

## **BAB II LITERATURE REVIEW**

### **A. Evaluation Study**

#### **1. Definition of Evaluation**

Evaluation is an activity that has been planned to assess, measure the success of a program that has been made. With evaluation activities is the best way to measure the success of effectiveness and productivity. <sup>1</sup>The word evaluation comes from English, 'evaluation' which means assessment. Meanwhile, evaluation according to the Big Indonesian Dictionary (KBBI) has the same meaning, namely assessment.

Evaluation activities are not foreign anymore, because they are general in nature and are often carried out in an organizational activity. Evaluation is carried out so that the planning carried out is as expected. <sup>2</sup>So the existence of evaluation activities is not without reason, but it is very important to understand and know the meaning of the evaluation objectives, functions and evaluation stages.

#### **2. Purpose of Evaluation**

2.1. Provide suggestions for program planning.

2.2. Provide input in the form of suggestions for the actions of a program such as continuation, expansion and termination of a program.

2.3. Provide suggestions for program changes.

2.4. Obtain information about the supporting factors and inhibiting factors of a program

2.5. Provide advice to motivate trainers in the management and implementation of a program.

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<sup>1</sup> Wikipedia, "*Evaluation*" (<https://en.m.wikipedia.org/wiki/Evaluasi>, Accessed in 2022)

<sup>2</sup> Faozan Tri Nugroho, "*Definition of Evaluation, Objectives, Functions, Processes, and Stages*" (<https://www.bola.com/ragam/read/4724329/pengertian-evaluasi-tujuan-fungsi-proses-dan-tahapannya> Accessed November 30, 2021, 20.20)

2.6. Provide advice to understand knowledge about program evaluation.

### **3. Evaluation function**

Here are some evaluation functions, namely:

3.1. Provide valid information about the performance of policies, programs and activities.

With this evaluation activity can be known and measured the extent to which program activities have been implemented. Therefore, with this evaluation activity, you can find out in achieving certain goals or targets

3.2. Contribute to clarification and criticism

This evaluation aims to provide a certain value by clarifying and operating goals and targets.

3.3. Contribute to policy

This evaluation is useful for contributing to the use of policy methods related to problem formulation.

### **4. Evaluation Stage**

In general, the evaluation stage is divided into 3 stages,

4.1. Assessment in the early stages of the program

This assessment is carried out before the program is implemented. Previously, a priority scale was made which then looked for alternative ways by determining the previous problem formulation to achieve the goal.

4.2. Assessment at the stage of program implementation

Assessment is carried out when the program is implemented, to see the level of progress of a program, the assessment is carried out by looking at the implementation plan with the previous plan.

4.3. Assessment at the End of the Program

This assessment is carried out after the program is completed by reviewing whether the implementation of the program is able to achieve by creating efficiency, effectiveness of the program's achievements.

## **5. Evaluation Process**

To evaluate the work system in an organization, here are some processes:

- 5.1. Define evaluation objectives
- 5.2. Formulate problems to evaluate performance in the organization
- 5.3. Evaluate the type of data collected
- 5.4. Create and collect sample data about the purpose of the evaluation
- 5.5. Determine the form of evaluation in accordance with the purpose of the evaluation.
- 5.6. Determine the tools used to carry out the evaluation
- 5.7. Personal planning that will be carried out in evaluating organizational performance.
- 5.8. Make a budget according to the evaluation to be carried out.
- 5.9. Make a schedule plan evaluation activities.

## **6. Learning Evaluation**

Evaluation of learning is an activity of collecting data and information needed which aims to find out how far learning has been carried out so that it can make an assessment and can improve results optimally. <sup>3</sup>Meanwhile, learning evaluation is an activity of collecting data and making judgments to decide and design a learning system.

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<sup>3</sup> Gamal Thabroni, "*Evaluation of Learning: Definition, Purpose, Functions, Types, etc.*" (<https://serupa.id/evaluasi-pembelajaran/> Accessed February 10, 2021, Revised July 12, 2021)

The types of learning evaluation are grouped according to the type of purpose, namely as follows:

#### 6.1. Type of Evaluation based on review:

##### 6.1.1. Diagnostic evaluation

Diagnostic evaluation is an evaluation activity that aims to explain the causal factors and describe the weaknesses of a factor.

