

Communicative English Language Learning Program with CIPP:

An evaluative study

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Abstract—This study aimed to analyze the effectiveness of a Communicative English Language Learning Program at ma'had UIN Sulthan Thaha Saifuddin Jambi which held by adopting the CIPP evaluation model developed by Stufflebeam. The name comes from the initial letters of the four types of evaluation functions which constitutes the model: **Context, Input, Process, and Product**. Questioners were distributed to 31 students in this study and applied to measure the **Context, Input, Process, and Product** variable as well as focused on the final value of the skills of students' speaking. It measured: pronunciation, grammar, fluency, and vocabulary, then scored by adopting Brown's TSE rating scale. Each variable multivariate converted and the latter interpreted via Glickman Quadrant Criteria. The findings showed positive outcomes for **Variable Context, Variable Input, and Variable Process** while the variable product was less effective. In addition, the outcomes of speaking skills were in rank 50 to 60 represented by the number of 19 students (61.29%), but 12 students (38.71%) obtained the score of 30 to 40 in rank, converted in a multivariate score that Speaking was positive. If it is interpreted, then the results of the study are in quadrant II, relatively effective.

Keywords—*evaluative study; communicative english language learning; CIPP*

I. INTRODUCTION

Ma'had al-Jamiah is an educational institution for post-high school/Islamic Aliyah students whose management and existence are in the campus of the UIN STS Jambi established on September 1st, 2007 with the Decree of the rector of the State Islamic Studies Sulthan Thaha Syaifuddin Jambi Number: EN/12/R/SK/HM.01/2257. The tradition of Islamic education and teaching in ma'had may have similarities and/or there may be differences with some pesantren in Java and outside Java. This tradition of Islamic education and teaching is basically intended to explore religion and apply it in daily life. Among the traditions and teachings of Islam in ma'had seen from its particular aspects are education and language teaching, especially English.

Based on Ma'had's academic guide book 2008, the teaching method applied in the teaching and learning process is an eclectic method, in which the combined method of several methods is deemed most appropriate to the conditions in the classroom related to the communicative approach. In terms of

approach, language learning in ma'had is integrated and very different from studying language at the faculty for non-language majors.

Communicative Approach pays attention to four language skills; listening, speaking, reading, and writing. Risager said, this approach recognizes that communication develops very well with respect to meaningful content. In addition, teachers' pay attention to students as partners in collaboration [1]. Theoretically, the communicative approach is an approach in teaching language as a complete totality carried out by combining oral and written activities which include listening, speaking, reading and writing skills, then emphasizes the importance of four language skills, because the four language skills are seen as a manifestation of interpretation and producing an oral and written language from the discourse which is the central component of their model [2], as explained in the following quote:

This communicative competency model emphasizes the importance of four language skills because these four skills are seen as a manifestation of interpreting and producing spoken and written language from discourses which are the core competencies of the model as previously mentioned. Thus, on the basis of this framework and taking intercultural components as points of departure various activities in four language skills are presented to teach learners intercultural communicative competencies.

Theoretically, the communicative approach is an approach in teaching language as a complete totality carried out by combining oral and written activities which include listening, speaking, reading and writing skills in order to give a special attention and respect to meaningful content. Furthermore, in this approach students are not as an object, but as a partner in collaboration.

Communicative competence is the ability to use language or interpret language correctly in the process of interaction with social environments such as the use of language in the proper rules of social practice [3]. Celce-Murcia agrees with Hymes and also gives the understanding that communicative competence is the ability to use language correctly, suitable for situations and able to reveal appropriate behaviour in the

context of communication culture [4]. The ability to use language in communicative competence needs a process in social and environment interaction through the proper rules of social practice and communication culture.

