AN UNDERGRADUATED THESIS

THE EFFECT OF USING FOUR SQUARE WRITING METHOD TOWARDS THE STUDENTS` DESCRIPTIVE TEXT WRITING SKILL AT THE TENTH GRADERS OF SENIOR HIGH SCHOOL 2 SEKAMPUNG IN ACADEMIC YEAR 2018/2019

By:
Siti Khasanah
Student Number : 1501070306

Tarbiyah and Teachers Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
2019 M/1440 H

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**Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department**

**By:
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2019 M/1440 H

APPROVAL PAGE

The Title : THE EFFECT OF USING FOUR SQUARE WRITING METHOD TOWARDS STUDENTS' DESCRIPTIVE TEXT WRITING SKILL AT THE TENTH GRADERS OF SENIOR HIGH SCHOOL 2 SEKAMPUNG IN ACADEMIC YEAR 2018/2019

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Metro, July 2019

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NOTIFICATION LETTER

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Matter   : In order to hold the Munaqosyah of Siti Khasanah

> To The Honorable,
> The Head of Tarbiyah Faculty
> State Institute of Islamic Studies
> (IAIN) of Metro

Assalamua'alaikum Warahmatullahi Wabarakatuh
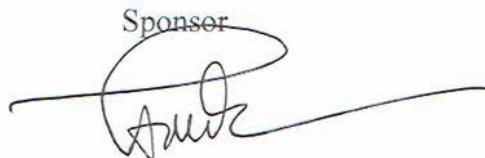
We have given guidance and enough improvement to research thesis script which is written by:

Name   : Siti Khasanah
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Faculty   : Tarbiyah
Department   : English Education
Title   : The Effect of Using Four Square Writing Method Towards Students' Descriptive Text Writing Skill at The Tenth Graders of Senior High School 2 Sekampung in Academic Year 2018/2019
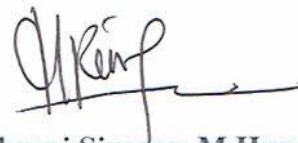
It has been agreed so it can continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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NOTA DINAS

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

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

Wassalmu'alaikum Wr.Wb

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE EFFECT OF USING FOUR SQUARE WRITING METHOD TOWARDS STUDENTS DESCRIPTIVE TEXT WRITING SKILL AT THE TENTH GRADERS OF SENIOR HIGH SCHOOL 2 SEKAMPUNG IN ACADEMIC YEAR 2018/2019, written by Siti Khasanah, student number 1501070306, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Saturday 13th July 2019 at 11.00 am–13.00 pm.

BOARD OF EXAMINERS:

Chairperson   : Drs. Kuryani, M.Pd   (....................)

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THE EFFECT OF USING FOUR SQUARE WRITING METHOD TOWARDS THE STUDENTS` DESCRIPTIVE TEXT WRITING SKILL AT THE TENTH GRADERS OF SENIOR HIGH SCHOOL 2 SEKAMPUNG IN ACADEMIC YEAR 2018/2019

BY:
SITI KHASANAH
ABSTRACT

Writing is one of four English skills. It means that the purpose of teaching English is the students should be mastery the four English skills. In order the students are able to mastery them the teacher should teach the students creatively so that the students are interested in teacher's way of teaching and interested in learning English. But, there are some problems that faced by the tenth graders students of Senior High School 2 Sekampung in writing descriptive text. In this research, it focused on the students find it difficult to write decriptive text sistematically. Therefore, the researcher conducted this research in order to find out what can affect the students' to get good score. The main purpose of this research was to determine the effect of using Four Square Writing Method (X) towards the students' descriptive text writing skill (Y) at the tenth graders of Senior High School 2 Sekampung.

This research is quantitative research. The population of this research was the tenth graders students. A sample of this research was 33 students who were determined by purposive cluster sampling technique. The researcher used test and documentation as the data collection method. To analyze the data, the researcher used SPSS aplication.

In this research, the result of normality test are: pretest sig= $0.372 > 0.05$, posttest sig= $0.344 > 0.05$ and the result of homogeneity test is sig= $0.319 > 0.05$, then the result of t-test that has been calculated using one sample t-test formula which is significant level (2-tailed) of post-test was less than alpha ($0.000 < 0.05$). Based on these condition, it means that there was a positive and significant effect of using Four Square Writing Method towards the students' descriptive text writing skill at the tenth graders of Senior High School 2 Sekampung in academic year 2018/2019.

Keywords: *Four Square Writing Method, Writing Descriptive Text Skill*

PENGARUH PENGGUNAAN METODE MENULIS FOUR SQUARE TERHADAP KETERAMPILAN MEUNULIS TEKS DESKRIPSI SISWA KELAS X SMA NEGERI 2 SEKAMPUNG TAHUN PELAJARAN 2018/2019

OLEH:
SITI KHASANAH

ABSTRAK

Menulis adalah salah satu dari empat keterampilan dalam Bahasa Inggris. Ini berarti bahwa tujuan pengajaran Bahasa Inggris adalah siswa harus menguasai empat keterampilan tersebut. Agar siswa dapat menguasainya, guru harus mengajar siswa secara kreatif sehingga siswa tertarik pada cara mengajar guru dan minat belajar Bahasa Inggris. Namun, terdapat beberapa masalah yang dihadapi oleh siswa di kelas X SMAN 2 Sekampung di dalam menulis teks deskripsi. Dalam penelitian ini, fokus pada kesulitan siswa dalam menulis teks deskripsi secara sistematik. Oleh karena itu, penulis melakukan penelitian ini untuk mengetahui apa saja yang dapat mempengaruhi siswa untuk mendapatkan nilai yang bagus. Tujuan utama dari penelitian ini adalah umtuk mengetahui pengaruh penggunaan metode menulis Four Square (X) terhadap keterampilan menulis siswa (Y) di kelas X SMAN 2 Sekampung.

Penelitian ini adalah penelitian kuantitatif, populasi dalam penelitian ini adalah siswa kelas X. Sampel penelitian ini berjumlah 33 siswa, yang di tentukan dengan teknik purposive cluster sampling. Peneliti menggunakan test dan dokumentasi sebagai alat pengumpul data. Untuk menganalisis data, penulis menggunakan aplikasi SPSS.

Dalam penelitian ini, hasil dari normalitas tes yaitu: pretest sig= 0.372>0.05, posttest sig= 0.344>0.05 dan hasil dari homogeitas tes adalah sig= 0.319>0.05, kemudian hasil dari t-tes yang telah dihitung menggunakan rumus one sample t-test yaitu nilai signifikan level (2-tailed) post-test lebih rendah dari nilai alpha (0.000<0.05). Berdasarkan kondisi tersebut, ini berarti ada pengaruh positif dan signifikan dari penggunaan metode menulis Four Square terhadapa keterampilan menulis siswa kelas X SMAN 2 Sekampung tahun pelajaran 2018/2019.

Kata Kunci: *Metode Menulis Four Square, Keterampilan Menulis Teks Deskripsi*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name   : SITI KHASANAH

Student Id   : 1501070306

Study Program   : English Education Study Program (TBI)

Faculty   : Tarbiyah

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

Metro,   July 2019
The Researcher

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ORISINALITAS PENELITIAN

Yang bertandatangandibawahini :

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    NPM   : 1501070306

    Jurusan : Tadris Bahasa Inggris

    Fakultas : Tarbiyah

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

Metro,   Juli 2019

Yang Menyatakan,

SITI KHASANAH

St. Number 1501070306

MOTTO

نۤ ۚ وَٱلْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

Nun, by the pen and that which they write (therewith)

(QS. Al-Qalam : 1)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My beloved family, especially my parents (Mr. Ahmad Faham and Mrs. Ngatinem) who always pray and support in their endless love.

My special friend (Tanzili) who always support me.

My beloved friends (Rohmah Khoiriah, Novi Junitasari, Lilik Nurbaidah, Leni Trikurniawati, Nurul Hasanah, Ema Afriani, Anisatul Azizah, Nur Latifah, Bustomi) who always support me.

My beloved Almamater of State Institute for Islamic Studies of Metro.

ACKNOWLEDGEMENT

Thanks to Allah SWT who has given the researcher mercies and blessing so that the researcher can complete this undergarduate thesis under the title "The Effect of Using Four Square Writing Method towards the Students' Descriptive Text Writing Skill at the Tenth Graders of Senior High School 2 Sekampung in Academic Year 2018/2019". Sholawat and salam may always be given to our prophet Muhammad SAW who has guide us from the darkness to the brightness. Furthermore, this research could not be succesful without support, guidence, advice, help, and ancouragement. Regarding to thr undergraduate thesis, the researcher offers big thanks for:

1. Dr. Hj. Akla, M.Pd, as the dean of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro.

2. Ahmad Subhan Roza, M.Pd, as the head of English Education Department.

3. Drs. Kuryani, M.Pd, as the sponsor who has given the researcher advice and suggestion for this undergraduate thesis.

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7. All of the teacher of Senior High School 2 Sekampung who has given the researcher opportunity to conducted this research.

8. My parents, my family, and all of my beloved friends who always support in the process of writing this undergraduate thesis.

As human being, the researcher realized that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, July 2019
The researcher,

Siti Khasanah
St. Number: 1501070306

TABLE OF CONTENT

CHAPTER II THEORETICAL REVIEW

CHAPTER III RESEARCH METHODOLOGY

CHAPTER IV RESULT OF THE RESEARCH

LIST OF TABLES

TABLE OF GRAPH

TABLE OF FIGURE

TABLE OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of English language skills which required by the students to show, express and develop their idea, opinion, experiences, and kowledge in a written form. Furthermore, writing is important to be learnt and mastered by the tenth grade students of senior high school. On the other hand, the objectives of writing for the students in senior high school that must be learnt and mastered is the functional text. One of functional text is descriptive text. Descriptive text is a kind of text with a purpose to give information. The social function of descriptive text is to describe a particular person, place, or thing.[1]

In addition, Teaching English in writing class is not enough using the teachers' instruction only. The teacher should choose a method that can attract the students to study. By implementing the method, the students will not be bored during the lesson. There are many method that can be applied in teaching writing especially four square writing method. Four square writing method is a writing method which helps students in organizing concept to write by using a graphic organizer.[2] Four square writing method can also define as a method in writing by drawing four square at a paper or board, then from the first square until the third square the students write the idea and supporting sentences. After that, the

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[1]M Mursyid PW, *English Learning Handout for Grade VII : Learning Descriptive Text*, (Karangdadap: Encarta, 2006), p.4.

[2]Bartholomae, M, Sekyra, S, & Sibigtroth, K., *"Organizing Writing One Step At A Time"* Retrieved fromhttp://fliphtml5.com/tezl/wcnq/basic. Accessed, Saturday, 29th December 2018.

students make a summary from the first square until the third square at the last square namely at the fourth square.

Moreover, the researcher held the pre-survey on October 29, 2018 at the tenth graders students of the Senior High School 2 Sekampung East Lampung to know the students' writing skill especially in descriptive text. The data of pre-survey can be seen from the table below:

Table 1

The Pre-survey Data of Students' Descriptive Text Writing Skill at The Tenth Graders of Senior High School 2 Sekampung

No.	Students	Score	Category
1	AW	60	Low
2	AF	65	Fair
3	AA	70	Fair
4	AK	35	Low
5	AG	50	Low
6	AS	75	High
7	DD	55	Low
8	DF	55	Low
9	DP	60	Low
10	DS	75	High
11	EE	70	Fair
12	EF	65	Fair
13	FE	60	Low
14	FN	70	Fair
15	FI	60	Low
16	IA	75	High
17	JS	25	Low
18	LS	75	High
19	MA	80	High
20	MM	60	Low
21	NA	70	Fair
22	OR	70	Fair
23	RO	70	Fair
24	Rok	70	Fair
25	RI	60	Low
26	R	75	High
27	RS	70	Fair
28	RY	40	Low

29	SM	40	Low
30	SR	50	Low
31	SP	65	Fair
32	TH	40	Low
33	TY	40	Low
34	WA	40	Low
35	WR	65	Fair
Total of score		**2.105**	
Average		**60,1**	**Low**

Source : The English teacher archive at Tenth Grade of Senior High School2 Sekampung East Lampung, taken on October , 29th 2018

Table 2
The frequency table of the students' english test result.

No	Score	Descriptive Writing		Category
		Frequency	**Percentage**	
1.	71-100	6	17,1%	High
2.	61-70	12	34,3%	Fair
3.	0-60	17	48,6%	Low
Total		35	100%	

Based on the table above it can be seen that the total of the students is 35 students, while there are 17 students which got low score, 12 students got fair score, and 6 students got high score. It showed that the students' writing skill at the tenth grades of the Senior High School 2 Sekampung East Lampung are classified bad because the students' minimum mastery criteria (MMC) for English of the Senior High School 2 Sekampung East Lampung is 70.

