

**THE EFFECT OF FOUR SQUARE WRITING METHOD (FSWM) ON
STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE
PARAGRAPH.**

SKRIPSI

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For the Degree of Sarjana Pendidikan (S.Pd)
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By

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ABSTRACT

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The objective of this study was to find out the significant effect of four square writing method on students’s achievement in writing descriptive paragraph and to find out the students’ difficulties in writing descriptive paragraph by FSWM. The population of this study was the eighth grade students of SMP Muhammadiyah 06 Belawan at academic year 2016/2017. The populations were 301 students which distributed in seven class VIII-1 until VIII-7. The sample of this study was VIII-1, which was taken by purposive sampling technique and then was being as the experimental group, and being treated by using FSWM. The instrument in collecting the data was written test in the form of writing descriptive paragraph. The data was analyzed by using t-test formula. The result of the analysis showed that t-observed was higher than t-table ($42,99 < 1.684$) with the level significant 0.05 and the degree of freedom (df) = 37. The finding showed that the hypothesis of study is accepted. It means that FSWM gave a significant effect in increasing the students’s achievement in writing. The students’ difficulties in writing descriptive paragraph by FSWM from the result of analysis stated that from mechanism there were 79,4% students that got the difficulties by FSWM.

Key Word : Four Square Writing Method, Descriptive Paragraph.

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CHAPTER I

INTRODUCTION

A. The Background of The Study

There are four basic skill in English namely: Reading, Speaking, Listening, Writing. Writing is one of most important in teaching English, it is a process to send a message from the researcher to the reader. Writing is the process of producing words in form that can be read and understood. Usually someone use writing to express what that can through an idea, opinion, shaping experiences and it is an important for self to expression, for communication and for discovering meaning. According to Meyers (2005:2) says that writing is a way to product language, which you do naturally when you speak. Writing is communication with other in verbal way. Writing is also an action a process of discovering and organizing your idea, putting them on paper and reshaping and revising them.

Based on the reseacher's teaching experience in SMP Swasta Muhammadiyah 06 Belawan and based on information from English teacher there, it was found that the students often face some problems in writing such as they feel difficulties to find ideas when writing process. The students find it difficulties to write because they do not understand in arranging the words in order to form a good sentence and creating sentences into a good paragraph. The students fact difficulties in terms of grammar and limited vocabulary make the students difficulties to express their ideas and lose confidence in writing, assume that writing is boring, sometimes they are not able to continue writing their ideas

in the middle of their writing process because they do not know anymore what to write, they are bereft of idea to write. In this case, the teacher should be able to create the creative activity and enjoyable situation in the classroom to attract and increase students' motivation in learning writing. This indicates that the students need a particular treatment or strategy to help them to improve their writing ability, especially in writing descriptive paragraph.

From the problem previously, the researcher should find the most suitable method, technique, strategy or media during teaching and learning process. There are many methods in teaching learning writing, one of them Four Square Writing Method. According Lestari (2011) stated that Four Square writing method 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 manner prior to write texts. It means that by using Four Square Writing Method, students would be able to explore ideas to write.

According to Juitania, et al. (2013:5) stated that Four Square Writing Method is used for teaching basic writing skill that is applicable across grade levels and curriculum areas. It is simplified graphic organizer for teaching writing to students in school. It can be applied for the narrative, descriptive, expository, and persuasive paragraph to essay of writing.

Based on the fact above, the researcher tries to help the students in writing especially in writing descriptive paragraph by using a correct method, and this is also the reason why the study choose the research entitled "The Effect of Four Square Writing Method (FSWM) on Students' Achievement in Writing Descriptive Paragraph" as the title of this study.

B. The Identification of The Problem

Based on the problem describe previously, then the problem identify as follow:

1. The students feel difficulties to find ideas when writing process.
2. The students find it difficulties to write because they do not understand in arranging the words in order to form a good sentence and creating sentences into a good paragraph.
3. The students difficulties in term of vocabulary and grammar.
4. The students assumed that writing is boring.

C. The Scope and Limitation of The Problem

The scope of the research was focused on writing and limited in writing descriptive paragraph.

D. The Formulation of The Problem

The problem of this research was formulated as follows:

1. are there any significant effect of using Four Square Writing Method to students' achievement in writing descriptive paragraph?
2. What are students' difficulties in writing descriptive paragraph by using Four Square Writing Method?

E. The Objective of The Study

The objective of the study follow as:

1. to find out the significant effect of using Four Square Writing Method to students' achievement in writing descriptive paragraph.
2. to find out students difficulties in writing descriptive paragraph by using Four Square Writing Method

F. The Significance of The Study

The findings of these research was expected to contribute theoretically and practically:

1. Theoretically

The result of this study could be used for english department students as an information and reference material acquiring knowledge and understanding about the study of writing.

