

The Effect of Four Square Method towards Writing Skill of The Tenth Grade Students of Smk Gamaliel 1 Madiun in Academic Year of 2021/2022

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ABSTRACT

Writing is one of the most important English skills to master but is quite challenging for students. Therefore, several methods to teach writing have been developed by researchers to help students overcome the difficulty of writing. The purpose of this research was to investigate whether the students who are treated by using Four Square method have better writing skills than the students who are treated by conventional teaching. The method of this research was a quantitative method and a quasi-experimental design. The population in this research was students in tenth grade in SMK Gamaliel 1 Madiun, specifically X TPM A and X TPM B. The data was collected by using writing tests about descriptive text. The researcher used SPSS version 16 and Independent Sample T-test to analyze students' scores. The research finding showed that the use of the Four Square method had an effect on students' writing ability. Students in the experimental class have shown to have better writing scores, as evidenced by the mean score of 74.17 in the control class and 83.30 in the experimental class. The data analysis result shows that the sig. (2-tailed) is 0.000 (< 0.05) so, H_1 is accepted and H_0 is rejected. It indicated that there was a significant difference in the students' writing skills who are treated by using the four square method and those treated by conventional teaching. Based on the explanation above, it can be concluded that the use of Four Square method was effective in teaching writing descriptive text.

Keywords: Teaching Writing; Writing Skill; Four Square Method

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INTRODUCTION

Students should write frequently since their ability to do so is crucial to their academic performance. Writing for Vocational High School is intended to inspire students to create a variety of texts, including functional texts (advertisements, brochures, personal letters, announcements, and notice), monologue writings, and texts from the School-Based English Curriculum or the 2013 Curriculum (procedure, descriptive, recount, narrative, and report). Poor writing abilities increase the likelihood that students will struggle to advance in their courses or even fail. On the other hand, students will have a better chance of excelling in their academics if they have strong writing abilities.

Students can write about their thoughts, emotions, and experiences when learning how to write. Writing provides a practical chance for children to express, investigate, and explain ideas on their own, according to Sharples (in Rahmania, 2016). Students must use critical thinking because they may express, investigate, and explain their ideas by organizing them into a strong paragraph. Because writing is a useful skill utilized in written communication, teaching writing should be able to increase students' productivity and creativity. The text's material must be made engaging by the students. Thus, writing well and in a language that is simple to grasp requires ingenuity on the part of the students.

When learning to write, the kids frequently run into some obstacles. One of the abilities that is particularly challenging and intricate is writing. Writing in any language is a difficult skill to master, according to Harmer

(2004). In order to write effectively, students must comprehend grammatical structure, vocabulary, and tenses utilization. The findings of research by Humola & Talib (2016) indicate that students lack knowledge of writing techniques and are occasionally unmotivated and uninterested in writing in English. In addition, the employment of traditional teaching methods in the topic and the students' lack of proficiency in creating their own texts contribute to their boredom.

Writing is taken seriously at vocational high school because it is part of the curriculum and the syllabus, especially when it comes to creating descriptive texts. Students struggle to come up with and organize their ideas when writing descriptive text. Despite having ideas, they are unsure of how to begin writing, and it is challenging to organize words into a strong paragraph. They are also challenging to create and manage once they have ideas. As a result, their writing is illogical and unorganized. Additionally, students struggle with spelling, vocabulary, and grammar. This demonstrates the need for a way to make writing easier for students, particularly when writing descriptive texts. To stimulate students' interest, teachers must be more inventive and creative. The teacher must be more creative and innovative so that students feel interested in teaching writing. One way that is considered effective in learning to write is to use learning methods.

One approach to resolving writing issues is thought to be the four square method. A straightforward visual organizer called four square can help students organize their ideas or plans before they compose a complete paragraph with a main concept, supporting information, and conclusions. The four square approach is a writing technique that, in accordance with Puspita (2015), aids students in organizing ideas for writing using visual organizers. The four-square technique assists students in exploring, delineating, and developing conceptual thought. Because it combines organizing with connecting ideas, it also enhances reading comprehension. The "Four Square Method" is also a writing technique that involves creating four squares on paper or a large piece of paper, then writing from the first box to the third. The Four Square method can also be defined as a method in writing by drawing four squares on paper or board, then from the first box to the third box students write ideas and supporting sentences. Based on the explanation above, it can be concluded that the four square method is a method of teaching writing skills that uses a step by step structure built around a simplified graphic organizer as a visual framework to help students formulate ideas in an organized manner before writing text.

