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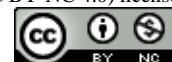
Integrated Skills Approach (ISA) in writing class: A case study of Business English Communication (BEC) students of Universitas Negeri Makassar

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Article Information	Abstract
<p>Keywords: Integrated Skill Approach (ISA) Integrated Skill Practice (ISP) Writing Composition</p> <p>Received 1 July 2022 Received in revised form 3 November 2022 Accepted 9 December 2022 doi: 10.33750/ijhi.v5i4.163</p>	<p>The study aims to describe (1) the nature of the Integrated Skills Approach in writing class, (2) whether the Integrated Skills Approach (ISA) is effective in facilitating the students to write English compositions. The study was conducted in the Business English Communication (BEC) writing class of the English Department, Faculty of Languages and Literature, Universitas Negeri Makassar. The subject of this study was the BEC students, consisting of 20 students. This study was essentially quantitative research. The data were taken from the students' writing compositions and analyzed using the pre-experimental method with one group pre-test and post-test design. This design involves one group, which was pre-tested (X1), then exposed to treatment (T), and post-tested (X2). The study shows some results as follows: 1) Integrated Skills Approach (ISA) could enthusiastically involve the students in learning activities. 2) Integrated skills sequence leads the students to share ideas about the topic of writing composition. 3) Integrated Skills Approach (ISA) effectively facilitates students' English composition writing.</p>

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1. Introduction

English as a foreign language in Indonesia encounters many problems, especially in English teaching and learning at schools and universities. English consists of four different skills: speaking, writing, reading, and listening. The focus of this study is on writing skills. According to Ur (1996:162) states that the objective of teaching writing in a foreign language is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written texts similar to those an educated person would be expected to be able to produce in their language.

Getting started is often the most difficult part of writing. Sometimes ideas flow freely, but often the ideas go completely blank. However, writing skill in Indonesian schools and institutions is not assigned. As the author's

experience, writing, or let us say composition, was assigned more at elementary school only, and there was no continuous writing program that works through the educational system. Consequently, when the students of the English Department of Universitas Negeri Makassar, for example, try to write compositions in English, they will be confronted with writing problems because they lack practice. That is why the students consider writing assignments hard and tiring activities. Complaints such as "I do not know what to write on" or "I do not have any idea of the topic" are general to the students.

Muhyidin (1988) reveals that, according to his teaching experience, writing has always had problems that put the students in trouble. It is shown by errors made in both the organization of the composition and the language. In conjunction with the statement, Adelstein and Pival (1980) state that writing can be one of the most upsetting, frustrating, and exasperating of all human activities. Lewitt (1990:2) also

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reveals that most EFL students hate to write, at least at first. They often reach the university level without any English composing experience.

2. Literature Review

2.1. The Nature of Integrated Skills Approach (ISA)

As a point of departure, the researcher would like to present Ward's opinion of the English teaching situation in the classroom:

"I have found that a lot of activities that go on in English classes are rather short, necessarily so where young students find it difficult to concentrate on one activity for very long. However, these activities often have nothing to do with each other. This situation tends to encourage passivity in students and makes the teacher the most active person in the classroom. It seems to me that a lot of the things we do in the classroom could be better exploited, so that one activity would flow from another, and although the teacher would start the ball rolling, more could be done by the students." (Ward, 1983:40)

What exactly Ward wants to suggest is that teachers need to integrate the skills in a harmonious flow to have meaningful and stimulating activities in the classroom. Davis (1989:4) states that integrating skills in a language program is not a new idea, and most teachers are aware of the benefits to be derived from using the four skills as a means of presenting, practicing, and extending language forms and functions.

Many teachers and lecturers have discussed the integrated Skills Approach (ISA), especially in teaching and learning English as a Foreign Language (EFL). It is believed that the approach can stimulate and improve the English performance of the students. In writing class, teachers have to be creative and look for ways to make their classes more interesting and apply appropriate approaches which can facilitate the students to practice their writing skill. The integrated Skills Approach (ISA) is the answer to the problem.

