

THE USE OF WHATSAPP VOICE NOTE IN ENGLISH SPEAKING COURSE DURING THE COVID-19 PANDEMIC

PENGUNAAN VOICE NOTE WHATSAPP DALAM BERBICARA BAHASA INGGRIS SELAMA PANDEMI COVID-19

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ABSTRACT

Online learning during the COVID-19 pandemic is a challenge for all teachers and students so that they can still achieve learning goals optimally, including achieving English communication competence. One alternative learning technology that can be used is the use of WhatsApp Voice notes in online English learning. This application is started to have many advantages that can be optimized to design various English learning activities more interesting and fun for students. Various features found in the WhatsApp application such as sharing documents, photos, audio/video files, various emoji, audio/video call conferences, and of course, the feature of sending voice messages or WhatsApp Voice notes as well as internet quota support that is not too burdensome in terms of costs. In this study, the author describes various research results in using WhatsApp Voice notes in English-speaking subjects in the process of teacher and student learning activities during the Covid-19 pandemic.

Keywords: *WhatsApp, Voice Note, Speaking, Online Learning, Media*

ABSTRAK

Pembelajaran daring di masa pandemi COVID-19 menjadi tantangan bagi seluruh guru dan siswa agar tetap dapat mencapai tujuan pembelajaran secara maksimal, termasuk mencapai kompetensi komunikasi bahasa Inggris. Salah satu alternatif teknologi pembelajaran yang dapat digunakan adalah penggunaan WhatsApp Voice note dalam pembelajaran bahasa Inggris online. Aplikasi ini memiliki banyak kelebihan yang dapat dioptimalkan untuk membuat berbagai kegiatan belajar bahasa Inggris menjadi lebih menarik dan menyenangkan bagi siswa. Berbagai fitur yang terdapat pada aplikasi WhatsApp seperti berbagi dokumen, foto, file audio/video, berbagai emoji, konferensi panggilan audio/video, dan tentunya fitur pengiriman pesan suara atau WhatsApp Voice note serta dukungan kuota internet yang ada, tidak terlalu memberatkan dari segi biaya. Dalam penelitian ini, penulis memaparkan berbagai hasil penelitian penggunaan WhatsApp Voice note pada mata pelajaran berbahasa Inggris dalam proses kegiatan pembelajaran guru dan siswa di masa pandemi Covid-19.

Kata Kunci: *WhatsApp, Voice Note, Berbicara, Pembelajaran daring, Media*

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INTRODUCTION

As of April 27, 2020, more than 1.7 billion students worldwide have been affected by the Covid-19 pandemic. Based on UNESCO data (2020) around 98.5% of the student population worldwide are registered with UNICEF monitoring, which are in 186 countries that have implemented national closures and 8 countries have carried out local closings which have an impact on this situation. According to Purwanto (2020), Indonesia has taken the same policy to

close all educational activities, agencies and government in order to stop the spread of the COVID-19 virus and provide other alternatives to students that have an impact on educational institutions.

This global pandemic has also spread in almost all parts of Indonesia. This has made the Indonesian government and all related parties try to participate in overcoming it. The government's decision to impose large – scale social restrictions as a result of the anticipation of the spread of the COVID-19 virus has an impact on people's lives in general. One of the impacts of this pandemic is a considerable influence on activities in the education sector. Some of the consequences of the COVID-19 pandemic on the world of education that can be mentioned include the widespread closure of schools ranging from early childhood education, primary and secondary schools to universities and colleges. Instead, a distance learning system was used and opened an online education platform that schools and teachers could use to reach students remotely and limit barriers in carrying out education. In connection with these developments, the ministry of education and culture has taken a policy as a guide in dealing with the virus at the educational unit level (Kemendikbud, 2020).

In this condition, all teachers or education personnel are required to replace learning through online or online media. Various platforms are used to conduct teaching so that it needs to be supported by good learning facilities and the use of information technology (Rusman, 2019). All students are required to use communication tools such as mobile phones wisely to support the learning process. Face-to-face online learning through applications is the most beneficial way to cut the spread of COVID-19 and to maintain the mental health and safety of teachers and students from exposure to the virus (Jamaluddin et al, 2020).

