

# THE EFFECT OF FOUR SQUARE WRITING METHOD ON STUDENTS WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMAN 3 BANGKALAN

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## Abstrak:

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana penerapan pendekatan menulis empat persegi mempengaruhi kemampuan siswa kelas sepuluh SMAN 3 Bangkalan dalam menulis teks deskriptif. Tujuan dari penelitian ini adalah untuk mengidentifikasi perbedaan penting antara kelas yang diajar dengan teknik menulis empat persegi dan kelas yang tidak diajar dengan teknik menulis empat persegi. Dalam penelitian ini, desain kuasi eksperimen dan pendekatan kuantitatif digunakan. Populasi dalam penelitian ini adalah kelas X di SMAN 3 Bangkalan. Peneliti menggunakan teknik pengambilan sampel nonprobabilitas dengan menggunakan purposive sampling. Peneliti memilih dua kelompok sebagai sampel berdasarkan investigasi. Kelas X-2 sebagai kelas eksperimen yang terdiri dari 33 siswa, sedangkan kelas X-3 sebagai kelas kontrol yang terdiri dari 30 siswa. Berdasarkan hasil pretest dan posttest, peneliti menggunakan IBM SPSS Statistic 25 untuk melakukan uji T untuk hipotesis. Berdasarkan hasil nilai rata-rata posttest diperoleh nilai rata-rata kelas eksperimen sebesar 78,18 dan kelas kontrol sebesar 61,47. Nilai signifikansi sebesar  $0,00 < 0,05$  pada hasil tersebut menunjukkan bahwa  $H_1$  diterima dan  $H_0$  ditolak. Jika  $H_1$  diterima, maka dapat dinyatakan bahwa ada pengaruh yang signifikan dari penggunaan metode menulis empat persegi terhadap kemampuan siswa dalam menulis teks deskriptif. Dengan kata lain metode ini dapat menjadi metode pembelajaran yang efektif untuk siswa dalam menulis teks deskriptif di SMAN 3 Bangkalan.

**Kata Kunci:** kemampuan Menulis, Metode Four Square Writing, Teks Deskriptif

## Abstract:

*The goal of this research is to ascertain how the application of the four-square writing approach influences the capability of SMAN 3 Bangkalan tenth-grade students to write descriptive texts. The goal of this research is to identify any noteworthy distinctions between the classes that were taught the four-square writing technique and the classes that were not. In this study, a quasi-experimental design and a quantitative approach are used. The population in this research was class X at SMAN 3 Bangkalan. The researcher uses nonprobability sampling technique use purposive sampling. The researcher selected two groups as a sample based on the investigation. X-2 serves as the experimental class consist 33 students, whereas X-3 serves as the control group consist 30 students. Based on the pretest and posttest findings, use IBM SPSS Statistic 25 to perform a T test for the hypothesis. Based on the result of mean score posttest it is found the experimental class is 78.18 and control class is 61.47. A significance value of  $0.00 < 0.05$  in the result shows that  $H_1$  is accepted and  $H_0$  is rejected. If  $H_1$  is an accepted, it can be stated that there is a significant effect of using the four-square writing method on student writing descriptive text. In other word this method can be effective learning method for students in writing descriptive text at SMAN 3 Bangkalan.*

**Keywords:** Writing Skill, Four Square Writing Method, Descriptive Text

## INTRODUCTION

Writing is a composition of ideas, thought using good and easy to understand language and producing a text or sentence. Writing is the activity of expressing ideas thought patterns, feelings, experiences, in the form of a text that produces sentences or paragraph (Berliana Apriliyanti, Mariyatul Kiptiyah, 2022). Writing is an activity that has continuity our way of thinking. Ideas that are in our minds can be expressed through writing, teachers must help to hone students writing skills with frequent practice (Sauhana, 2021). Students can exchange thought, ideas and information by expressing them in written form. Teaching writing is expected to guide students in composing text or sentences creatively and forming well organized writing (Setiawati, G. D., Sudarsono, S., & Riyanti, 2019). Writing skills are not just about expressing thought and concepts but also honing the ability to increase vocabulary, sentences content, punctuation, and organized paragraphs (Mariyatul Kiptiyah, 2022). According (Royhana et al., 2021) writing can help students who are afraid to speak up. Writing is the representation of symbol, letter, or character. Writing is the activity of arranging several words into a sentence and sentence arranged into paragraph. According to Harmer in (Wardani, 2021) there are several process in writing: pre writing, drafting, revising, editing, and publishing. The purpose of writing is to express feeling, convey opinion, provide information, to persuade, educate, and entertaining (Dewi, 2019).

