

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF CORNERS TECHNIQUE TOWARD  
STUDENTS' WRITING SKILL AT THE EIGHT GRADERS OF MTs  
MUHAMMADIYAH METRO**

By :  
**RESTI VIONIKA**  
Student Number : 1901050032



**ENGLISH EDUCATION DEPARTMENT**  
**TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1445 H / 2023 M**

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF CORNERS TECHNIQUE TOWARD  
STUDENTS' WRITING SKILL AT THE EIGHT GRADERS MTs  
MUHAMMADIYAH METRO**

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

**By:**

**RESTI VIONIKA**  
**Student Number: 1901050032**

Tarbiyah and Teacher Training Faculty  
English Education Department

Sponsor : Trisna Dinillah Harya, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1445 H/ 2023 M**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggulys Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metroainiv.ac.id; e-mail: tarbiyah.iam@metroainiv.ac.id

**NOTA DINAS**

Nomor :  
Lampiran : -  
Perihal : **Persetujuan Munaqosyah**

Kepada Yth.  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN)  
di-Tempat

*Assalamu 'alaikum Wr. Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Resti Vionika  
NPM : 1901050032  
Program Studi : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul Skripsi : THE INFLUENCE OF CORNERS TECHNIQUE TOWARDS STUDENS' WRITING SKILL AT THE EIGHT GRADE OF MTS MUHAMMADIYAH METRO

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu 'alaikum Wr. Wb.*

Mengetahui,  
Ketua Program Studi TBI



**Dr. Much Deniatur, M.Pd.B.I.**  
NIP. 198803082015031006

Metro, 27 November 2023  
Pembimbing

**Trisna Dinillah Harya, M.Pd**  
NIP. 198305112009122004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan K. Hajar Dewantara Kampus 15 A Inggunjaya Metro Timur Kota Metro Lampung 34111

Telepon (0726) 41507, Faksimili (0725) 47294, Website: www.tarbiyah.metrouin.ac.id, e-mail: tarbiyah.ain@metrouin.ac.id

NOTIFICATION LETTER

Number :  
Appendix :  
Matter : **In order to hold the munaqosyah**

To :  
The Honorable of the Head of Faculty of  
Tarbiyah and Teacher Training  
State Islamic Institute of (IAIN) Metro

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research thesis script which is written by:

Name : Resti Vionika  
Student Number : 1901050032  
Study Program : English Education  
Faculty : Tarbiyah and Teacher Training  
Title : THE INFLUENCE OF CORNERS TECHNIQUE TOWARDS  
STUDENS' WRITING SKILL AT THE EIGHT GRADE OF  
MTS MUHAMMADIYAH METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

Head of English Education Study  
Program  
  
**Dr. Much Deniatur, M.Pd.B.I.**  
NIP. 198803082015031006

Metro, 27 November 2023  
Sponsor



**Trisma Dinillah Harva, M.Pd**  
NIP. 198305112009122004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Haji Dewantara Kampus 15A Lingrulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41267, Faksimili (0725) 47296, Website: www.tarbiyah.netroniv.ac.id, e-mail: tarbiyah@netroniv.ac.id

APPROVAL PAGE

Title : THE INFLUENCE OF CORNERS TECHNIQUE  
TOWARDS STUDENS' WRITING SKILL AT THE EIGHT  
GRADE OF MTS MUHAMMADIYAH METRO

Name : Resti Vionika

Student Number : 1901050032

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty and Teacher Training  
of State Islamic Institute (IAIN) of Metro.

Head of English Education Study  
Program



Dr. Much Deniatur, M.Pd.B.I.  
NIP. 198803082015031006

Metro, 27 November 2023  
Sponsor

Trisna Dinillah Harya, M.Pd  
NIP. 198305112009122004



**RATIFICATION PAGE**

No. B-0086/1n-28-1/D/PP-00-9/04/2024

An Undergraduate thesis entitled: THE INFLUENCE OF CORNERS TECHNIQUE TOWARD STUDENTS' WRITING SKILL AT THE EIGHT GRADERS OF MTS MUHAMMADIYAH METRO Written by Resti Vionika, student number 1901050032 English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Monday, December 18, 2023 at 08.00-10.00 a.m.

**BOARD OF EXAMINERS:**

Chairperson : Trisna Dinillah Harya , M.Pd  
Examiner I : Dr. Ahmad Subhan Roza M.Pd  
Examiner II : Linda Septiyana, M. Pd  
Secretary : Yeasy Agustina Sari, M.Pd



The Dean of Tarbiyah and Teacher Training Faculty,



**Dr. Zuhairi, M.Pd.**

NIP. 19620612 198903 1 006

**THE INFLUENCE OF CORNERS TECHNIQUE TOWARD  
STUDENTS' WRITING SKILL AT THE EIGHT GRADERS MTs  
MUHAMMADIYAH METRO**

**ABSTARCT**

**By :**

**RESTI VIONIKA**

The aim of this research is to find out whether there is a positive and significant influence using Corners Technique on Students' Writing Skills at the Eight Graders of MTs Muhammadiyah Metro. Corners technique is a cooperative learning technique that provides students with the opportunity to think about their opinions and then discuss those opinions with others.

In this researcher conducted quantitative research with the researcher used quasi-experimental design to achieve the research objective. The subjects of this research were the eight graders students' of MTs Muhammdiyah Metro. There were two classes observed for this research. VIII ICT as an experimental group and VIII Reguler as control group. The experimental was taught by corners technique while control group was by without using technique. The method of collecting data that used is writing test. The analysis technique used is Independent sample T-Test. There were two classes observed for this research.

Finally, the results of data analysis from the  $t_{table}$  Independent Sample t-test the researcher found that the critical value of  $t_{observed}$  is 4,7 Then, considering the  $t_{table}$  by using  $df.34$ , the researcher found it in the table. So, it is not done interpolation. It can be known that the critical value of  $t_{table}$  for the 5% level is 1.69 and for the 1% level is 2.44. From those all of the data analysis, it can be seen that  $t_{observed}$  (4,7) is higher than  $t_{table}$  (5%=1.69. 1%=2.49), or it can be written as  $(1.69 < 4,7 > 2.44)$ . with the result that there is a positive and significant influence of Corners Technique towards students' writing skill at the eight graders of MTs Muhammadiyah Metro.

**Key :** *Quantitative Research, Writing Skill, Corners Technique*

**PENGARUH TEKNIK CORNERS TERHADAP KETERAMPILAN  
MENULIS SISWA KELAS DELAPAN MTs MUHAMMADIYAH METRO**

**ABSTARCT**

**Oleh:**

**RESTI VIONIKA**

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh positif dan signifikan dari penggunaan Corners Teknik pada Keterampilan Menulis Siswa di kelas Delapan MTs Muhammadiyah Metro. Corners Teknik Merupakan teknik pembelajaran kooperatif yang memberikan kesempatan kepada siswa untuk memikirkan pendapatnya kemudian mendiskusikan pendapat tersebut dengan orang lain

Dalam penelitian ini peneliti melakukan penelitian kuantitatif dengan peneliti menggunakan desain quasi-eksperimental untuk mencapai tujuan penelitian. Subjek penelitian ini adalah siswa kelas delapan MTs Muhammadiyah Metro. Ada dua kelas yang diamati untuk penelitian ini. VIII ICT sebagai kelompok eksperimental dan VIII Reguler sebagai kelompok kontrol. Eksperimen diajarkan dengan teknik sudut sementara kelompok kontrol tidak menggunakan teknik. Metode pengumpulan data yang digunakan adalah tes menulis. Teknik analisis yang digunakan adalah T-Test sampel independen. ada dua kelas yang diamati untuk penelitian ini.

Terakhir, hasil analisis data dari  $t_{table}$  Independent Sample t-test peneliti menemukan bahwa nilai  $t_{observed}$  adalah 4,7 Kemudian, mempertimbangkan tabel  $t_{table}$  dengan menggunakan  $df.34$ , peneliti menemukan itu dalam tabel. Oleh karena itu, tidak dilakukan interpolasi. Hal ini dapat diketahui bahwa nilai  $t_{table}$  untuk tingkat 5% adalah 1.69 dan untuk tingkat 1% adalah 2.44. Dari semua analisis data tersebut, dapat dilihat bahwa  $t_{observed}$  (4,7) lebih tinggi dari  $t_{table}$  (5%=1,69. 1%=2,49), atau dapat ditulis sebagai  $(1.69 < 4,7 > 2,44)$ . dengan hasilnya bahwa ada pengaruh positif dan signifikan dari Corners Technique terhadap keterampilan menulis siswa di delapan kelas MTs Muhammadiyah Metro.



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name : Resti Vionika

Student Number : 1901050032

Department : English Education Department (TBI)

Faculty : Tarbiyah and Teacher Training

States that this undergraduate, thesis is originally the result of the researcher's research, in exception certain parts which are excepted from the bibliography mentioned.

Metro, November 2023  
The Writer



RESTI VIONIKA  
Student Number 19001050032

## ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini

Nama : Resti Vionika

NPM : 19010510032

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar Pustaka.

Metro, November 2023  
Penulis



RESTI VIONIKA  
NPM 19001050032

## **DEDICATION PAGE**

I highly dedicate ungraduated thesis to :

### **My Beloved Parents**

*(Mr. Suwondo and Mrs. Sri Maryani)*

### **My Beloved Sister**

*(Rini Meliani)*

### **My Beloved Supporters**

*( All of My friends and Lectures)*

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

For indeed with hardship (will be) ease ! Indeed, with hardship (will be) ease

**(Q.S Al-Insyirah: 5-6)**

## ACKNOWLEDGEMENT

Alhamdulillah Robbil ‘Alamin, first of all the researcher would like to express her deepest praise and gratitude to Allah SWT who has given her .Her blessing and merciful to complete this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW.

The researcher realized that many people had given their helps and useful suggestion for the finishing of this thesis. Without the assistance of them, this thesis would never have existed. Therefore, the researcher would like to express his appreciation and sincere thank to :

1. Prof. Dr. Siti Nurjanah, M.Ag. PIA, the rector of The State Islamic Institute of Metro.
2. Dr. Zuhairi, M.Pd, the dean of tarbiyah and teacher training faculty.
3. Dr.Much Deniatur, M.Pd., B.I, the head of English Education Department of FTIK IAIN Metro.
4. Trisna Dinillah Harya, M.Pd, my supervisor who has spent a lot time to give guidance, suggestion, and advice in the accomplishment of this thesis.
5. High appreciation and greater thankful to the Examiners have given his/her time to my examiner.
6. All English lecturers of FTIK IAIN Metro whose name cannot be mentioned one by one because due to limited space. Thanks for all knowledge and advice that given to them, may Allah SWT bless you forever.
7. I gratefully thank to the principal MTs Muhammadiyah Metro, Eko Sumanto, S.Kom,I.,M.Pd. for allowing me to conduct the research there.
8. Also to the English Teacher in MTs Muhammadiyah Metro, Mrs. Nina Desi Istiana, S.Pd for allowing me to conduct my research in his class. I could never have finished this without your great guidance.

9. I also to express my appreciation to my beloved friends Riski Pratama, Eka Anggono Wati Putri utami, salma, elbas, Nadila, Merinda, Ari, Hasbi, Ridho, Fahri and Arief who encourage me to finish this thesis.
10. All beloved friends in the English Education Department, especially for D Class 2019 for their support and friendship

The researcher would be pleasure to accept some critics and corrections to this research because the researcher realize that it is not perfect. The researcher hope that people who read and work in the subject of education will find this research beneficial.

Metro, November 2023  
The writer



RESTI VIONIKA  
Student Number 1901050032

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>TITLE PAGE .....</b>	<b>ii</b>
<b>APPROVAL PAGE .....</b>	<b>ii</b>
<b>NOTIFICATION LETTER .....</b>	<b>iv</b>
<b>RATIFICATION PAGE.....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>STATE OF ORIGINALITY .....</b>	<b>ix</b>
<b>MOTTO .....</b>	<b>xi</b>
<b>DEDICATION PAGE.....</b>	<b>xii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>xiii</b>
<b>TABLE OF CONTENTS.....</b>	<b>xiv</b>
<b>LIST OF TABLES .....</b>	<b>xv</b>
<b>LIST OF FIGURES .....</b>	<b>xvi</b>
<b>LIST OF GRAPHS .....</b>	<b>xvii</b>
<b>LIST OF APPENDICES .....</b>	<b>xviii</b>
<b>CHAPTER 1 INTRODUCTION .....</b>	<b>1</b>
A. Background of the Study .....	1
B. Problem Identification.....	5
C. Problem Limitation .....	5
D. Problem Formulation .....	5
E. Objectives and Benefit of Study .....	6
F. Prior Research .....	7
<b>CHAPTER II THE REVIEW OF RELATED THEORIES .....</b>	<b>11</b>
A. The Concept of Descriptive Writing Skill.....	11
1. The Concept of Writing.....	11
2. Kinds of Writing.....	16
3. Descriptive writing .....	18
4. Teaching Writing.....	21

5. Writing Assesment .....	22
B. The Concept of Corners Technique .....	24
1. The Definition of Corners Technique .....	24
2. The Procedur of Corners Technique.....	26
3. Advantages of Corners Technique .....	27
4. Disadvantages of Corners Technique .....	27
5. The Teaching Procedure of Descriptive Writing Skill Trough Corners Technique.....	28
C. Theoretical Framework and Paradigm .....	28
1. Theoretical Framework .....	28
2. Paradigm.....	30
D. Hypothesis .....	31
1. Hypothesis Formulation .....	31
2. Statistical Hypothesis .....	32
<b>CHAPTER III RESEARCH OF METHOD .....</b>	<b>33</b>
A. Research Design.....	33
B. The Operational Definition of Variables .....	35
1. Independent Variable (x).....	35
2. Dependent Variable (Y).....	36
C. Population, Sempling, and Sampling Technique .....	37
1. Population .....	37
2. Sample .....	37
3. Sampling Technique .....	38
D. Data Collection Method .....	38
1. Test .....	38
2. Documentation .....	39
E. Research Instrument.....	39
1. Instrument Blueprint .....	40
F. Analysis Technique.....	41



<b>CHAPTER IV RESEARCH RESULTS AND DISCUSSION .....</b>	<b>42</b>
A. Research Results.....	42
1. Description of the Research Location .....	42
2. Description of Result Data Research.....	49
3. Hypothesis Testing .....	59
B. Discussion.....	64
<b>CHAPTER V CONCLUSION AND SUGGESTIONS.....</b>	<b>66</b>
A. Conclusion .....	66
B. Suggestion .....	67

**BIBLIOGRAPHY**

## LIST OF TABLE

Table 1	The Students' Test Result of Writing Skill.....	4
Tabel 2	Assessment of Writing Skill Element Score of Writing .....	23
Table 3	Pre-test and Post-test Two Group Design.....	34
Table 4	Population the Eight Grade of MTS Muhammdiyah Metro .....	37
Table 5	State of Educators of MTs Muhammadiyah Metro .....	45
Table 6	Staff Conditin of MTs Muhammadiyah Metro.....	46
Table 7	Condition of Students of MTs Muhammadiyah Metro .....	47
Table 8	Facilities and Infrastructure of MTs Muhammadiyah Metro .....	47
Table 9	The Result of Students' Pre-Test Experimental Class (ICT) at the Eight Graders of MTs Muhammadiyah Metro .....	49
Table 10	Frequency Distribution as the Result of Experimental Class (ICT) Pre-Test at the Eight Graders of MTs Muhammadiyah Metro .....	50
Table 11	The Result of Students' Pre-Test Control Class (Reguler) at the Eight Graders of MTs Muhammadiyah Metro .....	52
Table 12	Frequency Distribution as the Result of Control Class (Reguler) Pre-Test at the Eight Graders of MTs Muhammadiyah Metro .....	53
Table 13	The Result of Students' Post-Test Experimental Class (ICT) at the Eight Graders of MTs Muhammadiyah Metro.....	54
Table 14	The Post-test Result of the Experimental Class (ICT) at the Eight Graders of MTs Muhammadiyah Metro .....	55
Table 15	The Result of Students' Post-Test Control Class (Reguler) at the Eight Graders of MTs Muhammadiyah Metro .....	57
Table 16	The Post-test Result of the Control Class (Reguler) at the Eight Graders of MTs Muhammadiyah Metro .....	58
Table 17	The Authentic Table of the Difference Between Experimental Class and Control Class of the Eight Graders at MTs Muhammadiyah Metro .....	60

## **LIST OF FIGURE**

The Influence Of Using Corners Technique On the students Writing Skill ..	30
Organizational Structure of MTs Muhammadiyah Metro .....	48

## LIST OF APPENDIC

1. Izin pra survey .....	73
2. Balasan pra survey .....	74
3. Ratification page .....	75
4. Surat bimbingan skripsi .....	76
5. Surat tugas .....	77
6. Izin research .....	78
7. Balasan research .....	79
8. Kartu konsultasi bimbingan .....	80
9. Silabus .....	82
10. Rpp 1 .....	87
11. Pre test .....	93
12. Post test .....	94
13. Hasil kerja siswa.....	94
14. Bebas pustaka prodi .....	95
15. Bebas pustaka perpustakaan .....	96
16. Hasil turnitin.....	97
17. Curriculum vintage.....	120

# CHAPTER 1

## INTRODUCTION

### A. Background of the Study

Language as communication means plays an important role in social relationship among human relationship. People use it to exchange information and message or to express their thoughts and idea. Most country has it won language and it becomes a characteristic of a country since language is considered as a part of a culture. As each country has at least one language, there are so many languages used by people in the world. Currently, English has become the most popular language which is spoken by millions people all over the world in various occasion.

