THE EFFECT OF USING FOUR SQUARE METHOD IN WRITING NOTICE TEXT AT THE GRADE VIII OF SMP NEGERI 11 PADANGSIDIMPUAN

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Abstrak

The study was conducted at the Grade VIII of SMP Negeri 11 Padangsidimpuan. The aims of this research was to find out if there was a significant Effect of Using four square method on Students’ Writing notice text at the Grade VIII of SMP Negeri 11 Padangsidimpuan. In order to achieve the purpose of this research, the writer carried out in quantitative approach by applying experimental method. The population of this research was the Grade VIII of SMP Negeri 11 Padangsidimpuan. They were 108 students, the writer used cluster sampling technique to get the sample. The samples were 32 students. The writing notice text was applied as the instrument of this research, the writer used “t” tes formula. Based on the data that has been analyzed, it can be found that (1) the students’ achievement in writing notice text without using four square method was “enough” (65.00), (2) their value by using four square method can be categorized “good” (77.00), and (3) there was a significant effect the result of writing notice text by using four square method. It meant that the hypothesis was accepted.

Kata Kunci: Writing Ability, Notice Text, Four Square Method

INTRODUCTION

Writing is one of important skills for foreign language learners in learning English. It was important because writing was a crucial skill for academic or occupational success. Next, writing could be an effective tool for the development of academic language proficiency as learners had to explore advanced lexical or syntactic expression in their written work. The last was writing across the curriculum that could be invaluable for mastering diverse subject matter. Therefore, it could be said that writing is the primary basis upon which our work and study was judged in school or college, in the workplace, and in the community.

Writing is the most difficult language skill. It is also considered as the most complicated language skill to be learned, compared to other language skills. Siahaan (2008:215) that there were four basic skills that must be mastered. They were listening, speaking, reading, and writing”. Writing held an important role in studying foreign languages. Especially in studying English writing is an activity where the researcher must have the ability to compose meaningful information, so the readers would be easily to understand.

In writing process students always involved thinking skill and creative skill. The students appeared to have many problems when write in English. The moment students could accept that writing was a language skill which is difficult to acquire. Furthermore, one in which relatively few people were required to be expert. It meant writing is difficult skills,
because the writer needed skills on how to write words correctly, how to put and arrange those words into sentences which were supposed to be meaningful according to grammatical rules. Moreover, the problems could arise for some students in writing because it was a complex skill involving multiple process and abilities. Writing was a complicated activity in cognitive analysis and linguistic synthesis in a language.

Sadller et al, wisely remarked in Westwood’s book (2008:57) that, good writing is not only hard work, but also it is an extremely complex and challenging mental task. Learning to write in English is more challenging than learning to speak fluently because the context is created through the words alone and without the direct interaction between the writer and the reader.

Therefore, many reasons supposed that the number of students writing difficulties was even greater than the number experiencing difficulties in other skills. Meanwhile, not only students often find difficulties in writing but teachers also got it. The teachers were also difficult to teach, which, more or less, effect the students’ learning outcomes and has a long process. Process of writing activities starts from pre-writing, drafting, revising, and editing in order to discover and produce ideas and views. Furthermore, the teachers still used conventional teaching to teach English. In order to solve the students’ problems, the teacher is hoped to able to find the solution to improve students’ writing skill. To solve the problems easier, the teachers could use technique in teaching and learning process.

According to Brown (2001:335), the process of writing requires an entirely different set of competencies. Written products were often the result of thinking, drafting, and revising procedures that requires specialized skills, skills that not every speaker develop naturally. It meant that Writing is a process of transforming ideas into written form which involves several stages. However, many teachers were less aware of the importance of teaching the writing stages to the students as they more focus on the writing products. Consequently, the students’ writing ability is not really good. Teacher should provide the students with the technique that could motivate and to make the students easier to write well.

Based on the preliminary research, the researcher found that many students at the Eighth grade of SMP Negeri 11 Padangsidimpuan have difficulties in understanding how to write correctly. To get the data of Pre research the interview was applied to the English teacher and the students of SMP Negeri 11 Padangsidimpuan. By interviewing the teacher and the students, one of the interview questions that the researcher asked to the teacher was “what were the problems that were faced by the student in learning writing?” Based on the interview that the writer did to the English teacher, he said that the students’ writing ability of SMP Negeri 11 Padangsidimpuan is still low. the students’ problems in learning writing were the students still couldn't gather the idea to write, and the students make mistook due to lack of vocabularies.

