EVALUATION OF ENGLISH PROGRAM USING MODEL OF COUNTENANCE STAKE IN UNIVERSITY OF EAST KALIMANTAN

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Abstract

The research aims to evaluate English Department by using model of Countenance Stake on the components of context, input, process, and product. The research is an evaluation research. The research done in four universities, they are IAIN Samarinda, ABA Colorado Balikpapan, Universitas Kutai Kartanegara and Universitas Muhammadiyah Kalimantan Timur. The data is collected by observation, interview, and documentation, and then analyzed in a qualitative descriptive way. The result of the research on the aspect of Antecedents shows that English Department is not yet in line with the institution's stand, that is the department's vision, mission and goals that have been compiled; Transaction, in the evaluation of input, the factors that affect the learning process, such as learning media, they are syllabus, SAP, test, and strategy in learning made by the lecturer of the English Department is good and the outcome of product includes the students learning outcome in one semester is good which is in accordance with the achievement that the department wants to achieve.

Key Words: *Countenance Stake, English Departments*

Introduction

Many cases of moral decadence happen now, judged by various groups caused by less successful of school in educating the students. The teaching process tends to fill the cognitive aspect but rules out the personal and character formation aspect reflected in the students' behaviour, or in the other words rules out the affective and psychomotor aspects. The condition also caused by the existence of shifts in the concept of education itself, the continuous education process or the process of efforts to study, increasing the intelligence also the formation of personality and character. The formation of character is being very important because only people who have strong personality and character, will be more formidable facing the globalization or the negartive effects.

Talking about language means that talking about communication tool. English is a very important language in international world especially in the globalization era nowadays. English is a tool for communicating verbally and written. Communicating is understanding, expressing information, mind, feel, developing knowledge, technology, and culture. The ability to communication in a complete sense is the discourse ability, it is the ability of understanding, produce oral or written text that realized in four language skills, they are listening, speaking, reading, and writing. The four skills are used to respond or create discourse in the social life.

Education is one of means of improving the quality of human life. The formal education institution, such as school, has an important role in the process of education. Teachers as educator also play a role of providing and giving facilities to facilitate and expedite the students' way of studying. The teacher should be able to create the activities that help the students in improving the way and the result of their study.

Language has a central role in development of the students' intellectuality, social, and emotional and supporting success in learning all fields of study. Language learning is expected to help the students to know theirselves, therie culture, and others culture. Beside that, language learning also helps the students to be able to express ideas and feeling, participate in the society, and even find also use the analtic and imaginative abilities in theirselves.

This model is expected to reveal obstacles in the process of English learning and the students' learning result of English at once. If the obstacles faced by the English lecturer have been revealed, the improvement of English lerning activity is more easily implemented to achieve the output of English learning which is expected. In short, this research can give information for the university leaders and also English lecturers even in the terms of content, coverage, format and time of delivery as well as useful for the English learning in the undergraduate level.

Sometimes, the evaluation method that used cannot find out how far the students understanding the lesson taught. This raises questions; Is the test given by the teacher really evaluating the study result? Why the students who are smart and diligent can get bad score, while the lazy one get good score? Is the way of teacher teaching, the test made or the way of evaluating wrong? Those should be concerned by the teachers, because the wrong way of evaluating surely will affect the quality of education. The evaluation that is done well and right can improve the quality and the result of study because the evaluation activity can help the teacher improves the way of teaching and helps the students in improving the

way of study to get the maximal result. Therefore, as the candidate of teacher, the principles, technique, and evaluation method of the process and the result of learning should be really known to be applied in the process of teaching and learning. Based on the explanation above then it is necessary to conduct a research about the evaluation of English Program using Model of Countenance Stake in University of East Kalimantan.

Problems of the study

According to the research of the evaluation of English Program using Model of Countenance Stake in University of East Kalimantan, producing the reseach problem as what mentioned above. Based on the research problems, it can be developed into some research questions, as follows:

1. *Antecedent*
   How is the preparation of evaluation of English Program using Model of Countenance Stake in University of East Kalimantan?
2. *Transaction*
   How is the process of the evaluation of English Program using Model of Countenance Stake in University of East Kalimantan?
3. *Outcome*
   How is the students' learning result after joining the English Program using Model of Countenance Stake in University of East Kalimantan uruan Tinggi Kalimantan Timur?

