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**Integrated Skills Approach in Teaching EFL Writing and Speaking as Productive Skills: A Case Study**

**in Indonesian Context**

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| **Article History:**Received:8 February 2024Accepted:19 June 2024 | Teaching English as Foreign Language to Indonesian students encourages teachers to motivate them in their language study by getting them to engage in successful writing and speaking skills. It can be early learning as relevant as possible to their language use needs. Based on a qualitative design, this study investigated the way an English teacher of eleventh-grade students used an integrated skills approach to teaching writing and speaking in the classroom. The research was conducted at one of the senior high schools in West Java, Indonesia with a qualitative method to explore deep information about the strategies and challenges encountered by the English teacher when she was teaching. The specific strategy revealed that the teacher organized activities and encouraged the students through Communicative Language Teaching (CLT) including other strategies to overcome the challenges such as providing consultation and providing learning at night as an extra class. This study is expected to chronicle the need for this approach to be incorporated by English teachers in secondary schools to improve English teaching strategy today and future.  |
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**INTRODUCTION**

Nowadays, writing and speaking English are the most important skills to be mastered by students. Those skills allow people to communicate around the world with just one language and required the students to be capable of writing academic text. On the other hand, one of the influences on student learning success is the teaching strategy applied by the teacher in the classroom. Teaching English as a foreign language for secondary students might be challenging for English teachers, especially non-native English teachers. The teachers are encouraged to implement active and effective strategies in teaching-learning English especially to integrate the writing and speaking learning process. As Usman & Anwar (2021) defines that integrated language skill approach can be chosen as an effective strategy because there is a need to emphasize language learning that covers all aspects of language skills. Integrated language skills are presented in a coherent unity between listening, reading, speaking, and writing in teaching language. In this point, effective teaching strategies in the integration of English skills comprise proven best practices in education that work in a variety of classroom environments.

This issue requires the teachers to use multiple strategies to keep their students engaged throughout the school year and test their knowledge more comprehensively, especially in teaching writing and speaking skills. One of the effective strategies in teaching English as a foreign language is an integrated approach. The integration of different skills can be reasonably rational to mimic the natural process of skill-mixing and provide ample learning opportunities for students in a classroom environment (Harmer, 2007). As the result of the studies concluded that the integration of both productive skills (writing and speaking) can give better grades to the students, and these activities impact the student and their way of working since the tasks are important components to develop communicative competence (Barrionuevo, Vanegas, & Otavalo, 2020; Bhatti, Perveen, & Ali, 2020; Utami, 2014).

However, Indonesian students only have formal contact with English during lesson hours. Therefore, exposure is very limited. This means that it is within these lesson hours that teachers should facilitate the learning of the four English skills, which are listening, speaking, reading and writing. As the entry into the world of English printed materials are used (Suroso, 2021). This condition makes exposure to the target language very little, only within classroom hours, meaning less than two hours a week. With this condition, deliberate efforts to make students listen, speak, read and write English centres on classroom activities. Therefore, there must be an appropriate technique to well develop at least in the writing and speaking skills of the students. Further, this study aims to analyse the process of how an English teacher uses an integrated skills approach in teaching writing and speaking skills to eleventh-grade students as well as how she overcomes the challenges.

**Significance of Integrated Skills Approach**

In the integrated approach, emphasis is given to practical exposure to the language use than merely teaching it as a subject. The rationale behind using this approach is to make the students realize that the elements of language learnt in the classroom have a relation with the real-life communication that the student ought to perform every day. Specifically, teaching English in writing and speaking using integrated skills approach drives the students to communicate effectively and appropriately throughout the range of social, personal, school, and work situations required for daily living in a given society. Teachers should help students develop communicative competence in English by providing learning opportunities and resources which integrate the four language skills—reading, writing, speaking, and listening. Although a number of researchers have stressed the importance of implementing the integrated-skills approach (ISA) into EFL college classes, little work has been done to examine its employment and effectiveness in the classroom.

Teachers of English should lay emphasis on learning language like it happens in everyday situations. This approach ensures the integration of all the four language skills. Listening and reading are called receptive skills and speaking and writing are called productive skills. In the study by Simon (2021) describes that the integrated approach can fulfil to a large extent the different levels of the learning pyramid in ‘blooms taxonomy’- which is a benchmark for developing tests and assessments. The tests that the student takes should systematically asses the teaching learning process from the lower degree like remembering, understanding and applying to the higher degree such as analysing, evaluating and creating. Additionally, Simon (2021) also states that an integrated approach encourages the learners to have a real-life experience.

