

Effects of Teaching Writing Through Integrated Skills on Students' Performance as Compared to a Non-Integrated One: A Case of Grade Eleven at Sekela Secondary School

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Abstract—This study's major goal was to determine whether or not teaching writing using integrated skills enhances students' writing as compared to instruction that is not integrated. Two sections of grade eleven from Sekela secondary school were used as the experimental and control groups in the study. Students in Section C were given writing lessons that were integrated and assigned to the experiment group. While students in section D, which served as a comparison group, were ready to study the usual writing lessons and exercises found in the student textbook. The primary tools used to gather information for the study were written tests. The study employed a pre-test and post-test quasi-experimental approach, with 96 English students divided into an experimental group of 48 and a control group of 48. Two groups each received pre-and post-tests before and after the intervention. An independent t-test was employed to compare the data. The results of descriptive and inferential tests were examined in order to determine whether there was a quantitatively significant difference in writing performance between the two groups. The results of the study showed that students who received writing instruction in an integrated fashion outperformed those who received it in a traditional manner in terms of writing performance.

Index Terms—integrated skills teaching, nonintegrated skills teaching, language pedagogy, writing performance

I. INTRODUCTION

In the Ethiopian context, English is a foreign language. As a result, students in the country have fewer opportunities to practice their English outside of the classroom, particularly in high school, and instead learn it more frequently through the integration of other skills in their EFL classes. Because listening, speaking, and reading are integrated into the major skills that must be taught effectively to enable students to write quality text in better ways, the teaching methods that EFL teachers use to teach writing would play a great role in students' language and reasoning development. As a result, writing texts with suitable sub-writing components should be the foundation for high school students' achievement since they are important fundamentals that students must develop in order to see the compass of facts.

In today's perspective, the nature of listening, speaking, and reading to manage writing lessons is considered interrelated (Brown, 2001). The interaction between speaking, listening, and reading in the process of making a text, according to these scholars, culminates in a performance. High-setting teaching and learning activities, particularly those used in EFL classrooms, should focus on enabling students to interact with a text through the process of integrating major activities because learners who engage in integrated ways also improve their writing performance in their EFL writing class. Studies show that prolonged speaking, listening, and reading can help students become better writers, and writing exercises can help students become more logical thinkers (Frazee, 1995). Therefore, the teaching and learning strategies employed in the high school setting, especially in EFL classrooms, should place a specific emphasis on letting students engage with a range of people in order to give them the necessary abilities. Teachers

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cannot just transfer material in this situation; rather, students must master writing skills by utilizing a number of key skills, which can be done explicitly and visibly in an integrated manner (Harmer, 2004). By engaging in the aforementioned activities with students, you can motivate them to think in the target language rather than just study about it. According to Harmer (2007), who makes a similar point, "engaging students in writing projects allows them to become more like writers rather than passive recipients of content in the classroom" (p. 3).

Students can create textual content in a specific style when listening, speaking, and reading are integrated into the writing instruction in the classroom. According to researchers, integrating listening, talking, and reading when teaching writing skills in ESL/EFL classrooms can simultaneously improve students' writing performance and include abilities training (Richards & Rodgers, 2001). In doing so, the student attempts to use an integrated major skill to respond to, explain, or interpret a written text before creating a new interpreted document using the same process. Under those methods, newcomers could receive writing instruction to train their minds. Additionally, by combining listening, speaking, and reading, students can enhance their overall writing performance. Additionally, when they are implemented into lecture room activities, especially writing abilities, listening, speaking, and reading are carefully related to selling writing talent since they reinforce one another and sell learning as a result (Hinkel, 2010).

According to the same criteria, Atkins et al. (1996) concur that incorporating the abilities improves students' writing performance in addition to their capacity to describe their writing skills. In a similar spirit, students who study writing through the integration of their primary skills will become better writers and perform better on writing assignments (Hinkel, 2010). Additionally, according to Heaton (1988), "college students must improve their writing performance to the best of their ability, and this could be done explicitly and directly in a manner that includes principal competencies" (p. 17). Because writing performance is a method of intellectually disciplining students by having them actively and confidently apply content ideas, organizing, appropriate vocabulary, grammar, mechanics, and style in the lesson of writing verbal exchange, having them interact in it allows them to maximize their involvement with active ties (Honeyfield, 1988, p. 25).

