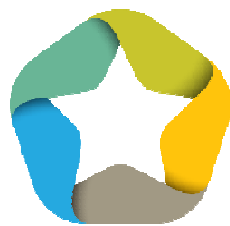


**LAPORAN HASIL PENELITIAN
HIBAH PENELITIAN UTARKI
TAHUN ANGGARAN 2025**



UTarki
UNIVERSITAS TARA KANITA
CERDAS, BERINTEGRITAS, BERMAKNA

**INVESTIGATING THE IMPORTANCE OF THE FOUR-POINT PLAN
TOWARD STUDENTS' WRITING ORGANIZATION**

**DIREKTORAT PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
UNIVERSITAS TARA KANITA
JAKARTA
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TAHUN ANGGARAN 2025/2026**



**INVESTIGATING THE IMPORTANCE OF THE
FOUR-POINT PLAN TOWARD STUDENTS'
WRITING ORGANIZATION**

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ABSTRAK

Judul Penelitian: POINT PLAN AS A TOOL TO IMPROVE STUDENTS' WRITING ORGANIZATION

Keywords: Business writing, Coherence, Four-Point Plan, Writing organisation

Writing in English is a vital skill for students in Secretarial Study Programs, as effective written communication is central to professional administrative tasks. To help students produce clear and organised business correspondence, a structured writing guide is needed. The Four-Point Plan is one tool that offers a simple framework for organising ideas logically. This study aims to examine the importance of implementing the Four-Point Plan for first-semester students in the Business Writing 1 course. Using a qualitative approach, the research analysed students' pre-explanation writing practice, provided instruction on the Four-Point Plan, and then examined their post-explanation writing practice. The participants were first-semester students who were newly introduced to business letter writing and had limited familiarity with English for Specific Purposes (ESP). The analysis was guided by theories of teaching and learning processes, effective written business communication, and coherence and cohesion. The findings indicate that the Four-Point Plan is an effective instructional tool for helping students organise their ideas in business correspondence. By following its four steps—introduction, essential details, required actions, and closing—students showed improved clarity and structure in their writing. However, challenges remained at a detailed level, particularly in cohesion. Students frequently omitted transition signals, repeated ideas, or arranged sentences in a less logical order, reflecting their limited vocabulary and early stage of ESP proficiency. Despite these difficulties, the Four-Point Plan provides a useful foundation for developing more coherent and effective business writing skills in novice learners.

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Puji dan syukur kepada Tuhan yang Maha Esa dan Maha Kasih karena berkat rahmat dan karunia-Nya kami dapat menyelesaikan penelitian ini. Selesainya penelitian ini tidak lepas dari bantuan dari berbagai pihak yang telah membantu dan mendukung kami. Maka pada kesempatan ini izinkan kamu mengucapkan banyak terima kasih yang setulus-tulusnya kepada:

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Tim Peneliti

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CHAPTER I

INTRODUCTION

1.1 Background

Writing in English is an essential skill for students in the Secretarial Study Program, especially in preparing for the demands of professional business communication. One of the courses that supports the development of this skill is *Business Writing*, which focuses on helping students produce formal written documents such as business letters, emails, memos, and brief reports. However, teaching *Business Writing* presents a particular challenge, as English is a foreign language for the students. Many first-semester students struggle with organizing ideas, using appropriate vocabulary, and constructing clear and coherent texts. These difficulties often result in poor writing performance, especially when it comes to writing business-related content that requires clarity, structure, and a formal tone.

To address these challenges, it is important to implement a structured and accessible writing approach. One such method is the *Four-Point Plan*, a writing outline that consists of four main parts: Introduction, Details, Actions/ Response, and Conclusion. This framework is designed to help students present their ideas in a logical order, maintain focus throughout the writing process, and produce more effective and purposeful texts.

While the *Four-Point Plan* has the potential to guide students in organizing their writing, its effectiveness in the context of first-year students learning *Business Writing* in a foreign language has not been widely explored. Therefore, this study aims to investigate the impact of the *Four-Point Plan* on the writing performance of first-semester students in the Secretarial Study Program. The findings of this research are expected to provide useful insights into how structured writing frameworks can support English writing performance in professional and academic settings.

1.2 Problem Formulation

The formulation of the problem in this study is how the Four-Point Plan plays an important role in organizing ideas in business writing.

1.3 Research Objective

This study aims to determine the importance of implementing The Four-Point Plan on

the students' writing organization.

1.4 Significance of the Study

This study is expected to provide meaningful contributions both theoretically and practically in the field of English language education, particularly in the context of teaching writing for specific purposes such as business communication.

From a theoretical perspective, the findings of this research will contribute to the growing body of knowledge on effective instructional strategies for teaching English writing to EFL (English as a Foreign Language) students. Specifically, it will offer insight into the application of structured writing frameworks, such as the Four-Point Plan, a tool to improve writing performance in professional or vocational settings.

From a practical perspective, this study will benefit several stakeholders:

- For lecturers, the study may provide an effective and structured method for teaching business writing that helps students organize their ideas clearly and logically.
- For students, the implementation of the Four-Point Plan may serve as a helpful guide in composing business-related texts with better clarity, structure, and purpose.
- For institution, the results of this study can serve as a reference for developing curriculum materials and teaching models that enhance English writing competence in secretarial and other vocational programs.

1.5 Research Limitations

This study is limited to first-semester students of the Secretarial Study Program enrolled in the *Business Writing I* course during the odd semester of the 2025–2026 academic year. It focuses specifically on the application of the Four-Point Plan (Introduction, Details, Action/Response, Conclusion) as a writing framework.

