IMPROVING THE STUDENTS' ACHIEVEMENT IN WRITING SKILL THROUGH FOUR SQUARE WRITING METHOD ASSISTED BY WORDLESS PICTURE

SKRIPSI

Submitted In Partial of the Requirements
For The Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By
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بسم الله الرحمن الرحيم

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Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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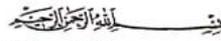
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SURAT PERNYATAAN

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ABSTRACT

Citra Azlika. 1502050202. "Improving The Students' Achievement in Writing Skill Through Four Square Writing Method Assisted by Wordless Picture " Skripsi. English Education Program. Faculty of Teachers' Training and Education. University of Muhammadiyah Sumatera Utara Medan 2019.

The study aimed to improve students' writing skill in descriptive text through four square writing method assisted by wordless picture. This study applied classroom action research design. It was done through planning, action, observation, and reflection. The location of the research was SMA Harapan Mekar Medan. The subject of this research was the tenth grade students which consisted of 30 students. Based on the writing descriptive text score, students' score keep improving in every test. In the pre-test the mean score was 56.6, in the cycle I the mean score was 67.2, and in the cycle II the mean score was 76.7. The improvement also can be seen from the percentage of the students' passed KKM in writing descriptive text, in pre-test 0% students' got point more than 75. In the cycle I 16.6% students' got point more than 75, in the cycle II 80% students got point more than 75. It means that teaching in writing descriptive text through Four Square Writing Method assisted by Wordless Pictrue can improved the students' writing skill in descriptive text.

Key Words: *Four Square Writing Method, Wordless Picture, Writing Skill.*

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In name of Allah, the Beneficent, the Merciful. Praise and Gratitude be to Allah for giving the strenght and guidance to the writer, so that this *skripsi*can be finished accordingly. Peace and blessing be upon the prophet *Muhammad Shallallaahu 'alaihi wa salaam*, his family, his relatives, and all his followers.

The writing of this *skripsi* entitled "Improving the Students' Achievement in Writing Skill through Four Square Writing Method Asissted by Wordless Picture". This *skripsi* is written to fulfill one of the requirements to obtain the *Sarjana Pendidikan Degree* at the Departement of English Education, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.

The writing this *skripsi* is actually a miracle fo the since it was firstly regarded as a task would be very hard to do. However, it has now been denied since the *skripsi* has finally been written. Then, i would like thanks to Allah *Subhaanaahu Wa Ta'ala*for His Blessing given to me so that the writing of this *skripsi* has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

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12. All people who helped the writer to finish her study that she can not mention one by one.

At last, this *skripsi* is far from being the perfect, but it is expected taht this *skripsi* will be useful not only for the writer but also for readers. For these reasons, constructive thoughts, full suggestion, and critics are welcome to make this *skripsi* better.

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Medan, September 2019

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a means of communication that is used to transfer information, ideas, and feelings from one person to another. It is used to communicate both in written and spoken languages. Considering the importance of the language, our government has drawn English as a foreign language that should be mastered by the students. In Indonesia, English teaching aims at mastering four basic skills of language, which include listening, speaking, reading, and writing skills.

Nowadays, the students are expected to master those four skills in order to be able to use English communicatively even written or spoken language. In fact, the majority of students usually refuse to write. It caused they did not know what to write. The writing skill is considered to be the most difficult of the language skills for Indonesian students. The first stage in learning language is by hearing it. The students are able to understand what they heard but they do not know how to write it. They might be familiar with English listening and speaking language such as from the English songs or watching the Hollywood movies. Then, some general signs are easy to find in public area which is related with the use of their reading comprehension of language context, for example 'push and pull' at the door of the store, 'no smoking', 'parking area', etc. In contrast, the writing skill could be both new and difficult things used in daily life. Not all of

students write in English to send a text. In spite of the fact that writing is very important, especially for Indonesian students who should master four language skills that have to be mastered since junior high schools, the writing skill is considered as a difficult assignment..

There are still many reasons why writing English is difficult. They feel confused when they have to write because they do not even know how to get started to write. Free writing is a writing technique that makes students write whatever comes into their head without stopping, worrying about grammar, spelling, organization or even making basic sense. Rigg (2011) added that if the students have to write, "I don't know what to say" repeat for 5 minutes, that would be fine. The main aim of free writing is to get something on the page. It is supported by Bello (1997) who stated that one-way to improve the writing skill is to practice. In this case, the practice will be conducted in form of the free writing activity.

Based on the problems identified above, the researcher assumed that the free writing as a technique in improving students' writing ability is important and can be used by the students help to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experiences.

Based on researcher's experience during conductioning real teaching practice (PPL), the students have difficulties to understand and produce the written text especially in the Descriptive Text. There were still many errors in social function, generic structure, and language feature of analytical exposition.

They were difficult to write sentences without being given some clue and express their ideas on the piece paper. They stated that the learning process forced them to memorize the information without knowing what to do with the information. The learning process in classroom tends to the ability of students memorizing the knowledge. Students are forced to remember and fill their brains with all information without demanded to comprehend all the information they remember to relate to their daily life.

The causal factors of the student problem are from themselves or the internal factors: first, the students have low ability and lack of vocabulary so they are difficult in writing. Second, the students have low motivation are not interested in doing the task the writing activities were not interesting and third, the students felt so bored if they were asked to given full attention when they were studying writing in the class. The student's problem in writing is also influenced by the external factors that is the teacher. Teacher generally asked students to write without giving them enough encouragement and appropriate techniques to develop their eagerness in writing and also the teacher dominantly apply traditional method while teaching and learning process so that make the students felt bored.

In order to overcome such problems that students got, teacher may use many solutions including using the attractive media, delivering the most appropriate materials, and also applying the most appropriate teaching technique. There are many teaching techniques that teachers apply to facilitate their students in the learning process. One of teaching techniques that can be applied by the

teacher especially in teaching writing descriptive text is Four Square Writing Method.

FSWM is a good method in conducting writing activity . By conducting a classroom action research that implements FSWM , it is expected for the teacher to be able to improve the students' writing skill. Wikipedia defines FSWM as a simplified graphic organizer for teaching writing in school. A graphic organizer is a visual framework for assisting students with formulating ideas in an organized manner prior to write texts. It means that by using FSWM , students will be able to explore ideas to write. The step by step approach can help the students in cohesiveness, coherence, and transition words. The graphic organizer used can help the students in word choice and word order since it is an instructional tool of structuring information and also a visual representation of knowledge that is employed to focus writing, to provide detail and to enhance word choice.

