A COMPARATIVE STUDY BETWEEN FOUR CORNERS STRATEGY AND GROUP WORK STRATEGY ON STUDENTS' SPEAKING ABILITY

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ABSTRACT

The present study is mainly aimed at comparing the use of Four Corners Strategy and Group Work Strategy on students' speaking ability. It was encouraged by the low results of the students' speaking ability. The research was carried out in a non-experimental form of comparative design that focused on quantitative approach. The total population of this study was 153 first semester students of State Islamic Higher College of Sultan Abdurrahman Kepulauan Riau in academic year 2017/2018. Meanwhile, the selected sample was 30 students (Class A) and 30 students (Class B). A speaking test was conducted after giving three meetings of treatment for both classes to measure their speaking ability. The results of the test were analyzed through compare means and t-test by using SPSS Statistics 20.0. As a result, it was found the mean score of the students taught by using Four Corners Strategy was higher than those taught by using Group Work Strategy. However, there was no significant difference between the use of Four Corners Strategy and Group Work Strategy on the students' speaking ability improvement.

Keywords: Four Corners Strategy, Group Work Strategy, speaking ability.

Introduction

English has become the most dominant language used around the world whether as the first, the second or a foreign language in all sectors of life. It has been spread throughout the world most extensively. Besides, it is also dominating in a number of important fields including international commerce, education, and communication. As an international language, it is used in many countries both as a native and as a second or foreign language. English is used as a subject or even a language to communicate in term of education in every country including EFL countries like Indonesia as one of the obvious facts.

In teaching English as a foreign language (TEFL), the teachers or the candidates of teachers should consider and integrate the four skills in English (Listening, Speaking, Reading, and Writing) as the achievement to reach. The achievement in learning English is majorly classified into two major skills: the receptive skills (listening and reading) and the productive skills (speaking and writing). The receptive skills consisting of listening and reading are the passive skills.[1] It means passive skills because the learners get input or information to process through listening and reading to get comprehension and then produce the output. Productive skills are active skills.[2] Speaking and writing are included into those skills. They are claimed as active skills because they receive and transmit the obtained information or idea. Productive skills seem more tangible by showing the communicative skills through speaking or writing. Each person needs to express his ideas to communicate and one of the easiest ways is through speaking.

Speaking as one of the two well-known productive skills of English is very important to be mastered by every single of students if

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[1] Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Fourth Edition (England: Longman, 2010), 322.

[2] T. Baruah, *The English Teacher's Handbook (11th ed)*. (New Delhi: Sterling Publishers Ltd., 2006), 160.

he commits to master the communicative competence in English. By considering this statement, teachers of English are expected to pay attention to the speaking materials in English teaching and learning process. Teachers should be able to provide and apply many techniques, strategies, and methods in English teaching and learning process. Speaking is the key of communication. People communicate by using the language in two ways, speaking and writing. Speaking is more simply to be done and understood. That is why speaking plays a very important role in the human communication. Bygate in Nunan stated that speaking is an oral interaction where the participants need to negotiate the meaning contained in ideas, feelings, and manage in terms of who is to say what, to whom and about what.[3] It can be assumed that speaking is used to make our listeners understand our expression. In addition, speaking in a second or foreign language will be facilitated where learners are actively engaged in attempting to communicate.

Teaching English nowadays has become a major issue in many countries of the world, including Indonesia. The national Indonesian educational system demanded English is to be taught at elementary school level as optional local content, and as a compulsory subject beginning in junior high school up to university level. State Islamic College of Sultan Abdurrahman Kepulauan Riau is one of higher education institutions applying English as one of subjects. It is due to its vision *"To become a center of Islamic higher education that excels in developing and integrating Islam, Science and Malay Literary through education and teaching, research and community service in Indonesia in 2020".* Therefore, all subjects are aimed to achieve that vision. English itself in State Islamic College of Sultan Abdurrahman Kepulauan Riau is taught for three semesters consisting of Level 1 (basic), Level 2 (intermediate), and Level 3 (advance) in all departments. The implementation of teaching and learning process in this college is based on curriculum, and syllabus that have

been designed by a curriculum development team which is based on communicative competences. In short, by learning relevant topics at each level, students are expected to be competent in speaking, writing, reading, and listening. Especially, in Level 1, students are demanded to be able to communicate actively in daily life contexts. Islam and Malay are some of the contexts that cannot be separated with teaching and learning process in this college.

