

CHAPTER I

INTRODUCTION

This chapter introduces the research by outlining the background of the study, the research questions, the research objectives, the significance of the study, and its contributions. The background of the study explores the existing gaps in the literature, the challenges or problems being addressed, and the topic's significance in the current academic and practical landscape. The research questions guide the inquiry and focus the study on specific aspects of the problem under investigation. The research objectives outline the specific aims and goals the study seeks to achieve. The significance of the study highlights its expected theoretical, practical, and empirical impact. The contributions section elaborates on how this research advances knowledge in English teacher training, program evaluation, and BICS-oriented English development in Islamic education.

1.1 Research Background

In recent years, the growing importance of English as a global language has placed unprecedented pressure on educational systems to expand English language use beyond dedicated language classrooms and into everyday school life more broadly (Cummins, 2021). This shift reflects a broader recognition that basic functional English competency is not solely the responsibility of English teachers but is a shared professional expectation across the entire teaching community. Schools increasingly expect all teachers, regardless of subject specialisation, to develop at least Basic Interpersonal Communicative Skills (BICS), the conversational, classroom-functional English needed for greetings, instructions, and routine interaction, so that English becomes a natural part of daily school life alongside their subject-specific expertise.

In Indonesia, this global trend has manifested through significant national educational policy reforms. The government's introduction of *Kurikulum Merdeka* prioritises 21st-century skills and global competencies as core educational goals,

signalling a fundamental shift in how schools are expected to prepare students for international participation (*Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi*, 2022). Most significantly, the government's mandate for English instruction beginning at the elementary level in 2027 has placed immediate institutional pressure on primary schools to develop English competency not only among English subject teachers but among educators across all disciplines (*Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi*, 2024). This policy directive has transformed English proficiency from an optional professional skill into an institutional requirement, compelling schools to systematically address the English language needs of their entire teaching workforce.

Despite the urgency of these national mandates, research consistently reveals a significant gap between the functional English proficiency required for everyday classroom instruction and the language competencies many Indonesian primary school teachers actually possess. A study by Pasaribu and Harendita (2018) found that Indonesian teachers commonly experience substantial anxiety when required to use English in instructional contexts, particularly among those who have received little to no preparation for such linguistic demands. This anxiety is compounded by limited vocabulary knowledge, pronunciation difficulties, and a lack of confidence in producing spontaneous spoken English in front of students challenges that are particularly pronounced among teachers of Mathematics, Science, Physical Education, Islamic Studies, and other non-language subjects (Pasaribu & Harendita, 2018). These findings highlight a critical professional development gap that conventional subject-specific training alone cannot address.

These individual-level challenges are compounded by programmatic weaknesses in how English training programs have typically been designed for non-specialist teacher populations. At the programmatic level, a central problem is the difficulty of designing a single program that adequately serves participants with widely varying proficiency levels, from teachers with near-zero productive English ability to those with reasonable conversational competence, without either overwhelming beginners or

failing to challenge more advanced participants (Gagné, 1985). Furthermore, the limited time available within school-based professional development schedules means that training programs must make difficult and often inadequate trade-offs between breadth and depth of content, leaving critical areas of functional English development particularly Islamic-specific instructional vocabulary for prayer facilitation, Quranic activities, and spiritual character development insufficiently addressed. Standard commercial English training materials further compound this gap, as they are designed for generic educational contexts and do not incorporate the specialised linguistic demands of Islamic school environments (Burns & Richards, 2009).

At the systemic level, a critical challenge is the pervasive institutional tendency to attribute non-specialist teachers' difficulties with English to personal deficiencies, framing teachers' limited vocabulary, low confidence, and communication anxiety as individual failures rather than as predictable consequences of systemic inadequacies in program design, resource provision, and institutional support (Pasaribu & Harendita, 2018). This individualistic framing has practical consequences: it discourages teachers from seeking help, diverts attention from genuine structural problems in training programs, and produces professional development initiatives that continue to fail the same populations in successive iterations. Furthermore, schools frequently treat English training as a discrete, bounded event rather than as a component of an ongoing institutional culture of functional English professional development, providing a short training program without the institutional follow-up structures, peer support mechanisms, or classroom practice opportunities needed to consolidate and sustain the gains made during training (Darling-Hammond, Hyler, & Gardner, 2017). These systemic failures ultimately undermine the very functional English goals that the training programs are designed to support, perpetuating cycles of inadequate preparation, low confidence, and minimal English use across the school.

