



Effect of Integrated Writing–Speaking Instruction on the Speech Quality of Senior High School EFL Students

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Article Info	Abstract
Received: 2026-09-09 Revised: 2026-09-10 Accepted: 2026-09-14 Keywords: Cognitive planning; EFL learners; Speech quality; Writing–speaking instruction DOI: 10.24256/ideas.v14i2.12579 Corresponding Author: Noory Annisa Aulia nooryannisa901@students.unnes.ac.id English Education, Universitas Negeri Semarang, Indonesia	<i>This study investigates the impact of integrated writing–speaking instruction on the speech quality of senior high school EFL students, specifically members of the Mansara English Competition (MEC) Club. The study employed a quantitative pre-experimental one-group pretest–posttest design with 20 participants selected through total population sampling. Data were collected via speaking performance tests and evaluated using an analytic scoring rubric. Due to the non-normal distribution of the data, the Wilcoxon Signed-Rank Test was used for hypothesis testing. The results revealed statistically significant improvements across all dimensions of speech quality ($p < 0.05$), with all 20 participants achieving higher posttest scores. Specifically, fluency, pronunciation, and accuracy showed marked gains, as the writing stage functioned as a cognitive planning tool that reduced real-time processing load. Effect size analysis yielded a medium effect ($r = 0.62$) for total speech quality, indicating that the instructional approach has practical significance in an educational context. These findings suggest that integrating writing as a preparatory activity is an effective pedagogical strategy for enhancing structured oral production, particularly in competitive and performance-based EFL environments.</i>

1. Introduction

Speaking has long been considered one of the fundamental competencies and one of the key indicators of communicative competence in EFL (Halloush et al., 2021; Syarifudin, 2019). Speaking has also been established within communicative language teaching as an autonomous and trainable skill that allows students to create authentic dialogue and verbalize thoughts at the time of expression (Syarifudin, 2019). Therefore, developing superior oral performance has become an important goal that will increase motivation in learners who are afforded quality opportunities for meaningful practice (Helal, 2019; Mekheimer, 2024).

Task-Based Instruction (TBI) and Production-Focused Models have both been shown to promote meaningful and fluent spoken outputs (Helal, 2019; Noda, 2023). Additionally, scaffolding techniques such as model examples, rewording or restating student responses, and using inviting prompts have all been used to enhance student oral performance while encouraging participation in the classroom (Karafil & İlbay, 2024). Finally, the use of technology-enhanced modalities and group work in addition to traditional instructional methods has allowed for increased opportunities for students to develop their discourse skills beyond those previously available via instructor-led monologues (Butarbutar & Karnine, 2024; Duong & Pham, 2022).

The need to develop oral competence is often constrained by the large amount of cognitive processing involved in producing spoken language. Cohen et al. (2012), based on Cognitive Load Theory (CLT), suggest that speech is a cognitively demanding activity with many aspects requiring a significant portion of one's available working memory and planning capacity. Additionally, due to the interplay of demands placed upon both the task being performed and the resulting speech output, it has been demonstrated that an increase in cognitive load will result in decreased fluency, changes in rate of speech, and greater frequency of error (Morett et al., 2020; Tomas et al., 2021).

Background noise, along with the inclusion of visual information or gestures, has been found to significantly affect the level of cognitive effort required to communicate clearly (Morett et al., 2020). Additionally, when operating under conditions that create a high load of cognitive resources during the planning stage of speech output, such as while engaging in simultaneous interpretation or preparing for a formal presentation, competition for these same resources results in observable disruptions in performance. These disruptions include increased instances of pausing and hesitating (Jiang et al., 2024; Zhu & Aryadoust, 2022).

The use of writing may act as a cognitive support mechanism to aid in bridging the cognitive distance between thought and speech. Pedagogy has been moving toward the integration of both literate and oral skills into classroom instruction. For example, Dastgahian et al. (2020) describe how instructors are implementing integrated oracy-literacy instruction. Integrated oracy-literacy instruction emphasizes the development of linguistic forms while encouraging communicative practice. When students utilize writing as a preliminary step to producing speech, they are able to utilize language as a social and cognitive resource (Mickan, 2023). Students can produce meaningful amounts of language across different contexts when they analyze and write specific text genres prior to speaking. Thus, the placement of writing as a pre-task planning phase will create sufficient structural support to help alleviate processing pressures, resulting in improved organization and complexity of oral responses (Woodard et al., 2017).

