

AN EVALUATION STUDY OF BILINGUAL PROGRAM IN SMA NEGERI 1 DENPASAR

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Abstract

This study aimed at describing and explaining the implementation of Bilingual Program in SMA Negeri 1 Denpasar. It was an evaluation study which used CIPP model of evaluation. Being a qualitative study, it focused on describing and explaining the implementation of bilingual education in SMA Negeri 1 Denpasar in terms of context, input, process and product components. The subjects of this study were the English teachers, headmaster and the students of SMA Negeri 1 Denpasar in academic year 2012/2013. The data were in the form of: 1) researcher's notes of the teaching and learning observation, 2) transcript of interview with the headmaster, English teachers, and the students, 3) teachers' academic document, and 4) school's documents. The main instrument was the researcher herself. The data were analyzed using Interactive Model of Miles and Huberman's (1994). The findings of the study were divided into 4 sections, which were concerned with context, input, process and product respectively. The context components examined in this study include the reason why SMA Negeri 1 Denpasar becomes RSBI. The input components are the curriculum, students' entry selection, educator and educational staff, and infrastructure. The process component is the teaching and learning process of bilingual program in the English class. The product is the students' score on the English competency. In terms of context, this school becomes RSBI because it can fulfil the requirements from the government, and also made proposal for being so. For the input, the school already follows the regulation of R-SMABI about the SNP+X. The school uses a curriculum called adaptive curriculum, which is a result of adaptation from 3 curricula, namely KTSP SMA N 1 Denpasar, Cambridge curriculum, and General certificate of Singapore Education. In terms of Educator and educational staff, 18.84 % of the teachers have post graduate qualification. The school employs the entrance system using TPA and psycho test. In the process, the teaching and learning process already implement bilingual education, but still have lots of weaknesses. In terms of product, all of the students in SMA Negeri 1 Denpasar are able to pass the KKM.

Keywords: evaluation study, CIPP, bilingual program.

INTRODUCTION

There are many programs that are arranged and implemented by our government. All aspects of life are the concern of the government in building up and developing this country, in order to reach a better life for all Indonesian people, including in educational field. Many programs are arranged and implemented by the government in order to improve the educational field in Indonesia.

There are many programs which have already been implemented by our government as an effort to upgrade the quality of education in Indonesia, as the

process of improving the quality of human resource (if we start from the changing of the curriculum used in Indonesian schools, from year to year). It began with the 1994 curriculum, which was changed into Competency-based Curriculum (CBC), and changed again into School-based Curriculum which is used until now by the schools.

Besides the curriculum, there is a program also for the teacher, to increase the teacher's pedagogical, professional, social, and personal aspects. The government implements teacher certification for teachers all over Indonesia. They have to have those four

aspects, which are called as teacher's competencies, to be eligible to certify as professional teachers. As professional teachers, they will get better appreciation from the government.

Besides the curriculum and teacher, the government also has a program for the betterment of the school by forming R-SBI school which is prepared to be SBI (International-Standard School). In implementing this program, there are many requirements and policy that the school has to fulfil and implement.

One of the programs is the implementation of bilingual program in that school. By bilingual program is meant educational program that involves the use of two languages as instruction in some point in student's school career (Niето in Brisk ; 2008, p. 31). In line with that, Indonesian government give a constraint that Bilingual education is an instruction that use English in terms of material, process and evaluation (Depdiknas, 2007).

Our government must have reasons and goals when they decide to implement this kind of policy. Educational systems and families often create bilingual education programs to promote fluency in a second language that enjoys prestige or economic importance (Brisk, 2006: 15). The purpose of the government in implementing R-SBI is improving the quality of school's work ethic, in order to be able to realize the goals of national education optimally in developing a faithful and pious person, healthy, knowledgeable, creative, independent, and be a democratic also responsible citizen, and have a sense of competitiveness internationally (Depdiknas, 2008: 5).

