



# An implementation of integrated performance assessment model in vocational English for communication learning

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## ABSTRACT

This research implemented the Integrated Performance Assessment (IPA) model within the context of vocational English for communication learning. The IPA model, proposed by the American Council on the Teaching of Foreign Languages (ACTFL), serves as a comprehensive framework aimed at unifying teaching and assessment methodologies to enhance students' speaking abilities. The primary objective of this research is to evaluate the efficacy of the IPA model in improving students' communication skills within a vocational English setting. First-semester students at AKN Blitar serve as the subjects of this research. A mixed-method approach is employed, encompassing both quantitative and qualitative analyses. Pre-test and post-test stages are conducted, with student scores calculated using the Shapiro-Wilk test to ensure the validity of the findings. The results of this research demonstrate a significant improvement in students' communication skills following the implementation of the IPA model. Despite the observed increase in scores between the pre-test and post-test stages, further investigation reveals that the significance value (p) remains above 0.05 (sig. > 0.05), underscoring the need for continued assessment and refinement of the IPA model in vocational English education.



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As students majoring in non-English, vocational students at *Akademi Komunitas Negeri Putra Sang Fajar Blitar* (AKB) often face difficulties in their English language skills, especially speaking. According to Adair-Hauck et al., (2006), In recent years, communication- and performance-based learning has supplanted grammar-based teaching in English language education. Consequently, speaking proficiency holds significant sway over educational pedagogy and the teaching of English for communicative purposes. Furthermore, researchers have observed in class that many vocational students at AKB (L2 learners) often lack the confidence and motivation to speak English, as evidenced by their pre-test scores in Table 2.

Moreover, some students remain unable to communicate effectively in English despite years of instruction. Upon observation, challenges such as vocabulary comprehension, pronunciation, grammar, fluency, and conversational topic preferences emerge as primary obstacles for foreign language learners (L2 students). English proficiency, indeed, plays a pivotal role in producing high-caliber graduates. Moreover, students are expected to foster communication skills with individuals from diverse linguistic backgrounds outside the classroom and in their professional pursuits post-graduation. In essence, adeptness in English communication affords students promising opportunities to pursue further education abroad, secure scholarships, and attain lucrative employment prospect.

As a General Basic Subject (MKDU), English has a shorter time compared to compulsory courses. Apart from that, there are no learning modules used in learning English for Communication. For this reason, effective and efficient learning modules and models are very necessary so that vocational students can improve their English communication skills. In communication skill, it cannot be denied that conversation has a position as a core element in teaching and school pedagogy. Communication is one of the English language skills considered the most difficult to master by some foreign language learners (Ulker, 2017; Hosni, 2014; Hamad & Alnuzaili, 2022). Some research on the causes of difficulty mastering this skill have been done by researchers. From these previous research studies, the main obstacles faced by foreign students in speaking English are vocabulary, pronunciation, grammar, comprehension, fluency, use of their mother tongue, and preferences. Therefore, students' ability to build interactions and be directly involved in social relationships and create a sense of belonging is through language development. (Mousena & Sidiropoulou, 2017).

Another important factor that can improve students' speaking skills is to involve students in the situation. The recent research shows that students tend to be active learners and more participative in learning both inside and outside the classroom, which makes a major contribution to students' academic success (MacKenzie, 2014). The role of lecturers is very important to involve students in learning because lecturers must help students interact with content and encourage them to develop their knowledge. So, the lecturers do not need to experience difficulties in involving students in the learning process. Therefore, lecturers should not encounter difficulties in engaging students. Consequently, the adoption of effective teaching methods can significantly enhance learning engagement and yield positive learning outcomes (Collaço, 2017).

