

**AN ANALYSIS OF TEACHING ENGLISH SKILLS TO EFL
STUDENTS THROUGH AN INTEGRATED APPROACH**

THESIS

Submitted by

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**FACULTY OF TARBIYAH AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
BANDA ACEH
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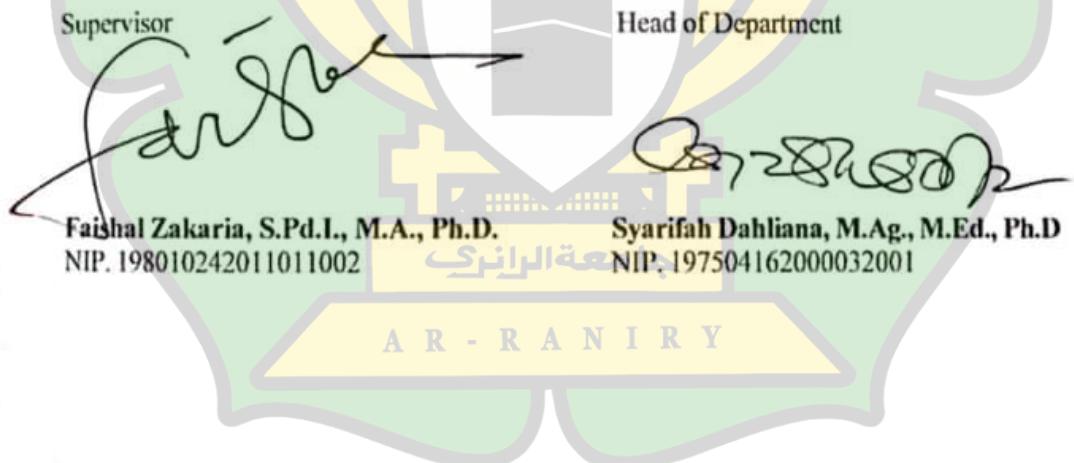
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Examination for The Working Paper and Has Been Accepted in Partial
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**An Analysis Of Teaching English Skills To Efl Students Through An
Integrated Approach**

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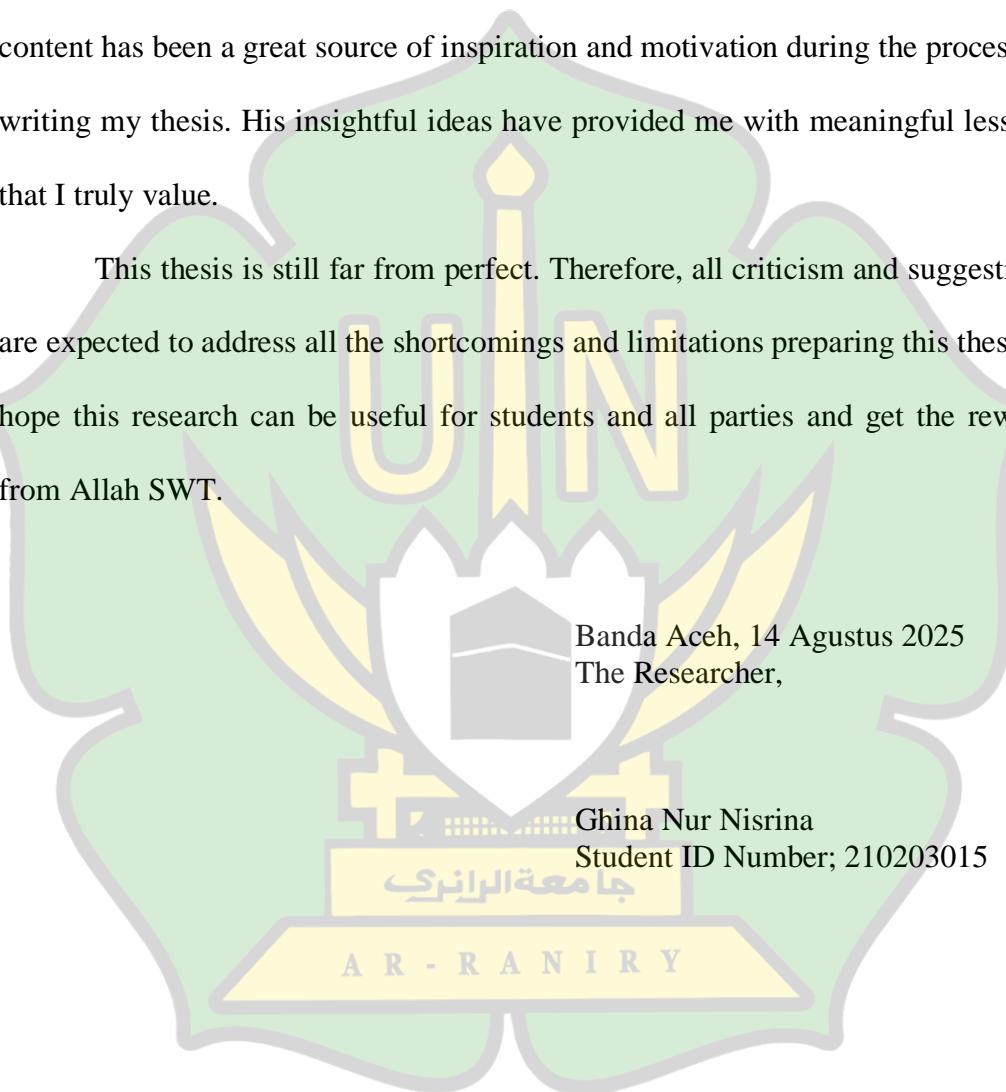
The most prestigious thanks and love to my beloved father, Hanafiah Yusuf, and my mother, Erni Suriani, for their unconditional love, endless prayers, patience, and unwavering support in every step of my journey. Without their boundless encouragement, I would not have been able to complete this study. I am also sincerely thankful to my dearest siblings, Riza Syafira and Zikril Luthfiani, who have always supported their youngest sister with love, care, and constant motivation. Their presence has been a precious source of strength and comfort for me, and I truly believe that this achievement belongs not only to me but also to my family, who have been my greatest inspiration throughout this process.

