Program Evaluation *Novel Study* in Improving Junior High School Students' English Language Skills: The CSE-UCLA Model Approach

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Article Info	Abstract
	This article aims to evaluate the Novel Study Program implemented in SMP An Nisaa as a strategy to improve students' English language skills. The program involves novel reading activities, learning by native speakers, and drama performances. The evaluation was conducted using a descriptive qualitative approach using the CSE- UCLA model, which consists of five evaluation functions: system assessment, program planning, program implementation, program improvement, and program certification. Data were collected through interviews, observations, questionnaires, and documentation studies. The evaluation results showed that the program had a positive impact on students' interest and confidence in using English. The evaluation also revealed several technical aspects that need to be improved in its implementation. This article recommends strengthening local teacher support and integrating mentor training for students.

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1. INTRODUCTION

Program implementation *Novel Study* in junior high schools (SMP) is an integral part of efforts to improve student literacy through a literary text-based learning approach. This program aims not only to improve reading skills, but also to foster critical thinking, empathy, and the ability to understand the cultural context in the text (Day & Bamford, 1998; Grabe & Stoller, 2011; Krashen, 2004; Nation, 2009; Hirvela, 1996). However, the implementation of this program is often not evaluated systematically, so that its quality and sustainability are difficult to measure (Stufflebeam & Shinkfield, 2007; Owen, 2007). Therefore, a comprehensive and data-based evaluative approach is needed so that the program *Novel Study* can contribute more optimally to student learning.

The CSE-UCLA evaluation model developed by Alkin and colleagues provides a relevant conceptual framework for evaluating educational programs as a whole (Alkin, 2011; Alkin & Christie, 2004; Worthen, Sanders, & Fitzpatrick, 2004; Madaus, Scriven, & Stufflebeam, 1983; Fitzpatrick, Sanders, & Worthen, 2011). The CSE-UCLA model, which consists of five evaluation functions: system assessment, program planning, program implementation, program improvement, and program certification. With this approach, schools can obtain a complete picture of the strengths, weaknesses, and opportunities for improvement of the program. *Novel Study* that has been running. Evaluation with the CSE-UCLA model is also in line with the principles of formative and summative evaluation in educational management (Danielson, 2007; Patton, 2008; Scriven, 1967; Stufflebeam, 2003; Stake, 1967), so it is very suitable for use in the context

of developing annual programs such as at SMP An Nisaa.

Program implementation *Novel Study* at A Nisaa Middle School has been implemented for one school year. Therefore, an evaluation is needed that includes five **main functions of the CSE-UCLA model so** that the analysis of program implementation can be carried out comprehensively. First, **evaluation system *assessment*** is needed to examine the extent to which this program is aligned with students' literacy needs and school policy support. Second, **evaluation program *planning*** will help assess the clarity of objectives, planning readiness, and the adequacy of resources in compiling the program. Third, **evaluation program *implementation*** focuses on program implementation, student participation, and the effectiveness of the learning strategies used. Fourth, **evaluation program *improvement*** It is important to identify areas for improvement through reflection and feedback from previous implementations. Fifth,**evaluation program *certification*** will examine the success of student achievement. By using this approach, the evaluation results can be an objective and comprehensive basis for improvement and decision making in the following school year (Fullan, 2007; Guskey, 2000; Marsh & Willis, 2003; Harris et al., 2019; Rossi, Lipsey, & Henry, 2019).

Furthermore, CSE-UCLA model-based evaluation can provide objective data for institutional reflection and strengthen internal and external accountability of schools (Hallinger & Heck, 1998; Leithwood & Jantzi, 2000; Darling-Hammond et al., 2009; Durlak & DuPre, 2008; Chen, 2005). In the context of value-based schools such as SMP An Nisaa, evaluation can also reflect the conformity between institutional values and the literature learning practices carried out. By conducting systematic evaluations, schools not only identify areas that need improvement, but also develop a culture of quality in the management of educational programs (Sallis, 2014; Bernhardt, 2013; McTighe & O'Connor, 2005; Hopkins, 2001; Earl & Katz, 2006). This approach supports the sustainability of the program*Novel Study* as part of strengthening an effective and inclusive school literacy culture.

