

**THE INFLUENCE OF USING FOUR SQUARE WRITING TOWARDS
STUDENTS' NARRATIVE TEXT WRITING ABILITY AT THE SECOND
SEMESTER OF THE TENTH GRADE AT MA HASANUDDIN BANDAR
LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**

A Thesis

Submitted as a Partial Fulfillment of
the Requirement for Exam

By

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**TARBIYAH AND TEACHER TRAINING FACULTY
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2018**

ABSTRACT

THE INFLUENCE OF USING FOUR SQUARE WRITING TOWARDS STUDENTS' NARRATIVE TEXT WRITING ABILITY AT THE SECOND SEMESTER OF THE TENTH GRADE AT MA HASANUDDIN BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

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Writing is one of important skill. Most of students at the tenth grade of MA Hasanuddin Bandar Lampung were 63% got under the criteria in writing. The objective of this research was to know whether there is significant influence of using four square writing towards students' narrative text writing ability at the second semester of the tenth grade at MA Hasanuddin Bandar Lampung.

The research methodology used quasi experimental design. The researcher dealt with two classes, they were an experimental class and a control class. In the experimental class, the researcher used four square writing technique, whereas in the control class the researcher used lecturing technique. Each class received the same pre-test and post-test. The population of this research was the tenth grade of MA Hasanuddin Bandar Lampung. The samples of this research were 2 classes consisting of 60 students. In collecting the data, the researcher used writing test to collect the data.

The researcher analyzed the data by using independent sample t-test, the results was that there was an influence of using four square writing technique towards students' narrative text writing ability at the second semester of the tenth grade of MA Hasanuddin Bandar Lampung in the academic year of 2018/2019. From the data analysis computed by using SPSS, it was obtained that $Sig = 0.000$ and $\alpha = 0.05$. It means H_a is accepted because $Sig < \alpha = 0.05$. Therefore, there was significant influence of using four square writing technique towards students' narrative text writing ability at the second semester of the tenth grade at MA Hasanuddin Bandar Lampung in the academic year of 2018/2019.

Keywords: *four square writing technique, writing ability, narrative text, quasi experimental design*



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HASANUDDIN BANDAR LAMPUNG IN THE
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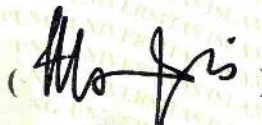
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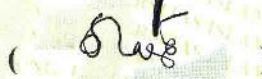
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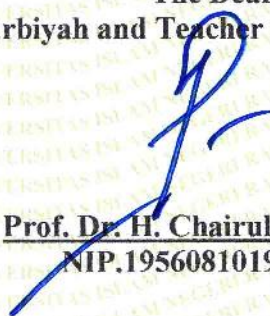
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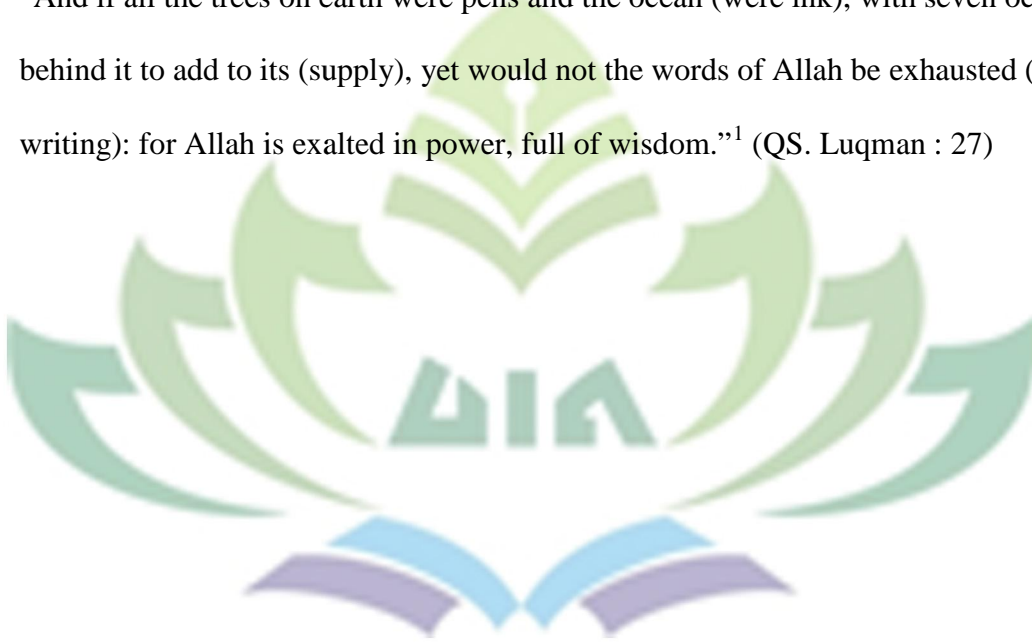
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MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمَ وَالْبَحْرِ يَمْدُهُ، مِنْ بَعْدِهِ،
سَبْعَةُ أَبْحُرٍ مَانَفَدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom.”¹ (QS. Luqman : 27)



¹ Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text With English Translation*, (New Delhi: Millat Book Centre, 2006), 1219.

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For the accomplishment of this thesis, the researcher would like to express her gratitude to:

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6. M. Yusuf, S.Kom, the Headmaster of MA Hasanuddin.

7. Indrianti, S.Pd, the English teacher of MA Hasanuddin who have helped and given suggestions to the researcher during the research process and the students of tenth grade of MA Hasanuddin for who have been cooperative during the research.
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She fully realize that this piece of writing is imperfect. Therefore, she expects need criticism such as corrections or comments its improvement. Finally, the researcher hopes that this thesis will be useful for the readers, especially for teaching English.

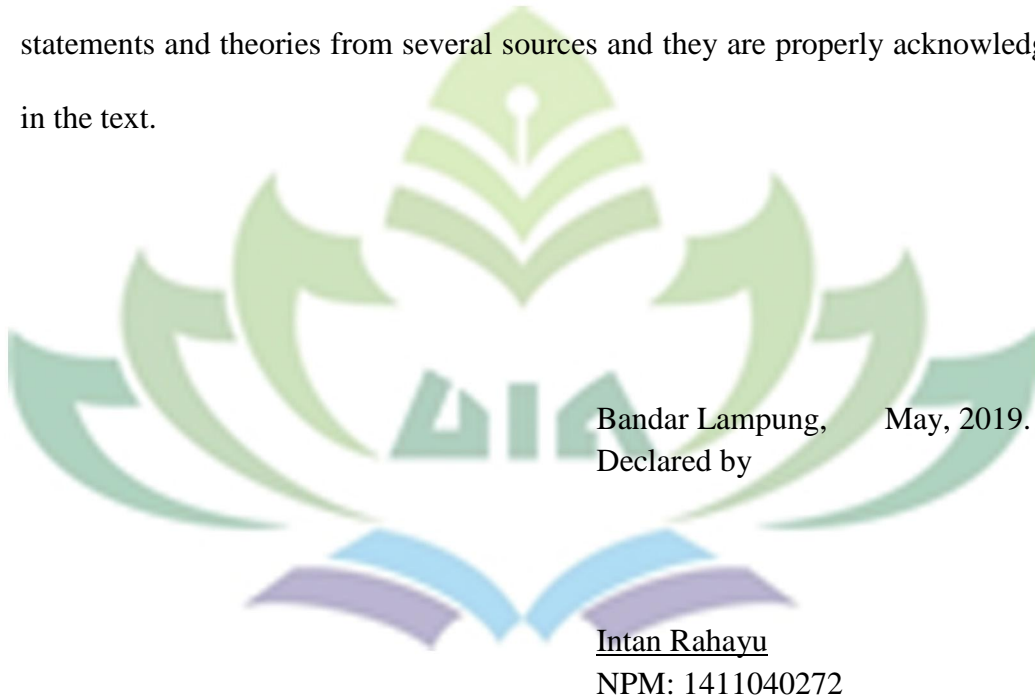
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DECLARATION

I declare that this thesis entitled "The Influence of Using Four Square Writing towards Students' Narrative Text Writing Ability at the Second Semester of the Tenth Grade at MA Hasanuddin Bandar Lampung in the Academic Year of 2018/2019" is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.



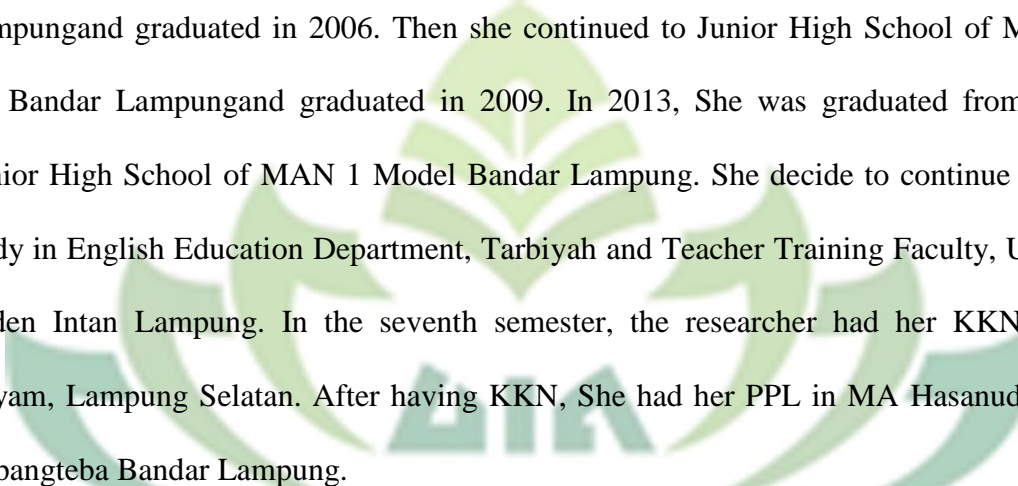
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CURRICULUM VITAE

The name of the researcher is Intan Rahayu. She is called Intan. She was born in Metro on April 06th, 1995. She is the first of five children of Mr. Buyadi and Mrs. Nuraini. She has one young sister and three young brother whose names are Nanda Tri Alfiani, Gigih Nurdianysah, Alfin Mainur Mustaqim, Akad Mainur Mustaqim.

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A large, semi-transparent watermark logo is centered on the page. It features a stylized green tree with a white trunk and branches, set against a light blue background. Below the tree, there are two curved, overlapping shapes in shades of blue and purple, resembling an open book or a decorative flourish. The logo is partially obscured by the text of the second paragraph.

DEDICATION

This thesis dedicated to:

1. My beloved parents, my father Buyadi and my mother Nuraini who always pray for my success.
2. My beloved young brother Gigih Nurdiansyah, Alfin Mainur Mustaqim, Akad Mainur Mustaqim and my young sister Nanda Tri Alfiani who always support for my success.
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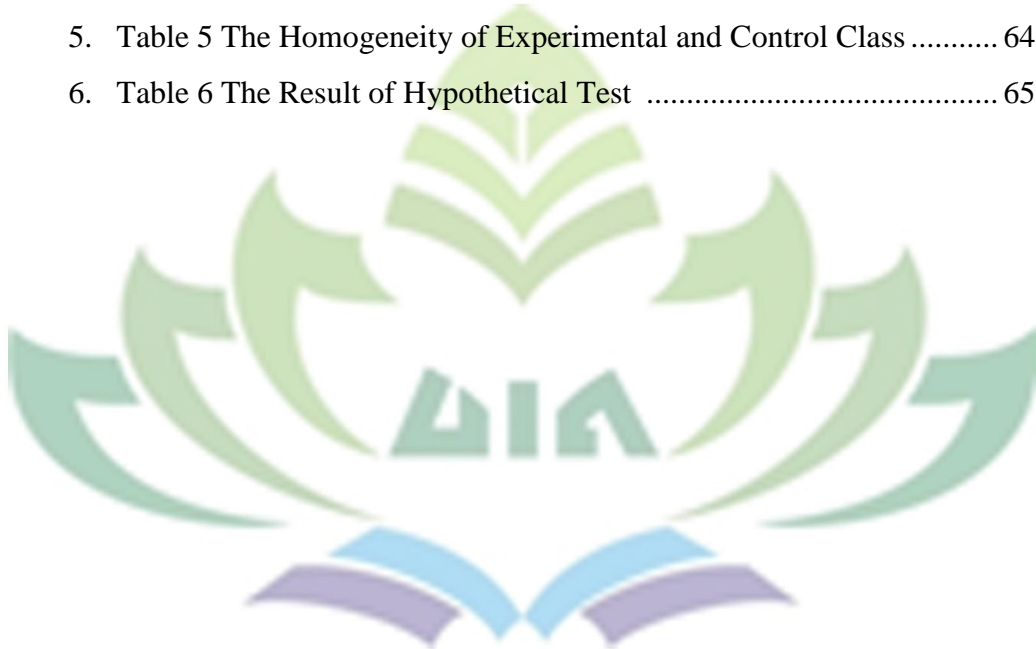
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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is the key of human life in this world which is used to make interaction with other people. Siahaan states that a language is a set of rules by human as a tool of their communication.¹ Based on that statement, language is very important in our daily life as the way to communicate with the others and to convey what we think.

English as the international language that need to be mastered by people in the world. From one country people can communicate with other people from other countries by using English. English is also needed to transfer knowledge and high technology even culture, because most of books of knowledge of hightechnology are written in English. So that, English is taught in school of almost all the countries in the world.

English is taught in Indonesia as a foreign language and it is compulsory subject that should be given to the students of junior high school up the university. There are four skills in English including listening, speaking, reading and writing. According to Sheridan, writing is the most important to do. It help us to catch our

¹Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.1

ideas, realize our thought, and stand out as fluent persuasive people both on paper on our feet in front of the meeting or the boss.² It means that writing is a process of expressing ideas or thought in words and text form that give information for the people.

In this case, writing as a media of human communication that represents ideas or thought on the paper. Therefore, writing can give information to the readers. Hyland states that writing is both text and context, the individuals' work and institution.³ This requires us to consider not only texts but also their relationships and citation to the wider social environment within specific situations based on the real context which has happened. However, writing skill becomes very important in the education field because the students are trained to write their ideas in order to have a good writing skill.

In addition, writing is also something crucial for the students because the success of their study depends on the greater part of their skill in writing. For instance, if their writing skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good skill in writing, they will have a better chance to succeed in their study.

Referring to the English Curriculum of School Based or (Kurikulum 2013), the purpose of writing for Senior High School is to encourage the students to write some kinds of texts in the form of functional texts (advertisements, brochures,

²Sheridan Baker, *The Practical Stylist*, (New York: Harper and Row Publisher, 1991), p.1

³Ken Hyland, *Teaching and Researching Writing*, 2nd Edition, (London: Pearson, 2009), p.40

personal letters, announcements and notice) and monolog texts (procedure, descriptive, recount, narrative and report). These texts have their own characteristics, such as social function, generic structures, lexical items and grammatical features.

The objective of teaching writing of the tenth grade is to make the students are able to create short functional texts and simple monolog texts are descriptive, recount, and narrative. The students should understand the social function (purpose), generic structure, and language features of the texts. In this case, narrative text is taught at the first semester. Thus, the students are able to write narrative text which is appropriate with objective of teaching writing. Narrative text is a text to amuse, entertain people and to deal with actual or vicarious experience in different ways.⁴ Narrative tells something happened in the past such as legend, myth, fable, fairytale and folktale which has problem and resolution in it. The purpose is to entertain the readers. In narrative text has three elements: orientation, complication, and resolution.

Based on preliminary research in MA Hasanuddin Bandar Lampung, the teacher said that the students had problem in learning English especially on writing narrative text. The students' writing ability was still low. They felt difficulties to express their ideas and also they did not have many vocabularies in English.⁵ It means that the students have problem to develop the idea in their writing.

⁴Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.73

⁵Indrianti, S.Pd, *an Interview of English teacher MA Hasanuddin Bandar Lampung*, 15 Januari 2018. Unpublished

Furthermore, a good process in teaching learning English is very important. The students should be given opportunity to express their ideas, their thinking and their feeling in writing form. By having writing practice, the students are able to write English well.

After the researcher got the information from the teacher, researcher also interviewed some students about problem in learning English. It can be known that the students thought writing was difficult skill. They did not have many vocabularies. They also did not know write into good writing. They also felt bored in writing class because the teacher was flat and did not made the teaching and learning activity enjoy and fun.⁶ It can be known that the students had assumption that English was hard subject so that the students were lazy to join the subject and did not pay attention to the teacher in the classroom activities. The students also did not know what their weaknesses or strenghts in writing because the teacher did not gives feedback and gives chance for them to revise their own writing.

