CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literature consists of the previous of the study, Writing, Teaching Writing, Kinds of Writing, Technique of Writing, Characteristics of Good Writing, Writing Genre, The Nature of Descriptive, Four Square Technique, Experiment Study, T-test and Scoring Method.

A. Previous Studies

In this study, the writer take researches from Ganiyu Tijani and Mandy Ogbaje, Siti Fatimah Wijiastuti, and Juitania, Hanif Pujianti, and Yanti Suryanti.

First, Ganiyu Tijani and Mandy Ogbaje found that teaching paragraph development with the use of Four Square Technique is the most effective means of teaching composition. Students writing after the teaching which made use of FST were better, students were able to identify that a paragraph must have a topic sentence, at the least one supporting sentence and one summary sentence.[1]

Second, Siti Fatimah Wijiastuti found that Four Square Writing Method could improve: (1) students' writing skill of recount text (2) classroom situation.[2]

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[1] Ganiyu Tijani and Mandy Ogbaje, Using Four Square Technique of Writing to Solve Problems of Paragraph Fragmentation: A Nigeria- Ghana Experiment, *International Journal of Computer Applications (0975-8887)*, Vol 65 (18), 2013, P. 3.

[2] Siti Fatimah Wijiastuti, *Improving Students' Writing Skill Using Four Square Writing Method (A Collaborative Action Research At The Eighth Grade Students Of Smp Negeri 19 Surakarta In 2009/2010)*,(online), URL: http://english.fkip.uns.ac.id/index.php/research/7-research-mahasiswa/166-improving-students-writing-skill-using-four-square-writing-method-a-collaborative-action-research-at-the-eighth-grade-students-of-smp-negeri-19-surakarta-in-20092010, Retrieved on Desember 03, 2015.

Third, Juitania, Hanif Pujianti, and Yanti Suryanti found that there is a significant effect of using four square writing method on students' writing skill.[3]

Fourth, Taufiq Darmawan found that there is significant difference in the students' achievement in writing descriptive texts between students taught using Four-Square Writing Method and those without using Four-Square Writing Method.[4]

Fifth, Arum Puspita Dewi found that the Four-Square Writing Method is an effective strategy to teach writing.[5]

Sixth, Nurul Mahfudhotin found that the Four Square Writing Technique can help the students in composing a narrative text.[6]

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[3] Juitania, Hanif Pujianti, and Yanti Suryanti , *The Effect of Using Four Square Writing Method on Students' Writing Skill,* (online), URL: ejournal.unpak.ac.id , Retrieved on Desember 03, 2015.

[4]Taufiq Darmawan, *The Effectiveness of Using Four Square Writing Method to Improve Students' Writing Skill of Descriptive Texts (An Experimental Research at the Tenth Graders of SMKN 1 Bukateja in the Academic Year 0f 2010/2011*, (Online), URL: http://lib.unnes.ac.id/13275/, Retrieved on April 11, 2016.

[5]Arum Puspita Dewi, *the Four-Square Writing Method to Improve Eleventh graders' Ability of Writing Hortatory Exposition Text at MAN Keboan Jombang,* (Online), URL: http://karya-ilmiah.um.ac.id/index.php/sastra-inggris/article/view/26251, Retrived on April 11, 2016.

[6] Nurul Mahfudhotin. *The Implementation of Four-Square Writing Technique in Teaching Writing Narrative Writing of Short Story to Tenth Grader of Senior High School,*(online), URL: http://ejournal.unesa.ac.id/index.php/tag/7798/four-square-writing-technique, Retrived on April 11, 2016.

Based on the previous of the study above, the writer interest to applies the effect of four square technique towards coherence development of descriptive paragraph at SMP Muhammadiyah Palangka Raya.

B. Writing

Writing is one of the four basic skills in language learning. It is very important in teaching and learning English. This skill would increase if the learners keep practicing it. Writing is the ability to express, to converts ideas, thought and feeling to someone else. Writing is very important in written communication. Writing is a complex activity and it is very important for our life. By writing skill, students can present their ideas and also express their feelings.

