



Evaluating Vocational English Education in Rural Indonesia: A CIPP-Based Analysis of Curriculum Alignment, Communicative Competence, and Workplace Readiness

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Abstract

This study examined the execution of vocational English instruction in a rural Indonesian vocational high school utilizing the Context, Input, Process, and Product (CIPP) evaluation framework, emphasizing curricular alignment, communicative competence, and job preparedness. The study examined the implementation of vocational English learning concerning contextual support, instructional inputs, classroom procedures, and learning outcomes within the framework of the Merdeka Curriculum and vocational education. The study utilized a qualitative descriptive-evaluative methodology and was conducted at SMKN 1 Tapalang in West Sulawesi, comprising 28 participants, including school officials, English teachers, students, and parents. Data were gathered by classroom observations, semi-structured interviews, and document analysis, and analyzed utilizing the interactive model of data condensation, display, and conclusion drawing based on CIPP dimensions. The results indicated that English acquisition was predominantly matched with vocational and workplace-oriented goals via ESP-based instruction and communicative learning methodologies. Competent educators, curriculum execution, and fundamental instructional resources facilitated the learning process; yet, deficiencies in infrastructure, digital integration, and genuine communicative assessment were still apparent. Students exhibited moderate enhancement in reading, writing, vocabulary acquisition, and functional communication abilities, although speaking and listening skills necessitated further reinforcement. This study enhances vocational English education research by emphasizing the significance of communicative assessment, workplace-oriented training, and the implementation of contextualized curricula in rural vocational schools.

Keywords: CIPP Evaluation; Communicative Competence; English for Specific Purposes; Rural Vocational Education; Workplace Readiness

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Introduction

The swift evolution of education in the context of globalization and Society 5.0 has heightened the necessity for graduates who possess not only academic proficiency but also communicative adaptability and professional competitiveness in global employment settings (Majid et al., 2023). In the current global context, English has emerged as a crucial language tool that facilitates access to knowledge, technology, intercultural communication, and international labor markets (Alapati et al., 2023; Su et al., 2024; Zeng & Yang, 2024). In vocational education institutions, the necessity of English proficiency is particularly acute, as students are required to cultivate workplace-oriented communication skills that align closely with industrial and professional requirements. Vocational schools in numerous developing nations have growing challenges in aligning English instruction with labor market demands, especially in sectors affected by digitalization, global mobility, and technological progress (Li, 2025; Meng, 2025). This topic has become increasingly pertinent in Indonesia due to the introduction of the Merdeka Curriculum, which prioritizes competency-based learning, learner autonomy, contextual instruction, and education geared towards employability. Despite curriculum reforms and policy initiatives (Adam & Mengistie, 2026; Han & Najord, 2024; Pham, 2025), numerous vocational schools, particularly in rural and non-urban areas, persist in facing challenges such as inadequate facilities, limited instructional resources, insufficient communicative practice, and poor alignment between classroom learning and workplace requirements.

Vocational English education pertains to English language training tailored to enhance students' occupational skills and professional communication in certain vocational domains. In this context, English learning transcends grammatical proficiency and textbook exercises, focusing instead on the cultivation of communicative competence pertinent to industrial environments and professional interactions. An essential methodology often linked to vocational English education is English for Specific Purposes (ESP), which emphasizes language acquisition customized to the disciplinary and professional requirements of learners (Kumari, 2024; Shalash, 2024; Wijayati & Safitri, 2025). Nursing students may acquire medical language and patient communication techniques, whereas industrial electronics students may concentrate on technical instructions, machinery operation manuals, and workplace communication protocols. Therefore, effective vocational English education must incorporate curriculum relevance, communicative learning methodologies, and genuine workplace-oriented evaluation. The Context, Input, Process, and Product (CIPP) evaluation model, formulated by Stufflebeam, has emerged as a preeminent framework for comprehensively assessing the quality and efficacy of educational programs, as evidenced by its extensive application in educational evaluation research (Agustina & Mukhtaruddin, 2019; Birgili & Kırkıç, 2021; Sari et al., 2023). The approach analyzes educational programs via four interrelated dimensions: contextual conditions, accessible resources, implementation methods, and learning results.

Prior research has examined the efficacy of English language acquisition programs utilizing the CIPP framework across various educational contexts. Larasati et al. (2026) and Safarinah (2025) investigated the execution of English teaching and learning processes in secondary education through a descriptive evaluative design. Their findings indicated that the process component received the highest assessment score, signifying rather effective classroom implementation, however the product component demonstrated inferior outcomes for students' competencies. The study indicated that

while instructional activities were executed satisfactorily, learning results necessitated enhancement through more effective assessment and communication tactics. In a similar vein, Agustina and Mukhtaruddin (2019) as well as Valle and Chicaiza (2025) assessed an English learning program at a higher education institution employing qualitative CIPP assessment methodologies. The findings indicated that curricular materials were excessively generic, classroom instruction continued to depend on traditional teaching methods, and assignments were devoid of project-based or problem-solving focus. The results indicated that the implementation of vocationally relevant and communicative English learning has not yet reached its ideal level.

Research conducted by Norwanto & Miftachudin (2023) and Prahani et al. (2022) examined online English education utilizing the CIPP paradigm within an Indonesian university setting. Through quantitative evaluation methods, they identified reasonably favorable outcomes in the context, process, and product dimensions; nevertheless, the input dimension was deficient due to inadequate technology preparedness and learning resources. The research emphasized the significance of instructional support systems and digital infrastructure in maintaining good English language acquisition. In a similar vein, Alhamami (2024), Angraeni et al. (2024), and Pomat et al. (2024) examined English instruction within a Public Health study program and identified various challenges, such as inadequately contextualized teaching materials, restricted instructional media, and poor integration of language skills with communicative competence. The research highlighted the need of connecting English instruction with the communication requirements of students' disciplines.

