

The Use of Four-Square Technique to Improve Students' Writing Ability

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Abstract

This study employed a quasi-experimental approach that aimed to find out the extent of the improvement students' writing ability by using the Four-Square Technique on the descriptive text at students X SMAN 3 Takalar. the authors took 53 samples, 28 students as the experimental group and 25 students as the control group. The study data was obtained by giving a pre-test and post-test and analyzed by using the Dependent Sample T- Test. The result of the data showed that students' writing ability improved. It was proved from score result of tobs (16,673) which was higher than ttable (2.052) and sig. P (0.05) was higher than sig.score (0.000). Students' writing ability improve by 0.1% after using the Four-Square Technique from pre-test mean score was 65.07 and the post-test mean score was 75.14. So, it can be concluded that using Four-Square Technique can improve students' writing ability in writing a descriptive text at students X SMAN 3 Takalar. By using it, students showed that they can be motivated in writing, students more easily generate and organize their ideas into a text so that students' writing was more organized also easy to understand.

Keywords: Writing, Descriptive Text, Four-Square Technique

INTRODUCTION

In mastering English, there are 4 skills that must learn. Brown (2001) states college students must overcome four English skill, these reading, speaking, listening, and writing. All English skills are very important, one of which is writing skills. Writing is one of the important skills in life because someone can communicate through writing. Therefore, writing in English lessons is taught in schools, but students' interest and understanding in writing are still very low. It because among four skills, one of the skills that take into consideration hard in English Learning is writing skill. Based on an interview conducted between the authors and English teacher of tenth grade at SMAN 3 Takalar, obtained information that there were still many students who got below standard minimal mastery (KKM) predetermined, it is 75. Students' capacity in writing ability continues to below. Students still often of making

mistakes like in the use of vocabulary, arrange sentences, and tenses. They don't know to generate ideas, and still have trouble of the way to arrange their writing. Responding to these problems, then the authors tries to improve students' writing ability through the use of the Four-Square Technique in writing so students' writing skills can improve. Four-Square is a tool created in an organized manner to help students write clearly, compose sentences into paragraphs and essays so that students can write structural (Gould, 2010). So students' writing is coherent and cohesive that makes the reader easy to read and understand clearly. Based on the statements, the authors conducted the study The use of Four-Square Technique to Improve Students' Writing Ability in Writing Descriptive Text at Class X Students of SMAN 3 Takalar.

Writing in EFL Setting

Writing is a important skill for everyone. Writing can be say as a form of indirect (non-verbal) communication. It is an activity of transferring thoughts into written form, which aims to convey information. Clark (2014) stated writing is a skill that makes students thinking, explicit minds also facilitate them to recognize and sharing their views around them. Another linguist, Hyland (2004) stated writing is one of manner to share a something meaningful by personal. It is means the writing can explicit emotions, thought and concepts to everyone. Writing can allow everyone to communicate through writing, to make people generating clearly topics, ideas, or different views. This is in line with Harmer (2004) stated writing is the manner to generate language to convey what people feel and share an idea, opinions, etc. which comes from their mind or primarily based totally on the author's activity. Besides, Brown (2001) stated writing is the activity of thinking, drafting, and revising, and revising that calls for particular skills to get a written product. So, writing definition is summarized as part of a communication system to transfer and organize thoughts, feelings, and opinions, which are poured in written form with clear goals and meanings that the process goes through several certain stages. Peny (1996) states the writing purpose is explicit of the idea, convey the message to people, personal thinking really needs to be considered because many things that necessary in writing.

In this study, the authors focused on writing descriptive text. The descriptive text is taught at tenth grade of senior high school using the Four-Square Technique with the hope that their writing ability can improve. In writing, several elements must apply in writing to produce good writing text. These elements are content, organization, vocabulary, language use, and mechanics. To use it all then prosess wiring and approach are required. The reseracher The authors used processes and approach in writing in accordance with the use of the Four-Square Technique that guides students in writing. The following are writing process by Clark (2014) that the authors used:

1) Prewriting

At this stage, the authors exchange and consider ideas that students will produce.

2) Drafting

At this stage, students start to write their ideas on paper.

3) Revising

This stage is separated into parts: the first is revising, focusing on the arranging of writing. And the second one is editing, focusing on a system of writing.

4) Reflection

This stage stimulates students to cross-check their writing from various considerations or views, to see what is wrong or missing from their writing text.

