THE INFLUENCE OF FOUR SQUARE WRITING TECHNIQUE TOWARD STUDENTS’ WRITING ABILITY IN DESCRIPTIVE TEXT AT THE SEVENTH GRADE OF MTS MA’ARIF SUKOHARJO III PRINGSEWU IN THE FIRST SEMESTER OF 2017/2018 ACADEMIC YEAR

A Thesis
Submitted as a Partial Fulfillment of
The Requirement for S1-Degree

By:
EKA DIAH AYU ISWARA
NPM.1311040135

Study Program : English Education

Advisor : Dr.M.Muhassin,M.Hum
Co-Advisor : Fithrah Auliya Ansar,M.Hum

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
2017
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STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
2018
ABSTRACT

THE INFLUENCE OF FOUR SQUARE WRITING TECHNIQUE TOWARD STUDENTS’ WRITING ABILITY IN DESCRIPTIVE TEXT AT THE SEVENTH GRADE OF MTS MA’ARIF SUKOHARJO III PRINGSEWU IN THE FIRST SEMESTER OF 2017/2018 ACADEMIC YEAR

By
EKA DIAH AYU ISWARA

Writing is one of important skill. Most of students at the seventh grade of MTs Ma’arif Sukoharjo III Pringsewu were 63% got under the criteria in writing. The objective of this research was to know whether there is significant influence of using four square writing technique toward students’ writing ability in descriptive text at the seventh grade of MTs Ma’arif Sukoharjo III Pringsewu.

The research methodology used was quasi experimental design. The researcher dealt with two classes, they were an experimental class and a control class. In the experimental class, the researcher used four square writing technique, whereas in the control class the researcher used free writing technique. Each class received the same pre-test and post-test. The population of this research was the seventh grade of MTs Ma’arif Sukoharjo III Pringsewu. The samples of this research were 2 classes consisting of 60 students. In collecting the data, the researcher used writing test to collect the data.

The researcher analyzed the data by using independent sampel t-test, the results was that there was an influence of using four square writing technique toward students’ writing ability in descriptive text at the seventh grade of MTs Ma’arif Sukoharjo III Pringsewu in the academic year of 2017/2018. From the data analysis computed by using SPSS, it was obtained that $Sig = 0.000$ and $\alpha = 0.05$. It means $Ha$ is accepted because $Sig < \alpha = 0.05$. Therefore, there was significant influence of using four square writing technique toward students’ writing descriptive text at the seventh grade of MTs Ma’arif Sukoharjo III Pringsewu in the academic year of 2017/2018.

Keywords: four square writing technique, writing ability, descriptive text, quasi experimental design
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A thesis entitled: THE INFLUENCE OF FOUR SQUARE WRITING TECHNIQUE TOWARD STUDENTS’ WRITING ABILITY IN DESCRIPTIVE TEXT AT THE SEVENTH GRADE OF MTS MA’ARIF SUKOHARJO III IN THE FIRST SEMESTER OF 2017/2018 ACADEMIC YEAR by: EKA DIAH AYU ISWARA, NPM: 1311640135, Study Program English Education, was tested and defended in the examination session on Tuesday, April, 17th 2018.

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DECLARATION

Hereby, I state this thesis entitled “The Influence of Four Square Writing Technique Toward Students’ Writing Ability in Descriptive Text at MTs Ma’arif Sukoharjo III Pringsewu in the Academic Year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and those are properly acknowledged in the text.

Bandar Lampung, 2018

Declared by,

Eka Diah Ayu Iswara
NPM.1311040135
And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom.\textsuperscript{1} (QS. Luqman : 27)

DEDICATION

I would like to dedicate this thesis for all my beloved people:

1. My beloved parents, Mr. Triyono and Mrs. Surani who always pray for my success and give me motivation and support to study hard until now. I love them so much.

2. My beloved brother Dwi Cahyo Iswantoro who always give me spirit and suggestion for my success.

3. My beloved friends, who always support me to finish this thesis.

4. My beloved Almamater State Islamic University of Raden Intan Lampung.
CURRICULUM VITAE

The researcher’s name is Eka Diah Ayu Iswara. Her nick name is Eka. She was born in Negeri Mertani (Lampung Tengah) on September 29th, 1994. She is the first child of Mr. Triono and Mrs. Surani. She has one brother his name is Dwi Cahyo Iswantoro.

The researcher studied at elementary school of SD Negeri 2 Tias Bangun Lampung Tengah in 2002 and graduated in 2007. Then, she continued at Junior High School of SMP Negeri 1 Pubian Lampung Tengah in 2007. After she graduated from Junior High School in 2010, she continued her study at Senior High School at SMA Negeri 1 Pagelaran Pringsewu in 2010 and graduated in 2013. After that she continued her study in State Islamic University of Raden Intan Lampung (UIN) as a student of English Study Program of Tarbiyah and Teacher Training Faculty.
ACKNOWLEDGEMENT

Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “The Influence of Four Square Writing Technique Toward Students’ Writing Ability in Descriptive Text at MTs Ma’arif Sukoharjo III Pringsewu in the Academic Year of 2017/2018” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung (UIN). When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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7. English teacher of MTs Ma’arif Sukoharjo III Pringsewu, Dony Prasetiyo S.Pd, for being helpful during the research process and giving suggestion during the research and the students at the first semester of the seventh grade of MTs Ma’arif Sukoharjo III Pringsewu for allowing to carry out the research in their institution and for giving the contribution and being cooperative while the researcher was conducting the research there.

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9. The researcher’s beloved friends in class C who supported the researcher in finishing this thesis.

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this
thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 2018
The Researcher,

Eka Diah Ayu Iswara
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CHAPTER 1
INTRODUCTION

A. Background of Problem

Language is an important tool of communication. Without language, people cannot to communicate one to another. Language is used to convey information to each other, to ask about opinion or interpretations, to express our feelings to each other. Burgmeier said that language is the system of communication through which humans send messages. It means that language is used to transfer information from one person to others. Furthermore, Brown states that language is acquired by all people in much the same way; language and learning language both have universal characteristic. It means that language is used every people with the same way; the language and language learning has same a general characteristic. Everyone uses language to communicate with other people. The successful of communication is if the listener can understand the information conveyed by the speaker.

English is one of international language that is used and studied by people all over the world. Richards and Rodgers say that English is the world’s most widely studied foreign language. Therefore, English is a language that is widely used to

---

communicate therefore many countries learn and use English as their second or foreign language.⁴ According to Broughton, “the role of English at a given point in time must affect both the way it is taught and the resultant impact on the daily life and growth of the individual”.⁵ It means that English as an international language has an important role as a tool for communication one to another, in some countries English is used as a second language, and give a big impact for humans’ life.

Based on the fact, the researcher concludes that English is one of important language that is used in the world. English as the international language is needed and very important in the world even English is a second language in some countries. In Indonesia English is the first foreign language which is one of the compulsory subjects taught in the elementary school up to the senior school even if in university.

In order to be able to reach these English language goals, the students should master the four basic language skills; they are listening, speaking, reading, and writing.

Listening and reading are receptive skills. Therefore speaking and writing are productive skills.

Writing is one of the skills to be achieved in English language learning. According to

---

Harmer, the students should be encouraged to express their ideas, experience, thoughts and feelings through writing.⁶ He also said writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problem which the writing puts in to their mind.⁷ Based on the explanation above, the researcher assumes that writing is one of most important skills should be mastered by the students because by using writing the students be able to express their ideas, experience, thoughts and their feeling into written form.

Writing is a skill in which is we express ideas which are arranged in words, sentence and paragraph by using eyes, brain, and hand. When we write, our mind get an idea and express the idea by symbols letter that is arranged to be word form and the word is arranged to be sentence form, so that the researcher can give the information or tell the reader about their idea by using writing.⁸ It means that writing is skill to express the idea and thought on their mind in writing form. Writing is an enjoyable activity as long as researcher can create idea in her/his writing. By using writing the researcher is easier to deliver the information or to tell about their idea to the reader. In fact, many students find difficulties in writing, because they do not know how they can express their idea well. Writing is one of difficult skill for many people.

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⁶ Jeremy Harmer, *How to Teach Writing*, (Longman, Edinburgh Gate, 4th Ed, 2007), P.31
⁷ Jeremy Harmer, *Ibid*
It is supported by Sutanto states that writing as a process of expressing ideas or thoughts in words should be done at our leisure. In short, that a process of expressing ideas, feeling, thoughts into written form need a long time and a leisure time.

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom.” (QS. Luqman: 27)

Based on the verse above, writing was taught by Allah. Allah asked us to keep writing in English. Writing is one of skill. Harmer says that writing is as one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching English. Consequently, in English there are four skills, namely listening, speaking, reading, and writing. Four skills are interrelated and his equally important in our study, it cannot be separated from the other skill. Richard says that writing is the process where by a person selects, develops, arranges, and expresses ideas in units of discourse. The researcher concludes that writing is an expressing ideas into a discourse or writing.

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11 Jeremy Harmer, *How to Teach Writing*,(Longman : Harlow,2004), P. 31
When the researcher did the preliminary research in MTs Ma’arif Sukoharjo III Pringsewu, the researcher interviewed the teacher and the students. One of the interviewing questions that the researcher asked the teacher about the students’ problems in learning writing. Based on the interview that the researcher did to Dony Prasetiyo S.Pd as English teacher in the seventh grade, he said that the students’ problems in writing were: the students find difficulties to express their idea in written form, students’ vocabulary is low, the students still confuse with the tenses that use in descriptive text.\textsuperscript{13}

Descriptive text is one of the functional texts which is difficult enough to be learnt by the students because sometimes in learning writing especially in writing a descriptive text usually the students still confuse with the tense that use in descriptive text. The students still confuse with the generic structure in descriptive text. Descriptive text is a text that describes the features of someone, something, or a certain place.\textsuperscript{14}

Descriptive text consists of introduction and description. Introduction is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text.

