A Study on the Usage of Communication Levels in Expository Composition by Pakistani ESL Learners: A Corpus-Based Research

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Abstract: *The research is about expository compositions which are coherent with communication levels, and the important factors of discourse. Largely, students were found incompetent to produce good writing skills and low levels of proficiency. The research focuses on the expository composition and analyses 100 students' essays from an experimental point of view which are the corpora of the study, while the research is mixed, and the nature of the research is experimental. The researchers envisaged two groups; controlled and experimental from the University of Lahore, Sargodha Campus. The researchers used Siddique (2017) as a research model and suggested pre-tests and post-tests. It was found that students' expository essays were full of errors in the pre-test and their level of understanding of communication was weak whereas in the post-test students proved to a greater level. The research suggests that expository essays are the repository of learning whereas all levels of the English language can be improved.*

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Introduction and Background of the Study

Writing proficiency is required for effective written communication. The writer should write in a way that helps his/her readers grasp what he/she has written. He/she expressed himself/herself as concisely and coherently as he/she could. To be precise the writer must organize the ideas in a logical manner and demonstrate coherence by including carefully chosen, precise, and particular data about them (Moore 1965:11). Unity in writing entails unification when every element of a paragraph contributes to the overall development of its central theme, it is said to have unity (Vivian and Jackson 1961:164). In order to establish unity, a paragraph should only have one topic sentence that is either directly or indirectly

supported by each of the other sentences. Coherence and paragraph unity are closely related concepts. A paragraph will not be coherent if it lacks coherence or orderly movement (McCrimmon 1974:120). The reader would not be able to transition smoothly between sentences if there is no unity. Therefore, coherence can be created in part via oneness. Additionally, necessary for establishing coherence are transitional words or linkages between sentences. Without them, the coherence of a group of related sentences may not be achieved.

Additionally, logical thought is necessary for a well-organized essay because it helps the writer choose ideas and include just those that are pertinent to the topic at hand. The writer will most likely achieve unity in his writings by doing this. As a result, his readers will comprehend what he has written since he has left out the extraneous details that would otherwise cause them to lose track of how each element relates to the main theme (Moore 1965:35). For example, a three-paragraph essay on the importance of motivation in learning might talk about what motivation is, how it helps people learn, and how children are encouraged by their parents to learn new things. If the third paragraph only discusses what parents study, the composition will lack coherence. Instead, the paragraph discusses how crucial teacher motivation is. As a result, the third paragraph lacks any coherence with the first and second paragraphs because its primary subject is the significance of motivation for teaching rather than learning.

According to Vivian and Jackson (1961), the cohesiveness of an essay is compromised when there is an absence of logical coherence between the main ideas presented in each paragraph. A paragraph achieves coherence when there exists a strong correlation between the topics discussed, and when the sentences effectively convey this correlation to the readers from the outset (168). Logical thought also influences coherence. However, whether or whether the connection between two sentences is important will determine this. If the next sentence or the effect cannot be reasonably accepted after analysis, a pair of statements meant to show cause and effect probably does not show a link between the two.

Coherence can be attained when paragraph sentences are pertinent (Moore 1965: xii). As an illustration: (1) "Being sick", Mary related.

Moore saw a physician after becoming ill.

There are two components to this phrase. Mary and Mary went to the doctor together. Because both components of the statement have a relevant (logical) relationship, the sentence is coherent. On the other hand, if the logical relationship is absent, the coherence will vanish. For instance: (2) "Mary went to the library while ill". As written, there does not seem to be any logical connection between Mary's illness and "her proximity to the library" in this statement, when a sentence's components do not make sense together. The phrase is incoherent. The composition must be coherent and cohesive both within and between paragraphs. They collaborate to help the writer convey his ideas so that the readers will understand the point he/she is trying to make. According to Reid and Lindstrom (1985:207), unity enables the writer and the reader to focus on a single idea. Similar to this, coherence will allow the writer's ideas to flow naturally from one sentence to the next.