2. Practically

The findings of this reasearch are hoped usefull to the following person:

- a. English teacher, to increase their own professionalism in teaching writing by using four square writing method and the result of the study would be very useful for teachers of english and others who are concerning with assessment of teaching english.
- b. The students, giving information to increase their writing ability and to motivate the students to be better in writing descriptive paragraph.
- c. Other researcher, to increase their knowledge about Four Square Writing Method and writing descriptive paragraph.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Definition of The Effect

The word “effect” is means by a result or change of something. As stated Stevenson (2002), the term effect can be generally meant by change that something causes in something else a result. The definition of the second seems to fit the actions rather that the process in doing something. In terms of the statistics, this concept will be made operational and measurable. It is actual production. Finally, that there is benefit which can be taken as the result that refers to the positive sense.

Effect in this research means as any ability improvement after learning something. Slameto (2004) stated that improvement in learning is certain proof of sucess or ability of the students in doing their learning activities which based in their level of class.

The improvement in which achieved by the students they are realized in the form of score so that it is a acknowledge the certain position of a student in the class because the score they have reflect their improvement in the learning process. Moreover, effect of teaching treatment in language in learning according Buehl (2002) stated that related to the changes of getting something into our cognitive system. The final results of learning process which involves teachers with students which are reflected from the knowledge the student have. Based on

the definition previously, it is conclude that effect is influence or impression that can change a condition from bad into good or good into bad after doing something

2. Students' Achievement in Writing

An achievement is a process of developing skills or knowledge. Achievement is a measure of the quality and the quantity of the success one has in the mastery of knowledge, skill, or understanding. Hornby (1996) stated that achievement is a thing done successfully, especially with effort and skill. The word 'achievement' derived from a verb 'achieve' which means: 1) to finish successfully especially for something, 2) to get a result of an action, 3) as a result gained by effort. The students achievement means that the students learn successfully and improve their knowledge with their effort and skill.

From the explanation above, the writer concludes that the students' achievement is the effort of the students to learn successfully in order to improve their knowledge, skill or understanding.

3. Description of Approach, Strategy, Method and Technique

In teaching and learning process, a teacher should have approach, strategy, method, and technique. Those terms are very important in teaching learning english to the students in order students can learn effectively and efficiently. Because teaching is not only giving the information or lesson on, but teaching make the students have a skill and able to do something.

3.1 Approach

Brown (2001) "An approach is the theoretically well-informed position and belief about the nature of language, the nature of language learning, and the

applicability of both to pedagogical setting”. Approach is the level at which assumption and beliefs about language, language learning and language teaching.

3.2 Strategy

Strategy is a learning activity that must be done so that the teacher and student learning objectives can be achieved efficiently. The strategy is still basically conceptual about the decisions to be taken in the implementation of learning. Brown (2001), strategy are specific methods of approaching a problem or ask, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information.

3.3 Method

Harmer (2004) stated method is the practical realisation of an approach. The originators of a method have arrived at decisions about types of activities, role of the teacher and learners, the kinds of material which will be helpful and some model of syllabus organization. Method include various procedure and techniques as part of their standard fare.

3.4 Technique

Brown (2001) stated that “technique is the specific activities manifested in the classroom that are consistent with a method and therefore were harmony with an approach as well”. More clearly stated that technique as a super ordinate term to refer various activities that either teachers or learners perform in the classroom. In this case, technique is helped someone to improve the students achievement mastering the language. So it will very useful to be applied in the classroom, with the technique process will be facilitated and enjoyable to study.

4. Description of Writing

Writing is one of the basic language skills. According to Brown (2001:336), is indeed a thinking process. It is process of discovery and organize ideas, develop the ideas, convey them into paper and reshape and revise them.

Discovery is a process of thinking about idea, and the idea can be explored. In discovery, the writer can try to discover their idea from their experience. After discovering the idea, the writer can organize idea. Organizing the idea is an arrangement of ideas in some way to make sense. The writer should arrange effectively what idea has to come first, what idea has to go last, and what ideas end up in the middle. The ideas from the first until the end must be in logical sequence so that the readers will be interested and want to find out more.

In developing the ideas, the writer should develop the topic by narrowing down a broad focus, removing or adding the ideas where appropriate. The writer can begin to convey their ideas into paper. When the writer, he or she can ask some suggestion from his peer reviewers to reshape and revise his writing. Reshape means to polish the structure and linguistic choices of writing. Coffin et al (2003: 34) stated that the revision will be done if there is an error spelling.