The teacher on the other hand tries to create a natural classroom environment. The learner’s progress in all the skills can be tracked by the teacher during a single activity. The task-based activities motivate the students to be actively involved and participate without fear or any inhibition since the emphasis is on teamwork or pair work. Other studies also state the significance of integrated skills in teaching productive skill; writing and speaking, the teacher must use a suitable strategy to achieve the goal of the teaching and learning process (Kusrini & Amalis, 2021; Misrita et al, 2020; Rijal & Arifah, 2017). Furthermore, Devi & Rao (2018) conclude their study that implementing any activity through integrated approach gives expected results, but it requires proper planning, implementation, post-analysis, and practicing according to the learners' performance.

**Productive Skills**

English has four basic language skills. They are listening, speaking, writing, and reading. Productive skills are the term for speaking and writing skills where students actually have to produce language themselves (Harmer, 2007, p.265).

According to Ahmad (1998, p.16) speaking and writing involve language production, so they are regarded as productive skills. On the other hand, Harmer (1989, p.15) listening and reading involve receiving messages, so they are regarded as receptive skills. English speaking skill plays a vital role to communicate in English. Good command of English speaking develops a sense of headway among learners and strengthened their credence in every bit of the classroom. Meanwhile, writing skill is correspondingly significant as written communication is fundamental expertise that can also come in handy for learners or human beings in general with a speaking dysfunction or talking disablement.

*Writing Skill*

Harmer (2007) mentions that the writing process follows four main elements, first is planning, second is drafting, third is editing and fourth is draft. According to Hedge (2000), writing is a highly difficult and complex skill to master even for the native speaker because students spend less time in writing as compared to other skills. Richards and Renandya (2002) argue about this matter and said that mastery of writing skill is not so easy. Writing is the most difficult skill among the four skills of second language learning. Nunan (2000) also states that production of a coherent piece of writing is a big challenge because it is very difficult to write a fluent, mistakes free and excellent piece of writing.

Related to the theories above, written language is one of the language products as well as a means of communication. Accordingly, it can be used to measure the student’s achievement in the process of learning the language (Harmer, 2004). The outcome of the student’s written language can be produced in a certain level which requires specialized writing skills (Brown, 2001). Writing is one of the productive skills which involves communicating a message by making signs, forming letters and words, and joining them into a series of sentences that link together to communicate that message (Pulverness et al., 2005). Hence, it can be assumed that students’ writing skills which enable students to produce a piece of written composition by linking a series of sentences to communicate with others can reflect their achievements. In addition, the teachers still use the same methods and strategy in teaching English which can cause the objectives of learning cannot be taught completely. Therefore, the strategy used by the teacher gives more impact on students’ writing improvement Moreover, Putri & Aminatun (2021) state that this interactive communication enables students to actively engage in the writing process and improve their writing skill. Suarmi & Fatimah (2019) also confirm that by using the effective strategy, the teacher can make the writing activity more fun and they will know all of their student's needs.

*Speaking Skill*

Speaking skill is one of basic English skills that should be taught and practiced in the language classroom (Harmer, 2007) because the language course truly enables the students to communicate in English, so speaking skill needs the special treatment. In the reality, in our daily life most of us speak more than we write; yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills (Rao, 2019). In addition, Nunan (1995) put forward that learning to speak in a second language will be facilitated when learners are actively engaged in the attempt to communicate. The students who learn English as a Foreign Language (EFL) have to master speaking skill in order to be able in expressing and communicating their minds, ideas and thought spontaneously. Speakers are required to possess multiple abilities at a time to be involved in the speaking process. It is also mentioned by Kurmaryati (2018) in her study that the ability to communicate means the ability to understand and produce spoken texts and writing realized in the four language skills, namely listening, speaking, reading and writing.

According to description above, to achieve the goal of teaching speaking, which should improve students’ communicative skills because students can express themselves and learn how to use a language, the teacher needs to create creative and effective strategy in teaching. Teachers’ strategies in speaking skill are very important to overcome students’ difficulties in speaking. The aim of teaching speaking is to provide students with the ability in expressing the target language to cope with basic interactive skill (Brown, 2000). In order to be effective in teaching speaking skill, the teachers may use integrated skill approach as the various methods or ways that are implemented by teachers in the teaching-learning process especially in writing and speaking.