The importance of being able to communicate verbally is becoming increasingly important for both secondary and vocational students so they can successfully interact within the globalized world we live in today (Suroyo & Faridi, 2018). The reason that verbal proficiency remains relatively weak is primarily because of how significantly those psychological factors, like state anxiety, fearfulness or timidity, and reduced self-esteem, affect an individual's desire and ability to speak in English (Suroyo & Faridi, 2018). It appears from available research evidence that these affective hindrances have significant performance implications since individuals possessing greater amounts of confidence and positive motivation will typically experience better speaking outcomes (Samodra & Faridi, 2021).

To help minimize these challenges, instructors may consider using alternative task-based methodologies to increase student motivation and allow them to develop enough confidence to continue practicing their speaking after class time (Ruchajat, 2018). For this

reason, developing speaking skills effectively depends upon using pedagogy that focuses not just on the language aspects of instruction but also utilizes encouragement to produce a supportive learning environment (Samodra & Faridi, 2021).

There is an unfortunate lack of research regarding the specific effects of combining both skills through performance-oriented (and thus non-formal) forms of instruction—such as those found in English-language-based competition clubs. The vast majority of previous studies have investigated the effectiveness of writing-speech skill combinations under the auspices of formal classroom-based education. However, students who compete in competitions are confronted with a number of unique obstacles related to their performances, including higher levels of performance expectation and a need for specialized types of speech.

Consequently, many students participating in competitive activities will participate in repetitive practice sessions designed to maximize the amount of time spent on producing rapid speech at the expense of organizing their discourses appropriately or using appropriate grammar and syntax. Thus, this study seeks to close this identified gap by examining whether the consistent utilization of writing as a pre-activity prior to speech will positively influence the oral performance of high school-level students who are studying EFL.

2. Method

Research Design

This study applied a quantitative methodology that uses a pre-experimental research design. Specifically, it is a one-group pretest-posttest design. A one-group design was selected to quantify the effects of integrating writing-speech instruction on the quality of speech produced by students by measuring the change in the dependent variable after the specific instructional intervention.

Participants

The MEC (Mansara English Competition) Club of MAN 1 Jepara, an extra-curricular organization for performance-oriented English education, was used as the site of the study. All current members of the organization served as the population for the study. Due to the special nature of the population, total population sampling was used to obtain a sample of 20 students from grades X, XI, and XII.

Procedure

The research process was implemented in a series of five systematic steps: preparation, administration of the pretest, treatment implementation, administration of the posttest, and data analysis. Preparation entailed developing instructional materials and lesson plans based on the principles of integrated skills and pre-tasks. The pretest was then administered to establish a baseline for the students' quality of speech. Next, during the treatment phase, several weeks of integrated writing-speech instruction were provided to students. Students used writing as a cognitive support mechanism and developed outlines and lists of major points to assist them in organizing their thoughts prior to giving oral presentations, i.e., speeches or simulated competition tasks.

After completion of treatment, a posttest was given, similar in terms of complexity and presentation format to the pretest. Improvement in students' ability to communicate orally was measured with this posttest.

Instruments and Data Collection

A monologic speaking performance test was used as the major instrument for collecting data. An analytical scoring rubric was developed to evaluate four critical aspects of speech quality: fluency, pronunciation, grammatical accuracy, and vocabulary use. Each aspect was scored on a five-point rating system (1-5). Prior to beginning the principal data collection process, the instrument went through rigorous validation and reliability testing. Expert judgment validated content validity; construct validity was demonstrated via the Pearson Product-Moment Correlation coefficient ($r > 0.8$) among each indicator and the total score. Internal consistency reliability was determined via Cronbach's alpha. Values of 0.912 and 0.914 for the pretest and posttest, respectively, indicated high levels of internal consistency reliability.

