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Evaluation Program:The Communicative English Language Learning (CELL) *With CIPP*

Dr. Muhamad Taridi[1], Dr. Martinis Yamin[2]
[1]Lecturer for Faculty of Education and Teacher Training, The State Institute for Islamic Studies Jambi-Indonesia.
[1]Lecturer for Faculty of Education and Teacher Training, The State Institute for Islamic Studies Jambi-Indonesia.

*Corresponding Author:
Dr. Muhamad Taridi
Email: taridi64@gmail.com

Abstract: This study aims to analyse and evaluate the effectiveness of a Communicative English Language Learning Program held by adopting the CIPP evaluation model developed by Stufflebeam. Questionnaires were applied to measure the Context, Input, Process, and Product.7 lecturers comprised of 5 females and 2 males, and 31 female students were invited to participate in this study. Each component of context, input, process, and product obtained through questionnaires were analysed descriptively using a frequency and a percentage and then presented in tables illustrating percentages (%) and number of frequencies (f).The results showed positive outcomes for Variable Context, Input, Process and Product, and revealed that some encouragements and improvements in the facilities and other supporting material to be equipped as well as the learning environment was needed to be adjusted in making the program much more effective.
Keywords: evaluation program, communicative English language learning, CIPP.

INTRODUCTION
The Ma'had Program

Language educational programs are designed to achieve a set of specific objectives and purposes. To enhance that the intended objectives are met, evaluation of the program is essential step in the whole processes so that the people in charge decide to persist or bring about necessary revision in the program. Program evaluation is the process of systematically determining the quality of a program and how it can be improved [1]. Stufflebeam [2] maintains that the purpose of program evaluation is to focus the attention on the objectives achievement for the next alternative in decision making. This article focuses on the effectiveness of Communicative English Language Learning Program. It highlights the evaluation for the four dimensions to engage with; Context comprises of goals, needs, program structure, and learning environment in the dorm; Input includes readiness of students, readiness of lectures, readiness of learning methods, and readiness of infrastructure; Process consists of participation of female students, the competence of lecturers, standard conformance infrastructure; Product counts in meeting student's needs, achievement of learning outcomes, and active participation in English.

In Ma'had, the English language learning program consists of two activities, namely inside class activity and outside class activities. Inside class activity

is for all female students who follow the teaching and learning process in the classroom for two semesters, from Monday to Friday, and it takes about one and half hours for each inside class lesson. It is handled by a different lecturer, who must be able to teach four aspect language skills such as; listening, speaking, reading, and writing depends on the class level. While outside class activities take place in the evenings or in every Saturday morning. These activities include vocabulary memorizing, conversation practice, speech practice (public speaking) and learning together, activities organised by senior female students.

Through the establishment of Ma'had, they are expected to maintain English language skills and be able to apply it either passively or actively. The most important thing is to practice it actively with peers, roommates, senior female students, and lecturers respectively in dorm.

RESEARCH METHOD

The target population from whom the researcher intended to collect data consisted of seven lecturers; two males (29%) and five females (71%) and 31 one female students (100%) who studied on the second level in the academic year 2012-2013. The researcher called every lecturer and student, then invited them to participate in the current research. There were two researcher-made questionnaires designed and developed to collect data for this study. However, they

were analysed using a frequency and a percentage and then presented in tables illustrating percentages (%) and number of frequencies (F). One inside class consisted of 21 items for seven teachers which were divided into 5 items in context; either input or process was 6 items, and 4 items in product. And the other one of outside activity class consisted of 16 items for 30 female students as respondents which comprised of 4 items each in context, input, process, and product. Both questionnaires used 5-point Likert scale with the labels 5 to 1; Strongly Agree (SA), Agree (A), Neutral (N), Disagree (A), Strongly Disagree (SD). Meanwhile for Non-formal class questionnaire with label from always (A), Often (O), Sometimes (S), Rarely (R), Never (N). The assessment was conducted by four experts (expert judges), either English language or evaluation. Both questionnaires coefficient reliabilities were found to be reliable with value of 0.83.To obtain inter-rater reliability coefficient calculated by the formula:

$$r_{kk} = \frac{v_p - v_e}{v_p} \text{ (Guilford,1954:395).}$$

Then simplified by Candiasa (2010:25).

$$r_{nn} = \frac{v_b - v_s}{v_b}$$

Where:

r_{nn} = reliability coefficient

Vb = Variance row

Vs = residual variance

RESULTS

In this section, all the statements through Context, Input, Process, and Product in the inside class and outside class questionnaires are presented with either lectures' or female students' responses and their descriptive analysis.

Context

Lectures' perceptions in formal class regarding goals, needs, structuring the program and learning environment in the dorm.