This functional approach to English instruction is theoretically situated within Cummins' (2021) distinction between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP), which conceptualises

conversational, context-embedded language as a fundamentally different competency from the decontextualised, cognitively demanding language required for academic instruction. Within this framing, non-specialist teachers are not expected to attain the full academic English proficiency needed to teach their subjects entirely in English. Instead, they need basic interpersonal fluency to greet, instruct, manage, and interact with students in English during routine classroom moments. Cummins (2021) argues that BICS develops relatively quickly through meaningful, repeated social use, a significant departure from models that treat English proficiency as a monolithic, slowly acquired academic skill. This distinction therefore demands a fundamentally different approach to teacher training one that equips non-specialist teachers with practical, classroom-relevant conversational English competencies rather than focusing exclusively on linguistic accuracy or formal language instruction.

Developing BICS-level English competency in Islamic school contexts introduces additional layers of complexity that mainstream teacher-training literature rarely addresses. At Islamic primary schools, teachers are required not only to develop general classroom English competency but also to master a specialized register of Islamic instructional vocabulary including expressions related to daily prayers (*salat*), Quranic recitation (*tilawah*), spiritual character development (*akhlaq*), the integration of Islamic moral teachings, and the facilitation of religious activities that are embedded throughout the school day (Burns & Richards, 2009). This Islamic educational discourse represents a distinct linguistic domain absent from conventional English teacher training programs, creating a critical gap between the English competencies typically addressed in professional development initiatives and the linguistic demands teachers face in Islamic school settings. Without systematic attention to this Islamic-specific vocabulary, teachers may develop general classroom English fluency while remaining unable to facilitate the core spiritual and religious activities that define the Islamic school environment.

Responding to national policy imperatives and the distinctive characteristics of English development in Islamic education, SD Al Irhaam Global Islamic School in

Bandung has implemented a structured English Teacher Training program focused on developing teachers' Basic Interpersonal Communicative Skills (BICS). SD Al Irhaam is a private primary school enrolling approximately 350 students across Grades 1 to 6 and employing 24 teachers from diverse subject backgrounds, including Mathematics, Science, Islamic Studies, Quranic Studies, Physical Education, Music, and Information Technology. As a Global Islamic School, the institution is committed to equipping students with both Islamic values and international competencies, creating an institutional environment where teachers are expected to contribute to a genuinely English-friendly learning atmosphere regardless of the subject they teach. The school's BICS-focused English training program was implemented as a deliberate institutional initiative to address this expectation systematically, providing structured support for English language development across the entire teaching staff rather than assuming proficiency would emerge organically from individual effort.

While a substantial body of research has examined English training programs for dedicated language teachers (Burns & Richards, 2009; Nguyen, 2019), significant gaps remain in the literature concerning programs specifically designed for non-English subject teachers, particularly within Islamic primary school contexts in Indonesia. Existing research has predominantly adopted an outcome-focused perspective, measuring teacher improvement through post-training test scores or self-assessments without systematically examining whether the program design was contextually appropriate, whether materials adequately addressed the specific needs of diverse teaching populations, or whether implementation processes provided sufficient scaffolding for teachers with varying proficiency levels. Furthermore, previous studies have tended to attribute teachers' linguistic difficulties, including low confidence, limited vocabulary, and communication anxiety, to individual deficiencies rather than examining these challenges as potential consequences of systemic weaknesses in program design and delivery (Pasaribu & Harendita, 2018). This individualistic framing overlooks the critical responsibility of training programs to adapt to the contextual, cultural, and religious dimensions of the settings in which they operate.

