



Four square method for improving students' writing ability in EF Teens & Kids Kalimalang

Febriany Maria Lumenta¹, Ade Surista¹, Ahmad Kurnia¹

¹STBA JIA, Jawa Barat, Indonesia

ABSTRACT

Background: Children are easily to speak up their idea directly but do not know how to shift it into proper writing. The children, English learners, need the writing aspect due to fulfill every English aspect especially in their school academic

Purpose: This research is going to increase the students' writing ability through eclectic method.

Design and methods: This research has another concept with drawing the eclectic method in different ways. The writer tries to put four square writing methods in order to apply the eclectic method in developing students' writing ability in EF Kids and Teens Kalimalang. This research is a descriptive quantitative research which will be done by field work. In this research, the writer uses the descriptive and quantitative design to analyze the data. The instrument and variable of this research consist of several parts. They are the directive of teaching method, the directive of the test form, and the result test.

Results: The combining of Four Square Writing Method and classroom writing performance as Eclectic Method significantly improves the students' score. It is clearly showed by the increasing of the mean score. The mean score of the pre – test is 68.46% while the mean score of the post – test is 79.13% which increased 10.46%.

Keywords: action research; four square writing method; eclectic method

Introduction

Children are easily to speak up their idea directly but do not know how to shift it into proper writing. They sometimes do not use proper word and punctuation for every sentence wrote. For instance, the sentence *Once a poun time in a tropical forest on top of only mountin. Trapped inside old vulkanis, lived the last ever group of large, ferocious dinosaurs* showed that there are several mistake was made by the student. Besides the spelling, it can be seen that the student deems the first phrase as sentence so she put incorrect punctuation. It leads to misperception of the developing structural idea. Readers later will be misunderstood about the writing text. The writing text will show an inappropriate idea.

Burns & Siegel (2018) said that one of the main problems for many learners, both in first and second language learners, is knowing how to shift their writing from the forms of language that are used in speaking to the more formal requirements of the written medium (p.8).

As the teachers that consider themselves as well as practitioners and take a charge in learning the competence, they need to be more actual to communicate the material. These days, many teachers apply any idea for delivering a variety of field area. It should be noted when trying to comprehend a subject, every aspect that fulfill a whole subject itself and diminish some misunderstood that might be seen needs to be known.

CONTACT Ade Surista ✉ adesurista@gmail.com

© 2020 The Author(s). Published by CV. Mitra Palupi. This work is licensed under a Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>).

In Indonesia where there are many changing circumstances, especially in education curriculum from past to now shows that the transition of pedagogies for learners has moved swiftly along with the changing environment. Even if the historical perspective is taken, it has been known that the fact is less simple nor slowly. Moreover, the changing of environment also gives another pedagogical enter to Indonesia education system.

Teachers as the people who develop and carry out the material basically have benefit by utilized everything well-reliable source of learning and teaching. With taking many possibly method to bear, they can be more responsive to students' purposes. Delivering best method is the concern which teachers need to do. Drawing a proper method is also needed to bring pleasant condition in learning process for young English learners.

Method is a set of procedure programs that teachers have to do in order to gain the target, in this case the young English learners. In addition, Larsen-Freeman (2000) said with applying 'language teaching method' to mean a coherent set of links between actions and thoughts in language teaching will lead to a variety of techniques, some of which will be new (p.1). Furthermore, Kumaravadivelu (2006) stated that teachers try to derive a "method" of their own, it call an eclectic method (p.169).

Kurniasih & Rahmawati (2018) adapted the development model proposed by Borg and Gall which consists of analysis, developing, validation, several revisions, and final product. This research expected that the materials lower their anxiety as the findings of the preliminary study in academic writing such as providing much exposure for the target language, integrating good techniques to make learning more comprehensible, considering students' needs.

A research about eclectic method in order to gain the speaking ability of students in one course in Medan (Lorenza, 2018). It used Larsen-freeman Theory of Techniques and Principles in Language Teaching to support the best methods for teaching English based on its objectives, methods, approaches and techniques. The theory provides eclectic method, audio lingual techniques, and communicative techniques that were used for supporting the study.

Based on the problems that presented above, the writer found the young English learners in prestigious course that has the similar problem and want to use the different collaborative practices due to fulfill and build up their ability in other English aspects. The writer would like to increase the students' writing ability through eclectic method since the English learners need this aspect due to fulfill every English aspect especially in their school academic.

This research has another concept with drawing the eclectic method in different ways. The writer tries to put four square writing methods in order to apply the eclectic method in developing students' writing ability in EF Kids and Teens Kalimalang.

