

Improving The Teachers' Intervention Programme for the 1119 English Language Paper in 2023

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Abstract - This action research investigates strategies to enhance the effectiveness of English Language teachers in designing targeted intervention programs for Form 5 students in the Saratok district. Responding to concerns over declining student performance in the 1119 English Language SPM papers, the Language School Improvement Specialist Coaches Plus (SISC+) initiated a comprehensive plan in 2023. This plan involved a series of workshops designed to equip teachers with the skills needed to analyze student performance data, conduct headcounts, and create tailored intervention plans to address specific learning needs. Using Kemmis & McTaggard (1988) Action Research Model, teachers from five secondary schools participated in the workshops, working closely with their district coach throughout each cyclic session. The approach emphasized hands-on guidance in interpreting data from Assessment Report 2 (AR2) and aligning strategies to improve performance. Progress was monitored through subsequent evaluations in AR3 and the final 2023 SPM English Language results. The intervention yielded notable improvements, with all five schools demonstrating significant progress in their SPM outcomes. This research highlights the value of structured professional development, collaborative coaching, and data-driven decision-making in empowering teachers to address academic challenges effectively. The findings underscore the potential of targeted interventions to foster meaningful improvements in student performance, offering a replicable model for addressing similar issues in other contexts.

Keywords: strategies, interventions, performance, coaching, workshops

I. INTRODUCTION

Effective early intervention aims to prevent problems from arising or address them promptly to stop them from escalating. It also helps nurture a range of personal strengths and skills, equipping children for success in adulthood. However, not all intervention programs come with a success story. Intervention programs in schools often fail due to several challenges. These include a lack of space for conducting confidential sessions, insufficient staff or resources to implement programs effectively, and the short duration of some interventions, which can lead to fleeting effects. Additionally, a lack of continuity in programs over time can prevent sustained impact, while an overly narrow focus on specific issues may overlook the need for a balanced approach between general prevention and targeted intervention. Other contributing factors to school failure include students disliking certain subjects, poor attention or hyperactivity, disruptive behaviour in the classroom, and frequent absenteeism.

II. BACKGROUND

Over the years, Form 5 teachers in all five secondary schools in Saratok District have independently devised their own intervention plans for improving English Language performance. However, from 2018 to 2022, the schools' academic results in the 1119 English Language papers have fluctuated significantly, with no consistent improvement in the average grade, or *Grad Purata Mata Pelajaran* (GPMP) and also in the passing percentage. While some teachers attribute these struggles to students' inability to master the language, little effort has been made to evaluate the effectiveness of their intervention strategies. In one school, the same intervention program has been reused repeatedly, despite the evolving academic needs of different cohorts preparing for the *Sijil Pelajaran Malaysia* (SPM) examination. Another school limits its efforts to distributing additional handouts during afternoon classes, while others design intervention programs that adopt a "one-size-fits-all" approach, failing to address the diverse needs of their students effectively.

III. PROBLEM STATEMENT

From 2018 until 2022, the trends in Table 1 indicate an overall decline, as most schools experienced either a downward or fluctuating pattern in GPMP over the five-year period, with no significant long-term improvement. Schools like SMK Saratok exhibit stagnation or plateauing performance, maintaining stable GPMP scores but showing little progress, suggesting that current interventions may not be achieving meaningful results. Meanwhile, schools such as SMK Agama and SMK (BM) Saratok display inconsistent outcomes, highlighting the need for more adaptable and effective intervention strategies.

In Table 2, the percentage pass rates reveal varied performance trends among the schools. SMK Agama consistently achieved the highest pass rates, despite occasional dips, indicating overall strong performance that could serve as a model for others. In contrast, SMK Saratok and SMK Kabong showed stable but stagnant pass rates over the years, suggesting the need to reassess their intervention strategies to drive improvement. Schools like SMK Kalaka and SMK (BM) Saratok demonstrated significant fluctuations, highlighting challenges in maintaining consistent success. To address these issues, schools should prioritize strategies for sustaining performance, adapt successful practices from top-performing institutions, and implement data-driven monitoring systems to refine teaching and intervention approaches. Targeted support should also be provided to schools with lower average pass rates, such as SMK Kabong, to address specific challenges effectively.