Learning writing is very important for senior high school students. Study various kind of text, one of which is descriptive text. Descriptive text aims to provide information and explain about object, person, and place. Describe an object that is seen by writing it into

written form (Khasanah, 2019). Descriptive text is a description of the occurrence of phenomenon or tells a fact (Nurfidoh & Kareviati, 2021). Descriptive text is describe something around us according to what we see or that familiar to us (Kurnia & Kareviati, 2021). Writing descriptive text must pay attention to the generic structure and language features. In learning descriptive text at the tenth-grade student of SMAN 3 Bangkalan students lack of understanding of the steps to write descriptive text, is one of the factors causing difficulty in determining the ideas and topics of sentences to be written. There is always a feeling hesitation in expressing an idea and arranging word, composing sentences, lack of creativity in writing and less interesting methods make it difficult for students to express their ideas in writing descriptive text.

Therefore, students need an interesting method to active in writing by creating their own word. To solve the student's problem so the researcher will use four square writing method. The four-square writing method was developed by Judith S Guold and Evan Jay Gould. Four square writing method is a systematically created method that aims to help students write by arranging sentence into paragraph so that students can write in an organized manner (Hussien et al., 2023). Four square writing consist of four square that are connected to each other (Yunus et al., 2021). This method use four square consisting of main topic sentences and supporting sentences (Muslaini, 2022). The four-square writing method is a writing method that is applied to direct the procedure of composing sentences from an idea into a main topic sentence and supporting sentence to develop a description of the idea into a structured and organized paragraph.

Based on the previous study, it explain the result of previous using the four square writing method are effective and improve students essay writing skills, as well as helping students more easily develop ideas and write essays step by step (Wijaya et al., 2022). Other researcher also explain the result of using the four square writing method which is also effective in writing descriptive text, this method help students understand strategies for writing skill (Yunus et al., 2021). From the result of previous research description, the researcher wants to research the use of the four-square writing method for students writing descriptive text.

Based on the problem of students at the tenth grade of SMAN 3 Bangkalan have not be able to develop their ideas in writing descriptive text and organize paragraph. Another factor is also due to the fact that the four-square writing method has not been implemented in school that will be used as research objects. This research will focus on students writing descriptive text using the four-square writing method. This research aims to determine the effect of four-square writing method on students writing descriptive text at the tenth-grade students of SMAN 3 Bangkalan.

## RESEARCH METHOD

This research use quantitative method the data collected from certain population or sample and the analysis using statistic (Syafri, 2022). This research is quantitative research using quasi experimental design method. The quasi-experimental research uses nonequivalent control group design. This design consists of two group pretest and posttest. Researcher use two group experimental and control class. The research design as follow:

Table 1. Research Design

Pretest	Treatment	Posttest
O <sub>1</sub>	X	O <sub>2</sub>
O <sub>3</sub>	-	O <sub>4</sub>

O<sub>1</sub> pretest for the experimental class, X treatment for experimental class use the four-square writing method, O<sub>2</sub> posttest for the experimental class, O<sub>3</sub> pretest for the control class, O<sub>4</sub> posttest for the control class. The experimental class is treated use four square writing method, while the control class not use four square writing method.

## Population and Sample

The population of this research is the tenth-grade students of SMAN 3 Bangkalan with the total number 183 students. In this research use the nonprobability sampling technique is a technique where not all population have the same opportunity to be sampled. In this research use purposive sampling consist 2 classes. There are 33 students of X-2 as the experimental class and 30 students of X-3 as a control class.

