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## **EVALUATING THE EFFECTIVENESS OF INTENSIVE ENGLISH COURSE IN ISLAMIC HIGHER EDUCATION**

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**Abstract:** In English Education department of State Islamic Institute (IAIN) Kediri, there is a course so-called an Intensive English Course (IEC) program offered at the first semester. This course is designed as a preparatory program to prepare the students who come from various English proficiency background. This research is intended to evaluate the effectiveness of the IEC program. Employing a mixed-method approach, interviews, questionnaires, pre-test and post-test were executed to four Intensive English Course lecturers and 126 students. The findings of this study revealed that the program is effective as it is able to improve students' performance, and the course material, teaching methods and the assessment conducted is appropriate. The interesting point to note is that, despite the fact that everything is well-prepared and the program has the potential to

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significantly improve the students' abilities, the improvement is still below par.

**Keywords:** *Intensive English Course, language program evaluation*

## INTRODUCTION

In English department which prepare students to be English teachers, an Intensive English Course (IEC) is commonly offered at the first semester. This course is designed as a preparatory program, to prepare the students who come from various English proficiency background. Some students may have very good English proficiency, speak English very fluently, quickly raise their hands and eagerly answer their teachers' questions, have good vocabulary mastery, can easily produce grammatical sentences, or can read English texts without any difficulty. On the other hand, some other students are very reluctant to speak up, mostly keep silent during the class activities, never answer teachers' questions addressed to the class or need a long time to answer teachers' questions specifically addressed to them. Producing a single sentence is even a big problem for them.

Those aforementioned illustration describes a situation that is frequently found in the first sessions of ELT classes in Indonesia, especially in Islamic Higher Education. English Education Department of IAIN Kediri, therefore, has designed an IEC program for the freshmen. In this institute, Intensive English Course program is a one semester course with 16 credits. The IEC program is organized along several major points. It is given as one-semester program with 16 credits that has to be taken by the first-year students majoring in English education. The course materials are specifically selected, organized, developed, and used in an integrated manner for overall proficiency in English. The teaching of the course involves a team working in a good coordination. Periodical evaluation is given to examine students' progress and achievement and to ensure that remedial actions can be given in the appropriate time.

However, the purpose of the course, that is to improve the students' fluency in English supported by mastery in some basic aspects of language skills and components, is perceived as not being achieved adequately. When there is a monthly meeting for English department lecturer, they reveal that mostly lecturers identify that most students of semester 2 and their seniors often make basic linguistic mistakes. Even, at the final stage of their study in this department, many students have shown that their pronunciation errors are fossilized (Toyyibah, 2012). Furthermore, some lecturers who are being thesis advisors frequently complain that they should spend much time revising their advisees' ungrammatical sentences, that are not rarely quite basic ones, such as subject-verb agreement, passive voice, or noun phrase constructions.

Responding to the preceding situation described, evaluation on the effectiveness of the IEC program is urgently needed. Previous studies on language program evaluation have provided important contribution for the improvement of such program in their contexts. A few program evaluation studies carried out in the context of preparatory school at different universities in Turkey (Cetinavci & Topkaya, 2012; Coskun, 2013; Kuzu et al., 2021; Tunc, 2010; Ozkanal & Hakan, 2010) revealed that many issues need to be improved for a more effective English preparatory school program. Investigating the quality of English language program in Libyan Universities, Aldradi (2015) proposed a recommendation that the program be reformed by improving their resources, teaching and learning facilities, and training workshop for staff development. Al-Nwaiem's study (2012) has revealed the weaknesses of basic language skill components (BLSC) in the ELT pre-service programme at a College of Education in Kuwait and students' dissatisfaction with some aspects of the program. There are still many similar studies conducted abroad. To mention some, Salimi and Farisi (2016) in the University of the East, Manila Campus, Mohamadi (2013) in Tabriz University, Iran, and Anwar (2016) in Punjab, Pakistan.