Harmer states 'Writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to the present in learning activities.'[7]

According to the Taylor and Francis stated that, 'Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking, and reading.'[8]

According to Richards and Schmidt, 'writing is expressing idea, concept, feeling, opinion and experience in certain place, time and situation in written form. Writing can be defined as an activity of forwarding of message

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[7] Jeremy Harmer, *How to teach Writing,* Malaysia: Longman, 2004, p. 86.
[8] Taylor and Francis, *Teaching ESL/EFL Reading and Writing*. New York: Routledge, 2009, p. 113.

(communication) by using written language as media.'[9] Therefore, Brown adds writing skill needs to be taught to the students or human being.[10]

Rogers defines writing is not language, language is a complex system residing in our brain which allows us to produce and interpret utterances but writing involves making an utterances visible. It means that writing is activity that needs thought, process, and the result is product.[11]

It can be summarized that writing is important tool for our life. By writing, the learners can communicate to each other through written form and also good writing can help the learners to express their ideas and their knowledge. When we write, we concern with grammar and vocabulary because the learners have to know the meaning of words used and they have to know the good structure of sentence because the learners have to know the good structure of sentence. Besides that, we should concern with characteristics of good writing (unity and coherence). So that, the students can make good sentences and make good paragraphs. Also, when we write, we have to through some processing in order to the writing product could be understood by the reader.

C. Teaching Writing

As one of the four language skills, writing has always occupied a place in most English language course. One of the reasons is that more people need to

[9] Jack. C. Richard and Schmidt, *Dictionary of Language Teaching and Applied Linguistics,* USA: Pearson Educational Limited, 2002, p. 54-55.

[10] Douglas. H. Brown, *Language Assessment Principles and Classroom Practices,* New York: Longman Ltd, 2004, p. 218.

[11] Henry Rogers, *Writing System a Linguistic Approach*, Blackwell Publishing, 2005, p. 2.

learn to write in English for occupational or academic purpose. Trends in the teaching of writing in ESL and other foreign languages have, not surprisingly, coincided with those of the teaching of other skills, especially listening and speaking.[12]

Traditionally, in curriculum practice, a distinction has been drawn between the activities which focus on products and the activities which focus on process. According to Brown that quoted by Furaidah said broadly speaking, a product oriented approach focuses on the end result of the learning process that is, what the learner is expected to be able to do as a fluent and competent user of the language. According to Nunan that quoted by Furaidah said process approach, on the other hand, focuses more on the various classroom activities which are believed to promote the development of skilled language use. The above concept is also applicable in teaching writing.

D. Kinds of Writing

According to C. Yus Ngabut in Aidil Rahman kinds of writing divided into:[13]

1. Narration, tells what happened, it tell story. It is kind of writing that you can find in novels, short stories and biographies.

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[12] Endang Fujianti, *Teaching of English As foreign language,* Surakarta: Muhamadiyah University Press, 2001, p. 147.

[13] Aidil Rahman, *The Characteristics of Writings Diary Made by The Second Year Students of the English Education Program at Stain of Palangka Raya,* Unpublished Thesis. Palangka Raya: State Islamic College of Palangka Raya, 2008, p. 10.

2. Description tells how something looks or fells or sounds. It talks about such features as size, shape, color, sound or taste.

3. Exposition is writing that explains something. It often answers the questions what, how, and why.

   Based on definition about above there are three types of writing they were narration, description, and exposition. Narration is told about an event or told a story. Description is told how something looks or fell. It was described about something such as person, place, and others. Exposition is given information or making explanation more about something.

E. Technique of Writing

   Writing is a process so it needs time and some techniques to develop it. There are four kinds of techniques of writing.

1. Free Writing

   The students are free to write they have in their mind. The teacher just prepares some titles and gave some information about the topics or other clues.

2. Controlled Writing

   Teacher give pieces of the pictures, cards, song texts form to be filled. The students are required to complete the task, based on the clues or what are dictated by the teacher. Example: Identity card.

3. Guided Writing

Teacher gives a short reading text with present continuous tense. Teacher asks the students to rewrite the text in the past continuous tense. In this case, there is an opportunities for the students to add more information or massage.

4. Semi Guided Writing

Teacher gives some questions as example, based on these questions, the students are supposed to write a short passage and the students have opportunities to add more information of their own.

F. Characteristics of Good Writing

A good paragraph is characterized by the existence of unity and coherence.