Our government form RSBI School from schools that are considered superior schools. The government support their funding to prepare the school's facilities and infrastructure in order to make the school eligible enough to categorize as International School. Beside the physical side of the school, the government also develop the school's non-physical side, such as teachers, students, curriculum, etc. The schools are required to improve the quality of teachers. At least 20% of all teachers in each school should be

graduated from Post Graduate Program. The teachers are also required to learn English so that they are able to teach the students in English, not only for the English subject, but also for Math and Science subjects (Physics, Biology, and Chemistry in Senior high school). Besides, those teachers are also required to make their documents like curriculum, syllabus, and also lesson plan fully in English. This culminates in the requirement that the teaching and learning process in the classroom should also be bilingually done (using English and Indonesia). The schools are also suggested to adapt the educational system, or part of it used abroad, or the country which has a good academic system, and is a member of OECD.

The purposes of bilingual program in R-SBI schools are: (1) increasing students' mastery of the subject matter; (2) improving students' performance in using English in scientific or non-scientific forums; (3) enabling the students to access scientific knowledge from international media, and to communicate among themselves in Indonesia and with other students abroad.

It is to be admitted that the bilingual program in R-SBI school has well-thought plan and goals to prepare the Indonesian citizen to have a sense of international competitiveness. However, a really well-prepared program is not a guarantee that it will be implemented as well in the actual operation of the schools involved.

As a program from the government, Bilingual education needs improvement in many aspects to make it really achieve the goal. In relation to this need, an evaluation of this program needs to be conducted in order to know whether or not the implementation of this program in Indonesia corresponds compatibly with the plan and goals for which it has been designed, especially in Bali. This evaluation is needed to make the program better in the future. That is, a systematic evaluation is needed by the program in order to know the effectiveness of the program when it is implemented. An evaluation is also needed to know the strengths and weaknesses of the program

in order to fix the program for further implementation. It is in relation to this consideration that the present study was planned and carried out.

It was designed as an evaluation study and took place in one R-SMABI in Bali, namely SMA Negeri 1 Denpasar. This school was chosen because it was considered as a good model for R-SMABI in Bali. Besides, the school was practically accessible in terms of all aspects considered in the research in hand.

The study as such was entitled "An Evaluation Study of Bilingual Program in SMA Negeri 1 Denpasar".

THEORETICAL REVIEW

CIPP Model

The CIPP model comes from the initial letters of four types of evaluation function, namely, Context, Input, Process, and Product. The purpose of evaluation research is to know the progress and success of an ongoing program. That is to know how far the achievement of a program is.

The purpose of an evaluation itself is not only to prove but also to improve the program. Wadsworth (1993) further points out that, "This model was initially primarily intended as an inquiry approach for guidance in service development and improvement." In line with this, Stufflebeam (1967) develops an evaluation model comprehensively. The evaluation is done on the context, input, process, and product of the program in question. CIPP is an evaluation model which gives more emphasis on the improvement of the program being evaluated.

The Context Component

Context component assesses needs, problems, assets, and opportunities within a defined environment (Stufflebeam, et al. 2002: 287). *Needs* include those things that are necessary or useful for fulfilling a defensible purpose. *Problems* are troubles 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. *Defensible purposes* define what is to be achieved related to the institution's mission while adhering to ethical and legal standards (Stufflebeam, et al. 2002: 287).

Popham (1995:35) also stated that context evaluation attempts to isolate the problems or unmet needs in an educational setting. Context evaluation involves effort to conceptualize the relevant elements of an educational environment, as well as an effort to gather empirical data that help identify the problem, needs and opportunities present in educational context. The methods of context evaluation are chiefly descriptive and comparative. The context evaluator describes the status of an educational setting, and then compares present, probable and possible system outputs. The conclusion of context evaluation is characteristically the identification of a set of specific objectives for which an instructional program can be designed.

Context evaluations may be initiated before, during, or even after a project, program, or other improvement effort. 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. The evaluators might construct a survey instrument to investigate identified hypotheses. Then they could administer it to a carefully defined sample of stakeholders. Evaluators should also examine existing records to identify performance patterns and background information on the target population..

