

Evaluation of Highly Immersive Program (HIP) Using CIPP Model

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Abstract

Education in Malaysia aims to produce holistic and competitive individuals to meet the needs of 21st century. As the demand of globalized economy increasing, English language serves as the international language and is very important to support the growing economy. Highly Immersive Program (HIP) has been introduced since 2016 by the Malaysia's Ministry of Education to improve the strategy established under the policy of "Upholding the Malay Language and Strengthening the English Language". This study aimed to evaluate the Highly Immersive Program whereby CIPP (context, input, process and product) model of evaluation is employed. This evaluation has highlighted that the HIP needs more support from the community and teachers. A total of 261 participants consists of a School Head, 52 teachers, 104 students and 104 parents and community participated in this study. The data obtained were analysed through descriptive statistics and to determine the significant differences among students, a paired sample T test was employed. The results of the study revealed more improvements were required from students and parents and community as well as the teachers to ensure the effectiveness of the Program.

Keywords: Highly Immersive Program, Immersiveness, CIPP Model, Evaluation

Introduction

English language has been included as a compulsory subject in the national education curriculum of Malaysia and it is guided by the education policy. It was since 1957, the status of the English language was institutionalized as an important second language in the Education Ordinance and being reiterated in the Education Act 1996 (Government of Malaysia, 1996). Not long after that in 1970, the National Education Policy was issued (Ministry of Education Malaysia, 2012). Through the introduction and implementation of several key policies, The Ministry of Education has long conceded the importance of improving the quality of English proficiency amongst students as well as teachers. Afterward in 2012, according to Ministry of Education Malaysia(2013), the new Malaysian Education Blueprint was developed after an extensive review of the national education system was conducted in the year before.

Background of the Study

The English Highly Immersive Program (HIP) was introduced in 2016 by the Ministry of Education with the objectives to develop highly immersive English language environment in schools to support English language learning and encourage students' participation in related school activities. Moreover, the purpose of this Program also to increase student proficiency in the English language in and outside of classroom. In line with the education policies in Malaysia, the Highly Immersive Program was introduced and implemented in every public secondary and primary schools in Malaysia. The formal learning of English must be supported by a highly immersive English-rich environment. However, this Program just entered the third year of its implementation and yet it seems vague. The case is some schools witness poor participation of non-English implementation of Highly Immersive Program (HIP). Most of the activities are mainly conducted by the English language teachers in the school.

Problem Statement

This study presents an evaluation on the implementation of the HIP in a semi-urban school in Bintulu, Sarawak. To date, there are 9865 schools in Malaysia participating and implementing HIP and SK Kampung Baru, Bintulu is one of them. This study was conducted throughout the semesters of schooling session of year 2019 with the selected participants from Primary 5, the school head, teachers, last but not least, the parents and community. Mostly the students are native speakers of Iban language and Melanau language. Currently, there is no proper guideline on how to implement in the Highly Immersive Program and yet schools are implementing. Therefore, there is a need to evaluate the Program as currently there is still no evaluation measures conducted. Thus, the study will also explore how the evaluation can be used to assess how effective is the HIP?

Therefore, CIPP Model used to evaluate the Program. CIPP model is an evaluation model for curriculum evaluation given by Stufflebeam in 1983 which includes four elements: C- Context, I-Input, P-Process and P-Product. To evaluate the quality of the Program at school, this model can be used effectively.

Purpose of Study

This study intends to gauge the implementation of HIP in a primary school in Bintulu, Sarawak.

Research Questions

The corresponding research questions are:

1. How relevant were the Program contents of HIP?
2. How effective were the HIP in school?
3. What is the process of HIP?
4. What is the product of HIP?

Significance of the Study

For the case of this research, the significance is targeted to the teachers, school leader also known as the school administrators, parents and community, and the policy planners.

Teacher

The findings of this study will benefit the teachers to increase range of teaching strategies which help to accommodate to different learners. It is hope that the Program will eventually

improve the students' English proficiency. Teachers will also be able to use the available resources to the maximum to provide a fun and meaningful learning in the classroom.

School Head

This study will demonstrate the evaluation model can be useful to School Head to gain insights and apply approaches recommended in HIP. From the evaluation, school leader or school administrators will be able to teach students better.

Parents and Community

Through the findings, parents and community will be able to provide awareness to others on the importance of the Program to the students and school. Hence, once they have the awareness, they could give their full support towards the Program. Parents can contribute by having the community to provide their expertise and assistance for the school.