##### 6.1.2. Selective Evaluation

Selective evaluation is an evaluation activity carried out to select students according to the program criteria that have been made.

##### 6.1.3. Placement Evaluation

Placement evaluation is an evaluation of the activities carried out to select students for a place in an educational program that is in accordance with the character of the students.

##### 6.1.4. Formative evaluation

Formative evaluation is an evaluation activity carried out in order to improve and perfect the process of teaching and learning activities.

##### 6.1.5. Summative Evaluation

Summative evaluation is an evaluation activity carried out in order to find out the results of student learning progress.

#### 6.2. Types of Evaluation Based on Purpose

##### 6.2.1. Context evaluation

Context evaluation is an evaluation activity carried out to describe the context of the program as well as the rationale for the objectives, background of the program, and the tools needed for planning.

### 6.2.2. Input Evaluation

Input evaluation is an evaluation of the activities carried out in order to find out a good strategy and sources of input aimed at achieving the strategy in accordance with the planning objectives.

### 6.2.3. Process Evaluation

Process Evaluation is an evaluation activity that is carried out and looks at the success of the program in accordance with the plans, supporting factors, and inhibiting factors that arise in the implementation process.

### 6.2.4. Evaluation of results or products

Evaluation of product results is an evaluation activity carried out to find out the program results are in accordance with the plan and can determine the final decision, repair, modify, increase or stop.

### 6.2.5. Outcome Evaluation

Outcome evaluation is an evaluation carried out to find out more about student learning outcomes, namely evaluating graduates who are involved in the community.

## 6.3. Types of Evaluation Based on the Scope of Learning Activities

### 6.3.1. Evaluation of Learning Programs

Evaluation of learning programs is an important process that helps to determine the effectiveness of educational programs in achieving their goals. This involves collecting data on program design, implementation, and results to assess effectiveness, strengths, and areas for improvement. The evaluation process provides important information to stakeholders, including program designers, instructors, students and funders, to make decisions about the future of the program.

According to recent research published in the Journal of Educational Research and Evaluation, program evaluation is very important for improving the quality of education. This study emphasizes the importance of determining program

objectives and outcomes to ensure that the evaluation process is focused and aligned with program objectives. In addition, the study suggests that data collection methods should be varied to get an overall picture of program performance.

The evaluation process involves collecting both qualitative and quantitative data. Surveys are useful for collecting quantitative data, such as participant satisfaction, learning outcomes, and program impact. Interviews and focus groups are useful for collecting qualitative data, such as participants' experiences, opinions, and suggestions for improvement. Observation is also useful for gathering data about program delivery, such as the instructor's teaching style and learning environment.

After data collection, the data is analyzed to identify patterns, trends and themes. This analysis provides insight into the program's effectiveness, strengths, and areas for improvement. This study shows that reporting findings to stakeholders is very important to facilitate informed decision making. The report should include a summary of the data, conclusions drawn from the analysis and recommendations for improvement.

Finally, based on the evaluation findings, the program should be revised to increase its effectiveness. This may involve changes to program design, delivery, or results. This study shows that involving stakeholders in the revision process is critical to ensure that the changes align with their needs and expectations.

In conclusion, evaluation of learning programs is very important to improve the quality of education. The process involves defining program objectives and outcomes, collecting diverse data, analyzing data, reporting findings to stakeholders, and revising the program based on evaluation findings. This study emphasizes the importance of program evaluation for decision making and improving education programs.

### 6.3.2. Evaluation of the Learning Process

Evaluation of the learning process is an important aspect of education, as it provides insight into how effective teaching methods are and how students are progressing in their learning. The purpose of this essay is to examine the various ways in which the learning process can be evaluated, and to explore some of the most recent research on this topic.