\textsuperscript{13} Dony Prasetiyo, S.Pd, \textit{Interview}, February 3, MTs Ma’arif Sukoharjo III Pringsewu, 2017. (Unpublished)

\textsuperscript{14} Artono Wardiman, \textit{et. al.} \textit{English in Focus, for grade VII Junior High School (SMP/MTs)}, (Jakarta: Pusat Pembukuan. Departement Pendidikan Nasional, 2008), P.115
Table 1
Students’ Score of Writing at the Seventh Grade of MTs Ma’arif Sukoharjo III Pringsewu in the Academic Year of 2017/2018

<table>
<thead>
<tr>
<th>No</th>
<th>score</th>
<th>VII A</th>
<th>VII B</th>
<th>VII C</th>
<th>VII D</th>
<th>Total</th>
<th>Percentage</th>
</tr>
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<tr>
<td>1.</td>
<td>≥ 70</td>
<td>10</td>
<td>9</td>
<td>13</td>
<td>13</td>
<td>43</td>
<td>38.79 %</td>
</tr>
<tr>
<td>2.</td>
<td>&lt;70</td>
<td>20</td>
<td>20</td>
<td>17</td>
<td>16</td>
<td>73</td>
<td>62.93 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>116</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100 %</td>
</tr>
</tbody>
</table>

Source: The score from English teacher of MTs Ma’arif Sukoharjo III Pringsewu

From the data in Table 1, it can be seen that from 116 students of the seventh grade of MTs Ma’arif Sukoharjo III, there are 73 students (62.93%) got score under 70. There are 43 students got score above 70. Because the minimum achievement criteria of English subject in seventh grade at that school is 70. So it can be said that students’ writing ability in MTs Ma’arif Sukoharjo Pringsewu was low.\(^\text{15}\)

Based on the interview result with the students, the students said that they were difficult in expressing their idea in form of written, they felt bored in learning English especially in learning writing, the students felt difficult in grammatical that used in descriptive text, the students did not have much vocabularies to write.\(^\text{16}\) Based on the statement, the researcher concludes that in increasing their writing ability the teacher should use various effective technique to improve students’ writing ability especially in descriptive text, for example by using Four Square Writing Technique.

Four square writing technique is a technique for teaching writing because it is effective to solve the writing problems. Four square writing technique was developed

\(^\text{15}\) Ibid, Interview, February 3, MTs Ma’arif Sukoharjo III Pringsewu, 2017. (Unpublished)
\(^\text{16}\) Students of MTs Ma’arif Sukoharjo III Pringsewu, Interview, February 3, 2017 (Unpublished)
by Gould in 1999. Four square writing technique can be applied for the narrative, descriptive, expository and persuasive paragraph and essay of writing. This is a helpful technique of teaching basic writing skill that is applicable grades levels and curriculum area. According to Gould, four square writing technique can help the students to focus on the topic, organize their ideas well, and support detail sentences for their writing result. Four square writing technique provides beneficial and helpful graphic organizer or template that can be used in the planning stage of writing process. It provides much of the material that would be applied in the drafting stage of writing. The elaborate writing result could be produced by the students through doing some procedures of four square writing technique, the steps were: brainstorming three supporting ideas and writing a concluding sentence, adding supporting details, adding connecting words to provide transition between thoughts, and incorporating vivid language into writing.

The researcher used four square writing technique that might encourage the students to improve their writing skill. By using four square writing technique, the students got organized and detailed writing performance. After using four boxes to write down their idea, the students can continue their writing in the next stage of writing process until they get a good writing result to be published.

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There were several previous studies that relevant to this research as follows:

Siburian (2013) discussed about “Improving Students’ Achievement on Writing Descriptive Text through Think Pair Share. The result was found that average scores of students in every evaluation kept improving. It can be said that there is a significant improvement on the students’ achievement in writing descriptive text by applying the application of Think Pair Share method. It can be seen from the improvement of mean of students’ score, namely: the mean of first evaluation (66.4375) sharply increased to the mean of second and the third evaluation, which have 78.125 and 87.5625 respectively. The score continuously improve from the first evaluation to the third evaluation. Observation result shows that the students give their good attitudes and responses during teaching and learning process by applying the application of TPS (Think Pair Share) method. Questionnaire and interview report shows that students agree that the application of TPS (Think Pair Share) method have helped them in writing descriptive text. It can be concluded that the application of TPS method significantly improves students’ achievement in writing descriptive text.\(^{18}\)

\(^{18}\) Tiur Asih Siburian, International Journal of Language Learning and Applied Linguistics World Vol. 3 No. 3: Improving Students’ Achievement on Writing Descriptive Text Through Think Pair Share, (Universitas Negeri Medan, July, 2013), P. 42. Available on https://www.google.com/search?q=Improving+Students%27+Achievement+on+Writing+Descriptive+Text+Through+Think+Pair+Share. was accessed on August 7th, 2017
Puspita (2015) discussed about The Effectiveness of Four Square Writing in Teaching Writing Viewed from Students’ Creativity. The result of the research can be concluded that four square writing technique is more effective than guided writing to teach writing. It can be seen that the mean of $A_1$ (73.5) is higher than $A_2$ (70.91. The students who are taught by using four square writing have better writing skill than those who are taught using guided writing. It can motivate the students to write actively during the process of writing. Using four square writing in teaching writing can help students to organize, connect, and develop their ideas. In four square writing, the students use four square graphic organizer that can be used to generalize students’ ideas.19

Masitoh et.al (2015) discussed about “Improving Students’ Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at the Eight Grade Students of SMP Islam Terpadu Fitrah Insani”. The result of the research can be concluded that using GBA can improve students’ ability in writing descriptive text in junior high school. It is proved by the students’ score of $t$ observed (9.474) and $t$ table (2.07). It can be seen that $t$ observed 9.474 was higher than the critical value of $t$ table 2.07. In addition, it was clear that the alternative hypothesis was accepted, there was significant, $p$ value was 0.000 ($p<0.05$). In other word, the null hypothesis was rejected. Using GBA to improving students’ ability in writing descriptive text is

easier and more understandable. It helped students to write a descriptive text easily and accurately to write the parts and characteristics of the object. This way can also help the teacher develop their ideas about text.\footnote{Siti Masitoh \textit{et.al}, ELTIN Journal Vol. 3 No 1: \textit{Improving Students’ Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at the Eight Grade Students of SMP Islam Terpadu Fitrah Insani}, (STKIP Siliwangi Bandung, 2015), P. 50. Available on http://download.portalgaruda.org/article.php?article=402308&val=7095. was accessed on August 7$^{th}$, 2017}

Based on the discussion in previous studies above, there were some differences and similarities, the difference like on technique and kind of text, the similarities like on skill. Therefore the researcher expected that four square writing technique could improve the students’ ability in writing descriptive text. So, the researcher conducted an experimental research entitled \textit{The Influence of Four Square Writing Technique towards Students’ Writing Ability in Descriptive Text at the Seventh Grade of MTs Ma’arif Sukoharjo Pringsewu in the First Semester of 2017/2018}.

\textbf{B. Identification of the Problem}

Based on the background of the problem, the researcher identified the problems of this research as follows:

1. The students find difficulties to express their idea in written form.

2. The students’ vocabulary is low.

3. The students feel bored in learning writing.

4. The students feel confuse with the tenses that use in descriptive text.
C. Limitation of the Problem

Based on the background and the identification of the problem above, the researcher focused on the Influence of Four Square Writing Technique toward Students’ Writing Ability in Descriptive Text at the Seventh grade of MTs Ma’arif Sukoharjo III Pringsewu in the first semester of 2017/2018.

D. Formulation of the Problem

Based on identification and limitation of the problem above, the problem that come up in this research was formulated as follows: Is there any significant Influence of Four Square Writing Technique Toward Students’ Writing Ability in Descriptive Text at the Seventh grade of MTs Ma’arif Sukoharjo III Pringsewu in the first semester of 2017/2018?

E. Objective of the Research

Related to the problem was formulated above, the objective of the research was to know whether there was significant influence of four square writing technique toward students’ descriptive writing ability or not.

F. Significance of the Research

1. Theoretically Contribution

For the theoretical contribution, the results of this research are expected to support the previous theories about the influence of four square writing technique toward students’ writing descriptive text.
2. Practically Contribution

For practical contribution, the results of this research were expected that:

a. The school got knowledge about the new technique to teaching English especially in writing skill using four square writing technique.

b. The teacher can use four square writing technique as one way for teaching descriptive text.

c. The students can increase their descriptive writing ability by using four square writing technique.

d. The reader received information about a technique to write descriptive text by using four square writing technique.

G. Scope of the Research

1. Subject of the Research

The subjects of this research were the students at the seventh grade of MTs Ma’arif Sukoharjo III Pringsewu.

2. The object of this Research

The object of the research used of Four Square Writing Technique and Students’ Writing Ability in Descriptive Text.

3. Place of the Research

The research was conducted at MTs Ma’arif Sukoharjo III Pringsewu.
4. Time of the Research

The research was conducted at the first semester in the academic year of the 2017/2018.
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as a Foreign Language

Teaching is an action to transfer knowledge from the teacher to the students. The aim is so the students can understand the teacher’s explanation. Teaching is systematic activity that have many components and all of them relate each others. For the reason, it is very important to have good management in teaching. It should be considered about teacher’s skill, ability in managing the class and his or her professionalism so the teaching goal is achieved. Further, teaching is guiding and facilitating learning, permit the learners to learn and setting the condition for the learning. Our understanding about teaching can determine our strategy, method, technique, approach, teaching style and phylosophy of education.

Harmer states that teaching means to give (someone) knowledge or to instruct or to train (someone)”. 21 In short, by teaching or being a teacher, someone transfers knowledge, guides and coach other people in learning process.

English as foreign language is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors

21Jeremy Harmer, How to Teach English (New England: Longman, 2002), P.56
in a target language country”. Therefore, many students just use English for their communication in the school or institution. The teacher has to use effective way so the students use English in their daily communication.

In Indonesia, English is learned at schools and people do not speak the language in the society. Consequently, In Indonesia, many people think that English is difficult because they do not practice to use it in their daily life.

Based on the explanation above, the researcher concludes that teaching English as foreign language is an action to transfer English knowledge from the teacher to the students. Many students are not good in English because they just practice it in their school or institution. In this case, the teacher’s ability in creating effective and good way in teaching English is very important to make the students more interested in learning English.

B. Concept of Writing

Writing is one of the language skill should be mastered by the students. Writing is one way to send the message or information from the writer to the reader. Harmer says that writing is language skill that involves language production. It means that writing is one the way to convey the ideas into written form which arrange the word

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into a good idea in paragraph. Writing is the skill of a writer to communicate information to reader.

According to Harmer, “writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus and the teaching of English”. It means that writing is a skill that very important in learning English and also the one skill that is used to assess the students’ achievement of English in school.

Furthermore, writing is an expression and feelings from the writer’s mind, it happens naturally so it needs to be developed and to develop them the writer should be master the components of language. After the students master them, they can create and arrange good sentences in their writing, so the reader will get the point or idea from the result of the students’ writing. Writing is activity to express and put on the ideas or thought on written form. In addition, Harmer said that writing is a process, because it goes through many stages. It can be said that when we are trying to write something, we need some steps.

From the statement above, it can be said that writing is not instant process. There are some steps of writing based on Harmer, they are:

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1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making details notes. For others a few jotted words maybe enough. Still other may not actually write down any premilinary notes at all since they may do all their planning in their heads. But they will have planned, nevertheless, just ask the shopping list writer has thought at some level of conciousness about what food is needed before writing it on the piece of paper.\(^{27}\) In this step we should decide the topic that we want to write or if we assigned one, the topic should be focused on something that interesting to us.

2. Drafting

We can refer to the first version of a piece of writing as a draft. This first ‘go’ at a text is often done on the assumption that it will be amended later. As the writing proceeds into editing, a number of drafts maybe produced on the way to the final version.\(^{28}\) In this step, we try to write our ideas into paper. Keep writing so that our ideas can be developed even if what we write is wrong in spelling, grammar or punctuation, for we will do the next step of writing process, because we will continue the next process of editing.