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This thesis is still far from perfect. Therefore, all criticism and suggestions are expected to address all the shortcomings and limitations preparing this thesis. I hope this research can be useful for students and all parties and get the reward from Allah SWT.



ABSTRACT

Name	:	Ghina Nur Nisrina
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Thesis working title	:	An Analysis Of Teaching English Skills To EFL Students Through An Integrated Approach
Supervisor	:	Faishal Zakaria, S.Pd.I., M.A., Ph.D.
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This study aims to analyze the implementation of the integrated approach in teaching English skills to EFL (English as a Foreign Language) students. It explores teachers' perceptions of the integrated approach and investigates the significant factors influencing students' learning difficulties. This study used a qualitative approach with data collection techniques in the form of semi structured interviews with five english teachers from formal and non formal schools in Aceh. The integrated approach is applied in various ways, including project based learning, contextual tasks, and combining receptive and productive skills in a single lesson. This study is expected to contribute to the improvement of English language teaching strategies by providing insights into how integrated instructions can be applied effectively in EFL classroom.

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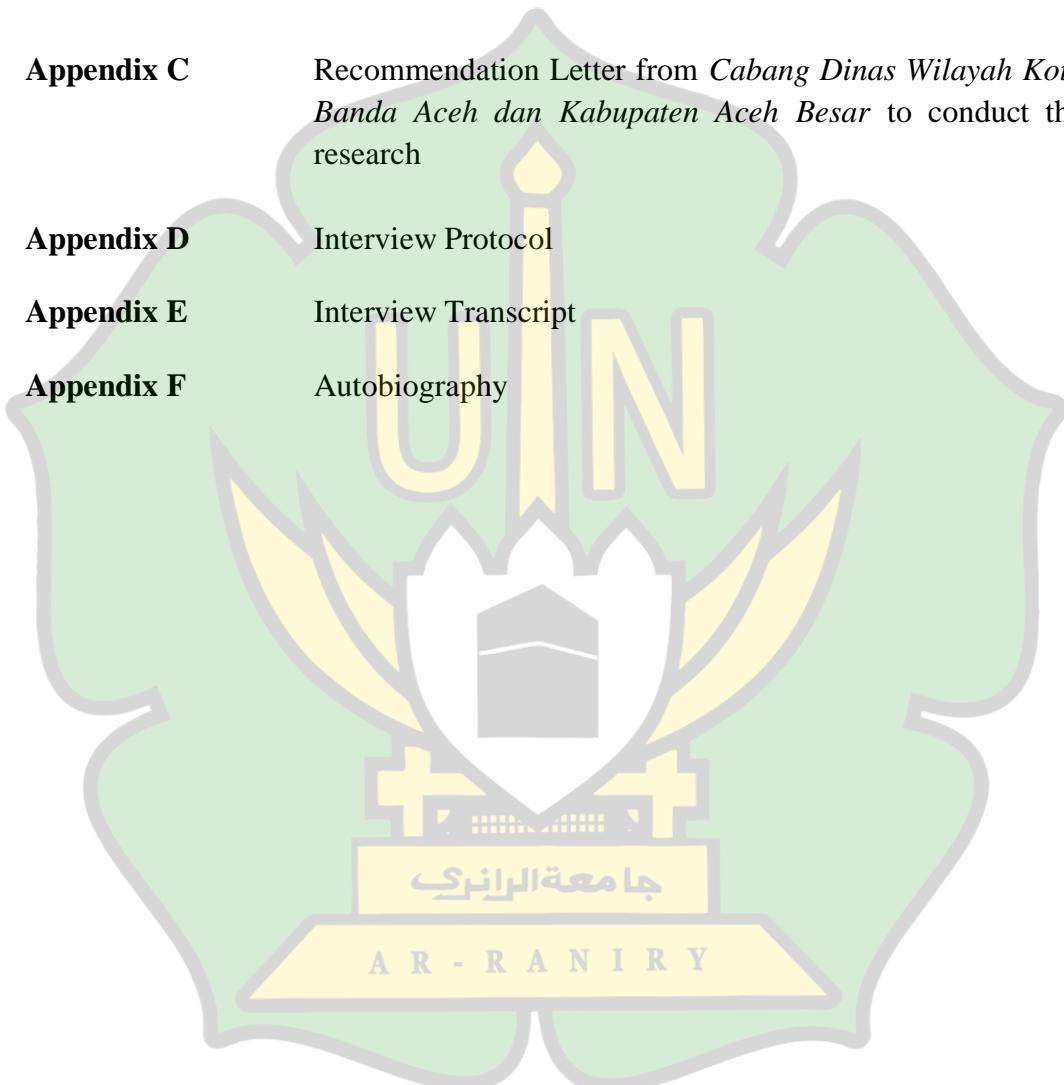
Appendix B Recommendation Letter from *Fakultas Tarbiyah dan Keguruan* to conduct the research

Appendix C Recommendation Letter from *Cabang Dinas Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar* to conduct the research

Appendix D Interview Protocol

Appendix E Interview Transcript

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CHAPTER I

INTRODUCTION

A. Background of the Study

English language proficiency has become one of the essential skills in the era of globalization. The integrated approach has emerged as an effective method for developing language skills in English language learning. The integrated approach in language teaching aims to combine listening, speaking, reading, and writing skills in a meaningful context, ensuring that students develop holistic language proficiency that reflects real-world communication (Richards and Rodgers, 2014).

