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UNLOCKING SUCCESS: FOUR PHASE TECHNIQUES FOR PILING LARANG STUDENTS

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ABSTRACT
Writing is a crucial life skill for success in classes, jobs, and community settings. Students write to learn in order to organize, investigate, and digest new information, as well as display their understanding (Klein et al., 2016). In general, the writing problems identified in this study through pre-test, interview, questionnaire, and observation were that students had difficulty producing a gramatically correct sentence, expressing their ideas logically, using appropriate words, producing cohesive and coherent text, and producing accurate spelling and punctuation. To solve those problems encountered by teachers in Binan City Senior High School, the researchers conducted a study on utilizing the four-phase technique to improve the writing skills of the students in Piling Larang Grade 12. This research employs a quasi-experimental research design utilizing the pretest and posttest to determine the effectiveness of the four-way phase technique to enhance the writing skills of the students in Grade 12 Piling Larang, and two sections were used for the comparison group and the experimental group with 30 students each. The noteworthy result of the inferential statistic of the research is that there is a significant difference between the posttest mean score of the experimental and comparison groups, which shows that there is a noteworthy increase in the mean score of the experimental group, proving that all theories in the literary reviews supported the result of this study. This research recommends that teachers may utilize the four-phase technique in improving their writing skills, and school administrators are encouraged to assist teachers in implementing the four-phase technique in writing. It encourages to hold seminars and workshops on this four-phase technique in writing, not only for senior high school teachers, and future researchers may identify and test other possible factors that can further define the effectiveness of the four-phase technique in improving the writing skills of students.
KEYWORDS: *Four phase technique, Writing Skills, Piling Larang, Quantitative Study*

I. INTRODUCTION

Writing is the capacity to express ideas, answers, and sentiments in written form smoothly, correctly, responsibly, and/or in context. Spelling, vocabulary, sentences, paragraphs, language structure, meaning, and metacognition are some of the components that may be developed in writing. Writing abilities are valuable assets.

Learners must master these skills. Writing is an active, productive skill that allows other language abilities such as listening and reading to be realized. Writing allows students to digest the concepts and knowledge they acquire. Writing is another kind of communication that may be organized so that the outcomes are more structured, methodical, and easier to grasp.

Writing is a necessary life skill for success in classrooms, workplaces, and community contexts. Students write to learn as a means to organize, explore, and process new content as well as demonstrate their acquired knowledge (Klein et al., 2016). As a result, less proficient writers are less likely to be successful in the classroom and workplace (Graham, 2006).

According to Gepila (2017), among the four macroskills, writing is considered to be the hardest to teach and learn. Students should be exposed to various kinds of writing. It is important to note that writing teachers must identify the context of learning, which includes culture, literature, and identity. The following are the variety of reasons, such as the fact that writing is a challenging, intricate endeavor requiring self-control, diligence, knowledge, and talent (Graham, 2018). It is crucial to take into account motivational strategies to support and encourage students to write because writing difficulties have been linked to students' declining

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interest in writing, inability to focus while writing, and negative feelings about writing and writing performance (Wright et al., 2021).

Considering how difficult writing is, giving kids a choice in their writing topic and stance might serve as a motivational tool. Writing may help authors discover fresh perspectives and a deeper awareness of their own growing identities, in addition to serving as a tool for introspection on personal experiences. Writing argumentatively might be a helpful tool for learning other viewpoints (Neely, 2014).

Writing equips us with communication and thinking skills. Writing expresses who we are as people. Writing makes our thinking and learning visible and permanent. Writing fosters our ability to explain and refine our ideas to others and ourselves. Writing is a skill that can be developed through repetition. If teachers were aware of the writing process, they would be able to teach suitable tactics and increase students' writing talents in the classroom (Oberman and Kapka, 2001).