Various teaching methods, techniques, and strategies have been applied in teaching and learning English in this college. Ideally, besides the facilities are provided, it should indicate that the students should be able to show their speaking ability well. However, it was found that the some students' still faced some problems in expressing and delivering their ideas through oral communication. They still had less interest and motivation to speak up. Some of them were not able to identify what other speakers said or to catch the points what they heard. They were also afraid of making mistakes during their speaking and were not able to express their ideas orally even to retell what they have read or listened properly.

Four Corners strategy and Group Work strategy are two of strategies used in improving students' speaking ability at State Islamic College of Sultan Abdurrahman Kepulauan Riau. These two strategies have been applied in improving students' speaking ability speaking. Therefore, the researchers were interested in conducting a comparative study between using Four Corners strategy and Group Work strategy on students' speaking ability at the first semester of State Islamic College of Sultan Abdurrahman Kepulauan Riau.

This research aimed to compare students' speaking ability taught by using Four Corners strategy and Group Work strategy. Specifically, the objectives of the study were: (1)to find out students' speaking ability after being taught by using Four Corners strategy; (2) to find out students' speaking ability after being taught by using Group Work strategy; and (3) to compare and to find the significant difference of students' speaking ability

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[3] David Nunan, *Language Teaching Methodology a Text Book for a Teacher*, (New York: Prentice Hall, 1991), 40.

between those who were taught by using Four Corners strategy and those who were taught by using Group Work strategy.

Based on the formulated problems and some related theories, there were some hypotheses depicted by the researcher. They were as follows.

H_0: There was no significant difference on students' speaking ability after being taught by using Four Corners strategy and Group Work strategy.

H_a: There was a significant difference on students' speaking ability after being taught by using Four Corners strategy and Group Work strategy.

Method

This research was a causal comparative research. A quantitative method was used in this research. This research was aimed at disclosing the comparison between using Four Corners strategy and Group Work strategy on students' speaking ability by finding out the effects of those strategies. There were three variables in this research; using Four Corners strategy that was symbolized by "X1" and using Group Work strategy that was symbolized by "X2" as independent variables and students speaking ability that was symbolized by "Y" as dependent variables.

This research was conducted at State Islamic College of Sultan Abdurrahman Kepulauan Riau from October to November, 2017. The first semester students were taken as the population of this research consisting of 153 students classified into 4 classes. Because the population was large enough, it was necessary to determine the sample. In this research, cluster sampling was used by the researcher. Gay and Airasian stated that cluster sampling randomly selects groups, not individual, and all the members of selected groups have similar characteristics.[4] There

were two classes that are chosen to be samples of this study. They were class A 31 (30 students) and class B (30 students). In addition, they were tested to measure their speaking ability based on the speaking strategies that have been used by them during speaking class.

The procedures of this research included 3 meetings of giving treatment, and a posttest to each class after the treatments. In order to get the data which was needed to support this study, the researcher used speaking performance test. Each student was given a topic about "Malay Culture in Kepulauan Riau" after being taught by using those strategies. This topic was chosen because it was close to daily life communication context of the students and it was also matched with the vision of State Islamic College of Sultan Abdurrahman Kepulauan Riau. The students delivered their ideas related to the topic in front of the class orally for about 3-7 minutes. Then, their speaking performances were assessed by using a speaking rubric.

According to Hughes, there are some components that should be considered in giving students' speaking ability score. They are accent, grammar, vocabulary, fluency, and comprehension.[5] He described the rating as follow:

Table 1
Speaking Assessment
1. Accent

Score	Requirement
1	Pronunciation frequently unintelligible
2	Frequent gross error and a very heavy accent make understanding difficult, require frequently repetition
3	"foreign accent" requires concentrated listening and

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[4] L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application Sixth Edition* (New Jersey: Pearson Education, 2000), 129.

[5] Arthur Hughes, *Testing for Language Teacher*, (Cambridge: Cambridge University Press, 2005), 131.

	mispronunciations lead to occasional misunderstanding and apparent errors in grammar of vocabulary		interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions
4	Marked "foreign accent" and occasional mispronunciation which do not interfere with understanding	5	Professional vocabulary broad and precise ; general vocabulary adequate to cope with complex practical problems and varied social situations
5	No conspicuous, mispronunciations, but would not be taken for a native speaker	6	Vocabulary apparently as accurate and extensive as that of an educated native speaker
6	Native pronunciation, with no trace of "foreign accent"		

2. Grammar

Score	Requirement
1	Grammar almost entirely inaccurate except in stock phrase
2	Constant errors showing control of view major patterns and frequently preventing communication
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
5	Few errors with no patterns or failure
6	No more than two errors during the interview