The teaching technique that was used by the teacher was not effective, because the teacher used lecturing technique as a technique to teach students in the class. Lecturing technique is a technique which a person explains and gives task for students so it is hard to understand. In this teaching the students just listen and sometimes notes information and organized if necessary during the teaching learning process. Besides, she also only explained the material in front of the class and then asked the students to do exercises on the students' worksheet or

⁶An interview with the Tenth Students of MA Hasanuddin Bandar Lampung, 16 Januari 2018. Unpublished

asked them to write text based on the picture or topic that have been prepared in the text book without checking ability in mastery aspects of writing. After that, she evaluated the students' work to get the students' score.

From the result of interviewed from the teacher and the students about English subject, the researcher found that the students' ability in writing class at MA Hasanuddin Bandar Lampung need to be improved, especially in writing narrative text. It could be seen from students' English score in writing narrative text. It can be seen on the table below:

Table 1
The Students' Score of Writing Narrative Text at the Tenth Grade of MA Hasanuddin in the Academic Year of 2018/2019

No	Score	Class				Total	Percentage
		X.IIS1	X.IIS2	X.IIS3	X.IIS4		
1	70	10	9	13	13	43	38.79%
2	< 70	20	20	17	16	73	62.93%
Total						116	100

Source: Document of students' score of writing narrative text score at the Tenth Grade of MA Hasanuddin Bandar Lampung in the Academic Year of 2018/2019.

Based on the table above, it can be known that there were most students got score under KKM standard, because KKM in MA Hasanuddin was 70. From 116 students of tenth grade in MA Hasanuddin Bandar Lampung, there were only 62.93% that there were got score over 70, and 38.79% got score under 70. It means that the students had the problem difficulties in writing especially in narrative text.

Based on the statement above, it can be concluded that in teaching writing the teacher should use various effective method or technique to improve students' writing ability. There were many technique which were used in teaching writing, one of them was four square writing. The teacher can apply four square writing in learning process. It provided a way for teachers to demonstrate to students practical skills and language in the language arts area.

According to Marshall in Broitman, Four square writing is highly effective way to teach organization of written language. It also improves reading comprehension because it combines organizing while connecting thought. While all graphic organizers assist in organizing writing, few support the development of metacognitive.⁷ Four square writing helps students explore, clarify, and think deeply about ideas and concepts. Thus, it is very versatile and useful for all types of writing: reading summaries, descriptive narrative, story writing, and expository test. It means that four square writing is the way to teach written language that help students to develop their ideas in writing.

There have been several studies that investigated the skills and techniques or methods which were relevant to this research. The first research was conducted by Nurul Mahfudhotin did the research entitled "The Implementation of Four Square Writing Technique in Teaching Narrative Writing of Short Story to Tenth Grader

⁷J. Broitman and M. John Davis, *Treating NVLD in Children: Professional Collaborations for Positive Outcomes*, (New York: Springer, 2013), p.157

of Senior High School”.⁸ The aim of her study was to described the implementation of four square writing technique in teaching narrative writing. The subject of the study were the students of X MIIA 1 SMA Muhammadiyah 2 Surabaya. Based on her research, she concluded that the implementation of four square writing in teaching narrative writing could make good composition of short story and students’ ability in writing.

Then, Ulfatul Ma’rifah et al did conducted the research entitled “The Effect of Four Square Writing Method through Picture Series in Writing Narrative Text for Eleventh Grade at SMA Nusantara Balongpanggang”.⁹ The purpose of her study was to find out whether the four square writing method can give effect in teaching writing through picture series at SMA Nusantara Balongpanggang. The population of this study was the eleventh grades of SMA Nusantara Balongpanggang in the academic year of 2016/2017. She took two groups as the sample, they were XI IPA as the experimental class and XI IPS as the control class. Her research used quantitative method with quasi experimental research design. The result of data analysis showed that the teaching writing by using foursquare writing method through picture series has a positive effect in writing narrative text.

⁸Nurul Mahfudhotin, *The Implementation of Four Square Writing Technique in Teaching Narrative Writing to Tenth Grader of Senior High School*, (Surabaya: Surabaya State University, 2014). available at <http://journal-online.unsu.ac.id/data/article3674>, accessed on 20th March 2018.

⁹Ulfatul Ma’rifah, et al, The Effect of Four Square Writing Method through Picture Series in Writing Narrative Text for Eleventh Grade at SMA Nusantara Balongpanggang. *Journal of English Teaching, Literature, and Applied Linguistics*, vol. 1, No. 2, August 2017. available at <http://Journal.umg.ac.id/index.php/jetlal/article/328/283>, accessed on 21th March 2018.

Referring the previous research above, it can be found that there were some differences among the previous researches with this research. In the first previous research, the researcher did the research conducted in Islamic Senior High School and the material was used about short story. Meanwhile, the second previous research in teaching writing used four square writing method through picture series in writing narrative text.

Based on those reasons, the researcher wanted to conduct an experiment teaching writing of narrative text, this research is entitled “The Influence of Using Four Square Writing towards Students’ Narrative Text Writing Ability at the Second Semester of the Tenth Grade at MA Hasanuddin Bandar Lampung in the Academic Year of 2018/2019”.

B. Identification of the Problem

Based on the background of the problem above, the researcher identified the problems of the research as follows:

1. The students did not have many vocabularies.
2. The students’ writing ability was still low.
3. The students found difficulties to express their idea in written form.

C. Limitation of the Problem

Based on the identification above, the researcher limited the problem of the research on four square writing as technique in writing process in order to know the influence of towards students’ narrative text writing ability about fairytale and

legendbecause it was available in the syllabus at the second semester of the tenth grade at MA Hasanuddin Bandar Lampung.

D. Formulation of the Problem

Based on the background of the problem above, the researcher formulated the research problem as follows:

“Is there any significant Influence of Using Four Square Writing towards Students’ Narrative text Writing Ability at the Second Semester of the Tenth Grade at MA Hasanuddin Bandar Lampung in the Academic Year of 2018/2019?”.

E. Objective of the Research

The objective of the research was to find out whether there is a significant influence of using four square writing towards students’ narrative text writing ability at the second semester of the tenth grade at MA Hasanuddin Bandar Lampung after being taught by using four square writing.

F. Uses of the Research

1. Theoretically

Theoretically, the result of this research was expected as a contribution to other researchers who are interested in conducting future research in the same field.

2. Practically

Hopefully, the result of this research was expected consideration to improve teaching learning process, especially on writing ability. Also, this technique was helped the teacher to explain the material.

G. Scope of the Research

1. Subject of the Research

Subject of the research was tenth grade students of MA Hasanuddin Bandar Lampung in the academic year of 2018/2019.

2. Object of the Research

The object of the research was the used of using four square writing and students' narrative text writing ability.

3. Time of the Research

The research was conducted at the second semester in the academic year of 2018/2019.

4. Place of the Research

The research was conducted at MA Hasanuddin Bandar Lampung.

CHAPTER II FRAME OF THEORY, FRAME OF THINKING, HYPOTHESIS

A. Frame of Theory

1. Concept of Teaching English as a Foreign Language

Language is a tool of communication. With language, people conduct their activities. Siahaan states that language is a set of rules used by human as a tool of their communication.¹ It means that language is very important for human life as a tool of communication, because all interaction and activities will be run with language. It is of course in teaching English as a Foreign Language there are listening, speaking, reading and writing. Human being as a social creatures are sure to need the interaction to one other.

In teaching English as a Foreign Language, it is very difficult because it has different characteristic from our mother tongue, although students have studied it for a long time but their English ability is still low not only in speaking but also in writing. It means that the teachers are urged to repair their teaching method. The teacher has responsibility to make condition to be conducive by giving assignment, stimulus, guidance, direction, and also support his/her students in the teaching learning process. On the other hand, Brown states teaching is showing or helping

¹Sangam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Press, 2008), p.1

someone to learn how to do something.²It means that teaching is giving instruction, guiding in studying something, providing with knowledge and causing understanding.

In teaching English, the teacher should know how to make the students interested in English. So, the teacher should prepare the materials, instruction and technique well. It is also expected that the objective of English instruction is to make the students easily to get the ability or skill full to communicate orally or written well. It is clear that the purpose of teaching learning English as a foreign language is to make the students master in language. To make that happen, the students should be actively involve in teaching learning process and do a lot of practice.

2. Concept of Writing

Writing is one of four skills in English that must be mastered by students. Raimes states that writing is a skill in which we express ideas which are arrange in word, sentence and paragraph by using eyes, brain, and hand.³ When we write, our mind gets an idea and expresses the idea by letter that is arranged to be word form and the word is arranged to be sentence form, so that the writer can give the information or tell the reader about their ideas by using writing. It can be said that writing is skill to express idea and thought on their mind in writing form.

The aim of writing is to give information from the writer to the reader. Writing has been characterized as written thinking to convey message and as a

²H. Douglas Brown, *Teaching Principle of Language Learning and Teaching*, (London: Longman, 1980), p.5

³Ann Raimes, *Technique in Teaching Writing*, (London: Oxford University Press, 1983), p.3

communication indirectly. Besides, it should be able to communicate the idea or thought in written language clearly in order the reader can understand what are the writers' ideas or thoughts and can attain the purpose of her/his written text. In addition, Brown states that written products are often the result convention of thinking, drafting, and revising procedures.⁴ Based on the statement above, it can be concluded that writing is a process to deliver the writers' idea into written form that need some procedures include think the topic, drafting, and the final is revising.

Furthermore, Harmer states that writing should be done with understanding from the past in order to inform and express what happened. It should be well-organized in order to be understandable for readers.⁵ A good writing can deliver information for the reader, so that it should be well-organized and the readers are able to understand easily. Writing skill deals with the ability to arrange the graphic system such as letter, words and sentences of certain language being used in written communication in order to the reader can understand the message or the information. In other word, writing can be defined as a way of communication by transforming observations, informations, thoughts, or ideas into language. So, it can be shared with others and process of expressing ideas or thought in words should be done at our leisure.

According the statements above, it can be concluded that writing is an activity in which person express her/his ideas, thought expression and feeling which is used

⁴H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (2nd Edition), (San Francisco: Longman, 2007), p.335

⁵Jeremy Harmer, *Practice of English Language Teaching*, (London: Longman, 2001), p.3

for communicating to the readers in the written form. So, in writing as the ways sending a message or information must have the purpose to make the readers easy to understand it.

3. Concept of Writing Ability

Siahaan states that writing is the skill of a writer to communicate information to a reader or group of readers.⁶ It means that writing is the writer's skill to give the information to the readers in written form. In writing, there are five aspects which have to fulfill. The five aspects of writing are as the criteria of good writing. Here they are:

- a. Content (the ability to think creatively and develop thoughts)
- b. Organization (the ability to write in appropriate manner)
- c. Vocabulary (the ability to use of word/idiom)
- d. Language use (the ability to write in appropriate structure)
- e. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).⁷

Writing ability is one of the most important skills that must be mastered. If we are able to write well, it means we are able to communicate effectively. The reader can get the information from the writer about something explained through writing. Based on the explanation above, it can be concluded that writing ability is an ability to communicate or express idea and thoughts on written form which

⁶Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.2

⁷Cristopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.130

fulfills five aspects of writing including, content, organization, vocabulary, language, and mechanic effectively.

4. Concept of Teaching Writing

Teaching writing is process to make students are able to gather ideas, organize them, and arrange them into a good composition. The teacher offers guidance in helping students to engage in the process of composing the word. The teacher should encourage the student to develop their ideas by using their own though.

According to Tribble, this implies that, for variety of practical reason, it through they mastery of writing that the individual comes to be fully effective in intellectual organizing, not only in management of every day affairs, but also in the expression of ideas and argument.⁸ It means that teaching writing is process to make students to be understand and mastery in writing through expression their ideas and argument in written form.

Furthermore, according to Harmer by far the most important reason for teaching writing of course is that a basic language skill.⁹ It can be inferred that teaching writing is the most important not only writing is a part of basic language skill but also teaching writing focus to help students in the writing classroom as a the students activity in the teaching learning process.

In teaching writing, the teacher has important roles to help students express their ideas, opinion, and their feeling in written form by letting and guiding the

⁸*Ibid*,p.13

⁹Jeremy Harmer, *How to Teach English*, (England: Longman Limited, 1998), p.79

students. Moreover, when the teacher uses writing to reinforce and extend teaching in the content areas, they can support their students throughout the process, their instruction so that students are given an opportunity to make sense of the content in intellectually challenging ways.

Based on the explanation above, it can be concluded that teaching writing becomes as a part of writing activity in the classroom. Teaching writing can help students to think creatively for their writing, because writing is not spontaneous activity and more carefully to write something. Then, teacher also holds the most important role for giving support and guiding the students in the teaching writing process to make the writing more effective. In this case, the researcher will use narrative text as a material for the students.

5. Types of Text Genre

In English, we can find types of text. Each of these writing has its own characteristics and functions. The students of senior should have knowledge of those writing text. According to Siahaan, text is a meaningful linguistic unit in a context.¹⁰ So a text is any meaningful linguistic unit in both linguistic context and non linguistic context. Siahaan *et al* states that in English there are many kinds of genre in writing, there are:

1. Narrative is a text to amuse, entertain people, and to deal with actual or vicarious experience in different ways. The generic structures are:
 - a. Orientation : sets the scene and introduces the participants.

¹⁰Sanggam Siahaan, Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.1

- b. Evaluation : a stepping back evaluate the plight.
 - c. Complication : a crisis arise.
 - d. Resolution : the crise is resolved, for better or for worse.
 - e. Re-orientation : optional.
2. Descriptive is a text that to describe an object, it can be place, person and thing. The generic structures are:
- a. Identification : Identifies phenomenon to be described.
 - b. Description : describes parts, qualities, characteristics.¹¹
3. Recount is a text to tell about past experience or activity in the past. The generic structures are:
- a. Orientation : provide the setting and introduces participant.
 - b. Event : tell the sequence happened.
 - c. Re-orientation : optional-closure of event.
4. Explanation is a text to explain the processes in the formation or workings of natural of socio-cultural phenomena. The generic structures are as follows:
- a. A general statement to position the reader.
 - b. A sequenced explanation of why or how something occurs.
5. Anecdote is a text to share with others an account of an unusual amusing incident. The generic structure are:
- a. Abstract : signal the retelling of an unusual incident.
 - b. Orientation : set the scene.

¹¹*Ibid*,p.73-89

- c. Crisis : provide detail of the unusual incident.
 - d. Reaction : reaction to crisis.
 - e. Coda : optional-reflection on or evaluation of the incident.
6. Procedure is a text to make or to do something. It gives an instruction about the steps to do something. The generic structures are as follows:
- a. Goal : purpose of doing instruction.
 - b. Materials : ingredients or equipments.
 - c. Steps : set of instructions.
7. Discussion is a text that to present points of view about an issue. The generic structures are as follows:
- a. Issue : statement and preview.
 - b. Arguments : the point and elaboration.
 - c. Conclusion recommendations.
8. Review is a text to critique an art work or event for public audience. The generic structures are as follows:
- a. Orientation : background information of the text.
 - b. Interpretative recount : concluding statement.
 - c. Evaluation : summary of art works including characters and plot.
 - d. Evaluative summation : the last opinion about the appraisal or punch line of the art work being criticized.

9. News Item is a text to inform the readers, listeners or viewers about events of the day which are considered newsworthy or important. The generic structures are:

- a. Newsworthy events : recounts the event in summary form.
- b. Background event : elaborate what happened, to whom, in what circumstances.
- c. Sources : comments by participant, witnesses and authorities expert on event.

10. Spoof is a text that to tell an event with a humorous twist. The generic structures are:

- a. Orientation : sets the scene.
- b. Events : tells what happened.
- c. Twist : provides the “punchline”

11. Report is a text to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. The generic structures are:

- a. General classification : tells about general information based on phenomena.
- b. Description : gives detail explanation about the topic.

12. Analytical Exposition is a text to persuade the reader or listener that something in the case. The generic structures are:

- a. Thesis : introduces the topic, includes main arguments to be presented.

- b. Argument : consist of a point and elaborate sequence.
- c. Re-orientation : restate the position more forcefully.

13. Hortatory Exposition is a text to persuade the readers or listeners that something should or should not be the case. The generic structures are as follows:

- a. Thesis : announcement of issue of concern.
- b. Arguments : reasons for concern, leading for recommendation.
- c. Recommendation : statement of what might or might not to happen.¹²

Based on the statements above, it can be concluded that there are 13 types of text in English, such as narrative, descriptive, recount, explanation, anecdote, procedure, discussion, review, news item, spoof, report, analytical exposition, hortatory exposition. In this research will focus on narrative text. The researcher chooses narrative text because the students' score is lower than other kinds of the text. Therefore, the researcher investigate students' written task of narrative text to find and to know their problem in writing narrative text.