With this in mind, participation in the aforementioned activities enables students to write in the language without having to learn it. Therefore, newcomers must become involved in incorporating dominant abilities' ways of writing lessons into the EFL study room in order to fully engage students in writing performance. Students' view of producing their own thoughts through writing will improve as their writing performance improves as a result of integrating major skills. Furthermore, according to a number of academics, when integrated into writing classroom activities, integrated key skills reinforce one another because they are so intimately related to one another (Nunan, 1986; Oxford, 2001; Tangpermpoon, 2008).

Writing performance is a crucial component of higher-order skills and the best performance in the EFL class for large numbers of students. Since this is the case, Storch (2005) advises that every writing classroom interested in fostering novices' writing performance competencies should create an environment that fosters these basic learning capacities. In short, the findings of the aforementioned studies indicate that teaching writing skills exclusively in EFL lecture halls has a negative impact on students' ability to produce written work.

Since current pedagogical thinking appears to be moving away from the conventional behaviorist model of teaching to constructivist views of learning, whereby teaching is transformational rather than imparting information, Richards and Rodgers (2001) recommend examining assumptions and reviewing educational practices. These scholars also contend that teaching writing in ESL/EFL classrooms through the integration of major skills can simultaneously improve students' writing abilities. The incorporation of main skills into writing instruction helps students improve their writing abilities, which supports their capacity to translate information into written language.

With all of this in mind, the integrated main skills approach to teaching writing is hotly debated in EFL classrooms abroad. Although it is theoretically discussed in Ethiopia, it is not really used in EFL classes. For instance, exercises that integrate speaking, listening, and reading to develop writing skills are not provided in an expected way in secondary English textbooks. Why is that the case? Is integrated major skills education in Ethiopia ineffective? It cannot be used in an Ethiopian setting, can it? Therefore, evaluating the efficacy of teaching integrated major skills to improve students' writing skills in Ethiopia, notably at Sekela High School, requires empirical testing of these skills.

II. STATEMENT OF THE PROBLEM

The curriculum and pedagogy for writing lessons have typically been developed separately within the context of EFL in Ethiopia. As a result, skill-based language activities are prioritized more. Additionally, projects and lessons have typically been developed to focus on a single particular skill. As a result, the majority of students do not attempt to fully or interactively write the text or deliver a writing performance regarding the book. Additionally, in writing classrooms, emphasis is frequently placed on writing lessons on predetermined topics, and care is frequently taken to demonstrate accurate grammatical and bureaucratic usage rather than creating a growing environment that encourages high school students to actively use language for genuine communicative purposes.

Additionally, after students submit their writing, EFL teachers should focus on correcting particular sorts of writing mechanics such as spelling mistakes, punctuation, wrong use of words, phrases, tenses, and other related issues. Similarly, handwritten papers are judged on grammar accuracy rather than content, style, or innovative concept expression. As a result, students are unable to develop their writing skills through writing.

In the format that is primarily based on EFL teaching components, the aforementioned teaching methods are highlighted. Separated abilities instruction may help students learn more about the language, but it is considerably less likely to have an impact on how well-versed speakers can communicate in real-world situations (Taizad & Namaghi, 2014). According to Rahman and Akhter (2017), the remoter instruction of the writing skills approach problematic for learning a foreign language fluently. According to Oxford, segregated instruction stems from the mentality that views successful L2 learning as a diversion from content learning (2001). She explains that although the drill lays this viewpoint down again, it is ineffectual in allowing later incorporated primary abilities to interact. Tangpermpoon (2008) further argues that the failure to practice writing, which is basically a set of interconnected, performance-oriented skills, hinders efforts to not only educate students to write but also to improve writing performance.

