

**THE EVALUATION OF STUDY-FROM-HOME
IN EFL TEACHING DURING COVID-19
THROUGH CONTEXT INPUT PROCESS PRODUCT MODEL**

A THESIS PROPOSAL

Submitted to the English Education Study Program
Language Education Department of Universitas Pendidikan Indonesia
in Partial Fulfillment of the Requirements for the Master Pendidikan Degree.



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2022

STATEMENT OF AUTHORIZATION

I hereby declare that this thesis entitled “The Evaluation of Study-From-Home Program in EFL Teaching during Covid-19 through Context Input Process Product Model” is my original work. It is plagiarism-free and was done in accordance with the applicable scientific writing ethics provided by Universitas Pendidikan Indonesia. As a result, I confirm that I am willing to accept any risks or penalty if there is any violation of ethics found in this study.

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ABSTRACT

The Covid-19 pandemic transformed the teaching model in Indonesia. The phenomena forced the government to announce the implementation of the study-from-home activity in a sudden time. This evaluation research scrutinizes the study-from-home activity implemented in one school located in Sengkang, Wajo regency, South Sulawesi province during the pandemic of Covid-19 using the Context, Input, Process, and Product (CIPP) model. This study presents the result of study-from-home evaluation implemented by the teachers, the students, and the students' parents. A case study with qualitative and quantitative design was employed to gather and analyze the data. The context evaluation revealed that the learning materials were not based on the students' needs. There were also the communication gaps between the teachers and the parents. Problems found were due to the uncooperative parents and the working parents. The input evaluation proposed the training for the parents/guardians and for the students. Data from the process evaluation demonstrated that the teachers did not maintain active communication and interaction with the parents during the activity; many students did not actively follow the online and face-to-face sessions; the parents did not guide their children during the learning session. Fortunately, the product evaluation revealed that the program had a positive effect on the teachers' ability to use online teaching tools and brought a positive effect to the students' outcomes in terms of their understanding to the learning material explanation and their English speaking skill. The results of the four models suggest that the program is applicable but needs improvements on the input and the process aspect.

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