1. Unity

According to Alice Oshima that quoted by Nirwanto, " uni " is the Latin prefix meaning one. This mean, that in each paragraph, only one main idea is discussed. If he or she stars to discuss an idea, he or she may start a new paragraph. Maharani states that unity means all supporting sentences in a paragraph should refers the main idea, so all sentences in the paragraph must be related with the topic.[14] So, every sentence must support and explain the main idea.

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[14] Ida Maharani, *How to Write Effectively*, Yogyakarta: PT. Citra Aji Pramana, 2007, p. 39.

2. Coherence

The latin verb cohere means "hold together" for coherence in writing, the sentences must hold together; that is the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one. There are four ways to achieve coherence:[15]

a. Repeat key nouns

The easiest way to achieve coherence is to repeat key nouns frequently in paragraph. If do not wish to repeat a key noun again and again, can use synonyms or expressions with the same meaning.

b. Use Consistent Pronouns

When use pronouns, use the same person and number thought paragraph. Don't change from you to he or she (change of person) or from he to they (change of number).

c. Use Transition Signal

Transition signals are expression such as first, finally, and however, or phrases such as in conclusion, on the other hand, and a result. Other kinds of word such as subordinators (when, although),

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[15] Alice Oshima and Ann Hogue *Writing Academic English (Fourth Edition*, America: Longman, P. 21

coordinators (and, but), adjectives (another, additional), and prepositions (because of, in spite of) can serve as transition signals.

Transition signals are like traffic signs; they tell your reader when to go forward. Turn around, slow down, and stop. In other words, they tell you are giving a similar idea (similarly, and, in addition), an opposite idea (on the other hand, but, in contrast), an example (for example), a result (therefore, as a result), or a conclusion (in conclusion). Transition signals give a paragraph coherence because they guide your reader from one idea to the next.

d. Arrange Ideas in Logical Order.

In addition to using transition signals and repeating key nouns and pronouns, fourth way to achieve coherence is to arrange your sentences in some kind of logical order.

G. Writing Genre

1. Text

a. Definition of text

Text is the original words of something written or printed, as opposed to a paraphrase, translation, revision, or condensation. The body of a printed work as distinct from headings and illustrative matter on a page or from front and back matter in a book.[16]

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[16] Houghton Mifflin, *The American Heritage Dictionary of the English Language,* Fourt Edition Copyright. Published by Houghton Mifflin Company, 2003.

Text as noun text as the main body of a printed or written works as distinct from items such as notes or illustrations. Any written material, such as word displayed on a visual display unit. Text as verb text to send (a text message) by mobile phone, to contact (a person) by mean of a text message. [17] based on definition above text is part of sentence which is printed on a paper or other things.

b. Kinds of Text

1. Narrative Text

Narrative is a type of text that has purpose to entertain the readers or to teach. The organization of the text is orientation (tell who, where, when), series of events, problem, and resolution. This text has some linguistics features:

a. Using time connectives (one day, once upon a time, later, and afterward).

b. Using past tense.

c. Using action verbs.

2. Recount Text

Recount is a type of text that has purpose to tell the reader what happened. This text has three organizational structures; orientation, series of events, and personal comment or conclusion. It also has some linguistics features, they are:

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[17] Harper Collins, *Collins Essential English Dictionary*, Second Edition, 2004, p. 62.

a. Using time connectives (example: first, then, at the end of the day).

b. Using past tense.

c. Using describing words.

3. Description Text

Description text is to describe a particular person, place or thing.

The language feature of descriptive text :
a. Focus on specific participants
b. Using adjective.
c. Using simple present tense.

3. Report text

Report is a type of text that has purpose to give information to the readers. The organization structures of this text are general statement, characteristics (for example; habitat, food, appearance), and it may have sub headings. It has some language features:

a. Using general noun, e.g.: insects

b. Using present tense.

c. Using special vocabularies, e.g.: vertebrate

5. Procedure Text

Procedure is a type of text to tell how to do something. There are goal and steps in sequence as its organization structures. The language features of the text are:

a. Using imperative pattern, e.g.: bake, mix, take

b. Using connectives, e.g.: first, second, then, finally

6. Exposition

Exposition is a kind of paragraph which is used in giving information, making explanation, interpreting meaning, it include editorials, essays, informative and instructional materials.

a.   focus on generic human and non human participants.

b.   Use of simple present tense.

c.   Use of relational processes.

d.   Use of internal conjunction to state argument.

e.   Reasoning through causal conjunction or nominalization.