In Indonesia, research on a latest language program has been conducted by Agustina and Mukhtaruddin (2019) and Manan et al (2020). Agustina and Mukhtaruddin (2019) conducted an evaluation of a language program organized by a language center at a private university in Yogyakarta, Indonesia. The context, input, process, and product (CIPP) model developed by Stufflebeam (1983) was used in this study. The research conducted by Manan et al. (2020) is an evaluation study of a language program focusing on the development of TOEFL skills among students at a prestigious university in Langsa, Aceh, Indonesia. Those two current studies employ the context, input, process, and product (CIPP) model.

Despite the fact that some evaluation studies have already been conducted in Indonesia, we have yet to discover any evaluation studies relating to language programs that use a mix-method design. In fact, using a mixed method of research, the results will be more comprehensive. It will not only measure the success of the program based on the participants' perception qualitatively, but also it will provide the study the measurement of the success of a program in a quantitative statistical count. As a result, this study was carried out in order to close the cost-benefit gap in the methodology of research used by several previous studies. In our research, we used a mixed-method design to evaluate the Intensive English Course (IEC) program offered by the State Islamic Institute (IAIN) in Kediri. In addition to filling in the gaps related to research methods, we also aim to present a study that has a unique characteristic context that is different from previous studies. Thus, evaluating the effectiveness of IEC program at IAIN Kediri can be a reliable effort to improve the quality of the program as well to add the existing body knowledge regarding the evaluation language program research.

## **METHOD**

This study presented an evaluation of IEC at Islamic higher education. In order to carry out the evaluation study, we applied a mixed method research design. In the literature, mixed method

research is a procedure in collecting, analyzing and integrating both quantitative and qualitative data in getting better understanding of the research question (Ary et al., 2006; Creswell, 2012). Even though the data coming from qualitative methods are already having sound, the quantitative data will help to bolster the evidence needed to ground conclusion in language program evaluation (Norris, 2016). It is in line with recent suggestions from King & Mackey (2016), that survey and interviews can be coupled to help to promote layered evidence.

The participant of this current study is the first semester students of English Department of IAIN Kediri in 2020-2021 academic year. They were distributed in four classes in which they are 126 totally. The other participants are the lecturers who are teaching English Intensive program. Each class are taught by one lecturer, so there would be four lecturers involving in this present study as the participant as well. We do investigate from both parties, the students and the lecturers as well to get comprehensive understanding because it might be different between what the lecturers believe and what actually happen and felt by the students in class.

To obtain both qualitative and quantitative data, some procedures in collecting data are proceeded such as delivering questionnaires, semi-structured interviews, and an analysis of students' achievement scores. To ensure the quality of the data, the instrument used in the present study has undergone piloting, and expert validation. For qualitative data sources, the lecturers and the students will be interviewed individually to gauge their perception and views regarding to the effectiveness of the program and their suggestion for the improvement needed. Content analysis will be implemented to analyze the qualitative data. As for quantitative data the researchers distributing questionnaire adapted from Al-Nwaiem's (2010) study, and give an achievement test (pre-test and post-test) to the students.

## FINDING

The purpose of this study is to know whether IEC program in English Language Education Department of State Islamic Institute (IAIN) Kediri is effective. The sub heading is to present the findings of the current study and their interpretation.

### Students' Achievement

In answering the research question whether this course is improving students' English proficiency, quantitative data from students' achievement test before registering in Intensive course (pre-test) and after having the session in Intensive course program (post-test) are analyzed. Their score in pre-test and post-test were counted statistically using T-test to measure it. Before we go to T-test, we would like to present the descriptive data of the students' achievement.

**Table 1. The means score of pre-test and post-test**

|               | Mean of Pre-test | Mean of Post-test |
|---------------|------------------|-------------------|
| Listening     | 68.20            | 66.50             |
| Speaking      | 74.76            | 77.08             |
| Reading       | 56.91            | 63.89             |
| Writing       | 67.94            | 70.26             |
| Grammar       | 68.31            | 75.37             |
| Pronunciation | 57.39            | 63.06             |

From Table 1 we can draw a conclusion that there is improvement in means of students' pre-test to their post-test in speaking, reading, writing, grammar, and pronunciation, except for listening skill. Listening skill doesn't show any improvement in their means. To make sure that the improvement is significant we would like to proceed T-test for their achievement in this course. The result of the computation performed through T-test is shown in Table 2.

