The Effect Of Using Four Square Writing Method On Student's Writing Descriptive Text At SMP Negeri 2 Percut Sei Tuan

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Abstrak

Skripsi ini berfokus untuk mengetahui pengaruh penggunaan metode menulis empat persegi terhadap keterampilan menulis siswa di SMP Negeri 2 Percut Sei Tuan. Penelitian ini dilakukan dengan rancangan kuantitatif eksperimental. Populasi penelitian ini adalah siswa kelas VIII SMP Negeri 2 Percut Sei Tuan. Penulis ingin mengetahui perbedaan hasil tes menulis deskriptif siswa di kelas eksperimen dengan menerapkan Metode Four Square Writing dengan kelas kontrol tanpa menggunakan Metode Four Square Writing. Sampel penelitian ini berjumlah enam puluh siswa dari siswa kelas delapan SMP. Penelitian ini dilakukan dengan dua kelompok purposive sampling yaitu Kelas Eksperimen dan Kelas Kontrol. Kelas eksperimen diajar dengan metode Four Square Writing, sedangkan kelas kontrol diajar tanpa Metode Four Square Writing. Instrumen pengumpulan datanya adalah ttest tulis. Penulis mengambil 30 siswa sebagai kelas eksperimen dan kelas kontrol mengajar 30 siswa. Data diambil dengan memberikan tes menulis. Tes yang digunakan adalah pre-test dan post-test untuk kedua kelas. Nilai rata-rata pre-test dalam metode Using Four Square Writing adalah 64,67 dan pre-test di kelas kontrol adalah 37,5. Nilai rata-rata post-test dalam menggunakan Metode Four Square Writing adalah 64,67 dan post-test di kelas kontrol adalah 37,5. Data dianalisis dengan menggunakan uji-t. Hasil perhitungan menunjukkan bahwa t hitung (21,14) lebih besar dari t-tabel pada taraf signifikansi (α) 0,05 dengan derajat kebebasan (df) 58. Artinya terdapat pengaruh yang signifikan Penggunaan Penulisan Four Square Metode pada keterampilan menulis siswa. Jadi, hipotesis nol (H0) ditolak dan hipotesis alternatif (Ha) diterima.

Kata Kunci: *Metode penulisan empat persegi , teks deskriptif*

Abstract

This thesis focus on finding out the effect of using four square writing method on students' writting skill at SMP Negeri 2 Percut Sei Tuan. This study was conducted in experimental quantitative design. The population of this study was eight grade of studenrs in SMP Negeri 2 Percut Sei Tuan. The writer want to find different result test of writing descriptive student in experimental class by apply Four Square Writing Method with control class without usingFour Square Writing Method. There were sixty students of the eight grade junior high school students as the sample of research. This study was conducted with two purposive sampling groups namely Experimental Class and Control Class. The experimental class was taught by using Four Square Writing Method , while control class was taught without Four Square Writing Method. The instrument of collecting the data was writing ttest. The writer took 30 students as experimental class and control class taught 30 students. The data were taken by giving writing test . The test was used the pre-test and post-test for the both classes. The mean score of pre-test in Using Four Square Writing method is 64,67 and pre-test in control class is 37,5. The mean score post-test in using Four Square Writing Method is 64,67 and post-test in control class is 37,5. The data were analyzed by using t-test. The calculation shown that t-observed (21,14) was higher than t-table at the level of significance (α) 0.05 with the degree of freedom (df) 58. It means that there was a significant effect of Using Four Square Writing Method on students writing skill. So, the null hypothesis (H0) is rejected and alternative hypothesis (Ha) is accepted.

Keywords: *Four square writing method , descriptive text*

INTRODUCTION

According to the author's experience, he conducted a mini research project at the state junior high school 2 Percut Sei Tuan during English Day activities with the title how to write descriptive text using Four Square Writting method, but the results were incomplete, so the author decided to return to the school and conduct the research again. by title the effect of using Four Square Writting Method on students writting descripstive text for student at junior high school percut sei tuan medan.