## Instruments

In this research the instrument is use writing test. The writing test is an essay test in the form of descriptive text. The researcher will conduct written test to see students writing skills. The test is given in the form of the pretest and posttest. The data collection of this research is use pretest, treatment, and posttest. The first the researcher will give pretest to the experimental and control class to write descriptive text, the researcher give 45 minutes to students to write descriptive text based on the topic given by the researcher. Second the researcher gives a treatment for the experimental class using the four-square writing method, while the control class not use four square writing method. The third the researcher give a posttest to experimental class

to write a descriptive text based on the template four square writing method and for the control class not use four square writing method. The posttest aims to determine whether or not there is an effect of using the four-square writing method in writing descriptive text.

**Data Analysis**

In this research, the data analysis use hypothesis testing with T-test analysis. Which consist of validity test using construct validity, the test instrument validated by lecture and English teacher. Reliability test with the value Cronbach alpha >0.05 it can be stated the test is reliable to measure whether or not an instrument will be tested. Normality test, homogeneity test to measure the result of the test that have been test with the significance value >0.05 it can be stated normal. The T-test is to determine of the pretest and posttest score by giving treatment of the four-square writing method. The researcher analysis data by using IBM SPSS Statistic 25. The T-test was uses to test the hypothesis, if the p value <0.05 H<sub>1</sub> is accepted and H<sub>0</sub> is rejected, if the p value >0.05 H<sub>0</sub> is accepted H<sub>1</sub> is rejected.

**RESULT AND DISCUSSION**

The result of this research was obtained from the pretest and posttest score of the experimental class and control class. The result of pretest experimental class X-2 consist 33 students obtained mean score was 48.39 and for the control class X-3 consist 30 students with a mean score 47.87. the result of posttest for the experimental class with a mean score 78.18 after give a treatment use the four-square writing method. While the control class with a mean score 61.47 not use four square writing method.

Reliability test in this research conducted test retest that had been carried out using the same test on the same respondent and different

times. Researcher and calculated compared students pretest and posttest score.

Table 1 Reliability pretest

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.388	5

Based on the table above, the reliability test that has been carried out on the pretest shows that the Cronbach's alpha value is 0.388>0.05. from this value, it can be stated that the pretest instrument is reliable.

Table 2 Reliability posttest

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.627	5

Based on the table above, the reliability test that has been carried out on the post-test shows that the Cronbach's alpha value is 0.627> 0.05. Based on this value, it can be stated that the post-test instrument is reliable.

Normality test is conducted on the data of pre-test and post test result from X2 as the Experimental class and X3 as the Control class at SMAN 3 Bangkalan. The result of normality test as follow:

Table 3 Normality Test

<b>Tests of Normality</b>							
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Writing Skill	pre-test	.110	33	.20	.974	33	.601
	Experiment			0*			

post-test experiment (FSW)	.149	30	.099	.940	33	.069
pre-test Control	.149	30	.088	.967	30	.464
post-test Control	.137	30	.155	.942	30	.101

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the normality test, the significance value of experimental class for the pre-test is  $0.601 > 0.05$  and for the significance value post-test is  $0.069 > 0.05$  it can be stated the data is normal. While for the significance value of control class for the pre-test is  $0.464 > 0.05$  and for the significance value post-test is  $0.101 > 0.05$  it can be stated the data is normal.

Table 4 Homogeneity test

		Levene Statistic	df1	df2	Sig.
Writing skill	Based on Mean	.657	1	61	.421
	Based on Median	.574	1	61	.451
	Based on Median and with adjusted df	.574	1	60.625	.451
	Based on trimmed mean	.616	1	61	.436

Homogeneity test aims to determine whether two or more sample from different population have the same distribution of variance or characteristics. Based on the homogeneity test result, the significance value of the experimental and control class is 0.421. this means that the experimental and control class have been the same variance or homogeneous because the experimental and control class have the same variance and the value was higher  $0.421 > 0.05$ .

The t test was conducted to answer the research hypothesis. If the p value  $< 0.05$  then

$H_0$  is rejected and  $H_1$  is accepted. whereas if the p value  $> 0.05$  then  $H_0$  is accepted and  $H_1$  is rejected. The research hypothesis as follow:

1) Null Hypothesis ( $H_0$ )

is a hypothesis that states there is no relationship between variables in this study: there is no effect of using the Foursquare method on students' ability to write descriptive text.

