclusion. A product evaluation should assess intended and unintended outcomes and positive and negative outcomes. Moreover, evaluators should often extend a product evaluation to assess long-term outcomes. Issac and Michael (1989) suggest that *Product evaluation* affords information to ascertain to what extent the objectives are being implemented to attain these objectives should be terminated, modified, or continued in their present form. So, in product evaluation, it measures the achievement of the program how far the effective of program. In this part, the researcher gave her comment or suggestion about the program.

METHOD

This research is an evaluation research. The aim of this study was to evaluate *Muhadatsah Program at Pondok Modern Daarul Abror*. The CIPP (context, input, process, and product) evaluation model developed by Stufflebeam (2002) is used in the study.

Research Participants

The research participants of this research were the Curriculum staff, teacher and students in PMDA who were attending MP 2018. These was selected as the research participants since they played significant *roles* in Muhadatsah teaching and learning process and who directly got involved with the implementation of the MP and was considered the real condition of the program.

Data Collection Technique and Instruments

According to Creswell (2014, p. 239) the data collection steps include setting the boundaries for the study, collecting information through unstructured or semi structured observations and interviews, documents, and audio-visual materials, as well as establishing the protocol for recording information. However, the researcher used four techniques for collecting the data in thus research such as observation, interview, document analysis, and audio-visual materials.

Observation

Observation is one way to gather the primary data. The data from this study was collected through several steps of observation such as: (1) The researcher monitored the school profile and school policy; (2) The researcher monitored the school facilities in creating an academic, media and learning environment; (3) The researcher monitored how the teaching process of MP in the class occurred.

Interview

According to Kumar, (2011, p. 144) argues that interviewing may be a commonly utilized strategy of collecting data from individuals. It is also called as any person-to-person interaction, either confront to confront or something else, between two or more people with a particular reason in intellect.

In this study, the researcher interviewed the curriculum staff and some of the teachers about the planning, structuring, implementing, recycling of MP and the researcher also interviewed some of the students to get the data from in-depth-interview. The result of the interview gave evidence about the context, input, process and product of the MP.

Then, the questions for the interview covered such as: (1) Teacher qualifications and experience in teaching English language; (2) Teaching and learning procedure; (3) Media, task/assessment; (4) Teaching methodologies or strategies; (5) Teaching and learning process.

Document Analysis

During the research, researcher gathered the information through the documentation. Creswell (2014, p. 240) states that it could be public document (e.g. Newspaper, minutes of meetings, official report), or private documents (e.g. personal journals and diaries, letters and e-mails). In this research, the researcher will use public documents; official report such as: vision, mission and the purpose of the MP, syllabus, and vocabulary list related to the process of MP at PMDA Bangka.

Audio-Visual materials

It provides an opportunity for participant to directly share their reality. The researcher used photograph and videotape to take some pictures and videos about their activities in teaching and learning process.

Data Validation

In this part, the researcher discussed about data validation. After getting the data, the researcher had an effort to check the validity of the data. This is to answer about the scientific on the results of data. Moreover, Ary and Jacobs (2010, p. 225) Validity is the most important consideration in developing in evaluating measuring instruments. Validity is a degree of accuracy of instruments used to measure precisely only too well what will be measured.

Again, Kerlinger in Arifin (2012) explained that the validity of the instrument was not sufficiently determined by the degree of accuracy of instruments to measure what should be measured but should also be seen from the other three criteria namely: appropriateness, meaningfulness, and usefulness. Gibbs (2007) in Creswell (2014, p. 251) states that Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures.

In sum, validity is the accuracy between the data that occurs in the object of the research and the data that can be reported by the researcher. Thus, the valid data if there is no difference data between the ones reported by the researcher and the actual data that occurred in the research object. The aim of this research is to know to ascertain the context, to describe the input, to investigate the process contributed to the success of MP and to find out the product of MP at PMDA. So, to get the valid data about the MP the researcher asked or interviewed the people who involve in the MP such as: the head of PMDA, curriculum staff, the teachers, and the students.

Data Analysis Technique

This research used qualitative data analysis based on the theory of Miles and Huberman (1994). There were several activities such as: Data Reduction, Data display, and conclusion and verification.

Data reduction refers to the process of selecting, focusing, simplifying abstracting and transforming the data appear in written up field note or transcription. As the data collection proceed, the data reduction occur in writing, summaries, coding, teasing out themes, making clusters, making partitions, and writing memos. In this research, after gathering the data researcher started to select the data based on the qualification in the research question in the first chapter which data is in context, input, process, and product evaluation.

Data display refers to an organized, compressed assembly of information that permits conclusion drawing and action. Display helps us to understand what is happening and to do something either analyze further or take action based on that understanding. In this research when the data selected already, the next step was starting to do the analysis to answer the research question.

