

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of research and discussion on the action research of the implementation of the Four-Square Writing Technique (FSWT) conducted to the 6th grade students at SDN Petemon X/358 Surabaya in the academic year 2020/2021. The findings of the research are described and discussed in the following subheadings: the findings of the research and the discussion of the results.

4.1 Findings

4.1.1 Pre-research

The written skills of the students before the research were described in various situations. The first problem was to explore ideas. Students have problems exploring ideas to write. They found it difficult to transfer thoughts and feelings from their heads onto a paper sheet. Next was the limited choice of words which made it difficult for students to use appropriate words to express their ideas. In addition, the students had limited knowledge of transition words. The students made mistakes to order words such as noun and adjective.

In pre-research, observations were made during online learning, which was carried out through Zoom on 28 May 2021. The researcher and the teacher took the 6-A class. The teacher welcomed and prayed together, then checked the list of students. The teacher began the teaching with a guided question on materials to be learned. The teacher asked

students directly about the text, the type of text, the characteristics of the text. Some students have been actively involved in this brain storm section. At the end of the section, the teacher tested the students to write the descriptive texts as a principal discussion. The results revealed that most 6-A students had problems writing descriptive texts. The results of the pre-test were seen as follow:

Table 4.1 The Results of the Pre-test

No	Code	Pre-test
1	S6A-1	64
2	S6A-2	55
3	S6A-3	50
4	S6A-4	60
5	S6A-5	62
6	S6A-6	62
7	S6A-7	70
8	S6A-8	74
9	S6A-9	68
10	S6A-10	66
11	S6A-11	60
12	S6A-12	55
13	S6A-13	70
14	S6A-14	65
15	S6A-15	60
16	S6A-16	55
17	S6A-17	64
18	S6A-18	62
19	S6A-19	56
20	S6A-20	60
21	S6A-21	68
22	S6A-22	62
23	S6A-23	72
24	S6A-24	68
25	S6A-25	72
26	S6A-26	64

27	S6A-27	60
28	S6A-28	55
29	S6A-29	58
30	S6A-30	56
Mean		62,43
Highest Score		74
Lowest Score		50
Passed		5
Percentage		16,67

Table 4.1 showed that the average score for pre-test was only 62.42. Then only 74 were the highest score of the pre-test and 50. For the students who passed the tests, only 5 students were present (16.67 %). As a result, only five students passed the test based on the minimum master's criteria (KKM) of ≥ 70 . Seeing the fact, the researcher argues that an appropriate strategy is needed to solve the problems in order to achieve the learning goals particularly by writing the descriptive texts of the 6-A students. The researcher identified that the written skills of students should be improved using a technique that was expected to solve the problems. Therefore, the researcher chose Four Square Writing Technique (FSWT) to enhance the written skills of the students so that, in case of a simple paragraph, the research aiming at the improvement in the skill in writing of students covering certain aspects of writing such as content, organization, vocabulary, language use and mechanics can succeed.

4.1.2 Implementation Cycle 1

Cycle 1 was done on June 2nd 2021 to June 9th 2021 which were in three meetings. The first and the second meeting were the implementation of the Four-Square Writing Technique (FSWT) as assumed to be a solution to solve the problems faced by the students of class 6-A at SDN Petemon X/358 Surabaya in the academic year 2020/2021. This cycle comprised planning, action, observation, and reflection. In this stage researcher did some follows activities:

In the planning phase, the researcher and the teacher performed some activities, such as preparation of material, drawing up a lesson plan and taking action steps. Then, to prepare the students, by introducing the four-square writing technique, to understand the descriptive text effectively. The researcher then prepared classroom observation sheets (to know the situation of teaching learning process when the technique was applied). Finally, a test was prepared by the researcher. Planning was based on the diagnosed problem of descriptive text writing skills faced by students. When a class action study process was planned by the researcher and coworker, the researcher produced the teaching material in the classroom and developed a course through the work of the student in the classroom. The researcher and the teacher developed a lesson plan for two Cycle 1 meetings. The researcher and teacher has chosen appropriate material for the students in relation to the class 6 curriculum.

The action of the cycle 1, the teacher implemented the teaching technique using four-square, meanwhile the researcher did observation to investigate the activities during the implementation of FSWT. There were two meetings in this cycle where in every meeting was held in 2x30 minutes and followed by 30 students. The action focused on implementing four-square writing technique to improve students' writing of the descriptive texts.

