

The Impact of Writing Through Integrated Skills Intervention on English Students' Writing Skills: Focus on Vocabulary and Grammar

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Abstract—this study examined effects of writing through integrated skills intervention on students' general proficiency in writing skills, with a specific focus on vocabulary and grammar. A quasi-experimental study was conducted to achieve this goal, in which Participants were chosen not at random to the control and experimental groups in their entirety. Ninety-six grade 11 Sekela high schools from the 2022 academic year participated in the study. Before and after the intervention, tests of paragraph writing were administered, and the outcomes were assessed using SPSS. According to the outcomes of the independent samples t-test, there was no appreciable difference between the two groups' pretest writing samples for either their overall composition or the vocabulary and grammar parts. On the posttest, however, there was a noticeable distinction between the two groups' writing styles in general and their vocabulary and grammatical elements. The experimental group improved their writing performance more than the control group, according to the results of the paired sample t-test. As a result, it can be said that teaching writing through an integrated skills intervention had a greater positive influence on students' writing skills than the traditional method. As a result of the inquiry, it was determined that integrated skills techniques should be used in EFL writing lessons to help students with their vocabulary and grammar.

Index Terms—integrated skills, writing skills, vocabulary, grammar

I. INTRODUCTION

The social constructivism hypothesis, which is at the foundation of the integrated skills approach to education, contends that interaction and communication with others through discussion and criticism can optimize both teaching and learning (Vygotsky, 1978). A method of collaborating on key skills to accomplish expected goals and advance one's own knowledge and abilities as well as those of others is commonly understood to be an integrated skills approach to education (Sarantakos, 2012). Additionally, it provides opportunities for language practice and fosters the growth of their critical reasoning, problem-solving, communication, and adaptability skills (lifelong learning).

Since the 1970s, when Communicative Language Teaching (CLT) became popular the integrated skills method of teaching has also been used in language instruction. Because it promotes learner engagement and is learner-centered like CLT, it is regarded as an extension of CLT. Then, instructors began implementing the integrated skills approach to teaching language classes in their classrooms using the four primary abilities of speaking, reading, and writing (Widdowson, 1978). Oxford (2001), a language scholar, highlights the importance of integrated abilities in the teaching and learning of second languages. They clarify that the way in which integrated abilities are used in contact serves as both a chance to use the target language and a source of understandable feedback (output). In other words, interaction fosters an atmosphere that is favorable because it aids in language acquisition and the improvement of students' language abilities. According to Richards and Rogers (2001), integrated skills interaction is crucial in order to learn a foreign or second language (L2).

One of the key language abilities is writing, which is important for both academic performance and everyday life. Students will not be successful in their studies, which will have an impact on their lives outside of school if they do not use acceptable language while writing their replies, assignments, and projects. In agreement with this, Seow (2002) asserts that writing proficiency is required if students are to succeed in school and in life. Because of this, writing is a crucial component of the English for and English curricula (Zahida, 2007). In fact, they said, writing is such a difficult activity that creating a precise and fluid paragraph is difficult. Writing skills, according to Raimes (1983), are intricate

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and difficult to teach because they call for developing pertinent ideas, using a variety of sentence structures, building appropriate and correct sentences, using the right mechanics, writing for a particular drive of viewers, and arranging information

The ability to write well, which can only be learned through education or training, has various educational benefits for instance, it promotes individual learning and aids in providing students with a variety of learning styles (Byrne, 1988). Students can also employ the syntax and terminologies they have acquired, sense in controller of the linguistic, revenue chances, besides interact through the novel language by doing this (Raimes, 1983). For writing instruction to be interesting and pertinent, it is crucial to share these details with both English teachers and students.

The writing was once thought of as a solitary or individual endeavor, and only professors provided reaction to students (Wigglesworth & Storch, 2009). Still, learners are required near write on a specific subject and submit their essays for editing. According to Selinker (1986), students cannot entertain a diversity of ideas in their work when using the isolated skill approach to writing. This is due to the fact that it discourages active learning, peer incentives, and assistance (Harmer, 2007). Though there have been attempts to use the integrated skills approach to writing in EFL classes, teachers have been unable to successfully execute the interdependence, interaction, and responsibility fundamentals of integrated skills learning. As a result, students just rely on their individual skills to do the work (Selinker, 1986).

Widdowson's (1978) work, which asserted that teaching with integrated skills improved student learning over teaching with isolated abilities, sparked interest in this kind of instruction in the early 1978s. Language experts began to investigate the efficacy of the integrated skills approach to instruction in the context of writing after considering its favorable impacts in other subject areas. Skehan (1996), a pioneer in the field, discovered that learners produced better writing using their integrated abilities than they did when they isolated their talents. Following the publication of the paper on the function of output in the development of foreign languages, the use of writing exercises in integrated skills practice continued (Storch, 2005).

