

Developing Vocational English for Communication Learning Module Using Integrated Performance Assessment (IPA) Model

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Faculty of Language and Literature Education | Indonesian University of Education

Obstacles of Non-English Major Students

Understanding of vocabulary, pronunciation, grammar, fluency, and preferences on conversational topics.

English as General Basic Course (MKDU)

English has less time than required courses.

An effective and efficient method is needed so that vocational students can improve their English language skills, especially speaking

Speaking skills teaching methods has been widely applied: **Story-telling, Reciprocal Teaching, Shadow Teaching**, and others. Moreover, there have been several studies using this method.

A method: Learning activities to convey relevant information in improving students' speaking skills.

Integrated Performance Assesment (IPA)

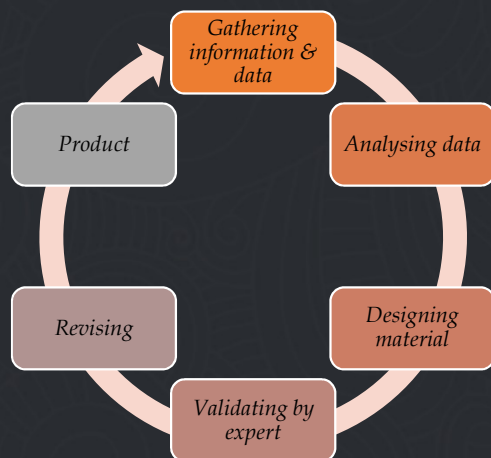
LITERATURE REVIEW

No	Some research on the causes of difficulty mastering this skill have been done by researchers	Result
1	Shen and Chiu, 2019; Asworo, 2019; Holandayah, Marzulina, Erlina, Harto, Amalia, Fridiyanto, & Mukminin, 2022).	The research summarized that vocabulary, pronunciation, grammar, understanding, fluency, mother tongue use, and preference on particular topics of conversation are the main obstacles foreign learners face when trying to speak in English

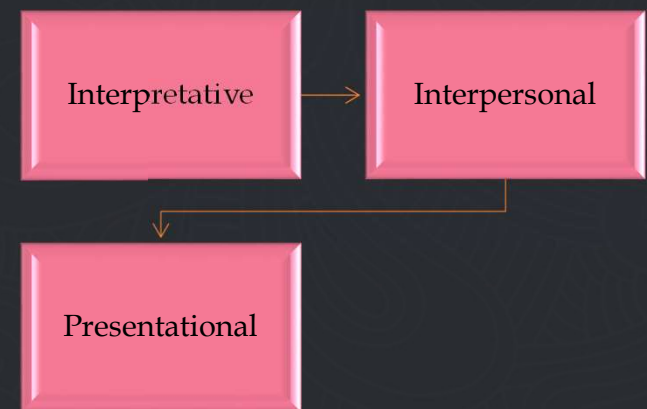
No	Author	Method	Result
1	Tambunan, Veronika (2017)	Story-telling	Teachers have made some efforts to help students improve their speaking skills . However, these attempts have not effectively addressed the problems of English-speaking skills.
2	Aprilia, Ifrohati (2021)	Reciprocal Teaching Strategy	
3	Astriyani, Melly (2019)	Shadowing Teaching Technique	

No	Author	Objective of Research	Method	Result
1	Lim, J., et al (2022)	Investigate on the teacher's intervention in a discussion based on learning activities to have better speaking skills	By applying the IPA model in the second semester of 2020 at a school of dentistry in a selective university in Korea. A total of 114 dental students were recruited.	The effect of the instructor's intervention in the middle of the discussion affects the learning activities. For example, independent study followed by group discussion has higher learning outcomes for both word-for-word.

The research method used is Research and Development (R&D) with the Integrated Performance Assessment (IPA) model to develop English for Communication learning modules that suit the needs of vocational students at Akademi Komunitas Negeri Putra Sang Fajar Blitar.



The research and development cycle proposed by Borg and Gall (1989)



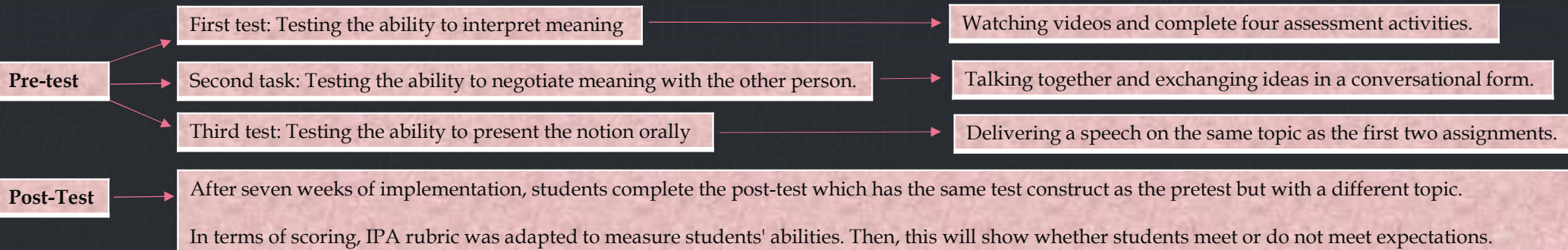
IPA Standard Units

Participants:
Thirty-two students in the 2nd semester of Digital Office Operations Study Program at Akademi Komunitas Negeri Blitar participated in this research.