TABLE 1: SCHOOL'S ACADEMIC PERFORMANCE (GPMP) RETRO IN 1119 ENGLISH LANGUAGE PAPERS IN SIJIL PELAJARAN MALAYSIA

School	GPMP				
	2022	2021	2020	2019	2018
SMK Agama	6.77	5.97	6.38	7.12	6.77
SMK Saratok	6.84	6.95	6.99	7.05	7.04
SMK Kalaka	7.25	7.45	7.36	7.40	7.98
SMK (BM)	6.48	6.55	7.27	7.07	7.22
SMK Kabong	7.00	7.08	7.46	7.22	7.28

TABLE 2: SCHOOL'S ACADEMIC PERFORMANCE (PERCENTAGE PASSES) RETRO IN 1119 ENGLISH LANGUAGE PAPERS IN SIJIL PELAJARAN MALAYSIA

School	PERCENTAGE PASSES (%)				
	2022	2021	2020	2019	2018
SMK Agama	87.14	93.94	92.68	77.89	93.62
SMK Saratok	73.03	73.65	75.16	75.29	73.62
SMK Kalaka	68.60	59.60	69.52	65.55	49.53
SMK (BM)	78.43	70.52	58.38	71.02	71.97
SMK Kabong	63.3	66.29	59.55	58.38	59.80

To tackle these challenges, schools experiencing declining performance, such as SMK Kalaka and SMK Kabong, should implement targeted intervention programs that address the underlying causes of poor outcomes. Adopting a cyclic action research process inspired by Kemmis and McTaggart (1988)—involving planning, acting, observing, and reflecting—can guide the development and evaluation of workshop strategies. These workshops will employ a data-driven approach to assess the effectiveness of interventions, ensuring they align with the evolving needs of students. Furthermore, schools should move beyond "one-size-fits-all" solutions, opting instead for tailored strategies designed to meet the unique needs of specific student groups. For schools like SMK Agama, which exhibit positive trends, it is essential to focus on sustaining improvements and preventing regression. Lastly, schools must prioritize continuity in their intervention efforts over multiple years to achieve lasting progress rather than short-lived results.

IV. RESEACRCH OBJECTIVE

This action research is to help teachers develop and implement tailored intervention programs that address the specific challenges of schools with declining or inconsistent performance, ensuring adaptability to meet diverse student needs. Therefore, the research objective will ensure that teachers are able to

- 3.1 create data-driven, student-centered intervention plans;
- 3.2 assess the effectiveness of newly designed intervention programs in improving the academic outcomes of Form 5 students;
- 3.3 establish a framework for continuous improvement and collaboration among themselves, ensuring the sustainability of effective intervention strategies.

V. LITERATURE REVIEW

Kemmis and McTaggart's (1988) model of action research is widely recognized as a cornerstone in participatory and reflective inquiry aimed at improving

practices in educational and organizational contexts. This model is based on a cyclical process that emphasizes collaboration, critical reflection, and continuous improvement. It has been extensively applied in educational settings to address complex challenges, such as enhancing teaching methodologies and developing targeted intervention programs.

Aligning Action Research with Intervention Programs

i. Identifying the Problem (Planning Stage)

Action research is a compelling approach for teacher-researchers, school administrators, and other stakeholders within the educational environment (Mills, 2011). In the context of education, it is defined as the process of examining a school setting to understand and enhance the quality of the teaching and learning experience (Hensen, 1996; Johnson, 2012; McTaggart, 1997). This approach equips educators with valuable insights and strategies to improve educational practices or address critical challenges in classrooms and schools (Mills, 2011; Stringer, 2008). It is also systematic in its methodology (Dinkelman, 1997; McNiff, Lomax, & Whitehead, 1996), participatory in its approach (Holter & Frabutt, 2012), and offers numerous benefits to professionals in education (Johnson, 2012; McTaggart, 1997; Schmuck, 1997). These advantages include fostering the professional growth of educators (Barone et al., 1996), empowering teachers (Book, 1996; Fueyo & Koorland, 1997; Hensen, 1996), and bridging the divide between research and practical application (Johnson, 2012; Mills, 2011).