One common method for evaluating the learning process is through the use of tests and assessments. These can take many forms, from standardized tests to teacher-made exams, and can assess a wide range of knowledge and skills. Tests are often used to measure student achievement and to identify areas in which students may struggle or excel. However, the tests are not without limitations, and some researchers have questioned the reliability and validity of certain types of assessment.

Another approach to evaluating the learning process is through the use of student portfolios. A portfolio is a collection of student work that shows their progress over time. They can include assignments, projects, and other types of work, and are often used to evaluate students' ability to apply knowledge and skills in real-world situations. Portfolios can provide a more comprehensive picture of student learning than tests, as they allow for a more nuanced understanding of student strengths and weaknesses.

Recently, there has been growing interest in using technology to evaluate learning processes. Online assessments, simulations, and other digital tools are becoming increasingly common in classrooms, and offer a variety of benefits to both teachers and students. For example, digital grading can be automated, providing instant feedback to students and enabling teachers to quickly identify areas where students may be struggling. In addition, digital tools can provide a more personalized learning experience, as they can adapt to each student's unique needs and preferences.

In conclusion, evaluating the learning process is very important to ensure that students receive an effective education. There are many different methods for

evaluating learning, including tests, portfolios, and digital tools. Each method has its strengths and weaknesses, and it is important for teachers and researchers to carefully consider which method is most suitable for their particular situation. As technology advances, we can expect to see new and innovative methods for evaluating learning emerge in the coming years.

### 6.3.3. Evaluation of learning outcomes

Evaluation of learning outcomes is a critical component of education that assesses the effectiveness of teaching and learning activities in achieving the goals set. The aim of this essay is to examine the various ways in which learning outcomes can be evaluated and explore some of the most recent research on this topic.

One of the most common ways to evaluate learning outcomes is through the use of standardized tests. These tests are used to measure the attainment of certain knowledge and skills, and are designed to be consistent and objective. They are often used to evaluate student achievement and to determine whether they have met the learning objectives set out in the curriculum. However, standardized tests have been criticized for not measuring all learning outcomes, and for being too narrow in focus.

Another approach to evaluating learning outcomes is through the use of rubrics. Rubrics are grading guides that provide a clear and detailed picture of what is expected of students in terms of their performance. Rubrics can be used to assess a variety of skills and abilities, including critical thinking, creativity, and communication skills. Rubrics are often used to provide feedback to students and to guide their learning, as well as to evaluate their performance against certain learning outcomes.

Recently, there has been growing interest in using technology to evaluate learning outcomes. Digital tools such as learning management systems, online assessments, and analytics software are becoming increasingly common in classrooms, and offer a variety of benefits to teachers and students. For example, learning management systems can track student progress and provide real-time



feedback to teachers, while analytics software can analyze student data to identify areas where they may be struggling or excelling.

One of the most recent studies on evaluation of learning outcomes was conducted by researchers at the University of Helsinki. This study examines the effectiveness of using game-based learning to improve learning outcomes in physics education. The researchers developed games that allow students to simulate various physics scenarios and apply their knowledge in solving problems. This study found that students who played games showed a significant increase in their understanding of physics concepts and were better able to apply their knowledge in solving problems.

In conclusion, evaluation of learning outcomes is very important to ensure that students receive an effective education. There are various methods for evaluating learning outcomes, including standardized tests, rubrics, and digital tools. Each method has its strengths and weaknesses, and it is important for teachers and researchers to carefully consider which method is most suitable for their particular situation. As technology advances, we can expect to see new and innovative methods for evaluating learning outcomes emerge in the coming years.

#### 6.4. Types of Evaluation Based on Objects and Subjects of Evaluation

##### 6.4.1. Evaluation type by object:

6.4.1.1. Input evaluation is an evaluation activity that discusses student personality and student abilities.

6.4.1.2. Transformation evaluation is an evaluation activity that discusses changes in the transformation process in learning activities which include learning materials, media used in learning, learning methods or others.

6.4.1.3. Output evaluation is an evaluation of activities that determine student graduation referring to learning outcomes.

