EVALUATION OF LANGUAGE PROGRAMS IN COURSE INSTITUTIONS TO IMPROVE STUDENT LEARNING IN FACING THE IELTS EXAM

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Abstract

This study aims to evaluate the effectiveness of the English language program at the Time Language Center Padang Course Institute to improve students' learning abilities in facing the IELTS exam. The evaluation was conducted using a summative evaluation model that focuses on assessing learning outcomes after the program is completed. The data used in this study were questionnaire data filled out by students regarding their learning experiences and perceptions of increased abilities, as well as field observation data covering teaching methods, classroom interactions, and learning environments. The analysis method includes questionnaire validity and reliability tests to ensure data accuracy, as well as weighting methods to assess important aspects of the program. The evaluation results show that the language program at Time Language Center makes a significant contribution to improving students' readiness to face the IELTS exam, especially in the aspects of listening and reading comprehension. However, there are several weaknesses in the speaking skills aspect that need to be improved and evaluated. Recommendations proposed include improving interactive teaching methods and adding intensive speaking practice sessions. This study provides a comprehensive overview of the effectiveness of language programs and the importance of summative evaluation as a measuring tool for learning success in the context of exam preparation such as IELTS, so that it can be a reference for other course institutions in developing more effective and measurable learning programs.

Keywords: Time Language Centre Padang, IELTS Test, Summative Evaluation Model, Validity Test, Reliability Test, Weighting Method

I. INTRODUCTION

English has become one of the most important skills in today's era of globalization, especially for those who want to continue their education or career at an international level. One of the most globally recognized benchmarks of English language proficiency is the IELTS (*International English Language Testing System*) exam. This exam measures English language proficiency in four main aspects, namely listening, reading, writing, and speaking. Therefore, thorough and structured preparation is essential so that students can achieve the desired score. According to Rahula Hananuraga (2022), language course institutions play a crucial role in providing effective learning programs to help students face these challenges.

Time Language Center Padang is an English language course institution that has been operating for more than a decade and focuses on IELTS exam preparation. This institution offers various learning programs designed to improve students' English skills as a whole. However, like other educational institutions, it is important to evaluate the programs being run to ensure their effectiveness in achieving learning objectives. According to Winiarti (2020), this evaluation not only helps identify the success of the program but also reveals aspects that need to be improved so that the quality of learning can continue to be improved.

The main problem faced by Time Language Center Padang is how to measure the extent to which the language program provided is able to improve students' abilities in facing the IELTS exam. Without systematic and measurable evaluation, it is difficult for institutions to know whether the teaching methods, materials, and facilities provided are optimal or still need adjustment (Simarmata, 2023). Therefore, this study focuses on evaluating language programs using a summative evaluation model, which assesses learning outcomes after the program is completed, based on questionnaire data and field observations (Gaspersz et al., 2023).

The main objective of this study was to assess the effectiveness of the English program at Time Language Centre Padang in improving students' ability to face the IELTS exam. Specifically, this study aims to (1) collect and analyze data on students'

perceptions of the learning program through questionnaires, (2) directly observe the learning process in the field to get a real picture of teaching methods and classroom interactions, and (3) apply a summative evaluation model to measure the success of the program as a whole. Thus, the results of this study are expected to provide constructive recommendations for the development of learning programs at the course institution, as well as being a reference for other institutions that have similar goals in improving the quality of English learning for IELTS exam preparation.

II. REVIEW OF RELATED LITERATURE

Evaluation of language learning programs is an important aspect in ensuring the effectiveness and quality of the teaching and learning process, especially in the context of preparing for international language exams such as the IELTS. The evaluation model used in this study is summative evaluation, which focuses on assessing the final results of a learning program after the entire learning process is completed (Gaspersz et al., 2023). Summative evaluation aims to measure the achievement of learning objectives and provide a comprehensive picture of the success of the program in improving students' abilities (Devi et al., 2022). According to Adinda et al., (2021) , this model is different from formative evaluation which focuses more on the process and improvements during learning and is more efficient. In the context of language course institutions, summative evaluation is very relevant to assessing the impact of the program on students' readiness to face the IELTS exam.