This action research begins with identifying a specific issue or area of concern, such as declining student performance, behavioural challenges, or gaps in language proficiency. Through collaboration with stakeholders—teachers, administrators, parents, and even students—the root causes of the problem are analysed. For intervention programs, this step is critical to ensure the strategies address the unique needs of the target group.

ii. Developing Targeted Interventions (Planning Stage)

Based on the problem analysis, educators collaboratively design intervention strategies. These can include remedial classes, peer tutoring, or differentiated teaching methods tailored to the identified challenges. The action research framework encourages stakeholder input to ensure the intervention is contextually relevant and practical.

iii. Implementing the Program (Acting Stage)

During the acting phase, the intervention program is implemented in the school setting. Action research emphasizes participatory implementation, where educators actively engage in delivering the program while maintaining flexibility to adapt to unforeseen challenges.

iv. Monitoring and Collecting Data (Observing Stage)

Action research incorporates systematic observation and data collection to evaluate the program's

effectiveness. Schools can use quantitative measures, such as test scores or attendance records, alongside qualitative data, such as teacher observations, student feedback, and parent surveys. This data provides insights into how the intervention impacts student performance and behavior.

v. *Reflecting on Effectiveness (Reflecting Stage)*

The reflection phase is crucial for assessing the program's success and identifying areas for improvement. Teachers and administrators collaboratively analyze the data and determine whether the intervention achieved its intended goals. If shortcomings are identified, adjustments are made, and the cycle begins anew, ensuring continuous improvement.

VI. METHODOLOGY

Eighteen teachers in the Saratok District are teaching English Language for the 1119 SPM papers in 2023. All have over three years of experience teaching the target language, with only two of them being non-option TESL graduates.

Table 3: Samples' Demography

School	TESL/TOEFL	Non-Option	Total
SMK Saratok	4	0	4
SMK BM	4	0	4
SMK Kalaka	3	0	3
SMK Agama	2	1	3
SMK Kabong	3	1	4
TOTAL	16	2	18

This action research followed the Kemmis and McTaggart (1988) cyclic process, which includes planning, action, observation, and reflection. The study was conducted over five cycles, each designed to build upon the previous one, targeting specific aspects of teaching, grading, and intervention planning to improve student outcomes.

Cycle 1: Unpacking Marking Strategies and Practicing with Sample Scripts

The first cycle focused on enhancing teachers' understanding of essay marking techniques. Teachers participated in a workshop where marking strategies were introduced and practiced using sample scripts. Guided by experienced markers, teachers gained hands-on experience in evaluating scripts and analysing common errors. This phase aimed to establish a foundation of consistency in marking among participants.

Cycle 2: Moderation of Scripts from Other Schools

Three weeks later, the second cycle involved exchanging test scripts with other schools for moderation. Each teacher moderated a set of 15 scripts, categorized into three groups: five from low achievers, five from average achievers, and five from high achievers. This phase emphasized collaboration and standardization, with teachers

receiving continuous support from experienced markers to ensure their grading adhered to standardized criteria.

Cycle 3: Grading Own Students' Scripts and Reassessing Intervention Plans

In the third cycle, teachers graded their own students' scripts, applying the marking techniques and insights gained from the previous cycles. They conducted headcount and near-miss data analysis to classify students based on performance levels. This analysis encouraged teachers to reevaluate their intervention plans, leading them to identify effective strategies and refine their approaches collaboratively with justifications for their revisions.

Cycle 4: Post-Mortem of Intervention Plans Following AR3 Exams

The fourth cycle was conducted after students had completed their AR3 exams. Teachers reconvened to present their intervention plans, reflecting on how these plans correlated with students' achievements. Through collaborative discussions, they conducted a post-mortem analysis of their strategies to identify what worked well and to determine the intensity of interventions required for their Form 5 students. This phase ensured that interventions were data-driven and tailored to students' needs.

Cycle 5: Reflection on Intervention Plans Post-SPM Results

The final cycle occurred after the release of the SPM results. Teachers reflected on the overall effectiveness of their intervention plans, identifying strategies that worked well and those that needed improvement. This reflective process helped consolidate their learning and provided valuable insights for future teaching and intervention efforts.