Since English position is a the link language that use for connecting people who have different mother tongues, mastering English language provides benefits to its over. Patel states having knowledge of English language makes a person a citizen of te world since English is the language of the world.<sup>1</sup>

Meanwhile, as essential role for the language of English as an international worldwide dialect used in business, industry, and education. Many English has been designated as a language of official communication in a number of nations. Language used in higher education for instruction and learning. Indonesia's usage of importance of English is enormous. The first

---

<sup>1</sup> M.F Patel and Paraveen M.Jain, English Language Teaching : Methods, Tools and Technique. (Jaipur;Sunrinse Publihers and Distributors,2008).p.6

foreign language learned is this one and instructed in schools from elementary to graduate level. Everyone has a duty to do it. of students in Indonesia to study spoken and written English.

Basically, there are four skills in English that must be mastered by students namely listening, speaking, reading and writing. Writing is one of productive skill in English. It means that students not only need to learn the theory for writing but also they have to know how to control and develop idea in their writing. Beside that, the students' motivation also belongs to important aspect in writing process because writing is also one of skill that is difficult enough to learn.

However, the methods that teachers typically employ to teach writing are still thought to be ineffective. The teacher typically employs a traditional method that requires each pupil to work alone. It doesn't have a good or significant impact on the kids' writing abilities. The issues are that students still experience strangeness and encounter challenges when writing, particularly when producing text, because they struggle to come up with ideas to express in their writing.

To improve proficiency in the teaching and learning of writing, it is crucial to use effective teaching techniques. The teacher should select a strategy that can engage pupils and promote their participation. Encourage student engagement to keep them engaged in the lesson and inspire additional innovation. Along with that, teachers must employ a method that encourages group collaboration so that students may share ideas and develop them more

readily when writing.

There are many strategies can be adopted by the teacher in teaching this skill, and one of them is corners technique. Corners technique is a cooperative teaching and learning technique that inspires students to take part in group activities. It is most suitably used when students are lethargic and need some meaningful physical movement in order to refocus. Corners technique is a collaborative method of teaching and learning that gives the students a platform for various cognitive and affective learning. This technique helps the students to think at a higher level, reflect on what they have learnt in the class, voice out opinions safely, learn to critique on various issues, evaluate certain solutions and communicate better. This technique also enhances the responsibility of a student when making a conclusion or opinion.

Furthermore, there was some factors that influence the students in mastering writing. They were internal and external factors. The internal factors came from students themselves such as ability and motivation. If the students' knowledge of English was poor, it would impact on their achievement especially in writing skill. In addition, many students had low motivation in writing. Most of the students were uninterested to wrote down in English, moreover they were also lack vocabulary and grammar, even a chance to wrote down. More deeply, in writing there was descriptive text that each student must learnt it, but most of the students were not interested in writing descriptive teks. These a few of obstacles which have been faced The English teachers.

To identify the students' writing skill before doing a treatment, the researcher holds the prasurvey that is focused on students' writing skill by doing a test. Below is the students' test result of report writing skill at the Eight Graders of MTS Muhammdiyah Metro :

Table 1

## The Students' Test Result of Writing Skill

No	Score	Category	Frequency	Percentage
1	>70	Pass	6	37,5 %
2	<70	Fail	10	62,5%
Total			16	100%

Based on the results of the Pre- Survey, it is clear that the students' writing skill remains inadequate :

be concluded that of the 16 students who were sampled, 6 students who scored above 70 points were 37,5%, and 10 students who scored below 70 points were 62,5%. Students' in ability to conceive ideas and lack drive to write are the root cause of the problem. As a result, the researcher seeks to use the corners technique to tackle both of the problems mentioned above, as well as to improve the students' writing skill in general.

Based on situation above the writer will conduct a research entitled: “  
THE INFLUENCE Of CORNERS TECHNIQUE TOWARD STUDENTS’  
WRITING SKILL AT THE EIGHT GRADERS OF MTs  
MUHAMMADIYAH METRO”



## **B. Problem Identification**

Based on the above-mentioned study context, the researcher can identify several issues that are produced by:

1. The students have low skill in writing, especially in descriptive text.
2. The students have difficulties to express their ideas in descriptive writing.
3. Most of the students are less in vocabularies and grammatical to write something

## **C. Problem Limitation**

Based on the problems above, the researcher limits the problems is the students have low skill in writing subject, especially in descriptive text. So, the researcher use corners technique on students writing descriptive text at the Eight Grade MTS Muhammdiyah Metro in academic year 2023/2024.

## **D. Problem Formulation**

Based on the background of the study above, the researcher formulates the problem in this research namely “Is there any positive and significant influence of Using Corners Technique Toward the Students’ Writing Skill especially in Descriptive Text at the Eight Grade of MTS Muhmmadiyah Metro?”

## **E. Objectives and Benefit of Study**

### **1. Objectives of the study**

Related to the aforementioned issue, this study aims to determine whether there is a Influence of Corners Technique Toward The Students' Descriptive Writing Skill.

### **2. Benefit of study**

The benefits of the study in this research can be organized as follows:

#### **a. Theoretical Benefits**

The result of the research paper can be useful input English teaching learning process for teaching writing using Corners technique.

#### **b. Practical Benefits**

There are three kinds of practical benefit in this research namely:

##### **1)For The Teacher**

It is better to use corners as one of technique during the process of teaching and learning of writing text, especially in writing descriptive text since it brings many benefits. Corners technique helped the students to express their idea or their arguments in a form and make students easy to improve their own ideas. And they can discuss with their friends for ask some comment, sugesstion or addition and they can help each other to solve some problem in writing. So, its make the students more easily to master English skill and reach the goal of instructional.

##### **2)For The Students**

The result of this study will add new experience about writing descriptive

text and will give knowledge for the student in the learning writing descriptive text and also motivate them to learn English especially to improve writing skill.

### 3) For The Other Researchers

Other future researcher can use this research as the supporting source to getting inspiration an idea and this study can use as a reference for conducting future research of the relevant topics. Beside that, they also can develop this technique to be implemented in other language skill or another kind of text which can impact to help the learners succeed their learning English.

## **F. Prior Research**

The researcher knows that this research is not the first study in linguistics field. There are some people who have written about linguistics analysis. In this study, the researcher takes previous studies from other studies. There are several researchers who have conducted a research that related about this research. First prior research was conducted by Hizbatul Ikrima, Entitled "The Effectiveness Of Four Corners Strategy Toward Students' Achievement In Writing An Analytical Exposition Text At The Eleventh Grade In Sman 1 Kampak, Trenggalek Academic Year 2017/2018". In this present study, the researcher used quasi-experimental research design to achieve the research objective. The subjects of this research were the eleventh grade students' of SMAN 1 Kampak, Trenggalek. There were two classes observed for this research. XI IPA 1 as an experimental group and XI IPA 2 as control group. Different treatments were given both groups. The experimental was taught by

four corners strategy while control group was taught by using lecturing strategy. There were four meeting for each group including the pre-test and post-test. The method of collecting data that used is writing test. The analysis technique used is SPSS 16 especially Independent Sample T-test. Research finding: (1) The result of computation using T-test showed that significance 2-tailed is 0,000. (2) The value of distribution with degree of freedom  $(N1 + N2 - 2) = (22 + 22 - 2) = 42$  and the level of significance is 0,05 (5%) (3) The explanation from the result of significance 2 tailed and significance level said that 2-tailed < sig level  $(0,000 < 0,5)$ . So,  $H_0$  is rejected and  $H_a$  is accepted. It proven that Four Corners strategy is effective to improve the students' achievement in writing analytical exposition text.<sup>2</sup>

The second prior research was conducted by MONITHA GERALDINE, entitled "The Effectiveness Of Four Corners Strategy In Teaching Writing Hortatory Oposition Text". This research investigated the use of Four Corners Strategy in teaching writing hortatory exposition text to the eleventh grade students of SMAN 10 Pontianak in academic year 2015/2016. Four Corners is a strategy which allows students to think about a concept from four different perspectives of points of view. A quasi experimental design was implemented to achieve the purpose of this study. The measurement technique was employed in this research. The data collection instrument was written test. This research used the t-test formula to analyse the quantitative data obtained through written test. Furthermore, an

---

<sup>2</sup> Hizbatul ikrima, "The Effectiveness of Four Corners Strategy Toward Students' Achievement in Writing an Analytical Exposition Text at the Eleventh Grade in Sman 1 Kampak, Trenggalek Academic Year 2017/2018" (Tulungagung, IAIN Tulungagung, 2018).

analytic scoring rubric was developed to assess the students' writing in hortatory exposition text. The result of data analysis revealed the superiority of the experimental group to the control group. Hence, the four corners strategy was effective in helping the students to improve their writing hortatory exposition text.<sup>3</sup>

The Third prior Research was conduct by ARTAMA PUTRA, 2016, entitled " Improving Students' Speaking Skill through four corners strategy at the Second Grade of SMK Nurkarya Tidung Makassar " This research aimed at finding out students' speaking skill in terms of accuracy (vocabulary and grammar) and fluency by using four corners strategy. The problem statement were how the improvement of students speaking accuracy by using four corners strategy at the second grade of SMK Nurkarya Tidung Makassar and how the improvement of students speaking fluency by using four corners strategy at the second grade of SMK Nurkarya Tidung Makassar.

This research used a pre-experimental research. The researcher had conducted a treatment, where the class consisted of sixth meetings. The location of this research was done basic problem the researcher wants to discuss in this final project is there any improvement students' speaking accuracy and fluency by using four corners strategy at the second grade of SMK Nurkarya Tidung Makassar. The population of this study is the second grade students of SMK Nurkarya Tidung Makassar in the academic year of 2016/2017. The researcher used Total Sampling Technique. The research

---

<sup>3</sup> Monitha Geraldine. "The Effectiveness of Four Corners Strtegy in Teaching Writing Hortatory Oxposition Text" (Pontianak, *International Journal of Multi Discipline Science (IJ-MDS)*, 2018).

instrument used oral test. In pre-test, the students asked to tell about their daily activity or holiday orally. In post-test, the students asked to tell about their best experience or describe his/her beloved person orally. They were given 1-3 minutes to speak. Their speaking was recorded.

The research findings indicated that achievement of the second grade of SMK Nurkarya Tidung Makassar was improved after using four corners strategy. It was proven by mean score of accuracy in pre-test was 1.66 and post-test was 2.2. The improvement of the accuracy was 32%. While, the mean score of speaking fluency was 1.4 and post-test was 2.13 The improvement of the grammar was 52.38%. It means that there was a significant difference between pre-test and post-test. Based on the research finding, the researcher concluded that teaching English by using four corners strategy can improve the students' English Speaking skill.<sup>4</sup>

Based on prior research, many studies have been conducted on the Corners technique. For that the researcher try to research using Coners technique on the students' Writing Skill". The distinguishes this research from prior research is in terms of study location which have different characteristics and levels of urgency from prior research.

---

<sup>4</sup> Putra Artama, "Improving Students Speaking Skill Through Four Corners Strategy at the Second Grade Of SMK Nurkarya Tidung Makasar Academic Year 2016/2017" (Unismuh Makassar, 2016)

## CHAPTER II

### THE REVIEW OF RELATED THEORIES

#### A. The Concept of Descriptive Writing Skill

##### 1. The Concept of Writing

###### a. Definition of Writing

According to Sanggam Siahaan, “Writing is a psychological activity of the language user to put information in the written text”.<sup>1</sup> Writing can be defined as an activity that engages human mind and action, or involves physical and mental processes related to a certain topic in a setting with a specified aim.

Meanwhile, in his another book Sanggam defined that “It is a skill of a writer to communicate information to reader or group of readers. The writer skill is also realized by his or her ability to apply the rule of the language s/he is writing to transfer the information s/he has in her or his mind readers effectively”.<sup>2</sup> It means that writing is the ability to use written language to convey information and express thoughts from the writer to the reader. Furthermore, when delivering information through written language, a competent writer must employ systematic language that follows the rules of the language and simple language that the readers can understand.

On the other hand, Graham and Perrin in Karen explained that ‘writing is used to explore ideas across the curriculum. It is a primary

---

<sup>1</sup> Sanggam Siahaan, *Issue in Linguistic*, (Yogyakarta : Graha Ilmu, 2008), p. 215

<sup>2</sup> Sanggam Siahaan, *The English paragraph*, (Yogyakarta: Graha ilmu, 2008), p. 2

means for learning and expressing their world knowledge'.<sup>3</sup> As a result, it should be recognized that the concepts stated in writing are founded on the results of knowledge probing or information gathering in the social environment.

Furthermore, Jonathan elaborated that “Skill is usually used to refer to a level of performance, in the sense of accuracy and speed in performing particular tasks (skilled performance). Skilled performance has long been a subject of psychological studies, which consider both physical psychomotor abilities and mental cognitive abilities”.<sup>4</sup> So, skill is the abilities that involves physic and mind to apply knowledge and use know-how to complete tasks and solve problems.

Writing ability can be defined as the capacity to apply ideas, information, and knowledge in written language. A assignment that is frequently assigned by a teacher to assess a student's writing ability, such as writing a paragraph or text. To complete this exercise, students must be able to apply their knowledge of grammar, vocabulary, and information background.

---

<sup>3</sup> Karen Kuelthau Allan, et al, *Learning to Write With Purpose*, ( New York: The Guilford Press, 2009). p. 47

<sup>4</sup> Jonathan Winterton, et. al, *Typology of knowledge, skills and competences*, (Luxembourg: Office for Official Publications of the European Communities, 2006), p. 7



**b. Process of Writing**

Related to the researcher's statement in the previous discussion, there is cognitive process that is realized in the writing when the writer tries to express his idea in a written form.

Concerning about the cognitive process in writing, Karen, said that "we crafted a model of writing that includes three writing processes: *planning, producing text, and reviewing*".<sup>5</sup> Firstly, planning is the process of thinking about goals and ideas before to writing. Secondly, producing text entails creating language that consists of arranged words that are organized into sentences and paragraphs. Finally, reviewing is the process of assessing, modifying, and editing the written product.

On the other hand, a much deeper Donal Graves in Andrew P. Johnson explains that there are five steps of writing process. There are:

**1) Prewriting**

The goal of prewriting is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.<sup>6</sup> It means that before students begin writing, they must plan or produce ideas in order to determine the topic on which they will write.

---

<sup>5</sup> Karen Kuelthau, *Learning to Write*, p.21

<sup>6</sup> Andrew P. Johnson, *Teaching Reading and Writing*, (United States of America: Britis Library Cataloging, 2008), p. 179

## 2) Drafting

Drafting is the writer's first attempt to capture ideas on paper. Correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step. The writer's effort to infuse his thought with a systematic language on the paper is referred to as the writing process.

## 3) Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where the students shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here the students look for flow and structure. The students reread paragraphs and move things around.

## 4) Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space

that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.<sup>7</sup>

5) Publishing and sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.<sup>8</sup>

c. **Composition of Writing**

Furthermore, According to Brown H. Douglas, the upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce final product.<sup>9</sup>

---

<sup>7</sup> *Ibid.*, p. 180

<sup>9</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (The United States of New York: Longman, 2001), 2nd Edition, p.335

A good deal of attention was placed on “model” compositions that students would emulate and on how well a student’s final product measured up against a list of criteria that include:

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Grammmarr
- 5) Mechanical considerations (spelling and punctuation)<sup>10</sup>

Regarding on the statement above, it is crucial to remember that the writing process is an important factor in determining the final product. Aside from that, the ultimate product of writing must meet a number of criteria in writing compositions, including content, organization, language, grammar, and mechanical considerations.

## **2. Kinds of Writing**

In generality, there are three kinds of writing namely academic writing, personal writing, and creative writing. Alice Oshima explained that “Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing and personal writing”.<sup>11</sup> It should be remembered that creative writing includes stories, poems, and other forms of writing. Then there's personal writing, which includes things like letters and e-mails. Creative and personal writing are also casual, whereas academic writing is formal.