For English students to succeed in the expository department, knowledge of writing, especially writing, is crucial. This is primarily due to the fact that they must produce several academic publications, such

as their Master's theses, in which they must define and explain multiple phenomena from the introduction to the conclusion of their theses, rather than solely because they have perfect language abilities. To understand the factor it is important to note that what they are attempting to communicate, authors must include a wealth of supporting information for the compositions' primary concepts and organize it effectively.

Expository writing is writing with an educational purpose. Textbooks, news pieces, technical manuals, and business documents are just a few of the many genres that fall under this umbrella. Academic writing goes beyond informative articles and includes editorials, and opinion pieces, and much of the writing is the production of students related to daily life situational-based issues such as political objectives, economic problems, educational problems and many others. This is due to the fact that providing correct information is not the major focus of various forms of writing. There are three more common categories of writing i.e., persuasive, narrative, and descriptive, based on facilitative comprehension when comparison or contrast is made of expository writing. Each of these writing styles has a distinct objective. The reader develops a mental image of the time, place, and experience thanks to descriptive writing. A story is told to the reader in narrative writing. Writing that is persuasive persuades the reader that a particular viewpoint is the correct standpoint. Expository writing provides the reader with the details they require on a certain subject so they can better understand the language and more importantly where the language in usage is comprehended.

If we talk about a language, it is described as a system of meaning potentials by many well-known scholars and language theorists and their works, among them Matthiessen (2007), Matthiessen and Halliday (2009) and Halliday and Hasan (1994) are prominent who not only defined language but worked on it from different perspectives and different contexts. This refers to the limitless possibilities that people have to choose particular meanings to carry out different activities which are done in a particular society (Burgos. 2015; Bloor and Bloor 2004). People have the option to select meanings based on the social roles they are playing in various contexts thanks to this capability. The concept of language as discussed above may refer to different opportunities for the readers they grasp ideas about writing and how the meaning is extracted from different texts, presenting a particular community, and more importantly the meaning conveys the message to the people of the community. This process is not very simple because already common markers, though presented in the text, still require great attention to understand because the demands of the society are addressed, if not so, then the writing is not coherent. Writing requires more than just the acquisition of technical skills, as Chala and Chapetón (2013) noted, so authors should keep in mind that different books are inherited with the social context, necessary for the implementation of situational understanding. Writing requires constant information exchange and negotiation of different thoughts, thinking, and ideas which are not only the creation of the writer but a journey based on the writer's experiences which are skillfully envisaged for the target audience. Because writing involves different opinions, thoughts, and feelings which are exist in a social context it can also be called a social and cultural framework and it may be said that writing is a social and cultural activity. Due to this factor, writing is a difficult process that

everyone must learn to master (McCutchen, 2011, Nunan, 1999). This phenomenon is equally applicable to EFL learners and ESL learners, and also those who are part of the process and pay attention to this.

Keeping in consideration that complexity, various models have been introduced for effective and coherent writing which are "the genre-based approach", which defines writing from different perspectives and the more important is "writing is a social activity", which best fits the conceptualization described in the preceding paragraph. Over the past 20 years, more attention has been paid to this method due to the fact that genre-based approaches have placed more of an emphasis on functional language, also known as the language that is utilized in particular socio-cultural situations (Paltridge, 1996, 2001; Hyon, 1996; Hyland, 2005; Brisk, 2015). Learners employ a particular mode of writing that correspondent to every part of the script, including letters, emails, and editorials to effectively serve distinct purposes, such as addressing inquiries or soliciting information. According to Harmer (2001), the genre encompasses the regulations governing various writing styles, which are shaped and impacted by social contexts (327). Knapp and Watkins (2005) are of the opinion that the use of a genre-based approach for teaching writing in the classroom is considered a demanding paradigm due to its focus on pedagogy that involves the evaluation and analysis of several types of text, commonly known as genres. This is due to the fact that it entails the assessment and analysis of various instances of genres, which are defined as distinct kinds of textual material (Bruce, 2008, p. 6). Learners engage in a series of interactions with the writing process at various levels, such as deconstruction, cooperative construction, and individual construction, in order to negotiate meanings through the medium of writing (Rose & Martin, 2012).