\(^{27}\) Jeremy Harmer, *Op. Cit.,*

3. Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what have they written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around it write a new introduction. In this step, we see our own writing wholly about punctuation, spelling and grammar, besides the content itself.

4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final draft. This may look considerably different from both original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience. In this step, the writer produces a final version that has been edited in the previous steps.

In the case point, there are four processes in writing. They are planning, drafting, editing or revising, and final version. All of the processes is important to be done. Step by step give have different function in producing writing.

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Based on the definition of writing above, the researcher concludes that writing is the ability to create words or idea of the writer by expressing their ideas, feeling, and thought in order to transfer a message to the reader which requires some stages in writing.

C. Concept of Writing Ability

Writing is one of the important ways to deliver information through language mastery by both the writer and the reader. Siahaan says that writing is the skill of a writer to communicate information to a reader in the written text.\textsuperscript{31} It means that we must have an ability to express our ideas and thoughts in our writing clearly. It is needed in order the reader can receive the information clearly. Writing has some components that should be fulfilled. Tribble says that there are five scoring criteria for scoring of writing, they are:

1. Fulfillment and content (the ability to think creatively and develop thoughts),
2. Organization (the ability to write in appropriate manner),
3. Vocabulary (the ability to use of word or idiom),
4. Language (the ability to write in appropriate structure),
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).\textsuperscript{32}

\textsuperscript{31} Sanggam Siahaan, \textit{Issues in linguistics}, (Yogyakarta: Graha Ilmu, 2008), P.215
\textsuperscript{32} Christopher Tribble, \textit{Language Teaching Writing}, (Oxford University, 1996), P.130
Writing ability is one of the most important skills that should be mastered. If we are able to write well, it means that we are able to communicate effectively. The reader can get the information from the writer about something explained through writing.

Based on the explanation above, the researcher concludes that writing ability is an ability to communicate or express ideas and thoughts in written form which fulfills five components of writing including fulfillment and content, organization, vocabulary, language, and mechanics effectively.

**D. Concept of Teaching Writing**

Harmer said that by far the most important reason for teaching writing, of course, is that it is a basic language skill. Therefore, teaching writing to students of English is more important than other language skills. Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students. However many teacher agree that in the classroom, writing should be given much attention as reading, speaking and listening. Yet many teachers and students alike consider writing to be most difficult subject of language skill to learn.

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33 International and Pan-American Copyright Convention, *Junior Skill Builders: Writing in 15 minutes a day*, (USA: Learning Express, 2008), P.1
Based on the statements above, the researcher conclude that teaching writing text is very important, however, learning is not easy because the students should learn some of components, like: structure, spelling, punctuation. The teacher can teach writing easily to make the students be able to learn. Good performance can help the teacher to send the materially perfectly. Brown said that there are five types of writing class performance.

1. Imitative or writing down
At the beginning level of learning to write, students will simply “writing down” English letters, words and possibly sentences in order to learn the convention of the orthographic code.

2. Intensive, or controlled
Writing is sometimes used as production mode for learning, reinforcing or testing grammatical concept, this intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much, if any, creativity on the part of the writer.

3. Self writing
A significant proportion of classroom writing may be devoted to self writing or writing with only the self in mind as an audience.
4. Display writing

It was noted earlier that writing within the school curricular context is a way of life. For all language students, short answer exercises is say examinations, and even research reports will involve element of display.

5. Real writing

While virtually every classroom writing task will have an element of display writing in it, the same classroom writing aims at the genuine communication of messages to an audience in need of those messages. There are subcategories illustrate how reality can be injected, they are; academic, vocational/technical, and personal.  

From the statements above, it can be concluded that the teacher can use classroom performance to make students enjoy in the learning process. The types of classroom writing are imitative or writing down, intensive or controlled, self writing, display writing, and real writing. Then, the teacher should find an appropriate technique in teaching descriptive text writing ability to the students, in order to develop their writing ability.

E. The Purpose of Writing

Writing is not only putting the sentences into a paper, but there are some purposes of writing. Based on Grenville, there are some purposes of writing, they are:

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1. Entertain

The writing does not necessarily make the readers laugh, but it at least engages their feelings in some ways. Writing to entertain generally takes the form of so-called imaginative writing or creative writing. Examples of imaginative writing are novels, stories, poems, song lyrics, plays, and screenplays.

2. Inform

The writing tells the reader about something. These kinds of writing can also be entertaining in the sense that they are good to read, and also entertaining the reader is not their main purpose that’s just a bonus. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

3. Persuade

The writing attempts to convince the reader of something. This includes advertisements, some newspaper and magazine articles, and some type of essay. This type of writing might include the opinion, but as part of a logical case backed up with evidence, rather than just as an expression of the feelings. 36 As the explanation above, the researcher concludes that the purpose of writing is the expression the ideas, convey a message to reader.

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Based on the explanation above, it can be concluded that the purpose of writing consists of entertain, inform and persuade. The first purpose is to entertain. Writing to entertain generally takes the form of creative writing the examples are novel, stories, poems, song lyrics, and screenplays. The second purpose is to inform. Writing gives information to the readers about something. And the last purpose is to persuade. Writing to persuade is to convince the reader of something. The examples are advertisements, newspaper, and magazine articles.

F. The Concept of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text. It means that text is a number of words to give a message to somebody in written or spoken. Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings. It means that text is used as a communication by the writer with organized the structure off text on grammatical of words, clauses, and sentences.

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37 Mark Anderson, Kathy Anderson, Text Type in English, (Shout Yarra: Macmillan, Education Australia 1997), P.1
In short, text is an original word of something written, printed, or spoken to give information about something for one people to another.

G. Kind of Text

According to Gerot and Wignel classify the kinds of text into thirteen types, they are:

1. Narrative: to amuse, entertain and to deal with actual or various experience in different ways.

2. News Story/Items: factual text which inform the reader events of the day which are considered newsworthy or important.

3. Anecdote: to share with others an account of an unusual or amusing incident.

4. Recount: to retell an event for the purpose of informing or entertaining.

5. Spoof: to retell an event with humorous twist.

6. Procedure: to explain how something is accomplished through a sequence of actions of actions or steps.

7. Explanation: to explain the processes involved in the formation or working of natural or socio-cultural phenomena.

8. Report: to explain the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.

9. Description: to describe a particular person, place or thing. The purpose of descriptive text is to describe people, place or something in specific.

10. Analytical Exposition: to persuade the readers or listeners that something is the case.
11. Hortatory Exposition: to persuade the readers or listeners that something should or should not be the case.

12. Discussion: to present (at least) two points of view about an issue.

13. Review: to critique an art work or event for a public audience.³⁹

Based on the explanation above, the researcher concludes many genres of text, they are: story genres and factual genres. Story genres consist of: narrative, news story, anecdote, recount, and spoof. Besides factual genre consist of: procedure, explanation, report, exposition, discussion, description, and review.

H. Concept of Descriptive Text

According to Kane, description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description is also deals with other kinds of perception.⁴⁰ Anderson and Anderson add that descriptive text is different from information reports because they described a specific subject rather than general group.⁴¹ Further, Pardiyono states that descriptive writing is a type of writing to describe living and non-living things to reader.⁴² Thus, descriptive writing is a kind of writing that describe the readers about living and non-living so that the readers can imagine it. Pardiyono says that there are several things that we need to

know and understand about descriptive writing. They are purpose, rhetorical structure, and grammatical pattern.\textsuperscript{43}

1. Purpose

Description is a type of written text, which has the specific function to give description about an object (human or non human).

2. Rhetorical structure

A descriptive writing has generic structure. They are:

1). Identification: general description about an object.
2). Description: specific description about an object.

3. Grammatical Pattern

1). Use declarative sentence
2). Use simple present tense
3). Use conjunction

Based on the explanation above, descriptive text is a clear description of people, place, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer sees, smell, touches, and tastes.

\textsuperscript{43} Pardiyono, \textit{Ibid.}, P.33
The Example of Descriptive Text

Tanjung Setia Beach

**Identification:** The beach is probably not popular because it is placed in an isolated district in Lampung, but the wave on the beach in Tanjung Setia are referred as one of the highest waves in the world by international surfers. You should know that the wave on this beach is equal with the waves in Hawaii.

**Description:** If you want to visit, you should travel in about 273 km or at least 6 hours from the city of Bandar Lampung by bus. This beach is directly adjacent to the Indian Ocean so this incredible place has such a challenging wave. Nevertheless, despite this beach has waves with height up to 7 meters, but it is not as famous as some beaches in Bali and Lombok.

http://brechonana.blogspot.com/2015/01/contoh-descriptive-text-bahasa-inggris.html

I. Concept of Descriptive Text Writing Ability

Writing is one of skills in English that is called as difficult skill for many people. It is as to produce good writing the writer should do the process of writing well. Besides that, the writer also must practice it more and rapidly. Descriptive writing is a type of writing that is learned in Junior High School. It is used to describe about things, animals, people and places specifically appropriate the rule of descriptive writing.

As a result, the students’ descriptive writing ability is the students’ ability to write the object in detail so that the readers understand about the object even can imagine it with good mastery of aspects of writing like contents, organizations, vocabularies, languages and mechanics. Students’ ability is known by students’ score of writing that includes purpose, rhetorical structure, and grammatical pattern that is used in descriptive writing.
J. Concept of Four Square Writing Technique

According to Gould and Burke four square writing technique refers to a technique to teaching basic writing skills using a graphic organizer which is “applicable across grades levels and curriculum areas”. This technique is suitable for teaching writing for any grades and significantly useful for the descriptive, narrative, persuasive, and expository writing. In short, four square writing technique is a technique for teaching writing using a visual graphic organizers, it can help the students to express their idea into written form.

Gould says that four square writing technique is a tool for organizing. In other words, four squares writing technique is used to organize students’ ideas and supporting details so their writings are written in unity and coherence. This technique consists of boxes which puts different ideas in the boxes to create a draft of an essay. The main idea is placed in the center box (box 1), the supporting details are put in the boxes 2, 3, and 4, and the summary is put in the lower right box, box 5. It has the purpose to help the students to see the differences between one idea to another one. Additionally, the students will not produce sentences which do not have any relation with the ideas in the boxes. As a result, by using this technique, the students are expected to be able to write in unity and coherence.

44 Judith S. Gould and Evan Jay Gould, *Four Square Writing in the Content Areas Grades for 5-9*, (Teaching and Learning Company: a Lorenz Company, 1999), P.4
Further, Nurul Puspita states that four square writing technique is a technique to improve, help, connect, and organize students thought in writing. It also helps the students to generalize and combine the best outline, fact and ideas. It means that square writing technique is a technique that can be use for the students in expressing their idea into written form.

