THE FOUR SQUARE WRITING METHOD IMPLEMENTATION IN STUDENTS' WRITING ACHIEVEMENT

THESIS

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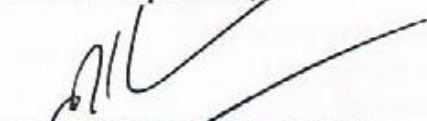of the Requirements for Sarjana Degree (S-1)
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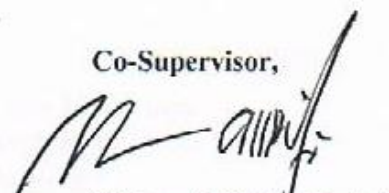Faculty of Tarbiyah and Teacher Training
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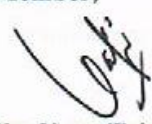
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **"The Four Square Writing Method Implementation in Students' Writing Achievement"** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 21 Januari 2016

Saya yang membuat surat pernyataan,

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ENAM RIBU RUPIAH

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ABSTRACT

This research is entitled "The Implementation of the Four Square Writing Method in Students' Achievement". It is aimed to know if the implementation of Four Square Writing Method could increase students' writing achievement and to find out students' perceptions on Four Square Writing Method applied in the classroom. This research was pre-experimental research with one group pre-test and post-test design. The participants were English Department Students of UIN Ar-Raniry, especially 2013 academic year student. The sample was taken by using simple random sampling technique. In collecting the data, the researcher gave pre-test and post-test also contributed questionnaire. To analyze the result of test, It used statistical calculation. The result of this research indicated that there was improvement in students' writing achievement after implementing Four Square Writing Method. The mean of post-test score (74,04) increase to the mean of pre-test (55,93). Besides, the result of t test shown that t_o is bigger than t_t, (2,09<7,0895> 2,84). Then, the result of questionnaire shown that almost all students (9:1) agreed that Four Square Writing Method help them in improving their writing.

Key word: *Writing, Four Square Writing Method, Academic Achievement*

CHAPTER I

INTRODUCTION

A. Background of Study

In creating successful English language learning, there are many factors influence it. One of them is teacher. Golla and de Guzman (1998) retrieved from (Khurshid & Aurangzeb, 2012) stated that "teachers are the strongest causal force behind the educational standards in educational institutions". Teachers or lecturers play the most important role in teaching-learning process; they can lead meaningful English learning classroom activities. Especially in the English language teaching, teachers' main duty is to direct their students in mastering the language skills such as listening, speaking, reading, and writing.

In this study, the researcher only focused his discussion on the writing skill. It is considered that writing skill is very important, because it covered all aspects of languages. However, students often face some problems; they feel confused to produce a good paragraph. Beside that they assume that writing is a boring subject. Sometimes they are not able to continue writing their ideas in the middle of writing process. As the result, the students regard that writing is a difficult subject to learn. The situation may occur because of many reasons. Teachers may not provide interesting teaching and learning activities. So in teaching-learning, method applied may increase students' motivation. As stated by Sumardi (1975) "The success or failure of teaching program is often judged by methods used by the teacher, since it determines the contents and the way of

teaching". To anticipate the problems above, it is needed to pay serious attention to find out suitable method in teaching writing to increase students' writing achievement. In this case, the teacher should be able to create a creative activity and enjoyable situation in the classroom to attract and increase students' motivation to start writing.

This study begins from the researcher's own experience in writing I (one) class in fourth semester of English Department of UIN Ar-Raniry. The classmates and researcher himself got the same feelings in starting the writing in class. It was difficult to get an idea and create a good structural and qualified written text, as the result all students encountered many difficulties and made them pessimist to face any writing types ahead. Therefore in this study, the researcher aimed at examining the effectiveness of the four square writing methods on students' writing achievement. The researcher used quantitative research, conducted experimental teaching, test, and questionnaire to obtain significant information regarding this research process.

Four Square Writing Method is one of method that might solve the students' problems. In this case the researcher intended to prove the effect of using four square writing methods on students' writing motivation which affected on their achievement as well, and to find out if four square writing methods could be used to support the teaching and learning process effectively. In conducting the research, to be respondent was the fifth semester students of English department of UIN Ar-Raniry. The main objective of this research is to find out how far Four Square Writing Method motivate students to start writing. The result of this

experimental teaching is reported in this thesis under the title "**THE FOUR SQUARE WRITING METHOD IMPLEMENTATION IN STUDENTS' WRITING ACHIEVEMENT**"

B. Research Question

Based on the background and the problem above, the research questions in this thesis are as follows:

1. Does the implementation of Four Square Writing Method increase student's writing achievement?

2. What is the students' perception on Four Square Writing Method implementation in classroom?

C. Aims of Study

In writing this thesis, there are some purposes namely:

1. To know if the implementation of Four Square Writing Method could increase students' writing achievement.

2. To find out the students' perceptions on Four Square Writing Method applied in the classroom.

D. Significant of Study

    1. Theoretically

The study will enrich the method and media in teaching and learning, especially to the Indonesian students.

    2. Practically

a. It will be helpful for the teachers in providing and preparing other methods in writing courses (teaching arsenal).

b. It will be useful for students:

- to enrich their knowledge in starting writing (more   methods to help in creating writing).

- to increase students' interest in writing, because this method is quite easy, simple, and applicable.

- to solve their problems in developing paragraph, into good sequence, arrangement, and content while creating free writing.

E. Terminology

There are some terms that are necessary to give further explanations in order that make the readers do not confuse about concept definition in this study, those the terms are as follows:

    1. Writing

Writing is encoding message, thoughts and ideas into written language. It is the best way to preserve ideas as it can communicate across time and

distance. (Aboderin, 1983) said that writing is an essential aspect in instruction in language. Furthermore, Writing means composing something or expressing the ideas. Then, according to (Oshima and Hogue, 1997) Writing is 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 you are going to say it. Then after you have finish writing, you have over what you have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps. The writing in this study is the writing for the fifth semester of the department of English education at Fakultas Tarbiyah, UIN Ar-Raniry.