This study has novelty in the application of the CSE-UCLA evaluation model holistically for literature learning programs at the junior high school level, which is still rarely done systematically, especially in the context of Islamic value-based schools such as An Nisaa Junior High School. In addition, this study presents a new contribution in the form of an evaluation instrument based on CSE-UCLA dimensions that are adjusted to the characteristics of the program.*Novel Study*. The usefulness of this research is practical and theoretical: practically, the evaluation results become the basis for program improvement in the following year; theoretically, this research expands the application of the CSE-UCLA model in the context of literary text-based learning in secondary schools (Alkin, 2011; Fitzpatrick et al., 2011; Krashen, 2004; Day & Bamford, 1998; Worthen et al., 2004). It is hoped that the results of this study can be a reference for other schools developing similar literacy programs.

2. RESEARCH METHOD

This study uses a descriptive qualitative approach with the CSE-UCLA evaluation model. This model consists of five main functions: *system assessment*, *program planning*, *program implementation*, *program improvement*, And *program certification* (Alkin & Christie, 2004; Stufflebeam & Shinkfield, 2007). This study focuses on SMP An Nisaa in South Tangerang City, which was selected through purposive sampling because it has the program. The subjects of the study included students, English teachers, native speakers, and the principal to represent the program stakeholders. *Novel Study* (Creswell & Poth, 2018; Miles, Huberman, & Saldaña, 2014). The data collection technique used is an in-depth interview**,** observation of learning process and performance**,** student questionnaire**,**

and documentation studies (Patton, 2002; Sugiyono, 2017; Moleong, 2019). Data were analyzed thematically by identifying patterns and meanings that emerged from the data narrative (Braun & Clarke, 2006; Nowell et al., 2017).

Dimensions	Indicator	Question Items
1. System Assessment	1.1 Suitability of the program to student needs	As far as the program *Novel Study* according to students' interests and literacy needs?
	1.2 School policy and curriculum support	Is there policy support from the school for the implementation of the program?*Novel Study*?
	1.3 Availability of resources	Are there sufficient novel books and supporting facilities available at your school?
2. Program Planning	2.1 Planning clear goals and objectives	What are the goals and objectives of the program?*Novel Study* has been formulated clearly?

The dimensions and components of the questions applied in this study are: Table 1. Dimensions, indicators and research question items

	2.2 Involvement of teachers and stakeholders in planning	Are teachers involved in the program planning process?*Novel Study*?
	2.3 Preparation of systematic evaluation schedules and mechanisms	Is the program implementation and evaluation schedule well-designed and realistic?
3. Program Implementation	3.1 Implementation of the program according to plan	Is the program implementation*Novel Study* according to the initial plan that has been set?
	3.2 Active involvement of students and teachers in activities	Are students and teachers actively involved in the discussion and reflection process?*Novel Study*?
	3.3 Varied and interesting learning strategies	What is the approach or method of learning in*Novel Study* interesting and varied?
4. Program Improvement	4.1 Feedback and reflection mechanisms	Is there a feedback mechanism from students and teachers after implementation?*Novel Study*?
	4.2 Program improvements based on previous evaluations	Are there any improvements in the implementation?*Novel Study* based on previous evaluation results?
	4.3 Documentation and reporting of evaluation results	What are the results of the program evaluation?*Novel Study* well documented?
5. Program Certification	5.1 Program success criteria are clearly defined	Are there any success indicators used in assessing the effectiveness of the program?*Novel Study*?
	5.2 Final assessment of students	Do students get any form of certificate or recognition after completing the program?*Novel Study*?
	5.3 Validation of student learning outcomes and achievements	What are the students' learning outcomes in*Novel Study* validated through tests, presentations, or portfolio?

3. RESEARCH RESULTS AND DISCUSSION
3.1. Research result
The research results are presented based on the five functions in the CSE-UCLA evaluation model as follows:

1. System Assessment

Based on interviews with students and teachers, it was found that the majority of students showed a higher interest in learning using a literature-based approach. Observations in class showed that the use of novels was able to increase students' enthusiasm in reading and discussing and the performance provided a fun learning experience for students.