Writing improves our ability to think and communicate. Writing allows us to express our individuality. Writing permanently and visibly manifests our learning and thoughts. Writing improves our capacity to both clarify and improve our thoughts for ourselves and other people. It is possible to improve your writing skills through practice. Teachers might improve students' writing skills in the classroom and teach effective strategies if they understood the writing process (Oberman and Kapka, 2001).

According to Michaelian and Sutton (2013), dispersed cognition does not take place within the brain. It is often dispersed over several systems, including technical and social resources. In cognitive psychology and other cognitive disciplines, the idea of dispersed cognition emerges as a crucial position. The main idea is that human cognition will be integrated into the social and cultural context, and information processing will be carried out on a human scale. This concept is referred to as situated cognition. Pupils will pick up the language and write in it when they see fit, whether it's for academic purposes or not.

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Furthermore, Dewey's constructivism theory can advance societal and individual understanding (Suhendi & Purwano, 2018). Constructivism's core idea is that knowledge is a realization or interpretation of reality, and since knowledge is uncertain, it must be applied (Escalaw, 2021; Escalaw, 2022). This is why it is called the meaning of a learning process. Teachers can use this idea exactly to carry out the lesson for the student (Suhendi & Purwano, 2018; (Escalaw, 2021; Escalaw, 2022; Escalaw 2023).

The aforementioned arguments lead to the conclusion that writing is a process that takes time to generate a cohesive and logical series of phrases ordered in a certain order and connected together in specific ways. In order to write properly, a writer has to be aware of certain things. They are mechanics (spelling and punctuation), word choice or lexicon, structure, substance, and language use.

The pre-test, interview, questionnaire, and observation methods used in this study generally revealed that students struggled with producing grammatically correct sentences, expressing their ideas logically, choosing the appropriate words, producing cohesive and coherent text, and producing accurate spelling and punctuation. Their writing abilities were poor. In addition, it was noted in writing class that: (1) students do not participate actively in learning process; (2) students get bored with the monotonous technique of teaching; and (3) students have a low writing skill practice in previous grade level. Those problems were mainly caused by five things: (1) teacher does not use interesting media, methods, and techniques in teaching; (2) the students' perception to English subject as difficult; (3) the topic is not interesting for the students; (4) the students dislike write activity.

This study will be based on Monroe's Four Phase Technique (1974). The Need phase, Attention phase, Visualization phase, and Action phase are the four stages of this learning approach. The following is the order in which they are presented: (1) writing concepts that the students must learn; (2) attending to their writing needs; (3) clearly visualizing their ideas based on their own imagination and life experiences; and (4) acting the writing confidently and error-free.

In line with all the concept and the advantage of theories and conceptualization of the researcher based on literary review the research conducted the study on the utilization of the four-phase technique to enhance the writing skills of the students in Piling Larang Grade 12 students of Binan City Senior High School.

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To solve those problems encountered by teachers in Binan City Senior High School, the research conducted the study conducted the study on utilizing the four phase technique in improving the writing skills of the students of Piling Larang Grade 12 students.

Research Question

The purpose of this study was to determine the effectiveness of four phase techniques to enhance the writing skills of Grade 12 Piling Larang students at
Binan City Senior High School West Campus Specifically, the study sought to answer the following research questions:

1. Is there a significant difference between the pretest and posttest mean score of the comparison group?
2. Is there a significant difference between the pretest and posttest mean score of the experimental?
3. Is there a significant difference between posttest mean score of the experimental and comparison group?
4. Based on the results of the study, what recommendation may be proposed?

II. METHODOLOGY

This chapter discussed the research design, participants of the study, research instrument used and treatment data.

Research Design

This research employs a quasi-experimental research design utilizing the pretest and posttest to determine the effectiveness of the four-way phase technique to enhance the writing skills of the students in Grade 12 Piling Larang.

Participants of the Study

The study's participants were the two sections of grade 12. Section 1 represents the comparison group, and Section 2 represents the experimental group that utilizes the four-phase techniques in writing.