**Table 2. The Result of T-test**

|        |   | N   | Sig  | Std.<br>Deviation |
|--------|---|-----|------|-------------------|
| Pair 1 | Grammar (Pre) - Grammar (Post)                | 126 | .000 | 12.849            |
| Pair 2 | Writing (Pre) - Writing (Post)                | 126 | .000 | 4.810             |
| Pair 3 | Reading (Pre) - Reading (Post)                | 126 | .000 | 12.227            |
| Pair 4 | Pronunciation (Pre) -<br>Pronunciation (Post) | 126 | .000 | 11.370            |
| Pair 5 | Speaking (Pre) - Speaking (Post)              | 126 | .000 | 7.079             |
| Pair 6 | Listening (Pre) - Listening (Post)            | 126 | .121 | 12.281            |

From the output result coming from T-test, it can be drawn some conclusions. First, in term of listening skill, there is no significant difference between students' pre-test and post-test. It means that IEC program was neither *fail* or *success* to improve students' English listening skill. Interestingly as we know from descriptive data that the means of post-test in listening is lower than the means of pre-test, we say that there is no any improvement in listening, but through the result of T-test, that is not significant decline. Second, in term of speaking skill, there is a significant difference between students' pre-test and post-test. It means that IEC program was *success* to improve students' English-speaking skill. Third, in term of reading skill, there is a significant difference between students' pre-test and post-test. It means that IEC program was *success* to improve students' English reading skill.

The fifth conclusion is that in term of writing skill, there is a significant difference between students' pre-test and post-test. It means that the program was *success* to improve students' English writing skill. Sixth, in term of grammar mastery, there is a significant difference between students' pre-test and post-test. It means that IEC program was *success* to improve students' English grammar mastery. Seventh, in term of pronunciation ability, there is a significant difference between students' pre-test and post-test. It means that IEC program was *success* to improve students' English pronunciation ability.

Meanwhile, the result of students' view regarding the effectiveness of this program can be seen in Table 3 below.

**Table 3. Students' view on the Intensive Course program in improving their English proficiency**

| Statement  | Strongly agree |       | Agree |       | Neutral |       | Disagree |      | Strongly disagree |   |
|--|----------------|-------|-------|-------|---------|-------|----------|------|-------------------|---|
|  | N              | %     | N     | %     | N       | %     | N        | %    | N                 | % |
| This course can improve my English proficiency in: |                |       |       |       |         |       |          |      |                   |   |
| Listening skill                                    | 29             | 23.2% | 60    | 48%   | 33      | 26.4% | 3        | 2.4% | 0                 | 0 |
| Speaking skill                                     | 40             | 32%   | 47    | 37.6% | 33      | 26.4% | 5        | 4%   | 0                 | 0 |
| Reading skill                                      | 34             | 27.2% | 61    | 48.8% | 28      | 22.4% | 2        | 1.6% | 0                 | 0 |
| Writing skill                                      | 31             | 24.8% | 59    | 47.2% | 34      | 27.2% | 1        | 0.8% | 0                 | 0 |
| Grammar  | 49             | 39.2% | 50    | 40%   | 23      | 18.4% | 3        | 2.4% | 0                 | 0 |
| Pronunciation                                      | 33             | 26.4% | 54    | 43.2% | 35      | 28%   | 3        | 2.4% | 0                 | 0 |

When we take a look at students' view about the effectiveness of this program, more than 50% of the students declare that every aspect of intensive course can improve their skill. Interesting to note that when statistically there is no improvement in listening skill, but the result of questioner talks that most students embark Intensive Course can improve their listening skill, with only 3 students claiming disagreement. Interestingly when it is compared to other skills in intensive course, there are more students who feel that intensive course could not help them improve their speaking skill.

All in all, we can say that Intensive course is effective in improving students' achievement in speaking, reading, writing, grammar, and pronunciation. However, we have a special note that in listening their achievement is decrease even though it is not significant decline.