The cyclic approach allowed for iterative learning, enabling teachers to refine their practices and interventions systematically. Each cycle built upon the previous one, with feedback and observations driving continuous improvement in both teaching strategies and student outcomes.

VII. FINDINGS

The action research was conducted from early August to December 2023, starting with the previous year's SPM results as the Take-Off Value (TOV). The first workshop, held in August, aimed to enhance teachers' skills in evaluating students' scripts and identifying errors. Two experienced essay markers from the group provided guidance on effective marking techniques. The three-day workshop included an introduction to these methods and hands-on practice using sample scripts. Following the workshop, teachers' feedback and participation were analysed to assess their understanding of the content. Observations revealed that while teachers showed increased confidence in applying the marking schemes, they remained hesitant about assigning grades. This highlighted the need for a second cycle to address these concerns.

The second cycle commenced two weeks later, focusing on implementing the skills acquired in the first

cycle. During this phase, teachers exchanged test papers with peers from other schools for moderation. Each teacher reviewed five papers from low-achieving students, five from average performers, and five from high achievers. Throughout the moderation process, the two experienced markers provided continuous support to ensure grading consistency and adherence to standard criteria.



Figure 1: Teachers Exchange and Moderate Test Papers

Over the three-day workshop, teachers exhibited greater confidence and precision in their grading. Collaborative discussions fostered stronger consensus, as teachers aligned on grading standards. However, by the workshop's conclusion, teachers began comparing their students' grades with those from other schools, expressing curiosity about how their peers approached students' performance. This indicated a growing need to develop intervention plans tailored to addressing students' achievement and further improving outcomes.

After allowing the teachers time to grade their own students' test papers, they were reconvened for the next cycle. During this phase, they received coaching on headcount and near-miss data analysis and later, to categorize their students based on performance levels. This process prompted teachers to reevaluate their intervention plans, gaining clearer insights into which strategies were more effective, and the level of intensity needed to better support their students. As a result, the teachers began collaborating closely to refine their plans with well-founded justifications.



Figure 2: Reevaluating Intervention Plans

By the fourth cycle, the teachers were prepared to present their revised intervention plans and outcomes, incorporating more specific details aligned with the students' achievements as reflected in their AR3 results. They were receptive to constructive feedback from their peers and received close guidance from their coach, which helped them deepen their understanding of why certain activities were effective while others were not. During their presentations, the teachers carefully examined their students' performance, leading to a realization of the importance of creating a focused, data-driven plan. This approach emphasized addressing the actual needs of the students rather than relying on assumptions about what might work.

Following the fourth meeting, schools were intensively focused on preparing their students for the upcoming SPM, which was less than a month away. Despite this, the group of teachers remained committed to implementing their intervention plans, which had undergone a thorough review, and they began increasing the frequency of their planned activities. The teachers' heightened anxiety prompted extended coaching and support via WhatsApp, as they sought reassurance from their coach to ensure they were on the right track. This experience led the coach to realize that the teachers need to have an additional cycle of reflection on the revised intervention plans, using their students' 119 English Language SPM results as a benchmark for evaluation.

The fifth and final cycle took place in May 2024, following the release of the SPM results. The same group of teachers from five secondary schools reconvened to reassess their revised intervention plans and reflect on their effectiveness. This process allowed them to address uncertainties regarding marking strategies and grading test papers, engage in moderation of students' written essays by exchanging papers with teachers from other schools, receive data-driven coaching on headcounts and near-miss students, and refine their intervention plans for the final push leading up to the SPM examinations.

This reflective process allowed teachers to critically evaluate the impact of their interventions and refine their strategies for future implementation. By using the students' 119 English Language SPM results as a benchmark, teachers gained valuable insights into the outcomes of their efforts and identified areas for continuous improvement.