#### 6.4.2. Types of evaluation by subject:

6.4.2.1. Internal evaluation is an evaluation activity carried out by the school or insiders as evaluators, for example teachers or school principals.

6.4.2.2. External evaluation is an evaluation activity carried out by parties outside the school as evaluators, such as parents, the community, and others.

### **7. Program Evaluation**

#### 7.1. Definition of Program Evaluation

The definition of <sup>4</sup>evaluation according to Alkin Marvin. C (2011: 10) says that "A definition of evaluation is based on its goals. Evaluation is the preferred term when we talk of judging a program". The meaning of the evaluation written by Alkin Marvin. C is a process activity to gather information which is then used as an alternative to make a decision. <sup>5</sup>While program evaluation is a process of gathering information from programs that have been planned to make a decision about what to do next.

#### 7.2. Program evaluation objectives

The purpose of program evaluation is divided into two categories, the first being activities that aim to improve the quality of a program and the second an activity that aims to determine whether the program can be continued or not. In detail the purpose of evaluating the learning program as follows

7.2.1. To determine whether the results of an activity have achieved the objectives of the planned program

7.2.2. To find out whether in a program activity has strengths and weaknesses during the learning process

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<sup>4</sup> Alkin, M. C. *Evaluation essentials from A to Z*. The Guilford Press: New York. 2011.

<sup>5</sup> Abid Abqory. " " (<https://www.wawasanpendidikan.com/2019/11/evaluasi-program-pengertian-tujuan-dan-model-model-evaluasi-program.html> Accessed on Tuesday, November 5, 2019)

7.2.3. To determine whether an activity has been carried out with the right program

7.2.4. To determine whether a program has an advantage

7.2.5. To determine who are the people who participate in a program that will come

7.2.6. To identify the benefits of the implemented program

### 7.3. Evaluation Models

#### 7.3.1. CIPP models

The CIPP model is often used by researchers to conduct research. The concept of this research was offered by Stufflebeam in 1965, the CIPP model concept consisted of (Content, Input, Process and Product). <sup>6</sup>According to (Stufflebeam, Madaus & Kellaghan, 2001: 279) the model is configured for use in internal evaluations conducted by organizations, self-evaluations conducted by individual service Providers, and contracted external evaluations.

The CIPP model can be applied in various research fields such as education, management, companies, learning, programs and institutions. The components of the CIPP Model evaluation are as follows contexts, inputs, processes and products so that the model is remembered as the CIPP Model.

#### 7.3.2. Model Stake's

The Stake Model according to <sup>7</sup>Kaufman (1980: 125-126) says that the stake model is divided into several phases, the phases of which include the first preliminary phase (antecedent phase) which means the period carried out before the program; the second phase of the process (transaction phase) is the process of activities carried out during the implementation of the program; and the third phase results (outcomes phase) is an activity to measure the results of the program after

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<sup>6</sup> Stufflebeam D.L., Madaus G.F., Kellaghan T. " *Evaluation models viewpoints on educational and human services evaluation second edition* ". Kluwer Academic Publisher New York, Boston, Dordrecht, London, Moscow. 2002.

<sup>7</sup> Kaufman, R., Thomas S. 1980. " *Evaluation without fear* ". New York: New View Points.1980.

everything is resolved. This model uses antecedent (input), transaction (process), and outcomes (results) components.

### 7.3.3. Scriven Evaluation Model

According to Scriven, there are two evaluation models developed: Goal Free Evaluation and Formative-Summative Evaluation. In the Goal Free Evaluation evaluation model, Scriven said that when carrying out a program evaluation researchers do not need to pay attention to what is the purpose of an implemented program. According to Scriven, what needs to be considered is how activities and performance in a program identify appearances that occur or get positive influences as expected or negative things that are not expected.

Formative Evaluation is an evaluation activity that is usually carried out when an activity program is developed more than once with the aim of making improvements and errors during program implementation. There are two factors that influence the use of formative evaluation, namely control and time. If a formative evaluation has suggestions for improvements to be carried out in a program then the evaluation requires control. If the information is a guarantee that there are weaknesses and can be corrected, then the information is too late to make a decision, then the evaluation is useless.