The Rationale of the Research

In actual situations, stance-taking or marking is a basic human activity that is accomplished through the use of language techniques and their practical usage. In social interactions, people communicate with one another to share their opinions, desires, and feelings as well as how they perceive the world in which they live and the people they interact with (Orta, 2010).). According to Hunston and Thompson (2000), a marker is an essential component of human language, as well as other forms of human expression, such as spoken or written language, which convey a specific viewpoint (Stubbs, 1986). As a result, stance and marker appear to be a dialogically realized public act that makes use of communication tools (Du Bois, 2007). In order to convey stance which is the part of any written communication is comprehended. Therefore, the communication level is given importance in the current research. Additionally, this investigation will examine how researchers employ various frameworks proposed by Biber et al. (1999), Biber (2006), and Al-Shunnag (2014) to achieve this purpose. The major objective of this study centres around the utilization of modal verbs as indicators of emotional states. According to Biber et al. (1999), people frequently use modal verbs, prior to coherence and cohesion to transmit their opinions. These can convey obligation, permission, or necessity, as well as the degree of certainty of a statement where effective usage of communication skills is incorporated. Most often, stance indicators come before the framework that presents the propositions. More importantly at the grammar level, modal verbs also come before the primary lexical verbs, adding new information to the phrases in this way,

leading to effective communication. According to Fillmore ([2003](#)), the arrangement of the constituents illustrates the primary role of attitude markers as frames for the understanding of propositional information. The majority of the time, authors first state their own opinions before urging readers to examine the information that follows from the same perspective (Orta, [2010](#)). Other definitions include point of view, angle of telling, and point of vision. Students frequently contain some degree of moderation. There have been multiple research and studies that have already highlighted stances in different writings from well-known scripts, books, and editorials and vice versa around the world, for example; Qun ([2010](#)), Ntsane ([2016](#)), Le ([2004](#)), Lawal ([2015](#)), Khalid ([2013](#)), Hayat and Juliana ([2016](#)), Halliday ([1994](#)), Fowler ([2013](#)) and Bonyadi ([2011](#)), and as a result, the research seeks to address the same practices in Pakistan.

Statement of the Research

Accordingly, stance and marker seem to be a dialogically realized public act that uses communicative tools which are used for grammatical and lexical expressions to present speech and patterns in a text. These grammatical and lexical expressions cover different aspects of verbal and written communication, but more importantly written scripts are given a prestigious position as the written script is judged with errors. Expository compositions are the essays, written by students found full of errors, whereas the research tries to present coherent communication levels and the usage of coherence and cohesion results which are stances to present in a script which are not clear to the readers, to be clarified and aimed to intimate the importance of models in expository composition of Pakistani ESL learners, intaking the usage of communication skills as attitude identifiers in this research.

Research Objectives

1. To explore the usage of communication levels in the expository scripts of Pakistani ESL learners.
2. To explore the regular types of communication levels in Pakistani ESL learners.
3. To explore different functions of communication to achieve different goals by Pakistani ESL learners.

Research Question

1. How the usage of communication is presented in the scripts of Pakistani ESL learners?
2. What types of communication levels are used by Pakistani ESL learners in their scripts?
3. How does communication work to achieve different goals of Pakistani ESL learners in the scripts?

Significance of the Research

In the expository composition, it has largely been observed that writers produced errors and incoherency has resulted due to a lack of model markers. Thoughts, ideas and feelings are not effectively expressed. The current research will inform readers how models are effective in expository composition to show coherence and chronological order. This research will also enable the learners in other scripts to understand the value of models, particularly model verbs which are the pre-requisites for effective and chronological order-based writing that may easily be comprehended.