Teachers spend much time in class working on reading, writing, speaking, and listening in separate or single lessons. In order to stimulate the students' skills performance, we need to make the situations as authentic as possible in the classroom. Integrated Skills Approach (ISA) is the integration of two, three, or four skills in a natural flow. As Rasyid (1997:50) defines Integrated Skills Approach (ISA), one activity flows into another in a way that gives variation, prevents boredom, engages interests, promotes interactions, and allows practice and use of one skill to enrich and support the development of another.

Byrne (1986:130-131) states that integrated skills activities are important because:

- They provide opportunities for using language naturally, not just practicing it.
- Many pair and group work activities call for various skills, sometimes simultaneously, to involve all the learners.
- Students seem to learn better when they are engaged on activities which involve more than one skill.

In conjunction with Byrne opinion, Read in Rasyid (1997:52) exemplifies a number of important advantages in

providing students with Integrated Skills Practice (ISP) as follows:

- Continuity. Integrated skills practice allows for continuity in teaching and learning programs. Tasks and activities are not performed in isolation but are closely related and dependent on each other.
- Input before output. In ISA, learners can be provided with a suitable input in the form of a direct model, or a much freer stimulus. This input will then form the basis for the learner's input – or productive use of the language – in a subsequent task.
- Realism. ISP allows for developing all four skills within a realistic, communicative framework. Using such a framework helps to promote awareness not only of how the different skills relate to particular communicative needs, but also of how they lead naturally into each other as in real life.
- Appropriateness. ISP helps the learners to recognize the appropriateness of the particular language form and mode in different contexts and with different participants.
- Variety. Activities involving all four-language skills provide variety and can be invaluable in maintaining motivation.
- Recycling. ISP allows naturally for the recycling and revision of language which has already been taught and is, therefore often helpful for remedial teaching.
- Confidence. ISP may be helpful for the learner who is weaker or less confident in one skill. For example, a learner who is better at reading than listening may be able to use the ability to understand a written text as support to performance in a subsequent listening task that is based on the same topic or theme.

In fact, ISA, in its practice, is the imitation of real-life communication which brings into classroom activities. In real-life communication, we rarely find one skill exists without connection with other skills, as Harmer (1983:52) states that one skill cannot be performed without another. It is impossible to speak in a conversation if you do not listen as well, and people seldom write without reading.

In its implementation, ISA may require individual, pair, small group, group, or class activities, depending on the nature of the learning activities. The types of activities can be simulation, role-play, problem-solving, discussion, information gap, conversation, interview, etc.

2.2. Integrated Skills Approach (ISA) in Writing Class

In relation to the implementation of ISA in writing class, three factors should be considered: the integrated skills sequence (the flows of the skills) and the use of authentic materials, which will be discussed respectively.

2.2.1. The integrated skills sequence

In its practice, ISA is the imitation of real-life communication that brings into classroom activities. In real-life communication, we rarely find one skill exists without connection with other skills, as Harmer (1983:52) states that one skill cannot be performed without another. It is impossible to speak in a conversation if you do not listen as well, and people seldom write without reading.

Byrne (1986:130) shows how real life can provide a realistic model for integrated skills sequence. For example, if we see an interesting advertisement in the paper for a holiday, we may discuss it with somebody and then perhaps ring up or write for more information. This nexus of activities, which so far has involved reading → speaking/listening → either speaking/listening, or writing, may continue or stop at that point.

The teacher can freely choose the activities and language skills that will be explored. The sequence of skills may go on and on. The teacher may integrate two or three or four skills in the sequence, even though the activities might have been designed to emphasize one skill more than another. Thus, the emphasis of integrated skills sequence in the teaching of writing will be on the writing skill itself.

Integrated skills sequence can trigger a number of different activities (varieties) during the class hour. Creativity plays an important role in order to create the skills sequence in harmonious and natural flows. For detail description, the author will present examples of integrated skills sequence (integration of two, three, and four skills) in writing class.

