FOUR CORNERS: A STRATEGY TO ENHANCE SPEAKING

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Abstract: Speaking plays a vital role in running the process of communication smoothly. By speaking, a learner can produce ideas on mind and deliver it to others through the utterances. In an effort to reach a subtle interaction between two or more speakers, some difficulties may arise because of less having vocabulary knowledge, motivation, or suitable materials. Let alone, students lack confidence and have no supporting environment to practice speaking.These difficulties can hinder students from being fluent and accurate speakers of English. Thus, Four Corners strategy was offered to reduce those difficulties. Four Corners strategy was convinced to enhance the students' speaking ability.

Keywords: four corners strategy, speaking

INTRODUCTION

In the process of learning English, every language learner needs to have good ability in applying their linguistic knowledge and competence in using the spoken language. Speaking plays a vital rolein running the process of communication smoothly. By speaking, a learner is able to produce ideas on mind and deliver it to others through the utterances. Dawes (2008, p. 127) defines speaking as a way of ensuring that everyone is given supportive feedback and how they are getting on. In other words, speaking is not only said as the process of sending and receiving the message, but it is also the process of responding to what the speaker uttered.

In an effort to reach a subtle interaction between two or more speakers,some difficulties may arise. According to Rahayu and Jufri (2013, p. 491), the main reasons causing students' difficulties to express orally was lack of motivation, self-confidence, practice, and suitable material.The three former reasons come from the students, meanwhile, the

latter reason comes from the language teacher. As a whole, those reasons can hinder studentsfrom being fluent and accurate speakers of English.

Furthermore, Kurnia (2018, p. 103) found that some common problems of the students in learning English as a foreign language, such as lack ofvocabularies and language experiences, and unsupported environment. The first problem is the most common problem faced by students. Lack of vocabularies can make the students stop speaking or generating ideas/opinions while debating. The second problem, lack of language experiences, can impact on the student's speaking performance. The more experiences students have, the more confident the students in using oral language to others.The last problem is faced by most of the students since they live in environments where there are only a few people who can speak English well. Consequently, the students become less practised in using English in daily interaction especially when theyconverse

with other speakers of English.Thus, a teacher of the English language should be able to find good teaching strategies that can enable students to speak English fluently.

One of the strategies suggested here is Four Corners strategy. According to Renata, et. al (2014, p.921), Four Corners strategy was dealing with debate skill but it can be used to develop students' speaking ability. This strategy treats the students to speak up confidently about many things and to state their position on the statement or argument they are labelled. Yonantha (2018, p.18) explains that students make decisions about whether they strongly agree, agree, disagree, or strongly disagree with a series of statements and then stand in corners of the room labelled to discuss their ratings with others. It means that the teachergives a statement or question to the students. They should then state their position after they have understood the topic. Next, students are labelled to the corners based on their opinions. Then, they

are asked to discuss with their friends who have the same opinion for fifteen minutes in the corners.

The following are the steps of implementing the Four Corners strategy suggested by Yonantha (2018, p. 18).

a) Ask students to take a few momentsto complete the form, indicating theirlevel of agreement each of the statements, whether "Strongly Agree", "Agree", "Disagree", or"Strongly Disagree".

b) When most or all the students have completed the task, point out that the corners of the room are labelled. Readthe first statement and ask the students to move to the corner that represents their level of agreement like "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree" with the statement.

c) After students have moved to the four labelled corners (SA, A, D, SD) of the room, ask them to discuss their rating with their corner mates.

d) Provide only a couple of minutes and then ask the representative from each corner (SA, A, D, SD) to summarize the group's comments.

e) Read aloud the next statement thatyou would like the students to discuss and ask them to move from their current corner to the corner that coincides with their rating for this statement.

f) Again, ask the groups to share their thinking with corner mates and then requests a quick summary from each group.

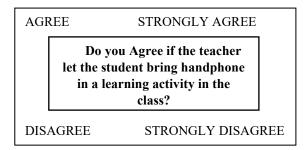g) Repeat this process for each statement that you wish to have the students discussing steps.

AGREE	STRONGLY AGREE
Do you Agree if the teacher let the student bring handphone in a learning activity in the class?	
DISAGREE	STRONGLY DISAGREE

Figure 1. The steps of the Four Corners Strategy

In addition, this study aimed at investigating whether or not the Four Corners strategy could enhance the students' speaking ability.

METHODOLOGY

Quasi-experimental design (quasi-experimental design) used in this study is the nonequivalent control group design.In this design, the experimental group and the control group were not randomly selected. According to White and Sabarwal (2014, p.1), Quasi-experimental design identifies a comparison group that is as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics. The population of this research was all the eleventh-grade students of SMA Meranti Pedamaran that consisted of five classes with the total number of 165 students. From the whole classes in the population, two classes were taken as the sample by means of purposivesampling. Then, the two classes were chosen as the experimental and control groups by using a lottery. As a result, class XI.IPS 1 was taken as an experimental group and XI.IPS 2 as the control group. Each group consisted of thirty-one students.