Indeed, the selection of an assessment method holds significant importance in language learning. English language education has undergone a subtle shift in paradigm or perspective, marked by the introduction of novel assessment methods and pedagogical approaches. This signifies a departure from the traditional emphasis on grammar-centric instruction toward a more communication- and performance-oriented approach (Adair-Hauck et al., 2006). This is in line with the American Council on the Teaching Foreign Language (ACTFL, 2012) where language proficiency is developed through communication methods that seem to reflect current real life situations and conditions as a type of assessment to assess students formatively. One of them is Integrated Performance Assessment (IPA) which is believed to be able to provide many opportunities for lecturers to focus on student progress.

The IPA model, designed to evaluate students' English communication skills, encompasses three modes: interpretive, interpersonal, and presentational. The choice of "tourism" as the thematic material for this activity stemmed from its relevance to AKN Blitar students, given the city's notable tourist attractions such as the tomb of Indonesia's first president, "Soekarno," Gebang Palace (Soekarno's childhood home), extensive tea gardens, pristine beaches, and historical sites dating back to the Dutch colonial era. In the interpretive mode, students engage in receptive tasks, including reading texts, and listening to or watching videos related to the lesson topic. In the interpersonal mode, collaboration among students is essential, often facilitated by the lecturer forming groups to facilitate information exchange. Here, unscripted assignments prompt students to engage in conversations, fostering active listening, interpretation, and negotiation of meaning. This mode may involve mobile-phone conversations, face-to-face interactions, or written correspondence. The presentational mode requires students to deliver messages derived from previous modes directly. Presentation formats may include videos or PowerPoint slideshows. To ensure effective presentation, students practice extensively before the actual

classroom presentation. Additionally, the content presented must reflect the students' genuine thoughts and ideas, as evidenced by their final product in the presentation assignment.

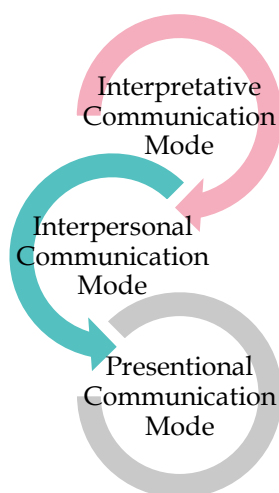


Figure 1. Integrated Performance Assessments: A Cyclical Approach (Glisan, 2003)

This research discusses the effectiveness of the science model, but does not directly compare the results with traditional teaching methods that focus on communication in improving students' speaking skills. The research was conducted in a vocational campus environment, with a focus on students at Akademi Komunitas Negeri Putra Sang Fajar Blitar (AKB). The research also emphasizes the role of lecturers in implementing the IPA model effectively but does not address issues related to teacher training or support. Investigating the professional development needs of educators and identifying strategies to enhance their capacity in utilizing the IPA model. This IPA model defines student performance in three modes of communication according to ACTFL standards. To understand what students must do in studying communication in the three modes, it is important to clearly understand the principles of each mode. IPA provides authentic assessment as it reflects real-world tasks rather than fictional scenarios.

In this research, authentic assessments were conducted by presenting real-world contexts to evaluate student competence. The real-world context in question closely relates to student life in Blitar City, involving landmarks or tourist attractions. Additionally, the significant potential in language learning with the science model lies in feedback. Usually, feedback occurs after the completion of the learning process. Feedback given after the learning stage ends, such as grades or scores, is meaningless because it does not provide opportunities for students to improve their communication skills. This research briefly mentions the importance of feedback sessions in improving students' speaking skills although it has not explored in depth the



Subsequently, post-test results measuring the improvement in student communication were obtained. Both the pre-test and post-test stages included three assignments corresponding to the three IPA modes: interpretive, interpersonal, and presentational. The first mode tested students' ability to interpret meaning by engaging with texts and videos. In the second mode, students demonstrated their ability to negotiate meaning through conversational interactions. The final mode required students to deliver a speech on the same topic as the previous assignments. Following nine weeks of IPA module implementation, students completed a post-test with similar constructs but different topics. Scoring was conducted using an adapted version of the ACTFL IPA rubric tailored to the research context, evaluating whether students exceeded, met, or did not meet performance expectations.