- Integration of two skills. Example: students are asked to read news from newspaper or magazine then required to write report writing of the news. (Reading – Writing)
- Integration of three skills. Example: in pair, student A interviews his/her partner about a certain issue, then writes a story or report about the interview, and vice versa. (Speaking – Listening – Writing)
- Integration of four skills. Example: students are asked to read a statistical table about certain issues, discuss the issue (topic) in a class discussion, and then write a composition individually. (Reading – Speaking – Listening – Writing)

Wiriyachitra, (1983) has applied integrated Skills Approach (ISA) as the lecturer of Science and Technology at the Prince of Songkla University, Thailand. She designed writing program integrated with other language skills. The following is her comment:

“We have done an informal evaluation by asking them to comment freely about the program. Their comments were favorable. Also, the teacher has found that the students are better motivated than before, have more interaction, and can write long pieces of prose with fewer mistakes.” (Wiriyachitra, 1983:41)

Rasyid (1997:15-16) summarizes the advantages of using ISA in different activities (varieties) in the classroom:

- Different varieties will keep the students’ mind alert and their enthusiasm high. In other words, different activities (good variety) will keep the lesson lively and interesting and reduce boredom.
- Practice in one skill supports and reinforces the development of other skills, which is a student learns to speak, for example, in part by modeling what he hears, and he learns to write by examining what he can read.
- The integration gives a chance to the students to develop and compensate for their weak points via their strengths at certain skills.

2.2.2. The use of authentic materials

The material or source in which the integrated skills sequence will be developed should also be considered. Authentic material is a good starting point suggested by some language experts such as Melvin and Stout in Rivers (1987:44), Nunan (1989:132), and Brown (1994:229).

What is authentic materials? Cunningsworth in Jemma states (2000:18) that:

“Authentic materials are materials which are originally used in real situations and are not designed for use in language teaching. Such materials are used in the classroom to expose the learners to language in real use.”

Many available authentic materials can be chosen for the in-class practice, such as newspaper and magazine articles, statistical tables of certain issues, poems, advertisements, menus, songs, tourist brochures, films, TV programs, pictures, city street maps, train tickets, etc.

Melvin and Stout in Rivers (1987:44) give their suggestions on how to select the materials for integrated skills practice as follows:

- The level of the students will influence the selection of materials, but this is not decisive; many good materials can be used with students at different levels. Often the success or failure of a text depends not on its apparent difficulty but on the exercises accompanying it.
- Statistical tables may be of no interest to you, but they may interest some of your students, especially if the tables show the topic under consideration from a unique perspective. Beginning students would probably deal more effectively with statistics on working women, an excerpt from an article on children’s attitudes toward working mothers, and a television advertisement warning parents not to leave their children unattended.
- After all, the most important criterion for selection is “content” because nothing can overcome the obstacle of uninteresting topics and boring activities.

Moral, ethical, religious, and political issues are usually “hot” items for classroom debates, arguments, and discussions. According to Brown (1994:183), the examples of interesting topics that can be explored in classroom activities are:

- Women rights
- Choosing married partner
- Cultural taboos
- Economic theories
- Political candidates and their stands
- Abortions
- Euthanasia
- Worldwide environmental crises
- War and peace

2.3. Composition Writing

The word ‘composition’ is derived from Latin. ‘Com’ means together and ‘ponere’ means to put (Mallery in Abidin, 1995:5). Thus, composition means putting together a whole by a combination of parts. Here the word is applied to a form of writing done by students (Sullivan, 1976:97).

All compositions have three major parts in common: introduction that consists simply of thesis sentences or may contain additional sentences, discussion which is function as the main part of composition, and conclusion that will conclude or summarize composition.

Composition, in general, might be classified into four types: argumentation, exposition, description, and narration. The following are the brief explanation of the four types:

- **Argumentation.** An author uses argumentation when he attempts to persuade or convince his readers of a particular belief, point of view, or way of doing things.
- **Exposition.** If an author seeks to explain something to his readers, he is using exposition.
- **Description.** Description is a form of composition that authors use when they seek to make readers visualize something.
- **Narration.** If an author portrays an event or an action and tries to convey to his readers the effect of witnessing the occurrence, he is using narrative form.

Sometimes the four types are overlap that anyone composition will contain a mixture of the types. Though the four types are overlap but we should be able to recognize them and know which type we are going to use or dominate the composition in order to achieve unity, coherence, and proper emphasis. (Brewton et.al. 1962:128-129).