Online learning has a positive impact, namely the experience and use of technology in a positive way as well as realizing the challenges of teachers in the 21st century (Sudarsiman, 2015). Online learning brings changes in the education system, the material to be taught, the learning carried out and the obstacles faced by teachers, students and education providers. Online learning in addition to deciding the spread of COVID-19 is expected to be an alternative in overcoming the problem of independent learning which allows students to learn broader material in the world of the internet.

During a pandemic like today, many students are bored of carrying out online learning, especially in English subjects, so teachers have to prepare extra material and a learning process that is not monotonous when teaching so that students are able to understand the material well. There are many ways that can be used when doing online learning. One of them is using the WhatsApp application. This application is widely used for communication, both interpersonal and group communication. English study groups can be created on WhatsApp. It can be guided by a teacher or it can be between students themselves. By creating a class group for English subjects in the WhatsApp application, it is enough to carry out learning English with intent to improve students' English learning skills.

Speaking has an important role in everyday life. To master a language, we have to learn it. Speak is underestimated in everyday life (Thornbury: 2005, p.1). In this study speaking is intended as an expression of thought or about a material that is conveyed by students in the learning process. Speaking is a productive ability that forms words and conveys messages. The teacher's role is to find out the factors that affect the remainder in speaking lessons and be able to overcome problems in the learning process of speaking English.

Perception is one of the very important human cognitive aspects, which allows him to know and understand the world around him. The term perception comes from "Perception" English, which is taken from the Latin "Perceptio", "Perceptio", which means accepting or taking. In the

Indonesian English dictionary, the word perception was interpreted with "vision" or "response" (Desmita, 2010). Meanwhile, according to Wilcox (2013, p. 104-106) Perception is a brain translator on information provided by all physical senses and everything that has been in our minds, everything we want, wants, thought, and needed, experience Then, help determine perception. A similar opinion was delivered by Sarwono (2002, p. 7) in conventional view perceptions considered as a collection of sensing, as an object recognition process which is a cognition activity where the active brain combines the ministry and past memories and actively assessing to give meaning and assessment good or bad.

It can be understood that perceptions are a process of processing knowledge that has been owned to obtain and interpret the stimulus received by the human sensory tool system. So, basically the perception is a relationship between humans and its environment, and how humans describe or deliver stimulus in their environment by using their knowledge, then processing the results of their senses, so that the meaning of the object (good or bad).

Based on the explanation above, considering that currently all schools carry out online learning processes including learning English, this study aims to determine the perception of high school students about the use of WhatsApp Voice Notes in the English learning process, especially about improving students' speaking skills.

LITERATURE REVIEW

Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking also has the purpose of exchanging meanings. Thus, people choose the use of good words in order to be able to be understood by others. To provide additional clear meaning, people usually use nonlinguistic symbols such as facial expressions and other body language. As stated by Byrne (1997: 8) that speaking is a two-way process between speaker and listener and involves receptive and productive participation." Listening" is a respectful aspect of conventional speaking skills and "saying" is a productive aspect of speaking. So, speaking has a productive role when one of the participants is active in the interaction.

According to Brown (2004: 141-142), there are five basic types of speaking, they are imitative, intensive, responsive, interactive and extensive. The first type is imitation. One of the abilities to speak is to reproduce words or phrases or maybe a temporary sentence that has the phonetic level of pure oral production, prosodic, lexical and grammatical language.

The second type is intensive. It is designed for grammatical, phrase, lexical or phonological relationships such as elements of prosody, intonation, rhythmic stress and intersection.

The third is responsive. Responsive is a limited level of interaction and understanding in very short and light conversations, simple comments and so on. Usually, this conversation only lasts one or two questions.

Next is interactive. Responsive and interactive have differences in the length and complexity of the conversation and the number of interaction participants.