Policy Planner

From the evaluation of the HIP, it can be a beneficial tool for the policy planners to recognize the challenges that the teachers had in implementing the Program. By evaluating the Program, policy planners will know how to develop the Program and identify what policy needs to be carried out or changes needed to the existing policy.

Operational Definition**Evaluation**

Stufflebeam (2003) stated that evaluation is the process of defining, obtaining, providing, and applying descriptive and judgmental information about the merit and worth of some object's goals, design, implementation, and outcomes to guide improvement decisions, provide accountability reports, inform institutionalization or dissemination decisions, and improve understanding of the involved phenomena. Ornstein & Hunkins (1998) stated that evaluation is a process we carry out to acquire data to determine whether to make any changes, to make adjustments in order to improve, eliminations or accept something in the curriculum. Brown (1989) believed that continuous evaluation is important as there should always be preparation for revision of all of the elements in the syllabus planning. As for Karmel and Karmel (1978), they defined evaluation as a constant and comprehensive process which involves judgment that includes all aspects of quality of education. It is important to focus on the aspect of education's quality evaluation. As the number of educational institutions and schools increasing, there is a need to put more attention on the evaluation of quality of education since it is responsible for shaping the individuals and society in the long run.

Highly Immersive Program

Under the MBMMBI policy, this Program was introduced to improve students' proficiency in English language. Through an intense exposure to English, it aims to instil positive behaviours in using and learning English language. HIP supports five shifts of MEB and aligned with student aspirations highlighted in the Malaysia Education Blueprint (MEB) 2013-2025. The five shifts of the MEB are as follows:

1. Provide equal access to global standard of qualified education.
2. Ensure every child to learn additional language and competent in Bahasa Malaysia and English Language.
3. To inculcate good values in Malaysian.

4. Establish parents, community and private partnerships.
5. Enabling JPNs, PPDs and schools to tailor alternatives to their requirements.

Primary School

Primary school is identified as a school for children between the ages of seven and twelve to register and enrol in the facility for their primary education. The primary school term starts in January and ends in November.

Literature Review

Theoretical Framework

In this study, the Acquisition-Learning hypothesis is implemented in as an inclusion of the theoretical framework. Krashen (1988) referred that here are two autonomous second-language performance systems, 'the acquired system' and 'the learned system'. The 'acquired scheme' or 'acquisition' is the result of a very comparable subconscious process when kids obtain their first language. It needs significant interaction in the target language which is a natural communication where the speaker focuses in the communicative act and not in the form of their utterances.

Second Language Acquisition (SLA)

The Stephen Krashen's theory of Second Language Acquisition (SLA) consists of five hypotheses which are the Acquisition-Learning hypothesis, the Monitor hypothesis, the Input hypothesis, the Natural Order hypothesis and the Affective Filter hypothesis. The prime focus of this theory is that a person has the ability to acquire a second language as acquiring his or her mother tongue. The theory disregards the use of extensive use of grammatical rules or structure of language but rather depends on the input received by the learner (Raju & Joshith, 2018).

Krashen (1982) stated that a person has two distinct and independent ways of developing competence in a second language, hence the theory of the Acquisition-Learning hypothesis. It is mainly through two processes which are 'acquisition' and 'learning'. The first is a subconscious process while the latter, a conscious process. Krashen referred that there are two autonomous second-language performance systems, 'the acquired system' and 'the learned system'. The 'acquired scheme' or 'acquisition' is the result of a very comparable subconscious process when kids obtain their first language. It needs significant interaction in the target language which is a natural communication where the speaker focuses in the communicative act and not in the form of their utterances.

As for Monitor hypothesis, it emphasized the very limited role of 'learning' in second language performance. The 'learning' itself stands as a monitor for monitoring the language out. In order to activate the monitoring system, there are three conditions to be met such as time, emphasis on form and sufficient knowledge of the rules (Dulay & Burt, 1978). However, Krashen categorize the learners into three; highly monitored, moderate monitored and low monitored. If the learners are highly monitored, then it leads to less production of output.

The third hypothesis, the Input hypothesis explains in order to obtain a wide variety of language input, the learners must read books, watch videos, converse with native speakers and listen to the target language. It is more concern on acquisition to get more target language atmosphere. On the other hand, the Natural-Order hypothesis recommended it is possible for an acquisition of grammatical structures follows a natural order. The fifth hypothesis which is the Affective Filter hypothesis. A variety of affective variables relate to

success in second language acquisition. Factors that It claims that affect the learner to acquire the second language acquisition are motivation, self-confidence and anxiety (Krashen, 1987).