Table-1: Lecturers' perception of context

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	f	%	f	%	F	%	f	%
CELL program meets the needs of female students	2	28.6	4	57.1	1	14.3	-	-	-	-
CELL program meets the objective of Ma'had	6	85.7	1	14.3	-	-	-	-	-	-
Female students supports the program	5	71.4	1	14.3	1	14.3	-	-	-	-
Ma'had supports the program	3	42.9	3	42.9	1	14.3	-	-	-	-
Ma'had environment is not conducive to the Implementation and objectives of the program	-	-	4	57.1	3	42.9	-	-	-	-

In table 1, the parts dealing with Ma'had environment is not conducive to the implementation and objectives of the program. While more than half lecturers (57.1%) marked "agree", the remaining of lecturers (42.9%) marked neutral. Concerning with other parts, the majority of the lectures strongly agree indicated that the program met the goal (85.7%), agree reported that the program met the needs (57.7%), Female students agree supported the program (71.4%), Ma'had supported the program (42.9%) are either "strongly agree" or "agree".

Female students' perceptions of the frequency of the outside of class activities.

Table-2: Female students' perception on context.

Items	Always		Often		Sometimes		Seldom		Never	
	f	%	F	%	F	%	f	%	F	%
To meet expectations on CEEL program	26	83.9	5	16.1	-	-	-	-	-	-
To have an opportunity in all language activities to improve English ability	21	67.7	8	25.8	2	6.5	-	-	-	-
To Feel exhausted facing overload schedule	6	19.4	14	45.2	9	29.	1	3.3	-	-
To find learning environment less comfortable and noisy in teaching and learning activity process	-	-	9	29.0	21	67.7	1	3.3	-	-

The finding indicated that a great number of female students (83.9%) responded that outside class activities "always" met their expectation. More than half (67.7%) always have an opportunity in all language activities to improve English ability. To feel exhausted facing overload schedule were marked as "often" by (45.2%). To find learning environment less comfortable and noisy (29%) indicated "often" and (67.7%)

"Sometimes" and related to the activities from the perspective of more than half of the female students.

Input
Lectures' Characteristics

In term of lecturer respondent genders. There were five female lecturers (71.4%), and two male lecturers (28.6%) involved in this study.

Table-3: Distribution of Instructors by Teaching Experience

Teaching Experience	*F*	*%*
1-2	1	14.2
3-4	3	43
5-6	2	28.6
7-8	1	14.2
9-10	-	-
Total	*7*	*100*

In Table 3, almost half of lecturers (43%) were 3-4 years of teaching experience, the remain less than half of them ranged from (14.2%-28.6%) were 1-2 and 7-8 the length of year.

Table-4: Distribution of Instructors by Teaching Experience at Ma'had

Teaching Experience	*F*	*%*
1-2	2	28.6
3-4	4	57.2
5-6	1	14.2
7-8	-	-
9-10	-	-
Total	7	100

Table 4 showed that more than half (57.2%) of lecturers were 3-4 years length, two lecturers stated that they were 1-2 years length of teaching experience. The rest (14.2%) has been teaching at Ma'had for five until six year.

Lectures' perceptions in formal class regarding readiness of female students, lecturer readiness, readiness of learning methods, and infrastructure readiness.

Table-5: Lecturers' perception on input

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	f	*%*	*F*	*%*	*F*	*%*	*F*	*%*	*F*	*%*
To become a lecturer in Ma'had through selective selection	3	42.9	3	42.9			1	14.3	-	-
Language laboratory works properly	1	14.3	1	14.3	1	14.3	1	14.3	3	42.9
Availability of the English dictionary, tape recorders, VCD, DVD (audio visual), as means of support to improve Female students' English language learning	3	42.9	3	42.9	1	14.3	-	-	-	-
A implemented strategy really has been agreed with the program manager.	2	28.6	2	28.6	3	42.9	-	-	-	-
A Strategy and teaching method applied in the classroom according to its goals, covering four English teaching skills.	6	85.7	1	14.3	-	-	-	-	-	-
In class room teaching, communicative approach is suitable for use and maintained.	1	14.3	6	85.7	-	-	-	-	-	-

As it is shown in table 5, the language laboratory working properly was not appreciated by the great majority of the lecturers as a good criterion. It was spread out either average percentage in the option or "strongly disagree" by (42.9%). But contrary to another facility, the availability of the English dictionary, tape

recorders etc. was higher either "strongly agree" or "agree" by (42.9%) of the lecturer. The other impressive findings are that both a strategy and teaching method applied in classroom as well as communicative approach is suitable for being used and maintained, considered to be the highest by (85.7%) strongly agree of the respondents. The lecturers (28.6%) marked "strongly agree" or "agree", the remaining (42.9%) marked "neutral" that indicated an implemented

strategy really has been agreed with the program manager.

Student Characteristics

Ma'had female students participated in the study through questionnaires. 31 (100%) were girls. The frequencies and percentages are illustrated through Table 6.

