Implementing Integrated Performance Assessment (IPA) as a Learning Strategy to Enhance the Students' Writing Skill for Seventh Graders

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Abstract
This study explores the implementation of the Integrated Performance Assessment (IPA) model as a learning strategy to improve the writing skills of seventh-grade students at SMP Muhammadiyah 04 Sukorejo. The IPA emphasizes integrating interpretive, interpersonal, and presentational communication modes. Using a mixed-methods design, both quantitative and qualitative data were gathered through pretests, posttests, questionnaires, and interviews. The study followed the ADDIE model—Analysis, Design, Development, Implementation, and Evaluation—to create and assess IPA-based instructional materials. Results from SPSS analysis showed a significant improvement in students' writing performance, with posttest scores (M = 79.80) significantly higher than pretest scores (M = 55.53), p < .001. Qualitative data indicated that students found the IPA-based worksheets engaging and helpful, while the teacher noted that IPA supported integrated skill learning and authentic assessment. Theoretically, the findings confirm IPA's potential to promote linguistic, cognitive, and affective development by linking assessment with instruction. Pedagogically, this research demonstrates that IPA is an effective and practical framework for enhancing EFL learners' writing skills through authentic, task-based, and scaffolded activities. The study recommends further development of IPA-based materials into comprehensive teaching resources to support writing instruction in secondary EFL contexts.

Keywords: authentic assessment, EFL students, Integrated Performance Assessment, task-based learning, writing skills

INTRODUCTION

The goal of English language learning is to develop four key skills: writing, speaking, listening, and reading. Among these, writing plays a vital role in supporting academic success for English as a Foreign Language (EFL) learners (Aliyu, 2020). However, writing is widely recognized as the most difficult skill to master. Studies from 2007- 2022 consistently identify EFL writing instruction as especially challenging. Researchers emphasize that writing demands mastery of linguistic, cognitive, and sociocultural competencies, adding complexity to both learning and teaching (Dueraman et al., 2011; Srikandi et al., 2019; Barkaoui et al., 2007). Students often struggle with how to begin writing, lacking ideas and facing

confusion. Additionally, they must manage not only content generation but also language structure, grammar, spelling, and punctuation. As Hyland (2004) argues, writing is purposeful and bound by social standards: we arrange messages to accomplish goals, whether telling a story, requesting help, or explaining a process. These are socially recognized ways of using language for specific aims.

Writing effectively requires EFL students to use their language proficiency to develop the main idea, support the idea, summarize the experts' concept, and have adequate knowledge of topic selection, diction, punctuation, sentence structure, and citation sources. The ability to write is a cognitive tool for the other three language components and talents, including grammar, pronunciation, and vocabulary (Khazrouni, 2019). Khazrouni also asserted that the development of English writing skills is crucial for EFL students to acquire a variety of language learning abilities, including the ability to analyze, argue, and think critically. Additionally, students who are proficient in writing in English are encouraged to apply their knowledge of micro linguistics, which includes morphology, syntax, and semantics, which they have already acquired in English class (Menggo et al, 2019). This theory is consistent with research findings (Tusyanah et al, 2019) that stated writing is an essential language acquisition skill.

The students are required to apply their language skills. These give students the ability to communicate their ideas in writing in an organized manner. Teaching English requires measuring and understanding the work that students do in writing lessons. An English teacher can help students improve their writing skills by identifying their areas of strength and weakness (Setyowati & Sukmawan, 2019).

This research focuses on implementing the IPA model as a teaching strategy to improve the writing skills of seventh-grade EFL students. Grounded in the American Council on the Teaching of Foreign Languages' standards, this approach posits that effective assessment is key to student success in foreign language learning (Davin et al., 2011). IPA, a classroom-based performance assessment, evaluates students' communication abilities in interpretive, presentational, and interpersonal modes. The model not only enables students to address writing challenges but also provides opportunities to use their language skills in authentic, task-based scenarios. Each phase of IPA—interpretative, interpersonal, and presentational—guides students through integrated listening, reading, and writing activities. IPA's emphasis on problem-solving and demonstration supports higher-order thinking (Kuo-Hung et al., 2016), and its feedback process helps students identify areas for improvement. This study explores the suitability of IPA tasks to enhance EFL writing skills.