7. News Item

News item to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

a.   use of material processes to retell the event (in the text below, many of the Material Processes are nominal used)

b.   Use of projecting Verbal Processes in Sources stage.

c.   Focus on Circumstances (e.g. mostly within Qualifiers).

8. Explanation

Explanation to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

a. Focus on generic, non human participants.

b. Use mainly of Material and relational Processes.

c. Use mainly of temporal and causal circumstance and conjunctions.

d. Some use of passive voice to get theme right.

9. Discussion

Discussion to present at least two points of view about an issue.

a. Focus on generic, non human participants.

b. Material processes, e.g. has produced, have developed, to feed.

c. Relational processes, e.g. is, could have, cause, are,

d. Mental processes, e. g. feel

e. Use of comparative: contrastive and consequential conjunctions.

f. Reasoning expressed verbs and nouns.

10. Review

Review to critique an art work, event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recording, exhibitions, concerts and ballets.

a. Focus on particular participants.

11. Anecdote

Anecdote to share with others an account of an unusual carousing incident.

a. Use of exclamations, rhetorical questions and intensifiers (really, very, quite, etc) to point up the significance of the events.

b. Use of material processes to tell what happened.

c. Use of temporal conjunction.

2. **Paragraph**

A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however the paragraph should be long enough to develop the main idea clearly.

Definition of paragraph, According Hogue: "A paragraph is a group of related sentences about single topic. The topic of a paragraph is one, and only one, idea".[18] A paragraph is a group of related sentences that expands a statement by explaining it, illustrating it, or proving it. It is not easy in making a good paragraph because we have to apply many components into the paragraph we make .It is a complete, independent unit thought and consists of *three parts of paragraph* there are:

a. Topic Sentences

The topic sentence states the main idea of the paragraph. It does not only names the topic of the paragraph, but it also limits the topic to

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[18] Ann Hogue, *First Steps in Academic Writing Second Edition.* America: Longman, 2008, p. 4.

one or two areas that can be discussed completely in space of a single

paragraph. The specific area is called the controlling idea.

b. Supporting Sentences

 The supporting sentences are developed the topic sentence. That is

they explain topic sentence by giving reasons, facts, statistics, and

quotations.

c. The Concluding Sentences

 The concluding sentence is the end of the paragraph and leaves the

reader with important point to remember.

3. Sentence

 Kalimat adalah kelompok kata yang suah tersusun secara gramatikal (grammatically structured), yang didalamnya sudah terdapat satu elemen yang berfungsi sebagai subject dan satu elemen yang berfungsi sebagai predicat, yang diawali dengan huruf besar (a capital letter) dan diakhiri dengan tanda titik (.).[19]
 A sentence is a group of words beginning with a capital letter and

ending with a full-stop, exclamation or question mark in written language,

containing a main verb.

 a. Element of Sentence

  Subject (Noun) word phrase, sub clause. Predicate (verb) word

  phrase. Object (noun) word phrase, sub clause. Adverb (time,

  place, purpose, reason, condition, etc) word phrase, sub clause.

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[19] Pardiyono, *Teaching genre based writing,* Yogjakarta: Andi, 2007, p. 21.

Based on definition above element of sentences usually consist of subject, predicate, object, and adverb.

b. Kind of Sentences seen by communicative purpose as below:

1. Declarative

We use this sentence to declare, to tell or give information, good or service, which can be in the active or passive form. It is a sentence with a very formal structure: subject+ predicate+ object+ adverb.

2. Questions

We use this sentence to as for information, good or services. This sentence has two types: yes/no question and wh-question.

Example:

Is Lian pretty and smart?

3. Imperative

We use this sentence to give instruction to someone else to do things. This sentence has a type of command and request.

Example:

Stay home and Study. Don't got out. (Command)

Would you like to eat lunch with me? (Request).

4. Exclamation

We use this sentence to express an admiration towards something excellent, beautiful, great, expensive, eth. It is marked with the use of what and how.

Example:

How smart Lian is?