### **The Effectiveness of the IEC Program**

To explore the effectiveness of IEC program material, data were obtained from both questionnaire items, and semi-structured interviews with students and lecturers. The analysis of both the quantitative and the qualitative data is combined, where appropriate,

together with the views of both students and their lecturers in term of course content material, teaching activities, and assessment given. It is important to stress that the evaluation of the program is entirely based on the students' and the lecturers' experiences and views. The issue of voice is deemed central in this evaluative study, as this kind of evaluation has never been carried out in this department.

### Course Content and Material

This section sheds light on the different topics covered in the IEC program as well as the selection of teaching materials. In relation to this section, the diversity of topics in terms of the content, the use of textbooks and handouts, including their availability, sustainability, attitude, evaluation and use are analyzed. The data obtained through delivering a questionnaire using a five-point Likert scale consisting 5 items. The 5 items of the questionnaire were given to uncover the students' views related to content and material of each segment given in the Intensive course, namely listening, speaking, reading, writing, grammar and pronunciation. For each item, they were given 5 option responses to select from (strongly agree=5, agree=4, neutral=3, disagree=2, strongly disagree=1).

**Table 4. Means of student' views on the content & material in Intensive Course**

| Item | Statement  | L   | S   | R   | W   | G   | P   |
|------|--|-----|-----|-----|-----|-----|-----|
| 1    | Course topics are appropriate to my interests.                       | 3,8 | 3,9 | 3,9 | 3,8 | 3,9 | 3,8 |
| 2    | This course had a variety of topics.                                 | 3,8 | 3,8 | 3,9 | 3,8 | 3,9 | 3,8 |
| 3    | The materials used in this course were attractive.                   | 3,8 | 3,8 | 3,8 | 3,7 | 3,8 | 3,7 |
| 4    | Course materials are easy to use and understand.                     | 3,4 | 3,6 | 3,8 | 3,7 | 3,7 | 3,5 |
| 5    | Course materials are appropriate to my proficiency level in English. | 3,4 | 3,5 | 3,6 | 3,6 | 3,5 | 3,4 |

Note:

L = listening

S = speaking

R = reading

W = writing

G = grammar

P = pronunciation

The summary in Table 4 shows that the means of students' views of the content and materials of Listening, Speaking, Reading, Writing, Grammar and Pronunciation in IEC ranges from 3.4 to 3.9. In other words, students commonly agree that content and materials of the language skills and language components in this course are appropriate with their interests, have various topics, attractive, and easy to use and understand as well as appropriate with their English proficiency level.

Interviews with IEC lecturers reveal their voice about topic coverage, material authenticity and culture-content. The lecturer participants view that the topics and the materials in this program are basically authentic taken from native speakers' language. Related to cultural content in the materials, one of them said, "We mainly focus on improving the basic language skills of our students, so because of that I think we don't really focus on a certain culture. We encourage our students to learn everything without limiting them into a specific culture." This voice is supported by another lecturer who stated similar opinion. She said that, since the objectives of this course is helping students to master the basic skills of English, we do not focus on introducing certain culture like British and American. However, they suggested that the materials in the program should be able to promote students' cross-cultural understanding, build their inter-cultural awareness. "The students will be able to compare and filter Western culture with Indonesian and Muslim culture," said one of the IEC lecturers.

Lecturers' view on the use of teaching aids in the form of social media is in line with the students. They recognized that they have used variety of audio-visual media, both online or offline, e-learning platforms such as Google meet, Zoom meeting, WhatsApp group, Moodle etc. Students could learn from different sources such as ebook and they could use internet to find supplementary materials like audio and video from native speakers. According to them, the using of videos, online quizzes, learning games, can promote students' interests and, thus, make learning more effective.

However, the lecturers' stated that IEC textbooks and dictionaries and other paper-based resources are very important materials. Going to the library to find relevant resources can be an enjoyable alternative learning activity. They encourage students to bring their any relevant resources to the class.

### Teaching and Learning Activities

In general, the findings obtained from the questionnaire demonstrate that most students were satisfied with the teaching methods and approaches currently used on the Intensive course. For more detailed information, thus the findings were sub divided into 6 segments (listening, speaking, reading, writing, grammar, and pronunciation). There are 5 question items given in each segment to reveal the voice of students regarding the teaching and learning activities employed in IEC program.