At the first meeting, the teacher focused on introducing the students with the four-square writing technique. The researcher and the teacher took the 6-A class. The teacher welcomed and prayed together and checked the list of students. The teacher began teaching with a guided question on materials to be learned. The teacher asked the students orally about texts and the characteristics of the text. Some students actively participated in this brain storm section.

The teacher on the Zoom meeting presented the topic of "*My Favorite Things*" on the screen and then drew the four-square graphic organizer. The teacher explained the graphics organizer four-square. The teacher asked the students to tell their favorite things. After that the teacher clarified and led the students to group their favorite things into four-square graphic designers. The teacher asked some questions about descriptive text based on the students' ideas. Some students actively answered the question of the teacher but most of them passively.

After that, the teacher drew four-square graphic organizer and gave the topic. Then, teacher asked the students to give their idea or information, based on the topic picture. The teacher asked the students to write on the paper of four-square graphic organize (FSGO) to all of the students after that asked students to wrote their idea and information that they have got from the picture. The teacher then led the students to obtain the idea and information to support the subject. Some students didn't understand the entire four-square graphic organizer. The teacher explained the four-square graphic organizer and guided the students to finish the four-square. But some students still confused it with noise from the class so they couldn't hear clearly. The students also confused themselves to obtain the supporting information to prove that the topic was true.

After that, the teacher guided the students to use connecting word which appropriate to connecting between each four-square of the organizer. And the last, the teacher guided the students to found their idea then arranged the idea used foursquare and write down on the four-square graphic organize paper. The researcher monitored by asking the students them to solve the difficulties they faced. In the end the class, the researcher asked the students to submit their work via WhatsApp.

On June 4th, 2021, the second meeting of cycle 1 took place. Generally, the activities reinforced the previous meeting's discussion through the use of FSWT. The teacher assigned a new writing topic to

the students during the second meeting. “My School” was the title of the day’s text. The Zoom meeting included the teacher, the researcher, and students. The teacher utilized FSWT to share the topic-related screening. The students appeared to be intrigued, as the subject was familiar to them. Students were guided by their teacher as they wrote the text. She provided only a few examples and then asked students to fill in the blanks-square with their own details. When the students were asked to do so, they objected, said, “*Bu, yang kotak-kotak kedua diisi apa?*” The teacher then demonstrated how to conduct the step in which students’ ideas are explored. The teacher reviewed the topic at the conclusion of the lesson to ensure that the students grasped the material.

After completing the first cycle and administering the first post-test which was done on June 9th, 2021, the teacher conducted a reflection on the data gathered. She discovered that students’ writing abilities had improved as a result of the evaluation. This fact was corroborated by the fact that several indicators reduced their intensities. For instance, students had less difficulty exploring concepts. They were no longer perplexed when asked to locate details for their text. They did an adequate job of organising the text. Students improved their text organisation skills after implementing FSWT. They were able to disentangle and differentiate descriptive text’s generic structure. Additionally, the students were not afraid to speak with the researcher about their difficulties.

Table 4.2 The Results of The Post-test in Cycle 1

No	Code	Post-test Cycle 1
1	S6A-1	68
2	S6A-2	68
3	S6A-3	64
4	S6A-4	70
5	S6A-5	75
6	S6A-6	76
7	S6A-7	80
8	S6A-8	76
9	S6A-9	78
10	S6A-10	70
11	S6A-11	72
12	S6A-12	65
13	S6A-13	72
14	S6A-14	68
15	S6A-15	70
16	S6A-16	66
17	S6A-17	66
18	S6A-18	74
19	S6A-19	70
20	S6A-20	66
21	S6A-21	72
22	S6A-22	68
23	S6A-23	80
24	S6A-24	74
25	S6A-25	82
26	S6A-26	78
27	S6A-27	72
28	S6A-28	65
29	S6A-29	62
30	S6A-30	66
Mean		71,10
Highest Score		82
Lowest Score		62
Passed		18
Percentage		60,00

Table 4.2 revealed that the average test score was only 71.10. Then 82 obtained the highest test score, and 62 obtained the lowest score. 18 students only showed up for the students who had already passed the tests (60%). Only 18 students met the minimum standards of ≥ 70 on the basis of the master's criteria (*KKM*).