The Input Component

An input component's main orientation is to help prescribe a program, project, or other intervention by which to improve services to intended beneficiaries (Stufflebeam, et.al.,2002:291). An input evaluation assesses the proposed program, project, or service strategy and the associated work plan and budget for carrying out the effort. It does this by searching out and critically examining

potentially relevant approaches, including the one that already being used. The key criteria for assessing competing strategies are potential success in achieving program goals and attending effectively to assessed needs, problems, area assets, and opportunities.

Input evaluation is supposed to provide information regarding how to employ resources to achieve program objectives (Popham, 1995:36). During input evaluation, the task is to ascertain the nature of available capabilities of the instructional system and potential strategies for achieving the objectives identified as a consequence of context evaluation.

Input component is a precursor of the success or failure and efficiency of a change effort. Initial decisions to allocate resources limit improvement efforts.

The Process Component

In essence, a process evaluation is an ongoing check on a plan's implementation plus documentation of the process, including changes in the plan as well as key omissions and/or poor execution of certain procedures. (Stufflebeam et.al., 2002: 294). One goal is to provide staff and managers feedback about the extent to which staff are carrying out planned activities on schedule, as planned, and efficiently. Another is to help staff identify implementation problems and to make needed corrections in the activities or the plan.

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.

Process evaluation is required once the instruction program is up and running. The purpose of process evaluation is to identify any defects in the procedural design, particularly in the sense that planned elements of the instructional program one not being implemented as they were originally conceived, (Popham, 1995: 36). The process evaluator monitors the actual instructional procedures in order

to help the instructional decision makers anticipate and overcome procedural difficulties.

The Product Component

The purpose of a product component evaluation is to measure, interpret, and judge an enterprise's achievements (Stufflebeam et.al.,2002: 297) . Its main goal is to ascertain the extent to which the evaluand 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.

Product evaluation attempts to measure and interpret the result achieved by an instructional program not only at its conclusion but as often as necessary, during the program itself. The methods of product evaluation emphasize on extrinsic criteria; delineates, obtains and provide information needed by those who must make decisions regarding the program. The emphasis in product evaluation however is clearly on the outcomes produced by the program.

Bilingual Education Program in Indonesia

The globalization era is marked with strong competition on technology, management, and human resources. In relation to those things, the Indonesian government consider that it is necessary to prepare excellent human resources through the betterment of national education system. Act of the Republic of Indonesia No. 20, year 2003 on National Education System is the basic law for the implementation and reformation of the national education system.

Particularly, the effort in improving the education quality is based on the Act of the Republic of Indonesia No. 20, year 2003, section 50, subsection 3:

The government and local government organize at least a unit of education at all levels of education, to be developed further as a

*unit having international
standards of education.*

As the implementation of the Act, the National Educational Department has identified and developed schools with the potential to do a qualified educational service processes which are able to produce graduates who are recognized both nationally and internationally. In relation to this, the government comes up with the Pilot-International Standard School, which is a starting point forward, International Standard School later on.

The development of Pilot-International Standard School has many purposes in order to achieve the national goal. One of the purposes is concerned with the students' ability in English. As an international language, English has an important role to support the success of this International Standard School program. This indicates that the government has to give more attention in developing the students' competency in English. One of the methods that has already been employed by the government is the implementation of Bilingual Education in the teaching and learning process.

British Council conducts a research toward English Bilingual Education in Indonesia in 2009. The report discusses a visit from 30th Nov to 4th Dec 2009, to review bilingual/English education in Indonesia, as part of the RST strand (strand 1) of the British Council Access English Project. The consultancy reviewed a wide range of data, including documentary sources, school and classroom observations, and interviews with a range of stakeholders from the ministry, schools and elsewhere.

It concluded that the program, although still relatively small in percentage terms, is popular and attractive to stakeholders and has good prospects for future growth. The report noted, however, that there is an absence of firm test data by which to evaluate the academic success of the program. Without such data it is not possible to be sure whether or not students in the program are in fact doing as well as, or better than, those not in the program, both in their English learning and

in their content learning. For this reason it is recommended that test data on these areas be obtained in the near future as a solid benchmark by which the program can be evaluated now and in future years. It is also recommended that teachers receive training and development in terms of their English Language proficiency, in aspects of classroom management enumerated in the report, and also in aspects of teaching content subjects. It is also recommended that schools and teachers be given more guidance on materials which they could use on the teaching of content subjects in their classrooms.