METHODOLOGY

A mixed-method design is used in this study. In a single study, this approach entails gathering, evaluating, and combining quantitative and qualitative data (Creswell, 2012). The research was carried out at SMP Muhammadiyah 04 Sukorejo in class VII B. The total students is 30. A questionnaire, an interview, and tests were used to gather the data. Additionally, the researcher administered a pretest and post-test to observe how the IPA model affected the students' writing proficiency. Moreover, this study used the model by Branch (2009). The branch lists the following steps: analyse, design, develop, implement, and evaluate. The ADDIE model is as follows.

Analysis Phase

The Analysis phase aimed to identify the instructional needs, learning context, and potential challenges prior to the intervention. In this stage, the researcher conducted a pretest, reviewed the curriculum to align the

intervention with the school's learning objectives and writing standards by interviewing the teacher. After that, the writer gained the need analysis data by distributing questionnaires.

Design Phase

The Design phase focused on translating the findings from the analysis into a clear instructional plan. In this stage, the researcher created the English Worksheet based on the IPA model, which consists of three modes of tasks: interpretative, interpersonal, and presentational. The tasks include multiple choices, fill-in-the-blanks, cloze tasks, and essays.

Development Phase

In the Development phase, the instructional materials and assessment tools were created and refined. The researcher chooses the daily topic as the exercises to make the tasks authentic, and uses clear instructions on each task. Moreover, the scoring rubrics and data collection instruments, pre-test, post-test, worksheet, observation checklist, questionnaire, and interview list were validated by experts to ensure reliability and content validity before implementation. Some revisions were added by the expert to make all instruments valid.

Implementation Phase

This phase involved applying the IPA-based strategy in the classroom over several teaching sessions. The researcher collaborated with the teacher to implement the designed worksheet. Students participated in integrated tasks where they first interpreted input (e.g., reading or listening), then engaged in peer discussions (interpersonal), and finally produced written output (presentational). During implementation, the researcher closely monitored students' participation, provided scaffolding when necessary, and ensured that

the intervention was delivered consistently across sessions.

Evaluation Phase

The Evaluation phase measured the effectiveness of the intervention in achieving its objectives. Both formative and summative evaluations were conducted. Feedback was collected during the implementation to make real-time adjustments. Student reflections were used to identify areas where additional support was needed. At the end of the intervention, students' writing performance was assessed using the validated rubric by Brown (2004). Pre-test and post-test results were compared by using the SPSS Program to determine the extent of improvement. Qualitative data from teacher interviews and student questionnaires were also analysed to evaluate perceptions of the IPA strategy.

RESULT AND DISCUSSION

Result
Need Analysis Result

In order to determine the learning needs, interests, and previous knowledge of the eighth-grade students at SMP Muhammadiyah 04 Sukorejo, a needs analysis was conducted. Additionally, it is utilized to get the teacher's approach and viewpoint on the process of teaching and learning. The needs of the students and their proficiency level should guide the development of the materials. In a unit, a task becomes the primary concern. According to Richards et al. (2002), task as an activity designed to help achieve a particular learning goal and based on Nunan (2003) defines pedagogical task as a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed.

The results of the needs analysis were used to create the worksheet. The information

was obtained from the students' questionnaire. A few questions on the needs of the learners and the target needs were included in the questionnaire. What students must do in the intended scenario is referred to as the target needs. It includes the needs, wants, and limitations of learning English. Students' opinions on what they should do to achieve the desired situation are the subject of the learning needs. It includes input, processes, the roles of teachers and students, and the environment. Nunan (2004) divided the task components into the following categories: aim, input, procedures, teacher role, and setting. This idea is consistent with Nunan's classification. Based on result, the students applied English in reading English material from textbooks. The thought that pronunciation and vocabulary is necessary for oral communication in both official and casual setting. After that, the writer investigated the students' level in writing and most of the students are in the beginner level. They did not fully comprehend the grammar. Because of that, they wanted to learn more about writing based on students wants result. They were interested in examples of material from the teacher as the input. They also preferred working in group. If they got difficulty in doing the tasks, they would like to consult to their friends and the teacher. Teacher also did the role to give them understandable explanation. For the writing activity, the preferred filling the blanks form.