The researcher was inspired to conduct this study after reading earlier research on the subject of teaching writing. The goal of the study by Rofi'ah and Ma'rifah (2017) is to determine whether the four square writing method can affect how students at SMA Nusantara Balongpanggang learn to write through image series. The sort of text and academic level used in this study as opposed to earlier studies are different. The four square approach was previously utilized in study to teach writing narrative text at senior high school through a picture series; the researcher now employs the four square method to teach writing descriptive text at vocational high school. Results from earlier studies indicate that adopting the four-square method of writing through picture series has a positive impact on students' ability to write. In the previous research, the results show that learning to write using the four-square method of writing through picture series has a positive effect in writing narrative texts. They also suggest for further researchers to carry out the four square writing method at another level because it is good in teaching the learning process.

Based on this reason, the researcher wants to conduct an experiment in teaching writing descriptive text for tenth grade students of SMK Gamaliel 1 Madiun at the second semester in the 2021/2022 Academic Year. This research is entitled "The Effect of Four Square Method towards Writing Skill of The Tenth Grade Students of SMK Gamaliel 1 Madiun in Academic Year of 2021/2022".

RESEARCH METHOD

The purpose of this study is to see the effect of the four square method towards writing skill of the tenth grade students of vocational high school. The researcher uses quantitative methods and the quasi-experimental design in this study. Dinardo (in Rofi'ah & Ma'rifah, 2017) finds that quasi-experimental is used to predict the cause and effect of the relationship between the independent and dependent variables.

The dependent variable in this research is learning to write descriptive text using the four square method and the independent variable is the X grade students of SMK Gamaliel 1 Madiun. There are 2 classes chosen randomly and divided into 2 groups, namely the experimental group and the control group. The experimental group was given treatment, while the control group was not given treatment but used conventional teaching.

Table 1. Research Design

Experimental Class	Pre-test	Four Square Method	Post-test
Control Class	Pre-test	Conventional Teaching	Post-test

In this study, researchers collected data by conducting writing tests (for pre-test and post-test). The students must make a descriptive text. The pre-test was given before the treatment and the post-test was given after the treatment. The test is given to determine the effect of the four square method in teaching writing descriptive text.

After completing the pre-test and post-test processes, the researcher analyzes the data statistically using SPSS version 16 to determine the significance of the result. This study performs several testing steps to analyze the data such as homogeneity test, normality test, and hypothesis testing.

RESULTS AND ANALYSIS

In this section, the researcher describes the results of the pre-test and post-test data. Collecting data in the form of student score data through the experimental class and the control class. Data in this study obtained from X TPM A grade students as the experimental class and X TPM B grade students as the control class. The pre-test results show the students' basic ability in writing.

Homogeneity test is used to find out whether the pre-test data variance of the experimental class and the control is homogeneous or not. It is calculated from Statistical Package for Social Science (SPSS) version 16. The result of homogeneity is as follows:

Table 2. The Result of Homogeneity Testing

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-Test	Experimental Class	23	69.57	4.491	.936
	Control Class	23	64.09	6.888	1.436

Table 2 shows that there are significant differences in the pre-test writing ability of the experimental class and control class students. From the table, it can be seen that the experimental class sample has 23 students and the control class sample has 23 students. In that case, the mean of the two classes is significantly different. The mean of the experimental class is 69,57 and the mean of the control class is 64,09. The mean score in the experimental class is higher than the mean score in the control class.

In addition, to see whether the data is homogeneous or not, the researcher used the independent sample t-test to calculate the data. By using this test, the researcher found out the significance difference of the two classes. The results of the independent sample t-test are as follows:

Table 3. The Result of Independent Sample T-Test of Pre-Test Data

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Writing Score	Equal variances assumed	3.862	.056	3.195	44	.003	5.478	1.715	2.023	8.934
	Equal variances not assumed			3.195	37.840	.003	5.478	1.715	2.007	8.950

Table 3 above shows the independent sample t-test of the pre-test data for the experimental class and the control class. The table shows that both classes are significant. It can be said that because the researchers have been seen through Levene's test for Equality of Variances. From the Assumed Equal Variances Score column, the significance is 0.056. So, it can conclude that the data is homogeneous because the significance is higher than the alpha level ($0.056 > (\alpha = 0.05)$).