2. Four Square Writing Method

Juitania (2013) stated in her thesis that Four Square Writing is used for teaching basic writing skills 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 the narrative, descriptive, expository, and persuasive paragraph and essay of writing.

Four Square Writing Method is a formulaic writing approach, originally designed to teach essay writing to children in a five paragraph, step-by-step. The graphic organizer of the method specifically assists students with prewriting and organizing (Zollman, 2009).

F. Hypothesis

Hypothesis is a temporary prediction that can answer the research question and can be proved; it can also give some directions in conducting research how to solve the problems. (Sudijono, 2010) stated that H_a shows a significant positive or negative correlation between X variable and Y variable. On the other hand H_o shows that there is no significant correlation between X variable and Y variable. In this research, the researcher selected the Four Square Writing Method as X variable and students' writing achievement as Y variable. From this statement the hypotheses of this thesis can be formulated as follows:

1. H_a: There is significance improvement in students' writing achievement after implementing Four Square Writing Method.

2. H_o: There is no significance improvement in students' writing achievement after implementing Four Square Writing Method.

CHAPTER II

LITERATURE REVIEW

The study still addresses in English writing, students as the beginner writer encountered many problems in creating text and do not know how to solve it directly. The situation that might be reduced their motivation and bring them into a phase that they will hate writing in the present day and future. One way to overcome the issues is by implementing Four Square Writing Method. In this chapter the researcher will review the definitions of title. The researcher will start by describing definition of writing, Four Square Writing Method, and achievement one by one.

A. Writing

What is writing? This is an appropriate question to ask in this chapter. Writing is a basic language skill, just as important as listening speaking, and reading. Writing has an important role in English teaching; it is one of productive skills in which beginner writers are able to produce language themselves.

Understanding the connection between the writer and the audience is essential for good writing, because the writer has many different reasons, purposes, and audiences. Reid (1994) concludes that a good writer must be able to indentify for whom he or she is writing, in order to the purpose of paragraph will become clearer and the communication with the audience will be more successful (p. 2). So,

understanding the connection between the writer and the audience is essential for creating a good writing.

As Reid (1994) mentions there are three purposes of writing, as follows:

1. To inform: It means that the writers give the information about what the writers write about to the readers.

2. To explain. It means that writers interpret about something to the readers clearly.

3. To amuse the audience. It means that the writers hold the readers' attention pleasantly, and feel entertained through reading the writing (p. 2).

According to Harmer (2004) "...writing is used for a wide variety of purposes and it is produced in many different forms" (p. 4). It means that there are many kinds of text types in writing, and every text type has its own communicative purposes. Students have to explore their ideas and compose them into visible as writing product. Moreover, Irmscher (1987) said, "We need more words to select from, more combinations, and more strategies" (p. 20). It means that writing requires a mature ability in thinking to use language; in writing the students are forced to choose the appropriate word and using the correct structure for organizing the ideas into paragraphs.

While according to Irmscher (1987) "writing is a greater challenge to the imagination than talking" (p. 20). It means that writing is more effective to increase students' creativity in figuring out their thought than speaking. So, in writing the students must be able to focus on the process of writing that leads to the final written product. The students have to develop their ideas and transform their thoughts into words, and also they have to consider about coherent organization before they produce the final product. However, without having motivation they can not do it.

It can be concluded that writing is an activity which takes time to explore the ideas or thoughts into words and compose them into a good writing. The students have to follow the whole of writing process in order to create the meaningful writing. To create a meaningful writing, beginner writers have to understand about the process of writing. It consists of stages that represent the way the writers composing a written text.

There are some stages in producing a good writing text. According to Harmer (2004) there are four main elements, namely; planning, drafting, editing, final draft.

B. Four Square Writing Method

The Four Square Writing Method is a method of teaching basic writing skills applicable to all grade levels and curriculum areas. It can be applied to all types of writing including narrative, expository and persuasive essays. Four Square Writing Method is prewriting and organizational skills taught by using a graphic

organizer consisting of four outside squares. It utilizes a simple graphic organizer to enable students to brainstorm a topic and organize their thinking to prepare for writing and it is suitable to guide beginner writers (Gould & Burke, 2010, p. 64).

Furthermore, it makes possible for students to provide details and to enhance their word choice after they have laid the basic foundation for their writing. This visual and kinesthetic aid help students to focus on their writing, provide details, and enhance word choice. The topic or topic sentence goes into centre of the organizer, while three supporting ideas or sentences go into three of the outside squares. Finally, a wrap – up sentence concludes the final box of the organizer.

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

In 2010, Gould, Gould, & Burke provided the step of the Four Square Writing Method. Step by step approach is used to make the learning systematic in order to the students make composition well – structured, Four Square Writing Method can be published by the writing processes, and they are:

1. Brainstorming: generating ideas.
2. Organizing: four square writing.

3. Drafting: rough or first draft.

4. Revising: revision of content and style.

5. Editing:editing for surface features, punctuation, spelling, and capitals (p. 74).

Based on previous research conducted by Dr. Louis Algaze as Principal, Alex Rizo, Jr. as Assistant Principal and Ascellia Arenas-Napper as Teacher Leader in "Improving Persuasive Writing through the Use of the Four Square Writing Method" (2005-2006) that showed the result that many teachers found a greater improvement in writing through Four Square Writing Method. The Four Square Method can easily become a component of any quality writing program, including Writer's Workshop, because it gives children a means to organize their thoughts and then extend and elaborate on them.

Any "seed idea" can be "grown" using the Four Square Method. All too frequently students know what they want to write about, but lack the organizational skills to produce a coherent, logically structured piece of writing. Simply encouraging students to brainstorm or use a conventional web does not provide them with the structure needed to produce a piece of quality writing. This is especially true of assessments which include on demand writing in a limited time frame. The Four Square Writing Method provides this structure and enables students to easily transition from the graphic organizer into a five paragraph essay.