With all of that in mind, the first-class of students' writing performance in the EFL classroom has been declining, which has led to the excessive number of school students no longer appearing to possess the necessary competence, as some recent research findings and my close commentary demonstrate. Geremew (2009), in his doctoral dissertation said that high school students' writing, in particular at Addis Abeba high schools, is capable of treating a given issue both in substance and form. Similar to how Abdullah (1995) claims that instructional practices in schools should be governed by scholar-focused coaching or active learning methodologies, the Ethiopian academic system continues to provide students with the traditional method of instruction. Furthermore, he adds that the poor argumentation skills and flawed everyday reasoning utilized by the majority of students in their writing suggest that even a high school appears to have a limited effect on students' writing performance abilities, including the ability to understand texts rationally.

In fact, there are not many studies anymore on the effects of incorporating crucial skills into writing instruction in EFL lecture halls, particularly in the Ethiopian context. Abera (2017), however, looked at how reading and writing practice affected EFL newcomers' overall performance as well as their confidence in their ability to understand and write summaries for students in grade 8. Exams and interviews were used by the researcher to compile the required data. In the end, he came up with the conclusion that preparation for reading and writing skills had a significant impact on students' reading comprehension, précis writing, and self-efficacy. However, the researcher did not examine the effects of including fundamental skills on college students' writing abilities.

Likewise, the use of content-based instructions in the teaching of English reading skills to high school students in grade 11 was also examined by Deneme (2010). He gathered the statistics through an interview, a classroom statement, and a document analysis. In the end, he came to the conclusion that while teachers had strong theoretical orientations toward integrated preparation, incorporating content based on guidance may not need to be done in language teaching in examining school rooms because of various environmental constraints. However, the researcher's primary attention was not on students' writing talents but rather on evaluating the implementation of integrated content-based comprehensive education in teaching analytical skills.

In order to integrate fundamental writing skills, students must collaborate with one another to create texts in a variety of papers based on the nature of the text as suggested by the literature review and evidence from unique studies. However, in Ethiopia's EFL setting, that is not frequently used. Consequently, observation has further encouraged this researcher to conduct an empirical study to determine whether Sekela's excessive high school students could perform better in writing tasks related to learning and common reasoning after receiving a 12-week writing training program that was specifically integrated to teach writing.

The main objective of this study is to evaluate the effects of an integrated essential skills approach to writing instruction on high school students' overall writing performance in an EFL study environment. According to the researcher's understanding, no study of this nature has been conducted in Ethiopia for a while. As a result, this study may attempt to upload knowledge in the field and fill a gap in this appreciation.

III. OBJECTIVE OF THE STUDY

Modern language theory and pedagogy place a strong emphasis on teaching and learning through writing workshops that incorporate key skills. The notion also asserts that students must enhance their writing abilities by incorporating core skills. The main objective of this study is to determine experimentally if teaching writing through included competencies techniques affects students' overall writing performance in the Sekela high school EFL context. This is the main objective of this study.

Accordingly, in this study, the subsequent studies' questions have been formulated:

1. Is there a statistically significant difference between the students of the experimental group and those of the control group in their writing performance before the treatment?
2. Is there a statistically significant difference between the students of the experimental group and those of the control group in their writing performance after the treatment?

The null hypothesis

1. There was no statistical difference between the students of the experimental and the control group in their writing performance before the treatment.
2. There is no statistical difference between the students of the experimental and control groups in their writing performance achievement after the treatment.

IV. RESEARCH DESIGN

The design of experimental research was changed in order to address the objectives of this study, and the test method was changed to a quasi-experiment. This type of trial is helpful for examining the impact of an unbiased variable on dependent variables. Additionally, the quasi-experiment serves a crucial purpose in a setting where it is impossible to control every factor that might affect the effects. Two whole classes from Sekela High School's 11th grade who are taking an English textbook are participating in this project. In order to prevent any experimental bias, they have been randomly assigned to control and experimental businesses.