Table-6: Distribution of Students by Sex

Sex	*F*	*%*
Female	31	100
Total	31	100

Female students' perceptions on outside of class activity regarding readiness of female students to attend activities.

Table-7: Female students' perception oninput

Items	Always		Often		Sometimes		Seldom		Never	
	f	*%*	*f*	*%*	*f*	*%*	*F*	*%*	*F*	*%*
Memorizing vocabulary activity increases and develops my vocabularies, phrases, and terms in English	14	45.2	12	38.7	3	9.7	-	-	-	-
Conversation exercises activity makes me able to practice and speak fluently	5	16.1	13	41.9	12	38.7	-	-	-	-
Speech training activity encourages me to speak and express ideas	6	19.4	14	45.2	9	29	1	-	-	-
Learning together give me a great opportunity to apply English conversation in discussion	4	12.9	12	38.7	13	41.9	1	-	-	-

The finding revealed, almost half of female students (45.2%) "always" reported that the female students' vocabularies, phrases and terms increased and developed by attending memorizing vocabulary activity, and approximately 41.9% said conversation exercises activity "often" made them able to practice and speak fluently. Last of all, the percentage of female students who stated that speech training "often" encouraged them to speak and express ideas was higher (45.2%) than that of those who reported that Learning

together gave them a great opportunity to apply English conversation in discussion (41.9%) 'Sometimes' took place.

Process

Lectures' perceptions on formal class regarding time scheduling, Lesson plan conformity, participation of female students, the competence of lecturers, standard conformance of infrastructure.

Table-8: Lecturers' perception on process

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*F*	*%*	*f*	*%*	*F*	*%*
The program activities are accordance with the schedule set	1	14.3	5	71.4	-	-	1	14.3	-	-
The four components of language skill are applied accordance with the lesson plan in learning process	3	42.9	4	57.1	-	-	-	-	-	-
Four aspects of language skills are performed appropriately for the task	2	28.6	5	71.4	-	-	-	-	-	-
Female students are encouraged to use English actively	5	71.4	2	28.6	-	-	-	-	-	-
Bilingual language are applied in the class room	1	14.3	6	85.7	-	-	-	-	-	-
Facilities and other supporting materials are used appropriately	1	14.3	1	14.3	4	57.1	1	14.3	-	-

In Table 8, more than half of lecturers (71.4%) agreed that either the program activities were accordance with the schedule set or four aspects of language skills were performed appropriately for the task. The percentage of female students who agreed that the four components of language skill were applied accordance with the lesson plan in learning process was the same as (57.1%) those lecturers who stated "Neutral" the facilities and other supporting materials were used appropriately. However, it indicated 71.4%

of the lecturers the only "Strongly Agree" on that female students were encouraged to use English actively. Last of all, a great majority of lecturers (85.7%) "Agree" that bilingual language were applied in the class room.

Female students' perceptions on outside of class activity regarding participation of female studentsin the dorm.

Table-9: Female students' perception on process

Items	Always		Often		Sometimes		Seldom		Never	
	f	*%*	*f*	*%*	*F*	*%*	*f*	*%*	*f*	*%*
To follow memorizing vocabularies activity in dorm	26	83.9	5	16.1	-	-	-	-	-	-
To engage the conversation practices with other dorm mates	20	64.5	10	32.2	1	3.2	-	-	-	-
To participate actively speech activities together with other female students in dorm	20	64.5	8	25.8	3	9.7	-	-	-	-
To enjoy to attend learning together activity with female students in the dormitory.	21	67.7	8	25.8	2	6.5	-	-	-	-

Based on the point of female students' views, generally the frequencies and percentages showed in table 9 "always" took place. While the highest percentage (83.9%) agreed that they attended memorizing vocabularies activity in dorm "always" came about. The next highest of the percentage was (67.7%) "always" that they enjoyed to attend learning together activity with other female students in the dormitory. At last, it reported that those female students

(64.5%) "always" was similar to either they participated actively speech activities together with other female students in dorm or they enjoyed to attend learning together activity with female students in the dormitory.

Product

Lectures' perceptions in formal class regarding meeting student's needs, achievement oflearning outcomes, and active participation in English?

Table-10: Lecturers' perception on product

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	f	*%*	*F*	*%*	*F*	*%*	*f*	*%*	*f*	*%*
Learning outcome of female students are achieved in accordance with the object of lesson plan	1	14.3	5	71.4	1	14.3	-	-	-	-
The English ability of female students increases	2	28.6	5	71.4			-	-	-	-
Female students use English actively in the class	2	28.6	4	57.1	1	14.3	-	-	-	-
Female students perform English actively in the dorm or in the hall of resident	1	14.3	2	28.6	2	28.6	1	14.3	-	-

As illustrated in Table 10. It was interesting findings that the most percentages reported that the lecturers stated in "agree" option. Likewise, the highest percentage of lecturers (71.4%) agreed that either learning outcome of female students were achieved in accordance with the object of lesson plan or the English ability of female students increased. More than half (57.1%) of lecturers agreed that female students used English actively in the class. Finally, about (28.6%) of

lecturers agreed that female students performed English actively in the dorm or in the hall of resident and in the same percentage (28.6%) that it was neutral respectively.