A recent study by Raju and Joshith (2018) stated that the theory of Second Language Acquisition can be feasibly applied in classroom and outside the classroom which will be used in the approach of Highly Immersive Program. Developing reading habits is one of the approaches that needs teacher to be the motivator. Teacher must motivate the learners to find external reading materials such as novels, stories or poems of well-known writer or poet. Hence, ensuring the acquisition of target language input.

Theory of Social Learning

This study also applies the theory of social learning. Bandura (1971) states that new behaviour patterns can be learned in the social learning environment by direct experience or by studying others' behaviour. The more basic form of learning, ingrained in direct experiences, depends largely on the rewarding and punishing results of any action. Students will be repeatedly confronted with situations with which they must deal in one way or another. Some of the responses that they are trying to prove unsuccessful, while others have more favourable effects.

Eventually, positive modes of actions are chosen from exploratory behaviours through this method of differential reinforcement, whereas unsuccessful ones are discarded. The Highly Immersive Program creates a rich English-speaking environment where the social learning theory encompasses attention, memory and motivation of the students. Students will learn via observation, imitation and modelling.

CIPP Evaluation Model

Initially, the evaluation method was an outcome of Stufflebeam's perseverance which its goal is to help people make better decisions about their products and educational programs. This evaluation model is essential to focus on the idea of making a good decision, which is an approach to attempt to provide relevant information for those who require legitimate and unbiased evaluative information (Fitzpatrick et al. 2004).

Many strategies and models of assessment had been used to evaluate institutes, projects, programs or task. CIPP model of Stufflebeam in 1983 was a curriculum assessment model that involves four components, context, input, process and product. This model can be used efficiently to measure the quality of school education. Context are referring to goals, aims, history and background of the Program whereas input refers to material, time, physical and human resources needed for effective implementation of HIP in schools. As for the process, it includes all of the teaching and learning processes whereas product focuses on the usefulness and potentials that benefit the society on the quality of teaching learning (Stufflebeam, 2003).