## 8. CIPP models

The evaluation of the CIPP model according to Widyodoko can be applied in various fields such as learning programs, education, management, companies and institutional fields. The stages of the evaluation model are one of the frameworks for designing with the CIPP evaluation model which includes the type of evaluation, the benefits of evaluation, and the steps in the evaluation. <sup>8</sup>Components of the CIPP Evaluation Model

### 8.1. Context Evaluation

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<sup>8</sup> Gamal Thabrani, "*Evaluation Models: CIPP, Stake, Alkin, Kirkpatrick, Brinkerhoff*" (<https://serupa.id/model-model-evaluasi-cipp-stake-alkin-kirkpatrick-brinkerhoff/> Accessed April 5, 2022)

Context evaluation has the main objective is a process to determine the strengths and weaknesses to be studied. After knowing the strengths and weaknesses of those being studied, the researcher will provide directions to improve if that is necessary. Context evaluation describes by providing a detailed picture of environmental needs that have not been met, the population and sample served, and the goals of a program.

## 8.2. Input Evaluation

Input evaluation is a process of providing input to help make decisions, what are the plans and strategies for achieving program objectives, and what are the performance steps in order to achieve program objectives. The input evaluation component consists of:

8.2.1. Human Resources

8.2.2. Facilities and infrastructure

8.2.3. Funds and Budget

8.2.4. Required performance steps and rules

## 8.3. Process Evaluation

Process evaluation is an activity to detect or predict the design steps to be carried out by a program or implementation plan during the implementation of learning, provide information to make a decision from a program and serve as a record and archive procedures that occur. Process evaluation consists of collecting assessment data that is determined and applied during program implementation. In the CIPP model, the evaluation of this process aims to find out to what extent the implementation activities have been carried out according to the planned program.

## 8.4. Outcome Evaluation

Outcome evaluation is an activity process to help a program make decisions regarding how to end, continue, or modify the program. Evaluate the results to find out whether the program being implemented was achieved in accordance with what was planned, so that decisions can be made for the next. In conclusion, this product

evaluation looks at the achievement and success of a program in achieving the goals of a program that was planned beforehand.

## **9. Application of the CIPP Model in the Implementation of the English Massive Program**

The focus of the evaluation with the CIPP model in this study is as follows:

9.1. Context, produces information related to the implementation of English learning in the English Massive program, program legality, environmental support, and program objectives.

9.2. Input, providing information related to human resources and facilities and infrastructure.

9.3. Process, provides information related to the implementation of the English Massive program, evaluation of English Massive learning, and obstacles encountered during the implementation of the English Massive program.

9.4. Product, provides information about the success of an English Massive Program and the benefits of an English Massive program.

### **B. Study of the English Massive Program**

English Massive is a program organized by the Kediri City government to improve the quality of the English language of its people so they can compete in the current global era. The idea of holding this program was established based on citizens request on a discussion forum called Kopi Tahu, so from there the Kediri City government had an idea, to improve the quality of the human resources by holding a English Massive for Freedom program.

The English Massive program is held by the government for all ages, from the lower classes to adults or those in their 30s and over. No need to worry, there will also be different grade levels according to age so that learning is not difficult. In addition, so that people have good quality language, the government also does not choose tutors arbitrarily. The selected tutor also conducts several selection tests, this is done so that the selected tutor is the best, qualified and has a lot of knowledge.

After the English Massive was held in Kediri City, the community was more confident in speaking English, able to communicate with outsiders who visited Kediri City. Not only that, people who previously did not understand the meaning of a video in English, after this program was held, people no longer have difficulty speaking English. This English Massive program is very beneficial for the community, not for itself but also for the government of Kediri City who are trying their best to help the community to be able to compete in today's global era.

Not only learning, the City Government also makes various programs to develop students' talents who are able to process, be creative or have the ability to speak English. The programs implemented are not only for participants but there are several programs for tutors. This program aims to provide new experiences to participants or tutors. Programs for participants are available weekly, monthly or annually.