FSWM is chosen because it has many advantages to apply in teaching writing for students in grade 1-12. It can be applied for the narrative, descriptive, expository and persuasive forms of writing. FSWM has clear steps to follow, so students will not be confused. It uses interesting feature, so the students will not be bored. The step by step approach used can make the students be accustomed to write systematically . By using FSWM , the students will easily brainstorm the ideas to write and explore the details. They will write systematically in organized way.

B. Identification of the Problem

The Based on the background of the study, the problem of the study are identified as follows:

1. The students have low ability especially in writing Descriptive Text.

2. The students have less motivation and uninterested in learning Descriptive Text.

3. The teachers dominantly applied traditional method while teaching and learning process.

C. The Scope and Limitation

The researcher has limited the problems to the students that have low motivation in writing Descriptive Text and the teachers that does not use various techniques in teaching writing. This study focused on student's writing skill in Descriptive Text by using Four Square Writing Method through Wordless Picture. The researcher considered that this strategy is interesting and appropriate to teach writing skill.

D. The Formulation of the Problem

Based on the background that has been described above, it can be determined problem formulation "Is there any improvement of the students' writing in skill of writing descriptive text of class X IPA at SMA Harapan Mekar after applied learning Four Square Writing Method through Wordless Picture".

E. The Objective of the Study

Based on the above fomulated problems, the objectives of the observation can described as follows, "To know whether Four Square Writing Method through Wordless Picture can improve the motivation of students in learning writing descriptive text?".

F. The Significance of the Study

The result of this study is has two aspects, theoretically and practically.

1. Theoretically

    The finding of this research theoretically as the valuable reference particularly about writing for those who are interested in teaching or learning writing.

2. Practically

    The finding of this research is expected to be contributed for some elements as following:

(a) The teachers, it will be an alternative technique in teaching writing to make the teaching become more attractive.

(b) The students, to solve their problem in writing who have lack of vocabulary and aslo motivates the students to be better in writing.

(c) Reseacher, to enrich theory of writing and become reference for further studies.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

Base on the discussion in chapter I, in this chapter, the reasearcher describes some theories relate to the writing, Descriptive text, Four Square Writing Method, Wordless Picture, relevant studies, conceptual framework, and hyphothesis.

1. Writing

Meyers (2005) say that writing is a way to produce language, which you do naturally when you speak. Writing is also an action–a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

As stated by Wright (1997), "Speaking and writing are both productive skills." This statement is supported by Widdowson (1996) that writing is a physical productive activity. Productivehere means producing marks that are perceived by the eye as a result of the movement of the arm and fingers.

Writing has two types of rules of discourse: grammatical unity (cohesion) and sense unity (coherence). Consequently, successful writing involves mastering the mechanics of letter formation, mastering and obeying conventions of spelling and punctuation, using the grammatical system to convey one's intended meaning, organizing content at the level of the paragraph and the complete text to reflect given/new information and topic/comment structures, revising one's initial efforts,

and selecting an appropriate style for one's audience. Hence, if students think of the meaning they want to express, they will make sure progress toward writing accurately than they could if they thought of rules.

Scott and Yteberg (1990) mentioned some benefits of writing. Firstly, they state that writing helps to consolidate learning in the other skill areas. For instance, reading helps students to see the 'rules' of writing, and helps build up their language choices. Secondly, they also adds that writing is essentially valuable in itself. There is an extraordinary feeling about seeing one's own work in print, and great satisfaction in having written something which he/she want to say. Thirdly, writing is one of the most active ways that we can engage in and with the world. In other words, as compared to other skills, only writing provides 'all at the same time' : understanding, involvement and the power to affect experience and events. Based on the benefits of writing elaborated previously, it can be concluded that writing mainly improves one's own learning because it records the development which at a later stage can be useful for an evaluation of the learning. It can also gain the learners' understanding both of themselves or events that happen around them. At last, writing can improve the learners' communication, particularly in the written form.

The essence of teaching writing is guiding and facilitating students to work. This is supported by Brown (2000) who proposes that "teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning". It implies that teaching cannot be separated from learning. When teachers teach writing to students, they do not only teach how to develop ideas in

writing, but they also need a serious attention of how to write English sentences grammatically. Hence, teaching writing depends on the teacher's ability how to teach writing effectively which it makes students' ability being improved.

Writing is the most difficult skill for the English learners as the second language to master. The difficulties are the structure, grammar, ideas and many more. The skill in writing includes the competence of punctuation and capitalization. From that, we know that writing is one of important complex communication form.

Academic writing, as the name implies, is the kind of writing that you are required to do in college or university. It differs from other kinds of writing (personal, literary, journalistic, business, etc) in several ways.

Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how are you going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. From the statement above, we know that writing is never a one-step action. Writing is a process that has several steps.

Writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities. Writing also can be used as an integral part of a larger activity where the focus is on language practice, acting out, or speaking. Once again writing is used to help students perform a different kind of activity (in his case speaking and listening. Students need to be able to write to do these activities, but the activities do not

teach students to write. Teaching writing is more than just dealing with matters of handwriting, orthography (the spelling system), and punctuation, it is about helping students to communicate real message in appropriate manner (Harmer, 2007). Writing is two-step process in which the writer figures out the meaning firstly, then he put it into language. Writing is consisting of two steps processing and producing. Writing is processing idea, information into graphic symbols which have to be arranged according to certain conversations to for, meaningful words, sentences, etc.

1.1 The Process Of Writing

Harmer (2007) stated that writing process is the stages a writer goes through in order to produce something in final written form. There are four main elements in writing process:

a. Planning

When planning, the writers have to think about the three main issues. First, place they have to consider the purpose of their writing since this will influence among other things not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Second, experienced writer think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language – whether, for example, it is formal or informal in tone. Third, the writers have to consider the content

structure of the piece – that is, how to sequence the facts, ideas, or argument which they have decided to include.

b. 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 process proceeds into editing, a number of drafts may be produced on the way to final version.

c. Editing (reflecting and revising)

Once writers have produced a draft, then they usually read through what they have 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 around or writer a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process.

Reflecting and revising are often helped by other readers or editors who comment and make suggestions. Another readers" reaction to a piece of writing will help the author to make appropriate revisions.

d. Final version

Once writers have edited their draft, making the changes they consider to necessary,

they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But, the writer is now ready to send he written text to its intended audience.