Oshima and Hogue (1998:2) stated that writing is a progressive activity. This means that when someone first writes something down, he has already been thinking about what he is going to say and how is going to say it. The writer also have to write with anxiety-free to encourage the willingness to explore the writer's thinking and express the ideas. Then after he corrections. Therefore, writing is never a one-step action; it is a process that has several steps.

In addition, the writer is a process which is influenced by genre. Furthermore, according to Pardiyo (2007:2), writing basically is not only conveying the information, message or ideas grammatically but also packaging them into a specific purpose and into a specific genre of text. It means, when we write we will pass the process of writing and the writing has a purpose to the readers. From the explanations above, writing can be elaborated as a thinking process to discover, organize and develop the ideas then put them together for a specific purpose and specific genre of text. It means, the good writers should think critically and creatively to make a better sense to their writing.

a. Process of Writing

The writing process is the stage a writer goes through in order to produce something in the final writing form. The process of writing is focusing on the written product that students are meant to produce, and focusing on the creative processes of writing, the role of the individual in the act of writing, and the social aspect of writing, including students; identities, disciplinary conventions, and the large social context. Tangpermpoon (2008:5) stated that the process-writing activity in the class is able to help students develop their critical thinking and learn not to depend only on the teachers feedback. In fact, the writing process is more complex than this of course, and the various stages of drafting, reviewing, redrafting and writing are done in a recursive way: we loop backwards and move forwards between these various stages. According to Coffin et al (2003:34), stages of the writing process can happen in various orders at different points. The stages of the writing process help the lectures clarify students' misconceptions about

writing. The first stage is prewriting. In this stage, the writer is generating the ideas, understanding the idea of others, and collecting the information. There are some techniques in collecting the information. Prewriting is the first step in writing process in which this step the write about by discussing a topic with others. The second stage is planning. Planning focuses on organizing and focusing ideas. Harmer (2004:4) stated that experienced writers plan what they are going to write. He also stated the writer should think three main issues: (1) the purpose of the writing, (2) the audience they are writing for, and (3) the content structure of the piece. The next stage is drafting. Drafting focuses on the development, organisation, and elaboration of ideas. Draft is the first version of a piece of writing. As the writing process into editing, a number of drafts maybe produced on the way to the final version. Students who write and re-draft their work have less opportunity to present plagiarised work as their own. Drafting will be narrowing the topic, removing or adding informations where appropriate. After drafting stage, the writers do the reflection. Reflection refers to letting work sit. The writers also need a peer/tutor review to get feedback from others to make a good piece of writing.

Shin (2006:327) stated that the advantages of being tutored are increased sense of accomplishment and self esteem, better mastery of academic skills, increased ability to apply and integrate knowledge taught in different courses and broader, more realistic outlook on the process of teaching and learning. A key aspect of writing process approaches is the importance of seeking and responding to the feedback of other while a text is under development. Feedback is the drive which steers the writer through the process of writing on to the product. Feedback

may take the form of oral or written comments by peers. Students have considered reasonable suggestion in making their writing (Coffin et al, 2003:40) Then, the writers do the next stage called revision. In this stage, the writers are further developing and clarifying ideas and also the structure of the text. In this stage, we can add research or any idea generation. Reflecting and revising are often helped by other readers (editor) who comment and make suggestions. The final stage, are editing and proof reading. The final stage of writing consist of editing, proof reading, and polishing a text (p.41). Teacher should teach the process of writing to clarify the students' misconceptions in writing. It can be concluded that in the process of writing, the first thing to do is prewriting which is followed by planning. We can try to elaborate our ideas we have planned in drafting. Revision will be needed to make a good piece of writing. After that, the final stage, editing and proof reading can be done.

b. Objective of Writing

Like doing other activities, the writers also have some purposes in doing writing. According to Coffin (2003:20), the purpose of writing classified into; (1) writing assesment; (2) writing as an aid to critical thinking, understanding, and memory; (3) writing to extend students learning beyond lecturers and other formal meeting; (4) writing to improve students's communication skills; (5) and writing to train; students as future professionals in particular discipliner. In addition Javed, et al (2013:130) stated that writing helps the students to reinforces the gramatical structure, enhance the students vocabulary, and assits other language skills such as reading, listening, and speaking. Also states that another goal of

writing in school is provide students with opportunity for self-exploration. It means that students are encouraged to examine their interest, feelings, and experiences through writing.

c. The Component of Writing

Heaton (1990:146) classifies the scoring of the written test into five components such as following: (1) Content. Content is the ability to write ideas, information in the logical sentences; (2) Organization. The organization serves to the student's ability to write the ideas in a good logical order. The topic and supporting sentences are clearly stated; (3) Vocabulary. Vocabulary refers to the student's ability in using words or diction to express ideas logically; (4) Language use. Language use refers to the capability to use arrangement in the sentences and some other words such as nouns, adjective, and time signal; (5) Mechanical. Mechanical refers to the student's ability in using punctuation, capitalization, and paragraphing correctly.