Besides, the authors adopted an approach from Shih (1986, as cited in Brown, 2001), the approach includes

several things:

- a. Focusing on writing methods that produce the final written product.
- b. Provide facilities for students/writers to know the process of their writing.
- c. Provide opportunities for students to write and rewrite.
- d. Placing primary importance on revised methods.
- e. Giving students the times to find out for themselves what they need to write as they write.
- f. Provide input to students during the arrange/drafting method.
- g. Taking the input from each trainer and partner.
- h. Build relationships between individuals and teachers in the composing method.

The authors used method-process because it is suitable with Four-Square Technique that the author used as the focus of the study to enhance students' writing ability.

Four-Square Technique

Four-Square is a tool created systematically to help students to write clearly, compose sentences into paragraphs and essays so students can write structural (Gould, 2010). Organized writing in Four-Square is taught by using a graphic organizer so that students are helped to write systematically. Besides, Four-Square can be applied at all levels and curriculum in school. Furthermore, Gould (1999) stated Four-Square easily to apply in writing learning in schools. It means that the Four-Square technique is effective to use. The Four-Square can help students understand how to compose sentences because the Four-Square chart guides students to write structurally. In addition Gould (1999) stated that Four-Squares could make students write confidently because they write using new things in writing activities. From the statement above, it can be concluded that Four-Square is a writing technique that guides students step by step in systematically to arrange ideas, sentences, and paragraphs so that students can easy in writing.

There are several steps in using Four-Square Technique. The following are the steps:

1) Ideas Categorizing

The teacher brainstorms the students background knowlegde. this step develops pre-writing through process.

2) Labeling the Writing with Topic Sentence and Summary Sentence

The topic is given to students. Then, the teacher guided the students to develop their ideas.

3) Adding More Detail

Students have to elaborate their topic.

4) Writing Paragraph

Students are asked to change the detail from boxes 2, 3, and 4 into a sentence.

5) Writing Wrap Up Setence

Students begin to determine the topic sentence for each paragraph.

6) Adding Transition Words (connectors) and Adjectives/adverbs (Vivid)

Students guided how to choose and use the correct connecting words.

By applying the steps of using Four-Square, it is expected that students' writing skills can improve.

Guided Writing Method

In this study, conventional learning methods were used, precisely by applied guided writing method for the control group class as a comparison class with the experimental group class which used the Four-Square Technique in learning. Djamarah (1996) stated conventional learning method is a traditional learning method that is used as oral communication between teachers and students in the learning activity process. Students pay more attention and listening to explanations given by the teacher in learning activities.

Guided writing is a method in which students were given simulators by the teacher (Brown, 2001). Frase (2008) stated guided writing allows teachers and students to do the learning activity in a group learning based on students' needs. This can provide writing guidance to help students to write well. The statement also in line with Simpson (1998) stated guided writing is one method in which the teacher shows students the process of writing sentences or paragraphs using the right steps. In guided writing, the teacher guides students in compiling the text then students follow the examples presented by the teacher, students are guided through the writing process, step by step to write which includes planning, writing, editing, revising, and publishing. The following is the procedure for applying guided writing

- a) Explain what descriptive text is.
- b) Show examples of descriptive text as a model for students and also explain parts of the text
- c) Have a discussion to determine the topic.
- d) Give some questions to students related to the topic.
- e) How to procedure and develop ideas into writing
- f) Explain how to make topic sentences and supporting sentences
- g) Explain how to make writing well organized

METHOD

Quasi Experimental nonequivalent control group design is the preferred design study used for the study. It is a design that has a control group and experimental group but may not work fully to control the outer variables that affect the execution of experimental (Sugiyono, 2015). The population in this study were students of class X at SMAN 3 Takalar, which consists of 12 classes. The subjects in the study were class X IIS 3 as an experimental group consists of 28 students and class X MIA 1 as a control group consists of 25 students. Authors was conducted this study with several procedures, including giving a pre-test, giving treatment for three meetings, and giving a post-test.

The study instrument of this study is by giving a test. The test is the way for measuring the ability and knowledge of individuals in a particular domain (Brown, 2004). This study used a type of writing proficiency test to measure students' writing skills which focus on essay writing of the descriptive text. a test that measures how

well a person writes in a language which is constructed with clues to written responses relating to practical, social, and professional topics encountered in informal and formal contexts (ACTFL, 2012). The test was given to students twice, they were pre-test and post-test to measure students' writing ability. Pre-test was given to students before being given treatment, it is to determine the beginning of students' writing ability as study data before given treatment. The next is the post test, it is to determine the students' writing ability as study data after being given treatment. The treatment was given were " Using Four-Square Technique" for the experimental group and "lecturer method" for the control group.