The integrated approach to language teaching aims to combine listening, speaking, reading, and writing skills in a meaningful context to ensure that students develop holistic language competence that reflects real communication. The integrated approach is used to develop EFL students' English language proficiency more comprehensively and effectively. According to Lightbown and Spada (2013), the integrated approach can address different language skills speaking, listening, reading, and writing simultaneously, making it more effective in preparing students to communicate in real-life situations that require language skills.

An integrated approach to language teaching is efficacious in improving overall language proficiency, as well as increasing students' self-confidence. Students who learn through integrated methods perform better in

fluency and comprehension than those who learn through traditional methods where language skills are taught separately. This need encourages educational institutions to continuously update their approaches and methods of teaching English, so that language skills cannot be taught separately, as they complement each other in authentic communication contexts.

Integrated English language learning is highly beneficial for EFL students, enabling them to understand and use the language more effectively. Ellis (2006) argues that separating skills in language learning often prevents students from developing well-rounded language skills. By combining all four skills in an integrated way, students can be trained to understand language in real-life contexts of use. This enables EFL students to actively participate in the classroom and provides support that will positively impact their success in learning English.

According to Harmer (2015), the human brain tends to process language holistically, where different language skills, such as speaking, listening, reading, and writing, are interrelated and reinforced in meaningful contexts. In other words, these skills are interrelated and work synergistically to create a deeper understanding of language. The integrated approach will facilitate students' understanding of how language skills are interrelated, combining speaking and listening skills with reading and writing skills, and students will be better able to grasp the meaning and structure of language effectively. Harmer (2015) also notes that teaching that integrates these skills reflects the way the human brain naturally processes language through real-life experiences that involve multiple

skills simultaneously.