The study employs a one-group pre-explanation and post-explanation design. As such, the findings are limited in generalizability and may not be applicable to other student populations, courses, or instructional settings.

CHAPTER II

LITERATURE REVIEW

2.1 Theory

a. Teaching-Learning Process

The teaching–learning process has long been explained through various theoretical perspectives. From the behaviorist view, learning occurs through stimulus, response, and reinforcement, in which structured models and feedback play a central role in shaping learners’ performance (Skinner, 1957). Constructivist perspectives, on the other hand, argue that students build knowledge actively through experience and reflection (Piaget, 1970; Bruner, 1986). Similarly, Kolb’s (1984) experiential learning cycle emphasizes the importance of engaging students in authentic tasks that involve practice, reflection, and application. These perspectives collectively suggest that structured guidance combined with opportunities for practice helps learners to internalize new skills effectively.

In the context of business writing, structured guidance can be implemented through the Four-Point Plan, which provides students with a clear framework consisting of introduction, details, response or action, and close. By following this plan, students are not only exposed to the essential elements of effective correspondence but also encouraged to construct their own understanding of how a business letter should be organized. As Guffey and Loewy (2019) emphasize, clarity, conciseness, and coherence are key to effective written business communication, and these qualities can be fostered through explicit organizational models.

The effectiveness of the Four-Point Plan can also be explained through Vygotsky’s Sociocultural Theory, which highlights the role of scaffolding and the Zone of Proximal Development (ZPD) in learning. The Four-Point Plan can be seen as a very structural form of scaffolding: students receive a framework (introduction, details, response/action, close) as a guide. Providing a framework and gradually reducing assistance fosters writing development from dependence to independence (Lin Xiao, 2024). According to this theory, learners develop new skills when they are supported by structured guidance that gradually enables them to perform tasks independently. The Four-Point Plan functions as a scaffold, providing students with a step-by-step structure that supports their ability to organize ideas, maintain clarity, and ensure completeness in their writing. As students gain confidence and proficiency, the reliance on the framework decreases, enabling them to produce well-structured letters independently. A small-scale study conducted by (Yaseen Azi, 2020) showed that scaffolding

in writing—through collaborative activities and assistance within the Zone of Proximal Development (ZPD)—improved students’ writing performance, particularly in text structure and organization.

b. An Effective Business Written Communication

Communication is one of the keys to reach success in carrier. Writing, as one means of communication, is crucial to carried out effectively across different purposes and audiences. The process to sharpen the business writing skill needs to be done in classroom instruction is meant to help the student familiar with professional world (Listiana, Ali, Sari, & Wahyudi, 2023). As business writing can influence the whole business, companies need to focus more on having a professional business writing and train the employees to make use of their creativity to deliver the message (Talbot, 2009, pp.4-5).

The challenge in delivering an effective and professional business writing lies in the difficulty for the reader to understand the message. This difficulty can be caused from bad writing. Once the reader misunderstands the message, it is difficult for the writer to “fix” it since the reader has judged the writer as what is written. The absent of body language adds the burden in understanding written communication. To minimize the misunderstanding, the writer is expected to allocate some time check the content of the writing, the spellcheck, and diction (Talbot, 2009, pp.6-7). In short, a company’s image is determined by the quality of their written communication; thus, delivering accurate and effective written communication is crucial to maintain the business (Ranaut, 2018).

An effective communication, the writing should be practical, factual, concise, clear, and persuasive. The writer can follow the characteristics of professional business writing to show the high skill of business writing. Shirley Taylor, a renowned author of business writing, suggested a framework so-called four-point plan. This simple structure is helpful to write a concise and clear business letter. This four-point plan consists of introduction, details, response or action, and close. The first paragraph states the reason of sending the letter; it can be in the form of reference to previous correspondence, reference to a meeting or contact, or an introduction of the matter being discussed. The writer should put all the information needed to be delivered in the details as details serves as the central section of the letter. The details should be stated simply and clearly while following the logical flow. With a clear action or response from the writer, the reader can grasp what writer's expectation is as well as what a reader needs to do. A relevant one-line closing is considered enough to close the letter

(Taylor, 2021, pp. 54-56).

As the content quality of the letter plays an important role in business writing, implementing the logical order can help the reader understand the meaning well. Many studies have suggested that a well-tailored business writing based on the other person's preference can enhance the business relationship. Presenting the appropriate content can also resonate with the reader; thus, the two parties can have better engagement (Yasha, et.al, 2024).

c. Coherence and Cohesion

A structured writing plan, such as the use of The Four-Point Plan helps writers organize ideas coherently. Coherence ensures that readers can follow the writer's argument or narrative smoothly, reducing cognitive load and increasing comprehension (Ferdanes, D., & Fatimah, 2021; Saragih, E. E., & Septiani, 2017). Coherence reflects the writer's ability to structure ideas logically. A coherent text demonstrates that the writer can link sentences and paragraphs such that each new idea flows naturally from what has come before, indicating clear and organized thought processes (Made Ari Dwita Agustini, Dewa Putu Ramendra, 2025; Nadia, R., Mohammad, T. F., & Bantulu, 2023) In contrast, texts lacking coherence often appear disjointed, making it difficult for readers to follow the message or argument.