The data analysis technique used by the authors in processing data was descriptive quantitative data to analyze the data obtained from the pre-test and post-test results. The pre-test and post-test scores were obtained by using the scoring rubric by Jacob et al (1981) and classification of students' achievement by Kemendikbud (2017). Furthermore, the authors used the dependent t-test statistical type to test the hypothesis data.

FINDINGS AND DISCUSSION

Students' Pre-test and Post-test Ability Degree in Experimental Group

Table 1. Pre test Ability in Experimental Group

Score Classification	Category	Frequency	Percentage
93-100	Very Good	0	0
84-92	Good	0	0
75-83	Average	7	25
<75	Poor	21	75
Total		28	100
Mean score		65.07	

The table above showed pretest mean score of experimental group was 65.07. There were 21 (75%) students who belonged to poor category, and there were 7 (25%) students who belonged to average category. In the pre-test result, there were no students who belonged to the good category, and very good category.

Table 2. Post-test Ability in Experimental Group

Score Classification	Category	Frequency	Percentage
93-100	Very Good	1	3.6
84-92	Good	4	14.3
75-83	Average	11	39.3
<75	Poor	12	42.9
Total		28	100
Mean Score		75.14	

In post test result of experimental group, the table showed that post test mean score was 75.14. There were 12 students (42.9%) who belonged to poor category, there were 11 (39.3%) students who belonged to average category, there were 4 (14.3%) students who belonged to good category, and there was 1 (3.6%) student who belonged to very good category. Thus, it was concluded that students' writing ability improve 0.1% of pre-test mean score was 65.07, and the post-test mean score was 75.14.

Students' Pre-test and Post-test Ability Degree in Control Group

Table 3. Pre-test Ability in Control Group

Score Classification	Category	Frequency	Percentage
93-100	Very Good	0	0
84-92	Good	0	0
75-83	Average	12	48
<75	Poor	23	52
Total		25	100
Mean score		71.84	

The table above showed that pre-test mean score of control group was 71.84. There were 13 students (52%) students who belonged to poor category, and there were 12 (48%) students who belonged to average category, there were no students who belonged to the good category, and very good category.

Table 4. Post-test Ability in Control Group

Score Classification	Category	Frequency	Percentage
93-100	Very Good	0	0
84-92	Good	3	12
75-83	Average	12	48
<75	Poor	10	40
Total		25	100
Mean score		74.60	

The table above showed that post-test mean score was 74.60. There were 10 students (40%) who belonged to poor category (score of <75), there were 12 (48%) students who belonged to average category, there were 3 (12%) students who belonged to good category, and there were no students who belonged to very good category. Thus, it was concluded that students' writing ability improve 0.03% of pre-test mean score was 71.84, and the post-test mean score was 74.60.

Mean score of students' writings based on the aspects of writing in the experimental group

Table 5. Mean Scores of the Writing Aspects of Experimental Group

Writing Aspects	Max. Score	Pre-test	Post-test	Difference
		Mean Score	Mean Score	
Content	30	20.64	24.25	3.61
Organization	20	13.07	14.21	1.14
Vocabulary	20	13.35	14.93	1.14
Language use	25	15.29	18.43	3.14
Mechanis	5	2.71	3.36	0.65

The table above showed the result of the analysis of the assessment of students' writing aspects. The result of data analysis showed that there was an increase in the mean score of each aspect after giving treatment using the Four-Square technique. The highest aspect obtained by students was the content aspect. In the aspect of content, students' mean score of pre-test was 20.64 and increased to 24.25 in the post-test with a difference of 3.61. The second highest aspect was the grammar aspect. In the aspect of grammar, students' mean score of pre-test was 15.29 and increased to 18.43 in the post-test with a difference of 3.14. The third highest aspect is the vocabulary and organization aspect, each of which the mean score difference between pre-test and post-test was 1.14. In the vocabulary aspect, the mean score of the students in the pre-test was 13.35 and increased to 14.93 in the post-test, and in the organization aspect, the mean score of the students in the pre-test was 13.07 and increased to 14.21 in the post-test. Then the lowest increase of the five aspects was the mechanical aspect with the difference between the pre test and post test was only 0.65 from the mean score of 2.71 in the pre test and 3.36 in the post test.