Nithideechaiwarachok et al. (2022) and Pradheepa et al. (2025) assessed character-based English education in higher education utilizing the CIPP framework. Their mixed-method findings indicated enhanced student confidence, oral communication skills, and learner engagement, however digital integration and speaking-listening activities necessitated further improvement. Similarly, Putri et al. (2025) and Rahman et al. (2023) investigated English language acquisition in Islamic boarding schools and discovered that although students' English proficiency enhanced, motivational and contextual obstacles persisted, impacting learning efficacy. Karimnia & Kay (2015) and Khaksar et al. (2023) assessed English teacher training programs in Iran utilizing the CIPP methodology, revealing favorable assessments of program sustainability but highlighting classroom management and practical teaching experience as ongoing deficiencies. The findings collectively indicate that the CIPP model continues to be a pertinent and adaptable framework for assessing language education programs in many circumstances.

Collectively, prior research has elucidated several significant discoveries concerning the evaluation of English language learning. Current evidence consistently indicates that successful English education relies on contextual relevance, sufficient instructional resources, engaging teaching methods, and significant learning outcomes. Research indicates that communicative competence and job relevance are increasingly vital aspects of vocational English instruction. Furthermore, previous studies validate the efficacy of the CIPP model in discerning strengths and deficiencies in educational programs and formulating recommendations for institutional enhancement (Ratnaya et al., 2022; Sopha & Nanni, 2019). The evidence indicates that curriculum implementation alone does not ensure learning efficacy without the help of suitable teaching methodologies, facilities, and contextualized learning materials.

Notwithstanding these contributions, numerous significant gaps remain inadequately investigated. Most prior studies have concentrated on general secondary or

higher education environments, but research explicitly addressing vocational English learning in rural Indonesian vocational schools is notably few. Secondly, while several studies address curriculum implementation, few clearly examine the correlation between vocational English education, the development of communicative skills, and job preparedness within the framework of the Merdeka Curriculum. Third, numerous previous assessments highlight broad learning outcomes without rigorously analyzing how assessment processes, instructional methodologies, and institutional contexts affect students' actual communication skills necessary in professional environments. Rural vocational schools encounter distinct contextual constraints, including inadequate facilities, unequal access to educational resources, and diverse student competence levels; yet, these aspects are seldom examined thoroughly within a unified evaluative framework. Rectifying these deficiencies is crucial, as vocational institutions are anticipated to yield graduates proficient in contending within progressively globalized and communication-oriented work markets.

This study intends to assess vocational English education at SMKN 1 Tapalang, a rural vocational high school in West Sulawesi, Indonesia, utilizing the CIPP evaluation methodology. This study aims to investigate: (1) the contextual factors that facilitate the implementation of English learning; (2) the role of instructional inputs, including educators, curriculum, and learning resources, in enhancing educational quality; (3) the execution of English teaching and learning methodologies within classroom settings; and (4) the extent to which learning outcomes indicate students' communicative proficiency and preparedness for the workplace. In accordance with these objectives, the study examines the following research questions: How is vocational English education executed concerning context, input, process, and product? To what degree does the learning process correspond with communicative and professional educational objectives?

The study used a qualitative descriptive-evaluative approach, employing the CIPP model as its analytical framework to address these concerns. Data are gathered via classroom observations, semi-structured interviews, and document analysis, including school officials, English educators, students, and parents. This methodological design facilitates a comprehensive understanding of vocational English learning within its actual educational setting and enables the researcher to capture both institutional and experiential aspects of the program. The findings are anticipated to demonstrate partial congruence between curriculum objectives and instructional methodologies, while also highlighting ongoing issues with facilities, communicative teaching tactics, and authentic workplace-oriented evaluation.

This study offers both theoretical and practical contributions to the expanding field of vocational English instruction and educational assessment. Theoretically, it broadens the applicability of the CIPP framework to the relatively unexamined realm of rural vocational education in Indonesia and enhances discourse on communicative competence and curriculum alignment in vocational English instruction. The findings offer evidence-based recommendations for enhancing English instruction, curriculum implementation, assessment processes, and educational policy in vocational institutions. The study provides a contextualized insight into how vocational English education might enhance students' preparedness for workplace communication requirements in the context of globalization and Society 5.0.

Research Methods

1. Research types

This study utilized a qualitative research methodology with a descriptive-evaluative design to thoroughly investigate the implementation of vocational English education at SMKN 1 Tapalang. Qualitative evaluation was deemed suitable as it facilitates a comprehensive knowledge of participants' experiences, perspectives, and educational practices within their authentic context. The research utilized the Context, Input, Process, and Product (CIPP) evaluation model as a systematic framework to evaluate curriculum alignment, instructional resources, learning processes, and educational outcomes. The approach was especially pertinent for vocational English education since it offered a comprehensive assessment of how English learning enhances communicative ability and workplace preparedness in a rural vocational school setting.

2. Research Setting and Participants

This research was performed in SMKN 1 Tapalang, a rural vocational high school situated in Mamuju Regency, West Sulawesi, Indonesia. The institution is acknowledged as an SMK-PK (Center of Excellence) and has adopted the Merdeka Curriculum to enhance vocational and workplace-oriented education. The cohort comprised one principal or vice principal, two English educators, twenty students, and five parents, culminating in a total of twenty-eight participants. Purposive sampling was utilized for administrators and teachers because of their direct engagement in the implementation of English learning, whereas parents were chosen by purposive-convenience sampling. Students were chosen through simple random sampling to guarantee representative insights into occupational English learning experiences and outcomes.

Table 1. Research Setting and Participant Distribution

Participant Group	Number of Participants	Sampling Technique	Research Role
Principal/Vice Principal	1	Purposive Sampling	Policy and curriculum leadership
English Teachers	2	Purposive Sampling	Instructional implementation
Students	20	Simple Random Sampling	Learning experiences and outcomes
Parents	5	Purposive-Convenience Sampling	External perspectives on learning relevance

Table 1 delineates the demographic composition of the people engaged in this investigation. The participants encompassed various stakeholders directly involved in vocational English education, including school administrators, English instructors, students, and parents. The inclusion of many participant groups allowed the study to get extensive insights into curricular alignment, teaching methods, communicative proficiency, and workplace preparedness. The sampling methods were modified based on participants' roles and accessibility to guarantee the validity and contextual depth of the qualitative data.