Furthermore, from the explanation above, the researcher identify there are some problems in students' descriptive text writing skill, namely students find it difficult to express their idea in writing, students are lack of vocabulary in writing, students find it difficult to use grammar, students have low motivation in writing,

students find it difficult to construct the descriptive text, and students find it difficult to write descriptive text sistematically.

Therefore, based on the problem above, the researcher has alternative way for the students' descriptive text writing skill namely four square writing method. So, based on these condition, the researcher will conduct a research under the title "The Effect of Using Four Square Writing Method towards the Students` Descriptive Text Writing Skill at the Tenth Graders of Senior High School 2 Sekampung In Academic Year 2018/2019".

B. Problem Identification

Considering the important of problem identification, the researcher identifies the problem as follows.

1. Students find it difficult to express their idea in writing.

2. Students are lack of vocabularies in writing.

3. Students find it difficult to use grammar.

4. Students have low motivation in writing.

5. Students find it difficult to construct the descriptive text.

6. Students find it difficult to write descriptive text sistematically.

C. Problem Limitation

Based on the problem identification above, the researcher limits the problem in the last problem namely students find difficult to write descriptive text sistematically. So, the researcher will use four square writing method towards the

students` descriptive text writing skill at the tenth graders of Senior High School 2 Sekampung.

D. Problem Formulation

Based on the background of the study, the researcher would like to find out whether the use of four square writing method has good effect towards the students' writing skill in descriptive text. To put it into focus, the problem is formulated in a research question: " Is there any positive and significant effects of using four square writing method towards the students' descriptive text writing skill at the tenth graders of Senior High School 2 Sekampung?"

E. Objective and Benefits of the Study

1. Objective of the Study

Based on the problem formulation above, the objective of this study is to find out wether there is posistive and significant effect of using four square writing method towards students' descriptive text writing skill.

a. Benefits of the Study

The result of this study is expected to be useful for.

1) English Teachers

This research as alternative way for the English teacher in teaching descriptive text writing.

2) The Students

This research as a motivation for the students` in learning descriptive text writing.

3) The Headmaster

This research as a tool for the headmaster in improving the quality of the school.

F. Prior Research

The researcher takes review from other research as comparative in this research. The first prior research was done by Mahfudzoh in 2016 in Surakarta. The research design in this study was classroom action research. The result of previous research shows that four square method has brought better changes or improvement in students' writing skill especially in descriptive text writing and the writing class situation.[3]

The second prior rsearch was done by Agustiana in 2016 in a private university in West Java. This study applied a mixed methods research. The researcher collected both the quantitative and qualitative data during the study. This study is qualitative in terms of collection and analysis of observation data (field notes). Meanwhile, it is quantitative in dealing with test scores and responses to questionnaire. Regarding the result of paired t-test, the writing method is effective in improving students' writing skill since level of significant (two-tailed) is less than alpha (0.000<0.05).[4]

Moreover, based on the prior research above, there are similarites and differences between the prior research and the research that will be conducted by

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[3]Ita Mahfudzoh, "*Improving Students' Writing Skill On Descriptive Text Using Four Square Writing Method*" (Surakarta: Sebelas Maret University, 2016), p.9.
[4]Vina Agustiana, "*Four Square Writing Method Applied In Product And Process Based Approaches Combination To Teaching Writing Discussion Text,*"English Review: Journal of English Education (University of Kuningan, Indonesia) ,no.6/ Desember 2017.

the writer. The similarity between the previous research and this research is in the independent variable namely using four square writing method. Then, in the second previous research and this research there is the similarity namely to know the significant effect of four square writing method. Furthermore, the difference between the prior research and this research is in the purpose of the research. The first previous research has the purpose namely improving students'writing skill on descriptive text, while in this research the writer has the purpose to know the effect of using four square writing method towards students' descriptive text writing skill.

Moreover, based on the explanation above, the researcher will focus on the research under the title "The Effect of Using Four Square Writing Method towards the Students` Descriptive Text Writing Skill at the Tenth Graders of Senior High School 2 Sekampung In Academic Year 2018/2019"

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Descriptive Text Writing Skill

1. The Concept of Writing

a. The Definiton of Writing

Firstly, according to Heaton, writing is complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical devices but also of conceptual and judgmental elements.[5] Writing is the written productive language skill.[6] Secondly, Gayle and Lawrence states that writing is important. The reason is that being able to write well and express your self will help you throughout the rest of your life.[7]

Moreover, Lodge argued that writing is a peculiar activity, both easy and difficult.You have an idea, you express it as a series of words and you write them down on a piece of paper.[8]Next, Writing is an important form of communication in day to day life. Writing is also one of the most difficult skills to master in both a first language and a second language.[9] Therefore, Byrne declares that writing is arranging the words to be sentences.[10]

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[5]J. B. Heaton, *Writing English Language Test*(New York: Longman Group, 1995), p.135.
[6]Sanggam Siahaan, *The English Paragraph,* p.2.
[7]Gayle Feng & Lawrence, *The Write Start Sentences to Paragraphs (4th Edition)*, (USA: Wadsworth, 2010), p.1.
[8]David Lodge, *How we write: Writing as Creative Design*, (London: Routledge, 1999), p.3.
[9]Dorothy E, Zemach and Carlos Islam, *Writing inParagraph*, (Oxford: Macmillan,2006), p.4.
[10]Donn Byrne, *Teaching Writing Skills*, (New York: Longman, 1993), p.1.

On the other hand, Brown Douglas state, Writing is culturally specific learned behavior. We learn to write if we are members of a literature society, and usually if someone teach us. Beside that, he also argue that writing is a written product. The written product are often the result of thinking, drafting, and revising procedures that require specialized skills.[11]

From some definitions above, we can conclude that writing is an activity of expressing idea, creativities, by arranging words to be sentences togive information from the writer to the reader in written form.

b. The Types of Writing

Kane indicate that the various effects a writer may wish to have on his or her readers to inform, to persuade, to entertain result in different kinds of prose. The most common is prose that informs, which, depending on what it is about, is called exposition, description, or narration.[12]

1) Exposition

Exposition explains how things work an internal combustion engine. Ideas a theory of economics. Facts of everyday life how many people get divorced. History why Custer attacked at the Little Big Horn. Controversial issues laden with feelings abortion, politics, religion. But whatever its subject, exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, positive/ negative, general/particular,

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[11]H. Douglas Brown, *Teaching by Principles Second Editions*: *An Interactive Approach to Language Pedagogy,* (New York: Addison Wesley Longman. Inc, 2001), p.334-335.

[12]Thomas S Kane, *The Oxford : Essential Guide to Writing,* (New York : The Barkley Publishing, 2000), p.6-7.

assertion/denial. Its movement is signaled by connectives like therefore, however, and so, besides, but, not only, more important, in fact, for example.

2) Description

Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.

3) Naration

Narration is a series of related events a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance.

4) Persuasion

Persuasion seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof. Another form of persuasion is satire, which ridicules folly or evil, sometimes subtly, sometimes crudely and coarsely. Finally, persuasion may be in the form of eloquence, appealing to ideals and noble sentiments.

Based on the types of writing above, the researcher will focus on the point 2 namely, descriptive writing.

2． **The Concept of Descriptive Writing**

a. **Definition of Descriptive Writing**

First, according to Alice and Ann, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or soundsA good description is a word picture; the reader can imagine the object, place, or person in his or her mind.[13]Second, Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern.[14]

Then, according to Linda Gerot, Peter Wignel, 'Making Sense of Fuctional Grammar' in Mursyid, Descriptive text is a kind of text with a purpose to give information. The context of this kind of text the description of particular thing, animal, person or others. The social function of descriptive text is to describe a particular person, place, or thing.[15]

Furthermore, Susan said that Description is writing that creates a clear and vivid impression of the topic. Description translates your experience of a person, place, or thing into words, often by appealing to the physical senses: sight, hearing, smell, taste, and touch.[16]Moreover,

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[13]*Ibid.*, p. 61

[14]Thomas S Kane, *The Oxford : Essential Guide to Writing,* p.7.

[15]M Mursyid PW, *English Learning Handout for Grade VII : Learning Descriptive Text*, (Karangdadap: Encarta, 2006), p.4.

[16]Susan Anker, *Real Writing: Paragraphs and Essays for College, Work, and everyday life,* (New York: Bedford/St. Martin's, 2010), p.155.

Descriptive writing describes a person, place, or thing in a way that enables the reader to visualize it.[17]

From some definition above, we can conclude that descriptive writing is one of writing that describe something, such as place, person, animal, and thing.

b. Characteristics of Descriptive Writing

1) Generic Structure of Descriptive Text

According to Jenny Hammond 'English for Special Prpose' in Mursyid, The generic structure of descriptive text consists of identification and description.[18]

a. Identification: Identifies phenomenon to be described.

b. Description: Describes parts, qualities, characteristics, etc.

Example :

My Beloved Friend

Identification → I have a best friend.

Description Her full name is Devi Nurmayanti . Her nickname is Devi. She has tall body. Her tall is about 165 cm. She has black hair. She has oval face. She has small eyes and pointed nose. She is kind smart, generous, dilligent.

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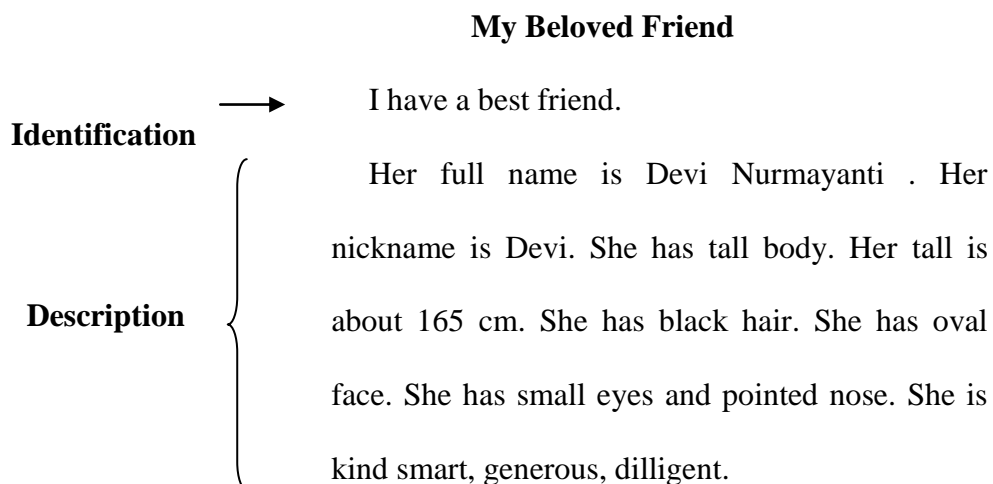
[17]John Schacter, Ph.D. *TheMasterTeacherSeriesDescriptive WritinG.,P.5*http:www.teachingdoctors.com/resources/pdf/descriptive writing sample.pdf accessed Tuesday, November 6,2018.
[18]M Mursyid PW, *English Learning,* p.4.

2) Language Features

Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, some times it uses Past tense if the thing to be described doesn't exist anymore.

Significant Grammatical Features:[19]

a. Focus on specific participants

e.g (My English teacher, Andini's cat, My favorite place)

b. Use of Simple Present Tense

c. Verbs of being and having 'Relational Processes'.

e.g (My mum is really cool, She has long black hair)

d. Use of descriptive adjectives

e.g (strong legs, white fangs)

e. Use of detailed Noun Phrase to give information about the subject.

e.g (a very beautiful scenery, a sweet young lady)

f. Use of action verbs 'Material Processes'

e.g (It eats grass, It runs fast)

g. Use of adverbials to give additional information about behaviour

e.g (fast, at tree house)

h. Use of Figurative language

e.g (John is as white as chalk).

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[19]*Ibid.*

c. Component of Descriptive Writing

In the process to produce the good descriptive writing, Weigle elaborates based on the Jacobs's scoring profile that there are some skills which should be concerned as follows:[20]

1) Content

A content includes the topic and its explanation, discussion, evaluation, and conclusion. It should be clear, specific, and relevant. The good content had to fulfill the criteria such as full of information, substantive make a clear thesis development and relevant with the problem. Related to this point, students are expected to have some abilities as follows:

   a. Students should be able to write and relate the ideas.

   b. Students should be able to develop the ideas.

   c. Students should be able to use the appropriate description, to explain the topic.

2) Organization

An organization is also important skill which should be mastered to write the descriptive text. Organization means that how the students organiz e their ideas. The students are expected to have some skills as follows in order to organize the descriptive writing:

   a. Students should be able to write an effective introduction.

