

# Matriculation College Students Evaluation of English Program using the Process Component of CIPP Model

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**Abstract-** This study aimed to evaluate the Matriculation College English Program using Stufflebeam's CIPP (context, input, process, and product) evaluation model focusing on the process component. Data was collected through a cipp survey from 42 matriculation students and correlated with their Malaysian University English Test (MUET) trial exam. The CIPP survey sent to students, which had a response rate of 100%, helped to identify the needs of a focus group to obtain better results in MUET. Accordingly, teaching methodology was redesigned to include more visual-audio based learning, student-instructor interaction was increased through face-to-face meetings together with more reinforcement exercises. The results indicated that with the new methodology based on the student feedback through the survey, students performed well in the MUET.

**Keywords:-** Cipp model, process evaluation, curriculum, MUET.

## I. INTRODUCTION

Matriculation Program was established is a preparatory program for students to qualify them to pursue a first degree in science, technology, and professional literature to Higher Education Institutions (HEIs) in the country and abroad. Matriculation College was set to provide foundation courses for students entering the universities in Malaysia.

### 1. Matriculation English Language Curriculum:

The English Language Syllabus for the one-year programme is planned in accordance with the National Education Philosophy that serves as comprehensive strategy for the lecturers to design their instructions for two semesters. The syllabus specification is coupled with current teaching approach. The development of the syllabus took into consideration the objectives of the matriculation programme, explicitly:

- To help students become effective and efficient language users in academic and social contexts;
- To have an English language programme that bridges the gap between the language needs of secondary and tertiary education; and
- To prepare students for current and future English evaluation, including the Malaysian University English Test (MUET).

Considering the above contemplations, the emphasis is on the development of language proficiency in a broad-spectrum and preparing the students for the MUET. The focus is towards language learning for academic purposes in order to prepare the students for the language needs at tertiary level. Output-based learning is practised to integrate the four skills (listening, speaking, reading, and

writing) and developing vocabulary with accuracy in grammar. This method also incorporates the use of creative and critical thinking skills. The objectives of the syllabus specification are to enable students to;

- Comprehend And Respond Critically To Information From Written And Oral Sources
- Interact Effectively In Academic And Social Contexts
- Express Their Thoughts Effectively
- Develop Writing Skills For Academic Purposes
- Develop Creative And Critical Thinking And
- Become Confident And Independent Learners

### 2. Problem Statement:

The students do not perform well in Malaysian University English Test because they are not able to comprehend what they listen and express themselves in written contexts. The study evaluated the effectiveness of Matriculation English syllabus through the viewpoints of respondents with the process component of the CIPP evaluation model developed by Stufflebeam (1971). The researcher found that the findings contributed to the betterment of the College MUET performance.

### 3. Research Questions:

One major research question guided this study, which is listed below:

- What are the students' perceptions on materials, teaching methods, and assessment dimensions of the program?

### 4. Significance of the study:

This study explicated the characteristics of teaching-learning process through the respondents' perspectives. Therefore, this study benefitted the lecturers in identifying the strengths and weaknesses of the program through the perspective of the students. The results of the study

provided valuable understandings as a framework for improvement at the matriculation college.

### 5. Scope of the study:

This study focused on Matriculation College students.

### 6. Limitation of the study:

The main limitation of this study is that it relies only on respondents' self-reported data. Never the less, the results can be insights to other colleges in relation to the problem that could be similar.

## II. THEORETICAL BACKGROUND

**Jarvis, (1995)** The word curriculum originates from the Latin 'currere' which means 'to run' and its related noun, which has been interpreted as 'a course'. Later, the word has been used to refer to following a course of study but its meaning has been slightly changed over the years.

**Oliva (1988)** defined curriculum as a plan or program for all of the experiences, which the learner meets under the direction of an organization or institution. The curriculum comprises of many plans written in varying scope describing the expected learning experiences practiced.