Table 4. The Result of Normality Testing

Tests of Normality						
			Kolmogorov-Smirnov ^a		Shapiro-Wilk	
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.125	23	.200 [*]	.960	23	.465
Control Class	.087	23	.200 [*]	.982	23	.933
a. Lilliefors Significance Correction						
*. This is a lower bound of the true significance.						

From the table above, the researcher concludes that the data is normal. The table shows that the experimental class score results are normally distributed because the significance value is higher than α value ($0,465 > 0,05$). In that case, the result of the control class score is also high, that is 0,933 which is higher than 0,05 ($0,933 > 0,05$). Therefore, based on the results which is more than $\alpha=0,05$ ($0,465 > 0,05$; $0,933 > 0,05$), it can conclude that the significance post-test data for both classes are normal and the independent sample t-test is done.

Hypothesis testing required in this study is to use the independent sample t-test. Before analyzing the data, the researcher conducted the hypothesis which was described in chapter 2 of this study. There are two hypotheses formulated by researchers, first is H_0 shows that "There is no significant difference on the students' writing skill who are treated by using four square method and conventional teaching". Then the second hypothesis is "There is a significant difference in the students' writing skills who are treated by using four square method and conventional teaching".

Table 5. The Group Statistic of Post Test of Both Classes

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Post-Test	Experimental Class	23	83.30	4.497	.938
	Control Class	23	74.17	6.610	1.378

Table 5 shows the post-test group statistics for both classes. From the table above, the mean score of the experimental class is 83,30. Then, the mean score of the control class is 74,17. Based on two means, it can be said that the two classes have different mean scores. The following independent sample t-test is needed to find out how far there are significant differences between the two classes.

Table 6. The Independent Sample T-Test of Post Test of Both Classes

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Writing Score	Equal variances assumed	2.245	.141	5.477	44	.000	9.130	1.667	5.771	12.490
	Equal variances not assumed			5.477	38.771	.000	9.130	1.667	5.758	12.503

The test presents that there are any differences in mean score between experimental class and control class which were treated by using Four Square Method and which were not. Based on the table test scores, the assumed significance value of equal variances is 0,000. It is less than 0,05 ($0,000 < 0,05$). Based on a formula by hypothesis of testing normality, H_0 shows that there is no significant difference in the students' writing skills who are treated by using four square method and conventional teaching. Meanwhile, H_1 shows that there is a significant difference in the students' writing skills who are treated by using the four square method and those treated by conventional teaching. The result shows that there is a significant difference in the students' writing skills who are treated by using the four square method and those treated by conventional teaching. It can be concluded that the result shows that the use Four Square Method has a significant effect for writing skills, especially in teaching descriptive text.

The outcome demonstrates that students' writing skills improve as a result of their improved comprehension of the subject matter. The teacher's treatment of the experimental class had a significant impact on them. After studying the four-square method, the class has a beneficial impact because the students can now write their own texts using their own ideas. Even though the teacher uses traditional teaching methods, the control class taught without the four-square approach also does well since they understand the topic. Accordingly, the researchers came to the conclusion that the Four-Square approach works well to teach writing descriptive text to SMK Gamaliel 1 Madiun students in the tenth grade.

From the data analyzed in the previous section, the researcher found that using the four-square method in teaching writing descriptive text for the tenth-grade vocational students is effective. The data described in the previous section shows that the two classes held the pre-test and the results of the pre-test are different. The control class got a total score of 1474 with a mean of 64,09 and the experimental class got 1600 with a mean of 69,57. From here, the total score and the mean score of the experimental class are higher than the control class. Then, the researcher conducts treatment for the experimental class and conventional teaching for the control class. After the

researcher conducts a pre-test and delivers the material, the researcher also conducts a post-test. The result of the control class post-test is 1706 in the total score and the mean is 74,17. Meanwhile, the total score of the experimental class is 1916 and the mean is 83,30. It means that the students who are treated by using the four square method got higher than the students who are treated without the four square method.