Data Analysis

Descriptive statistical techniques, namely mean, standard deviation, and range, were applied to examine shifts in performance. Inferential statistical techniques were used to determine whether statistically significant differences existed between the means of the pretest and posttest for each of the indicators evaluated. The data collected were first examined using the Shapiro-Wilk normality test to check if normal distributions existed among each indicator. For those indicators in which deviations from a normal distribution occurred ($p < 0.05$), the Wilcoxon Signed-Rank Test was applied to determine if statistically significant differences existed between the pretest and posttest values. Additionally, effect size was calculated using the r -statistic ($r = |Z|/\sqrt{N}$), where r -values would be interpreted relative to Cohen's criteria regarding effect size in order to assess how large an impact had been made upon students' quality of speech.

3. Result

The data in Table 1 illustrate a strong and consistent growth in students' speaking abilities according to each of the measured criteria. The average score for total speech quality increased from 22.65 in the pretest to 27.7 in the posttest. This indicates an upward movement in how well students produce spoken language after receiving the instructional treatment. Similarly, each individual criterion shows evidence of positive growth; however, fluency and vocabulary showed the largest increases in terms of mean scores. In addition to the growth demonstrated through the mean scores, the performance range also moved up in the posttest, since the minimum and maximum scores for each variable are greater than they were in the pretest.

For example, the minimum score for total speech quality was 16 before the treatment, but it grew to 22 after. Likewise, the maximum score was surpassed at a level of 34. It appears that the combined writing-speaking instruction provided a basis for producing speech that was more articulate, coherent, and less error-prone compared to what occurred prior to the treatment.

Table 1. Descriptive Statistics of Students' Speech Quality Scores (N = 20)

Variable	Pretest		Posttest	
	Mean $\pm$ SD	Min-Max	Mean $\pm$ SD	Min-Max
Fluency	6.65 $\pm$ 0.93	5-8	8.20 $\pm$ 1.51	6-10
Pronunciation	3.05 $\pm$ 0.83	2-4	4.00 $\pm$ 0.86	3-5
Accuracy	6.65 $\pm$ 1.09	5-8	7.70 $\pm$ 0.80	7-9
Vocabulary	6.30 $\pm$ 1.53	4-9	7.80 $\pm$ 1.51	6-10
Total Speech Quality	22.65 $\pm$ 4.00	16-28	27.70 $\pm$ 4.34	22-34

The results of the Shapiro-Wilk normality test (Table 2) indicate that, with the exception of vocabulary ($p = 0.142$) and overall speech quality ($p = 0.174$), all of the remaining speech quality measures failed to achieve normality based on their respective significance values, each less than the 0.05 level. However, it is apparent that all of the other variables had achieved some form of significance value that was equal to or less than 0.05; therefore, this also indicates that none of the post-treatment data were normally distributed. As such, the fact that there are so many deviant normality outcomes across both the pre- and post-treatment assessments clearly supports a decision to select non-parametric statistical analysis techniques for conducting further hypothesis testing.

Table 2. Shapiro–Wilk Normality Test Results for Students' Speech Quality

Variable	Statistic	df	Sig.	Normality
Pre_Fluency	0.856	20	0.007	Not normal
Pre_Pronunciation	0.803	20	0.001	Not normal
Pre_Accuracy	0.860	20	0.008	Not normal
Pre_Vocabulary	0.928	20	0.142	Normal
Pre_Total Speech Quality	0.933	20	0.174	Normal
Post_Fluency	0.844	20	0.004	Not normal
Post_Pronunciation	0.790	20	0.001	Not normal
Post_Accuracy	0.762	20	0.000	Not normal
Post_Vocabulary	0.695	20	0.000	Not normal
Post_Total Speech Quality	0.828	20	0.002	Not normal

The outcome of the Wilcoxon Signed-Rank Test (Table 3) demonstrates an important improvement across all measures of speech quality. In addition to the fact that the writing-speech integration has been shown to be effective in enhancing the quality of the students' speech (fluency), there was a statistically significant effect as demonstrated by the results; with 18 participants showing improved fluency, demonstrating a statistically significant difference from pre- to posttest ($p = 0.000$). The same can be said regarding pronunciation and accuracy, as 19 and 13 students performed better on their posttests than their pretests, respectively.

Thus, students appeared to have developed a greater level of understanding regarding phonology and grammar. Similarly, vocabulary development was found to follow this same trend, with 16 positive ranks, which indicates that the writing component is critical for allowing students to explore and plan out what they want to say. Most importantly, all of the participants in the study were able to achieve a higher total speech quality measure at posttest than at pretest, with no negative ranks or ties being observed. The results of the study produced a test statistic of $Z = -3.941$, with a corresponding p -value

of 0.000. Therefore, it appears that the instructional model used in the present study resulted in an enhancement in the total oral production abilities of the learners.