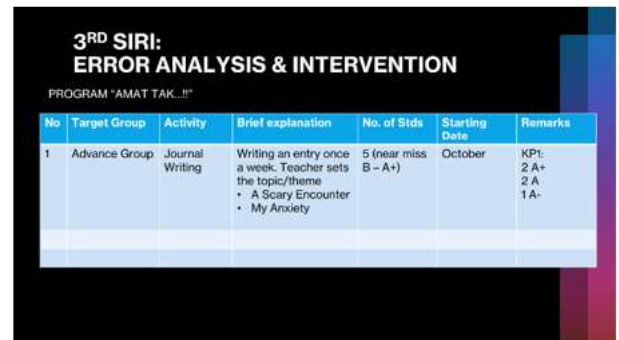
This action research demonstrates the value of iterative cycles of reflection, collaboration, and data-driven planning in enhancing teacher practices and student outcomes. Each cycle built upon the previous one, gradually equipping teachers with the skills and confidence necessary to implement effective interventions. The process also highlighted the importance of fostering a culture of continuous professional development and collaboration among educators. As a result, the teachers were better prepared to support their students' success in the SPM examination.

VIII. DISCUSSION

The results for AR2 2023, prior to the first intervention cycle, reveal several notable trends and areas for reflection. The distribution of grades across subjects and

Kategori	BM	SARATOK	AGAMA	KALAKA	KABONG
A+	0	5	0	0	0
A	0	1	0	1	7
A-	0	4	0	4	27
B+	0	10	1	4	14
B	0	40	0	5	10
C+	0	8	0	8	8
C	0	8	0	1	5
D	0	55	1	4	10
E	0	0	15	14	7
G	0	20	32	83	68
TH	0	4	0	2	2

During the second and third cycles, as teachers improved their ability to grade and analyze headcounts and near-miss data, they became more focused on their intervention activities. They developed tailored intervention plans designed to address the specific needs of their students, as outlined below.





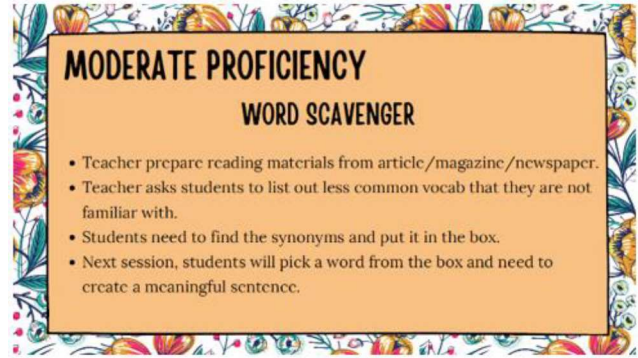
MID

5 DAYS WRITING CHALLENGE

1. Given topics as stimulus (by theme according to textbook)
2. 5 days writing challenge (weekdays)
3. 80 words (one essay)

NO. OF STUDENTS
70 (C ... P) 10B+. 25B. 15B-. 10C+. 10 C
PIC: Cikgu Gabriel / Cikgu Liana

STARTING DATE
October



MODERATE PROFICIENCY
WORD SCAVENGER

- Teacher prepare reading materials from article/magazine/newspaper.
- Teacher asks students to list out less common vocab that they are not familiar with.
- Students need to find the synonyms and put it in the box.
- Next session, students will pick a word from the box and need to create a meaningful sentence.



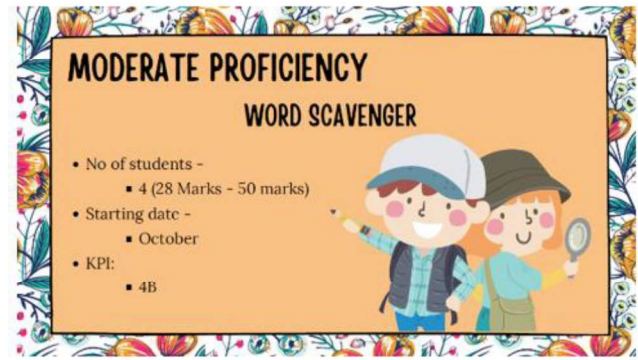
LOW

GUIDED WRITING

- ♥ Guided writing with content points .
- ♥ 50 words.
- ♥ Students will have to connect chained words given in order to construct sentences.
- ♥ To help low proficiency students to construct simple sentences.
- ♥ To insert connectors, conjunction and articles appropriate where it is required in the sentences.