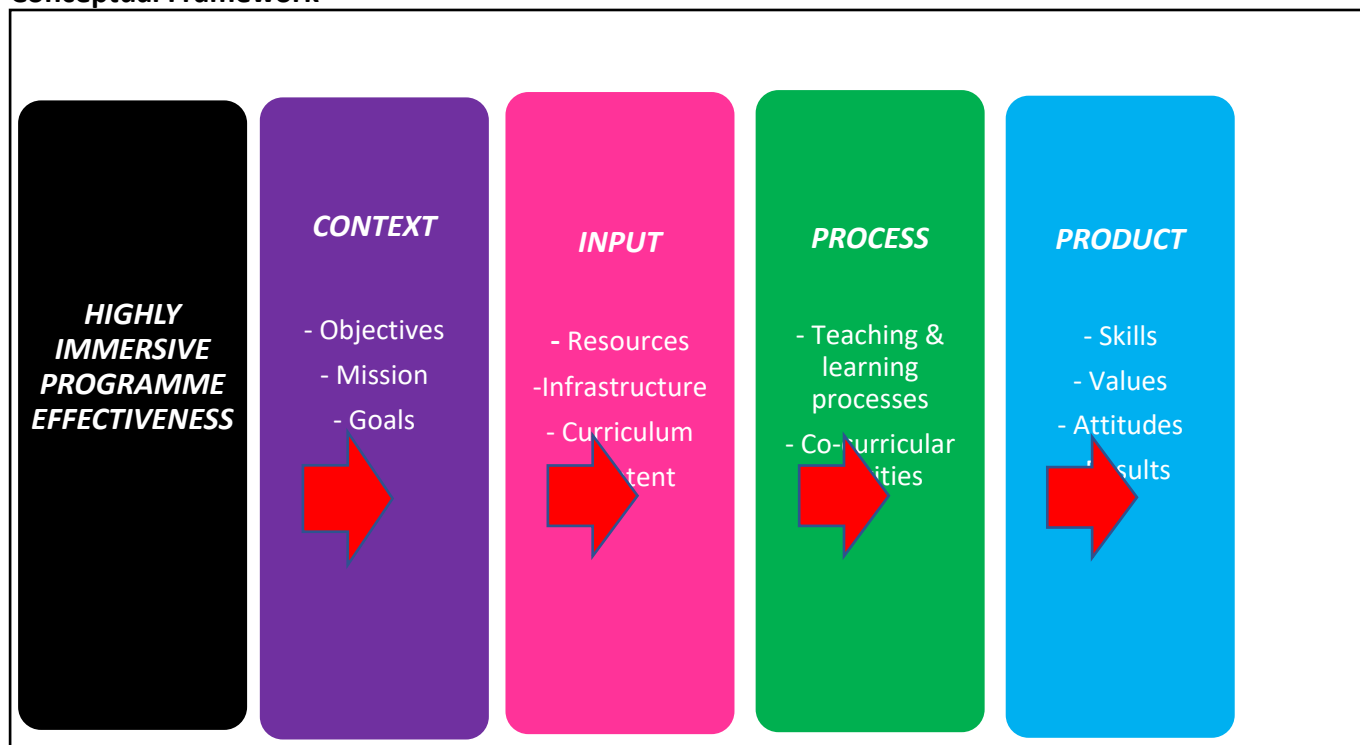
Conceptual Framework

Figure 1. CIPP model for evaluation's conceptual framework

According to Figure 1, there are four proportions studied for Program evaluation at school level which is focusing on the aspects of objectives, goals and missions, including the different components of context, input, process and product. These are constructs that will determine an effective HIP Program. Context refers to the need and opportunities that defines the goals and objectives on the basis which the outcomes are attained. Input denotes the resources, organization, curriculum, and content needed to conduct the process of teaching and learning. On the other hand, process includes the processes of teaching learning, evaluation and activities which includes all the methods that are necessary for the execution of different activities and their formative evaluation. To identify the outcomes and effectiveness of the educational Program, attitudes, values, skills and results are needed as the product evaluation (Stufflebeam, 2003).

Methodology**Participants**

The study was conducted in a semi-urban primary school in Bintulu, Sarawak. Every classes consist of mixed-ability students. The participants of this study are chosen purposely as the researcher wants feedback from the participants which at least with average proficiency level in English language. A total of 104 students was selected from Year 5 students by purposive sampling strategy. This study employs maximum variation sampling which is also known as "heterogenous sampling" (Etikan, Musa & Alkassim, 2016). This method also important as it aims to select a broad spectrum reating to the topic of the study.

This was also due to students from exam classes such as Year 6 are not allowed to be included as the participants of the survey. to answer the questionnaire and their exam result will be monitored and recorded. All 52 teachers including the non-English language teacher will answer the questionnaires. As for the parents and community, 104 of them were picked

randomly to answer the questionnaire. A total of one School Head, 52 teachers and 104 students and 104 of parents and community were answering the questionnaire adopted from both Teachers' Assessment Tool and Parent & Community Assessment Tool from Highly Immersive Program Toolkit, respectively.

Instrument

The instrument used in this study comprises several research instruments to gather adequate and appropriate data to fulfil the research objectives and answer the research questions. A written document will be prepared to record the information of the teachers, their SPM English's grade and their years of teaching experiences. The questionnaire is adopted from HIP Toolkit Questionnaire and comprises of four types of questionnaires which are the School Head Assessment Tool, Teachers Assessment Tool, Students Assessment Tool and Parent and Community Assessment Tool. The questionnaires are rated on a five-point Likert scale.

Data Analysis

In this research, the researcher was using the Stufflebeam's Context, Input, Process and Product (CIPP) evaluation model to analyse the data collected. This study focuses on the context evaluation, input evaluation, process evaluation and product evaluation. For the first three evaluation, descriptive data is used to analyse the total score of each construct. The product evaluation is determined by performing paired sample T test on students' mid-year exam and the end of year examination paper for the English language subject which are *Bahasa Inggeris Pemahaman* and *Bahasa Inggeris Penulisan*. Secondly, the total and mean score for each group; school head, teachers, students, parents and community will be calculated. The total score determined the level of immersiveness of the Program of the school.

Data Collection Procedure

To collect the data, permission were obtained from the headmaster of the school via official letter before the data collection was carried out. Once permission was obtained, questionnaires were distributed to the students and parents, while teachers answer the questionnaires via Google Form. Prior to the distribution of the questionnaires, the questionnaire was adopted from the HIP Assessment Toolkit. And piloted with a few teachers and students from other district. This was to ensure that the questions were clear before the data collection. The questionnaires for the parents was also piloted from other schools to ensure the clarity of the questions.