6. Concept of Narrative Text

a. Definition of Narrative Text

There are some text types such as narrative, descriptive, recount, procedure, exposition and etc.¹³ Each of them has different definition and function.

¹²Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Queensland: Stabler, 1995), p.190

According to Anderson, narrative is a text which tells a story and in doing so, entertain, or inform the reader or listener.¹⁴ It is in line with Pardiyono's statement that narrative is kind of the text appropriate to tell activities or events in the past which has purpose to amuse and give moral lesson to reader.¹⁵ In addition, narrative is kind of text that contain of story which has a problematic, climax and solution as the end of the story.¹⁶ It means that in narrative there is a conflict that will reach the solution in the end of story. Usually, the students like to read legend of the country, fairy tale of the world, or fable, such as Malin Kundang, Cinderella, Mouse deer and Crocodile. They are known as narrative text.

Besides, according to Childs, writing is the way to present a story that consists of events that happen one after the other and the story you tell can be true or fictional.¹⁷ It means that narrative is a kind of true or fictional story that has happened in the past. However, in narrative text the readers will be invited the journey in a story to entertain them. There are many kinds of story that can be used in narrative text, such as people's experience, some crisis events and the legend or myth in the society. The story in narrative should relate within stories and has function to entertain the reader. In addition, Brown states that narrative is a recounting of an incident or event. It tells the story that illustrates

¹³Mark Anderson and Kathy Anderson, *Text Type in English*, (Sydney: Mc Millan, 1997), p.2

¹⁴*Ibid*, p.6

¹⁵Pardiyono, *Teaching Genre-Based Writing*, (Yogyakarta: Penerbit ANDI, 2001), p.94

¹⁶Pardiyono, *The Art of Teaching Technique of Classing Handling as Food-like Service*, (Yogyakarta: Penerbit ANDI, 2001), p.30

¹⁷Leslie Childs, *Writing Paragraph and The Writing Process*, (Ontario: Winter, 1999), p.40

the truth of the argument.¹⁸ It means that narrative is the story that tells the truth of the argument of the event that happened.

From those statements, it can be concluded that narrative is one of the text that has function to entertain and to recount the truth or the fictional story or event that has happened followed by sequence of action in that time.

b. Purpose and Rhetorical Structure of Narrative Text

The purpose of narrative text is to present a view the world that entertain, or inform the reader or listener. The rhetorical structures are the parts of the text. Each part has its own function. In other words, rhetorical structures are the elements existing in the text. The rhetorical structures of narrative text are:

1. Orientation

In this paragraph the narrator tells the audience who is in the story, when it is happening, where it is happening, and what is going on

2. Complication

This is part of the story in which the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger.

3. Sequence of events

This is the way how the narrator tells how the character reacts to complication. It includes their feelings and what they do. the events

¹⁸H. Douglas Brown, *Principles in Language Learning and Teaching*, (New York: Prentice Hall Regent Englewood Cliffs, 1980), p.325

can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

4. Resolution
5. In this part, the complication is sorted out or the problem is solved.
6. Coda

The narrator includes a coda if there is to be a moral or message to be learned from the story.¹⁹

c. Language Features

The language features in narrative text are:

1. Specific character
2. Time words that connect events to tell when they occur
3. Verb to show the actions that occur in the story
4. Descriptive words to portray the characters and setting.²⁰

d. Kinds of Narrative Text

Narrative is kind of text that contains of story which has a problematica, climax and solution as the end of the story. It means that in narrative there is a conflict that will reach the solution in the end of story. There are many kinds of narrative text. They are: fable, fairytale, legend, myth, and folk tales.²¹

¹⁹Th. M. Sudarwati, *Look A head an English Course for Senior High School Students Year XI*, (Jakarta: Erlangga, 2007), p.52

²⁰Sanggam Siahaan and Kisno, S, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.73

²¹Emi Emilia, *Pendidikan Genre Based dalam Pengajaran Bahasa Inggris: Petunjuk Untuk Guru*, (Bandung: Rizqi Press, 2011), p.94

In this research, the researcher was used fairytale and legend as the material in teaching writing narrative text.

7. Concept of Students' Narrative Text Writing Ability

To make a good narrative text the researcher must be creative. The researcher also has to understand about points that must be there in narrative text writing. Writing ability is the skill of putting together what you think or want to say using words, which a person reading it is able to know your thoughts, ideas, and feelings as near to what you want to convey.²² It means that writing ability is the skill person to put thinking, feeling, and ideas in writing. According to Tribble states there are five scoring of writing, they are: content, organization, vocabulary, language and mechanics. Because they will be the assessment of writing.²³

Narrative text is kind of text that contain of story which has a problematica, climax, and solution as the end of the story.²⁴ It means that in narrative there is a conflict that will reach the solution in the end of story.

Based on the explanation above, it can be concluded that students' narrative text writing ability is their ability to retell the story about fairytale and legend in the past whose purpose is to entertain and give moral lesson to the readers, which fulfills the criteria of good writing including content, organization, vocabulary, language, and mechanics.

²²Siti Wachidahdan Asep Gunawan, *When English Ring's Bell*, (Pusat Kurikulum dan Pembinaan Kementerian Pendidikan dan Kebudayaan, 2014), p.105

²³Cristhoper Tribble, *Op.Cit*, p.130

²⁴Paradiyono, *Loc.Cit*. p.30

8. Concept of Four Square Writing

a. Definition of Four Square Writing

Four square writing is a simple, open-ended graphic organizer that is designed to help students focus, organize and support their writing with detail.²⁵ It means that four square writing is simple graphic organizer that can help the students to develop their idea in writing with detail. In addition, Gould states four square writing technique is the way to help the students interested and motivated in easy organization in every square they have.²⁶ It means that four square writing is the way to help students develop their writing skill. Meanwhile, interesting technique of teaching is also important, because it is applied in order that students are interested in teaching and learning process. Furthermore, four square writing is a technique to improve students' writing ability in organizing and connecting thought.²⁷ It helps researchers to generalize thought across the curriculum to make meaningful connections between word, sentence, and other text.

Moreover, Bartholomae states four square writing is a graphic organizer used to help organize facts, thoughts and ideas (a great prewriting tool). It allows the students to organize their thoughts while building structure and the students focus on their word choice and detail.²⁸ It means that by using four square

²⁵Judith S. Gould and Evan Jay Gould, *Four Square Writing in the Content Areas*, (Dayton: Teaching and Learning Company, 2004), p.61

²⁶Judith S Gould and M. Burkey F, *Four Square Writing Assessment*, (Dayton: Teaching and Learning Company, 2010), p.4

²⁷Nurul Puspita, *The Effectiveness of Four Square Writing in Teaching Writing Viewed from Students' Creativity*, (Semarang: Semarang State University, 2014), p. 67

²⁸Bartholomea, M, Sekyra, S & Sibigroth, *Organizing Writing One Step*. Retrieved from <http://www.d46.k12.IL.US/2011conference/pdf.454squarepreppdf>. accessed on 03th January 2018.

writing the students know exactly what they looking for in writing and make grading easier.

From those statements above, it can be concluded that four square writing is a technique to teaching writing using four square graphic organizer that includes four square which are connected to each other with another box in the middle. It can help the students to develop their ideas in every square. Thus, its implementation make students feel interested, motivated, and easy to write.

b. Definition of Graphic Organizer

A graphic organizer is a visual and graphic display that the relationships between facts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, cognitive organizers, advance organizers, or concept diagrams.²⁹ In addition, according to McKnight graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information.³⁰ It means that graphic organizer can help the students to understand pattern and relationship between the given information. In paragraph writing, graphic organizer is also known as maps, because graphic organizer helps to map out ideas in visual way.

There are many variations and possible combinations of graphic organizers used in the classroom, most of them fall into four basic categories, namely

²⁹http://www.cast.org/publications/ncac/ncac_go.html#types2007 accessed on 12th May 2019.

³⁰Katherine S McKnight, *The Teacher's Big Book of Graphic Organizers*, (San Francisco: Jossey-Bass, 2010).

cyclical organizers, conceptual organizers, sequential organizers and hierarchical organizers. They are:

1. Conceptual Organizers

These types of graphic organizer include a main concept or central idea with supporting facts, evidence, or characteristics.

2. Hierarchical Organizers

These organizers begin with a topic or concept and then include a number of ranks or levels below the topic. The key characteristic of the pattern is that there are distinct levels that proceed from top to bottom or bottom to top. The position on the organizer denotes the level of the label within organization.

3. Cyclical Organizers

The cyclical organizer depicts a series of events without beginning or end. The formation is circular and continuous.

4. Sequential Organizers

This type of organizer is helpful when events have a specific beginning and end. It also appropriate for cause and effect, process and product, and problem solution text.³¹

Based on the statements above, there are four types of graphic organizers in English for teaching and learning, the researcher only focused on conceptual graphic organizers to limit the study. Then, it can be concluded that graphic organizer is a kind of teaching English for teaching writing by

³¹SuhaidiPratama, IstiqomahNurRahmawati, BambangIrfani, Graphic Organizer as One Alternative Technique to Teach Writing, *English Education: Jurnal Tadris Bahasa Inggris*, pISSN 2086-6003 Vol 10 (2), 2017, 344-357, p.346

asking students to generate, sort, arrange and organize ideas to be developed into a certain form of writing work.

There are specific strengths and weaknesses to students and teachers using graphic organizers:

1. The Strengths of Using Graphic Organizers

- a. Benefit to students: understand the concept of part to whole, record the relationships clarify and organize ideas, improve memory, and recognize and assimilate different points of view.
- b. Benefits to teachers: show and explain relationships between and among contents, make lessons interactive, help visual learners to acquire information more easily, motivate students, assist students in prewriting techniques and assess what students know.

2. The Weaknesses of Using Graphic Organizers

Most often, teachers say they lack enough time to create and use graphic organizers. But, accross curriculum areas, teachers who have had the opportunity to learn about graphic organizers and who use them regularly in their teaching are very enthusiastic about the potential of graphic organizers for enhancing understanding of content and learning in general. Graphic organizers take time to plan before a lesson, but they facilitate learning and retention.³²

³²*Ibid*, p.347.

c. Procedure of Four Square Writing

The procedure of four square writing as follows:

1. Brainstorming in this activity the students should make a graphic organizer four square writing.
2. Write the topic box in central of paragraph.
3. Adding the supporting idea in boxes 2,3,4 and write conclusion in box 5.
4. Add more detail reason in box 2,3,4.
5. Add connecting words to provide transition between ideas.
6. Make your paragraph or essay.³³

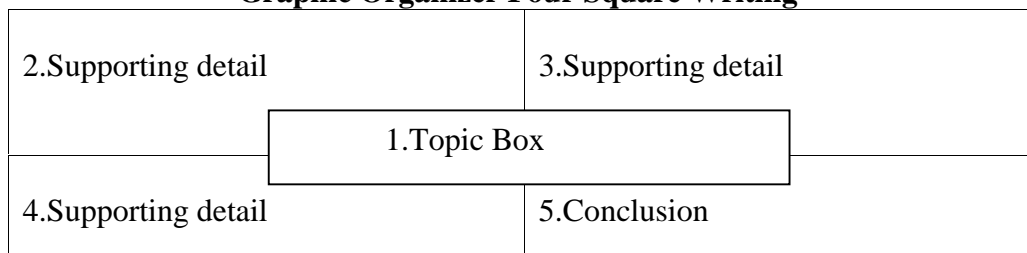
d. Procedure of Teaching Narrative Text Using Four Square Writing

1. The teacher gives brainstorming and explains to the students definition, rhetorical structure and language feature of narrative text.
2. The teacher explains to the students about four square writing and give the example make a narrative text using four square writing.
3. The teacher gives the students topic of narrative text about fairytale and legend.
4. The teacher gives the students paper about story of fairytale and legend one by one and then the students read the story for ten minutes.

³³Judith Gould and Evan Jay Gould, *Four Square Writing Grade for 7-9*, (Teaching and Learning Company: a Lorenz Company, 1999), p.10

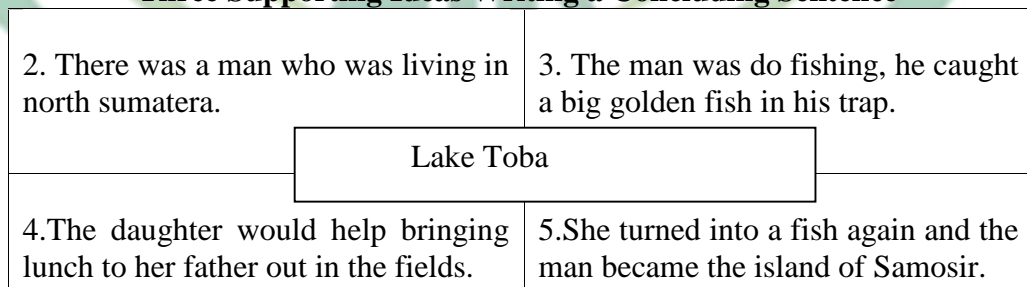
5. The teacher asks the students to make graphic organizer of four square, after that the teacher asks the students to write a topic box in the middle top, then they write supporting ideas in boxes 2,3,4 and the last the students write a concluding idea or wrap up sentence in the box 5.

Figure 1
Graphic Organizer Four Square Writing



Source : Four Square Writing Grades for 5-9

Figure 2
The Example of Brainstorming
Three Supporting Ideas Writing a Concluding Sentence



Source : Four Square Writing Grades for 5-9

6. After that the teacher asks the students to make a detail reason in each box and add the connecting words.

Figure 3
Adding Supporting Detail

<p>2. There was a man who was living in north sumatera.</p> <ul style="list-style-type: none"> - Live in a simple hut - Have some gardening - Fishing in daily life 	<p>3. The man was do fishing, he caught a big golden fish in his trap.</p> <ul style="list-style-type: none"> - a beautiful princess - felt in love - got married
<p>Lake Toba</p>	
<p>4. The daughter would help bringing lunch to her father out in the fields.</p> <ul style="list-style-type: none"> - father's lunch - fish - broken his promise 	<p>5. She turned into a fish again and the man became the island of Samosir.</p>

Source : Four Square Writing Grades for 5-9

<p>Once upon a time</p>	<p>Figure 4 Adding Connecting Words</p>	<p>One day</p>
<p>2. There was a man who was living in north sumatera.</p> <ul style="list-style-type: none"> - Live in a simple hut - Have some gardening - Fishing in daily life 	<p>3. The man was do fishing, he caught a big golden fish in his trap.</p> <ul style="list-style-type: none"> - a beautiful princess - felt in love - got married 	
<p>Lake Toba</p>		
<p>Few years later</p>	<p>4. The daughter would help bringing lunch to her father out in the fields.</p> <ul style="list-style-type: none"> - father's lunch - fish - broken his promise 	<p>Then</p>
<p>5. She turned into a fish again and the man became the island of Samosir.</p>		

7. In the last, the teacher asks the students to write a narrative text into written form and develop it into a good paragraph.

Lake Toba

Once upon a time, there was a man who was living in north sumatera. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said “yes, but you have to promise not to tell anyone about the secret that I was made once a fish, otherwise there will be a huge disaster”. The man made the deal and the got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and she shouted “you damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then, she told her daughter to run up hills because a huge disaster was about to come. When her daughter left, she prayed. Soon, there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became toba lake. She turned into a fish again and the man became the island of Samosir.

d. Advantages and Disadvantages of Four Square Writing

1. Advantages of Four Square Writing

There are some advantages of using Four Square Writing:

1. This technique will help the students organize and brainstorm in a hurry.
2. Four square can allow the students to have time and attention in giving detail of writing.
3. Four square can be implemented for across grade levels.
4. This technique is fun, it is a creative process and a natural way to organize the students' thoughts, it prevents the student from including irrelevant content.
5. The direction for writing in the four square technique is made as clearly as possible, so that the students will be not confused.³⁴

2. Disadvantages of Four Square Writing

There are some disadvantages of using Four Square Writing:

1. The students have now spent a great deal of time working on the organizer, having never completed the composition phase of the writing process.
2. The use of four squares does not call for an abandonment of hands-on learning.³⁵

³⁴Judith S. Gould and Evan Jay Gould, *Four Square Writing Method Grades for 7-9*, (Dayton: Teaching and Learning Company, 1999), p.84

³⁵*Ibid*, p.42

Thus, it can be seen clearly that four square writing technique has more advantages than the disadvantages, that is why four square writing will apply as a technique for teaching narrative text.