NO. OF STUDENTS
80 (GALUS) 80D's
PIC: Cikgu Sharon / Cikgu Legan
Cikgu Marianne / Cikgu Amelia

STARTING DATE
October

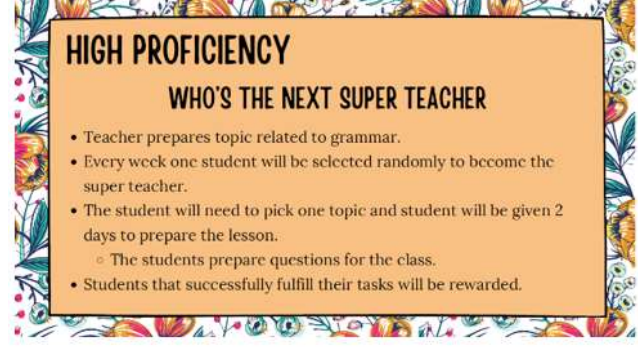


MODERATE PROFICIENCY
WORD SCAVENGER

- No of students -
▪ 4 (28 Marks - 50 marks)
- Starting date -
▪ October
- KPI:
▪ 4B

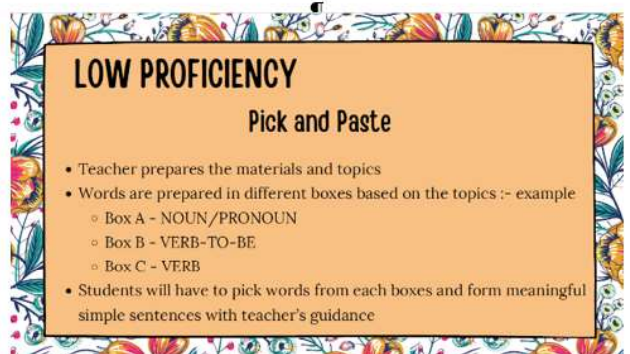


Intervention
SMK KABONG



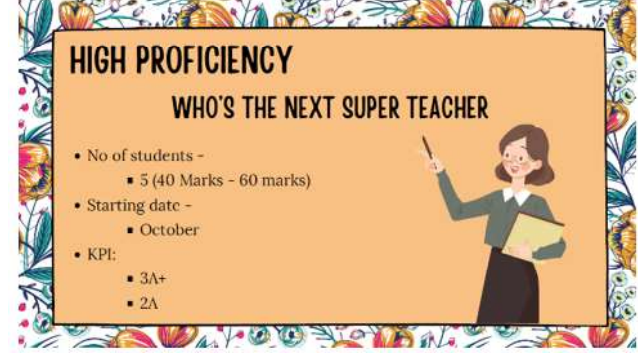
HIGH PROFICIENCY
WHO'S THE NEXT SUPER TEACHER

- Teacher prepares topic related to grammar.
- Every week one student will be selected randomly to become the super teacher.
- The student will need to pick one topic and student will be given 2 days to prepare the lesson.
 - The students prepare questions for the class.
- Students that successfully fulfill their tasks will be rewarded.



LOW PROFICIENCY
Pick and Paste

- Teacher prepares the materials and topics
- Words are prepared in different boxes based on the topics :- example
 - Box A - NOUN/PRONOUN
 - Box B - VERB-TO-BE
 - Box C - VERB
- Students will have to pick words from each boxes and form meaningful simple sentences with teacher's guidance



HIGH PROFICIENCY
WHO'S THE NEXT SUPER TEACHER

- No of students -
▪ 5 (40 Marks - 60 marks)
- Starting date -
▪ October
- KPI:
▪ 3A+
▪ 2A



LOW PROFICIENCY
Pick and Paste

- No of students -
▪ 6 (19 marks - 35 marks)
- Starting date -
▪ October
- KPI:
▪ 3E
▪ 3D

Figure 5: An Exemplar of an Intervention Plan

The intervention plans developed by the teachers were carefully designed to address the specific needs of identified student groups, focusing on learning challenges across various proficiency levels. These plans included comprehensive details about the implementation process, such as the teacher responsible for each activity, the start dates, the number of students involved, and the specific objectives and focus of each intervention. This structured approach aligns with the principles of targeted interventions, which research highlights as essential for meeting diverse

student needs effectively (Rijlaarsdam et al., 2017; Shuell, 1986).