Figure 1. Distribution of Research Participants in Vocational English Evaluation

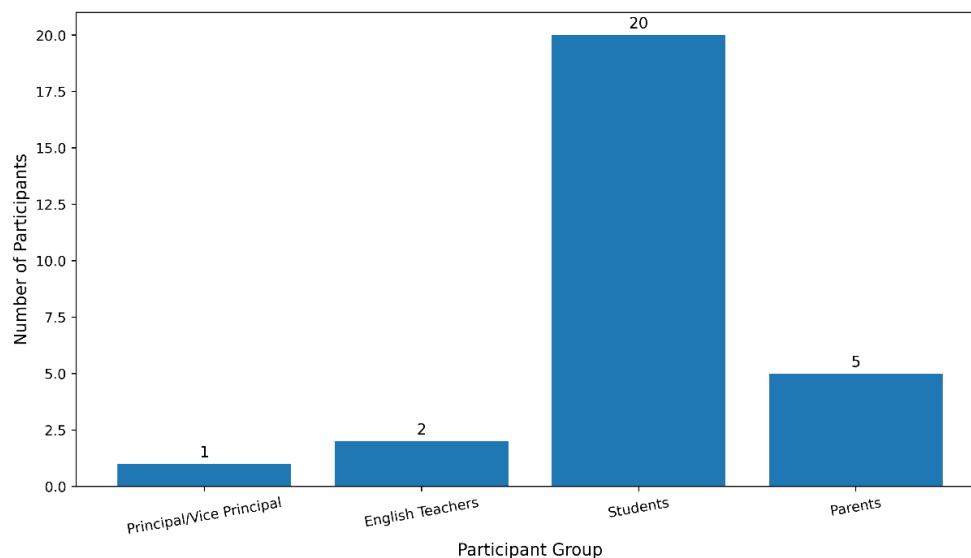


Figure 1 illustrates the distribution of research participants engaged in the assessment of vocational English education at SMKN 1 Tapalang. Students comprised the predominant participant group as they were the principal beneficiaries of English learning procedures and outcomes. Simultaneously, school administrators, educators, and guardians provided supplementary viewpoints on policy execution, teaching methods, and workplace applicability. The balanced composition of participants enhanced the triangulation process and facilitated a more comprehensive understanding of vocational English education in the rural school context.

3. Data Collection Techniques, Research Instruments, and Data Analysis

The data for this study were gathered through observation, semi-structured interviews, and document analysis to thoroughly assess vocational English instruction utilizing the CIPP paradigm. Observation was carried out via non-participant and structured classroom observation utilizing a checklist formulated from context, input, process, and product indicators. The observations concentrated on pedagogical approaches, classroom dynamics, instructional resources, student engagement, and evaluative techniques. Semi-structured interviews utilized an interview technique comprising essential questions, participant-specific topics, and probing inquiries to elicit deeper insights from school leaders, teachers, students, and parents. The analysis of documents encompassed curriculum materials, instructional modules, lesson plans, assessment records, institutional policies, student portfolios, and visual documentation. The analysis of data employed the CIPP analytical framework and the interactive model proposed by Miles et al. (2014), encompassing data collection, condensation, display, and conclusion formulation. The coding procedure involved initial coding, categorization, theme development, and interpretation according to CIPP dimensions.

4. Ethical Considerations

This study complied with ethical research norms during the entire research period. Formal authorization to undertake the study was secured from SMKN 1 Tapalang prior to the commencement of data collection. All participants were apprised of the study's purpose and voluntarily provided informed consent. Participants' names and personal information were safeguarded via anonymity and data protection protocols. Participation was wholly optional, and participants might withdraw at any point. Moreover, interview recordings, observational notes, and institutional documentation were managed ethically and utilized exclusively for academic research purposes.

Results and Discussion

Result

1. Overview of Findings

This section delineates the study's findings derived from the assessment of vocational English education at SMKN 1 Tapalang, employing the Context, Input, Process, and Product (CIPP) evaluation model. The results indicate that English instruction at the school has been predominantly executed in accordance with vocational education objectives and workplace-related competencies. The program effectively integrates communicative English learning, contextual instructional materials, and vocational relevance by implementing the Merdeka Curriculum and SMK-PK initiatives. Nonetheless, other constraints were observed, especially with learning facilities, instructional media, assessment processes in communication, and disparities in students' English competence.

The presentation of results is structured according to the four dimensions of the CIPP model. The context evaluation emphasizes educational policies, curricular coherence, student requirements, and institutional assistance for English language acquisition. The input evaluation examines teacher proficiency, instructional resources, facilities, curricular materials, and student preparedness. The process evaluation assesses classroom interactions, pedagogical techniques, instructional media, and evaluative processes. Simultaneously, the product assessment emphasizes students' proficiency in English, communicative skills, and preparedness for the workplace.

The results were obtained via various qualitative data sources, including classroom observations, semi-structured interviews, and document analysis. Observations yielded direct information concerning classroom practices and learning environments, whereas interviews produced comprehensive perspectives from school leaders, educators, students, and parents. Furthermore, curricular materials, lesson plans, assessment records, and student portfolios were examined to enhance the validity and thoroughness of the evaluation results.

2. Context Evaluation Findings

The results demonstrate that the execution of English instruction at SMKN 1 Tapalang is predominantly consistent with the institution's objective of equipping students to become proficient graduates prepared for the labor market. English training has been formulated to enhance vocational education by incorporating workplace-oriented communication skills and English for Specific Purposes (ESP). The learning objectives highlight the importance of contextual and communicative language applicable to students' vocational disciplines, including nursing, industrial electronics, and automotive engineering. This alignment demonstrates the school's endeavor to link English education with professional and industrial requirements.