V. SCOPE OF THE STUDY

This might be restricted to high school students in grades 11 especially those attending Sekela high school. The reason for limiting this examination to students in grade 11 was specifically because those students are expected to work at a high level, but they are not expected to do so.

VI. DATA COLLECTION INSTRUMENTS

The check is used as the main tool in the statistics series. The desired facts were obtained by hiring pre-and post-tests. The researcher, in conjunction with other experts, customized the exams using the Alnooh (2015) tests. Exam questions also included inquiries on general performance. Here, the first test served as a pre-test that was administered to both the control and experimental companies to ensure that they had comparable capacities prior to the treatment. A post-test that was administered to each group at the conclusion of the intervention served as the second check to see if the intervention had any impact on the experimental organization. All of the evaluation methods listed above was used to assess the effectiveness of student writing. Finally, the results of the pre-check and put-up-test scores have been examined.

VII. THE RELIABILITY OF THE TESTS

The assessment is used as the main statistical series in which Grade 11 instructors score each item to determine whether the tests were applicable, appropriate, and sufficient tools for the intended purpose before using Cohen's kappa statistical measurement to calculate the results of the raters' agreement. This was done to ensure the reliability of the pre-check of the writing performance questions. As a result, the kappa coefficient measure of agreement between two raters regarding the pre-test of writing performance falls within the category of excellent at 88%, and the cost of the measure of agreement is zero.638. In order to gather the required information, pre-and post-tests were hired Therefore, according to Creswell's (2014) classification of agreement rates, the outcome of the Kappa Coefficient measure of settlement between the two raters may be regarded as a perfect agreement, and the test was then employed for the intended purpose. As a result, the pre-test questions that were created to gauge students' writing abilities were accurate.

Instructors also graded writing performance questions; the Cohen's Kappa Coefficient level of agreement between the two raters for the write-up writing performance questions that fall under the category of "superb" was 92%, and the cost of the Kappa measure of the agreement was 0.569. Therefore, the final result of the Kappa Coefficient measure of settlement among the two raters may be regarded as a complete agreement in accordance with Creswell's (2014) percent agreement rate classification. The answers to the questions were therefore reliably ascertained for the intended purpose.

A. *Internal Consistency of the Tests*

Equally, the utilization of split-1/2 reliability checks has been determined based on the internal consistency of each of the pre-and post-tests of writing performance. Based on this, the Spearman-Brown coefficient, or the aggregate result, is more than the correlation among papers in both tests, and the price of the half-of-split dependability of the pre-checks of writing performance correlation among forms is 0.39. Consequently, the accuracy of the pre-and post-check results of this data is dependable based entirely on the aforesaid reliability interpretation analysis. In general, the results of half-test reliability values for all types of tests revealed that the checks' internal consistency became dependable for an ostensible reason.

B. *The Validity of the Study*

As was already mentioned, various criteria were used to adapt the testing. The customized test was administered to students to determine whether it was suitable, appropriate, and equipped with sufficient tools for the intended purpose in order to evaluate the validity of the assessments. In addition to being presented to the students, the test was also reviewed by two research advisers who remarked on it and verified that it met the requirements for face and content validity for the intended purpose. The final explanation of the assessments was then accompanied by the counselors' and students' comments. Finally, after all the changes, the tasks for gathering the needed data have been carried out.

VIII. PROCEDURES OF THE STUDY

High school students from EFL firms have been randomly assigned as manipulated and experimental corporations, as was indicated in the study's design. To educate the businesses, qualified teachers are given assignments. The primary focus of this exam is writing instruction. As a result, in the conventional method, writing might be done or performed on assigned topics with an emphasis on giving up products of the handwritten text, after which the lectures' comments can concern grammatical accuracy.

However, the experimental group underwent the newly developed covered writing performance capabilities method of teaching writing skills in the manner described in the future steps. Starting with brainstorming sessions, second, the students had to draft, rewrite, and proofread using their integrated skills while working with friends and wearing running shoes until they understood it and could work independently. As a result, supplies for reporting and reflecting were placed throughout the classroom.