Teachers have been giving students' integrated skills to do particular tasks for a long time. Engaging students in integrated skill-learning undertakings helps them achieve good knowledge outcomes, develop a sense of concern, improve general skills like communication and project management, and lessen the long periods of silence (Oxford, 2001). If managed effectively, the integrated skills approach to learning also provides students with the chance to practice and improve their language abilities. For instance, students are estimated to collect evidence, take r ésum é, share and discuss their thoughts, attend to others, establish the ideas, and write the essay when using integrated skills in essence, integrated skills training uses four key language skills to help students develop their concentration abilities.

However, in EFL classes, especially in the study area, the integrated skills approach to education was overlooked. Students' work may become confused if they are unclear about the goals and expectations of the integrated skills work or if they doubt the fairness and validity of the method. Due to a lack of experience, the integrated skill method of teaching and learning work will be less operational and may even have a deleterious effect (Oxford, 2001).

According to a study by Tangpermpoon (2008) on the way integrated skills writing exercises were handled in the English textbook for grade 11, less emphasis was placed on them when it came to practice in EFL classes. As a result, it is apparent that integrated skill work has been poorly managed and that practice effort has decreased. In turn, this has an impact on quality and is leading to an increase in dependency, carelessness, discontent, and unfairness (Rahman & Akhter, 2017).

Studies on writing skills show that even while teachers and students both thought writing was important, writing instruction was ineffective and students' writing abilities were much lower than what was expected of them (Geremew, 1999; Italo, 1999; Meseret, 2012). Additionally, the researcher has seen the issue while instructing at high schools. In the research area, the situation was the worst. While it's wonderful that language skills are currently covered in textbooks, speaking, writing, listening, and reading instruction still needs more work (Yohannes, 2010).

Poorly written work produced by students, for instance, is indicative of a lack of skill development. Learning to write in a foreign language is more difficult by nature, and it takes a lot of time and works to write well (Meseret, 2012). However, writing has received less effort, time, and attention in Ethiopia, particularly in high schools. Grammar and vocabulary are often given a lot of attention in the classroom because they make up the majority of the language tested in English exams. Therefore, it is an undeniable truth that writing instruction needs to be reevaluated.

Although the concept of writing through integrated skills first surfaced half a century ago, there has been very little research done in this area (Tangpermpoon, 2008). Many of these studies examine how developing integrated skills in different situations affects one or more of the writing's multiple features (accuracy, fluency, complexity, and linguistic elements like content, grammar, vocabulary, organization, and mechanics) (ESL and EFL, discourse types, proficiency levels, groupings, etc) (Abera, 2017; Desalegn, 2011; Abdullah, 1995).

The results of this research are contradictory on many factors, and a few show that teaching writing using integrated skills has not been successful. For instance, a study by Al-Faoury (2012) on American college freshmen found a substantial difference in the overall writing abilities of the experimental and control groups. He claimed that the experimental group's overall writing had greatly improved.

Alnooh (2015) conducted a study on the elements of writing and found that writing with integrated skills improved the organization and content. In a study conducted in a language school in Egypt, Chandrasegaran (2013) found that the

experimental group significantly outperformed the control group in terms of mechanics and organization. The disparity between these research findings can be seen. This shows that more research in this area, particularly in the areas of vocabulary and grammar, is necessary to determine which components of writing may be improved the most by using a combination of skills.

According to research on writing that combined skills learned overseas with those used locally, the experimental group's content, organization, and mechanics were all greatly improved. The assessments were varied for each student because they had to write about any two of the four subjects for various discourses. Due to the fact that different types of compositions call for different scoring criteria in specific writing-related areas, this may have compromised the validity and reliability of the test. In conclusion, first, both national and international research on writing through integrated skills is lacking. Second, contradictory results from earlier studies in the field were found. Last but not least, the integrated skills approach to teaching writing has not helped the majority of students create respectable paragraphs. The researcher was inspired to carry out this investigation as a result of these issues.

As a result, this research might be seen as a contribution to the field and tested the subsequent theories:

HO - There is no discernible change in writing results among students who get standard instruction and those who receive instruction using integrated skills.

H1 - There is a substantial change in the writing scores among students who are trained as usual and writing through integrated skills.

II. RESEARCH METHODOLOGY

A. Design

A quasi-experimental study was undertaken with the intention of determining whether writing through integrated skills intervention improves students' writing abilities or not. This type of experiment was carried out since it greatly reduces unimportant elements. For instance, it makes it possible to have a class with an intact teacher and a group of students who complete identical duties, as a result, non-randomly dividing students into controller and experimental groups.

B. Applicants

The applicants of the experiment were 96 grade 11 students of 2022 academic year at Sekela high School.