Female students' perceptions on outside of class activity regarding the frequencies and active participation in English speaking.

Table-11: Female students' perception on product

Items	Always		Often		Sometimes		Seldom		Never	
	f	*%*	*F*	*%*	*F*	*%*	*F*	*%*	*f*	*%*
To use English when I convers to peers in the dorm	-	-	11	35.5	19	61.3	1	3.2	-	-
To speak English when I talk to senior female students in dormitory	2	6.5	7	22.6	21	67.7	1	3.2	-	-
To speak English when I have an interaction with lecturers in dormitory	4	12.9	4	12.9	14	45.2	3	9.7	3	9.7
To use English when I have a conversation with roommates in the dorm	-	-	8	25.8	21	67.7	1	3.2	-	-

Apparently, a great majority of female students stated that "sometimes" was their frequency performances to apply their English in dorm. About (61.3%)"sometimes" agreed or more than half of female students used English when they conversed to peers in the dorm. While the highest percentage of students (67.7%)"sometimes" reported that they spoke English when they talked to senior female students in dormitory as well as when they had a conversation with roommates in the dorm. Eventually, the lowest percentage of the students who "sometimes" stated that they spoke English when they had an interaction with lecturers in dormitory were (45.2%) and (12.9%) "often" respectively.

DISCUSSION

As the results mentioned previously, in context dimension made it clear that more than half of lecturers and students claimed that the environment was not conducive and comfortable for teaching and learning. It is relevant with what Kramsch [3] emphasizes the context in language teaching. He maintains that the success of language teaching is heavily influenced by the context within where it takes place. Moreover, Cabatoff [4] argues that program evaluation studies should also examine and reflect social, political and institutional environment. Responded to input dimension, The CELL program both formal class and outside class activities were achieved and objectives, except language laboratory have to be facilitated, however, some points are necessary to be maintained and developed. For this reason, probably the manager of Ma'had should function the equipment, so it can be used for the learning process. This finding appears to provide parallel evidence with the findings of V. Deevika, M. Kallaiarasan [5] who in their study concluded that the language lab is the solution and need of the hour to learn the English language. The quality of the language proficiency will be more when they learn it from the multimedia, digital and computerised Language Lab. As added by Warschauer, *et al*. [6], "… if learners are acquiring new language patterns and vocabulary independently, and opportunities for teacher modelling 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".

Most of aspects in process dimension through either formal class or outside class activities was performed well and appropriately, the exception were facilities and other supporting material used and needed to be facilitated and equipped. This finding as what Sahin [7] stated in his findings that consequently inspiring us to give a suggestion that as long as the students' needs and expectations were not met, the program should be necessary revision and modification. No doubt the findings indicated that materials, teachers, curriculum developers, administration members must concern on students' need and attempt to prepare them for their future studies.

Basically, as whole, the aspects of product dimension not only through regular class (inside) activities, but outside class activities as well met the students' needs, they increased and developed their English ability in speaking and their learning outcomes was accordance with the object of lesson plan, but in term of the frequent of speaking, they were not frequent to use in dorm or in the hall of resident with peers, senior female students, lecturers, and roommates. It seems that, Once confirmed, it turns out according to the rules of discipline female student dormitory in Chapter1of General provisions Article 4 clause 1states that: Arabic and English, hereinafter referred to as the official language and is the language of everyday life in a dorm of female student. Both official languages ought to be spoken in turn every twice a week officially in dorm. It is expected that the Ma'had manager supports the female students to convers in English actively in dorm. As Torgesen [8] points out, an administrator has the opportunity to create and nurture an environment for students that supports the development of language learning by making sure that effective communication strategies are implemented.

CONCLUSION

This study has established that the Communicative English Language Learning (CELL) Program in Ma'had basically aims to provide

opportunities for students to improve their language skills. Findings from the current study can be summarized as follows:

- Evaluation of communicative English language learning programs at Ma'had in terms of the context variable concludes that the program is both positive and quite effective. Outside class activities are also both positive and effective.
- Evaluation of communicative English language learning programs in Ma'had in terms of input were also found to be positive and quite effective as were outside classroom activities.
- Evaluation of the implementation of the program in terms of process was positive and effective. While outside classroom activities were both positive and effective.
- Evaluation in terms of product variables were positive and quite effective. Outside class activities were found to be positive and quite effective.

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