The language learning theory that underlies the evaluation of this program includes several main approaches. According to Budiyanti et al., (2023), language learning will be more effective in mastering the target language if they receive input that is slightly above their current level of ability. This is relevant in designing teaching materials and methods in course institutions so that students get the right stimulation to improve their English skills gradually. In addition, the communicative *language teaching approach* that emphasizes the use of language in real contexts is also an important foundation in program evaluation, because the IELTS exam demands authentic and practical communication skills (Sasstos, 2020).

In evaluating learning programs, the validity and reliability aspects of measurement instruments are crucial. According to Safitri et al., (2020), validity refers to the extent to which a measurement instrument actually measures what it should measure, while reliability relates to the consistency of measurement results when repeated under the same conditions. In this study, the questionnaire used to collect student perception data must go through validity and reliability tests so that the data obtained can be trusted and reflect the actual conditions. Validity tests can be carried out using the item-total correlation method, while reliability tests often use the Cronbach's Alpha coefficient to measure the internal consistency of the instrument (Arbeni et al., 2025).

According to Setiawansyah and Sulistiyawati (2024), the weighting method in summative evaluation is also an important part of determining the priority of aspects assessed in the learning program. This weighting allows for a more objective and focused assessment of the components that most influence students' success in facing the IELTS exam, such as listening, reading, writing, and speaking skills (Setiawansyah and Sulistiyawati, 2024). Thus, the evaluation results not only provide an overview, but also an in-depth analysis of the strengths and weaknesses of the program based on the weights that have been determined systematically.

Overall, the theoretical basis used in this study integrates the concept of summative evaluation, language acquisition theory, communicative learning approach, and the principles of validity and reliability of evaluation instruments. This approach provides a strong framework for assessing the effectiveness of the language program at Time Language Center Padang in improving students' ability to face the IELTS exam. With the support of these theories, the evaluation conducted is expected to produce valid, reliable, and applicable findings for the development of better learning programs in the future.

III. RESEARCH METHOD

This study uses a summative evaluation model as the main framework to assess the effectiveness of the English program at Time Language Center Padang in improving students' ability to face the IELTS exam. Summative evaluation was

chosen because it focuses on assessing the final learning outcomes after the entire program process is completed, so that it can provide a comprehensive picture of the achievement of learning objectives and the impact of the program on students objectively and systematically. This model allows for concrete measurement of learning outcomes and a comprehensive evaluation of various aspects of the program, from materials, teaching methods, to the results of improving students' language skills.

3.1 Data Collection Procedure

Data were collected through two main instruments, namely questionnaires and field observations. The questionnaires were distributed to 25 students who had participated in the IELTS preparation program for at least three months. This instrument was designed using a 5-point Likert scale to measure students' perceptions of the quality of materials, teaching methods, facilities, teacher interactions, and improvement of English language skills. Field observations were conducted directly by the researcher during the learning process, focusing on teaching methods, classroom interactions, and the learning

environment. Qualitative data from these observations complemented the quantitative data from the questionnaires to provide a more comprehensive picture.

3.2 Validity Test

The validity of the questionnaire instrument was tested using the total item correlation method, which measures the correlation between each question item and the total questionnaire score. Items that have a significant correlation (correlation value> 0.3) are considered valid and suitable for use in further analysis. This validity test aims to ensure that each question in the questionnaire actually measures the intended aspect and does not contain bias or ambiguity that can interfere with data accuracy. This process is carried out using statistical software such as SPSS to calculate the Pearson correlation value between items and the total questionnaire score (Arbeni et al., 2025).

3.3 Reliability Test

After the validity was confirmed, the reliability of the questionnaire was tested using the Cronbach's Alpha coefficient to

measure the internal consistency of the instrument. The generally accepted Cronbach's Alpha value is above 0.7, which indicates that the instrument has a good level of reliability and the measurement results can be trusted if repeated under the same conditions (Amirrudin et al., 2020). High reliability ensures that students' responses to the questionnaire are stable and not influenced by unwanted external factors. This reliability test was also carried out using statistical software to obtain the overall alpha value and per subscale if necessary (Kennedy, 2022).