This English Massive program trains participants to be able to create English language skills. Not only that, the City Government of Kediri also invited several people from abroad to visit, so that participants could learn to communicate well in English. The Massive English program organized by the government aims to improve the quality of English language skills.

### **C. Looking for Prior Research**

The purpose of previous research is to avoid similarities in the research to be studied. Researchers get 5 previous studies, namely:

1. The first researcher is research from Yudianto Tri Kurniawan in 2016. The purpose of this study is to analyze strategies for increasing Human Resources in the face of global competition. This research uses descriptive qualitative method with case studies. Techniques in this study include interviews, observation and documentation.

<sup>9</sup>The results of this study are to discuss programs held by the government free of charge to improve the quality of language skills. In 2015 this program was still in the form of assistance for tutors, while in 2016 the English program was massively given to all RTs in the city of Kediri. The program provided by the government is in the form of free bus facilities from elementary to junior high school levels and there is also a scholarship program for elementary schools.

In 2016 the government received a budget to run the English Massive program through workshops, training, seminars and scientific discussions on education, with the aim of improving the quality of English. The difference is that research discusses strategies for increasing human resources in global competition, while researchers discuss evaluations carried out by the government. In common, the two of them discussed the English Massive program that was held by the government in the City of Kediri.

2. The second research from Anselm Edwin Dwi Cahya and Rizqi Bachtiar in 2017-2019. This study aims to determine the implementation of the English Massive program in an effort to increase community capacity in Kediri City in 2017-2019. This descriptive research method uses qualitative research methods. This research technique uses descriptive qualitative analysis techniques based on the concept of Miles and Huberman. This technique is carried out by collecting data directly in the field, then reducing the data then presenting the data and finally drawing conclusions.

<sup>10</sup>The result of the research is that the program implemented by the Kediri City government is going well. However, there are several aspects that need attention, such as context aspects, internal aspects, process aspects, and product

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<sup>9</sup> Yudianto Tri Kurniawan, "ANALYSE OF LOCAL GOVERNMENT ROLES TO IMPROVING HUMAN RESOURCES (HR) COMPETITIVENESS ON THE WORLD (Case Study on Kediri City)" (<https://osf.io/zhxs9/download>)

<sup>10</sup> Anselm Edwin Dwi Cahya and Rizqi Bachtiar " *Evaluation Of English Massive Program In Efforts To Increase Community Capacity In Kediri City* " (<https://www.google.com/url?q=https://e-journal.unair.ac.id/JAP/article/download/23301/12718&sa=U&ved=2ahUKEwiiwdOuyeb6AhUcA7cAHaxdCXUQFnoECAAQAg&usq=AOvVaw3sbslWsd-7KMkRqU3qHrz9> Accessed 2017-2019)



aspects. The context aspect includes the English Massive background which aims to succeed in community empowerment through community empowerment programs by empowering the community through learning English.

The aim of English Massive is to improve the quality of human resources through learning English in order to acquire knowledge and skills in English. The internal aspect of the English Massive program is the high capacity of tutors and participants, but the tutors selected by the government are of high quality so they are able to implement the English Massive program.

The budget for the English Massive program has decreased, but is still sufficient to carry out operational activities in implementing the English Massive program. Process aspects include scheduling a flexible EMAS program with a duration of 90 minutes for each meeting. However, the distribution of tutors in each spot is not the same so learning is not optimal. Not only through learning media, but also implementing programs such as outbound, EMAS COIN, etc. which aim to improve the quality of learning so students don't get bored.

The obstacles in this program are the lack of public awareness, busy adults and youth, inadequate facilities and infrastructure, remote learning locations and the salary of each student tutor cannot be disbursed immediately every month. Product aspects with the English Massive program can improve the quality of learning English which can increase the human development index (IPM) in Kediri City. The difference is that this research was conducted in 2017-2019 regarding the evaluation of improving the quality of the people of Kediri City, while this research is being evaluated this year, namely in 2022. English Massive program (Public administration network, Vol 12, 2020, pp. 58-76)

3. The third research is research from Kanita Mellarilis Cita in 2018. The purpose of this research is to provide knowledge of English to the public so that they can have good basic English skills, thereby increasing the quality of human resources capable of facing the ASEAN Economic Community. (MEA). This research method uses qualitative research methods. The author uses direct observation techniques, takes notes in the field and takes notes when tutors teach in class.