As the reflection in this cycle, the question of students' ability in language use had not yet been solved. Even though students were making mistakes in constructing new sentences to write descriptive texts, they still succeeded in finishing their projects. They agreed that certain words, such as verbs, nouns, and adjectives, were difficult to remember. Besides, they found difficulty in expressing their ideas using the appropriate vocabulary. As a result, the teacher during the lesson had to individually check each student by asking them to answer students' questions about the meaning of some words, all while holding the Zoom meeting in session.

First time she taught the students, she had difficulties adjusting to the class environment because it was the first time. Additionally, she went over the material in such a short amount of time, and the voice was hardly loud. The teacher was calmer and the students were, as well. In the second meeting, the researcher should examine the students' writing difficulties by asking if they have trouble describing things using text while taking part in Zoom meetings with equal probability, and did not focus on one part of the class. By giving the students a better opportunity

to identify the vocabularies related to the writing assignment, she gave them more opportunities to express themselves. By knowing the result, the researcher and the teacher continued the research in the cycle 2.

4.1.3 Implementation Cycle 2

The cycle 2 took place from June 11th to June 18th, 2021 and consisted of three meetings. The first and second meetings focused on the implementation of the Four-Square Writing Technique (FSWT) as a means of resolving issues confronting students in class 6-A at SDN Petemon X/358 Surabaya in the academic year 2020/2021. Based on the results of the first cycle, the teacher and researcher concluded that while students' writing skills had improved, there were still some issues that needed to be addressed. As a result, the researcher revised her plan for the second cycle. The objectives were as follows: (a) instructing students on how to construct effective sentences for descriptive texts in order for them to comprehend how to create an effective text; (b) the researcher should be more engaging in delivering the material in order to motivate students; (c) providing equal opportunity for students to ask questions; and (d) introducing more new words related to the writing assignment to the students. The plans were carried out in two meetings; during the first meeting, the researcher gave the writing the intriguing title "My House," and during the second meeting, the researcher continued to use it to ask the students to edit their previous meeting's writing that had been

highlighted previously. Underlining was used to indicate which sections needed revision. This cycle included planning, acting, observing, and reflecting. During this stage, the researcher engaged in the following activities:

On Friday, March 11th, 2021, the teacher and researcher convened a Zoom meeting to begin the class. Following the students' introductions, the teacher reviewed previous material. On that particular day, the topic was titled "My House." After being asked to create their own FSGO, the students were asked to describe their experience with their house. The researcher no longer gave them any sentences to use as an example during this meeting. In other words, students were instructed to gather their own information. The researcher merely kept an eye on them to ensure they were functioning properly. At the conclusion of the lesson, all students were able to complete their writing, although some complained when they were required to submit their work.

The students appeared to be engaged in their own arguments about their house during this meeting. The majority of them refused to use FSGO to write because they were bored drawing it. "*Bu, lagi males nggambar ni, nggak usah pake itu aja ya?*" one of the students said. The teacher had no choice but to allow them to continue writing without first creating a drawing. As a result, their writing contained errors.

On Wednesday, June 16th, 2021, the teacher and researcher convened a Zoom meeting to begin the class. On that day, the teacher

instructed the students to revise their previous meeting's works, which had been highlighted by the researcher. The underlining was used to alert students to the sections they needed to correct. Additionally, the teacher instructed the students to create their own FSGO. The teacher instructed them to create the most interesting graphic possible. The graphic would be used in the subsequent meeting's second post-test.

To address the errors made by the students during the previous meeting, the teacher instructed the students to edit their writing. Some of them were able to correct them, while others were unable to. While checking their work, the teacher inquired about their day. When the teacher inquired whether the students had gained a better understanding of writing, they responded, *"Ya Bu, membantu banget."* Prior to concluding the meeting, the researcher requested that FSGO be created. She let them to decorate it. They appeared to be having a good time doing so, as one of the students had stated, *"Bu, boleh dikasih warna kan?"* "Certainly" the teacher responded. The third meeting was the post-test in cycle 2. The results of the post-test in cycle 2 were presented as follow:

Table 4.3 The Results of The Post-test in Cycle 2

No	Code	Post-test Cycle 2
1	S6A-1	72
2	S6A-2	75
3	S6A-3	68
4	S6A-4	74
5	S6A-5	80
6	S6A-6	84
7	S6A-7	88