7. Concept of Lecturing Technique

a. Definition of Lecturing Technique

Lecturing Technique is oral presentation that used in the classroom where the teacher is as the central focus of information transfer.³⁶ It means that the teacher in this technique is more active than the students. It is seen one-way communication so this technique can make students passive in the teaching learning process and just teacher who active in the teaching learning process.

Lecturing technique is a traditional technique because this technique has used as the tool of oral communication between the teacher and the students in teaching learning process.³⁷ It means that lecturing technique is the way of delivering of the knowledge which is done by the teacher by using oral explanation directly to the students, this technique does not involve significant students participants and can make students feel bored.

Lecturing technique is the way presentation of the lesson which done by the teacher with the verbal explanation directly.³⁸ It means that the students listen to the teacher's explanation. Then, they do the task which is asked by the teacher. Lecturing technique is the way to provide an outline of an area of

³⁶Gurpreet Kaur, Study and Analysis of Lecture Model of Teaching, *International Journal of Educational Planing and Administration*, Vol. 1, No. 1, Research India Publication, p.9

³⁷Wina Sanjaya, *Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana Prenada Media Group, 2010), p.179

³⁸Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2010), p.97

study as preparation for more detailed work carried out individually or in seminars or tutorials.

From the explanation above, it can be concluded that lecturing technique is the teacher's technique in teaching English in which the teacher is as central focus on giving the oral explanation to the students directly, just teacher who active in the class. This technique does not involve significant students participation and can make the students feel bored.

b.Procedure of Lecturing Technique

The procedure of using Lecturing Technique are as follows:

1. Presentation information.
2. Clarifying topics.
3. Encouraging students to think about the topic.
4. Creating interest.
5. Providing students with the opportunity to benefit from the teacher's experience.
6. In the last time the teacher asks the students to write paragraph based on the explanation that the teacher has explained.
7. The teacher correct the result of students one by one.³⁹

c.Procedure of Teaching Narrative Text Using Lecturing Technique

1. The teacher explains about technique in learning writing.
2. The teacher share information to the students about the material.

³⁹*Ibid*, p.100

3. The teacher explains to the students definition, rhetorical structure and language feature of narrative text.
4. The teacher give the students explanation about the material.
5. The teacher ask the students to think one example about the material.
6. The teacher make example the material of narrative text by giving the real sample.
7. The teacher give the students in chance to explore the material with their experience.
8. The teacher asks the students to make a paragraph based on teacher has explained.
9. The teacher correct the result of students one by one.

d. Advantages and Disadvantages of Lecturing Technique

1. Advantages of Lecturing Technique

There are some advantages of using Lecturing technique:

1. This technique can make the teacher controls the material and can be used in the large class.
2. This technique can make students hear through speech from the teacher, thus promoting shared responsibility for active learning.
3. Can be used to arouse interest in a subject.

2. Disadvantages of Lecturing Technique

There are some disadvantages of using Lecturing technique:

1. This technique can make students bored.

2. This technique is given by talkative teacher. So that, it is difficult to increase students ability in socialization, interpersonal related, and critical think ability.
3. It happens in one-way communication, then the opportunity for controlling the students understand about the material is limited.⁴⁰

B. Frame of Thinking

English is one of international languages that should be mastered by all people. The people use it to interact and to communicate each others. In learning English, the students are going to learn about the four skills. They are listening, speaking, reading, and writing. Most of students say that writing is the most difficult in English. Writing become the difficult skill because it contain some components of the language that should be mastered by the students such as content, organization, vocabulary, language use and mechanics. In writing, students are going to write about their idea, mind, feeling and others in order to communicate or to give the information.

In order to help the students in writing learning process, an English teacher must have a good technique to teach. Therefore, by using four square writing, the students can learn more actively and more creatively. They will demonstrate their understanding of narrative text by writing the story throught the words. It will influence the students ability in writing narrative text. It causes by using four

⁴⁰*Ibid*, p.12

square writing they will be easier to add words, arrange the sentences and make final draft of the story in chronological order.

C. Hypothesis

Hypothesis is a temporary answer of the problem in research until proved from the data which collected.⁴¹ So, a hypothesis can be defined a weak truth statement towards problems on research and need to prove the truth after collecting data.

The hypotheses of this research are:

H_0 = There is no significant influence of using four square writing towards students' narrative text writing ability at the second semester of the tenth grade at MA Hasanuddin Bandar Lampung in the academic year of 2018/2019.

H_a = There is a significant influence of using four square writing towards students' narrative text writing ability at the second semester of the tenth grade at MA Hasanuddin Bandar Lampung in the academic year of 2018/2019.

⁴¹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1998), p.64

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In research design, the researcher used quasi experimental research. Quasi experiment includes assignment, but not random assignment of participants of groups. This is because the experimenter cannot artificially create groups for the experiment.¹ Furthermore, the variety of quasi experimental design can be divided into two main categories, they are post-test only control class group design and pre-test post-test group design. In this case, the researcher was conducted an experiment by giving a certain treatment and using four square writing to the certain grade to measure the significant influence of this model instruction. Besides, it took two classes as sample of this research consisting of an experimental class and a control class. The experimental class was taught by using four square writing and control class was taught by lecturing technique that already applied by the English teacher in teaching learning process.

It can be represented as follows:

$$G1 = T1 \quad X \quad T2$$

$$G2 = T1 \quad O \quad T2$$

¹ John. W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (New Jersey: Pearson Education, 2008), p.309

Where:

G1 : Group One (Experimental class) which received the treatment of four square writing.

G2 : Group Two (Control class) which taught by using lecturing technique.

T1 : Pre-Test. This was given to see the students' initial ability.

T2 : Post-Test. This was given after the treatment to see the result after applying the treatment.

X : Treatment by using four square writing technique.

O : Teaching by using lecturing technique.²

B. Research Variable

A variable is a concept a noun that students for variation within a class of object, such as gender, achievement, motivation or running speed.³ A common and useful way to think about variable is to classify them as independent or dependent.⁴ In general, the independent variable (X) is the variable that argue to cause or be associated with some outcome the dependent variable (Y).

Based on the statement, it can be concluded that the variable is a central point in the research that shall be investigation to know the improving writing skill after giving them a treatment.

In this research, there are two variables that are investigation, they are:

1. Independent variable is Four Square Writing (X)
2. Dependent variable is Students' Narrative Text Writing Ability (Y)

²*Ibid*, p.142

³Jack R Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education: Sixth Edition*, (New York: Me Graw Hill, 2006), p.77

⁴*Ibid*. p.80

C. Operational Definition of Variable

Operational definition of the variable was used to describe the variables which used in this research to avoid misconception of variables present in this research.

In this research, there were two variables, they were:

1. Independent Variable (X) : Four square writing is a technique in teaching writing using four square graphic organizer that includes four square which are connected to each other with another box in the middle. It can help the students to develop their ideas in every square. Thus, it is implementation make students feel interested, motivated, and easy to write.
2. Dependent Variable (Y) : Students' narrative text writing ability is the students ability to retell the story about fairytale and legend in the past whose purpose is to entertain and give moral lesson to the readers, which fulfills the criteria of good writing including content, organization, vocabulary, language, and mechanics.

D. Population, Sample and Sampling Technique

1. Population

Population of this research were the students at the second semester of the tenth grade of MA Hasanuddin Bandar Lampung in the academic year of 2018/2019. The population of this research consisted of 116 students including of four classes, with the detailed as in the table below:

Table 2
The number of students of the Tenth grade of MA Hasanuddin Bandar
Lampung in the academic year of 2018/2019

No	Class	Gender		Total
		Male	Female	
1	X.IIS1	14	16	30
2	X.IIS2	14	13	27
3	X.IIS3	12	18	30
4	X.IIS4	13	16	29
Total		53	63	116

Source: MA Hasanuddin Bandar Lampung in the Academic Year of 2018/2019.

2. Sample

In the research, the researcher was conducted the research in tenth grade students. The researcher was use two classes as the sample of the research, one class as an experimental class in X.IIS1 and another class as a control class in X.IIS3.

3. Sampling Technique

This is quasi experiment build in both pre-test and post-test. The researcher was used cluster random sampling technique because the population is already in group. It is a procedure throught entire groups and individuals are randomly select. This procedure allow the researcher to select cluster randomly and a simple technique than selecting individuals randomly.⁵To define the experimental and control classes, the researcher was used lottery, the steps were:

1. The name of each class was written in a small of papers.
2. The papers were rolled and put into the box.

⁵Marguerite G. Lodico, *Methods in Educational Research from Theory to Practice*, (San Fransisco: John Willey and Sons, 2010), p.216

3. The box was shaken and the researcher took two pieces of the rolled paper. The first paper was the experimental class and the second paper was the control class.

E. Research Procedure

The researcher used some research procedures:

1. Determining Subject of the Research

The subject of the research was the students of tenth class of MA Hasanuddin Bandar Lampung in the academic year of 2018/2019.

2. Administering the pre-test

The pre test was administered in order to find out the students' writing ability achievement before treatments. In this test, the students were made to write a paragraph about fairytale and legend consisting of 70-100 words in 60 minutes. The topics such as:

- a. Sleeping Beauty (fairytale)
- b. Keong Mas (legend)

3. Conducting treatment

The treatment was conducted in three meetings lasting for 2 X 45 minutes. In the treatment, the researcher taught the students used four square writing technique in experimental class and the researcher did not teach in control class. The material was about narrative text. Each material had different topic but it was still narrative text.

4. Administering the post-test

The aim of this test was to measure the students' narrative writing ability after being given treatments. In this test, the students made paragraph about fairytale and legend consist of 70-100 words in 60 minutes. The topics such as:

- a. Cinderella (fairytale)
- b. Timun Mas (legend)

5. Analyzing the result of post-test

In analyzing the result, the researcher was compared the result of posttest between experimental class and control class to see whether the post-test's score of experimental class was higher than control class or not.

F. Data Collecting Technique

In order to get the data, a pre-test and post-test was administered. Then, the researcher analyzed the result of those two activities which can be clarified as follows:

1. Pre-test

The researcher took the students' score to know their achievement of writing skill by giving them pre-test before applying the technique of understanding the four square writing.

2. Post-test

The researcher took the students' score to know their achievement of writing skill by giving them post-test after applying the technique of understanding the four square writing.

G. Research Instrument

The research instrument that was used in this research was writing test. The researcher asked the students to make their own narrative text correctly and clearly. The researcher made two instruments, they were pre-test and post-test. The researcher only choose fairytale and legend for material in the pre-test and post-test. Based on the English teacher said, fairytale and legend were the famous story for students.

The researcher was chosen the titles that tested in pre-test and post-test based on the syllabus and material in MA Hasanuddin Bandar Lampung.

1. The topic for pre-test instrument

- a. Sleeping Beauty (fairytale)
- b. Keong Mas (legend)

2. The topic for post-test instrument

- a. Cinderella (fairytale)
- b. Timun Mas (legend)

H. Criteria for Evaluating Students' Writing

There are some aspects must be measure the result of students' score in writing.

They are: content, organization, vocabulary, language use and mechanics. The

following are some criteria for evaluating students in writing proposed by Tribble.

Table 3
Assesmentss Scale for Written Work.⁶

a. Task fulfillment/ Content	20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument, independent and through interpretation of the topic, content relevant to the topic, accurate detail.
	16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument, some independence of interpretation of the topic, most content relevant to the topic, reasonably accurate detail.
	11-8	Fair to poor: Treatment of the topic is hardly adequate, little variety of ideas or argument, some irrelevant content to the topic, lacking detail
	7-5	Very poor: Inadequate treatment of topic, no variety of ideas or argument, content irrelevant, or very restricted, almost no useful detail
	4-0	Inadequate: Fails to address the task with any effectiveness
b. Organization	20-17	Excellent to very good: Fluent expressions, ideas clearly stated and supported. Appropriately organized paragraphs or sections, logically sequenced (coherence), connectives used (cohesion)
	16-12	Good to average: Uneven expression, but main ideas stand out, paragraphs or sections evident, logically sequence (coherence), some connectives used (cohesion)
	11-8	Fair to poor: Very uneven expressions, ideas difficult follow paragraphing/organization does not help the reader, logical sequenced difficult to follow (coherence), connectives largely absent (cohesion)

⁶Cristopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996), p.130

	7-5	Very poor: Lacks fluent expressions, ideas very difficult to follow, little sense of paragraphing/organization, no sense of logical sequence
	4-0	Inadequate: Fails to address this of aspect of the task with any effectiveness
c.Vocabulary	20-17	Excellent to very good: Wide range of vocabulary, accurate word/idiom choice and usage, appropriate selection to match register
	16-12	Good to average: adequate range of vocabulary, a noticeable number of mistakes in word/idiom choice and usage, register not always appropriate
	11-8	Fair to poor: Limited range of vocabulary, a noticeable number of mistakes in word/idiom choice and usage, register not always appropriate
	7-5	Very poor: No range of vocabulary, a noticeable number of mistakes in word/idiom choice and usage, no apparent sense of appropriate
	4-0	Inadequate: Fails to address his aspect of the task with any effectiveness
d.Language	30-24	Excellent to very good: Confident handling of appropriate structure, hardly any errors of agreement, tense, number, word, order, articles, pronouns, prepositing, meaning never obscure
	23-18	Good to average: Acceptable grammar but problem with more complexes structures, mostly appropriate structures, some errors of agreement, tense, number, word, order, articles, pronouns, prepositions, meaning sometimes obscured.
	17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions, frequent errors of agreement, tense, number, word, order, articles, pronouns, prepositions, meaning sometimes obscured
	9-6	Very poor: Major problems with structures even simple ones, frequent errors of negation, agreement, tense, number, word, order/function, articles, pronouns, preparations, meaning often obscured
	5-0	Inadequate: Fails to address his aspect of the task with any effectiveness
	10-8	Excellent to very good: Demonstrated full command of spelling, punctuation, capitalization, and layout

e.Mechanics	7-5	Good to average: Occasional errors in spelling, punctuation, capitalization, and layout
	4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization and layout
	1-0	Very poor: Fails to address his aspect of the task with any effectiveness

For clearer explanation, the following are the criteria for scoring writing which are used in this research:

- a). Content : the agreement with the title chosen
- b). Organization : paragraph unity, coherence, and cohesion
- c). Vocabulary : the precision of using vocabulary
- d). Language use : tenses and pattern
- e). Mechanics : spelling and punctuation

The final score = Content + Organization + Vocabulary + Language + Mechanics

$$= 20 + 20 + 20 + 30 + 10 = 100$$

Based on the explanation above, it can be concluded that the scoring scale for evaluating students' narrative text writing ability is adopted by Tribble with considered the content, organization, vocabulary, language and mechanics.

I. Validity, Reliability and Readability

1. Validity

Validity is the most important consideration in developing and evaluating measuring instruments.⁷ It means that a good test must have validity, so the test can measure the aspects that measured. The scoring norm is covered by five aspects of writing including content, organization, vocabulary, language and mechanics. validity has two basic types: the content and construct validity as follows:

a. Content validity

Content validity is the extend to which the question on the instrument and the scores from the questions are representative of all the possible questions that can be asked about the content or skills.⁸ Content validity can be found by relating the material of the test with the syllabus for SMA/MA. It means that the researcher gave the test to the sample based on the current syllabus in the school.

To got the content validity of the writing test, the researcher tried to arrange the materials based on the syllabus for the tenth grade of MA Hasanuddin Bandar Lampung. The test called valid it was reffered to the material that had been taught in the classroom and it was mentioned in the syllabus in number SK K1.1, K1.2, K1.3, K1.4 and KD 3.10, 4.14.

⁷DonalAry, Cheser Jacob, and Chris Sorensen, *Introduction to Research in Education 8th Edition*, (Canada: Wedsworth Cengage Learning, 2010), p.225

⁸John W. Cresswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p.206

b. Construct validity

Construct validity is a determination of the significant, meaning, purpose, and use of scores from an instrument.⁹ Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language.

Construct validity focused on the kind of the test that was used to measure the ability. It means that the items should really test the students whether they mastery in narrative text writing. In this research, the researcher asked the students to make a narrative text test that can measure the students' narrative text writing ability based on the scoring covers five aspects of writing that are adapted from Tribble, and they are content, organization, vocabulary, language and mechanics.

In this case, to know whether the instruments were fulfill the criteria of content and construct validity the researcher was consulted the instrument test to the Mrs. Indrianti, S.Pd as an English teacher at the school. (See appendix 4).