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[20]Sara CushingWeigle., *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p.116.

  b. Students should be able to write an effective description of the topic.

  c. Students should be able to draw the conclusion.

3) Vocabulary

  Vocabulary is the most important thing that forms a phrase, sentence, and paragraph. In writing, a writer should use the appropriate vocabulary to express what they want to write. Vocabulary mastery is needed in order to create an understandable descriptive writing. The detail skills about vocabulary to write descriptive writing are mentioned as follows:

  a. Students should be able to mastery the list of noun, adjective, verb, and adverb.

  b. Students should be able to use the plural and singular noun in sentences.

4) Language Use

  Language Use refers to the communicative meaning of language. In writing process refers to the rules for making sentences or paragraph grammatically. Grammar is the study of words and the ways word work together to form a sentence. Tenses and structure mastery really important to have paragraph constructed. It is difficult for students to arrange a good paragraph if the students do not understand well about tenses and structure mastery. They are expected to have abilities about language use as follows:

a. Students should be able to understand the word order.

b. Students should be able to mastery the subject-verb agreement.

c. Students should be able to understand the tenses that used in descriptive writing.

5) Mechanics

Mechanics is also the significant part of writing. The skills which should be comprehended by students about mechanics are mentioned as follows:

a. Students should be able to write the correct spelling.

b. Students should be able to use the correct punctuation.

c. Students should be able to write the neatly.

Therefore, there are many skills which should be comprehended by the students to write descriptive writing. All the skills should be mastered and applied well during the writing process in order to write a good descriptive writing.

Table 3

Scoring Profile of Writing Descriptive Text

No.	Component	Level	Criteria
1	Content	30-27	Excellent to very good (relevant to assigned topic)
		26-22	Good to average (mostly relevant to assigned topic,but lack detail)
		21-17	Fair to poor (inadequate development of topic)
		16-13	Very poor (does not showl knowladge of subject)
2	Organization	20-18	Excellent to very good (ideas clearly stated/ supported)
		17-14	Good to average (loosely organized but main ideas stand out)
		13-10	Fair to poor (ideas confused or disconnected)
		9-7	Very poor (no organization)

3	Vocabulary	20-18	Excellent to very good (effective words)
		17-14	Good to average (occasional error of words)
		13-10	Fair to poor (frequaent error of words)
		9-7	Very poor (little knowledge of english vocabulary)
4	Language use	25-22	Excellent to very good (few errors of tense)
		21-18	Good to average (several errors of tense)
		17-11	Fair to poor frequent errors of tense)
		10-5	Very poor (dominated of errors)
5	Mechanics	5	Excellent to very good (few errors of spelling)
		4	Good to average (occasional errors of spelling)
		3	Fair to poor (frequent errors of spelling)
		2	Very poor (dominated errors of spelling).

Source: Jacobs et al.'s (1981) scoring profile.[21]

3 The Concept of Four Square Writing Method (FSWM)

a. Definition of Four Square Writing Method (FSWM)

First, according to Gould and Mary, Four Square is a tool, a web on folded paper. Four square strengtens stucture, which helps with organization and memory. Besides, gould and Mary also argue that Four square is a map for ideas, words and phrases. Four square can be used with language levels, from emerging to proficient. Four square is great for visual learners, it begins with folding paper into four squares. [22]

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[21] *Ibid.*
[22] Judith S Gould and Mary FBurke, *Four Square for Writing Assesment Secondary Level* (USA, 2010), p.5.

Second, Four square is a great way to learn to write because it is easy to use, be creative and helpful the students to write.[23] Besides, Four square is a tool for organizing. Four square can be used for expository, narrative, descriptive and persuasive writing.[24]

Moreover, Four square writing is a graphic organizer used to help organize facts, thought and ideas (a great Prewriting tool). It allows students to organize their thought while building structure. The students focus on their word choice and detail. By using Four Square Writing students know exactly what they will be looking for in writing.[25]

Furthermore, Four square writing method is a writing method which helps students in organizing concept to write by using a graphic organizer.[26]

From some definitions above, the writer conclude that four square writing method is one of method in writing by drawing four square at a paper or board, then from the first square until the third square the students write the idea and supporting sentences. After that, the students make a summary from the first square until the third square at the last square namely at the fourth square.

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[23]Judith S Gould and Evan Jay Gould, *Four Square Writing MethodA Unique Approach to Teaching Basic Writing Skills for 7-9 Grades*(USA, 1999), p.1.

[24]*Ibid.,* P.5.

[25]Bartholomae, M, Sekyra, S, & Sibigtroth, K., ”*Organizing Writing One Step At A Time*” Retrieved fromhttp://fliphtml5.com/tezl/wcnq/basic. Accessed, Saturday, 29th December 2018.

[26]*Ibid.,* p.89

b. The Steps of Four Square Writing Method

The steps adopted by Gould (1999) were re-adapted for this study. The re-adaptation is itemized below:[27]

1. The teachers give the topic to the student.

2. The teachers ask students to select the topic that has been given.

3. The teacher ask students to draw four square at a paper before write a text.

4. The teacher ask students to write the topic of writing at the centre of four square.

5. The teacher ask students to write the idea and supporting sentences at the first square until the third square.

6. The teacher ask students to make a summary from the first square until the third square at the last square.

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[27]Ganiyu Tijani and Mandy Ogbaje, "International Journal of Computer Application" *Using Four Square Technique of Writing to Solve Problems of Paragraph Fragmentation: A Nigeria-Ghana Experiment,* (Nigeria:2013), vol.65, No.18.2

c.   Four Square Writing Method Towards Descripive Text Writing

1) First, students draw the four square at the paper with the topic in the centre

My School
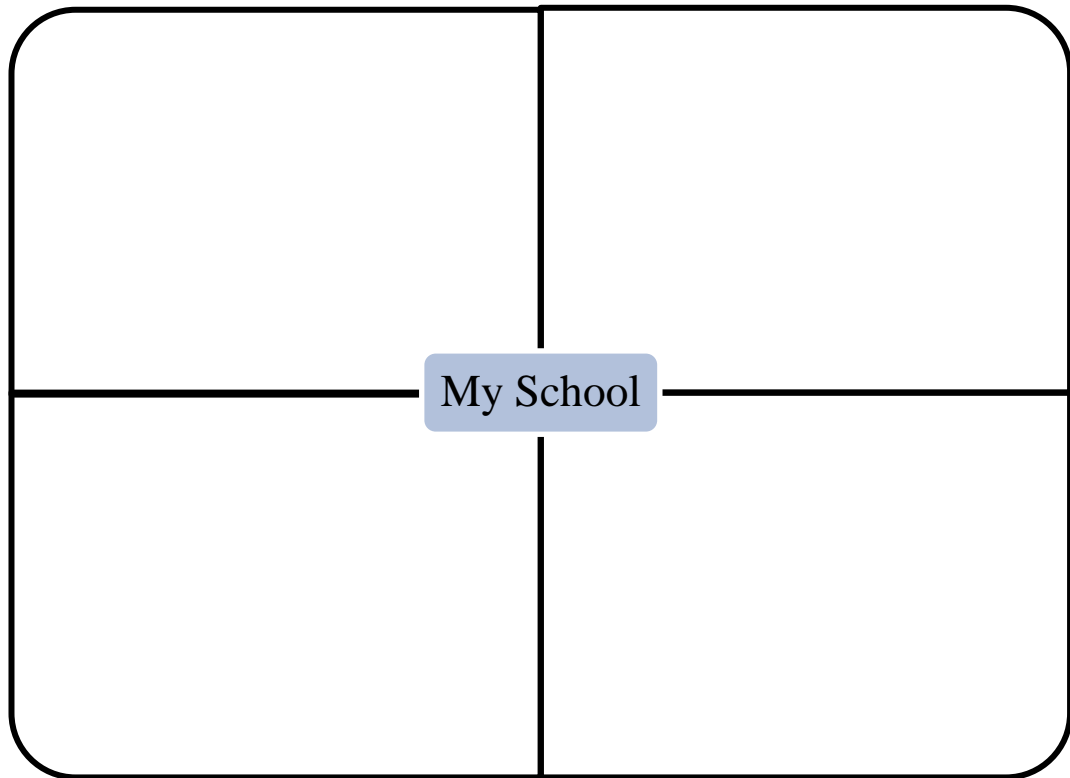
2) Second, students write the idea and supporitng sentences at the first square

first square : idea and supproting sentence
1. large area
- green and beautiful school
-there are many trees
-fresh and clean

My School
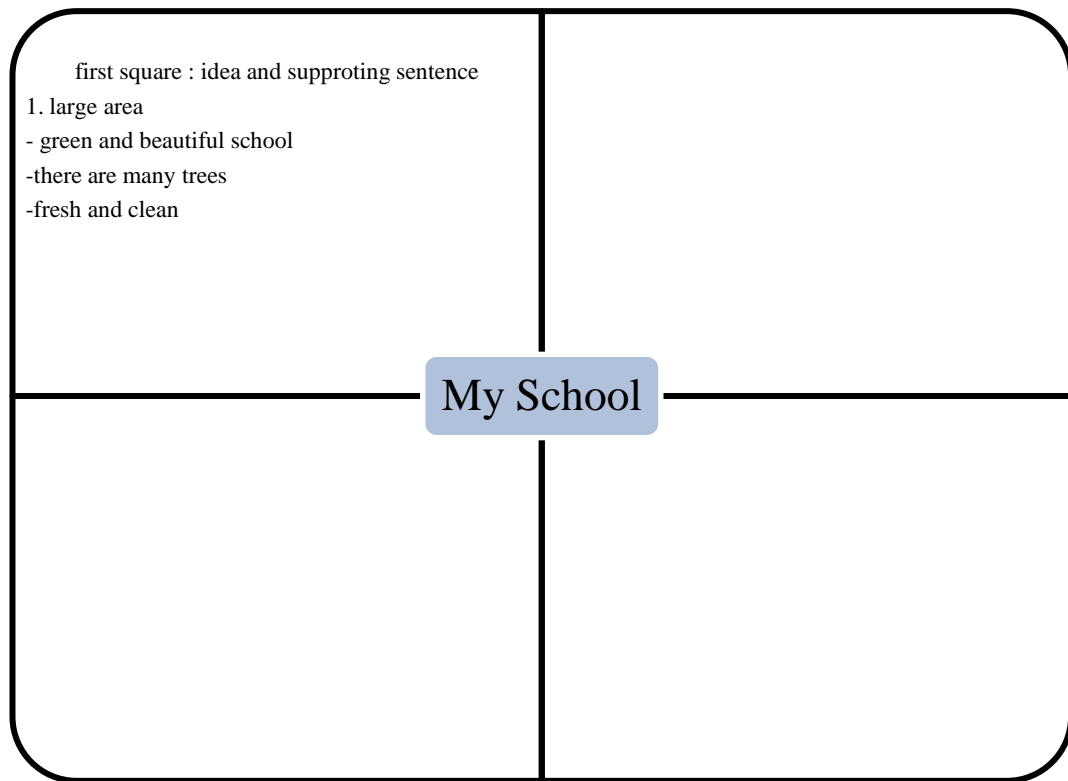
3) Third, students write the idea and supproting sentences at the second square

first square : idea and supproting sentence
1. large area
- green and beautiful school
-there are many trees
-fresh and clean

second square : idea and supporting sentence
1. has many building
- 24 classroom
-2 room teacher
-1 language laboratory
-2 toilets
- 1 library