The last one is extensive (monologue). This type is an oral production such as speech, presentation and storytelling in which the opportunity for the listener to respond is limited or completely excluded. The language style involves planning and formal sentences but does not rule out casual deliverables such as speech monologues.

Aspect of Speaking Skills

- a. Vocabulary
Vocabulary is a list of words divided into several types, for example: nouns, adverbs, adverbs, and others. Vocabulary plays an important role in communication because it helps learn the four basic skills of English, namely reading, speaking, writing and listening. By mastering a lot of vocabulary can make communication easier.
- b. Grammar
Grammar is the structure and system of a language, or languages in general, usually considered to consist of syntax and morphology. The understanding of grammar is divided into the first two of the Masquarie Dictionary which means grammar as a system. Whereas the second definition from Longman is focused grammar as a rule. Grammar is basically the systems and patterns we use to join words together. The grammar system is able to make people who speak understand each other because it uses the same essential grammar system.
- c. Pronunciation
The way to produce clearer language when speaking is called pronunciation. This pronunciation deals with phonological processes that focus on the various grammatical components and principles that determine sounds and patterns in a language. Pronunciation has the main characteristic of how a person speaks so that it is clearly understood and results in easy-to-understand communication.
- d. Comprehension
For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.
- e. Fluency
In speaking fluency is a natural ability to spontaneously, quickly and completely so that it can distract the listener from the speaker's message.

Educational Media

Many experts put forward the definition of media. One of them Nation (2001) states that educational media is a supporting material that can motivate students and can explain and describe the content of subjects effectively. The importance of using media in material so that it can motivate students to learn something.

In the teaching and learning process, educational media is used to make interactions between students and teachers. Learning media can be in the form of material that is useful to support communication during the learning process. The teacher uses the media to discuss material, explain important things and is able to motivate students.

The conclusion is that so that the learning material is easy to understand, the techniques and methods of learning media must be the main support in the learning process.

WhatsApp as media in the teaching learning process

This application has features that are able to support the practice of teaching and learning English. Teachers are able to take a facilitating role in the teaching process. WhatsApp is the most extensive social media tool of several other applications such as Facebook, Skype, Snapchat, BBM, Line, Instagram and WeChat. WhatsApp is a message sending application using the internet network. This application is able to help users communicate more easily with other people by simply saving a verified phone number as a WhatsApp account. Teachers can use WhatsApp's facilities to support the learning process. The WhatsApp features are as follows:

- a. Message
- b. WhatsApp voice and video calls
- c. Photos and Videos
- d. Documents
- e. Group Chat
- f. WhatsApp on the Web and Desktop
- g. End-to-end Encryption

Using mobile phone technology is able to provide great potential in the English language learning process. A teacher can easily take advantage of the messaging application on his smartphone. Currently, many foreign language teachers are interested in using the WhatsApp application because in addition to the most famous messenger application, WhatsApp also has features that can support the teaching and learning process of foreign languages. The WhatsApp application is common for students and teachers so that it is able to facilitate and provide good learning and communication spaces and the average student already has a smart phone and always carries it wherever and at a low cost to activate WhatsApp (Hamad 2017, p. 74-75). The WhatsApp feature which is useful for sending text messages, calling, sending video, audio, links, locations, documents, pictures is the most potential technology in supporting the English teaching and learning process.

According to Riyanto (2010) the use of WhatsApp in the learning process is aimed at encouraging students specially to speak English. This learning process is focused on students but cannot be separated from the role of the teacher in choosing topics during discussion and helping students understand the material well. The learning process begins with the teacher creating a WhatsApp group forum and inviting all students to join. A student and teacher centered approach provides concrete ideas on how to use WhatsApp in language learning. Learning English using WhatsApp is able to provide opportunities for students to explore and formulate their own ideas about learning materials to improve speaking skills.

Most of the direct learning process students are embarrassed to speak actively. But by using WhatsApp many students feel comfortable and motivated to build their self-confidence and have a positive impact on their attitudes in communicating and learning.