<sup>11</sup>This research is about the implementation of speaking teaching for English-speaking children in the EMAS program at Spot Tambah Pinter, Ngronggo-Kediri. The authors in this study found that tutors have their own way of teaching. The tutor's teaching and learning scenario also uses the game method and sings songs. The tutor never shouts when students are busy and makes yells to calm busy students. The tutor uses the game method which aims to keep students from getting bored in learning and to foster student interest.

At the end of the learning process the tutor evaluates his learning English skills. The difference is that the researchers discussed the EMAS program at Pinter added Spot, Ngronggo -Kediri, while the researchers discussed the English Massive evaluation in the city of Kediri. The similarity is the same as discussing the English Massive program.

4. The fourth researcher is research from Tsania Ainurrahma in 2021. The purpose of this study is to analyze the communication strategy techniques used by participants who attended the speeches. The method used in this research is descriptive qualitative method. In this method the researcher uses the OCSI questionnaire, individual strategy observations and interviews.

The results of this study are to provide teachers and participants with the communication strategies used in giving speeches. Although there is considerable variation in the delivery of communication strategies between the two language proficiency levels. In delivering communication strategies, participants at high and low levels use social affective and negotiation strategies, these strategies are used in delivering speeches to convey content and meaning.

In this study it was found that participants who had high abilities were able to overcome anxiety, were able to interact with other people, were able to cope with communication using affective strategies, negotiated and were able to overcome

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<sup>11</sup> Kanita Mellarilis Cita, " *Implementation of Speaking Learning for Children of the Massive English Program (EMAS) at Tambah Pinter Spot, Ngronggo-Kediri*", ([https://www.google.com/url?q=http://simki.unpkediri.ac.id/mahasiswa/file\\_artikel/2018/14.1.01.08.0106.pdf&sa=U&ved=2ahUKEwiiwdOuyeb6AhUcA7cAHaxdCXUQFnoECAUQAg&usg=AOvVaw2b08Zhd6RZFW9ug8oO5UHN](https://www.google.com/url?q=http://simki.unpkediri.ac.id/mahasiswa/file_artikel/2018/14.1.01.08.0106.pdf&sa=U&ved=2ahUKEwiiwdOuyeb6AhUcA7cAHaxdCXUQFnoECAUQAg&usg=AOvVaw2b08Zhd6RZFW9ug8oO5UHN))

inaccuracies in speech. and maintain quality in speech. So the communication strategy with the delivery of speeches is interrelated, it requires special knowledge and skills.

Therefore, it is necessary to do further learning in the classroom. The difference is that this study discusses communication strategies in delivering speeches, while researchers discuss evaluation programs carried out by the government. The similarity is that the two researchers discussed English Massive.

5. The fifth research is research from Indah Afi Dewi in 2021. The purpose of this research is to explain the process of implementing an evaluation of learning English and to find out the obstacles to learning English for class IV at MI MA'ARIF 03 GENTASARI. This research method uses qualitative research methods, using observation, interview, and documentation techniques.

<sup>12</sup>The results of the study evaluation data on the implementation of learning used cognitive, affective, and psychomotor evaluations. The cognitive evaluation used in the implementation of learning English IV at MI Ma'arif 03 Gentasari uses formative, summative, subjective and objective evaluations. Cognitive evaluation is used by giving multiple choice questions, essays, debriefing orally, and making descriptions.