Mean score of students' writing based on the aspects of writing in the control group

Table 6. Mean Scores of the Writing Aspects of Control Group

Writing Aspects	Max. Score	Pre-test	Post-test	Difference
		Mean Score	Mean Score	
Content	30	23.20	24.20	1
Organization	20	13.60	14.72	1.12
Vocabulary	20	14.60	14.68	0.08
Language use	25	15.72	18.72	3
Mechanic	5	3.32	3.24	-0.08

The table above showed the result of the analysis of the assessment of students' writing aspects. The results of

data analysis showed that there was an increase in the mean score of each aspect after giving treatment using the guided writing method. The highest aspect obtained by students was the grammar aspect. In the grammar aspect, students' mean score of pre-test was 15.72 and increased to 18.72 in the post-test with a difference of 3. The second highest aspect was the organization aspect. In the aspect of organization, students' mean score of pre-test was 13.60 and increased to 14.72 in the post-test with a difference of 1.12. The third highest aspect is the content aspect. In the aspect of content, students' mean score of pre-test was 23.20 and increased to 24.20 in the post-test with a difference of 1. The fourth highest aspect is vocabulary. In the vocabulary aspect, students' mean score of pre-test was 14.68 and increased to 14.68 with a difference of 0.08. Then the lowest aspect was the mechanic aspect which showed a small deterioration, from the mean score of 3.32 on the pre-test and decreased to 3.24 on the post-test, the difference was -0.08.

Discussion

Based on the results of the data analysis of study conducted at Tenth Grade Students of SMAN 3 Takalar, it was found that the students' writing ability of experimental group (X IIS 3) was improve by using the Four-Square Technique. They were able to write by following step by step using Four-Square. The result of their final writing showed that they are able to write better, their writing was more systematic than before. That condition was suitable with a statement by Gould (2010), who stated that created systematically to help students write clearly, compose sentences into paragraphs and essays so students can write structural. That indicates that students were able to convey their ideas into text form, specifically descriptive text, by going through several steps. This is in line with Brown (2001) stated writing is the activity of thinking, drafting, and revising, and revising that calls for particular skills to get a written product. It means a written product is a result of activities carried out through several stages.

Besides, in the learning process, students looked seriously paying attention to the descriptive text material using the Four-Square. That indicates that students are interested in learning. It can be seen during the learning process using the Four-Square Technique. In other words, students are more enthusiastic about the use of that learning technique and students' writing ability can improve. It was in line with Gould (1999) stated that Four-Squares can make students write confidently because they write using new things in writing activities. That way students could be enthusiastic in learning because they feel there are new things that are applied. The improvement of students' writing ability was proven from the achievement mean scores obtained from pre-test and post-test data. The significant mean scores between pre-test and post-test of the experimental group was Tobs (16.6738) was higher than t.table (2.052) and sig. score (0.000) was lower than sig. P (0.05). It means there was a significant difference in the improvement of mean scores between pre-test and post-test mean scores of class X IIS 3 as the experimental group because students' writing ability before and after using Four-Square in writing descriptive text improve 0.1% of pre-test mean score was 65.07 and the post-test mean score was 75.14. So it can be concluded that Four-Square could improve students' writing ability.

It was also supported by another study conducted by Siti Fatimah W regarding the Improvement of Students'

Writing Skills Using the Four-Square Writing Method in Class VIII Students of SMP Negeri 19 Surakarta in 2009/2010, which showed that students' writing skills and classroom situations improved. Using Four-Square improves students' writing skills and classroom situations. In addition, Nurul Mahfudhotin's study on the Application of Four-Square Writing Techniques in Learning to Write Short Stories for Ninth Grade Students of Zainuddin Sidoarjo Middle School 2014/2015, showed that students' skills improved significantly after being taught using the Four-Square writing technique.

Regarding the students' improvement of writing ability by using the Four-Square technique, there were five (5) writing aspects assessed in the students' writing. Each aspect of the writing was scored and summed up to make up the score of the student's writing. Looking at the data, some aspects had major improvement and an aspect was also found to have deterioration. The result of each aspect was discussed below.

a. Analysis of students' writing based on writing aspects in experimental group

Based on the results of data analysis, it was found that there was an increase in the mean score of each writing aspect after giving treatment using the Four-Square technique. The highest aspect obtained by students of fifth writing aspect was the content aspect. In the aspect of content, students' mean score of pre-test was 20.64 and increased to 24.25 in the post-test with a difference of 3.61. Many of them were able to write various statements which were related to the topic so it makes their writing was accurate and clear after giving the treatment. Before that, there were students who still wrote with no various statement and were less complete.