Coherence functions together with cohesion, although they operate at different levels of text construction. Cohesion refers to the linguistic means that connect parts of a text, such as reference (e.g., *this, it, those*), conjunctions (*however, therefore, moreover*), substitution, ellipsis, and lexical repetition. Cohesion occurs at the surface level of sentences, ensuring visible linguistic links between statements, while coherence refers to the deeper logical organization of ideas—how themes develop, how paragraphs relate, and how the overall structure supports comprehension (Gunawan Widiyanto, 2017; Made Ari Dwita Agustini, Dewa Putu Ramendra, 2025). Importantly, a text may be cohesive without being coherent; for instance, repeated pronouns and transitions may appear, but if the ideas are unrelated or poorly developed, the text still lacks clarity.

In conclusion, coherence and cohesion are interdependent elements of effective writing, with coherence providing the logical organization of ideas and cohesion supplying the linguistic links that make those ideas clearly connected and easy to follow.

2.2 Previous Study

a. The importance of good business writing skills

This research was conducted by Ranaut in 2018. He pointed out that a good business writing skill is necessary to maintain company's image. A good piece of business writing must be practical, factual, concise, and clear. To comply with those requirements, the writer needs to improve the skill and later, this good writing skills can be helpful to enhance the career. He carried out this research by gathering the data from the learners and did the evaluation towards their works. The result of this research is an effective writing communication in business is getting more important since business is growing to be more global. Giving a clear instruction in the classroom is shown to be important to enhance learners' skill (Ranaut, 2018).

b. Reducing writing anxiety to improve business writing skill.

As many researchers have acknowledged that writing is the most difficult form of communication, language learners often find it challenging to perform a good quality of writing skill. The challenge often comes from the anxiety. Research has found that high level of anxiety goes hand in hand with the lower writing performance. Kassem did research to analyse how the use of wiki technology can decrease learners' anxiety because wikis provide an autonomous study because wikis can record the progress of students' works (Kassem, 2017)

c. Enhancing business writing report ability

Hanh did research to see the effective way to improve ability in business writing. He carried out the research implementing the experimental methodology in which he had two groups: experimental and control. Experimental group received writing strategy instruction based on Graham model for 4 weeks; while control group only got the product approach instruction which concentrated on the final product. Based on the experiment, the result showed the experimental group got higher score than the control group (Hanh, 2013). From this research, it can be concluded that the appropriate teaching technique is important to improve students' writing ability.

d. TBL to develop undergraduate writing skill

Even though English is a lingua franca, not all English learners from around the world find it easy to master English. Yadagiri conducted a case study in one university in India and found that in EFL paradigm, learning the components of business writing helps both teacher and learners to evaluate the writing quality. In other words, teaching writing skill should be

systemic in term of teaching all components required in a piece of writing (Yadagiri, 2022).

2.3 Theoretical Framework

Based on the literature review that has been presented, the aim of implementing The Four-Point Plan is to provide a structured framework for effective business writing. The Four-Point Plan emphasizes four essential components: introduction, details, response or action, and close. By adopting this framework, students are guided to develop written texts that are clear, organized, and communicative.

Based on this theoretical orientation, students will be assigned business writing tasks that require them to apply the Four-Point Plan in producing coherent messages. The writing prompts are designed to simulate authentic workplace communication, thereby encouraging students to integrate the structural principles of the plan into their work.

The written outputs will then be evaluated to determine whether students are able to follow the correct sequence of the Four-Point Plan and whether all four elements are presented in a complete and coherent manner.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design and Type of Data Research

This study is qualitative research. The research aims to investigate the importance of the Four-Point Plan implementation on students' writing performance in the Business Writing course. In this design, the first-semester students from the Secretarial Study Program will be given a writing situation before getting an explanation about four-point plan, followed by instruction using the Four-Point Plan framework, and then another writing activity to see the improvement in their writing performance after learning four-point plan.

The data collected in this research derived from the students' writing performances on both before and after the four-point plan explanation. The result of their writing will be analysed based on the component of four-point plan to determine whether there is an improvement in students' writing performance before and after the implementation of the Four-Point Plan. The improvement in scores will serve as the basis for measuring the effectiveness of the writing framework.

3.2 Time and Place of The Research

This research will be conducted during the odd semester of the 2025–2026 academic year, specifically from September to December 2025. The study will take place in the Business Writing 1 class of the Secretarial Study Program at Tarakanita University.

3.3 Research Informant

Informant of this research consists of first-semester students enrolled in the Secretarial Study Program at Tarakanita University. These students are registered in the Business Writing 1 course. The sample of this study consists of students from Business Writing 1 class. All students will participate in the full research process, including the pre-implementation of the Four-Point Plan, implementation of the Four-Point Plan, and the post- implementation of the Four-Point Plan.

3.4 Data Collection Technique

The data for this research will be collected using a writing test administered in two stages: a pre-test and a post-test. The pre-test will be conducted before the implementation of the Four-Point Plan to assess the students' initial writing performance. After a series of instructional sessions using the Four-Point Plan framework, a post-test will be administered to measure any improvement in the students' writing performance.

In both tests, students will be asked to produce a piece of business writing based on a given prompt. Their written texts will then be evaluated using a standardised scoring rubric. Four-point plan consists of introduction, details, response or action, and close. Students will be asked to write a letter of invitation based on the given-situation before getting an explanation about four-point plan. Then, students write the same letter based on the same situation after getting the explanation about four-point plan to see how the students' writings will be improved.

3.5 Data Analysis Technique

The data collected from the pre-explanation and post-explanation writing scores will be analysed using qualitative methods. To determine whether there is a significant difference in students' writing performance before and after the implementation of the Four-Point Plan.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

4.1 Research Informants

The informant profile in this study consists of 54 first-semester students enrolled in the Secretarial Study Program who are currently taking the Business Writing 1 course. These students were intentionally selected because they are encountering the Business Writing course for the first time, have not been exposed to *The Four-Point Plan* writing framework, nor possess a basic understanding of how to compose a simple and organised business letter. Their level of familiarity makes them suitable participants for examining how the Four-Point Plan helps their writing organization.