My School
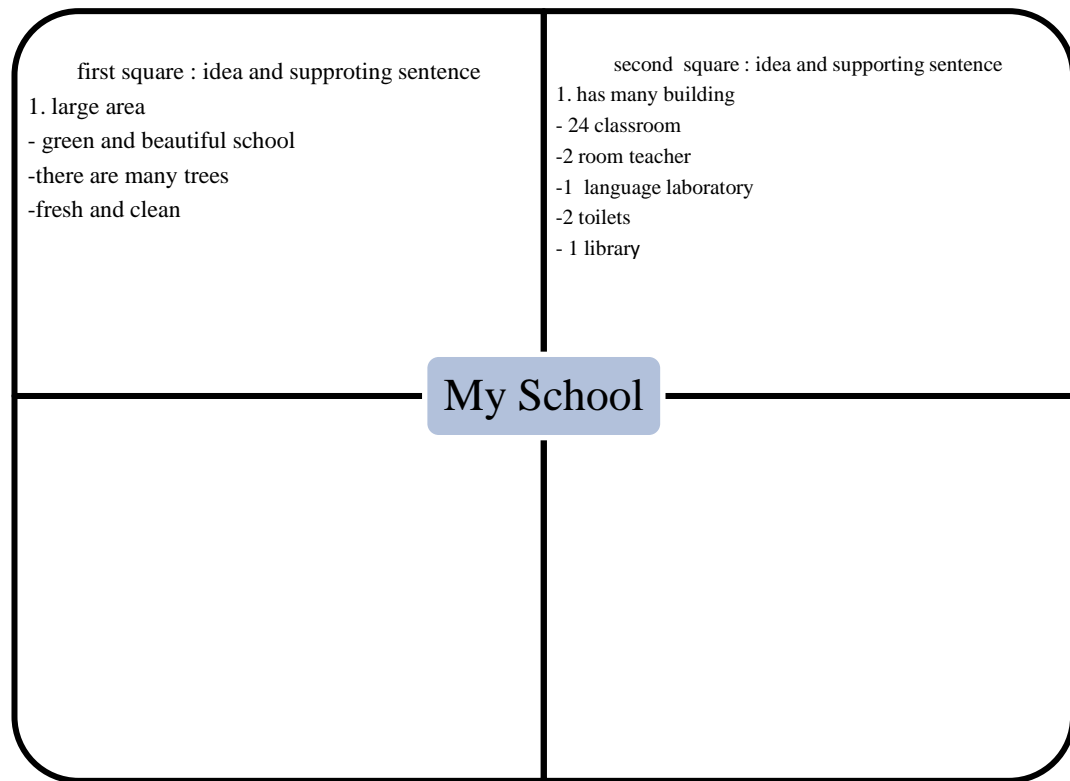
4) Fourth, students write the idea and supporting sentences at the third square

first square : idea and supproting sentence
1. large area
- green and beautiful school
-there are many trees
-fresh and clean

second square : idea and supporting sentence
1. has many building
- 24 classroom
-2 room teacher
-1 language laboratory
-2 toilets
- 1 library

My School

third square : idea and supproting sentence
1. there are many extra curriculer
- english club
- scout
- math olympiad
- biology olympiad, etc

5) Fifth, students make summary from the first square until the third square at the last square namely fourth square.

first square : idea and supproting sentence 1. large area - green and beautiful school -there are many trees -fresh and clean	second square : idea and supporting sentence 1. has many building - 24 classroom -2 room teacher -1 language laboratory -2 toilets - 1 library
third square : idea and supproting sentence 1. there are many extra curriculer - english club - scout - math olympiad - biology olympiad, etc	summary Firstly ,My school is a green and beautiful school. There are so many trees which make the air arround my school become fresh and clean. Secondly, my school also has many building . There are 30 building in my school consist of 24 classrooms, 2 room teacher, a language laboratory, 2 toilets, and a big library. Thirdly, in my school there are many organization or extra curricular, such as, english club, scout, math olympiad, biology olympiad, etc..

My School

d. Advantages of Four Square Writing Method

There are several advantages of Four Square writing method from Gould namely :

a. Four square helps students to organize thought or plan before writing. It means students organize or grouping their idea at the square before they write a text. So it make them easier in writing a text.

b. Four square can be applied to expository, narrative, persuasive and descriptive form of writing.

c. Four square can be modified based on students' needs.

It means four square can be modified based on the students' need. For example students can put the picture at the centre of the four square as the topic.[28]

B. Theoretical Framework and Paradigm

1. Theoretical Framework

Theoretical Framework is a concept which comprising relation of causal hypothesis between independent variable and dependent variable in order to giving answer to problem of accurate.

This is quantitative research . There are two variables in this reseacrh. They are independent variable (X) and dependent variable (Y). The independent variable (X) is four square writing method and the dependent variable (Y) is descriptive text writing skill. This research is aimed to know the effect of the independent variable (X) towards dependent variable (Y).

This research was conducted to find out whether there was a positive significant effect or not of using four square writing method towards students' descriptive text writing skill at the tenth graders students of Senior High School 2 Sekampung in academic year 2018/2019.

2. Paradigm

Based on the theoretical framework above the researcher describe the paradigm as follows:

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[28] Judith S Gould and Evan Jay Gould, *Four Square*., p.5

Figure 1

The effect of using four square writing method towards studenst' descriptive text writing skill.

```
┌──────────┐      ┌──────────┐      ┌──────────┐
│          │      │  Four    │      │          │
│ Pre-test │ ───▶ │  Square  │ ───▶ │ Pos-test │
│          │      │  Writing │      │          │
└──────────┘      └──────────┘      └──────────┘
```
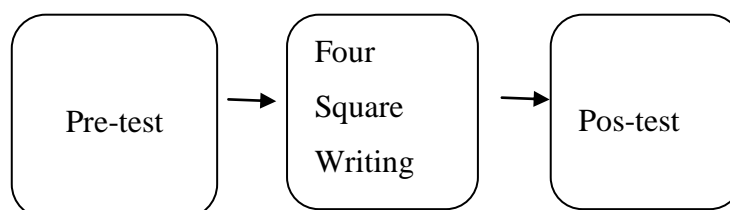
Based on the figure above, can be concluded that the researcher would give pre-test to the student, then the researcher gave the treatment namely about four square writing method. After giving the treatment, the reswarcher would give post-test to the students.

C. Research Hypotheis

1. Hypothesis Formulation

Paul S Gary explains that hypothesis is a specific prediction that follows directly from theory.[29] There are two kinds of hypothesis, such as alternative and null hypothesis.

Based on assumption above, hypothesis for this reserach can be formulated as folows.

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[29] Paul S.Gray, *The Research Imagination An Introduction to Qualitative and Quantitative Method*, (New York: Cambridge University Press, 2007), p.4

a. Alternative Hypothesis (Ha)

There is a positive and significant effect of using four square writing method toward student`descriptive text writing skillat the tenth graders of Senior High School 2 Sekampung.

b. Null Hypothesis (Ho)

There is a no positive and significant effect of using four square writing method toward student`descriptive text writing skill at the tenth graders of Senior High School 2 Sekampung.

2. Statistical Hypothesis

Based on the explanation above, the researcher concludes that hypothesis are:

a. IF $F_o > F_t$, H_a is accepted and H_o is rejected.

b. IF $F_o < F_t$, H_a is rejected and H_o is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is quantitative research. According to Muijs, Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistic).[30]

This research conducted at Senior High School 2 Sekampung. In this research the researcher investigated the tenth graders. The researcher gave pre-test, treatment, and post-test to the students. The pretest was conducted to know the students' prior knowledge about descriptive text writing before giving the treatment. Then, the post-test was conducted to know the students' improvement about decriptive text writing after giving the treatment.

B. Population and Sampling Technique

a. Population

Population is all individuals of interest to the researcher.[31] Meanwhile, the population of this research is the students of the tenth graders of Senior High School 2 Sekampung. The total population in this research is 257 students which are divided into eight classes.

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[30]Daniel Muijs, *Doing Quantitative Research in Educatio,* (London: Sage Publication, 2004), p.1.
[31]Geoffrey Marczyk, David DeMatteo, David Vestinger, *Essential of Research Design and Methodology,* (Canada: John Wiley and Sons, Inc., Hoboken, New Jersey,2005), p.18.

b. Sample

"Sample is a subset of the population".[32] It means sample be representative of the population from which it was selected. In this research, the writer took one class as the sample, namely X.ISOS 2 class that consist of 33 students.

c. Sampling Technique

Sampling technique is a technique used to take sample of population. The writer used purposive cluster sampling in this research. Moreover, purposive cluster sampling is a multistage sampling in which natural groups (clusters) are sampled initially, with the members of each selected group being subsampled afterward.[33]

C. The Operational Definiton of Variables

There are the operational definition of variables in this research as follows:

1. Independent Variable

The independent variable is called "independent" because it is independent of the outcome being measured..[34]

Then, the independent variable (X) of this reseacrh is Four Square Writing Method which can be used in pre-writing process to generate many ideas. So it will enable students to write ideas, feeling, and thought which come up to their mind freely and confidently after they are given treatment by using four square writing method.

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[32]*Ibid.*

[33]Earl Babbie, *The Basic of Social Research*, (USA: Thomson, 2008), p.231.

[34]Geoffrey Marczyk, David DeMatteo, David Vestinger, *Essential of Research Design*, p.46.

Furthermore, the researcher collected the data by using essay test through filling the square by the ideas and supportung sentences based on the topic that is given. The researcher also measured this variable through observation to know the students' the effect of using four square writing method towards students' descriptive text writing skill.

Moreover, based on the explanation above there are some indicators of the effect of the using four square writing method as follows.

a. The students are able to determine the topic sentence and supporting sentences.

b. The students are able to generate and explore their ideas easily.

c. The students are able to write descriptive text sistematically.

d. The students have high motivation in teaching and learning of writing descriptive text when use four square writing method.

2. Dependent Variable

The dependent variable is called " dependent" because it is influenced by the independent variable.[35] While, the dependent variable (Y) of this research is descriptive text writing skill that include content, organization, vocabulary, grammar and mechanic.

Then, the researcher measured the students' by composing of descriptive writing. By using this test, the writer will get the data about the students' descriptive text writing skill. There are five indicators in measuring descripitve text writing.

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[35]*Ibid.*

The indicators are.

a. The students are able to make good content (13-30)

b. The students are able to arrange their writing to be a good organization
    (7-20)

c. The students are able to write descriptive text with appropriate words
    and vocabulary (7-20)

d. The students are able to write descriptve text grammatically (5-25)

e. The students are able to use correct mechanic (2-5)

    The total of score is 100.

D. Data Collection Method

1. Test

Test is a set of the question that is used to measure skill, knowledge or
intelligence, competence or ability, and talent of individual or group.

In this research, the researcher will use test as data collection method to
measure of the students' writing skill by applying pre-test and pos-test.

a. Pre-test

    The pre-test will be given to the students before the researcher gave the
    treatment to the students. Pre-test is given to the students in order to know
    the students prior knowledge about writing descriptive text. The researcher
    would ask the students' to compose writing descriptive text.

b. Post-test

    The researcher gave the post-test after giving the treatment to the
    students to know whether any significant effects of using four square

writing method towards students' descriptive text writing skill. In pre-test the researcher asked the students' to compose decriptive text by using four square writing method.

2. Documentation

Documentation is a method that used to collect data and information about variable from written resources or documents such as notes, books, newspaper, magazine. In other words, the researcher used documentation to collect the data about:

a. The history of Senior High School 2 Sekampung.

b. The condition of the teachers of Senior High School 2 Sekampung.

E. Research Instrument

Instrument treat to internal validity is unrelated to participants characteristics and refers to change in the assesment of the independent variable, which are usually related to change in the measuring instrument or measurement procedures over time. [36]

Research instrument is a tool of research that used by researcher to collect data completely and sistematically. In addition, the research instrument involves:

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[36]*Ibid*., p.163.

1. **Instrument Blueprint**

The research instrument involves:

a. Instrumet for Pre-test and Post-test

The researcher use written test instrument to collect the data about

the students' descriptive text writing skill. The test consist of 1 item in

essay form. The highest score of test is 100.

Table 4

The Research Instrument Blueprint Pre-Test and Post-Test

Variable	Variable Indicator	Item Number (Pre-Test)	Item Number (Post-Test)	Test Form
Using Four Square Writing Method (X)	1. The students are able to generate and explore their ideas easily. 2. The students have comptence to determine the topic sentence and supporting sentences. 3. The students are able to write descriptive text sistematically. 4. The students have high motivation in writing descriptive text when using four square writing method.	1	1	Essay
The Students' Descriptive Text Writing Skill (Y)	1. The students are able to make good content. 2. The students are able to arrange their	1	1	Essay

	writing to be a good organization. 3. The students are able to write descriptive text with appropriate words and vocabulary. 4. The students are able to write descriptve text grammatically. 5. The students are able to use correct mechanic.			