The alignment between the identified learning needs and the IPA framework is theoretically and pedagogically sound. IPAs' integrated tasks connect interpretive, interpersonal, and presentational modes, thereby enabling learners to engage with language in multiple ways that reflect real-world communication (Plakans et al., 2018). By structuring tasks in a sequential and interconnected manner, IPA provides both the scaffolding and the challenge required to move learners from guided reproduction of language forms toward autonomous production of

coherent written texts. In this sense, the needs analysis not only informed the selection of appropriate IPA tasks but also provided a rationale for the focus on writing as the central skill in this study.

IPA enhanced the writing skills

Before implementing IPA, the writer conducts a pretest to investigate the students' mastery of writing before giving them the treatment. Then, the treatment was given by distributing a worksheet and asking the students to do exercises and tests on the worksheet. After implementing the IPA worksheet for the students, the writer conducted a posttest to investigate whether the treatment was effective or not. The test result is as follows.

Pre-test and Post-test Score

The last data in this research is about the effect of using the IPA as a teaching strategy to enhance students' writing skills. It can be seen in the tables below that show the result of students' writing comprehension pre-test and post-test scores.

Table 1. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	55.5333	30	10.30143	1.88078
	Posttest	79.8000	30	7.50816	1.37080

Table 1 shows descriptive statistics of two measurements in the same group, namely before (pretest) and after (posttest) treatment/intervention. The average posttest score (79.80) was higher than the pretest score (55.53), indicating an increase in scores after treatment.

Table 2. Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	30	.839	<.001

Based on table 2, there is a very strong and significant correlation between pretest and posttest scores. This means that participants who score high on the pretest also tend to score high on the posttest. There was the correlation between pre-test and post-test scores. The Mean was 24.3, standard deviation was 5.72, standard error mean was 1.04, degree of freedom was 29, Sig. (2-tailed) was <.001. The difference between pretest and post-test means is -24.27, meaning that post-test is significantly higher than pretest. The very large t-value (in absolute value) and p-value (< .001) indicate that this difference is highly statistically significant. There is a statistically significant increase in scores from pretest to post-test. This suggests that the intervention or treatment given between these two measurement times had a positive impact on participant outcomes.

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The teacher's perspective

After implementing IPA as a teaching strategy, the writer conducted an interview with the teacher to know the teacher's perspective about IPA. The interview result would be useful for further research in the future. According to the interview result, the implementation of IPA can be applied to teach writing. The three modes of communication in IPA, these are interpretative, interpersonal and presentational allows the students to master the material faster than using the other model of assessments because at the end of the class, the students have to present a project which is in this research used written project. In delivering the materials, IPA helped the teacher to explore the materials for four English skills, these are speaking, reading, writing and listening. The worksheet is designed to teach those four skills in advance, but the writing sessions have more portion than the other skill because at the end, the students have to present written projects. The three modes communication of IPA itself, interpretative mode allows the students to understand the materials. In interpersonal mode, the students are able to interact to their friends to discuss the project and in the presentational mode, the students present the spoken or written projects.

Moreover, the input of IPA-based worksheet is corresponding for students as the learning material to teach writing, the language is easy to understand, the number of the materials taught balance with the number of exercises given, so that it does not need a lot of time, the instruction in the worksheet is good and easy to be understood by the students because the worksheet uses common words, and the presentation of the worksheet is interesting and interactive, so the students are not bored when learning writing.