For a period of 12 weeks, the teaching technique was put into practice for both the control and experimental organizations. In the end, the two agencies get written performance exams from high school students to see whether there has been a change in the results. In order to eliminate accidental biases when correcting the subjective items, the evaluations were then corrected by two special EFL teachers. The results the students earned on the 25 writing performance questions were then utilized to evaluate their performance. In order to determine whether there was a significant difference between the companies in terms of writing performance skills, the average score for the two teachers was ultimately taken for analysis.

IX. DATA ANALYSIS, FINDINGS OF THE STUDY AND DISCUSSIONS

In this part, data analysis, findings, and their discussion of the study are presented in accordance with the students' writing performance skills' test results.

RQ: Is there any significant difference between the two randomly selected intact groups of students in terms of writing performance skills before the treatment?

TABLE 1
DESCRIPTIVE AND INFERENTIAL STATISTICS OF THE EXPERIMENTAL AN CONTROL GROUP PRE-TEST RESULTS OF STUDENTS' WRITING PERFORMANCE SKILLS

Group		N	Mean	Std.Deviation	T	Df	Sig.(2tailed)
Content	Control group	48	10.66	2.635	-1.052	94	.061
	experimental group	48	11.68	2.041			
Organization	Control group	48	11.140	1.582	-.560	94	.403
	experimental group	48	11.472	1.131			
Language use	Control group	48	11.472	2.156	-.757	94	.277
	experimental group	48	12.114	2.832			
Mechanics	Control group	48	13.680	3.284	-.420	94	.487
	experimental group	48	14.114	3.622			
Style	Control group	48	10.361	3.173	-.320	94	.375
	experimental group	48	10.451	3.252			

As stated in Table 1, there were 48 people working in the modified and experimental enterprises. Sequentially shown are the mean rankings of the controlled and experimental firms for each writing sub-talent. Content is one of the sub-competencies for several of the sub-writing components. The experimental institution 2's proposed score ($M = 11.68$; $SD = 2.041$) was marginally higher than group 1's ($M = 10.66$; $SD = 2.041$). The mean differentiation between the two companies in this instance is -1.02 , which is a negligible mean difference. The results demonstrate that students' inferential abilities are not significantly different prior to the treatment.

In line with this, each agency's pre-test indicated rankings for the business enterprise were nearly similar. The estimated discrepancy between the firms is -0.3322 . As a result, a minor differentiation between the two firms was acquired. This suggests that prior to the -cure; the two agencies were the same. Furthermore, the outcome of the independent samples t-check indicated that there may not be much of a difference between their employer's experimental and management organizations. The $t(94)$ value is $-.560$, and the two-tailed sig. price is $.403$, $P > 0.05$. As a result, there was little difference between the two groups of students in terms of their writing agency competencies prior to the intervention.

Additionally, group 2's language use implicit score ($M = 12.114$; $SD = 2.832$) is only marginally higher than group 1's ($M = 11.472$; $SD = 2.156$) score. Their predicted scores for the two groups differed by $-.642$. As a result, the difference between the two organizations' language use prior to the remedy was not significantly different. Given that $t(94) = -.757$ and the Sig. (2-tailed) price $= .277$, $P > 0.05$, the independent samples t-test result indicates that there is no significant difference between the experimental and managed institutions in terms of their language use. With this in mind, the statistical evidence supported the lack of a statistically significant difference in language use between the two businesses.

Additionally, the mechanics that students used were compared. Based on this, organization 2's mean ranks became ($M = 14.114$; $SD = 3.622$) and organization 1's mean rankings became ($M = 13.680$, $SD = 3.284$, respectively; their mean difference is 0.434, which is insignificant). When you examine that $t(94) = -.420$; the Sig. (2-tailed) $= .487$, $P > 0.05$, the results of the unbiased sample t-test revealed that there was no significant difference between the control and experimental companies' rankings in terms of their employment of mechanics. It is, therefore, possible to infer from those results that before the treatment, the businesses of students did not differ in their use of mechanics.