The question is whether the communicative English learning program carried out specifically by Ma'had has been implemented well to meet the needs of students; here is the need to evaluate English learning programs using a communicative approach through the CIPP model (Context, Input, Process, and Product). According to Zhang, Specifically, the context evaluation component of the Context Input, Process, and Product evaluation model can help identify service providers' learning needs and the community's needs [5]. The input evaluation component can then help prescribe a responsive project that can best address the identified needs. Next, the process evaluation component monitors the project process and potential procedural barriers, and identifies needs for project adjustments. Finally, the product evaluation component measures, interprets, and judges project outcomes and interprets their merit, worth, significance, and probity.

II. METHODS

This research was conducted at ma'had al-Jamiah UIN STS Jambi. Evaluation conducted at the Communitive English Language Learning Program. According to the type and data processing, this research uses qualitative and quantitative approaches, while the results of the study are presented in the form of an explanation of qualitative analytic descriptions. Meanwhile, this study includes evaluative research, Arikunto said, because evaluation of educational programs is one form of research, namely evaluative research.

In ex-post-facto research, research oriented to free variable treatment or manipulation has occurred before so no longer need to be given treatment, while evaluative research-oriented analysis based on management-oriented program evaluation is an illustration that shows the procedure and process of program implementation. In addition, it also analyzes the effectiveness of the program by analyzing the variables in "CIPP" (Context, Input, Process, Product) that are confirmed by which is a measure of the effectiveness of a program. If the target can be achieved or even surpassed then the program is said to be effective, otherwise if the target is not achieved, then the program is not effective.

Based on the above opinion, the design of this study will be more directed to the qualitative approach, and the analysis of the data will be processed from both qualitative and quantitative data. While the model used in this study is the CIPP model, it is a process that describes, obtains, and provides useful information for determining alternative decisions.

The sample in this study consisted of 16 female students from Madrasah Aliyah/Pondok schools and 15 female students from Public Schools/High Schools totaling 15 people. Total research sources amount to 31 people.

III. RESULTS AND DISCUSSION

A. Context

In figure 1, If It is observed through 31 students giving a positive response to each aspect found in aspects of needs with indicators through CELL are fulfilled learning English as many as 26 students; then in the aspect of objectives with the indicators fulfilled following all activities obtained 21 students; then, on the aspect of organization with the indicator the female students were exhausted because the schedule was too crowded to answer 20 students.

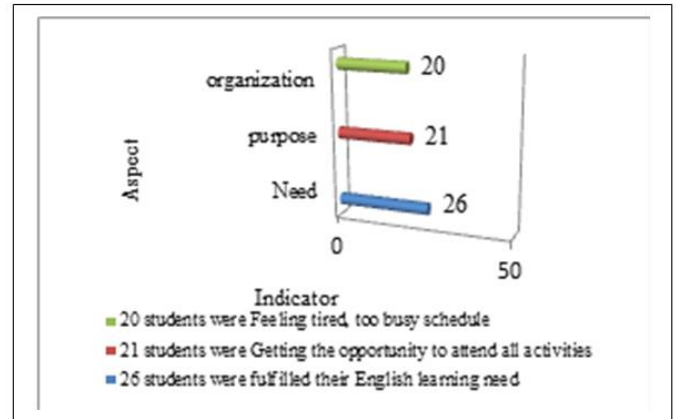


Fig. 1. The achievement results of aspects and indicator through context in learning outside of the classroom.

However, as seen in figure 2 from these four aspects, there is a still category negative or unachieved yet namely environmental aspect. Among the four aspects presented, it was found that the environmental aspect was the lowest aspect of the indicator frequency. The indicator was the environment where the program was implemented supporting: The environment ma'had was less comfortable and calm in the teaching and learning process with a cumulative frequency of 23 people (negative). The lack of comfort in the ma'had environment in the teaching and learning process that was felt by female students because the dormitory building has not been given a blocked wall between the Postgraduate building and dormitories with access to the Tarbiyah and Adab Faculty in the north, so there are still many two wheels or four wheels vehicles passing by that made a noise.

