

## IMPROVING STUDENTS' WRITING SKILL USING A FOUR – PHASE TECHNIQUE

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**Abstract:** *This article describes classroom action research held in writing class using a four – phrase technique to improve the eleventh-grade students' writing skill and improve classroom situation. The method used in the research is classroom action research was conducted in two cycles. Each cycle included four stages: planning, implementing, observing, and reflecting. The research data were collected by using observation, interview, document, photograph and test (pre-test and post-test).*

**Kew words:** *classroom action research, writing skill, a four – phrase technique*

Writing skill is specific abilities which help writers put their thoughts into words in a meaningful form and mentally interact with the message. Writing skill helps the learners gain independence, comprehensibility, fluency, and creativity in writing. If learners have mastered this skill, they will be able to write so that they can not only read what they have written, but other speakers of that language can read and understand it. Here are some kinds of writing skill that the students are expected to master: comprehensibility skill for writing includes understanding that writing is communicating messages or information. Fluency skill for writing includes recognizing the linear sequence of sounds, mastering writing motions and letter shapes, recognizing the chunking of words, recognizing the need for space between words, and writing quickly. Creativity skill for writing includes the ability to write freely anything the learners want to write. Independence is the ability to function in a given area without depending upon another's help.

Comprehension is the ability to grasp something mentally and the capacity to understand ideas and facts. Fluency is the ability to read, speak, or write easily, smoothly, and expressively. According to Harris (1993:10), writing is a process that occurs over a period of time, particularly if the writer takes account the sometimes-extended period of thinking that precede initial draft.

Bell and Burnaby in Nunan (1989:36) say that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. This action research follows the stages of action research which are proposed by Meniff (1992:22):

1. **Planning:** how the teacher make the students learn to imaginative writing. The teachers tries to use A Four – Phrase Technique accompanied by pictures to help the students get ideas and instrumental music to condition class situation.

2. **Acting:** the teacher applies A Four – Phrase Technique. Every time students do the task activity; it is accompanied by instrumental music to guide them to the right track of learning.

3. Observing: at the same time the teacher observes whether using A Four – Phrase Technique, the students writing skills are improved, whether pictures and instrumental music can control class situation.

4. Reflecting: the students' skills are improveing in terms of getting ideas to write and wrote into paragraphs, but possibly there are many grammatical mistakes in writing the ideas.

After collecting data, the next steps of study is analyzing the data obtained from observation, interview, document and test. According to McKernan (1996) in Burns (1999: 156 – 160) there are five steps in analyzing the qualitative data. They are: Assembling the data, Coding the data, Comparing the data, building interpretations, and Reporting the outcomes.

#### CONCLUSION

Having conclude the result of the research, the research would like to propose some suggestions for the students, for the teacher, the institution of education, and also for the other researcher. For the students, the researcher suggests the students should not be afraid of making errors and mistakes in the use of language because making errors and mistakes is part of learning. Finally for the other researcher, the researcher wants to suggest that they can get a valuable experience which can be used for doing a better action research in the future and they are encouraged to follow up another research on the use of A Four – Phrase Technique for other language skills.

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