Writing composition also have to obey the three major principles. They are:

- **Unity.** Composition has unity if all the sentences in the paragraph develop a single topic.
- **Coherence.** Composition has coherence if all paragraphs are arranged in logical order.
- **Emphasis.** Composition must have emphasis or proper proportion in its three main parts in order to be adequately developed (Brewton et.al, 1962:110-118).

The thing should be emphasized is the characteristics of good writing. Heaton (1988:135) states that writing is a complicated skill requiring mastery of grammatical and rhetorical devices and conceptual and judgmental elements. He points out five general components necessary for good writing as follows:

- **Language use:** the ability to write correct and appropriate sentences.
- **Mechanical skills:** the ability to use correctly those conventions peculiar to the written language.
- **Treatment of content:** the ability to think creatively and develop thoughts, excluding all irrelevant information.
- **Stylistic skills:** the ability to manipulate sentences and paragraphs and use language effectively.
- **Judgment skills:** the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Content and organization must be taken into consideration. The following are the criteria of content and organization of composition.

Table1. Content

Classification	Score	Criteria
Very Good	9-10	If the central purpose, the unity, the coherence, and the continuity of the composition are all correct.
Good	7-8	If the composition contains few errors of the central purpose, unity, coherence, and continuity.
Average	5-6	If the composition contains some errors of the central purpose, unity, coherence, and continuity.
Poor	3-4	If the composition dominated by errors of the central purpose, unity, coherence, and continuity.
Very poor	1-2	If the central purpose, unity, coherence, and continuity of the composition are all incorrect.

Table 2. Organization

Classification	Score	Criteria
Very Good	9-10	If the words, sentences, and paragraph line up easily from a clear pattern.
Good	7-8	If the composition contains few errors of words, sentences, and paragraph pattern.
Average	5-6	If the composition contains some errors of words, sentences, and paragraphs pattern.
Poor	3-4	If the composition is dominated by words, sentences, and paragraphs pattern errors.
Very poor	1-2	If the words, sentences, and paragraphs pattern of composition are all incorrect.

3. Method

This research employs pre-experimental method with one group pretest – posttest design. This design involves one group which is pretested (X1), exposed to treatment (T), and posttest (X2). The schematic representation of the design might be:

X1 – T – X2

Where: X1 = pretest, T = treatment, and X2 = posttest (Hatch & Larazaton, 1991:87)

The population of this research was the fifth semester students of Business English Communication (BEC), English Department, Universitas Negeri Makassar, academic year 2021-2022. Using purposive sampling, class A (from two classes) was chosen as the sample of the research. The sample consisted of 20 students.

The data were collected by using writing tests administered in pretest and posttest. Pretest was intended to find out the prior level of the students’ writing skill while posttest was intended to find out the effectiveness of the treatment. Pretest and posttest were facilitated by the use of the same authentic materials.

Procedure of collecting data were divided into two meetings. The first meeting for pretest and the second meeting for treatment and posttest. They were carried out chronologically as follows:

3.1. Pretest

Pretest was carried out for 40 minutes. The researcher distributed the instruments that consisted of two authentic materials for each student. The topics were “working mother” and “music”. The students were required to choose one of the topics then asked them to write composition individually based on the topic chosen.

3.2. Treatment and posttest

Treatment and posttest lasted for 100 minutes: 60 minutes for treatment and 40 minutes for posttest. The treatment and posttest were carried out as follows:

3.2.1. Treatment:

- The 20 students were grouped into four groups and each group consisted of five students.
- The researcher distributed the instruments for each group that consisted of two authentic materials and list of the questions related to the topics. Then the students were guided the integrated skills sequence which consisted of the integration of four skills (reading, speaking, listening, and writing) as follows:
 - Phase one:* the students were assigned to read and analyze the materials then asked them to choose one of the materials to be discussed. Two groups chose “working mother” and two groups chose “music” as their topic of discussion.
 - Phase two:* each group discussed their topic in their group (group discussion) and answered three questions of the topic. Each group wrote down the group’s conclusion.
 - Phase three:* a speaker from each group read out, in turn, their group’s conclusion while the other participants made notes.
 - Phase four:* the activities moved to class discussion. Comments and questions were welcome.