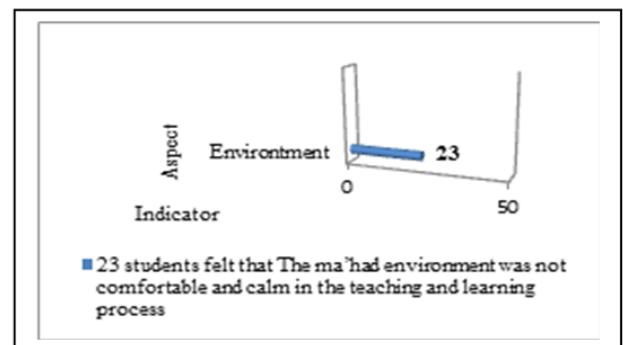


Fig. 2. The result of aspect and indicator were Unachieved through learning outside of the class.

The findings on environmental indicators are closely related to what Kramsch emphasizes the context in language teaching [6]. He said that the success of language teaching is influenced by the context in which the environment occurs. In addition, Cabatoff states that evaluation program studies must observe social reflection, politics, and institutional environment [7].

While the results of the data analysis aspects of the context variable (female student questionnaire) can be concluded that, the most prominent aspect is in the aspect of needs with the highest frequency of 26 (positive), and the lowest is in the environmental aspect with a frequency of eight (positive) differences between twenty-three (negative). With a comparison of the number of nineteen (positive) and twelve (negative) accumulative frequencies, the variable score interval is in the score of 47.99 to 55.08 with the category (B).

B. Input

Indeed, if we pay attention to aspects of the readiness of female students, this aspect is included in the positive category, but from the four indicators there is still one indicator with a negative result. As shown on figure 3, Through the 31 female students who responded positively to each indicator found in the aspect of student readiness there were 18 respondents who responded positively to the speech activities of female students to speak English fluently, then there were 20 respondents who gave positive responses about the conversation activities giving courage to speak in public it is better, and 16 respondents stated by learning together, female students can practice English conversation through discussion.

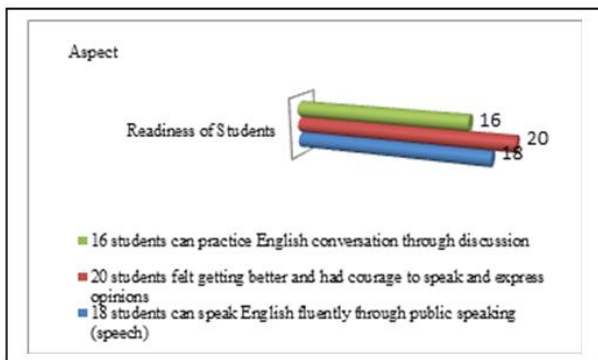


Fig. 3. The results of aspect and indicators were achieved through learning outside of the classroom.

On the contrary, it is observed that there are still aspects with indicators that have a negative category including; readiness of female students and their indicators are memorizing vocabulary activities, adding vocabulary, phrases, and terms in English improving language skills with a cumulative frequency of 15 (negative), then there are 22 negative respondents stating that the activity memorizes vocabulary, speech, conversation, and joint learning are well applied to improve students' language skills on aspects of readiness of learning methods.

This finding appears to provide parallel evidence with the findings of Deevika and Kallaiarasan who in their study concluded that the language lab is the solution and need of the

hour to learn the English language [8]. The quality of the language proficiency will be more when they learn it from the multimedia, digital and computerized Language Lab. As added by Warschauer, et al., "... if learners are acquiring new language patterns and vocabulary independently, and opportunities for teacher modeling of pronunciation and spoken interaction are limited, it is essential for learners to use audio resources to support the development of their listening and speaking skills" [9].