The initial data were collected from the invitation letters they produced at the beginning of the semester, before receiving any explanation or guidance about the Four-Point Plan. These early drafts served as baseline evidence of their natural writing ability and organisational skills.

After collecting the initial texts, the students were then introduced to the Four-Point Plan as a structured framework for writing business letters. The lecturer provided two consecutive sessions to explain the components of the Four-Point Plan and demonstrated how it should be applied in writing practice. Following these instructional sessions, the students were asked to rewrite the same invitation letter using the Four-Point Plan. This revised version was used as post-intervention data to observe changes in their writing quality after learning and applying the framework.

4.2 The Four-Point Plan

The purpose of learning a four-point plan for Secretarial students is to give them the framework of a good and professional business writing. In the ZPD framework which mentioned that framework can decrease students' anxiety, four-point plan plays the same role: the guideline for the student to compose a business letter so that they can minimize the anxiety in writing. The same reason applies in this research in which the students' writing is analysed in two sessions: before and after explanation on four-point plan. The aim is to see how the students' writing improved after being given the framework.

Based on the data students showed the improvement. Some of them write in a better way in terms of the existence of the component of a four-point plan. This result shows that giving the framework helps the students to improve their writing.

This section analyses how the Four-Point Plan contributes to improving the writing performance of first-semester students based on comparisons between pre- and post-explanation writing practices. As a four-point plan is implemented to keep the writing coherent, students showed an improvement in their coherent writing after getting the explanation about the four-point plan.

Every business letter must serve the purpose whether to tell the reader to do something or inform the reader what the writer will do. In the situation in which the sender invited the board of directors and all managers to the meeting to evaluate the proposal of the December sale event implies that the audiences were expected to pay attention to the presentation and give feedback. In accordance with this, the sender needed to inform the audience to come and participate actively during the meeting. This statement clarified the agenda of the meeting and the purpose of inviting those parties.

Four-point plan as a guideline to organize the thought guides the writer not to miss important things in the letter. The introduction part mentions the purpose of holding the event or the meeting. The action part focuses on what the reader needs to do to prepare or while attending the meeting or the event. The reader needs to know it because he needs to plan beforehand. Sometimes they need to prepare the material or gather the information in order to participate actively during the meeting.

One student did not write the action part and it makes her letter unclear since the readers do not know what the writer's expectation is for them. After the explanation, she added an action part mentioning that the readers need to come on time and be active during the meeting to discuss the December sale event proposal. By doing so, the readers will not be surprised or feel unprepared if they are asked to comment or review the proposal.

Another student showed better writing in term of having the introduction. Before the explanation, this student did not provide an introduction. She directly wrote that the audience was invited to the meeting.

In connection with December event proposal, so we invite you to attend the meeting which will be held on:
day/date
Time
Place:

We would like to invite you to attend the meeting to prepare December shopping sale event.
The meeting will be held on:
day /date
Time
Place
Agenda

As one paragraph serves one main idea, the reader will be able to comprehend the message better. The before-explanation version is complicated since the sentence was written in the form of a complex sentence. In business writing, simple sentence is recommended.

Introduction is like the sign to direct the reader's understanding. A letter without introduction just sounds too “jumpy”. Remember that you need to write as if you are talking; a smooth communication needs to have a bridge to make it sound natural. The readers will get confused if the writer does not clearly mention at the first place the reason for sending the letter.

One student put the closing after getting the explanation. Before that, she did not give any closing to the letter. She ended the letter with *Would appreciate it if the attendees could arrive on time*. Based on four-point plan, that statement is the action: asking the attendee to come on time. The letter is closed by one-line hope, as it is called like that, by saying *We are looking forward to your participation*. A professional letter must end in a good manner and one way to show a good manner is by providing the expression *I am looking forward to... .*

The Four-Point Plan as a Tool to Maintain Coherence

The first thing to do to achieve good-quality business writing is to follow the required structure: in this research, a four-point plan. However, implementing four-point is not enough, a letter must be written in a good manner in terms of using clear and appropriate expressions.

A letter is like a story. Before the writer moves on to the next paragraph, they have to close the first paragraph and give a bridge or transition to move to the next one: whether it is the continuation or the additional information of the previous paragraph. Therefore,

maintaining coherence means using the appropriate transition. As the data showed that some students had trouble in using the appropriate transition. The effect is, then, the reader feels like the letter is jumping or moving not in a smooth way (imagine reading a letter without transition or any connecting word between paragraphs is like you fall from second floor to first floor, it hurts).

Here is a chunk of a student's letter. Before presenting the specific details of the event's date and venue, the letter does not include any transitional sentence that serves as an introduction. As a result, the message shifts abruptly to a new topic, creating a sudden change that weakens the flow of the letter.

Dear Sir/Madam

We are planning to attend a meeting where our marketing team will present for upcoming December shopping sale event. The purpose of this meeting is to invite you to a shopping sale event and gather your feedback before final approval.

Date : Tuesday, 30 September 2025
Time : 10.00 - 12.00
Place : Room 2, Floor 10

Another example of a cohesion error is the absence of a pronoun reference before stating the time of the meeting.

Dear Sir/Madam

We cordially invite you to a meeting to prevent our team's proposal for the December shopping sale event. This event aims to boost sales and enhance customer engagement during the holiday season. will be held on.