Table 3. Wilcoxon Signed-Rank Test Results for Speech Quality

Variable	Positive Ranks	Negative Ranks	Ties	Z	Sig. (2-tailed)	Result
Fluency	18	0	2	-3.81	0.000	Significant
Pronunciation	19	0	1	-4.359	0.000	Significant
Accuracy	13	1	6	-3.147	0.002	Significant
Vocabulary	16	1	3	-3.552	0.000	Significant
Total Speech Quality	20	0	0	-3.941	0.000	Significant

instructional intervention was statistically significant; the effect size analysis was used to assess how large the instructional effects are (practically) so that we can interpret their educational importance. Based on Table 4, it appears that there were medium-sized effects from the use of writing-speech instruction. Specifically, *r* scores ranged from 0.50 to 0.69. The greatest effect size was pronunciation, with a score of 0.69; total speech quality received a moderate-sized effect size of 0.62. Both fluency and vocabulary and accuracy, while having slightly smaller effect sizes, still indicated a medium-sized effect size. This indicates that the students achieved consistent, positive improvements in each aspect of oral performance.

Therefore, these results suggest that using writing as a pre-task planning tool prior to speaking has resulted in measurable positive impacts for student achievement. That is, the instructional method developed represents incremental growth in language ability rather than dramatic shifts. Thus, these findings support the claim that this type of instruction is useful and applicable in academic settings where students' performances are evaluated based on their spoken language proficiency.

Table 4. Effect Size (*r*) of Integrated Writing-Speaking Instruction

Indicator	Z Value	Calculation	Effect Size (<i>r</i>)	Interpretation
Fluency	-3.810	$3.81/\sqrt{40}$	0.61	Medium
Pronunciation	-4.359	$4.36/\sqrt{40}$	0.69	Medium
Accuracy	-3.147	$3.15/\sqrt{40}$	0.50	Medium
Vocabulary	-3.552	$3.55/\sqrt{40}$	0.56	Medium
Total Speech Quality	-3.941	$3.94/\sqrt{40}$	0.62	Medium

4. Discussion

The findings have produced substantial empirical evidence to confirm that an integrative writing-speaking model can positively enhance the overall quality of speech of senior high school EFL students. The participants achieved a statistically significant increase in each dimension of their ability to orally perform and experienced increases in overall quality of speech. A moderate effect size was calculated for the overall quality of speech at *r* = 0.62. This result confirms that there is a practical benefit to using an integrated skills instruction (ISI) approach compared to using separate approaches for developing individual skills (Neupane, 2024).

In addition, by providing opportunities for both modalities (written/spoken), students were able to successfully apply their written knowledge to their spoken knowledge (Neupane, 2024). Furthermore, the fact that the improvement occurred consistently throughout the sample indicates that this method provides students with a cohesive opportunity to develop the fragmented skill sets that typically occur when students are taught separately (Neupane, 2024; Nguyen et al., 2024). The data also indicate that the use of structured task design may help create positive affective outcomes, including reducing performance-related anxiety and creating higher levels of self-efficacy in learners. Therefore, accepting the research hypothesis reinforces the notion that an integrated writing–speaking instructional approach will promote communicative competence and other twenty-first-century skills in students who participate in performance-oriented educational settings (Neupane, 2024; Sukarno & Riyadini, 2024).

The significant increase in the fluency of spontaneous speech in this research is due to the effective use of cognitive resources as provided by the writing and speaking model used in this research. According to CLT, there are many factors involved when one speaks. These include an individual's working memory, the amount of information being processed at the same time (intrinsic load), how much additional effort or strain is placed upon a person while they attempt to complete the task (extraneous load), and how beneficial that effort or strain will be (germane load).

Therefore, when the demands of a task exceed what an individual has available for their cognitive resources, it leads to poor performance and results in typical issues such as disfluencies and hesitation found in spontaneous EFL production (McDonald et al., 2020; Tatli et al., 2022). Writing allows students to formulate their ideas and linguistic structures before having to produce them orally, thus reducing the extraneous load that comes from trying to plan and formulate ideas quickly in real time (Chaqmaqchee & Paramasivam, 2021).