Additionally, the usage of style by students was contrasted. Based on this, organization 2's mean rankings became ($M = 10.451$; $SD = 3.252$) and organization 1's mean rankings became ($M = 10.451$, $SD = 3.252$, respectively; their mean difference is 0.00, which is insignificant). When you take into account that $t(94) = -.320$; the Sig. (2-tailed) $= .375$, $P > 0.05$, and the results of the unbiased samples t-test, it was established that there was no significant difference between the control and experimental organizations' rankings in terms of their usage of mechanics. It is, therefore, possible to infer from those results that before the treatment, the businesses of students did not differ in their use of mechanics.

The independent pattern check results also attest that in all of the aforementioned writing skill subcomponents, either in the pre-test results or prior to the treatment, the corporations' mean differences are not statistically significant. As a result, prior to the treatment, there may not have been a significant difference in terms of content, organization, language use, mechanics, and style between the experimental and control groups. As a result, the null hypothesis is common.

Comparison of Writing Performance Post-Test Results for the Control and Experimental Groups

This section addressed the following research topic and its accompanying null hypothesis:

RQ: Is there a statistically significant difference between the experimental and control groups of students' post-treatment writing performance in terms of performance?

H01, the null hypothesis after treatment, there was no statistically significant change in the writing abilities of the students in the experimental and control groups.

TABLE 2
DESCRIPTIVE AND INFERENTIAL STATISTICS OF THE EXPERIMENTAL AND CONTROL GROUPS POST-TEST RESULT OF STUDENTS' WRITING PERFORMANCE SKILLS

Group		N	Mean	Std.Deviation	T	Df	Sig.(2tailed)
Content	Control group	48	11.14	2.131	-2.533	94	.000
	Experimental group	48	13.4	1.830			
Organization	Control group	48	11.07	3.445	-4.176	94	.000
	Experimental group	48	14.11	1.163			
Language use	Control group	48	11.14	3.286	-4.651	94	.000
	Experimental group	48	16	2.532			
Mechanics	Control group	48	13.14	2.380	-4.172	94	.000
	Experimental group	48	17.22	3.182			
Style	Control group	48	12.14	2.370	-3.172	94	.000
	Experimental group	48	16.11	3.112			

The large variety of students in Organization 1 (the manipulated group) and Organization 2 (the experimental group) equals 48 contributions, as it is actually shown in Table 2. The table outlines the effects of the intervention on the students' writing performance in terms of content, organization, language use, mechanics, and style. One of the sub-skills is regarded to be content. As shown in the table, there is a significant difference between the experimental ($M = 13.4$; $SD = 1.830$) and the managed ($M = 11.14$; $SD = 2.131$) when drawing conclusions about the facts included in a certain written text. As a result, there is a proposed difference of -2.26 between the two companies. The independent sample t-test results show that there is a significant difference between the experimental and management organizations of the $t(94) = -2.533$; Sig (2-tailed) value = .000, $p < 0.05$; students in text inference.

The outcome of the independent samples t-test thus shows that there is a statistically significant difference between the experimental and control groups of students on the inference post-test. In other words, when it came to inferring records following the intervention, the experimental group of students outperformed the managed organization. The intervention that was implemented inside the experimental setting in the EFL classroom clearly had a significant impact on students' inference skills, as shown by all of the aforementioned descriptive and inferential statistical statistics.

As shown by the data in table 2, there is a significant contrast between the experimental group ($M = 14.11$; $SD = 1.163$) and the control group ($M = 11.07$; $SD = 3.445$) when it comes to the task of putting in the post-test results. The suggested difference between the two groups is therefore -3.04. Therefore, this descriptive end result supports the assertion that the intervention caused the experimental institution to outperform the management group in the organization on the writing performance post-check. The unbiased sample t-check result, which shows that there is a significant difference between the experimental and managing an organization in the agency, supports this; the sig. (2-tailed) value = .000, $p < 0.05$. As a result, the findings of the independent samples are examined to see whether the intervention may have caused a statistically significant difference between the experimental and control firms in the company. In short, on the writing performance test, the experimental group performed better than the control group.

