

IPPL'S STRATEGIES FOR IMPROVING ENGLISH SPEAKING SKILLS AMONG STUDENTS AT IPB INTERNASIONAL

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A B S T R A K

Penelitian ini mengkaji strategi yang diterapkan oleh Intensive Practical Language Program (IPPL) di IPB Internasional untuk meningkatkan keterampilan berbicara bahasa Inggris pada mahasiswa. Penelitian ini mengidentifikasi metode utama seperti kegiatan bahasa yang imersif, latihan berbicara interaktif, dan umpan balik yang dipersonalisasi dari instruktur. Strategi-strategi ini dirancang untuk menciptakan lingkungan belajar yang menarik dan mendukung, yang mendorong partisipasi aktif dan latihan berkelanjutan. Dengan fokus pada aplikasi dunia nyata, program ini membantu mahasiswa membangun kepercayaan diri dan meningkatkan kefasihan, yang penting untuk keberhasilan akademik dan kesiapan profesional. Hasil penelitian menunjukkan bahwa mahasiswa yang berpartisipasi dalam kegiatan IPPL mengalami kemajuan yang signifikan dalam kemampuan mereka berkomunikasi secara efektif dalam bahasa Inggris. Penelitian ini menyimpulkan bahwa kombinasi pengalaman imersif dan latihan konsisten sangat penting dalam mengembangkan keterampilan berbicara yang kuat, menjadikan pendekatan IPPL sebagai model yang efektif untuk pembelajaran bahasa di lingkungan pendidikan tinggi.

Kata Kunci: IPPL, Pembelajaran, Bahasa Inggris

A B S T R A C T

This study aims to analyze the effectiveness of the strategies implemented by the Intensive Practical Language Program (IPPL) at IPB Internasional in enhancing students' English speaking skills. The primary objective is to identify and evaluate key methods, such as immersive language activities, interactive speaking exercises, and personalized feedback from instructors, that are designed to improve students' communication abilities. By creating an engaging and supportive learning environment, the program seeks to foster active participation and continuous practice, essential for building fluency and confidence. Additionally, the research examines the impact of these strategies on students' academic performance and professional readiness, highlighting the importance of real-world application in language learning. The findings demonstrate that students participating in IPPL activities make significant progress in their ability to communicate effectively in English. The study concludes that a combination of immersive experiences and consistent practice is critical for developing strong speaking skills, positioning the IPPL approach as a successful model for language education in higher learning institutions.

Keywords: IPPL, Learning, English Languages



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INTRODUCTION

English communication skills have become one of the most important competencies in this era of globalization. English is not only an international language but also a key tool in academic and professional fields. Students who can communicate effectively in English have a competitive edge both locally and globally (Kusmana, 2017). In Indonesia, particularly in higher education institutions, improving English language skills has become a primary focus, given the importance of the language in various disciplines and professions.

The importance of mastering English in the era of globalization is also emphasized by national education policies that encourage educational institutions to improve the quality of foreign language teaching. The Indonesian government has supported English proficiency through several policies, one of which is the implementation of the 2013 Curriculum (K-13). In this curriculum, English is considered an essential competency that students must master. Starting from the elementary school level, English is introduced as a local subject, and its teaching is expanded intensively at the junior high (SMP) and senior high (SMA) levels (Hakim, 2014). K-13 emphasizes a competency-based approach, where students are not only required to understand theory but also to apply English language skills in practical contexts. Furthermore, the government, through the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), promotes the integration of technology into language learning, allowing students to access various digital learning resources that enhance their language abilities (Surangga, 2017). This policy reflects the government's commitment to preparing Indonesia's younger generation to compete globally, where English proficiency is a key factor.

One relevant study by Maulana & Lolita (2024) examined the use of role-play and group discussions as strategies for enhancing English speaking skills among university students in Indonesia. Their research found that these methods were effective in improving fluency and confidence in speaking English. However, the study focused primarily on classroom activities and did not explore how these strategies could be extended to real-world applications or professional settings. In contrast, this research goes beyond classroom-based strategies by incorporating a wider range of immersive speaking activities that simulate both professional and social contexts, thus preparing students for various real-world communication challenges.