Method of Data Collection

The data in this research were collected by the researcher herself as the key instrument. She used interview, observation, and document investigation to help her in collecting the data. Interview was done to the headmaster, 3 English teachers, and 3 students. Observation was done to the process of teaching and learning process of English subject in all classes of SMA Negeri 1 Denpasar. Document investigation was used to investigate the schools' document about educators and educational staffs, the teachers' document (syllabus, lesson plan, and students' score on English subject).

Method of Data Analysis

Suharsimi Arikunto (2008:165) stated that not all data obtained are in the forms of symbol that can be quantified and counted mathematically. Miles and Huberman (1994) maintain that qualitative data are words rather than numbers. They, further state that words describe and explain, and words also suggest new perspective.

The data used in this research were qualitative data. That is, data that are not in the form of quantified symbol. Rather, they were in the form of words. Such data were obtained through several methods of collecting data namely: observation, interview, questionnaire, and document analysis.

Following Miles and Huberman interactive model, the data of this study

were analyzed through the following stages:

1. Data Collection.

The first stage was data collection. In this step, the researcher collected the data that were needed in the research. The data collection process was done by the researcher herself.

2. Data Reduction.

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions (Miles and Huberman, 1994: 10). On this stage of the study, the data obtained from the field were sorted and put according to the components of the evaluation and were related to the purpose of the evaluation program. The data then were summed up to select facts and information that were the most important and contributing to the components evaluated.

3. Displaying Data.

Miles and Huberman (1994:11) state that a display is an organized, compressed assembly of information that permits conclusion drawing and action. On this stage, the data obtained were categorized according to the research focus and displayed in matrices so as to ease the evaluator to see the pattern of relationships between one data to the others.

4. Conclusion: Drawing and Verification.

On this stage the data were studied thoroughly toward a conclusion. Verification was then done to check the truth of what were interpreted and concluded. In other words, a crosscheck was done to see whether it was necessary to reconfirm it using other sources from the source of data or informants.

Findings

There are 4 findings described below: findings on context, findings on input, findings on process, and findings on product.

Findings on Context

The finding on context is about why SMA Negeri 1 Denpasar becomes RSBI.

Based on table of findings on context above, it can be seen that SMA Negeri 1 Denpasar becomes RSBI because this school fulfil the indicators as RSBI. This school got A for school accreditation from Schools Accreditation Board. One of the requirements of being RSBI is that the school from the city/regencies which do not have RSBI yet. In Denpasar municipalities, there was no RSBI school at the time. It can be known from the government data about RSBI for high school (http://id.wikipedia.org/wiki/Daftar_sekolah_menengah_atas_berstatus_RSBI). SMA Negeri 1 Denpasar and SMA Negeri 4 Denpasar were the first schools which became RSBI in 2006. It was the beginning of RSBI program in Indonesia. So, it can be concluded that, there was no RSBI in Denpasar municipalities at the time. Then, SMA N 1 Denpasar fulfilled the requirement as one of the RSBI.

Another requirement is the existence of RSBI for Junior high school in the regencies/ city. There was RSBI for junior high school in Denpasar municipalities. However, it started in 2007. It was after SMA N 1 Denpasar become RSBI.

SMA Negeri 1 Denpasar is a one shift school. There is only one period of school hour in a day. It started from 07.00 WITA – 13.40 WITA. Based on the interview with the headmaster, this school already proposed a proposal for being RSBI school.

After following the steps, then based on the Decree of the High School Guidance Director, Director General of the Ministry of National Education Mandikdasmen No. 4100.a/C.C4/KP/2006 on the Determination of Pilot International Standard High School Program (R SMA BI), SMA Negeri 1 Denpasar become one of RSMABI in Indonesia.