3.4 Weighting Method

In this summative evaluation, a weighting method is used to assign different weights to each aspect assessed based on its level of importance to the success of students in facing the IELTS exam. The weighted aspects include listening, reading, writing, and speaking skills (questionnaire), as well as the quality of materials, teaching methods, and teacher interaction (field experience). The weights are determined through consultation with language experts and IELTS teachers at the institution, as well as based on relevant literature on

key aspects of IELTS preparation. The weights used are listening skills (30%), reading (25%), writing (20%), speaking (15%), and supporting aspects such as materials, methods, and interactions (10%). This weighting reflects the priority on receptive skills (listening and reading) which greatly determine the IELTS score, while also paying attention to productive skills (writing and speaking) which are also crucial.

3.5 Data

This study uses questionnaire data and direct field observations to describe the real conditions at the English Course Institute Time Language Center Padang. The data collected consists of two main sources, namely the results of questionnaires filled out by students and field observation notes during the learning process. This data serves as a basis for conducting a summative evaluation of the language program being run, with a focus on improving students' abilities in facing the IELTS exam.

A. Questionnaire Data

The questionnaire was designed to measure students' perceptions of various aspects of the

learning program, including the quality of the materials, teaching methods, facilities, interaction with teachers, and perceptions of their English language skills improvement. The questionnaire consisted of 25 items using a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The respondents were 20 students who had participated in the IELTS preparation program for at least three months.

B. Field Observation Data

Field observations were conducted by researchers during the learning process in the IELTS preparation class. The focus of the observations included the teaching methods used, the level of student involvement, the interaction between the teacher and the students, and the learning environment conditions. These observation notes provide a qualitative description that complements the quantitative data from the questionnaire. The results of the observations indicate that the teacher uses a communicative learning method that integrates IELTS practice questions with group discussions and exam simulations. However, the speaking practice sessions tend to be less intensive and fewer compared to other aspects. The level of student involvement is quite high in the listening and reading sessions, but decreases in the writing and speaking sessions, indicating the need for a more interesting and interactive approach to increase learning motivation in these aspects. A description of the teaching atmosphere at Time Language Center Padang can be seen in Figure 1.

Figure 1is more interaction during the material delivery and consultation sessions, while speaking sessions using English are not often conducted.

The learning environment at Time Language Center Padang is considered conducive with adequate facilities, such as comfortable classrooms, audio-visual devices, and stable internet access. However, some participants complained about the lack of time to practice speaking directly with teachers or *native speakers*, which is an obstacle in improving their speaking skills optimally. Table 1

below describes the results of field observations for 3 months at the Time Language Center Padang English Course Institute. This observation focuses on aspects of teacher and student interaction, teaching methods, and the use of learning media.

Table 1Center Padang English Course Institute with several review parameters.

Observation Parameters	Description
Class Interaction	Active and intensive interaction occurs especially in listening and reading sessions.

Teaching Methods	The methods used tend to be interactive for the listening and reading aspects.
Speaking Practice	The time for speaking practice is limited, so students do not get enough opportunity to practice.
Use of Media	The use of digital media and learning technology is still limited and needs to be improved.
Learning Environment	Conducive and supportive of the learning process, with a comfortable and organized classroom atmosphere.

The questionnaire data and field observations provide a strong basis for conducting a summative evaluation of the language program at Time Language Center Padang. The combination of quantitative and qualitative data allows for a comprehensive analysis of the program's strengths and weaknesses, and provides a real picture of the students' learning experiences. Furthermore, this data will be analyzed using a summative evaluation method that includes validity, reliability, and weighting tests to produce an objective and measurable assessment of the effectiveness of the learning program in improving students' readiness to face the IELTS exam (Adinda et al., 2021); (Safitri et al., 2020); (Setiawansyah and Sulistiyawati, 2024).

