

**PROMOTING FOUR CORNERS STRATEGY TO IMPROVE STUDENT'S
SPEAKING SKILL AT THE ELEVENTH GRADE ON SMA
MUHAMMADIYAH 6 PALEMBANG**

A Thesis by

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English Education Study Program



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF TRIDINANTI

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SURAT PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahannya dari pembimbing yang telah ditetapkan.

Apabila ternyata didalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta proses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, pasal 25 ayat 2 dan pasal 70.

Palembang, Oktober 2024

Mahasiswa,



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MOTTO

“Once you intend to realize your dream, the whole world conspires to help you”

(Paulo Coelho)

This thesis dedicated to:

- **Allah SWT for blessing me to finish this thesis and the prophet Muhammad SAW as my role model.**
- **My beloved parents, always gave the best spirit in my life and never tired of giving prayers and support for the success of researcher.**
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The researcher

Rista Junita

ABSTRACT

The research was concerned with the promoting Four Corners strategy to improve the eleventh grade students speaking skill. Four Corners strategy refers to a cooperative learning strategy that consists of four groups (strongly agree, agree, strongly disagree, and disagree) to encourage students to express their opinion, thoughts, or feelings about certain issues and engage in discussion with each other. The research was aimed at finding out the effectiveness of Four Corners strategy in improving the eleventh grade student's speaking skill using Four Corners strategy at SMA Muhammadiyah 6 Palembang and finding out the difference on the students' speaking skill between those who were taught by using Four Corners strategy and those who were not. The researcher used quantitative research with quasi experimental design. The research population was the eleventh grade students of SMA Muhammadiyah 6 Palembang in the academic year 2023-2024 which were 168 students. The researcher used purposive sampling to choose the sample. The sample was 64 students divided into experimental group and control group. Each group consisted of 32 students. The data were collected by giving a spoken test which was about asking and giving opinion. The test was given twice. The data were administered by using Wilcoxon Signed Rank test and Mann Whitney U test. The result of Wilcoxon Signed Rank test indicated that there was a significant improvement in speaking skill on the eleventh grade students of SMA Muhammadiyah 6 Palembang using the Four Corners strategy. Meanwhile, the result of Mann Whitney U test indicated that there was a significant difference in student's speaking skill on the eleventh grade students of SMA Muhammadiyah 6 Palembang between those who were taught by using Four Corners strategy and those who were not.

Keywords: *Four Corners, Speaking skill.*

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CHAPTER 1

INTRODUCTION

This chapter presents: (1) background of study, (2) limitation of the problem, (3) formulations of the problems, (4) objectives of the study, and (5) significances of the study.

1.1 Background of study

Language serves as a means of communication from one person to another. Moreover, language functions not only for communication but also for sharing or expressing ideas, thoughts, opinions, and feelings. English is well known as a global language since it is used for communication not only in countries where it is the first language but also as a second or foreign language. It means that English is a common language among nations. It is spoken, learned, and understood even in countries where it is not the native language. According to the educational curriculum and assessment standards agency in the Merdeka Mengajar platform, English is one of the dominant languages used globally in the aspects of education, business, trade, science, law, tourism, international relations, health, and technology (Kemendikbud, 2021). According to Permendikbudristek No. 12 (2024a), English in primary schools, madrasah ibtidaiyah, or other educational level becomes an optional subject that can be organized according to the readiness of the education unit until the 2026/2027 academic year and switches to a compulsory subject in the 2027/2028 academic year. English is taught from primary school to university level to improve communicative

competence in a foreign language. Communicative competence is as a set of skills required for authentic communicative language use and communication (Sidik, 2018). According to Irawati (2015), one of the main goals of education is to foster life skills. Communication is one of life skills that should be possessed by the students for this era. Communication enables the ideas, thoughts, and feelings to be expressed effectively both orally and writing (Ligawa, 2021). In short, communicative competence and communication are essential in life because they are used for authentic interactions and to develop life skills that effectively enable ideas, thoughts, and feelings.

Students in this digital era can improve their English language skills, particularly their speaking skills, using a variety of digital technologies. However, due to various obstacles or difficulties, the opportunities to improve English speaking skills have yet to be fully realized. Most Indonesian students still struggle to speak in English. According to Sari et al., (2022), the causes of speaking problems are divided into two categories: internal and external factors. Internal factors include students' lack of interest and learning attitude, intelligence, learning motivation, and student's health. External factors include teachers' methods and strategies, students' family environment, and unsupportive infrastructure. Next, Fatimah et al. (2021) claimed that there are two types of factors that contribute to students' difficulty speaking English: linguistic factors and non-linguistic factors. Students' difficulties with linguistic factors include English grammar, pronunciation and lack of English vocabulary. Students' difficulties in non-linguistic factors include lack of confidence, motivation, and environment. Thus, low vocabulary, poor pronunciation, and lack of courage to

practice in everyday situations are the main things preventing Indonesian students from becoming more fluent in English, particularly when it comes to speaking the language.