Methods

This research is a descriptive quantitative research which will be done by field work. In this research, the writer uses the descriptive and quantitative design to analyze the data.

The front runner class of EF Teens and Kids Kalimalang in 2020 as the population of the research. There are 47 total front runner classes in EF Teens and Kids Kalimalang with 456 students. This research will collect the sample from the non-probability that is deciding the respondents with which characters to include as participants. Considering the major forms of non - probability sampling that are stated by Ary et al. (2009) which are convenience sampling, purposive sampling, and quota sampling (p.155). The writer chooses quota sampling by deciding how many people to be included as the participants/respondent. The sample is selected from the population based on the criteria that the students are in the same

level. In EF course, the Front Runner Class divides into ten parts. The samples are taken from the 5th level of the Front Runner Class in mid 2020 with total 30 students.

The instrument and variable of this research consist of several parts. They are the directive of teaching method, the directive of the test form, and the result test. The directive of teaching method is an instrument that the writer uses by giving the treatment to the students in EF Kalimalang. The directive of the test form and the result test are the instruments that writers will use to determine and analyze data. Those instruments are the independent variable and the students will be the dependent variable.

Findings & Discussion

There were two cycles for this research, in each cycle consist of clarifying vision and targets, articulating theory, implementing action and collecting data, and reflecting on the data and planning informed action.

From the first meeting until the last meeting, the students were excited to learn English with the activities that the writer arranged for the teacher use in the classroom. But, in some meeting there were some students didn't come without any reason and others had trouble with the internet connection while were studying. The teaching learning went well and active. The students were quite easy to be triggered with the topic given that the writer arranged without overpass the course book. Most of them were easy to obey the instructions that were given to them.

Regarding those two cycles (see table 1), it could be concluded that there were improvements in students' writing ability. The students could expand their ideas using some detail needed and those were well-organized using the right conjunction to show the relation within them. They could also explore their vocabulary and get wider. The sentence they wrote was appropriate with rules. It helped the reader to convey the meaning of the text they made. The mechanics were put on the right way.

Table 1 The Students' Average Score

Test	Content, Organization, Clarify	Grammar, Mechanics, Format	Total	Improvement
Pre-Test	36.68%	31.78%	68.46%	
Post-Test 1	38.33%	35.68%	74.02%	5.56%
Post-Test 2	40.35%	38.78%	79.13%	5.11%

Cycle 1

In first cycle, there were three meetings. It was done for two weeks since the students' class scheduled two times a week. The first meeting was conducted on 22nd and 23rd June 2020. The virtual class divided into two parts from their regular class regarding to the limited of students' account capacity for each class. The first class started at 5.20 pm and finished at 6.20 pm, and second class started at 6.50 pm and finished at 7.50 pm.

The objectives of the lesson in this first meeting were to understand the four square writing method and accustom them with making the writing draft before convert the ideas into a good text. The teacher conducted the class activity by giving the presentation of four square writing method. In this part, the teacher explained how to make text properly in easy and fun way. In this part, teacher was using the power point combined with whiteboard on

share screen class application to add another note which could use for students' to comprehend the method.

The next activity was held on 24th and 25th June 2020, the class also started at the same time as the first meeting. The objective of the lesson in this second meeting was to make students able converting the main idea and details words into a good sentence. In which, the teacher did the same class activity as the first meeting. The students were also taught by using the same method, the four square writing method and asked them to practice it in an hour of meeting.

In the third meeting the teacher conducted on 29th and 30th June 2020. The class started at the same time and the objective of the lesson in this meeting was to take the writing off the organizing. The teacher also did the same activity as the first and second meeting.

The whole analysis of the first cycle was showed that there was still weakness from the students but it was not as bad as the pre-test. There were some students had a good improvement, but there were also some students were still need to develop their writing skill.

The total of students was 30 and all of them came to the pre-test, so the writer got all the score of each student from the pre-test. The pre-test was sent by the teacher through WhatsApp number. Most of students got low level of grammar, mechanics, and format. There was only one who got higher score from that category than the first category of writing skill in this pre-test. The indicators of students' writing skill were the students did not use proper cohesive device; the students did not use the proper grammatical rules especially the tenses and subject-verb agreement; and the students did not use the right mechanics and proper format. In other hand, they were very good to pull out their idea. It can be seen from the words amount that they made in this pre-test. Other students did not produce many words since they were late to join the online class and limited time. Hence, the action research would be given based on the students' errors in concerning grammar, mechanics, and format.

Generally, the use of Eclectic Method by using the Four Square Writing Method had improved the students writing skill. They were able to make a good text by the interesting graphic organizer in exploring the main idea with the topic given. It helped them for not spending much time in arranging what they had to write. They also knew how to use mechanics properly. Those improvements were proved by the increasing mean score of the first post-test. The mean score of the posttest 1 was 74,02 or improved 5,56 points from the previous pre-test, which was only 68.46.