Based on the explanation above, it can be concluded that four square writing technique is a technique to teach writing using four square organizer which help the students in writing process like planning, drafting, revising and editing in order to produce a desired writing. This technique eases the students to focus on one writing section and allows them to have obvious revision from the first to the end of writing.

K. Procedure of the Teaching Descriptive Text Writing Ability by Using Four Square Writing Technique

The researcher uses two procedures based on two experts. The first procedure of four square writing technique is based on Judith S. Gould and Evan Jay Gould and the second procedure of four square writing technique is by released Ganiyu Tijani and Mandy Objage, then the researcher modify the procedures by using the theory based on the Judith S. Gould and Ganiyu Tijani.

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The procedure of four square writing technique based on the Judith S. Gould and Evan Jay Gould, the procedures are:

1. Brainstorming three supporting ideas writing a concluding sentence: in brainstorming activity the students should make a four square form. In this activity the students should understand the relationship between ideas. The main, broad or general idea is placed in the center box of the square (box 1). The top two boxes (2 and 3) are each used for an example, details or definition of the central idea in box 1. The lower left (box 4) is used for a supporting example or detail as well. The remaining box, lower right (box 5), will be employed to build a summary or concluding sentence. The lower right (box 5) called “wrap-up” sentence, it encompasses all the ideas developed in the four squares in the form of a series sentence.

![Figure 1]

**The Example of Brainstorming**
**Three Supporting Ideas Writing a Concluding Sentence**

<table>
<thead>
<tr>
<th>The grass</th>
<th>Memorial Park</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Yankee Stadium Is a beautiful Place</strong></td>
</tr>
<tr>
<td>The electricity</td>
<td>Yankee Stadium is a beautiful place because of the grass, Memorial Park and the electricity in the air.</td>
</tr>
</tbody>
</table>
2. Adding supporting details: in this activity the students should develop the reasons, examples or explanations in box 2, 3, and 4, it is important to remind students that there may not be a repetition of details from one box to another.

**Figure 2**
**Adding Supporting Details**

<table>
<thead>
<tr>
<th>The grass</th>
<th>Memorial Park</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Green</td>
<td>- Plaques</td>
</tr>
<tr>
<td>- Manicured</td>
<td>- Jerseys</td>
</tr>
<tr>
<td>- No weeds</td>
<td>- Tattered baseballs</td>
</tr>
</tbody>
</table>

Yankee Stadium Is a beautiful place because of the grass, Memorial Park and the electricity in the air.

3. Adding connecting words to provide transition between thoughts: in this activity after the students develop the thesis in (box 1) into three reasons, examples or explanations boxes (2, 3, and 4) and supporting elaboration. These ideas should be different from one to another. These differences necessitate the use of transition between ideas. The students should use appropriate connector to connect their sentences. The box will be colorful to help students write to getting out their idea easier. Such as, the box 1 there is no color because box one is the beginning of the piece, box 2 is colored green (green means “go”), boxes 3 and 4 are yellow to signify moving along cautiously, and box 5 is red, for we are to preparing to stop.
Figure 3
Adding Connecting Words to Provide Transition between Thoughts

<table>
<thead>
<tr>
<th>One reason</th>
<th>The grass</th>
<th>Also</th>
<th>Memorial Park</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Green</td>
<td>- Plaques</td>
<td>- Jersey</td>
<td></td>
</tr>
<tr>
<td>- Manicured</td>
<td>- Jerseys</td>
<td>- Tattered baseballs</td>
<td></td>
</tr>
<tr>
<td>- No weeds</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Yankee Stadium Is a beautiful Place

<table>
<thead>
<tr>
<th>Too</th>
<th>The electricity</th>
<th>As one can see</th>
</tr>
</thead>
</table>
| - Always there | - The memory of greatness spirits in the air | Yankee Stadium is a beautiful place because of the grass, Memorial Park and the electricity in the air.

4. Incorporating vivid language into writing: the fourth step of instruction begins to assist the writer in developing a style and to use writing as a craft. In this step the students should use vivid language to develop the paragraph. Writing with vivid language is achieved by careful, specific word choice. Sensory experiences are an excellent means of providing a vivid expression of thought. Vivid language in writing lets us know what the writer sees, hears, feels, smell, and tastes. Vivid language is also heavily involved with the emotional state of the writer. ^47

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### The Example of Descriptive Text

Yankee Stadium is a beautiful place. The beauty can be seen in the grass and Memorial Park, and it can be felt in the electricity in the air. I love to visit there.

One reason it is so beautiful is the grass. It is always frog-green. The lawn is manicured and perfectly cut. Weeds are prohibited from entering.

Also, Memorial Park is a special place. One can view the plaques that have been so delicately engraved in remembrance. There are jerseys to view that were well-worn by the greats. They have tattered, old baseballs which have priceless signatures.

The electricity in the air is beautiful, too. It is always there, and you can see it in the eyes of the children visiting. The shouting of the fans sounds like the Mormon Tabernacle Choir to the ears of a baseball lover. One can sense the memory of greatness because their spirits live in the air at Yankee Stadium.

As one can see, Yankee Stadium is a beautiful place because of the grass, Memorial Park and the electricity in the air. You should catch a game today.

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*Source: Four Square Writing Technique*
Then, the following steps of four square writing technique are made by Ganiyu Tijani and Mandy Objage:

1. The teachers use drawing as teaching aid for teaching this topic. They draw the four square symbol on the board.
2. Then they allow the students to select topics which were of interest to them.
3. The students encourage to draws the chart.
4. The teacher then asks the students to join the sentences together to form a paragraph.
5. The students instruct to use the technique to develop other paragraphs.\(^{48}\)

Moreover, the researcher modifies Judith S. Gould, Ganiyu Tijani and Mandy Objage’s theory about procedures of teaching descriptive text by using four square writing technique that described previously is as follows:

1. The teacher explains to the students about the four square writing technique, rhetorical structure and language feature of descriptive text, give the example, and give instruction in the learning process.
2. The teacher gives the students a topic included a picture about descriptive text, and the students choose one topic.
3. The teacher asks the students to make a four square form, as follows:

The students give the colors in each boxes, the box 1 there is no color because box one is the beginning of the piece, box 2 is colored green (green means “go”), boxes 3 and 4 are yellow, it signify to write carefully, and box 5 is red, for to preparing to stop, then the teacher asks the students to write a topic sentence in the middle top, then they writes example, details and explanation in the top two boxes (2 and 3), after that writes a supporting example in the lower left box (box 4), and the last the students writes a concluding sentence or “wrap-up” sentence in the lower right box (box 5). In the last box (box 5) the students developed all the ideas from box (1, 2, 3, and 4) into four squares in the form of series sentence.

4. The teacher asks the students to write a descriptive text into written form and developed it into a good paragraph.

1. Advantages and Disadvantages of Using Four Square Writing Technique

1. Advantages of Four Square Writing Technique

Every technique of teaching has strength and weakness. Teacher must consider kind of technique which is suitable with their students and giving opportunities to the
students to be active in a process in teaching and learning in achieving the purpose of the standard competency. Four square writing technique is helpful for the students or learners because it allows them to freely explore their ideas. By using four square writing technique procedure there are some advantages that can be found. Judith S. Gould and Evan Jay Gould have list some advantages of using four square writing technique as follows:

a) Four square writing technique can help the students organize their thought.

b) Teaching by using four square writing technique will help the students become better writers.

c) Four square writing technique help the students to eliminate common errors where the errors raised early in the writing process.

d) Teaching writing through the use of graphic organizer empowers the students to write with confidence.

e) The beauty of four square writing technique is that nearly all the troubles faced in compositions will be addressed in the organization stage of the writing process.\(^{49}\)

Based on the explanation above, the researcher concluded that four square writing technique has many benefit in writing, they are: four square writing technique makes the students easy to express their idea into written form, help the students to be a

good writer, motivate the students to write confidence, and helps the students in work
where the errors in writing can be raised early in the writing process.

2. Disadvantages of Four square Writing Technique

The disadvantages of four square writing technique are:

a) The students have now spent a great deal of time working on the organizer,
   having never completed the composition phase of the writing process.

b) The use of four squares does not call for an abandonment of hands-on
   learning.\textsuperscript{50}

Thus, it can be seen clearly that four square writing technique has more advantages
than the disadvantages, that is why four square writing technique will be applied as a

M. The Concept Free Writing Technique

1. Definition of Free Writing Technique

Free writing is a technique in which students are asked to prepare a blank piece of
paper and asked to write freely as they want without regard for spelling, grammar and
topics, for ten minutes. Ten minutes is a time for student to write about the topic. Free
writing is the writing you do without having a specific outcome in mind. You simply

\textsuperscript{50} Judith S. Gould and Evan Jay Gould, \textit{Four Square Writing Grades for 7-9}, (Teaching and
Learning Company: a Lorenz Company, 1999), P.42
write down whatever pops into your head as you explore your topic. Therefore, free writing is a result of ideas from the writers’ brain, then getting out into written form.

Learners use the patterns they have developed to write an essay, letter, and so forth. Free writing is used to produce new ideas from the authors to be an essay, letter, etc. Therefore, free writing is the easiest way to get words on paper and the best all-around practice in writing. It means that, free writing technique is the easiest way for the students to get the best idea in writing process.

Based on explanation above, the researcher concludes that free writing technique is a technique for teaching writing to write freely whatever the ideas that comes from the writers’ mind to write into written form.

2. Teaching Descriptive Text Using Free Writing Technique

There are procedures of teaching writing descriptive text using Free Writing Technique as follows:

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1. Write the topic at the top of your paper.

2. Write as much as you can about the topic until you run out of ideas. Include such supporting items as facts, details, and examples that come into your mind about the subject.

3. After you have run out of ideas, reread your paper and circle the main idea(s) that you would like to develop.

4. Take that main idea and free writing again.\(^{54}\)

N. Advantages and Disadvantages of Free Writing Technique

1. Advantages of Free Writing Technique

There are some advantages of using free writing are as follows:

a) Free writing makes writing easier by helping you with the root psychological or existential difficulty in writing: finding words in your head and putting them down on a blank piece of paper.

b) Free writing help you learn simply to get on with it and not be held back by worries about whether these words are good words or the right words.

c) Free writing exercises are push-ups in withholding judgment as we produce so that afterwards we can judge better.

d) Free writing helps we learn to write.

e) Free writing helps we learn to just say it. Regular free writing helps make the writing process transparent. Free writing is a useful outlet. We have

\(^{54}\) Randall Vander Mey, \textit{et.al. Op. Cit.},
lots in our heads that makes it hard to think straight and write clearly: we are mad at someone, sad about something, depressed about everything.

f) Free writing helps you to think of topics to write about. Just keep writing, follow threads where they lead and you will get to ideas, experiences, feelings, or people that are just asking to be written about. Free writing gives practice in this special mode of focusing—but-not trying; it helps you stand out of the way and let words be chosen by the sequence of the words themselves or the thought, not by the conscious self.  

