

**THE EFFECTIVENESS OF *FOUR SQUARE WRITING* METHOD IN
TEACHING WRITING FOR THE TENTH GRADE STUDENTS OF
SMAI AL-WAHID KEPUNG KEDIRI**

THESIS

Presented to
State College for Islamic Studies (STAIN) Kediri in Partial
Fulfillment of the Requirements for the Degree of *Sarjana*
in English Language Education



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**ENGLISH DEPARTMENT
FACULTY OF EDUCATION
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) KEDIRI
2014**

Ratification Sheet

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ACKNOWLEDGMENT

In the name of Allah, most Gracious, most Merciful. Praise be to Allah SWT lord the world, so that the writer can finish this thesis as a partial fulfillment of the requirement for the graduate degree. In this chance, the writer would like to express her gratitude and appreciation to:

1. Dr. Nur Chamid, MM as the principal of STAIN Kediri
2. Dr. Ary Setya Budhi Ningrum, M.Pd as my first advisor and Erna Nur Kholida M.Pd as my second advisor who have given guidance, encouragements, constructive criticism, valuable comments and time, without all of them this thesis would have never been finished.
3. Dr. Mukhammad Abdullah, M.Ag as the chief of Jurusan Tarbiyah of STAIN Kediri.
4. The principal of SMAI Al-Wahid Kepung Kediri who has given the writer permission to carry out the research.
5. My Parents and my little family. Thanks for your affection, advices, guidance, and help in my life.
6. All my friends in English Department Student of STAIN Kediri (TBI '10).
Thank for the help and support both mentally, and endless prayer.

The writer realizes that this thesis still far for perfect. Critics and suggestion are needed to make this thesis better.

Kediri, 8th of June
2014

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ABSTRACT

Rofi'ah, Binti. 2014. *The Effectiveness of Four Square Writing Method in Teaching Writing for the tenth Grade Students of SMAI Al-Wahid Kepung Kediri.* Advisor I Dr. Ary Setya Budhi Ningrum, M.Pd, and Advisor II Erna NurKholida M, Pd.

Key words: Four Square Writing, Descriptive Text

Many students feel that writing is boring activity. They are not interested in writing because of some factors. In this case, the teacher has to give an interesting method in teaching writing. *Four Square Writing* is a method of teaching basic writing skills that is applicable across grade levels and curriculum areas. Prewriting and organizational skills are taught through the use of a graphic organizer. The study is about a study of the effectiveness of Four Square Writing Method in teaching writing for tenth grade students of SMAI Al-Wahid Kepung Kediri. The objective of this study is to know whether Four Square Writing method is effective in teaching writing for the tenth grade students of SMAI Al-Wahid Kepung Kediri.

The population of the study is the tenth grade students of SMAI Al-Wahid Kepung Kediri in academic year 2013-2014. It consists of 135 students who are divided into five classes. Each class consists of about 27 students. In this research, the researcher takes two classes which consist of students in same ability in writing. The researcher takes two classes from the population. The researcher chooses sample based on information from the teacher that 10 A and 10 D have equal ability in writing. Therefore, the researcher takes class 10 D as experimental group and class 10 A as control group. The class 10 D is taught by using Four Square Writing method and class 10 A is taught without using Four Square Writing method.

The distribution of the data in the research is normal. It can be proven by the result Kolmogorov-Smirnov test showed that significant value ($p \geq \alpha$), with $p (0,258) \geq (0,05)$. Meanwhile the Levene's test showed that $F (1.50) = 0,096$ with significant value was $0,758$. The result gave evidence that $0,758 > 0,05$. It means that the variance of experiment and control group is equal across groups.

The homogeneity of regression test showed that there was no interaction between covariate and fixed factor. It was proven by the result of $p > \alpha$, ($0,118 > 0,05$). The last assumption is there was relationship between covariate and dependent variable. It can be proven by the result of testing was $F (1.49) = 435.506$. The significant value was $0,00 < 0,05$. It means that there was relationship between covariate and dependent variable.

The result of the output ANCOVA is significant at (p) $0,00 < 0,05$. Because of the significant value is smaller than $0,05$, there was enough evidence to reject the null hypothesis and the alternative hypothesis was accepted. Based on the finding, the researcher concluded that teaching writing using Four Square Writing gave positive outcome to the students' writing.

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