



Enhancing Students' Writing Skills through the Implementation of the Seven Nucleus Approach in Teaching Tenses

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ABSTRACT

This study sought to determine whether teaching tenses using grammar exercises will enhance the student's writing skills in terms of language use, content, and structure. The seven-nucleus approach is being used at Cambridge English College (CEC) Makassar. This approach is a way to memorize tenses using seven certain verbs in English which are present, past, perfect, future, modal, and continues verbs. The current study employed a pre-experimental design with a single group for the pre and post-tests. The sample only included one class of 10 pupils, chosen using the technique of cluster sampling. The results demonstrated that the student's writing ability had improved. It was three indicators of progress: language use had improved by 22.96%; content had improved by 12.3%; and organization had improved by 22.83%. The overall improvement was 19.48%. When compared to the pretest before the treatment, the student's writing competence was 1950 on the posttest, and the value of the t-test (7.440) was higher than the t-table (2.262). The research concluded that the use of seven Nucleus was beneficial in improving students' skills of writing in terms of the language writing content, and organization at Cambridge English College (CEC) Makassar based on its findings and discussion.

Keywords: Seven Nucleus, Students' Writing Skill, Teaching Tenses

INTRODUCTION

Prior to preceded observation at Cambridge English College (CEC) Makassar which is an official English course organization under Yayasan Kamridah Habe Gahu provides some English course programs such as TOEFL preparation classes, Basic Speaking classes, Vocabulary classes, writing classes, and many

more (Kamridah, 2006), it could be seen that many students who participated in the program of English writing were unable to write properly on the first test they took to enroll in the writing program. They made a mistake by utilizing verbs that were out of place for the occasion. The English language holds a highly significant position (Astri, Noer, et al., 2022; Astri, Nur, et

al., 2022; Noer et al., 2021). Many English-learning students believe that they will encounter difficulties when they attempt to write in the language. The issue is having trouble putting the concepts into the proper phrases, sentences, or paragraphs that should follow grammatical norms (Sardi et al., 2017). Writing becomes more challenging for students when they are trying to find the perfect words to use, yet the majority of them have trouble selecting a verb that is appropriate for the time and situation.

In light of the aforementioned descriptions, students should be taught using genres to facilitate the writing process (George E. Wilson & Julia M. Burks, 1980). Writing is the hardest chore for pupils (Wahab et al., 2021; Wahab & Astri, 2022), so it takes some creative work from the teacher to perform interactive teaching-learning activities that will make it simpler, more engaging, and more effective (M. F. Patel, 2008). Regarding fostering writing skill, the approach namely Seven Nucleus is offered. Seven Nucleus is a term adapted from a grammatical rule composed in some books. The ways to memorize tenses using seven certain verbs in English which are present, past, perfect, future, modal, and continues verbs (Betty Schampfer Azar, 1898) are designed into teaching and learning activity called the Seven Nucleus approach.

In light of the foregoing context, it is to develop the research question that is how does the application of Seven Nucleus at Cambridge

English College (CEC) Makassar increase the student's writing skills in terms of language use, content, and organization? The adoption of Seven Nucleus to enhance writing skills in teaching tenses in terms of language use, content, and organization at Cambridge English College (CEC) Makassar is one of the study's primary goals, which were determined based on the research questions.

METHOD

The author applied a pre-experimental design using an on-group pre-test (O_1) and post-test design in this study (O_2). It examines the writing abilities of the students at the Cambridge English College (CEC) Makassar. Additionally, pre-test and post-test designs were used in this study. The pre-test and post-test exams were used to gauge the pupils' writing proficiency. However, this method is considered less likely to show great significance on the result due to using one group of samples only. Therefore, it is highly recommended to employ quasi-experimental design for further studies.

To ascertain the pupils' prior understanding of the educational experience or course of study, a pretest was given (Gay, 2006). Calculating the value of the t-test for a non-independent sample to indicate the significance of the difference between the pretest and post-test. The exam was administered to the students during the first meeting before treatment to ascertain their past writing knowledge (Arikunto, 2013). It was to administer a posttest to the students to gather data after treating the pre-

test participants. The purpose of the study was to examine the students' writing abilities before and after applying the Seven Nucleus approach in classroom writing activities.