Literature Review

Coherent writing has been a challenging task for students ever since they started learning to write in English. Many English Department students, in real-life situations

experiences, nevertheless struggle to write coherently. Even worse, the majority of them do not understand why some of their compositions do not flow together. Working teachers will benefit much from knowing their students' coherence faults in their writing. However, there has not been much research on the coherence of students' works. There have only been rare theses written on this topic so far. As follows, i.e., Khornomo's (1992) essay, where the majority of Widya Mandala's English Department third-semester students still struggle to effectively use cohesive devices, Khornomo (1992) conducted research on the common problems that appear in student writing. In other words, Khornomo's (1992) study mainly focuses on the mistakes made by the students when implementing cohesive devices in their compositions. She makes no mention of the additional elements affecting coherence within or between sentences or paragraphs.

The sixth thesis by Susiani (1991) differs from Khornomo's thesis. According to Susiani (1991), as coherence is one of the key characteristics required to build a strong paragraph, students should have a basic understanding of how they must be adept with the coherency of paragraphs. Susiani (1991) goes on to list every element that makes a paragraph coherent, including sentences having topics, a prior chronological order that is also called organization, references, pronouns, phrases, transitional, repetition of crucial words or phrases, parallelism, etc. Susiani's (1991) thesis is based on library research, so it does not provide any hard evidence of how well the students actually understand coherence in compositions.

In one of those studies, Le (2004) was the pioneer for conducting the research. The researcher looked at editorials in the newspaper as a type of written language. The researcher found that editorial texts differ from academic texts in several ways. Firstly, editorial texts tend to be significantly shorter in length. Secondly, the content of editorial texts is often presented with less complexity compared to academic texts. Lastly, editorial texts have the advantage of reaching a larger and less specialized audience". Additionally, these opinions were expressed much more directly in the editorial texts. She continued by saying that because of this practice, they might already have some textual markers and be more interpersonal. She contends that in order to be acceptable to a larger audience of readers, knowledge must be diminished because it tends to be more personal in editorials.

In their work, Rose and Martin (2012) noted that it is imperative for the instructor to initiate the collaborative construction process, fostering the students' ability to organize their perspectives inside the group and facilitate effective teamwork throughout the discussion. As part of this intervention, the instructor led students through a process of collaborative creation and recorded their findings on the board so that all of the participants could feel like they were contributing to the activity. Later on, the students' compositions were evaluated using a variety of tasks to determine whether or not they made use of model verbs. This evaluation revealed whether or not the narrative was accurately reflected with full coherence and in chronological order.

Qun (2010) in his research analyzed the editorials block, where his research was based on corpus linguistics. According to the findings of his study, authors of academic papers avoided using phrases like "I think" and "surely" because they wanted to present objective opinions about various news events. The findings of the paper were presented in ways that were reasonable, consistent, and persuasive apart from its

additional objective. As a result, "often" occurred more frequently than "sometimes" and "usually". Therefore, the words "could" and "should" were discovered to be the most notable features of newspaper editorials. According to Qun (2010), this preference may be due to the fact that most editorialists attempt to comment on recently occurred events. The past tense has therefore become more popular while editorialists are rumoured to mark stances in ambiguous ways.

Duin and Graves (1987) in their research investigated the effects of three prewriting treatments on the expositional writings of grade 7th students. These treatments were intensively based on vocabulary teaching, and intensive vocabulary teaching was combined with writing instruction and was based on regular vocabulary instruction. Writing assignments that were completed by students who got rigorous vocabulary and writing education were noticeably of a higher quality than those writing assignments that were completed by students who merely received regular or intensive vocabulary training.

In his research, Kellogg (1988) made a comparison between the compositions that were written by college students who either used outlines as a prewriting approach or composed an original, rough first draught. Students who used outlines as a prewriting approach demonstrated much better effects on idea creation and overall writing quality than those who did not use outlines. Further, Kellogg (1990) implemented a randomized assignment procedure to allocate college students into three distinct conditions: absence of prewriting time, development of a hierarchical outline, or generation of a visual web or cluster to establish connections between ideas and concepts. The results of this study were compared. Because of this, Kellogg was able to evaluate the efficacy of various prewriting

procedures. According to the results of the research, adopting an outline as a method of prewriting greatly improved the writing in terms of its style, content quality, and fluency.