Research Instrument

This research utilized the following instruments: a daily lesson plan using the K–12 teaching approach in Piling Larang 12 was prepared as part of the research instrument. It was based on the assigned topics for the third quarter from the Most Essential Learning Competencies set by the Department of Education. The researcher also used a 30-item pretest and posttest to cover all the topics in Piling Larang. A table of specifications was created and validated. The table of specifications contains the set competencies for the third quarter, the number of hours or meetings, the topic, the number of items for which competencies are to be tested, the item distribution of the said competency, and the total number of items. Each learning episode used a semi-detailed lesson plan and was accompanied by video lessons related to each lesson. Rubrics for writing exercises were validated by two master teachers.

Data Gathering

Both section will taught with the same lesson and taught by same teacher to be able to correlate all the instructional materials except for a four phase technique. In the “need phase,” the teacher will explain the objectives of the learning episode. Then inculcate in the students the need for and importance of the topic so that they can write well. In the “attention phase,” the teacher will give a short video lesson about the topic. Then ask them to observe what the important aspects are to be included in the writing episode in the writing journal of the students. During the visualization phase, after the attention phase, the students will be given a brief group discussion on what strategies they will utilize to produce an excellent written output. Teachers may also provide five references every topic and two samples for the students to use as a pattern. The action phase phase will be the measurement stage if phases 1–3 have been well executed. In this phase, the student will make a draft of their written task. There will be a first draft, a second draft, and the third, or final, written output. This output will be graded in reference to the rubrics for written tasks. This four-phase process will become a cycle until the students achieve the target writing skills required or set in a particular learning episode.

Treatment of Data

For the data analysis, this research utilized the mean, standard deviation, and t-test to determine the significant differences between the two groups in terms of the posttest, pretest, and posttest of each group.

Research Ethics

The information collected from the participants remained confidential and used only according to the purpose, as indicated in the research.

III. RESULTS and DISCUSSION

This section specifies the results of data collection and analysis and reports findings concerning the research questions for this study.

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Table 1 shows the result of test of difference of comparison group in pretest and posttest score.

Table 1. Test of Difference for Comparison Group's Pretest and Posttest Mean Score

Group	Test	Mean	SD	t-value	df	Mean-Diff
Comparison	Pretest	18.57	2.02	-4.516 **	14	3.83
	Posttest	22.40	2.67			

** - Test is Significant @ p-value < 0.01

Shown in Table 1 is the result of paired sample t-test employed to test the statistical difference between the comparison group's pretest and posttest mean score. There was significant difference between the comparison group's pretest (Mean=18.57, SD=2.02, n=15) and posttest (Mean=22.40, SD=2.67, n=30) condition t(58)=-4.516, Mean-Diff=3.83.733, p-value<0.01.

There is realistic significance in the teaching and learning process of the students in the comparison group. Therefore, it is likely that students in the comparison group using the regular teaching and learning which had a significant implication in the writing skills of the Piling Larang grade 12 students.

Table 2 shows the result of test of difference of experimental group in pretest and posttest score.

Table 2. Test of Difference for Experimental Group's Pretest and Posttest Mean Score

Group	Test	Mean	SD	t-value	df	Mean-Diff
Experimental	Pretest	20.25	2.17	-14.282 **	14	18.20
	Posttest	38.45	3.80			

** - Test is Significant @ p-value < 0.01

Shown in Table 2 is the result of paired sample t-test employed to test the statistical difference between the experimental group's pretest and posttest mean score. There was significant difference between the experimental group's pretest (Mean=20.25, SD=2.17, n=15) and posttest (Mean=38.45, SD=3.80, n=30) condition t(29)=-14.282, Mean-Diff=18.00, p-value<0.01.

The result of this research agrees with the study of Reimann's (2018) on behavioral learning theory stating that it is a psychologically sound pedagogical exercise of thought based on the idea that behavior can be scientifically investigated without regard to cognitive states. Therefore, the theory of behaviorism is the concept based on the principle of "stimulus-response". The Manipulative Instructions serve as stimuli for the learners to learn (response).