As a result, the IPA model had a significant impact on students' achievement in writing. The teacher also added some suggestions to improve the worksheet into a book in the future because IPA could be another choice as an assessment that is very useful for the teacher.

DISCUSSION

The purpose of this study was to examine the implementation of Integrated Performance Assessment (IPA) as a teaching strategy to enhance the writing skills of seventh-grade students at SMP Muhammadiyah 04 Sukorejo. The discussion in this section synthesizes the findings with established theoretical frameworks, highlighting how students' learning needs were identified, how IPA was implemented as a pedagogical strategy, and the effects on students' writing proficiency. This discussion also considers the perspectives of both teachers and students regarding the efficacy of IPA in the English as a Foreign Language (EFL) classroom. By situating the findings within the broader literature on second language acquisition, task-based learning, and integrated assessments, this study seeks to provide a nuanced understanding of the pedagogical potential of IPA in fostering written communication skills among adolescent learners. Based on the formulation of the problem, here are the important points of this

research. Nation and Macalister (2010) emphasized that needs analysis should encompass not only the linguistic components of language learning, such as vocabulary, grammar, and discourse conventions, but also non-linguistic factors, including motivation, learning strategies, and socio-cultural contexts. According to their framework, a well-constructed needs analysis informs both curriculum development and instructional design by identifying gaps between current and desired proficiency levels. In the present study, the students' needs were assessed through a questionnaire that probed their perceptions of their strengths, weaknesses, and preferences in English learning. The findings indicated that while students were able to read and comprehend basic English texts, their writing proficiency remained at a novice level, particularly in grammar accuracy and syntactic variety. This discrepancy underscores the importance of targeted instruction that addresses both the deficiencies and the preferences identified through needs analysis. Nunan (2004) delineated the distinction between target needs and learning needs in the context of task design. Target needs refer to what learners must be able to do in specific communicative situations, while learning needs pertain to the instructional processes and supports required to enable learners to achieve these targets. In the present study, the target needs were operationalized as the students' ability to produce coherent and contextually appropriate written texts, integrating appropriate vocabulary, grammatical structures, and discourse features. Learning needs, on the other hand, were identified through students expressed preferences, which included working collaboratively, consulting peers and teachers when difficulties arose, and receiving input in the form of model examples from the instructor.

The alignment of IPA with these needs is theoretically justified. IPA, by design, integrates interpretive, interpersonal, and

presentational modes of communication, allowing learners to engage with language in a manner that mirrors authentic communication. This alignment ensures that tasks are not only relevant to students' target communicative contexts but also scaffolded in a way that supports incremental development of writing competence. In terms of affective factors, the development of motivation and self-efficacy plays a crucial role in students' willingness to engage in writing tasks. Krashen's Affective Filter Hypothesis posits that learners with high motivation, self-confidence, and low anxiety are more likely to process language input effectively (Krashen, 1982). In this study, students expressed a preference for group work and teacher scaffolding, indicating the importance of creating a supportive and collaborative classroom environment that reduces affective barriers to language acquisition.

In summary, the needs analysis highlighted that students require targeted instructional interventions to improve their writing competence. Their expressed preferences for structured input, collaborative engagement, and scaffolded activities suggest that pedagogical strategies should balance guidance with opportunities for autonomous practice. These findings corroborate prior research, which indicates that adolescent EFL learners benefit from instructional designs that are both motivational and cognitively appropriate (Brown, 2007; Nation, 2009). By identifying the specific linguistic, cognitive, and affective needs of the learners, the present study established a solid foundation for the selection and implementation of IPA as the teaching strategy. Integrated Performance Assessment (IPA) is grounded in the principles of communicative language teaching, task-based learning, and performance-based assessment. IPA is designed to evaluate learners' ability to use language authentically across three modes of communication: interpretive, interpersonal, and presentational