Based on the table above, it can be seen that there are some indicators for both of variable (X) and (Y). It consist of item number of pre-tst and post-test and essay as test form.

b. The instrument which used in documentation method is documentation guidance, as follows:

1. Documentation about the history of Senior High School 2 Sekampung

2. Documentation about the condition of the teachers in Senior High School 2 Sekampung

2. Instrument Calibration

Instrument calibration is the scale of measurement that is used to determine the standard instrument that will be used. Moreover, the writer will use the standard test in written test. The writer will use content validity in order the instrument has a good quality and the instrument will be relevant to the focus of

the research. Therefore, the standard of the score descriptive text writing test as follows:

Table 5

Scoring Profile of Writing Descriptive Text

No.	Component	Level	Criteria
1	Content	30-27	Excellent to very good (relevant to assigned topic)
		26-22	Good to average (mostly relevant to assigned topic,but lack detail)
		21-17	Fair to poor (inadequate development of topic)
		16-13	Very poor (does not showl knowladge of subject)
2	Organization	20-18	Excellent to very good (ideas clearly stated/ supported)
		17-14	Good to average (loosely organized but main ideas stand out)
		13-10	Fair to poor (ideas confused or disconnected)
		9-7	Very poor (no organization)
3	Vocabulary	20-18	Excellent to very good (effective words)
		17-14	Good to average (occasional error of words)
		13-10	Fair to poor (frequaent error of words)
		9-7	Very poor (little knowledge of english vocabulary)
4	Language use	25-22	Excellent to very good (few errors of tense)
			Good to average (several errors of tense)
		21-18	Fair to poor frequent errors of tense)
		17-11	Very poor (dominated of errors)
		10-5	
5	Mechanics	5	Excellent to very good (few errors of spelling)
		4	Good to average (occasional errors of spelling)
		3	Fair to poor (frequent errors of spelling)
			Very poor (dominated errors of spelling).
		2	

Source: Jacobs et al.'s (1981) scoring profile.[37]

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[37] Sara CushingWeigle., *Assessing Writing*, p.116.

F. Data Analysis Technique

In this reseracher, the researcher analyzed the data by using SPSS aplication to know the differences between pre-test and post-test of the students.

CHAPTER IV

RESULT OF THE RESEARCH

E. Description of the Research

2. The Description of Research Location

g. The Description of Senior High School 2 Sekampung

Senior High School 2 Sekampung is a privat school located on Sidmulyo Street, Sekampung, East Lampung. It was established on 2006. From 2006 up to now, Senior High School 2 Sekampung had been led by the following headmasters:

- Drs. Budi Rahayu, M.MPd   2006 - 2008
- Bambang Sulistiyono, S.Pd   2008 - 2012
- Siman Ragil, S.Pd   2012 - 2013
- Triwahyu Handoyo, M.Pd   2013 - 2014
- Suripto, S.Pd   2014
- Drs. Budi Rahayu, M.MPd   2014 – now

h. The Condition of Building

The condition of Building of Senior High School 2 Sekampung in academic year of 2018/2019 can be identified as follows;

Table 6

The Condition of Building of Senior High School 2 Sekampung

No	Building	Condition	Number
1	Principle Room	Good	1
2	Classroom	Good	32
3	Teacher Room	Good	1

4	Staff Room	Good	1
5	Guidence and Conseling Room	Good	1
6	School Medical Room	Good	1
7	Mosque	Good	1
8	Teacher's Bathroom	Good	6
9	Student's Bathroom	Good	13
Total			**57**

Source: The documentation result of the condition of the building of Senior High School 2 Sekampung in academic year 2018 / 2019

i. **The Condition of Teachers and Official Employees**

The numbers of teachers and official employees in the academic year of 2018/2019 can be identified as follows:

Table 7

The Condition of Teachers and Official Employees

No	Name of Tecaher	Nip	Occupation
1	Drs.Budi Rahayu,M.M.Pd	19641110 199103 1 015	Headmaster
2	Dewi Kartika Rini, S.Pd.	19771003 200212 2 003	Indonesian Teacher
3	Ahmad Safe'I, S.Pd.	19740812 200212 1 005	Physics Teacher
4	Agus Susanto, S.Pd.	19720415 200604 1 013	Chemistry Teacher
5	Endang Argawati, S.Pd.	19730511 200701 2 017	Chemistry Teacher
6	Sri Suparti, S.Pd	19790131 200801 2 011	Physics Teacher
7	Dewi Eniwati, S.Pd.	19791119 200801 2 011	Biology Teacher
8	Wiwik Khoiriyah, S.Pd.I	19800702 200801 2 015	Islamic Religion Teacher
9	Suyanti, S.Pd.	19820212 200801 2 017	Biology Teacher
10	Rohimah, S.Pd.	19750929 200502 2 002	Mathematic Teacher
11	Agus Fahim, S.Ag.	19730125 200604 1 010	Counseling Guidence Teacher
12	Drs. Supardi	19660408 200701 1 042	Sport Teacher

13	Sumirah, S.Pd.	19690521	200801	2	Indonesian Language Teacher
		018			
14	Siti Asiyah, S.Pd.	19710424	201001	2	Economy Teacher
		001			
15	Fatimah, S.Pd.	19751206	201001	2	History Teacher
		010			
16	Sukesi, S.Pd.	19790316	200801	2	Chemistry Teacher
		020			
17	Sutanto, S.Pd.	19691122	200903	1	Counseling Guidence Teacher
		001			
18	Mustatun, S.Pd.	19760401	200903	2	Geography Teacher
		001			
19	Eryanti Yustisia, S.E.	19780128	200903	2	Economy Teacher
		002			
20	Heru Yudo Zuwono, S.Pd.	19781030	200903	1	Geography Teacher
		001			
21	Aprilia Handayani, S.Pd.	19800411	200903	2	English Teacher
		001			
22	Amin Rahayu, S.Pd	19840412	200903	2	Biology Teacher
		002			
23	Herlin Faulina, S.Pd.	19860312	200903	2	Mathematic Teacher
		003			
24	Silvia Madhona, S.E.	19750910	201001	2	Economy Teacher
		003			
25	Fitri Paulina, S.Pd.	19770808	201001	2	English Teacher
		005			
26	Endang Supriatin, S.Pd.	19801113	201001	2	History Teacher
		002			
27	Sitaresmi K.N. ,S.Pd.	19821012	201001	2	Biology Teacher
		011			
28	Aprilia Widiyastuti, S.Pd.I	19810418	201101	2	Islamic Religion Teacher
		004			
29	Ratna Utami Dewi, S.Pd.	19880806	201101	2	Mathematic Teacher
		001			
30	Dian Hariani,S.Pd	19810327	200604	2	English Teacher
		025			

j. The Number of Students in Senior High School 2 Sekampung

The number of the students at Senior High School 2 Sekampung in academic year 2018 / 2019 can be identified as follow :

Table 8
The Number of Students in Senior High School 2 Sekampung

No	Grade	Σ Classes	Σ Students
1	X	8	253
2	XI	8	208
3	XII	8	234
Total		**24**	**695**

Source: Observation result in Senior High School 2 Sekampung
on May 24th, 2018

k. The Organization Structure of Senior High School 2 Sekampung

The personnel of the organization in Senior High School 2

Sekampung are:

Figure 2

The Organisation Structure of Senior High School 2 Sekampung
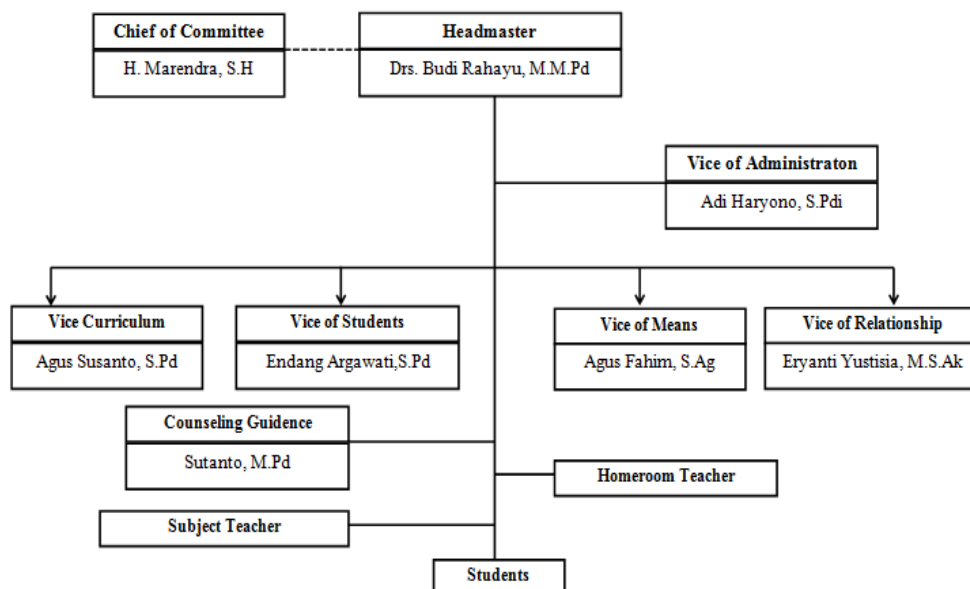
l. The Sketch of the location of Senior High School 2 Sekampung

Figure 3
The Sketch of the location of Senior High School 2 Sekampung
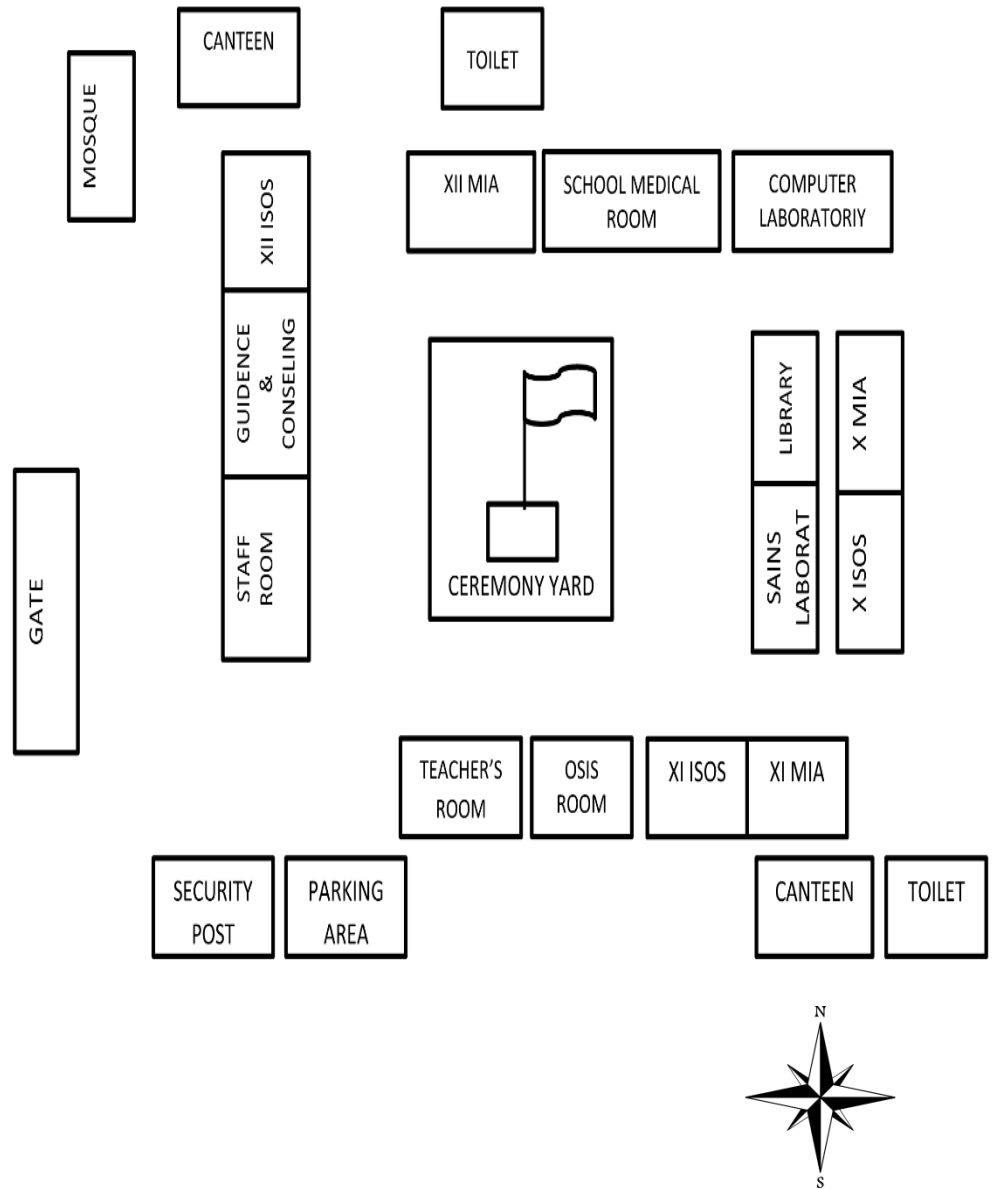
2. Description of Research Data

c. The Result of Pre-Test Score

To measure the students' descriptive writing the researcher used the pre-test before giving the treatment. The researcher conducted pre-test in the first meeting of this research in order to find out the prior knowledge of the students about writing descriptive text before giving the treatment. The form of pre-test that given in this research is written test. The result of pre-test can be identified as follows:

Table 9
The Result Pre-Test of Students' Descriptive Text Writing Skill at The Tenth Graders Students of Senior High School 2 Sekampung

No.	Students	Pre-Test Score	Category
1	AW	49	Low
2	AF	47	Low
3	AA	59	Low
4	AK	49	Low
5	DD	59	Low
6	DF	50	Low
7	DP	67	Fair
8	DS	35	Low
9	ED	62	Fair
10	EF	35	Low
11	FE	36	Low
12	FN	35	Low
13	FI	52	Low
14	IA	71	High
15	JS	34	Low
16	LS	66	Fair
17	MA	69	Fair
18	MM	52	Low
19	NA	59	Low
20	OR	59	Low
21	RO	52	Low
22	ROk	59	Low

23	RI	50	Low
24	R	66	Fair
25	RS	47	Low
26	RY	62	Fair
27	SM	47	Low
28	SR	35	Low
29	SP	50	Low
30	TH	66	Fair
31	TY	62	Fair
32	WA	47	Low
33	WR	62	Fair
Total of score		**1.750**	
Average		**53**	**Low**

Source: the result pre-test of students' descriptive text writing skill on May, 17st 2019

The test was followed by 33 students. The highest score was 71 and the lowest score was 34 with the total Score 1.750. Based on the data, the researcher measured the interval class:

The total of class interval of this result pre-test was 6. It can be seen on the table of frequency distribution below:

Table 10
The Table of Frequency Distribution of Pre-Test Score

No.	Interval Class	Frequency	Percentage
1	64-71	6	18.2%
2	58-63	10	30.3%
3	52-57	3	9.1%
4	46-51	8	24.2%
5	40-45	0	0%
6	34-39	6	18.2%
TOTAL		**33**	**100%**

Based on the table above, can be seen that most of students got score <70. So it means that most of students of Senior High School 2 Sekampung got low score in pre-test.