The objectives of the Study

Based on the research problems made, then the research objectives are as follows:

1. *Antecedent*
   To know the preparation of evaluation of English Program using Model of Countenance Stake in University of East Kalimantan
2. *Transaction*
   To know the process of the evaluation of English Program using Model of Countenance Stake in University of East Kalimantan
3. *Outcome*
   To know the students' learning result after joining the English Program using Model of Countenance Stake in University of East Kalimantan uruan Tinggi Kalimantan Timur

Literature Review

1. Evaluation and Study Program Evaluation
   Definition of Evaluation and Study Program Evaluation
   Alkin Marvin. C (2011: 10) states that "*A definition of evaluation based on its goal. Evaluation is the favored term when we talk of judging a program.*" The meaning is interpreted that evaluation is an activity to collect information about something works, which then the information is used to determine the right alternative in taking decision. Evaluation is as a planned activity to find out an object condition by using instrument and the result is compared to a benchmark to get a conclusion and the result is used to take decision about an evaluation object.

There are many kinds of evaluation known in the field of study. One of them is the program evaluation which is widely used in educational studies. Program evaluation has experienced significant development since Ralph Tyler, Scriven, John B. Owen, Lee Cronbach, Daniel Stufflebeam, Marvin Alkin, Malcolm Provus, R. Brinkerhoff, and others. The number of program evaluation studies has implications for increasing number of evaluation models that are different ways and presentation, but if traced all models lead to a same objective that is providing information in the frame of "decision" for the policy makers. There are some definitions about evaluation submitted by experts, there are: Kaufman dan Thomas, (1980:4) state that evaluation is a process that is used to assess. Generally, evaluation is understood as a process of determination a value and achievement of an action. Fitzpatrick (2011: 7) states "Scriven (1967) defined evaluation as judging the worth or merit of something. Some experts even agree with that understanding. M.M Mark, G. Julnes, T.A Schwandt, Stake, and Stufflebeam are some figures that have a similar definition with the definition given by Scriven. Moreover, Fitzpatrick (2011: 7) states that evaluation is a process of identifying, clarifying, and applying the right criteria, to determine the value of evaluation object.

Many kinds of evaluation known in the field of science studies, one of them is study program evaluation which is widely used in educational studies. Study program evaluation is experiencing a significant development since Ralph Tyler, Scriven, John B. Owen, Lee Cronbach, Daniel Stufflebeam, Marvin Alkin, Malcolm Provus, R. Brinkerhoff, and so on. The number of study program evaluation has implications for increasing numbers of evaluation model which is different in the way and the presentation, but if traced all models lead to the same goal, that is providing information in the framework of "*decision*" for the policy maker. There are some definitions about evaluation proposed by experts, among of them are: (Kaufman and Thomas, 1980:4) state that evaluation is a process used to assess. Generally, evaluation is understood as process of value determination and determining the achievement of an action. Fitzpatrick (2011: 7) states "*Scriven (1967) defined evaluation as judging the worth or merit of something.* Some experts also agree with the definiton. M.M Mark, G. Julnes, T.A Schwandt, Stake, and Stufflebeam are experts who have the similar definition with the definition given by Scriven. Moreover, Fitzpatrick (2011: 7) states that evaluation is process of identifying, clarifying, and applying the right criteria, to determine the value of evaluation object.

Data in evaluation, even qualitative or quantitative data used to know the result, value, deficiency, and advantages of *"things"* which is being the evaluation object. The decisions taken are made as indicators of assessment of performance on each step of evaluation in three categories; they are low, moderate and high (Issac and Michael, 1982:22).

Based on the definitions above then study program evaluation is a process. Explicitly, evaluation refers to the goal achievement while implicitly, evaluation should compare what has been achieved from the study program with what should be achieved based on the set standard. In the context of study program implementation, the criteria meant is the criteria of the successful implementation and the thing assessed is the result or the process itself in the framework of decision making. Evaluation can be used to check the level of success of the study program related to the study program environment with a

"judgement" whether the study program is continued, delayed, improved, developed, accepted or denied.