8	S6A-8	86
9	S6A-9	80
10	S6A-10	75
11	S6A-11	80
12	S6A-12	75
13	S6A-13	80
14	S6A-14	76
15	S6A-15	72
16	S6A-16	68
17	S6A-17	68
18	S6A-18	80
19	S6A-19	76
20	S6A-20	78
21	S6A-21	80
22	S6A-22	72
23	S6A-23	84
24	S6A-24	82
25	S6A-25	86
26	S6A-26	82
27	S6A-27	80
28	S6A-28	78
29	S6A-29	70
30	S6A-30	70
Mean		77,30
Highest Score		88
Lowest Score		68
Passed		27
Percentage		90.00

The average test score revealed in Table 4.3 was 77.30. The test score 88 obtained was the highest, and the test score 66 obtained was the lowest. Despite the fact that there were still three students who hadn't yet passed the test, 27 students passed the test (90%). According to the master's criteria, only 3 students did not meet the minimum standard of ≥ 70 (*KKM*). Because over 70% of the students who had completed the

test had previously shown mastery, it can be inferred that the researcher ended the cycle for them. This research was classed into the two categories of success: the implementation of FSWT to enable the students write descriptive texts, and a broad range of successes that includes students' capacity to write well in different areas.

4.2 Discussion

This research sought to describe the implementation and students' descriptive text writing skill with the implementation of the concept of the Four-Square Writing Technique (FSWT) in a study involving the implementation of writing skill and analysis of descriptive text writing at SDN Petemon X/358 Surabaya. Action research is the term given to specific types of teacher investigations that are for the purpose of learning and evaluation and is the implementation of fact finding to practical problem solving in educational field (Harmer, 2003, p. 344).

Before conducting any research, it was observed via video conferencing in a Zoom meeting on May 28, 2021. In class of 6-A, the researcher and the teacher were found. After they greeted and prayed with the students, the teacher went over the attendance list to make sure nobody was absent. Beginning with questions about the material to be learned, the teacher led the class through a lesson. The teacher made a direct appeal to the students, inquiring about various types of texts, including text, general text, or allusion to text. A few of the students took part in this active brainstorming session. In

the conclusion, the teacher provided a test for the students before the main discussion about writing descriptive texts. A sample survey of students in 6th grade showed that nearly all of them had difficulty with descriptive texts. As a result, only five students passed the test with a Minimum Mastery Criterion score of 70 or higher (KKM). The FSWT was employed on June 4th, 2021 to June 18th, 2021, where it was used for two cycles. In every cycle, it was done for three meetings. This study demonstrated that students who practised the Four-Square Writing Technique (FSWT) improved their descriptive texts writing ability. The following table demonstrated how Classroom Action Research (CAR) led to successful implementation of FSWT. Table 4.4 and Figure.1 illustrated that the students' writing results were significantly different in the first cycle when compared to the results obtained before doing any research.