Targeted intervention strategies emphasize creating detailed, student-centered plans to address individual learning gaps. As Rijlaarsdam et al. (2017) noted, learning activities serve as foundational elements within broader educational frameworks, acting as “building bricks” that facilitate changes in knowledge, skills, and attitudes (p. 286). This aligns with the practices observed in these intervention plans, where activities were meticulously structured to address specific learning objectives. Furthermore, Shuell (1986) underscored the centrality of student engagement, asserting that the effectiveness of learning activities depends more on what students do than what teachers do. This perspective reinforces the design of the intervention plans, which emphasized student-centered learning processes.

Additionally, contemporary research on educational interventions, such as those by Whittingham (2024), supports the use of personalized learning plans that cater to individual student needs through detailed and adaptive implementation strategies. These plans, combined with formative assessments, provide a dynamic framework to ensure interventions remain relevant and impactful. By integrating such practices, the intervention plans in this study demonstrate alignment with best practices in fostering meaningful learning outcomes.

Finally, in the fifth cycle when the schools’ result came out in May 2024, the sample group of teachers were called in again to check whether their tailored intervention plan has worked the best for their students in the 2023 SPM 1119 English Language papers. The results have tremendously shown an increment in the target language for all the five secondary schools in the district.

KEPUTUSAN BAHASA INGGERIS DI BAWAH PROGRAM “BENGKEL 5 SIRI”						
SEKOLAH	%LULUS		Diff.	GPMP		Diff.
	2022	2023		2022	2023	
SMK BM	78.43	79.58	1.18	6.48	6.07	0.41
SMK AGAMA	87.14	96.72	9.58	6.77	6.07	0.70
SMK SARATOK	73.03	84.18	11.15	6.84	6.28	0.56
SMK KALAKA	68.60	80.88	12.28	7.25	6.74	0.51
SMK KABONG	63.30	70.12	6.82	7.00	6.92	0.08
PPD SARATOK	72.22	80.14	7.92	6.87	6.44	0.43

Figure 6: The 1119 English Language SPM 2023 Results in Five Secondary Schools

The analysis focuses on two key performance indicators: Passing Percentage (% *Lulus*) and Average Grade (GPMP), comparing results between 2022 and 2023. The findings indicate significant progress in both the quantity of students achieving a passing grade and the quality of academic performance across the district.

The passing percentage (% *Lulus*) showed marked improvement across all schools. SMK Kalaka recorded the highest increase in pass rates, improving by 12.28 percentage points from 68.60% in 2022 to 80.88% in 2023. This notable growth underscores the program's effectiveness in addressing learning gaps in schools with lower initial

performance. SMK BM, while showing the smallest improvement of 1.18 percentage points (78.43% to 79.58%), still demonstrated progress, highlighting the program's wide-reaching impact. At the district level, the average pass percentage rose from 72.22% in 2022 to 80.14% in 2023, reflecting a district-wide improvement of 7.92 percentage points. These improvements validate the targeted interventions implemented through the five cycles of intervention program by the coach in fostering students' success.

In terms of GPMP, which measures the quality of performance (with lower scores indicating better outcomes), all schools showed modest but consistent progress. SMK Kalaka achieved the largest improvement with a 0.51-point reduction in GPMP, from 7.25 in 2022 to 6.74 in 2023. On the other hand, SMK Kabong recorded the smallest improvement, with a 0.08-point reduction (7.00 to 6.92). At the district level, the GPMP improved by 0.43 points, from 6.87 in 2022 to 6.44 in 2023. Although less pronounced than the gains in pass percentages, these results suggest a gradual enhancement in the quality of student outcomes.

District-wide, the combined improvements in both metrics affirm the success of the program in boosting student performance. The increase in pass percentages, coupled with the improvement in GPMP, highlights how the five cyclic intervention programs has positively impacted both the quantity and quality of academic achievements. Importantly, schools that previously struggled, such as SMK Kalaka and SMK Saratok, showed the most improvement, while already high-performing schools, like SMK Agama, maintained consistent growth.