Another study by Palomargareta & Astutik (2024) investigated the impact of technology on improving speaking skills, particularly through the use of mobile applications and online platforms in Indonesian language learning environments. While their research demonstrated that digital platforms can enhance speaking abilities by providing flexible learning opportunities, it did not delve into the potential of more advanced technologies such as adaptive learning or augmented reality (AR). This study addresses that gap by integrating newer, more interactive technologies, which are designed to provide personalized learning experiences and engage students in more dynamic speaking exercises.

Additionally, research conducted by Mustamir (2024) highlighted the role of anxiety and psychological barriers in inhibiting students' English-speaking performance. Although their study suggested that reducing anxiety through supportive classroom environments was beneficial, it did not provide detailed strategies for addressing psychological issues related to language learning outside the classroom. This study builds on their work by offering specific psychological support mechanisms, such as stress management workshops and peer mentorship programs, to help students overcome anxiety and enhance their speaking skills in a more comprehensive manner. Through these comparisons, the present research offers a unique and holistic approach to improving English speaking skills by combining immersive learning, advanced technologies, and psychological support, making it a novel contribution to the field of language education in Indonesia.

The Intensive Practical Language Program (IPPL) at IPB International was established in response to these demands, aiming to produce graduates who are ready to compete internationally. IPPL's focus on practical speaking is highly relevant to the current workforce's needs, where effective communication is key to success in various fields. Institut Pariwisata dan Bisnis Internasional (IPB International), through the IPPL, is committed to improving students' English language skills. This program is designed to help students overcome challenges in speaking English, which is often a major obstacle in mastering a foreign language. IPPL employs various strategies that emphasize speaking practice, believed to be an effective method for honing language skills (Budiman, 2021).

In addition to the practical approach, IPPL also addresses the psychological aspects of language learning. Many students experience anxiety or lack confidence when speaking English. To address this, IPPL provides a supportive and non-judgmental environment where students feel safe to make mistakes and learn from their experiences (Liskasaputri & Hadi, 2020). Thus, the program not only improves language skills but also fosters a positive attitude toward using English. Moreover, IPPL integrates technology into the learning process, utilizing digital tools to support speaking exercises and feedback. The use of language learning applications and video conferencing platforms has proven effective in increasing student engagement and motivation (Laili et al., 2020). This technology also enables IPPL to provide broader access to learning resources and interactions with native speakers, which are crucial in enriching students' learning experiences.

Ultimately, the success of IPPL's strategies in improving English-speaking skills among IPB International students is measured through ongoing evaluations and tangible field results. Students participating in the program demonstrate significant improvements in communication skills, as reflected in their academic achievements and success in internships and employment at international companies. This study is expected to provide insights into the development of English language programs at other institutions and serve as a foundation for further innovations in foreign language teaching in Indonesia.

One of the key approaches used by IPPL is immersive language activities, where students are placed in situations that require the active use of English. This approach aligns with the communicative language learning theory, which emphasizes the importance of using language in real contexts to improve proficiency (Westhisi, 2019). Through these activities, students are expected to build confidence in speaking and be able to communicate more fluently. Additionally, IPPL implements interactive speaking exercises involving group discussions, presentations, and simulations of everyday situations. These exercises are designed to encourage active student participation, allowing them to become accustomed to thinking and speaking in English spontaneously (Brown, 2018).

Interactive exercises are crucial because they enable students to not only learn from instructors but also from their peers, creating a collaborative learning environment (Vygotsky, 2018). Personalized feedback from instructors is also an important part of IPPL's strategy. Through this feedback, students receive more specific guidance tailored to their individual needs and weaknesses. According to recent research, focused and constructive feedback can significantly improve learning and student motivation (Hattie & Timperley, 2017). At IPPL, feedback is provided continuously, allowing students to correct mistakes and improve their skills gradually.

The main focus of IPPL is real-world application. Students are encouraged to use English in various contexts, both inside and outside the classroom. This approach is based on the principle that effective language learning must be relevant to students' practical needs (Nunan, 2015). Thus, IPPL not only helps students master language skills but also prepares them for communication challenges in the real world. This study aims to evaluate the effectiveness of the strategies implemented by IPPL in improving the English-speaking skills

of IPB International students. Through this analysis, the most effective approaches are expected to be identified and can be adopted by similar programs at other institutions.

