

ABSTRACT

Witri Luthfiyanti, A CIPP Evaluation of an English Teacher Training Program for Basic Interpersonal Communicative Skills (BICS) at an Islamic Primary School

The growing emphasis on integrating English proficiency into Islamic-based primary education in Indonesia has increased demand for subject teachers who can teach English alongside their regular duties. Existing literature suggests that non-English subject teachers in such contexts often possess adequate underlying English knowledge but are constrained primarily by low confidence and limited classroom-functional vocabulary, pointing to the need for a systematically designed and evaluated training intervention. This study evaluates an English Teacher Training (ETT) program designed to develop non-specialist teachers' Basic Interpersonal Communicative Skills (BICS) (Cummins, 2021) at an Islamic primary school in Bandung, Indonesia, using Stufflebeam's (1971) CIPP (Context, Input, Process, Product) evaluation model. The study addresses three research questions concerning (1) how well the program's Context and Input aligned with teachers' needs, (2) the program's Process, in terms of its procedural steps and implementation challenges, and (3) the program's Product, in terms of its impact on teachers' confidence and self-perceived ability to use English in the classroom.

A qualitative case study design was employed, drawing on pre- and post-training questionnaires, structured observation across six training sessions, and semi-structured interviews with six purposively sampled teacher key informants, representing high, average, and low baseline achievement levels, as well as both program trainers. Data were analysed using thematic analysis, following Braun and Clarke's (2006) six-phase framework, and triangulated across the three data sources.

The findings indicate that the program's Context and Input were well aligned with teachers' identified needs, particularly through its confidence-first, functionally oriented syllabus and its integration of Islamic-contextual expressions. Implementation involved several persistent challenges, most notably language anxiety, general and subject-specific vocabulary gaps, constraints on session time and frequency, and difficulty with spontaneous, unrehearsed speech. Despite these challenges, teachers reported substantial gains in confidence, vocabulary, and classroom application of English, with low-achieving teachers demonstrating the most pronounced improvement, indicating a reversal of the baseline achievement gap by the end of the program.

This study concludes that the ETT program was effective as an initiating phase in the school's broader BICS development strategy. At the same time, continued practice opportunities and subject-specific follow-up support are needed to sustain and extend teachers' gains. The study contributes to the theoretical and practical understanding of CIPP-based teacher training evaluation within Islamic school contexts and offers recommendations for program designers, school administrators, and future researchers.

Keywords: CIPP Evaluation, English Teacher Training, Islamic School, Basic Interpersonal Communicative Skills (BICS)