d. Genre

Based on generic structure and language features dominantly used, texts are divided into several types. According to Pardiyo (2007) classifies genre into some types, as the following below: (a) Analytical Exposition, the purpose is to argue that something is the case, (b) Hortatory Exposition, the purpose is to argue that something should be or ought to be, (c) Description, the purpose is to describe something in detail, (d) Recount, the purpose is to inform the event in the past, (e) Narration, the purpose is to give explanation in detail about natural or social

phenomenon, (i) News Item, the purpose is to give events of the day that important and newsworthy, (j) Report, the purpose is to inform something phenomenon or to give knowledge for the reader, (k) Anecdote, the purpose is to information about ridiculous or funny event, (l) Review, which has purpose to give suggestion, critics, or evaluation about something in an article, a book or a movie.

5. Description of Paragraph

A paragraph is a group of sentences that develops one main idea. In writing paragraph, it needs seven until fifteen paragraphs. It has a topic sentence and supporting sentences that all relate closely to the topic sentence a paragraph form refers to its overall structure, which is a group of sentences focusing on a single topic. According to Kalandadze (2007) explains that paragraph is a group of sentences that support and develop a single idea or one aspect of a large and more complex unit. Then, Muschla (2011) stated that paragraph contains a topic sentence that states the main idea of the paragraph and other sentences support the main idea with detail and example. So, paragraph is a group of sentences that contains a single main idea and supported by details and examples which is related each other. There are some important elements of paragraph according to Smalley Regina L and Mary K. Reutten (1986:3-20):

5.1 Topic Sentence

Topic sentence is a sentence that has particular function to introduce the topic paragraph and the controlling idea about the topic paragraph. The topic sentence is the most important part of paragraph, it tells the reader the general idea

of the paragraphs. The topic sentence helps to provide a “general summary” for the paragraph. A topic sentence often begins a paragraph or it is found near the beginning of the paragraph. Other sentences within a paragraph relate to the topic sentences.

5.2 Topic Paragraph

In the topic paragraph, to begin a paragraph may be defined as a group of sentences that develop one main idea in other words a paragraph develops a topic. A topic basically the subject of the paragraph, it is what the paragraph is about.

5.3 Controlling Ideas

Controlling idea is an idea or attitude the topic paragraph and it controls all sentences in the paragraph. It means all sentences in the paragraph should be relevant to controlling idea.

5.4 Supporting Sentences

Supporting sentences explain the topic by giving more information about it. Supporting sentences is a number of sentences used to back up, clarify, illustrate, explain or prove the point about the topic sentence. Its function is to give details to develop and support the main idea of the paragraph.

5.5 Conclusion Sentence

A conclusion sentence is often called closing sentence. Which usually appears in the last sentence of paragraph. A conclusion sentence summarizes the main idea in the paragraph. Not all paragraphs have concluding sentences, but they are useful for ending the development of the support smoothly.

5.6 Unity

Each sentence should relate to the topic and develop the controlling idea. So, unity is a paragraph in which all sentences should relate to the topic sentence and controlling idea in the topic sentence.

5.7 Coherence

Coherence is the term used to refer to the way in which sentences and groups of sentences in a text make sense in relationship to each other. A coherence paragraph contains sentences that are logically arranged and flow smoothly.

5.8 Logical Arrangement

Logical arrangement refers to the order of one's sentences and ideas. There are various ways to order one's sentences, depending on purpose.

5.9 Smooth Flow

Smooth flow refers to how well one idea or sentence leads into another. Smooth flow can be achieved through sentence combining and through the certain expression.

6. Description of Descriptive paragraph

In this sub will discuss in description of descriptive paragraph, there are:

6.1 Descriptive Paragraph

Descriptive paragraph is a kind of genre that should be achieved by the students in teaching and learning process. Descriptive paragraph is colourfully describe a person, place or thing. It allows us to imagine the way a person feels, hears,

or see the subject or location at particular time regardless if the writer explains a real or imagine circumstance. The writer transforms his or her message, observation result and feeling to the readers through a description. In this case, the writer must be able to describe an object on its specific characteristic in detail. According to Siahaan and Shinoda (2008:89) description is a text containing two components namely identification and description. Identification is to identify the object to describe and the description describe parts, qualities and the characteristic of the parts, qualities, and the characteristic of the parts, qualities, and the characteristic of the parts of the object.