2. Reliability of the Test

Reliability is a measurement of accuracy, consistency, dependability of fairness of scores resulting from administration of particular examination. To ensure the reliability of the scores and to avoid the subjectivity of the researcher uses inter-rater reliability. Inter-rater reliability was used when

⁹*Ibid*, p.618

scores on the test were independently estimated by two judges or raters. They were the teacher and the researcher. To estimate the reliability of the test, the researcher was used rank order correlation is as follows:¹⁰

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Note:

- D² = The sum of difference between rank
- 6 & 1 = Constant Number
- N = The number of students

The researcher also was used the criteria of reliability as follows:¹¹

1. Between 0.800 until 1.000 = very high
2. Between 0.600 until 0.799 = high
3. Between 0.400 until 0.599 = medium
4. Between 0.200 until 0.399 = low
5. Between 0.000 until 0.199 = very low

From the statement, range 0 means no reliable, and range 1.00 means perfect reliability. It can be said that the larger the reliability coefficient, the more reliable the test score. (See appendix 18).

3. Readability of the Test

Readability tests are indicators that measure how easy the direction and instruction can be read and understood.¹² The readability of the writing gave to the some students in the tenth grade as the test takers. The researcher

¹⁰Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p.232

¹¹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.319

¹²Julien B. Kouame, *Jurnal of Multi Disciplinary Evaluation* Vol. VI No. 14 August 2010: *Using Readability tests to Improve the Accuracy of Evaluation Documents Intended for Low-LiteratureParticipants*, (Michigan: Western Michigan University).

was conducted the readability in order to see the clarity of the direction and the clarity of the instruction and readability test was conducted before the treatment which was given by the researcher.

To know readability of the essay test instrument, the researcher was followed Kouames' research. The participants will be asked to evaluate instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.¹³ The question were tested individually. The participants may not have difficulties in understanding because they took the context of the writing into consideration. After that, the researcher measured mean of each item. The researcher found that the mean of all items (instrument) of writing test was 1.82. Based on the finding of Kaoume's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.¹⁴ After giving the instrument of argumentative essay writing test to students out of the sample, the result of instrument readability showed that the instrument was readable. (See appendix 21).

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument was quite readable and understandable by the readers or test takers. Thus, based on the finding of Kouame's research, if the mean of all items of the instrument text has mean

¹³Julian B. Kouame, *Loc.Cit.* p.133

¹⁴*Ibid.* p.134

under 4.46, the instrument was quite readable and understandable by the readers or test takers.

J. Data Analysis

After collecting the data, the researcher was analyzed the data by using independent sample *t*-test. There were two tests that must be done before analyzing the data by using independent sample *t*-test. They were normality test and homogeneity test.

1. Fulfillment of Assumption

Parametric statistical significance tests, such as analysis of variance and least squares regression, were widely used by researcher since many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

a. Normality Test

The normality test is used to know whether the data in the experimental class and control class are normally distributed or not.¹⁵ In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed was Shapiro Wilk. The hypothesis for the normality test were formulated as follows:

¹⁵Budiyono, *Statistika untuk Penelitian*, (Surakarta: University Press, 2004), p.170

H_0 = The data are normally distributed.

H_a = The data are not normally distributed.

While the criteria of acceptance or rejection of hypothesis for normality test are as follows:

H_0 is accepted if Sig. $\alpha = 0.05$

H_a is accepted if Sig. $< \alpha = 0.05$

b. Homogeneity Test

Homogeneity test was used to determine whether the data obtained from the sample homogeneous or not. In this research, the researcher was used statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test. The test of homogeneity employing Levene statistic test.

The hypothesis for the homogeneity tests are formulated as follows:

H_0 = The variances of the data are homogenous.

H_a = The variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follows:

H_0 is accepted if Sig. $\alpha = 0.05$

H_a is accepted if Sig. $< \alpha = 0.05$

2. Hypothetical Test

If the fulfillment of the assumptions normally test and homogeneity test were fulfilled, the researcher used independent sample *t*-test. In this case, the researcher was used statistical computation by using SPSS (*Statistical Package for the Social Science*) for hypothetical of test. The purpose of using SPSS in this case is to practically and efficiency in the study.

The hypotheses are:

H_0 = There was no significant influence of using four square writing towards students' ability in writing narrative text at the second semester of the tenth grade at MA Hasanuddin Bandar Lampung in the academic year of 2018/2019.

H_a = There was significant influence of using four square writing towards students' ability in writing narrative text at the second semester of the tenth grade at MA Hasanuddin Bandar Lampung in the academic year of 2018/2019.

While the criteria of acceptance or rejection of hypothesis are:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

CHAPTER IV RESULT AND DISCUSSION

A. Research Procedures

The research was conducted in January 2019. Before conducting the research, firstly the researcher asked permission to the Headmaster and the English teacher at the school. After having the permission, the researcher conducted through the following steps:

1. Determined the subject of research, namely the students at the second semester of the tenth grade of MA Hasanuddin Bandar Lampung.
2. Designed the test which was the writing test.
3. Determined the sample of research by using cluster random sampling.
4. Held of readability of the test (it was given to the students out of the research sample).
5. Held pre-test in order to know the students' score in narrative text writing ability before they had treatment.
6. Analyzed the data gotten through pre-test.
7. Giving the treatment to the sample of the research by implementing Four Square Writing Technique in teaching and learning narrative text writing ability.

8. Held post-test in order to know the students' score in narrative text writing ability after the treatment.
9. Analyzed the data got through post-test. The data were analyzed by using SPSS.
10. Tested the hypothesis and made the conclusion.
11. Reported the result of the research.

B. Process of Treatment in Experimental class

The research had been conducted since January 16th and February 16th of 2019. This research had been carried through three steps. They involved pre-test, three time treatment, and post test. Before the test was used as an instrument to collect the data, the researcher prepared the item as the instrument of the test. The choice of the instrument had been done by considering the three categories, readability, validity, and reliability. The test was given for control and materials and lesson plan. The experimental class was taught by using four square writing technique and the control class used teachers' technique used lecturing technique.

1. Description of the Treatment in Experimental Class

a. Description of the First Treatment in Experimental Class

The first treatment was administrated on Tuesday, January 22th, 2019. The first treatment the researcher found out some students looked nervous. The lesson began by checking the attendance list. The students looked not interested when the researcher said about writing. They think that writing is difficult. In this situation was the same as the data that the researcher got from the teacher in the

preliminary research where some students still could not make a narrative text because they were lack of vocabulary, grammar, punctuation, and they were afraid of making mistake. In addition the students have difficulties in writing narrative text because the teacher did not use interesting technique to teach writing and the teacher just gave the score after the students make a narrative text.

From the situation above, the researcher gave the motivation first. The researcher shared her experienced when she was student in junior high school. Then, the researcher introduced the writing aspect. After that, the researcher started to explain about the narrative text included generic structure, the purpose of narrative text, and the language features of narrative text. The researcher also explained about the four square writing technique is like. The topic for the first meeting was “narrative text about toba lake (legend)”.

The researcher gave story aboutlake tobato the students and they read for ten minutes. The researcher asked the students to make a form of four square writing. After that, the researcher asked the students to write a topic sentence in the center box. The researcher asked the students to write a supporting sentence in second and third boxes. Then, the students wrote a supporting sentence in box four, and the last box the students write a concluding sentence. Further, the researcher asked the students to develop their ideas into a good paragraph. In the first meeting some students could follow the instruction from the researcher about the steps to make form of four square writing and just little students still confused to make form of four square writing.

b. Description of the Second Treatment in Experimental Class

The second treatment was administrated on Monday, January 28th, 2019. In the second treatment, was better than the first meeting because the students did not look nervous and feel afraid anymore. They felt enjoyable with the material about narrative text. The researcher started the teaching learning process by reviewing the material about narrative text including generic structure, language features and the purpose of narrative text. The researcher informed about the indicators about writing scores. The topic of the second meeting was “narrative text about snow white (fairytale)”. The researcher gave the story about snow white to the students and they read for ten minutes. The researcher was reviewed the steps to make a form of square writing. Then, the students made a form of square writing. The students wrote a topic sentence in the central box, the students determined the supporting sentence in the box two, three and four. Then, the students made a concluding sentence in the last box five. Further, the students develop their ideas into a good paragraph. In the second meeting, the students looked more interesting more than the first meeting.

c. Description of the Third Treatment in Experimental Class

The third treatment was administrated on Tuesday, February 5th, 2019. In the third treatment, the last meeting, there were very improvements in students’ writing narrative text when they were asked to write. They looked enthusiastic in doing English lesson in the class especially in writing. The researcher started the teaching learning process by reviewing the material about narrative text including generic structure, language features, and the purpose of narrative text. The

researcher informed about the indicators of writing scores. The topic for the last meeting was “narrative text about malinkundang (legend)”. Then the researcher gave the story about the malinkundang. The researcher was reviewed the steps to make a form of four square writing. Then, the students made a form of four square writing. The students wrote a topic sentence in the central box, the students determined the supporting sentence in the box two, three and four. Then, the students made a concluding sentence in the last box five. Further, the students develop their ideas into a good paragraph. The students looked more interesting in the third meeting than the first and the second meeting. They were not afraid and they assumed that writing narrative text is easy.

Based on the three meetings, the researcher found all activities could run well. All students were paying attention to the researcher enthusiastically while presenting the material. The students did not seem to be nervous anymore and they participated in learning English especially in writing in the class well. The treatments were very interesting to the students.

C. Result of the Research

1. Result of Pre-test in Experimental Class

The researcher conducted pre-test in order to find out the students' narrative text writing ability before the treatment. The pre-test conducted on Wednesday, January 16th, 201 at 08.30 am. Before did treatment the researcher found that from 30 students in experimental class got the mean of pre-test was 57.08, standard of deviation was 10.341, N was 30, median was 55.00, variance was 108.806, the

highest score was 75.00 while the lowest score was 30.00. It can be seen in appendix 22.

2. Result of Pre-test in Control Class

The researcher conducted pre-test in order to find out the students' narrative text writing ability before the treatment. The pre-test conducted on Wednesday, January 16th, 2019 at 10.30 am. Before doing treatment the researcher found that from 30 students in control class, the mean of pre-test from 30 students in control class was 51.67, standard of deviation was 11.230, N was 30, median was 52.25, variance was 126.109, the highest score was 70.00 and the lowest score was 30.00. It can be seen in appendix 23.

3. Result of Post-test in Experimental Class

The researcher conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on Friday, February 15th, 2019 at 10.10 for the X.IIS1 as the experimental class. The mean of post-test in experimental class that consist of 30 students was 68.22, standard of deviation was 11.547, and median was 65.00 while variance was 133.332, the highest score was 90, and the lowest score was 45. It showed that students' writing ability after they getting the treatments to improve their writing ability. It can be seen in appendix 24.

4. Result of Post-test in Control Class

The researcher conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on Saturday, February 16th, 2019 at

07.40 am for the X.IIS3 as the control class. The mean of post-test in control class that consist of 30 students was 59.72, standard of deviation was 14.800, N was 30, median was 62.25 while variance was 219.046, the highest score was 82.00, and the lowest score was 30.00. It can be seen in appendix 25.

D. Result of Data Analysis

After collecting the data, the researcher analyzed the data by using independent t-test. There were two assumptions that must be done before the researcher analyzed the data by using independent t-test.

1. Fulfillments of the Assumption

Before knowing the result of data analysis by using independent sample t-test, firstly there were two assumptions that must be done and known. They were the normality test and homogeneity test. First the researcher determined the normality test, it did to know whether the data in experimental class and control class has the normal distribution or not. Then, the researcher determined the homogeneity test, the researcher did the homogeneity test to know whether the data was homogenous or not.

a. Result of Normality Test

The normality is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*). The hypotheses for the normality test are formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if Sig (P_{value}) = 0.05

H_a is accepted if Sig (P_{value}) = 0.05

Table 4
The Normality Test of Experimental and Control Class

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Gain	Experimental	.133	30	.182	.962	30	.343
	Control	.157	30	.057	.943	30	.110

a. Lilliefors Significance Correction

Based on the table 4, it can be seen that Sig. (p_{value}) for experimental class was 0.182 and Sig. (p_{value}) for control class was 0.57 and = 0.05. It means that Sig. (p_{value}) > and H_0 is accepted. The conclusion is the data are in the normal distribution. It is calculated based on the gain of the experimental and control class.

(see appendix 15).

b. Result of Homogeneity Test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test to know whether the data was homogenous or not. The researcher used Levene Test using SPSS (*Statistical Program for Social Science*).

The hypotheses for the homogeneity test are formulated as follows:

H_0 : The variances of the data are homogenous

H_a : The variances of the data are not homogenous

While the criteria for the homogeneity test are as follows:

H_0 is accepted if Sig (P_{value}) = 0.05

H_a is accepted if Sig (P_{value}) = 0.05

Table 5
The Homogeneity Test of Experimental and Control Class

	Levene Statistic	df1	df2	Sig.
Pre	.411	1	58	.524
Post	1.684	1	58	.200

Based on the Table 5, it can be seen that Sig. (P_{value})= 0.200 > = 0.05. It mean that H_0 was accepted because Sig. (P_{value})> = 0.05. The variance of the data was homogenous. (see appendix 16).

2. Result of Hypothetical Test

After the researcher knew the data are normal dan homogenous, the data analyzed by using independent sample t-test in order to know the significance of the treatment effect.

The hypotheses as follows:

H_0 = There is no significant influence of using Four Square Writing towards students's narrative text writing ability at the second semester of the tenth grade at MA Hasanuddin Bandar Lampung in the academic year of 2018/2019.

H_a = There is a significant influence of using Four Square Writing towards students' narrative text writing ability at the second semester of the tenth grade at MA Hasanuddin Bandar Lampung in the academic year of 2018/2019.

While the criteria for acceptance or rejection of the hypothesis are:

H_0 is accepted if Sig (P_{value}) = 0.05

H_a is accepted if Sig (P_{value}) = 0.05

Table 6
The Result of Hypothetical Test

T	Df	Sig. (2-tailed)
1.684	30	.012

Based on the results obtained in the table 6, it is clear that the value of significant generated Sig. (P_{value}) = 0.012 $< \alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was a significant influence of using Four Square Writing toward students' narrative text writing ability at the tenth grade at MA Hasanuddin Bandar Lampung in the academic year of 2018/2019. (see appendix 17).

E. Discussion

Based on the research that had been conducted, there was a significant influence of four square writing towards students' narrative text writing ability at the second semester of the tenth grade at MA Hasanuddin Bandar Lampung. Four square writing help the students develop their ideas especially in making narrative text. It was supported by Gould, he said that four square writing technique is a tool for

organizing, it was used to organize students' ideas and supporting details. By using this technique, the students are able to write in unity and coherence.

It was also supported by another research was conducted by NurulMahfudhotin on The Implementation of Four Square Writing Technique in Teaching Narrative Writing of Short Story to Tenth Grader of SMA Muhammadiyah 2 Surabaya, also showed that the students were positively and significant improved after they had been taught by using four square writing technique.

Similar research was conducted by UlfatulMa'rifah entitle "The Effect of Four Square Writing Method through Picture Series in Writing Narrative Text for Eleventh Grade at SMA Nusantara Balongpanggang in the academic year of 2016/2017". Which showed that the result of the analysis in the research that the teaching writing by using four square writing method through picture series has a positive effect in writing narrative text.

When the researcher did the treatment in experimental class, in experimental class the researcher used four square writing technique to teach the students. The researcher found that the students looked enthusiasm in learning process. They felt enjoyable in learning writing. Four square writing technique was an interesting technique. The four square writing technique made the students were easy to express their idea in written form. It was shown when the researcher explained about four square writing technique the students looked very curious. They were pay attention what the researcher was explained about four square writing technique. The researcher explained step by step of four square writing

technique. Then, the students followed the instruction from the researcher to make a narrative text using four square writing technique. The students were interested followed step by step in making narrative text using four square writing technique. They were very enjoy when made a graphic organizer of four square writing. In each box the students understood what they were should did. And the last when the researcher asked them to make a narrative text into written form they were did it well. The condition was suitable that Judith S. Gould said that four square writing made the students easy in organizing their idea. The students were able to write well.

Different when the researcher interviewed the teacher in control class. The teacher used lecturing technique to teach in control class. In teaching narrative text used lecturing technique, the students looked were uninteresting when explained about narratie text using lecturing technique. They were not pay attention to the teacher. The condition of class was noisy. Then, the teacher asked the students to make a narrative text using lecturing technique. The students said that they were confused to make a narrative text, they were cannot what they want to write. They said that they were not understood about the vocabulary. Many of them were difficult in making a text. When the teacher asked the students to collect their written, then they were said that they were not finished it. The condition was happened because the technique that used by the teacher was not made the students interesting and enjoyable in learning process especially in writing.