### Data Analysis Procedures

In the analysis of quantitative data, significance value, mean descriptive statistics, and standard deviation were employed for the Shapiro-Wilk normality test, given that the dataset consisted of less than 50 data. In qualitative data it was obtained from semi-structured interviews by analyzing the results of student interviews after experiencing learning with IPA model.

**Table 1. Procedures of IPA model in English for Communication class**

Phase 1	Administering the pre-test to the students	The researcher prepares materials on the theme of "tourism" to be provided to students before introducing the IPA model
Phase 2	Implementing three modes of IPA	Interpretative - Interpersonal - Presentational
Phase 3	Administering the post-test	The researcher prepares materials to provide students with themes consistent with those of the pre-test
Phase 4	Conducting the interview	The researcher inquired about the students' experiences following their engagement in learning activities utilizing the IPA model
Phase 5	Analyzing data	The researchers initiated the analysis of the data acquired in the preceding phase

### FINDINGS

The researcher presents the findings in Table 2, wherein student scores exhibit an increase across the IPA modes - interpretive, interpersonal, and presentational - as determined by the Wilcoxon Rank Test comparing pre-test and post-test scores. The utilization of the Wilcoxon Rank Test was necessitated by the non-normality of the data, as indicated by the results of the normality test. With a sample size of only 26 respondents, the Shapiro-Wilk test was employed for normality testing. A significance value greater

than 0.05 would signify normal data distribution, whereas a value below 0.05 indicates non-normality. Therefore, due to the non-normal distribution of the data, the Paired Sample T Test was deemed unsuitable for analysis.

**Table 2. Summary of the results of the pre-test and post-test**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test Interpretative	.212	27	.003	.898	27	.012
Pre-test Interpersonal	.255	27	.000	.892	27	.009
Pre-test Presentational	.205	27	.005	.917	27	.033
Post-test Interpretative	.153	27	.107	.894	27	.010
Post-test Interpersonal	.238	27	.000	.887	27	.007
Post-test Presentational	.176	27	.031	.935	27	.094

*Lilliefors Significance Correction*

The significance value (p) obtained from the Kolmogorov-Smirnov test is less than 0.05, such as 0.000003 in the pre-test interpretative data, indicating non-normal distribution. Given that the sample size for this research is 26, falling below the recommended range of 20 to 1000 samples for the Kolmogorov-Smirnov test, the Shapiro-Wilk test is more appropriate. With the Shapiro-Wilk test, all significance values (p) are greater than 0.05, indicating that the data can be considered normally distributed. Thus, for sample sizes below 50, such as in this research with 26 samples, a significance value greater than 0.05 (sign > 0.05) in the Shapiro-Wilk test signifies normal.

**Table 3. Results of the interpretive assignment of the pre-test and post-test**

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-test Keyword Recognition	27	9.8148	4.27008	5.00	20.00
Pre-test Main Idea Detection	27	8.3333	3.39683	5.00	15.00
Pre-test Supporting Detail Detection	27	8.3333	3.66900	5.00	15.00
Pre-test Cultural Perspectives	27	8.1481	3.14647	5.00	15.00
Post-test Keyword Recognition	27	15.0000	3.66900	10.00	20.00
Post-test Main Idea Detection	27	13.7037	4.06500	10.00	20.00
Post-test Supporting Detail Detection	27	12.5926	2.54588	10.00	15.00
Post-test Cultural Perspectives	27	13.3333	4.16025	5.00	20.00

In each mode, it was observed that the average post-test scores of students demonstrated improvement across all aspects. The table below presents the findings from the pre-test and post-test of the interpretive assignment, revealing that students' post-test average scores surpassed those of the pre-test in every assessment item, indicative of enhanced performance. Firstly, the post-test average score for keyword recognition (M = 15; SD = .36) exceeded that of the pre-test average score (M = 9.8148; SD = .42). Similarly, in the main

idea detection aspect, the post-test average score (M = 13.7; SD = .40) surpassed the pre-test average score (M = 8.33; SD = .33). Additionally, the post-test average score for supporting detail detection (M = 12.59; SD = .254) was higher than the pre-test average score (M = 8.33; SD = .36). Lastly, the post-test average score for cultural perspectives (M = 13.33; SD = .416) exceeded that of the pre-test average score).