---

<sup>10</sup> *Ibid.*

<sup>11</sup> Alice Oshima & Ann Haque, *Introduction to Academic Writing*, (The United State of America: Longman, 2007), 3th Edition, p.3

Focus on academic writing, there are several types of writing that is usually used in high school and college classes are as follows:

a. Description

Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.<sup>12</sup>

It means that description has principle purpose to describe the object from the visual appearance that we can look, smell and taste.

b. Narration

Narration is an account or description of events in the past which entails following a time sequence or chronological.<sup>13</sup> It can be concluded that narration refers to a past story in writing because it serves the objective of describing historical events in a systematic manner.

c. Exposition

Expository paragraphs deal with facts, ideas, beliefs. They explain, analyze, define, compare, illustrate. They answer questions like What? Why? How? What was the cause? The effect? Like what? Unlike what? They are the kinds of paragraph we write in reports or term papers or tests.<sup>14</sup>

In an expository type, the writer tries to show the fact of an object

---

<sup>12</sup> Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), p.351

<sup>13</sup> R.R Jordan, *Academic writing Course Study Skills in English*, (Cambridge: Longman, 1999), p. 27

<sup>14</sup> Thomas S. Kane, *Essential Guide*, p.89

in order to persuade the readers believe or disbelieve something related to the object. It means that expository or exposition just show the fact of and object without a goal to make the reader agree with the writer's opinion.

d. Argumentation

While in argumentation type, in addition to only convincing the readers to believe or disbelieve something the truth of the fact of an object, the also has a goal to persuade the readers in order to take a certain course of action related to the new truth exposed to them.<sup>15</sup>

So, argumentation is a text in which you agree or disagree with a problem and use reasons to back up your position. The goal is to persuade your reader that your point of view is correct. Argumentation is used to make a case, prove or refute a statement or idea.

e. Report

Report is one kinds of writing that has purpose to provide generalism informations about whole class of things.<sup>16</sup> As a result, the aim of the report text is to provide general information about the object. It is not intended to tell stories, procedures, or arguments.

### 3. Descriptive writing

#### a. Definition of Descriptive Writing

According to Alice Oshima, descriptive writing appeals to senses, so it tells how something looks, feels, smells, tastes, and/or

---

<sup>15</sup> Sanggam Siahaan, *Issue in Linguistics*, p. 217

<sup>16</sup> Graeme Kennedy, *Structure and Meaning in English*, (New York: Pearson Longman, 2003), p.334

sounds. A good description is a word picture ; the reader can image the object, place, or person in his or her mind.<sup>17</sup>

Based on statements above, the research conclude that descriptive is the text that has principle purpose to describe the object (person, thing or pslace) from specific until general character to make the reader are able to imagine the object in their mind based on the writer's elaboration in his writing. To find all characters the object, the writer can look at the appearance or looking for the factual data of the object.

#### **b. Structure of Descriptive Writing**

Certainly, every text has a structure that is defined as a web of meaning relationships which relate the sentences to each other, give direction to the text and make it hold together.<sup>18</sup> It means that a text's structure serves as a guide for writing with a good sense of coherence or connectivity between meanings.

There are two generic structures of descriptive text namely:

##### 1) Identification

Identification is about introducing subject or thing that will be described.

---

<sup>17</sup> Alice Oshima & Ann Haque, *introduction to academic*, p.61

<sup>18</sup> Graeme Kennedy, *Structure and Meaning*, p.321

## 2) Description

Description is brief details about who, or what of the subject.<sup>19</sup>

Related to the statement above, there are two structures in descriptive text namely general identification and description. Below is the example of the text structure that is applicated in descriptive text: Text Structure<sup>20</sup>

### Identification

#### A Big Elephant

Elephants are the largest land animals i the world. They come from Asia and Africa. They are herbivores. They eat grass, leaves, twigs, and fruit.

### Description

An elephant has a large body with four legs. It has large but thin ears and small eyes. It also has one long nose called a trunk. It uses its trunk to lift food. The skin is gray and hairless. It has a short tail. Their habitat is usually in the forest or in the zoo. Elephants are strong animals. They can carry heavy loads.

---

<sup>19</sup> Imelda Wardani, et al, *e-Journal of English Language Teaching Society (ELTS)* Vol. 2 No. 1 2014 – ISSN 2331-1841, p. 2 Print.

<sup>20</sup> *Ibid.*, p.3



#### 4. Teaching Writing

Writing, speaking and listening are communication skills that are important in all subject areas in the curriculum.<sup>21</sup> Therefore, writing is one of important skill that have to be mastered by all of students in schools. Automatically, to make students are able to master writing skill, it need a teaching activity that is guided by the teacher.

Teaching can be defined as “the action of a person who teaches; the profession of a teacher” , "teaching is imparting knowledge or skill".<sup>22</sup> Also, Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>23</sup> So, teaching refers to a proffesional skill of the teacher guides the students in the class that has principle purpose to make students can success in learning materials. It's also considered as a role of teacher. David Riddel Said that “Perhaps we should say ‘roles’ because ‘teaching’ is only part of what the teacher has to do inside – and outside – the classroom”.<sup>24</sup>

Speaking and writing skills are both productive skills but do not have the same similarities when teaching.<sup>25</sup> They are different in both compositions and the way of teaching. The compositions of speaking that is taught by teacher more focuse on pronunciation, accurancy and fluency.

---

<sup>21</sup> Trudy Wallace, et al, *Teaching speaking, listening and writing*, (Geneva: The International Bureau of Education-IBE, 2004), EP14, p.7

<sup>22</sup> Definitions of Teaching, taken in part from B. O. Smith's *Definition of Teaching* in [http://www2.phy.ilstu.edu/pte/310content/teachlearn/teaching\\_learning.ppt](http://www2.phy.ilstu.edu/pte/310content/teachlearn/teaching_learning.ppt), p. 2

<sup>23</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (The United States of New York: Longman, 2000), 4th edition, p.7

<sup>24</sup> David Riddel, *Teaching English as a Foreign Language*, (London: Hodder Education, 2010). p.31

<sup>25</sup> *Ibid.*, p.15

The activities that is usually used are conversations, monologue, role play, speech,etc. While the compositions in teaching writing are grammar, punctuation and paragraph structure. Then, the way that is used in teaching writing such as write a simple sentence, write a paragraph or write a certain text.

Jeremy Harmer elaborated that “writing has always been used as a means of reinforcing language that has been taught.”<sup>26</sup> It can be noted that the teacher can has students to write sentences using recently learnt grammar. Then, Students can be asked to write paragraph or longer compositions to practise certain recently focused-on aspects of language or paragraph and text construction. The reinforcement writing here will be able to guide the students improve their skill.

## 5. Writing Assesment

Assesment is regarded as a process of collecting, synthesizing and interpreting information in order to make decisions on students’ performance. Assessment is used to collect information on a learner’s language ability or achievement.<sup>27</sup> According to Jacob in Sara, the writing scoring has five components such as content, organization, vocabulary, language use or grammar, and mechanics. Here is the measurement rubric:

---

<sup>26</sup> Jeremi Harmer, *How to Teach Writing*, (England: Pearson Longman, 2004), p.32

<sup>27</sup> Ken Hyland, *Second Language Writing* (New York: Cambridge University Press, 2003), P. 211

**Tabel 2**  
**Assessment of Writing Skill**  
 Element Score of Writing<sup>28</sup>

Scoring Element	Scale	Quality	Description
<b>Content</b>	30-27	Excellent to very good	Knowledgeable, substantive, etc.
	26-22	Good to average	Some knowledge of subject, adequate, range, etc.
	21-17	Fair to poor	Does not show knowledge of subject, little substance, etc.
	16-13	Very poor.	Does not show knowledge of subject, non substantive, etc.
<b>Organization</b>	20-18	Excellent to very good	Fluent expression, ideas clearly, stated, etc.
	17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7	Very poor.	Does not communicate, no organization, etc.
<b>Vocabulary</b>	20-18	Excellent to very good	Sophisticated range, effective, word/idiom choice and usage, etc.
	17-14	Good to average	Adequate range, occasional errors of word/idiom, choice usage but meaning not lost.
	13-10	Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.

<sup>28</sup> J.B Heaton, *Writing English Language Test*. London; longman.2011.p.146

	9-7	Very poor	Essentially translation, little knowledge of English vocabulary.
<b>Grammar</b>	25-22	Excellent to very good	Effective complex constructions, etc.
	21-19	Good to average	Effective but simple constructions, etc.
	17-11	Fair to poor	Major problems in simple complex constructions, etc.
	10-5	Very poor	Virtually, no mastery of sentence construction rule
<b>Mechanics</b>	5	Excellent to very good	Demonstrates mastery of conventions Mechanics.
	4	Good to average	Occasional errors of spelling, punctuation, etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, etc.
	2	Very poor.	No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc. <sup>29</sup>

## B. The Concept of Corners Technique

### 1. The Definition of Corners Technique

Corners technique is one of Kagan's cooperative structural approaches used for class building. Knowing one's classmates and gaining mutual respect are among the aims of class building. This technique can be used in teaching writing.<sup>30</sup>

<sup>29</sup> J,B Heaton, Writing English Lnguage Test. London; longman 2011 p.146

<sup>30</sup> Spencer Kagan and Miguel kagan, *Kagan Cooperative Learning*, (San Celemente.

While according to Andrea M. Guillaume (2013) stated that Corners technique is a cooperative learning and learning technique that provides students with the opportunity to think about their opinions and then discuss those opinions with others. Its means that, Corners technique is giving opportunity to learners for giving their opinions and discussing it with others.

The students paraphrase what they heard from their friends in the corner. Corners is a useful structure to begin and end a lesson. By using this technique, students can comprehend what their friends tell about. Corners technique is also used to ensure that all students participate in group activities. It helps to develop listening, verbal communication, critical thinking, and decision-making skills in the classroom context. One advantage of this technique is that it can be used to reinforce course content, to clarify student values, and to develop an understanding of differences in values and opinions. Not only does it encourage students to participate in activities by making decisions, it encourages students to cognitively justify their decisions.<sup>31</sup>

In the Corners technique, students relocate a designated corner of the classroom to correspond with their response or a related line of thought. It gives students the chance to share their views with the public. Before returning to their seats and participating in discussions with the class or small groups of students who have different perspectives, students

---

Kagan Publishing,2029),p. 3.15

<sup>31</sup> Keeley, *Science Formative Assessment 75 Practical Strategies for Linking Assessment, Instruction, and Learning*. New York: Corwin P,2008, p. 1

can further discuss and clarify their own thinking with others by gathering "in the corner" with classmates who have similar beliefs. In the process of explaining their thinking, students sometimes notice gaps or inconsistencies in their own reasoning and question whether they have enough information to be certain their ideas are plausible.

Corners technique is one of the techniques that is used in writing skill. Corners technique is considered as an important dominant tool in enhancing the process of learning English writing. Corners technique can make the student more active by socially supportive peers and can improve their knowledge of writing.

Corners enhance students' interaction and encourages high level cognitive write, and it is important because task related social interaction supports students' cognitive development. It is good warm up or team building technique that can also provide information about the students' knowledge and attitudes at the beginning of a lesson or unit.

## 2. The Procedure of Corners Technique

There are some procedures of corners technique in teaching writing they are:

- a. The teacher explains the corners technique
- b. The teacher sticks descriptive text paper about place, my pets, object, and people on corners.
- c. The teacher makes four corners in the classroom

- d. Every group observe that has been pasted by the teacher on the corners.
- e. After that every groups make a descriptive text
- f. The last every groups publishing and sharing and then, the teacher give a feedback

### **3. Advantages of Corners Technique**

#### **a. The advantages of corners technique**

- 1) The students are more excited in their study.
- 2) The each member has the opinion to contribute an idea.
- 3) The students engaged in discussion and exchange of idea
- 4) The outperformance of the experimental group was the collaborative and interactive nature of the four corners technique.<sup>32</sup>
- 5) Corners technique could also impact on the students vocabulary enhancement. So, four corners technique is very interesting technique to guide the students to learn writing

### **4. Disadvantages of Corners Technique**

This technique also has several limitations:

- a. Firstly, it require more time because there some stages in this technique that need more time .
- b. Second, corners technique also requires high understanding concept to become a cannot convey and do his job. Here, the teacher also should

---

<sup>32</sup> Monitha Geraldine ,” The Effectiveness of Four Corners Strategy in Teaching Writing Hortatory Exposition Text”.

give an easy understood instruction to the students. What the students should and should not do.

## **5. The Teaching Procedure of Descriptive Writing Skill Trough Corners Technique**

Based on the teaching procedure of corners technique that is elaborated by Kagan's in the previous discussion. The research designs a teaching procedure of writing trough corners technique are as follow:

- a. The teacher explain the material about descriptive text.
- b. The teacher divided students into four groups
- c. The teacher explain the corners technique
- d. The teacher stick descriptive text paper about place, my pets, object, and people on corners.
- e. Every group observe that has been pasted by the teacher on the corners.
- f. After that every groups make a descriptive text.
- g. The last every groups publishing and sharing and then, the teacher give a feedback

## **C. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

Certainly, every research has variables. Variables is a general class of objects, events, situations, characteristics, and attributes that are interest to the researcher. In this research, the researcher determines two



variables.<sup>33</sup> They are independent variable (X) and dependent variable (Y). Independent variable (X) is Corners technique and dependent variable (Y) is students' descriptive writing skill. Scott W. explains that “the independent variable, that is, the variable that is systematically controlled by the researcher to determine the effect of that variable. By systematically changing the independent variable and holding all other variables constant, the researchers can be confident that any change in the dependent variable—the outcome the researchers are measuring—is actually due to the effect of the independent variable”.<sup>34</sup> It means that independent variable is a controlling variable that influences dependent variable in research.

Writing is one of four basic skills that important that must be mastery by the students. Many students consider that writing is difficult language skill to learn, this is because writing involves content, form, grammar, vocabulary and mechanic. Moreover, writing is one of productive skills in English. Because of it is a productive skill, writing is not only need a knowledge or theories but also need idea in its process. The problems faced in the class are the students have difficulties to build and develop their ideas, choose the right dictions, and use the grammar. Also students has a low motivation to write because its complicated process. So, the teacher need to use an appropriate technique to solve it.

---

<sup>33</sup> Mark Balvanes And Peter Caputi, *Introduction Quantitative Research Methods*, (New Delhi: Sage Publications, 2001.), p. 46

<sup>34</sup> Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods for Everyday Life*, (San Francisco: Jossey-Bass, 2009), p. 35

Actually, there are so many techniques in teaching writing especially descriptive text. In this research, the researcher uses corners technique to teach descriptive text that focus at the eight grade of MTS Muhammdiyah Metro. The researcher assumes that if teacher uses corners technique in teaching writing about descriptive text, the students will be easier in brainstorming ideas and they can participate fully in the class through work in group.

If corners technique is effective for teaching descriptive writing skill, it will give good influence to student's descriptive writing skill. But if corners technique is ineffective for teaching descriptive writing skill so it will give no influence to the student's descriptive writing skill.

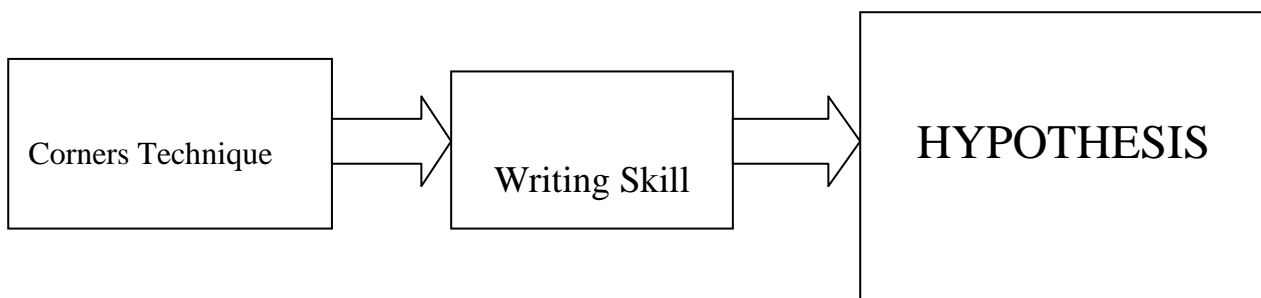
## 2. Paradigm

Paradigm is the correlation pattern among the variables that will be research. Furthermore, based on theoretical framework above, the researcher describes the paradigm as follow :

Figure 1

The Influence Of Using Corners Technique On the students

Writing Skill



The use corners technique has a good and significant impact on students' writing skill, as can be seen from the table above, where the use Corners Technique is better and students' writing skill is better. Conversely, there is no substantial benefit or impact from using corners technique on students' writing skill if there technique is poor and writing skill is poor.

## **D. Hypothesis**

### **1. Hypothesis Formulation**

The research hypothesis are the hypotheses developed from observation, the related literature, and/or the theory described in the study. A research hypothesis states the relationship one expects to find as a result of the research.<sup>35</sup> It may be a statement about the expected relationship or the expected difference between the variables in the study.

John Cresswell explains that hypothesis is prediction the researcher makes about the expected relationship among variables in quantitative research.<sup>36</sup> There are two kinds of hypotheses, such as alternative and null hypothesis.