The second highest aspect was the language use aspect. In the aspect of language use, students' mean score of pre-test was 15.29 and increased to 18.43 in the post-test with a difference of 3.14. The result of the students' post test showed that most students were able to write with correct tenses, pronouns, articles, also the meaning was enough clear. Before that, there were students who still wrote with some mistakes of tenses, pronouns, and articles in the pre-test. For example, students RA, in the pre test, she wrote the pronoun he to replace the word of mom (It's about my mom he has brown skin).

The third highest aspect was the vocabulary and organization aspect, each of which the mean score difference between pre- test and post-test was 1.14. In the vocabulary aspect, students' mean score of pre- test was 13.35 and increased to 14.93 in the post-test. In the organization aspect, the mean score of the students in the pre-test was 13.07 and increased to 14.21 in the post-test. Then in the organization, although students' scores increased in the organization aspect, students were still lacking in organizing their writing. There were still students who wrote sentences that are not related to the first sentence or which should still be written in paragraph one but students combine it in the second paragraph. Students also often did not use connecting words.

Meanwhile the lowest increase of the five aspects was the mechanical aspect with the difference between the pre test and post test was only 0.65 from the mean score of 2.71 in the pre test and 3.36 in the post test. There were still many students who did not pay attention to the mechanics of writing. They

still often wrote with spelling error, without punctuation, which should be capitalized but he doesn't. An example happened to a student SH, she wrote not using a capital letter after the period (...south sulawesi. "gowa" is one of...).

b. Analysis of students' writing based on writing aspects in control group

The results of the data analysis of students' writing by applied guided writing method in the control group. The highest aspect obtained by students was the language use aspect. In the language use aspect, students' mean score of pre-test was

15.72 and increased to 18.72 in the post-test with a difference of 3. Students were able to use language use correctly. Many students have used tenses, pronouns, prepositions and articles correctly. However, there were still some students who still use the wrong language use. For example, MK students still do not use the article "a" in their post-test writings (Balla lompoo is large traditional). There should be an article "a" before the word large.

The second highest aspect was the organization aspect. In the aspect of organization, students' mean score of pre-test was 13.60 and increased to 14.72 in the post-test with a difference of 1.12. Some students were able to arrange their sentences well, but there were also students who wrote but not related to the previous sentence. The statement that should have continued but was not continued. For example, student MR, he wrote "Balla Lompoo consists of three parts." It could have written parts of Balla Lompoo, but he didn't continue his statement.

The third highest aspect is the content aspect. In the aspect of content, students' mean score of pre-test was 23.20 and increased to 24.20 in the post-test with a difference of 1. Although the students' scores increased in the content aspect, there were still many students whose writings were short, so that their writing was less accurate and less in showed the knowledge of the topic.

The fourth highest aspect is vocabulary. In the vocabulary aspect, students' mean score of pre-test was 14.68 and increased to 14.68 with a difference of 0.08. The increase in student scores in this aspect only increased a little. It was because students still lack of vocabulary and students were still wrong in using vocabulary. TAC student wrote "Balla Lompoo describes aspects of people live" which should have been live replaced with the word "life".

The lowest aspect was the mechanic aspect which showed a small deterioration, from the mean score of 3.32 on the pre-test and decreased to 3.24 on the post-test, the difference was -0.08. Many students who did not pay attention in using the mechanics of writing whether punctuation, spelling, and capitalization. They still often wrote with spelling error, without punctuation, which should be capitalized but they don't use it. For example, after the use of a connector that should use a comma but students do not use it. However, the error that often occurs is that students do not use capital letters after the period.

The improvement of students' writing ability in the experimental group and control group is due to the contribution that supports each what is applied to the learning process. The following that contributes to the Four-

Square Technique in improving students' writing ability were as follows:

1. Four-Square Technique steps that are easy for students to follow.

Students easily followed the step by step using the Four-Square technique, this is because the steps are accompanied by the use of a graphic organizer so that students can easily follow it. It was supported by Gould (1999) stated Four-Square easily to apply in writing learning in schools.

2. The authors's explanation is sufficiently understood by students.

Students could use the four-square technique regardless of the explanation they got well. It can be seen during the learning process. Students were able to answer the question well when the authors asking about the learning topic.

3. Most students were motivated in the learning process.

In the learning process using Four-Square technique, students participate in the learning process. It can be seen when the authors did collect ideas with students in compiling texts based on predetermined topics. Students seemed enthusiastic in giving their ideas, answering when asked, and asking questions when asked.

4. Most students were serious about participating in the learning process.

Some students looked serious listening to the authors's explanation. The seriousness of students in paying attention to the explanation can be seen from their zoom camera.