C. Learning Achievement

Learning achievement is one's capability which means the result that is acquired by someone after certain treatment (Pasaribu & Simanjuntak, 1982, p. 115). Sudjana (1997) also stated similar definition of achievement, "it is the ability acquired by students after experiencing the learning process" (p. 22). While (Sukarno, 2003) defined it as a maximum result gained by students through their efforts in actualizing their potentions in learning (p. 16).In university contex, learning defines as efforts done by students to change their behaviors to be better as a result of their learning experiences and of their social interaction (Hawadi, 2008, p. 168). So, Lanawati (1999) concluded learning achievement as the result of teachers or lecturers assessment toward students' learning process and it appropriate with instructional goal concerning the mastery of material and the behavior expected from the students as cited in (Hawadi, 2008, p. 168). Based on definition above, the researcher would say that learning achievement is something that is accomplished, particularly by great effort or courage. It is the result achieved by students in their learning process that finally improve their abilities that is proven by the score given by the lecturers or teachers.

Student achievement measures the amount of academic content that students gain in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Standards are similar to a 'to-do' list that teachers can use to guide their instruction. Student achievement will

increase when quality instruction is used to teach instructional standards (Carter, 2015).

There are many factors influenced learning achievement. Miranda (2000), Winkel (1986), and Santrock (1998) declared that the following factors influenced learning achievement:

1. Intrinsic factors, such as the level of intelligency, talent, the level of language mastery, the level of knowledge, motivation, etc.

2. Extrinsic factors, such as learning environment, learning strategies, time management, study habit, etc. (cited in Hawadi (2008), p. 168).

Based on discussion above, the researcher conclude that generally there are some aspects affected students' achievement; motivation, intelegency, learning strategies, learning habits, time management or even their daily activities etc. These behaviors influenced from actual action in their daily education life. However, the great achievement is not only gained by actual action (extrinsic factors) but also affect by motivation (intrinsic factors). (Guay et al., 2010, p.712). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something" (p. 106). Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999) observe, "Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in

behaviors such as play, exploration, and challenge seeking that people often do for external rewards" (p. 658). Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. Any events occurs in house, school, and environment that the student live in along with condition and situation of the surrounded potentially create them into what they are, what they are going to do, and what they are going to be in future. As the result, if it is bad so they will take this bad side of it. Meanwhile, when it is good, they will take many advantages from it.

The researcher believed that the role of educator is crucial to influence this process. Educators are not only a group of teacher in school but parent, friends and others also can be considered as educators. When educators ensure that the needs of students to get attention, feel safe, gain trust, respected, and etc are acquired they can gain motivation and form their own characteristic on their academic goals. Character education is the foundation upon which students can reach academic achievement. It's not just about teaching kids to be good. It's teaching them to be their best. All in all, the ultimate goal for any teacher is to improve the ability level and prepare students for their next step. Defining student's achievement and factors that impact progress is critical to becoming a successful teacher.

CHAPTER III

RESEARCH METHODOLOGY

This chapter generally explained about research methodology that will illustrate the process of how the researcher conducted this research. It consists detail of how the process the research, where the research took place, when the research was conducted, and who were the participants of the research. All details begin with methods of research, population and samples, the technique of data collection and brief description about research location. Each of them needs to be clearly explained.

A. Methods of Research

In this study, the researcher used a quantitative-inferential research. The quantitative-inferential research is a research that is guided by certain hypothesis, and one of the goals of the research is to examine the hypothesis (Saebani, 2008, p. 128). Quantitative research is a research that involved a statistical or numbers or quantity (Moleong, 2007, p. 4) and with almost the same opinion Sowell stated that quantitative mode suggests investigations involving numbers (Sowell, 2000, p. 5). This method is using number in presenting data and using statistical formulation in analyzing the data.

In conducting the research, the researcher conducted three phases; they are experimental teaching, a test, and a questionnaire. The researcher used pre-test and post-test to measure the improvement of students' writing before and after

implementing the Four Square Writing Method. Besides, quantitative result will be collected through evaluation sheet (questionnaire) which administrated by the researcher in the end of the meetings. The questionnaire is used to identify their perceptions toward the method, to reveal their thought, and the main purpose is to find out if the method can effectively improve students' writing quality. The research is conducted at fifth semester students of English Department of UIN Ar-Raniry.

B. Population and Sample

Either respondent or participant has the most crucial role in the research, the research cannot be done without its existence. Before going to engage the respondent or participant, the researcher needs to examine where the population will be taken from then decided who will be the sample. Population is all of subjects who are going to be observed in a research (Arikunto, 2013, p.173). Supranto (2003) defined population as the complete collection of the same elements with different characteristic (p.8.) and to support the previous opinion Ghony & Almanshur (2009) stated that the population is as a big group of individuals, objects, or phenomenon (p. 105).

In this case, UIN Ar-Raniry that is located in Banda Aceh is the targeted location to gather the data. Precisely took place in English major of Fakultas Tarbiyah dan Keguruan (FTK). In this research, the researcher took all of fifth semester students of English major as the population. The total numbers of students were 282; which were divided into 10 units.

In conducting this research, the researcher used pre-experimental research design. Especially, One-Group Pre-Test Post-Test Design that is one experimental group which is measured its dependent variable by pre-test, then it is given the stimulus and the variable will be measured again by post-test (Prasetyo & Jannah, 2008, p. 161). In other words, the writer would say that it is the experimental research conducted for only one group; without control class. It means that the researcher conducted the pre-test, treatment and post-test for one class with no control class.

The samples of this research were chosen by using simple random sampling technique. Supranto (2003) stated that "the sample random sampling is only suitable for homogen or relative homogen population and is not suitable for heterogen one because it can trigger extreme error toward the choosen sampling (p. 32).

Roscoe (1982: 253) as cited in Sugiono (2006: 91) gave some alternatives in determining the number of sample. One of them is "if the researcher used multivariate analysis (it is the object examined in statistics which focus on the correlation between two or more variables) in analyzing data. The minimal number of sample for this research is 10 times of the number of variable being analyzed (retrieved from (Taniredja & Mustafidah, 2012, p.38). This research has two variables; the four square writing method and students' achievement. Considering to this theory and variables, the minimal number of sample of this research is 20 students (2x10= 20). Therefore, the researcher decided one unit that consisted of 26 students as the sample of the research as the

representative of population. This is suitable with the opinion that according to Ghony & Almanshur (2009) Sample is the representative of the population (p. 105).