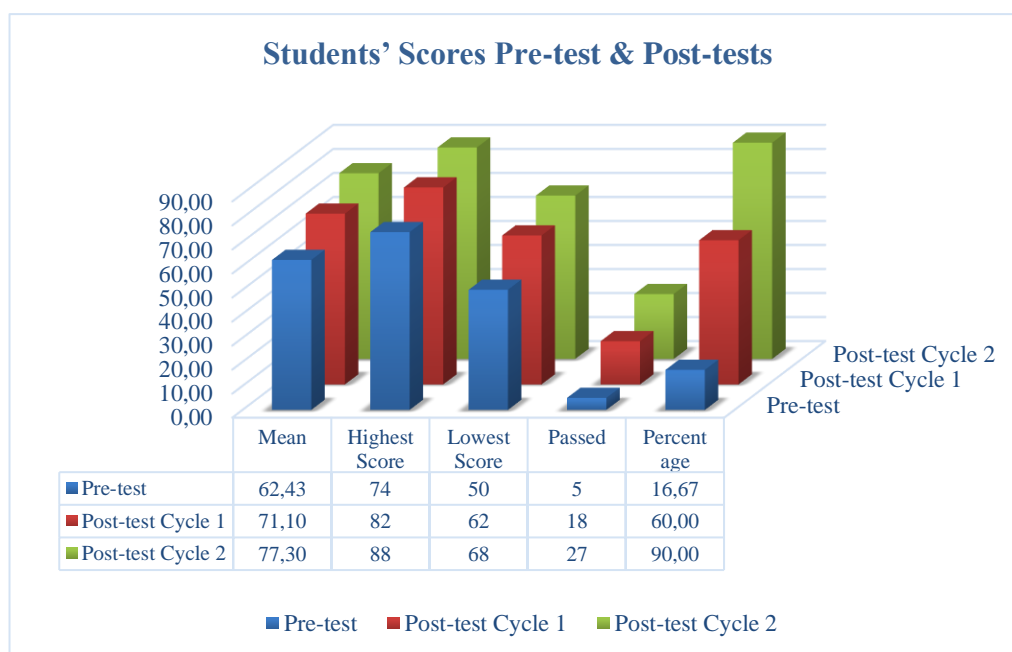


Figure 4.1 Students' Score Pre-test & Post-tests

It can be assumed that improvements occurred in the performance of class 6-A students as a result of performing the action because the results of the tests conducted in pre-test, post-test cycle 1, and post-test cycle 2 (shown in the figure 4.1) were analyzed. The mean score in the pre-test was 62.42, but improved during the first two cycles from 71.10 to 77.30. The pre-highest test's score was only 74, but improvements in the following cycles resulted in an increase from 82 to 88. The lowest scores on this test improved from the pre-test to the post-test tests, respectively. The lowest score in the pre-test was 50, while the post-test scores ranged from 62 to 68. In the event that students who took the tests were successful, some improvements were discovered. At the beginning of the test, only 5 of the students who had previously passed the test took it again (16.67%). During post-tests, a 60% increase in the number of students who passed and a 90% increase in the number of students who passed post-tests were noted in the post-test cycles that had a total of 18 students and 27 students in them, respectively. Related to the *Minimum Mastery Criteria (KKM)* standard, if 75% or more of students' scores are 70 or higher, then teaching learning process has been successful. In order for the indicator to have already been met, this shows that the implementation of FSWT (increased writing skills for students) is beginning to be applicable. Researchers compared the students' post-test scores after cycle 1 to those after cycle 2 in order to analyze their learning product using FSWT. the following figure containing the results of the students' improved writing skill for the descriptive texts is displayed below.

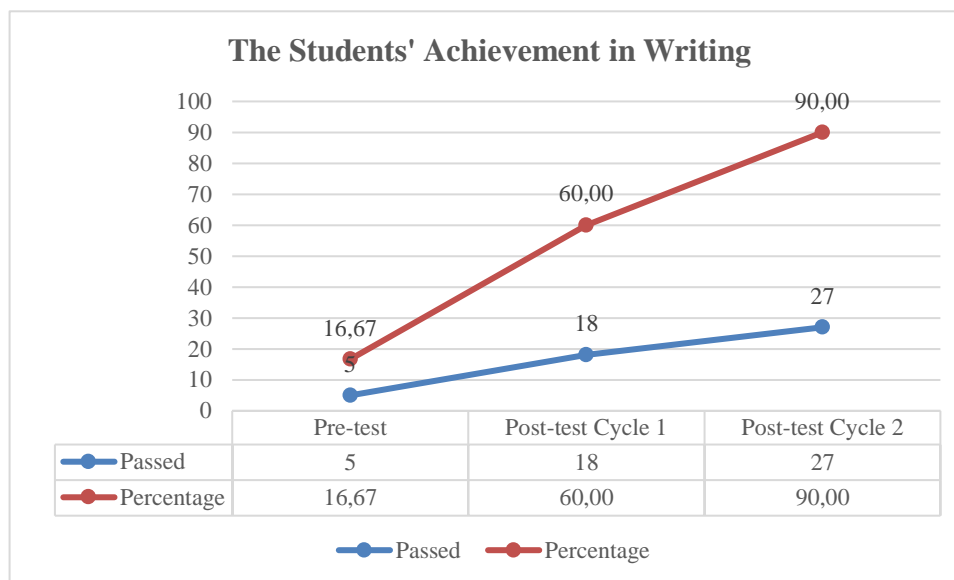


Figure 4.2 The Students' Achievement in Writing

The figure demonstrated that FSWT improved the students' writing abilities when they were writing descriptive texts. It was assumed that the improvement indicated that the students were able to explore ideas for writing descriptive texts after receiving treatment with FSWT, and this was confirmed by the results. According to the information gathered, this research was stopped in cycle 2 because the success criteria had been met in a percentage of 90%, according to the information gathered. On the basis of the Minimum Mastery Criteria (KKM) standard, which is greater than 70, the number of students who passed the post-test in cycle 2 was 27 students in total. Following the findings of the research, the researcher concluded that FSWT was effective in improving the students' writing skills on descriptive texts to students in class 6-A at SDN Petemon X/358 Surabaya in the academic year 2020/2021.