**Table 4. Results of the interpersonal assignment of the pre-test and post-test**

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-test Language Control	27	7.4074	2.89906	5.00	15.00
Pre-test Communication Strategies	27	7.2222	2.88675	5.00	15.00
Pre-test Language Function	27	6.8519	2.82440	5.00	15.00
Pre-test Comprehensibility	27	7.7778	3.48991	5.00	15.00
Post-test Language Control	27	16.6667	2.77350	10.00	20.00
Post-test Communication Strategies	27	15.0000	3.39683	10.00	20.00
Post-test Language Function	27	16.8519	2.82440	10.00	20.00
Post-test Comprehensibility	27	14.2593	3.59051	10.00	20.00

From the provided table, it delineates the outcomes of both the pre-test and post-test conducted in interpersonal mode. Overall, the post-test average score for each assessment item exhibited a notable increase compared to the pre-test average score. This rise is evident across four facets of the interpersonal mode. Beginning with the language function aspect, students demonstrated improved performance, as reflected by the higher post-test average score (M = 16.8; SD = .28) in contrast to the pre-test average score (M = 6.85; SD = .28). Similarly, students displayed enhanced proficiency in the language control aspect, with the post-test average score (M = 16.6; SD = .27) surpassing the pre-test average score (M = 7.4; SD = .28).

Furthermore, there was a notable increase in the average post-test score for the comprehensibility aspect (M = 14.2; SD = .35) compared to the pre-test average score (M = 7.7; SD = .34). Additionally, students exhibited improvement in language mastery, with the post-test average score (M = 3.18; SD = .50) higher than the pre-test average score (M = 2.79; SD = .43). Furthermore, in the communication strategies aspect, students demonstrated advancement, as evidenced by the increased post-test average score (M = 15; SD = .33) compared to the pre-test average score (M = 7.2; SD = .28).

**Table 5. Results of the presentational assignment of the pre-test and post-test**

	N	Mean	Std. Deviation	Minimum	Maximum
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Pre-test Language Control	27	8.8889	3.48991	5.00	15.00
Pre-test Communication Strategies	27	7.9630	2.50356	5.00	10.00
Pre-test Language Function	27	7.5926	3.21366	5.00	15.00
Pre-test Comprehensibility	27	8.3333	2.77350	5.00	15.00
Post-test Language Control	27	16.8519	3.95847	10.00	25.00
Post-test Communication Strategies	27	15.5556	3.75534	10.00	25.00
Post-test Language Function	27	14.2593	4.09120	10.00	25.00
Post-test Comprehensibility	27	15.0000	4.16025	5.00	20.00

This table illustrates the findings derived from both the pre-test and post-test assessments conducted in the presentational mode, serving as the final test assignment within the IPA model. It is evident that the average post-test score for each assessment item significantly surpassed the pre-test score, indicating a notable improvement in student performance across all aspects. Initially, the post-test average score for the language function aspect (M = 14.2; SD = .40) exceeded the pre-test average score (M = 7.5; SD = .32). Similarly, in terms of comprehensibility, the average post-test score (M = 15; SD = .41) surpassed the average pre-test score (M = 7.7; SD = .34). Additionally, the post-test average score for the communication strategies aspect (M = 15.5; SD = .37) was higher than the pre-test average score (M = 7.9; SD = .25). Finally, students' performance in the language control aspect demonstrated improvement, with the post-test average score (M = 16.8; SD = .39) surpassing the pre-test average score (M = 8.8; SD = .34).

