

THE USE OF THE FOUR SQUARE WRITING METHOD IN IMPROVING STUDENTS WRITING SKILLS OF THE TENTH-GRADE STUDENTS OF SMKN 2 PACITAN ACADEMIC YEAR 2022/2023

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Abstract

This study aims to determine the use of the four-square writing method in improving students writing skills of the tenth-grade students in SMKN 2 Pacitan academic year 2022/2023. This is Classroom Action Research (CAR), the data was obtained by using a test on pre-test and post-test worksheets for 32 students as a sample of the population. This research was carried out from May 16, 2023, to May 19, 2023. After being collected, the data were analyzed using the following procedures: data reduction, data display, and drawing the conclusion. According to the findings, (100%) of students scored under the standards of completeness; (19%) of students got up the standards of completeness and (81%) students got a score under the standards of completeness; (100%) students got up the standards of the completeness; students got an average score of 64 on the pre-test, 69 on the post-test I, and 78 on the post-test II.

Keywords: *Four-Square Writing Method, Writing Skill, Students Grade X of SMKN 2 Pacitan.*

Introduction

In global competition, the ability to master foreign languages is essential, especially in the use of English. Several countries use English as a second language, one of which is Indonesia. Mastery of English is not only obtained through speaking, reading, and listening but also through writing. Writing is a way of expressing the feelings, ideas, hopes, and thoughts of the author through writing (Nurul Alfitasari, 2017) (Ni Kadek Devy Rafika, 2018) (Ni Luh Putu Alika, 2016: 2). Writing can be in the form of a text, a sentence, or just a few words as an expression. Writing is one way for someone to express themselves.

Writing has several objectives, including: (1) Expressing ideas, thoughts, feelings, and hopes to others in writing; (2) As a means of written communication with others; and (3) As a medium of social interaction and delivery of information. Based on these goals, the ability to write is very important. However, Writing is a complex cognitive process that involves using visual symbols to express the writer's thoughts and concepts (Indah Pusptasar and Agung Budi Kurniawan, 2017:83). There are five components that must be considered in writing, namely: mastering vocabulary, grammar, content, sentences, and punctuation. Due to a lack of understanding of these writing components, students find it difficult to improve their writing skills. One of the factors that influence students' writing difficulties is Students struggle to generate ideas as they consistently doubt the quality of the ideas they come up with, leading to confusion in finding the most suitable title (Bela Aprilia et.al., 2020:1)

This is in line with several studies that have been carried out regarding the difficulties experienced by students in writing. One of them is research conducted by Tarmizi et.al. (2018) on class VII students of SMPN 14 Palu which stated that some students had difficulties in developing ideas, grammatical errors, lack of vocabulary, and word choices. Based on the results of observations during teaching and learning activities in class X AKL 4 SMKN 2Pacitan, most students have difficulty coming up with ideas and arranging them into coherent paragraphs. This is caused by several factors, including students' lack of understanding of the components in writing, and the lack of varied learning techniques.

Based on the problems above, selecting the right method is essential. One method that can be used to improve students' writing skills is the four-square writing method (FSWM). Felci Triana Sauhana (2020: 236) states that the four-square writing method can help students in making paragraph unity and developing it into a text. Thus, this study focused on the use of the

four-square writing method in improving students' writing skills. Therefore, the researcher is interested in conducting research entitled "The Use Of Four-Square Writing Method In Improving Students Writing Skill Of The Tenth-Grade Students Of SMKN 2 Pacitan Academic Year 2022/2023".

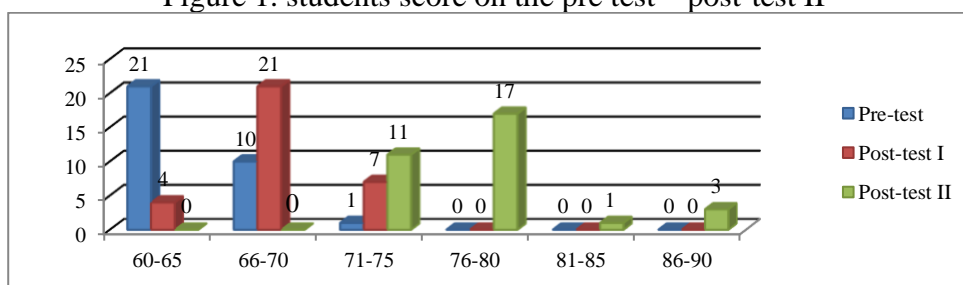
Method

This research is Classroom Action Research (CAR). The research methodology used in this research is design from Kemmis and M.C. Taggart. SMKN 2 Pacitan became the research location, specifically for the tenth-grade students from 2022/2023. The sample for this research is Accounting four students class X and consists of 32 students. The analysis implemented pre-test and post-test worksheets to collect the data, which was organized on May 16, 2023 (research cycle I) and May 19, 2023 (research cycle II). After being collected, the data were analyzed by the following procedures: data reduction, data display, and drawing conclusions.

Findings and Discussions (Times New Rowman 12, bold)

In the initial learning conditions, the researcher gave a pre-test to students with the aim of knowing students' initial abilities and the problems they faced. At the beginning of learning students still feel confused about writing descriptive text, and the use of sentences is still not correct. The following are the results of the students' pre-test in cycle I.

Figure 1. students score on the pre test – post-test II



The chart above shows the scores obtained by students from the pre-test to post-test II. Based on the overall student score, students get the lowest score of 60 and the highest score of 88 with an average score of 78.

In the pre-test, students were asked to write a descriptive text with the conditions according to the questions. The standard of success that students must achieve is 75. Based on the table above, it can be seen that all students score below the predetermined standard of success. Students get an average score of 64 with the highest score being 71 and the lowest score being 60. Based on the score they get, of course, there are some problems they experience in writing descriptive text. Most students encounter problems in coming up with ideas and arranging these ideas into coherent sentences.

After the pre-test was given and found several focus problems faced by students. The researcher gave treatment related to the use of the four-square writing method in writing descriptive text. In its use, the four-square writing method has four squares, each of which can be given a writing theme. So, this can make it easier for students to find ideas and organize them into coherent sentences.

Table 1 Frequency Table of Pre-Test and Post-Test Cycle I

Interval	Pre-test	Post-test	Explanation
≥ 75	0	6	Complete
≤ 75	32	26	incomplete
total	32	32	

Table 2 Frequency of Post-Test I and Post-Test II

Interval	Pre-test	Post-test	Explanation
≥ 75	6	32	Complete
≤ 75	26	0	incomplete
total	32	32	

Based on the table 1 student scores have increased. As many as 6 students (19%) got a score above the standard of success, while 26 students (81%) still got a score below the standard. Comparison of students' pre-test and post-test I scores showed that there was an increase. In the post-test I students experienced an average increase from 64 (pre-test) to 69 (post-test I). The highest score in the post-test I was 77, with the lowest score being 65. Because the results of the student scores in cycle I did not meet the standards of success, the researcher continued in cycle II.

In cycle II, the researcher gave the second treatment related to the use of the four-square writing method. Based on the table 2, in the post-test cycle II, all students scored above the standard of success. The average score of students has increased by 9 scores, from a score of 69 to 78. Students also get the highest score of 88 scores and the lowest score of 75 scores. Thus, the indicators of success have been achieved to the maximum, that is, 100% of students get a score of ≥ 75 .

Conclusion

Based on the results of the findings and discussion it can be concluded that the use of the four-square writing method can improve the writing skills of the tenth-grade students of SMKN 2 Pacitan academic year 2022/2023.

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