Findings on Input

The findings on input cover the students' selection, curriculum, educator and educational staffs, and also infrastructure. In terms of students' selection for the year, the school apply the system Real-time online for the students' entrance test. Real-time online means the

registration and the announcement are online. However, the entrance test was not. The students' entry selection in SMA Negeri 1 Denpasar is using test, the result of UAN and the rapport card of the students' candidate of SMA Negeri 1 Denpasar. The students who are going to join the entry test of SMA Negeri 1 Denpasar cannot have 6 in their rapport card of Junior high school in those 5 semesters. If they did, they cannot register to join the entrance test in SMA Negeri 1 Denpasar. At least they got 7 as minimum score in their rapport card. Then, after the document investigation, they will follow test in SMA Negeri 1 Denpasar. It consists of Academic test and psycho test. The Academic test will be prepared by the school, then the psycho test, will be done by the third parties (ask suitable institution to make and do the test). Then, the result of Academic test will be merged with the result of students' UAN. Then, the final mark will be used to determine whether the candidate of SMA Negeri 1 Denpasar's student accepted as a student of SMA Negeri 1 Denpasar.

Based on the interview with the headmaster and teachers, this school already implemented KTSP. The KTSP in SMA Negeri 1 Denpasar, which is called as adapted curriculum. The curriculum was constructed based on the KTSP adapted 2 curriculum from OECD's member; those are Cambridge curriculum and General Certificate of Singapore education. This was done in order to fulfill the requirement from the government about SNP + X. This school already fulfills the SNP which is KTSP, then the X here is the adaptation did by the school toward the Cambridge curriculum and General Certificate of Singapore education in order to improve the students' competency as the students of RSBI school. Based on the interview with the headmaster, the KTSP curriculum is revised every year. The revision is based on the school's facilities, school's educators, and changes from the government which is top down. In terms of ICT-based information of academic administration system, SMA Negeri 1 Denpasar already provides a website that can be accessed by the students. Based on the interview with the headmaster, the

curriculum of SMA Negeri 1 Denpasar has been already uploaded in the website of SMA Negeri 1 Denpasar. So, the students are able to access information.

In terms of content standard, the school already fulfills the content standard. Based on the interview with the headmaster, the structure of the curriculum in SMA Negeri 1 Denpasar is based on the standard of national curriculum. The subjects that are taught in this school are the subjects that are listed in the content standard of national educational standard. Beside the subject, the learning responsibility for the students in SMA Negeri 1 Denpasar is not really different from other schools, the numbers of effective instruction days in SMA Negeri 1 Denpasar also not too different from other school. But, SMA Negeri 1 Denpasar make sure, they give more than other school. In terms of graduation competency standard, this school also fulfills the standards from the government, based on the interview with the teacher.

Based on the document investigation, the school has 11 educational staffs. One head of administration, one treasurer, one librarian, two laboratory assistants, one for students section, one for archive section, one for staff section, one for equipment section, and two for accounting,. Only 3 of them are already graduated from bachelor degree, 1 graduated from diploma 3, and the rest are graduated from senior high school. Based on the interview with the headmaster, the school also has 8 cleaning service employs, which are not listed in the document. Based on the document investigation too, SMA Negeri 1 Denpasar has 69 teachers, including the headmaster. The headmaster is still teaching in grade X for six hours a week. There are 13 of all teachers in this school already graduated from Post Graduate Program. The rest, 56 teachers are graduated from Bachelor Degree. All of the teachers in this school are teaching appropriate subjects with their educational background. Unfortunately, there are 6 teachers are not having a teacher certification for senior high school. Based on the interview with the headmaster, it is because the time of working of those teachers are less than 5 years, then they

could not join the teacher certification yet. One of the requirements of the teacher to be able to join the teacher certification is already working as a Civil Servant teacher at least 5 years. As the criteria of RSBI school, that subject matter in English, science and math should be given in English. Based on the observation, the teacher of math and science (biology, physic, and chemistry) in this school was already used English as medium of instruction in all subject. But, it was limited, for example in addressing the students. The teachers of math and science in this school only know the daily English, not English for instruction. That's why, they use English only for opening and closing in instruction. In terms of ICT use, almost all the teachers are able to facilitate the teaching and learning process with ICT use. The ability of the teachers also supported by the school by providing the LCD, screen, tape, and also laptop for the teachers in order to support the teaching and learning process. Based on the document investigation, from 69 teachers in this school, 13 of them already possess a master degree. If we calculate the percentage of the teachers who already possess Master degree, it will be:

$$\frac{13}{69} \times 100 \% = 18.84 \%$$

It means that only 18.84 % of all teachers in this school who already graduated from Post Graduate Program. But, based on the interview with the headmaster, he stated that there are 32.6 % of all teachers in SMA Negeri 1 Denpasar, who already possess a Master degree. This incompatibility between the document and the headmaster's statement because there are some teachers who already graduated from Post Graduate program, who are not informed yet to the staff, then they are not noted yet by the school. It caused the difference between the result of calculation and the statement of the headmaster. Unfortunately, the result of the calculation shows that the school is not fulfilling the requirements for R-SMABI for Master degree teachers. The government suggests that R-SMABI at least have 20 % of all teachers who already graduated from Post Graduate Program.

Findings on Process

Findings on process cover the planning, implementation and evaluation of Bilingual Education in English subject. On planning, all English teachers already have syllabus and also lesson plan. The syllabus that is possessed by the teacher is constructed by the English teacher of SMA Negeri 1 Denpasar in MGMP. They constructed the syllabus based on the adapted curriculum which already explained before. They revise the syllabus every year in MGMP. The revision of the syllabus is based on their experience of teaching and learning activities in the previous year, the school facilities and also top down policy that came from the government.

The lesson plan was made by the teacher before the next semester begins. The lesson plan was made based on the syllabus that they already constructed. Based on the document investigation, the overall syllabus of English Teacher of SMA Negeri 1 Denpasar is consist of :

1. Standard Competence
2. Basic Competence
3. Indicators
4. Teaching and Learning Objectives
5. Learning Materials
6. Learning Method
7. Teaching and Learning activities
8. Learning Sources
9. Assessment
 - Technique of Assessment
 - Type of Assessment
 - Instruments
 - Scoring Rubric of students' performance

For the process of teaching and learning, the researcher done an observation in all classes in grade X-XII. From the observation it was found that the teachers used mixed English and Indonesia in mix, but English is dominant. Unfortunately the students are lazy to use English especially speaking skill. In terms of writing, listening and reading, they are good, but not in interaction with their friends. They rarely use English in communication with friends even in the English class.

In process of teaching and learning process, the teacher motivates the students in participating in the classroom activities. Then, the teacher gave mark toward the students' participation. Based on the observation, it can be seen that the teacher did the evaluation on ongoing process of instruction in the classroom. Besides participation, the teacher also observed the students' attitude toward the subject, the readiness of the students in studying. It can be seen whether the students came to the class on time or late, do they brought dictionary and English book or not, do they contribute in giving ideas or not, do they are able to finish the tasks as the time allotted or not.

Based on the interview, the evaluation was doing on process of daily teaching and learning and also on paper-based test. The teacher did the paper-based test periodically. Some teachers did it every end of a chapter; some other did it every end of two chapters. It based on the teacher and students' agreement. They called it as *ulangan harian*. In this kind of test, the teacher usually uses multiple choice test or essay test. Some teachers like multiple choice test because they said it is easy to correct the result. Meanwhile, some teachers are including the essay in *ulangan harian* in order to test some particular skills or material such as writing. In the final semester examination, the teacher just makes the multiple choices type test. They did not include the essay test. They agree that multiple choices are only able to test the reading, grammar and vocabulary only. The teacher said that, for writing and speaking skill, they did the test before the final semester test. It is because it's hard to test the writing and speaking skill with multiple choices type test. Then, the result of all tests was calculated in particular way for the final mark in the students' rapport card. In this school there is KKM (*Kriteria Ketuntasan Minimum*). Every student in this school has to pass the KKM, especially the mark in their rapport card. If there is students who did not passed the KKM, the teacher will do remedial test for the student.