The data indicate that English learning has addressed students' communicative requirements for their future employment. Educators modified instructional resources and terminology in accordance with the occupational competences mandated by each academic program. Students articulated a desire for increased practical speaking and listening exercises to enhance their confidence in professional communication. Nonetheless, disparities in students' English competence and educational backgrounds persisted as considerable obstacles throughout the learning process.

The results indicate that the institution offers support via the execution of the Merdeka Curriculum, SMK-PK programs, extracurricular English activities, and speaking-oriented local curriculum initiatives. However, infrastructural limitations,

notably the lack of a language laboratory and restricted instructional media, hindered the enhancement of communicative learning practices. Notwithstanding these challenges, the curriculum predominantly exhibited alignment with vocational competencies and workplace communication requirements; however, a more substantial integration of authentic communicative competence and industry-based assessment practices is necessary to improve learning efficacy.

Table 2. Context Evaluation Findings of Vocational English Education

Context Dimension	Key Findings	Main Challenges	Evaluation Status
Learning Goals & School Vision	ESP-oriented English aligned with vocational goals	Limited consistency in implementation	Generally Effective
Students' Needs & Workplace Relevance	Students need practical communicative English for careers	Variation in students' English proficiency	Moderately Effective
School Policies & Institutional Support	Merdeka Curriculum and SMK-PK support English learning	Limited strategic integration in school planning	Supportive but Developing
Learning Environment & Facilities	Facilities support learning but language lab is unavailable	Infrastructure limitations in rural context	Adequate but Limited
Curriculum Alignment	Curriculum supports vocational communication competencies	Authentic communicative assessment still limited	Partially Aligned

Table 2 encapsulates the results of the context evaluation utilizing the CIPP framework. The findings suggest that vocational English instruction at SMKN 1 Tapalang predominantly corresponds with workplace-oriented educational objectives and the execution of the Merdeka Curriculum. The institution exhibits commendable initiatives in incorporating ESP-oriented instruction and communicative learning methodologies. Nonetheless, other contextual obstacles persist, especially with infrastructural constraints, disparities in student proficiency, and the inadequate application of genuine communication-focused assessment methods in the rural vocational education setting.

Figure 2. Context Evaluation Profile of Vocational English Education

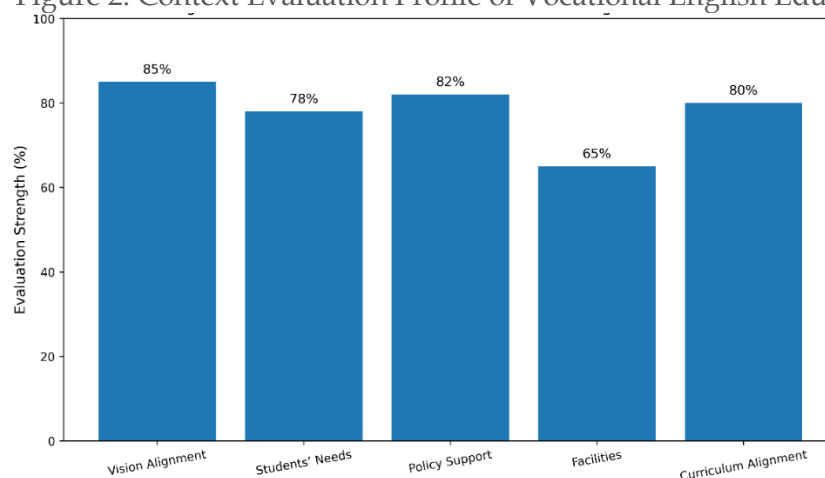


Figure 2 illustrates the relative strength of each contextual evaluation dimension in vocational English education at SMKN 1 Tapalang. Vision alignment and policy support received notably high evaluation scores, indicating a robust institutional commitment to vocational and communicative English education. Conversely, the facilities dimension received the lowest rating owing to the lack of a language laboratory and inadequate teaching infrastructure. The figure depicts the unequal distribution of contextual readiness affecting the efficacy of vocational English education.

3. Input Evaluation Findings

The findings suggest that the input components of vocational English education at SMKN 1 Tapalang predominantly facilitate the learning process, despite the presence of certain constraints. The English teachers held pertinent educational qualifications in English education and exhibited sufficient teaching experience in vocational settings. The educators demonstrated instructional preparedness via lesson planning, classroom organization, and the modification of teaching resources to align with students' vocational requirements. Engagement in curriculum workshops and professional development initiatives enhanced educators' comprehension of the Merdeka Curriculum and communicative learning methodologies.

The school adopted the Merdeka Curriculum, tailoring instructional content to vocational disciplines using English for Specific Purposes (ESP)-focused materials. The learning modules encompassed workplace language, procedural texts, and communicative expressions pertinent to nursing, electronics, and several vocational disciplines. Nonetheless, the results indicated that the accessibility of contextualized and industry-specific instructional resources was still constrained.

The assessment of educational media and technology revealed that classrooms were furnished with fundamental instructional equipment, including projectors, speakers, and audio devices. Educators intermittently employed digital media and online tools to enhance learning processes. Nonetheless, digital integration remained inconsistent owing to infrastructural limitations and restricted technological access.

Regarding facilities and infrastructure, classroom conditions were generally sufficient for learning activities; however, the lack of a language laboratory hindered the enhancement of listening and speaking instruction. Ultimately, student preparedness exhibited significant variability, especially regarding English competence, motivation, and educational background. These disparities affected classroom engagement and posed obstacles in the effective implementation of communicative and workplace-oriented English instruction.