Based on assumption above, hypothesis for this research can be formulated as follows:

---

<sup>35</sup> Donal Ary et al., *Introduction to research in Education*, (USA: Wadsworth Cengage Learning, 2010), 8th Edition, p. 91

<sup>36</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), P. 132

1. Alternative Hypothesis (Ha)

There is a positive and significant influence of using Corners technique toward the students' descriptive writing skill at the tenth grade of MTS Muhammadiyah Metro.

2. Null Hypothesis (Ho) There is no a positive and significant influence of using Corners technique toward the students' descriptive writing skill at the eight graders of MTS Muhammadiyah Metro.

**2. Statistical Hypothesis**

Related to the concept of statistical hypothesis, Yogesh explains that "A hypothesis may be stated in the null form which is an assertion that no relationship or no difference exists between or among the variables. This form null hypothesis is a statistical hypothesis which is testable within the framework of probability theory. It is also a non- directional form of hypothesis".<sup>37</sup> This hypothesis is considered as an assumption about a population parameter.

The formulation of statistical hypothesis in this research are:

- a. If  $t_{\text{observed}} > t_{\text{able}}$ , So Ha is accepted and Ho is rejected
- b. If  $t_{\text{observed}} > t_{\text{able}}$ , So Ha is rejected and Ho is accepted

---

<sup>37</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), p.61

## CHAPTER III

### RESEARCH OF METHOD

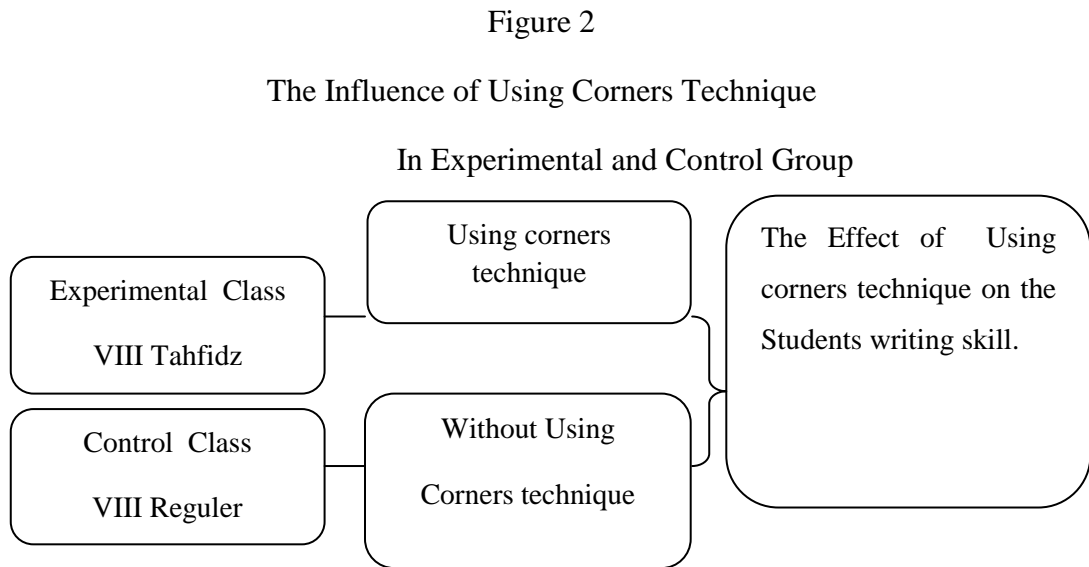
#### A. Research Design

In this research, the researcher has investigated the Eight Graders of MTS Muhammadiyah Metro. This research is a quantitative research in the form of experimental design. The following definition, taken from Alga and Gunderson (2002), describes what we mean by quantitative research methods very well: Quantitative research is 'Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).'<sup>42</sup>

The method used in this research is the experimental design and non-experimental design. experimental research design can be interpreted as a research method used to find the effect of treatment on others in controlled conditions. Look for the effect of treatment on others under controlled conditions. The design used in this study is a pre-experiment (non-designs) which is not a real experiment, because there are still outside variables not yet a real experiment, because there are still external variables that influence the formation of the dependent variable. That influence the formation of the dependent variable. While the form of the design is "*pre-test and post-test two group design*", namely research is uses two classes experimental class and without a comparison class or control class.

---

<sup>42</sup> Muijs Daniel, *Doing Quantitative Research in Education*, (London : Sage Publication,2004),p. 1



In this study, the experimental design was used to determine the effect of the influence of corners technique towards student writing skill. The design used in two group design is research conducted on one research sample, namely the experimental group that was given pre-test and post-test treatment and control group given pre-test and post-test. This design can be described as follows :

Table 3

**Pre-test and Post-test Two Group Design**

Y1	X	Y2
Pre-Test	Treatment (Independent Variable)	Posttest (Dependent Variable)
Pre-Test	-	Posttest (Dependent Variable)

Description:

X : Treatment (Teaching descriptive text using corners technique ).

Y1: Student's achievement on writing descriptive text before treatment.

Y2: Student's achievement on writing descriptive text after treatment

The procedure of pre-experimental research that use two-group pre test-post test design:

- a. Administering a pre-test (Y1) before applying technique a purpose measuring the students writing achievement of eighth grade students at MTS Muhammdiyah Metro.
- b. Applying the experimental treatment (X) teaching writing by corners technique in descriptive text as technique to the subject of MTS Muhammdiyah Metro.
- c. Administering a post test (Y2) after applying technique with a purpose of measuring the students' writing achievement of eighth grade students at MTS Muhammdiyah Metro.

## **B. The Operational Definition of Variables**

### **1. Independent Variable (x)**

Independent variable is a variable that (probably) causes, influences, or affects outcomes. It is also called treatment, manipulated, antecedent, or predictor variable.<sup>43</sup> It means that this variable cause or

---

<sup>43</sup> John W. Cresswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (Sage Publication, USA Inc., 2003), p. 94

affect on dependent variable. The independent variable (X) in this research is the use four corners technique teaching.

There were some indicators that indicate the students be able to achieve the objective of this technique as follow

- a. The students was hoped could understand this technique in writing activity.
- b. The student was hoped could to work together or interact with other.

## **2. Dependent Variable (Y)**

Dependent variable is a variable for which the values may depend on, or differ by, the value of the independent variable. When the dependent variable is statistically related to the independent variable the value of the dependent variable “depends” on, or is predicted by, the value of the independent variable.<sup>44</sup> While, dependent variable of this research is descriptive text writing performance. Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

There are some indicators that should be attained by the students in writing namely:

- a. The students be able to write descriptive text.
- b. The students able to use vocabulary, grammar, language use

---

<sup>44</sup> Timothy C. Urda, *Statistics in a Plain English Third Edition*, (Santa Clara University : Routledge, 2010), p.104



## C. Population, Sempling, and Sampling Technique

### 1. Population

Population is defined group of cases or items individuals, events or objects.<sup>45</sup> Meanwhile, the population of this research is this students of the eight graders of MTS Muhammadiyah Metro. The population of being research is the students of the eight grade of MTS Muhammadiyah Metro academic year 2022/2023 showed on table below.

Table 4  
Population the Eight Grade of MTS Muhammdiyah Metro

No	Name of class	Member of students
1.	VIII Tahfidz	17
2.	VIII ICT	16
3	VIII Reguler	30
Total of students		63

### 2. Sample

A defined population most often is too large to study in its entirety, so the researcher must decide how to select a portion of the population to actually study. This portion is termed a sample.<sup>46</sup> This research, the researcher took two classes as the experimental class and control class. The experimental class (VIII ICT) a got treatment using corners technique and control class (VIII Reguler) didn't get treatment.

---

<sup>45</sup> Goodwin William L & Goodwin Laura D, *Understanding Quantitative and Qualitative Research In Early Childhood EducationI*, (New York : Teachers College Press, 1996 ) p.26

<sup>46</sup> *Ibid* p.26

### 3. Sampling Technique

Marczyk et.al defined that samples is representative of the population as a whole.<sup>47</sup> The quality of a research is not only determined by a big number of sample, but also by the valid theories and the data analysis. The samples of the research as respondent is students who have Eight Graders of MTS Muhammdiyah Metro that number of 36 students. The number of the class in the Eight graders is two classes. Meanwhile, the technique sample by using the cluster random sampling. The model of this sample is dependent sample, based on Donal Ary stated that “Sample is indispensable to the researcher”.<sup>48</sup>

#### D. Data Collection Method .

##### 1. Test

The valid data can be reached through several techniques of data collection method, one of them is test. Moreover Anderson and Arsenault decided that “Instrument includes test and questionnaire, observation schedule and any other tool used to collect data”.<sup>49</sup> Whereas, this research is a experimental design research with applying pre-test and post-test group design. So, the researcher uses test as data collection method to measure both of variables. The researcher measures the students writing skill.

---

<sup>47</sup> Geoffrey marczyk, *Essential of Research Design and Methodology*, New Jersey: John Willey & Sons,Inc. 2005,p:84

<sup>48</sup> Donal Ary et.al, *Introduction to Research in Education,USA*, Rinehart and Winston,1979 p:149.

<sup>49</sup> Gary Anderson and Nancy Arsenault, *Fundamental of Education Research*, (USA: Falmer Press, 2005) p.94.

a. Pre-test

Pre-test was given before giving treatment in experimental research study or before teaching by using Corners technique. The pre-test had done to get writing score of students before doing treatment.

b. Post-test

The post-test has been done after the treatment. The post-test was held in order to know the student's comprehend the writing descriptive text through using corners teaching.

As

## 2. Documentation

Documentation is method that is used to get information from the written source or documents like book, magazines, regulation, notes of meeting and daily report.<sup>50</sup> The researcher uses this method to support and to get detail information of the data form observation such as the data of English teacher at MTS Muahmmadiyah Metro.

## E. Research Instrument

John W. Creswell explains an instrument is a tool for measuring, observing, or documenting quantitative data.<sup>51</sup> As test, questionnaire, tally sheet, diary, observational checklist, inventory, or assessment instrument is designated before researchers gather data. The Researchers uses instruments to

---

<sup>50</sup> Edi Kusnadi, *Metodelogi Penelitian*, (Metro: Stain Metro, 2008), p.102

<sup>51</sup> John W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Pearson Education: University of Nebraska–Lincoln(4th ed), 2012,p.151

measure achievement, assess individual ability, observe behavior, develop a psychological profile of an individual, or interview a person.<sup>52</sup>

Furthermore, for this research, the instruments that will be involved are:

#### 1. Instrument Blueprint

The research instrument in this research held the test which has explained follows:

The writer used pre-test before treatment as a control and post-test instrument after treatment as an experimental. The research about writing skill in descriptive text. So, the research instrument which is used in present research is in the form of writing test or composing descriptive text writing. Here is the blue print:

- a. The instrument which was used in documentation method was documentation guidance as follows:
  - 1) Documentantation about condition of the teachers and officials in MTS Muhammadiyah Metro.
  - 2) Documentation about the students of MTS Muhammdiyah Metro.
  - 3) Documentation about the organization structure of MTS Muhammdiyah Metro.
- b. The instrument which was used in test in this research, in included the pre-test and post-test. The researcher use test, like written test in form composing. So, the researcher gets the result by the test.

---

<sup>52</sup> bid,p.151

## F. Analysis Technique

In data analysis technique, the researcher will use two formulas. Firstly, to investigate whether there is any positive influence of using corners technique on students' writing descriptive text at the eight grade of MTS Muhammadiyah, the researcher will use the true experiment in the form of paired t-test by using control group pretest-posttest design. The formulate of t-test:<sup>53</sup>

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

M : The Mean of score each group

N : Subjects in the sample

X : Deviation of each X2 and X1

Y : Deviation of each grade Y2 and Y1.

---

<sup>53</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 133

## CHAPTER IV

### RESEARCH RESULTS AND DISCUSSION

#### A. Research Results

##### 1. Description of the Research Location

###### a. Brief History of the Establishment of MTs Muhammadiyah Metro

MTs Muhammadiyah Metro is an integration of PGA Muhammadiyah 6 Th, which was established on August 1, 1956. With Decree No. 660/1105/LP-56/ 1977. Then in 1985, the existence of PGA Muhammadiyah 6 Th, changed to MTs Muhammadiyah which became registered with NSM: 21218020613 which was authorized by the Ministry of Religious Affairs with SK: D/WH/MTs/ 323/2001 then on November 21, 2001 MTs Muhammadiyah Metro received a certificate equalized by the department of religion of Lampung Province with NSM: 212/80206.212.

The Identity of MTs Muhammadiyah Metro, as follows:

NPSN	: 10816988
NSS	: 2121266101001
NSM	: 121218720001
Madrasah Name	: MTs Muhammadiyah Metro
Name of the Head of Madrasah	: Eko Sumanto, S.Kom.I., M.Pd.
Address	: Jl. KH. Ahmad Dahlan No. 1, Imopuro, Metro Center, Metro, Lampung 34111

Phone Number : 085378840483

Website : [www.madtsamu.sch.id](http://www.madtsamu.sch.id)

Email : mtsmuhmetro1@gmail.com

Year Established : 1969

School Status : Private

Accreditation / Year : B / 2020 - 2025

Learning Time : Morning

Foundation Name : Muhammadiyah

Foundation Address : Jl. KH. Ahmad Dahlan No. 1,  
Imopuro, Metro Center, Metro,  
Lampung 34111

Foundation Deed No : E.1/030/MPPK/W/1985

BPPK RI Deed No : 3574/G4/KL/2009

Agency Head Decree : Wh/6/PP.00.5/1469/2001  
Office of the Ministry of Religious Affairs Lampung

Land/Building Area : 242 M2

Land Status : Waqf Land

Building Status : Owned by the Foundation

Certificate No : 871

TIN No. : 00.531.365-321.000

**b. Vision and Mission of MTs Muhammadiyah Metro**

The vision, mission and goals of MTs Muhammadiyah Metro are as follows:

Vision of MTs Muhammadiyah Metro

"The realization of Learners who are Noble, Smart, Social, Skilled and have Global Insight" Vision Indicators

- a) Maximum in academic and non-academic learning activities with a global environmental perspective
  - b) Maximum in the formation of an environment that has religious and social insight
  - c) Maximum in administration and management services
  - d) Maximum in learning facilities and infrastructure
  - e) Maximum in Welfare services
- 1) Mission of MTs Muhammadiyah Metro
- a) Carry out effective learning and guidance in academic and non-academic fields so that students can develop optimally in accordance with their potential
  - b) Cultivating, understanding, and practicing religious and national values to foster Noble Acts of Character
  - c) Fostering an attitude of reading and always thirsting for knowledge.
  - d) Carry out participatory, creative and innovative management involving all Madrasah residents.



- e) Providing adequate learning facilities and infrastructure according to needs
- f) Implement an accurate, effective and efficient management information system by utilizing IT.

2) Objectives of MTs Muhammadiyah Metro

General Objectives

- a) Produce human beings who are taa, faithful and devoted to Alhhal, virtuous, independent, resilient, intelligent, creative, innovative, skilled, disciplined, profession

c. **The Condition of MTs Muhammadiyah Metro**

The achievement of the vison,mission and goals of educational instutions requires the support of educators and education personenel who are competent in their fields. Therefore, MTs Muhammadiyah is supported by educators who work as class teacher subject teachers as follows :

Table 5

State of Educators of MTs Muhammadiyah Metro

No	Name	Position/Study Area
1.	Eko Sumanto, S. Kom. I., M.Pd.	Head of Madrasah
2.	Sukardi, S.Sos.I.	Head of Komite
3.	Andi Kurniawan, M.Pd.	Deputy Principal of Academic and Curriculum
4.	Arfi Adi Sukmawan, S.Pd.	Deputy Principal of Student Affairs
5.	Drs. Sahriza	Deputy Principal of Al-Islam
6.	Rahmayani, S.Pd.I.	Treasure
7.	Sri Hartati, Pg SLTP	Spp Receiver
8.	Dra. Rahmah Mustikawati	Fikih Teacher

9.	Suwanto, S. Ag., M.Pd.I.	Al-Qur'an Hadith teacher
10.	Annis Afifah Ningtyas, S.Pd.	Integrated science teacher
11.	Muniroh, S.Pd.I.	Akidah Akhlak teacher
12.	Saifudin, S.Pd.	Counseling Guidance Teacher
13.	Dwi Yanti, S.Pd.	B. Indonesia Teacher
14.	Eva Oktaviana Hasan, S.E	Integrated Social Studies/B.Lampung teacher
15.	Arief Permana, S.Pd	English/Workshop Teacher
16.	Parmiati, S.Pd	B. Indonesia Teacher
17.	Hery Polsen, S.Pd	Math Teacher
18.	Nina Desi Istiana, S.Pd	English Teacher
19.	Rara Putri Ana, S.Pd	Arabic teacher
20.	Kartika Eka Pertiwi, M.Pd.	Math/Cultural Arts Teacher
21.	Iqbal Mufadhil, S.Pd.	Arabic teacher
22.	Irsyadu Ibad Salam Alfitron	IPM teacher
23.	Dyah Ayu Sekar Wangi	Tahfidz Teacher
24.	Aisyah Azzahra, S.Hum.	Tahfidz Teacher
25.	Nadiya Virginia Aspalam, S.Pd.	Tahfidz Teacher
26.	Hasrul Fradika	Tahfidz Teacher
27.	Novitri Handayani	Tahfidz Teacher
28.	Diah Arum Sari, S.Pd.	Tahfidz Teacher
39.	Aziza Khairu Rokhis, S.Pd.	Tahfidz
30.	Rohmatun Nazilah Ulfa	Tahfidz Teacher
31.	Arif Sopiyan, S.Pd.	Tahfidz Teacher
32.	Alief Galang Husnawan	Tahfidz Teacher
33.	Hernawati	Tahfidz Teacher

Source: *Documentation MTs Muhammadiyah Metro*

Table 6  
**Staff Conditin of MTs Muhammadiyah Metro**

No	Name	L/P	Last Education	Description
1	M. Ilyas Saputra, A.Md	L	D3	Staff
2	Muhammad Nursani, S.Si.	L	S1	Staff
3	Nurfadilah Fitria Fatayana, S.Kom.	P	S1	Staff

Source: *Documentation MTs Muhammadiyah Metro*

#### d. Condition of Students of MTs Muhammadiyah

Learners are one of the components of education in schools that play an important role in the transfer of knowledge information. The total number of students of MTs Muhammadiyah Metro is 198 people spread in each level and 8 study groups.