H. The Writing Process

The process of writing has roughly four steps. In the first step, create ideas, in the second step organize the ideas. In the third step you write a rough draft. In the final step, polish rough draft by editing it and making revisions[20].

a. Step 1

The first step is called pre writing, prewriting is a way to get ideas. In this step choose a topic and collect ideas to explain the topic.

b. Step 2

The next step in the writing process is to organize the ideas into a simple outline.

c. Step 3

The next steps to write a rough draft, using the outline that has been made as a guide. Writer writes rough draft as she/he can without stopping to think about grammar, spelling or punctuation. Just get ideas down on paper. writer will probably see many errors in rough draft. This

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[20] Alice Oshima and Ann Hogue, *Introduction to Academic Writing (Third Edition), America: Longman, 2007 p.15*

is perfectly usual and acceptable. After all, this is just a rough draft. The writer will fix the error later.

d. Step 4

In this step, the polish what he/ she written. This step is also called revising and editing. Polishing is most successful if writer do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

I. Writing Assessment

Based on Sabarun in Mahdalena assessment is an integral part in the teaching of writing. It is a process of getting information about students' development and their achievement in the teaching and learning activity.[21] Nunan in Kitao state, the teaching of writing there were product base approach and process based approach.

1. Process Assessment

Process approaches, in contrast to product approaches to writing, process approaches emphasize the act of writing itself, the means by which the text is created more than the text itself. A view of writing as a process that

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[21] Mahdalena, *Effect of using Animated Film on Writing Narrative Text Toward The Writing's Score of the Twelfth Grade Student in SMA NEGERI 1 KUMAI*, Unpublished Thesis, Palangka Raya: STAIN Palangka Raya, 2013, p65.

evolves through several stages as the writer discovers and molds meaning and adapts to the potential audience. [22]

2. Product Assessment

Product approaches were defined by their emphasis on the end result of the writing process and essay, a letter, and so on. The underlying assumption of product approaches is that the actual writing was the last step in the process of writing. Product approaches reflect traditional, teacher – centered approaches to teaching in general. Specifically in the traditional composition class, the teacher assigns a writing task. Whether exercises or a composition, knowing what responses she or he expects: the students do the exercises or write the composition and the teacher evaluates the result.

J. Characteristic of Writing Test

Written tests are only as good as the knowledge and proficiency of the person writing test. Written tests must have characteristics of a good test:[23]

1. Comprehensiveness

Each test given should be specific in what it is testing but it should also be comprehensive such that it covers everything in that specific subject area.

2. Usability

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[22] Katleen, *Process and Social Aspects of Writing,* Japan, 1992, p.87-88

[23] www.ascension-helicopters.com/FOIs/**writtentests**.doc, (Online), Retrieved on June 21, 2016.

Different tests to should be given at different times, its up to the instruct to decide which for which.

3. Reliability

The test has to be reliable measuring device and should not change each time it is taken, it must remain true and constant.

4. Validity

The test should be clear and undisputed in its ability to rate the student.

5. Discrimination

The test should be made in such a way that there is a noticeable difference in the underachiever and overachievers. There should be a range of scores and it should range in difficulty.

K. Descriptive Paragraph

"Haines states that description is an account that creates a vivid mental image." The ability to describe people, places, or objects accurately is a useful life skill. There are generic structure of descriptive text consists of identification and description. Identification is Identifies phenomenon to be described and description is describes parts, qualities, characteristics, etc.[24]

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[24] I Gede Putu Prastihana, *Improving Descriptive Paragraph Writing Through Animation Pictures Of The Eighth Grade Students In SMPN 3 Amlapura,* Published Thesis, Denpasar: Denpasar University, 2014, p. 8,(online), URL: http://unmas-library.ac.id , Retrieved on May 01, 2016.

According to Zemach and Rumisek it is stated that descriptive paragraph explains how someone or something looks or feels and a process to explain how something is done.[25]

Descriptive paragraph has the generic structures namely; identification, description and conclusion .Identification is the part to identify or write the recognition; moreover, it can be a general statement about place, person, or thing that wants to describe. Descriptions or main body of the paragraph are vivid details of place, person, or thing that are described so that the reader can easily imagine or picture the object, or they can feel the object with the five senses. Conclusion is the last part of descriptive paragraph which is optional. This is a restatement of the identification in different words that includes the detail and words that support identification or the topic.