This study's demographic and sample was both chosen at Cambridge English College (CEC). The author utilized a comprehensive sample strategy that included all 10 pupils in the population of one class. In this study, the instrument employed by the author was a test. For the pretest and posttest, descriptive material was used. "Please describe the technical developments (public transportation) in the present and the future in the descriptive prose provided to the students during the pre-test (Sugiyono, 2012). The post-topic test was "Please describe the technical developments (Handphone) in the present and future," and the students were also given descriptive literature to read.

Writing tests were used in this study. There were two tests run. The students first took a test before receiving treatment, known as the pre-test, and then took another test, known as the post-test, after receiving treatment. Before the presentation of the information, the pretest was designed to determine initial comprehension. The post-test was administered to gauge how much they had learned and how far they had understood. Students took a pretest administered. "Please describe the technology developments (public transportation) in the present and the future in the test's descriptive text section!" They have 45 minutes to complete

the exam. Before providing them with any therapy, the test was used to evaluate the kids' writing abilities.

Following the implementation of the Seven Nucleus approach in the learning process, the author gives students a post-test to determine whether there has been any progress or improvement in their writing skills. The author is asked to "please characterize the technical developments (handphone) in the present and future" in this post-test. Quantitative analysis was done on the data that was gathered during the exam. To evaluate the hypothesis, this quantitative investigation used statistical calculations.

FINDINGS

The current table below illustrates the students' progress in language use in descriptive prose after the author used the seven nuclei method of teaching tenses to improve students' writing skills:

1. Language Use

Table 1. The enhancement of students' writing skills in terms of language use in descriptive text.

Indicators	Mean score		Improvement %
	Pre-test	Post-test	%
Language Use	67,5	83	22.96%

According to Table 1 above, the mean score of the students taking the pre-test was 67,5. Most students did not know how to write appropriately, and they had difficulty matching verb tenses to events and times, which made

their grammar worse. After then, the students' scores significantly improved as a result of the author's use of the seven-nucleus method to teach tenses and improve writing skills. It was shown in the post-test to be 83. It was noted that the students' writing abilities had improved.

The difference between the pre-and post-test results was 22.96%. The results indicated that teaching writing tenses utilizing the Seven Nucleus could enhance students' language use in writing.

2. Content

Table 2. The betterment of students' writing skills in terms of Content in descriptive text.

Indicators	Mean score		Improvement %
	Pre-test	Post-test	%
Content	64	72	12.5%

Based on Table 2 earlier, it was determined that the students' pre-test mean score was 64. The majority of students struggled with how to organize their thoughts into full sentences for their writing. Their inability to think imaginatively was the root of the problem. The pupils' scores then improved as a result of the author's use of the Seven Nucleus Method. Post-test results indicated that it was 72. The kids' writing was appropriate for the subject matter, and they were able to craft engaging content.

Pre-test and post-test results showed a 12.5% improvement. The research indicated that, while not significantly, employing the Seven Nucleus for teaching writing tenses could

increase students' writing abilities as shown by the content.

3. Organization

Table 3. The increase in students' writing skills in terms of Organization in descriptive text.

Indicators	Mean score		Improvement %
	Pre-test	Post-test	%
Organization	63.5	78	22.83%

Looking at Table 3 over, it was determined that the students' pre-test mean score was 63.5. The majority of students struggled to organize their writing. They did not know how to structure the introduction, development of the topic, and conclusion, which is why it happened. The students' scores increased after the author treated them utilizing the Seven Nucleus Method. It was shown in the post-test to be 78. It was revealed that the students understood how to structure their thoughts in a cohesive way, on subject, and well-organized. Students' scores improved by 22.83% between the pre-and post-tests. The Seven Nucleus Method was designed to help students write more coherently.