Evaluation of study program is a series of activities done intentionally to see the level of success of the study program (Suharsimi Arikunto, 2012: 325). Doing the study program evaluation is an activity which is meant to know how high the level of success of the planned activities. In another words, study program evaluation is meant to see the target achievement of the study program. To determine how far the study program target has been achieved, which is made as benchmark is the goal has been formulated in the planning phase of activities.

In this research, the researchrs wants to kow the description about something then described it, while in the study program evaluation, the evaluator wants to know how high the quality or condition of something as the result of study program implementation, after the data collected then compared with the certain criteria or standard.

In the implementation, the evaluator wants to know the level of achievement of the study program, and if the goal has not been achieved yet, the evaluator wants to know where the deficiencies and the cause. The result used to determine the follow-up or decision which will be taken. The characteristics and requirements of the study program evaluation refer to the applicable rules, done systematically, identified determinant of success and unsuccess of the study program, using standard benchmark, and the evaluation result can be used as follow-up or decision making.

Study program is a unity of several parts or components which are related each other to achieve the goal determined by the system. The component is a unity that can not be separated. Each component consists of some subcomponent and each subcomponent has some indicators. Indicator is a hint to know the success or failure of an activity. It is needed to know that the failure of an activity can also be affected by the other component or subcomponent.

Study program evaluation aims to know the goal achievement of the study program which has been implemented. Next, the result of the study program evaluation used as the base to implement the follow-up activity to do the next decision making. Evaluation has the same meaning with the supervision activity. The evaluation activity is meant to take decision or to do the follow-up of the study program that has been implemented. The benefits of the study program evaluation can be a termination of the study program, revising the study program, continuing the study program, and disseminating the study program. The study program evaluation aims to collect information related to the study program implementation which is used to do the follow-up activity or decision making.

The study program evaluation can be categorized as reflective evaluation, plan evaluation, process evaluation and result evaluation. The four types of evaluation affect the evaluator in determining the method and data collection instrument used. In data collection can use any kind of data collection instruments, among others: retrieval data using test, retrieval data using observation (can be checklist, voice or picture recorders), retrieval data using questionnaire, retrieval data using interview, retrieval data with method analysis of document and artifacts or with another techniques.

2. *The Objectives of Study Program Evaluation*

The objectives of the study program evaluation can be categorized into two, they are: to improve the quality of process and to determine whether the

study program is continued or not. In detail, the objectives of the study program evaluation are as follows:

1. To determine whether a study program achieves the goals.
2. To identify the strength and weakness in the learning process.
3. To determine whether the study program is right.
4. To know the number of rasio cost/ benefit of the study program
5. To determine who should participate on the next study program.
6. To identify who gets the benefits maximum and minimum.
7. To determine whether the study program is right. (Djemari Mardapi, 2012:31).

Moreover, there are two evaluation objectives in the educational field, they are evaluation in education to collect the description of information materials which will be made as a proof about the level of development experiencing by the students and to know the level of effectiveness from the teaching methods that have been used in the learning process (Anas Sudijono, 2012:16).

3. *Models of Evaluation*

1) Model of CIPP

This evaluation model is a model that is the most widely known and applied by evaluators. The evaluation concept of model of CIPP (context, input, process, and product) firstly offered by Stufflebeam in 1965. The model is configured for use in internal evaluations conducted by organizations, self-evaluation conducted by individual service providers, and contracted external evaluation. (Stufflebeam, Madaus & Kellaghan, 2002: 279)

Evaluasi ofl CIPP model can be applied in any fields, such as education, management, company, etc. In the education field, Stufflebeam classifies the education system into 4 dimension, they are context, input, procees, and product. So the evaluation model named CIPP model ehich stands for the four dimensions.

