

## Evaluating a Classroom Process

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### Abstract

Evaluasi proses belajar mengajar dalam kelas biasanya dilakukan dengan alasan internal untuk melihat apakah program tersebut berfungsi seperti yang direncanakan. Selain itu, evaluasi ini dilakukan untuk menjawab pertanyaan yang dimungkinkan dilontarkan oleh pihak luar (eksternal) dan sebagai langkah untuk evaluasi aspek pendanaan. Sementara itu, evaluasi dapat dilakukan baik oleh pihak internal maupun eksternal yang berkompeten di bidangnya. Namun, evaluasi juga dapat dilakukan melalui kemitraan di antara dua pihak, internal dan eksternal. Sebagai evaluator kurikulum, guru mengumpulkan data, misalnya data tentang proses dalam kelas. Setelah itu, mereka menganalisa data tersebut dan memberikan umpan balik. Dengan menggunakan data itu, mereka memberikan informasi yang dapat digunakan untuk membantu dalam pengambilan keputusan dan meningkatkan kinerja proses belajar mengajar di dalam kelas. Artikel ini membahas aspek evaluasi proses kelas, seperti langkah-langkah yang digunakan, kriteria untuk mengevaluasi proses kelas, dan instrumen yang digunakan.

**Kata kunci:** *evaluator kurikulum, aspek evaluasi, langkah langkah evaluasi, instrumen*

### A. Introduction

Evaluation is a process of investigation in which data are gathered through different instruments and from different sources. This information is interpreted to make important decisions based on the research results. These decisions might require a change and effect a drastic change in the outline and process of a language program instruction. All these efforts are made to the development of a course of study and bringing about satisfactory results. Therefore, "Program evaluation is a form of investigation which describes the achievements of a given program, provides explanations for these, and sets out ways in which further development might be realized" (Kiely, 2009, p. 99).

Program or course evaluation should be one of the main components in a curriculum. It is usually conducted because of internal motivation to see whether the course is functioning as it was planned in the first place. Also, it might be carried out in order to satisfy external pressure and justify from the funding aspect. Meanwhile, a course might be evaluated by an insider who has a deep experience of the setting, or by an outsider who brings in fresh look to it. However, it can be done through the partnership of both insiders and outsiders which each one has its own view.

## **B. Evaluation**

The broadest kind of evaluation looks at all aspects of curriculum design to see if the course is the best possible (this is why the outer circle of the model includes all the parts of the curriculum design process). According to Nation and Macalister (2010: 123), evaluation requires looking both at the results of the course, and the planning and running of the course.

Furthermore, Weiss (1972) in Bachman (1995: 22) explain that evaluation can be defined as the systematic gathering of information for the purpose of making decisions. Then, it can be concluded that the probability of making the correct decision in any given situation is a function not only of the ability of the decision maker, but also of the quality of the information upon which the decision is based.

### **1. Functions of Evaluation**

The single most important consideration in both the development of language tests and the interpretation of their results is the purpose or purposes the particular tests are intended to serve. According to Bachman (1995: 54) the two major uses of language tests are: (1) as sources of information for making decisions within the context of educational programs; and (2) as indicators of abilities or attributes that are of interest in research on language, language acquisition, and language teaching.

Later on, evaluation is needed in a program because when an institution or someone wants to know the condition of that program needs to do an evaluation. Then, that condition also happens in a classroom process. In short, it can be seen that evaluation has a function to evaluate a program, for instance a classroom

process, in order to gather information about the progress or the condition of that program.

## **2. Components of the curriculum**

Nunan's (1988) explains that a framework of the evaluation of language curriculum consists of three major components: (a) the planning process, (b) implementation, and (c) assessment and evaluation. The planning process is further broken down into the effectiveness of needs analysis and appropriateness of content. The implementation part addresses the appropriateness of methodology, resources, and effectiveness of teachers' and learners' behaviors. The assessment and evaluation component concerns the assessment of the quality of students' progress and course evaluation.

Based on the explanation above, a classroom process also becomes a component of a curriculum. Why? It is because the classroom process is included in the implementation process in which the appropriateness of methodology, resources, and effectiveness of teachers' and learners' behaviors are needed and observed.

## **3. Teachers as Curriculum Evaluators**

As a curriculum evaluator, teachers are collecting the data, such as the data about classroom process. After that they analyze that data and support that data by giving feedback. Then, by using that data, they provide information that can be used to help in decision-making and improving the performance of the classroom process or the program.

## **4. Evaluation and Evaluator**

Evaluation and evaluators deal with knowledge. They collect and analyze data. They then give it back as feedback, to help in decision-making and to improve performance.

The kind of data evaluators have to deal with has been a subject of discussion since the very first days of evaluation. The demands on evaluators and evaluation in general have changed from the examination of operational and measurable aims

in the 1950s to the demand for useful information for decision makers and even to shaping the actual intervention in the 1970s (Levin-Rozalis & Rosenstein, 2005: 86).