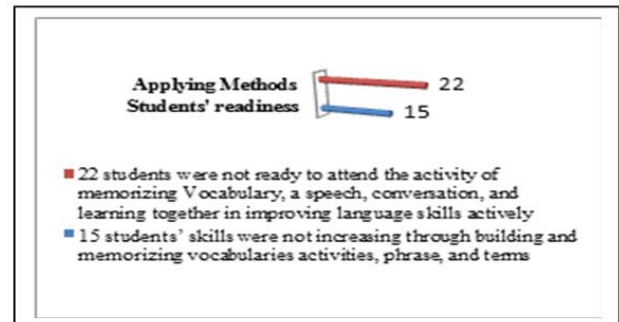


Fig. 4. The results data of aspects and indicators through input were not achieved (negative) learning outside the class.

While the results of the Input variable aspect data analysis (students' questionnaire) can be concluded that, the most prominent aspect is the aspect of female students' readiness with the highest frequency of 20 (positive), and the lowest is the readiness method with frequency 7 (positive) the difference is 22 (negative). With a comparison of the number of 19 (positive) and 12 (negative) accumulative frequencies, the variable score interval is at a score of 48.91 to 56.65 with the category (B).

C. Process

At this point, if we pay attention to the participation aspect, female students are categorized as positive, because overall the number of positive 19 is negative versus 11 (63.38%) positive. From these aspects, the indicators are still found including negative categories or have not been achieved, namely; The completion of the task with the statement item is I use English every day/time with a cumulative frequency of nine (positive) difference of twenty (negative).

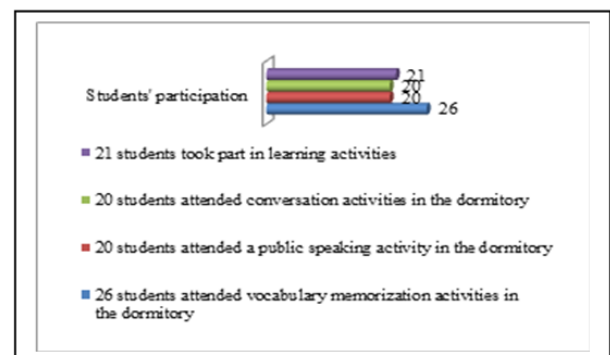


Fig. 5. The result data of aspects and indicators through process were achieved (positive) in learning outside the classroom.

The aspects detected by the indicators have positive categories including; female student participation and indicators include: activeness of female students, female students participating in vocabulary memorization activities in dormitories with other students, cumulative frequency of 26 respondents (positive); the student took a speech (public speaking) in the dormitory together with other students the cumulative frequency was 20 respondents (positive); female students take part in conversations at the dormitory together with other students with a cumulative frequency of 20 respondents (positive); then the group discussion indicator, female students participated in learning activities together with other students the cumulative frequency of 21 respondents (positive).

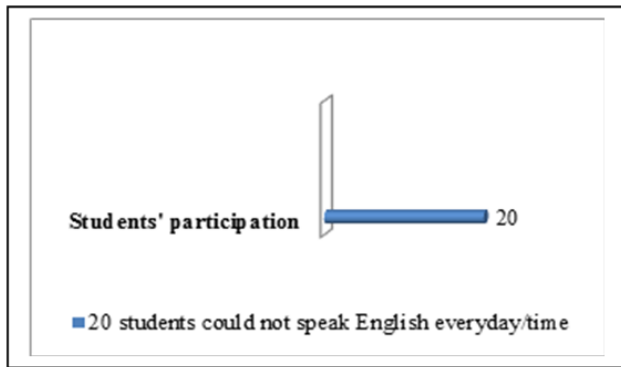


Fig. 6. The results of aspects and indicators through process were not achieved (negative) learning in the outside of classroom.