**METHOD**

Qualitative research is to understand a phenomenon as it is seen and interpreted by the participants themselves, individually (e.g. Piagetian constructivism) or socially (e.g. Vygotskyian constructivism) in a world characterized by multiple views of reality and in which the researcher works with the world as it is construed by its participants (i.e. bottom-up) Cohen, Manion, & Marison (2018). To gain specific data from what we are going to develop, qualitative research gives a more appropriate design to answer the research questions. In addition, Creswell (2014) explains that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of information, and conducts the study in a natural setting.

In this research, the data for the research were collected from a semi-structured interview and observation of one meeting EFL class to get more specific information about how the integrated approach is implemented in English teaching writing and speaking skills and what challenges are encountered by the English teacher. The classroom observation was used to collect data only during one meeting class for familiarization and reliability reasons. The participant of this research is an English teacher at one of the senior high schools in West Java. The participant is selected based on her experience because she is recognized as a knowledgeable teacher and has been teaching for more than 10 years. These reasons convince me to get the appropriate information for this research.

The interview questions are adapted and improved from Basaran (2012) consisting of main questions related to teaching experiences and challenges in English language teaching, precisely in an integrated approach to writing and speaking skills. The collected data are analyzed by using qualitative method. The results of the interview are classified based on the research question. The data are analyzed through transcription. Analysis of the results of the transcription is then carried out interpretation, the process by which researchers compared the results of previous studies with the findings in this study. In other words, the thematic analysis is carried out by using the concept of codes and themes of the questions to be answered from this research. The name of the participant does not appear in the process of transcription and interpretation in this research.

**FINDINGS AND DISCUSSIONS**

**Integrated skills approach**

The philosophy of the ‘integrated-skills approach’ (ISA) is derived from the notion that in natural, day-to-day experience, oral and written languages are not kept separate and isolated from one another. Integrated-skills approach, similarly, functions just as both communicative language teaching (CLT) and whole language do since they both emphasize meaningful and authentic language use and link oral and written language development (Su, 2007). Hence, an integrated skills approach can be done effectively through task-based activities. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake (Richards, Platt & Weber, 1986, p. 289). Furthermore, an integrated skills approach helps students to build content through real-life experience, making language more relevant and learning more meaningful. The integrative approach is proposed to give a true language environment to learners to develop listening, speaking, reading and writing (LSRW) skills in a meaningful context. (Murthy, 2015).

From these theories, integrating four English skills will encourage the students’ motivation to effectively provoke their language ability. The students tend to learn to speak and write from what they hear and see or read (Harmer, 2007). In this case, Brown (2000) stated that a course dealing with reading, will also deal with other skills. It is also supported by Hinkel (2017) that communication will be meaningful when people employ all the basic skills in cycle. It’s clearly defined that being a competent teacher of speaking involves understanding the ‘combinatorial’ nature of speaking, which includes the linguistic and discoursal features of speech, the core speaking skills that enable speakers to process and produce speech, and the communication strategies for managing and maintaining spoken interactions (Burns, 2019).

The interview section was conducted in the Indonesian Language, and then I, as the researcher tried to translate the information into English. The data analysis was also supported by observation results. Based on the result, the themes that emerged from interview data in the analysis process were techniques, strengths, materials, and challenges. These main themes can be taken as a summary of categories given in the following explanation:

*Techniques*

Analysis of interview transcripts clearly showed that the participant mostly used some techniques to integrate teaching writing and speaking to EFL students. The analysis is also included with the observation result. The following are some categories revealed according to the participant’s answers:

*Communicative Language Teaching (CLT)*

Asking students to write and present the text orally in the project assignment was also reported to be common. The teacher required the students to work in a group during the class as indicated in the following excerpt:

“I usually ask the student to work in a group or pair. Because I believe in an integrated approach to the classroom environment becomes less inhibited the learners during learning. Likewise, working in a group encourages the students to be active in discussion with the other students.”