In the 1980s and 1990s, evaluators were not only expected to take into account those who could be affected by the activity of evaluation, they were expected to use the evaluation to restructure and to reframe the concepts and world-views of stakeholders (Guba & Lincoln, 1981). From that statement, it can be understood that evaluators were supposed to guide the processes toward becoming a classroom process through use of the recommendations of the evaluation. Then, according to Preskill, evaluators can play an additional role of being the historian of the evaluation by collecting and storing information and findings that ensure that important learning will be kept (Levin-Rozalis & Rosenstein, 2005: 86).

Thus the evaluator's role has expanded far beyond the examination of a specific program. It now includes the examination of overall policies of the organization that implements that program.

### **C. Method**

As stated in the title, this subtitle gives you the explanation about the basic steps in evaluating a classroom process. Those basic steps are shown below.

#### **1 Deciding the criteria**

This step has a purpose to make sure that the evaluator know or understand what the criteria in evaluating a classroom process are. Then, because it is Indonesian practice context, the criteria of the classroom process evaluation will be based on the Curriculum 2013.

#### **2 Comparing those criteria to the reality**

This step has a purpose to know if there is a gap between the ideal condition and the reality, so that the evaluator need to understand that the classroom process is meet the criteria that have been decided. On the other hand, if there is a gap between the ideal condition and the reality, it means that the classroom process does not meet the decided-criteria yet. Therefore, the evaluator needs to suggest the classroom practitioner (teachers and other elements) to improve the classroom process.

#### **D. Discussion**

Doing an evaluation for a classroom process involve more than one point of view. That is why in conducting an evaluation for a classroom process, the result or data about the progress or the condition of that process can be collected by teacher himself. Then, it is important to understand what types of evaluation are in order to make sure that the data about the classroom process are appropriate.

There are some types of evaluation. Those are summative evaluation, formative evaluation, and so on. Well, this article will only explain about the formative evaluation and the summative evaluation in order to give an understanding to the readers that evaluating a language classroom process will be closely related to the formative evaluation than to the summative evaluation.

According to Bachman (1995: 61-62), feedback on the effectiveness of student learning is generally of interest to both teachers and the students themselves. Then, this kind of feedback is useful for teacher for doing formative evaluation. Furthermore, Nitko (1998) in Bachman (1995: 60) adds that the function of feedback in the classroom process (in the formative evaluation) is for providing continuous feedback to both the teacher and the learner for making decisions regarding appropriate modifications in the instructional procedures and learning activities.

Bratcher and Ryan (2004: 99-100) explain about teacher-centered grading. Teacher-centered grading is the traditional evaluation style. In this style, teachers set grading standards, evaluate student work against those standards, and assign grades. Teacher-centered evaluation can occur not only with traditional grading techniques such as analytic grading, comments at the end of a paper, and grade averaging, but also with less traditional approaches, responses, and management systems. Then, this kind of evaluation has some advantages. Those are as the most knowledgeable person in the class, the teacher retains control of the evaluation criteria (and thus the instructional goals); because this is the traditional evaluation style, most parents and students are comfortable with it.

Self-evaluation of work is implicit in the choices for portfolios, but self-evaluation can be used with other grading techniques as well. In self-evaluation,

teachers can evaluate their contribution in the classroom process so that they can do introspection. (Bratcher and Ryan, 2004: 100). Then, other type of evaluation is peer-centered grading which depends on the class for criteria, evaluation, and grades. In this style, the classroom process can be evaluated by involving more than one point of view. For example, this data can be gained by doing collaboration between the classroom teacher and other teacher.

- **Specific purposes of evaluation of classroom processes**

Evaluation can give useful information about a program's implementation and effectiveness (Llosa & Slayton, 2009, p. 35). Also, it can contribute to understanding and improving language teaching practices and programs" (Norris, 2009, p. 7). Kiely (2009, p. 99) argues that evaluation tries to ensure "quality assurance and enhancement" and creates "a dialogue within programs for ongoing improvement of learning opportunities." Evaluation can contribute not only to learning process but also to teacher change and development. Harris (2009, p. 55) explains that evaluation can "generate productive debate and effective remedial action" and contribute to "critical decisions on language policy and educational practice."

- **Criteria of a good classroom process**

Doing an evaluation to the classroom process is not only evaluating the evaluation stage of a learning process. It means that the evaluators need to evaluate the whole process of the classroom process which are include planning stage and classroom practices, instead of evaluation stage. That is why the type of this evaluation is formative because it is not only evaluating the achievement of the learning process, but also evaluating those three elements.

The statement above is also supported by the Nunan's explanation about the component of a curriculum. According to Nunan (1988), a framework of the evaluation of language curriculum consists of three major components: (a) the planning process, (b) implementation, and (c) assessment and evaluation. The planning process is further broken down into the effectiveness of needs analysis and appropriateness of content. The implementation part addresses the appropriateness of methodology, resources, and effectiveness of teachers' and learners' behaviors.