The affective evaluation used in the implementation of English IV learning at MI Ma'arif 03 Gentasari is an evaluation used to measure students' abilities such as self-confidence, responsibility, honesty and sportsmanship, as well as physical and spiritual health. The teacher collects aspects which are then formed on a scale and given an average value so as to achieve maximum results. Psychomotor aspects in the implementation of learning English IV at MI Ma'arif 03 Gentasari by providing practice tests that aim to measure language skills. This form of evaluation

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<sup>12</sup> Indah Afi Dewi, " *Evaluation of the Implementation of Subject Learning English Class IV MI Ma'arif 03 Gentasari* "

([http://repository.iainpurwokerto.ac.id/9408/2/Indah%20Afi%20Dewi\\_%20Pelaksanaan%20Evaluasi%20Pembelajaran%20Mata%20Pelajaran%20Bahasa%20Inggris%20Kelas%20IV%20di%20MI%20Ma%27arif%2003%20Gentasari%20Tahun%20Ajaran%202019-2020.pdf](http://repository.iainpurwokerto.ac.id/9408/2/Indah%20Afi%20Dewi_%20Pelaksanaan%20Evaluasi%20Pembelajaran%20Mata%20Pelajaran%20Bahasa%20Inggris%20Kelas%20IV%20di%20MI%20Ma%27arif%2003%20Gentasari%20Tahun%20Ajaran%202019-2020.pdf) Accessed 2018)

is in the form of an oral test such as memorizing English vocabulary, reading stories in English.

Psychomotor evaluation is in the form of direct observation and the teacher provides a direct practical test assessment. So the conclusion from the evaluation of the implementation of learning English IV at MI Ma'arif 03 Gentasari is that for cognitive evaluation the value is less than optimal, there are some students who get KKM scores; for affective evaluation, the teacher must add another component to the affective evaluation, so that the teacher can assess students' attitudes in detail; while the psychomotor evaluation is still not optimal, so that some students get scores that are less than the criteria. Teachers should pay more attention and provide motivation so that students get better grades.

The difference is that this study discusses the implementation of class IV learning at MI Ma'arif 03 Gentasari, while the researchers discuss the evaluation of the English Massive learning program in the city of Kediri. The similarity is that both of them discuss the evaluation of learning English.

**To make it easier for readers to understand the similarities and differences, the researcher details them in the table below:**

**Table 2 1. The Similarities and Differences between any Research**

	Research Titles	difference s	Equality
1.	Analysis of Local Government Roles to Improving Human Resources (HR) Cometitiveness on the World (Case Study on Kediri City) (Writer Yudianto Tri Kurniawan in 2016)	This researcher discusses the strategy of increasing human resources in global competition, while the researcher discusses the evaluations carried out by the government.	Both of them discussed the English Massive program held by the government in the City of Kediri.
2.	Evaluation of English Massive Program in Efforts	This research was carried out in 2017-2019 on	Both discussed the

	to Increase Community Capacity in Kediri City 2017-2019. (Writer Anselm Edwin Dwilight and Rizqi Bachtiar 2017-2019 year )	evaluations to improve the quality of the people of Kediri City, while this research was carried out the evaluation this year, 2022.	evaluation of the English Massive program.
3.	The Implementation Of Teaching Speaking For Children of Massive English (EMAS) Program at Tambah Pinter Spot, Ngronggo Kediri. Writer Kanita Mellarilis Cita year 2018.	The researcher discussed the EMAS program in Spot Kediri, while the researcher discussed the evaluation of English Massive in the city of Kediri.	The similarities are the same as -discussing the English Massive program.
4.	Oral Communication Strategies Used in Performing Speech by Teenagers of the "English Massive" Kediri Program. Writer Tsania Ainurrahma in 2021.	The study discusses communication strategies in delivering speeches, while the researchers discuss the evaluations program carried out by the government.	The similarity is that both researchers discuss English Massive.
5.	Implementation Evaluation Subject Learning Language English Class IV at MI Ma'arif 03 Gentasari. Beautiful writer Afi goddess year 2021.	The difference is that this study discusses the implementation of class IV learning at MI Ma'arif 03 Gentasari, while the researchers discusses the evaluation of the English Massive learning program in the city of Kediri .	The similarity is that they both discuss the evaluation of learning English.