Choi and Nunan stated that Beyond the classroom, learners are not only activating their language in authentic contexts, they are also developing their communicative repertoires and acquiring new language skills that are not readily mastered in the classroom. Not only do they acquire new vocabulary, improve fluency and pronunciation, and refine their grammatical knowledge and skills, they also develop pragmatic, discourse, strategic and sociolinguistic competencies such as negotiating meaning, initiating a conversation, turn taking, lowering their affective filter, developing confidence and so on [10]. On the other side, Gutiérrez & Vossoughi stated that, as many scholars have shown, “teachers are the most influential factor in student learning and how learning gets organized on the ground” [11]. In the process of developing students’ mastery in learning language both sides are necessary to accommodate, either the factor of teacher or the student him/herself.

While the data from the aspect analysis of the process variable (female student questionnaire) can be concluded that, the most prominent aspect is the participation aspect of female students with the highest frequency of 26 (positive), and the lowest is in the aspect of participation, the task completion indicator with frequency nine (positive) difference of twenty (negative). With a comparison of the number of nineteen (positive) and eleven (negative) accumulative frequencies, the variable score interval is at a score of 54.23 to 63.80 with the category of (B) Good and Positive.

D. Product

More sharply, if you pay attention to the aspect component, female students learn new things and the impact of the program is both negative. Of the two aspects mentioned, none was found, one indicator has a positive frequency category or all indicators have a negative frequency. In the aspect of female students learning new things with indicators using English when interacting with fellow friends (female students) in the dormitory the number of cumulative frequencies is eleven (positive) a difference of twenty (negative); Using English when interacting with senior students in the cumulative frequency is nine (positive) difference of twenty-two (negative); Furthermore, it is seen from the aspect of impact that it also has an indicator that has a negative frequency with the number of eleven (positive) difference of twenty (negative).

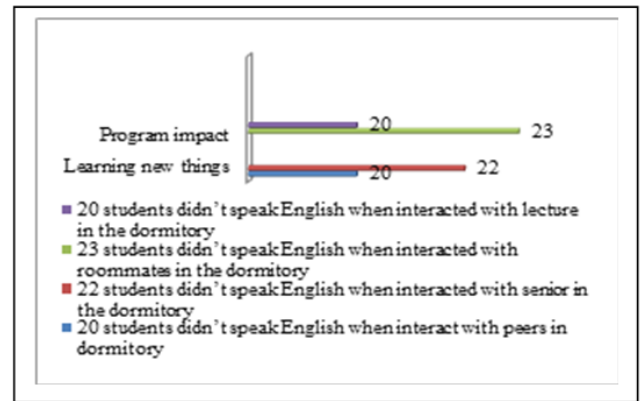


Fig. 7. The results of aspects and indicators through Product were not achieved (negative) in learning outside of classroom.

Product evaluation used in service-learning projects can serve at least three important purposes. First, it provides summative information that can be used to judge the merits and impacts of the service-learning project. Second, it provides formative information that can be used to make adjustment and improvement to the project for future implementation. Third, it offers insights on the project’s sustainability and transportability, that is, whether the project can be sustained long-term, and whether its methods can be transferred to different settings [12]. One the good idea to increase the students’ ability to increase speaking skill by developing vocabulary, and mastery grammar beside they have to practice more. Murray and Waller stated people working in internet technology developed the idea on how people know and interact with each other through SNS which facilitates them the ability to share, respond, comment, and discuss which makes the world more connected. Eventually, it helps millions of people share interests on many disciplines, and make possible to the registrants to share statuses, files, photos, videos, to create blogs, to send messages, and to conduct conversations [13]. Prasoj et al stated on the research findings through SNS Perceived progress in vocabulary and grammatical improvement [14].

While the results of data analysis on the aspect of the product variable (students’ questionnaire) can be concluded that, there is no observation of the most prominent aspects. All aspects and indicators are not reached where the negative

frequency is greater than the positive frequency. However, even though the number of positive frequencies is smaller than the number of negative frequencies of each aspect / indicator and the ratio of the accumulative frequency of ten (positive) and twenty-one (negative), this product variable category is fairly good with the variable score interval being on the score 46.30 to 54.86.