4. Writing Improvement

Table 4. The increase of students writing skills in the implementation of the seven nucleus method.

No	Indicators	Pre-test	Post-test	Improvement %
1	Language Use	67.5	83	22.96%
2	Content	64	72	12.3%
3	Organization	63.5	78	22.83%
	Σ	195	233	19.48%
	Mean	65	77.66	19.48%

Using the information in the table, it can be shown that there was an enhancement in the posttest score following the application of the seven nuclei for teaching tenses to enhance students' writing ability. It was demonstrated by the fact that the post-test scores were 233 whereas the pre-test scores were 195. It indicates that the post-test results are more favorable than the pretest results.

The improvement scores demonstrate a substantial improvement. There were three indicators of improvement: language use (22.96% improvement), content (12.3% improvement), and organization (22.83% improvement), for a total improvement of 19.48%, which showed that the above-mentioned explanations had significantly improved.

5. Students Classifications Scores

Table 5. Classifications of the Language Use

Score	Classification	Pre-test		Post Test	
		Frequency	Percent	Frequency	Percent
76-100	Very good	1	10%	7	70%
71-75	Good	2	20%	3	30%
56-70	Fair	6	60%	0	0%
41-55	Poor	1	10%	0	0%
≤ 40	Very poor	0	0%	0	0%

According to the pretest results shown in the table, 10% of the students scored extremely well, while 20% of the students scored well. Six pupils (or 60%) were classified as fair, one (10%) as poor, and no one was classified as very poor.

The table as well displays the results of the post-test, which revealed that none of the students were classed as Very Good 7 students (70%) out of them were rated as Good 3 kids (30%), and none were classified as Fair, Poor, or Very Poor.

Table 6. Classifications of the Content

Score	Classification	Pre-test		Post Test	
		Frequency	Percent	Frequency	Percent
76-100	Very good	1	10%	2	20%
71-75	Good	1	10%	2	20%
56-70	Fair	6	60%	6	60%
41-55	Poor	2	20%	0	0%
≤ 40	Very poor	0	0%	0	0%

Considering the table illustrated that the pretest showed that 1 student (10%) received a score of very good and good, as well as 1 student

(10%). Six students (or 60%) were classified as fair, two (20%) as poor, and none as very poor. The table above also displayed the results of the

posttest, which revealed that none of the students were classified as Very Good 2 students (20%) them and that there were 6 students (60%) who received Fair. There were also no students who received Poor and Very Poor.

Table 7. The Organizational Classification

Score	Classification	Pre-test		Post Test	
		Frequency	Percent	Frequency	Percent
76-100	Very good	0	0%	5	50%
71-75	Good	1	10%	3	30%
56-70	Fair	7	70%	2	20%
41-55	Poor	2	20%	0	0%
≤ 40	Very poor	0	0%	0	0%

The pretest based on the table showed that only 1 student (10%) received a score of good, not very good. Seven students (or 70%) were classified as fair, two (20%) as poor, and none as very poor. In the table, it is also shown that no one was categorized into Very Good 5 students (50%) out of them classified into Good 3 students (30%) and obtained Fair 2 students (20%), and no one was classified into Poor and Very Poor.

6. Hypothesis

The alternative hypothesis (H1) is regarded as true and the null hypothesis providing the t-test value is greater than the t-table at the level of significance 0.05 and degree freedom 9. In contrast, the null hypothesis is accepted and the alternative is rejected if the value of the t-test is less than the t-table at the level of significance 0.05 and the degree of freedom 9. The test value's data analysis reveals that the t-test value was higher than the t-table value. It was established that the alternative hypothesis can be accepted and the null

hypothesis was rejected since the result of the t-test was 7.440 and the value of the t-table was 2.262. Conclusion: Seven nucleus applications can enhance pupils' writing abilities.

DISCUSSIONS

According to the preceding section's explanation, the elaboration of the data from writing skills in short of language use, content, and organization demonstrated that the students' writing skills had improved. It was backed up by the students' pre-and post-test results, as well as the mean score and percentage. Based on the aforementioned findings, students' mean writing skill scores were greater after using the seven-nucleus approach to teach tenses than they were before.