3.6 Data Analysis

After the questionnaire data was declared valid and reliable, and the aspect weights were determined, the data were analyzed by calculating the total evaluation score using the weighting formula above. These results were then compared with the predetermined success standards, for example, an average score of at least 3.5 on a 5-point Likert scale is considered an indicator of program success. In addition, descriptive and inferential analyses were conducted to identify which aspects were the strengths and weaknesses of the program. Field observations were analyzed qualitatively to support quantitative findings, highlighting

teaching practices, classroom interactions, and learning environment conditions that influenced learning outcomes. According to Purwanza et al., (2022), this combination of quantitative and qualitative analysis provides a holistic and in-depth picture of the effectiveness of the language program at this course institution. With this comprehensive summative evaluation method, the study was able to provide a valid, reliable, and measurable assessment of the English learning program at Time Language Center Padang, as well as produce data-based recommendations for improving the quality of the program in the future.

IV. FINDING AND DISCUSSION

The analysis and results in this study are presented in detail and structured based on all methods used for the evaluation of the English language program at Time Language Center Padang. This data includes the results of validity tests, reliability tests, illustrations of summative evaluation models, and methods for weighting aspects of IELTS language ability.

4.1 Results of Instrument Validity Test

Instrument validity testing is a crucial stage in this study to ensure that the questionnaire used actually measures the intended aspects of language ability, namely listening, reading, speaking, and writing in the context of IELTS exam preparation. The method used in the validity test is item-total correlation, which measures the extent to which each item in the questionnaire correlates with the total score of the entire instrument. This correlation shows the consistency and relevance of each question to the construct being measured.

The results of the validity test show that all items in the questionnaire have a significant correlation value with the total score, with the item-total correlation value ranging from 0.45 to 0.78. This value is above the minimum limit commonly used in social research, which is 0.30, so it can be concluded that all items are valid and suitable for use to measure aspects of students' language abilities. This high validity indicates that the instrument is able to capture the desired variables accurately and does not contain ambiguous or irrelevant items. Table 2 can be seen summarizing the results of the validity test for each aspect of language ability.

Table 2of the validity test results of the data used. All data are declared valid, this can be used for further analysis until drawing conclusions.

Ability Aspect	Number of Items	Item-Total Correlation Value (Average)	Validity Status
Listen	10	0.65	Valid
Read	10	0.68	Valid
Speak	8	0.57	Valid
Write	8	0.60	Valid

Based on the details in Table 2, this consistent and significant correlation value strengthens the trust in the instrument used in the study, so that the data obtained from the questionnaire can be further analyzed with the belief that the instrument is valid. With guaranteed validity, the results of the language program evaluation can reflect the actual conditions of improving students' abilities in facing the IELTS exam.

In addition, this validity test also helps identify items that may need to be improved or adjusted in further research to improve the quality of the instrument. However, in this study, no items were found that had low or insignificant correlations, so that all instruments were declared to meet the established validity standards. This shows that the questionnaire preparation process has been carried out carefully and based on relevant language learning evaluation theories and practices. Overall, the results of this validity test are an important foundation in ensuring that the language program evaluation carried out can provide an accurate and reliable picture of the effectiveness of the program in improving students' language skills. In accordance with the statement by Safitri et al., (2020), high instrument validity also supports the reliability of the research results and strengthens the recommendations proposed based on the data obtained.

4.2 Results of Instrument Reliability Test

The instrument reliability test was conducted to measure the internal consistency of the questionnaire used in this study. High reliability indicates

that the instrument is able to produce stable and consistent data when used under the same conditions, so that the measurement results can be trusted. In this study, the reliability test was conducted using Cronbach's Alpha, which is a standard method in social and educational research to assess the internal consistency of the instrument.

The Cronbach's Alpha value used as the minimum standard to declare an instrument reliable is 0.7. This value indicates that the instrument has an adequate level of consistency and can be used for further analysis. If the Cronbach's Alpha value is below 0.7, then the instrument is considered less reliable and needs to be revised or improved. The results of the reliability test in this study indicate that all instruments and sub-aspects of language ability have Cronbach's Alpha values that exceed the minimum limit. Table 3 below is a table of reliability test results for each aspect of language ability.

Table 3 of the reliability test results of the data used. All data are declared reliable, as evidenced by the Cronbach's Alpha value above 0.7. This can be used for further analysis until drawing conclusions.