According to the participant, working in a group is one of the techniques for implementing an integrated skill approach. As Su (2007) mentions in the theory the Integrated-skills approach, similarly, functions just as both communicative language teaching (CLT) and whole language do since they both emphasize meaningful and authentic language use and link oral and written language development. Additionally, communicative Language Teaching is defined as an approach to teaching a second or a foreign language that focuses on learners’ interaction whether as the means or the ultimate goal of learning a target language. Interaction here means an activity in which two or more parties affect one another. CLT refers to the communicative approach to teaching a second or a foreign language as well. Doubtlessly, it is believed as the most effective approach focuses on the communicative competence of learners in many countries (Kaisheng, 2007).

It is obviously also mentioned that the use of CLT makes her confident that the students will become active learners and live the discussion with their friends. Also, providing a supportive learning environment like CLT makes participation easier for students, especially those who easily feel shy about active participation. However, these claims are not verified by the observation result. It seemed to be the fact that not all the students participated in the activities in the grouping activity. Some of them were rather silent. On the other hand, a few students were rather talkative and did most of the talk. Teachers did not use any compensatory strategies to solve or limit the effects of the problem. Believing that nothing could be done, the teacher seemed to accept all learners as they were.

*Student worksheet*

In the response to the interview, the teacher explained that giving student worksheet in teaching writing and speaking was considered a very helpful technique for the students to have guidelines in writing the text. It appears in the following excerpt:

"Integrated approach supports me to use Project Based Learning (PJBL). In PJBL task, the use of student worksheets is considered very helpful for students in understanding steps in writing.”

This finding is surprisingly linked with the result studies (Siregar, Firmansyah, & Harahap, 2023; Barus, Siagiaan, & Saragih, 2017; Trianto, 2012) student worksheet is an activity that must be carried out by students to increase understanding in efforts to form basic abilities according to learning indicators that must be achieved. In this explanation, a student worksheet is a learning resource and material that improves and establishes student creativity, mastery, and responsibility also can be developed by educators as a facilitator in learning activities based on the conditions and learning situations.

Another fact of the use of student worksheet can raise the principles of efficiency and effectiveness in learning to write the text. In addition, the use of student worksheet in learning to write analytical exposition text can create student-centred instruction. In practice, the teacher only plays the role of facilitator and advisor. It is in accordance with as stated by Amri (2013) that instructional material with activities centred on students can be well packaged in student worksheet.

This result is also shown in the observation that giving student worksheet is also viewed as one form of packaging of instructional materials during learning especially in writing tasks. In the context of learning to write analytical exposition text, the student worksheet can be expressed as a form of packaging of the text exercise material containing instructions, steps, work, topics, goals, themes, and clear and bright images. On the student worksheet, the space to write the analytical exposition text is provided for the students.

*Presentation*

The teacher also conveyed that language needs to be applied or implemented on a daily basis. Therefore, text writing content or information also needs to be presented as a communicative language activity to enhance students’ speaking skills as follows:

“After they finished writing a text, they have to present and convey information based on their written text in front of the class and they need to live discussion on that topic.”

The aspect that becomes the focus of evaluation on the process component is the application of technique in learning writing and speaking which includes the forms of learning activities by giving the opportunity to the students to live the discussion in the class. This point is related to the finding of the research by Putri & Aminatun (2021) that interactive communication enables students to actively engage in the writing process and improve their writing skill. This result is also in line with the theory of Nunan (1995) that learning to speak in a second language will be facilitated when learners are actively engaged in the attempt to communicate and meet the same result as the research by Devi & Rao (2018) previously mentioned.

*Giving Feedback*

According to the interview result, the teacher incorporated assessment feedback as part of the assessment design. It also seemed in the observation that the teacher told the students about the assessment requirements, including information on how and when feedback would be provided. It can be seen in the following excerpt:

“Feedback is intended to help students revise their work, typically before it’s graded then I evaluate the quality of a “finished” product after the presentation. I give some notes like correcting the writing text or telling directly to the students to improve their writing also speaking skills when they finished the presentation.”

In the overview, feedback is given thoroughly on the language, content, and method of presentation. Feedback has a significant impact on learning (Cohen & Singh, 2020). Nevertheless, when feedback is unclear students may not be able to gauge whether a response is positive or negative, whether and how the feedback is related to their mark and what they might do to improve.  If the students wait too long to have the feedback, they might not connect the feedback with the learning moment.

*Strengths*

The second theme that answered the research question of the study was probing into the strengths of EFL teachers implementing an integrated skill approach in teaching writing and speaking skills. Under this main theme were categories such as classroom management and student motivation.