1. The betterment of the learners' writing within the implementation of the seven-nucleus method in terms of language use.

The writing product demonstrates growth in language usage, as evidenced by the noticeably higher language use score (Sardi et al., 2022). As it is said that the language

enhancements for a descriptive text, include the use of the simple present tense, connecting verbs, the verbs "is," "am," and "are," modal verbs (will, shall), adjectives, and descriptive language.

When the author conducted the pretest at the first meeting, she observed that the majority of students were still having trouble using the proper verb in their writing. They lacked knowledge on how to utilize time- and context-appropriate verbs. The pupils' pretest mean score for writing achievement was a dismal 67.5, as can be shown in Table 1.

The learners' mean score on the post-test increased to 83 after the students applied the seven-nucleus strategy to their treatment. It exceeded the score from the pretest. By using the seven-nucleus approach, pupils' achievement scores ranged from low to high from pre-test to post-test. A 22.96% improvement was seen in the improvement percentage.

2. The enhancement of the learners' writing in the implementation of the Seven Nucleus method in terms of content

When students are given a test at Cambridge English College (CEC) Makassar to determine their past writing knowledge, it has been observed that they are still unsure of what they should write. They were unable to structure their work based on the subject. The pupils' mean pre-test score for writing achievement was a low 64, as can be shown in Table 2.

The mean score on the post-test had increased to 72 after the pupils had received treatment using the seven-nucleus technique. It exceeded the score from the pretest. By using the seven-nucleus approach, the achievement scores of pupils ranged from low to high from the pretest to post-test results. 12.3% was the improvement percentage.

3. The learners' writing improvement toward implementation of the even Nucleus method in terms of organization.

Along with the development of the learners' writing abilities in terms of grammar and substance, the improvement is also evident in the final result (Ermawati et al., 2021; Syamsir et al., 2021). Significantly improved score in the organization category. When they were given a pretest, it could be observed in Table 3 that the students' writing had not improved significantly in terms of organization of a descriptive text in identification, and descriptions are ordered with little overuse of connectives. The mean score for the pre-test was a low 63.5.

The mean student score in the post-test improved to 78, which was greater than the pretest score of only 63.5 after the students had received treatment using the seven-nucleus approach. There was an achievement score of the students' writing abilities in terms of organization between the pre-and post-test results. The percentage of improvement was 22.83%.

4. The increase in students' writing skill

After combining the three pre-test results, the students' final score was 195. Following the application of the seven-nucleus method, the students' overall post-test score was 233. This indicates that the pupils' mean score improved by 19.48% from their pretest score of 650, which is lower than the result of the posttest, which was 776.66. This improvement can be seen in Table 4.

The test value of data analysis reveals that the t-test score was higher than the t-table value. It was established that the alternative hypothesis was accepted and null hypothesis was rejected since the result of the t-test was 7.440 and the value of the t-table was 2.262. Conclusion: Seven nucleus applications can enhance pupils' writing abilities.

CONCLUSION

Regarding Cambridge English College (CEC) Makassar, Seven Nucleus implementation to increase the learners' writing proficiency in teaching tenses in terms of language use, content, and structure was successful. The results of the statistical analysis at the level of the t-test value were 7.440 was more than t-table 2.306 and proved that the students' mean score in the pre-test was 65 while the post-test had 77.66, it was better than the pre-test and the overall improvement was 19.48%.

Regarding the aforementioned result, the author makes the following recommendations:

1. It is advised that English teachers use the seven-nucleus approach as a guide while teaching English.
2. The learners are supposed to work on their English as well as their writing skills by applying Seven Nucleus.
3. It is advised that English teachers select an effective strategy and use it professionally, particularly when teaching tenses to pupils to enhance their writing abilities.
4. Due to the students' enjoyment in learning writing activities, the teacher should establish a fun environment.
5. It is advised that future authors employ Seven Nucleus as one of their sources for enhancing writing abilities.

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