Date : Tuesday, 30 September 2025
Time : 10.00 AM - 12.00 PM
Location : Meeting room 2, Floor 10

Another problem faced by students related to coherence is how they put the information in logical sequence. In the situation of sending a meeting invitation, the logical order of information is telling the purpose of the meeting, detailed information about the meeting, and closing. The way the writer puts the sequence of meeting information also matters. Usually the information is put in the following order: date, time, place, and agenda.

The following chunk of this student's letter shows a lack of logical sequencing. The invitation details begin by mentioning the meeting room first, followed by the day, date, and time, resulting in an ill-structured order of information.

Dear Sir/Madam

I want to propose the idea for December shopping sale event. Our marketing team want to present several ideas about the shopping sale.

The meeting will be held in meeting room 2 floor 10 on Tuesday, 30 September 2025 at 10.00 -12.00.

We are delighted if you can accept our invitation for this meeting.

Using the last word of the previous paragraph can be a strategy to maintain coherence. However, in short writing, using the same words or phrases quite many times indicates that the writer lacks vocabulary. In the research situation in which they are still in the first semester coming from different English proficiency levels contributes to the difficulty in varying the language expression. In the context of English for specific purposes, in this case business English for secretary, the use of English is somewhat unique.

Dear Sir/Madam

We would like to inviting you to the meeting for preparing December sale event.

The meeting will be held in meeting room on Tuesday, 30 September 2025 at 10.00 -12.00. You are invited to attend the meeting to discuss December sale event.

Your presence is highly requested and will be deeply appreciated.

The above chunk of letter repeats the same idea about the purpose of the meeting, stating twice that the event is intended to prepare or discuss the December sale event. This repetition does not provide any new information and makes the invitation sound wordy instead of concise. The phrase “*You are invited to attend the meeting to discuss December sale event*” is especially redundant because the same message has already been expressed in the opening sentence.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study concludes that the Four-Point Plan serves as an effective instructional tool for guiding students in organizing their ideas and thoughts when writing business correspondence. The framework enables learners to structure the introductory paragraph, provide essential supporting details, state the necessary actions expected from either the writer or the recipient, and end with an appropriate closing statement. Through this structured approach, the Four-Point Plan helps students develop coherence in their writing.

However, because the participants were first-semester students who had only recently been introduced to business letter writing and were still learning English for Specific Purposes (ESP) for Secretarial Studies, several challenges were observed at a detailed level. Their limited vocabulary and lack of writing experience contributed to various coherence and cohesion problems. These included missing transition words or linking expressions, repetitive or redundant sentences, and ideas within a paragraph that were not presented in a logically sequential order.

Despite these challenges, the Four-Point Plan remains a valuable foundation for improving the writing skills of novice ESP learners. With continuous practice, explicit feedback, and further instruction focusing on cohesive devices and logical flow, students may significantly enhance the clarity and effectiveness of their written communication.

5.2 Recommendation

Based on the findings of this study, several recommendations are proposed for Business Writing instructors, students, and future researchers.

1. For Business Writing Lecturers

Lecturers are encouraged to continue using the Four-Point Plan as a foundational framework for teaching business writing, while providing more focused instruction on coherence and cohesion. Explicit teaching of transition words, logical sequencing, and strategies to avoid redundancy should be integrated into class activities. Lecturers may also provide more writing drills, guided practice, and feedback sessions that emphasize the appropriate use of cohesive

devices and unified paragraph development. Additionally, incorporating vocabulary-building exercises related to business contexts can support students in expressing their ideas more accurately and effectively.

2. For Secretarial Study Program Students

Students are recommended to practice applying the Four-Point Plan consistently to strengthen their ability to organize ideas logically when writing. They should pay closer attention to coherence and cohesion by learning and using transition expressions, avoiding repetitive statements, and ensuring that each sentence contributes to a clear, logical flow of ideas. Actively expanding their business-related vocabulary and seeking feedback from lecturers will further support their improvement. By combining structured planning with deliberate practice, students can gradually enhance the clarity, effectiveness, and professionalism of their writing.

3. For Future Research

Future researchers are encouraged to investigate a broader range of linguistic aspects in students' writing, particularly those related to coherence and cohesion. Further studies may explore in more detail the influence of vocabulary development, grammatical accuracy, and the use of cohesive devices on the overall quality of business writing. Examining these aspects across different proficiency levels or instructional settings may also provide a deeper understanding of how the Four-Point Plan supports language development and writing performance in ESP contexts.

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LAMPIRAN

1. Laporan Penggunaan Anggaran Penelitian
2. Agenda Pelaksanaan Penelitian
3. Biodata Tim Penelitian
4. Susunan Organisasi Tim Penelitian
5. Penilaian monitoring dan evaluasi

LAPORAN PENGGUNAAN ANGGARAN PENELITIAN

No.	Kegiatan	Satuan	Frekuensi	Total	No Kwitansi/Nota
1	Insentif data analisis	300.000	1	300.000	Bukti 1
2	Penyusunan proposal dan laporan	750.000	1	750.000	Bukti 2
3	Souvenir untuk informan penelitian	39.500	4	158.000	Bukti 3
4	Biaya diseminasi dan publikasi jurnal	1.792.000	1	1.792.000	-
	Total			3.000.000	

BUKTI 1

No.
Sudah diterima dari: Fredericka Krisma Setyatami, M.Pd.
Banyaknya uang Tiga ratus ribu rupiah
Untuk pembayaran: insentif data analisis

Jakarta, Desember 2025
Jeannette Emmanuelle

Rp. 300.000

BUKTI 2

No.
Telah terima dari Fredericka Krisma Setyatami
Uang sejumlah tujuh ratus lima puluh ribu rupiah
Untuk pembayaran penyusunan proposal dan laporan