The study conducted by Ntsane (2016) was the investigation, aimed to comprehend the extent to which readers of editorials concur or diverge from the perspectives presented by the editorial writer. It was found that contractive methods were employed with more frequency compared to expansive means. Due to a subtle distinction the author of an editorial endeavors to maintain equilibrium between asserting the authorial authority and properly intaking the communication of the readers. The findings of his analysis also indicated that engagement metrics were consistently utilized across various newspapers. Additionally, the individual expressed the opinion that the arguments presented possessed a certain degree of subjectivity, while also noting that the overall tone employed in the discourse was conversational in nature.

Tierney, et al. (1989) examined expository composition which exhibited notable improvements in holistic and analytical essay scores between their initial and subsequent drafts. In contrast, students who received interventions focused solely on writing, reading, or no intervention have not been demonstrated in similar advancements. This observation held true irrespective of whether the students had undergone interventions in writing, and reading, or had received no intervention prior to the study. The utilization of reading and writing as prewriting activities has been implemented to investigate the influence on students' written compositions. The objectives of these exercises were to stimulate prior knowledge and facilitate the organization of text structure. The foundation of this study is based on the

research conducted by McNeil (1992) utilizing schema theory. Hence, the objective of the current study was to investigate the impact of four interventions on the expository compositions produced by elementary school students. These interventions included alone engaging in prewriting activities, solely engaging in reading activities, not engaging in either reading or prewriting activities, and engaging in both reading and prewriting activities simultaneously.

Hayat and Juliana (2016) looked at how four Pakistani English-language newspapers depicted Malala Yousafzai following the Taliban's attempt to kill her in order to understand how the Taliban was portrayed after their murderous attack on Malala. Based on a comparative analysis of 29 editorials employing the framing theory, Malala was depicted as a valiant adolescent female who challenged the Taliban and their customary stance on female education in the Swat region. The findings also showed that following their violent assault on Malala, the Taliban had a poor reputation in Pakistani English newspapers.

Research Methodology

This research follows the rules of corpus research and offers both qualitative and quantitative analysis, which in this case is the use of a genre-based strategy for the instruction of expository essays. Expository essays have been chosen as the genre since the University education system places a strong emphasis on argumentation instruction in both Urdu and English.

Participants

100 students as participants have been selected from the University of Lahore, Sargodha Campus and their English Pedagogy Program offers a variety of written scripts which are largely based on a genre-based approach to teach communication skills, particularly written script is given prestigious position. Participants were selected from the Department of English and were evaluated on the basis of pre-test and post-test. The scripts of 100 students; 50 each from two groups were divided into control and experimental groups, using Siddique's (2017) research as a model.

Instruments

Pre-Test

The students were assigned to write essays which were evaluated with the help of a pre-test. This test consisted of only one essay question for students to answer.

Reliability and Validity

A team of knowledgeable language teachers having more than five years experience of teaching English to university students drafted the questions for the expository section of the pre-test. After that, an additional group of professionals in English Language Teaching carried out an in-depth analysis. It was determined to adopt inter-rater reliability. Both groups were subjected to the same examination. Following discussions with more senior faculty members, a grading system was developed. The vast majority of them recommended making it as general as possible because professors at the university level are responsible for determining their own criteria. On the other hand, scripts were sent to two distinct examiners, everyone was highly qualified and knowledgeable in the relevant field. The reliability test was evaluated, and it was found to be highly consistent. In addition, the scores from both participants were respectively found average.

Post-test

In order to evaluate the students' ability to

write expository essays, a post-test was conducted. Both of the groups were tested. Following discussions with more senior faculty members, a grading system was developed. The vast majority of them recommended making it as general as possible because professors at the university level are responsible for determining their own criteria. On the other hand, scripts were sent to two distinct examiners, who were highly qualified and knowledgeable in the relevant field. The reliability of the several participants was evaluated, and it was found to be highly consistent. In addition, the scores from both participants were found at an average scale.