In the other hands, the incapability of the writer in supervising the virtual class to be controlled along with the teacher made difficult situation to give the same attention for every student and monitoring the progress carefully. It caused the students' improvement were not optimal. Some of students still made mistakes in using verb tense and verb form. They still neglected the proper verb for recount text because they used to impose the forms of language that are used in speaking. Since the average score did not reach the criteria, the next cycle should be conducted. Therefore, it was planned to have a next cycle to overcome these problems by making lesson plan to build up the students' writing skill

Cycle 2

The first meeting of cycle 2 was held on July 6 and 7, 2020 with the second meeting which was held on July 8 and 9, 2020 and the last meeting was conducted on July 13 and 14, 2020. It was arranged similar to cycle 1 regarding to course regulation about the limited of students' account capacity for each class. The classes were also conducted at the same time from the cycle 1. The writer took the overall class situation to describe the cycle 2.

The first meeting focused on the grammar structure of the past tense and drilled the student to be used with the grammar which would use for recount text with having conversation thoroughly.

Next, the second meeting focused on the rote instruction by adding another writing format. The writer applied an email format to be using as recount text to help students wrote their text easily and reduced the mechanics problem.

In the last meeting, the writer reviewed all the material and tried to make students to be more fluent in writing ability. Hence, the grammatical structures of the past tense and writing mechanics were still the main focus in this cycle.

The types of classroom writing performance that would be used in this cycle 2 were intensive or controlled and display writing type. These types were expected offering a series of stimulators which help students to improve more their writing ability. The students will be asked a series of question related to each topic. It will be different with the first cycle where students were only doing the real type of classroom writing performance.

By looking the situation where the class was held virtually, the writer discussed with teacher class another way to make the writing easier and got higher score in post-test 2. Then, the writer elaborated the lesson with writing format without leaving the context of kind text, the recount text.

Finally, the students had been expected to have more various elements which made them easier to make a good writing. This concept applied to make efficient time since the class was held virtually and the material source was limited.

In the cycle 2, the researcher found some improvements in students' writing ability after implementing the eclectic method which is the four square writing method.

The student skill in producing idea independently was also increased. Students could develop the main idea with some clear supporting details. They had enriched their sentences during the treatments. The students were involved in sharing the ideas, they were communicative when discuss the topic. The interesting writing format helped them to make the text neatly. But, the only problem was the internet connection during the virtual class. It made the students was difficult to follow the instruction sometimes, but overall the students' grammar, mechanics and format was much better than the previous test. The result of the cycle 2 showed that the average score of front runner student's class 5 is 79.13 which means it passed the criteria of success. Thus, the next cycle is not needed.

Conclusion

The use of Eclectic Method for improving students writing ability is effective. The teacher has privilege to choose and combine the methods or techniques that she/he wants to apply in the classroom. It is also helpful for the teacher who has multiple objectives for improving the students' skill. The use of the four square writing method and classroom writing performance are indicated by the students' writing ability in transform their ideas into proper writing.

The Four Square Writing Method as Eclectic Method is really enhancing the students' writing ability. The students were easy to practice more in writing while learning to organize the text, gave some supporting ideas, and put the proper mechanics. In addition, the combining of those techniques are more suitable for students who have bad connection during the virtual class. The teacher was able to supervise the student so they would not left the step and the tenses could be controlled.

The combining of Four Square Writing Method and classroom writing performance as Eclectic Method significantly improves the students' score. It is clearly showed by the

increasing of the mean score. The mean score of the pre – test is 68.46% while the mean score of the post – test is 79.13% which increased 10.46%.

Since the eclectic method appears as a unique teaching method where others can combine their method, it is highly expected for the next researches to conduct or even develop more research in the field of teaching.

References

- Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, C. K. (2009). *Introduction to Research in Education*. Wadsworth Publishing.
- Burns, & Siegel. (2018). *International Perspectives on Teaching the Four Skills in ELT*. Palgrave macmillan.
- Kumaravadivelu, B. (2006). *Understanding Language Teaching From Method to Post-method*. Lawrence Erlbaum Associates Publishers.
- Kurniasih, & Rahmawati, H. (2018). Developing Writing Materials Based on Eclectic Approach for Indonesian EFL Learners. *Metathesis: Journal of English Language, Literature, and Teaching*, 2(1), 97–108.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford University Press.
- Lorenza, I. (2018). *The Use of Eclectic Method for Improving Speaking Skill of the Students at Xaxonville Course*.