Addressing these gaps requires a comprehensive evaluation framework that can examine training programs at multiple levels simultaneously, assessing not only whether teachers improve but also whether program conditions were appropriate for that improvement. The CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam (1971) offers precisely this multi-dimensional analytical capability. Unlike outcome-focused models such as Kirkpatrick's Four-Level Training Evaluation Model, which prioritize summative assessment of training results, the CIPP model provides both formative and summative evaluation capabilities, enabling systematic examination of teachers' BICS needs and readiness (Context), the design and resources of the training program (Input), the quality of training implementation (Process), and the outcomes in terms of teacher confidence and actual classroom English use (Product) (Stufflebeam & Coryn, 2014). This diagnostic comprehensiveness is particularly valuable for evaluating teacher training programs in Islamic school contexts, where success depends on aligning program design, content, and delivery with the setting's specific linguistic, cultural, and religious demands.

Previous evaluations of English teacher training programs in Indonesia have primarily employed Kirkpatrick's model or similar outcome-focused frameworks, producing valuable but necessarily limited insights into training effectiveness. Bates (2004) and Tamkin, Yarnall, and Kerrin (2002) have critiqued Kirkpatrick's linear, outcome-oriented approach for failing to adequately account for contextual complexities, program design quality, and implementation fidelity limitations that are especially significant when evaluating programs serving non-specialist teachers with diverse proficiency levels in culturally specific settings. The CIPP model, by contrast, enables evaluators to diagnose problems at multiple stages, distinguishing whether poor outcomes result from inappropriate program design, inadequate resources, flawed implementation, or genuinely insufficient participant engagement (Vivas-Moreno et al., 2021). By applying an adapted CIPP framework to evaluate the English Teacher Training program at SD Al Irhaam, this study seeks to generate the kind of

comprehensive, context-sensitive evidence currently absent from the literature on English teacher development in Islamic education.

Based on the explanation above, the researcher conducted a study that systematically evaluates the English Teacher Training program at SD Al Irhaam through the lens of the CIPP model, examining how program design, resources, implementation, and outcomes align with the needs of non-English subject teachers developing Basic Interpersonal Communicative Skills (BICS). This study addresses a critical gap in the literature by providing comprehensive, evidence-based insights into how training programs can be designed, implemented, and evaluated more effectively to serve diverse teacher populations in Islamic primary school settings. Therefore, the researcher conducted this study titled "A CIPP Evaluation of an English Teacher Training Program for Basic Interpersonal Communicative Skills (BICS) at an Islamic Primary School."

1.2 Research Questions

Based on the background provided, the following research questions arise:

1. How do the Context and Input of the English Teacher Training program at SD Al Irhaam align with teachers' needs for developing Basic Interpersonal Communicative Skills (BICS)?
2. How does the Process of the English Teacher Training program at SD Al Irhaam follow its intended design, and what challenges do teachers face during this training?
3. What are the Product outcomes of the English Teacher Training program at SD Al Irhaam on teachers' confidence and ability to use English for classroom instruction in developing their BICS?

1.3 Research Objectives

Based on the research questions, the objectives of this study are:

1. To examine how the Context and Input of the English Teacher Training program at SD Al Irhaam align with teachers' needs for developing Basic Interpersonal Communicative Skills (BICS).
2. To examine the Process of the English Teacher Training program at SD Al Irhaam, in terms of how it followed its intended design and procedural steps, and the challenges teachers encountered during this Process.
3. To analyse the Product of the English Teacher Training program at SD Al Irhaam, in terms of its impact on teachers' confidence and ability to use English for classroom instruction in developing their Basic Interpersonal Communicative Skills (BICS).

1.4 Significance of the Study

This research contributes significantly to numerous disciplines, enriching knowledge and understanding across theoretical, practical, and empirical dimensions.

1. Theoretical

The CIPP evaluation model is applied to language training for non-English subject teachers in Islamic educational contexts, representing a relatively understudied area in both program evaluation and teacher development literature. This study demonstrates how the CIPP model can be adapted for contexts where linguistic, cultural, and religious dimensions intersect, contributing to the development of culturally responsive program evaluation approaches in BICS-oriented English education. By integrating Cummins' (2021) distinction between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) with Stufflebeam's (1971) CIPP model, this research advances theoretical understanding of how functional, interpersonal-level English competency, rather than full academic bilingual proficiency, can be systematically cultivated and evaluated among non-specialist teachers in faith-based educational settings. The study further contributes to BICS-

oriented teacher training theory by examining how the conversational, classroom-functional English competencies non-specialist teachers actually need can be institutionally supported through structured, targeted training, extending theoretical discourse on how basic interpersonal English use, as distinct from content-area academic English, can be practically developed among a school's entire teaching staff.