**G. S. Tomkins** presents curriculum as the official course of study made up of series of documents covering various parts and levels together with aims and objectives, sets of syllabi composed with the rules besides regulations and principles to guide what should be taught. Griffin (1983) similarly defines curriculum as courses and subjects which comprise the intended outcomes of teaching, the knowledge and skills which to be conveyed. Curriculum is an interactive accomplishment between teachers and students through an on-going activity construction shaped by various context that influences within and beyond the classroom according to Cornbleth (1990).

### Stufflebeam's CIPP evaluation model

The Phi Delta Kappa Committee on Evaluation in 1971 developed CIPP (Smith, 1980). The acronym CIPP is derived from the first letters of each type of evaluation - context, input, process, and product. Stufflebeam's Context, Input, Process, Product Model is an " influential proponent of a decision-oriented evaluation approach " intended to help managers use sound judgment to deal with evaluation (Worthern, Sanders and Fitzpatrick 1998). This model considers evaluation to be a proceeding with procedure (Ornstein and Hunkins, 2004). Gredler proposes that the methodology depends on two noteworthy presumptions about evaluation that are; that evaluations have an indispensable part in fortifying and arranging change and that evaluation is an essential segment of an organization's general system (Gredler, 1996). This model is to prove to the agency that is going to supply the funds the value of a project, to develop objectives for staff improvement, to select schools for

assistance, and to help educators focus on areas needing consideration for improvement (Gredler, 1996)

**Stufflebeam (1971)** sees evaluation as the way towards showing, getting and providing valuable data in order to choose the needed options. These procedures are achieved by four divisions each of which speaks to a kind of evaluation which is shown in Table 1 and each of these components of CIPP asks specific questions pertaining to the current stage of development within the evaluated process;

Table 1

Aspects of Evaluation	Types of Decisions	Kind of Questions Answered
Context Evaluation	Planning Decisions	What should we do?
Input Evaluation	Structuring Decisions	How should we do it?
Process Evaluation	Implementing Decisions	Are we doing it as planned
Product Evaluation	Recycling Decisions	Did it work?

### CIPP Evaluation Model (2003)

Process Evaluation: The implementation of a program or a strategy evaluated through the process evaluation stage provides feedback about the needed amendment if the implementation is insufficient. In this stage, the questions will be dealing whether the program activities are on schedule and are they being implemented as planned. Subsequently to identify the efficiency of the available resources. The process evaluation stage also provided the feedback to show if the program participants accept and carry out their roles.

## III. METHODOLOGY

The purpose of this study is to evaluate the Matriculation College English program from the perspectives of students and take necessary steps to improve the MUET scores. Using the process component from the CIPP (context, input, process, and product) evaluation model developed by Stufflebeam (1971), this study analysed data from a self-reported questionnaire consisting of 43 items in four sections. The data collected through the questionnaire was analysed for descriptive statistics. The researcher made use of frequency counts, percentage tabulation, and graphs to determine student's academic achievement, thus answering objective and research question. Data analysis involved scoring, classification and tabulation of the data collected. The preliminary analysis

procedures included frequencies and percentages. The researcher adopted the questionnaire in the frame of Stufflebeam's CIPP evaluation model principles (Karataş&Fer, 2009). The participants in this study were 42 Matriculation College students.

#### IV. FINDINGS

Analysis of the process component of the CIPP evaluation questionnaire shows that after the intervention program conducted based on the students' response for each item after their MUET trial exam, the 2017/2018 batch of students none produced lower than a Band 3 in the MUET. Figure 1 shows the frequencies for students' perceptions on whether sufficient exercise is done about each new topic in the curriculum. There was only 1 student, who scored Band 2 in the MUET trial exam, who partly agreed that sufficient exercise was done about each new topic in the curriculum. As 31 students disagreed with the statement, more exercises were given to the students as a take-home test. The students were able to draft and revise their written take-home test effectively. The lecturers modified lessons to include active participation of the students for problem solving in English to address the issues. Lecturers created more teaching materials for student-oriented activities.