L. Four Square Technique
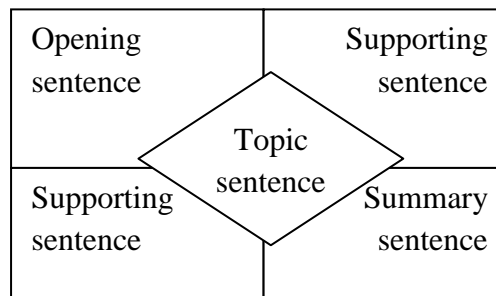
1. Definition of Four Square Technique

Four-square writing is method of teaching basic writing skills that is applicable across grade levels and curriculum areas. It can be applied for the narrative, descriptive, expository and persuasive forms of writing.

Four square writing is prewriting and organizational skills taught by using a graphic organizer consisting of four outside squares. This visual and kinesthetic aid help students to focus on their writing, provide details, and enhance word choice. The topic or topic sentence goes into centre of the

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[25]Ibid, p. 9

organizer, while three supporting ideas or sentences go into three of the outside squares. Finally, a wrap − up sentence concludes the final box of the organizer.[26]

According to Gould four square technique a rectangle drawn, width exceeding height, and divided into four smaller rectangles of equal size. An additional rectangle is drawn in the center of the figure, taking up some of the area in each of the other four rectangles. [27]A total of five rectangles are thus created. The students write a complete topic sentence in the center rectangle. The students then write sentences in the lower-left, upper left, and upper right rectangles that develop the thesis of the central topic. Finally, the student write summary sentence in the lower-right rectangle. The summary sentence describes how the reader is intended to feel about the topic. An example is shown below as illustrated.

Opening sentence	Supporting sentence
Topic sentence	
Supporting sentence	Summary sentence

[26] Juitania, Hanif Pujianti, and Yanti Suryanti , *The Effect of Using Four Square Writing Method on Students' Writing Skill,* (online), URL: ejournal.unpak.ac.id , Retrieved on Desember 03, 2015.

[27] Ganiyu Tijani and Mandy Ogbaje, Using Four Square Technique of Writing to Solve Problems of Paragraph Fragmentation: A Nigeria- Ghana Experiment, *International Journal of Computer Applications (0975-8887)*, Vol 65 (18), 2013, P. 2.

Example in Descriptive [28]

<table>
<tr>
<td>
One reason
  The grass
    1. Green
    2. Neat
    3. No weeds
</td>
<td>
Also
Memorial Park
1. Plaques
2. Jerseys
3. Baseballs
</td>
</tr>
<tr>
<td>
Too
  The electricity
    1. Always there
    2. Shouting fans
    3. sMemory of greatness
</td>
<td>
.As one can see
Yankee Stadium is a
beautiful place because of
the grass, Memorial Park
and the electricity in the air.
</td>
</tr>
</table>

Yankee Stadium is a beautiful place.

Yankee Stadium is a beautiful place. The beauty can be seen in the grass and Memorial Park, and it can be felt in the electricity in the air. I love to visit there.

One reason it is so beautiful is the grass. It is always frog-green. The lawn is manicured and perfectly cut. Weeds are prohibited from entering.

Also, Memorial Park is a special place. One can view the plaques that have so delicately engraved in remembrance. There are jerseys to view that were well-worn by the greats. They have tattered, old baseballs which have priceless signatures.

The electricity in the air is beautiful, too. It is always there, and you can see it in the eyes of the children visiting. The shouting of the fans sounds like the Mormon Tabernacle Choir to the ears of a baseball lover. One can sense the memory of greatness because their spirits live in the air at Yankee Stadium.

As one can see, Yankee Stadium is a beautiful place because of the grass, Memorial Park and the electricity in the air. You should catch a game today.

2. Steps in Implementation of Four Square Technique in the Classroom

The steps adopted by Gould[29]:

  a. The teachers used drawing as teaching aid for teaching this topic. They drew the four square symbol on the board.

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[28] Judith S. Gould and Evan Jay Gould, *Building Essays: Using the Four Square Writing Method Ppt,* English Language Fellow, Taiwan , (*Online*), URL: www. Cieetrc.chc.edu, Retrieved on 03, 2015.

[29]Ganiyu Tijani and Mandy Ogbaje, Using Four Square Technique of Writing to Solve Problems of Paragraph Fragmentation: A Nigeria- Ghana Experiment, *International Journal of Computer Applications (0975-8887)*, Vol 65 (18), 2013, P. 2.

b. They then allowed students to select topics which were of interest to them.

c. The students were encouraged to draw the chart.

d. The teachers made sure that each square is filled by a sentence.

e. The teacher then asked the students to join the sentences together to form a paragraph.

f. The students were instructed to use the technique to develop other paragraphs.