Because the conceptualization of the message had been accomplished through writing, the competing demands for cognitive resources during oral production were reduced, leading to greater smoothness and continuity in students' speech as evidenced by their posttest scores (Chaqmaqchee & Paramasivam, 2021). This finding is supported by previous studies demonstrating that if a well-designed task leverages prior experience to help prepare the task, then better speaking performances and lower perceived mental demand can occur over time (Masiala, 2024). The combination of using writing as a preparation activity helped to circumvent the "cognitive bottleneck", changing what would normally be a high-stakes performance-based task into a more feasible and fluent linguistic execution (Zhu & Aryadoust, 2022).

The most notable increases in both grammatical correctness and vocabulary usage are, according to the Output Hypothesis and its supporting Noticing Hypothesis by Swain, theoretically explainable. Swain's Output Hypothesis states that the process of generating language prompts learners to become aware of the differences between the learner's current language abilities and the target language. As such, the generation of language creates a "conscious awareness" of linguistic structure (Guará-Tavares & Sales, 2018; Pei & Lin, 2020).

In this study, the pre-oral composition was a highly formalized example of 'pushed' output. The fact that students composed their speeches prior to speaking forced them to intentionally examine their sentences and choose words from their vocabulary list. Thus, they transformed prior unconscious knowledge about language into conscious, or salient, intake. This level of cognitive involvement also supports Schmidt's Noticing Hypothesis,

which posits that conscious attention to linguistic structure is an absolute requirement for acquisition and learning.

As opposed to other types of communication situations, where the primary focus of EFL speakers is the communicative meaning of what is being said, rather than the structural correctness of how it is communicated. Since EFL speakers have limited time available during spontaneous speaking tasks for real-time processing. But when students write their compositions first, they have sufficient time to develop hypotheses about language and reflect upon those hypotheses before they speak. Therefore, the sequential organization of written output prior to spoken output created conditions under which students could become aware of, consciously direct their attention to, and subsequently rectify their linguistic weaknesses. This, in turn, led to statistically significant and practically useful changes in their scores measuring the accuracy of grammar and vocabulary at posttest.

The writing-speech integration has a positive effect on the overall success of the students in the MEC Club because they have an opportunity to develop their skills in a very stressful and competitive learning environment. Public speaking anxiety (PSA) is one of the many components of foreign language anxiety; it may be higher than any other type of anxiety experienced by students participating in typical classroom settings due to the added stressors of performing in front of others, being evaluated by them, and producing a language immediately (Estrella, 2022; Shen & Chiu, 2019). In addition to performing in front of peers or instructors as part of their participation in the MEC Club, students will experience increased cognitive processing loads and additional emotional states such as nervousness and self-consciousness that can negatively impact students' ability to produce fluent and accurate speech (Estrella, 2022; Shen & Chiu, 2019).

However, there is a strong correlation between high levels of PSA and students' willingness to communicate (WTC) and their oral communication abilities. However, this relationship between PSA and WTC/oral communication can be significantly reduced through the use of appropriate instructional strategies and contextual support systems. Therefore, the writing portion of the instruction was most likely responsible for reducing the level of PSA among these students. This reduction in PSA occurred because of the lack of immediate production pressures associated with the writing stage of instruction (Estrella, 2022). Additionally, the structured preparation provided by the writing stage of instruction provided MEC Club participants with an opportunity to better prepare themselves for the competitive aspects of the evaluation process at each event.

5. Conclusion

In conclusion, this research provides strong empirical evidence that integrated writing-speaking instruction is an effective pedagogical strategy for improving the speech quality of senior high school EFL students. The results revealed statistically significant gains ($p < 0.05$) across all four assessed criteria—fluency, pronunciation, accuracy, and vocabulary—indicating a comprehensive advancement in oral performance. With a medium effect size of 0.62 for total speech quality, the intervention proved to be a practically meaningful approach that successfully reduced the cognitive load and real-time processing pressures inherent in spontaneous speech. In other words, these findings suggest that integrating these productive skills offers a robust framework for enhancing communicative competence, proving particularly valuable in competitive learning environments where precision and confidence are paramount.

6. References

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