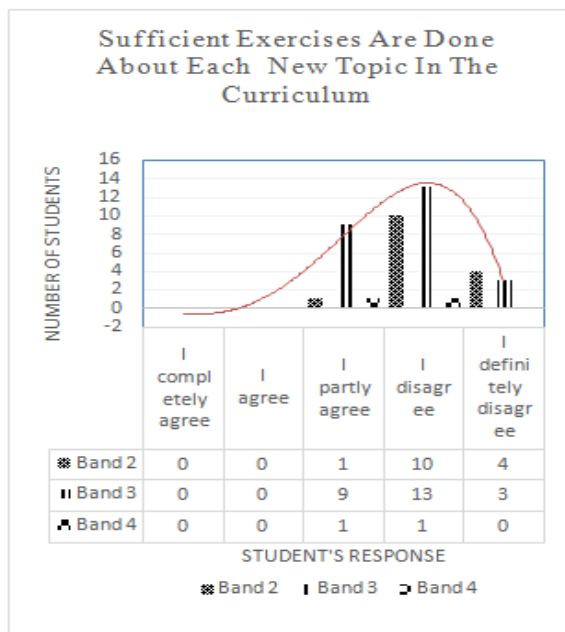


Fig 1. Sufficient exercises are done about each new topic in the curriculum.

In Figure 2, 18 students stated that they disagreed when necessary, revision was included in the curriculum. Based on the response, the lecturers took necessary steps to have extra consultation for students who needed more input regarding the necessary revision needed. The other students who partly agreed were given more revision on

the specific areas, which were identified by the lecturers for their partial agreement response.

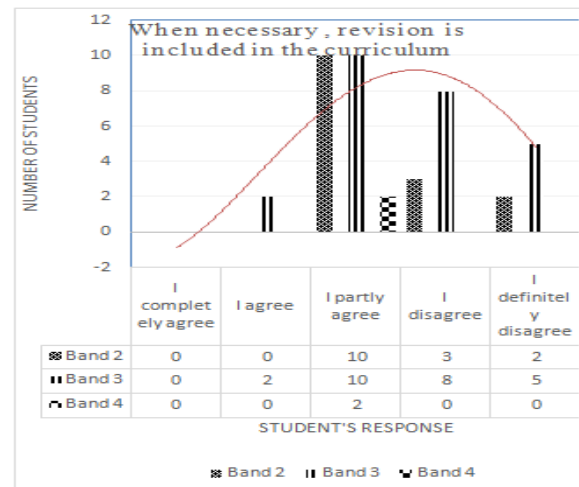


Fig 2. When necessary, revision is included in the curriculum.

Figure 3 shows the response of the students if the associating homework is given to the students about the newly learned topics. 19 students stated that they partly agreed the associating homework was given to the students about the newly learned topic. Based on this response, it came to the attention of the lecturers that the students who disagreed did not know how to relate the homework given to the topics taught in the class. Steps were taken to clarify the content of the homework given to lessons taught before the end of the class. With clearer understanding of the assigned homework, the researcher found it produced better results for this batch of students.

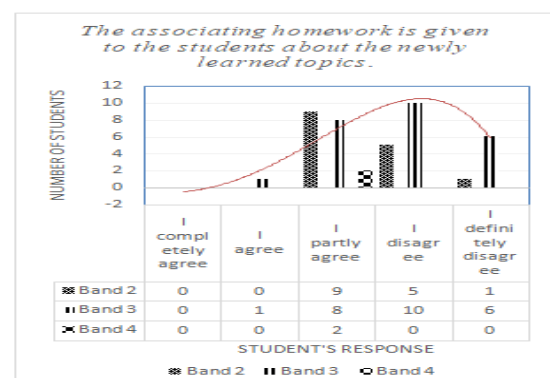


Fig 3. The associating homework is given to the students about the newly learned topics.

Figure 4 shows 19 students who disagreed and 22 students who stated they partly agreed that the curriculum enabled the students to participate in the course actively. To overcome this problem faced by the respondents, many activities interrelated to the curriculum were conducted for total immersion of the students. Thus introducing a more

dynamic student-centred environment boosting their self-confidence that enhanced their speaking ability for the MUET speaking assessment.