The last is *conclusion and verification*. In this implication, the researcher made a conclusion. The conclusion was the answer of the research problems that have been formulated. The last step in this research was after *getting* the analysis result, researcher gave some conclusion and some suggestions to the stakeholder and teacher in program.

RESULT AND DISCUSSION

Discussion

The Product of Muhadatsah Program at Pondok Modern Daarul Abror

According to Stufflebeam (2007), product evaluation is identified and assesses project outcomes. The purpose of a product evaluation is to measure, interpret, and judge a project's outcomes by assessing their merit, worth, significance, and probity.

Furthermore, the product of MP indicated that students who join the MP they could speak English fluently and bravely. By joining the MP, they will know how to pronounce the word correctly and the intonation of the sentence. It can improve their vocabulary. The students who join the MP said that it help them in learning English in the classroom especially in writing and reading because when the teacher asks them to make or read a text they should not look up dictionary to know the meaning of the word.

The following is the results of interviews with the curriculum staff about the product of MP:

"kalo secara alurnya sudah benar ya, hasilnya pun sudah ada. Tetapi secara idealnya masih jauh, secara ideal maksudnya adalah: 1) bahasa itu kan kebutuhan maka dengan merasa membutuhkan bahasa maka saya sadar untuk menggunakan bahasa itu setiap hari dan dengan bahasa yang benar dengan bahasa yang terus menerus meningkat jadi proses improvmentnya itu adalah upaya dari dari sendiri itu tumbuh. Ketika saya diberi dua suku kata maka saya akan kembangkan diperbanyak strukturnya. Makanya saya perlu kata ketiga. Sedangkan bagi anak yang belum sadar, jadi dia hanya ikut program muhadatsah saja setelah itu selesai tanpa ada pengembangan dari si anak. 2) kesadaran peran. Itu tadi sadar diri. Ketika saya sudah punya kemampuan berbahasa maka saya akan jadi mitra belajar bagi teman saya. Nah begitu".

The following is the results of interviews with the teacher about the benefit of MP:

"manfaat dari muhadatsah ini seperti yang tadi anak-anak jawab adalah meningkatkan kemampuan berbahasa mereka. Karena disana ada cara speaking yang benar itu gimana, selain pada speakingnya, writingnya juga bahkan ke listeningnya juga masuk. Anak-anak yang tadinya gak tau gimana cara baca exhausted nah dengan mendengar gurunya, bagaimana cara pengucapannya sehingga mereka jadi tau. Makanya hampir semuanya masuk (listening, speaking, reading, and writing skill)"

The following is the results of interviews with the teacher about the benefit of MP for the students:

"muhadatsah itu dapat melatih kemampuan berbicara anak dengan pola kalimat yang benar"

The following is the results of interviews with the students about the benefit of MP for them:

"manfaat mengikuti muhadatsah bagi saya adalah kosakata saya bertambah, selain itu kata yang kita tidak tau cara bacanya setelah dengar ustazah yang ucapkan jadi tau. Terus bahasa inggris juga kan ada intonasinya kalo ngomong nah, yang awalnya ngomongnya datar jadi tau intonasinya. Kemampuan berbahasa saya juga meningkat"

The following is the results of interviews with the students about the benefit of MP for them:

"muhadatsah itu membantu menambah vocab saya, cara bacanya dan tulisannya. Saya merasa senang mengikuti muhadatsah karena saya bisa berbahasa lebih baik lagi"

The following is the results of interviews with the students about the benefit of MP for them:

"selama mengikuti muhadatsah ada kemajuan dalam bahasa saya. Terutama dalam memahami teks pelajaran misalnya ada kata-kata kadangkala ada yang susah kita temui kadang ada dimuhadatsah. Terus gak perlu buka kamus lagi begitu. Bisa dipake dipelajari misalnya dalam menulis. Menulis karangan bahasa inggris bisa membantu. Jadi muhadatsah itu membantu saya mendapatkan kosakata ketika saya mau menulis. Ketika ngomong dengan teman-teman, tau cara pengucapannya sama gimana intonasinya dalam bahasa inggris"

The following is the results of interviews with the students about the benefit of MP for them:

“manfaatnya bagi saya itu bahasanya lebih meningkat ketika ditambah muhadatsah lebih teratur dan lebih bagus lagi.

The following is the results of interviews with the students about the benefit of MP for them:

“bisa membuat bahasa saya tambah cool dari kosakatanya dan intonasinya, jadi bisa meningkatkan kemampuan bahasa saya menjadi lebih baik lagi. Saya jadi tidak malu ketika berbicara dengan ustazah. Karena sudah mendengar cara pengucapannya. Terus kosakatanya juga membantu saya dalam pelajaran bahasa inggris dikelas.”