2) Model of Stake

Kaufman (1980: 125-126) puts forward that in model of Stake, the first is preliminary phase (antecedent phase), or the period before the program implemented. The second phase is process (transaction phase) is the phase where the program applied. The third phase is result (outcomes phase) is measuring the program result after everything is done. Dalam model ini *antecedent* (input), *transaction* (proses), dan *outcomes* (hasil). *Stake points out that when we judge an educational program we do relative comparisons (one rogram versus another) and/or absolute comparisons (one program versus standards.* (Fernandes, 1984: 9)

3) Evaluation Model of Sriven

Michael Scriven was born on 28th of March 1928, in Beaulieu, Hampshire, England. His first degree was in mathematics and a doctorate in philosophy. He has made a significant contribution in the field of philosophy, psychology, critical thinking, and most notably, evaluation (creating a discovery for program evaluation).

Scriven is an ex President of American Educational Research Association and American Association Evaluation. There are two models of evaluation developed by Scriven: *Goal Free Evaluation and Formatif-Summatif Evaluation.*

In the *Goal Free Evaluation,* Scriven argues that in carrying out evaluations of study programs evaluators do not need to pay attention to what the objectives of the study program are . Formative evaluation is an evaluation that is usually carried out when a particular product or study program is being developed and is usually carried out more than once with the aim of making improvements.

In contrast to formative evaluation, summative evaluation is more directed at examining the effects of the components of education / learning on students, or it can also be said that summative evaluation is designed to find out how far the curriculum has been prepared before giving results to students including cognitive aspects, affective, and psychomotor.

4. Evaluation Model Used

The recent years, there are a number of evaluation models described and illustrated what should be done and explained how to do certain types of evaluation. According to Fernandes (1984: 7), evaluation model includes: a) Model of CIPP, b) Model of Stake, c) Model of Discrepancy, d) Model of Scriven, e) Model of CSE, f) Opposite Model.

Evaluation model that will be used in the research of Evaluation of English Program in University of East Kalimantan is the model of Stake, with the understanding that the model of Stake is the evaluation model developed by Stake according to Arikunto and Cepi Safruddin Abdul Jabar (2009: 43), stated that in every program that is evaluated, the evaluator should be able to identify three things, they are:

1) Antecedent, which is interpreted as input,
2) Transaction, which is interpreted as process, and
3) Outcome, which is interpreted as result.

In this model, antecedent (input), transaction (proses), and outcomes (hasil) the data is compared not only to determine whether there is different of objective with the real condition, but also compared with the absolute standard, to assess the program benefits. The model of Stake concentrated on two phases of evaluation work, they are description and judgment.

Actually, the model of Stake somewhat similar to the model of CIPP, but Stake included another dimension that is descriptive dimension (Kauffman & Thomas, 1980: 123). Stake emphasizes the existence of two main practices, they are: 1) description, 2) judgment, also differentiates the existence of three phases in the evaluation, they are: 1) input (antecedent), 2) process (transaction), and 3) result (outcomes).

Method

The research is an evaluative research. Evaluation research is systematic collection of information about activity and result of actual programs to be taken into consideration for those who are interested to the special aspects about what the program does and what the effect is. The type used is Countenance Stake which includes the evaluation of Antecedents, Transactions dan Outcome. The data collection technique is using observation, interview, and documentation. The data analysis technique used is quantitative descriptive.

Evaluation model of Stake is the systematic method to do the Evaluation of English Programusing Model of Countenance Stake in University of East

Kalimantan in the context of its implementation in improving the students' readiness. The research uses the descriptive of quantitative and qualitative approach. In this research presented the data of quantitative descriptive by describing the average, standard deviation, and percentage. The quantitative data used to get the deep and comprehensive result. The use of the approach is expected to be able to obtain the comprehensive understanding and interpretation about the English Program using the model of Countenance Stake in University so that it will be obtained the comprehensive and deep evaluation result about the quality of English Program organization using the model of Countenance Stake in University.

Qualitative approach is a research procedure that produces a descriptive data in the form of written or oral words. This research will work with data informations and in analyzing it does not use statistical data. By the quantitative and qualitative approach is expected that the evaluation of English Program using the model of Countenance Stake in University can be described thoroughly and deeply.

a. Research Location and Time

The research is in University. The time execution and completionthe research is in March until May 2019. As for the universities are as follows:
a. IAIN SAMARINDA
b. UNIVERSITAS WIDYAGAMA
c. UNIVERSITAS MULAWARMAN

b. Research Implementation

The first phase of the research is pre research or preliminary research. The objective is to know the general description about English Program organization, to determine the research setting.