Table 7  
Condition of Students of MTs Muhammadiyah Metro

No	Class	Study Group	M	F	Total
1	VII	3	22	32	54
2	VIII	3	21	42	63
3	IX	2	30	21	51
<b>Total</b>		8	73	95	168

#### e. Facilities and Infrastructure of MTs Muhammadiyah Metro

To support teaching and learning activities at MTs Muhammadiyah Metro, various efforts are made to fulfill teaching and learning facilities. For the achievement of a smooth and held teaching and learning process facilities and infrastructure are very important factors. The facilities owned by MTs Muhammadiyah Metro in detail can be seen in the table below:

Table 8  
Facilities and Infrastructure of MTs Muhammadiyah Metro

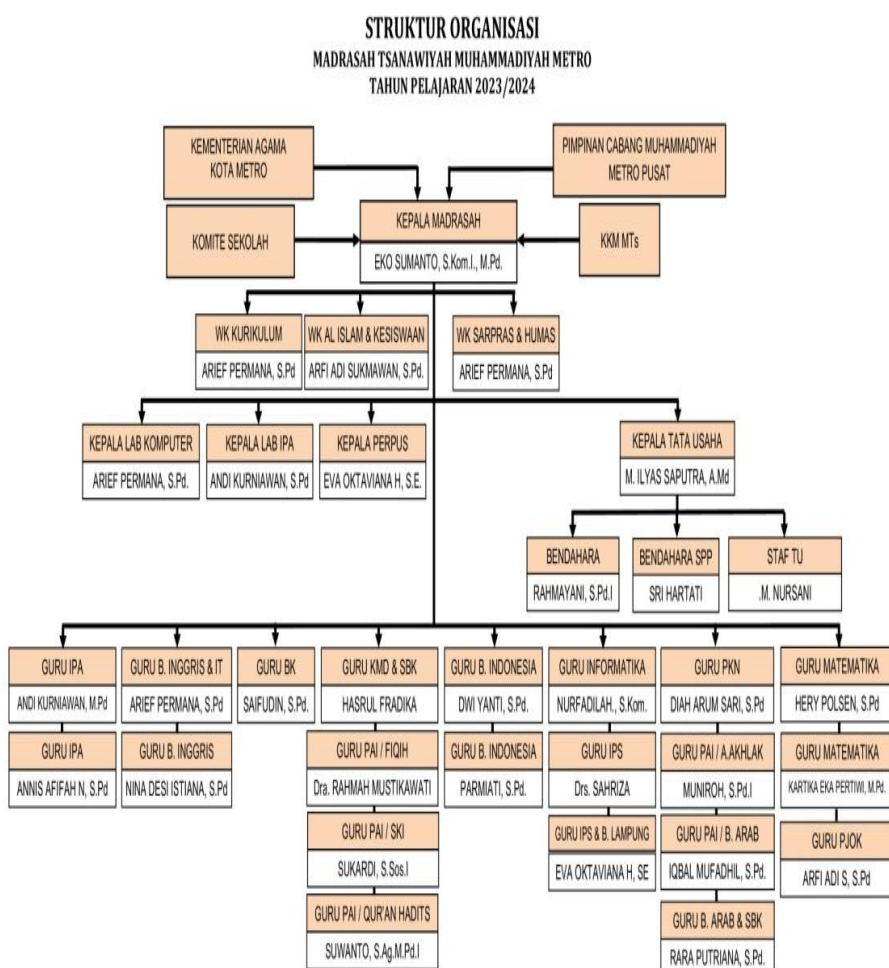
No	Wighted	Total	Conditions		
			Good	R.ring an	R.berat
1	Classroom	9	6	3	-
2	Principal's Room	1	1	-	-
3	Teacher's Room	1	1	-	-
4	Administration Room	1	1	-	-
5	Computer Laboratory	1	1	-	-
6	Science Laboratory	-	-	-	-

7	UKS Room	-	-	-	-
8	Library	1	1	-	-
9	Cooperative Room	1	1	-	-
10	Warehouse	1	1	-	-
11	Mosque	1	1	-	-
12	Futsal Field	1	1	-	-
13	KM/WC-Grils	1	-	1	-
14	KM/WC-Boy	1	-	1	-
15	KM/WC-Teacher	2	2	-	-

Source: *Documentation MTs Muhammadiyah Metro*

## f. Management Structure of MTs Muhammadiyah Metro

### Organizational Structure of MTs Muhammadiyah Metro



Source: *Documentation MTs Muhammadiyah Metro*

## 2. Description of Result Data Research

- a. The Data of Variable writing skill based on Pre-Test and Post-Test scores in the Experimental and Control class in English subjects.

### 1) The Result of the Students' Pre-Test

The researcher conducted pre-test in the first meeting of the research in order to find out the initial different between the classes who have similar level. The Result of Students' Experimental Class Pre-Test can be identified as follows

Table 9  
The Result of Students' Pre-Test Experimental Class (ICT) at the Eight Graders of MTs Muhammadiyah Metro

No.	NAME	CO	OR	VO	GR	MC	SCORE
1.	AM	16	11	12	10	3	52
2.	AS	21	13	13	17	4	68
3.	AO	21	13	13	21	4	72
4.	BI	22	14	15	17	3	71
5.	DC	17	13	10	17	3	60
6.	FR	15	14	15	17	3	64
7.	KK	15	10	13	10	3	51
8.	M.I	13	13	17	10	3	56
9.	MR	16	13	13	10	4	61
10.	NA	16	10	12	10	3	51
11.	NU	14	13	11	10	3	51
12.	OR	21	13	13	10	4	61
13.	RA	21	13	13	16	4	66
14.	RA	16	17	13	17	3	66
15.	SK	15	15	10	10	3	53
16.	N	21	17	13	17	4	72
Total							975
Average							60
The Highest Score							72
The Lowest Score							51
The number of the students who got 70 more							3

Source: *The Result of Pre-Test on September 21<sup>th</sup> 2023*

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows:

$$\begin{aligned} R &= \text{The highest score} - \text{the lowest score} \\ &= 72 - 51 \\ &= 21 \end{aligned}$$

$$\begin{aligned} K &= 1 + 3.3 \log n \\ &= 1 + 3.973 = 4.973 \\ &= 5 \end{aligned}$$

$$\begin{aligned} P &= \frac{R}{K} \\ &= \frac{21}{5} = 4.2 \\ &= 5 \end{aligned}$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

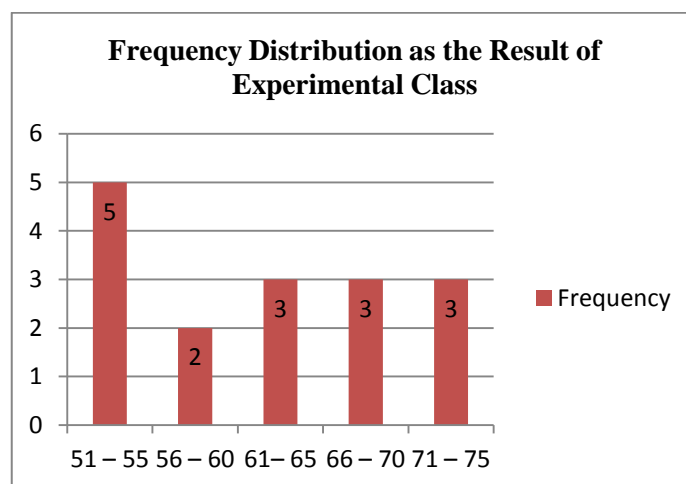
Table 10

Frequency Distribution as the Result of Experimental Class (ICT) Pre-Test at the Eight Graders of MTs Muhammadiyah Metro

Interval	Frequency	Category	Percentages%
51 – 55	5	Very Poor	31,25%
56 – 60	2	Poor	12,5%
61 – 65	3	Poor	18,75%
66 – 70	3	Fair	18,75%
71 – 75	3	Good	18,75%
	16	Very Good	100%

Based on the table of frequency distribution above, it can be inferred there was three students who passed from 70 as the Minimum

Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students writing skill is poor.



The graph of table frequency distribution above described that the result of the students' score of pre-test class (ICT) (experimental class). There were 5 student (31,25%) got score 51-55. Furthermore, there were 2 student (12,5%) who got score 56-60, and then 3 students (18,75%) who got score 61-65, there were 3 students (18,75%) who got score 66-70, there were 3 students (18,75%) who got score 71-75. From the data above, it can be seen that students writing skill in pre-test was unsatisfied.

Table 1  
The Result of Students' Pre-Test Control Class (Reguler) at the Eight Graders of  
MTs Muhammadiyah Metro

No.	NAME	CO	OR	VO	GR	MC	SCORE
1.	AP	13	13	13	10	3	52
2.	AR	15	13	10	10	3	51
3.	AP	13	14	13	10	3	53
4.	AD	16	10	15	16	4	61
5.	AA	18	15	13	15	3	64
6.	DN	17	13	11	13	3	57
7.	ED	15	12	12	11	3	53
8.	EY	13	10	10	12	2	47
9.	FR	13	13	10	10	3	49
10.	H	13	13	15	10	3	54
11.	HH	13	10	10	10	2	43
12.	LM	14	11	13	10	2	50
13.	MA	14	10	10	10	2	46
14.	MA	13	10	10	13	2	40
15.	MR	13	10	10	10	3	46
16.	NA	14	15	10	10	2	51
17.	RK	13	10	10	10	2	45
18.	SA	17	15	13	13	3	61
19.	W	21	17	13	16	4	71
20.	ZO	17	12	13	10	3	55
Total							999
Average							52,45
The Highest Score							71
The Lowest Score							40
The number of the students who got 70 more							1

Source: *The Result of Pre-Test on September 25<sup>th</sup> 2023*

Based on the table above, the researcher measured the class interval using

Sugiono's formula as follows:

$$\begin{aligned}
 R &= \text{The Highest Score} - \text{The Lowest Score} \\
 &= 71 - 40 \\
 &= 31 \\
 K &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 20 \\
 &= 1 + 4.293 = 5.293 \\
 &= 6 \\
 P &= \frac{R}{K}
 \end{aligned}$$



$$= \frac{31}{6} = 5.16$$

$$= 6$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

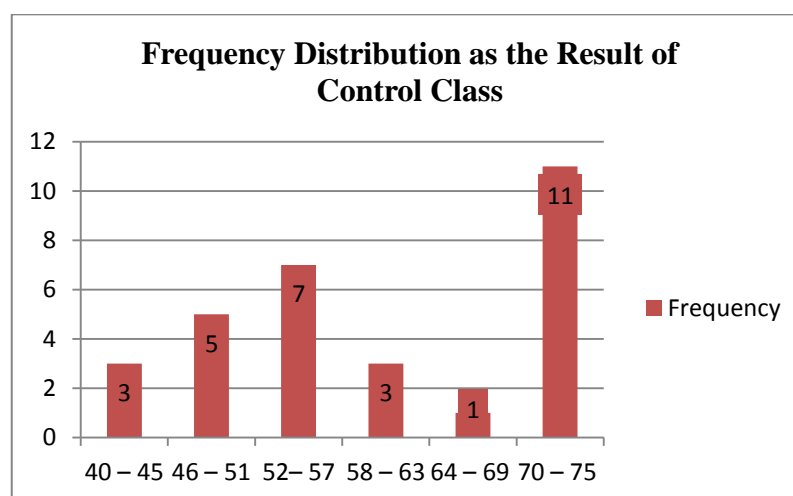
Table 12

Frequency Distribution as the Result of Control Class (Reguler)

Pre-Test at the Eight Graders of MTs Muhammadiyah Metro

Interval	Frequency	Category	Percentages%
40 – 45	3	Very Poor	15%
46 – 51	5	Poor	25%
52– 57	7	Poor	35%
58 – 63	3	Fair	15%
64 – 69	1	Good	5%
70 – 75	1	Very Good	5%
	20		100%

Based on the table of frequency distribution above, it can be inferred there was one students who passed from 70 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students writing skill is poor.



The graph of table frequency distribution above described that the result of the students' score of pre-test class (Reguler) (Control class). There were 3 student (15%) got score 40-45. Furthermore, there were 5 student (25%) who got score 46-51, and then 7 students (35%) who got score 52-63, there were 3 students (15%) who got score 58-63, there were 1 students (5%) who got score 64-69 and 1 students (5%) who got score 70-75 From the data above, it can be seen that students writing skill in pre-test was unsatisfied.

## 2) The Result of The Students' Post-Test

The researcher conducted post-test in the last meeting of the research in order to compare the students report reading comprehension before and after a treatment was given. And the data of post-test score at the Experimental class as follow

Table 13  
The Result of Students' Post-Test Experimental Class (ICT)  
at the Eight Graders of MTs Muhammadiyah Metro

No.	NAME	CO	OR	VO	GR	MC	SCORE
1.	AM	25	20	17	21	4	88
2.	AS	25	17	17	21	4	84
3.	AO	25	20	17	21	4	88
4.	BI	25	17	17	21	4	84
5.	DC	26	17	17	21	4	85
6.	FR	22	13	13	17	3	66
7.	KK	25	17	17	21	4	84
8.	M.I	26	17	17	21	4	85
9.	MR	22	13	13	17	3	66
10.	NA	22	13	13	17	3	66
11.	NU	25	20	17	21	4	88
12.	OR	22	13	13	17	3	66
13.	RA	25	18	17	21	4	85
14.	RA	25	17	17	21	4	84
15.	SK	26	17	17	21	4	88

16.	N	26	17	17	21	4	85
Total							1292
Average							84.75
The Highest Score							88
The Lowest Score							66
The number of the students who got 70 more							12

Source: *The Result of Post-Test on September 29<sup>th</sup> 2023*

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows:

$$\begin{aligned}
 R &= \text{The Highest Score} - \text{The Lowest Score} \\
 &= 88 - 66 \\
 &= 22
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 16 \\
 &= 1 + 4,293 = 5,293 \\
 &= 6
 \end{aligned}$$

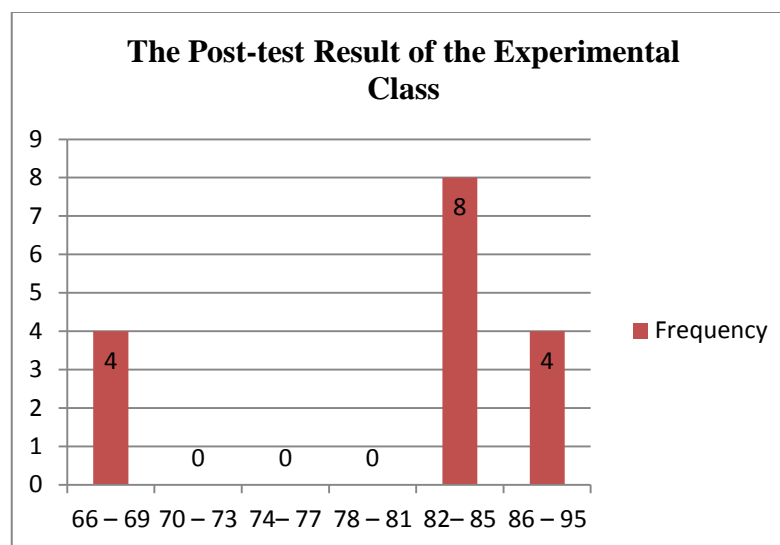
$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{22}{6} = 3.6 \\
 &= 4
 \end{aligned}$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 14  
The Post-test Result of the Experimental Class (ICT) at the Eight Graders of MTs Muhammadiyah Metro

Interval	Frequency	Category	Percentages%
66 – 69	4	Very Poor	25%
70 – 73	0	Poor	0%
74– 77	0	Poor	0%
78 – 81	0	Fair	0%
82– 85	8	Good	50%
86 – 95	4	Very Good	25%
	16		100%

Based on the table of frequency distribution above, it can be inferred there was twelve students who passed from 70 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students writing skill is poor.