Jakarta, 10 Desember 2025
Gabriella

Rp. 750.000,00

Scanned with CamScanner

BUKTI 3

TOKO VENUS
JL. Raya Pondok Kelapa NO.44
Telp.8640619
HP.081283776773
JAKARTA

Wednesday, 10 Dec 2 13:00:27
UserID: KASIR1 TS-R2512002005
Total Qty: 4 KASIR01

BENG-BENG MERAH 25G/BOX		
4 x 39 500	- 0	= 158 000
SUBTOTAL	:	158.000
GRAND TOTAL	:	158.000
BAYAR	:	158.000
KEMBALI	:	0
Anda Hemat	:	0
TERIMA KASIH		

AGENDA PELAKSANAAN PENELITIAN*

No.	Tanggal	Kegiatan
1	9 September 2025	Pre-explanation writing practice (kelas 1-01) Dokumen: hasil pekerjaan menulis mahasiswa
2	11 September 2025	Pre-explanation writing practice (kelas 1-02) Dokumen: hasil pekerjaan menulis mahasiswa
3	12-16 September 2025	Kegiatan penyusunan proposal Dokumen: proposal penelitian
4	25 September 2025	Rapat koordinasi dengan mahasiswa sebagai anggota peneliti Dokumen: Catatan hasil rapat
5	23 September 2025	Post-explanation writing practice (kelas 1-01) Dokumen: data penelitian
6	25 September 2025	Post-explanation writing practice (kelas 1-02) Dokumen: data penelitian
7	17-28 November 2025	Analisis data penelitian Dokumen: tugas menulis mahasiswa
8	2- 10 Desember	Penyusunan laporan penelitian Dokumen: Laporan penelitian

BIODATA TIM PENELITI DOSEN

I. Identitas Diri

Nama	:	Fredericka Krisma Setyatami, M.Pd.
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Jabatan Fungsional	:	Asisten Ahli
Fakultas/Program Studi	:	Sekretari
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II. Riwayat Pendidikan

Program	S1	S2
Nama Perguruan Tinggi	Universitas Sanata Dharma	Universitas Pelita Harapan
Bidang Ilmu	Pendidikan Bahasa Inggris	Teknologi Pendidikan
Tahun Masuk	1999	2010
Tahun Lulus	2004	2013
Judul Skripsi/Tesis/Disertasi	Designing A Set of English Extracurricular Materials for The First Grade Students of The Business and Management Department of Bopkri 1 Vocational High School	Pengaruh Metode PDSA (Plan, Do, Study, Act) terhadap Keterampilan Menulis dan Keterampilan Berpikir Kritis Siswa Kelas 3 SD PSKD Mandiri

III. Pengalaman Penulisan Artikel Ilmiah dalam Jurnal (5 tahun terakhir)

No	Tahun	Judul Artikel	Penulis Utama/Anggota	Nama Jurnal, Vol., No.	Terakreditasi/ Belum Terakreditasi
1.	2025	Mempersiapkan Masa Depan: Menyongsong	Anggota	Jurnal Karya untuk Masyarakat, Vol 6,	Terakreditasi

		Pilihan Setelah Lulus Sekolah Menengah Kejuruan (SMK)		No 2	
2.	2024	Pelatihan Menjadi News Anchor Bagi Siswa SMK Strada Daan Mogot Kota Tangerang Provinsi Banten	Penulis Utama	Jurnal Karya untuk Masyarakat, Vol 3, No 2	Terakreditasi
3.	2023	The Language Used in Composing Email to Show A Professional Netiquette of Secretarial Students	Penulis Utama	Jurnal Administrasi dan Kesekretarisan, Vol 8, No 2	Terakreditasi
4.	2023	Peningkatan Keterampilan Menulis Siswa Kelas 3 Sekolah Perkumpulan Mandiri Melalui Penggunaan Metode Plan, Do, Study, Act	Penulis Utama	Jurnal Pendidikan dan Pengajaran, Vol 1, No 1	Terakreditasi
5.	2023	Pelatihan English Speaking untuk Orang Muda di Penajam, Paser Utara	Anggota	Jurnal Karya untuk Masyarakat, Vol 4, No 2	Terakreditasi
6.	2022	Pelatihan Komunikasi Organisasi, Kepemimpinan serta Korespondensi kepada OSIS SMA Pangudi Luhur II Servatius	Anggota	Jurnal Karya untuk Masyarakat, Vol 3, No 2	Terakreditasi

IV. Pengalaman Penulisan Buku (3 tahun terakhir)

No	Tahun	Judul Buku	Penulis Utama/ Anggota	Penerbit	Jumlah Halaman
1.	2025	Ketika Hati Memilih: Ketika Panggilan Jiwa Membawaku menjadi Pendidik (Book Chapter)	Penulis Utama	Alineaku	5
2.	2023	BUDAYA POP: Komunikasi dan Masyarakat: Trend, Media dan Post-Truth (Book Chapter)	Anggota	PT Gramedia Pustaka Utama	9
3.	2023	Administrasi Perkantoran Digital: Membangun Citra Positif Sekretaris dengan Etiket Berkomunikasi melalui E-Mail (Book Chapter)	Penulis Utama	Salemba Humanika	9

Biodata sebagai salah satu syarat dalam pembuatan LAPORAN PENELITIAN HIBAH PENELITIAN UTarki 2025, dan apabila di kemudian hari ternyata dijumpai ketidak-sesuaian, saya sanggup menerima sanksinya.