2. Practical

This study provides actionable insights for multiple stakeholders in educational settings. For trainers and program designers, the findings inform the development of more inclusive and contextually appropriate training programs for teachers with varying English proficiency, including recommendations for differentiating instruction and integrating Islamic-specific vocabulary into mainstream teacher training curricula. For teachers, this research offers a reflective framework for understanding their linguistic development as part of a systemic process rather than a product of personal inadequacy, building confidence and motivation for continued professional growth. For school principals and curriculum coordinators, the study provides evidence-based guidance on resource allocation, program scheduling, trainer qualifications, and institutional support structures necessary for effective teacher BICS development. For policymakers implementing the national mandate for elementary English instruction in 2027, the findings offer practical evidence to inform the design of scalable, contextually responsive professional development programs for diverse teacher populations across Indonesia.

3. Empirical

The empirical contribution of this study lies in generating context-specific evidence on implementing English training programs for non-English subject teachers in Islamic primary school settings. By collecting data through pre- and post-training questionnaires, systematic classroom observations, in-depth interviews, and document analysis, the study produces a rich empirical account of how teachers experience, engage with, and apply training in authentic institutional contexts. This evidence-based approach allows the study to identify specific program strengths and weaknesses in

design, resources, implementation, and outcomes, providing a detailed empirical foundation for future program development. The empirical evidence generated also contributes to the broader body of research on teacher professional development in Indonesian educational contexts, offering insights that can guide future English training initiatives in similar Islamic school settings.

1.5 Contributions of the Study

This study offers significant contributions across theoretical, methodological, practical, and policy dimensions of English teacher training in Islamic education contexts. Theoretically and empirically, it advances the understanding of non-specialist teachers' functional English development by applying Cummins' (2021) Basic Interpersonal Communicative Skills (BICS) framework and extending the CIPP evaluation model (Stufflebeam, 1971) to non-specialist English teacher training in Islamic primary education, filling a critical gap by providing evidence-based insights into how non-English subject teachers experience and respond to training programs while developing both general classroom English and Islamic-specific instructional vocabulary.

Methodologically, the adapted CIPP framework developed in this study, which reconfigures evaluation components to focus on teacher barriers, contextual appropriateness, systemic versus individual challenges, and both confidence and actual language use, can serve as a replicable reference model for future evaluations of teacher training programs in similar settings. This adapted framework addresses the well-documented limitations of outcome-focused evaluation models like Kirkpatrick's Four Levels by incorporating formative assessment dimensions that capture the processes and conditions underlying teacher learning, not merely its measurable results (Bates, 2004; Tamkin, Yarnall, & Kerrin, 2002).

Practically and contextually, this research provides actionable recommendations for designing inclusive training programs that address the specific needs of non-English teachers across diverse subject areas. The study uniquely examines teacher

development within an Islamic school setting where educators must simultaneously master general classroom English and Islamic educational discourse, including specialised vocabulary for prayer times, Quranic activities, and spiritual instruction, generating insights that are both contextually specific and broadly applicable to similar faith-based educational institutions across Indonesia and beyond.

Finally, from a policy perspective, the findings inform institutional and national policies regarding professional development in Islamic schools, offering evidence to guide decisions about resource allocation, training design, duration, and ongoing support mechanisms. This contribution is particularly timely given Indonesia's government mandate for English instruction at the elementary level beginning in 2027, which requires systematic, evidence-based approaches to teacher preparation that extend beyond dedicated English language teachers to encompass the entire educational workforce. By providing a comprehensive evaluation of one school's institutional response to this mandate, this study offers a model that other institutions navigating similar English-language education transitions can critically examine, adapt, and scale.

1.6 Previous Studies

A review of the existing literature reveals a growing body of research on English teacher training, BICS-oriented English education, and program evaluation that provides valuable context for the current study. However, a significant gap remains in research that specifically addresses the intersection of CIPP evaluation, non-specialist English teacher training, and Islamic primary school contexts, the precise focus of the current investigation.