3.2.2. Posttest:

After the treatment, each student was required to choose a topic (they choose “working mother” or “music”) that had been discussed. Then they were asked to write a composition based on the chosen topic. The analysis of the integration of the skills can be described as follows:

- Phase one: pre-reading activity (individual)
- Phase two: speaking – listening – writing (group)
- Phase three: speaking – listening – writing (group)
- Phase four: speaking – listening (class)
- Phase five: writing (individual)

To analyze the data, the researcher followed the steps below:

- Scoring the students’ composition both in pretest and posttest by analyzing their content and organization. The content and organization of composition can be classified into five classifications:

Very good: 9-10

Good: 7-8

Average: 5-6

Poor: 3-4

Very poor: 1-2

- Tabulating the scores of the students’ compositions.
- Finding out the mean score of protest and posttest by using the following formula:

$$\bar{X} = \frac{\sum x}{N} \tag{1}$$

Where:

\bar{X} = Mean Score

$\sum X$ = The Sum of all scores

N = The number of subjects (Gay, 1981:298)

- Finding out the significant difference between pretest and posttest by calculating the value of the t-test for non-independent sample:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \tag{2}$$

Where:

t = Test of significance

D = The difference between the matched pairs ($X_2 - X_1$)

\bar{D} = The mean of D s

$\sum D^2$ = The sum of D square

$(\sum D)^2$ = The square of $\sum D$

N = The number of subjects (Gay, 1981:331)

4. Findings and Discussion

In this research, the researcher employed gain score, mean score in pretest and posttest, t-test. These tests were used to measure the effectiveness of teaching composition (writing class. The results of the tests are as follows:

4.1. Gain Score

Table 3 below shows that the students' score's minimum gain (D) is +1 and the maximum one is +3, $N = 20$, $\sum X_1 = 111$, $\sum X_2 = 141$, $\sum D = 30$, $\sum D^2 = 58$. The range of scores in table 1 shows that the minimum gain of the students’ achievement is +1 and the maximum gain is +3, two students were static in their achievement. While the mean score obtained by the students in pretest is 5.55 and in posttest is 7.05.

Table 3. Gain score

Subject	Pretest (X ₁)	Posttest (X ₂)	Gain (D)	D
A	8	9	+1	1
B	7	8	+1	1
C	5	7	+2	4
D	5	5	0	0
E	5	7	+2	4
F	6	7	+1	1
G	6	7	+1	1
H	5	7	+2	4
I	6	7	+1	1
J	5	7	+2	4
K	5	8	+3	9
L	6	6	0	0
M	6	7	+1	1

N	5	8	+3	9
O	5	7	+2	4
P	6	7	+1	1
Q	4	6	+2	4
R	5	7	+2	4
S	5	7	+2	4
T	6	7	+1	1
N= 20	$\sum X_1 = 111$	$\sum X_2 = 141$	$\sum D = 30$	$\sum D^2 = 58$

4.2. Mean Score of Pretest and Posttest

Mean score of pretests (X_1):

$$\bar{X} = \frac{\sum x}{N} = \frac{111}{20} = 5.55$$

Mean score of posttests (X_2):

$$\bar{X} = \frac{\sum x}{N} = \frac{141}{20} = 7.05$$

Thus, the mean score of pretests is 5.55 and posttest is 7.05. It is shown that the mean score of posttests greater than pretest.