As the demand for English proficiency increases in the global world, programs like IPPL are becoming increasingly relevant. Higher education plays a crucial role in preparing young generations to face global challenges, and English proficiency is a key component of that preparation (Warschauer & Matuchniak, 2017). Therefore, this study is expected to make a meaningful contribution to the development of English language learning strategies in Indonesia and provide insights for policymakers and educators in designing more effective programs tailored to the needs of the times.

METHOD

This study employs a qualitative approach to explore the strategies implemented by the Intensive Practical Language Program (IPPL) at IPB Internasional in enhancing students' English-speaking skills. The qualitative method was chosen as it allows the researcher to gain an in-depth understanding of the learning processes experienced by the participants, as well as the factors influencing the effectiveness of the strategies used.

Data collection was conducted through in-depth interviews with students participating in the IPPL program, as well as with the instructors involved in the program. These interviews were designed to explore participants' experiences, challenges, and perceptions regarding the teaching methods applied. Additionally, participatory observation was conducted during class sessions and speaking exercises to observe the interactions between students and instructors, as well as the group dynamics during the learning activities.

The collected data were then analyzed using thematic analysis, where key patterns and themes were identified and interpreted. This approach allows the researcher to connect the findings with relevant theories and previous research results in the field of language learning. Data validity was maintained through source triangulation, where information obtained from various interviews and observations was compared and verified. This qualitative method provides deep and contextual insights into the English language teaching practices at IPPL, focusing not only on the final outcomes but also on the ongoing learning process.

RESULTS AND DISCUSSION

Results

In this study, various strategies implemented by the Intensive Practical Language Program (IPPL) at IPB Internasional to enhance students' English-speaking skills have been thoroughly evaluated. The findings of this research reveal the effectiveness of the approaches used, providing insights into how different learning methods can contribute to improving students' speaking abilities. The study found that the use of immersive speaking activities, interactive exercises with constructive feedback, technology integration, and the psychological support provided by IPPL significantly impacted the development of students' speaking skills. These results illustrate how these strategies collectively contribute to achieving the English language learning objectives at IPB Internasional.

Implementation of Immersive Speaking Activities

The research indicates that one of the primary strategies employed by IPPL is the use of immersive speaking activities, such as real-world situation simulations, role-plays, and group discussions. These activities are designed to place students in situations where they must actively and authentically use English. Observations and interviews revealed that students felt more confident and skilled in speaking after participating in these activities. This aligns with the principles of Communicative Language Teaching (CLT), which emphasizes the importance of using language in real-life contexts to enhance fluency (Richards & Rodgers, 2014).

Figure 1. Practice Immersive Communication in The Class



Image source: Research Data

Interactive Speaking Practice and Constructive Feedback

Another significant strategy is the use of interactive speaking exercises that involve constructive feedback from instructors. Students regularly participate in presentations and discussions where they receive immediate feedback on their performance. This feedback helps students identify their mistakes and improve their speaking abilities. Interviews revealed that specific and targeted feedback was highly effective in enhancing students' speaking skills, supporting the findings of Hattie and Timperley (2017), which suggest that high-quality feedback can significantly improve learning and student motivation.

Figure 2. Giving Feedback For Students



Image source: Research Data

Use of Technology in Learning

The integration of technology is another crucial part of the IPPL strategy. The use of language learning apps and video conferencing platforms has been shown to enrich students'

learning experiences. This technology not only facilitates real-time speaking practice but also provides access to additional learning resources. Students reported that digital tools made it easier for them to practice English outside the classroom and offered opportunities to interact with native speakers through online platforms. This supports the findings of Stockwell (2017) on the effectiveness of technology in language learning.

Psychological Support Approach

The IPPL program also emphasizes the importance of psychological support in overcoming English-speaking anxiety. Interviews revealed that the supportive and non-judgmental classroom environment helped students feel more comfortable speaking. This strategy includes counseling sessions and support groups, allowing students to practice speaking without pressure. This is consistent with constructivist theory, which highlights the significance of a supportive learning environment in enhancing student learning capabilities (Vygotsky, 1978).