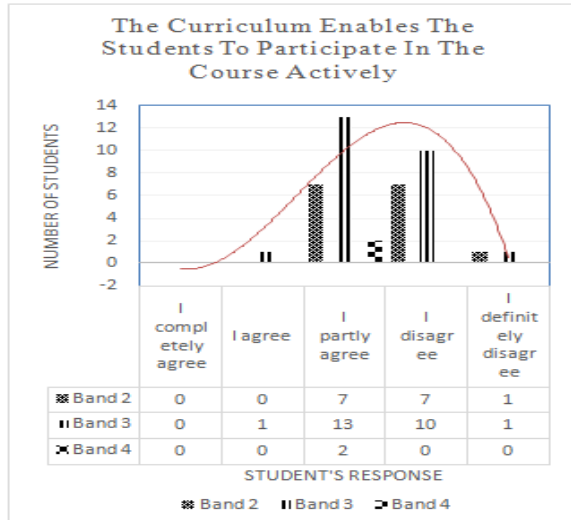


Fig 4. The curriculum enables the students to participate in the course actively

Figure 5 displays 22 students who stated partial agreement that the number of the formative tests applied during the curriculum was enough. 18 students disagreed with the statement. This response guided the lecturers to prepare and administer more MUET style formative tests throughout the semester for more effective learning outcome. The increase in formative tests exposed the students to various types of expected MUET questions. Thus enabling the students to respond to the real MUET questions successfully.

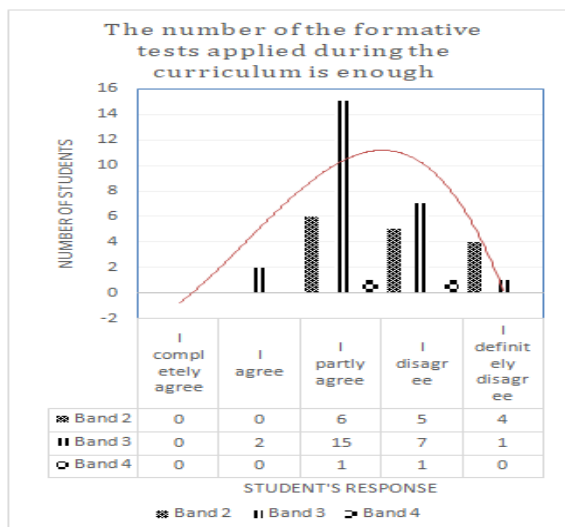


Fig 5. The number of the formative tests applied during the curriculum is enough.

Figure 6 shows 31 students agreeing or showing partial agreement that the program had activities suitable for pair and group work. Taking into account of this response from the students, it came to our attention that some students needed more interactive language activities among them. Lessons were modulated to cater for more collaborative activities within the context of the syllabus such as role-playing, debate, and language games.

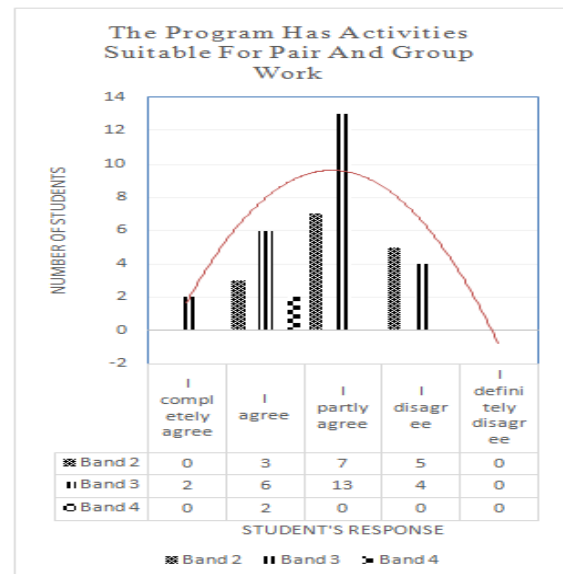


Fig 6. The program has activities suitable for pair and group work.