The researcher did a preliminary study at SMA Muhammadiyah 6 Palembang by interviewing an eleventh-grade English teacher. Based on the interview, it was found that mostly the students lack of vocabulary, motivation, and confidence, are not fluent in speaking, tend to be too shy to speak English in front of their classmates, teacher employs monotonous teaching strategies, and lack opportunities to practice speaking English. This condition makes students not enthusiastic in speaking class. Therefore, teachers should use interesting teaching strategies to motivate the students to participate actively during speaking class. According to Aliffiani et al. (2018), one of the basic skills that teachers must have is teaching variation skills. This is necessary to create an attention-grabbing learning environment, which allows students to actively participate in every learning process. In addition, Qudsy et al., (2011) stated that teaching methods are part of the teaching system and determine the success of learning activities. The more appropriate the teacher's method, the more effective the achievement of learning objectives.

One of the strategies that can be used for teaching speaking is the Four Corners strategy. Guillaume (2007) stated that the Four Corners strategy is a cooperative learning approach that encourages students to reflect on their opinions and then discuss the opinions with others. Next, Geraldine (2018) stated that Four Corners is a strategy that allows students to consider a concept from four distinct perspectives. In addition, Walqui (2000) stated that the Four Corners is a strategy

for encouraging equal participation in a group, each participant takes turns offering or answering questions about the topic under discussion. Furthermore, Buckner (2013) stated that Four Corners is a teaching strategy that effectively engages all students in discussions about controversial topics. To sum up, Four Corners is a fun exercise that helps students concentrate and encourages students to reflect on their opinions on a particular topic

This strategy has been deployed by many researchers. Kurnia (2017) conducted research that applied the Four Corner debate to teach speaking. The result of this study showed that the application of Four Corner debate in the classroom was effective in improving students' speaking skill. In addition, Novrianti (2016) investigated teaching speaking using the Four Corners Strategy to eleventh-grade students at SMA Karya Ibu Palembang. The finding of this study revealed that teaching using Four Corners strategy had a significant impact on the students' speaking achievement. Furthermore, Yonantha (2018) conducted research that a comparing the use of Four Corners strategy and Group Work strategy on students' speaking ability. The result of this study was found that the mean score of the students taught by using Four Corners Strategy was higher than those taught by using Group Work Strategy. In brief, looking at the results of the above research, the Four Corners strategy is assumed very effective in improving students' speaking skills as well as encouraging students to expand their ideas and perspectives.

From the explanation above, the researcher intended to conduct a study entitled " Promoting Four Corners Strategy to Improve Student's Speaking Skill at

the Eleventh Grade of SMA Muhammadiyah 6 Palembang” to examine the effectiveness of Four Corners strategy to improve student’s speaking skill.

1.2 Limitation of the Problem

This study was limited on promoting Four Corners Strategy to improve student’s speaking skill at the eleventh grade of SMA Muhammadiyah 6 Palembang.

1.3 Formulation of the Problem

Based on the limitation of the problem above, the problems of the study were formulated as follows:

1. Was there any significant improvement in the speaking skills of the eleventh-grade students of SMA Muhammadiyah 6 Palembang by using the Four Corners strategy?
2. Was there any significant difference in speaking skills between the eleventh-grade students of SMA Muhammadiyah 6 Palembang who were taught by using the Four Corners strategy and those who were not?

1.4 Objective of the Study

Relating to the research problem formulations above, the objectives of this study were formulated as follows:

1. To find out whether or not there was any significant improvement in the speaking skills of the eleventh-grade students of SMA Muhammadiyah 6 Palembang by using the Four Corners strategy.
2. To find out whether or not there was any significant difference in speaking skill between the eleventh-grade students of SMA Muhammadiyah 6 Palembang who were taught by using the Four Corners strategy and those who were not.

1.5 Significances of the Study

The significance of the study would be useful for:

1. For the students

The results of this study provided the students with new experiences in learning, particularly speaking by using the Four Corners strategy.

2. For the teachers

This study was expect to provide the teachers with an alternative technique to teach speaking. It was also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning English in the class.

3. For the researcher herself

The results of this study could help her get experience in educational research and English teaching, particularly in speaking.

4. For the other researcher

This study was expect to help other researchers as a reference to conduct further research using the Four Corners strategy.

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