The second phase is the real research. The researchers come to the University with a research permit to the University and start the research. The evaluation research is implemented through three pre surveys to get information about the University in East Kalimantan. The acticity is implemented in three months. The objective is to get information about the English Program organization using model of Countenance Stake in University. While, the third phase is the preparation of the research report.

c. Determination of Research Subject

The research is verydependent on the presence of informants. Therefore, the researcher determined several informants who were considered to understand about the English Program using the model of Countenance Stake in University.

d. Research Variables

The research uses the evaluation model of Stake, so that it consists of 3 (three) aspects evaluated, they are the evaluation of Antecedents, Transaction, dan Outcomes. Each aspect consists of some variables, the variable contained on each aspects are as follows:
a. *Antecedent*
    The variable contained in this aspect is in the preparation of the evaluation of English Program using the model of Countenance Stake in University of East Kalimantan.

b. *Transaction*

    The variable contained in this aspect is in the process of the evaluation of English Program using the model of Countenance Stake in University of East Kalimantan.

c. *Outcome*

    The variable contained in this aspect is in the students' learning result after joining the English Program using the model of Countenance Stake in University of East Kalimantan.

e. Data Collection Technique and Instrument

a. Data Collection Technique

    Based on the evaluation model of Stake, then the technique used to get the data needed is using the technique of interview, observation, and document study. Data collection is a very important thing in an evaluation research, aims to get the data needed, to get the relevant information to the objective of the evaluation research. The techniques of interview and observation which are used guided on the technique put forward that is begun with observation and interview. The observation used in the matter of observing the organization process among others are like the condition of the implementation, the security of the implementation and the overall process. While the technique of documentation used to complete and support the primary data that has ben obtained through observation and interview.

    The researcher also uses note when doing the observation and interview. The reason of using note is that the note is something that is legally irrefutable in defensing someone against allegation, for example interpretation and slander are natural source of information. Moreover, the use of note in the evaluation research of this coaching program is very important because it is a chain of the data collection based on the observation and interview with the analysis and data processing.

    Therefore, the researcher uses the note to collect, reduce, analyze, interpret the data and draw a conclusion also display the data in the form of understandable words according to the objective of the evaluation of English Program usimg the model of Countenance Stake in University of East Kalimantan.

1). Interview

    The data collection technique in the research of evaluation of Teknik pengumpulan data dalam penelitian evaluasi of Eglish Programusing the model of Countenance Stake in University of East Kalimantan by using interview. The researcher go straight yo the University in Samarinda which is the subject of the research and meet the public relation of the University to ask permission to be able to interview in the University concerned. The interview in this research conducted freely and controlled, it means that the interview is done freely so that the data is wide and depth, but still in the framework of the study. In this research, the interview done with direct informants. The data obtained from in-depth interview in the form of experience, feeling, and knowledge of the key informant and the informant about how the evaluation of English Program using the model of Countenance Stake in University of East Kalimantan.

2). Observation

Observation is systematic observation and recordingof the symptoms study. The data collection technique used to capture data needed to complete the data from the interview.

The observation done by the researcher in the evaluation of English Program using the model of Countenance Stake in University of East Kalimantan. The observation one by going directly to the field activelyto get the real description and information about the nature and behavior of the informant. Then the description and the information are analyzed, interpreted, and concluded. To get the data, the researcher acts as an observer as well as being a full member of the observed group, so that the subjective impressions can be muted and the object observed does not feel of being the respondent.

f. Validity and Reliability of Instrument

Validity of the data done by looking at the validity and realibility of the data obtained. The research instrument of the evaluation of English Program using the model of Countenance Stake in University of East Kalimantan, the following is the test method that will be used for the research:

a. Instrument Validity

1) Instrument Validity of Questionnaire

The validity of data done by looking at the instrument validity obtained. The research instrument of the evaluation of English Program using the model of Countenance Stake in University of East Kalimantan, tested of Construct Validity. In order to test the construct validity, used the judgment of experts. In this case, after the instrument constructed about the aspect that will be measured based on a certain theory, then further consulted with expert.