Students commonly occurring difficulties when writing a descriptive text, with their teachers' guidance. Students confront several challenges when writing the descriptive paragraph, the first of which is the difficulty in formulating ideas. Some paragraphs are also observed to be written entirely in one sentence. The paragraph's point was still unclear. Second, there's the issue of organizing thoughts in order to compose a detailed text.

A paragraph requires more than a coherent point; it also requires a logical order or sequence. Students must structure their thought into coherent paragraphs and make their writing readable. After all, creating descriptive content is vital for us to improve our English language skills. Some writers, particularly fiction writers, have the capacity to compose descriptive prose so well that the writing is both legible and understandable.

As a result, if we can grasp this lesson, we may be able to become great writers in the future.Furthermore, explanations and samples of descriptive writing would be useful to my friend who is still learning English. Please read the descriptive language below; the more we read, the more we will grasp it. It would be even better if we could not only understand ourselves, but also produce our own descriptive text.. Many children's activities include copying and taking notes, which are later utilized to complete schoolwork. If a child lacks the capacity to write, it will be difficult for them to complete a task. The ability to grasp stationery and then move hands and fingers is the most important capital for writing.

According to Brown.H (2007:392) suggest " writing is indeed a thinking process " in others word , writtingis not just an instant outcome . It derives from practicing it step by step . The process of composing writing takes an important role in producing a well - structured writing . So it means that writing is communication to give the information and give the idea from participants and practicing by composing steps by steps communication .

According to Meyers (2005:2) states that writing is a way to procedure language which you do naturally when you speak. As a result, whenever you engage in writing activities, you must be aware of how the letter is written. If a person can show, speak, and write, he is said to be able to grasp letters. If you already have this capacity, you are said to know the letters and can put them together to form a meaningful word. Writing is important because it can help students improve their speech and written communication abilities. Writing requires an understanding of letters and the ability to put them together into meaningful words or sentences.

Writing skills, According to Abbas (2006: 125), are the ability to communicate ideas, thoughts, and sentiments to the other party using written language. The precision with which concepts are expressed must be backed up by the precision with which the language is utilized, including vocabulary, grammar, and spelling.Writing ability. According to Burhan Nurgiyantoro (2001: 273). Because writing is a productive and expressive activity, authors must be able to use vocabulary, grammar, and language structure effectively. So its mean that writing is productivity for language and structure effectively to communicate for someone it can be understand

Writing skills, According to Gie (2002:3), include the ability to create letters, numbers, names, sign language, and anything else that requires the use of stationery on a certain page. Where as Composing is the sum of one's activities in which one expresses ideas and conveys them to readers in written language. From the above definition of writing skills, it can be concluded that writing skills are a part of one's ability to pour one's thoughts into written language that is understood by the language's author or others who share a common understanding through a developmental process that is gained through experience, time, agreement, and practice.

From the text we know the defenition of descriptive text is to describe consist of decription , characteristic people, and defenition of something like object or person . and it can help the readers and listeners to understand what they experience. And using four square writting method can be effective for student to teach writting descriptive text , narrative text , hortatory , analytical , procedure , and news item text. And also four square is vry easy to use because it is eaiser for students to understand when learning both inside and outside the classroom. So the reseacher already done to take the data preliminary reseacrh to know the knowledge student to write the text .