If the data was put into graphic, it can be seen as follow:

Graph 1
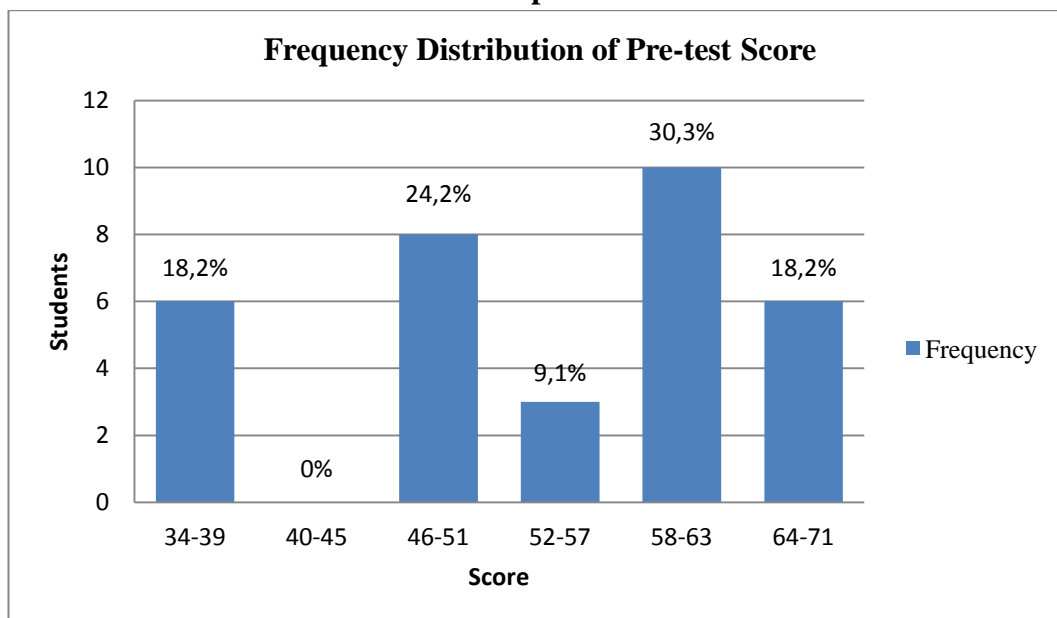
Frequency Distribution of Pre-test Score

Based on the table frequency distribution and graphic above, it can be concluded that 33 students as the research sample can be devided: first, the number of the students that got score 64-71 was 6 students or 18.2%. Then, the number of the students that got score 58-63 was 10 students or 30.3%. Next, the number of the students that got score 52-57 was 3 students or 9.1%. Therefore, the number of the students that got score 46-51 was 8 students or 24.2%. The number of the students that got score 40-45 was 0 students or 0%. The last, the number of the students that got score 34-39 was 6 students or 18.2%.

Based on these condition, the researcher found that students' feel difficulties in writing descriptive text because most of students got low score.

d. The result of post-test score

After analyzing the weakness and understanding of students'descriptive text writing skill, the researcher conducted the treatment to help the students in understanding of the descriptive text writing. The researcher helps the students about dificulties in descriptive writing by using four square writing method until the students understand it. After the students has been given the treatment and they have understood, further the researcher gave the post-test to measure their knowing of descriptive writing. The post-test was done to know the students'descriptive writing after treatment. The result of post-test can be identified as follows:

Table 11
The Result Post-Test of Students' Descriptive Text Writing Skill at
TheTenth Graders Students of Senior High School 2 Sekampung

No.	Students	Post-Test Score	Category
1	AW	83	High
2	AF	73	High
3	AA	86	High
4	AK	83	High
5	DD	81	High
6	DF	80	High
7	DP	72	High
8	DS	86	High
9	ED	85	High
10	EF	80	High
11	FE	72	High
12	FN	85	High
13	FI	65	Fair
14	IA	86	High
15	JS	49	Low
16	LS	71	High
17	MA	86	High
18	MM	85	High
19	NA	80	High

20	OR	83	High
21	RO	80	High
22	Rok	85	High
23	RI	85	High
24	R	83	High
25	RS	65	Fair
26	RY	85	High
27	SM	81	High
28	SR	67	Fair
29	SP	66	Fair
30	TH	83	High
31	TY	66	Fair
32	WA	83	High
33	WR	81	High
Total of score		**2.581**	
Average		**78.2**	**High**

Source: the result post-test of students' descriptive text writing skill on May, 20st 2019

The test was followed by 33 students. The highest score was 86

and the lowest score was 49 with the total Score 2.581.

The total of interval class of this result pre-test was 6. It can be

seen on the table of frequency distribution below:

Table 12
The Table Frequency Distribution of Post-Test Score

No.	Interval Class	Frequency	Percentage
1	79-86	23	69.8%
2	73-78	1	3%
3	67-72	4	12.1%
4	61-66	4	12.1%
5	55-60	0	0%
6	49-54	1	3%
TOTAL		**33**	**100%**

Based on the table above, can be seen that most of students got

score > 70. So it means that most of students of Senior High School 2

Sekampung got high score in post-test.

If the data was put into graphic, it can be seen as follow:

Graph 2
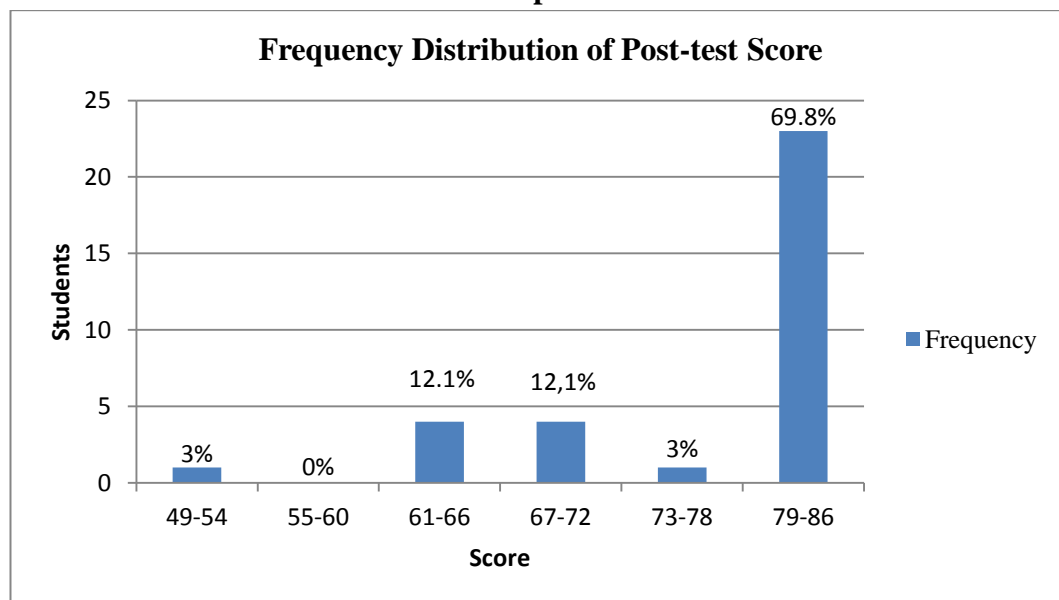
Frequency Distribution of Post-test Score

Based on the table frequency distribution and graphic above, it can be concluded that 33 students as the research sample can be devided: first, the number of the students that got score 79-86 was 23 students or 69.8%. Then the number of the students that got score 73-78 was 1 student or 3%. Next the number of the students that got score 67-72 was 4 students or 12.1%. Therefore, the number of the students that got score 61-66 was 4 students or 12.1%. The number of the students that got score 55-60 was 0 students or 0%. The last, the number of the students that got score 49-54 was 1 student or 3%.

Based on the result of the post-test score of the students of Senior High School 2 Sekampung above, it can be concluded that four square writing method can help students in writing descriptive text. As a result, most of students got high score in writing descriptive text by using four square writing method.

F. The Effect of Using Four Square Writing Method Towards Students' Descriptive Text Writing Skill at the Tenth Graders of Senior High School 2 Sekampung in Academic Year 2018/2019

After applying four square writing method, the researcher analyzed the data by using SPSS in order to prove whether there is a positive significant effect of using four square writing method toward students' descriptive text writing skill at the tenth graders of Senior High School 2 Sekampung, as follow (Ha) is accepted, if there is a positive and significant effect of four square writing method towards' students' descriptive text writing skill, and (H0) is rejected, , if there is no a positive and significant effect using four square writing method towards students' descriptive text writing skill.

2. Prerequisite Test

d. Normality Test

Normality test is a test that conducted to determine whether the distribution of data is normally distributed or not. Normality test useful to determine data that has been collected is normally distributed or taken from a normal population. To get the data about normality test the researcher used SPSS aplication.

Ha : the data that has been collected is normally distributed.

H0 : the data that has been collected is abnormally distributed.

Table 13

The result of normality test by using SPSS

			Pretest	Posttest
N			33	33
Normal Parameters[a]	Mean		53.0303	78.2121
	Std. Deviation		11.09472	8.79544
Most Extreme Differences	Absolute		.159	.278
	Positive		.119	.188
	Negative		-.159	-.278
Kolmogorov-Smirnov Z			.915	1.594
Asymp. Sig. (2-tailed)			.372	.012
Monte Carlo Sig. (2-tailed)	Sig.		.344[c]	.010[c]
	95% Confidence Interval	Lower Bound	.335	.008
		Upper Bound	.354	.012

Based on the table above can be concluded that:

1) Pretest sig = 0.372 > 0.05, so Ha is accepted ang H0 is rejected. It means the data that has been collected is normally distributed.

2) Posttest sig = 0.344 > 0.05, so Ha is accepted ang H0 is rejected. It means the data that has been collected is normally distributed.

e. Homogeneity Test

Homogeneity test is a test of the equal or not the variences of two or more distribution. To get the data about homogeneity test the researcher used SPSS aplication.

H0 : data homogenous

Ha : data does not homogenous

Table 14
The Result of Homogeneity Test by Using SPSS

Levene Statistic	df1	df2	Sig.
1.254	7	21	.319

Based on the table above it can be concluded that sig. 0.319 > 0.05, so H0

is accepted. It means that the data is homogen.

f. Hypothesis Testing

Hypothesis testing is done to know whether there was a significant

effect or not of variable X to variable Y. based on normally test and

homogeneity test, it can be seen that the data is normal and homogeneous.

So, the hypothesis testing that used is one sample test.

Ha : there is a significant effect of using Four Square Writing Method

towards students' descriptive text writing skill.

H0 : there is no significant effect of using Four Square Writing Method

towards students' descriptive text writing skill.

Table 15

The result of One Sample T Test

	Test Value = 70					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Pretest	-8.786	32	.000	-16.96970	-20.9037	-13.0357
Posttest	5.364	32	.000	8.21212	5.0934	11.3309

Based on the table above, can be conclude that sig.(2-

tailed) of post-test is 0.000 < 0.05, so Ha is accepted and H0 is

rejected. it means that there was a posistive and significant effect

of using Four Square Writing Method towards studens' descriptive text writing skill.