(Glisan, 2013). The interpretive mode involves comprehension of written or spoken texts, the interpersonal mode involves interactive communication, and the presentational mode involves production of written or spoken texts for an audience. Plakans et al. (2018) emphasized that IPA promotes holistic assessment by linking instruction directly with evaluation, thereby enhancing both learning and accountability. By integrating multiple communicative modes, IPA addresses both linguistic and strategic competence, supporting learners' ability to plan, monitor, and revise their written output. The present study utilized IPA to structure instructional tasks sequentially, beginning with reading and comprehension activities, progressing to collaborative discussions, and culminating in the production of written projects. This approach aligns with Swain's (2005) Output Hypothesis, which posits that language production, particularly writing, facilitates noticing of gaps in knowledge and promotes language development through iterative refinement. The worksheet's expert evaluated for appropriateness. Questions about the worksheet's substance, language, presentation, and graphics were included in the expert's questionnaire. The resources were structured in accordance with Nunan's (2004) idea of task design. He asserts that certain guidelines must be adhered to when creating the jobs. Task dependency, recycling, scaffolding, active learning, integration, reproduction to creation, and reflection are some of them. According to the results of the survey given to students regarding their reactions to the worksheet, the average score was 3.81. It received a very good rating. According to Hutchinson and Waters (1987), effective learning resources motivate students to learn rather than provide knowledge. Good materials include engaging texts, fun exercises that challenge students' thinking, chances for students to use their prior knowledge and skills, and content that both students and teachers can understand.

As explained, integrated skills assessments., according to Plakans, et al. (2018) can be defined in a number of ways, such as reading-into-writing tasks where the writing incorporates reading content or tasks that use textual or visual information as a writing stimulus. IPA has great potential for seamlessly integrating standards-based classroom instruction and assessment procedures such that both have a continuous impact on both teaching and learning. Not only in Junior or Senior High School, in Vocational high school based on Oliver et al. (2024) added that IPA promotes more authentic teaching and assessment methods, in both formative and summative ways. In this research, writer designed the IPA-based-worksheet as the tool in doing the research. The worksheet is customized with three modes of IPA communication which are interpretive, presentational, and interpersonal and at the end of the research the students have to present written project. One of the central advantages of IPA is its capacity to integrate multiple language skills while providing authentic assessment opportunities. Tasks were designed to connect reading comprehension with collaborative discussion and writing production. For example, students first engaged in interpretive reading tasks, identifying key information and vocabulary. This input then served as the basis for interpersonal activities, such as peer consultations and group discussions, before culminating in the creation of individual written projects. The IPA framework also allowed for formative assessment throughout the learning process, enabling teachers to provide immediate feedback and to adjust instruction according to observed difficulties. Formative feedback is essential for writing development, as it encourages reflection and revision, critical components of the writing process (Hattie & Timperley, 2007). By combining formative and summative assessment within the IPA framework, the

study ensured that assessment was both meaningful and instructional, promoting sustained improvement in students' writing competence. The decision to prioritize writing in the IPA implementation was grounded in both theoretical and empirical considerations. Writing is a productive skill that requires mastery of multiple sub-skills, including vocabulary, grammar, sentence structure, and discourse organization (Hidayati, 2018). Writing also functions as a vehicle for cognitive development, encouraging learners to organize thoughts, synthesize information, and express complex ideas coherently. In the context of this study, students demonstrated particular deficiencies in grammar and composition, suggesting a clear instructional need. By designing IPA tasks around writing, the study leveraged the integrated nature of IPA to scaffold skill development across reading, speaking, and writing. This approach is consistent with the process–product paradigm in writing instruction, which emphasizes both the development of writing processes through practice and feedback, and the production of coherent, polished written texts (Hasan, 2010). In addition, students' preferences for collaborative learning and structured input further justified the use of IPA, as it inherently provides opportunities for peer interaction, modelling, and guided practice.