The graph of table frequency distribution above described that the result of the students' score of pre-test class (ICT) (experimental class). There were 4 student (25%) got score 66-69. Furthermore, there were 0 student (0%) who got score 70-73, and then 0 students (0%) who got score 74-77, there were 0 students (0%) who got score 78-81, there were 8 students (50%) who got score 82-85. There were 4 (25%) who got 86-95. From the data above, it can be seen that students writing skill in pre-test was unsatisfied

Table 15  
The Result of Students' Post-Test Control Class ( Regular)  
at the Eight Graders of MTs Muhammadiyah Metro

No.	NAME	CO	OR	VO	GR	MC	SCORE
1.	AP	13	10	10	11	2	46
2.	AR	22	17	17	12	3	70
3.	AP	13	12	13	10	3	51
4.	AD	20	17	15	13	4	69
5.	AA	16	13	14	12	3	58
6.	DN	17	13	13	11	3	57
7.	ED	13	15	11	12	3	54
8.	EY	20	17	18	17	4	76
9.	FR	13	10	13	10	3	49
10.	H	13	13	15	10	3	54
11.	HH	15	13	14	12	3	57
12.	LM	15	10	8	8	3	44
13.	MA	13	13	11	12	3	52
14.	MA	21	17	13	17	4	72
15.	MR	16	13	13	17	4	63
16.	NA	20	17	14	17	4	72
17.	RK	22	17	15	16	4	74
18.	SA	24	17	14	17	4	76
19.	W	21	13	13	17	4	68
20.	ZO	17	15	16	13	3	64
Total							1226
Average							61,3
The Highest Score							76
The Lowest Score							44
The number of the students who got 70 more							5

Source: *The Result of Post-Test on October 3<sup>th</sup> 2023*

Based on the table above, the researcher measured the class

interval using Sugiono's formula as follows :

$$\begin{aligned}
 R &= \text{The Highest Score} - \text{The Lowest Score} \\
 &= 76 - 44 \\
 &= 32
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 20 \\
 &= 1 + 4,293 = 5,293 \\
 &= 6
 \end{aligned}$$

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{32}{6} = 5.33 \\
 &= 6
 \end{aligned}$$

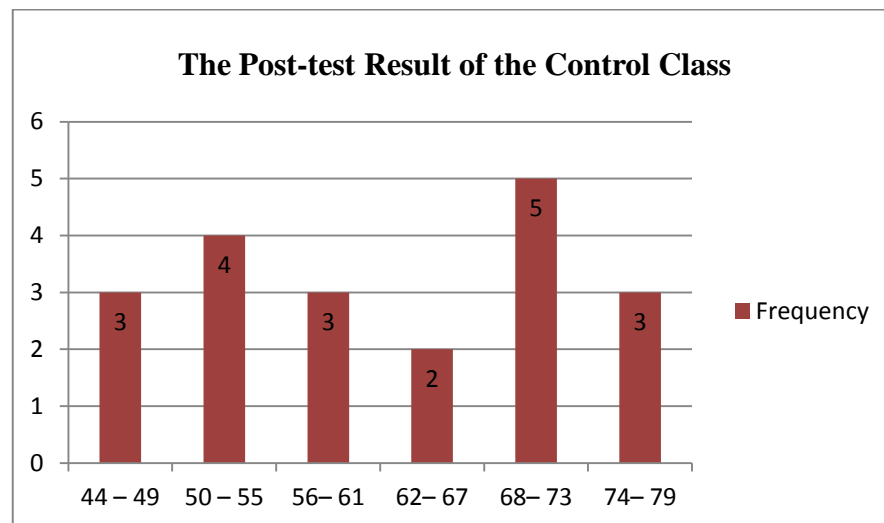
After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 16

The Post-test Result of the Control Class (Reguler) at the Eight Graders of MTs Muhammadiyah Metro

Interval	Frequency	Category	Percentages%
44 – 49	3	Very Poor	15%
50 – 55	4	Poor	20%
56– 61	3	Poor	15%
62– 67	2	Fair	10%
68– 73	5	Good	25%
74– 79	3	Very Good	15%
	20		100%

Based on the table of frequency distribution above, it can be inferred there was five students who passed from 70 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students writing skill is poor.



The graph of table frequency distribution above described that the result of the students' score of pre-test class (ICT) (experimental class). There were 3 student (15%) got score 44-49. Furthermore, there were 4 student (20%) who got score 50-55, and then 3 students (15%) who got score 56-61, there were 2 students (10%) who got score 62-67, there were 5 students (25%) who got score 68-73. There were 3 (15%) who got 74-79. From the data above, it can be seen that students writing skill in pre-test was unsatisfied.

### 3. Hypothesis Testing

After the research give treatment by corners technique, the research analysed the data by using paired sample T-Test in order to prove whether there was any positive and significant influence of corners technique towards student writing skill at the eight graders of MTs Muhammadiyah Metro as follow (Ho) is accepted, if there was a positive and significant influence of corners technique towards student' writing skill. And (Ho)

was rejected, if there was no positive and significant influence of corners technique towards student' writing skill.

a. Getting The Data of Formula T-test

To find whether there any positive and significant influence of corners technique towards students' writing skill at the eight graders of MTs Muhammadiyah Metro, the researcher used the data T-Test. The researcher prepared the table and put the data into the formula of T-Test below to get,  $t_{\text{observed}}$

Table 17  
The Authentic Table of the Difference Between Experimental Class and Control Class of the Eight Graders at MTs Muhammadiyah Metro

No	Exspermental Class					No	Control Class				
	Subject	Pre-Test (XI)	Post-Test (X2)	Difference (X)	X2		Subject	Pre-Test (YI)	Post-Test (Y2)	Difference (Y)	Y2
1	AM	52	88	36	1296	1	AP	52	46	-6	36
2	AS	68	84	16	256	2	AR	51	70	19	361
3	AO	72	88	16	256	3	AP	53	51	-2	4
4	BI	71	84	13	169	4	AD	61	69	8	64
5	DC	60	85	25	625	5	AA	64	58	-6	36
6	FR	64	66	2	4	6	DN	57	57	0	0
7	KK	51	84	33	1089	7	ED	53	54	1	1
8	M.I	56	85	29	841	8	EY	47	76	29	841
9	MR	61	66	5	25	9	FR	49	49	0	0
10	NA	51	66	15	225	10	H	54	54	0	0
11	NU	51	88	37	1369	11	HH	43	57	14	196
12	OR	61	66	5	25	12	LM	50	44	-6	36
13	RA	66	85	19	361	13	MA	46	52	6	36
14	RA	66	84	18	324	14	MA	40	72	32	1024
15	SK	53	88	35	1225	15	MR	46	63	17	289
16	N	72	85	13	169	16	NA	51	72	21	441
17						17	RK	45	74	29	841
18						18	SA	61	76	15	225
19						19	W	71	68	-3	9
20						20	ZO	55	64	9	81
The Result		975	2369	$\sum X = 317$	$\sum x^2 = 8259$	The Result		999	1226	$\sum Y = 117$	$\sum y^2 = 4521$



Therefore, the data was into formula of T-Test the calculated it. It could be calculated by using the formula below :

$$\begin{aligned}
 M_x &= \frac{317}{16} \\
 &= 19,81 \\
 \sum_x^2 &= \sum_x^2 - \frac{(\sum X)^2}{n} \\
 &= 8259 - \left(\frac{317}{16}\right)^2 \\
 &= 8259 - \left(\frac{100,48}{16}\right) \\
 &= 8259 - 6,280
 \end{aligned}$$

$$\sum_X^2 = 1979$$

$$\begin{aligned}
 M_y &= \frac{177}{20} \\
 &= 8,85
 \end{aligned}$$

$$\begin{aligned}
 \sum_x^2 &= \sum_x^2 - \frac{(\sum x)^2}{20} \\
 &= 4251 - \frac{(177)^2}{20} \\
 &= 4251 - 1,566 \\
 &= 2685
 \end{aligned}$$

Therefore the researcher counted by using the formula of t-test as follow :

$$\begin{aligned}
 t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\
 t &= \frac{19,8 + 8,8}{\sqrt{\left(\frac{19,79 + 2,685}{16 + 20 - 2}\right)\left(\frac{1}{16} + \frac{1}{20}\right)}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{11}{\sqrt{\left(\frac{4,664}{64}\right)\left(\frac{2}{36}\right)}} \\
&= \frac{11}{\sqrt{(137,1 \times 0,05)}} \\
&= \frac{11}{\sqrt{(11,7 \times 0,22)}} = \frac{11}{2,34} = \mathbf{4,7}
\end{aligned}$$

Moreover, after putting the data above into formula t-test, the researcher got  $t_{\text{observed}}$  is 4,7.

To know the critical value of  $t_{\text{table}}$ , the researcher firstly counted degrees of freedom (d.f), as follows

$$\begin{aligned}
\text{d.f} &= N_x + N_y - 2 \\
\text{d.f} &= 16 + 20 - 2 \\
&= 34
\end{aligned}$$

The degrees of freedom (d.f) was 34, the researcher find it in t-table. So, it is not done interpolation.

Critical Value of  $t_{\text{table}}$

	<b>5%</b>	<b>1%</b>
<b>d.f 34</b>	1.69	2.44

Source : Junaidi, 2010. Titik Persentase Distribusi t, P.2

From all the data analysis above, it can be know that:

$$T_{\text{observed}} = 4,7$$

$$T_{\text{table}} = 1.69 (5\%) \text{ and } 2.41 (1\%)$$

Honestly, the researcher has formulated the null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ) are as follows:

### 1) Null Hypothesis (Ho)

There is no a positive and significant influence of corners Technique toward students writing skill at the eight graders of MTs Muhammadiyah Metro. Furthermore, after  $H_a$  and  $H_o$  has formulated, the researcher consulted  $t_{observed}$  to  $t_{table}$  and  $f_o$  to  $f_h$  as follows:

- a) If  $t_{observed} > t_{table}$ , So  $H_a$  is accepted and  $H_o$  is rejected.
- b) If  $t_{observed} < t_{table}$ , So  $H_a$  is rejected and  $H_o$  is accepted.

It means that if the  $t_{observed}$  is higher than  $t_{table}$  there is a positive influence,  $H_a$  is accepted and  $H_o$  is rejected. On the other way, if the  $t_{observed}$  is smaller than  $t_{table}$  there is no a positive influence,  $H_a$  is rejected and  $H_o$  is accepted.

### 2) Alternative hypothesis ( $H_a$ )

The hypothesis applied in this present research is there is a positive influence of corners Technique toward students writing skill at the eight graders of MTs Muhammadiyah Metro.

Furthermore, the data confirm that  $t_{observed}$  is higher than  $t_{table}$ , or it can be written as  $1.69 < 4,7 > 2.44$ . It means that there is a positive influence of corners technique toward students' writing skill at the eight graders of MTs Muhammadiyah Metro

## B. Discussion

This research is a quantitative study by with control class and experimental classes to determine whether there is a positive and significant influence. To get the data, the researcher used the control class that is used to conduct research and here the researcher gives treatment to students using corners technique. While the control class is a class control to know whether or not there is influence of corners technique towards students' writing skill.

The researcher found the problems toward students' writing skill descriptive text . One of them is the student feel difficult to express their idea in writing descriptive text. So, based on the problem, the writer gave Corners Technique student writing descriptive text in the class. The student can be interaction and share information with their friend about the material.

Corners technique is one of the technique that used in writing skill. Corners technique is considered as an important dominant tool in enhancing the process of learning English writing. The researcher uses this technique because Corners technique can make the student more active by socially supportive peers and can improve their knowledge of writing, although sometimes it need time-consuming.

Researchers have formulated the table that will be observed as follows:

1. If  $t_{observed} > t_{table}$ , then  $H_a$  is accepted and  $H_o$  is rejected.
2. If  $t_{observed} < t_{table}$ , then  $H_a$  is rejected and  $H_o$  is accepted.

Researchers have formulated alternative hypotheses ( $H_a$ ) such as "There is a positive and significant influence of the Corners Technique on the writing skills eight grade of MTs Muhammadiyah Metro."

In the end, the data confirms that  $t_{table} = 4,7$  is higher than  $t_{table} 1.69$  at the 5% significance level and 2.44 at the 1% significance level. So, it can be concluded that "there is a positive and significant influence of the Corners Technique on the Writing Skills at the eight graders MTs Muhammadiyah Metro."

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Writing is one of the form of communicating by using written language. The one of the kinds writing is descriptive text. Descriptive text is writer tries to make the readers to image or to visualize the object that the writer described about; characteristics, part, quality, etc. One of the problems when writing descriptive text is the student feel difficult to express their idea. Corners technique is one of the technique that used in writing skill. Corners technique is considered as an important dominant tool in enhancing the process of learning English writing

The finding of this research stating that corners technique is considered as an influence for the students' skill in writing descriptive text. It could be seen in the treatment process, the students are more interested when the researcher applied this technique . Corners Technique make the student more active and can improve their knowledge of writing. So, the student will feel easy to express their idea when the writing descriptive text

After analyzing the data by using t-test formula, the researcher found that the critical value of tobserved is 4,7 Then, considering the ttable by using df.34, the researcher found it in the table. So, it is not done interpolation. It can be known that the critical value of ttable for the 5% level is 1.69 and for the 1% level is 2.44

From those all of the data analysis, it can be seen that tobserved (4,7) is higher than ttable (5%=1.69. 1%=2.49), or it can be written as (1.69<4,7>2.44). It means there is a positive influence. Therefore, it can be inferred that Ha is accepted and Ho is rejected. It means that there is a positive and significant influence of using Corners Technique on the students writing skillmat the eight graders of MTs Muhammadiyah Metro. .

## **B. Suggestion**

There are some suggestions related to the result of this research:

### 1. For English Teacher

It is better to use corners as one of technique during the process of teaching and learning of writing text, especially in writing descriptive text since it brings many benefits. Corners technique helped the students to express their idea or their arguments in a form and make students easy to improve their own ideas. And they can discuss with their friends for ask some comment, sugesstion or addition and they can help each other to solve some problem in writing. So, its make the students more easily to master English skill and reach the goal of instructional.

### 2. For the students

The result of this study will add new experience about writing descriptive text and will give knowledge for the student in the learning writing descriptive text and also motivate them to learn english especially to improve writing skill.

### 3. For Future Researcher

Other future researcher can use this research as the supporting source to getting inspiration an idea and this study can use as a reference for conducting future research of the relevant topics. Beside that, they also can develop this technique to be implemented in other language skill or another kind of text which can impact to help the learners succeeded their learning Engli



## BIBLIOGRAPHY

- Alice Oshima & Ann Haque, *Introduction to Academic Writing*, (The United State of America: Longman, 2007), 3th Edition
- Allice Oshima, *Introduction to Academic Writing (Third Edition)*, (England: Pearson Longman, 2007)
- Andrew P. Johnson, *Teaching Reading and Writing*, (United States of America: Britis Library Ctaloging, 2008),
- David Riddel, *Teaching English as a Foreign Language*, (London: Hodder Education, 2010)
- Definitions of Teaching, taken in part from B. O. Smith's *Definition of Teaching*  
[http://www2.phy.ilstu.edu/pte/310content/teachlearn/teaching\\_learning.ppt](http://www2.phy.ilstu.edu/pte/310content/teachlearn/teaching_learning.ppt)
- Donal Ary et al., *Introduction to research in Education*, (USA: Wadsworth Cengage Learning, 2010), 8th Edition,
- Donal Ary et.al, *Introduction to Research in Education, USA*, Rinehart and Winston, 1979
- Donal Ary, *Introduction Research in Education Eight Edition*, (USA: Wadsworth cengage learning, 2010)
- Edi Kusnadi, *Metodelogi Penelitian*, (Metro: Stain Metro, 2008),
- Faisal and Krisna Suwandita, *The effectiveness of FRESH Technique to Teach Descriptive Paragraph*, (Purwokerto: Muhammadiyah University, 2013)
- Gary Anderson and Nancy Arsenault, *Fundamental of Education Research*, (USA: Falmer Press, 2005)
- Geoffrey marczyk, *Essential of Research Design and Methodology*, New Jersey: John Willey & Sons, Inc. 2005,
- Goodwin William L & Goodwin Laura D, *Understanding Quantitative and Qualitative Researsch In Early Childhood Education I*, (New York : Teachers College Press, 1996 )
- Graeme Kennedy, *Structure and Meaning in English*, (New York: Pearson Longman, 2003), p.334

H. Douglas Brown, *Principles of Language Learning and Teaching*, (The United States of New York: Longman, 2000), 4th edition,

H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (The United States of New York: Longman, 2001), 2nd Edition,

Hizbatul ikrima, "The Effectiveness of Four Corners Strategy Toward Students' Achievement in Writing an Analytical Exposition Text at the Eleventh Grade in Sman 1 Kampak, Trenggalek Academic Year 2017/2018" (Tulungagung, IAIN Tulungagung, 2018).