METHOD

The researcher design used in this study was use experimental quantitative. A research design is a strategy or plan for conducting the study. It is necessary to obtain accurate and helpful information. To choose which design should be used by the researcher, the researcher must first examine the research problem. As stated in the research problems, the purpose of this study is to characterize students' description practices. As a result, the researcher employs descriptive research in this study. The researcher design used in this study was use experimental quantitative. A research design is a strategy or plan for conducting the study. It is necessary to obtain accurate and helpful information. To choose which design should be used by the researcher, the researcher must first examine the research problem. As stated in the research problems, the purpose of this study is to characterize students' description practices. As a result, the researcher employs descriptive research in this study. The writter decided to use sample in SMP Negeri 2 Percut Sei Tuan student's total 60 student's. class divided into to 2 class experimental and control class. The experimental class consist of class 8-1 (1,5 students) and 8-2 (15 students) the total number of students in experimental class will be 30 students. And control class were taken from class 8-3 (30) students. There were some steps in collectinng data for this research the research used pre test and post test to know knoledge students. the content of the test is essay. Instrumen of collecting data for the study used pre test and post test (Writting test).

RESULTS AND DISCUSSION
RESULTS

This study was conducted by applying experimental design to student who were chosen randomized, pre-test-post-test control group design. The population which was occupied came from first year students at SMP Negeri 2 Percut Sei Tuan Medan . The randomized sample taken was SMP Negeri 2 Percut Sei Tuan student's total 30 student's. Class VIII-1 have 15 student's as Experimental Group and VIII-2 have 15 student's as Control group class. Both of groups were equally assigned to do pre-test and post-test, and only the experimental group accepted treatments. Both of the groups were given the same test. The form of the test is writing test which consist of 3 items of each group.

Table 1. The Score of Pre-Test and Post-Test by of Experimental Group

No	Students Initial Name	Pre-test	Post-test
1	RAF	50	80
2	IK	50	75
3	DAH	30	70
4	ENJ	40	78
5	TASN	70	79
6	SALS	75	85
7	CHAN	75	89
8	AD	60	85
9	RAD	65	70
10	NASH	65	70
11	JHN	65	70
12	KYL	70	85
13	DHE	60	75
14	PM	70	79
15	BEL	70	77
16	ANG	60	74
17	SAR	70	84
18	POP	70	90
19	RAY	70	89
20	GEB	70	80
21	BET	75	85
22	JUN	75	83
23	LIN	70	79
24	SAM	70	78

25	AGS	65	90
26	JER	60	95
27	NUG	70	94
28	JES	65	96
29	JEP	75	91
30	YO	60	85
	Total	**1940**	**2460**
	Mean	**64,67**	**82**

Having done the research for the first year students of SMP Negeri 2 Percut sei tuan Medan, the writers got the data of the student's score in the pre-test and post-test from both experimental group and control group, it was obtained that the total score is 1940 the mean is 64,67 , the highest score is 75 and the lowest score is 30 From post-test of experimental group , it was obtained that the total score is 2460, the mean is 82 the highest score is 96 and the lowest is 70. It caused by using Four Square Writing method in writing test

Table 2. The Score of Pre-Test and Post-Test of Control Group

No	Students Initial Name	Pre-Test	Post-Test
1	RDN	40	60
2	YO	30	65
3	GAB	40	60
4	TRS	40	65
5	TAR	40	65
6	MAS	40	70
7	LL	30	60
8	AYT	30	60
9	NAS	30	70
10	HGI	40	70
11	KRT	45	65
12	ANS	40	70
13	CHRS	40	70
14	GRC	30	65
15	WLD	40	70
16	ANG	40	50
17	LZA	35	70
18	IMA	40	65
19	IBT	45	70
20	AS	50	60
21	SUS	35	60
22	PRK	30	65
23	DKA	35	65
24	NDA	35	72
25	JPE	40	74
26	NEL	45	69
27	MZR	30	67
28	ALV	30	70
29	SAT	40	70
30	BRO	40	68
	Total	**1125**	**1980**
	Mean	**37,5**	**66**

While in pre-test of control group, it was obtained that the total score is 1125 the mean is 37,5 the highest score is 50 and the lowest score is 30. From post –test of the control group, it was obtained that the total score is 1980 the mean is 66 the highest score is 74 and the lowest score is 50. From above all it is concluded that there is improvement from pre-test to post-test of control group, but it doesn't significantly that get the same score or even worse score in the post-test than in pre-test.