In writing descriptive paragraph, we need to know several things that should be understood as the following:

a. Social function

The social function of writing descriptive is to describe a particular person, place, thing or animal.

b. Generic structure

The generic structure of descriptive writing is:

- Identification which identifies phenomenon that will be described
- Description which describes about something or someone in detail

c. Grammatical feature

- Using simple present tense
- Using action verb to describe behaviors/user

- Using relational verbs which are used when classifying and describing the appearance/qualities and parts/functions of phenomena (is,are,has,have)
- Using adjectives which are used to add extra information to nouns and may be technical. Everyday or literary, depending on the text
- Using adverb which are used to add extra information to verb to provide more detailed description
- Using mental verbs which are used to describe feeling in literary descriptions.

6.2 Types of Descriptive Paragraph

Based on Fleming and Glathom (1995:38) stated there are five types of descriptive paragraph

a. Descriptive a Personality

If we want to describe a person, the first that we do is to recognize his or her individual characteristic. They need to describe people occurs fairly in archaism of physical attribute (greedy, flush, worthy, ect) and intellect (clever perception, and soon) consequently the writer describes the person clearly.

b. Describing a Place

As with the people, there is a commonly occurring head to describe place such as features of town district, or area like garden or park. The best way to describe a place is by presenting some concrete example, such as hotel, home, a school and so on. Further, it is essential to describe the size and agreement of the square involved.

c. Describing a Process

To describe a process in descriptive writing, it is important for the writer to know and to understand how something is happened and done. That's why the writer should consider the steps for completing the process and the verbs are usually used in the imperative form.

d. Describing an Object

The best way to describe an object accurately is providing the physical characteristic of an object such as the size, the shapes, the form, the colour ect. Therefore the writer will describe all the pictures of the object.

e. Describing an Event

In describing an event, the writer should be able to memorize and remember what had happened in that event. Suppose, the writer will write and discuss the accident happened two days ago. In that case he or she has to explain all details related to the event clearly. Indeed it makes the reader fell the event in the real situation.

7. Four Square Writing Method

In this sub will discuss four square writing method, there are:

7.1 Description of Four Square Writing Method

Juitania, et al (2013:5) stated that Four Square Writing Method is used for teaching basic writing skill that is applicable across grade levels and curriculum areas. It is a simplified graphic organizer for teaching writing to students in

school. It can be applied for descriptive, narrative, expository, and persuasive paragraph to essay of writing.

Four Square Writing Method is prewriting and organizational skill taught by using a graphic organizer consisting of four outside squares. This visual and kinesthetic aid help students to focus on their writing, provide details, and enhance word choice. The topic or topic sentences goes into centre of the organizer, while three supporting ideas or sentences go into three of the outside squares. Finally, a wrap-up sentences concludes the final box of the organizer.

Students can learn to write properly structured paragraph with a topic sentence and conclusion at very early stage, and the four square is used throughout the grade school years. Students can write well-developed compositions of five or more paragraph, complete with introductory and concluding paragraph.

According to lestari (2011) stated that Four Square Writing Method is a method of teaching basic writing skills that is applicable accros grade level and curriculum areas. It can be used to teach writing for students in grade 1-12. Four Square Writing Method can be applied for the descriptive, narrative, expository and persuasive forms of writing.

Four Square Writing Method as simplified graphic organizer for teaching writing in school 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 aspect of a concept or topic inti a pattetn using labels it is the visual and

kinesthetic that is employed for focus writing. Tom provide detail and enhance word choice.

7.2 Make Four Square Template

According to Four Square Writing Method by Judith S. Gould, using to make Four Square Template are:

1. Fold the sheet of paper into four equal squares.
2. Draw a box in the middle of the paper
3. In three of the squares students will write a complete sentence which states reasons, example, or explanation that support the sentence in the center of the paper.
4. In the fifth box students will write a feeling sentence to support the topic.
5. Now draw a picture in each box, which describe your sentences. (primary)
6. Last use your Four Square Writing to write a story. (intermediate)

7.3 Writing a Paragraph Using Four Square

According to Four Square Writing Method by Judith S. Gould, writing a paragraph are:

1. Paragraphs are several sentence on the same topic.
2. Now we will transfer the sentence from the four blocks to lined paper for paragraph building.
3. Whole class modelling is best to teach this.

7.4 Example of Using Four Square Writing Method in Writing Descriptive Paragraph

The following is the example of using Four Square Method in writing Descriptive paragraph.

<p>Identification :</p> <ul style="list-style-type: none"> - I am seven junior high school, surakarta. - My class is in VII B - It is very clean 	<p>Description</p> <ul style="list-style-type: none"> - It is nice place to study - Located in the second floor of school building - There are many plants in front of my class
<p>The Topic:</p> <p>My classroom</p>	
<p>Description</p> <ul style="list-style-type: none"> - My class has 41 chairs and 21 tables - My class has two whiteboard - There are 3 brooms and duster 	<p>feeling</p> <ul style="list-style-type: none"> - I love my classroom

From framework above, we can see the make four square writing method, three of the squares students will write a complete sentence which states reasons, example, or explanation that support the sentence in the center of the paper. And then fifth box students will write a feeling sentence to support the topic. Finally, they create a story based on the chart.