5. Most students participate in the learning process.

In the learning process, many students were involved in giving their opinions regarding the topics being taught.

Those were the contributions to support the achievement of improving students' writing abilities by using the Four-Square Technique. Likewise, the results of the students' writing in class X MIA 1 as a control group who were taught by applying the guided writing showed that there was a significant difference between students' mean scores of pre-test and post-test. It can be seen from the scores of students' writing after the students were given treatment such as explanations about the steps on how to write a well-descriptive text. The authors explained how to develop ideas into descriptive text form.. In addition, the authors also explained how to make the topic sentence and supporting sentence, and how to use connectors, so that they can connecting sentences with one another, as well as in connecting paragraphs. The evidence of the scores of students' writing after the students were given the treatment that showed there was a significant difference between students' mean scores of pre-test and post-test of the control group can be seen from the Tobs score (6.058) was higher than t.table (2.063) and sig. (0.000) was lower than sig. P (0.05). It means students' writing ability before and after applied conventional learning on descriptive text improve 0.03% of pre-test mean score was 71.84 and the post-test mean score was 74.60. So it concluded that guided writing application also improve students' writing ability, but the improvement was lower when compared to the use of the Four-Square Technique in writing descriptive text, where the improvement was 0.1%, while the implementation of conventional learning only increases 0.03 %. The

following were factors contributing to the guided writing method in fostering students' writing ability:

1. The students' initial ability is higher than the experimental class students.

It was proven from the pre-test mean score of the control group which was higher than the pre-test mean score of experimental group, where the pre-test mean score of control group was 71.84 while the pre-test mean score of experimental group was 65.07. That indicated that the ability of students in the control group was higher than the experimental group.

2. The authors's explanation is quite understood by students.

Most students could understand the explanation given regarding the steps in writing. It can be seen during the learning process. When the authors asked questions, students were able to answer well.

3. Most students are serious in following the learning process proses.

Most of the students looked serious paying attention to the explanation given by the authors. The seriousness of the students in paying attention to the explanation can be seen from their zoom camera.

4. Most students participate in the learning process.

Most students were involved in the learning process, such as asking and answering questions, also participated in the conversation via WA.

In addition, the comparison of the achievement of the post-test mean score between experimental and the control group was very little, the different was only 0.01% of post test mean score of experimental group was 75.14 and post test mean score of control group was 74.60. So if the achievement of the post-test mean scores between the experimental group and the control group was compared, then the result was there was no significant difference between students' achievement mean score on learning writing descriptive text by using the four-square technique (Experimental Group) and taught by applied lecturer method (Control Group). It was proved from the results of the independent T-Test which shows that the significant score of both of the group were 0.809 was higher than sig. P 0.05, and tobs 0.243 was lower than t.table 2.007, which means that H_0 accepted and H_a rejected. So, there was no significant difference between students' writing achievement mean scores in both groups.

Students' writing achievement mean score between the two groups stated that there was no significant difference also occurred due to several factors, there were:

1. Initial ability of students between the control group which is still higher than the ability of students in the experimental group. It can be seen from the results of the pre-test average score of the control group and the experimental group. The pre-test mean score of the control group was 71.84 while the pre-test mean score of the experimental group was 65.07. It is mean that students' writing ability of the control group before given treatment was higher than students' writing ability of the experimental group.
2. The learning process was conducted online due corona virus covid-19 disease, so that students' interest

in learning was less, it can be seen from the students' attendance, there were some students who don't attendance from first meeting to the final meeting.

3. There were students who still did not participate in the learning activity process, there were still students who did not respond in the class WA group and zoom meeting.

But even so, the result of achievement the mean score of students who were taught writing descriptive text using Four-Squares in the descriptive text was more improve little than the implementation of lecturer method on students at Tenth Grade SMAN 3 Takalar, the different was only 0.01%.

CONCLUSION

Based on the results of data analysis in the previous chapter, the authors concluded that students' writing ability at class X SMAN 3 Takalar was improved by using Four-Square. Students are able to write systematically so that their writing can be better. Although there are still some students who pay less attention to learning, the final results showed that students' writing ability improved. It was proved from score result of tobs (16,673) which was higher than ttable (2.052) and sig. P (0.05) was higher than sig.score (0.000). It means there was a significant difference in students' writing ability improvement by using the Four-Square Technique. Students' writing ability improve by 0.1% after using the Four-Square Technique from mean score of pre-test was 65.07 and mean score post-test was 75.14.

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