Jeremi Harmer, *How to Teach Writing*, (England: Pearson Longman, 2004

Jeremy Harmer, *How To Teach English* (Longman 1998),

John W. Cresswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (Sage Publication, USA Inc., 2003),

John W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Pearson Education: University of Nebraska–Lincoln(4<sup>th</sup> ed), 2012

John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009),

Jonathan Winterton, et. al, *Typology of knowledge, skills and competences*, (Luxembourg: Office for Official Publications of the European Communities, 2006

Karen Kuelthau Allan, et al, *Learning to Write With Purpose*, ( New York: The Guilford Press, 2009

Karen Kuelthau, *Learning to Write*,

Keeley, *Science Formative Assessment 75 Practical Strategies for Linking Assessment, Instruction, and Learning*. New York: Corwin P,2008,

Mark Balvanes And Peter Caputi, *Introduction Quantitative Research Methods*, (New Delhi: Sage Publications, 2001.),

Monitha Geraldine ,” The Effectiveness of Four Corners Strategy in Teaching Writing Hortatory Exposition Text”.

Monitha Geraldine. "The Effectiveness of Four Corners Strtegy in Teaching Writing Hortatory Oxposition Text" (Pontianak, International Journal of

*Multi Discipline Science (IJ-MDS), 2018).*

Muijs Daniel, *Doing Quantitative Research in Education*, (London : Sage Publication,2004)

R.R Jordan, *Academic writing Course Study Skills in English*, (Cambridge: Longman, 1999

Sanggam Siahaan, *Issue in Linguistic*, (Yogyakarta : Graha Ilmu, 2008

Sanggam Siahaan, *Issue in Linguistics*

Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008),

Sanggam Siahaan, *The English paragraph*, (Yogyakarta: Graha ilmu, 2008

Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods for Everyday Life*, (San Francisco: Jossey-Bass, 2009),

Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000

Thomas S. Kane, *Essential Guide*,

Timothy C. Urdan, *Statistics in a Plain English Third Edition*, (Santa Clara University : Routledge, 2010),

Trudy Wallace, et al, *Teaching speaking, listening and writing*, (Geneva: The International Bureau of Education-IBE, 2004), EP14,

Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006),

Yonantha, F. (2018). *A comparative study between four corners strategy and group work strategy on students" speaking ability*. *Perada* (1)1. Retrieved December 28th, 2022 from <http://ejournal.stainkepri.ac.id/index.php/perada>.

# APPENDIC



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan K. Hajar Dewantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111  
 Telpun (0725) 41507, Faksimili (0725) 47298, Website: [www.fakultas.metroains.ac.id](http://www.fakultas.metroains.ac.id), e-mail: [tarbiyah\\_ain@metroains.ac.id](mailto:tarbiyah_ain@metroains.ac.id)

Nomor : B-4405/In.28/J/TL.01/10/2022  
 Lampiran : -  
 Perihal : IZIN PRASURVEY

Kepada Yth.,  
 Kepala MTS MUHAMMADIYAH  
 METRO  
 di-  
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : RESTI VIONIKA  
 NPM : 1901050032  
 Semester : 7 (Tujuh)  
 Jurusan : Tadris Bahasa Inggris  
 Judul : THE INFLUENCE OF CORNERS TECHNIQUE  
 TOWARDS STUDENTS WRITING SKILL

untuk melakukan prasurvey di MTS MUHAMMADIYAH METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 Oktober 2022  
 Ketua Jurusan,



Andianto M.Pd  
 NIP 19871102 201503 1 004



Nomor : 184/TV.4.AU/F/2022  
 Lampran : -  
 Perihal : Izin Prasurvei

Kepada Yth  
 Ketua Jurusan Tadris Bahasa Inggris  
 Fakultas Tarbiyah dan Ilmu Keguruan  
 Institut Agama Islam Negeri Metro  
 di  
 Metro

*Assalamu 'alaikum.wr.wb*

Waba'du. Membalas surat saudara Nomor : B-4405/In.28/1/TL.01/10/2022, Perihal Izin Prasurvei di MTs Muhammadiyah Metro atas nama :

Nama : **RESTI VIONIKA**  
 NPM : 1901050032  
 Semester : 7 (tujuh)  
 Jurusan : Tadris Bahasa Inggris

Maka kami memberikan izin kepadanya untuk melakukan prasurvei di MTs Muhammadiyah Metro. Demikian jawaban ini kami sampaikan dan kami ucapkan terimakasih.

*Wassalamu 'alaikum.wr.wb*

Metro, 15 November 2022  
 Kepala MTs Muh Metro  
  
**EKO SUMANTO, S.Kom.L., M.Pd.**  
 NIPK 1852210012067



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15 A Ringrubo Metro Timur Kota Metro Lampung 34111

Telpon (0725) 41501 Faksimili (0725) 47200 Website www.tarbiyah.metrouni.ac.id e-mail tarbiyah.ain@metrouni.ac.id

RATIFICATION PAGE

No:

The Research Proposal entitled: THE INFLUENCE OF CORNERS TECHNIQUE TOWARDS STUDENTS' WRITING SKILL OF THE GRADE OF MTS MUHAMMADIYAH METRO written by: Resti Vionika, Student Number: 1901050032, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on April 6<sup>th</sup>, 2023 at 09.30 - 11.00 a.m

**BOARD OF EXAMINERS**

Chairperson : Trisna Dimillah Harya, M.Pd

Examiner I : Syahreini Siregar, M.Hum

Examiner II : Aisyah Sunarwan, M.Pd

Secretary : Yeni Suprihatin, M.Pd

Head of English Education Department

Andianto, M.Pd  
 NIP. 198711022015031004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan K. Hajar Dewantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4640/In.28.1/J/TL.00/10/2023  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Trisna Dinillah Harya (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: Resti Vionika
NPM	: 1901050032
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE OF CORNERS TECHNIQUE TOWARDS STUDENTS' WRITING SKILL AT THE EIGHT GRADE OF MTS MUHAMMADIYAH METRO

Dengan ketentuan sebagai berikut :

- Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
- Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
- Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 3 Mei 2023  
Ketua Jurusan,



Andianto M.Pd





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507; Faksimil (0725) 47295; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-4285/In.28/D.1/TL.01/09/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **RESTI VIONIKA**  
 NPM : 1901050032  
 Semester : 9 (Sembilan)  
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS MUHAMMADIYAH METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF CORNERS TECHNIQUE TOWARDS STUDENTS' WRITING SKILL AT THE EIGHT GRADE OF MTS MUHAMMADIYAH METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
 Pada Tanggal : 04 September 2023

Wakil Dekan Akademik dan  
 Kelembagaan,



**Dra. Isti Fatonah MA**  
 NIP 19670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iningsulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimil (0725) 47296; Website: [www.tarbiyah.metroain.ac.id](http://www.tarbiyah.metroain.ac.id); e-mail: [tarbiyah.ain@metroain.ac.id](mailto:tarbiyah.ain@metroain.ac.id)

Nomor : B-4284/ln.28/D.1/TL.00/09/2023  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MTS MUHAMMADIYAH  
METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-4285/ln.28/D.1/TL.01/09/2023, tanggal 04 September 2023 atas nama saudara:

Nama : **RESTI VIONIKA**  
NPM : 1901050032  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MTS MUHAMMADIYAH METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MUHAMMADIYAH METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF CORNERS TECHNIQUE TOWARDS STUDENTS' WRITING SKILL AT THE EIGHT GRADE OF MTS MUHAMMADIYAH METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 04 September 2023  
Wakil Dekan Akademik dan  
Kelembagaan,  
Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003

Metro, 04 September 2023  
Wakil Dekan Akademik dan  
Kelembagaan,



Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003



MAJELIS PENDIDIKAN DASAR DAN MENENGAH PIMPINAN CABANG MUHAMMADIYAH METRO PUSAT

**MADRASAH TSANAWIYAH MUHAMMADIYAH METRO**

TERAKREDITASI "B"

NSM : 121218720001

NPSN : 10816988

Jl. K.H. Ahmad Dahlan No. 1 Imopura, Metro Pusat, Kota Metro, Lampung Kode Pos : 34111

Website : [www.madtsamu.sch.id/](http://www.madtsamu.sch.id/) E-mail : [mtsmuhmetro1@gmail.com/](mailto:mtsmuhmetro1@gmail.com) Phone : 0812 2000 4130



Nomor :562/IV.4.AU/F/2023  
Lampiran : -  
Perihal : **Balasan Izin Research**

Kepada Yth  
**Wakil Dekan Akademik dan Kelembagaan**  
**Institut Agama Islam Negeri Metro**  
di  
Metro

*Assalamu'alaikum.wr.wb*

Waba'du. Membalas surat saudara dengan Nomor :B-4284/In.28/D.1/TL.00/09/2023 tanggal 04 September 2023 Perihal Izin Research, atas nama :

Nama : **RESTI VIONIKA**  
NIM : 1901050032  
Semester : 9 (sembilan)  
Jurusan : Tadris Bahasa Inggris  
Judul : **THE INFLUENCE OF CORNERS TECHNIQUE TOWARDS STUDENTS' WRITING SKILL AT EIGHT GRADE OF MTs MUHAMMADIYAH METRO**

Maka kami memberikan izin kepadanya untuk melakukan research di MTs Muhammadiyah Metro sesuai jadwal yang telah ditentukan. Demikian jawaban ini kami sampaikan dan kami ucapkan terimakasih.

*Wassalamu'alaikum.wr.wb*

Metro, 03 Oktober 2023

Kepada MTs Muh Metro



*[Handwritten Signature]*

**EKO SUMANTO, S.Kom.I., M.Pd.**

NPK. 1852210012067





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Resti Vionika  
 NPM : 1901050032

Prodi : TBI  
 Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa, 22 Nov 22	✓	Acc ch. I	
	Rabu 30/11-22	✓	Acc ch. II	
	Kamis, 8/12 22	✓	Acc Ch. III	

Mengetahui,  
 Ketua Prodi TBI

Andanti, M.Pd.

NIP. 198711022015031004

Dosen Pembimbing

Trisna Dinillah Harva, M.Pd.  
 NIP. 198305112009122004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Resti Vionika  
 NPM : 1901050032

Program Studi : TBI  
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin 5/6-23	✓	make clear the instruction in your instrument test	
	Selasa 13/6-27	✓	Acc IPD	

Mengetahui  
 Ketua Program Studi TBI

Andanto, M.Pd  
 NIP. 19871102 201503 1 004

Dosen Pembimbing

Trisna Dinillah Harya, M.Pd  
 NIP. 19830511 200912 2 004

## THE LESSON PLAN 1

( Experimental Class)

The Name Of School	: MTS Muhammdiyah Metro
Class	: VIII ICT
Subject	: English
Kind of Tet	: Writing
Time Alloction	: 2 X 45 Minutes

### A. Standard Competence

Analyzing social structure text, and linguistic elements in the text simple descriptive about people, tourist attractions, and buildings historical corresponding to the context in which it is used.

### B. Basic Competence

Properly compose simple oral and writteng descriptive texts about touris attractions, and buildings historical, taking into account the purpose, structure of the text and linguistic elements correctly and according to context

### C. Indicators

1. Using simple present tense to describe the general object in descriptive text.
2. Writing text in the form of descriptive

### D. The Purpose Of Learning

1. Students are able to use simple parsent tense to describe the general object in descriptive text.
2. Students are able to write a text from descriptive

### E. The Material

#### 1. Definition of descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. But in particular the descriptive text is text that explain about wheter a person or an object is like, whether its form, its properties, its amount and others. The purpose ten descriptive text is clear, that is to describe, represent or reveal present or an project, either abstract or concrete.

#### 2. Generic structure of descriptive text

There are two generic structure of descriptive text namely :



- a. **Identification** : (contains about the introduction of a person, place, animal or object will be describe)
- b. **Description** : contains a description of something such as anima, things, place or person by describing its features forms, colors, or anything related to what the writer describes.

#### Language feature of descriptive text

- a. Specific participant : has a certain object, is not common and unique (only one).  
For example : Clara Dcach, my house, Borobudur temple, Uncle Jim.
- b. The use of the adjective (an adjective) to clarify the noun, for example : a beautiful beach, a beautiful girl, the famous place in Bandung, etc.
- c. The use of simple present tense : the sentence pattern used is simple present because it tells the fact of the object describe.
- d. Action verb : that show an activity (for example : jump, run, sleep, walk cut, etc)

#### Example of desciptive text :

##### Identification

##### A Big Elephant

Elephants are the largest land animals i the world. They come from Asia and Africa. They are herbivores. They eat grass, leaves, twigs, and fruit.

##### Description

An elephant has a large body with four legs. It has large but thin ears and small eyes. It also has one long nose called a trunk. It uses its trunk to lift food. The skin is gray and hairless. It has a short tail. Their habitat is usually in the forest or in the zoo. Elephants are strong animals. They can carry heavy loads.

#### F. Teaching technique

#### Teaching learning activities

The Standar Score			
Scoring element	Scale	Quality	Descriptive
Content	30-27	Excelent to very good	Knowledgeable,subtantive, Substantive,etc
	26-22	Good to avarage	Some knowledge of subject, adequate, range, etc
	21-17	Fair to poor	Some knowledge of subject, little substance, etc
	16-13	Very poor	Does knowledge of subject, non substantive, etc
Organization	17-14	Excelent to very good	Fluent expression, idea, clearly, stated, etc
	20-18	Good to average	Somewhtat choopy, loosely.organized but main ideas stand out, etc.
	13-10	Fair poor	Non-fluent, ideas confused or disconnected, etc
	9-7	Very poor	Does not communicate, no organization,etc
Vocabulary	20-18	Excelent to very good	Sophisticaed range, effective word/idiom, choicem, usage etc.
	17-14	Good to average	Adequate range, occasional errors word/idiom, choicem, usage but meaning not absceured
	13-10	Fair to poor	Limited range, frequent errors of word/idiom form, choice,uage,etc
	9-7	Very poor	Essentially translation, little



			knowledge, of english vocabulary.
Grammar	25-22	Excelent to very good	Effective complex construction,etc.
	21-19	Good to avarage	Effective but simple complex constructions,etc.
	17-11	Fair to poor	Major problems in simple complex constructions,etc
	10-5	Very poor	Virtually, no master of sentence constructions rule.
Mechanics	5	Excelent to very good	Demonstrates mastery of conventions mechanics.
	4	Good to avarage	Occasional errors of spelling, punctuation,etc
	3	Fair to poor	Frequent errorsof spelling punctuation, capitalization. Etc
	2	Fair to poor	No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paraghaping.etc

English Teacher of The Eight Grade MTS  
Muhammadiyah Metro,



Nina Desi Istiana, S.Pd.  
NMB. 1316460

Metro, September 2023

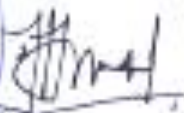
The reseacher,



Resti Vionika  
St.Id. 1901050032



The Head of MTS Muhammadiyah Metro,



Edo Samanto, S.Kom.I., M.Pd.  
NPK. 1852210012067

## THE LESSON PLAN 2

( Experimental Class)

The Name Of School	: MTS Muhammdiyah Metro
Class	: VIII ICT
Subject	: English
Kind of Tet	: Writingg
Time Alloction	: 2 X 45 Minutes

### A. Standard Competence

Analyzing social structure text, and linguistic elements in the text simple descriptive about people, tourist attractions, and buildings historical corresponding to the context in which it is used.

### B. Basic Competence

Properly compose simple oral and writteng descriptive texts about touris attractions, and buildings historical, taking into account the purpose, structure of the text and linguistic elements correctly and according to context

### C. Indicators

1. Using simple present tense to describe the general object in descriptive text.
2. Writing text in the form of descriptive

### D. The Purpose Of Learning

1. Students are able to use simple parsent tense to describe the general object in descriptive text.
2. Students are able to write a text from descriptive

### E. The Material

#### 1. Definition of descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. But in particular the descriptive text is text that explain about wheter a person or an object is like, whether its form, its properties, its amount and others. The purpose ten descriptive text is clear, that is to describe, represent or reveal present or an project, either abstract or concrete.

#### 2. Generic structure of descriptive text

There are two generic structure of descriptive text namely :

- a. **Identification** : (contains about the introduction of a person, place, animal or object will be describe)
- b. **Description** : contains a description of something such as anima, things, place or person by describing its features forms, colors, or anything related to what the writer describes.