After doing the construct testing of expert in the field is complete, then continued using instrument trial. Empirical validity through trial to connect a test toward the criteria of the other test. All questions/ statements are based on theoretical study related to the measured problem. The instrument has a high or good content validity then the instrument needed the judgment of expert in this case the teo evaluators were given. In order to say that the instrument made by the researcher is valid and reliable, then it is tested first before used in the field.

Construct validity oriented on the inspection of instrument item whether the items are in accordance with the grid of the variable construct. As for the steps to formulate the contents of the instruments are as follows: 1) comple a grid which aspects of research are adjusted to the scope of the variables to be measured, 2) the grid that was made consulted to the expert (judgment), 3) the consultation result with the expert then developed in the questionnaire items in the techniques of questionnaire, observation, interview and document study, 4) after that then it is consulted again to the expert, 5) the questionnaire that is declared to be ready the it is given to the respondent.

2) Instrument Validity of Interview

For instrument in the form of test, the testing content validity can be done by omparing the instrument content with the interview guide of each

respondent. For the instrument that will measure the effectiveness of the program implementation evaluation, can be tested for content validity by comparing between the content of instrument with the design already set.

The technique of construct validity testing and content validity can be helped by using the instrument grid or instrument development matrix.

3) Instrument Reliability

Calculation of instrument reliability coefficient basically uses a formula of Alpha Cronbach. Level of the instrument reliability determined based on the coefficient owned. The higher of the realibility coefficient, the higher the reliability of the instrument. Criteria used as the minimum limit of reliability coefficient in evaluation is 0,70.

b. **Data Collection Technique**

Data collection technique used of the research is quantitative descriptive stresses on meaning and understanding, reasoning, definition of a certain condition. Originally sourced on qualitative observation which is contradicted with quantitative observation.

The data analysis technique of the research is using descriptive statistical analysis technique, that is by describing and interpreting the data from each variable evaluated. The data obtained by questionnaire technique is analyzed by quantitative descriptive analysis technique. The data is collected and analyzed to be described based on distribution of ideal mean data, ideal standard deviation, and categorization. As for the stages of analysis, namely: (1) scoring respondents' answer; (2) sum total score of each component; (3) grouping of score achieved, and (4) processing the score obtained from the respondent based on the relationship between variables.

Before being analyzed, data quantification from the questionnaire is carried out, then the data is analyzed by using descriptive statistics through program of SPSS. The instrument uses the type of Likert Scale with four alternative answers, so that the ideal maximum score obtained if all items on the component get score of 4 and the ideal minimum score obtained if all items on the component get the score of 1. Overall score obtained is substituted into the level of tendency that is used asbthe evaluation criteria.

The earning score is used to categorize the research result by using normal distribution. Related to the normal distribution, the research adapts the opinion of Saifuddin Azwar (2014: 148) who classifies in the category as on the Table 2.

Table 2
Evaluation Criteria

No	Score	Category
1	$X \leq \mu - 1{,}5\ \sigma$	Very Low
2	$\mu - 1{,}5\ \sigma < X \leq -0{,}5\ \sigma$	Low
3	$\mu - 0{,}5\ \sigma < X \leq \mu + 0{,}5\ \sigma$	Average
4	$\mu + 0{,}5\ \sigma < X \leq \mu + 1{,}5\ \sigma$	High
5	$\mu + 1{,}5\ \sigma < X$	Very High

Notes:

μ = average score
σ = ideal standard deviation
X = score achieved

Findings and Discussion

a. Overview of Research Sites

This evaluation study was carried out at 3 universities in East Kalimantan. The sample universities were: East Kalimantan Muhammadiyah University, East Kalimantan Kartanegara University and Balikpapan Foreign Language Academy. The third profile of the school can be described in general as follows.