1.2 The Review on Teaching Writing

Brown (2001) stated that the principles for teaching writing are:

a. Incorporate practice for good writers

This the first guideline is sweeping. In a technique that has a writing goal in it, consider the various things that efficient writers do. For example, the writers should be:

(a) Focus on a goal or main idea in writing.

(b) Perceptively gauge their audience.

(c) Spend some time planning to write

(d) Easily let their first idea flow onto the paper.

(e) Follow a general organizational plan as they write.

(f) Solicit and utilize feedback on their writing.

(g) Revise their work willingly and efficiently.

(h) Patiently make as many revisions as needed.

b. Balance process and product

Because writing is a composing process and usually requires multiple drafts before an effective product is created, make sure that the students are carefully lead through appropriate stages in the process of composing.

c. Account for cultural / literary backgrounds

Make sure that the techniques do not assume that the students know English rhetorical conventions. If there are some apparent contrast between students native traditions and those that the teacher trying to teach, teacher should help students to understand what it is, exactly, bring them to use the acceptable English rhetoric.

d. Connect reading and writing

By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing.

e. Provide as much authentic writing as possible

Writing can be authentic in that the purposes for writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way add authenticity.

2. Descriptive Text

Buscemi (1990) stated that description is kind of writing used forpresenting a verbal portrait of a person, or thing. This writing is used when the writers want to give details information and to make vivid writing. In other words, it used to develop a picture of "what is look like" it seems that the interpretation of the writer will color the result of the writing. It is because the writer does not only give the information itself, but also creates the certain image of the object.

Kane (2000: 352) stated that description is about sensory experience-how something looks, sounds, tastes. Mostly, it is about visual experience, but description also deals with other kinds of perception.

2.1 The Generic Structure of Descriptive Text

Descriptive text has the structure as follows:

a. Identification; identifying the phenomenon to be described.

b. Description; describing the phenomenon in parts, qualities, and characteristic.

2.2 Language Features

c. Using attributive and identifying process.

b. Using adjective words.

c. Using simple present tense.

3. Four Square Writing Method

Four Square Writing Method is a method developed by Judith S. Gould. It is a method of teaching basic writing skills that is applicable across grade levels and curriculum areas. It can be used to teach writing for students in grade 1-12. FSWM can be applied for the narrative, descriptive, expository and persuasive forms of writing. Wikipedia defines FSWM as a simplified graphic organizer for teaching writing in school (2009: 1). Graphic organizer (picture diagram) is a visual framework for assisting students with formulating ideas in an organized manner prior to write texts. A graphic organizer is a way of structuring

information, or arranging important aspects of a concept or topic into a pattern using labels (Wikipedia, 2009). It is the visual and kinesthetic that is employed to focus writing, to provide detail and to enhance word choice. Chadwell in Luban et al (2007) says that the job of the organizer is to prompt the thinking of the writers and provide a place to write down their thought and ideas. Then the structure of the organizer provides the writers with the visual outline for their first draft.

Still in Wikipedia, it defines FSWM as primarily a visual framework for assisting students with formulating ideas in an organized manner prior to writing an essay . The visual organizers help the students to conceptualize, understand, and structure a piece of written discourse successfully . It means that FSWM can be used to help students in exploring ideas to write. By using the graphic organizer, the students will write with confidence.

Gould and Gould (1999) states that teaching writing through the use of a graphic organizer gives students the confidence they need to write. Supporting this thought, Gloria in Gould and Gould (1999) says that visual organizers helps students to conceptualize, understand, and structure a piece of writing as well as provide coherence and cohesiveness.

FSWM uses step by step approach that is built around a simple graphic organizer. It makes the students easy to write with good cohesiveness, coherence, and transition words. Transition words help bridge the gap between ideas. They provide smooth reading when changing paragraphs.

From the explanation, it can be concluded that FSWM is a method of teaching basic writing skills that uses step by step approach that is built around a

simplified graphic organizer as a visual framework for assisting students with formulating ideas in an organized manner prior to write texts. It means that by using FSWM , students will be able to explore ideas to write.

Picture 1.1 : FSWM Template

source : Worksheet Template

3.1 The Procedure of Four Square Writing Method

The FSWM has eight steps, each one building upon the previous one. The steps are: Categorizing (understanding similarities), Labeling Writing with a Summary Sentence, Placing a Sentence in the Center of The Four Square (using reasoning instead of examples), Writing a Paragraph (taking it of the organizer),

Adding M ore Details, Writing a Wrap -up Sentence, Adding Supporting Details, and Adding Connecting Words to Provide Transition Between Ideas. The following are the steps in Four Square Writing M ethod:

1. The first step is categorizing. It begins with grouping concrete objects into similar categories, progressed to pictures and then to abstract, grouping like ideas and words using Four Square Graphic Organizer (FSGO). it is important for the students to explore the relationships between ideas and objects. The reasoning developed by classifying and categorizing develops that prewriting thought process.

2. The second step is Labeling Writing with a Summary Sentence. At this point the students are comfortable categorizing and ready to move on. During the second step, the topic is always provided to the students. They need to complete three boxes of the FSGO with similar ideas pertaining to the topic using pictures and/or words. In the fourth square of the organizer, a feeling sentence is added. The students will tell that the feeling sentence has to include the topic and an emotion word.

3. Now the students will write a topic sentence in the center of the organizer and a sentence (no pictures) in the first three boxes to prove the topic sentence, and then a feeling sentence in the fourth box. The students often have difficulty supporting the topic sentence using reason; instead they often write opinion statement. Class activities are necessary to help students understand the difference between opinion statements and statements that prove the topic to be true.

4. At this point the students will ready to take the sentences off the organizer and write them on a paper. However, the students struggle with the two new rules theyhave to learn about writing paragraphs; indent the first word only and fill the line toend of the paper. Many children want to start each sentence on a new line. From the graphic organizer to the lined paper.

5. At this point, the students need to learn the process of revision. They will ask to take one of their previously completed FSGO and add additional detail sentence to each of the first three squares. By adding these additional detail sentences in each box the students are elaborating on the original topic. As Gould and Gould in Luban et al (2007) notes, elaboration of a point is requisite of good writing.