To sustain and further enhance these achievements, additional recommendations include providing sustained support to schools with smaller improvements, such as SMK BM and SMK Kabong, to address specific challenges. Documenting and replicating the successful strategies of high-performing schools like SMK Kalaka may also benefit underperforming schools. Furthermore, a qualitative analysis of the program's components, such as teacher training, intervention methodologies, and resource allocation, can help refine and scale the program effectively.

In conclusion, the five cyclic programs for the teachers have proven to be a valuable intervention for improving English language performance in PPD Saratok. By focusing on targeted support and leveraging successful practices, the district can build on this progress and achieve even greater student outcomes in the future.

XI. CONCLUSION

The qualitative elements of the intervention—such as the development of comprehensive, student-centered intervention plans—were crucial in meeting the diverse needs of students. As teachers grew more confident in designing and implementing these plans, they significantly contributed to the overall success of the program. This underscores the pivotal role of teacher engagement and continuous professional development in driving educational improvements.

However, despite the successes, challenges remain. Specifically, there is a need to further cultivate academic excellence among high-achieving students and provide

additional support to schools showing smaller gains. For example, SMK Saratok, which excelled in the 'B' grade category, serves as a model for best practices that could be replicated in other schools to achieve similar success. It is essential to continue refining and expanding the intervention program, ensuring sustained support for schools with less pronounced improvements. This approach will help maintain consistent progress and foster academic excellence district-wide.

Several avenues for further studies could be explored to deepen the understanding of the intervention program's effectiveness and ensure its continuous improvement:

Investigating the Long-Term Impact on High-Achieving Students

While the intervention has helped improve overall performance, it has not yet fully addressed the academic growth of high-achieving students. A study focusing on advanced learners could explore how tailored interventions might be designed to foster higher-order skills, critical thinking, and academic excellence. Research could also examine whether a more differentiated approach is necessary to challenge and support these students effectively, ensuring they are not left behind in the pursuit of excellence (Tobias, 1990).

Replicating Best Practices Across Schools

SMK Saratok has been identified as a successful model, with students excelling in the 'B' grade category. Further studies could focus on identifying the specific strategies that contributed to their success. Research could explore how these strategies (teaching methods, classroom management, resources, etc.) can be replicated in other schools, particularly those with smaller improvements. Case studies of schools that have successfully implemented these best practices could provide valuable insights for wider implementation (Hattie, 2009).

Examining Teacher Professional Development and Its Direct Impact

The success of the intervention program hinges on the development of teachers' confidence in designing and implementing intervention plans. A study focusing on the correlation between professional development programs and improvements in student performance could provide deeper insights into the most effective training methods. Additionally, exploring teachers' ongoing professional needs would help refine the support provided to educators, ensuring that it aligns with the evolving demands of the classroom (Darling-Hammond, 2000).

Analyzing the Impact of Intervention Sustainability

As the program expands and evolves, it will be crucial to understand the long-term sustainability of these interventions. Further studies could focus on assessing the continuity of improvements over time, particularly after the intervention cycles have concluded. This could include

monitoring the retention of skills, motivation, and performance of students in subsequent academic years (Bryk et al., 2010).

Expanding the Role of Student-Centered Approaches

Since student-centered intervention plans have been vital in addressing diverse needs, further studies could focus on developing and testing different models of student-centered learning, such as personalized learning plans or differentiated instruction strategies. Research could also explore how these approaches can be enhanced through technology and digital tools to create more adaptive, responsive learning environments (Puentedura, 2014).

In conclusion, the intervention program has proven to be an effective strategy for improving English language outcomes in the PPD Saratok district. By focusing on targeted interventions, replicating successful strategies, and investing in ongoing teacher development, the district can continue to enhance academic achievement and ensure all students reach their full potential. By exploring these areas, the district can not only refine the current intervention strategies but also expand their reach and effectiveness, ensuring that all students, including those who are excelling, continue to receive the support and challenges they need to thrive academically.

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