3. Vocabulary

Score	Requirement
1	Vocabulary inadequate for even the simple conversation
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family and etc.
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
4	Professional vocabulary adequate to discuss special

4. Fluency

Score	Requirement
1	Speech is so halting and fragmentary that conversation is virtually impossible
2	Speech is very slow and uneven except for short or routine sentences
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness
6	Speech on all professional and general topics as effortless and smooth as a native speaker

5. Comprehension

Score	Requirement
1	Understand too little for simplest type of conversation
2	Understand only slow, very simple speech on common social and touristic topics ; requires constant repetition and rephrasing
3	Understand careful , somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing

4	Understand quite well normal educated speech when engaged in a dialogue but requires occasional repetition or rephrasing
5	Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker

In this research, the speaking results were evaluated by concerning five components and each component had score or level. It was because considering the students' background as foreign language learners. Therefore, each component had 20 as the highest score and the total of all components is 100. The specification of the test is as follows.

Table 2
The Classification of Students' Score

Score	Categories
80-100	Very Good
66-79	Good
56-65	Sufficient
40-55	Less
30-39	Poor

Results and Discussion
1. The Nature of Speaking

Speaking is one of the communicative competence that relating to people in social relationship and social expectation. In speaking term, speaking and interlocutor outward appearance in which both yield immediate feedback form of verbal and non-verbal. In addition to appear take and give, problem and carries can be clear up and more complete transition of meaning obtained.

Speaking is a very important skill in mastering English for students who learn English to communicate each other, speaking needs some components that have a crucial meaning in speaking skill, they are: accent/pronunciation, grammar, vocabulary, fluency and comprehension.

a.   Accent/Pronunciation
Derwing and Munro stated that having a good pronunciation of the language can help in normal communication, particularly intelligibility.[6] Because speaking is an oral communication, listeners need clear pronunciation.

b.   Grammar
Leaver says that knowledge of target language grammar, sometimes called structure (or forms), and syntax (word order) is an equally important aspect of second or foreign language acquisition. Words alone are not enough to communicate. The words must come, in most language, in a certain order and take a certain shape, or they will not be understood and your message will not be conveyed[7]. So, grammar makes speaking systematic.

c.   Vocabulary
Leaver has stated that vocabulary learning is one of the sets of enabling knowledge and a critical aspect of developing the ability to use the foreign language in useful ways.[8] Mastering vocabulary will become a very useful aspect to speak something in right understanding because of the right context of words.

d.   Fluency
Schmidt has said that fluent language use involves the processing of language in real time. That is, learners demonstrate fluency when they take

    ⁶ L.S.P Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), 75.
    ⁷ *Ibid*, 21.
    ⁸ Betty Lou Leaver, Madeline Ehrman, and Boris Shekhtman, *Achieving Success in Second Language Acquisition* (New York : Cambridge University Press, 2005), 20.

part in meaning-focused activity and do it with speed and ease without holding up the flow of talk.[9] The students will be more self-confident when they are fluent in speaking.

e. Comprehension

Comprehension is to know about something: ability to get the knowledge what we have learned. It is derived from the students themselves who are able to understand the lessons.

2. Four Corners Strategy

Guillaume stated that four corners strategy is a cooperative learning strategy that provides students with the opportunity to think about their opinions and then discuss those opinions with others.[10] 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 labeled to discuss their ratings with others. Four corners enhance students' interaction and encourage high – level cognitive talk, important because task related to social interaction support students' cognitive development. It is a good warm up or team building strategy that can also provide information about the students' knowledge and attitudes at the beginning of a lesson or unit.

This strategy can be applied by following steps.

a. Ask students to take a few moments to complete the form, indicating their level 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 labeled. Read the 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 labeled 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 that you 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.

3. Group Work Strategy

Two or more students are assigned a task that involves collaboration and self-initiated language is called as Group Work.[11] It is important to note that what we commonly call pair work is simply group work in group of two. Group work usually implies *small* group work consisting six or fewer students. Large groupings defeat one of the major purposes for doing group work giving students greater opportunities to speak. Small groupings automatically will give more chances for students to speak out.