Jakarta, 10 Desember 2025

Ketua Tim Penelitian,



(Fredericka Krisma Setyatami, M.Pd.)

0311078104

BIODATA TIM PENELITI DOSEN

I. Identitas Diri

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II. Riwayat Pendidikan

Program	S1	S2
Nama Perguruan Tinggi	Universitas Sanata Dharma	Universitas Sanata Dharma
Bidang Ilmu	Pendidikan Bahasa Inggris	Linguistik Bahasa Inggris
Tahun Masuk	2007	2015
Tahun Lulus	2012	2017
Judul Skripsi/Tesis/Disertasi	ANALYSIS OF THE LEARNING INDICATORS IN LOOK AHEAD (SECOND GRADE) BASED ON THE SCHOOL-BASED CURRICULUM	Igor's ideology of Being A Winner as Portrayed in Paulo Coelho's The Winner Stands Alone: A Critical Discourse Analysis

III. Pengalaman Penulisan Artikel Ilmiah dalam Jurnal (5 tahun terakhir)

No	Tahun	Judul Artikel	Penulis Utama/Anggota	Nama Jurnal, Vol., No.	Terakreditasi/ Belum Terakreditasi
1	2025	IMPLICATION OF THE USE OF	Penulis Pertama	International Journal of	Sinta 2

		REFERENCE USED BY K-POP FANS IN INSTAGRAM AND X		Humanity Studies (IJHS) 8 (2), 174-187	
2	2024	Systemic Functional Grammar Analysis on Igor's Utterances Portraying His Ideology in Coelho's The Winner Stands Alone	Penulis pertama	Jurnal Common 8 (1), 99-113	Sinta 4
3	2024	Persuasive Acts in the AsianGuyStream's YouTube Contents	Penulis pertama	Journal of Pragmatics Research 6 (2), 241-261	Sinta 3
4	2023	Peranan Keterampilan Bahasa Inggris Terhadap Efisiensi Penyelesaian Tugas Sekretaris di Asosiasi Pertambangan Batubara Indonesia (APBI-ICMA)	anggota	jurnal Administrasi dan Kesekretarian 8 (1)	Sinta 4
5	2023	Ideologi Patriarki pada Iklan Bibit Versi" Suara Hati Generasi Sandwich"	anggota	Jurnal Ilmu Komunikasi Widyanita 1 (1)	
6	2023	THE LANGUAGE USED IN COMPOSING EMAIL TO SHOW A PROFESSIONAL NETIQUETTE OF SECRETARIAL STUDENTS PENGGUNAAN BAHASA SURAT ELEKTRONIK DALAM MENUNJUKKAN NETIKET MAHASISWA SEKRETARI	anggota	Jurnal Administrasi dan Kesekretarian 8 (2)	Sinta 4
7	2023	The Construction of Reality of Media Regarding Ustadz Abdul Somad's Refusal to Enter Singapore	anggota	KnE Social Sciences	Proceeding

8	2023	CAPITAL AS THE WEAPON TO FIGHT THE POWER	Penulis utama	ELSA 3(2)	
9	2022	PORTRAYING STUDENTS' BELIEF IN BUSINESS WRITING 3 CLASS IN STARKI	Penulis utama	ELSA 2 (2)	
10	2021	THE POWER OF SONG IN PROMOTING ENVIRONMENTAL ISSUE	Penulis utama	ELSA 1 (2)	
11	2020	Flipped classroom for Tarakanita secretarial school	Penulis utama	Jurnal Administrasi dan Kesekretarian 5 (1)	Sinta 4
12	2020	Persuasion act in the proposal movie	Penulis utama	Journal of Pragmatics Research 2 (1)	Sinta 3

IV. Pengalaman Penulisan Buku (3 tahun terakhir)

No	Tahun	Judul Buku	Penulis Utama/ Anggota	Penerbit	Jumlah Halaman
1.	2024	Masa Depan Komunikasi Publik Tantangan dan Peluang (Book Chapter)	Penulis Utama	Gramedia	10
2.	2023	POP Culture (book chapter)	Penulis Utama	Gramedia	10
3.	2023	Mempertahankan Profesi Sekretaris di Era Digital (Book Chapter)	Penulis Utama	Salemba Humanika	10
4	2023	Digitalisasi Kebudayaan Jepang melalui media YouTube (Book Chapter)	anggota	Salemba Humanika	10

Biodata sebagai salah satu syarat dalam pembuatan LAPORAN PENELITIAN HIBAH PENELITIAN UTarki 2025, dan apabila di kemudian hari ternyata dijumpai ketidaksesuaian, saya sanggup menerima sanksinya.

Jakarta, 10 Desember 2025

Anggota Tim Penelitian,



(Gabriella Novianty Sudjarwo, S.Pd., M.Hum.)