This study was conducted in the form of evaluation research and the data collection procedure followed Stufflebeam (2003) CIPP model processes. As for the first step of the data collection procedures, the pre-test was introduced at the first stage of the research. The pre-test here refers to mid-year examination paper. The question papers consisted of the same components as the UPSR formatted questions.

As for the context component in CIPP evaluation model, item 1 until item 7 in the Toolkit Questionnaire indicates the vital facilities and tools to carry out the Program. The scores were collected and compared based on the table of descriptions for Level of Immersiveness. As for the input component, the documents from HIP Guidebook were used to determine whether the objectives and activities suggested in the guidebook are clear and useful.

Next, as for the process component, organisation of English activities in school such as Fun Learning and Let's Read Together (Shared/Guided Reading). The school also implemented Out-of-Class activities such as Assembly in English, Language Games. Little Library and Speaker's Corner. The parents' responses was collected from item 12 until item 17 of the questionnaire of Parents Assessment Tool.

Finally, the product component of the study, a post-test which is the end of year examination was conducted. Then, a paired sample T test was performed on samples' pre-test result and post-test result.

Findings

Context

Based on the CIPP evaluation model's first component which is context, the results shown in Table 1 refers to the needs of the school that define the goals and objectives of this evaluation. The school concerned indicated that it has the vital facilities and sufficient resources to carry out the Program. Items from Construct 1 focusing on creating an English environment. The questionnaire from item 1 until item 7 asked on the frequency of the students speak in English in their class, out of class and with their friends, teachers and parents as well as the community around them. These items were taken from the Students' Assessment Tool questionnaire.

Table 1

Responses from students on component of context

Context Evaluation n	Item 1		Item 2		Item 3		Item 4		Item 5		Item 6		Item 7	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Not at all	7	6.7	19	18.3	19	18.3	8	7.7	29	27.9	38	36.5	35	34.6
Seldom	35	33.7	50	48.1	41	39.4	32	30.8	36	34.6	42	40.4	39	37.5
Sometimes	48	46.2	31	29.8	30	28.8	45	43.3	17	16.3	14	13.5	23	22.1
Often	11	10.6	2	1.9	12	11.5	11	10.6	16	15.4	8	7.7	5	4.8
Very Often	3	2.9	2	1.9	2	1.9	8	7.7	6	5.8	2	1.9	1	1.0
TOTAL	104	100	104	100	104	100	104	100	104	100	104	100	104	100

Despite the fact that the school has enough facilities, these findings caused a great concern to the teachers. It shows in the next items continuation from Construct 1 (Table 2) and

Construct 2 (Table 3) revealed that the students have difficulties in building their confidence in using English language.

Table 2

Responses from students on component of context in Construct 1

Context Evaluation	Item 8		Item 9		Item 10		Item 11	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Not at all	17	16.3	13	12.5	36	34.6	45	43.3
Seldom	30	30.0	30	28.8	34	32.7	32	30.8
Sometimes	34	34.0	36	34.6	17	16.3	19	18.3
Often	19	19.0	19	18.3	9	8.7	6	5.8
Very Often	4	4.0	6	5.8	8	7.7	2	1.9
TOTAL	104	100	104	100	104	100	104	100

Items from Table 2, showing that students mostly answered 'Seldom' and 'Sometimes' in questions regarding carrying out activities in English language with their friends, teachers, parents and other people around them.

Table 3

Responses from students on component of context in Construct 2

Context Evaluation	Item 1		Item 2		Item 3		Item 4	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Not at all	37	35.6	44	42.3	29	27.9	32	30.8
Seldom	26	25.0	27	26.0	34	32.7	35	33.7
Sometimes	23	22.1	16	15.4	25	24.0	21	20.2
Often	13	12.5	14	13.5	13	12.5	12	11.5
Very Often	5	4.8	3	2.9	3	2.9	4	3.8
TOTAL	104	100	104	100	104	100	104	100

In Table 3, item 1 indicates 35.6% students never take part in English activities in school. Based on item 2, only 16.4% students are actively taking part in English activities in school. On the other hand, item 3 and 4 showed only 39.4% and 35.5% students respectively are interested to take part in English activities and English language competitions. It is clear that they are

not interested to take part in English language activities due to lack of confidence in speaking English language. Due to the classroom size of the students in the school, which are 35 to 40 students, has a negative effect towards their psychological well-being in English language class. A study by Alivenini et al. (2019) showed that there is a negative relationship between classroom size and positive affect. It is suggested smaller classroom should be formed to promote students' psychological well-being in class.