3. Benefits of Four Square Technique

There is some benefits of Four Square Technique:

1. Four-Square Technique is a Technique to help students organize their idea by filling their ideas into Four-Square shape with some clues to form their writing.

2. Students are asked to put their ideas into four-square shape, so they can only have four ideas to be explain.

3. The students have to put a idea for each paragraph.

4. Gould describes that Four-Square Technique is the way to helps the students interested and motivated in easy organization in every square they have.

M. Experiment Study

An Experiment involves the comparison of the effects of a particular treatment with that of a different treatment or of no treatment. In a simple conventional experiment reference is usually made to an experimental group and to control group. In other words, an experimental research tries to observe the cause-and –effect relation. Comparing one or more control groups who get a treatment with one or more control groups who do not get any treatment is the way to conduct experimental research.

a. Quasi Experimental Design

These design provide control of when and to whom the measurement is applied but because random assignment to experimental and control treatment has not been applied, the equivalence of the groups is unlike. There are two categories of quasi-experimental design:

a) The pre-test-posttest non equivalent-groups design

This design is often used in classroom experiments when experimental and control groups are such naturally assembled groups as intact classes which may be similar. Since this design may be the only feasible one, the comparison is justifiable, but the results should be interpreted cautiously.

b) The equivalent materials, pretest, posttest design

Another experimental design using the same group or class for both experiment and control groups, involves two or more cycles. The class may be used as a control group in the first cycle and as an

experiment group in the second. The order of exposure to experiment and control can be reserved-experiment first and control following. Essential to this design is the selection of learning materials that are different, but as nearly equated as possible in interest to the students and difficulty of comprehension.

b. **Pre-Experimental Design**

The least effective, for it either provides to control group, or no way of equating groups that are used. The models of experimental design are as follow:

a. The one-shot case study

This experiment is conducted without any contol group and without any pretest. With this model, the researcher has simple purpose. The purpose is to know the effect of other factors.

b. The one-group, pretest-posttest design

This design provides some improvement over this first, for the effects of the treatment are judged by the difference between the pretest and posttest scores. No comparison with a control group is provided.

c. The Static-group comparison design

This model is similar to the lat two rows of the Solomon's model. The use of this model is based on the assumption that both the experiment and control groups are absolutely equivalent.

N. T-Test

T-tests offer an opportunity to compare two groups on scores such as differences between boys and girls or between children in different school grades. A *t*-test is a type of inferential statistic, that is, an analysis that goes beyond just describing the numbers provided by data from a sample but seeks to draw conclusions about these numbers among populations. To do this, the *t*-test analyzes the difference between the two means (a.k.a. two averages) derived from the different group scores. *t*-tests tell the researcher if the difference between two means is larger than would be expected by chance (i.e. *statistically significant*). In this guide we will go through two common types of *t*-test:[30]

(1) **Dependent samples *t*-test** (also called **repeated measures *t*-test** or **paired-samples *t*-test**).

Dependent Samples *t*-Test as described above, *t*-tests are used when we want to compare two groups of scores and their means. Sometimes, however, the participants in one group are somehow meaningfully related to the participants in the other group. One common example of such a relation is in a pre-test post-test research design. Because participants at the pre-test are the same participants at the post-test, the scores between pre- and post-test are meaningfully related.

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[30]The Milatary ReachTeam, *Understanding t-Test,* University of Arizona Military, 2009, (Online) , URL: https://reachmilitaryfamilies.umn.edu, Retrieved on April 23, 2016.

In other words, the scores between pre- and post-test are dependent on each other. Other forms of dependency may also exist such as scores between parents and their children or between dating couples. For simplicity we present an example based on the pre-test post-test research design, but as a critical consumer of research it is important to be able to identify situations where scores from two groups are likely to be related.

The results of the dependent samples *t*-test will tell you if the difference between the means of the two groups (e.g. pre-test and post-test) are statistically significant, that is, whether this difference is larger than would be expected by chance. In the case of the youth program intervention, if the dependent samples *t*-test was significant and the mean for instructor quality was higher at the post-test than at the pre-test, we might conclude that the intervention had a real, positive, effect on instructor quality.