E. Speaking

To obtain product results taken from the results of the student's semester test can be seen based on the recapitulation of the data in table 1 which uses the T-score analysis method, Product variables are assessed from the Speaking aspect has a high category with an absolute frequency of $T \geq 50$ as many as 19 people Respondents get positive results, the relative frequency is 61.29% and has a low category with the absolute frequency of $T < 50$ as many as 12 respondents get negative results, the relative frequency is 38.71%, because respondents who get positive results are more than respondents who get negative results, then the decision on the results of the T-score analysis is positive.

TABLE I. THE FREQUENCY DISTRIBUTION OF SPEAKING SKILLS ASPECTS, USING T-SCORE ANALYSIS METHOD

No	Aspect	Absolute Frequency			Relative Frequency (+)	Remark
		F (+)	F (-)	Result		
1	Speaking	19	12	(+)	61.29%	Effective

To compile a conversion table in determining the score category Product aspects of speaking skills first, the ideal mean (Mi) and standard deviation (SDi), $Mi = \frac{1}{2} \times (\text{maximum} + \text{minimum score}) = \frac{1}{2} (61 + 30) = 45, 5$, $SDi = \frac{1}{6} (61-30) = 5.17$, Based on the results of the calculation classification can be arranged and summarized as in table 2 as follows:

TABLE II. CONVERSION IN DETERMINING THE CATEGORY OF SPEAKING SKILLS ASPECT SCORES

Assessment Norm	Interval	Interpretation
$Mi + 1.5 SDi \leq A \leq Mi + 3 SDi$	$53.3 \leq A \leq 61.1$	Excellent
$Mi + 0.5 SDi \leq B \leq Mi + 1.5 SDi$	$48.1 \leq B \leq 53.3$	Good
$Mi - 0.5 SDi \leq C \leq Mi + 0.5 SDi$	$42.9 \leq C \leq 48.1$	Fair
$Mi - 1.5 SDi \leq D \leq Mi - 0.5 SDi$	$37.7 \leq D \leq 42.9$	Poor
$Mi - 3 SDi \leq E \leq Mi - 1.5 SDi$	$30 \leq E \leq 37.5$	Very Poor

IV. CONCLUSION

Based on the results of the research and discussion of the Communicative English Learning program at Ma'had al-Jamiah UIN STS Jambi with the CIPP model was effective and it can be summarized as follows:

- Context variables were positive and effective, with a frequency ratio of 19 (+) (61.29%), 12 (-) (38.71%) with conversion scores $47.99 \leq B \leq 55.08$ in the good

category. Whereas there were still some aspects which were not achieved such as; organization and environment.

- Input variables were positive and effective, with a frequency ratio of 15 (+) (52%), 14 (-) (48%) with a conversion score of $48.91 \leq B \leq 56.55$ remarked in the good category. Whereas there were still some aspects which were not achieved such as; applying method and students' readiness.
- Process variables were positive and effective, with a frequency ratio of 19 (+) (63.38%), 11 (-) (36.62%) with conversion scores $54.23 \leq B \leq 63.80$ referring in the good category. Whereas there was still an aspect which was not achieved such as; student's participation.
- Product variables were negative, with a frequency ratio of 10 (+) (32%), 21 (-) (68%) with a conversion score of $46, 3 \leq C \leq 54.86$ category was fair. Whereas there were still some aspects which were not achieved such as; program infect and learning new things.
- Summative examination results showed that aspects of language skills were positive and effective; by measuring pronunciation, grammar, fluency, and vocabulary, the frequencies obtained are 19 (+) (61.29%) range scale between 50-60, and 12 (-) (38.71%) range scale between 30-40 with conversion scores $48.1 \leq B \leq 53.3$ in the good category.
- There were some aspects which the management needs to maintains and develop the program to be implemented for students in the future such as; the purpose of program, the need of program, the readiness of students, but the rest must be reevaluated seriously especially the ability of students in speaking English.

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