III. DATA GATHERING INSTRUMENT - WRITING TEST

To achieve its goals, the study used quantitative data, primarily test results. As a result, pre-and post-paragraph writing assessments were made available. There was a circumstance, and 45 minutes were allowed for the discussion. The required word count for the paragraph was between 100 and 120. The instructions made it clear what would be considered when marking their texts. The before intervention-test was used as a device and to ensure that the group scores were comparable. The post-test was utilized to see if any changes had taken place.

Two English teachers from the 11th grade who had been instructed on the scoring criteria and whose ratings had their inter-rater reliability confirmed examined and scored the examinations (0.721).

A. The Marking Scale

The assessments were graded using an analytical scoring approach because the study's goal was to assess not only overall writing skills but also writing characteristics from vocabulary and grammar that focus on content, organization or structure, acceptability, meaning, and message address. The Test of English for Educational Purposes served as its inspiration (Alnooh, 2015). Constructing the marking principles less arbitrary and specific, uniting, and escaping zero measures are all parts of the adaptation. In other words, numbers are used in place of words like some, low, and frequently, and zero marks are given for grammar and vocabulary.

B. Training Material

There are various sections in the manual. The first section introduces the manual, the teaching promise form, and the training phase allotted. The second talks about the notion of supporting writing by using a variety of skills. This enables the trainees to become familiar with the strategy prior to its use. In order to support the writing exercises in the textbook, writing assignments, which primarily involved writing paragraphs, were produced and used during the experiment for both the control and experimental groups. The activities were mostly based on the English textbook for grade 11 since they allow students to practice writing in depth. Paragraphs were the main focus of the exercises. When the experimental group mastered the tasks using the strategy that promotes writing with integrated abilities, the control group learned using the traditional approach, which encourages writing alone.

IV. PROCEDURE

When the teaching materials, before-after test, and recording scales were first created, advisers then colleagues reviewed them. Second, ethical evaluations were done once the subjects had been chosen. Thirdly, when the pretest was

conducted, the Shapiro-Wilk test was used to determine if the pre-and post-test scores were regularly distributed (p , 0.56, 0.092, 0.295, and 0.405 > 0.05). The posttest was then administered, scored, and its results were compared to those during the pretest.

V. FINDINGS

Independent samples t-tests were conducted for both the overall writing and its component parts in order to test the hypotheses previously put forth. To determine how the treatments affected writing, the paired samples t-test was also computed.

TABLE 1
INDEPENDENT T-TEST OF WRITING PERFORMANCE

Test	Control			Experimental			D/f	t-value	p-value	Sign
	N	X	S.D	N	X	S.D				
Pre	48	8.33	2.668	48	8.83	2.493	94	-1.597	.121	Not Sign
Post	48	10.33	2.895	48	12.83	2.902	94	-0.619	.039	Sign

Although there was a mean change of 0.50 among the groups in the pretest, the table shows that there is statistically no difference between them (p , 0.121 > 0.05) as a result of the t-test. This demonstrates that prior to the mediation, the groups' paragraph writing skills were more or less comparable. The results of the t-test revealed a substantial change among the controller and experimental groups (p , 0.039 < 0.05), and the post-test mean difference among the groups is 2.50, as indicated in the table. This implies that integrated skill treatments for writing have a more positive overall influence on learners' writing than conventional teaching strategies.

TABLE 2
PAIRED T-TEST OF WRITING PERFORMANCE

Group	Pre			Post			D/f	t-value	p-value
	N	X	S.D	N	X	S.D			
Control	48	8.33	2.668	48	8.83	2.96	47	-5.22	0.094
Experimental	48	11.51	2.41	48	13.72	2.73	47	-5.94	0.002

Although the mean scores indicate that the experimental group improved by 3.32 points on the posttest, which is better than the pretest, the statistics in the table indicate otherwise. As a result, the experimental group showed a significant difference ($T = (47) = -4.895$, $P = 0.000$, $P < 0.05$). The mean score of the control group post, however, only increased by 0.50. This demonstrates that there was no difference in the pre-and t scores of the control group ($t = -5.341$, $P = 0.094$, $P > 0.05$).

TABLE 3
INDEPENDENT TESTS ON SAMPLES FOR WRITING ELEMENTS

Writing Components	Test	Control			Experimental			D/f	t-value	p-value
		N	X	S.D	N	X	S.D			
Content	Before	24	2.07	0.63	24	3.05	0.73	94	-3.473	0.33
	After	24	2.02	0.69	24	6.7	0.77	94	-3.443	0.034
Organization	Before	24	3.62	1.32	24	3.86	2.45	94	-0.909	0.43
	After	24	3.53	1.42	24	7.49	2.55	94	0.597	0.038
Acceptable	Before	24	2.03	0.45	24	3.09	0.39	94	-2.756	0.28
	After	24	2.25	0.41	24	7.28	0.49	94	-0.502	0.000
Meaningful	Before	24	1.62	0.43	24	2.99	0.56	94	-2.262	0.36
	After	24	1.72	0.34	24	6.89	0.57	94	-0.684	0.033
Address message	Before	24	1.81	0.51	24	2.83	0.61	94	0.22	0.42
	After	24	1.92	0.37	24	5.94	0.55	94	-2.031	0.024