4.3. t- test (test significant difference between pretest and posttest)

In order to know whether the pretest and posttest are significantly different, the researcher use t –test for non-independent sample as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

$$\bar{D} = \frac{D}{N} = \frac{30}{20} = 1.5 \quad \sum D = 30$$

$$\sum D^2 = 58$$

$$N = 20$$

Then the researchers substitute the number for the symbols in the formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{1.5}{\sqrt{\frac{58 - \frac{(30)^2}{20}}{20(20-1)}}} = \frac{1.5}{\sqrt{\frac{58-45}{380}}}$$

$$= \frac{1.5}{\sqrt{\frac{13}{380}}} = \frac{1.5}{\sqrt{0,3}} = \frac{1.5}{1.7} = 8.82$$

Thus $t = 8.82$. To find out the degree of freedom (df), the researcher uses the following formula:

$$df = N - 1 = 20 - 1$$

$$df = 19$$

For level of significance (P) = 0.5 and $df = 19$, then the value of t-table = 2.093. Thus, the value of t-test is greater than t-table ($8.82 > 2.093$), it means that the null hypothesis is rejected, and the alternative hypothesis is accepted. From the analysis above, the researcher concludes that there is a significant difference between the result of pretest and posttest of the students’ composition writing. In other words, Integrated Skills Approach (ISA) is **effective** to be applied in teaching composition (writing class

5. Samples of Students’ Compositions

Topic: Working Mother

THE IMPACT OF BE A CAREER WOMEN

Be a career woman are impressed for all women. They think that if they can do three aspects in their life: be a mother, a wife, and a career woman its possible. Maybe their families will perfect if they can gain all of it or it can make their family will be broken?

As a woman, I can say that if we can do that, it can make us happy. Why? Because we have a lot of relations, while working in a house as a mother and as a wife. But in reality, we saw that there’s no bodies perfect. There is no one gain that three aspects without one or two aspects are sacrificed. As we saw there are so many women who is success in their job, but they are fail in their family as a wife and mother. There are so many divorces in the career women happened, there are so many children are avoided by their mother which make them homeless, and drug abused. The children did not know where they should tell their problems while their mother or their father are not at home. Then, they will try to find other things to release their problems such as drugs.

In another side, if women sacrifice their ambition to be career women and just stay at home to taking care their family, maybe it can cause a frustration. They will feel that it is not my dreams, my ideas, or my hope.

From our religion’s point of view, as a woman and a wife, we should stay at home. We do not need to work outside. There is a husband in a family to fulfill the family’s need. The women just stay at home to taking care their children. But it is not a standard because as women we also need to communicate in the community as long as we can take care ourselves.

Topic: Music

MUSIC IN MY LIFE

I like music but not very much. I only need music when I study. The lyrics, the melody, the harmony of the music itself make me fresh and set myself at ease. I do not like music when I feel sad. It only makes things worse, I guess. But truly I say, music has something special to offer. Something like magic. Music can bring you up and down into its melody whether you’re in sadness or in gladness. Music sets you into what melody it brings no matter in what languages the lyrics are written.

The lyrics, doubtless to say, have effects too on the melody of the music. If you understand the lyrics whether they are about your feeling or your memory, you will get more excited in listening to the music. I remember one of Air Supply’s song entitled ‘Making Love Out of Nothing at All’. The song, I mean the melody and the lyrics, are so matched to each other that it sets my feeling right now (I mean, the moment when I’m hearing the song) into a very special moment when I first listened to the song. I feel like I am carried away.

There is a lot of things we can learn from the songs. Music is not complete yet without lyrics, and the lyrics offer you

many things concern life and how to face it. That is how I like music. I'd like to quote one of the Air Supply's "All Out of Love" lyrics about love devotion that have taught me many things:

*"I'm all out of love, I'm so lost without you
I know you were right, believing for so long
I'm all out of love, what am I without you
I can't be too late, to say that I was so wrong"*

6. Closing

After the discussion of the implementation of Integrated Skills Approach (ISA) in writing class, the author would like to suggest the following points:

- English teachers and lecturers should apply Integrated Skills Approach (ISA) in English teaching because the students are taught with variety of skills and useful to maintain their motivation during the class hour.
- It is suggested for English teachers and lecturers to be more creative and enrich their teaching materials. They can use many different authentic materials to catch the students' attention and motivation in learning English.
- Finally, it will be useful to consider Broughton et.al. (1985:117) suggestion:

Ideally, there should be a program to develop writing skills that works throughout the educational system. Such a program would list the main types of writing which it felt students should be able to master by the end of their education and would offer guidelines to teachers on ways of achieving success with each of these."

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