Kegiatan membaca novel membantu saya memahami kosakata baru dalam bahasa Inggris.
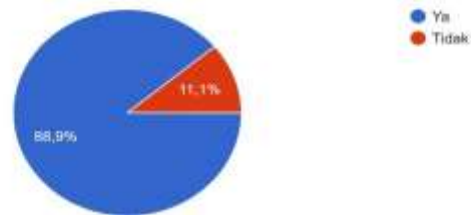81 jawaban

Figure 1. 88.9% of students stated that reading novels helped them understand English vocabulary.

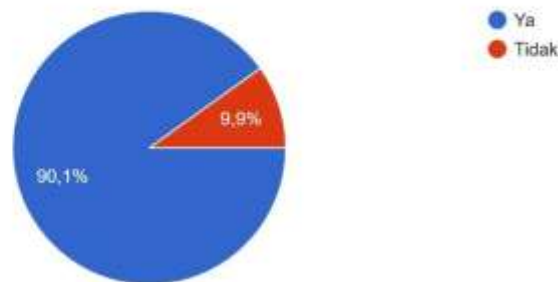Saya merasa kemampuan membaca saya dalam bahasa Inggris meningkat setelah program ini.
81 jawaban

Figure 2. Students who stated that their English language skills improved after the program were 90.1%.

Program Novel Study membuat saya lebih tertarik belajar bahasa Inggris.
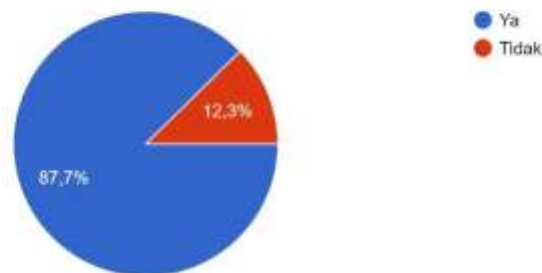81 jawaban

Figure 3. Students who stated that novel study made them more interested in learning English were 87.7%.

Kegiatan pementasan memberi saya pengalaman belajar yang menyenangkan.
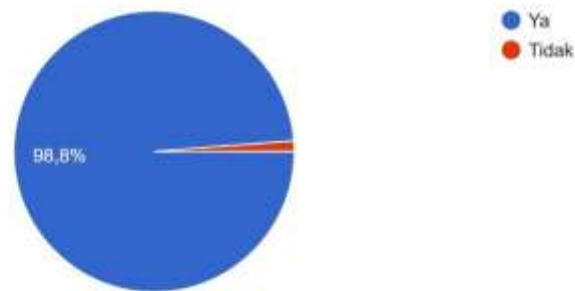81 jawaban

Figure 3. 98.8% of students stated that the performance activity provided a pleasant learning experience.

2. Program Planning

The program planning document shows that the selection of novels has been adjusted to the students' ability level and relevant themes. The planning activity also involved a native speaker as a guest speaker and a drama coach. However, the interview results showed that not all local English teachers were actively involved in the preparation of the lesson plan.

3. Program Implementation

Field observations during the drama performances and rehearsals showed that the program ran according to schedule and design. Most students followed the activities well, but there were variations in engagement: students with low self-confidence tended to be passive in the initial rehearsals. Teachers mentioned that engagement increased as the performance approached.

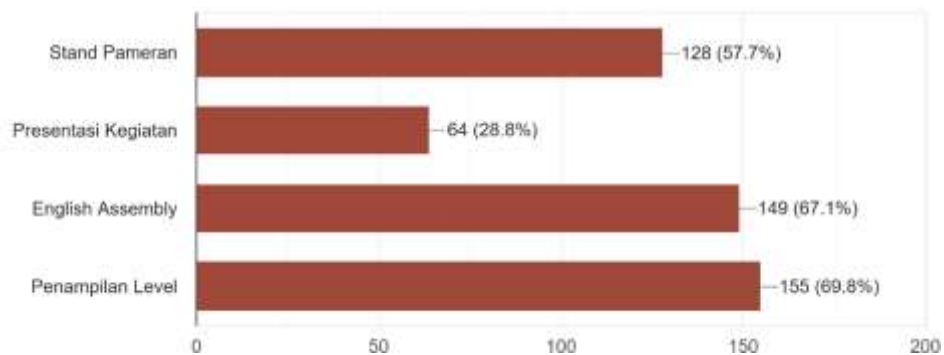2. Kegiatan Panen Raya yang menarik
222 responses