In this research, it can be seen that the result of students' post-test is higher than pre-test. Besides, Four Square Writing Technique can improve each aspects of writing including content, organization, vocabulary, language and mechanics. The result of pre-test and post-test also showed that the students who taught by using Four Square Writing Technique got better than the students who taught by using Lecturing Technique.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the researcher that was carried out in MA Hasanuddin Bandar Lampung in the academic year of 2018/2019, the researcher might draw conclusions as follows:

In the previous chapter the researcher had analyzed the data statistically. Based on the statistically analysis, there was significant influence of using four square writing towards students' narrative text writing ability at the second semester of the tenth grade at MA Hasanuddin Bandar Lampung in the academic year of 2018/2019. The significant influence can be seen from Sig.(2-tailed) of the equal variance assumed in the independent sample test table where the Sig.(2-tailed) is 0.000. it is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. Suggestion to the Teacher

- a. In this research, the researcher found out that four square writing technique can be used to develop and motivate the students' writing ability. Due the finding, the English teacher can help students to improve their writing ability by using four square writing technique.

- b. The English teacher should provide interesting activities and materials, in order to prevent the students from being bored and encourage, the students' attention in learning English, especially in writing.

2. Suggestion for the Students

- a. Four square writing technique is the technique that can be used by the students in order to increase their motivation in narrative text.
- b. The students should practice to write the text that they had learned with their environment event with their friends or teachers.
- c. The students should understand that to produce a good written text, they must be through every step in writing including planning, drafting, revising, editing and publishing.

3. Suggestion to the School

- a. The school should provide many more English books to be read by the students, so their can increase their knowledge.
- b. The school should provide another facility for students to practice and improve their English competency.

4. Suggestion to the Further Research

- a. The next researchers could develop this research with the new innovation such as with different material.
- b. The next researchers should be well prepared before entering the classroom.
- c. Choose appropriate technique and material while teaching in the classroom, so that the goal of teaching will be achieved.
- d. Hopefully the result of this research can be a reference for another researchers.

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Analysis of the Interview to the Teacher

NO	QUESTION	ANSWER	CONCLUSION
1	Kapan ibu mulai mengajar di sekolah ini?	Saya mulai mengajar pada bulan Januari 2016	Based on the preliminary research, the teacher has teaching English so long.
2	Apakah murid-murid bisa memahami materi yang ibu berikan?	Alhamdulillah murid-murid bisa memahami materi yang saya berikan.	She said the students can understand the material that teacher is given.
3	Menurut ibu, apakah materi yang diberikan kepada murid-murid tergolong materi yang sulit?	Tidak, saya selalu memberi materi yang dapat dikuasai murid-murid dengan mudah sesuai kemampuan mereka.	She said that she always give material based on students ability.
4	Apakah ibu mengalami kesulitan dalam mengontrol kelas?	Terkadang iya, terkadang tidak. Yah tergantung mood mereka dan situasi di dalam kelas itu sendiri.	She said that she sometimes feel difficult in teaching learning English.
5	Kesulitan apa saja yang ibu hadapi ketika mengajar writing?	Iya, kesulitannya itu saat murid-murid mengumpulkan kosakata untuk dibuat menjadi sebuah paragraf yang baik dan benar, selain itu juga mereka ada yang tidak membawa kamus.	She said that the students lack of vocabulary to make a good paragraph.
6	Bagaimana pemahaman siswa dalam skill writing?	Ada yang baik, ada juga yang kurang baik. Tetapi perlu waktu untuk menunggu hasil yang maksimal dari setiap siswa karena tidak semua siswa bisa dengan cepat memahami nya.	She said that every students have different ability and we must be patient in teaching learning process.
7	Teknik atau metode apa yang digunakan dalam	Saya menggunakan teknik yang lama (lecturing technique). Saya	She said that she use old technique, she gives the

	mengajar?	menjelaskan materi dan untuk di kelas writing kemudian saya memberikan tugas kepada murid untuk membuat sebuah paragraf.	material and then give the students task to do.
8	Apakah siswa kesulitan dalam mempelajari dan membuat teks narrative?	Ya setiap siswa memiliki kemampuan yang berbeda-beda, ada yang mengalami kesulitan dan ada yang tidak, hanya saja terkadang siswa dalam membuat sebuah paragraf mereka ada yang tidak tahu kosakata nya dan ada beberapa yang masih bingung dalam menggunakan tense dalam bahasa Inggris.	She said that the students do not know vocabulary and confuse to use tenses in English.
9	Bisakah ibu jelaskan pengalaman ibu dalam mengajar?	Bermacam-macam, campur aduk, semua rasa ada, dari kesal, senang, asam, manis, ada semua.	She said that there are many feeling in teaching learning English.
10	Bagaimana pendapat ibu tentang teknik four square writing?	Teknik four square bagus untuk diterapkan, tapi ya itu harus lebih sabar dalam menyampaikan materi tersebut, karena mau pakai metode/teknik apa saja kalau kita tidak memikirkan kemampuan murid itu akan sulit.	She said that four square writing technique is good and must be patient to give the material for the students.

Appendix 1

Interview for the Teacher in Preliminary Research

1. Kapan ibu mulai mengajar di sekolah ini?
2. Apakah murid-murid bisa memahami materi yang ibu berikan?
3. Menurut ibu, apakah materi yang diberikan kepada murid-murid tergolong materi yang sulit?
4. Apakah ibu mengalami kesulitan dalam mengontrol kelas?
5. Kesulitan apa saja yang ibu hadapi ketika mengajar writing?
6. Bagaimana pemahaman siswa dalam skill writing?
7. Teknik atau metode apa yang digunakan dalam mengajar?
8. Apakah siswa kesulitan dalam mempelajari dan membuat teks narrative?
9. Bisakah ibu jelaskan pengalaman ibu dalam mengajar?
10. Bagaimana pendapat ibu tentang teknik four square writing?

Appendix 2

Interview for Students in Preliminary Research

1. Apakah anda pernah menulis sebuah teks dalam bahasa Inggris, khususnya menulis text narrative?
2. Apakah menulis sebuah teks dalam bahasa Inggris itu sulit, khususnya menulis narrative text?
3. Apakah anda merasa bosan dalam proses pembelajaran writing, khususnya dalam topik narrative text?
4. Apa yang membuat mu merasa bosan, dan kesulitan apa yang ditemui dalam memahami narrative text?
5. Apakah guru bahasa Inggris anda memberikan motivasi terkait materi yang diberikan dalam proses pembelajaran writing, khususnya writing narrative text?
6. Apakah guru memberikan latihan yang mampu meningkatkan kemampuan menulis anda, khususnya dalam menulis sebuah text narrative?

The Result of Interview for Student

Student 1

No	Question	Answer	Conclusion
1	Apakah anda pernah menulis sebuah teks dalam bahasa Inggris, khususnya menulis text narrative?	Iya, pernah.	The students has learned narrative text
2	Apakah menulis sebuah teks dalam bahasa Inggris itu sulit, khususnya menulis narrative text?	Iya, ada kesulitan nya, ada beberapa kosakata yang saya tidak tahu.	The students do not have many vocabulary.
3	Apakah anda merasa bosan dalam proses pembelajaran writing, khususnya dalam topik narrative text?	Saya merasa bosan karena saya sulit dalam membuat paragraf	The students feel bored and difficult to make sentence
4	Apa yang membuatmu bosan dan kesulitan apa yang ditemui dalam memahami narrative text?	Karena saya tidak suka menulis.	The students not interested in writing
5	Apakah guru bahasa Inggris anda memberikan motivasi terkait materi yang diberikan dalam proses pembelajaran writing, khususnya writing narrative text?	Guru tidak mengajar dengan teknik atau metode yg menarik, jadi saya merasa bosan di pelajaran writing.	The students needs the interesting method to enjoy the learning process
6	Apakah guru memberikan latihan yang mampu meningkatkan kemampuan menulis anda, khususnya dalam menulis sebuah text narrative?	Guru hanya memberikan tugas kemudian di kumpulkan untuk di koreksi.	The students need interesting method to develop their idea in writing.

Student 2

No	Question	Answer	Conclusion
1	Apakah anda pernah menulis sebuah teks dalam bahasa Inggris, khususnya menulis text narrative?	Iya, pernah	The students has learned narrative text.
2	Apakah menulis sebuah teks dalam bahasa Inggris itu sulit, khususnya menulis narrative text?	Saya tidak bisa membuat kalimat dengan baik.	The students doesn't master the grammar well and needs the way to learn.
3	Apakah anda merasa bosan dalam proses pembelajaran writing, khususnya dalam topik narrative text?	Kadang-kadang saya merasa bosan belajar bahasa Inggris.	The students need interesting method in learning process
4	Apa yang membuatmu bosan dan kesulitan apa yang ditemui dalam memahami narrative text?	Saya bingung dalam mengembangkan ide dalam bentuk tulisan dan tidak memiliki kosakata yang banyak.	The students' lack of vocabulary and they must learn how the way develop their ideas.
5	Apakah guru bahasa Inggris anda memberikan motivasi terkait materi yang diberikan dalam proses pembelajaran writing, khususnya writing narrative text?	Guru tidak mengajar dengan metode yang menarik sehingga saya merasa bosan.	The students need interesting and enjoy method in learning process.
6	Apakah guru memberikan latihan yang mampu meningkatkan kemampuan menulis anda, khususnya dalam menulis sebuah text narrative?	Guru hanya memberikan tugas membuat paragraf lalu di kumpulkan.	The students feel bored in learning English and they do not develop their ideas.

Appendix 3

Students' Score of Writing at the Second Semester of MA Hasanuddin Bandar Lampung in the Academic Year of 2018/2019

Class: X.IIS 1

No	Student's Name	Score
1	Ahmad Mudatsir NR	60
2	Atik Khodijah	65
3	Bobi Setiawan	55
4	Budiono	65
5	Bangkit Aji Panji S	65
6	Dani Tri Juliyanto	67
7	Defa Ardana	70
8	Ervina Pitaloka	75
9	Erika Luthfiani	65
10	Hanif Adhim Kurniawan	70
11	Isnawati	65
12	Ibnu Sina Nugroho	65
13	Ilham Adi Wijaya	68
14	M. Fauzi Abdillah	65
15	Muhammad Alfiansyah	65
16	Naoval Aziz	80
17	Nurul Lestari	75
18	Restu Ayu Adinda	70
19	Ringga Lutfhiatul Jannah	65
20	Riska Mushafira Azzahra	65
21	Rizki Asriyan Sholeh	60
22	Rohmah Amalia	70
23	Safira Salsabila	70
24	Seftiana	60
25	Sehabudin	60
26	Sella Rostiana	65
27	Shinta Anggraini	65
28	Siti Farida	75
29	Susi Susanti	70
30	Wulan Sari	65

Class X.IIS 2

No	Student's Name	Score
1	Adelia Putri	70
2	Adit Firmansyah	65
3	Afnan Zalfa Salsabilla A	60
4	Alvan Dwi Saputra	55
5	Amelda Indra Triana	60
6	Ammar Naufal Fauzi	65
7	Aulia Azizah	70
8	Bagas Adi Setiawan	60
9	Citra Intan Nurjanah	65
10	Daniel Al Farazy	67
11	Dea Ayu Anjani	68
12	Dhea Cantika Ningrum	55
13	Dhea Putri Maharani	65
14	Dio Permana	65
15	Early Rahmawati	68
16	Evi Ariani	70
17	Faisal Al Araf	60
18	Fara Nur Aini	80
19	Fatkah Gumelar	75
20	I Made Kresna Wisana	70
21	Ikhsan Deva Pangestu	65
22	Intan Vindia	60
23	Lutfia Hasni Afifah	68
24	Mayorga Griya Riski Setiyawan	60
25	Muhammad Rafiq Abdillah	75
26	Nurul Arianasari	67
27	Rahman Sunardi	60

Class X.IIS 3

No	Student's Name	Score
1	Ari Rahmansyah	75
2	Arga Firman Hidayatullah	68
3	Aqiliano Ramana Alsyah	70
4	Bintoro	75
5	Butet Novri Yanti	68
6	Diki Fauzi	60
7	Dwi Lestari	68
8	Hendi Kurniawan	55
9	Ikhsanuddin	68
10	Ira Rahma	68
11	Inayatul Husna Sandang	60
12	Kasmin	70
13	Mulyadi	75
14	Muhammad Deden	70
15	M. Andika	68
16	Nadia Zeniati	68
17	Nandia Primadina	60
18	Niaratus Sholeha	68
19	Nurul Fajri	60
20	Nurul Widyastuti	80
21	Putri Maharani	74
22	Putri Ramadhani	75
23	Sabrina Bunga Nuraini	68
24	Shafani Dewi Nazarina	75
25	Sefi Ana Dhini	65
26	Tri Linawati	68
27	Umi Azizah	68
28	Umi Lathifah	80
29	Yulia Ningsih	70
30	Zelda Almira	76

Class X.IIS 4

No	Student's Name	Score
1	Annastasya Rina Astuti	67
2	Bayu Ardian	70
3	Bella Pebby Salsabilla	66
4	David Fatur Rahman	68
5	Diana Anggraeni	60
6	Dini Apriyanti	75
7	Ditha Karisma	76
8	Eka Puspita Sari	80
9	Elvan Denny Ichwansyah	77
10	Farhah Kalimatun Nuha	75
11	Ferdiyanto	58
12	Hera Wanti Purwani	60
13	Icha Mailasari	77
14	Irsad Faqih	60
15	Jii Agung Anggara	68
16	Jovita Karisma Hariyani	70
17	Kholizah Azzahro	70
18	Lita Nuraisa	78
19	Ludiya Firjanah	68
20	Maulida Dwi Kartika	58
21	Muhamad Ilham	60
22	Nanda Novida Romadona	55
23	Naufal Abadi	75
24	Nurdiansyah Ramadanani	75
25	Puja Setia Anjani	78
26	Rindu Artika sari	60
27	Rizky Mulya Al Fahrezi	65
28	Rosalu Nabilla Kusuma	65
29	Sela Rosmalia	60

EXPERT VALIDATION FORM FOR WRITING TEST

Direction:

For each question, please give your response by ticking () a box representing your choice.

No	Question	Yes	No	Comment
1	Do the indicators in the test instrument have covered all aspects measured?			
2	Are the direction and the instruction of test instrument clear enough?			
3	Is the time alocation quite effective?			
4	Does the assesment rubric has covered all aspects and indicators measured?			
5	Is the assesment rubric quite understandable?			

General comments :

Please give any general comment or suggestion you many have concerning this test development.

.....

Bandar Lampung, 2018

Validator

Indrianti, S.Pd

Appendix 5

SCORING SYSTEM OF WRITING

1. Task Fulfillment / Content

30-24	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
23-18	Good to average: Adequate treatment of topic; some variety of ideas or argument; some independent of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
17-10	Fair to poor: Treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content; lacking detail.
9-6	Very poor : Inadequate treatment of the topic; no variety of ideas or argument; content irrelevant; or very reacted; almost no useful detail
5-0	Inadequate : Fails to address the task with any effectiveness

2. Organization

20-17	Excellent to very good : Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	Good to average : Uneven expression, but main ideas stand out; paragraphing or section organization evident; logically sequenced (coherence); some connectives used (cohesion)
11-8	Fair to poor : Very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequence difficult to follow (coherence); connective largely absent (cohesion)
7-5	Very poor : Lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence); connectives not used (cohesion)
4-0	Inadequate : Fails to address this of aspect of the task with any effectiveness

3. Vocabulary

20-17	Excellent to very good : Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register
-------	---

16-12	Good to average : adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate
11-8	Fair to poor : limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate
7-5	Very poor : No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of register
4-0	Inadequate : Fails to address this aspect of the task with any effectiveness

4. Language

30-17	Excellent to very good : confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured
16-12	Good to average : acceptable grammar but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
11-8	Fair to poor : insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
7-5	Very poor : major problems with structures-even simple ones; frequent errors of negotiation, agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
4-0	Inadequate : Fails to address this aspect of the task with any effectiveness

5. Mechanics

10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, layout.
7-5	Good to average: occasional errors in spelling, punctuation, capitalization, layout.
4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization, layout.
1-0	Very poor : : Fails to address this aspect of the task with any effectiveness

$$\text{Final Score} = C + O + V + L + M$$

Note:

C	: Content	(20)
O	: Organization	(20)
V	: Vocabulary	(20)
L	: Language	(30)
M	: Mechanics	(10)

Appendix 6**PRE TEST**

Subject : English
Sub Matter : Writing (Narrative Text)
Time allocation : 60 Minutes
Class/Semester : X/II

Direction:

1. Write your name and your class clearly on the paper.
2. Use your time adequately.
3. Work individually.

Instructions:

1. Write a narrative text consist of 70-100 words.
2. Write your paragraph in the past tense form.
3. Consider the aspects of writing assessment: content, organization, vocabulary, language and mechanics.
4. Choose one of the topic below
 - a. Sleeping Beauty
 - b. Keong Mas

Appendix 6a

Writing Test

THE PRE TEST ITEMS FOR EXPERIMENTAL AND CONTROL CLASS AFTER VALIDITY

Mata Pelajaran: Bahasa Inggris

Kelas : X

Waktu : 60 menit

Direction :

1. Write a narrative text 70-100 words.
2. Write your paragraph in the past tense form.
3. Consider the aspects of writing assessment: content, organization, vocabulary, and mechanics.
4. Choose one of the topic below

SLEEPING BEAUTY

In a faraway kingdom, there was an empire led by a king and queen. The king led his region with a very wise and prudent despite being a king, their life was less happy because they did not have a child. It made the king and queen become sad.