My Classroom

I am in seven junior high school, Surakarta. My class is in VIIB. The class is very clean I like this class very much because I feel comfort if I am in this class. It is nice place to study. My class is located in the second floor of school building. It is near the computer room but it is far from teacher room. There are many plants in front of my class such as: grass, some little colorful flowers, and some kinds of leaf. There is also a wood bench in the left side of my class. My class has 41 chairs and 21 tables. There is also a book case in the right side of teacher's desk. All of their colors are brown because they are from wood. My class has two whiteboard. There are 3 brooms and duster in back part of my class. (Source : <http://core.ac.uk/download/files/478/12348994.pdf>). The study add to words "I love my classroom" in the fifth box for a feeling sentence to support the topic.

7.5 The Advantages and Disadvantages Four Square Writing Method

The advantages of the four square writing method include: make four square templete is a composition structured well and systematically. It uses graphic organizer, a graphic organizer is a way od structuring information, or arranging important aspect of a concept or topic into a pattern using labels. It can be applied for all grades and other curriculum areas. It is fun, it is a creative process and natural wat to organize the students' thought.

Disadvantages of the four square writing method, it is time consuming because four square writing method is slow process, the instuction should be make four square templete it means that the implementation of four square writing method needs a lot of time. The students feel bored if they had understood the

material, the students does not work optimally if the students had understood the material.

B. Previous Research

In this research, the study considers some previous research to support this proposal:

1. Juitania (2013) on her journal entitle : The Effect of Using Four Square Writing Method on Students' Writing Skill. The result of her journal: the researcher concludes that teaching writing through four square writing has a positive effect on students' writing skill to write a text. The result of the research shows that the students who are taught by four square writing get better score than who are taught by mind mapping. It can be concluded that four square writing method has been successfully enough implemented as an interesting method to teach writing, and it could affect students' writing skill in term of content, vocabulary and language use in English Second Language (ESL) of composition profile. Through four square writing the students feel fun and the class atmosphere is more attractive because before the students started to write, the teacher gave brainstorming to lead their mind to the topic which wanted to learn. So there is good interaction between students and the teacher. There four square writing is able to be one of the new alternative method to make the students love to write.
2. Lestari,E.S. (2011) on her journal entitle: Improving the Students' Writing Skill by Using four Square Writing Method (FSWM). The result of her

journal: The researcher got the research finding that there is a positive improvement of students' writing skill. The result of the researcher showed that the use of four square writing method is able to improve the students' writing skill that covers writing to explore their ideas, to write paragraph by using the correct grammar, to use vocabularies, to write paragraph coherently and cohesively, and to use word order and punctuation in writing sentences. The enhancement of the students' writing skill is also supported by the result of the scores. It proves that the use of four square writing method in teaching writing can improve the students' writing skill.

3. Sari, R.I. (2016) on her a skripsi entitle: Applying Four Square Writing Method on The Students's Achievement in Writing Narative Text. The result of her a skripsi: showed that the students were so active and enthusiastic in studying writing by using four square writing method that they did everything systematically.

C. The Conceptual Framework

Writing is a process of transferring ideas into symbols such as letters, words, phrases, sentences, and paragraph involving certain rules of grammar, spelling, punctuation and the other elements in the language. Writing is very important because trough writing people can share their ideas or knowledge into a written text to the others, from one generation to the text. Writing is very crucial in human's life. Writing gives us ability to record and communicate our experience and knowledge. Writing descriptive paragraph allow the studnets to imagine the way person feel, hear, or see object or location at particular time regardless if the

writer explains a real or imagine circumstance. The writer transform his or her message, observation result and feeling to the reader through a description. Four Square Writing Method is method of teaching basic writing skill 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 text. It means that by using Four Square Writing Method, students will be able to explore ideas to write.

D. Hypothesis

The research hypothesis was formulated into alternative as tentative answer to the problem as follow:

Ha : “there is effect of Four Square Writing Method in teaching writing descriptive paragraph”.

Ho : “ there is no effect of Four Square Writing Method in teaching writing descriptive paragraph”.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at SMP Muhammadiyah-06 Belawan on Jln. Kl. Yos Sudarso, Kota Belawan KM. 22,5 at academic year 2016/2017. The reason for choosing that school as the location of the researcher because of SWOT analysis. The school has some internal factors that made a weakness in teaching writing. Some of them were the teacher still used conventional technique and it happen because the lack of creativity from the teacher to increased students' motivation, they did not try a new strategy in writing and beside that school did not facilitate thr students' need which made students did not interesting in writing and of course it make students difficult to understood about writing, especially writing descriptive paragraph. Based on the situation, the reaseacher want to know the effect of four square writing method to solve the students' difficulties in writing.