Table 4

Responses from students on component of context from Construct 3

Context Evaluation	Item 1		Item 2		Item 3		Item 4		Item 5	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Not at all	2	1.9	5	4.8	6	5.8	19	18.3	46	44.2
Seldom	3	2.9	26	25.0	16	15.4	14	13.5	26	25.0
Sometimes	26	25.0	43	41.3	17	16.3	22	21.2	21	20.2
Often	20	19.2	14	13.5	27	26.0	13	12.5	8	7.7
Very Often	53	51.0	16	15.4	38	36.5	36	34.6	3	2.9
TOTAL	104	100	104	100	104	100	104	100	104	100

Contrary to the findings in Table 3, Table 4 indicates that the pupils in the school are motivated to improve their English on their own. These items are collected from Construct 3 referring to their involvement in self-development and studies. From item 1, they prefer to listen to English songs to help them to improve their English language skills rather than reading books and comics as stated in item 2. Item 3 and item 4 indicates that they also prefer to watch English movies, cartoons and videos and social medias such as Facebook and Whatsapp. Nonetheless, item 5 showed another lack of confidence in learning English indicator where more than 50% seldom and never teach their friends in learning English.

Input

Based on the document entitled *HIP Guidebook*, it was reviewed that the activities recommended in the guidebook are beneficial and the objectives of HIP are clear. HIP has strong objectives and it was presented thoroughly in the guidebook. The activities in the toolkit are developed based on essential parameters such as cost required for each activity, ease of implementation and other requirements of the activities. Schools may refer to the parameters and activities provided that are more suited to their current level of readiness and resources. It is not a Program that caters one size fits all. This is to ensure that the four key factors which are the School Head, teachers, students, parents and community have a clear view about the Program.

Table 5

Distribution of years of English teachers' teaching experience

Teaching experience	Frequency	%
1 - 5 years	3	27.3
6 - 10 years	2	18.1
11 - 15 years	3	27.3
16 - 20 years	0	0
21 years and above	3	27.3
TOTAL	11	100.00

Significantly, to form a solid foundation, human resources were taken into account to achieve the objectives of the Program. Table 5 shows 3 teachers have 1 until 5 years of experiences in teaching English language whereas 2 teachers have 6 to 10 years of experiences, 3 teachers have 11 to 15 years of experiences and another 3 teachers have 21 years and above of experiences in teaching the language.

Process

To evaluate the process, researcher studied the English activities that have been implemented under HIP. Activities that were done in the school such as In-Class activities. For example, Let's Read Together (Shared/Guided Reading) and Fun Learning. The school also implemented Out-of-Class activities such as Assembly in English, Language Games, Little Library and Speaker's Corner.

Table 6

Parents' responses on process component

Process	Item 12		Item 13		Item 14		Item 15		Item 16		Item 17	
Evaluation												
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Not at all	11	10.6	25	24.0	32	30.8	4	3.8	0	0	3	2.9
Seldom	80	76.9	66	63.5	64	61.5	94	90.4	2	1.9	1	1.0
Sometimes	12	11.5	13	12.5	7	6.7	5	4.8	2	1.9	97	93.3
Often	1	1.0	0	0	1	1.0	1	1.0	99	95.2	3	2.9
Very Often	0	0	0	0	0	0	0	0	1	1.0	0	3
TOTAL	104	100	104	100	104	100	104	100	104	100	104	100

The above data Table 6, which are items numbered 12 until 17 indicates the support from parents and community along the HIP implementation. The support refers to organising English language activities, coaching the students in English language activities and competition, sharing ideas related to English language activities with teachers in the school and preparing English materials for the students.

Product**Paired Sample T test for Bahasa Inggeris Pemahaman**

A paired sample T test was performed on students' mid-semester examination (pre-test) and their end of year examination (post-test) results of two English language papers which are for the subject *Bahasa Inggeris Pemahaman* and *Bahasa Inggeris Penulisan*. The number of students participated in the study is 104.

Table 7

Paired sample T test of students *Bahasa Inggeris Pemahaman* paper

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	53.69	104	17.204	1.687
	Post-test	44.79	104	17.743	1.740

Table 7 shows the mean scores and standard values of the students, while Table 8 shows the significant value. For *Bahasa Inggeris Pemahaman*, students' mean score for pre-test is 53.69 while for post-test is 44.79. The standard deviation for pre-test and post-test is 17.204 and 17.743 respectively. The mean score for the post-test is lesser than the mean score in pre-test. This indicated the students performed better in pre-test than post-test. Hence, this is likely due to the inconsistency of the implementation of HIP throughout the year.