Concept of Perception

Perception is a process of receiving a stimulus by an individual through the senses or also called a sensory process. The stimulus will be continued and the next process is the perception process. (Walgito, 2010). Perception is a process of identifying something using the five senses. Perception is a very important role in the success of communication. That is, accuracy in perceiving sensory stimuli leads to successful communication. On the other hand, failure to perceive the stimulus causes miscommunication (Suranto, 2011).

The process of perception begins with the presence of an object that cause a stimulus, and a stimulus regarding the senses. The stimulus receive by the sense organs is transmitted by the sensory nerves to the brain. Then there is a process in the brain as the center of consciousness so that individuals realize what they see, or what they hear or what they feel. Responses as a result of perceptions can be taken by individuals in various forms (Walgito, 2010).

RESEARCH METHOD

This type of research is a quasi-experimental "non-equivalent control group design". Quasi experimental is a design that has a control 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. Researchers conducted this research with several procedures, including giving a pre-test, giving treatment for three meetings, and giving a post-test.

The research instrument used to collect data in this research was obtained from giving a test. The type of test used in this research was a type of writing proficiency test to measure students' writing skills which focus on essay writing of the descriptive text. The writing proficiency test is a test that measures how well a person writes in a language, it is a carefully constructed assessment with four clues for written responses dealing with practical, social and professional topics encountered in informal and formal contexts which assignments and instructions are written in English (ACTFL, 2012). The test was given to students twice, they were pre-test and post-test to measure students' writing ability. Pretest was given to students before being given treatment, it is to determine the beginning of students' writing ability as research data before being given treatment. The next is the post test, it is to determine the students' writing ability as research data after being given treatment. The treatment was given were " Using Four Square Technique" for the experimental group and "gudided writing method" for the control group.

The data analysis technique used by the researcher 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 researcher used the dependent t-test statistical type to test the hypothesis data.

FINDINGS AND DISCUSSIONS

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

Table 1. Pretest 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	

Based on the data analysis, it found that pretest mean score of experimental groups was 65.07. The result of data analysis showed that there were 21 (75%) students who belonged to poor category (score of <75), and there were 7 (25%) students who belonged to average category (score

of 75-83). In the pre-test result, there were no students who belonged to the good category (score of 84-92) and very good category (score of 93-100).

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, it found that posttest mean score was 75.14. The result of data analysis showed there were 12 students (42.9%) who belonged to poor category (score of <75), there were 11 (39.3%) students who belonged to average category (score of 75-83), there were 4 (14.3%) students who belonged to good category (score of 84-92), and there was 1 (3.6%) student who belonged to very good category (score of 93-100). In the post test result, there were students who belonged good category and the vary 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. Pretest 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	

Based on the data analysis, it found that pretest mean score of control group was 71.84. The result of data analysis showed that there were 13 students (52%) students who belonged to poor category (score of <75), and there were 12 (48%) students who belonged to average category (score of 75-83). In the pre-test result, there were no students who belonged to the good category (score of 84-92) and very good category (score of 93-100).

Table 4. Posttest 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
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In post test result of control group, it found that posttest mean score was 74.60. The result of data analysis showed there were 10 students (40%) who belonged to poor category (score of <75), there were 12 (48%) students who belonged to average category (score of 75-83), there were 3 (12%) students who belonged to good category (score of 84-92). In the post test result, 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
Mechanism	5	2.71	3.36	0.65

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, the mean score of students in the 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, the mean score of students in the 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 pretest and posttest was only 0.65 from the mean score of 2.71 in the pretest and 3.36 in the post test.

Mean score of students' writings 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

Mechanism	5	3.32	3.24	-0.08
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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, the mean score of the students in the 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, the mean score of students in the 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, the mean score of students in the 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, the mean score of students in the 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.

Discussions

Based on the results of the data analysis of research 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 the four-square writing technique is a tool that is created in an organized manner to help students write clearly, compose sentences into paragraphs and essays so that 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 the pre-test and post-test. The significant mean scores between pre-test and post-test of the experimental group were Tobs (16.6738) was higher than ttable (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 on descriptive text.