C. The Procedure of Data Collection

In collecting the data, the researcher did three times meeting. These meetings will be divided into one meeting for Pre-test, one meeting for treatment that is to introduce and to apply Four-Square method in student's free writing, and the last meeting is to give Post-test and instruction to fill in the questionnaires that have been prepared by the researcher. Before conducting all phases, the researcher has to ask permission from the lecturer who handled Writing II subject in order to get the chances to meet the students directly in classroom. The following is further explanation about the procedure that the researcher did in gaining the data:

1. Test

Test is a technique of measurement containing some questions, statements or several tasks that must be done or be answered by respondents (Arifin, 2012, p. 226). In educational research, the test is often used as an instrument to measure the ability either cognitive, affective or psychomotor (Sanjaya, 2013, p. 252). (Soehartono, 2002) said that "in one group pretest-posttest design, the observation or measurement is conducted before and after giving the treatment toward a group of sample" (p. 40). In this case, the researcher applied tests that were given in the first and the last meetings to find out the

students' competence and motivation in English writing subject. The researcher applied two tests; pre-test and post-test. Pre-test will be given at the first meeting and it took at least 30 minutes, to find out students' basic abilities in English writing. In the pre-test the researcher gave one topic and the students wrote about it. The post-test also was conducted for 30 minutes in third or last meeting after applying Four Square Writing Method in second meeting, the last test conducted in order to measure the increase of students' motivation and abilities in English writing subject.

The researcher asked students to write an essay about **"I love my mom"** in pre-test. After giving pre-test, the researcher acted as a teacher taught students how to use Four Square Writing Method in the first meeting, and then in the next meeting the researcher gave the same test to observe how far students made improvement in both their motivation and ability to create an excellent writing.

In the Post-Test, the researcher asked students to write an essay about the same topic as the previous one. After students submitted their writing, the researcher will found out that the Four Square Writing Method improved their motivation, word choices, context, and sequence, and quality of writing that they have done in their post-test writing. The tests were checked by using rubric to measure their specific improvement, as seen in the following table:

Table of 3.1 Scoring Guide for essay

Aspect	Score	Performance Description	Weighting
Content (C) 20% - Topic - Detail	4	The topic is complete and clear, details related to the topic.	2x
	3	The topic is complete and clear, but details almost related to the topic.	
	2	The topic is complete and clear, but details do not related to the topic.	
	1	The topic is not clear and details do not related to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives.	2x
	3	Identification almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuses of connectives.	
	1	Identification is not complete and descriptions are arranged with misuse of connectives.	
Grammar (G) 20% - Agreement - The use of tenses	4	Very view grammatical or agreement inaccuracies.	2x
	3	Few grammatical or agreement inaccuracies but not change the meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	

Vocabulary (V) 20%	4	Effective words of choice and word form.	2x
	3	Few misuses of vocabulary, word form, but not change the meaning.	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of word, word form, and not understandable.	
Mechanism (M) 20% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization.	2x
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

$$\text{Score} = \frac{2C+2O+2G+2V+2M}{40} \; x \; 100$$

From all aspects measured in the rubric, the researcher focused on the domain that the four square writing method specialized to improve such as Content, Organization, and Vocabulary. So, the researcher used formula as follow:

$$\text{Score} = \frac{2C+2O+2V}{24} \; x \; 100$$

The researcher calculated the mean of students score by using statistical formula (Sudjana, 2005, p. 67):

$$X = \frac{\sum fixi}{\sum fi}$$

X = Mean

fi = Frequency

xi = Middle score of frequency

Before calculated mean, the data should be distributed in frequency distribution list. The following steps are used in creating frequency distribution list (Sudjana, 2005, p.47):

    a. The total range of data

Range of data is the lowest score is subtracted by the highest score. The formula is:

$$R = H - L + 1$$

Where:

R   : range

H   : the highest score

L   : the lowest score

1   : constant number

    b. Number of interval class

In determining the number of interval, the following formula is used:

$$I = 1 + 3.3 \log n$$

Where:

 I   : the amount of interval class

 n   : the amount of sample

 c. The length of interval

In determining the length of interval class, researcher used the formula:

$$P = \frac{R}{I}$$

Where:

 P   : length of interval

 R   : the range of score

 I   : interval

 d. Table Distribution of Test

After finding the range of data, number of interval classes, length of interval, the data is served in distribution table as follows (Sudijono, 2008, p.53):

Table 3.2. Distribution Table

Interval Class	fi	Xi	Fixi
Total			

Where

 fi : frequency

xi   : the middle score of interval class

fixi   : the amount of multiplication of frequency and deviation range

The purpose of mean calculation is to know the average score of students and to compare average score of pre-test and post-test.

2. Teaching Experiment

As stated in the previous discussion, this method was applied in one unit of the fifth semester of UIN Ar-Raniry English department students. In this research, the researcher taught the student directly. The main purpose was to teach them how to use the Four Square Writing Method in their writing.

After giving pre-test, the researcher taught the students based on allocated time to apply the method in their writing. This phase need to be done considering the method is not familiar for the students. To implement the method, the researcher introduced the Four Square Writing Method and then showed them the steps to start and to organize it, along with an example of Four Square Writing Method in daily writing.

3. Questionnaire

The methods used to collect the data were pre-test and post-test, teaching experiment, and the last is questionnaire. (Suharsimi, 2002) said that "collecting data is easy, the writer identifies the sources of data into 3P namely; Person, Place, and Paper" (p. 135). The questionnaire is one of the techniques used by the

researcher in collecting the data needed. The questionnaire is a list of some questions that were answered by the respondents (Soehartono, 2002, p. 65). It was done to cross the data got from the early techniques. According to (Paisal, 2005) Questionnaire is an instrument of collecting data that consist of a list of written questions distributed to research subjects or respondents (p.122). In addition, (Arifin, 2012) stated "it is a research instrument which consists of questions or statements to gain the information must be answered by respondents freely based on their opinion" (p. 228).The researcher distributed this kind of technique to the students to find out the data concerning their opinion toward Four Square Writing Method application in their writing.