1.6.1 Studies on English Teacher Training Programs

Several studies have examined the design and effectiveness of English language training programs for teachers in Indonesian contexts. Pasaribu and Harendita (2018) conducted a mixed-methods investigation into the anxiety and challenges experienced by Indonesian teachers in English language use, finding that participants commonly

reported significant anxiety in instructional English use contexts, particularly around lesson delivery and classroom management. The study identified vocabulary gaps, pronunciation difficulties, and fear of making errors in front of students as the most pervasive barriers to English use among primary school teachers. While this research did not focus on program evaluation per se, its findings directly inform the context evaluation dimension of the current study by documenting the baseline challenges that non-specialist teachers typically bring to English training programs.

Burns and Richards (2009) provide foundational frameworks for understanding the specific professional development needs of English language teachers, emphasising the importance of contextually grounded, reflective, and collaborative approaches to teacher development. While their work focuses primarily on specialist English teachers, several of their key principles, including the importance of needs analysis, the integration of theory and practice, and the role of teacher identity in professional development, are directly applicable to non-specialist teacher training contexts. The current study references their work as a theoretical touchstone for evaluating the input quality of the SD Al Irhaam training program.

Nguyen (2019) examined English language teacher education from a sociocultural perspective, highlighting how social interactions, institutional contexts, and cultural backgrounds shape teachers' learning. This sociocultural lens is particularly relevant to the current study, which explicitly recognises the Islamic school context as a significant shaper of both teachers' English language development processes and their responses to professional development initiatives. Nguyen's emphasis on the social construction of teacher knowledge aligns with the CIPP model's attention to context as a foundational evaluative dimension.

1.6.2 Studies on CIPP Evaluation in Educational Contexts

Zhang et al. (2011) provided a comprehensive review of CIPP evaluation applications in educational training programs, demonstrating the model's versatility across institutional contexts and its particular value for programs where contextual

factors significantly shape training outcomes. Vivas-Moreno et al. (2021) applied CIPP evaluation to early childhood and primary education programs, demonstrating how the model's four-component structure can be adapted to the distinctive characteristics of specific educational contexts a methodological approach directly relevant to the adaptations made in the current study. Their work shows that rigorous CIPP evaluation does not require strict adherence to the standard model but can encompass thoughtful, theory-driven adaptations that enhance the model's applicability to specific evaluation contexts.

Studies applying CIPP evaluation to language training programs specifically are more limited but have appeared with increasing frequency in the applied linguistics literature. These studies generally confirm the model's value for generating comprehensive, actionable findings that go beyond the simple assessment of learning outcomes to reveal the contextual, design, and process factors that contribute to program success or failure. They also consistently emphasise the importance of triangulating data sources across all four CIPP components, as findings from any single component, evaluated in isolation, are insufficient to explain either successes or failures in complex educational programs.

1.6.3 Studies on English Language Development in Islamic School Contexts

Research specifically addressing English language development in Indonesian Islamic school contexts remains relatively limited, representing a significant gap in the existing literature that the current study aims to address. Most research on Islamic education in Indonesia has focused on religious curriculum content, Islamic character education (pendidikan karakter), or the integration of Islamic values into academic subjects, rather than on the linguistic dimensions of Islamic education or the challenges of building functional English (BICS) competence among Islamic school teachers.

Limited research on language in Indonesian Islamic schools has tended to focus on Arabic language acquisition and Quranic literacy, with comparatively little attention to English language development in Islamic school contexts. García and Wei's (2014)

translanguaging framework has been influential in the broader multilingual education literature. However, it centres on whole-curriculum bilingual academic integration. It does not directly address the narrower, interpersonal-level English competency that non-specialist teachers in Islamic schools are actually expected to develop. Cummins' (2021) distinction between BICS and CALP offers a more precise theoretical bridge for this purpose, framing teachers' English development as a functional, conversational competency that can be pursued without requiring full bilingual academic instruction. This approach is readily adaptable across diverse religious and cultural contexts, including Islamic education contexts, when appropriately grounded in the specific values, practices, and identities of those contexts.