6. Now, the students will be taught how to write a wrap -up sentence than a feeling sentence and to abbreviate the supporting ideas into a word or phrase rather than write a complete sentence. At this point, the FSGO becomes more of a prewriting exercise, rather than a drafting tool. To guide the students in this process, former FSGO with complete sentences and feeling sentences are changed to abbreviated phrases or words and the feeling sentence is changed to wrap -up sentence, which vividly illustrated the change expected when using this new concept.

7. Next, the students are required to add another supporting detail to the first squares. During this step, the students need three reasons or examples instead of jus two details and are not allowed to repeat details from one box to another.

8. Finally, the students are taught how to choose and use appropriate connecting words between similar or contrasting ideas. To ensure the success for this critical step, the teacher needs to make a wall poster to demonstrate appropriate connecting words between each square of the organizer.

Gould and Gould (1999) states that teaching writing through the use of graphic organizer gives students the confidence they need to write. Supporting this thought, Houston in Gould and Gould (1999) says that visual organizers help the students to conceptualize, understand, and structure a piece of writing as well as provide coherence and cohesiveness.

In applying FSWM as technique in teaching writing, researcher will give the students writing prompts first. The writing prompts consist of writing situation and direction for writing. The writing situation is given in order to make the students feel that what they are going to write is something related to them or at least they know well about it. This writing situation can also be used to generate the ideas to write. The researcher will ask the students to think or imagine about something. After finding the topic, the students together do brainstorming to find the subtopics. Finally, the researcher ask the students to move on to the Four Square format through applying the steps in FSWM . The direction for writing is made as clear as possible so that the students will not be confused.

3.2 The Advantages of Four Square Writing Method

1. Can be used with all forms of writing and will fit any reading or language art programs.

2. It can be applied for the narrative, descriptive, and persuasive forms of writing.

3. Four square technique can help students how to collect ideas and then helps them to use those ideas to create clear polished prose.

4. Visual and kinesthetic aid to help students focus writing, to provide detail and to enhance word choice.

5. It can be modified to meet student needs.

6. Four square writing technique applicable across grade levels (1-12) and curriculum areas.

3.3 The Disadvantages of Four Square Writing Method

1. In order to organize writing into topics and subtopics, the teachers first need to explore the ways that things are related.

2. The brainstorming should be an engaging challenge to students, encouraging even reluctant writers to participate.

4. Wordless Picture

For many years, wordless picture have been a tool used within the classroom for several different reasons. This consist of many images that are arranged in a way that a story line is formed, but there are no actual written words. It is within these wordless story books that true creativity and imagination is created. Wordless picture books can be a positive teaching tool, whether it is helping young students learn to read, or using the books as a model for the formation of written language. If this topic is not explored, teachers may not use

wordless picture books as a teaching tool to help struggling students develop writing skills. However, if this topic is explored then students who are reluctant writers, or struggling writers, may find the motivation, and creativity they need to become successful writers. It is apparent that picture books of any kind help young children develop literacy skills based off of several researchers throughout the years.

Researchers such as Cassady (1998), Reese (1996) and Hu and Commeyras (2008), have completed studies on ways that wordless picture have helped with reading and writing for a variety of students. Although picture can help the literacy rate of a child, it is not always possible for children to have these books accessible to them. Some school districts lack the funds to support these books to the classrooms, and some families do not have the ability to purchase a wide array of books for their own children.

The resources that are available to students can impact their development in specific areas, such as writing and reading. When a school districts budget does not allow for spending on extra materials to help students succeed, the students become victims. Wordless picture books are tools that schools may not feel are necessary to have within the classroom, and therefore teachers do not use them as teaching tools. However, wordless picture books can help a young child develop skills to begin to read, or be used as a prompt for students who struggle with writing.

When the resources are not available to students then there is no way for them to succeed. Outside of school the student may not be exposed to wordless

picture books either. Depending on the family's financial situation and economy of a student's community, extra spending on wordless picture books may not be possible. The use of wordless picture books can be used to help students, no matter their age, develop reading and writing skills based off of the images that are present within the books (Cassady, 1998).

Many young children struggle with writing and expressing their ideas or organizing a story line. The use of wordless picture books can help a child see how a story line flows and also allows for a student's creativity and imagination to be used to create their own written script of what is occurring within the story. Once a child feels comfortable with wordless picture books and can read through them, they can then be used as a type of writing prompt. It is during this time where a child's creativity will spark and the teacher may see what the thinking process is like for that child. The writing that a child may do with these wordless picture books may also be impacted based off of the child's home environment (Hsiu-Chih, 2008). For example, being able to relate to the images within the wordless picture book may help spark more details in that child's writing.

Picture 1.2 : Example of Wordless Picture

source : Wordless Comic Book

B. Relevant Studies

In this research, the researcher use previous of research finding below :

1. Kautsar Rizqi Nursyifa was presented the journal with the title " Improving Students' Writing Skill Using Four Square Writing Skill". The result of the study showed that, the mean score of pre-test from from experiment class which has been taught by Four Square Writing Method is (54). The result after the treatment

showed that the post-test I (70,5) and post-test II (74,8). The sudents' score continuously improved in each test. Therefore, it can be concluded that Four Square Writing Method can improve students' achievement in writing skill.

2.   Arum Puspita Dewi was presented the journal with the title is " Using The Four Square Writing Method To Improve Eleventh Graders' Ability Of Writing Hortatory Exposition Text at MAN Keboan Jombang". The result od the study showed that the mean scores of the students' writing tests showed the improvement from 69,3 to 75,1. So, Four Square Writing Method was useful to improve the students' writing skill and vocabulary mastery. These findings suggest that Four Square Writing Method will be useful to the English teachers.

C.   Conceptual Framework

Developing writing skill for students are very important thing, because it will support the student's ability to master the four language skiils, listening, reading, writing and speaking. The students have difficulties to express their idea in writing story into good paragraph.

The students also have low motivation because they think that writing is considered as unimportant subject. The class condition sometimes does not support their learning process. So , the teacher should be creative to improve the teaching technique to make the students motivated.

In this research, the researcher will uses Four Square Writing Method through Wordless Picture as the media to make the student's writing skill get improvement. This technique is an interesting technique in teaching descriptive

text writing skill because draw label caption helps the students to express their idea in wring analytical exposition text. By using Four Square Writing Method, the students hopfully not feel bored and the lesson will be interesting.

D. Hypothesis

1. Four Square Writing Method motivate student to learn writing skill in the descriptive text of the students.

2. Four Square Writing Method through Wordless Picture Book as media can improve writing skill in descriptive text of the students.