In this study, the questionnaire was written in the students' native language format (Indonesian), in order to avoid the confusion and misunderstanding for the students as the respondents. The duration needed was about 5 minutes to explain the direction how to answer it properly. Then, about 10 minutes they had time to answer all the questions. The researcher had to guide them to answer it honestly, because those questions were not made for any scoring, but their answer is only a way to know their responses in using of the Four Square Writing Method in forming their writing habit. The questionnaire was in a multiple-choice form consisting of 10 closed-opened ended questions related to the use of Four Square Writing Method. The questionnaire should be answered in the classroom and submitted soon. To analyze the information obtained from questionnaire, the researcher used the statistical formula. By applying (Sudijono, 2008):

$$[P \quad =\frac{f}{N} \times 100\%]$$

Which,   P = percentage

F = frequency

N = number of respondents.

D. Brief Description of Research Location

The researcher conducted the research at UIN Ar-Raniry Banda Aceh. The university will be described as follows:

It is located at jl. Ar-Raniry Kopelma Darussalam (Lingkar Kampus) – Banda Aceh. Established on October 5[th]1963, with the name was taken fromSyeikh Nuruddin Ar-Raniry who has contributed his life in developing Islamic thought in Aceh (reigned from 1637-1641). State Islamic University Ar-Raniry of Banda Aceh is an Islamic University under the authority of Indonesian Religious Affair Department.

The university is currently led by Prof. Farid Wajdi Ibrahim, MA as the rector, the institution has graduated professors andthousands scholars. UIN Ar-Raniry not only focused on Islamic study but also concerned about general knowledge. There are nine faculties in UIN Ar-Raniry, one of them is Faculty of Tarbiyah and Teacher Training (FTK) which the researcher himself is a student of it.The main aim of the Faculty is to educate pious and strong Muslim, to become an expert in educational life of Islam that is able to develop and proficient in implementing knowledge in various educational institutions.

Consisted of twelve Departments, each of them has different specification and program of study, they are:

1. Islamic Teaching Deparment (PAI)

2. Arabic Department (PBA)

3. English Education Deparment (PBI)

4. MathematicsDepartment (PMA)

5. Physics Department (PFS)

6. Biology Department (PBL)

7. Chemistry Department (PKM)

8. Islamic Education Management (MPI)

9. Elementry School Education Department (PGMI)

10. Kindergarten Education Department (PGRA)

11. Electro Engineer Department (PTE)

12. Information and Technology Department (PTI)

Based on the thesis' title, the researcher obviously conducted the research at English Education Department (PBI) and select population and sample from students of this Department. English Department is commonly called TEN that currently headed by Mrs. Chamisah, M.Ed. The Department's specialization is in teaching English as foreign language, educating hundreds of students and preparing it graduates to be excellent English teacher or a professional whatever the profession they occupied in the future. Here are the active students' data at English Department of UIN Ar-Raniry.

Table 3.3 Active Students at English Department of UIN Ar-Raniry

No	Academic Year	Unit	Number of Students
1	2015/2016	8 units	223
2	2014/2015	8 units	259
3	2013/2014	10 units	282
4	2012/2013	4 units	128
5	2011/2012	3 units	87
6	2010/2011	3 units	94
7	2009/2010	3 units	20
8	2008/2009	3 units	12
Total			1,105

Source: Archive of English Department of UIN Ar-Raniry in 2015

CHAPTER IV

DATA ANALYSIS

A. Data Analysis

In analyzing hypothesis, researcher used T-test in order to know the difference between means of pre-test and post-test. As Kartwohl (1998) states "T-test which is a test allows us to test the difference between two means for statistical significance" (p. 478). The following formula is used in calculating T-test:

$$t = \frac{M_D}{SE_{M_D}}$$

M_D = Mean from the differences between pre-test and post-test

SE_{M_D} = Standard Error from Mean of Difference

After getting *t-score*, researcher compared it with *t-table*. If *t-score* is bigger than *t-table*, it means alternative hypothesis was accepted (see appendix).

B. Result of Test

The test was given to the students in order to measure the students' ability in writing an essay before and after the treatment was given. There were two tests in which the students participated; the pre-test and post-test. The pre-test was held on December 29, 2015 while the post-test was conducted on January 5, 2016. As mentioned in the previous chapter, the analysis was used in order to find out if there

is a slight difference between the pre-test and the post-test result that was conducted after some treatments were given.

To analyze the results of pre-test and post-test, the researcher used the rubric score in the chapter 3 with formula:

$$Score = \frac{2C+2O+2V}{24} \; x \; 100$$

Note:

C   = content

O   = organization

V   = vocabulary

100   = constant value

First step of calculating data is ranging score from the pre-test and the post-test. The score of both tests as well as the difference could be seen in the following table:

Table 4.1 Table of Pre-test and Post-test Scores

NO	INITIAL	TEST		Gain (d)
		PRE-TEST	POST-TEST	Posttest-pretest
1	CNM	67	67	0
2	RI	50	58	8
3	YM	66	75	9
4	NA	58	67	9
5	SSN	58	83	25
6	AZ	50	67	17

7	MA	42	67	25
8	WS	33	75	42
9	RM	50	100	50
10	RMI	58	75	17
11	M	33	50	17
12	CNMD	83	92	21
13	RP	50	67	17
14	MJ	67	75	8
15	RY	58	75	17
16	CPS	42	75	33
17	NAK	58	83	25
18	I	75	75	0
19	RF	33	50	17
20	HM	67	92	25
21	SR	75	92	17
22	DA	50	-	-
23	MS	33	-	-
24	RM	-	67	-
25	RR	-	50	-
26	F	-	-	-

██ = highest score   ██ = lowest score

Based on table above, the highest score for the pre-test was 83 which was gained by 1 student and the lowest score was 33 which was gained by 3 students. Whereas, the highest score for post-test was 100 which was gained by 1 student and the lowest score was 50 which was achieved by 2 students. The improvement of students' score and standard in post-test result occurred after the researcher taught

them how to use the four square writing method in writing essay. Furthermore, based on the table, total students who had developed their ability to write an essay were about 90,5% of students, while the number of students who had constant score and standard were about 9,5%.