B. Population and Sample

a. Population

The population of the reasearch were the eight grade students at SMP Muhammadiyah-06 Belawan on Jln. Kl. Yos Sudarso, Kota Belawan in academic year 2016/2017, which consist of seven classes.

b. Sample

A sample is an individual representation a large group which is selective. According to sugiyono (2016) stated that purposive sampling is an engineering sample determination with specific condiderations. So, the researcher was taken sample is VIII-1 consist of 40 students. The reason for choosen this class is the researcher was found their achievement students in writing descriptive paragraph.

Table 3.1
Population and Sample

No	Class	Population	Sample
1	VIII-1	40	40
2	VIII-2	44	-
3	VIII-3	44	-
4	VIII-4	44	-
5	VIII-5	44	-
6	VIII-6	42	-
7	VIII-7	44	-
	TOTAL	302	40

C. Research Design

The research was conducted by using pre experimental research design, and this research was used one-group pretest-posttest design, which consist of one group as the experimental group using four square writing method. So the

research was conducted by administrating and treated by pretest, before being given treatment, the treatment can be known more accurately as it can be compared with the situation before given treatment. The design of the research can be seen as a follow:

Table 3.2
The Design of the Research

Group	Pre-test	Treatment	Post-test
Experimental Group	✓	Using Four Square Writing Method	✓

D. The Techinque for Collecting Data

This part was divided into three steps, namely pre-test, treatment and post-test.

1. Pre-test

Experimental group conducting pre-test before the treatment. It was to measure the students' achievement before applying the treatment. Pre-test consist of writing test. The test ask to the students's to wrote a descriptive paragraph based on the direction given.

2. Treatment

Treatment is giving to experimental group, the experimental class studying by using four square writing method to find out the effective of teaching writing using four square writing method, a treatment conducted to the experimental group. The treatment can be seen at table 3.3 as experimental group.

3. Post- test

After doing treatment, the post-test is given to students. The post-test is the final test in this research, especially in the treatment, whether it is significant or not, it means to know whether treatment give effect or not on the students' achievement in writing descriptive paragraph.

E. Technique of Data Collection

In collecting the data, some steps were apply as follows:

1. Giving pre-test to the class.
2. Giving treatment by four square writing method.

Table 3.3
The treatment in Experimental Group Between The Teacher's Activities and The Students' Activities

The reseacher activities	The students' activities
<p>Steps to make Four Square Template are:</p> <ol style="list-style-type: none"> 1. Fold the sheet of paper into four equal squares. 2. Draw a box in the middle of the paper 3. In three of the squares students will write a complete sentence which 	<ol style="list-style-type: none"> 1. The students followed the researcher. 2. The students draw raw a box in the middle of the paper 3. The students writen a complete sentence which

<p>states reasons, example, or explanation that support the sentence in the center of the paper.</p> <p>4. In the fifth box students will write a feeling sentence to support the topic.</p> <p>5. Now draw a picture in each box, which describe your sentences. (primary)</p> <p>6. Last use your Four Square Writing to write a story. (intermediate)</p> <p>Writing a Paragraph Using Four Square</p> <p>1. Paragraphs are several sentence on the same topic.</p> <p>2. Now we will transfer the sentence from the four blocks to lined paper for paragraph building.</p> <p>3. Whole class modelling is best to teach this.</p>	<p>states reasons, example, or explanation that support the sentence in the center of the paper.</p> <p>4. The students written a feeling sentence to support the topic.</p> <p>5. The students draw a picture in each box, which them sentence.</p> <p>6. The students written a story.</p> <p>The students make a paragraph</p> <p>1. Students make several sentence a same topic.</p> <p>2. Students would be transfer the sentence from the four blocks to lined paper for paragraph building.</p> <p>3. The students can do it.</p>
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3. Giving post-test to the class.