Table 8

Paired sample T test of students *Bahasa Inggeris Pemahaman* paper

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test – Post-test	8.904	10.922	1.071	6.780	11.028	8.314	103	.000

The result from Table 8 gives the sig.(2-tailed) value is 0.000, which is less than 0.05.

Paired Sample T test for Bahasa Inggeris Penulisan

Table 9

Paired sample T test of students *Bahasa Inggeris Penulisan* paper

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	38.29	104	17.831	1.748
	posttest	39.92	104	15.242	1.495

As for another paper, *Bahasa Inggeris Penulisan*, the mean score for the post-test is 39.92 whereas the mean score for the pre-test is 38.29. The standard deviation for pre-test and post-test is 17.831 and 15.242 respectively. Since the mean score for this post-test was

greater than the mean score for pre-test, we can conclude that students performed slightly better in post-test than the pre-test.

Table 10

Paired sample T test of students Bahasa Inggeris Penulisan paper

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-1.635	11.820	1.159	-3.933	.664	-1.410	103	.161

Table 10 shows the significant value for the pre-test and post-test of Bahasa Inggeris Penulisan paper, gives the sig.(2-tailed) value is 0.161, which is greater than 0.05.

Table 11

Total school score and level of immersiveness

Group	Mean score
School Head	47.0
Teachers	44.9
Students	31.20
Parents and Community	37.96
Total score	161.06
LEVEL OF IMMERSIVENESS	Level 3

Apart from conducting paired sample T test, in order to observe the product component of the evaluation, a total school score was calculated to determine the level of the immersiveness of the Program in the school. Table 11 shows that the level of the immersiveness at the school is Level 3. This shows that the students are in a good and meaningful English immersive environment as the school community engages them.

Students are provided with some challenging and enjoyable learning experiences. This level of immersiveness also shows that many students have the opportunity to participate in English language activities both in and out of class. As a matter of fact, the head of the school manages to create an interactive English environment. There is evidence of the sustainability of some activities of the ELT. Teachers tend to introduce students to both in - and out-of-class English language learning activities; however, this may not vary in terms of enrichment and remedial exercises. However, the activities used are only sometimes capable of boosting students' confidence in the use of English occasionally. This is due to teachers and students do not communicate in English frequently. Nevertheless, there is some evidence of the school's participation in outreach Programs by students, collaboration with ELT experts from higher learning institutions and corporate bodies. Parents' participation is sometimes seen in supporting the school in the ELT activities.

Table 12

Summary of the Highly Immersive Program evaluation by CIPP model

	CONTEXT	INPUT	PROCESS	PRODUCT
Objective	To define the content and objectives of the Program	To check the teacher's educational background and teaching experiences in meeting the Program objectives.	To provide feedback on the extent of the implementation	To collect descriptions judgements of outcomes
Method / Data	i. By conducting questionnaires. ii. Item 1 until item 7 were selected to measure the richness of English environment in the school.	By using document review.	i. By conduction questionnaire. Item 12 until item 17 were selected to measure parents' responses towards the Program in school.	i. By performing quantitative analysis through descriptive statistic.
Results	i. Average score of rich English environment. ii. Lack of students' confidence using English.	i. The objectives of the Program are clear and the activities are useful. ii. There are 6 teachers with the experiences of more than 10 years.	The parents and community were less supportive towards HIP.	i. The immersiveness level of the school is 3. ii. Parents give positive responses based on the data of the interview but lack of support in terms of materials and direct involvement with school.

Discussion, Implications and Recommendations

Discussion

The findings cover 4 main research questions which will now be discussed in reference to the research questions and literature reviewed.

Research Question 1

How relevant were the Program contents of HIP?

The findings indicated that the contents of HIP are relevant as the activities provided in the toolkit are developed based on the essential parameters such as cost required for each activity and ease of implementation of the activities. School could explore the parameters

and decide activities that are more suited to their current level of their readiness and based on materials provided in school.

Research Question 2

How effective were the HIP in school?

The HIP Program indeed was an effective Program to improve pupils' English communication proficiency. This was shown by a previous study done by Ansawi (2017) concluded that the student's achievement in the post-test is significantly higher than their achievement in the pre-test. The pre-test score was 44.80% which is lower compared to the post-test mean score of 54.80%. The paired sample t-test at 95% confidence level shows that the t value is -4.277 at a significance level of 0.002.