Based on the result of interviewed and analyzed the students’ writing ability score showed that the students’ skill in writing is poor. It happened because of some problems; the students have low motivation in writing, the students were not able to write correctly, the students had low vocabulary, the students were not interested in the writing and they still confuse to find out the idea. According
the students, writing is the most difficult skill in English than another skill in English.

Teacher explained that almost students needed more motivation in English subject especially in writing skill. It meant that the students need fresh technique to solve their writing problems. Based on interview by the teacher, the teacher also found some factors of students’ problems in learning English especially their writing skill. The students thought that write a paragraph is most difficult one and they get the difficulties in gathering idea when they were going to write, because they were still confuse how to organize their idea to be a good paragraph.

Based on explanation above, the researcher could conclude that an English Teacher must have a good technique to make the students interest to write and more enjoyable in teaching learning process. Teaching writing with appropriate technique is crucial to make the writing class becomes more effective, interesting, and enjoyable for the students. Teacher should apply appropriate technique in teaching writing. The teacher made teaching writing process more enjoyable and easier to understand by the students, and one of the technique is teaching writing through four square writing technique.

The researcher believed that Four Square Writing Technique was a good technique in conducting writing activity. By conducting a classroom action research that implements Four Square Writing Technique, it was expected that the teacher was able to improve the students’ writing skill. Because four square writing technique was a simple graphic organizer to guide students organize their thoughts or planed before they write a complete paragraph.

Four-Square Writing Technique was a technique of teaching basic writing skills that was applicable across grade levels and curriculum areas. Graphic organizers were visual displays of key content information designed to benefit learners who have difficulty organize information. The step by step approach could help the students in cohesiveness, coherence, and transition words.

Based on the background above, the researcher used four square writing technique in teaching English, especially to improve the students’ writing skill. Therefore, the researcher entitled this research “The Effect of Using Four Square Method in Writing Notice Text at the Grade VIII of SMP Negeri 11 Padangsidimpuan”.

1. The Nature of Writing Ability

Generally, writing was needed as a medium through which people share what they have in mind. According to McDonald and McDonald (2002:7), writing was usefully described as a process; something which shows continuous change in time that should be developed and trained continuously. It was also supported by Fylhn and Stainthrop (2006:54) that writing was medium of human communication that represents language through the inscription or recording of signs and symbols in action and highly complicated task. It could be said that writing was a process that what we write was often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.

Meanwhile, Langan (2005:12) said that writing was a process of discovery that involved a series of steps, without practice, people could think that writing was difficult. Like
Langan, Tangpermpoon (2008:9) defined that writing was known as the most complicated skill to master for language learners because they need to have several background knowledge of L2 about the rhetorical organizations, proper language use or specific lexicon with which they want to deliver to their readers.

Hyland (2004:21) explained that writing was a way to share personal meanings. It meant that writing was the way to express feelings and thought to other people that have a meanings. Writing could help people to communication. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.

Based on the explanation above, it showed that learning writing was assumed to be difficult and the students should develop a full understanding of the writing process so they were able to express themselves more confidently, effectively, and efficiently in order to create a piece of writing.

2. Notice Text

One of short functional texts that students should master was notice text. Notice was a statement in spoken or written form that made something known publicly, the action of announcing something.

An was something said, written or printed to make known what has happened or what will happen. In writing a notice, include the title/type of event, date/time, place, and who to contact. An announcement should include what, when, where, and who. Often it includes why and how. An announcement should be brief.”

According to English lab (2011:1) notice is defined as advanced notification or warning. People usually use notice to give information, instruction or warning. That was why in notice, people use a simple word with simple font which was written in a placard or notice board.

Similarly, Nurdiono (2016:3) notice was a short and simple information addressed to someone else. Notice should be easily understood and easy to read. So, usually notice or notification always using simple words written in a simple and large font and it was usually placed in public place. Notice could also be sign.

It means that an notice uses a clear and brief description of the information. It was also completed by author, time and place.

3. Four Square Method

Gould and Gould (2009:v) stated that there were some steps of using four square writing technique, there were;

1. Brainstorming: Generating ideas
2. Organizing: Four square or other technique
3. Drafting: Rough or first draft
4. Revising: Revision of content and style
5. Editing: Editing for surface features, punctuation, spelling, capitals, etc.