*Classroom management*

In this result, the teacher directly implied that she could easily manage her students in teaching English. It is presented in the following excerpts:

"Because I only teach girl students, I think I can manage the class well. Girl students tend to be easy to manage because they are disciplined and responsible to do the assignment."

It is clearly defined that when she taught the girl students, she could manage the classroom well. It could be perceived that teaching girl students are more manageable than boy students. Besides, Classroom management influences the teaching-learning process in the classroom. As Nunan (2000, p. 189) says that in the teaching and learning process, classroom management plays an important role to establish and maintain the workable system in the classroom. This is why effective classroom management is much more than connecting positively with students or designing great lessons and triggering engaging and challenging learning experiences for students.

*Student motivation*

Considering the fact found in the interview result, student motivation is highlighted as one of the categories in the strengths of implementing an integrated skill approach. The teacher realized that student motivation could be seen when the students feel enjoy and active in the learning process, this point is also proven by the following excerpts:

“They are very eager to learn.”

“They like asking for help in doing tasks."

Furthermore, when students are motivated in learning English, although they feel it is difficult to learn, they will try to understand it well. In teaching-learning, motivation is essential in the aspect of education, especially to carry out the learning process. In addition, the result is linked to Brown’s (1994) theory, he defines motivation with certain terms like inner drive, impulse, emotion or desire and these terms motivate the learners to perform a particular action. Still, in line, motivation is one of the most critical factors that will influence students' English achievement or performance. It means that motivation could be defined as one of the vital factors in learning English. Without motivation, the purposes of learning are difficult to be achieved. By having motivation, students will be enthusiastic in the teaching-learning process, so students will be pushed to study English well. This fact is also in line with the study that has analyzed students' motivation in learning English as Purnama et al. (2019) conclude that students have savour in learning English when the teacher is creative in using media, strategy, or delivered material in teaching and learning, it will improve students’ motivation.

*Materials*

The last strength mentioned in the interview result was delivering material based on the syllabus. The analytical exposition text was the topic or material given during the implementation of the integrated skill approach. However, the teacher didn’t talk about the specific source books used for teaching.

"Analytical exposition becomes essential material as writing and speaking assignment, they not only create academic writing but also present the information in the text orally."

According to the result above, I assumed that the development of the syllabus and teaching materials, teaching materials’ implementation as well as evaluation to find out the effectiveness of the curriculum by taking into account the achievement of learning goals in language teaching.

*Challenges*

The next item in the semi-structured interview was about the problems participant encountered when teaching English using an integrated skill approach. The theme is also presented to clarify the findings as follows:

*Time constraints of teaching*

The participant most obviously mentioned the fact that there were some obstacles to implement an integrated skill approach because of time constraints. This factor was an important source of distress for the participant. The following are some excerpts:

“In writing project, students need more than 4 meetings in the classroom."

"The activities to be achieved in the syllabus are quite complete as students must observe, associate and communicate. These activities integrate writing and speaking, and even listening and reading can also be part of the important points for achieving the assignment objectives in this material. While the time provided is only 4x 2jp."

The participant claims that the syllabus has many complete goals and that the time assigned for each goal is not enough to cover all topics. Therefore, the integration approach could be used to achieve writing and speaking skills goal. However, it requires more time than exists in a syllabus and in a lesson plan. The teacher still needs much effort to provide effective strategies in teaching writing and speaking. This issue relates to the study by Febtiningsih, Ardiya & Wibowo (2021) that inadequate time for teaching students, especially teaching writing also becomes a challenge for teachers.

Similarly, this challenge is also found by Marzulina, et al. (2021) who carry out the research entitled “Challenges in Teaching English for EFL Learners at Pesantren”. It reveals that English teachers encounter some problems in teaching English such as dealing with time constraints and dealing with a lack of supporting facilities. It can be argued that it is difficult to implement various teaching methods and techniques because teachers must consider not only how to transfer four language skills, but also how to maintain students' motivation and enthusiasm for learning and practising English in sufficient time.

*Lack of learning media*

A further challenge in implementing an integrated skills approach is the lack of learning media. One of the root causes is a limitation in technology accessibility at school. The participant conveyed that there is a regulation for students to not bring smartphones to school “The school doesn't allow students to bring a smartphone, time constraint of using computer laboratory, lack of sources in the library.”