**Table 5. Means of students' view about teaching and learning in IEC program**

| Item | Statement                           | L   | S   | R   | W   | G   | P   |
|------|-------------------------------------|-----|-----|-----|-----|-----|-----|
| 1    | Varied activities are used          | 3,6 | 3,8 | 3,7 | 3,6 | 3,8 | 3,6 |
| 2    | Teaching methods are interesting    | 3,8 | 3,9 | 3,8 | 3,7 | 3,8 | 3,7 |
| 3    | Audio-visual aids are used in class | 3,9 | 3,9 | 3,7 | 3,6 | 3,7 | 3,8 |
| 4    | Good students-teacher interaction   | 4,0 | 4,1 | 4,1 | 4,1 | 4,2 | 4,1 |
| 5    | Class participation is encouraged   | 3,8 | 3,9 | 3,9 | 3,9 | 3,9 | 3,8 |

Note:

L = listening

S = speaking

R = reading

W = writing

G = grammar

P = pronunciation

The high average means of the students' view about teaching and learning activities is supported with the lecturers' view. Interviewing 4 IEC lecturers, it is found that IEC program employ active learning, cooperative teacher-student and student-student interaction, focus on drills to build English basic skills, exercises and practices. It is responsible of the lecturers to empower students such that they can make significant progress. They take roles as facilitators, who guide and control the class activities. On the other hand, they said

that students should also be actively involved in the learning process. It is this good teacher-student collaboration that enable teaching and learning process effective.

Furthermore, they recognized that they used various activities based on the characteristics of the developed skills. Grammar: doing grammar exercises. Listening: practicing by listening audios and doing exercises. Speaking: practicing some conversations in English by using correct expressions. Reading: practicing by reading authentic text and answer the questions related to the texts. Writing: practicing in writing good sentences. Pronunciation: practicing in pronouncing correct sound in English. Vocabulary: improving vocabulary by writing vocabulary journal.

Give students opportunities to criticize their peers as well their lecturers, to give comments or suggestions for both their friends' work and their lecturers, to convey their ideas for the betterment of their class. They admitted that these strategies are intended not only to make students more engaged in the teaching and learning processes but also to improve the students' critical thinking skills.

### **Assessment and Feedback**

The findings on students' voice on the assessment and feedback for all language skills and language components classes in IEC program are summarized in Table 6. The means of students' responses in those classes range from 3.7 to 4.2. Compared to the means of students' views in the two other aspects previously presented (content & materials and teaching and learning), those in the aspect of assessment and feedback is the highest. The means range indicated that students mostly agree that feedback the lecturers give in this program is understandable and constructive, the most common mistakes are discussed in class, the assessment criteria given prior to the tests, the assessment is based on the topics the students have learned in the lessons, the test instruction is clear, and the final grade given was fair.

**Table 6. Means of students' view about assessment and feedback in Intensive English Course (IEC)**

| Item | Statement   | L   | S   | R   | W   | G   | P   |
|------|---|-----|-----|-----|-----|-----|-----|
| 1    | Feedback is understandable                                    | 3,8 | 3,8 | 3,9 | 3,9 | 3,8 | 3,7 |
| 2    | Feedback is constructive                                      | 3,8 | 3,8 | 3,8 | 3,8 | 3,9 | 3,8 |
| 3    | The most common mistakes are discussed in class               | 3,8 | 3,8 | 3,8 | 3,8 | 4,0 | 3,8 |
| 4    | I was informed about the assessment criteria                  | 4,0 | 4,0 | 4,1 | 4,0 | 4,1 | 4,0 |
| 5    | We were assessed on the topics that we learned in the lessons | 3,9 | 3,9 | 4,0 | 3,9 | 4,0 | 3,9 |
| 6    | The instruction for the tests were clear                      | 4,0 | 4,1 | 4,1 | 4,1 | 4,2 | 4,0 |
| 7    | The final grade given was fair                                | 4,0 | 4,0 | 4,0 | 4,0 | 4,0 | 4,0 |

Note:

L = listening    S = speaking    R = reading    W = writing    G = grammar  
P = pronunciation

It is not surprising that assessment and feedback aspect get the highest range means in students' view. Interviews with the lecturers show that they have tried to do the best in this important aspect of teaching. To conduct assessment, lecturer used various types and methods of evaluation. Google form, Kahoot application, Quizzes and Socrative platforms were identified as web-based assessment that were commonly used. These test methods were used not only for regular quiz but also for midterm and final tests.