2. Disadvantages of Free Writing Technique

The disadvantage of using free writing is free writing brings a surface coherence to our writing and it does so immediately. We cannot write really incoherently if we write quickly. We may violate the rules of correctness, we may make mistakes in reasoning, we may write foolishness, we may change directions before writer have say anything significantly. Therefore, in free writing, the writer cannot write correctly because the writer has not long time to check their grammar.

O. Frame of Thinking

Based on the preliminary research, the researcher found the students’ descriptive text writing ability is still low. It happens because of the teacher does not use the interesting technique in teaching English especially teaching writing. So, the English

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55Peter Elbow, Ibid, PP.14-15
56Peter Elbow, Ibid, P.16
teacher needs an effective technique in teaching writing and so that the students do not feel confused in expressing their ideas into written form. From the explanation, the researcher wants to try a technique in teaching descriptive text writing by using four square writing technique to improve and provide motivation to students.

Four square writing technique can help teachers and students in teaching and learning writing process. Four square writing technique help the students to express their idea into written text well. Teaching writing through the use of graphic organizer empowers students to write with confidence. The visual organizer helps the students to conceptualized, understand and structure a place of written discourse successfully. Four square writing technique designed to give students many opportunities to increase their writing through a graphic organizer.

By using four square writing technique the students can organize their thought into written form. The teacher guides the students to organize their thought step by step. In a four square writing technique there are four steps that students do to make a text.

The researcher uses two procedures based on the two experts, first procedures based on Judith S. Gould and Evan J. Gould, they write that there are four procedures of four square writing technique. The second procedures based on Ganiyu Tijani and Mandy Objage, they write that there are five procedures of four square writing technique. Then, the researcher modifies the procedures like: first the teacher explain to the students about the four square writing technique, rhetorical structure and
language feature of descriptive text, give the example, and give instruction in the learning process. In the first procedures help the students to know the four square writing technique, and the explanation about descriptive text. The second procedures, the teacher gives the students a topic included a picture about descriptive text, and the students choose one topic. The third procedures, the teacher ask the students to make a four square form, the teacher asks the students give the colors in each boxes, the colors is help the students to getting out their idea easier. The box 1 there is no color because box one is the beginning of the piece, box 2 is colored green (green means “go”), boxes 3 and 4 are yellow, it signify to write carefully, and box 5 is red, for to preparing to stop, then the teacher asks the students to write a topic sentence in the middle top, then they writes example, details and explanation in the top two boxes (2 and 3), after that writes a supporting example in the lower left box (box 4), and the last the students writes a concluding sentence or “wrap-up” sentence in the lower right box (box 5). In the last box (box 5) the students developed all the ideas from box (1, 2, 3, and 4) into four squares in the form of series sentence. The last, the teacher asks the students to write a descriptive text into written form and developed it into a good paragraph. By using the step by step of four square writing technique the students can express their ideas well. It will show the improvement of their writing.
P. Hypothesis

Based on the theory and statement above, the researcher purposes the hypotheses as follows:

\( H_a \): There was a significant Influence of Using Four Square Writing Technique towards Students’ Writing Ability in Descriptive Text at the Seventh Grade of MTs Ma’arif Sukoharjo III Pringsewu in the First Semester of 2017/2018 Academic Year.

\( H_0 \): There was no a significant Influence of Using Four Square Writing Technique towards Students’ Writing Ability in Descriptive Text at the Seventh Grade of MTs Ma’arif Sukoharjo III Pringsewu in the First Semester of 2017/2018 Academic Year.
CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In conducting this research the researcher used experimental design in order to know the influence of using four square writing technique toward students’ writing descriptive text. According to Ary et.al, experimental design is the general plan to carrying out a study with and active independent variable.\(^{57}\) Therefore, this study describes the general design of the study. In this research, the researcher used quasi experimental research design, quasi-experiments included assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.\(^{58}\) Therefore, the researcher used experimental design research, experimental research gave the task as evidence of research, this research was not artificially.

The researcher applied two classes of students that consisted of one class as the experimental class and another class as the control class in this research. Ary et.al also state that, the variety of quasi experimental designs, which can be divided into

\(^{57}\)Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (8\(^{th}\) Edition), Introduction to Research in Education (Canada: Wadsworth Cengage Learning, 2010), P.301

\(^{58}\)John W. Creswell, Educational Research : Planning, conducting, and Evaluating Quantitative and Qualitative research, (Boston: Pearson Education, 4\(^{th}\) es., 2012), P.309
two main categories, there are pre-test and post-test, post-test-only.\textsuperscript{59} The researcher used pre-test and post-test. The researcher applied the pre-test and post-test design approach to a quasi-experimental design. The researcher’s design presented in Table

<table>
<thead>
<tr>
<th>Select Control Group</th>
<th>Pretest</th>
<th>No Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Experimental Group</td>
<td>Pretest</td>
<td>Treatment</td>
<td>Post-test</td>
</tr>
</tbody>
</table>

In this research, the students gave pre-test to know their descriptive text writing ability before treatment and post-test. After pre-test and know students’ ability in writing, the researcher gave treatment for experimental and control class. Experimental class got treatment by using four square writing technique and control class got treatment by using free writing technique. After treatment, the researcher gave post test to both of the class to know students’ development after they were treatment.

\textbf{B. Variables of The Research}

According to Sugiyono, variable is something that can be object of research to get the information of everything about it.\textsuperscript{60} Arikunto adds that variable is the object of

\textsuperscript{59} Donald Ary, \textit{et.al}, \textit{Op. Cit.}, P.307
\textsuperscript{60} Sugiyono, \textit{Metode Penelitian Pendidikan Pendekatan Kuantitatif, dan R&D} (Bandung: Alfabeta, 2004), P.61
research or a central in the research.\textsuperscript{61} It means that variable is all of the something that can be resource or object that we get information for our research and to know the influence after giving treatment for getting target research. In this research there are two variables, they were:

1. Independent variable
The independent variable in this research is Four Square Writing Technique that is symbolized by (X).

2. Dependent variable
The dependent variable in this research is the students’ Descriptive text writing ability that is symbolized by (Y).

C. Operational Definition of Variable

The operational definition of variable was used to explain the variables which were used in this research to avoid misconception of variables presented in this research. The operational definitions of variables were as follows:

\footnote{Suharsimi Arikunto, \textit{Prosedur Penelitian Suatu Pendekatan Praktek} (Jakarta: Rineka Cipta, 2002), P.96}
1. Four Square Writing Technique is a technique to teaching writing using for square organizer which help the students to through the effective writing process planning, drafting, revising and editing in order to produce a desired writing. This technique eases the students to focus on one writing section and allows them to have obvious revision from the first to the end of writing.

2. Descriptive writing ability is students’ ability to describe an object in detail so the readers understand about the object even can imagine it with good mastery of aspects of writing like contents, organizations, vocabularies, languages and mechanics.

D. Population, Sample, and Sampling Technique

1. Population
Schreiber says, “the population in social science research refers to all of your potential participants; Schreiber stated that think of it as the whole group of people in which you are interested”.\(^{63}\) Ary et al state that the large group about which the generalization is made is called a population. A population is defined as all members of any well-defined class of people, events, or objects.\(^{63}\) Population of this research were students at the first semester of the seventh grade of MTs Ma’arif Sukoharjo III Pringsewu in the academic year of 2017/2018. The population of this research

\(^{63}\)James B. Schreiber, *The Interrelationship of Question, Sampling, Design and Analysis*, Educational Reasearch, (India: John Willey and Sons Inc, 2011), P.89

\(^{63}\)Donal Ary, *et.al, Op. Ci.t*, P.148
consisted of 116 students including of four classes, with the detailed as in the Table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1</td>
<td>7A</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>7B</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>7C</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>7D</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>73</td>
<td>116</td>
</tr>
</tbody>
</table>

Source: MTs Ma’arif Sukoharjo III Pringsewu in the Academic Year of 2017/2018

2. Sample of the Research

According to Arikunto, sample is a part of representative of the population that will be investigated. It can be called sample when it generalizes the results of the study. Fraenkel adds that sample is any part of population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.

The samples of the research were two classes, one class as the experimental class and another one as the control class. There are four classes of the seventh grade of MTs Ma’arif Sukoharjo III Pringsewu, and the researcher takes two classes, one class as experimental class and another as control class.

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3. Sampling Technique

In getting the sample from population, the researcher used cluster random sampling. Fraenkel and Wallen say that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling. The experimental and control class were chosen randomly by using a small piece of paper. The name of each class was written in a small piece of paper and then the papers rolled and shaken. The first paper was an experimental class and the second paper is control class.

E. Research Procedure

In conducting this research, the researcher applied some procedures as follows:

1. Finding the Subject of Research

The researcher chose the students of the seventh grade of MTs Ma’arif Sukoharjo III pringsewu as a subject of the research. One class was experimental class and one class was the control class.

2. Designing The Instruments of The Research

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66 Jack R. Fraenkel and Norman E. Wallen, *ibid*, P.95
The instrument of this research used writing test. The students got the same instrument for both classes in several topics and pictures that should be described by the students.

3. Administering Pre-Test
The pre-test used to find out the students’ ability. Here, the students were assigned to write the descriptive text. The titles given are:

   a) My House
   b) My Cat
   c) My Mother

The researcher chosen the topics were My House, My Cat, and My Mother because in teaching writing descriptive text there were three sub-material of descriptive text: (1) descriptive about place; (2) descriptive about person; (3) descriptive about animal. The researcher taught the students about descriptive text and the material has been in lesson plan. First, the researcher chosen My House because it describe about place, second My Cat it describe about animal, third My Mother it describe about person.

4. Conducting Treatment
Treatment was given in three meetings for each class. In the treatment, the researcher as the teacher taught the students about descriptive text by using four square writing technique in experimental class and by using free writing technique in the control class.
5. **Administrating the Post-Test**

Post-test was conducted after treatments. This test aimed to measure the students’ descriptive text writing ability after having treatment. The students were assigned to make a descriptive text by choosing the title provided. The titles given were:

a) My Idol
b) My Classroom
c) My Pet

The researcher chosen the topics were My Idol, My Classroom, and My Pet because in teaching writing descriptive text there were three sub-material of descriptive text: (1) descriptive about place; (2) descriptive about person; (3) descriptive about animal.

The researcher taught the students about descriptive text and the material has been in lesson plan. First, the researcher chosen My Idol because it describe about person, second My Classroom it describe about place, third My Cat it describe about animal.

6. **Analyzing the Result of Post-Test**

In analyzing the result, the researcher compared the result of post-test between experimental and control class to know whether the post-test’s score of experimental is higher than control.

**F. Treatment for Experimental Class and Control Class**

1. **Treatment for Experimental Class**

In this research, the researcher taught writing descriptive text by using four square writing technique as a treatment in experimental class. The researcher did the
treatment in three meetings. In the first meeting, the researcher asked some question related to the four square writing and descriptive text. Then the researcher explained about what descriptive text, language features of descriptive text, generic structure of descriptive text, the purpose of descriptive text, and four square writing technique are. It is done in order to know how far the students’ understanding about descriptive texts and four square writing technique.