Ability Aspect	Number of Items	Cronbach's Alpha	Reliability Status
Listen	10	0.82	Reliable
Read	10	0.85	Reliable
Speak	8	0.78	Reliable
Write	8	0.80	Reliable
Total Instruments	36	0.84	Reliable

Based on Table 3, the highest Cronbach's Alpha value is in the reading aspect (0.85), which shows that the items in this aspect are very consistent in measuring students' reading ability. The speaking aspect has the lowest reliability value (0.78), but is still above the threshold set, so the instrument for this aspect can also be considered reliable. Overall, the total reliability value of the instrument of 0.84 shows that the questionnaire used in this study is very consistent and reliable in measuring the improvement of students' language abilities.

According to Arbeni et al., (2025), the implications of the results of this reliability test are very important in the context of language program evaluation research. With a reliable instrument, the data obtained from the questionnaire can be trusted as an accurate representation of the abilities of students. This allows researchers to conduct valid statistical analysis and produce strong conclusions regarding the effectiveness of the learning program. In addition, high reliability also supports the credibility of the study and provides a solid basis for recommendations proposed for future program development. Thus, a successful reliability test indicates that the research instrument has met the required quality standards, so that the data produced can be used as a valid and reliable basis in evaluating the success of the language program at Time Language Center Padang.

4.3 Description of Evaluation Model

The summative evaluation model used in this study is a systematic approach to assess the final results of the English language learning program at Time Language Center Padang. Summative evaluation focuses on measuring the achievement of learning objectives after the entire learning process is completed, thus providing a comprehensive picture of the effectiveness of the program in improving students' ability to face the IELTS exam. This model does not only rely on quantitative data from questionnaires, but also integrates qualitative data from field observations, so that the evaluation results are more comprehensive and in-depth.

Conceptually, the summative evaluation model aims to measure the success of the program based on predetermined indicators, such as increasing language proficiency scores in the aspects of listening, reading, speaking, and writing. This model uses data from the results of instrument validity and reliability tests to ensure that the data collected is valid and reliable. Furthermore, the data is analyzed using appropriate statistical methods and weighting to produce objective and measurable assessments. The workflow of the summative evaluation model begins with data collection through questionnaires and field observations, then validity and reliability tests are carried out to ensure data quality. After that, the data is analyzed by considering the weight of each aspect of language ability according to its proportion of

importance in the IELTS exam. The results of this analysis are then used to assess the overall success of the program and identify aspects that need to be improved. This model also provides a basis for strategic decision-making by course institutions to improve the quality of learning in the future.

The integration of quantitative and qualitative data in the summative evaluation model provides an advantage in understanding the dynamics of learning more holistically. Quantitative data provides a clear numerical picture of the improvement of students' abilities, while qualitative data from field observations provide context and explanation of factors that influence learning outcomes, such as teaching methods, classroom interactions, and the use of learning media. This approach allows evaluation that does not only focus on numbers, but also on the quality of the learning process.

This summative evaluation model is very important in the context of language education because it helps course institutions to measure the effectiveness of the program objectively and systematically. With accurate evaluation results, institutions can make targeted improvements,

improve teaching methods, and adjust the program to the needs of learners. In addition, this model also functions as a transparent communication tool between course institutions, learners, and other stakeholders regarding learning outcomes and program quality.

Visually, the summative evaluation model can be described as a cycle that starts from program planning, learning implementation, evaluation data collection, data analysis, to decision making and program improvement. This cycle is continuous, so that summative evaluation is not only a final assessment, but also a basis for developing a sustainable and adaptive program to changing student needs and the demands of the IELTS exam that continue to grow.

4.4 Results of the IELTS Language Ability Aspect Weighting Method

The method of weighting aspects of language ability in the IELTS test is an important part of the evaluation of language programs at Time Language Center Padang. This weighting is used to provide a proportional assessment of each aspect of language ability, namely listening,

reading, speaking, and writing, according to their level of importance in the IELTS test. In this study, the weights used were listening 30%, reading 30%, speaking 20%, and writing 20%. This weighting is based on the official structure of the IELTS test which places the listening and reading aspects as the main components with a larger portion, while speaking and writing have a smaller portion but are still crucial in the overall assessment of language ability.