Another point that makes students have positive attitude to the aspect of evaluation and feedback in IEC program is that lecturers always provide corrective and constructive feedback to the students' works. One of them stated that *"I try to do my best, pointing out where they need to improve as well as how to improve it, so I think my feedback tend to be constructive. It is pointless when we just point out the problem without trying to help finding the solution."* Giving direct comments and suggestions during the class discussion and providing information

about the students' progress are examples of the implementation of this principle.

## DISCUSSION

This research was conducted at English Language Education Department of State Islamic Institute (IAIN) Kediri in Indonesia. The primary focus was to evaluate the IEC program, which consists of listening, speaking, reading, writing, basic grammar, and pronunciation, with the purpose of improving it. This was done by eliciting students' and teachers' views on those courses and presenting their suggestions and recommendations for improvement. The analysis of the quantitative and qualitative data from the current study revealed some key findings.

The finding related to students' achievement indicated that there is synchronous data between students' result score and perception. Statistically the students' achievement is improving except for listening. Yet, the listening skill of the students is not so far decline as it is found not any significant difference means between pre-test and post-test. The effectiveness of IEC program in students' performance is in line with the lecturers' view regarding the students' achievement. Compare to the result of students' view, it is revealing that 50% of the students declared that IEC program are able to improve their skill. Only a few of student confirm that IEC program wasn't able to improve their skill, 3 students (2.4%) in listening skill, 5 students (4%) in speaking skill, 2 students (1.6%) in reading skill, 1 student (0.8%) in writing skill, 3 students (2.4%) in grammar, and 3 students (2.4%) in pronunciation. All the lecturers said that there is noticeable progress from the students compare to their prior enrollment. The lecturers also confirm that the students' performance in class is improving day to day basis. Special case for those some students who feel that their learning outcomes are not increasing, special attention is needed. Lecturers can provide special treatment such as additional learning outside class hours.

What is pretty interesting to note is the first about listening learning outcomes which are not able to improve student learning outcomes. This is probably because students have not been exposed or familiar with things such as accent, intonation, rate of delivery, stress and colloquial language (Hamouda, 2013; Ishik, 2014; Puspitasari & Hanur, 2016). Because those who teach are domestic lecturers, while the test is to listen to conversations carried out directly by native speakers. It is better if there is an opportunity to recruit English lecturers from native speakers. This is to expose students to the accent, intonation, and stress of native speakers who speak naturally in class. Furthermore, several studies have shown that native speaker lecturers are the most popular teachers in the world of English learning (Silalahi, 2021; Tania et al., 2016; Tumbal et al., 2021). The reason for this is that students and teachers regard "native speakers" as linguists who are qualified to teach because their accents are considered good, complete, accurate, experienced, competent, fluent, native English (Rondonuwu et al., 2022). Another suggestion is to devote more time to teaching listening skills. As emphasized by Coskun (2013) that more time should be allocated to the improvement of skill considered less.

The second thing that is interesting to observe is that although there is significant improvement on students' learning outcomes in reading, writing, grammar, speaking, and pronunciation, their scores are still far below the standard. This finding confirmed that it needs a process and takes time to study a foreign language. In the span of one semester, the IEC program is only able to provide a slight increase. So that the findings of this study confirmed the existing theory that the process of learning foreign languages takes a long time or continuous process to be able to improve students' foreign language skills (Brown, 2007).

With regard to the content and material of the course, the findings revealed that both students and lecturers have the same perspective that content and materials of the language skills and language components in this course are appropriate with their interest, have various topics, attractive, easy to use and understand as well as

appropriate with the students' English proficiency level. It is so as there is a standardized module provided by English education department. It is in line with Manan et al. (2020) proposed that designing a standardized module enable to help improve students' achievement. Moreover, the quality of the module will give crucial effect to the quality of teaching learning process (Cunningsworth, 1984; Mukundan, 2011; Tarigan, 1986).