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BIODATA ANGGOTA PENELITIAN DOSEN

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Fakultas/Program Studi	:	Ilmu Komunikasi
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II. Riwayat Pendidikan

Program	S1	S2
Nama Perguruan Tinggi	Universitas Sanata Dharma	Universitas Indonesia
Bidang Ilmu	Pendidikan Bahasa Inggris	Ilmu Komunikasi
Tahun Masuk	1984	2008
Tahun Lulus	1990	2010
Judul Skripsi/Tesis/Disertasi	Teaching Speaking in Senior High School	Komunikasi Interpersonal dan Pembentukan Iklim Organisasi di Perguruan Tinggi

III. Pengalaman Penulisan Artikel Ilmiah dalam Jurnal (5 tahun terakhir)

No	Tahun	Judul Artikel	Penulis Utama/Anggota	Nama Jurnal, Vol., No.	Terakreditasi/ Belum Terakreditasi
1.	2024	Efektifitas Komunikasi Interpersonal antara	Anggota	Jurnal Ilmu Komunikasi	Terakreditasi

		Orang Tua dan Anak tentang Seksualitas terhadap Pengendalian Diri Perilaku Seksual		Widyanita	
2.	2022	Efikasi Diri Dosen dalam Menulis Naskah Jurnal	Anggota	Jurnal Administrasi dan Kesekretarian	Terakreditasi
3.	2020	Effecttive Public Speaking Penggerak PKK Kelurahan Pondok Kelapa Jakarta Timur	Anggota	Jurnal Karya untuk Masyarakat	Terakreditasi

IV. Pengalaman Penulisan Buku (3 tahun terakhir)

No	Tahun	Judul Buku	Penulis Utama/ Anggota	Penerbit	Jumlah Halaman
1.	2023	BUDAYA POP: Komunikasi dan Masyarakat: Budaya Populer dan Etiket dalam Komunikasi Virtual	Anggota	PT Gramedia Pustaka Utama	10

Biodata sebagai salah satu syarat dalam pembuatan LAPORAN PENELITIAN HIBAH PENELITIAN UTarKI 2025, dan apabila di kemudian hari ternyata dijumpai ketidak-sesuaian, saya sanggup menerima sanksinya.

Jakarta, 10 Desember 2025

Anggota Tim Penelitian,



(Yulita Daru Priliantari, S.Pd. M.Si.)

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BIODATA ANGGOTA PENELITIAN MAHASISWA

I. Identitas Diri

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NIM	:	2024130039
Tempat dan Tanggal Lahir	:	Jakarta, 1 Januari 2006
Program Studi	:	Sekretari
Alamat Rumah	:	Jl. Mawar no. 7A, Pancoran Mas, Depok
Nomor HP	:	0897-9531-724
Alamat e-mail	:	Jeannette47543@gmail.com

II. Riwayat Pendidikan

Program	SMA
Nama SMA	SMA Ananda Bogor
Jurusan	-
Tahun Masuk	2021
Tahun Lulus	2024

**SUSUNAN ORGANISASI
TIM PENELITIAN DAN DESKRIPSI TUGAS**

No	Nama	NIDN / NIK/ NIM	Program Studi	Uraian Tugas
1	Fredericka Krisma Setyatami, M.Pd.	0311078104	Sekretari	Menyusun proposal penelitian, mempresentasikan proposal dalam Forum Ilmiah Dosen, menganalisis data dan temuan penelitian dan membuat laporan penelitian.
2	Gabriella Novianty Soedjarwo, S.Pd., M.Hum.	0305118803	Sekretari	Bertanggung jawab melaksanakan <i>pre-explanation writing practice</i> , penjelasan The Four-Point Plan dan <i>post-explanation writing practice</i> . Membantu menyusun temuan, membantu finalisasi penyusunan laporan penelitian.
3	Yulita Daru Priliantari, S.Pd., M.Si.	0311076601	Ilmu Komunikasi	Mengurus anggaran penelitian, membantu finalisasi penyusunan laporan penelitian, dan menyampaikan hasil laporan penelitian.
4	Jeannette Emmanuel	2022130039	Sekretari	Membantu analisis data The Four-Point Plan dalam <i>pre</i> dan <i>post explanation writing practice</i> .



PENILAIAN MONITORING DAN EVALUASI



**INSTRUMEN PENILAIAN MONITORING DAN EVALUASI PENELITIAN
KOMPETISI HIBAH PENELITIAN STARKI 2025 TIM 4**

Judul Penelitian : Investigating The Importance Of The Four-Pointplan
Toward Students' Writing Performance
Nama Ketua Tim Peneliti : Fredericka Krisma Setyatami, M.Pd.
(Dosen tetap, NIDN: 0311078104)
Anggota : 1. Gabriella Novianty Soedjarwo, S.Pd., M.Hum.
(Dosen tetap, NIDN: 0305118803)
2. Yulita Daru Priliantari, S.Pd., M.Si.
(Dosen tetap, NIDN: 0311076601)
3. Jeannette Emmanuelle
(Mahasiswa, NIM: 2024130039)
Jangka Waktu Pelaksanaan : 3 bulan (September - November 2025)
Total Anggaran : Rp 3.000.000,- (tiga juta rupiah)

No	Aspek penilaian	Catatan
1	Kesesuaian penelitian dengan proposal	sesuai proposal ditujukan untuk pengembangan kurikulum.
2	Manfaat dan dampak hasil penelitian bagi masyarakat/program studi	bermanfaat bagi pengembangan kurikulum Prodi → mata kuliah Writing
3	Kesesuaian alokasi waktu dan tempat pelaksanaan*	sesuai telah selesai post test dan sedang analisis hasil
4	Kesesuaian penggunaan dana pembiayaan	sesuai dengan proposal.
5	Potensi publikasi dan/ atau HAKI	proyeksi ke jurnal Simta 4 → sesuai isi laporan hasil penelitian

*mengacu pada agenda pelaksanaan penelitian

Rencana tindak lanjut/catatan :

telah mendapatkan hasil/data penelitian dan menemukan/terdapat temuan penelitian untuk penelitian yang mendalam.
→ pengembangan temuan.

Jakarta, 12 November 2025

Ketua Tim peneliti

Fredericka Krisma Setyatami, M.Pd.

Pemonev

F.A. Wisnu Wirawan, S.Pd., M.Si.