(2) **Independent samples *t*-tests**.

Independent Samples *t*-Test Unlike the dependent samples *t*-tests, the independent samples *t*-test is used to compare two groups whose means are not dependent on one another. In other words, when the participants in each group are independent from each other and actually comprise two separate groups of individuals, who do not have any linkages to particular members of the other group (in contrast to dependent samples). A common example of independent groups might be comparisons between males and females who do not have relationships

between particular males and females (versus if the males and females were linked through romantic relationships).

In this example the factor that differentiates the two groups, gender, does not indicate that the scores from one group (males) will be dependent on scores from the other group (females) and they are thus considered independent samples.

Results of an independent samples t-test indicate whether the difference between two means (e.g., means of programs receiving intervention and means of programs not receiving intervention) are larger than expected by chance. Using the example above, if the instructors who received the intervention had higher mean quality scores compared to a group that did not receive the intervention, there would be evidence that the intervention increased the quality of instruction.

O. Scoring Method

To assess the students' writing product, there were three methods of scoring for judging the students' writing. These were holistic, primary trait, and analytic scoring. In the present study, the researcher uses analytical scoring method in evaluating the students' final composition. Analytic scoring is a procedure in scoring a piece of writing by referring to a list of features or sub skills on which a rater bases his or her judgment. It is assumed that analytical scoring system is closer to the criteria used in the process writing. The scoring method applied in this study is developed by Behram. The analytic scoring

method applied in the study covers four components (content, organization sentence structure, and grammar, usage and mechanic) As describe in table

Table 2.1

The Scoring rubric for the measurement of writing test[31]

Components	Score	Level	Criteria
Content	27-30	Very Good to Excellent	Very good in mastering the problem; the content is very solid; complete andcomprehensive; very appropriate with the problem and title.
	22-26	Fair to Good	Mastering the problem; the content is adequate; almost complete and comprehensive; appropriate with the problem and title, but it is less detail.
	17-21	Poor to Average	The problem mastery is limited; the content is not adequate enough; less complete.
	13-16	Very Poor	Does not master the problem; the content is not sufficient; not relevant with the title and problem; there is not enough material to evaluate.
Organization	22-25	Very Good to Excellent	Very harmonious; the main ideas are expressed and developed clearly, organized well, logical order, close relationship among parts (cohesive).
	18-21	Fair to Good	Less harmonious; the main ideas are not organized well; less developed; logical order but les comprehensive.
	11-17	Poor to Average	Not harmonious; the main ideas are not irregular; the sequence is less logically; the main ideas are less developed.
	5-10	Very Poor	Does not communicative; no organized; there is enough material to evaluate.
Grammar	18-20	Very Good to Excellent	Very effective in using simple and complex sentences; less errors in using grammar, sequence sentences, phrase and word form, preposition, etc.

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[31] Djiwandono, *Test Bahasa Pegangan Bagi Pengajar Bahasa,* Malang: PT. Indeks, 2008, p.62.

	14-17	Fair to Good	Effective in using simple sentences; some difficulties in using complex sentences; some errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	10-13	Poor to Average	Error and difficult in using simple and complex sentences; most errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	7-9	Very Poor	Almost not mastering the grammar; full errors in grammar; cannot be understood; not enough material to evaluate.
Vocabulary	18-20	Very Good to Excellent	Repertory of word is wide; the chosen and use of exact and effective words; mastery in word form an formation.
	14-17	Fair to Good	Repertory of words is enough; the chosen and use of words occasional not exactly, but the meaning not obscured.
	10-13	Poor to Average	Repertory of words are limited; most errors in choosing words; the meaning is hazy and obscured.
	7-9	Very Poor	Repertory of words are very limited until cannot communicate the meaning; informative to evaluate.
Punctuation	5	Very Good to Excellent	Comprehended to the punctuation; less error in spelling, punctuation, the use of capital letter, arrange of paragraph.
	4	Fair to Good	Occasional error in applying the rule, but not hazy the main content and meaning.
	3	Poor to Average	Most error in applying the rule of the spelling and writing difficult to read the writing; main content and meaning are hazy.
	2	Very Poor	Does no master the rule of the spelling and writing; full error in spelling, punctuation, the use of capital letter, arrange of paragraph, difficult to read the writing; not enough information to evaluate