In addition, the alpha value used by researchers is 0,05. The results show that the significance of the homogeneity test and normality test are homogeneous and normal with homogeneity results is 0,056 and normality result is 0,391 from the experimental class and 0,781 from the control class. After that, the results of hypothesis testing from the post-test data of the two classes also show different significance. The significance is 0,141 which is higher than the alpha value ($0,141 > 0,05$).

Students who are taught using the four square technique perform better academically than those who are taught traditionally. It suggests that using the four square method to help children develop their writing skills has a lot of advantages. The researcher lists a number of benefits of applying the four square approach. First, the Four Square Method can help students develop their ideas more effectively. The Four Square Method comprises phases that make it simpler for students to collect ideas readily and arrange them into a decent text, according to a prior study by Rofi'ah & Ma'rifah (2017). The data analysis's findings make it abundantly evident that the pre-mean test's score is 55,43. After getting the treatment by using Four Square Method, the mean score of post-test is 79,35. The score of the post-test is higher than the pre-test. Besides, Ilmiah & Latief (2017) also states that by using this method, they found that there was a significant increase in the students' ability in writing descriptive text. Using the Four Square Method can improve students' ability to write descriptive text in content and organizational variables.

Second, the Four Square Method encourages and piques students' enthusiasm in both learning and producing descriptive writing. This is comparable to the finding of Nugroho et al's (2014) study, which showed that the Four Square approach can boost students' enthusiasm and interest in the learning process, allowing them to enjoy writing assignments. The students displayed good responses during the meeting, according to the research findings of other earlier researchers, Setiawati et al. (2019). Students seem to love learning activities as long as they are given the proper attention. So, using the Four Square Method can make the class really enjoyable..

Third, a good technique for assisting pupils in writing a text is the Four Square Method. According to Mahfudhotin (2014), whose journal research supports the previous study, the Four Square Method enables students to write strong short story compositions. Thus, it can be said that the Four Square Method is the most effective technique to instruct students how to write descriptive texts.

In conclusion, students who receive instruction utilizing the Four Square Method are more capable than those who receive instruction using traditional techniques. In other words, the Four Square Method significantly improves students' writing abilities, particularly their ability to create descriptive texts. The Four Square Method can be used to help students learn how to generate ideas, increase their motivation and interest in writing studies, and teach them how to write descriptive texts. These are the justifications for the outcome.

CONCLUSION

The purpose of this research is to investigate whether the students who are treated by using Four Square method have better writing skills than the students who are treated by conventional teaching, the researcher found that the students who are treated by using the four square method got higher than the students who are treated without the four square method. The result of the control class post-test is 1706 in the total score and the mean is 74,17 while, the total score of the experimental class is 1916 and the mean is 83,30. Furthermore, the significance of the homogeneity test and normality test are homogeneous and normal with homogeneity results is 0,056 and normality result is 0,391 from the experimental class and 0,781 from the control class. To find out how far there are significant differences between the two classes, the independent sample t-test is needed. The result of an independent sample T-test that the assumed significance value of equal variances is 0,000, it is less than 0,05 ($0,000 < 0,05$). Based on a formula by hypothesis of testing normality, H_0 shows that there is no significant difference in the students' writing skills who are treated by using the four square method and conventional teaching. Meanwhile, H_1 shows that there is a significant difference in the students' writing skills who are treated by using the four square method and those treated by conventional teaching. The result shows that there is a significant difference in the students' writing skills who are treated by using the four square method and those treated by conventional teaching. It can be concluded that the result shows that the use Four Square Method has a significant effect for writing skills, especially in teaching descriptive text.

Because it can benefit the students, the Four Square technique of treatment for producing descriptive text may be deemed successful. The Four Square technique can help students become better idea generators. The pupils get more enthusiastic and the class becomes enjoyable as a result of the Four Square technique. Students that use four square teaching techniques are more engaged and driven to master the art of descriptive writing. In addition, there was a challenge the researcher encountered when completing this study. Because students need a lot of time

to complete their assignments and some students aren't there, researchers need a lot of time to conduct their research. So, the researcher must chat with the students who are not present through WhatsApp to give assignments. Therefore, the learning process can run well.

The future researchers are suggested to do further research in the teaching-learning process by using the four square method. The future researchers may change the genre of the text. They also can use other methods or techniques to make the teaching-learning process run well.

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