Reliability and Validity

The post-test for the expository writing assignment consisted of the same topic, albeit with some minor adjustments. This was done so that the effect of the content variable could be controlled.

Procedure:

Following the selection of two different sections, the teaching contents and lesson plans were developed. Following a discussion with the more experienced and senior professors, it was determined that each student would spend four weeks learning how to write expository essays. The themes, objectives, and a sample lesson plan are provided in the attached document (Appendix C). Writing skills were emphasized throughout the course of instruction for the treatment group, which focused on all four abilities. Whereas the standard procedure was used to instruct the group serving as the control.

Controls

The subsequent controls were implemented in an effort to mitigate the impact of several additional factors.

- The same educator was responsible for both of the tests.
- The subjects discussed in both groups were identical.
- The goals for all groups were identical.
- The instructional timing was the same for both groups, but the days were switched around.
- The compatibility of students and teachers for both groups was determined through a conversation with both parties held by an experienced member of the teaching staff.
- Students were not informed that they were taking part in a research study; however, once post-test results were analyzed, this information was made public.
- The candidates for both groups were selected on the basis of the results of a language competency test, which revealed a reasonable degree of homogeneity.
- The standard instructional approach was used with the control group, and there was no integration of the four competencies. This indicates that reading, writing, listening, and speaking were not incorporated into the learning process. However, there was only a minor application of the usual strategies for integrating reading and writing that were used in whole courses.
- Each group was assigned the same amount of time and number of sessions.
- The exercises and material linked to writing skills were maintained at the same level in order to maintain consistency in the teaching of writing methods.
- The grading system was the same for both of the groups.

Results and Discussion

The average results they received on the pre-test were compared. A t-test with independent samples was utilized in order to complete this task. The outcomes are presented in Tables 1 and 2, respectively.

Table 1

Group Statistics on Pre-Control and Experimental

No	Group type	N	Mean	Std
1	Experimental	50	5.08	1.088
2	Control	50	5.08	1.088

Table 2

Independent-Samples-Test on Pre-test Control and Experiment Groups

	Levene's Test for Equality of Variance			T-test for Equality of Means			
Pre Control and Experimental Equal Variances assumed	F	Sig.	t	t		Mean Difference	S ig. (2-tailed)
Equal variances not assumed	2.252	.129	1.655	89		.101	.522
			1.665	76.465		.101	.622

In pre-test it appeared that the p-value in mean score found significant in control group, also known as the sig.value, for Leven's test of the equality of variances was 0.139. This outlines the expectation that the response variances in both groups should be comparable to one another. The value of the test statistics for an independent t-test is 1.665 when df=88 is used, and the p-value (significance value) associated with this statistic is 0.10. It is noted that in both groups the significant difference were not found.

The conventional way of instruction was very much like the product-oriented approach, but it also included some aspects of the process approach, such as brainstorming, which is a technique that is frequently implemented while instructing students on how to write essays. In order to evaluate the effectiveness of both groups, Paired Sample t-test was applied, shown below.

Table 3

Paired samples Statistics Paired T Test for control Group

No	Group type	N	Mean	Std
1	Experimental	50	5.08	1.088
2	Control	50	5.08	1.088

Table 4

Paired Samples Test Paired T Test for Control Group

	Pair Differences							
Group	Mean	Std Deviation	St. Error	95% confidence Interval of the Mean Difference Lower	Upper	t	df	Sig. (2-Tailed)
Paired Controlled pre – post	-1.267	.986	.147	-1.563	-.970	-8.615	-32.331	-1.267 0.00

The above table presents the difference in both groups which is a difference of -1.267 on average. The significance, which is displayed in the table, is 0.000, which is less than 0.05, indicating that teaching in a traditional manner using a product-oriented approach does have a meaningful influence.

Pre-Test and Post-Test Results of Experimental Group

For experimental process, 4 weeks treatment was given to determine the effectiveness in experimental group that is significant from the controlled group, shown in the given tables. A paired t-test sample was applied.