The table demonstrates that there was no statistically significant difference between the groups' scores on any of the writing components prior to therapy (p , > 0.05). The control group and experimental groups were on the same page in terms of content ($P = 0.33 > 0.05$), organization (p , 0.43 > 0.05), acceptance (p , 0.28 > 0.05), meaningfulness (p , 0.36 > 0.05), and address message (p , 0.42 > 0.05). The experimental and control groups significantly differed from one another in all writing-related metrics following the intervention ($p = 0.0340$, 0.038, 0.000, 0.033, and 0.024 > 0.05).

Thus, it might be inferred that learning to write through integrated skills education has a stronger impact on developing writing elements like vocabulary and grammar in line with acceptable, meaningful, message-focused writing than traditional writing instruction.

TABLE 4
 PAIRED SAMPLES T-TEST FOR WRITING COMPONENTS

Writing Components	Group	Pre			Post			D/f	t- value	p- value
		N	X	S.D	N	X	S.D			
Content	Control	24	2.69	0.83	24	3.05	0.78	23	-2.30	0.24
	Experimental	24	3.05	0.73	24	6.6	0.77	23	-3.41	0.003
Organization	Control	24	3.6	2.25	24	4.69	2.64	23	-5.21	0.33
	Experimental	24	3.80	2.45	24	7.49	2.55	23	-3.25	0.005
Acceptable	Control	24	2.96	0.52	24	3.23	0.45	23	-2.46	0.33
	Experimental	24	3.09	0.39	24	7.28	0.49	23	-1.00	0.044
Meaningful	Control	24	2.82	0.66	24	2.99	0.67	23	-1.45	0.27
	Experimental	24	2.99	0.56	24	6.87	0.58	23	-0.81	0.058
Address message	Control	24	2.85	0.48	24	2.83	0.52	23	0.59	0.76
	Experimental	24	2.83	0.60	24	5.94	0.55	23	-3.44	0.038

The results of the paired sample t-test in the table show that the experimental groups advanced significantly in all areas, 0.05), organization ($t = -3.25$, $P = 0.005$, $P < 0.05$), acceptability ($t = -1.00$, $P = 0.04$, $p < 0.05$), meaningfulness ($t = -.81$, $p = 0.05$, $p < 0.05$), and address message ($t = -2.33$, $P = 0.029$, $P < 0.05$). The control groups, on the other hand, showed no improvement in the areas of content ($t = -2.30$, $P = 0.13 > 0.05$), organization ($t = 5.21$, $P = .22 > 0.05$), acceptability ($t = 2.46$, $P = .22 > 0.05$), meaningfulness ($t = 1.45$, $P = .16 > 0.05$), and address message ($t = -3.44$, $P = 0.038$, $p < 0.05$). This could be a result of teacher-fronted instruction. There was no instruction that included integrated skills.

VI. DISCUSSION

The main point of this experimental training was to determine how integrated skills education in writing improved students' capacity to construct paragraphs. The independent samples pre-test revealed no appreciable variances among the control and experimental groups in either the general writing performance or the writing components. The results of the independent samples post-test revealed that there were important changes among the experimental and control groups in terms of both general writing performance and its piece performance. This suggests that learning to write through the integration of other skills is preferable to learning to write through the traditional method. The finding so refutes the competing theory. Al-Faoury's (2012) report, which found that writing with integrated abilities had a larger overall impact, is consistent with this conclusion.

According to the results of the paired sample t-test, the experimental groups dramatically improved their overall writing performance. After the intervention, it can be concluded that students' overall writing skills increased as a result of their better vocabulary and grammar. This supports the findings of Alnooh (2015), who found that writing through integrated skills has an impact on students' writing components in EFL writing classes, as the control group was unable to improve in vocabulary and grammar. These results show that, in EFL writing classes, writing through integrated skills has an impact on student writing, particularly on vocabulary and grammar.

VII. CONCLUSION

The findings of the independent samples t-test proved that improving students' writing abilities in the pre-test did not significantly differ between the experimental group and the control group. In contrast, the experimental and control groups significantly differed on the posttest when it came to improving students' writing abilities, particularly their vocabulary and grammar. The null hypothesis is therefore accepted. The paired sample t-test also discovered a statistically significant change in the writing abilities of experimental students following the intervention, particularly in terms of vocabulary and grammar. It should be beneficial to use writing through integrated skills in EFL classes when our focus is on vocabulary and grammar in particular, even if it generally has a bigger impact on students' writing performance.

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