G. Discussion

This research observed the students'descriptive text writing skill at the tenth graders of Senior High School 2 Sekampung. The researcher used this class because they have difficulties in descriptive writing. So, based on the problem the researcher applied four square writing method to help students in learning descriptive text writing especially in writing descriptive text sistematically .

The researcher assumed that teaching and learning by using four square writing method could help students in learning process, especially in descriptive writing because this method have a lot of advantages. The advantage of this method is four square writing method helps the students to organize or plan before writing, so it make them easier in writing descriptive text.

In line of the research about Four Square Writing Method which was conducted by Mahfudzoh on April 2016 at Surakarta. This research focused on the students' writing skill especially in descriptive writing and the writing class situation. Based on the discussion of the research Four Square Writing Method can improve the students' writing skills on descriptive text. Besides, Four Square Writing Method can also improve the writing class situation. The students were getting motivated and interested in the writing class. Next, previous research was conducted by Agustina on 2016 at West Java. This research focused on teaching writing discussion text. Based on the discussion of the research, the researcher

conclude that the students' writing skill improved after using Four Square Writing Method with the level of significant (two-tailed) is less than alpha (0.0000<0.05).

Based on the previous research above, it makes the researcher more strengthen to was cinducted. Before conducting the research, the researcher gave pre-test in order to find out the prior knowledge of the students' descriptive text writing before given by treatment. The result showed that the highest score was 71 while the lowest was 34 and the average score was 53. After finishing the treatments, the researcher gave the post-test. The result of the post-test showed that highest score was 86 while the lowest was 49 and the average score was 78.2.

Based on the discussion above, the researcher conclude that four square writing method can be a solution for the teacher to help students' in teaching and learning process as specially in writing subject namely, in descriptive text writing because it was proved by the mean score of pre-test that build up from 53 before treatment up to 78.2 after treatment.

H. Limitation

This research was conducted at the tenth graders of Senior High School 2 Sekampung. The subject of the research were the tenth graders in the academic year of 2018/2019. The choice of subject was descriptive text writing skill by using four square writing method. The result of this research show that four square writing method success to help students in writing descriptive text sistematically.

Therefore, after conducting the research and getting the data test, observation, and documentation, the researcher found some limitations such as

there were some obstacles in the students'descriptive text writing skill. The first was the students were various, some students have understood about the explanation of the teacher and some others have not understood yet. The second was the teacher seldom used English in learning process so they looked difficult when the teacher explain the material using English.

Finally, the result of this research explained that theory of the positive effect of using four square writing method towards students' descriptive text writing skill was success in the tenth graders at Senior High School 2 Sekampung at class X.ISOS2 in the academic year of 2018/2019.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher can conclude that the condition of building, the condition of the teacher and official employees, the organization, and the sketch of the location of Senior High School 2 Sekampung is good. Besides, the researcher can conclude that four square writing method can helps students in writing descriptive text and students' have high motivation in writing descriptive text when using four square writing method. The students got low score in pre-test, after the treatment given, the students can make decriptive text writing easily by using four square writing method. It is proven by the result of pre-test and post-test of the students. The students pos-test score is higher than the students' pre-test score. It can be seen by the result of one sample t test. Sig.(2-tailed) of posttest is $0.000 < 0.05$. It means that there was a positive and significant effect of using four square writing method towards students descriptive text writing skill at the tenth graders of Senior High School 2 Sekampung.

B. Suggestion

Based on the result of the research, the researcher gives some suggestions to the side that related as the considered as follows:

1. For the Teacher

    It is suggested to the teacher to use Four Square Writing Method as the teaching method to helps students in writing decriptive text.

2. For the Students

It is suggested to the students to be active in learning process in order they can understand the material easier especially in writing class.

3. For the Headmaster

The headmaster is supposed to give more facilities to the students in order the students can be more excited in English learning.

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IAIN METRO

Nama : Siti Khasanah   Jurusan : TBI
NPM : 1501070306   Semester : VII/2018

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Thursday 15/11/18		✓	- Revice Chapter I - III - your problem formulation - prior Research - chapter III?	
2	Thursday 29/11/18		✓	Show Reference	
3	Thursday 06/12/18		✓	Revise again Chapter 2	
4	Thursday 13/12/18		✓	Acc and Continue to the first sponsor	

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Siti Khasanah
NPM :1501070306
Jurusan :TBI
Semester : VII/2018

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	19/12 2018	✓		Margin, pedoman teknik penulisan Footnote Bibliography.	
2	24/12 2018	✓		Revise Chapter I Dese an notice.	
3	27/12 2018	✓		Revise Chapter I dan II.	
4	03/01 2019	✓		Revise Chapter III.	
5	08/01 2019	✓		Acc Seminar	

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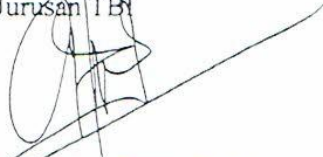
NPM : 1501070306

Jurusan : TBI

Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1	Thursday 09/05/2019		✓	Acc Research Instrument	

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Nama : Siti Khasanah   Jurusan : TBI
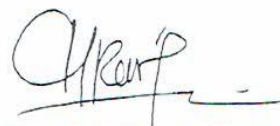
NPM : 1501070306   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1	20/08 20~~	✓		IPD harus disesuaikan MPD → Test, Dokumentasi, observation, - Pedoman observation - Pedoman Dokumentasi	
2	5/08 20~	✓		Acc IPD	

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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NPM : 1501070306   Semester/TA   : VIII/2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1	Thursday 20/06/2019		✓	Revise chapter IV–V	
2	Thursday 04/07/2019		✓	Acc and continue to the first sponsor	

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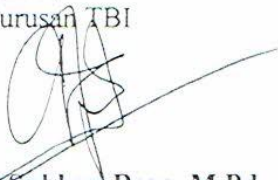### KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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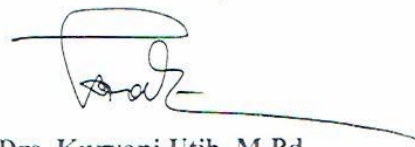Nama : Siti Khasanah
NPM : 1501070306

Jurusan/Fakultas : TBI/Tarbiyah dan Ilmu Keguruan
Semester/TA : VIII/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	04/07/2019	✓		-Penilaian lembar kerja siswa pre-test and post-test	
2	08/07/2019	✓		Revise Cycle IV	
3	11/07/2019	✓		Acc Bab IV & V	
				Acc Mengajar	

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Nomor   : B-3257/In.28.1/J/TL.00/10/2018
Lampiran : -
Perihal   : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA SMAN 2 SEKAMPUNG
di-
      Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**SITI KHASANAH**
NPM	:	1501070306
Semester	:	7 (Tujuh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE EFFECT OF USING FOUR SQUARE METHOD TOWARDS STUDENTS' DESCRIPTIVE TEXT WRITING SKILL AT THE TENTH GRADERS OF SENIOR HIGH SCHOOL 2 SEKAMPUNG IN ACADEMIC YEAR 2018/2019

untuk melakukan *pra-survey* di SMAN 2 SEKAMPUNG.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 18 Oktober 2018
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

Nomor   : 420/ 138 /11/SMA.2/2018
Lamp   : -
Hal   : Jawaban Izin Survey

Kepada Yth,
Ketua Jurusan Pendidikan Bahsas Inggris Fakultas Tarbiyah dan Ilmu
Keguruan Institut Agama Islam Negeri Metro
Di –
      Metro.

Dengan Hormat,
Menindaklanjuti surat tugas pra survey mahasiswa Institut Agama Islam
Negeri Metro nomor : B-3257/In.28.1/J/TL.00/10/2018 tanggal 18
Oktober 2018 atas nama Sdr :

Nama   : SITI KHASANAH
NPM   : 1501070306
Semester   : 7 (Tujuh)

Di izinkan untuk mengadakan penelitian dalam rangka penulisan
Skripsi dengan judul : *"THE EFECT OF USING FOUR SQUARE METHOD
TOWARDS STUDENTS DESCRIPTIVE TEXT WRITING SKILL AT THE TENTH
GRADERS OF SENIOR HIGH SCHOOL 2 SEKAMPUNG IN ACADEMIC YEAR
2018/2019"*

Demikian surat keterangan/jawaban ini kami sampaikan agar dapat
dipergunakan sebagaimana mestinya.

                                        Sekampung, 29 Oktober 2018
                                        Kepala Sekolah,

                                        Drs. BUDI RAHAYU, M.MPd.
                                        NIP 196411101991031015

Nomor : B-0 /In.28.1/J/PP.00.9/4/2019   30 April 2019
Lamp : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Siti Khasanah
NPM	:	1501070306
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	The Effect Of Using Four Squere Writing Method Towards Students Descriptive Text Writing Skill At The Tenth Graders Of Senior High School 2 Sekampung In Academic Year 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan + 1/6 bagian
   b. Isi + 2/3 bagian
   c. Penutup + 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014

SURAT TUGAS
Nomor: B-1467/In.28/D.1/TL.01/05/2019

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

Nama	:	**SITI KHASANAH**
NPM	:	1501070306
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMAN 2 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING FOUR SQUARE WRITING METHOD TOWARDS STUDENTS' DESCRIPTIVE TEXT WRITING SKILL AT THE TENTH GRADERS OF SENIOR HIGH SCHOOL 2 SEKAMPUNG IN ACADEMIC YEAR 2018/2019".

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 : 16 Mei 2019

Mengetahui,
Pejabat Setempat

Drs. Budi Rahayu, M.Mpd
NIP. 1964 1110 1991 03 1 015

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

Nomor   : B-1466/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMAN 2 SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1467/In.28/D.1/TL.01/05/2019, tanggal 16 Mei 2019 atas nama saudara:

Nama	:	**SITI KHASANAH**
NPM	:	1501070306
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 2 SEKAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING FOUR SQUARE WRITING METHOD TOWARDS STUDENTS' DESCRIPTIVE TEXT WRITING SKILL AT THE TENTH GRADERS OF SENIOR HIGH SCHOOL 2 SEKAMPUNG IN ACADEMIC YEAR 2018/2019".

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

Wassalamu'alaikum Wr. Wb.

Metro, 16 Mei 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN

SMA NEGERI 2 SEKAMPUNG

TERAKREDITASI 'B'

Alamat:Jl.Raya Sidomulyo Kec. Sekampung Kab.Lampung Timur Kode Pos: 34182
e-mail: smanduasekampung@yahoo.co.id ~ Website : smandua.sch.id ~ NPSN : 10814061

Nomor   : 420/108/11/SMA.2/2019
Lamp   : -
Hal   : Jawaban Izin Research

Kepada Yth,
Ketua Jurusan Pendidikan Bahsas Inggris Fakultas Tarbiyah dan Ilmu
Keguruan Institut Agama Islam Negeri Metro
Di –
    Metro.

Dengan Hormat,
Menindaklanjuti surat tugas Research mahasiswa Institut Agama Islam
Negeri Metro nomor : B-1466/In.28/D.1/TL.00/05/2019 tanggal 16 Mei
2019 atas nama Sdr :

Nama   : SITI KHASANAH
NPM   : 1501070306
Semester   : 8 (Delapan)

Diizinkan untuk mengadakan penelitian dalam rangka penulisan
Skripsi dengan judul : *"THE EFECT OF USING FOUR SQUARE METHOD
TOWARDS STUDENTS DESCRIPTIVE TEXT WRITING SKILL AT THE TENTH
GRADERS OF SENIOR HIGH SCHOOL 2 SEKAMPUNG IN ACADEMIC YEAR
2018/2019"*

Demikian surat keterangan/jawaban ini kami sampaikan agar dapat
dipergunakan sebagaimana mestinya.

Sekampung, 28 Mei 2019
Kepala Sekolah,

Drs. BUDI RAHAYU, M.MPd.
NIP. 196411101991031015

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 2 SEKAMPUNG
TERAKREDITASI ' B '

⟟ Alamat : Jl. Raya Sidomulyo Kec. Sekampung Kab. Lampung Timur - Kode Pos 34182 ☎ (0725) 5100174
✉ e-mail:smanduasekampung@yahoo.co.i ⓦ Website : smandua.sch.id ⬤ NPSN : 10814061

Nomor :420/070/11/SMA.2/2019
Lamp :
Hal   : Telah Melakukan Research

Kepada Yth,
Wakil Dekan I Institut Agama Islam Negeri Metro
Fakultas Tarbiyah dan Ilmu Keguruan
Di
     Metro

Assalamu'alaikum Wr.Wb.