Figure 7 shows the frequencies for students' perceptions on whether the curriculum has activities in which all language skills can be applied. 20 students stated they partly agreed that the curriculum has activities in which all language skills can be applied

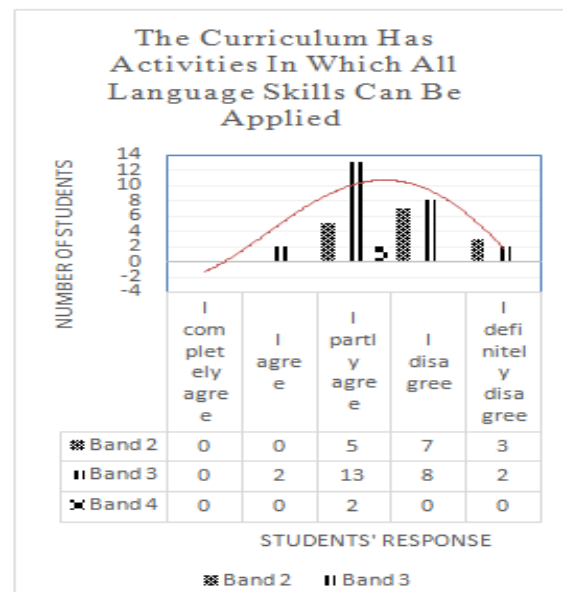


Fig 7. The curriculum has activities in which all language skills can be applied.

However, another 20 disagreed. Although students are assessed individually for each language skill in MUET, students were not able to integrate all the language skills together to enhance their proficiency. To overcome this inadequacy, students were encouraged to present the written work and Q&A sessions, which gave the students a platform to present views incorporating all their language skills.

Figure 8 shows only 14 students who partly agreeing while the others disagree that during the curriculum, the time spent on solving the students' problems about English was enough. This finding involves the higher authority in allocating time for the English classes. As of now, the students were approached individually to identify their individual needs during after- class consultation.. The students showed tremendous commitment and results proved the survey facilitated in identifying the need of the students.

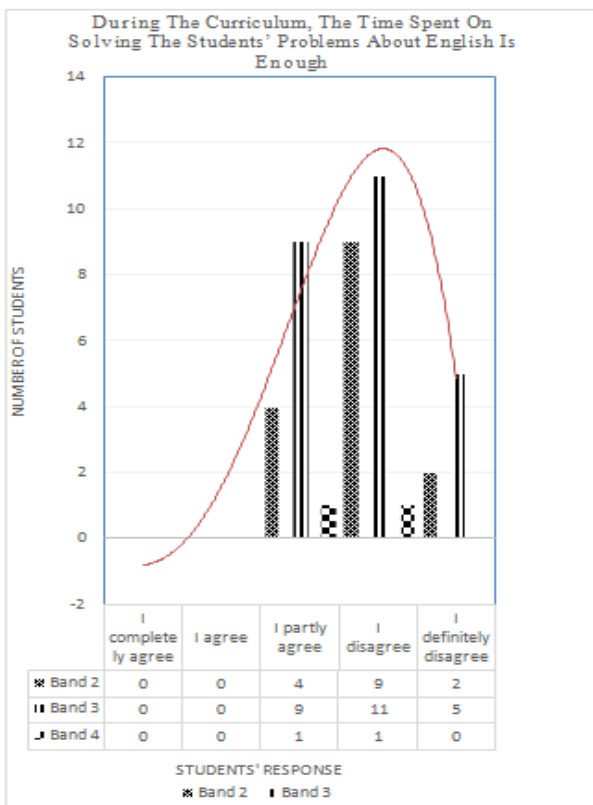


Fig 8. During the curriculum, the time spent on solving the students' problems about English is enough.

## V. DISCUSSION

Without feasible assessment, lecturers cannot make their activities and teaching better (Stufflebeam&Shinkfield, 2007). Based on these findings shown in Table 2 and Figure 9 the researchers made sure their teaching methodology could satisfy the needs of the students. The

teaching methodology was successful as all the students in this batch did well for their MUET. (Table 3 ).The findings found that using the process component from the CIPP (context, input, process, and product) evaluation model developed by Stufflebeam (1971) is a useful tool to identify the needs of students.