Likewise, the substance of the theory of constructivism is the meaning of a learning process and argues that knowledge is uncertain therefore, knowledge must be applied because it is a recognition or interpretation of reality which is significant to the intervention employed in this research. Guided well in the delivery of new normal learning where Piling Larang grade 12 students learn by constructing their own knowledge (Li, 2018) and applied it in writing. The result of the study agrees on the research of Lucero and Vargas (2021) and R. D. Paynor (2024b). on explicit instruction in Grade One learners where interest and Ceyhan and Yıldız (2021) on interactive reading whereby prior knowledge and vocabulary knowledge influenced learners' reading comprehension skill (Kiew & Shah, 2020; N. R. D. Paynor, 2024b) which also contributed to students writing capability.

Writing is a necessary life skill for success in classrooms, workplaces, and community contexts (Escalaw, 2024). Students write to learn as a means to organize, explore, and process new content as well as demonstrate their acquired knowledge (Graham, 2006; Klein, et al., 2016). This notion supports the result of the study on improving writing skills of the students. Therefore, it is highly expected that students in the experimental group who utilizes the teaching intervention had great significant positive implications in the writing skills of the students.

Table 3 shows the result of test of difference of posttest score between the comparison and experimental group.

Table 3. Test of Difference for Posttest Mean Score

Test	Group	Mean	SD	t-value	df	Mean-Diff
Posttest	Experimental	22.40	3.80	9.566 **	28	16.05
	Comparison	38.45	2.67			

** - Test is Significant @ p-value < 0.01

Presented in Table 3 is the result of independent sample t-test employed to test the statistical difference between the posttest mean score of the experimental and comparison group.

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There was significant difference between the posttest mean score of the experimental group (Mean=38.45, SD=3.80, n=30) and comparison group (Mean=22.40, SD=2.67, n=30) condition t(28)=9.566, Mean-Diff=16.05, p-value<0.01.

The result of the study agrees on theory of behaviorism and constructivism and research done by different researchers. Reimann's (2018) research on behavioral learning theory states that it is a psychologically sound pedagogical train of thought. This thought may be based on the idea or concept that behavior can be methodically and scientifically investigated without regard to cognitive or mental states. Therefore, the theory of behaviorism is the concept based on the principle of "stimulus-response". The theory was utilized in this research since the stimulus employed is the four phase techniques in improving the writing skills of the students.

Additionally, Dewey's theory on constructivism can build individual and social knowledge (Suhendi & Purwano, 2018). More so, the essence of the theory of constructivism is the meaning of a learning process and argues that knowledge is uncertain therefore, knowledge must be applied because it is a recognition or interpretation of reality. This notion is exactly what teachers are able to apply in carrying out the lesson for the learner (Suhendi & Purwano, 2018; Escalaw, 2021) and a way for students to improve their writing skills in Piling Larang subject.

CONCLUSION

The following are the conclusions drawn by the researchers based on the findings of the study: there is there a significant difference between the pretest and posttest mean score of the comparison group since there is a teaching and learning occurred however the improvement is somewhat lesser that the teaching and learning utilizing the four phase technique; secondly, there a significant difference between the pretest and posttest mean score of the experimental because of the four phase technique in writing due to the step by step scaffolding teaching method use by the teacher and lastly, there significant difference between posttest mean score of the experimental and comparison group which shows that there is a noteworthy increase in the mean score of experimental group proving that all theories in the literary reviews supported the result of this study.

RECOMMENDATION

The recommendations are as follows in light of the findings.

Based on the summary of findings and conclusions of the study, the following recommendations were hereby formulated;

1. teachers may utilize the four-phase technique in writing skills.
2. Education officials and school Administrators are encouraged to assist teachers in implementing the four phase techniques in writing.
3. Encouraged to hold seminars and workshops on this four-phase technique in writing not only in senior high school teachers but also to all teachers in the division.
4. Future researchers may identify and test other possible factors or variables that can further define the effectiveness of this teaching strategy.

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