**Table 6. Summary of the Unit Tests**

Unit Test	Mean	Std. Deviation
Unit 1	3.21	0.9
Unit 2	3.34	0.31
Unit 3	3.13	0.15

Additionally, the summary of unit tests provides further evidence of the efficacy of the three IPA modes implemented. In Table 7, researchers observed a consistent increase in the average student scores across the five weeks of implementation. Specifically, in Unit 1, the mean score was M = 3.21 with a standard deviation of SD = 0.9; in Unit 2, the mean score rose to M = 3.34 with a standard deviation of SD = 0.31; and in Unit 3, the mean score was M = 3.13 with a standard deviation of SD = 0.15. To complement the quantitative data, analysis of semi-structured interviews was conducted to gather qualitative insights from students regarding their experiences after five consecutive weeks of IPA implementation.

*I feel like the way I talk to my friends in the group has improved a lot. Before, I didn't dare to speak English and I didn't realize my weakness. I even let it go. [student #1]*

*My speaking skills improved. I feel so confident and brave to speak in front of the class. I'm not afraid when my friends see me. I am quite happy to present the results of my performance with the team in front of many other teams". [student #2]*

Based on the insights gathered from semi-structured interviews, it becomes apparent that the IPA model plays a significant role in enhancing students' speaking proficiency at AKN Blitar. To elucidate further, students are presented with a comprehensive overview that furnishes clear context and objectives for each learning unit. The IPA model serves as a guiding framework, elucidating how each activity interconnects and progresses from the preceding one. Ultimately, the culmination of IPA implementation manifests in students' direct oral presentations, showcasing the tangible outcome of their linguistic development.

*"The material given by the lecturer was very interesting because I felt familiar with the theme. That makes it easier for me to present it in front of the class with the team. Even before the presentation, the lecturer kept an eye on me by telling me the good things to do for the presentation. This reduces my nerves because I know what the tips are for a good presentation. What makes it even easier is that the themes raised are separated into three stages of the process. So, the theme that you want to discuss directly is understood first, then discussed by exchanging ideas with the team, which will finally be presented". [student #3]*

*"I was amazed by this treatment which was divided into 3 stages of the process. I just realized that learning activities are very diverse, one of which I experienced. From here I know that learning requires a gradual process to make it easier for us to understand something. I really like the whole process, especially the stage where my friends and I exchange ideas, if I'm not mistaken it's in the second process. I am so excited". [student #4]*

Not only are there positive opinions from students, but there are also some negative ones after experiencing the application of this IPA model.

*"Actually, there are no serious problems in this English for Communication course. So, this three-stage process is not very important to implement, especially when only discussing one theme. However, I still enjoy the process because I feel so excited and fun. Moreover, this involves me and my friends who are on the same team as me". [student #5]*

Some students perceive that the process is time-consuming due to the separate assessment of each IPA assignment. However, they acknowledge the significance of feedback sessions in enhancing their speaking skills. Consistent with students' feedback shared with researchers, students strongly agree that feedback sessions are instrumental in identifying areas for improvement. Furthermore, these sessions contribute significantly to enhancing students' communication performance.

*"I just experienced a very interesting feedback session. I felt the benefits immediately. I am grateful that I immediately knew what was missing from what I had done before. So I can improve it in the future". [student #6]*

*"The feedback session made the team and I feel what was not good and what was good about us. What advantages do we have, and what weaknesses do we have? We can maintain our strengths, but we can also improve our weaknesses". [student #3]*