It was also supported by another research conducted by Siti Fatimah W on Improving Students' Writing Skill Using Four Square Writing Method at The Eight Grade Students of State Junior School 19 Surakarta in 2009/2010, which showed that by Using Four Square could improve students' writing skill and situation of the classroom. Besides, the research was conducted by Nurul Mahfudhotin on The Implementation of Four-Square Writing Technique in Teaching Narrative Writing of Short Story to Nine Grade of SMP Zainuddin Sidoarjo in 2014/2015, showed that the students were positive and significant improved after they had been taught by using four square writing technique.

Regarding the improvement of students' 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.

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, the mean score of students in the 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, the mean score of students in the 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 in the pretest, there were students who still wrote with some mistakes of tenses, pronouns, and articles. For example, students RA, in the pretest, 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, the mean score of the students in the 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.

Then the lowest increase of the five aspects was the mechanical aspect with the difference between the pretest and posttest was only 0.65 from the mean score of 2.71 in the pretest 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...).

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

The next was the results of the data analysis of students' writing taught by guided writing method in the control group. The highest aspect obtained by students was the language use aspect. In the language use aspect, the mean score of the students in the 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 lompoe 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, the mean score of students in the 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 Lompoe consists of three parts." It could have written parts of Balla Lompoe, but he didn't continue his statement.

The third highest aspect is the content aspect. In the aspect of content, the mean score of students in the 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, the mean score of students in the 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 Lompoe describes aspects of people live" which should have been live replaced with the word "life".

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. 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:

- a. 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 also supported by Gould (1999) stated that Four Square is simple to use in writing learning in schools.
- b. The researcher'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. When the researcher asked questions about four square technique, students were able to answer well.
- c. 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 students and the researcher both collected ideas in compiling texts based on predetermined topics. Students seemed enthusiastic in giving their ideas, answering when asked, and asking questions when asked.

- d. Most students were serious about participating in the learning process.
Some students looked serious listening to the explanation given by the researcher. The seriousness of students in paying attention to the explanation can be seen from their zoom camera.
- e. Most students participate in the learning process.
In the learning process, many students were involved in giving their opinions regarding the topics being taught.

That contributions supports the achievement of improving students' writing abilities in the experimental class taught 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 lecture method 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 researcher explained how to develop ideas into writing, especially in descriptive text writing. In addition, the researcher 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 ttable (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 can be concluded that the application of conventional learning can 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 that contributes to the guided writing method in improve students' writing ability were as follows:

- a. The students' initial ability is higher than the experimental class students.
It can be seen from the pre-test mean score of the control group which was higher than the pre-test mean score of experimental groups, where the pre-test mean score of control group was 71.84 while the pre-test mean score of experimental groups was 65.07. That indicated that the ability of students in the control group was higher than the experimental group.
- b. The researcher'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 researcher asked questions, students were able to answer well.
- c. Most students are serious in following the learning process proses.
Most of the students looked serious paying attention to the explanation given by the researcher. The seriousness of the students in paying attention to the explanation can be seen from their zoom camera.

- d. 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.

That contributions supports the achievement of improving students' writing ability in the control group taught by using the guided writing

In addition, the comparison of the achievement of the post-test mean score between the experimental group and the control group was very little, the different was only 0.01% of posttest mean score of experimental groups was 75.14 and posttest 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 taught 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 ttable 2.007, which means that H0 accepted and Ha rejected. So, there was no significant difference students' writing achievement mean score between both of groups.

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

- a. 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 means that students' writing ability of the control group before given treatment was higher than students' writing ability of the control group.
- b. 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.
- c. There were still students who did not participate in the learning 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%.

CONCLUSIONS

Based on the findings and discussion of the previous chapter, the researcher concluded that students' writing ability at students tenth grade of SMAN 3 Takalar can be 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 the improvement of students' writing ability by using the Four-Square Technique. 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.

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