Table 3. Input Evaluation Findings of Vocational English Education

Input Dimension	Strengths	Challenges	Evaluation Score (%)
Teacher Qualifications	Qualified teachers with professional experience	Limited advanced professional training	84
Curriculum & Teaching Materials	ESP-oriented materials aligned with vocational majors	Limited industry-based instructional materials	80
Learning Media & Technology	Projectors and audio devices available	Inconsistent digital integration	72
Facilities & Infrastructure	Adequate classrooms and basic learning support	No language laboratory and limited resources	65

Student Readiness	Students show interest in workplace-oriented English	Variation in proficiency and motivation	70
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Table 3 delineates the results of the input assessment in vocational English education at SMKN 1 Tapalang. The results demonstrate that the school has multiple significant instructional strengths, including skilled English instructors, the implementation of an ESP-oriented curriculum, and access to essential learning media such as projectors and audio equipment. Nonetheless, many constraints persist in affecting the quality of instructional inputs. These encompass restricted access to industry-specific educational resources, inconsistent digital integration, insufficient infrastructure, and disparities in students' English proficiency. The table indicates that while the instructional framework is predominantly beneficial, considerable enhancements are necessary to maximize the efficacy of vocational English education in rural settings.

Figure 3. Input Evaluation Strength in Vocational English Education

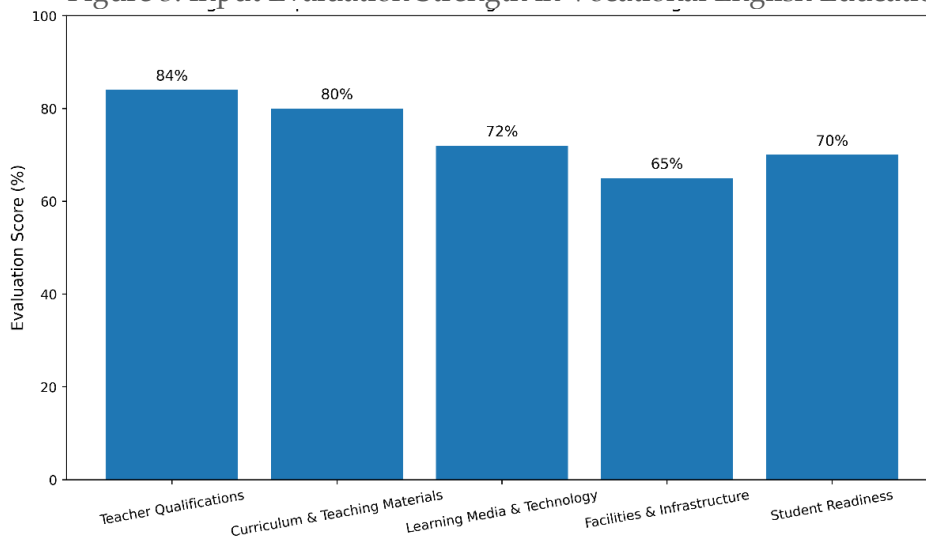


Figure 3 illustrates the relative intensity of each input assessment dimension in vocational English education at SMKN 1 Tapalang. The credentials of teachers received the highest evaluation score, signifying considerable instructional proficiency and comprehension of the curriculum among English educators. The curriculum and teaching materials exhibited favorable alignment with vocational requirements via ESP-focused learning content. Conversely, facilities and infrastructure garnered the lowest rating owing to the lack of a language laboratory and insufficient technological resources. The image emphasizes the disproportionate allocation of instructional resources and demonstrates how infrastructural constraints may affect communicative English learning outcomes in rural vocational education contexts.

4. Process Evaluation Findings

The findings indicate that the English learning process at SMKN 1 Tapalang has predominantly employed communicative and vocational-oriented instructional methods, although various challenges continue to affect learning efficacy. Educators implemented communicative teaching methodologies by promoting classroom engagement, oral practice, and contextual language application pertinent to students'

vocational disciplines. Instruction targeted towards English for Specific Purposes (ESP) was incorporated through workplace-related terminology, situational conversations, and technical communication exercises. During multiple classroom observations, educators employed active learning tactics such as group discussions, presentations, and collaborative assignments. Project-based and problem-based learning methodologies were sometimes implemented to foster student engagement and critical thinking in vocational communication settings.

The results indicate that classroom interactions between teachers and students were predominantly positive and supportive. Students engaged actively in pair work, discussions, and collaborative learning activities, especially during speaking-focused tasks. Nonetheless, classroom communication patterns remained predominantly teacher-centered due to significant variations in students' confidence and English proficiency.

In terms of learning media, educators employed projectors, audio equipment, PowerPoint presentations, and digital resources to enhance instructional delivery. Digital learning assistance enhanced student engagement; nevertheless, the efficacy of media utilization was constrained by unreliable internet connectivity and inadequate technological resources.

Evaluation methods demonstrated that both written and oral assessments were utilized throughout the learning process. Nonetheless, grammar-focused testing continued to prevail, whereas genuine communicative assessment methods, including role-play, workplace simulation, and performance-based evaluation, remained constrained. Moreover, feedback practices predominantly emphasized linguistic precision over communicative fluency. Numerous issues arose, including inadequate facilities, inconsistent student proficiency, limited instructional time, and difficulties in efficiently integrating more involved vocational English learning activities.

Table 4. Process Evaluation Findings of Vocational English Learning

Process Dimension	Observed Strengths	Main Limitations	Evaluation Score (%)
Teaching Methods & Strategies	Communicative and ESP-oriented instruction	Project-based learning still limited	82
Classroom Interaction & Engagement	Positive teacher-student interaction	Uneven student confidence and participation	78
Use of Learning Media	Use of projectors and digital resources	Limited internet and digital integration	72
Assessment Practices	Combination of written and oral assessment	Grammar-oriented assessment dominance	68
Learning Process Challenges	Teachers attempt adaptive instruction	Facilities and time allocation constraints	65

Table 4 delineates the results of the process evaluation in vocational English education at SMKN 1 Tapalang. The results indicate that educators predominantly employed communicative and ESP-focused teaching methods to enhance workplace-related English proficiency. Classroom interaction and student engagement were notably favorable, especially during group discussions and oral practice activities. Nonetheless, various instructional constraints persisted, including the predominance of grammar-focused assessment, minimal implementation of project-based learning, inconsistent digital integration, and limited instructional time. The findings suggest that while

vocational English training has transitioned to communicative methods, additional enhancements are necessary to refine authentic, workplace-oriented learning processes.