Based on her statement, the lack of learning media is another hindering compounding factor that negatively affects the process of teaching and learning English, especially in integrating writing and speaking skills. I believe, in this modern era, mobile phone user increases dramatically, including students. However, there are still many schools which do not allow students to bring mobile phones to school. It is very reasonable because bringing the phone to school potentially disrupts the learning process. This case is quite challenging for the teacher and students because they need to use various resources in the learning process which may include computers, books, smartboards, etc. Unfortunately, although her school provides computer laboratories, the use of computers is still limited because they have to share with other classes. This situation is clarified by a previous study by Cahyono & Mutiaranigrum (2016), they state that to improve teaching methodology, the use of the Internet has been suggested. They also add that it improves students’ writing quality and quantity, scaffolds active and independent learning, motivates students’ learning, provides learning flexibility, and raises students’ confidence.

Moreover, the participant also reckoned the lack of sources in the library for supporting the teaching-learning process. In short, the library and education are intertwined, and the inseparable relationship has come a long way. Based on the situation above, learning resources in the library can enhance teaching and learning development in a school.

*Ways to Overcome the Challenges*

Based on the observation and interview results that focused on investigating the insight about challenges that the teacher encountered and how she overcame them while teaching, it showed that the teacher provided learning consultation for the students to give extra time to consult their assignment with their teacher outside of the classroom, for example, asking about the cohesion and coherence of writing and the use of grammar structure. The consultation time is adjusted with her schedule. She, however, also admitted that her schedule for consultation was sometimes quite tight so the students just gave her the draft of writing and she gave the comment or suggestions at another time. As seen in her own words: “To overcome the limitation of learning, I usually provide consultation time out of the class. Hence, they still have the suggestion for their work.”

It can be concluded that to overcome the problem of limitations of using technology at school, the teacher offers a night schedule for having extra learning as part of consultation time. Thus, the students may use the computer laboratory deliberately. Based on the teacher’s explanation, her school provides a night class schedule for extra learning since the school is an Islamic boarding school, the students and teacher stay in the boarding school area. Therefore, they have access easily to come to school. As it’s explained in her answer “If the students have limited access to use computer laboratory, we can learn at night.”

Based on her answer, it can be assumed that the extra learning program as she has mentioned, *Belajar Malam* offers the students additional instruction beyond the regular school day in the English language. This program is also elaborated in the studies, first, Harisiswana (2017) states that even though the time or class hours are limited, the teacher should be able to create a learning atmosphere, as well as a comfortable bilingual environment. So that students can feel the atmosphere of effective English learning. In addition to promoting academic knowledge and skills, increased learning time programs may lead to other personal growth opportunities, including higher self-confidence, better interpersonal or study skills, and greater commitment to school and learning (Davies & Peltz, 2012).

**CONCLUSIONS**

Based on the explanation above, it can be concluded that an integrated approach for teaching writing and speaking especially on analytical exposition texts in the classroom can help the teacher to achieve the objective of learning and improving the student’s writing and speaking skills.

Moreover, the results demonstrate that teaching writing and speaking as an integrated approach in EFL is a good indicator of performance skill improvement for learners because it turns them from passive to active students and maximizes language use as opposed to rote memorization of facts and grammar rules. Integration of the primary skills enables the students to practice the sub-writing components in meaningful ways, as seen by the students' improvement in writing performance and presentation. The students also are encouraged to convey their writing message through their speaking ability. The results are in line with the theory mentioned early that the integrated skills approach, similarly, functions just as both Communicative Language Teaching (CLT) and whole language do since they both emphasize meaningful and authentic language use and link oral and written language development (Su, 2007). In spite of that, to integrate teaching writing and speaking in EFL learning, the teacher still has many efforts to implement effective strategies.

**SUGGESTION**

The study served as a starting point for conducting further research regarding the appropriateness of implementing the integrated skills approach in Indonesia where English is taught as a foreign language. However, the design of the current study imposed certain limitations. The study focuses specifically on one teacher using the integrated skills approach in one class. The sample is thus relatively small. Future studies should include more Indonesian students on a wider range of students. More research is required to understand the teaching of writing and speaking with the integrated skills approach. Moreover, future research can explore the factors that might improve or obscure the teaching and learning of EFL writing and speaking skills while using the integrated skills approach.

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