CHAPTER III

METHOD OF RESEARCH

A. Location

The research was conducted in SMA Yayasan Pendidikan Harapan Mekar academic year 2019/2020 located on Jl. Marelan Raya no.77 Medan Marelan.The location was chosen because the researcher found problems in writing descriptive text faced by the students.

B. Subject of the Research

The subject of this research was tenth grade students of SMA Yayasan Pendidikan Harapan Mekar academic year 2018/2019. Based on the purposive sampling technique and it was taken X IPA students which was consisted of 30 students as the subject of the research.

C. Research Design

This research has conducted by using Classroom Action Research (CAR). Classroom Action Research is a method of find out what works best in your own classroom, so that you could improve students' learning.

The classroom action research contains the following steps: Plan, is needed to arrange and prepared everything that was needed in action stage; Action, is the process of doing things; Observation, was done while the action is being there can be. Observation was done to collect data namely, teachers and

students activity during teaching learning process. Reflection is a feedback process from the action that was done.

D. Procedure of Collecting Data

In this classroom action research, the cycles depend on the indicators, whether the indicators already achieved or not. The first cycle has conducted based on the problem faced by students' ability in writing skill through Four Square Writing Method. Then, the researcher has analyzed and discussed the result both writing test and observation. This research was conducted into two cycles; Cycle I and Cycle II. And every cycle has four stages: planning, action, observation and reflection. The description of the Cycle of Classroom Action Research (Arikunto, 2015:42), can be seen as follow :

Chart 3.1
Cycle of Classroom Action Research
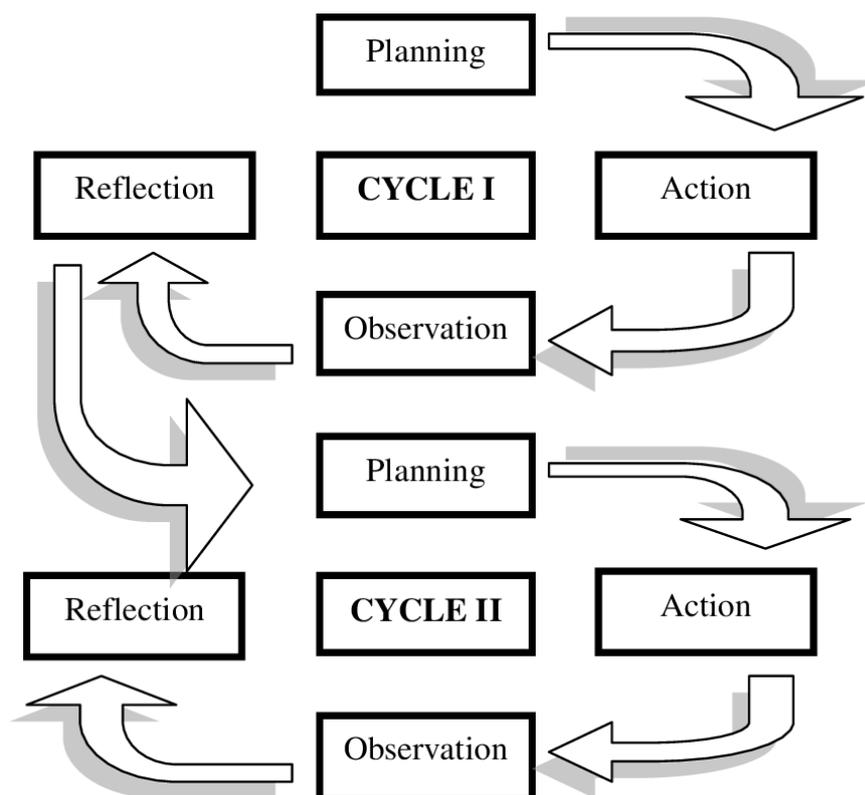
There are two cycles and four steps to conduct classroom action research namely:

1. Cycle I

a. Planning

The activities in the planning are make the lesson plan about descriptive text. Design the steps in doing concepts of writing in teaching deescriptive text using four square writing method. Prepare observation sheet, to know the situation of teaching learning process when using this method. Prepare a test, that is writing test.

b. Action

Teachers activity:

The teacher has applied the procedure of Four Square Writing Method through Wordless Picture in write Descriptive text.

c. Observation

Observation was done to collect the data, teacher and students activity attitude during teaching learning process. In this section the researcher do the formal observation. The researcher was an observer and was English teacher's assistant.

d. Reflection

Reflection was a feedback process from the action that was done. Reflection used to help the teacher make decision. The researcher analyzed all recording information learning process by using observation sheet, the result of the test, and diary notes.

If the revision is needed in cycle 1, it was revised and continued in cycle II.

2. Cycle II

Based on reflection in cycle, the researcher dicided to continued to cycle 2 to make students more understand and to improve their writing skill. The steps was done similar like cycle I.

a. Planning

The researcher was done preparations like make revising about lesson plan and the teacher performance to make students more interest in teaching and learning english.

b. Action

The researcher in the class has taught by using the new lesson plan. During the teaching learning process, the researcher was observed the students activities.

c. Observation

The researcher observed the activities of the students in learning activity. The researcher also has gave the same test to the students to know that they can improving their writing skill.

d. Reflection

The reflection was done after teaching learning process. The researcher was checked the test and the class observation. This stage was done to see the weakness and the strengths in each cycle.

E. The Instrument of the Research

The researcher was used two instruments, they are observation sheet, and test.

1. Observation sheet

Observation sheet was used to observe all activities that was happened during the teaching learning process. The activities were included teacher and students activities.

2. Test

Test is sequence of practice which was used measure skills, intelligence, ability and attitude own by individual or group. The instrument of test was writing test, that was written test. Test was taken from make a four square sheet and create in descriptive text.

F. Technique of Collecting Data

There are some procedures in collecting data:

1. Pre-test

Pre-test was given before treatment. The test was written test. The students were asked to write decriptive text.

2. Treatment

The treatment was given to the students by using Four Square Writing Method . Treatment was given in cycle I and cycle II.

3. Post-test

After the treatment, the students were given the post-test to find out their score in writing descriptive text. The lowest score is 75. It is according with the Standart English Score (KKM) in ten grade at the school.