Yang bertanda tangan dibawah ini kepala Sekolah SMAN 2 Sekampung Menerangkan
Bahwa :

        Nama   : Siti Khasanah
        NPM   :1501070306
        Semester : 8 (Delapan)
        Jurusan   : Pendidikan Bahasa Inggris

Telah melakukan Research dalam rangka Penyelesaian Tugas Akhir/Skripsi di SMAN 2
Sekampung Lampung Timur

Demikian Surat Keterangan ini kami berikan,untuk dapat digunakan seperlunya

Wassalamu'alaikum Wr.Wb.

Sekampung,19 Juni 2019
Kepala Sekolah,

Drs.BUDI RAHAYU,M.MPd
NIP.19641110 199103 1 015

INSTRUMENT TEST

PRE-TEST

WRITING DESCRIPTIVE TEXT

NAME:

CLASS:

Direction:

1. Write your name in your answer sheet!
2. Open the dictionary to guide your writing!
3. Write by your own self and no cheating!

Question:

1. Choose one of the following topics below (based on your experience)!
    a. My Favorite Fruit   c. My Father/ My Mother
    b. My Favorite Animal   d. My House
2. Write a description text based on the topic that you have choosen (at least two pragraphs)!

    Answer:

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

INSTRUMENT TEST

POST-TEST

WRITING DESCRIPTIVE TEXT

NAME:

CLASS:

Direction:

1. Write your name in your answer sheet!
2. Open the dictionary to guide your writing!
3. Write by your own self and no cheating!

Question:

1. Choose one ofthe following topics below!

   a. My Mother   c. Ir. Joko Widodo

   b. My House   d. Cat

2. Write a description text based on the topic that you have choosen (at least three pragraphs)!

   Answer:

SCORE LIST PRE-TEST

No	Students	Content	Organiztion	Vocabulary	Language Use	Mechanics	Total
1	AW	22	7	10	5	5	49
2	AF	22	7	10	5	3	47
3	AA	20	7	10	17	5	59
4	AK	22	7	10	5	5	49
5	DD	22	7	10	17	5	59
6	DF	20	7	7	11	5	50
7	DP	25	10	10	17	5	67
8	DS	13	7	7	5	3	35
9	ED	22	10	10	15	5	62
10	EF	13	7	7	5	3	35
11	FE	13	7	9	5	2	36
12	FN	13	7	7	5	3	35
13	FI	17	10	9	13	3	52
14	IA	25	14	14	15	3	71
15	JS	13	7	7	5	2	34
16	LS	22	10	14	15	5	66
17	MA	22	10	15	17	5	69
18	MM	17	10	9	13	3	52
19	NA	20	7	10	17	5	59
20	OR	20	7	10	17	5	59
21	RO	17	10	9	13	3	52
22	ROk	20	7	10	17	5	59
23	RI	20	7	7	11	5	50
24	R	22	10	14	15	5	66
25	RS	22	7	10	5	3	47
26	RY	22	10	10	15	5	62
27	SM	22	7	10	5	3	47
28	SR	13	7	7	5	3	35
29	SP	20	7	7	11	5	50
30	TH	22	10	14	15	5	66
31	TY	22	10	10	15	5	62
32	WA	22	7	10	5	3	47
33	WR	22	10	10	15	5	62

SCORE LIST POST-TEST

No	Students	Score Content	Organiztion	Vocabulary	Language Use	Mechanics	Total
1	AW	26	17	17	18	5	83
2	AF	21	14	17	17	4	73
3	AA	26	17	17	21	5	86
4	AK	26	17	17	18	5	83
5	DD	26	15	17	18	5	81
6	DF	26	15	17	17	5	80
7	DP	22	17	14	15	4	72
8	DS	26	17	17	21	5	86
9	ED	25	17	17	21	5	85
10	EF	26	15	17	17	5	80
11	FE	22	17	14	15	4	72
12	FN	25	17	17	21	5	85
13	FI	21	13	14	13	4	65
14	IA	25	17	17	21	5	85
15	JS	16	9	9	10	5	49
16	LS	21	15	15	15	5	71
17	MA	26	17	17	21	5	86
18	MM	25	17	17	21	5	85
19	NA	26	15	17	17	5	80
20	OR	26	17	17	18	5	83
21	RO	26	15	17	17	5	80
22	ROk	25	17	17	21	5	85
23	RI	25	17	17	21	5	85
24	R	26	17	17	18	5	83
25	RS	21	13	14	13	4	65
26	RY	25	17	17	21	5	85
27	SM	26	15	17	18	5	81
28	SR	21	13	13	16	4	67
29	SP	21	14	14	13	4	66
30	TH	26	17	17	18	5	83
31	TY	21	14	14	13	4	66
32	WA	26	17	17	18	5	83
33	WR	26	15	17	18	5	81

Table 5

Scoring Profile of Writing Descriptive Text

No.	Component	Level	Criteria
1	Content	30-27	Excellent to very good (relevant to assigned topic)
		26-22	Good to average (mostly relevant to assigned topic,but lack detail)
		21-17	Fair to poor (inadequate development of topic)
		16-13	Very poor (does not showl knowladge of subject)
2	Organization	20-18	Excellent to very good (ideas clearly stated/ supported)
		17-14	Good to average (loosely organized but main ideas stand out)
		13-10	Fair to poor (ideas confused or disconnected)
		9-7	Very poor (no organization)
3	Vocabulary	20-18	Excellent to very good (effective words)
		17-14	Good to average (occasional error of words)
		13-10	Fair to poor (frequaent error of words)
		9-7	Very poor (little knowledge of english vocabulary)
4	Language use	25-22	Excellent to very good (few errors of tense)
			Good to average (several errors of tense)
		21-18	Fair to poor frequent errors of tense)
		17-11	Very poor (dominated of errors)
		10-5	
5	Mechanics	5	Excellent to very good (few errors of spelling)
		4	Good to average (occasional errors of spelling)
		3	Fair to poor (frequent errors of spelling)
			Very poor (dominated errors of spelling).
		2	

Source: Jacobs et al.'s (1981) scoring profile.[38]

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[38] Sara CushingWeigle., *Assessing Writing*, p.116.

WRITING DESCRIPTIVE TEXT

NAME: Abit Wahyudi

CLASS: X ISOS 2

(49)

Direction:

1. Write your name in your answer sheet!
2. Open the dictionary to guide your writing!
3. Write by your own self and no cheating!

Question:

1. Choose one of the following topics below (based on your experience)!
   a. My Favorite Fruit   c. My Father
   (b.) My Favorite Animal   d. My Mother
2. Write a description text based on the topic that you have choosen (at least two pragraphs)!

Answer:

RABBIT

Rabbit is animal funny and to dislike. Rabbit accustomed to Plumage thick and soft. Plumage accustomed to colouring black, white and eye colour red. Rabbit eat carrot. Rabbit have to four pair toot and with long ear.

C = 22
O = 7
V = 10
L = 5
M = 5
___
49

INSTRUMENT TEST

POST-TEST

WRITING DESCRIPTIVE TEXT

NAME: Ablt Wahyudi

CLASS: X ISOS 2

83

Direction:

1. Write your name in your answer sheet!
2. Open the dictionary to guide your writing!
3. Write by your own self and no cheating!

Question:

1. Choose one of the following topics below!

   a. My Mother   c. Ir. Joko Widodo

   (b) My House   d. Cat

2. Write a description text based on the topic that you have choosen (at least three pragraphs)!
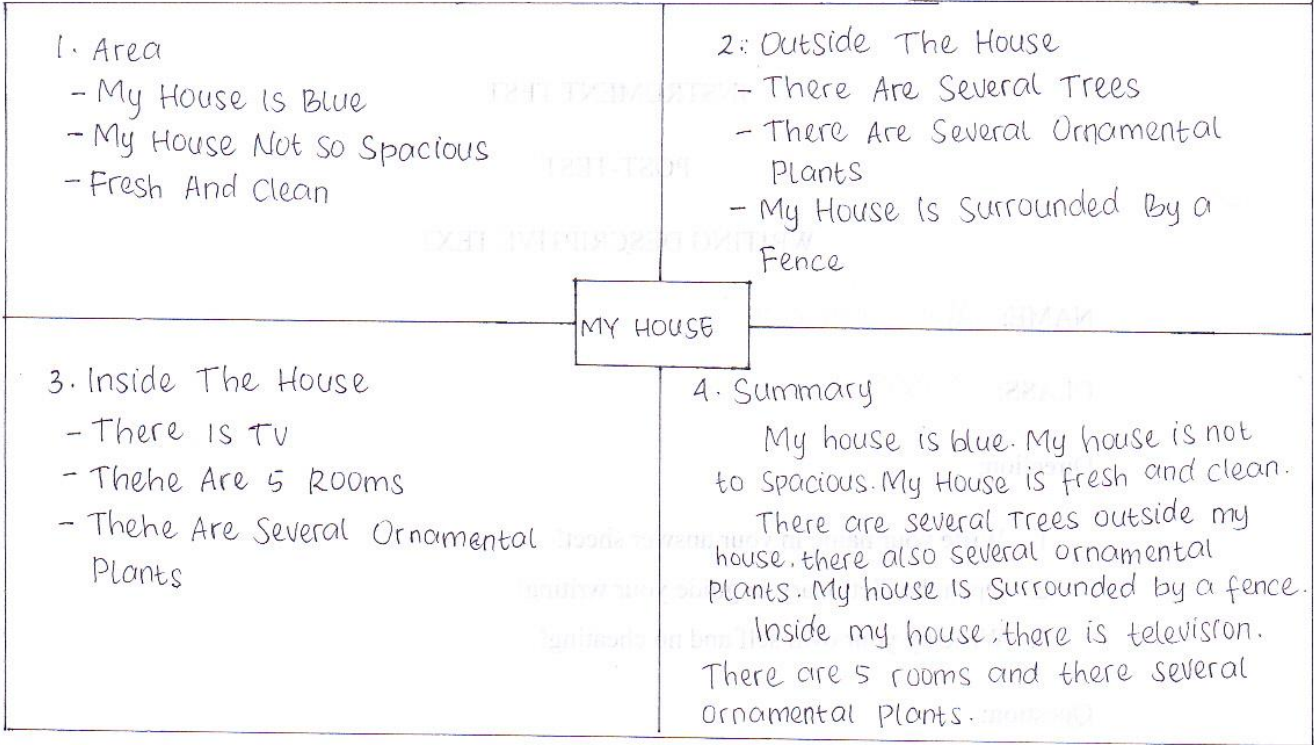
Answer:

MY HOUSE

My house is blue. My house is not to spacious. My house is fresh and clean.

There are several trees outside my house, there are also several ornamental plants. My house is surrounded by a fence.

Inside my house, there is television. There are 5 rooms and there are several ornamental plants.

C = 26
O = 17
V = 17
L = 18
M = 5
─────── +
83

1. Area
   - My House Is Blue
   - My House Not So Spacious
   - Fresh And Clean

2. Outside The House
   - There Are Several Trees
   - There Are Several Ornamental Plants
   - My House Is Surrounded By a Fence

MY HOUSE

3. Inside The House
   - There Is TV
   - Thehe Are 5 Rooms
   - Thehe Are Several Ornamental Plants

4. Summary
   My house is blue. My house is not to spacious. My House is fresh and clean. There are several Trees outside my house. there also several ornamental Plants. My house Is Surrounded by a fence. Inside my house, there is televisron. There are 5 rooms and there several ornamental Plants.

DOCUMENTATION GUIDANCE

1. Documentation about establishment history of SMAN2 Sekampung.

2. Documentation about organization structure of SMAN2 Sekampung.

3. Documentation about condition of the teachers, officials, and students of SMAN2 Sekampung.

4. Documentation about the location sketch of SMAN2 Sekampung.

5. Documentation about the students' descriptive writing result of SMAN2 Sekampung.

6. Documentation about infrastructure of SMAN2 Sekampung.

DOCUMENTATION

1. Pre-Test

The researcher introducing herself in ftont of the class

The researcher gives pre-test for the students

2. Treatment

The researcher gives the material for the students

The researcher explain the material about Descriptive Text

The researcher check the understanding of the students' about the mterial

1. **Post-Test**

The researcher gives post-test for the students

The researcher check the students' working

CURRICULUM VITAE

The name of researcher is Siti Khasanah. She was born in Sidomukti, June 3rd, 1997. She is the last child of happy couple, Ahmad Faham and Ngatinem.

She graduated from SDN 1 Sidomukti, East Lampung in 2009. At the time 2012, she graduated from SMPN 1 Batanghari. Then, she continued her study to SMAN 2 Sekampung and graduated in 2015. She continued her study in IAIN Metro in English Education Study Program since 2015 up to now.