In the second meeting, the researcher gave the explanation more clearly about four square writing technique and how to use this technique in writing descriptive text. The researcher explained a descriptive text about person, the researcher gave example of descriptive about Agnes Monica using this technique. After explained to the students the researcher asked the students to describe about Raditya Dika using four square writing technique.

In the third meeting, after gave the explanation descriptive text about animal, and the topic was describing a cat using four square writing technique, the researcher provided a titles and pictures, then the researcher asked the students to make descriptive text using four square writing technique individually by choosing the titles that provided by the researcher. Finally, the result is collected in front of the class and will be scored based on the criteria of good writing.

2. Treatment for Control Class
In the control class, the researcher taught the students by free writing technique as a treatment in the control class. This technique was used by teacher when teaching descriptive text. In this technique, the researcher was explained about descriptive text and how to make a descriptive text using free writing technique. In the first meeting the researcher gave the example a descriptive text about “My School” using free writing technique. Then, the researcher asked the students to make a descriptive text about “Museum Lampung”. In the second meeting, the researcher explained more clearly about descriptive text and tried to give exercise for the students. The researcher asked the students to make descriptive text about “Raditya Dika” using free writing technique. In the last meeting, the researcher asked the students to make descriptive text about animal and the title was “cow” and the students collect it.

G. Data Collecting Technique
In conducting this research, the researcher needed technique to collect the data. In this research the researcher used the data which came from test. The test was done to know the students’ writing ability after they are taught by four square writing technique. The researcher provided some topics and pictures. The students chose one topic included the picture that provided by the researcher, and then made the descriptive text based on the topic. In this research, the control and experimental class got the same test. The result of the test was written in the scoring column on the paper.
The researcher used some techniques in collecting the data, they were:

1. **Pre-test**

The pre-test was given before the treatment. The researcher gave pre-test to experimental and control class. It was done to know students’ descriptive text writing ability before they were getting treatment. In pre-test the students asked to choose one of topic and picture, then the students made a descriptive text.

2. **Treatments**

The researcher gave the treatment in three meetings. In the first treatment, the researcher as a teacher taught by using four square writing technique. The researcher gave the explanation about descriptive text. The researcher explained about the general structure of descriptive text, language features of descriptive text, and the example of descriptive text. The researcher also gave explanation about the four square writing technique. Then, the researcher gave the treatments by using four square writing technique in teaching descriptive text writing ability in the experimental class, whereas in the control class the researcher used free writing technique in teaching descriptive text writing ability.
3. Post-test

The post test was done after the students in experimental and control class gave the treatment. It was done to recognize the students’ descriptive text writing ability after they were getting treatment by using four square writing technique in experimental class and free writing technique to control class. Post-test was done to measure the students’ descriptive test writing in order to know the influence of the students’ descriptive test writing after four square writing technique has been applied.

H. Research Instrument

The research instrument that was used in this research was writing test. The researcher asked the students to make their own descriptive text based on the title and picture that was provided by the researcher. The end of the research the students were expecting to be able to make descriptive text by choosing one title and picture that was provided by the researcher. The researcher made two instruments, they were pre-test and post test.

1. Pre-test instrument
   a) My House
   b) My Cat
   c) My Mother

2. Post-test instrument
   a) My Idol
b) My Classroom

c) My Pet

I. Criteria for Evaluating Students’ Writing

There were some aspects that should be used to measure the result of students’ score in writing. They were: content, organization, vocabulary, language use and mechanics. The following were some criteria for evaluating students in writing proposed by Teribble.67

| 30-24 | Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail. |
| 23-18 | Good to average: Adequate treatment of topic; some variety of ideas or argument; some independent of interpretation of the topic; most content relevant to the topic; reasonably accurate detail. |

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-10</td>
<td><strong>Fair to poor</strong>: Treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content; lacking detail.</td>
<td></td>
</tr>
<tr>
<td>9-6</td>
<td><strong>Very poor</strong>: Inadequate treatment of the topic; no variety of ideas or argument; content irrelevant; or very reacted; almost no useful detail</td>
<td></td>
</tr>
<tr>
<td>5-0</td>
<td><strong>Inadequate</strong>: Fails to address the task with any effectiveness</td>
<td></td>
</tr>
</tbody>
</table>

2. **Organization**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-17</td>
<td><strong>Excellent to very good</strong>: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).</td>
<td></td>
</tr>
<tr>
<td>16-12</td>
<td><strong>Good to average</strong>: Uneven expression, but main ideas stand out; paragraphing or section organization evident; logically sequenced (coherence); some connectives used (cohesion)</td>
<td></td>
</tr>
<tr>
<td>11-8</td>
<td><strong>Fair to poor</strong>: Very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequence difficult to follow (coherence); connective largely absent (cohesion)</td>
<td></td>
</tr>
<tr>
<td>7-5</td>
<td><strong>Very poor</strong>: Lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence); connectives not used (cohesion)</td>
<td></td>
</tr>
<tr>
<td>4-0</td>
<td><strong>Inadequate</strong>: Fails to address this of aspect of the task with any</td>
<td></td>
</tr>
</tbody>
</table>
effectiveness

3. Vocabulary

<table>
<thead>
<tr>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-17</td>
<td><strong>Excellent to very good</strong>: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register</td>
</tr>
<tr>
<td>16-12</td>
<td><strong>Good to average</strong>: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate</td>
</tr>
<tr>
<td>11-8</td>
<td><strong>Fair to poor</strong>: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate</td>
</tr>
<tr>
<td>7-5</td>
<td><strong>Very poor</strong>: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of register</td>
</tr>
<tr>
<td>4-0</td>
<td><strong>Inadequate</strong>: Fails to address this aspect of the task with any effectiveness</td>
</tr>
</tbody>
</table>

4. Language

<table>
<thead>
<tr>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-17</td>
<td><strong>Excellent to very good</strong>: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured</td>
</tr>
<tr>
<td>16-12</td>
<td><strong>Good to average</strong>: Acceptable grammar but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>11-8</td>
<td><strong>Fair to poor</strong>: insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured</td>
</tr>
<tr>
<td>7-5</td>
<td><strong>Very poor</strong>: major problems with structures—even simple ones; frequent errors of negotiation, agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured</td>
</tr>
<tr>
<td>4-0</td>
<td><strong>Inadequate</strong>: Fails to address this aspect of the task with any effectiveness</td>
</tr>
</tbody>
</table>

5. **Mechanics**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-8</td>
<td><strong>Excellent to very good</strong>: demonstrates full command of spelling, punctuation, capitalization, layout.</td>
<td>10</td>
</tr>
<tr>
<td>7-5</td>
<td><strong>Good to average</strong>: occasional errors in spelling, punctuation, capitalization, layout.</td>
<td>5</td>
</tr>
<tr>
<td>4-2</td>
<td><strong>Fair to poor</strong>: frequent errors in spelling, punctuation, capitalization, layout.</td>
<td>2</td>
</tr>
<tr>
<td>1-0</td>
<td><strong>Very poor</strong>: Fails to address this aspect of the task with any effectiveness</td>
<td>0</td>
</tr>
</tbody>
</table>

Final Score = C + O + V + L + M = 20+20+20+30+10= 100

Note:  

C : Content (20)  
O : Organization (20)
J. Validity, Reliability and Readability of the Test

1. Validity of Test

The validity is the most important consideration in developing and evaluating measuring instruments.\(^{68}\) It means that a good test should have validity, so the test can be measured based on the aspects that will be measured. To measure whether the test has good validity or not, the researcher used the content and construct validity.

Best and Kahn say that a test is valid if it is measured what it claims to measure.\(^{69}\) In the case point, a test was valid if it measures. To measure whether the test has good validity or not, the researcher used the content and construct validity.

a. Content Validity

\(^{68}\) Donal Ary, *et.al*, *Op. Cit.*, P.225
Best and Kahn say that content validity refers to the degree to which the test actually measures, or is specifically related to the traits for which it was designed. Content validity is based upon careful examination of course textbooks, syllabi, objectives, and the judgments of subject matter specialists. It means that content validity is based on the material, and material is agreement with the objective of learning in the syllabus. To get content validity, the test adapts with the textbook and based on the syllabus of the first semester of seventh grade of MTs Ma’arif Sukoharjo III Pringsewu.

b. Construct Validity

Best and Kahn state that construct validity is the degree which scores on a test can be accounted by the explanatory constructs of a sound theory. Consequently, construct validity is focused to what measured, that is descriptive writing ability.

In this research, the researcher composed a descriptive text test that measured the students’ descriptive writing ability based on some criteria of descriptive writing’s scoring rubrics. They consisted of content, organization, vocabulary language and mechanic. The researcher consulted the instrument to the English teacher of MTs Ma’arif Sukoharjo III Pringsewu to make sure whether the instrument is valid or not.

3. Reliability of the Test

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70 John W. Best, Ibid., P.219
71 John W. Best, Ibid.
Fraenkel and Wallen say that reliability refers to the consistency of the scores obtained—how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.\(^\text{72}\) A good test must have high reliability besides having high validity. To get the reliability of the test, the researcher was used inter rater reliability. This inter rater reliability counts level of the reliability based on two series of score that were gotten by two raters or more simultaneously. They were the teacher and the researcher.

Furthermore, to know the degree of the level of reliability of written, the researcher will consult the criteria of reliability as follows.\(^\text{73}\)

- Reliability coefficient 0.800 – 1.000 is very high
- Reliability coefficient 0.600 – 0.800 is high
- Reliability coefficient 0.400 – 0.600 is fair
- Reliability coefficient 0.200 – 0.400 is low
- Reliability coefficient 0.000 – 0.200 is very low

After the researcher calculated the data, the result reliability of pre-test was 0.889 and the criteria of reliability were very high and the result reliability of post-test was 0.960 and the criteria of reliability were very high. (see appendix 20)

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4. Readability of the Test

Readability is what makes some texts easier to read others. It is often confused with legibility, which concerns type fance and layout. According to Goerge in Dubay book defines readability as “the easy of understanding or comprehension due to the style of writing.” This definition focuses on writing style as separate from issues such as content, coherence, and organization. In a similar manner, Hargis and her colleagues at IBM in Dubay book state that readability, the “easy of reading words and sentences,” is an attribute of clarity. The readability of the writing gave to the some students in the seventh grade as the test takers. The researcher conducted readability in order to see the clarity of the direction and it was given before treatment. To know readability of the essay test instrument, the researcher followed Kouame’s research. Participants were asked to evaluate instruction and the understandability of each item on scale of 1 to 10. Point 1 describes that an item is easy to read and point 10 describes that an item is difficult to read. After giving the readability test to the students, the result showed that the instruments of the test were readable.