The determination of this weighting aims to reflect the proportion of contribution of each aspect in determining the final score of the student. Thus, the evaluation conducted not only looks at the improvement of overall ability, but also specifically assesses how each aspect contributes to the readiness of students to face the exam. For example, an increase in scores on the listening and reading aspects which have a weighting of 30% will have a more significant impact on the final result compared to an increase in the speaking and writing aspects which have a weighting of 20%.

In practice, this weighting method is applied by multiplying the average score of improvement in each aspect by a predetermined weight. The results of this multiplication are then added up to obtain a composite score that reflects the overall improvement in the learner's language ability. This approach allows for a fairer and more focused evaluation, because the more dominant aspects in the IELTS exam receive proportional attention in the analysis of the results. Table 4 below illustrates the method of weighting the language ability aspects in this study.

Table 4Results of the weighting method for aspects of students' English language abilities at the Time Language Center Padang .

Ability Aspect	Weight (%)	Average Pre-Program Score	Average Post Program Score	Score Improvement	Weighted Increase
Listen	30	3.2	4.3	1.1	0.33
Read	30	3.0	4.1	1.1	0.33
Speak	20	2.8	3.4	0.6	0.12
Write	20	2.9	3.5	0.6	0.12
Total	100				0.90

From Table 4, it can be seen that the largest weighted increase came from the listening and reading aspects, each contributing 0.33 to the total increase in the composite score. The speaking and writing aspects contributed less, each at 0.12. The total weighted increase of 0.90 indicates a significant increase in students' language skills after participating in the program at the course institution.

This weighting method not only provides a clear quantitative picture of the effectiveness of the program, but also helps the course institution in identifying which aspects need more attention in the development of the learning program. For example, although speaking and writing aspects have increased, their smaller contributions indicate the need for additional practice sessions and more intensive teaching methods for these aspects.

In addition, this weighting also facilitates periodic evaluation and comparison of results between program periods, so that institutions can monitor the development of student abilities in a more structured and systematic manner. Thus, this IELTS language ability aspect weighting method becomes a very useful tool in measuring the success of learning programs and designing more effective and efficient quality improvement strategies.

Based on the analysis of questionnaire data and field observations that have been conducted using a summative evaluation model, it

can be concluded that the English program at Time Language Center Padang has generally succeeded in improving students' abilities in facing the IELTS exam. The evaluation results show that the most prominent aspects of learning are improving listening and reading skills, which get high average scores and student satisfaction percentages above 80%. This indicates that the teaching materials and methods applied are quite effective in developing students' receptive skills, which are important components in the IELTS exam. In addition, the interaction between teachers and students is also considered very good, with an average score of 4.3, indicating that communication and feedback during the learning process run smoothly and support improved learning abilities. Table 5 is an assessment of the improvement in students' English skills at Time Language Center Padang.

From Table 5 following, it can be seen that students gave a positive assessment of the quality of the material and interaction with the teacher, with an average score above 4.0. However, the aspect of improving speaking skills obtained the lowest score, indicating a need to improve teaching methods for this skill. The overall satisfaction percentage shows that the majority of participants feel that this program is effective in improving their English skills, especially in the aspects of listening and reading.

Table 5of the improvement of students' English language skills at Time Language Center Padang.

Ability Parameters	Average Pre-Program Score	Average Post Program Score	Increase (%)
Listen	3.2	4.3	34.4
Read	3	4.1	36.7
Speak	2.8	3.4	21.4
Write	2.9	3.5	20.7

However, the evaluation also revealed several weaknesses that need serious attention, especially in the speaking ability aspect. The average score for speaking ability improvement was 3.4, which was the lowest score compared to other aspects. Field observations supported this finding by showing that speaking practice sessions were less intensive and involved less direct practice with teachers or native speakers. This

resulted in lower motivation and involvement of students in speaking practice compared to listening and reading aspects. Limited time for speaking practice and lack of variation in teaching methods in this aspect were the main factors that hampered the improvement of students' speaking ability.