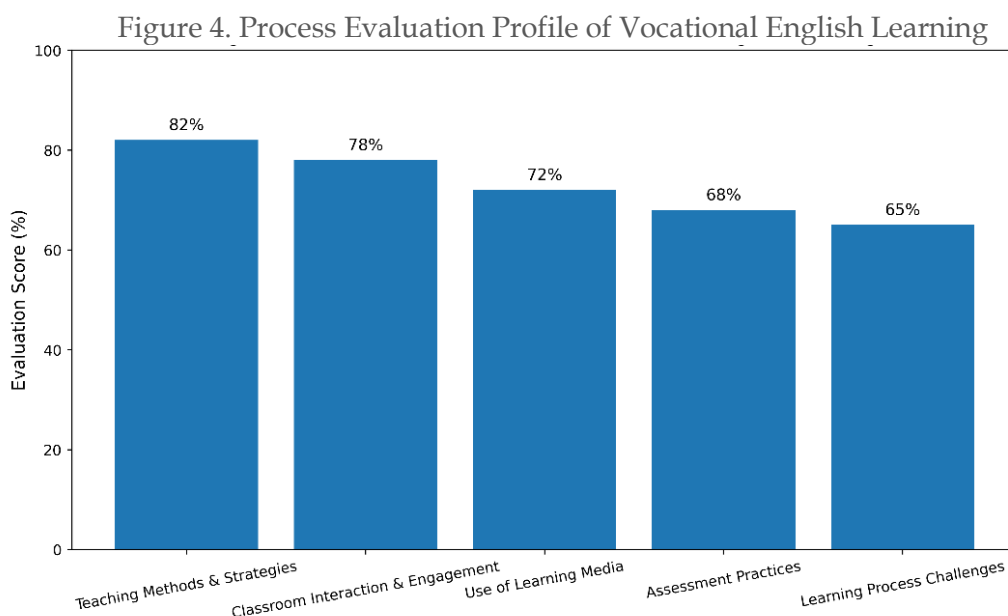


Figure 4 illustrates the relative strength of each component in the evaluation of vocational English learning processes. The greatest assessment score was attained by teaching methods and instructional strategies through the deployment of communicative and contextual learning activities. Classroom engagement demonstrated notably good outcomes, indicating supportive communication dynamics between educators and learners. Conversely, assessment practices and challenges in the learning process garnered lower scores due to the persistent impact of grammar-centric testing, infrastructural constraints, and limited instructional time on learning efficacy. The picture depicts the disparate advancement of communicative vocational English education in rural schools.

5. Product Evaluation Findings

The results demonstrate that the English learning program at SMKN 1 Tapalang has positively influenced students' English proficiency, although achievement levels differed among language skills. Students typically exhibited superior performance in reading and writing tasks relative to speaking and listening activities. Proficiency in vocabulary pertinent to vocational domains shown incremental enhancement, especially in technical and occupational terms. The comprehension of grammar was sufficiently competent due to instructional methods and evaluations that often prioritized written tasks and grammatical precision. Nonetheless, students continued to encounter challenges in spontaneous oral communication and listening comprehension during interactive classroom activities.

The findings indicate that students progressively gained increased confidence in utilizing English for basic communication, presentations, and professional interactions. Functional English abilities pertinent to workplace scenarios, including product introductions, procedural explanations, and responses to directives, were partially demonstrated throughout classroom exercises and assignments. Nonetheless, the

preparedness for workplace communication was constrained due to the inconsistent application of genuine communicative practice and industry-specific simulations.

The assessment of learning outcomes indicated that students typically attained satisfactory academic performance through classroom assignments, written examinations, and project activities. Portfolio data and classroom observations demonstrated enhancements in involvement and communicative engagement. Nonetheless, evaluation methods continue to prioritize written performance over genuine communication proficiency.

The English learning program shown multiple strengths, such as curricular alignment with vocational education, ESP-focused learning content, and supportive instructional methodologies. Notwithstanding these favorable elements, constraints concerning infrastructure, communicative evaluation, instructional resources, and disparate student proficiency persisted in impacting program efficacy. Consequently, the program can be classified as fairly effective in facilitating workplace-oriented English learning within the rural vocational education framework.

Table 5. Product Evaluation Findings of Vocational English Education

Product Dimension	Observed Strengths	Main Limitations	Evaluation Score (%)
Students' English Competence	Improvement in reading, writing, and vocabulary mastery	Speaking and listening remain limited	76
Communicative Competence Development	Growing confidence in functional communication	Authentic communication practice still insufficient	72
Learning Outcomes & Achievement	Positive academic performance and portfolio development	Assessment still dominated by written testing	80
Workplace Readiness	Alignment with vocational communication needs	Limited industry simulation and communicative exposure	70
Overall Program Effectiveness	ESP-oriented and workplace-focused learning practices	Infrastructure and proficiency gaps affect outcomes	74

Table 5 encapsulates the results of the product assessment in vocational English education at SMKN 1 Tapalang. The findings reveal that students exhibited adequate academic performance and progressive enhancement in vocational English proficiency, especially in reading, writing, and industry-specific vocabulary. Communicative skills and workplace preparedness shown moderate advancement with ESP-focused learning sessions. Nonetheless, deficiencies persisted in speaking and listening proficiency, genuine communicative evaluation, and industry-oriented simulation methodologies. The findings indicate that while the English learning program effectively enhances vocational communication skills, further enhancements are required to maximize students' functional workplace communication competence.