In order to get the mean of both data, the researcher classified the score into the frequency distribution list. Then, the researcher calculated the mean of both pre-test and post-test scores by using means formula based on following measurement.

Calculation of Mean of Pre-test Scores

1. Arranging the pretest score from the lowest up to highest

33	33	33	42	42	50	50
50	50	58	58	58	58	58
66	67	67	67	75	75	83

2. Determining total Range of score

   $$R = H - L$$

   $$R = 83-33$$

   $$= 50$$

3. Determining the number of Interval classes by using *Sturges Rule*

   $$I = 1 + (3,3) \log n$$

   $$= 1 + (3,3) \log 21$$

   $$= 1 + (3,3) \, 1,323$$

$$= 1 + 4, 37$$

$$= 5, 37$$

$$= 5 \ (6)$$

4. Determining the length of interval class

$$P = \frac{R}{I}$$

$$= \frac{50}{5}$$

$$= 10$$

5. Frequency Distribution of Pretest

Table 4.2 Frequency Distribution of Pretest Score

Interval Class	fi	xi	fixi
30 – 39	3	34,5	103,5
40 – 49	2	44,5	89
50 – 59	9	54,5	490,5
60 – 69	4	64,5	258
70 – 79	2	74,5	149
80 – 89	1	84,5	84,5
	$\sum fi = 21$		$\sum fixi = 1174,5$

6. Means of pretest score

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{1174,5}{21} = 55.\ 93$$

Calculation of Mean of Post-test Scores

1. Arranging the post-test score from the lowest up to highest

   50   50   58   67   67   67   67

   67   75   75   75   75   75   75

   75   83   83   92   92   92   100

2. Determining Range of score

   $R = H - L$

   $R = 100 - 50$

   $= 50$

3. Determining the number of Interval classes by using *Sturges Rule*

   $I = 1 + (3,3) \log n$

   $= 1 + (3,3) \log 21$

   $= 1 + (3,3) \, 1,323$

   $= 1 + 4, 37$

   $= 5,37$

   $= 5 \, (6)$

4. Determining the length of interval class

   $P = \dfrac{R}{I}$

   $= \dfrac{50}{5}$

   $= 10$

5. Frequency Distribution of Post-test

Table 4.3 Frequency Distribution of Post-test Score

Interval Class	*Fi*	*xi*	*fixi*
41 – 50	2	45,5	91
51 – 60	1	55,5	55,5
61 – 70	5	65,5	327,5
71 – 80	7	75,5	528,5
81 – 90	2	85,5	171
91 – 100	4	95,5	382
	$\sum fi = 21$		$\sum fixi = 1555,5$

6. Means of posttest score

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{1555,5}{21} = 74,07$$

According to the calculation, it shows that the mean of pre-test score was 55,93 and the mean of post-test was 74,07. It was found that the mean scores of both tests were different. The result indicated that the students' achievement in writing has improve after implementing the four square writing method which was proved by the mean pretest score < mean post-test score.

1. Hypothesis Analysis

In analyzing hypothesis, researcher needed to firstly determine null hypothesis (H_0) and alternative hypothesis (H_a). A null hypothesis, also known as the no association between the variable, means that one variable does not affect the other variable. On the other hand alternative hypothesis opposites of null hypothesis, the variable affect other variable (Sowell. p.128).

H$_a$:   There is significance improvement in students' writing achievement after implementing four square writing method.

H$_o$:   There is no significance improvement in students' writing achievement after implementing four square writing method. Then, the setting criteria of examining hypothesis are;

Ho rejected, *Ha* accepted if t $_{observation} \geq$ t $_{table}$

Ho accepted, *Ha* rejected if t $_{observation} <$ t $_{table}$ (Sudijono, 2010, p.285).

Calculation of *t-test*

The following formula is used in calculating *t-test* to examine hypothesis.

$$t = \frac{M_D}{SE_{M_D}}$$

Which:

1. **Determining D and M_D**

M_D = Mean from the differences between pretest and posttest, it can be calculated

by formula below:

$$M_D = \frac{\sum D}{N}$$

$\sum D$= Amount of difference between pretest (X) and posttest (Y), it can be calculated

by: D = X-Y

N = Number of sample

2. **Calculating SD_D**

SE_{M_D} = Standard Error from Mean of Difference, it can be calculated by following

formula:

$$SE_{M_D} = \frac{SD_D}{\sqrt{N-1}}$$

SD_D= Standard deviation of difference between pre-test and post-testscore, it

can be calculated by:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

N = Number of Sample

The following steps of calculating T-score:

1. Determining D and M$_D$

Table 4.4 The Determining of Score D and M$_D$

NO	INITIAL	TEST		Gain (D) = X-Y	D^2 = (X-Y)^2
		PRE-TEST (X)	**POST-TEST (Y)**		
1	CNM	67	67	0	0
2	RI	50	58	-8	64
3	YM	66	75	-9	81
4	NA	58	67	-9	81
5	SSN	58	83	-25	625
6	AZ	50	67	-17	289
7	MA	42	67	-25	625
8	WS	33	75	-42	1764
9	RM	50	100	-50	2500
10	RMI	58	75	-17	289
11	M	33	50	-17	289
12	CNMD	83	92	-21	441
13	RP	50	67	-17	289
14	MJ	67	75	-8	64
15	RY	58	75	-17	289
16	CPS	42	75	-33	1089
17	NAK	58	83	-25	625
18	I	75	75	0	0
19	RF	33	50	-17	289