The four square writing has eight steps, each one building upon the previous one. The steps were:

1. Step 1- Categorizing
2. Step 2- Examples and a Feeling Sent
3. Step 3- Placing a Sentence in the Center of the Four Square
4. Step 4- Writing a Paragraph
5. Step 5- Adding More Details
6. Step 6- Writing a Wrap-Up Sentence
7. Step 7 - Adding Supporting Details
8. Step 8 - Adding Connecting Words to Provide Transition Between Idea.

From those theories above, the researcher constructed the steps to teaching four square writing techniques were:

1. Brainstorming
   Brainstorming need to build the ideas of the students. The teacher guide the student about the topic that will be learn.

2. Categorizing
   The first step was categorizing. It began with grouping concrete objects into similar categories, progressed to pictures and then to abstract, grouping like ideas and words using Four Square Graphic Organizer (FSGO).

3. Examples and a Feeling Sentence
   At this point the students were comfortable categorizing and ready to move on. The topic was always provided to the students. They needed to complete three boxes of the FSGO with similar ideas pertaining to the topic using pictures and/or words. In the fourth square of the organizer, a feeling sentence was added. The students were told that the feeling sentence has to include the topic and an emotion word.

4. Placing a Sentence in the Center of the Four Square
   Now the students had to write a topic sentence in the center of the organizer and a sentence (no pictures) in the first three boxes to prove the topic sentence, and then a feeling sentence in the fourth box. The students often had difficulty supporting the topic sentence using reason; instead they often write opinion statement. Class activities were necessary to help students understand the difference between opinion statements and statements that prove the topic to be true.

5. Adding Supporting Details
   The students were required to add another supporting detail to the first squares. During this step, the students needed three reasons or examples instead of just two details and were not allowed to repeat details from one box to another. For many students, encouragement from the teacher was necessary in order for the students to produce the extra details.

6. Adding Connecting Words to Provide Transition Between Ideas
   The students were taught how to choose and use appropriate connecting words between similar or contrasting ideas. To ensure the success for this critical step, the teacher needed to make a wall poster to demonstrate appropriate connecting words between each square of the organizer.

7. Writing a Paragraph
   In this point the students were ready to take the sentences off the organizer and write them on a paper. They had to learn about writing paragraphs.

**METHODOLOGY**
Setting of this research is SMK Negeri 1 Angkola Timur. Basically, there are many reasons why the writer
takes this school as setting of the research. First, the writer can find data which related to this research. Second, the problem about improving students’ speaking ability through Praise Question Polish (PQP) method has not ever done for a research. Third, the writer teaches in the school, exactly at the tenth grade students of SMK Negeri 1 Angkola Timur. Furthermore, subject of this research is the X AK 1 grade students of SMK Negeri 1 Angkola Timur. The total of the X AK 1 grade students SMK Negeri 1 Angkola Timur is 34 students.

Moreover, the writer used classroom action research method. In other words, the writer used this method as kind of method that used to improve students’ ability in learning. By doing this research, the teacher should attention to the action which should be done by the teacher in the class until the teacher can solve students’ problem in learning process. Next, the writer limits this method in two cycles. Therefore, this research runs in cycle 1 and cycle 2. Next, the writer took many kinds of techniques for collecting data, namely observation, field note, test, and documentation. Therefore, the writer used observation check list, sheet of field note, sheet of test, and photos’ document.

In doing this research, there were many steps that used in this research. In cycle 1, steps of this research were: identification of the problem, planning, action, observation and reflection. Next, in cycle 2 the writer took planning, action, observation and reflection. Furthermore, this research planned to be continued about three months. In analysis data, the writer focused on reduction, description, and conclusion of data. Finally, the writer used qualitative analysis to analyze data based on the Huberman’s model.

RESULT
1. Writing Notice text Taught without Using Four Square Method

The data of the research for the writing notice text taught without using Four Square Method was the score of the students in doing the test. The data were collected by the researcher from the field and it was analyzed in order to make the description of the data. The writer described as follows: the lowest score was 50 and the highest score was 80, it was concluded in order to know the description of the data, from the calculation. From the calculation, it was known that the mean of writing notice text in post test to the grade VIII of SMP Negeri 11 Padangsidimpuan was categorized “good”. It meant that writing notice text without using four square method at the Grade VIII of SMP Negeri 11 Padangsidimpuan was satisfied.