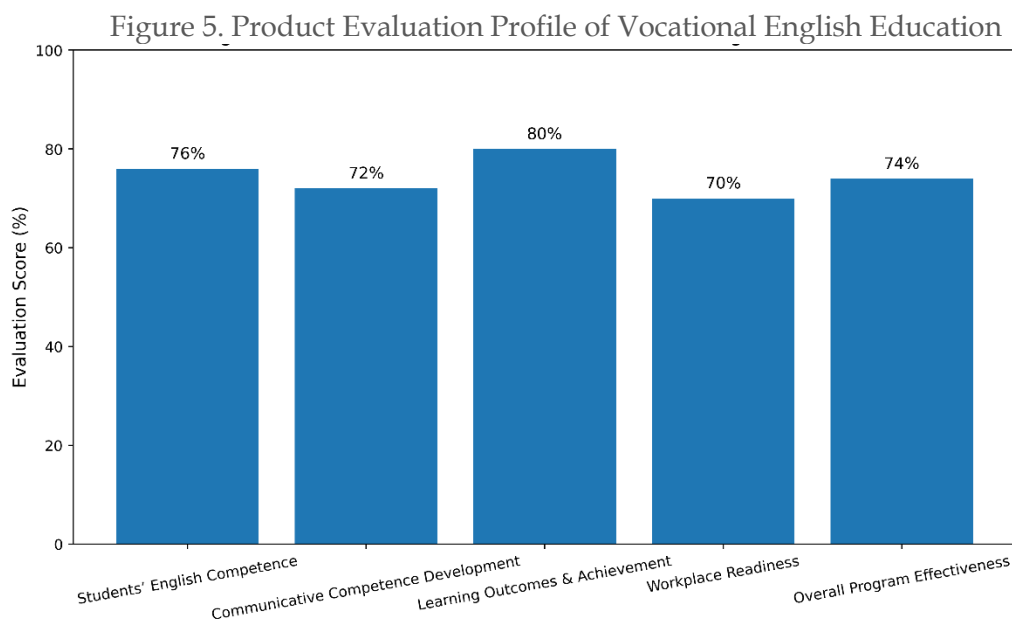


Figure 5 illustrates the relative strength of product evaluation dimensions in vocational English education at SMKN 1 Tapalang. Learning outcomes and academic accomplishment received the highest rating score, indicating students' comparatively favorable performance in assignments, projects, and written examinations. Conversely, the development of communicative competence and workplace preparation received diminished marks owing to insufficient authentic communication practice and constrained industry-specific learning simulations. The figure demonstrates that while vocational English learning has attained moderate effectiveness, communicative and workplace-oriented skills necessitate additional enhancement to satisfy professional communication requirements.

Discussion

This research assessed vocational English instruction in a rural Indonesian vocational institution utilizing the CIPP paradigm, emphasizing curricular alignment, communicative competence, and job preparedness. The findings demonstrate that English instruction at SMKN 1 Tapalang has been executed with a distinct vocational focus and is largely consistent with the Merdeka Curriculum and institutional objectives. The review indicates ongoing discrepancies between policy aims and classroom implementation, especially regarding communicative practices, authentic assessments, infrastructure, and students' preparedness for job communication.

The contextual assessment indicates that the institution has established a robust justification for English language acquisition. English is regarded not only as a general subject but also as a fundamental skill for employability, professional communication, and global engagement. This discovery addresses the initial research issue by demonstrating that the contextual basis of English acquisition is predominantly favorable. The congruence among the school vision, vocational education objectives, and ESP-focused instruction demonstrates an understanding that vocational students necessitate English for pragmatic, discipline-specific applications. This substantiates the perspective that effective vocational English education should be anchored in learners' prospective occupational environments rather than being seen as mere abstract linguistic knowledge (Cai, 2025; Meng, 2025; Wu, 2025). Nonetheless, the absence of fully

integrated English learning objectives in strategic school planning suggests that institutional support is predominantly programmatic rather than systemic.

The input evaluation also indicates that the school has essential enabling resources, notably skilled English instructors, curriculum materials, and fundamental instructional media. These findings corroborate the second research question by demonstrating that the available inputs are sufficient for sustaining English learning, yet insufficient for optimizing communicative and workplace-oriented outcomes. The professional preparedness of teachers seems to serve as a compensation mechanism in a resource-constrained context. Teacher agency facilitates the reconciliation of curriculum expectations with infrastructure limitations. This corresponds with research indicating that teacher proficiency is crucial for effective curriculum execution, particularly in rural and underfunded educational environments (Madondo, 2020; Mncube et al., 2023; Warman et al., 2021). Nonetheless, restricted access to industry-specific instructional resources and the lack of a language laboratory constrains students' engagement with genuine listening, speaking, and workplace simulation exercises.

The process evaluation uncovers a more intricate scenario. Educators endeavored to apply communicative, active, and ESP-focused tactics via conversations, presentations, vocabulary contextualization, and assignments pertinent to the profession. These actions indicate that the learning process is progressively transcending conventional grammar-based education. Nonetheless, classroom engagement continued to be predominantly teacher-centered, and communicative activities were not regularly evolved into genuine workplace simulations. Karimova et al. (2026) and Timpe-Laughlin et al. (2025) support the third study question, revealing a contradiction between educational aspirations and actual implementation. From the standpoint of communicative competency, language acquisition necessitates opportunities for significant interaction, meaning negotiation, fluency enhancement, and contextual application. When time, facilities, or students' varying proficiency restrict speaking and listening activities, the development of communicative competence is only partial.

Assessment practices constitute one of the most significant outcomes of this study. Despite the utilization of written and oral evaluations, grammar-focused testing prevailed. This results in a discrepancy between the articulated objective of workplace communication and the actual assessment of learning outcomes. If evaluation prioritizes grammatical precision over effective communication, students may achieve academic success without being adequately equipped for authentic workplace interactions. This discovery aligns with earlier research indicating that English programs frequently assert communicative goals while still depending on traditional written assessments (Oliveri & McCulla, 2019; Tyas et al., 2020; Yen et al., 2023). This elucidates why kids had superior performance in reading, writing, vocabulary, and grammar compared to their spontaneous speaking and listening abilities.