Data Collection and Research Instruments:
Data collection was conducted over the course of seven weeks in the first semester of the 2023 academic year. The pretest and post-test included three test that reflect the three modes of IPA: interpretive, interpersonal, and presentational.

FINDING AND DISCUSSION

Integrated Performance Assessment (IPA) Model Method



Summary of the Result of Pre-test and Post-test

IPA Mode	Mean Score of Pre-test	Mean Score of Post-test
Interpretive	59.375	71.87
Interpersonal	57.5	73.9375
Presentational	57.7	76.5
Total	58.19	74.1025

FINDING AND DISCUSSION

The description of each task in the pre-test and post-test is illustrated below.

Pre-test – Post-test			
IPA Modes	Assessment Criteria	Assessment Tasks	Time Allocation
Interpretive	Keyword recognition	Students watched a movie trailer and provided 10 words they heard from the video	15 minutes
	Main idea detection	Students watched the whole movie and wrote about the main idea of the story	15 minutes (After watching movie)
	Supporting detail detection	Students wrote the supporting details of the story based on the words given.	15 minutes
	Cultural perspectives	Students answered questions related to the cultural perspectives found in the movie compared to their own culture.	15 minutes
Interpersonal	Language Function	Students had a conversation about the movie with the instructor in the form of an interview.	5 minutes
	Discourse Type		
	Communication Strategies		
	Comprehensibility		
	Language Control		
Presentational	Language Function	Students delivered a two-minute speech to review the movie.	2 minutes
	Discourse Type		
	Impact		
	Comprehensibility		
	Language Control		

FINDING AND DISCUSSION

Result of the pre-test and post-test in the interpretive task

IPA Mode	Mean Score of Pre-test	Mean Score of Post-test
Keyword recognition	52.7	68
Main idea detection	54.3	75.3
Supporting detail detection	52	65.75
Cultural perspectives	55	72

Total: Mean Score of Pre-test 53.5
Total: Mean Score of Post-test 70.26

Result of the pre-test and post-test in the interpersonal task

IPA Mode	Mean Score of Pre-test	Mean Score of Post-test
Language Function	60.35	70.25
Discourse Type	58.72	72
Communication Strategies	63	72.5
Comprehensibility	54.5	67.20
Language Control	55	70.3

Total: Mean Score of Pre-test 58.3
Total: Mean Score of Post-test 70.45

Result of the pre-test and post-test in the presentational task

IPA Mode	Mean Score of Pre-test	Mean Score of Post-test
Language Function	58	68.5
Discourse Type	55.7	70
Communication Strategies	62.5	75
Comprehensibility	60.75	72
Language Control	55	67

Total: Mean Score of Pre-test 58.4
Total: Mean Score of Post-test 70.5

FINDING AND DISCUSSION

1. Developing Module

❑ Gathering Information

Before conducting research: Conduct primary observations.

The facts show that vocational students at AKB do not yet have a permanent module. So far, students study from external lecturer modules, which do not meet their needs. Textbooks are not in accordance with the learning plan and may not be used because they do not prioritize student practice or needs.

❑ Need Analysis

The data was taken from a questionnaire distributed to 32 students and information collected during the interview session.

4	DO YOU LIKE TO READ ENGLISH BOOK?	YES	25%
		NO	25%
5	WHAT IS THE NECESSITY WHEN YOU READ AN ENGLISH BOOK?	TO KNOW THE WORLD	25%
		TO KNOW THE CULTURE	25%
		TO KNOW THE LANGUAGE	25%
		TO KNOW THE HISTORY	25%
6	DO YOU WANT TO BE AN ENGLISH SPEAKER?	YES	25%
		NO	25%
7	IF IT IS YOUR DREAM TO BE AN ENGLISH SPEAKER, HOW DO YOU FEEL?	TO KNOW THE WORLD	25%
		TO KNOW THE CULTURE	25%
		TO KNOW THE LANGUAGE	25%
		TO KNOW THE HISTORY	25%
8	DO YOU WANT TO BE AN ENGLISH SPEAKER?	YES	25%
		NO	25%
9	WHEN DO YOU WANT TO BE AN ENGLISH SPEAKER?	TO KNOW THE WORLD	25%
		TO KNOW THE CULTURE	25%
		TO KNOW THE LANGUAGE	25%
		TO KNOW THE HISTORY	25%
10	DO YOU WANT TO BE AN ENGLISH SPEAKER?	YES	25%
		NO	25%
11	WHEN DO YOU WANT TO BE AN ENGLISH SPEAKER?	TO KNOW THE WORLD	25%
		TO KNOW THE CULTURE	25%
		TO KNOW THE LANGUAGE	25%
		TO KNOW THE HISTORY	25%

❑ Validating the Expert

The developed materials were evaluated or validated by two experts through 4 categories, such as: linguistic, process, product and content, and layout.

❑ Revising Module

❑ Revised- Developing Reading Materials (Final Product)

CONCLUSION

- Based on the scores from the pre-test and post-test, the application of this science model can improve students' speaking skills
- Internal factor, such as: lack of confidence and fear of making mistakes are internal factors faced by students, has a role in determining the success of students in this speaking class.
- External factor also has a role in determining the success of students in this speaking class, such as: limited time for English courses are very few so that students are not used to building the habit of communicating in English.

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