Then one day the queen gave birth to a beautiful little daughter named Princess Aurora. The birth of the little princess made the king and the entire kingdom happy. The king was making a big celebration to welcome his daughter. He invited all the people in the kingdom, including all the fairies that live in the kingdom. The king invited them to ask for their blessing. But the king forgot to invite all the fairies in the kingdom. The fact that there were 13 fairies in kingdom but the king only invited 12 fairies.

The 13th fairy was not giving a blessing to the little princess, she even cursed her. The 13th fairy said, "when the baby is 16 years old, she will be pricked by a

needle and fall asleep for a long time”. After saying that curse the 13th fairy left the palace using her broomstick. Everyone in the palace was shocked and saddened as well as the king and queen. The queen begged to the fairies, “please withdraw this curse”. “what have been spoken irrevocable my queen”. Said the fairy. The others fairy tried to calm king and queen. “you do not worry. The princess will not die, she just fall asleep for a long time and this curse will be lost if there is prince who awakened her”. Another fairy added. Hearing the explanation, the king and queen relieved. However, they were still afraid of the incident occurred. The king ordered to get rid of all the needles in the palace.

Days passed, princess Aurora grown into a beautiful princess. She was very good and had very beautiful voice. Everyone in the palace loved her. At the age of 16, the princess entered a small room in her palace. She saw a woman who was sewing. The princess was surprised and asked, “what are you doing?”, “I’m sewing, come here I will teach you to sew” the woman replied. Princess Aurora did not know that the old woman is evil fairy in disguise. She took needle in the hands of women. Then suddenly she was pricked and fell asleep. When princess Aurora asleep, all people in this kingdom were fell asleep too. Then the fairy put her on a mattress.

Years passed, princess Aurora had been asleep for hundreds of years. Until the day came, a prince from a distant land approached the kingdom. He saw a beautiful princess asleep there. Then the prince kissed princess aurora. Then the cursed was destroyed. The princess woke up from her sleep, as well as those that exist in the palace. Eventually they become lovers and lived happily ever after.

KEONG MAS

A long time ago, there lived two princess in a big kingdom in java. Their name were Dewi Galuh and Candra kirana. They have an opposite personality. Candra kirana was beautiful and kind while Dewi galuh was evil and envious. They were

never really close to each other because every time candra kirana have something, dewi galuh will always try to find a way to make it hers.

One day, candra kirana was engaged with the crown prince of Kahuripan kingdom named Raden inu kertapati. He was a wise, handsome, brave, kind and talented man. A lot of woman in his kingdom adored him. Dewi galuh was very jealous of candra kirana because dewi galuh had crush on Raden Inu kertapati. She started to use her cunning mind to find a way to get rid of candra kirana from him. Dewi galuh finally decided to use the help of the great witch to curse candra kirana. The witch agreed to help her but she also told her that her magic had a weakness. One day, when candra kirana was walking at the beach the witch showed up in front of her. The witch started to cast her spell toward candra kirana and turn her into a golden snail. The witch then picked the golden snail up and throw it into the ocean. Before that, the witch told the golden snail that she will be able to return to her original form when she met her true love.

One day an old lady was walking at the beach. She saw the golden snail from distance. She decided to approach it because it was beautiful. She thought that it would be a good pet for her. After that, she picked it up and brought it home. She put the golden snail in a water jar. The next day, when she woke up in the morning, she found a lot of food were served on the table. She tasted it and it turned out to be very delicious. She was very hungry so she didn't think to much about where did the food came from even though she was actually surprised. When she had finished her breakfast, the old lady went out to look for some fish and she returned on the afternoon.

One day, Raden Inu kertapati was very tired and thirsty. He saw a small hut and decided to go there. He knocked the door several times until finally someone opened the door. He was very surprised to see that the person who opened the door was his beloved fiancée, candra kirana. They were very happy. The curse broke forever because candra kirana finally met her true love. Candra kirana told him everything. They decided to went back to the palace along with the old lady. A couple weeks after that, Raden Inu kertapati and candra kirana got married. The

king celebrate it by holding a big wedding party. Everybody in their kingdom was invited. After that, they live happily ever after.



Appendix 7**POST TEST**

Subject : English
Sub Matter : Writing (Narrative Text)
Time allocation : 60 Minutes
Class/Semester : X/II

Direction:

1. Write your name and your class clearly on the paper.
2. Use your time adequately.
3. Work individually.

Instructions:

1. Write a narrative text 70-100 words.
2. Write your paragraph in the past tense form.
3. Consider the aspects of writing assessment: content, organization, vocabulary, language and mechanics.
4. Choose one of the topic below
 - a. Cinderella
 - b. Timun Mas

Appendix 7b

Writing Test

THE POST TEST ITEMS FOR EXPERIMENTAL AND CONTROL CLASS AFTER VALIDITY

Mata Pelajaran: Bahasa Inggris

Kelas : X

Waktu : 60 menit

Direction :

1. Write a narrative text 70-100 words.
2. Write your paragraph in the past tense form.
3. Consider the aspects of writing assessment: content, organization, vocabulary, and mechanics.
4. Choose one of the topic below

CINDERELLA

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house, such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many beautiful dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

“Why are crying, Cinderella?” a voice asked. She looked up and saw her fairy godmother standing beside her, “because I want so much to go to the ball” said Cinderella. “well” said the godmother, “you’ve been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball”.

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella’s raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. “Now, Cinderella”, she said. “You must leave before midnight”. Then away she drove in her beautiful coach. Cinderella was having a wonderfully good time. She danced again and again with the king’s son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few day later, the king’s son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king’s page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king’s son was overjoyed to see her again. They were married and live happily ever after.

TIMUN MAS

Long time ago, there was a farmer and his wife. They lived happily in a small village near a forest. Unfortunately, they did not have any children. Every day they prayed to God for a child. One day a giant passed their home. He heard their prayers and he gave them a cucumber seed. “plant this seed, and you’ll have a daughter. But on 17th birthday, you must give her to me.” Said the giant. Months later, a golden cucumber grew from the seed and become bigger. When it was

ripe, they cut the cucumber, and they found a beautiful baby inside! They were so happy. They named the baby Timun Mas. Timun mas grew into a beautiful girl. They lived happily. On her 17th birthday, the giant returned. He wanted to take Timun Mas away.

The farmer went into the house. He gave a little bag to Timun Mas. “This will help you to fight off the giant. Now, run as fast as you want”. The couples were very sad to see their beautiful daughter go. When the giant found out that she was not there, he become angry. He destroyed their house and run after Timun Mas. The giant chased Timun Mas steadily closing on her. Timun Mas took a handful of salt from her little bag and spread it behind her. Suddenly a wide sea appeared between the giant and her. The giant had to swim to reach her.

After a while the giant started getting closer again. Timun Mas took some chilies and threw them to the giant. The chilies suddently grew into tress and surrounded the giant. The threes grew giant screamed in pain. Timun Mas was able to escape again. But the giant could free himself and chased Timun Mas again. Timun Mas threw cucumber seed. Suddenly there was a large cucumber field. The tired and hungry giant ate the fresh cucumber. Soon, they become very sleepy and fell asleep. A Timun mas was very tired and could not run fast anymore. The giant woke up and chased her again. Desperately she threw her last magic item, terasi (shrimp paste). The shrimp paste become a big swamp. The giant feel into the swamp and drowned. A Timun mas was finally safe. She returned to her parent’s house. Her parents thanked God for saving their daughter. “Thank you God”. You have save my daughter”, they cried happily. Finally, Timun Mas lived happily with her parents. They never had fear for the giant again.

SILABUS

Satuan Pendidikan :MA HASANUDDIN

Mata Pelajaran : BAHASA INGGRIS - WAJIB

Kelas : X

Kompetensi Inti:

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

<p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>Teks naratif lisan dan tulis berbentuk legenda sederhana.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Komplikasi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(2) Modal auxiliary verbs.</p> <p>(1) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa teks legenda sederhana Siswa secara berkelompok menuliskan /menyalin teks 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi 	<p>7 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/americanenglish/resource_files http://learnenglish.britishcouncil.org/en/
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	<p>(6) Rujukan kata <i>Topik</i> Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p>naratif dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <ul style="list-style-type: none"> Siswa membacakan teks naratif kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan informasi fungsi sosial, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda. Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa membuat klipng teks legenda dengan menyalin dan beberapa sumber. Siswa membuat 'learning journal' 	<ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan strategi dalam membaca Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>	
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Bandar Lampung, Juli 2018

Mengetahui,

Kepala Sekolah MA Hasanuddin

M. Yusuf, S.Kom

Guru Bahasa Inggris

Indrianti, S.Pd



Appendix 11

The Students' Name in Experimental Class

No	Student's Name	Genre	Code
1	Ahmad Mudatsir NR	M	E-1
2	Atik Khodijah	F	E-2
3	Bobi Setiawan	M	E-3
4	Budiono	M	E-4
5	Bangkit Aji Panji S	M	E-5
6	Dani Tri Juliyanto	M	E-6
7	Defa Ardana	M	E-7
8	Ervina Pitaloka	F	E-8
9	Erika Luthfiani	F	E-9
10	Hanif Adhim Kurniawan	M	E-10
11	Isnawati	F	E-11
12	Ibnu Sina Nugroho	M	E-12
13	Ilham Adi Wijaya	M	E-13
14	M. Fauzi Abdillah	M	E-14
15	Muhammad Alfiansyah	M	E-15
16	Naoval Aziz	M	E-16
17	Nurul Lestari	F	E-17
18	Restu Ayu Adinda	F	E-18
19	Ringga Lutfhiatul Jannah	F	E-19
20	Riska Mushafira Azzahra	F	E-20
21	Rizki Asriyan Sholeh	M	E-21
22	Rohmah Amalia	F	E-22
23	Safira Salsabila	F	E-23
24	Seftiana	F	E-24

25	Sehabudin	M	E-25
26	Sella Rostiana	F	E-26
27	Shinta Anggraini	F	E-27
28	Siti Farida	F	E-28
29	Susi Susanti	F	E-29
30	Wulan Sari	F	E-30





Appendix 12

No	Student's Name	Genre	Code
1	Ari Rahmansyah	M	C-1
2	Arga Firman Hidayatullah	M	C-2
3	Aqiliano Ramana Alsyah	M	C-3
4	Bintoro	M	C-4
5	Butet Novri Yanti	F	C-5
6	Diki Fauzi	M	C-6
7	Dwi Lestari	F	C-7
8	Hendi Kurniawan	M	C-8
9	Ikhsanuddin	M	C-9
10	Ira Rahma	F	C-10
11	Inayatul Husna Sandang	F	C-11
12	Kasmin	M	C-12
13	Mulyadi	M	C-13
14	Muhammad Deden	M	C-14
15	M. Andika	M	C-15
16	Nadia Zeniati	F	C-16
17	Nandia Primadina	F	C-17
18	Niaratus Sholeha	F	C-18
19	Nurul Fajri	M	C-19
20	Nurul Widyastuti	F	C-20
21	Putri Maharani	F	C-21
22	Putri Rahmadhani	F	C-22
23	Sabrina Bunga Nuraini	F	C-23
24	Shafani Dewi Nazarina	F	C-24
25	Sefi Ana Dhini	F	C-25

26	Tri Linawati	F	C-26
27	Umi Azizah	F	C-27
28	Umi Lathifah	F	C-28
29	Yulia Ningsih	F	C-29
30	Zelda Almira	F	C-30





Appendix 13

Score Pre-Test in Experimental Class

No	Code	Content		organization		Vocabulary		language		Mechanics		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E-1	10	10	11	11	10	12	12	12	6	6	49	51	50
2	E-2	12	13	14	12	14	15	12	13	7	8	59	61	60
3	E-3	10	9	10	9	10	10	11	11	5	5	46	44	45
4	E-4	10	10	11	11	11	12	12	11	6	6	50	50	50
5	E-5	8	8	10	9	8	7	7	7	3	3	36	34	35
6	E-6	14	14	13	11	10	11	12	12	6	7	55	55	55
7	E-7	12	13	14	12	14	12	14	14	7	8	61	59	60
8	E-8	8	8	9	10	7	8	7	7	3	3	34	36	35
9	E-9	13	13	14	12	14	13	14	15	6	6	61	59	60
10	E-10	13	13	12	14	13	14	15	14	6	6	59	61	60
11	E-11	14	13	13	11	10	13	12	11	6	6	55	54	54.5
12	E-12	14	13	14	13	14	13	15	13	7	7	64	59	61.5
13	E-13	15	15	15	14	16	15	20	22	9	9	75	75	75
14	E-14	10	9	11	8	11	11	15	14	6	5	53	47	50
15	E-15	11	10	10	11	12	11	14	13	7	6	51	54	52.5
16	E-16	13	12	13	13	12	12	16	17	6	6	60	60	60
17	E-17	8	7	7	7	7	7	6	6	2	3	30	30	30
18	E-18	14	14	15	14	14	12	15	14	9	8	67	62	64.5
19	E-19	13	11	13	13	12	12	11	13	6	6	55	55	55
20	E-20	10	9	11	8	11	11	15	14	6	5	53	47	50
21	E-21	9	10	8	11	11	11	14	15	5	6	47	53	50

22	E -22	12	12	12	11	11	11	15	14	6	6	56	54	55
23	E -23	11	12	11	12	11	12	18	17	8	8	59	61	60
24	E -24	13	11	13	12	12	14	15	17	6	6	59	60	59.5
25	E -25	11	12	11	10	13	15	15	16	8	8	58	61	59.5
26	E -26	10	9	10	10	10	9	11	10	6	5	47	43	45
27	E -27	12	11	11	10	11	10	15	16	7	7	56	54	55
28	E -28	10	9	10	10	9	10	10	11	6	5	45	45	45
29	E -29	10	9	11	8	11	11	12	14	7	7	51	49	50
30	E -30	10	9	10	10	10	10	10	10	6	5	46	44	45
total		341	329	347	327	338	344	390	395	182	180	1633	1611	1622

Note:

R1=The Researcher

R2=The English Teacher

Score Pre-Test in Control Class

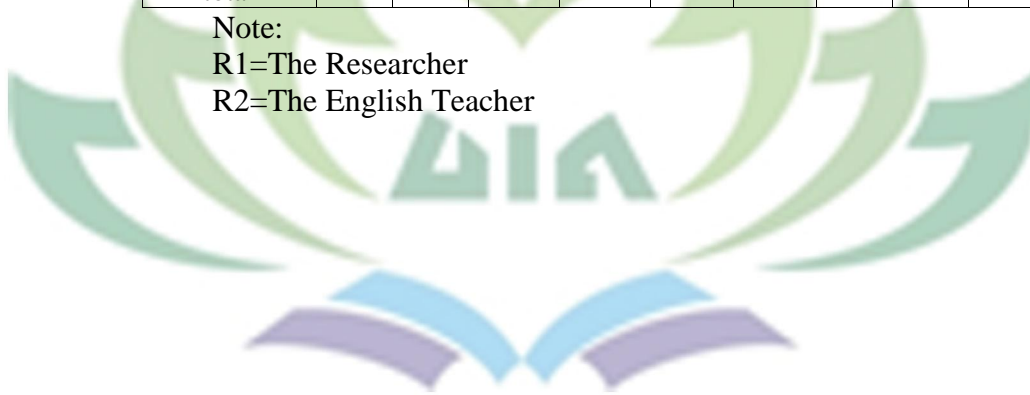
No	Code	Content		Organization		Vocabulary		language		Mechanics		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	C -1	10	10	11	11	10	11	12	13	6	5	49	50	49.5
2	C -2	11	10	12	11	12	11	11	11	5	6	51	49	50
3	C -3	12	13	13	13	14	14	12	16	6	6	57	62	59.5
4	C -4	13	13	14	13	13	14	12	13	7	7	59	60	59.5
5	C -5	10	9	9	10	10	9	10	10	5	7	44	45	44.5
6	C -6	8	7	7	7	6	7	7	6	3	2	31	29	30
7	C -7	10	10	11	11	11	10	12	13	6	5	50	49	49.5
8	C -8	12	11	13	12	12	12	12	11	7	7	56	53	54.5
9	C -9	13	13	14	12	14	13	14	15	6	6	61	59	60
10	C -10	10	8	9	8	7	8	7	7	3	3	36	34	35
11	C -11	14	14	14	12	14	14	15	16	8	8	65	64	64.5