The teacher also said that the final semester test did not contain listening test. It is because the preparations of listening

test needs special equipment and particular time. The listening test usually found in UN (national examination). The test was prepared by the central government of Indonesia.

Based on the findings above, it can be concluded that this school did 3 kinds of evaluation. First is the evaluation done by the teacher at every end of a chapter or two. It is called *ulangan harian*. Second is the evaluation done by the school at every end of semester for grade X, XI and first semester of grade XII. It is called Final Semester test. Third is the evaluation done by the central government of Indonesia. It is called National examination (UN). This evaluation is especially for the 12th grade students of senior high school as a main requirement for them to be able to graduate from senior high school.

Findings on Product

The product on this evaluation research is the result of students' achievement on English subject. The table above is the recapitulation of students' achievement average on English subject for all Grade. The KKM (*Kriteria Ketuntasan Minimum*) for English subject in SMA Negeri 1 Denpasar for all grade is 78. Based on the table, it can be seen that all classes in this school passes the KKM itself. That is from the mean score of all classes. The score for each student can be seen in the appendices.

Based on the interview with the teacher, the ability of students in English are really well in this school. The students are mostly interested in English. Even though it cannot be seen always on their performance skill, their passive skills in English are good. Even though not all of the students are having great competency in English, but none of them are really bad. In other words, the students' competency in English subject is average. According to the teacher, that is the factor that makes the result of the students' competency result as it is.

Speaking of the mark, the teacher did not announce mark for each skill in English. They gave the average score of all skills at once.

DISCUSSION .

The discussion below presents in four section, discussion on context, input, process and product.

1. Context

In terms of context, it is about the reason why SMA Negeri 1 Denpasar. Based on the interview, this school already going through suitable procedural did by the government and also the condition of SMAN 1 Denpasar nowadays already fulfil the requirements from the government in order to be RSMABI. However, the presence of RSMABI in Bali at the time was zero. Meanwhile the needed of the government to have RSMABI in Bali was high, in the beginning of the program. So, it was still doubted whether the school really in such condition or not in the time.

2. Input

The students' entry selection is using entrance test (TPA and psycho test), rapport card of the students from junior high school and result of UAN. The entrance test was done by the school (for TPA) and by the third parties (for psycho test). The results of them all were used to determine whether the students are passed the entrance test of SMA Negeri 1 Denpasar or not.

Based on the result of the evaluation research, it can be concluded that the students' entrance test is already fulfil the requirements of R-SBI school according to the Minister of Education regulation on R-SBI school.

The bilingual program in SMA Negeri 1 Denpasar was done based on adapted curriculum which was the combination result of KTSP, Cambridge curriculum, and General Certificate of Singapore. However, there was no items that adapted from those two curriculum found in the syllabus or the lesson plan of the teachers. Furthermore, in the implementation, the method of teaching used by the teachers were conventional method.

In terms of educator and educational staff, this school has 69 teachers. There are 13 teachers who possess master degree, and the rest own bachelor degree. The number of teachers who graduates from Post Graduate Program is less than the requirements. The rules stated that minimum 30 % of all teachers in RSMABI

should graduates from Post Graduate Program. This problem needs to overcome by the school.

The infrastructures of SMA Negeri 1 Denpasar were complete enough in order to support the implementation of Bilingual Program. However, the use of the infrastructure need to improved in terms of education purpose.

3. Process

Based on the findings on Process, SMA Negeri 1 Denpasar already fulfil the National Education Standard of Process and also already have "X factor" which is the extra point that differ this school with any other schools. It can be seen from the use of adapted curriculum.

However, in another aspect this school still did it based on SNP only, without the X factor as stated in rules. It can be seen from the teacher who made the lesson plan based on the content standard from the government. There was no X factor found in the lesson plan. In terms of implementation, the teacher followed the lesson plan. The teacher mostly uses English in the classroom instruction of English subject. However, the students were not. The students were lazy to use English in the classroom instruction, especially with their friends. However, the target of Bilingual Education is improving the students' competency in English, not the teacher.