The implementation of IPA in this study demonstrated a substantial positive impact on students' writing proficiency. Analysis of pretest and posttest results indicated a statistically significant improvement in writing scores, suggesting that the IPA framework facilitated measurable gains in students' ability to produce coherent, grammatically accurate, and contextually appropriate texts. This finding aligns with prior research on the efficacy of IPA in L2 instruction, which indicates that integrated performance tasks enhance both the linguistic accuracy and communicative competence of

learners (Tambunan & Kurniawan, 2023; Sedor, 2022). From a theoretical perspective, IPA promotes skill integration, requiring students to interpret information, engage in interpersonal exchanges, and generate presentational output. Such integration encourages metacognitive engagement, as students are prompted to monitor their comprehension, plan responses, and revise written products. According to Swain (2005), language output, particularly in writing, serves as a mechanism for noticing linguistic gaps and consolidating knowledge. By embedding writing within a sequence of connected tasks, IPA provides both the scaffolding and the cognitive challenge necessary for meaningful skill development. In this research, teacher feedback on draft writing, combined with peer consultation during interpersonal tasks, facilitated continuous improvement and contributed to the significant gains observed in post-test scores. Additionally, based on the numerical measurement, it can be shown that there is a significant gap between the pretest and posttest scores, which means that H1 was accepted and H0 was rejected. Therefore, the implementation of IPA as a teaching strategy enhanced students' writing skills in this research. Students reported positive experiences with IPA-based instruction. They indicated that the worksheets and associated tasks piqued their curiosity and provided meaningful challenges. The integrated nature of IPA allowed them to see connections between reading, discussion, and writing, reinforcing the relevance of each activity. These findings are consistent with prior studies demonstrating that learners perceive IPA as engaging and supportive of skill development (Oliver et al., 2024). From the teacher's perspective, IPA was deemed highly appropriate for enhancing writing skills due to its sequential task structure and integration of communicative modes. Teachers observed that students engaged more actively with the material and demonstrated improvement across

multiple competencies. The assessment framework within IPA enabled the teacher to monitor learning progress continuously, providing both formative and summative insights. This perspective is corroborated by Oliver et al. (2024), who note that IPA facilitates authentic assessment and instructional alignment, enabling educators to evaluate student performance in ways that reflect real-world language use. Based on the questionnaire result, the mean was 3.83 which meant very good. It can be concluded that the worksheet is understandable and interested for the students. Based on the teacher's perspective, IPA model was very appropriate to be implemented to enhance the writing skill because it has connection from a task to the others which could help the students master writing.

CONCLUSION

The findings of this study contribute to both theoretical understanding and practical application of integrated assessment in language education. IPA's efficacy in enhancing writing skills supports theoretical models of task-based and communicative language teaching, demonstrating that integrated, sequenced tasks can simultaneously address linguistic, cognitive, and affective dimensions of learning (Plakans et al., 2018). Moreover, the study underscores the importance of aligning instructional design with learners' needs, illustrating how targeted, scaffolded tasks facilitate skill acquisition in adolescent EFL learners. From a pedagogical perspective, the results suggest that IPA can serve as a viable framework for designing writing instruction that balances skill integration, formative feedback, and authentic assessment. In doing the research, the researcher used a questionnaire, interview questions, and a test to gain the information. The worksheet, which has several components,

was created based on the results of the needs analysis questionnaire. According to the questionnaire's results, students require engaging activities and attractive items. Moreover, the materials were classified as very good according to the results of the expert judgement questionnaire. The results of the questionnaire, which asked about the unit's title, objectives, graphics, learning activities, language, and students' reactions to using the materials, have been considered appropriate based on the results obtained from the students after the developed materials were implemented. When doing the research, the researcher observed the teacher in implementing the IPA model in the teaching and learning process. As a result, implementing IPA as a teaching strategy is effective in enhancing students' writing skills based on the data explained above. In the future, the worksheet has the potential to be developed as an English book that could be used as a teaching aid. In conclusion, the implementation of IPA in this study demonstrates that integrated, task-based approaches can significantly enhance writing proficiency among adolescent EFL learners. By aligning instruction with learner needs, providing scaffolded tasks, and integrating assessment with learning, IPA offers a theoretically grounded and empirically supported strategy for improving both the quality and efficacy of writing instruction.

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