G. Technique of Analyzing Data

In this study, the researcher applied qualitative and quantitative data, where qualitative data was used to describe the situation during the teaching process; while the quantitative data was used to analyze the score of the students. The quantitative data was analyzed by using formula as follows:

$$MX = \frac{\sum X}{N}$$

Notes:

MX: The mean of the students' score

$\sum x$: The total score of students'

N : The number of the students'

Next, to categories the number of the students who passed the test successfully, the researcher applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P: The percentage of those who getting score

R: The number of students' getting score

T: The total number of the students'

The qualitative data analyze by applied a category as propose by Arikunto. The value of students' motivation in learning analyze by applied a formula as follows:

$$P = \frac{R}{SM} \times 100\%$$

Where:

P: The percentage

R: The number of activity indicators performed by the students'

SM: The total number of activity indicators

CHAPTER IV
FINDING AND DISCUSSION

A. Finding

1. Preliminary Test

A preliminary writing test was conducted before the first cycle was started to find out the students' level of competence in writing descriptive text. In the test, the students were assigned to write a descriptive text. In pre-test, the total score of the students were 1693 and the number of the students was 30, From the analysis students' achievement in writing descriptive text was low the students' mean was 56.4. The students that got point up to 75 in pre-test were 0 students. From the table analysis, the students' writing skills in descriptive text was very low. The Number of the students who passed in pre-test session was 0 (0%).

Table 4.1

Students' Preliminary test Result

No	Criteria	Score	Pre-Test
1	Passed KKM	75-100	0
2	Failed	0-74	30

From the result of the students' work on the test that had been designed by researcher, the results were less satisfactory. The result from 30 students in the class showed that there were 0 or 0% of students did not reach. From the exposure The details were presented in the following table 4.2.

Table 4.2
Summary in preliminary test

Value	Number of students	percentage
<75	0	0%
>75	30	100%

Chart 4.1
Students' Score in Preliminary test
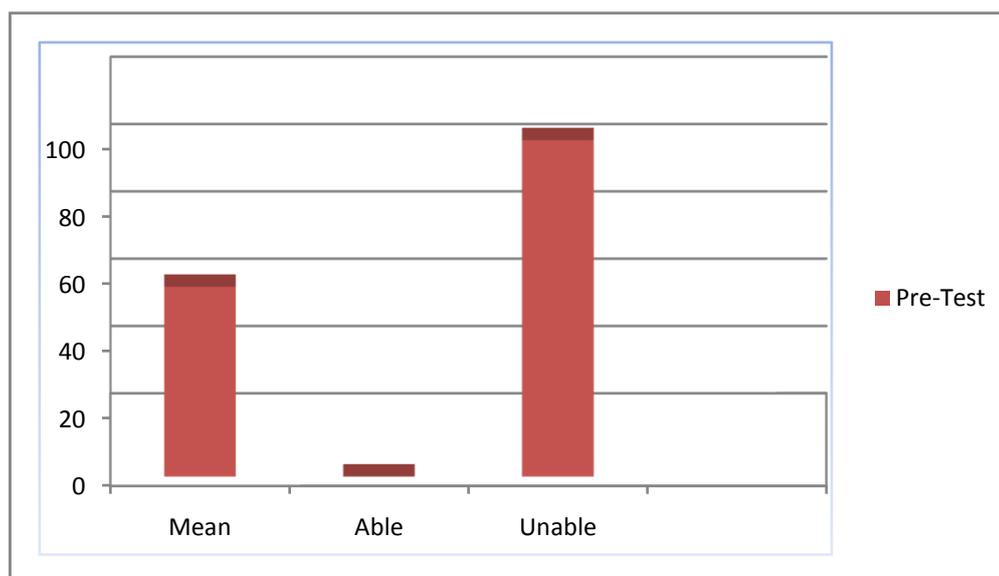
2. Cycle I

a. Planning

Before the implementation of the action, the first by planning. Planning are designed based on the results of the test and the initial observation, namely (a) create a scenario for writing descriptive text in accordance with the Four Square

Writing Method to be used in the action, (b) make the observation sheet to see the learning environment, and the activity of students, teacher, and, researcher, and (c) designing an evaluation tool to see an increased in students' wiring skills in learning to descriptive text.

b. Action

Before applied the method, the teacher stood in front of the students and started to attract the students' attention, and asked their knowledge about descriptive text. The student gave their opinion regarding the genre of text to be studied. Students express all of their knowledge both true and false. After that, the teacher gave several examples about descriptive text, and the student must analyze the text what they read. Students must be able to determine the purpose of the text. Students asked to make a descriptive text.

c. Observation

1. Student's Score

The quantitative data was taken from the students' score in writing a descriptive text. With the ideal score of 100, The mean score was 67.2, with details of values as follows: the lowest score in this cycle was 45 that gained by MA, the highest score in this cycle was 80 that gained by FH. The percentage of the students who got scores more than 75 in cycle I was 16.6%. Students score in cycle I shown on chart below:

Table 4.3
The Data of students' who passed Standard Minimum Score (KKM)

No	Criteria	Score	Total	%	Mean
1	Passed KKM	75-100	5	16.6%.	
2	Failed	0-74	25	83.4%	67.2
Total			30	100%	

Chart 4.2
Students' Score in Cycle I
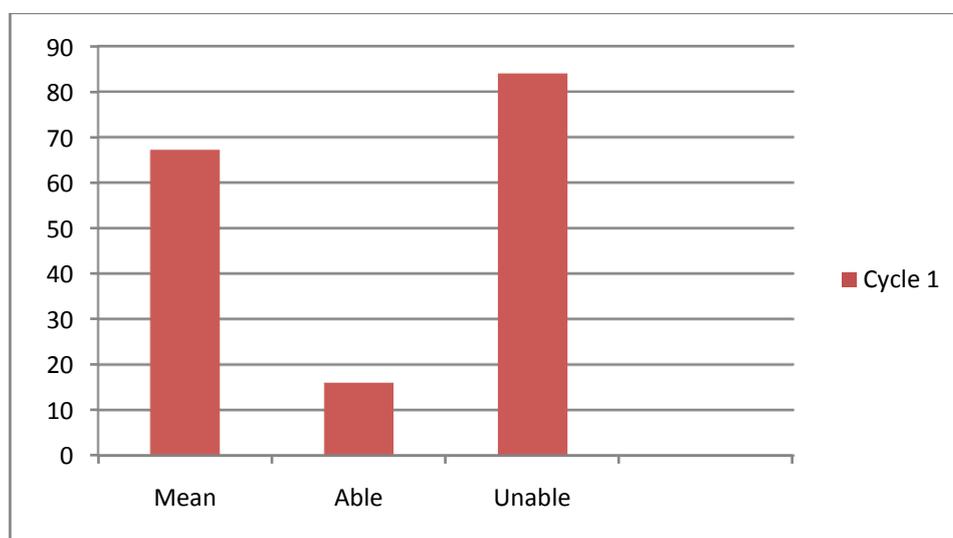
2. Observation of Student's Activity