However, the implementation of an integrated approach is not without its challenges. English language teaching in Indonesian schools often encounters obstacles, including students' lack of motivation and limited English communication skills. Research conducted by Akmal et al. (2020) suggests that one of the challenges faced is the low motivation of students with students lack of English language skills. For instance, some students have poor vocabulary, so they do not feel confident participating in speaking or writing activities. Teachers use gradual strategies, such as introducing vocabulary through flashcards and starting with simple activities, including the use of short films, educational games, and group-based projects, which help students become more motivated to learn. This is especially helpful for students who initially dislike English, because they find the activities relevant and fun. This strategy aims to build students' confidence slowly, so they are more motivated to continue learning. In addition, the challenges of fragmented instruction have led to the integration of English language skills in teaching gaining attention as a more effective approach.

Supriyadi (2022) found that students taught through an integrative model demonstrated significantly better listening skills than those taught with experiential learning methods, indicating the model's effectiveness in improving specific language competencies. The integrative approach fosters deeper comprehension by connecting language input and practice in meaningful, contextualized tasks supporting the view that integration aligns more closely

with real-world language use in EFL classrooms. The same statement was highlighted by Ostovar-Namaghi (2014) that an integrated approach can increase students' learning motivation and confidence in speaking and writing. An integrated approach to language skills development provides students with a strong foundation for discussion, thus strengthening their communication skills through reading and discussion activities.

Several studies conducted by Akmal and Supriyadi, have suggested that an integrated approach can help students improve their English language skills, and it has been shown to be an effective method for enhancing students' English language abilities. This approach integrates reading, writing, speaking and listening skills simultaneously in a mutually supportive context. Existing research has indeed investigated the potential of using an integrated approach to teaching English, suggesting that such approaches can lead to improved learning outcomes. However, this research gap needs to be addressed by focusing on the significant factors that can influence students' success in integrated English by focusing on the perspectives of teachers in Aceh in implementing an integrated approach to teaching English language skills, using qualitative research to explore the in depth relationships between different variables that influence learning success.

B. Research Question

The present study seeks to answer the following research questions:

- a. How do EFL teachers' perspectives on the role of an integrated teaching approach in enhancing students' integrated English language skills?
- b. What significant factors contribute to learning difficulties in an integrated English class in an EFL context?

C. Research Aim

- a. To explore how EFL teachers perceive the role of an integrated teaching approach in helping students acquire integrated English Language Skills
- b. To find out the significant factors that affect learning difficulties in an integrated English class in an EFL context

D. Significance of the Study

1) For Teachers:

The findings aim to provide information for EFL teachers to design and implement integrated learning strategies in language teaching, including listening, speaking, reading, and writing. By understanding the benefits and challenges of an integrated approach, teachers can better facilitate holistic language learning and create meaningful classroom activities that reflect real-world communication.

2) For Students:

This study highlights how an integrated approach can significantly enhance students' language proficiency by simultaneously developing their

listening, speaking, reading, and writing skills. With this integrated approach, students are expected to be able to apply language skills in real life, which can make learning more relevant and interesting while fostering motivation and improving student learning outcomes.

3) *For Other Researchers:*

The findings provide a basis for further exploration of the effectiveness of integrated teaching methods in various educational settings. The research offers empirical data and insights that can inspire future investigations in areas such as the long-term impact of integrated approaches on language proficiency and the challenges faced by teachers in implementing them.

E. Research Terminology

1. Teaching English Skills

Teaching English skills refers to the teaching process designed to develop the main skills in English, namely listening, speaking, reading, and writing. According to Richards and Schmidt (2010), Teaching English skills involves the systematic instruction of four skills: listening, speaking, reading, and writing, which are fundamental to language proficiency and essential for effective communication. In the context of language teaching, each of these skills is considered a complementary element that forms a comprehensive language proficiency.

2. EFL Students

EFL students are individuals who study English as a foreign language in a country where English is not the primary or official language. In this context, EFL

students learn English through formal education, such as in schools and educational institutions, or through courses in an environment where English is not used in daily life. EFL students often struggle to use English directly in their daily lives and have limited interaction with native speakers.

3. Integrated Approach

The integrated approach in language teaching is a teaching method that combines various language skills, including listening, speaking, reading, and writing, within the learning process to create a holistic learning experience. The integrated approach seeks to connect these skills in a real way, helping students develop overall language competence by linking language use to real and meaningful contexts.