#### Language feature of descriptive text

- a. **Specific participant** : has a certain object, is not common and unique (only one).  
for example : Clara Beach, my house, Borobudur temple, Uncle Jim.
- b. **The use of the adjective (an adjective) to clarify the noun**, for example : a beautiful beach, a beautiful girl, the famous place in Bandung, etc.
- c. **The use of simple present tense** : the sentence pattern used is simple present because it tells the fact of the object describe.
- d. **Action verb** : that show an activity (for example : jump, run, sleep, walk cut, etc)

#### Example of descriptive text :

##### Identification

##### A Big Elephant

Elephants are the largest land animals i the world. They come from Asia and Africa. They are herbivores. They eat grass, leaves, twigs, and fruit.

##### Description

An elephant has a large body with four legs. It has large but thin ears and small eyes. It also has one long nose called a trunk. It uses its trunk to lift food. The skin is gray and hairless. It has a short tail. Their habitat is usually in the forest or in the zoo. Elephants are strong animals. They can carry heavy loads.

#### F. Teaching technique

- Corners technique



### Teaching learning activities

#### Pre-activity

- a. Teacher gives greeting to student
- b. Praying
- c. Teacher calls roll of the students
- d. Teacher gives warming up to students about the last topic

#### While activity (treatment by using corners technique)

- a. Teacher explain what descriptive text, its generic structure and language features of descriptive text.
- b. The teacher explain the corners technique and make four corners in class room. .
- c. The teacher divided students into four groups and each groups have 4 person.
- d. After that, the teacher stick descriptive text on the four corners about place, pets, object, and etc.,
- e. Every groups observe that has been pasted by the teacher on the corners.
- f. Teacher gives the students some topics about descriptive text.
- g. Each groups chooses one of the topics which they want to write.
- h. Each students discusses with their groups to make a descriptive text that has been given by the teacher.

#### Post -Aactivity

- a. Teacher will provide the conclusions of the material have been learned.
- b. Teacher gives reflection.
- c. Teacher assign tasks (homework) to students.
- d. Teacher gives closing greeting.

#### Media in learning activites

- a. White board
- b. Englis book
- c. English dictionary

#### Evaluation

1. Technique : Skill Assessment
2. Type : Writing test

3. Instruments : Write a descriptive text based on the topic which you have gotten. At least two paragraph

4. Scoring standard :

The Standar Score

Scoring element	Scale	Quality	Descriptive
Content	30-27	Excelent to very good	Knowledgeable, substantive, Substantive, etc
	26-22	Good to avarage	Some knowledge of subject, adequate, range, etc
	21-17	Fair to poor	Some knowledge of subject, little substance, etc
	16-13	Very poor	Does knowledge of subject, non substantive, etc
Organization	17-14	Excelent to very good	Fluent expression, idea, clearly, stated, etc
	20-18	Good to averege	Somewhtat choopy, loosely organized but main ideas stand out, etc.
	13-10	Fair poor	Non-fluent, ideas confused or disconnected, etc
	9-7	Very poor	Does not communicate, no organization, etc
Vocabulary	20-18	Excelent to very good	Sophisticaed range, effective word/idiom, choicem, usage etc.
	17-14	Good to average	Adequate range, occasional errors word/idiom, choicem, usage but meaning not absured

	13-10	Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc
	9-7	Very poor	Essentially translation, little knowledge, of English vocabulary.
Grammar	25-22	Excellent to very good	Effective complex construction, etc.
	21-19	Good to average	Effective but simple complex constructions, etc.
	17-11	Fair to poor	Major problems in simple complex constructions, etc
	10-5	Very poor	Virtually, no mastery of sentence construction rule.
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions mechanics.
	4	Good to average	Occasional errors of spelling, punctuation, etc
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization. Etc
	2	Fair to poor	No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing etc

The English Teacher of The Eight Grade  
MTS Muhammadiyah Metro,



Nina Desi Istiana, S.Pd.  
NMB. 1316460

Metro, September 2023  
The reseacher,



Resti Vionika  
St.Id. 1901050032



The Head of MTS Muhammadiyah Metro,



Edo Somanto, S.Kom.L., M.Pd.  
NPK. 1852210012067









**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan R. Hajar Dewantara Kampus 15 A Ingguloyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41537; Faksimili (0725) 47296; Website: [www.tarbiyah.inebotanik.ac.id](http://www.tarbiyah.inebotanik.ac.id); e-mail: [tarbiyah.ain@metrounlik.ac.id](mailto:tarbiyah.ain@metrounlik.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Resti Vionika  
NPM : 1901050032  
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 18 Oktober 2023

Ketua Program Studi TBI



**Andianto, M.Pd**

NIP. 1987 1102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47298; Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id); [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1230/In.28/S/U.1/OT.01/11/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : RESTI VIONIKA  
NPM : 1901050032  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901050032

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 07 November 2023  
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.  
NIP.19750505 200112 1 002

RESTI VIONIKA 1901050032  
(THE INFLUENCE OF CORNERS  
TECHNIQUE TOWARDS  
STUDENTS' WRITING SKILL AT  
THE EIGHT GRADE OF MTs  
MUH AMMADIYAH METRO )

by TBI IAIN Metro

Submission date: 29-Nov-2023 01:11PM (UTC+0700)

Submission ID: 2241720979

File name: 8\_RESTI\_VIONIKA\_1901050032.docx (579.41KB)

Word count: 12607

Character count: 65722



Metro, 06 Desember 2023

Much Deiniatur



## RESTI VIONIKA 1901050032 (THE INFLUENCE OF CORNERS TECHNIQUE TOWARDS STUDENTS' WRITING SKILL AT THE EIGHT GRADE OF MTs MUH AMMADIYAH METRO )

### ORIGINALITY REPORT

<b>14%</b>	<b>14%</b>	<b>0%</b>	<b>4%</b>
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

### PRIMARY SOURCES

<b>1</b>	<b>repository.metrouniv.ac.id</b> Internet Source	<b>11%</b>
<b>2</b>	<b>Submitted to IAIN Metro Lampung</b> Student Paper	<b>1%</b>
<b>3</b>	<b>digilibadmin.unismuh.ac.id</b> Internet Source	<b>1%</b>
<b>4</b>	<b>repo.uinsatu.ac.id</b> Internet Source	<b>1%</b>
<b>5</b>	<b>repository.uin-suska.ac.id</b> Internet Source	<b>1%</b>

Exclude quotes  On  
Exclude bibliography  On

Exclude matches  < 1%

## Pre-Test

Name: Alvin Dhean Mas Fal

Class: VIII A

Direction: write a descriptive based on the topics below (At least two paragraph)

- a) Elephant  
 b) Mouse  
 c) Rabbit  
 (d) Monkey

C = 16

D = 14

V = 15

6 = 12

M = 3

60

monkey is animals of farm. this monkey  
 have hairy enough many. this animals  
 very like banana. this animals like playing,  
 and colour is brown. this animals often in three,  
 and name this animals is Rizky

43

C = 13  
 O = 10  
 V = 10  
 B = 10  
 M = 2

## Pre-Test

Name: Hafiza Fairuz Larasati

Class: VIII Regular

Direction: write a descriptive based on the topics bellow ( At least two paragraph)

- a) Elephant
- b) Mouse
- c) Rabbit
- d) Monkey

c) animal rabbit is animal like carrot and vegetable it  
 body small and hairy smooth it like jumping and run  
 fast it usually there is zoo and usuary pet human  
 because cute



Pre-Test

51

C = 13

D = 15

V = 10

E = 10

M = 3

Name: Nur Azizah

Class: 8 / Regular

Direction: write a descriptive based on the topics bellow ( At least two paragraph)

- Elephant
- Mouse
- Rabbit
- Monkey

Monkey is animals those very like fruit, banana. monkey usually many in find in garden or zoo. monkey usually like sit or three while clanking in eating fruit those monkey hold fruit.

46

C = 13  
 O = 10  
 V = 10  
 E = 10  
 M = 3

Pre-Test

Name: Muhammad ArifinClass: VIII A

Direction: write a descriptive based on the topics bellow ( At least two paragraph)

- Elephant
- Mouse
- Rabbit
- Monkey

Monkey is animal's or fauna, this monkey  
 have hairy + enough many, this animal's  
 very like banana this animal's like playing  
 and colour is brown, this animal's often in  
 three and name this animal's is monkey

Pre-Test

C = 15  
 Or = 13  
 VO = 10  
 G = 10  
 M = 3

51

Name: Ali Rohman

Class: 8, Regular

Direction: write a descriptive based on the topics bellow ( At least two paragraph)

- Elephant
- Mouse
- Rabbit
- Monkey

A) Description of elephant

elephant is animals big and elephant  
 like eat plantation, elephant  
 including animals herbivora.  
 elephant animals scarce.

52

C = 16  
 O = 11  
 V = 12  
 E = 10  
 M = 3

## Pre-Test

Name : Adhira maharom

Class : 8 ICR

Direction : write a descriptive based on the topics bellow ( At least two paragraph)

- 3
- Elephant
  - Mouse
  - Rabbit
  - Monkey

Elephant is animal that nose large and  
 body big and like carrot and elephant cute.  
 Elephant live in jungle. Elephant have 4 foot.  
 Elephant eat grass, and maybe vegetables.  
 It like play in water

72

C = 21  
 D = 13  
 U = 13  
 S = 21  
 M = 4

## Pre-Test

Name: Aurel oktavia

Class: 8 ICT/9

Direction: write a descriptive based on the topics bellow ( At least two paragraph)

- Elephant
- Mouse
- Rabbit
- Monkey

- c. Rabbit have color white and Rabbit too have teeth long  
Rabbit too have ears long. have voice cute and Rabbit  
like eating carrot. He also has cute red big eyes!  
Rabbit out of his cage, he used to jump everywhere  
and hard to catch. so, I could just put him  
on his cage because I am afraid that he might  
running away. I don't wanna lost my rabbit  
because I love him very much.



68

C = 21  
 O = 13  
 V = 13  
 G = 17  
 M = 4

## Pre-Test

Name : Ash Sauri

Class : VIII ICT

Direction : write a descriptive based on the topics bellow ( At least two paragraph)

- Elephant
- Mouse
- Rabbit
- Monkey

Rabbit is known for her body and her colour white  
 and eating carrot and her ears long. She very  
 cute. Rabbit have long and have white  
 hairy. Rabbit have cute face. Rabbit like to  
 jump. Rabbit is a animal that can be  
 humans pet too. Rabbit are herbivores  
 (plant eating) mammals.

70

P = 12  
 O = 7  
 V = 7  
 L = 5  
 M = 5

## Pre-Test

Name: Nurilal buchari

Class: 8ict

Direction : write a descriptive based on the topics bellow ( At least two paragraph)

- a) Elephant
- b) Mouse
- c) Rabbit
- d) Monkey

An elephant is the largest and strongest of  
 all animals. It is a strange looking animal with  
 it is thick leg, huge body, large hanging ears,  
 a small tail, little eyes, long white tusks and  
 above all it has a long nose.

Elephant is a very intelligent animal, it's  
 intelligence combine with its great strength make  
 it a very useful servant to man and it can be  
 trained to serve in various ways such as to  
 carry heavy loads.

66

C = 16  
 O = 17  
 V = 13  
 G = 17  
 M = 3

## Pre-Test

Name: RURI ALFIYATUH S

Class: 8 ICt

Direction: write a descriptive based on the topics bellow ( At least two paragraph)

- Elephant
- Mouse
- Rabbit
- Monkey

elephant have big body and have proboscis long  
 elephant too have big ears, elephant they have gray skin  
 elephant eat fruit and maybe vegetable. they like play in  
 water. elephant has 2 big and wide ears, and has  
 a 2 elephant tusk. elephant eating grass and fruit,  
 it is an herbivore. elephant has a voice and its voice  
 is big, that make other animal shock and scared  
 with elephant.



66

C = 16

O = 17

V = 13

G = 17

M = 3

## Pre-Test

Name: RURI ALFIYATUH S

Class: 8 ICB

Direction: write a descriptive based on the topics bellow ( At least two paragraph)

- Elephant
- Mouse
- Rabbit
- Monkey

elephant have big body and have proboscis long  
 elephant too have big ears. elephant they have gray skin  
 elephant eat fruit and maybe vegetable, the like play in  
 water. elephant has 2 big and wide ears. And has  
 a 2 elephant tusk. Elephant eating grass and fruit,  
 it is an herbivore. Elephant has a voice and its voice  
 is big, that make other animal shock and scared  
 with elephant.

52

C = 16  
 O = 11  
 V = 12  
 E = 10  
 M = 3

## Pre-Test

Name : Adhno maharani

Class : 8 1cr

Direction : write a descriptive based on the topics bellow ( At least two paragraph)

- >            a) Elephant  
               b) Mouse  
               c) Rabbit  
               d) Monkey

Elephant is animal whose nose long and  
 body big and like carrot and elephant eat  
 Elephant live in jungle. Elephant have 4 foot  
 Elephant eat grass and maybe vegetables.  
 It like play in water.

85

C = 26

D = 17

V = 17

L = 21

M = 4

## Post-Test I

Name : IKHSAN, CHANTIKA, SAISA, MUNIL

Class : VIII ICT

Drection : Write a descriptive based on the the topics bellow (At least two paragraph)

- a) Jokowi
- b) Rafi Ahmad
- c) Andre Taulany

## Andre Taulany

He is Andre Taulany. We can call andre. He is the Public Figure and comedian in Indonesia. Actually he is a comedian and presenter in many TV program. Andre has pointed nose, thick eyebrow and oval face. He also has stylis hairstyle he has a ideal and white skin. He is very active and friendly.

People know Andre as a ridiculous man and full of jokes. He is very funny. His jokes makes everyone smiling even belly laughing.

Andre plays in several TV shows such as Opera Van Java, Laporan Pak, and Pesbuker. He can also sing very well.



66

## Post-Test I

C = 22  
 D = 13  
 V = 13  
 E = 17  
 M = 3

Name : kelompok 4

Class : 8 ICT

Direction : Write a descriptive based on the the topics bellow (At least two paragraph)

- a) Jokowi
- b) Rafi Ahmad
- c) Andre Taulany

## Jokowi

Jokowi is the president of Indonesia, his full name is Jokowi Dodo. He was born in Surakarta. He have three children. The oldest is Gibran Raka Bumi, his sister Kahiyang Ayu, and the youngest son, Kaesang Pangarep.

Mr. Jokowi have brown skin and short black hair. He have small eyes, he is tall and thin. His face is inverted triangle shape. Mr. Jokowi like's simple clothes.



## Post-Test I

Name : Aurel, Rafi, Gilang, Adel

Class : 8 ICT

Direction : Write a descriptive based on the the topics bellow (At least two paragraph)

- a) Jokowi
- b) Rafi Ahmad
- c) Andre Taulany

C = 25

D = 20

V = 17

E = 21

M = 4

He is Rafi Ahmad. His complete name is Rafi Ahmad. He is a famous artis in Indonesia. He is an actor and presenter in some television programs.

Actually, He is <sup>Indonesian</sup> Sundanes. He come from Bandung. He looks very handsome and pointed nose, thick eyebrow and stylish hair.

As we know, he has wife namely Nagita Slavina and his son is Rafatar and Rayanza. He is also a youtuber and bussines man now. He is very rich.

Full name is Rafi Ahmad. She is usually called Rafi. Rafi Ahmad gave birth to a baby boy named Rafatar Malik Ahmad and Rayanza Malik Ahmad. Who has also since appeared in film and television.

84

C = 25  
O = 17  
V = 17  
E = 21  
M = 4

Post-Test I

Name : Bunga, Aish, Ruri, Keyan

Class : 8 aish ☺

Direction : Write a descriptive based on the the topics bellow (At least two paragraph)

- Jokowi
- Rafi Ahmad
- Andre Taulany

As we know, Jokowi or Ir. Joko Widodo is the most famous person in Indonesia.

He is the President of Indonesia now. Although he is a President, he is very simple and has brown skin.

He likes to wear white shirt and black pants. He also likes traveling to many territories in Indonesia. He is also friendly and humble and he is thin. He is liked by many people, he is smart and rich. He is leader of Indonesia.

He has wife and his wife named Irianna and Jokowi have three children. He live in South Jakarta in castle of President. He has many friends. He always help many people, and he like bycicle. And his full name is Jokowi. He born in Surakarta. He has small eyes and his face is inverted triangle shape.



## The Documentation Of Research Process

- Pre-Test

### Experimental Class ICT



### Control Class (Reguler)





- Treatment



- Post-Test

Experimental Class ITC





- Post- Test

Control Class Reguler



## CURRICULUM VITAE



The name of the researcher is Resti Vionika. She was born in Banjar Sari, on January 27, 2001. She is the second child of the happy couple, Mr. Suwondo and Mrs. Srimaryani. She has an older sister named Rini Meilani.

She was attended MIN Banjar Sari in 2006-2013. She continued her schooling at MTS Muhammadiyah Metro in 2013-2016. She continued her schooling at SMA Muhammadiyah 1 Metro in 2016-2019. In 2019 she was registered as a students of S1 English Education Department State Institut for Islamic (IAIN) Metro. Furhermore, the researcher take as an S1 Students of English Education Department State Institut for Islamic (IAIN) Metro.