By implementing group work, students are expected to have high social value in themselves. They are educated to control their egoism and they will have solidarity each other. In group

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9 I.S.P Nation and J. Newton, *Op. Cit.,* p. 151

10 Guillaume, Andrea M. et al., *50 Strategies for Active Teaching,* (New Jersey: Pearson Prentice Hall, 2007), 98.

11 H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition,* (San Fransisco: Longman, 2000), 177.

work, they will realize that they cannot live alone, they need each other. In managing the classroom, group work is necessary. The difference of students in aspects of biology, intelligence and psychology will be the basic to do group work.[12]

Chamot et al in Anna et al stated that working in small groups increases students' involvement in the discussion.[13] Students are also likely to be more open with classmates in small groups than in a large discussion led by the teacher. Students of all ages are willing to talk to their peers about strategies and often are willing to try a strategy suggested by a peer because for some students, talking to the peers are more relaxed and comfortable because there is no stressed feeling. Then, Arends (2007:374) also explained that group work more benefits than class whole teaching in six phases: present goals and establish set; present information; organize students into learning teams; assist teamwork and study; test on the materials; provide recognition.[14] Therefore, students can be helpful personality because they are taught to help others in their group working.

In order to create a successful group work activity, these are some steps that we have to do:
a. Selecting Appropriate Group Technique
There are two kinds of groups, first, the group that consists of two persons or known as Pair Work and the group that consists of more than two persons that is usually known as Group Work. Pair work is more appropriate than group work for tasks such as short, linguistically

simple, and quite controlled in terms of the structure of the task. There are some work activities like practicing dialogues with partner, simple question and answer exercise, performing certain meaningful substitution "drill", quick (one minute or less) brainstorming activity, checking written work each other, preparing for merging with larger group, and any brief activity for which the logistics of assignment groups, moving furniture, and getting students into the group is distractive. Then, pair work engages students interactively (or quasi-interactive) to have communication for a short period of time with a minimum logical problem. In group work, the member is more than two persons. The first step in promoting successful the group work, then, is to select an appropriate task. Typical group work tasks include game, role play and simulation, drama, projects, interview, brainstorming, information gap, jigsaw, problem solving and decision making, and opinion exchange.

b. Planning Group Work
Once you have selected an appropriate type of activity, your planning phase should include the following rules for introducing a group technique:
1) Introduce the technique
The introduction may simply be a brief explanation. For example "now in group please make a job that you know....."
2) Justify the use of small groups for the technique
You may not need to do this all the time with all classes, but if you think your students have any doubt about the significance of the upcoming task, tell them they will get opportunities to practice.
3) Model the technique

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[12] Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar,* (Jakarta: Rineka Cipta, 2006), 55-56.

[13] Anna, et al., *The Learning Strategies*, (New York: Longman, 1999), 66.

[14] Richard I. Arends, *Learning to Teach*. (New York: McGraw-Hill, 2007), 374.

In simply technique especially those that your students have done before, modeling is not necessary.

4) Give the explicit detailed instruction

Give them a specific instruction on what they have to do, such as a restatement of the purpose, rules that they follow, establish a time frame, assign role to students (if any), and divide the class into groups.

This looks easy such as you divide the students into 2, 3, 4, or 5...but we have to pre-assign the group first in order to account for one or two of the followings: Native language (ESL Classes); Proficiency level; Age and gender different; Culture or subculture group; Personality types; Cognitive style preferences; Cognitive / development stages (for children); Interest; Prior learning experience; and Target language goal.

5) Check for clarification

Before students start moving into their groups, check to make sure they all understand their assignment.

6) Set the task in motion

This part is should now simply be a matter of saying something like, "Okay, get into your group and get started right away on your task"

c. Monitoring the Tasks

In this part, we are as a teacher become a facilitator and resource. Letting the students know that you will be available for help and that you may make suggestions here and there to keep them on task but they remain to carry out the task on their own.

d. Debriefing

Almost all group work can be brought to a beneficial close by some sort of whole class debriefing, once your group task is complete. This

debriefing or processing as some would refer to it has two layers:

1) Reporting on task objectives

If groups were assign a reporter to present something to the class or if the task implicitly lends itself to some discussion of the finding of the group, make sure you have enough time to take this place.

2) Establishing affective support

A debriefing phase also serves the purpose of exploring the group process itself and bringing the class back together as a whole community of learners.

4. Data Presentation and Analysis

In investigating students' speaking ability, the researcher gave speaking test as a performance. The test was conducted after the students were given treatments for three times. For the speaking test, the students were given a topic about "Malay Culture in Kepulauan Riau" to deliver. Each of them delivered their speech/presentation for about 3-7 minutes. Their speaking performances, then, were assessed based on speaking performance rubric before. The score of students' speaking performances taught by using Four Corners strategy and Group Work strategy can be seen below.