Students' activity was observed after the first cycle based on the criteria of excellent, good, fair, and less can be seen in the following table:

Table 4.4
Score of Students' Activity in the Learning Process of Cycle I

No	Aspects of Observation	Score
1	Interest	55.83%
2	Attention	61.66%
3	Participation	62.5 %
4	Presentation	60 %
Mean		72%

The data above shows that the student's learning activities using Four Square Writing Writing Method assisted by Wordless Picture in writing descriptive text reached at 55.83 % of interest, 61.66 % of attention, 62.5 % of participation, and 60 % of presentation. The data showed that students' participation in learning was considered as the highest level compared to the other aspects. Because when the teacher asked their opinion about what they know about descriptive text they were very enthusiastic to answer the questions from the teacher. But they still confused because when the teacher gave task to write a descriptive text, they were not interested in answering the question. They were more enthusiastic to answer the questions directly. Of the total, the means level of students' activity in learning activity in the first cycle was 72 %.

3. Observation of Teacher Activity

The results of the observation on teacher's activity in the learning process with Four Square Writing Method assisted by Wordless Picture to teaching writing of descriptive text outlined in the table. (see in appendix vi)

d. Reflection

Based on the data obtained from the observations and evaluations are findings as a reflection. The successes and failures in cycle I as follows:

1. Students tried to understand the Four Square Writing Method. So the majority of students are motivated. It can be seen from the means results of the observation of the activity of students in the learning process with the percentage rate of 72%

2. The students still confused to implemented the Four Square Writing Method to write descriptive text.

3. The level of student's mastery of the learning materials are not yet maximal. In other words, the level of writing skills of students still has not passed, with the means value of only 16,6 %.

Based on the result of the cycle I, it was still required to continue into cycle II because the result showed their achievement in reading was still poor. Some of the students were still incorrect to write the descriptive text.

4. Cycle II

a. Planning

In the cycle I, the action plans are a follow up of problems or obstacles encountered in the implementation of the cycle I action. The main issues contained in the cycle I with regard to the learning experience of students using Four Square Writing Method applied in writing descriptive text. Learning on the second action aims to improved students learning activities in order to achieved the specified indicators. Implementation of the cycle II are substantially similar to the implementation of the first cycle I.

b. Action

Implementation of the action in the cycle I is in principle the same as the first cycle of implementation of the action. In this cycle, the study was conducted in two meetings. At the beginning of the learning process in this cycle, a technical description of the Four Square Writing Method and Wordless Picture as media in

writing descripive text still given to students in order to improve student's writing skills. Then, the next learning process is similar to previous meetings, but with the same learning materials.
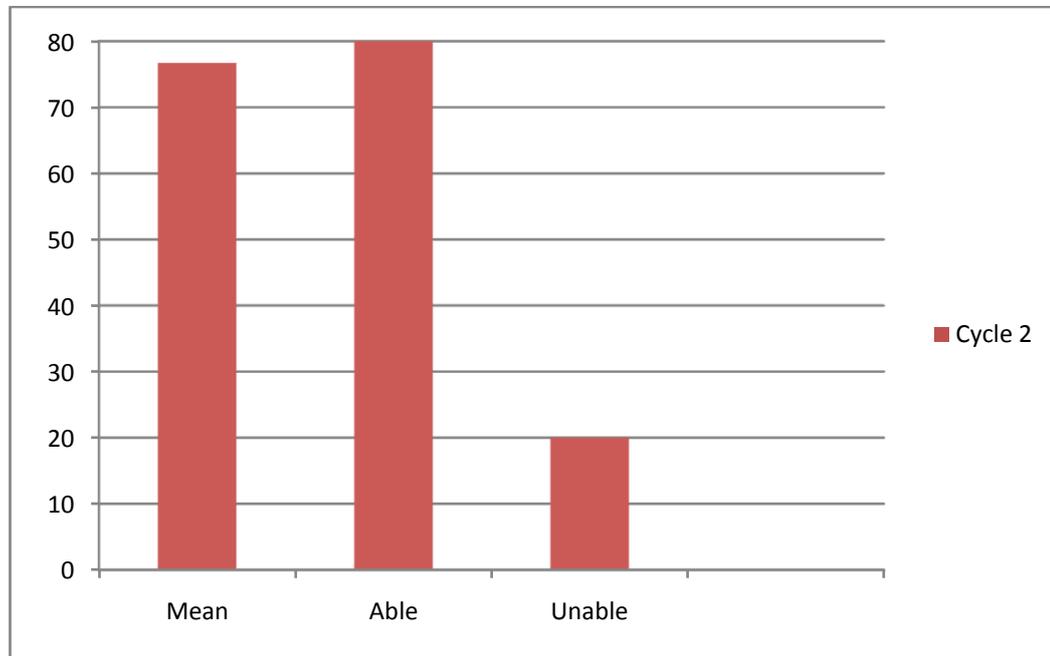
c. Observation

1. Students' Score

The quantitative data was taken from the students' score in writing a descriptive text. With the ideal score of 100, The mean score was 76.7, with details of values as follows: the lowest score in this cycle was 60 that gained by MA, the highest score in this cycle was 87 that gained by FH. The percentage of the students who got scores more than 75 in cycle II was 80%. Students score in cycle II shown on chart below:

Table 4.5
The Data of students' who passed Standard Minimum Score (KKM)

No	Criteria	Score	Total	%	Mean
1	Passed KKM	75-100	24	80%	
2	Failed	0-74	6	20%	76.7
Total			30	100%	

Chart 4.3
Students' Score in Cycle II

2. Observation of students' activity

Students' activity was observed after the second cycle based on the criteria of excellent, good, fair, and less can be seen in the following table:

Table 4.6
Score of Students' Activity in the Learning Process of Cycle II

No	Aspects of Observation	Score
1	Interest	57.5 %
2	Attention	63.33 %
3	Participation	64.66 %
4	Presentation	61.66 %
Means		74%

Based on the table above can be explained that in the process of teaching and learning activities of student's have shown a very good development with an means percentage of 74 %.