Data Analysis by Using T-Test

From the data, it can be seen that there were the differences score of pre-test and post-test between the two groups, experimental group and control group. In order to find out the significant differences of applying Four square writing method for Finding Information Sources for students especially writting Test, t-test formulate was used in analyzing the data.

Table 3. The Calculation of Experimental Group

No	Student's Initial Name	Pre-Test	Post-Test	Deviation	Square of Deviation	dx=d-mx	dx²
		x1	x2	d=x2-x1	d²		
1	RAF	50	80	30	900	37	1369
2	IK	50	75	25	1875	-11,3	127,69
3	DAH	30	70	40	1600	16,7	278,89
4	ENJ	40	78	38	1444	8,7	75,69
5	TASN	70	79	9	81	-11,3	127,69
6	SALS	75	85	10	100	-8,5	72,25
7	CHAN	75	89	14	196	-16,3	265,69
8	AD	75	85	10	100	-11,3	127,69
9	RAD	60	70	10	100	3,7	13,69
10	NASH	65	70	10	100	8,7	75,69
11	JHN	65	70	5	25	8,7	75,69
12	KYL	65	85	20	400	13,7	187,69
13	DHE	70	75	5	25	11,5	132,25
14	PM	60	79	19	361	6,7	44,89
15	BEL	70	77	7	49	-1,3	1,69
16	ANG	70	74	4	16	13,7	187,69
17	SAR	60	84	24	576	-16,3	265,69
18	POP	70	90	20	400	18,7	349,69
19	RAY	70	89	19	361	37	1369
20	GEB	70	80	10	100	-6,3	39,69
21	BET	75	85	10	100	-1,3	1,69
22	JUN	75	83	8	64	-1,3	1,69
23	LIN	70	79	9	81	13,7	187,69
24	SAM	70	78	8	64	1,5	2,25
25	AGS	65	90	25	625	6,7	44,89
26	JER	60	95	35	1225	-11,3	127,69
27	NUG	70	94	24	576	8,7	75,69
28	JES	66	96	30	900	-11,3	127,69
29	JEP	75	91	16	256	-16,3	265,69
30	YO	60	85	25	625	-16,3	265,69
	Total	**1280**	**2435**	**501**	**32967**	**75**	**6288,6**
	Mean	**42,66**	**81,16**	**31,3**	**1098,9**	**2,5**	**209,62**

$$Mx = \frac{\sum X}{N}$$
$$= \frac{501}{30}$$
$$= 16,7$$

Table 4. The Calculation of Control Group

No	Students' Initial Name	Pre-test y1	Post-Test y2	Deviation d = y2-y1	Square of Deviation d²	dy= d- my	dy²
1	AW	40	60	20	400	-8,5	72,25
2	AL	30	65	35	1225	6,5	42,25
3	AD	40	60	20	400	-8,5	72,25
4	AN	40	65	25	625	-3,5	12,25
5	AS	40	65	25	625	-3,5	12,25
6	AR	40	70	30	900	1,5	2,25
7	BI	30	60	30	900	1,5	2,25
8	BA	30	60	30	900	1,5	2,25
9	ES	30	70	40	1600	11,5	132,25
10	CI	40	70	30	900	1,5	2,25
11	DI	45	65	20	400	-8,5	72,25
12	INT	40	70	30	900	1,5	2,25
13	JU	40	70	30	900	1,5	2,25
14	MAU	30	65	35	1225	6,5	42,25
15	IK	40	70	30	900	1,5	2,25
16	IRS	40	50	10	100	-18,5	342,25
17	AN	35	70	35	1225	6,5	42,25
18	SO	40	65	25	625	-3,5	12,25
19	SAN	45	70	25	625	-3,5	12,25
20	NO	50	60	10	100	-18,5	342,25
21	RE	30	70	40	1600	11,5	132,25
22	SR	30	70	40	1600	11,5	132,25
23	US	35	65	30	900	1,5	2,25
24	TIF	35	70	35	1225	6,5	42,25
25	SA	40	60	20	400	-8,5	72,25
26	WY	45	70	25	625	-3,5	12,25
27	WA	30	65	35	1225	6,5	42,25
28	YUD	30	70	40	1600	11,5	132,25
29	DD	40	70	30	900	1,5	2,25
30	ROS	40	65	25	625	-3,5	12,25
	Total	1120	1975	855	26175	0	2030,25
	Mean	37,33	65,83	28,5	872,5	0	67,675