4. Collecting the students' answer sheet.

F. The Technique for Analyzing Data

In this research, the following steps were apply to analyze the data:

1. Scoring the test. The score was ranging from 0-100. To know the students achievement in writing there was some criteria considered. Hughes (2003) states that “ there are five scoring component scales namely: content, organization, vocabulary, language use, and mechanics”. The specific criteria would be described in detail by the following stages:

1. Content

The score of content depends on the students’ ability to write ideas, information in the form of logical sentence

The criteria of scoring are as follows:

30-27	Excellent to very good: knowledge, substantive, through development of thesis, relevant to assigned topic
26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail
21-17	Fair to poor: limited knowledge of subject little substance inadequate development of topic
16-13	Fair to poor: doesnot show knowledge of the subject- not substantive not pertinent or not enough to evaluate

2. Organization

The organization refers to the students' ability to write ideas, and information in good logical order. The topic and the supporting sentences are clearly stated

20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive
17-14	Good to average: somewhat choopy, loosely organized but main idea stand out, limited support, logical but incomplete sequencing
13-10	Fair to poor: non fluent, ideas confused of disconnected, lack logical sequencing and developepment
9-7	Fair to poor: doesnt communicative, no oraganization or not enough to evaluate

3. Vocabulary

Vocabulary refers to the students's ability in using word or idiom to express idea logically. It also refers to the ability to use synonym, prefix, suffixes, exactly.

The criteria of scoring vocabulary used are:

20-18	Excellent to very good: sophiscated range, effective word/idiom choice and usage, word from mastery, appropriate register
17-14	Good to average: adequate range, occasional error of word/idioms forms, choise, usage but meaning not obscured
13-10	Fair to poor: limited range, frequent error of word/idiom form, choice, usage, meaning confused or obscured

9-7	Fair to poor: essentially a translation, little knowledge of english vocabulary, word form or not enough to evaluate
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4. Language use

Language use refers to the students' ability in writing the sentences simple, complex or compound sentences correctly and logically. It also refers to the ability to develop agreement in the sentences and some other words, such as nouns, adjectives, verbs and the time signals. The criteria of scoring language use as follows:

25-22	Excellent to very good: effective complex construction few error argument, test, word order/function, articles, pronouns, preposition
21-18	Good to average: effective but simple, construction minor problem to complex construction several errors of agreement, tense, number word order/function, articles, pronoun, preposition but meaning seldom obscured
17-11	Fair to poor: major problem in simple/complex construction fequent of errors agreement, tense, number word order/function, articles, pronoun, preposition but meaning confused obscured
10-5	Fair to poor: virtually no mastery of sentence construction rules dominated by error does not communicative or not enough to evaluate

5. Mechanism

Mechanism refers to the students' ability in using words appropriately: using function correctly, paragraph and the text can be read correctly. The criteria of scoring the mechanism are given below:

5	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuation, and capitalization, paragraphing
4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
3	Fair to poor: frequent errors of spelling, function, capitalization, paragraphing, poor hand writing, meaning confused or obscured
2	Fair to poor: no mastery of conventions dominated by error of spelling, punctuation, and capitalization paragraphing, hand writing, illegible or not enough to evaluate

- Listing samples score into two tables, first for pre-test and second for the post-test
- Calculating the mean of the students' score of pre-test and post-test in experimental group by using formula:

$$M = \frac{\sum x}{N}$$

Where :

M = Mean

$\sum x$ = Total students' score

N = Total students'

4. Finding the correlation of the teaching method by formulation Sugiyono (2013: 183)

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

5. Determining T-test by formulation Sugiyono (2013: 184)

$$t = \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where :

t = t-test

n = total sample

1 = Number Constanta

r = correlation of product moment

6. Testing Linear Regression by Formulation Sugiyono (2013: 188)

$$Y=a+Bx$$

With:

$$a= Y' -bx$$

$$b = \frac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum x^2) - (\sum x)^2}$$

Where :

Y' = Prediction score

a = Constantor if X=0

b = Regression Coefficient

X = Score independent Variable

7. Finding the significant effect by formulation Sugiyono (2013: 183)

$$D=(r_{xy})^2 \times 100\%$$

8. Statistical Hypothesis

The hypothesis was formulated as follow:

Students' achievement in teaching writing descriptive paragraph by using Four Square Writing is more significant than without Four Square Writing.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSIONS

Based on findings and analyzing the data, so the researcher could make the conclusion as follow :

1. There was significant effect Four Square Writing Method on students' achievement in writing descriptive paragraph which is proven from the result of the test $t_{observed} > t_{table}$ or $42,99 > 1.684$.

2. The students difficulties in writing descriptive paragraph by four square writing method. The result of analysis stated that content, organization, vocabulary, language use, not found difficulties but the mechanism 79,4% students that got the difficulties fair to poor: frequent errors of spelling, function, capitalization, paragraphing, poor hand writing, meaning confused or obscured by four square writing method.

B. SUGGESTION

In relation to the conclusion above, suggestion were put forward as follow:

1. The English teacher, the teacher were suitable using Four Square Writing Method in teaching writing descriptive paragraph in the classroom. The teacher should teach the students how to express their idea in written paragraph. They made activities until the students enjoy and interesting.

2. The students, to increase their knowledge in writing descriptive paragraph, Especially in conten, organization, vocabulary, language use and mechanism in writing and Four Square Writing Method can helps the students to explore their idea.

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