The following is the results of interviews with the students about the benefit of MP for them:

“kemampuan bahasa saya lebih maju. Saya lebih berani ngomong dengan teman-teman saya dan bertanya ke ustazah karena saya sudah punya modal untuk berbahasa. Selain itu bisa dipake dalam kehidupan sehari-hari. Waktu dikelas pelajaran bahasa inggris juga. Jadi kosakatanya berguna juga ketika dikelas.”

Based on the entire interview above, researcher found that MP gave some benefit for the students; it can improve their vocabulary. The students who join the MP said that it help them in learning English in the classroom especially in writing and reading because when the teacher asks them to make or read a text they should not look up dictionary to know the meaning of the word. The students who join the MP they could speak English fluently and bravely. By joining the MP, they will know how to pronounce the word correctly and the intonation of the sentence. It can make them speak up bravely.

The last discussion in this session is about the expectation of curriculum staff, teacher and students. The following is the results of interviews with the curriculum staff about expectation of MP:

“harapannya ya perilaku anak sehari-hari. Dimana mereka akan menggunakan bahasa. Mereka sadar bahwa bahasa itu penting bukan karena peraturan. Karena kalo mereka sadar mereka akan menggunakan bahasa itu secara terus menerus.”

The following is the results of interviews with the teacher about the expectation of MP:

“harapan saya terhadap muhadatsah adalah muurid-murid dapat lebih baik dalam menuturkan kalimat dengan bentuk yg sesuai kaidah bahasa inggris/arab”.

The following is the results of interviews with the teacher about the expectation of MP:

“dalam mengajar muhadatsah gurunya harus maksimal, harus kompeten. Karena kalo tutor yang bersangkutan itu kompeten dia akan mampu memperbaiki setiap eror ketika anak salah dalam pengucapan bahasanya. Yang jadi keterbatasan kita adalah tidak semua yang terlibat dalam muhadatsah itu expert dibidangnya. Mereka selalu hadir karena memang sudah ada jadwalnya. Dan in sya allah bertanggung jawab dengan tugasnya hanya saja perlu dimaksimalkan lagi. Kemudian juga harus bisa memberi motivasi kepada anak-anak supaya mereka mau dan sadar untuk menggunakan bahasa.”

The following is the results of interviews with the students about the expectation of MP:

“harapannya agar muhadatsah khususnya untuk anak-anak misalnya sehabis diberi kosakata maka langsung digunaka biar gak lupa. Jadi bahasa dipondok ini lebih maju dan lebih bagus. Selain itu dalam muhadatsah juga harus pake media kalo bisa biar lebih bervariasi dan menarik”

However, according to curriculum staff, MP still needs improvement because the students who join MP just follow the rule but they didn't realize the important of language for them. The teacher who teaches in MP should be competent because it will help the students in improving their skill. The last is the teacher should use media to make the teaching and learning activity interesting.

Result

The Product of MP at PMDA

According to Stufflebeam (2007), the purpose of a product evaluation is to measure, interpret, and judge an enterprise's achievements. Its main goal is to ascertain the extent to which the evaluation

and met the needs of all the rightful beneficiaries. Some students who join the MP stated that they could speak English fluently.

Then, the survey results indicated that the data showed that MP can improve their vocabulary. The students who join the MP said that it help them in learning English in the classroom especially in writing and reading because when the teacher asks them to make or read a text they should not look up dictionary to know the meaning of the word. The students who join the MP they could speak English fluently and bravely. By joining the MP, they will know how to pronounce the word correctly and the intonation of the sentence. It can make them speak up bravely. However, it still needs improvement because the students who join MP just follow the rule but they didn't realize the important of language for them.

CONCLUSION

This study was aimed to evaluate the MP using context, input, process, and product components of the CIPP evaluation model developed by Stufflebeam (2007). Based on the finding and discussion of this study in evaluating the program, the research can be concluded that MP which is conducted at PMDA. Here the researcher conducted an evaluation covering the context, input, process, and product aspect of MP. This program needs evaluating. It needs some improvements to make successful in the future.

The product evaluation showed that MP can improve their vocabulary. The students who join the MP said that it help them in learning English in the classroom especially in writing and reading because when the teacher asks them to make or read a text they should not look up dictionary to know the meaning of the word. The students who join the MP they could speak English fluently and bravely. By joining the MP, they will know how to pronounce the word correctly and the intonation of the sentence. It can make them speak up bravely. However, it still needs improvement because the students who join MP just follow the rule but they didn't realize the important of language for them.

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