2) Alternative Hypothesis ( $H_1$ )

is a hypothesis that states the existence of a relationship between variables. In this study: there is an effect of using the foursquare writing method on students' ability to write descriptive text.

Table 5 T-test

		Class	N	Mean	Std. Deviation	Std. Error Mean
Writing skill	Post-test		33	78.18	4.934	.859
	Experiment					
	Control		30	61.47	5.686	1.038

Independent Samples Test

		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
Writing skill	Equal variances assumed	.657	.421	12.492	61	.000	16.715	1.338	14.039	19.391

Equal varian ces not assu med		12.4 07	57.7 62	.00 0	16.715	1.347	14.0 18
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Based on the table above, it is found that the mean of post-test result of the experimental class is 78.18 and control class is 61.47. from this result it can be conclude the experimental class score is higher than the control class.

Based on the table above, the data analysis T-test using IBM SPSS version 25. The result of the T-test Sig. (2-tailed) is 0.000. The results show that Sig. (2-tailed) < 0.05. It can be concluded that  $H_1$  (alternative hypothesis) is accepted, namely there is an effect of using the foursquare writing method on students' ability to write descriptive text.

### Discussion

Based on the result of data analysis above, it shows the effect of four-square writing method on students writing descriptive text at the tenth-grade students of SMAN 3 Bangkalan. This can be seen from the average score of the pre-test and post-test. The average score of the experimental class pre-test was 48.39 for the experimental class and 47.87 for the control class. while in the post test score the mean score of the experimental class was 78.18. and for the control class 61.47. This shows that there is a difference mean score between the experimental class and the control class. in the experimental class the mean value is higher after getting treatment in the form of the four-square writing method, while the control class does not get treatment.

The results after the t test show sig (2-tailed) 0.00 which means <0.05. this result means that  $H_1$  (alternative hypothesis) is accepted which states that there is a significant effect of using the four-square writing method on students' ability to write descriptive text. Significant

19.412c difference in post test results between experimental classes treatment with the four-square writing method and control classes that were not treatment. Based on the results of this study also correlate with several previous researchers, such as:

The First, (Khasanah, 2019) with the title “ The Effect of Using Four Square Writing Method Towards The Students Descriptive Text Writing skill at the Tenth Grades of Senior High School 2 Sekampung in Academic Year 2018/2019”. Stated that the four-square writing method can help students in writing descriptive text. learning with this method can be a high learning motivation in writing descriptive text.

The Second, according to (Yunus et al., 2021) with the title “ The Use of Four Square Technique to Improve Students Writing Ability”. Can show the result students showed that they can be motivated in writing. Students more easily to organize their ideas into a paragraph so that students writing was more organized and also easy to understand.

The third by (Wijaya et al., 2022) with the title “ Utilizing Four Square Writing Method in Improving Students Essay Writing Skill”. The result of this research the four-square method could improve students essay writing and assist students to write an essay step by step.

Based on the results of learning research using the four-square writing method, students become more active, creative in compiling a descriptive sentence into a paragraph. The four-square writing method was developed by Judith S. Gould and Evan Jay Gould. According to Gould in (Hussien et al., 2023). Four-Square is a systematically created method that aims to help students write by arranging a sentence into a paragraph so that students can write in an organized manner. In this method, students are instructed to write the main idea, supporting sentence and conclusion

in four boxes and then organize them into a paragraph.

## **CONCLUSION**

There is a significant effect of the four-square writing method on students writing descriptive text at tenth grade students of SMAN 3 Bangkalan. This can be seen from the results of the t test where the sig (2-tailed) <0.05. The result of the T-test Sig. (2-tailed) is 0.000. This shows that the four-square writing method can be effect students' writing ability in learning descriptive text. In other words, the four-square writing method is effective in learning to write.

There is a significant difference between the experimental class that is given treatment using four square writing and the control class that is not given treatment. Can be seen from the mean score of pre-test and post-test between the experimental and control classes. The mean score pre-test for the experimental class was 48.39 and for the control class was 47.87. while the mean score of the post-test in the experimental class was with a mean score of 78.18. and for the control class 61.47. Based on this score, the average score of the experimental class is higher than the average of the control class. this shows that the students' writing ability has a significant difference after getting the treatment using the four-square writing method.

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