20	HM	67	92	-25	625
21	SR	75	92	-17	289
22	DA	50	-	-	-
23	MS	33	-	-	-
24	RM	-	67	-	-
25	RR	-	50	-	-
26	F	-	-	-	-
N = 21				$\sum D$ = -399	$\sum D^2$ = 10607

$$M_D = \frac{\sum D}{N} = \frac{-399}{21} = \text{-19}$$

2. Calculating SD_D

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$= \sqrt{\frac{10607}{21} - \left(\frac{-399}{21}\right)^2}$$

$$= \sqrt{505,095 - 361}$$

$$= \sqrt{144,095} = 12,004$$

3. Calculating SE_{M_D}

$$SE_{M_D} = \frac{SD_D}{\sqrt{N-1}}$$

$$= \frac{12,004}{\sqrt{21-1}}$$

$$= \frac{12,004}{4,472} = 2,68$$

4. **Calculating** t_0

$$t_o = \frac{M_D}{SE_{M_D}}$$

$$= \frac{-19}{2,68}$$

$$= -7,0895$$

After hypothesis was examined by *t-test*, the obtained value of t_0 is 7,0895. The next step is interpreting t_0 by determining *degree of freedom* (df).

df   = N-1

    = 21-1 = 20.

Then, comparing t_0 value to significant table (see appendix) with *df* 20 *sig. value* 5% and 1 %. It obtained that $t_{t.}$ *with significancy* 5% = 2,09 and $t_{t.}$ *with significancy 1%* = 2,84. It is clear that t_0 value is bigger than t_t value. It is 2,09< 7,0895 > 2,84.

Referring to the criteria, t_0 value is bigger than *t-table* which means that *Ho* is rejected and *Ha* is accepted. It means that there was a statistically slight improvement in students' achievement following the implementation of the Four Square Writing Method. It can also be inferred from the presented data of the pre-test and the post-test scores that there was slight difference between pretest and posttest scores. By using *t test*, researcher found out that *t observation* indicated there was difference of

students' score before and after being taught by using the Four Square Writing Method and there was improvement of students' scores.

C. The Analysis of Questionnaires

As been described in the previous chapter, one of the techniques in collecting data used in this study is using questionnaire that was distributed to the respondents based on the sample. Then the data is processed in the form of a frequency distribution table by using the formula:

$$P = \frac{f}{n} \; x \; 100\%$$

In which:

P   : percentage

f   : frequency

n   : number of sample

100% : constant value

The results of the questionnaires are calculated in the tabulations which is the process of changing data collection instrument (questionnaire) to the tables of numbers (percentage).

The questionnaire was given by the researcher to unit IV PBI 2013 in order to obtain the necessary data in this research. The following are students' responses toward the questionnaire given:

Table 4.5 Students' perception on English writing subject.

	Options	Frequency	Percentage (%)
Q. 1	a. very difficult	1	4,76
	b. difficult	15	71,43
	c. easy	5	23,81
	d. very easy	0	0
	Total	**21**	**100%**

It can be seen from the table above that 0% students' claimed English writing is very easy and 23,81% of them claimed that writing is easy. On the other hand, the highest percentage appeared at 71,43% students claimed English writing is difficult, then the rest with 4,76% declared writing is very difficult. It can be concluded that English writing is difficult, the researcher figure it out obviously from the data gathered because majority of students chose the statement.

4.6 Students' perception on how often the lecturer applied the Four Square Writing Method in teaching writing.

	Options	Frequency	Percentage (%)
Q. 2	a. always	0	0
	b. often	4	19,05
	c. seldom	1	4,76
	d. never	16	76,19
	Total	**21**	**100**

The data in the table implies that the percentage of the students who agree with the statement that their lecturer always applied Four Square Writing Method in teaching writing at 0% and 19,05% of students said their lecturer often used it. About 4,76% students claimed that the lecturer seldom used Four Square Writing Method in

teaching writing, and the rest stated never which is it become the highest percentage at 76,19%.

4.7 Students' perception on the implementation of Four Square Writing Method in teaching writing.

	Options	Frequency	Percentage (%)
Q. 3	a. very interesting	3	14,29
	b. interesting	17	80,95
	c. less interesting	1	4,76
	d. not interesting	0	0
	Total	**21**	**100**

Having looked to the table above, 14,29% of the students stated that using Four Square Writing Method in teaching writing is very interesting and the highest percentage is showed that 80,95% of students chose it is interesting. While on the other hand, only 4,76% of students argue that nothing special about Four Square Writing Method. However, it can easily be concluded that most of students like Four Square Writing Method in teaching writing.

4.8 Students' perception on writing an essay.

	Options	Frequency	Percentage (%)
Q. 4	a. very difficult	1	4,76
	b. difficult	19	90,48
	c. easy	1	4,76
	d. very easy	0	0
	Total	**21**	**100**

Based on the table above, it shows that no students stated that writing an Essay is very easy. Both very difficult and easy statement, students declared the same

percentage at 4,76%. Then the rest of them claimed creating an Essay is difficult. This is the highest percentage at 90,48%.

4.9 Students' perception on the effectiveness of the Four Square Writing Method implementation in writing an essay.

	Options	Frequency	Percentage (%)
Q. 5	a. very effective	4	19,05
	b. effective	16	76,19
	c. slightly effective	1	4,76
	d. not effective at all	0	0
	Total	**21**	**100**

The data in the table implies that the percentage of the students who stated that Four Square Writing Method is effective in creating an essay is about 76,19%. Meanwhile, 4,76% of student argued that Four Square Writing Method is slightly effective. Then, the rest claimed it is very effective and none said it is not effective at all. It can be inferred that Four Square Writing Method is effective in creating an essay.

4.10 Students' agreement if the Four Square Writing Method effective to be taught in writing class.

	Options	Frequency	Percentage (%)
Q. 6	a. Strongly Agree	9	42,86
	b. Agree	12	57,14
	c. Disagree	0	0
	d. Strongly Disagree	0	0
	Total	**21**	**100**

The fact shows that 42,86% of the students strongly agree that Four Square Writing Method is effective to be taught in writing class and the rest at 57,14% stated

agree, it means no one disagree or strongly disagree with it. It can be inferred that all students agree to apply Four Square Writing Method in their writing class.