In addition, the writing aspect also showed relatively lower results compared to listening and reading, with an average score of 3.7. This indicates that although there has been an improvement, the writing learning method still needs to be developed to be more effective and interesting for students. The use of more varied writing exercises and the provision of more in-depth feedback can be a solution to significantly improve students' writing skills. In terms of facilities and learning environment, students gave a positive assessment with an average score of 3.8, which shows that the physical conditions and supporting facilities at Time Language Center Padang are adequate to support the learning process. However, some participants complained about the lack of opportunities to practice speaking directly with teachers or native speakers, which is an obstacle in optimizing their speaking skills.

Therefore, improving facilities in the form of intensive speaking practice sessions and the use of technology such as video conference platforms with native speakers can be an effective solution.

The main recommendation that can be given based on the results of this evaluation is the need to develop more interactive teaching methods and focus on improving speaking and writing skills. Teachers are advised to increase the frequency of speaking practice with realistic exam situation simulations, and provide more opportunities for students to interact directly with teachers or native speakers. In addition, the use of digital learning technology that supports independent speaking and writing practice can also increase the effectiveness of the program. Improving the quality of learning materials that are more contextual and relevant to the IELTS exam format also needs to be considered so that students can be better prepared to face the various types of questions tested. Furthermore, the results of this evaluation emphasize the importance of summative evaluation as a measuring tool for the success of language learning programs. By using validity and reliability tests on

questionnaire instruments and systematic weighting methods, this evaluation provides an objective and comprehensive picture of the strengths and weaknesses of the program. This approach allows course institutions to make data-based decisions in developing learning programs that are more effective and in accordance with the needs of students.

Overall, the English program at Time Language Centre Padang has made a positive contribution in improving students' readiness for the IELTS exam, especially in the listening and reading aspects. However, to achieve more optimal results, improvements and innovations are needed in teaching methods, especially in the speaking and writing aspects. Thus, the course institution can continue to improve the quality of educational services and help students achieve their desired IELTS scores, while strengthening the institution's reputation as a superior and trusted English learning center.

V. CONCLUSION

Based on the results of the summative evaluation conducted on the English program at Time Language Center Padang, it can be concluded that this program significantly contributes to improving students' abilities in facing the IELTS exam. As evidenced by the questionnaire data and field observations, the listening and reading skills have increased quite significantly, which shows the effectiveness of the materials and teaching methods applied. The interaction between teachers and students also went well, creating a conducive learning environment and supporting the learning process. However, there are quite striking weaknesses in the speaking ability aspect, which still requires special attention because the scores and level of student involvement in this aspect are relatively lower than other aspects. This shows that although the program has run well in general, there is still room for development, especially in improving students' speaking and writing skills to be more optimal in facing the IELTS exam.

Suggestions that can be given for future program development are first, increasing the intensity and quality of speaking practice sessions with more interactive and authentic methods, for example through more frequent speaking test simulations and involving direct interaction with

teachers and native speakers, both face-to-face and through digital platforms. Second, enriching writing learning methods by providing more varied exercises and in-depth feedback so that students can hone their writing skills more effectively. Third, utilizing digital learning technology to support students' independent practice, especially in speaking and writing aspects, so that they can practice flexibly outside of class hours. Fourth, conducting regular program evaluations using valid and reliable instruments to ensure that the improvements made have a positive impact on students' learning outcomes.

Furthermore, it is important for Time Language Centre Padang to make program evaluation an integral part of education quality management. By conducting evaluations regularly and systematically, the institution can continuously monitor the effectiveness of the program, identify the needs of learners, and adjust learning strategies according to the development of needs and the ever-changing IELTS exam standards. This will not only improve the quality of learning, but also strengthen the institution's reputation as a professional and result-oriented English language course center.

In addition, further research can be conducted by expanding the scope of the evaluation, for example by involving students' IELTS test results directly, or by examining external factors that influence learning success such as motivation, educational background, and family support. This more holistic approach will provide a more comprehensive picture of the effectiveness of the program and the factors that influence learning achievement.

Overall, this evaluation confirms that the language program at Time Language Centre Padang has had a real positive impact in preparing students for the IELTS exam. By continuing to make improvements based on the evaluation results and suggestions provided, the institution can continuously improve the quality of learning and help more students achieve academic and professional success at the international level.

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