The product assessment reveals that the English curriculum has yielded moderate educational advantages. Students demonstrated enhancement in academic performance, vocabulary proficiency, written expression, and self-assurance in basic English communication. These outcomes indicate that the program is not ineffective; instead, it is partially beneficial. The fourth study question is addressed by demonstrating that students' English proficiency has improved, although their workplace readiness is still insufficient. Functional English abilities developed through classroom activities; but, genuine professional communication, industry-specific role-play, and real-world interactions remained constrained. This discovery substantiates the assertion that workplace preparedness cannot be achieved just through curricular conformity.

Sustained exposure to communicative tasks, realistic materials, industry-relevant assessments, and performance-based learning experiences is necessary.

In comparison to previous CIPP-based investigations, the current findings exhibit both convergence and divergence. Consistent with (Alanshori et al., 2025; Musafir et al., 2025), this study determined that the process dimension was comparatively favorable although did not inherently yield robust product outcomes. The discovery aligns with the findings of Mappiasse & Sihes (2014) and Sofiana et al. (2022), who indicated that English learning is rendered less effective when instructional materials and methodologies inadequately address students' communicative requirements. This study emphasizes how rural location, inadequate facilities, and diverse student preparedness influence the execution of vocational English education, in contrast to research indicating more favorable results in urban or higher education settings (Hassan, 2024; Pradheepa et al., 2025). The disparities indicate that the efficacy of English learning programs is contingent upon curriculum design, institutional ecology, resource availability, teacher competence, and learner background.

This study theoretically enhances the literature by expanding the CIPP paradigm into the inadequately examined realm of rural vocational English instruction. CIPP serves not only as a checklist for program evaluation but also as an analytical framework for discerning systemic linkages among policy, resources, pedagogy, and outcomes. The research further enhances ESP and vocational language education by demonstrating that curriculum alignment should be assessed in conjunction with communicative competence and workplace preparedness. The findings indicate that schools ought to enhance English program planning, supply more authentic English for Specific Purposes materials, upgrade digital and audiovisual infrastructure, and reform assessments to focus on performance-based workplace communication. Educators require assistance in creating role-play, simulation, project-based assignments, and feedback methodologies that harmonize accuracy, fluency, and communicative efficacy.

Limitations and Future Research

Numerous constraints must be recognized. The study was done at a singular rural vocational school, hence constraining the generalizability of the findings to other regions or types of institutions. The study predominantly utilized qualitative data, indicating that students' ability was assessed using observations, interviews, papers, and classroom evidence instead of conventional proficiency tests. Third, industry stakeholders were not directly engaged as participants, despite workplace readiness being a primary concern. The study documented English learning at a certain moment and may not represent the long-term evolution of the program. Subsequent research should thus undertake comparative analyses across rural and urban vocational institutions, incorporate quantitative assessments of communicative competence, engage industry collaborators, and investigate the impact of workplace-based English simulations on students' professional preparedness over time.

This study concludes that vocational English education in rural Indonesia is advancing towards contextual, communicative, and workplace-oriented learning; yet, its efficacy is hindered by inconsistent implementation and insufficient resources. The results emphasize the necessity of transitioning from formal curriculum alignment to genuine communicative implementation. This study provides a nuanced contribution to CIPP evaluation, ESP pedagogy, and vocational curriculum reform by contextualizing English learning within the realities of rural vocational education. The primary implication is evident: equipping vocational students for the workforce necessitates not

merely instructing in English, but also structuring English education as a cohesive link between classroom proficiency and professional communication.

Conclusion

This study assessed vocational English education at SMKN 1 Tapalang, a rural vocational high school in Indonesia, employing the Context, Input, Process, and Product (CIPP) evaluation framework. The study sought to investigate the contributions of curriculum alignment, instructional resources, learning processes, and educational outcomes to the enhancement of communicative competence and workplace readiness in vocational English education.

The results indicate that English instruction at the school has predominantly conformed to vocational education objectives and the execution of the Merdeka Curriculum. The context evaluation indicated that the institution has implemented supporting policies and ESP-focused learning objectives that prioritize workplace communication and vocational relevance. Secondly, the assessment of inputs indicated that competent educators, effective curriculum execution, and fundamental instructional resources facilitated the learning process, however infrastructural deficiencies and limited digital integration persisted as considerable obstacles. The process evaluation revealed that communicative and active learning strategies were executed via contextual instruction and collaborative activities; however, grammar-focused assessment and restricted authentic communicative practice diminished the efficacy of workplace-oriented learning. The product evaluation indicated a moderate enhancement in students' English proficiency, especially in reading, writing, and vocabulary acquisition, although speaking, listening, and business communication preparedness necessitated additional support.

The study theoretically advances the implementation of the CIPP evaluation methodology in the relatively unexamined realm of rural vocational English instruction. The findings offer significant implications for educators, curriculum developers, and policymakers concerning the necessity to fortify communicative assessment, refine industry-based instructional materials, and augment learning infrastructure, especially language laboratories and digital learning support. Educators are urged to incorporate authentic workplace simulations, project-based learning, and performance-based assessments into vocational English training.

Subsequent study ought to encompass comparative analyses among various vocational institutions, incorporate quantitative assessments of communicative proficiency, and investigate the influence of workplace-based English instruction on students' enduring professional preparedness. Such investigations would yield comprehensive insights into how vocational English education might more successfully connect classroom learning with industrial communication requirements.

Author Contribution Statement

Author 1 acted as the initiator and conceptualizer of the article; Author 2 contributed to the analysis and interpretation of the data; Author 3 served as the validator of the data and analysis results.

Statement of Interest

All authors declare that they have no financial or non-financial conflicts of interest relevant to this research.

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