1. Address, University Vision and Mission.

VISION

The vision of Unikarta is to realize the University of Kutai Kartanegara that excels in education, research, and community service to produce devoted graduates of God Almighty, moral, and entrepreneurship.

MISSION

While the mission of the University of Kutai Kartanegara is: 1. Increasing the activities of education, research, and community service, identifying local wisdom and entrepreneurship (entrepreneur university). 2. Creating a university that is <u>independent</u> and well-managed (good university governance) identifies morals and devotion to God Almighty.

The forerunner of the establishment of a university in Tenggarong began since the establishment of the Kutai Special Region in 1953. This has led to an increase in the need for educated personnel to develop the Kutai region which is rich in natural resources. However, until the enactment of Law No. 27 of 1959, in which the area was divided into three second-level regions, Kutai District, Samarinda City and Balikpapan City, until the seventies this idea could not be realized.

In 1980 finally established a college namely IKIP PGRI East Kalimantan Branch and in 1983 stood the Indonesian Academy of Management Secretary (AKMI) which in its development was not running smoothly.

On April 16, 1984, the Government of the District of Kutai Kartanegara during the Government of the Regent Drs. H. Chaidir Hafidz in a meeting with the leaders of the Kutai community formed a University Establishment Preparation Exploration Committee. The meeting agreed to establish the University of Kutai Kartanegara, by integrating the two universities above into a faculty in the University of Kutai Kartanegara. The meeting also agreed to assign the Head of the People's Welfare Section, Drs. H. Syaukani Hasan Rais and consultant from Mulawarman University Drs. H. Arifin Leo to consult with Kopertis VII Region in Surabaya.

Finally the University of Kutai Kartanegara was established on May 26, 1984 with four faculties namely the Faculty of Economics (Management major), Teacher Training and Education Faculty (Education Technology major), Faculty of Social and Political Sciences (Department of State Administration) and Faculty of Agriculture (Department of Agronomy) . On February 18, 1985 the four faculties by the Ministry of Education and Culture were issued registered status, previously only granted operational permits on November 20, 1984. The management was handed over from the Kutai Regent to the Kutai Education Foundation (YPK) which was established based on Laden Mering, SH's Notary Deed, Number 3 dated March 2, 1985 based in Tenggarong.

In 1995/1996 Unikarta opened a new Faculty, namely the Faculty of Islamic Studies majoring in Sharia with the Islamic Information Study Program and the School of Comparative Study, with the recommendation of

the State Islamic Institute of Antasari Banjarmasin on July 14, 1994. In 1997, considering the many levels of Education managed by the Kutai Education Foundation (YPK) and in order to improve the development of Unikarta, to manage Unikarta the Kutai Kartanegara Foundation was established based on Notarial Deed Bambang Sudarsono, SH Number 95 dated July 24, 1997. In 1998/1999 based on the approval of the Director General of Higher Education on 11 February 1998 was opened by the Faculty of Engineering majoring in Geology, Diploma III (D-3) level, which in 2006 received permission to hold a Bachelor Degree Program.In 2001 development Unikarta continues to open the Postgraduate Program, Master of Public Administration in collaboration with Gadjah Mada University, Yogyakarta.

In line with the issuance of Law No. 16 of 2001 concerning the Foundation, in accordance with the mandate in the transitional provisions, the Kutai Kartanegara Foundation also adapts to the applicable provisions. On May 19, 2004 the Foundation Organ was inaugurated consisting of Trustees, Managers and Supervisors, who were then tasked with managing Unikarta, which was under the auspices of the Government of Kutai Kartanegara Regency.

VISION Organize education in an independent, active and continuous manner in mastering English language skills according to the needs of the Stake Holder.

MISSION Organizing professional education by developing communication skills especially in English by facing the development of the global world.

Fostering and developing a healthy and dynamic academic life climate to form a scientific society that upholds truth and honesty openly, critically and responsibly, creatively, innovatively and responsibly in the times of development.

Fostering and developing institutions to improve the quality of education.

Foreign Language Academy Balikpapan is the only campus that focuses on foreign language active learning activities in North Balikpapan, East Kalimantan, Indonesia. In a calm atmosphere, our campus is located in Gunung Samarinda Straat II, North Balikpapan. Strategically built to meet the most important needs of language learning activities, with professional support from our experienced lecturers to bring out your very best.