Table 3
Students' Speaking Score Taught by Using Four Corners Strategy

No	Students	Proficiency score					Total	Score
		Accent	Grammar	Vocabulary	Fluency	Comprehension		
1	S1	4	4	5	4	4	21	84
2	S2	3	3	4	3	3	16	64
3	S3	4	4	5	5	4	22	88
4	S4	3	2	3	3	3	14	56
5	S5	3	4	4	4	4	19	76
6	S6	3	4	4	5	4	20	80
7	S7	4	4	4	4	4	20	80
8	S8	4	3	4	4	4	19	76
9	S9	3	3	4	4	4	18	72
10	S10	3	2	3	3	3	14	56
11	S11	5	4	5	5	4	23	92
12	S12	3	2	3	2	2	12	48
13	S13	4	3	4	4	4	19	76
14	S14	4	4	4	4	4	20	80
15	S15	3	3	4	3	4	17	68
16	S16	4	4	5	4	4	21	84
17	S17	3	2	3	2	3	13	52
18	S18	4	4	3	3	4	18	72
19	S19	3	3	3	3	4	16	64
20	S20	3	4	4	4	4	19	76
21	S21	3	4	4	4	4	19	76
22	S22	3	3	4	3	3	16	64
23	S23	3	4	3	4	4	18	72
24	S24	4	5	5	5	4	23	92

25	S25	4	4	5	4	5	22	88
26	S26	3	3	4	4	4	18	72
27	S27	4	3	4	4	4	19	76
28	S28	4	4	4	4	4	20	80
29	S29	4	3	4	4	4	19	76
30	S30	3	2	3	3	3	14	56
Total Score								2196
Mean Score								73.2

Table 4
Students' Speaking Score Taught by Using Group Work Strategy

| No | Students | Proficiency Score | | | | | Total | Score |
		Accent	Grammar	Vocabulary	Fluency	Comprehension		
1	S1	3	2	4	3	3	15	60
2	S2	3	3	3	3	3	15	60
3	S3	4	4	5	4	4	21	84
4	S4	3	3	4	3	3	16	64
5	S5	3	3	4	4	3	17	68
6	S6	3	4	4	5	4	20	80
7	S7	4	4	5	4	4	21	84
8	S8	3	4	4	3	3	17	68
9	S9	3	3	4	3	3	16	64
10	S10	3	2	3	2	2	12	48
11	S11	4	4	5	5	4	22	88
12	S12	3	2	3	3	3	14	56
13	S13	3	3	4	4	4	18	72
14	S14	3	3	4	3	3	16	64
15	S15	2	2	3	2	2	11	44
16	S16	3	3	4	4	4	18	72
17	S17	5	4	5	5	4	23	92
18	S18	3	3	3	4	4	17	68
19	S19	4	3	4	3	4	18	72
20	S20	3	4	4	4	4	19	76
21	S21	5	4	4	5	4	22	88

22	S22	4	4	4	4	4	20	80
23	S23	3	3	4	4	4	18	72
24	S24	4	4	4	4	4	20	80
25	S25	3	3	4	3	4	17	68
26	S26	3	3	4	4	3	17	68
27	S27	4	3	4	3	4	18	72
28	S28	4	3	4	4	4	19	76
29	S29	3	3	3	3	3	15	60
30	S30	3	4	4	4	4	19	76
Total Score								2124
Mean Score								70.8

From the Table 3 and Table 4, it can be seen that the total score of students' speaking performances after being taught by using Four Corners strategy is 2196. Meanwhile, the total score of students' speaking performances after being taught by using Group Work strategy is 2124. Then, the mean score of students' speaking scores after being taught by using Four Corners strategy is 73.2 and categorized into Good. Meanwhile, the mean score of students' speaking scores after being taught by using Group Work strategy is 70.8 and categorized into good too. In short, it can be stated that students' speaking scores after being taught by using Four Corners strategy was higher than those after being taught by using Group Work strategy. In other words, Four Corner strategy can contribute more than Group Work strategy. It can be seen below.