Table 5

Paired Samples Statistics Paired t test for Experimental Group

Pair 1	Mean	N	std. deviation	std. Error Mean
Pre (Experimental)	5.07	50	1.935	.289
Post (Experimental)	8.11	50	1.695	.253

Table 6

Paired Samples Test

	Pair Differences						
Group	Mean	Std Deviation	95% confidence Interval of the Mean Difference Lower	Upper	t	df	Sig. (2-Tailed)
Paired Experimental pair – post	-3.044	1.381	.206	-3.45	-2.630	6	0.00

The above table shows the significant position of experimental, and the result of both tests are given, carried through t-test, showing 3.044 mean difference while significance is 0.0000 where teaching to students where all skill were employed have been found bigger which is 0.05.

Post Control and Experimental Groups

To analyze if four skills integrated approach is better than the traditional approach to teach expository essay, t-test for post-tests scores of both groups have been given in the coming tables.

Table 7

Group Statistics Post Control and Experimental Group

Groups	N	Mean	std. deviation	std. Error Mean
Post control and post	45	6.64	1.554	.232
Experimental group	45	9.11	1.695	.253

Table 8

Paired Samples Test

Group	F	t		df	Sig. (2-(2-tailed)	Mean difference	Std error Difference	95% Interval
Confidence of the difference								
			Lower	Upper				
Equal Variances 1.785 assumed	3.39	.562	7.194	88	.000	-2.467	.343	-3.148 -
Equal Variances Not assumed	7.194	87.346			.000	-2.467	.343	-3148 -1.785

In the above table, the result of post-test has been shown where both groups have been analyzed and the significant differences between the two could be analyzed, using independent t-test. According to Leven's test of equality of variances, the p-value (also known as the sig.value) appears to be 0.562. The differences in response variance among the two post scores of both groups are meant to be the same. The value of the test statistics for an independent t-test is 2.467 when df=88 is used, and the p-value (significance value) associated with this statistic is.000. As a result, it is plausible to assert that there is a discernible split in the ways in which the Post-tests were conducted from two groups. According to the findings, a more effective method for instructing students in expository writing is one that combines all four skills.

Findings of the Research

The analysis showed the difference in pre-test and post-test of the treatment group was significant as mean = -3.044, test = -14.789, and standard deviation = 1.381, P = 0.0000.05). This demonstrates that an effective method or strategy for teaching an expository essay is one in which the instruction of the essay is integrated with the communication skills which are helpful for learners to implicate in their real life situation. The findings of an independent t-test that was conducted on post-tests administered to both the experimental and control groups provide further evidence that the skill integration technique is successful. The treatment

group's post-test average score was 9.11, and similarly the mean score of control group in pre-test was significantly different as 6.66. The experimental group had significantly lower mean post-test scores than the control group did, with a difference of -2.467. It is significantly shown that effectiveness has been seen in the experimental group.

Conclusion

To sum up the study, it has been reported that conventional method of instructing students in expository writing is inferior to one that incorporates four skills simultaneously. The result of both groups in both test presented significant effectiveness, particularly, the experimental group, which demonstrates some progression in the students' ability to write the expository essay. However, the difference in means of pre and post-tests of the treatment group is greater than the difference in means of pre and post-tests of the control group. This indicates that the treatment group's ability to write the expository essay improved more than the control group's ability to write the expository essay. This indicates that the method utilized in the experimental or treatment group, which consists of teaching writing by combining four abilities, is more effective than the conventional method. Further, the results demonstrate that a significant difference has been resulted in the experimental whereas students have been taught writing, reading, listening, and speaking made significantly more progress in their scores than students in the control group who studied in the conventional manner. This is evident when comparing the scores of students in the experimental group to students' scores in the control group. This indicates that students are more likely to produce superior expository writing when they are actively involved in writing, reading, listening to, and speaking about a specific content. On the other hand, more illuminating research can be accomplished through the use of content analysis and qualitative methods.

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