The assessment and evaluation component concerns the assessment of the quality of students' progress and course evaluation.

Based on those explanations, it can be understood that in developing the criteria for evaluating a language classroom process is also needed to comprehend those elements (planning, implementation/ classroom practice, and also evaluation) and combine it with the current curriculum.

▪ **Instruments for evaluating a classroom process**

The instrument explained in this article is questionnaire. This questionnaire can be used and completed by the evaluator in relation to the classroom process. That instrument can be seen further.

## A CLASSROOM PROCESS EVALUATION QUESTIONNAIRE

(To be completed by the Evaluator)

### SECTION A: Evaluator Information

Name of Program Being Evaluated: \_\_\_\_\_

Training Institution Requesting Evaluation: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

Position/Title: \_\_\_\_\_

Years of Combined Experience and Education in Field: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Postal Code

Telephone

E-mail

Fax

### SECTION B: Program Description

***(NOTE: Please answer only those questions you feel you are qualified to based on your experience/classroom process)***

1. Does the program description of the classroom process accurately capture the standard of competencies stated in the Curriculum 2013? Please explain.

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2. Do you feel that the classroom process length is sufficient to produce and facilitate the students in the field? Please explain.

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### SECTION C: Program Content

***(NOTE: Please answer only those questions you feel you are qualified to based on your experience/classroom process)***

3. Do you feel that the standard of competencies listed in the Curriculum 2013 will ensure that students will have the basic knowledge, skills and/or abilities required to be successful in the language classroom process? Please explain.

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4. Does the sequencing of learning (i.e. order of content presented) within the program (classroom process) properly address course pre-requisites and/or co-requisites? Are there any courses within the classroom process you feel should be pre-requisites for other courses, but have not been identified? Please explain.

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5. Is the time allocated to EACH material sufficient, excessive, or inadequate? Please explain.

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6. Do you feel that all necessary competencies/learning objectives are included? Please explain.

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7. Are there any aspects of the content stated in the Curriculum 2013 that contain learning objectives not particularly relevant to the classroom process? Please specify, providing a rationale where necessary.

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8. Are there areas of the curriculum (i.e. specific courses or learning objectives) that need to be revised, removed or added to the classroom program? Please specify, providing a rationale where necessary.

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9. Do you feel that there is a proper balance between theory (i.e. classroom) and practice (i.e. lab/shop/fieldwork/daily environment) within the classroom process? Please explain.

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**SECTION D: Program Resources**

*(NOTE: Please answer only those questions you feel you are qualified to based on your experience/training)*

10. Do you feel that the tools, equipment and/or supplies listed for practical components of the curriculum (if applicable) are satisfactory for program delivery (i.e. do they support the learning objectives of the classroom process)? Please explain.

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11. Are the textbooks listed adequate for program delivery (i.e. do the textbooks appear current and/or relevant for the classroom process)? Please explain.

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12. Do you feel there is adequate learning resources (i.e. print media, audio-visual materials, etc.) provided for program delivery and to actively engage students? Please explain.

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13. Do you feel that instruction is reinforced with appropriate technologies (i.e. current software, hardware, etc.)? Please explain.

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14. Is there specialized equipment, textbooks, software or other resources which you feel are not listed but would strengthen the delivery of this classroom process? Please specify, providing a rationale where necessary.

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**SECTION E: Classroom Practice/ Program Practice**

*(NOTE: Please answer only those questions you feel you are qualified to based on your experience/training)*

15. Does the teaching-learning process work well in the classroom? Please explain.

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16. Do the students active in the process of teaching and learning in the classroom? Explain.

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17. Does the teacher can handle or manage the classroom process well? Please explain

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**SECTION F: Program Instruction/Evaluation Methods**

*(NOTE: Please answer only those questions you feel you are qualified to based on your experience/training)*

18. Do you feel that instructional materials model appropriate daily activities, and are program content/learning activities consistent with daily practices? Please explain.

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19. If no instructional/training methods have been identified by the training institution, are there any instructional methods that you would suggest for course/program delivery? Please specify, providing a rationale where necessary.

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20. Do you feel that the methods of evaluation used for this program appropriate? Please explain.

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21. Do you have recommendations for additional evaluation methods which would ensure student competency? Please specify, providing a rationale where necessary.

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22. What qualifications and experience do you feel will be required for potential teachers to teach core competencies/courses within this classroom process? Please specify, providing a rationale where necessary.

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## E. Conclusion

Program evaluation is a form of investigation which describes the achievements of a given program, provides explanations for these, and sets out ways in which further development might be realized. Evaluation has a function to evaluate a program, for instance a classroom process, in order to gather information about the progress or the condition of that program. Then, a framework of the evaluation of language curriculum consists of three major components: (a) the planning process, (b) implementation, and (c) assessment and evaluation.

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