## **DISCUSSION**

Based on the findings above, it is evident that students' English communication skills exhibit significant improvement from the pre-test to the post-test stages, facilitated by the application of the IPA model. Moreover, this learning approach enhances student engagement by providing a familiar learning context. Importantly, it offers students ample opportunity to rectify mistakes or address deficiencies encountered in previous modes. Overall, the implementation of the IPA model demonstrates a positive impact on students enrolled in the English for Communication course. This is in line with the results of Kurniawan et al (2022) research that students' speaking abilities can improve after going through several cycles with the implementation of IPA which properly links assessment tasks with teaching. From this observation, researchers note distinct differences between English language learning in traditional classes and IPA model classes. In traditional settings, assessments and teaching occur separately, with tests administered at the conclusion of instruction. Consequently, students often lack immediate feedback to address shortcomings, hindering their development. Conversely, IPA model classes integrate assessment and teaching concurrently, providing prompt feedback. This dynamic facilitates accelerated student progress. Notably, class activities play a pivotal role in IPA model implementation. Interviews revealed students' satisfaction with the IPA learning model, which they found novel and engaging. Students expressed enthusiasm for tasks structured across the three modes. Plengkham & Wasanasomsithi (2023) found that the characteristics of this model contribute to improving students' speaking abilities. Teaching and assessment in English classes are enhanced through

the dynamic evaluation of assignments across three modes, facilitated by a systematic cycle of classroom activities and effective feedback sessions. Consequently, integrating IPA modules into speaking instruction can be deemed effective for both teaching and assessing students in English classes.

In the IPA interpretation mode, students engage with textual information pertaining to "tourism," allowing them time to comprehend the content. Additionally, the theme of "tourism" is reinforced through video material, enabling students to augment their understanding with visual aids. Within this phase, students also maintain a small notes column to record their interpretations comprehensively. Transitioning to the IPA interpersonal mode, students convene as a unified team, fostering an environment conducive to the exchange of ideas and mutual acceptance. Here, all information garnered from the interpretative mode serves as discussion material within each team. Subsequently, insights obtained from both interpretative and interpersonal modes inform the activities undertaken in the presentational mode, culminating in the final output of the IPA model. This comprehensive approach underscores the authenticity of the IPA model as a learning activity, providing students with assignments spanning the three modal stages and affording them enhanced developmental opportunities compared to traditional classes. Moreover, lecturers meticulously plan learning activities based on real-life situations that resonate closely with students' experiences.

The IPA model has a big impact because it makes students easier to discuss. He continued, IPA model also provides useful linguistic interaction for students in the English for Communication course. This is also in line with (Trojan, 2023) that the three IPA modes not only ask students to understand important information, but there is linguistic interaction in them to help students do assignments easily. These assignments are sequentially administered so that students receive necessary input and engage in meaningful linguistic exchange, allowing them to build their knowledge and skills during the completion of IPA assignments.

In the semi-structured interviews, there were many positive reviews from students regarding the tasks in each mode. The reason for these positive reviews is that students feel more aware of learning English to communicate after they have gone through the relationship between the three modes of communication in the science model. In line with Kissau & Adams (2016) said that when students are familiar with learning through the three modes of science and understand the connections between the three modes, they will be able to utilize the language to communicate more successfully. Overall, the implementation of the IPA model in English for Communication learning activities proves to be highly effective in maximizing students' learning capacity. By incorporating assessment seamlessly into teaching and learning

activities, students gain valuable insights into their own learning abilities, enabling them to monitor their learning performance effectively. This self-awareness ultimately fosters the development of student performance.

## **CONCLUSION**

In this research, the IPA model is recognized for its efficacy in enhancing student communication skills. Furthermore, the familiarity of the material discussed within the IPA mode significantly impacts students, facilitating a deeper understanding of the theme in the interpretive mode. As students successfully navigate assignments in the interpretive mode, they are better prepared to engage in discussions in the interpersonal mode. Moreover, students find it easier to complete assignments in the presentational mode, as each IPA assignment builds upon the previous one. Consequently, the IPA model contributes reciprocally to student performance, particularly in improving their speaking proficiency.

However, it is important to acknowledge the limitations of this research. Firstly, the study was confined to a five-week duration of English for Communication class meetings utilizing the three IPA modes. While the findings indicate an improvement in students' communication skills, the researchers acknowledge that a longer duration is necessary to assess overall student development comprehensively. Additionally, due to the limited timeframe of the study, feedback sessions for students were also restricted. Therefore, careful planning is imperative in organizing teaching activities to ensure adequate time for feedback sessions amidst the constraints of the five-week timeframe.

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