Chart 1
Students' Speaking Scores Taught by Using Four Corners Strategy and Group Work Strategy
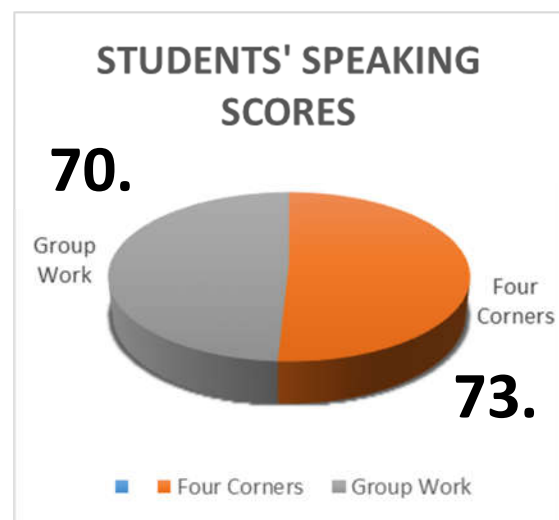
The obtained data of students' speaking scores from both classes was analyzed by using Independent sample t-test through SPSS 20 to investigate the difference of students' speaking ability after being taught by using Four Corners strategy and Group Work strategy.

The mean scores from both classes were analyzed by using Independent sample t-test to find out the difference on students' speaking ability between those who were taught by using Four Corners strategy and Group Work strategy. It can be seen from Table 5 and Table 6 below.

Table 5
The Result of Post-test Scores of Group 1(Four Corner Strategy) and Group 2 (Group Work Strategy)

	Group	N	Mean	Std. Deviation	Std. Error Mean
Four Corners	1	30	73.20	11.562	2.111
Group Work	2	30	70.80	11.321	2.067

From table above, it can be seen that both group of Four Corners and Group Work class consist of 30 students. The mean score of Four Corners class is 73.20, and the mean score of Group Work is 70.80. The standard deviation of Four Corners class is 11.562 and the standard deviation of Group Work class is 11.321. then, the standard error mean off Four Corners class is 2.111 and the standard error mea off Group Work is 2.067. From this table, temporarily, it can be stated that using Four Corners strategy contributed more improvement than using Group Work strategy on students' speaking ability. However, a further analysis about the different significances of both strategies needs to be done by using an Independent Sample T-Test. It can be seen by the following table.

Table 6
Independent Sample T-Test from the Result of Post-test Scores of Group 1(Four Corner Strategy) and Group 2 (Group Work Strategy)

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.026	.872	.812	58	.420	2.400	2.954	-3.514	8.314
	Equal variances not assumed			.812	57.974	.420	2.400	2.954	-3.514	8.314

From Table 6 above, the output of independent sample test shows that the t-test result is 0.812, its df is 58. Significance is 0.003, the mean difference is 2.400, standard error is 2.954, the lower difference interval is -3.514 and the upper difference interval is 8.314. By orienting number of significance, if probability > 0.05, null hypothesis (H_0) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted. Because the significance is $0.420 > 0.05$, H_0 is accepted while H_a is rejected. In other words, there is no significant difference of students' speaking ability after being taught by using Four Corners strategy and Group Work strategy at the second level of language development center of State Islamic College of Sultan Abdurrahman Kepulauan Riau.

Conclusion and Suggestion
1. Conclusion

Based on the data analysis explained above, finally, it can be concluded that the mean scores of students' speaking ability in taught by using Four Corners strategy. However, there was no significant difference of students' speaking ability after being taught by using Four Corners Strategy and Group Work strategy. Both strategies can contribute positively on students' speaking ability.

There are several advantageous of using Four Corners strategy. It provides students bigger chance to have and choose their opinion and enhance them to discuss their opinions with others. There is no intervention for the students to choose and express their opinions. Each student has right to stand their choice and opinion and may have various opinions from other students related to the topic that may enlarge his/her understanding about the topic. Then, Four Corners strategy also enhances students' interaction and encourages high – level cognitive talk, important because task related social interaction support students' cognitive development. And it is a good warm up or team building strategy that can also provide information about the students' knowledge and attitudes at the beginning of a lesson or unit.

Group Work strategy has also several advantages, such as providing an interactive language and helps to solve the problems of classes that are too large to offer many opportunities to speak, creating good atmosphere to motivate students' to speak up. Each student in his/her smaller group has greater chances to express his/her opinions, stimulating students' responsibility and autonomy in taking part in discussion in their group. It is a step toward individualizing instruction due to their different cultures, knowledge, objective, styles, and so on.

2. Suggestion

From the research findings above, it is hoped that other English teachers and instructors to apply those strategies in teaching speaking skill. It may help them in improving students' speaking ability. It is also hoped to other researchers to investigate the use of Four Corners strategy and Group Work strategy in improving students' speaking ability in other level education like primary or secondary school. It may be even used in improving other skills.

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