The evaluation did by the teacher, school, and government in order to know the students' competency in English.. The evaluation from the teacher did every end of a chapter or two. Evaluation from the school did every end of semester. Evaluation from the government did for the 12th grade students as a requirement to graduate from high school. There was no evaluation system applied in this school which adapt from abroad. In terms of evaluation, there also no X factor found.

4. Product

All students were already passed the KKM of English subject in SMA Negeri 1 Denpasar. It can be concluded that the purpose of bilingual program were achieved by the students seen from the completeness of KKM by the students. However, the students' performance skills are not that well. It can be seen from the

result of classroom observation. It was doubted then, whether the students or the evaluation system and instrument that has problem.

CONCLUSION AND SUGGESTION

Conclusion

The conclusion of this evaluation research was concluded from those 4 components of the evaluation model, context, input, process, and product.

1. Context

The finding on context is about why SMA Negeri 1 Denpasar becomes RSBI. SMA Negeri 1 Denpasar becomes RSBI after going through certain mechanism and fulfilling requirements from the government

2. Input

The students' entry selection is using entrance test (TPA and psycho test), rapport card of the students from junior high school and result of UAN. The entrance test was done by the school (for TPA) and by the third parties (for psycho test). The results of them all were used to determine whether the students are passed the entrance test of SMA Negeri 1 Denpasar or not.

Based on the result of the evaluation research, it can be concluded that the students' entrance test is already fulfil the requirements of R-SBI school according to the Minister of Education regulation on R-SBI school. In terms of context, the bilingual program in SMA Negeri 1 Denpasar was done based on adapted curriculum which was the combination result of KTSP, Cambridge curriculum, and General Certificate of Singapore. In terms of educator and educational staff, this school has 69 teachers. There are 13 teachers who possess master degree, and the rest own bachelor degree. There are 11 educational staff, One head of administration, one treasurer, one librarian, two laboratory assistants, one for students section, one for archive section, one for staff section, one for equipment section, and two for accounting. Three of them are already graduated from bachelor degree, 1 graduated from diploma 3, and the rest are graduated from senior high school. The school also has 8 cleaning service.

3. Process

The teacher already made the lesson plan based on the content standard from the government. Even though there are still some points need to be revised in the lesson plan, but overall the lesson plan is good enough. In terms of implementation, the teacher also already followed the lesson plan, but the use of English by the students is still less. The teacher mostly spoke in the classroom instruction in English. The students seem lazy to use English in the classroom instruction, especially with their friends. The evaluation did by the teacher, school, and government. The evaluation from the teacher did every end of a chapter or two. Evaluation from the school did every end of semester. Evaluation from the government did for the 12th grade students as a requirement to graduate from high school.

Based on the findings on Process, SMA Negeri 1 Denpasar already fulfil the National Education Standard of Process and also already have "X factor" which is the extra point that differ this school with any other schools.

4. Product

All students were already passed the KKM of English subject in SMA Negeri 1 Denpasar. It can be concluded that the purpose of bilingual program were achieved by the students seen from the completeness of KKM by the students. The purposes of bilingual program are:

- Increasing students' mastery on subject matter
- Improving students' performance in using English in scientific or non-scientific forum
- Students are able to access scientific knowledge from international media, and also able to communicate among the students from Indonesia or abroad.

Suggestion

Based on the evaluation study did, the researcher give suggestion as follows:

1. Teacher, Headmaster, School Community

To the headmaster, the teacher, and school community, it is suggested that to use find guidance in implementing bilingual program. It is because the

implementation of bilingual program that took place in SMA Negeri 1 Denpasar, doesn't have any guidance yet. The teacher just uses the English and Bahasa with a random percentage. The guidance is needed in order to achieved better result of subject matter and also the ability in using English.

2. Head of Educational Department of Denpasar municipalities.

It is suggested to the Head of Educational Department of Denpasar municipalities to help the R-SMABI to find guidance in implementing bilingual program, in order to improve the result of the program.

3. Other researcher

For other researcher, it is suggested to do more observation on the process of bilingual program in R-SMABI to be able to gather more detail information about the implementation of bilingual program.

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