The students' writing ability improved as a result of FSWT. The improvement demonstrated that the students were able to investigate and

develop their writing ideas. After several sessions of FSWT instruction, they have fewer difficulties in exploring ideas for writing. In their own words, they claim that it is simple to transfer thoughts and feelings from their heads to a written work. They should be guided by the teacher in the preparation of the research and in the writing of each sentence. After being taught to write sentences using FSWT, they have begun to write the sentences on their own, though they will eventually ask for assistance. Furthermore, the students make fewer mistakes when applying the descriptive texts to their own experiences. They had realized that they needed to use specific words to describe the topics when they were writing. In addition, the students used a more varied vocabulary to express their ideas. They were able to express themselves effectively by choosing the appropriate words. It had something to do with the method's inclusion of FSGO. The use of graphic organizers can assist students in brainstorming ideas for writing assignments, as well as identifying the words they will need to express those ideas. The FSWT enabled the students to expand their vocabulary through the use of a variety of activities. In addition, the numbered boxes in the graphic assisted the students in recalling the structure of the texts they were reading. FSWT not only helped students expand their vocabulary, but it also assisted them in putting words in the correct order in their sentences. During the process of brainstorming ideas, the students were automatically learning how to arrange words in the proper order.

After the researcher implemented FSWT, the situation in the writing class during the teaching and learning process improved. The method piqued

the interest of the students, who were particularly interested in the graphic organizers that were used. As a result, when the students were asked to write, they did not express any dissatisfaction. They only expressed dissatisfaction with the amount of time it took to create the graphic; for the rest, they acknowledged that the graphic was beneficial. During the teaching and learning process involving the method, the students became more active in responding to the teacher's questions, whereas they had previously been more passive. They also had no qualms about approaching the researcher and inquiring about the difficulties they had encountered. As soon as the students finished their writing, the researcher requested that they present their work via a Zoom meeting. They were not pleased with the first meeting and refused to participate; however, after several meetings, some students followed the researcher's instructions. They did not object to having their writing read in the Zoom meeting, whereas previously they did not want their classmates to know what they were writing.

The students acknowledged that they were helped as a result of using the method. The amount of time required to write was generally less than in the past. The only thing that was difficult was creating the graphic organizers. They complained that it took too long just to create the graphic, as expressed by one of the students: "*Yang bikin lama itu pas harus buat grafiknya dulu, jadi harus nulis dua kali.*" They also complained that it took too long to complete the project. However, some students admitted that they were able to be as creative as they wanted when it came to decorating the graphic organisers. As one of

them put it, "*Saya jadi lebih kreatif Bu untuk membuat grafiknya, selain itu lembar kerjanya jadi bersih karena coretan-coretan sudah dibuat di kertas lain dan Saya jadi lebih kreatif untuk membuat grafiknya*". It can be concluded that students enjoyed using the FSWT to write a descriptive text when completing the assignment.

According to the result of the research, the students used a more varied vocabulary. They were able to express themselves effectively by choosing the appropriate words. They also had a few new words under their belts. A study conducted by Sigueza (2005) found that graphic organizers are an excellent tool to use when teaching English as a second language. Visual illustrations help English language learners (ELLs) better comprehend the material while also learning important vocabulary.

According to the result of the research, students made fewer mistakes when it came to determining the appropriate tense in the text. The descriptive text written by the students was written in the simple tense. They were able to express their ideas effectively through the use of well-constructed sentences. The ability to use the appropriate tense in a text is related to the ability to effectively present ideas in a text. "Effective use of graphic organisers can assist the writer in presenting his or her ideas in an effective and persuasive manner, resulting in a focused and coherent text," according to Bell (2009).

FSWT is one of the alternative techniques that can be used in the classroom to help students write more effectively. Student performance on post-tests, as measured by their mean score, provided evidence of this claim.

FSWT was made more active by the fact that students participated in every single activity they were assigned when they first arrived at the lesson site. To improve students' writing skills, it is not necessary to cast doubt on FSWT's abilities. During the academic year 2020/2021, it has been demonstrated that FSWT can improve the writing skills of students in class 6-A at SDN Petemon X/358 Surabaya in the descriptive text genre.