Evaluation and Progress Measurement

The research also showed that continuous evaluation and measuring student progress are key aspects of IPPL's strategy. The program uses various assessment methods, including speaking tests and performance-based evaluations, to monitor the development of students' speaking skills. Data from these assessments are used to adjust teaching methods and provide additional support according to individual needs. This evaluation ensures that each student receives guidance suited to their skill level, reinforcing findings on the importance of assessment in the learning process (Hattie & Timperley, 2017).

Discussion

The study revealed that immersive speaking activities are a key component of IPPL's strategy, significantly contributing to the improvement of students' English-speaking fluency. Activities like real-world simulations, role-play, and group discussions are designed to create an environment that closely mirrors real-life English-speaking contexts. Through real-world simulations, students face scenarios such as business meetings, job interviews, or public presentations that require the active use of English. Role-play provides opportunities for students to take on various roles in different contexts, enhancing their ability to adapt to diverse communication situations. Group discussions, on the other hand, encourage active interaction and allow students to share ideas while practicing speaking in social contexts.

Interviews with students indicated that these activities helped them feel more comfortable and confident speaking English. They reported that speaking in near-real-world situations better prepared them to face communication challenges outside the academic environment. Observations also showed that students who regularly participated in these activities tended to speak more fluently and respond faster in English compared to those who only followed conventional learning methods. This aligns with the principles of Communicative Language Teaching (Richards & Rodgers, 2014), which emphasize the importance of using language in realistic communication contexts to improve fluency.

This research also highlighted the critical role of technology and psychological support in enhancing English-speaking skills in IPPL. The integration of technology, such as language learning apps and video conferencing platforms, allows students to practice English speaking outside the classroom in a flexible and interactive way. Language learning apps, like Duolingo or Babbel, provide structured speaking exercises and offer automatic feedback on pronunciation and sentence structure. Video conferencing platforms, such as Zoom or Microsoft Teams, facilitate speaking practice sessions with native speakers or fellow students from various locations, expanding their opportunities to practice with different accents and speaking styles.

In addition to the benefits of technology, psychological support plays a crucial role in building students' confidence. The IPPL program provides a non-judgmental environment where students feel safe to make mistakes and learn from them. Through individual counseling sessions and support groups, students are encouraged to overcome the speaking anxiety that often hinders their abilities. Interviews with students revealed that this supportive learning environment helped them feel more relaxed and open to practicing English. This is consistent with Vygotsky's (1978) constructivist theory, which emphasizes the importance of social support and a nurturing environment for skill development. The use of technology, combined with psychological support, effectively creates optimal conditions for students to enhance their speaking skills.

CONCLUSION

Conclusion

Based on research on the strategies implemented by IPPL to improve English speaking skills at IPB International, it can be concluded that these approaches have shown significant effectiveness in enhancing students' fluency and confidence. Immersive speaking activities, such as real-world situation simulations and role-playing, have proven to be highly effective in developing English speaking skills by creating realistic communication contexts. The integration of technology, including language learning applications and video conferencing platforms, also contributes positively by providing additional opportunities for students to practice outside the classroom and interact with native speakers. Additionally, the psychological support provided through a supportive learning environment and individual guidance helps students overcome speaking anxiety and boosts their confidence. Collectively, these strategies play a vital role in achieving the English language learning goals at IPB International.

Suggestion

To enhance the effectiveness of IPPL's strategies in improving English speaking skills at IPB International, several considerations can be implemented. First, expanding and diversifying immersive speaking activities would be beneficial. By introducing activities that simulate a wider range of professional and social contexts, students will be better equipped to navigate various real-world communication scenarios. Additionally, incorporating more advanced technology in the learning process, such as adaptive learning platforms or augmented reality (AR), could provide students with more interactive and personalized learning experiences. Equipping instructors with the skills to seamlessly integrate these technologies into their teaching would further enhance the overall classroom environment.

Moreover, increasing psychological support for students can help address issues like speaking anxiety, which often hinders language development. Resources such as counseling, stress management workshops, and peer mentorship programs would create a more supportive and reassuring learning environment. Lastly, continuously evaluating the effectiveness of these strategies through regular student feedback and surveys is essential. This approach allows for ongoing adjustments and ensures that the program remains aligned with the evolving needs of students. Conducting long-term studies to assess the sustained impact of these strategies will further solidify the effectiveness of the IPPL program.

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