Table 2

Items For Process Evaluation Of Cipp Model		5 = I Completely Agree 4= I Agree 3= I Partly Agree 2= I Disagree 1= I Definitely Disagree					Total
		5	4	3	2	1	
1.	Sufficient Exercises Are Done About Each New Topic In The Curriculum.	0	0	11	24	7	42
2.	When Necessary, Revision Is Included In The Curriculum.	0	2	22	11	7	42
3.	The Associating Homework Is Given To The Students About The Newly Learned Topics.	0	1	19	15	7	42
4.	The Curriculum Enables The Students To Participate In The Course Actively.	0	1	22	17	2	42
5.	The Number Of The Formative Tests Applied During The Curriculum Is Enough.	0	2	22	13	5	42
6.	The Program Has Activities Suitable For Pair And Group Work.	0	2	11	20	9	42
7.	The Curriculum Has Activities In Which All Language Skills Can Be Applied.	0	2	20	15	5	42
8.	During The Curriculum, The Time Spent On Solving The Students' Problems About English Is Enough.	0	0	14	21	7	42



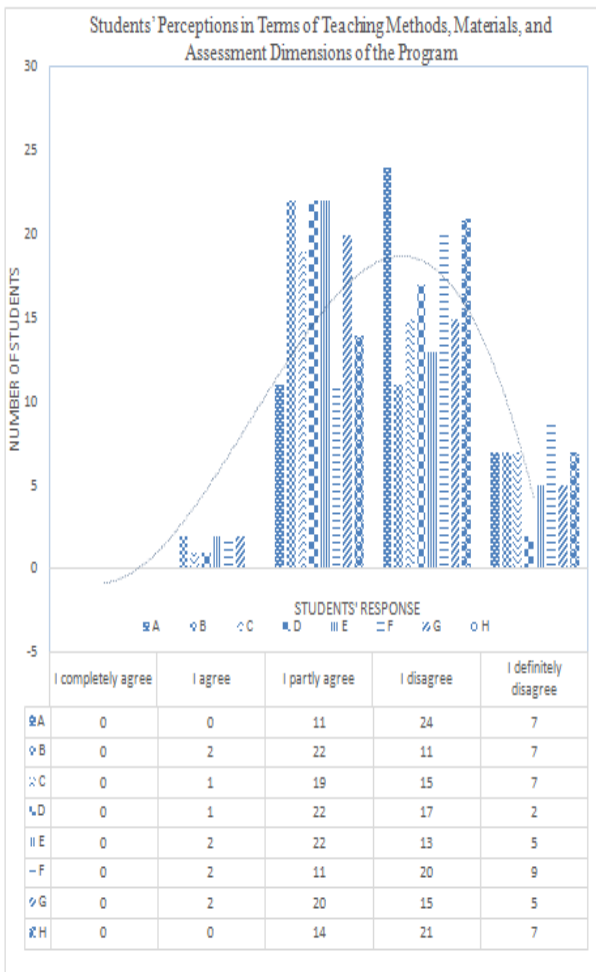


Fig 9. Students' Perceptions in Terms of Teaching Methods, Materials, and Assessment Dimensions of the Program.

The teaching methodology was successful as all the students in this batch did well well for their MUET as shown in Table 3 .

Table 3. MUET results Nov' 2017

	Muet Results		
	Band 3	Band 4	Band 5
Students' Results	13	27	2
Total	42		

## VI. IMPLICATIONS FOR FURTHER RESEARCH

The purpose of this study was to evaluate Matriculation College English program based on students' perspectives. Thus the researcher gathered data only from the batch of 2016 /2017 students using only the process component of CIPP evaluation questionnaire to identify if the program is implemented as planned from the students perspective. Future studies may focus on a comparative

analysis; for example, a study based on the perceptions of the lecturers.

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