Table 1
Sample of the Study

Group	Class	Gender		Number of the Students
		Male	Female	
Exp.	XI.IPS 1	10	21	31
Contr.	XI.IPS 2	9	22	31
	Total	19	43	62

To collect the data, an oral test was administered to know the student's speaking achievement before and after the treatment. Students were asked to select one of the five topics given by the teacher, then they should speak about the topic in five minutes.

Furthermore, to analyze the data gained from the test, t-test analysis was applied through the use of SPSS version 20. Here, paired-samples t-test was used to check the data within experimental and control groups. Then, independent samples t-test was used to analyze the data between both groups.

RESULTS AND DISCUSSION

After the data analyzed using t-test analysis, some results were found. First, in the experimental group, the result of statistical analysis using paired sample t-test showed that the mean of pretest scores was 52.90, the posttest mean score was 72.25, and the value of $t_{obtained}$ was 12.881 at the significant level of $p > 0.05$ in two-tailed testing with df of 30. The critical value of t_{table} was 2.0423. Since the mean of the posttest was higher than the mean of pretest and the value of $t_{obtained}$ was higher than the critical value of

t_{table}, it meant that the students'speaking achievement in the experimental group were increased after the treatment using Four Corners strategy.

Next, in the control group, it was found that the mean of pretest scores was 49.43, the mean of the posttest was 67.25, and the value of $t_{obtained}$ was 10.54 at the significance level of $p>0.05$ in two-tailed testing with df of 30. The critical value of t_{table} was 2.0423. Since the value of $t_{obtained}$ exceeded the critical value of t_{table} and the mean of the posttest was higher than the mean of the pretest, it revealed that there was also an improvement of the student's speaking achievement inthe control group.

Moreover, the statistical analysisusing independent sample t-test found that the value of $t_{obtained}$ was 2.508 at the significance level of $p<0.05$ in two-tailed testing with df of 60, the critical value of t_{table} was 2.0003. Because the value of $t_{obtained}$ exceeded the critical value of t_{table}, the research hypothesis was confirmed. In other words, there was a significant difference in the student's speaking achievement between students who were taught using the Four Corners strategy and those who were not.

The whole results of the analysespresented above, bear some interpretation. In the experimental group, a difference in students' speaking achievement before and after the treatment was found. The use of Four Corners strategy was applied in this group.This resultexplained that students could increase their achievement. Through the use of Four Corners strategy in the classroom teaching and learning, the students got information and had a chance to practice their speaking together with their friends who had the same ideas of the motion. This condition could support the student's cooperation and collaboration during the activities.

Four Corners strategy was a new strategy for students so that they had a chance to involve in speaking process and directly practice to speak up. Moreover, it also built up the students' motivation in

studying English because they could select a position by themselves where they would answer a question or topic. In addition, they could be free to select and convey their opinion with a partner or group in a corner. As a comparison, in the control group, students also made some improvement in scores. Even though the progress was also found, it was less high than the progress made by the students in the experimental group. It could be said that Four Corners strategy applied in the experimental group was much more recommended to use.

In addition, Four Corners strategy could motivate the students to interact in a meaningful way in English and allowed them to think critically. They also could express their ideas in English. This result was in line with the research conducted by Renata et.al (2014, p.923) who stated that Four Corners helped the students to learn about how to join in the discussion group. Therefore, this strategy could be used to explore students' critical thinking and they

could solve the problem based on the topic given.

The implementation of Four Corners strategy in speaking activities could bring benefits for teachers of English to create a conducive atmosphere for students to have speaking experiences. Therefore, the selected topics should be able to broaden the student's knowledge especially their choice of words when they deliver their point of view toward the topic. In short, the Four Corners strategy could also impact on the student's vocabulary enhancement. This would lead to communicative language teaching and learning and eventually honed the student's speaking ability.

CONCLUSION

From the whole analyses toward the data gained from the test, the results showed that the research hypothesis was confirmed. In other words, there was a significant difference in students' speakingachievement between the

eleventh-grade students of SMA Meranti Pedamaran who were taught speakingusing 'Four Corners strategy' and that of those who were not. The result found that Four Corners strategy could significantly enhance the student's speakingachievement. Four Corners strategy was a good alternative for teaching speaking. This strategy could broaden students' thought and ideas when they speak up dealing with the topic or motion. The result indicated that the student's speaking ability was more fostered since they were involved directly in the process of stating, debating or arguing toward the given topic. In conclusion, Four Corners strategy could enhance the eleventh grade students' speaking achievement at SMA Meranti Pedamaran.

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