Balikpapan Foreign Language Academy is still consistent in delivering our students the essence of quality service and maintaining to keep the best quality in learning. For the few past years, we have renovated our classrooms, built new buildings, renew the campus facilities; Wi-Fi, Multimedia laboratory, canteen, and also launched by ABA Newsletter in adapting to a better teaching-learning activity.

We hope to learn about English activities in and out of the classroom, through Speaking, Reading, Writing and Listening. Also, we offer you foreign languages such as French, Mandarin and Japanese. Take a look at our website and check out our three months ABA Newsletter. Be part of Balikpapan Foreign Language Academy, where quality is our concern.

b. Data Analysis of Research Results

Based on the results of the analysis conducted by researchers, information about input English language study program was obtained from

structured interview data to the Chair of study programs at each university and institutions of higher education in East Kalimantan. Higher Education has a very big role in developing human resources (HR). Higher education is very important for national development and is designed to eliminate poverty, improve health and improve the economy of society (Oxford University: 2015).

As an effort to improve the quality of the implementation of English language study programs in terms of the implementation of education, the quality of graduates, universities are expected to have the effectiveness, efficiency, productivity, quality and tridharma of higher education. The study programs in these three universities must have superiority that can develop student skills.

In general, the results of the *Context* component are shown from 3 respondents included in the criteria enough. In the *antecedent* variable (input), the components of *input* and infrastructure in each university and East Kalimantan tertiary institutions are included in the criteria enough, the components of the *process* in this study are in the good and final categories *Product* components of the percentage results are included in the criteria of good. The necessary support comes from *antecedent* components (input), *transactions* (processes) and good *outcomes* (results) to produce good product components.

In the *Context* evaluation the steps that must be taken are that the English language study program is not in accordance with the standards that must be owned by the institution, namely the vision and mission of the study program, management of study programs and systems in the study program.

In *Input* evaluation, looking at the factors that influence the learning process such as learning tools are syllabus, SAP, tests, strategies in learning made by instructors or lecturers of English study programs.

In evaluating the *Process* includes the learning process of teaching English. The things seen in this case are lecture contracts, implementation of learning, evaluation and learning outcomes.

In *Product* Evaluation includes learning activities in one semester in English study programs which are in accordance with the achievements of the study program. Implementation of study program evaluations should not only end.

Monitoring of the English language study program needs to continue to make improvements so that implementation can be improved better. One element of evaluation is the components for the benefit of the accreditation of the study program. Results of the meeting need to be immediately conveyed so that bias can be followed up.

In the components of vision, mission and goals there are several things. As for other things such as goals, it is an explanation of the mission statement, the goal is something that will be achieved or produced within a predetermined period of time. It must be considered in formulating a vision according to Bryson. Among other things:

1. Vision must be able to provide guidance / direction and motivation;
2. Vision must be disseminated among members of the organization;
3. Vision must be used to disseminate important organizational decisions and actions.

The results of the study on the *Context* component of the program organizer have formulated a program that has formulated and determined the

vision, mission and objectives and has the document. According to Stufflebeam in Arikunto, evaluation of inputs includes personal analysis related to how the resources are available.

Conclusion

Based on the results of research and discussion evaluations using the countenance stake model which includes components of context, input, process and product in the English language study program, it can be concluded as follows:

1. Antecedent, In the *Context* evaluation the steps that must be taken are the English language study program that is not in accordance with the standards that must be owned by the institution, namely the vision and purpose of the study program, management of study programs and systems in the preparatory study program.

2. Transaction, In *Input* evaluation looking at the factors that influence the learning process such as learning tools are syllabus, SAP, tests, strategies in learning made by instructors or lecturers of good English study programs.

3. Outcome, in evaluating the *Process* includes the learning process of teaching English. The things seen in this case are lecture contracts, implementation of learning, evaluation and learning outcomes. *The product* includes the results of student learning activities both in one semester in the English language study program which is in accordance with the achievements desired by the study program.

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