This merely illustrates that the experimental group's use of the integrating abilities method of teaching writing intervention in the EFL lecture room had a significant impact on their workplace competence.

The data exhibited in Table 2 shows that there is a significant mean difference between the experimental ($M = 16$; $SD = 2.532$) and the control group ($M = 11.14$; $SD = 3.286$) with respect to language use. Hence, the mean difference between the two groups is -4.86 . So, this result attests that the experimental group exceeded the control group on language use on the post-test after the intervention. This result is verified by the independent sample t-test result that shows a significant difference between the experimental and control groups on language use since $t(94) = -4.651$; the Sig. (2-tailed), $P = .000$, $p < 0.05$. According to the findings in Table 2, there is a significant mean difference in language use between the experimental group ($M = 16$; $SD = 2.532$) and the control group ($M = 11.14$; $SD = 3.286$). As a result, there is a mean difference of -4.86 between the two groups. This finding confirms that the experimental group used language more frequently on the post-test following the intervention than the control group. This finding is supported by the independent sample t-test result, which demonstrates a significant difference in language use between the experimental and control groups ($t(94) = -4.651$; Sig. (2-tailed) value = .000, $p = 0.05$). The independent sample t-test findings show that there is a significant difference between the experimental and control groups in the explanation of the writing performance skills post-test. The evidence derived from these statistical data generally demonstrates that there is a statistically significant difference between the two groups of students on language use in the post-test results for writing performance skills. In summary, the results of the test show that the experimental group outperformed the control group in language use due to the integrated skills approach to teaching writing skills intervention.

Additionally, Table 2 demonstrates that there is a mean difference in the mechanics of the post-test outcomes between the experimental group ($M = 17.22$; $SD = 3.182$) and the control group ($M = 13.14$; $SD = 2.370$). As a result, there is a mean difference of -4.08 between the two groups. These findings demonstrate that following the intervention, the experimental group outperformed the control group in terms of mechanics. Also, the independent sample t-test analysis reveals a significant difference in mechanics between the experimental and control groups, with a $t(94) = -4.172$ and a Sig. (2-tailed) p -value of .000. As a result, the independent sample t-statistical test's findings suggested that the mechanics use performance post-test results between the experimental and control groups differed statistically significantly. Additionally, the independent sample t-test analysis reveals a significant difference in mechanics between the experimental and control groups, with a $t(94) = -4.172$ and a Sig. (2-tailed) p -value of .000. As a result, the independent sample t-statistical test's findings suggested that the mechanics use performance post-test results between the experimental and control groups differed statistically significantly.

The post-test findings are also shown in Table 2 to have a mean difference in style between the experimental group ($M = 16.11$; $SD = 3.112$) and the control group ($M = 12.14$; $SD = 2.380$). As a result, there is a mean difference of -3.97 between the two groups. These findings demonstrate that following the intervention, the experimental group outperformed the control group in terms of mechanics. Additionally, the independent sample t-test analysis reveals a significant difference in mechanics between the experimental and control groups, with a $t(94) = -3.172$ value and a Sig. (2-tailed) p -value of .000. As a result, the independent sample t-statistical test's findings suggested that the mechanics use performance post-test results between the experimental and control groups differed statistically significantly.

Overall, the descriptive and inferential statistical results support the notion that the experimental and control groups' use of mechanics differs in a manner that is statistically significant. In other words, as a result of the intervention, the experimental group outperformed the control group in terms of mechanical use performance post-test. This demonstrates unequivocally that the intervention used in the experimental group in the EFL classroom had a beneficial impact on the students' analytical skills. In conclusion, it would seem plausible to infer from all of these findings that the null hypothesis will most likely be rejected.