Readability tests were indicators that measure how easy a document to read and understand. Based on the finding of Kouame’s research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and

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75 Ibid
understandable by the readers or test takers. Furthermore, the finding of Kouame’s research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers. Because the mean of the items (instrument) of writing test was 1.82 (lower than 4.46), it means that the instrument was readable. (see appendix 23)

K. Data Analysis

1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by writers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.\(^{76}\) It means that to get the accurate result, the researcher has to do some tests such as normality test and homogeneity test.

a. Normality Test

The Normality was used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the

\(^{76}\)M. Erceg-Hurn, Modern Robust Statistical Method., (Crawley: American psychological Association, 2008), P.591
researcher used statistical computation by using SPSS (*Statistical Program for Social Science*). While the criteria of acceptance or rejection of normality test are as follows:

- $H_0$ is accepted if $\text{sig} > \alpha = 0.05$
- $H_a$ is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test are formulated as follows:

- $H_0$ : the data are normally distributed
- $H_a$ : the data are not normally distributed.

**b. Homogeneity Test**

After the researcher got the conclusion of normality test, the researcher did the homogeneity test in order to know whether the data was homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*). The test of homogeneity employing Levene’s Test.

While the criteria of acceptance or rejection of homogeneity test are as follow:

- $H_0$ is accepted if $\text{sig} > \alpha = 0.05$
- $H_a$ is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows:

- $H_0$ = the variances of the data are homogenous
\( H_a = \) the variances of the data are not homogenous.

c. **Hypothetical test**

After the researcher knew that the data is normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect.

While the criteria acceptance or rejection of hypotheses test are:

\( H_a \) is accepted if \( \text{sig} < \alpha = 0.05 \)

\( H_o \) is accepted if \( \text{sig} > \alpha = 0.05 \)

The hypotheses were:

\( H_a \): There was a significant Influence of Using Four Square Writing Technique toward Students’ Writing Ability in Descriptive Text at the Seventh Grade of MTs Ma’arif Sukoharjo III Pringsewu in the First Semester of 2017/2018 Academic Year.

\( H_o \): There was no a significant Influence of Using Four Square Writing Technique toward Students’ Writing Ability in Descriptive Text at the Seventh Grade of MTs Ma’arif Sukoharjo III Pringsewu in the First Semester of 2017/2018 Academic Year.
CHAPTER IV
RESULT AND DISCUSSION

A. Research Procedures

The research was conducted on November 2017. Before conducting the research, firstly the researcher asked permission to the headmaster and the English teacher at the school. After having the permission, the researcher conducted through the following steps:

1. Determined the subject of research, namely the students at the first semester of the seventh grade of MTs Ma’arif Sukoharjo III Pringsewu.

2. Designed the test which was the writing test.

3. Determined the sample of research by using cluster random sampling.

4. Held the readability of the test (it was given to the students out of the research sample).

5. Held pre-test in order to know the students’ score in descriptive text writing ability before they had treatment.

6. Analyzed the data gotten through pre-test.

7. Giving the treatment to the sample of the research by implementing Four Square Writing Technique in teaching and learning descriptive text writing ability.
8. Held post-test in order to know the students’ score in descriptive text writing ability after the treatments.

9. Analyzed the data got through post-test. The data were analyzed by using SPSS.

10. Tested the hypothesis and made the conclusion.

11. Reported the result of the research.

B. Process of Treatment in Experimental and Control Class

The research had been conducted since November 7\textsuperscript{th} and November 29\textsuperscript{th} of 2017. This research had been carried through three steps. They involved pre-test, three time treatments, and post test. Before the test was used as an instrument to collect the data, the researcher prepared the item as the instrument of the test. The choice of the instrument had been done by considering three categories, readability, validity, and reliability. The test was given for control and experimental class. Before the activities were conducted, the researcher determined the materials and lesson plans. The experimental class was taught by using four square writing technique and the control class used free writing technique.

1. Description of the Treatment in Experimental Class

a. Description of the First Treatment in Experimental Class

The first treatment was administrated on Tuesday, November 14\textsuperscript{th}, 2017. The first treatment the researcher found out some students looked nervous. The lesson began by checking the attendance list. The students looked not interested when the researcher said about writing. They think that writing is difficult. In this situation was
the same as the data that the researcher got from the teacher in the preliminary research where some students still could not make a descriptive text because they were lack of vocabulary, grammar, punctuation, and they were afraid of making mistake. In addition the students have difficulties in writing descriptive text because the teacher did not use interesting technique to teach writing and the teacher just gave the score after the students make a descriptive text.

From the situation above, the researcher gave the motivation first. The researcher shared her experienced when she was student in junior high school. Then, the researcher introduced the writing aspect. After that, the researcher started to explain about the descriptive text included generic structure, the purpose of descriptive text, and the language features of descriptive text. The researcher also explained about the four square writing technique is like. The topic of the first meeting was “descriptive text about place”. The researcher was shown the picture about place. The researcher asked the students to make a form of four square writing. The researcher asked the students to give the colors in each box, the center box is no color, box two is green, box three and four are yellow, and the last box is red. In this section, the students looked happy when coloring each box. After that, the researcher asked the students to write a topic sentence in the center box. The researcher asked the students to write a supporting sentence in second and third boxes. Then, the students wrote a supporting sentence in box four, and the last box the students write a concluding sentence. Further, the researcher asked the students to develop their ideas into a good
paragraph. In the first meeting some students could follow the instruction from the researcher about the steps to make form of four square writing and just little students still confused to make form of four square writing.

b. Description of the Second Treatment in Experimental Class

The second treatment was administrated on Thursday, November 16th, 2017. In the second treatment, was better than the first meeting because the students did not look nervous and feel afraid anymore. They felt enjoyable with the material about descriptive text. The researcher started the teaching learning process by reviewing the material about descriptive text included generic structure, language features, and the purpose of descriptive text. The researcher informed about the indicators of writing scores. The topic of the second meeting was “descriptive text about person”. Then the researcher gave the picture about person. The researcher was reviewed the steps to make a form of four square writing. Then, the students made a form of four square writing. The students gave the colors in each box. The students wrote a topic sentence in the center box, the students determined the supporting sentence in the box two, three, and four. Then, the students made a concluding sentence in the last box five. Further, the students developed their ideas into a good paragraph. In the second meeting, the students looked more interesting than the first meeting.

c. Description of the Third Treatment in Experimental Class
The third treatment was administrated on Tuesday, November 21st, 2017. In the third treatment, the last meeting, there were many improvements in students’ writing descriptive text when they were asked to write. They looked enthusiastic in doing English lesson in the class especially in writing. The researcher started the teaching learning process by reviewing the material about descriptive text included generic structure, language features, and the purpose of descriptive text. The researcher informed about the indicators of writing scores. The topic of the last meeting was “descriptive text about animal”. Then the researcher gave the picture about animal. The researcher was reviewed the steps to make a form of four square writing. Then, the students made a form of four square writing. The students gave the colors in each box. The students wrote a topic sentence in the center box, the students determined the supporting sentence in the box two, three, and four. Then, the students made a concluding sentence in the last box five. Further, the students developed their ideas into a good paragraph. The students looked more interesting in third meeting than the first and the second meeting. They were not afraid and they assumed that writing descriptive text is easy.

Based on the three meetings, the researcher found all activities could run well. All students were paying attention to the researcher enthusiastically while presenting the material. The students did not seen to be nervous anymore and they participated in learning English especially in writing in the class well. The treatments were very interesting to the students.
2. Description of the Treatment in Control Class

The researcher conducted the treatment in control class in three meetings. First meeting was administrated on Wednesday, November 15th 2017, second meeting on Friday, November 17th 2017, and the third meeting on Wednesday, November 22nd 2017. When the researcher did the treatment in control class the researcher found that the students in control class were not enthusiastic when the researcher said about writing. They looked not uncomfortable when the researcher came to their class. Then, the researcher tried to explain about descriptive text. The researcher explained about the generic structure, language feature of descriptive text. After that the researcher explained about the free writing technique, when the researcher explained about the free writing technique, the students looked so bored. They were not pay attention the researcher. Further, the researcher asked the students to write the title in piece of paper. The students wrote the main idea from descriptive text that they were thinking until they found the main idea. After the students finished write the main idea, the students read again their written. Then, they were made a circle in the main idea of the topic. The students found the main idea then the students wrote again. Then, the researcher asked the students to collect their written, they were said that they were not finished it. In this situation the students looked lazy to write. They were said to the researcher that they could not wrote, they were confused what they want to write. The students said that they were not knew how to found the main idea. And the situation in the class was noisy because the students talking each other.
Based on the treatment in control class, the researcher found that treatment in control class was not run well. It was shown that the students were not paying attention to the researcher. The students were not enthusiastically. The condition of the class was noisy. The students lazy to wrote. The students was bored with the technique that researcher used. The students were not interesting with the treatments when the researcher did to teach them.

C. Result of the Research

1. **Result of Pre-Test in Experimental Class**

The researcher conducted pre-test in order to find out the students’ descriptive text writing ability before the treatment. The pre-test conducted on Tuesday, November 7th, 2017 at 09.30 am. Before did treatment, the researcher found that from 30 students in experimental class got the mean of pre-test was 57.08, standard of deviation was 10.341, N was 30, median was 55.00, variance was 108.806, the highest score was 75.00 while the lowest score was 30.00. It can be seen in appendix 24.

2. **Result of Pre-Test in Control Class**

The researcher conducted pre-test in order to find out the students’ descriptive text writing ability before the treatment. The pre-test conducted on Tuesday, November
7th, 2017 at 07.30 am. Before did treatment, the researcher found that from 30 students in control class, The mean of pre-test from 30 students in control class was 51.67, standard of deviation was 11.230, N was 30, median was 52.25, variance was 126.109, the highest score was 70.00, and the lowest score was 30.00. It can be seen in appendix 25.

3. Result of Post-Test in Experimental Class

The researcher conducted post-test in order to see whether the students’ score increased or not. The post-test was conducted on Tuesday, November 28th, 2017 at 10.10 am for the VII C as the experimental class. The mean of post-test in experimental class that consists of 30 students was 68.22, standard of deviation was 11.547, and median was 65.00 while variance was 133.332, the highest score was 90, and the lowest score was 45. It showed that students’ writing ability after they getting the treatments to improve their writing ability, it can be seen in appendix 26.

4. Result of Post-Test in Control Class

The researcher conducted post-test in order to see whether the students’ score increased or not. The post-test was conducted on Wednesday, November 29th, 2017 at 07.40 am for class VII A as the control class. The mean of post-test in control class that consists of 30 students was 59.72, standard deviation was 14.800, N was 30, median was 62.25, variance was 219.046, the highest score was 82.00, and the lowest score was 30.00. It can be seen in appendix 27.
D. Result of Data Analysis

After collecting the data, the researcher analyzed the data by using independent t-test. There were two assumptions that must be done before the researcher analyzed the data by using independent t-test.