Interesting to note from interviews with IC lecturers reveal their voice about cultural content in the materials. As mostly the materials are taken from authentic materials written by native speaker, they suggested that the materials in Intensive Course program should be able to promote students' cross-cultural understanding, build their inter-cultural awareness. As a consequence, the students will be able to compare and filter Western culture with Indonesian and Muslim culture. Some studies also strongly suggested the importance of providing learning English with the integration of Islamic values (Kamal, 2017; Khaidir & Suud, 2020; Hidayati, 2016; Qoyyimah et al., 2020; Sholihin et al., 2020; Wijayanto, 2020) by adapting authentic materials and modified it by replacing the place of western culture and belief with Islamic values (Khairiah & Nurzannah, 2020; Zaitun & Wardani, 2021; Alfian et al., 2022).

As far as the teaching and learning practices are concerned, the findings revealed the high average means of the students' view about teaching and learning activities supported with the lecturers' view. It is found that IC program employ various active learning, cooperative teacher-student and student-student interaction, focus on drills to build English basic skills, exercises and practices, online games. Furthermore, the lecturers give students opportunities to criticize their peers as well their lecturers, to give comments or suggestions for both their friends' work and their lecturers, to convey their ideas for the betterment of their class. This good teacher-student collaboration enable teaching and learning process run effectively. Good teacher-student interactions can lead to the success of a program and improve students' academic achievement (Abbulhassan & Hamid, 2021; Chen,

2018; Ebru, 2018; Hendy, 2020; Krammer et al., 2018; Su et al., 2018; Such, 2019).

Feedback and assessment in IEC program revealed the highest range means in students' view. To conduct assessment, lecturer used various types and methods of evaluation. Google form, Kahoot application, Quizzes and Socrative platforms are identified as web-based assessment that are commonly used. Another point that makes students have positive attitude to the aspect of evaluation and feedback in IEC program is that lecturers always provide corrective and constructive feedback to the students' works. Feedback is crucial aspect in teaching learning process since it could help develop and refining students' metacognitive knowledge (Tan & Chen, 2022), and improves students' creativity (Zhang et al., 2021). Corrective feedback was also discovered to be very powerful in affecting students' learning behavior. The students will realize their mistakes and as a result they will deepen their understanding ultimately, they will try to manage to demonstrate more proactive learning, which led to a betterment of development in their performance (Celemin & Ruiz del Solar, 2019; Chen et al., 2018; Perez-Dattari et al., 2018).

## CONCLUSION

This study yields intriguing results regarding the effectiveness of the Intensive English Course (IEC) program. The study's findings indicate that the Intensive course program is effective in improving students' abilities. Supported by the availability of standardized modules as well as lecturers who are innovative in delivering material and conducting assessments.

It's just interesting that, notwithstanding the fact that this program can be said to be effective, student learning outcomes are still below the standard. Despite the fact that there was a statistically significant increase in learning outcomes before and after completing this program. As a matter of fact, it can be concluded that the characteristics of students with low inputs will take a long time to equip students to achieve the expected learning outcomes.

These results suggest that it is possible for us to maximize student learning outcomes despite the low input, but it will take a considerable amount of time. As a result, it would be advantageous if the curriculum placed an emphasis on incorporating learning experiences (credits course) related to language skills as the basis for student expertise, as opposed to non-English courses. Too many credits intended for non-English courses in this department may explain why so far students have not been able to write their undergraduate thesis well by the conclusion of the semester. There are currently 24 credits worth of non-English courses offered in IAIN Kediri. This is certainly incredibly difficult for students with poor input proficiency level to improve their English language skills. Thus, findings from this study could be used as a basis for the principal to construct a policy into the design of curriculum for the English Education department at State Islamic Institute (IAIN) Kediri. This research may provide the same findings if conducted in any universities with comparable features. In this context, the students' proficiency input is low, while the credit load outside of the English study program is high. As a result, this recommendation can be applicable to universities with similar students' characteristics and curricula.

For the future researchers, findings from this study could be used as a solid foundation upon which to develop instructional material for IEC program at State Islamic Institute (IAIN) Kediri, with a focus on the incorporation of authentic materials that promote the internalization of Islamic values into the English language learning process.

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