3. Observation of Teacher Activity

       The results of the observation on teacher's activity in the learning process with Four Square Writing Method assisted by wordless picture to teaching writing of descriptive text outlined in the table. (could be seen in appendix vii)

d. Reflection

       The following are some of the achievements after the implementation of the cycle II, namely:

1. In the process of teaching and learning, student's activities already tend to better towards Four Square Writing Method assisted by Wordless Pictrue in writing. This is evident from the inability of students already participate more actively in individual to carry out the tasks assigned by the researcher, and were able to take advantage of the descriptive text as a medium of learning active and effective as well. This condition can be seen from the increased activity of students better than 72% in the cycle I to 74% in the cycle II.

2. The different student's score in learning material looked significantly based on the data of the means value of the results in the cycle II evaluation was 67.2 in the cycle I, with the students who got score more than 75 was 16,6%, in the cycle II was 76.7 with the students who got score more than 75 was 80% success. The Improvement of Student's Score in Cycle I and Cycle II shown on chart below.

Chart 4.4
The Improvement of Students' Score in Cycle I and Cycle II
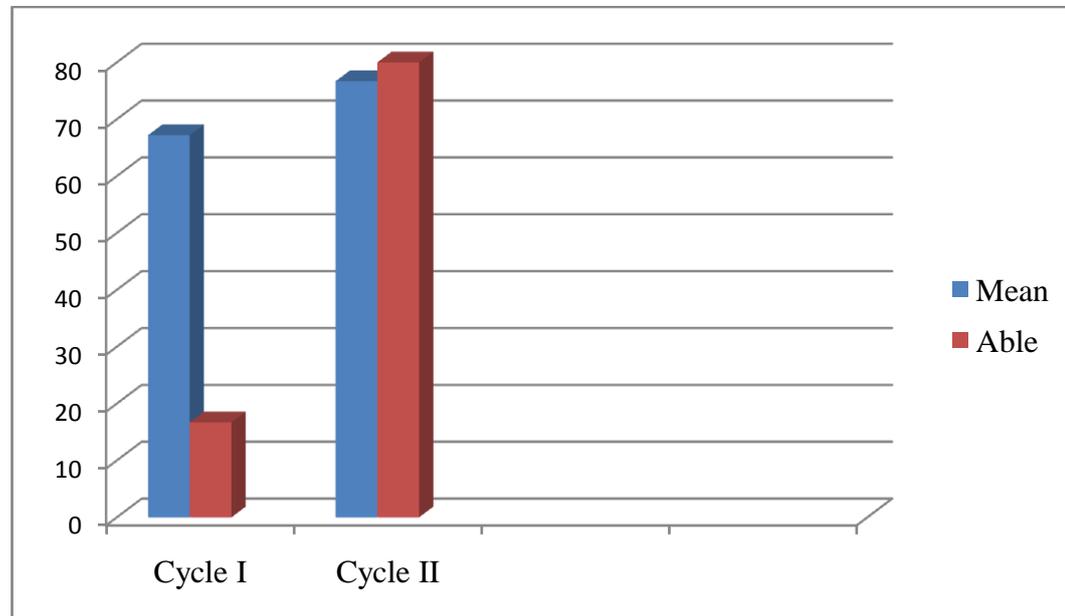
B. Discussion

Based on the data analysis, it showed that the student's writing skill had been improved by applying Four Square Writng Method assisted by Wordless Picture. It could be seen from the quantitative data. The mean score in cycle I was 67.2, the mean score in cycle 2 was 76.7, the students who got score more than 75 in cycle I was 5 students, the students who got score more than 75 in cycle 2 was 24 student's; and the percentage of the students who got score more than 75 in cycle I was 16.6%, the percentage of the students who got score more than 75 in cycle 2 was 80%.

It also could be seen from qualitative data that was observation sheet. The means score of student's activity between the first cycle was 62.79% and second cycle was 80.28%. It could be explained that in the process of teaching and learning activities of students had showed a good development. The qualitative

data that were taken from questionnaire sheet also showed that the teacher teach good in learning activity.

Based on the result of the quantitative and qualitative data, it was indicated that the action and applying of Four Square Writing Method assisted by Wordless Picture significantly can improved the students' writing skill in writing descriptive text.

CHAPTER V

CONCLUSIONS AND SUGGESSTIONS

A. Conclusion

Based on the result of the research, it could be concluded that:

1. There was an improvement on the students' achievement in writing descriptive text by using Four Square Writing Method assisted by Wordless Picture. It could be seen from the students' score: the mean of the pre-test in the first meeting was still low, 0 students got points up 75. In the post-test (cycle I) 5 students got points up 75, and the last post-test (cycle II) 24 students got points up 75. It could be concluded that there was an improvement on the students' ability in writing descriptive text by using Four Square Writing Method assisted by Wordless Picture. This condition showed that the implementation of Four Square Writing Method in increasing the students' ability in writing descriptive text was successful.

2. The improvement of students' ability can be shown from the pre-test to cycle I and to cycle II. The mean score from pre-test to cycle II were 56.4 – 67.2– 76.7. The students' who got score from the pre-test to cycle II were 0 – 5 – 24. The percentage of students who got the score more than 75 from pretest to cycle II were 0% - 16.6% - 80%.

3. Observation sheet and diary notes indicate that there is improvement in students' ability in writing analytical exposition text. Furthermore, Four Square

Writing Method as a method that makes students can be easier to wrote descriptive text.

B. Suggestions

This study showed that the implementation of Four Square Writing Method assited by Wordless Picture as media could increase students' ability in writing. In relation above, some points are suggested as follows:

1. To the principle of SMA Yayasan Harapan Mekar to motivate the teachers . 2.

2. To the english teacher it was better to teach the students by using Four Square Writing Method, because the method is effectively can increase the students' achievement in writing skill.

3. To the students, the students should have high motivation to learn English, especially writing. Four Square Writing Method is always put the students on a comfortable and enjoyable situation. They can express their opinion and be active.

4. To all readers, this research can contribute a good understanding of how to improve the students' writing ability on descriptive text through Four Square Writing Method assisted by Wordless Picture.

5. To other researchers, it can be the alternative technique to conduct the research related to the improvement of student's writing ability.

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