A major concern as the study indicates the level of immersiveness of the school which is Level 3 with the score of 161.06. The score was actually 1 point ahead from the Level 2's score which is 160. This indicates the performance of the school is most likely fell close to Level 2 but slightly higher. Many reasons could be the factors that influenced the level score.

It can be seen in the results from the Parents & Community Assessment Tool, shows that lack of direct involvement in school activities. The finding shows that the parents are not very supportive towards their children's activity. This is due to the low socioeconomic background of the parents that forced them to work at odd hours and seldom spend their time with their children. The low-income level of the parents also affected the way they spend their money. This constraint does not allow them to provide good materials and resources to have a rich environment of English for their children at home.

Research Question 3

What is the process of HIP?

The process of HIP is determined by collecting data based on items referred from two questionnaires from School Head Assessment Tool and Teachers Assessment Tool. As for School Head Assessment Tool, Construct 2 refers to their role as a leader and constant motivator whereas Construct 3 refers to their role to ensure the sustainability of HIP implementation in the school. This includes ensuring the senior assistants and teachers are committed in implementing English activities. The School Head also must ensure he or she allocates sufficient funds to promote English in schools through materials such as posters, signages, newspapers and other materials. On the same time, the School Head also must make sure the school has various facilities to support the teaching and learning of English. On the other hand, Construct 4 refers to their role in encouraging the parents and community to participate in English activities in school.

Research Question 4

What is the product of HIP?

The product of HIP can be observed from the results of mid-year examination and end of year examination from both subjects of *Bahasa Inggeris Pemahaman* and *Bahasa Inggeris Penulisan*. From the study, the students performed better in pre-test than post-test for their *Bahasa Inggeris Pemahaman*. On the other hand, for *Bahasa Inggeris Penulisan*, students performed slightly better in post-test than the pre-test. Hence, this is likely due to the inconsistency of the implementation of HIP throughout the year. The performance of the students is the chain reaction from the process implemented by School Head, teachers, parents and community.

The inconsistency may be due to the class size, where a class will have up to 40 students. A study revealed that due to the class size, it has caused a negative effect towards students' psychological well-being in English language class. As promoted by Alivernini et al. (2019), smaller classroom should be formed to have students' motivation increased.

In a study done by Jiew (2017), due to passive participation in supporting school activities by parents, it affected their children and their children seldom communicate in English when they are out of school's perimeter. Due to that, a consistent pace of monitoring of the Program is essential so that the students, parents and community can participate so that effective activities can be conducted along the HIP. Their involvement in the process affects how the students build their confidence to use English and involvement in their self-development and studies.

Conclusion

The main conclusion that can be drawn is that the CIPP evaluation model had helped the researchers to explore further on how immersive the Program was. The results revealed the level of immersiveness of the school studied was Level 3. It was also observed that the School Head and teachers acknowledged reflections are important part to improve the implementation of HIP. This evaluation also provided insights data to the teacher to create new effective activities based on the context of the school. It also provided abundance of opportunities to students to expose themselves to rich English language environment. Our data indicated that the students were also aware that they are lacking confidence which led to lack of interest in learning English language. On the other hand, parents and community gave positive responses through the questionnaire but in terms of support and direct involvement they were disinclined. As for the limitation, the participants of the study only subjected to activities that is relevant to the school studied. The sample size of the study may not imply the characteristics of the entire population.

Recommendation

Based on the major findings, interesting research question for future research can be derived. For example, what are the factors could affect the motivation of the student's before and after the implementation of HIP? Future research could further investigate by developing questionnaire based on the theories of Second Language Acquisition, particularly, the Affective Filter Hypotheses. This can be included under the aspect of process in the CIPP model evaluation. Therefore, the teachers may reflect on the factors of student's motivation and improvise their teaching skills accordingly. It is also crucial to put more efforts to encourage the parents and the community to participate in the Program. The researchers believe that extensive involvement of the parents and community plays a vital role in boosting the students' motivation. It will be more fruitful, if the policy planners develop a standardized module based on the readiness and immersiveness of school after an evaluation. Hence, it will be easier to identify areas that need to be improve and provide a solid foundation for the school to have an English-rich environment. Above all, it requires a full commitment within the school community to enrich the students' proficiency in English language and encourages a meaningful learning.

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