X. DISCUSSION

In this section, a 12-week teaching writing through integrated skills intervention was conducted on the experimental group and the conventional teaching by writing a segregated approach on the control group in order to explore the existence of a difference between the two groups. The results of the pre-test and post-test writing performance tests for the two groups were then compared. Accordingly, the results of the students' pre-test writing performance were uniform before the treatment. However, the post-test findings suggest that the experimental group's students outperformed the control group ($p < 0.05$) in terms of content, organization, language use, mechanics, and style, as opposed to the control group, whose scores on each of these scales indicated a lower outcome.

Additionally, the post-test question items from the experimental groups of students were carefully examined to see which facets of the writing performance the experimental group performed better than the control group. The results of the experimental group's students were analyzed, and it was discovered that they displayed better performance inferring information such as developing appropriate ideas for the topic at hand, the intended message they wanted to convey, developing appropriate organization, and developing appropriate grammar, vocabulary, mechanics, and style. Additionally, the experimental group outperformed the control group in terms of text organization. The experimental group also performed well in terms of vocabulary and grammar when writing paragraphs. In a similar vein, the experimental group excelled at paragraph writing's mechanics and style.

The findings of this experimental study support the findings of Arslan (2008), who claimed that integrating major skills into writing practice aided students in making the transition from passive knowledge reception to active knowledge seeking and from rote learning to the practical application of knowledge in problem-solving. The research's findings further support the notion that students performed better than the control group in terms of content, organization, language use, mechanics, and styling when given the necessary knowledge on their own. Desta's (2013) theory that integrating listening, speaking, and reading abilities in harmony integration in EFL teaching writing class boosts students' understanding, composition skills, and ability to look at things in writing is also supported by the results.

The results support Desalegn's (2011) argument that writing about a text helps students understand it. Writing about a text should improve comprehension because it gives students a way to record, link, analyze, personalize, and manipulate important concepts in a text in a visible and permanent way. The results of the present experimental group's improved writing performance, therefore, corroborated the aforementioned findings. The results of the current study suggest that integrating listening, speaking, and reading into writing instruction aids students in combining input and output simultaneously in EFL classrooms. Thus, integrating major skills into writing instruction has advantages for students' writing development. The current study's findings further support the idea that teaching writing through the integration of main skills can be used to improve students' writing abilities in high school EFL settings, notably Sekela high school.

XI. CONCLUSION AND RECOMMENDATIONS

According to the quantitative data gathered for this study, students who obtained an integrated major that included writing abilities have better writing performance skills than students who received a traditional education. The intervention improved students' performance across a range of areas, particularly in regard to content, organization, language use, mechanics, and style considerations. In essence, these findings demonstrate that integrating the major skills gives students more opportunities to construct their own learning than the traditional approach does. It also encourages students to be self-confident enough to take ownership of their own learning, especially with regard to foreign language learning.

Moreover, the results demonstrate that teaching writing as an integrated major skill in EFL is a good indicator of writing performance skill improvement for learners because it turns them from passive to active writers and maximizes language use as opposed to rote memorization of facts and grammar rules. Integration of the primary skills enabled the students to practice the sub-writing components in meaningful ways, as seen by the students' improvement in writing performance post-test. The results are in line with Alemayehu's (2008) findings that the integration of main skills into teaching writing enables students to build student writing performance that promotes students' ability to change knowledge for their own objectives.

Additionally, EFL teachers should be aware that integrating major skills into writing instruction helps students become immersed in speaking, listening, and reading to teach writing, which requires the use of the major language skills at a time. This may encourage students to use authentic language and allow them to communicate naturally in the target language as well as help them develop implicit knowledge.

Additionally, it enhances students' learning across all subject areas since it calls for them to get more actively involved in what they are studying. Greater academic success follows from this engagement, which in turn heightens students' motivation. The teaching of writing should be combined with the teaching of communicative language skills in higher education in order to improve students' writing abilities in EFL classes. Finally, the authors of this study urge other researchers to carry out additional investigations into the potential consequences of this instructional strategy at various grade levels, utilizing a variety of data-gathering tools.

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