After calculating the data into t-test formula above, it is obtained that $to_{observed}$ is 21,14 and the t-table is 1,7155 The t-observe is bigger than t-table (1,7155; p= 0,05 ; df : Nx+Ny-2 = 58). It means that using four square writing method significantly effect on the students' writting test in finding information sources.

Table 5. The Table of Distribution (dk = 41-80)

Pr Df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.3006	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.41019	2.68456	3.27291
48	0.6799564	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789

52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39608	2.66822	3.24515
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66651	3.23948
58	**0.67874**	**1.29632**	**1.7155**	**2.00172**	**2.39238**	**2.66329**	**3.23680**
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.665748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38245	2.65008	3.21446
70	0.67791	1.29376	1.66691	1.99444	2.38081	2.64790	3.21260
71	0.67796	1.29359	1.66600	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.66208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.35711	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Testing And Validity of the Test

The test taken from the source knowledge of student value In writting Test, it aimed to enable students in writing descriptive text. So, the domain of this text was based on the level achievement. And the test items were created as the representative to the domain of the test. In this research, the sample is divided two groups : the experimental group and control group. From the data, the mean of pre-test for control group is 37,33 and mean score of post-test is 65,83 in experimental group is of pre-test is 42,66 and mean score of post-test is 81,16.

Based on the data analysis, the two sore of both experimental and control group were different. The mean score of the post-test of experimental group was higher than control group

(81,16 > 42,66). However, the differences were tested by using t-test. The result of the t- test calculation showed that t-observed value (21,14) was higher than t-table value (1.7155) at

$\alpha = 0.05$, df = 68. The differences indicate that Four Square Writing Method significantly effects writing descriptive test especially in writing .

The researcher concludes that the teaching descriptive text for find the information sources by using Four Square Writing Method. It was proven by students through correct answer that the researcher given to them the students have ability to understand what has been write and find.

Discussion

Based on research result that has been conducted by the writer on students in SMP Negeri 2 percut sei tuan medan, it was found that there is significantly result on students in writting test especially in writing test. after they were taught by using Four Square Writing Method in comparison between the scores obtained by students in the experimental class, there is a significant difference between the scores obtained by students during the pre-test scores and post-test scores done after treatment .

However after being Four Square Writing Merhod students can comprehend before. The factors that effect's score remained the same even decreased is personal laziness, they did not care even, did not want to be taught and

taught that material is not important. Overall, most of students score increased because their comprehension in writting through finding information sources the use of Four Square writing method. The factor faced by student's when teaching learning process is lack of knowledge student's especially in vocabulary , grammar of text for student's. and the total of the research is higher. I hope the teacher used four square writing method for student's to improve their writing .

CONCLUSION

Based on the data analysis, the research concludes that there is a significant effect of applying Four Square writing Method on students' writing descriptive text. Teaching the students how to finding information sources by using Four Square Writing Method shows the better result than of not using Four Square Writing Method. The t-observed > t-table (p = 0.05 with df = 58), or 21,14 >1.7155 (p = 0.05). It means that Ha is accepted. Thus, it can be concluded that there is significant effect of Four Square Writing Method in Teaching writting Test for Finding Information Sources.

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