4.11 Students' agreement if the implementation of Four Square Writing Method helps them in developing their ideas in creating an essay.

	Options	Frequency	Percentage (%)
Q. 7	a. Strongly Agree	9	42,86
	b. Agree	11	52,38
	c. Disagree	1	4,76
	d. Strongly Disagree	0	0
	Total	**21**	**100**

From the table we know that all of students agree their ideas can be developed easily after implementing Four Square Writing Method. About 42,86% of students strongly agree and 52,38% agree with it. Only one student on the contrary with others then it shows 4,76%.

4.12 Students' perception on the implementation of Four Square Writing Method helping them in improving their writing.

	Options	Frequency	Percentage (%)
Q. 8	a. very helpful	7	33,33
	b. helpful	13	61,90
	c. slightly helpful	1	4,76
	d. helpless	0	0
	Total	**21**	**100**

The fact above shows that only one student claim Four Square Writing Method is slightly helping her to improve her writing ability. No students are choosing helpless statement. The rest are chose very helpful at 33,33% and helpful at

the highest ratio at 61,90%. It is conclude that the Four Square Writing Method can help them in improving their ability in writing.

In question number 9 and 10, the researcher gave chance to respondents to answer more than one choice due to the needs and the relation of each answer choice to the use of Four Square Writing Method in writing process.

4.13 Students' perception on the reason why the implementation of Four Square Writing Method can help them in writing.

	Options	Frequency	Percentage (%)
Q. 9	A	1	4,76
	B	3	14,29
	C	1	4,76
	D	0	0
	a-b	5	23,81
	a-c	2	9,52
	b-c	2	9,52
	a-b-c	7	33,33
	Total	**21**	**100**

Note: a. steps are directed well (71, 42%)

b. helps to find and explore idea (80,95%)

c. keeping the idea on track and related to the topic (57,13%)

d. ……… (Additional statement)

The table above shows that the highest precentage is 33,33%, which means that students chose all three reasons mentioned of why the Four Square Writing Method helps them in writing. Henceforth, if it is calculated separately, the point "B" that Four Square Writing Method helps to find and explore idea got the highest

precentage; 80,95% and also 71,42% of students think that steps of the method are directed well. Next, 57,13% argue the method helps them in writing because it is keeping the idea on track and related to the topic. All in all, all participants have positive perception toward the statement.

4.14 Students' perception on the obstacles of applying Four Square Writing Method in writing.

	Options	Frequency	Percentage (%)
Q.10	a. too many steps	0	0
	b. difficult to use	2	9,52
	c. cannot focus to write	2	9,52
	d. no obstacle at all	17	80,95
	Total	**21**	**100**

When being asked about the obstacles in applying Four Square Writing Method, 80,95% answer no obstacle at all. However, 9,52% of students say it is difficult to use and cannot focus to write.

D. Discussion

This research examined if the implementation of the Four Square Writing Method improved student's writing achievement. The researcher successfully collected the data using pre and post tests, experimental teaching and questionnaire as instruments in order to answer the research questions and hypothesis.

In the experimental teaching, it showed that according to the result of pretest and posttest, the posttest score is higher than pretest score. The mean of test had prove it, where mean of pre-test: 55,93 and mean of post-test: 74,04. Then the calculation of *t-test* also showed there was improvement of students' score which is t_0 value is bigger than t_{table} value (2,09< 7,0895 > 2,84).

Through the questionnaire, the researcher found that almost all students felt that the Four Square Writing Method their writing and said that the method is very effective to be implemented in teaching writing.

From these calculations, it can be inferred that there was difference of students' scores before and after getting the treatment. Furthermore, based on the table, the constant score and standard also happened in post-test result. The total students who had developed their writing were 19 of 21 students, while the number of students who had constant score was 2 students.

As a result, the analysis of the hypothesis showed that H_a "There is significance improvement in students' writing achievement after implementing Four Square Writing Method" was accepted, since the result of *t-test* indicated $t_{observation}$ value is bigger than t_{table} value (2,09< 7,0895 > 2,84). Eventually, it can be summarized that the Four Square Writing Method improves students' ability in writing.

According to the questionnaire, there were some reasons why the Four Square Writing Method is effective to be implemented in writing. The reasons such as follow:

1. 71, 42% of students think that its steps are well-directed.

2. It helps to find and explore idea were argued by 80,95% students.

3. 57,13% said that it is keeping the idea on track and related to the topic.

In short, the implementation of Four Square Writing Method improved students' writing and almost all students agreed about this and they thought it is effective to be implemented.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

According to the result in the previous chapter, some conclusion can be inferred:

1. Applying the Four Square Writing Method in writing subject gives improvement on students' writing achievement. It can be proven in students' scores in which post-test scores was higher than pre-test scores (mean of pre-test was 55,93 while mean of post-test was 74,04). Also, the improvement of students' writing achievement was showed in *t-test* calculation where H_a (There is significance improvement in students' writing achievement after implementing Four Square Writing Method) is accepted. In other words, the Four Square Writing Method improved student's writing achievement.

2. Students have positive responds towards the Four Square Writing Method in improving their writing which 80,95% of them said there was no obstacle in when they used the method. Then 61, 90% felt that the method helped them in improving their writing. And 100% of students were agree if the method is effective to be implemented in teaching writing.

B. Suggestions

      After conducting this research, there are some suggestions that are drawn as follows:

1. The English lecturers at English Department of UIN Ar-Raniry can use the Four Square Writing Method to develop students' writing as an alternative method that can be applied in teaching writing.

2. For researchers, it is necessary to continue another relevant research and it is still needed further discussion by next researcher using this method to improve students' writing in many scopes of teaching and learning deeply. However, this research can be used for reference of next research.

3. The method is suitable to develop students' writing at any education level. Then, Teachers can add this method to their teaching arsenal.

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