2. Writing Notice text Taught by Using Four Square Method

The data of the research for writing notice text taught by using Four Square Method in post test was the score of the students in doing the test. The data were collected by the researcher from the field and it was analyzed in order to make the description of the data. The researcher described as follows: the lowest score was 65 and the highest score was 90, it was concluded in order to know the description of the data. From the calculation, it was known that the mean of writing notice text taught by using Four Square Method to the VIII grade students of SMP
Negeri 11 Padangsidimpuan was categorized “good”. It meant that writing notice text taught by using Four Square Method was satisfied.

**DISCUSSION**

Based on the previous explanation, it could be found that the students’ achievement in writing notice text taught by using fours square method was better than without using Four Square Method or there was a significant differential effect of using explicit stategy in writing notice text to the grade VIII of SMP Negeri 11 Padangsidimpuan.

To investigate the explanations, test of the hypothesis should be administrated whether it is accepted or rejected. The alternative hypothesis could be calculated with t table, if t table was lower than the calculation score (t0). In order to get the calculation score (t0), the writer used the formula of “t” test with statistical analysis as follows:

1. **Mean Four Square Method**
   
   \[ M_{\text{inq}} = \frac{\sum X}{N} = \frac{2450}{32} = 76.6 = 77 \]

2. **Standard deviation of Four Square Method**
   
   \[ SD_x = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{2450}{32}} = 76.56 = 8.7 \]

3. **Standard error of variable 1 or X variable**
   
   \[ SE_{MX} = \frac{SD_x}{\sqrt{N-1}} = \frac{8.7}{\sqrt{31}} = 8.7 \]

   \[ = 1.55 \]

2. The calculation of the data of writing notice text taught without using Four Square Method to the grade VIII of SMP Negeri 11 Padangsidimpuan.

   a. **Mean without using Four Square Method**
      
      \[ M_y = \frac{\sum X^2}{N} = \frac{2070}{32} = 64.7 \]

      \[ = 65 \]

   b. **Standard deviation of without using Four Square Method**
      
      \[ SD_y = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{2070}{32}} = \sqrt{64.68} = 8.05 \]

   c. **Standard error of variable 1 or variable X2**
      
      \[ SE_{MY} = \frac{SD_{X2}}{\sqrt{N-1}} = \frac{8.05}{\sqrt{31}} = 5.6 \]

      \[ = 1.43 \]

3. The calculation of Standard errors of X1 and X2 variables, and calculation to get the score of t0 of the grade VIII students of SMP Negeri 11 Padangsidimpuan.

   a. The calculation of Standard errors of X1 and X2 variables by using formula as follows:
      
      \[ SE_{M1-M2} = \sqrt{(SE_{M1})^2 + (SE_{M2})^2} \]

      \[ = \sqrt{(1.55)^2 + (1.43)^2} \]

      \[ = \sqrt{2.4 + 2.04} \]

      \[ = \sqrt{4.44} \]

      \[ = 2.1 \]

b. The score of t0 by applying the formula as follows:
Based on the previous calculation, the writer had found that the coefficient of $t_0 = 5.71$. It is compared with the score of $t_t$ on degree of freedom (df) 62 or $(N_1 + N_2 - 2) = 32 + 32 - 2 = 62$. The score of $t_t$ is 2.00 at 5% significant degree. It meant that the score of $t_0$ was greater than the score of $t_t$ namely $5.71 > 2.0$. It meant, there was Significant Effect of Using Four Square Method in Writing notice text at the Grade VIII of SMP Negeri 11 Padangsidimpuan. In other words, the hypothesis was accepted.

**CONCLUSION AND SUGGESTION**

1. **Conclusion**

   Based on the result of this research, the conclusion could be formulated as follows:

   a. The result of the data description showed that the mean scores of students in writing notice text without using Four Square Method was in the criteria was enough.

   b. The result of the data description showed that the mean scores of students in writing notice text by using Four Square Method was in criteria was good.

   c. There was a significant effect of using Four Square Method in writing notice text at the grade VIII of SMP Negeri 11 Padangsidimpuan or $t_0$ was greater than the score of $t_t$

2. **Suggestions**

   a. Teacher should activate and connect students’ background knowledge in writing notice text.

   b. Teaching writing NOTICEt text by using Four Square Method will be better if it was done in groups.

   c. Further, research applied the result of this study as ground to make other research, to improvement of teaching English.

**REFERENCES**


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