1. Fulfillments of the Assumption

Before knowing the result of data analysis by using independent sample t-test, firstly there were two assumptions that must be done and known. They were the normality test and homogeneity test. First the researcher determined the normality test, it did to know whether the data in experimental class and control class has the normal distribution or not. Then, the researcher determined the homogeneity test, the researcher did the homogeneity test to know whether the data was homogenous or not.

a. Result of Normality Test

The normality is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science). The hypotheses for the normality test are formulated as follows:

\[ H_0 \]: the data are normally distributed.
\[ H_a \]: the data are not normally distributed.
While the criteria of acceptance or rejection of normality test are as follows:

\( H_0 \) is accepted if \( \text{Sig. (P-value)} > \alpha = 0.05 \)

\( H_a \) is accepted if \( \text{Sig. (P-value)} < \alpha = 0.05 \)

<table>
<thead>
<tr>
<th>Class</th>
<th>Statistic</th>
<th>Df</th>
<th>Sig.</th>
<th>Statistic</th>
<th>Df</th>
<th>Sig.</th>
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</thead>
<tbody>
<tr>
<td>Gain</td>
<td>0.133</td>
<td>30</td>
<td>0.182</td>
<td>0.962</td>
<td>30</td>
<td>0.343</td>
</tr>
<tr>
<td>Control</td>
<td>0.157</td>
<td>30</td>
<td>0.057</td>
<td>0.943</td>
<td>30</td>
<td>0.110</td>
</tr>
</tbody>
</table>

a. Lilliefors Significance Correction

Based on the Table 4, it can be seen that \( \text{Sig. (P-value)} \) for experimental class was 0.182 and \( \text{Sig. (P-value)} \) for control class was 0.57 and \( \alpha = 0.05 \). It means that \( \text{Sig. (P-value)} > \alpha \) and \( H_0 \) is accepted. The conclusion is the data are in the normal distribution. It is calculated based on the gain of the experimental and control class. (see appendix 17)

b. Result of Homogeneity Test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test to know whether the data was homogenous or not. The researcher used Levene Test using SPSS (Statistical Program for Social Science). The hypotheses for the homogeneity test are formulated as follows:

\( H_0 = \) The variances of the data are homogenous

\( H_a = \) The variances of the data are not homogenous
While the criteria for the homogeneity test are as follows:

$H_0$ is accepted if $\text{Sig. (p-value)} > \alpha = 0.05$

$H_a$ is accepted if $\text{Sig. (p-value)} < \alpha = 0.05$

<table>
<thead>
<tr>
<th>Table 5</th>
<th>The Homogeneity Test of Experimental and Control Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Levene Statistic</td>
</tr>
<tr>
<td>Pre</td>
<td>.411</td>
</tr>
<tr>
<td>post</td>
<td>1.684</td>
</tr>
</tbody>
</table>

Based on the Table 5, it can be seen that $\text{Sig. (p-value)} = 0.200 > \alpha = 0.05$. It mean that $H_0$ was accepted because $\text{Sig. (p-value)} > \alpha = 0.05$. The variance of the data was homogenous. (see appendix 18).

2. Result of Hypothetical Test

After the researcher knew that the data are normal and homogeneous, the data analyzed by using independent sample t-test in order to know the significance of the treatment effect.

The hypotheses as follows:

$H_a$ : There is a significant influence of using Four Square Writing Technique toward students’ writing descriptive text at the seventh grade of MTs Ma’arif Sukoharjo III Pringsewu in the first semester in the academic year of

\[ H_0 : \text{There is no significant influence of using Four Square Writing Technique toward students’ writing descriptive text at the seventh grade of MTs Ma’arif Sukoharjo III Pringsewu in the first semester in the academic year of 2017/2018.} \]

While the criteria for acceptance or rejection of the hypothesis are:

- \( H_0 \) is accepted if \( \text{Sig. (P-value)} > \alpha = 0.05 \)
- \( H_a \) is accepted if \( \text{Sig. (P-value)} < \alpha = 0.05 \)

<table>
<thead>
<tr>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.684</td>
<td>30</td>
<td>.012</td>
</tr>
</tbody>
</table>

Based on the results obtained in the table 6, it is clear that the value of significant generated \( \text{Sig. (P-value)} = 0.012 < \alpha = 0.05 \). So, \( H_o \) is rejected and \( H_a \) is accepted. Based on the computation, it can be concluded that there was a significant significant influence of using Four Square Writing Technique toward students’ writing ability in descriptive text at the seventh grade of MTs Ma’arif Sukoharjo III Pringsewu in the first semester in the academic year of 2017/2018. (see appendix 19)

**E. Discussion**
Based on the research that had been conducted, there was a significant influence of four square writing technique toward students’ writing descriptive text at the seventh grade of MTs Ma’arif Sukoharjo III Pringsewu. Four square writing technique help the students develop their ideas especially in making descriptive text. Based on the result of research, the researcher did the pre-test to know the students’ ability before the treatment. The result showed that the mean score of pre-test between experimental class and control class were slightly different. The mean score of pre-test in experimental class was 57.08. While the mean score of pre-test in control class was 51.67.

In this research, four square writing technique was assumed effective to improve students’ writing descriptive text. It was supported by Gould, he said that four square writing technique is a tool for organizing, it used to organize students’ ideas and supporting details. By using this technique, the students are able to write in unity and coherence. So, the researcher interested to conducted research about four square writing technique for teaching descriptive text.

Siahaan said that writing is the skill of a writer to communicate information to a reader in the written text. It means that in the learning process of writing the students must have an ability to express their ideas and thoughts in written form clearly. And four square writing technique is suitable technique for the students to use in written. A graphic organizer in four square writing technique help the students in expressing
their ideas easier. So, through four square writing technique the students could inform to the reader in the written form correctly.

Furthermore, Harmer said that writing is a process, because it goes many stages. It means that when we tried to write something, we need some steps. To get a good written in unity and coherent the students must through some steps. It same like four square writing technique, the students must through some steps in writing to use this technique such as the students should made a form of four square writing technique, then the students gave the colors in each box. After that, the students wrote a topic sentence in the center box or first box. The students wrote a topic sentence in the box 2,3, and 4. The students wrote a concluding sentence in the last box or box 5. The last the students made a good paragraph in written form.

Based on the explanation above, it can be conclude that the students have an ability to express their ideas in written form but in writing process the students need a technique to help them in process of their writing to make the students easier to write.

When the researcher did the treatment in experimental class, in the experimental class the researcher used four square writing technique to teach the students. The researcher found that the students looked enthusiasm in learning process. They felt enjoy in learning writing. Four square writing technique was an interesting technique. The four square writing technique made the students were easy to express their idea
in written form. It was shown when the researcher explained about four square writing technique the students looked very curious. They were pay attention what the researcher was explained about four square writing technique. The researcher explained step by step of four square writing technique. Then, the students followed the instruction from the researcher to make a descriptive text using four square writing technique. The students were interesting followed step by step in making a descriptive text using four square writing technique. They were very enjoy when they were gave the colors in each box of four square writing form. In each box the students understood what they were should did. And the last when the researcher asked them to make a descriptive text into written form they were did it well. The condition was suitable that Judit S. Gould said that four square writing technique made the students easy in organizing their idea. The students were able to write well.

Different when the researcher did the treatment in control class. The researcher used free writing technique to teach the students in control class. In teaching descriptive text used free writing technique the researcher looked that the students were uninteresting when the researcher came to their class and explained about the writing descriptive text using free writing technique. The researcher explained to the students about free writing technique and the students looked not enjoy. They were not pay attention to the researcher. The condition of class was noisy. Then, the researcher asked the students to make a descriptive text using free writing technique. The students said that they were confused to make a descriptive text, they were cannot
what they want to write. They said that they were not understood about the vocabulary. Many of them were difficult in making a text. When the researcher asked the students to collect their written, then they were said that they were not finished it. The condition was happened because the technique that used by the teacher was not made the students interesting and enjoyable in learning process especially in writing.

Similar research of using four square writing technique had been previously appointed supported by Tijani and Ogbaje entitled “Using Four Square Writing Technique of Writing to Solve Problems of Paragraph Writing Fragmentation: A Niagara-Ghana Experiment” they said that four square writing technique is the most effective means of teaching composition. Students’ writing after the teaching used four square writing technique were better, students were able to identify that a paragraph should have a topic sentence.

In this research, it can be seen that the result of students’ post-test is higher than pre-test. Besides, Four Square Writing Technique can improve each aspects of writing including content, organization, vocabulary, language and mechanics. The result of pre-test and post-test also showed that the students who taught by using Four Square Writing Technique got better than the students who taught by using Free Writing Technique. The score show that the mean of post-test in experimental class was 68.22 and the mean of post-test in control class was 59.72.
Based on the analysis of the data and the testing hypothesis, the result of the calculation is found that null hypothesis ($H_0$) is rejected and the alternative hypothesis ($H_a$) is accepted. It means that the treatments had influence of using Four Square Writing Technique got better than the students without using Four Square Writing Technique, so alternative hypothesis is accepted. From the analysis above, the use of using four square writing technique in teaching writing descriptive text could help the students improved their writing to explore their ideas, to write paragraph using correct grammar, to use vocabularies, to write paragraph coherently and cohesively, and to use punctuation in writing sentences. Using four square writing technique make the students more active and enthusiasm in learning writing especially writing descriptive text. The graphic organizer in four square writing descriptive text make the students not bored in learning process. They can make the graphic organizer by themselves. The students freely shared their ideas.
A. Conclusion

At the end of the research, the post-test was given to measure the influence of Four Square Writing Technique toward students’ writing ability in descriptive text in both classes after treatments done. The mean score in experimental class was 68.22 and the mean score of post-test in control class was 59.72. It can be seen that the students’ post-test in experimental class was higher than student’ post-test score in control class.

The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that $H_0$ is rejected and $H_a$ is accepted.

Based on the result of data analysis, the researcher concluded that there was significant influence of Four Square Writing Technique toward students’ writing ability in descriptive text at the seventh grade of MTs Ma’arif Sukoharjo III Pringsewu in the first semester of 2017/2018.
B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. **Suggestion to the teacher**
   
a. In this research, the researcher found out that four square writing technique can be used to develop and motivate the students’ writing ability. Due the finding, the English teacher can help students to improve their writing ability by using four square writing technique.
   
b. The English teachers should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students’ attention in learning English, especially in writing.

2. **Suggestion for the students**
   
a. Four square writing technique is the technique that can be used by the students in order to increase their motivation in descriptive text.
   
b. The students should practice to write the text that they had learned with their environment event with their friends or teachers.
c. The students should understand that to produce a good written text, they must be through every step in writing including planning, drafting, revising, editing, and publishing.

3. **Suggestion to the School**
   
a. The school should provide many more English books to be read by the students, so they can increase their knowledge.

b. The school should provide another facility for students to practice and improve their English competency.

4. **Suggestion to the Further Research**
   
a. The next researchers could develop this research with the new innovation such as with different material.

b. The next researchers should be well prepared before entering the classroom.

c. Choose appropriate technique and material while teaching in the classroom, so that the goal of teaching will be achieved.

d. Hopefully the result of this research can be a reference for other researchers.
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