Figure 4. As many as 149 of the 222 student respondents stated that performance activities (English *Assembly*) is an interesting activity.
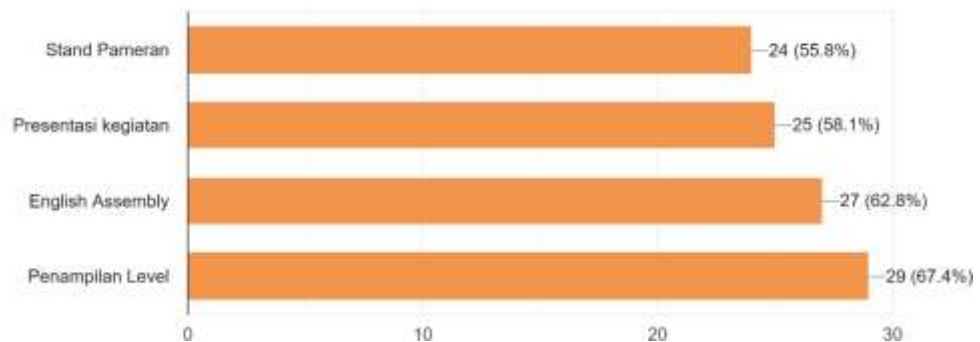
2. Kegiatan Panen Raya yang menarik
43 responses

Stand Pameran — 24 (55.8%)

Presentasi kegiatan — 25 (58.1%)

English Assembly — 27 (62.8%)

Penampilan Level — 29 (67.4%)

Figure 5. As many as 27 of the 43 parent respondents stated that the performance activities (English *Assembly*) is an interesting activity.

4. Program Improvement

From interviews with teachers and students, it was found that there is still a need for special training in drama preparation, such as vocal techniques, expression, and teamwork. In addition, technical constraints such as the lack of adequate sound recording equipment were also reported to hamper the smooth running of the process.

5. Program Certification

The final questionnaire data showed that more than 90.1% of students felt that their speaking skills had improved after participating in the program. Teachers reported that students' active vocabulary usage increased in discussions. In addition, public performances gave students the opportunity to express themselves, thus significantly increasing their self-confidence.

3.2. Discussion

1. System Assessment

This finding strengthens the idea that the literary approach in English language learning is able to answer the needs of students who require authentic and interesting contexts in language learning (Day & Bamford, 1998; Krashen, 2004). Students' interest in novels shows that Novel Study can be a bridge between literacy and communication skills.

2. Program Planning

The program planning has shown good quality, especially in terms of material selection and external collaboration. However, the uneven involvement of local teachers is an important note. This is relevant to the collaborative theory in curriculum planning, which states that comprehensive teacher involvement can increase the effectiveness of implementation (Fullan, 2007; Guskey, 2000).

3. Program Implementation

The program implementation generally went well, although variations in student engagement indicated the importance of effective support and classroom management techniques that were responsive to student characteristics. This suggests that learner-centered strategies need to be strengthened in implementation in the field (Richards & Rodgers, 2014).

4. Program Improvement

The recommendation from this result is the implementation of training in performance techniques and strengthening of technical facilities. This is in line with the principle of formative evaluation, where evaluation is used as a basis for continuous improvement of learning quality (Stufflebeam & Shinkfield, 2007; Patton, 2008).

5. Program Certification

The positive impact on speaking skills, vocabulary, and self-confidence shows that the Novel Study program has not only cognitive but also affective impacts. Recognition such as certificates or final portfolios can be a form of appreciation that strengthens student motivation and achievement (Alkin & Christie, 2004).

4. CONCLUSION

Program evaluation *Novel Study* shows that this approach is effective in improving junior high school students' English language skills. With the strengthening of collaborative planning aspects and a more comprehensive implementation strategy, this program is worthy of being a model of good practice.

5. ACKNOWLEDGEMENT

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