12	C -12	14	14	14	14	13	12	20	22	8	8	69	70	69.5
13	C -13	14	13	13	14	14	13	16	17	8	7	65	64	64.5
14	C -14	11	12	11	12	12	14	15	17	7	8	56	63	59.5
15	C -15	13	14	13	12	10	10	12	14	6	6	54	56	55
16	C -16	10	11	10	12	12	11	15	14	8	7	55	55	55
17	C -17	10	10	11	11	11	10	12	13	6	6	50	50	50
18	C -18	10	9	10	9	10	11	9	10	6	6	45	45	45
19	C -19	9	8	9	7	10	9	10	9	5	4	43	37	40
20	C -20	12	11	1	11	12	11	15	14	7	6	47	53	50
21	C -21	6	7	7	6	7	8	7	7	2	3	29	31	30
22	C -22	12	12	12	11	11	11	15	16	7	6	57	56	56.5
23	C -23	11	10	11	12	11	10	16	17	5	6	54	55	54.5
24	C -24	14	14	14	15	15	17	16	17	9	8	68	71	69.5
25	C -25	11	12	11	10	12	11	14	15	7	7	55	55	55
26	C -26	10	9	10	9	10	10	10	11	6	5	46	44	45
27	C -27	10	11	10	10	11	10	12	13	6	6	49	50	49.5
28	C -28	8	7	6	7	7	7	6	6	3	3	30	30	30
29	C -29	10	10	10	9	11	10	10	9	6	5	47	43	45
30	C -30	14	15	14	16	15	17	15	17	8	9	66	74	70
total		332	327	324	327	337	335	369	389	182	178	1544	1556	1550

Note:

R1=The Researcher

R2=The English Teacher



Appendix 14

Score Post-Test in Experimental Class														
No	Code	Content		Organization		Vocabulary		Language		Mechanics		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E - 1	12	13	12	14	15	14	19	18	6	7	64	66	65
2	E - 2	16	16	15	15	16	17	23	24	8	9	78	81	79.5
3	E - 3	12	13	12	14	14	15	18	19	6	7	62	68	65
4	E - 4	15	15	14	15	16	13	22	21	9	9	76	73	74.5
5	E - 5	11	10	11	10	10	11	12	13	6	6	50	50	50
6	E - 6	12	11	12	12	12	14	15	15	9	8	60	60	60
7	E - 7	14	13	14	13	14	14	21	21	8	8	71	69	70
8	E - 8	11	10	9	11	10	10	9	10	5	5	44	46	45
9	E - 9	12	13	15	14	14	15	20	13	7	7	68	62	65
10	E - 10	14	13	14	14	15	16	20	20	7	7	70	70	70
11	E - 11	13	14	12	12	14	14	15	14	6	6	60	60	60
12	E - 12	17	17	17	16	16	15	22	22	9	8	81	78	79.5
13	E - 13	18	18	17	18	22	22	24	24	8	9	89	91	90
14	E - 14	12	13	12	12	15	16	22	23	8	7	69	71	70
15	E - 15	16	15	15	15	22	16	15	23	8	8	78	76	77
16	E - 16	14	15	13	14	15	17	14	15	7	6	63	67	65
17	E - 17	10	10	9	10	9	10	11	10	6	5	45	45	45
18	E - 18	18	17	17	18	22	24	23	24	8	9	88	92	90
19	E - 19	14	13	13	13	12	14	17	18	8	8	64	66	65
20	E - 20	13	14	13	14	13	14	15	17	8	8	62	67	64.5
21	E - 21	14	12	11	13	12	11	12	13	6	6	55	55	55

22	E - 22	14	13	13	13	12	11	16	17	22	8	77	62	69.5
23	E - 23	14	13	17	16	14	15	16	17	9	8	70	69	69.5
24	E - 24	14	13	17	17	17	18	24	24	8	8	80	80	80
25	E - 25	14	13	16	17	18	17	24	24	9	8	81	79	80
26	E - 26	12	13	13	14	13	13	14	14	7	7	59	61	60
27	E - 27	16	15	15	15	15	15	23	22	8	8	77	75	76
28	E - 28	15	14	14	13	15	15	14	15	7	8	65	65	65
29	E - 29	13	14	14	13	15	15	14	16	8	8	64	66	65
30	E - 30	14	15	13	13	13	14	15	16	9	8	64	66	65
total		414	408	409	420	422	445	529	538	240	220	2040	2053	2046.5

Note:

R1=The Researcher

R2=The English Teacher

Score Post-Test in Control Class														
No	Code	Content		Organization		Vocabulary		Language		Mechanics		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	C - 1	10	12	11	12	15	12	12	14	6	5	54	55	54.5
2	C - 2	11	11	10	12	11	11	12	11	5	6	49	51	50
3	C - 3	10	15	11	14	16	15	17	16	8	8	62	68	65
4	C - 4	11	16	12	15	15	13	22	20	8	8	68	72	70
5	C - 5	11	10	11	10	11	10	12	13	6	6	51	49	50
6	C - 6	10	9	9	8	7	10	9	6	5	6	40	39	39.5
7	C - 7	10	10	11	13	12	13	11	14	8	8	52	58	55
8	C - 8	14	13	15	15	14	12	16	15	8	7	67	62	64.5
9	C - 9	16	15	16	16	17	18	18	17	8	8	75	74	74.5

10	C - 10	10	11	12	9	8	9	12	13	8	8	50	50	50
11	C - 11	16	15	16	16	17	16	24	23	8	8	81	78	79.5
12	C - 12	15	14	16	15	16	16	20	22	8	8	75	75	75
13	C - 13	16	17	14	16	17	14	24	24	8	9	79	80	79.5
14	C - 14	12	14	12	12	16	16	18	14	7	8	65	64	64.5
15	C - 15	13	12	11	13	15	17	17	16	8	8	64	66	65
16	C - 16	18	18	12	15	18	17	24	24	9	8	81	82	81.5
17	C - 17	16	15	16	16	16	16	16	15	7	7	71	69	70
18	C - 18	10	11	12	13	14	13	12	11	6	7	54	55	54.5
19	C - 19	11	13	10	11	12	10	11	12	5	5	49	51	50
20	C - 20	10	11	12	9	13	14	17	18	8	8	60	60	60
21	C - 21	7	8	9	10	8	9	7	6	3	3	34	36	35
22	C - 22	7	7	6	8	7	7	7	6	3	2	30	30	30
23	C - 23	17	16	13	14	12	13	16	13	8	8	66	64	65
24	C - 24	14	15	16	16	16	17	24	24	9	9	79	81	80
25	C - 25	13	14	14	13	13	16	13	15	9	9	62	67	64.5
26	C - 26	10	10	10	12	12	14	15	14	6	6	53	56	54.5
27	C - 27	11	11	10	12	12	11	10	12	5	6	48	52	50
28	C - 28	7	6	8	7	7	6	7	7	3	2	32	28	30
29	C - 29	10	11	10	12	11	12	11	11	6	6	48	52	50
30	C - 30	16	14	17	17	16	16	24	24	8	8	81	79	80
total		362	374	362	381	394	393	458	450	204	205	1780	1803	1791.5

Note:

R1=The Researcher

R2=The English Teacher

Appendix 15

The Result Normality Test of the Experimental Class and Control Class

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	experimental	.133	30	.182	.962	30	.343
	Control	.157	30	.057	.943	30	.110

a. Lilliefors Significance Correction



Appendix 16**The Result Homogeneity Test****Test of Homogeneity of Variances**

	Levene Statistic	df1	df2	Sig.
pre	.411	1	58	.524
post	1.684	1	58	.200



Appendix 17

The Result of Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	1.684	.200	2.587	58	.012	8.667	3.351	1.960	15.373
	Equal variances not assumed			2.587	56.472	.012	8.667	3.351	1.956	15.377



Appendix 18

The Result of Reliability Pre-Test Experimental Class

Reliability Statistics

Cronbach's Alpha	N of Items
.929	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CONTENT_R1	122.57	453.771	.841	.919
CONTENT_R2	122.70	453.666	.813	.919
ORGANIZATION_R1	122.73	442.685	.885	.916
ORGANIZATION_R2	122.37	446.516	.883	.916
VOCABULARY_R1	121.97	420.240	.869	.913
VOCABULARY_R2	121.47	419.706	.818	.916
LANGUAGE_R1	118.50	363.017	.863	.917
LANGUAGE_R2	118.30	363.045	.884	.915
MECHANICS_R1	128.40	502.593	.173	.947
MECHANICS_R2	128.90	488.714	.838	.926

The Result of Reliability Post-Test Experimental Class

Reliability Statistics

Cronbach's Alpha	N of Items
.960	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CONTENT_R1	96.60	360.731	.865	.955
CONTENT_R2	96.90	351.541	.902	.953
ORGANIZATION_R1	96.33	364.230	.842	.956
ORGANIZATION_R2	96.97	369.068	.785	.958
VOCABULARY_R1	96.60	349.697	.919	.952
VOCABULARY_R2	96.37	355.620	.883	.954
LANGUAGE_R1	94.77	313.702	.861	.958
LANGUAGE_R2	94.77	315.909	.858	.958
MECHANICS_R1	101.93	380.547	.819	.958
MECHANICS_R2	101.97	379.895	.834	.958

Appendix 19

INSTRUMENT READABILITY

Name : _____

Class : _____

Based on the instrument of writing ability test, please answer the following questions.

No	Questions	Yes	No	Scale (1-10)	Comments
1	Do you understand with the direction on number 1? <i>(Apakah Anda paham dengan petunjuk nomor 1?)</i>				
2	Do you understand with the direction on number 2? <i>(Apakah Anda paham dengan petunjuk nomor 2?)</i>				
3	Do you understand with the direction on number 3? <i>(Apakah Anda paham dengan petunjuk nomor 3?)</i>				
4	Do you understand with the Instruction on number 1? <i>(Apakah Anda paham dengan perintah nomor 1?)</i>				
5	Do you understand with the Instruction on number 2? <i>(Apakah Anda paham dengan perintah nomor 2?)</i>				
6	Do you understand with the Instruction on number 3? <i>(Apakah Anda paham dengan perintah nomor 3?)</i>				

Note: 1 describes an item that easy to read and 10 describes an item that is difficult to read.

Appendix 20

The Name of Students' Try Out

No	Student's Name	Gender	Code
1	Annastasya Rina Astuti	F	T-1
2	Bayu Ardian	M	T-2
3	Bella Pebby Salsabilla	F	T-3
4	David Fatur Rahman	M	T-4
5	Diana Anggraeni	F	T-5
6	Dini Apriyanti	F	T-6
7	Ditha Karisma	F	T-7
8	Eka Puspita Sari	F	T-8
9	Elvan Denny Ichwansyah	M	T-9
10	Farhah Kalimatun Nuha	M	T-10
11	Ferdiyanto	M	T-11
12	Hera Wanti Purwani	F	T-12
13	Icha Mailasari	F	T-13
14	Irsad Faqih	M	T-14
15	Jii Agung Anggara	M	T-15
16	Jovita Karisma Hariyani	F	T-16
17	Kholizah Azzahro	M	T-17
18	Lita Nuraisa	F	T-18
19	Ludiya Firjanah	F	T-19
20	Maulida Dwi Kartika	F	T-20
21	Muhamad Ilham	M	T-21
22	Nanda Novida Romadona	F	T-22
23	Naufal Abadi	M	T-23
24	Nurdiansyah Ramadanani	M	T-24
25	Puja Setia Anjani	F	T-25
26	Rindu Artika Sari	F	T-26
27	Rizky Mulya Al Fahrezi	M	T-27
28	Rosalu Nabilla Kusuma	F	T-28
29	Sela Rosmalia	M	T-29

Appendix 21

Result of Readability

No	Students' Code	Scale					Total	Average
		1	2	3	4	5		
1	T-1	2	2	1	7	2	14	2.8
2	T-2	2	1	1	7	2	13	2.6
3	T-3	2	2	1	3	2	10	2
4	T-4	1	2	1	4	2	10	2
5	T-5	2	2	1	2	1	8	1.6
6	T-6	2	2	1	2	1	9	1.8
7	T-7	2	2	1	2	2	9	1.8
8	T-8	2	1	1	3	2	9	1.8
9	T-9	2	1	1	3	2	8	1.6
10	T-10	2	2	2	2	1	10	2
11	T-11	1	2	1	2	2	8	1.6
12	T-12	2	2	1	3	2	10	2
13	T-13	1	2	2	1	1	8	1.6
14	T-14	1	2	1	3	3	10	2
15	T-15	2	1	1	2	1	7	1.4
16	T-16	2	1	1	2	1	7	1.4
17	T-17	2	2	2	3	2	11	2.2
18	T-18	1	2	1	2	1	7	1.4
19	T-19	1	1	1	3	1	7	1.4
20	T-20	2	2	1	2	1	8	1.6
21	T-21	2	1	2	5	1	11	2.2
22	T-22	2	2	2	4	2	12	2.4
23	T-23	2	2	2	4	2	12	2.4
24	T-24	2	1	1	4	2	10	2
25	T-25	2	1	1	3	1	8	1.6
26	T-26	2	1	1	3	2	9	1.8
27	T-27	1	2	1	3	2	9	1.8
28	T-28	1	2	1	3	2	9	1.8
29	T-29	2	2	2	2	1	9	1.8
30	T-30	1	2	1	2	2	8	1.6
Total Mean								56
Mean								1.82

Appendix 22

Result Pre-Test in Experimental Class

Statistics		
N	Valid	30
	Missing	0
Mean		57.08
Std. Error of Mean		1.90443
Median		55.00
Mode		50.00 ^a
Std. Deviation		10.43100
Variance		108.806
Skewness		-.340
Std. Error of Skewness		.427
Kurtosis		.155
Std. Error of Kurtosis		.833
Range		45.00
Minimum		30.00
Maximum		75.00
Sum		1622.00



Appendix 23

Result Pre-Test in Control Class

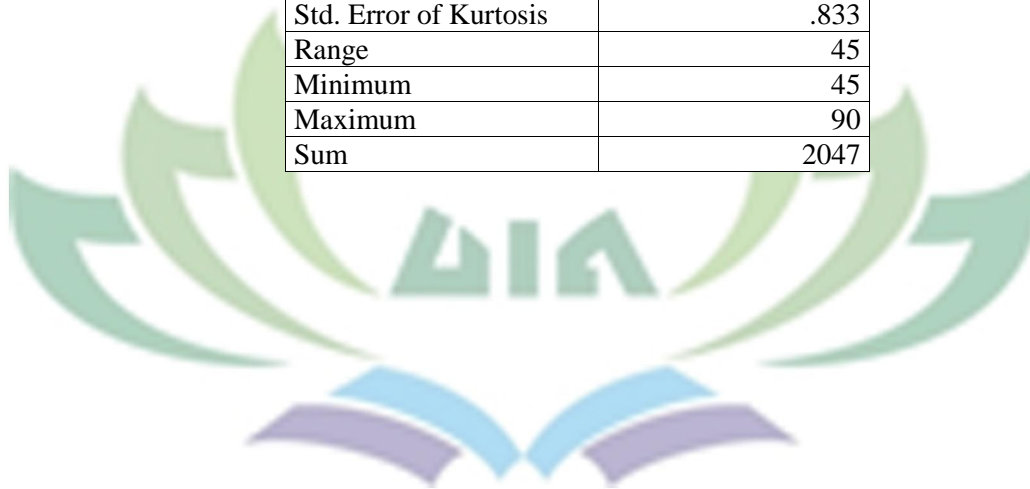
Statistics		
Precontrol		
N	Valid	30
	Missing	0
Mean		51.67
Std. Error of Mean		2.050
Median		52.25
Mode		30 ^a
Std. Deviation		11.230
Variance		126.109
Skewness		-.366
Std. Error of Skewness		.427
Kurtosis		-.264
Std. Error of Kurtosis		.833
Range		40
Minimum		30
Maximum		70
Sum		1550



Appendix 24

Result Post-Test in Experimental Class

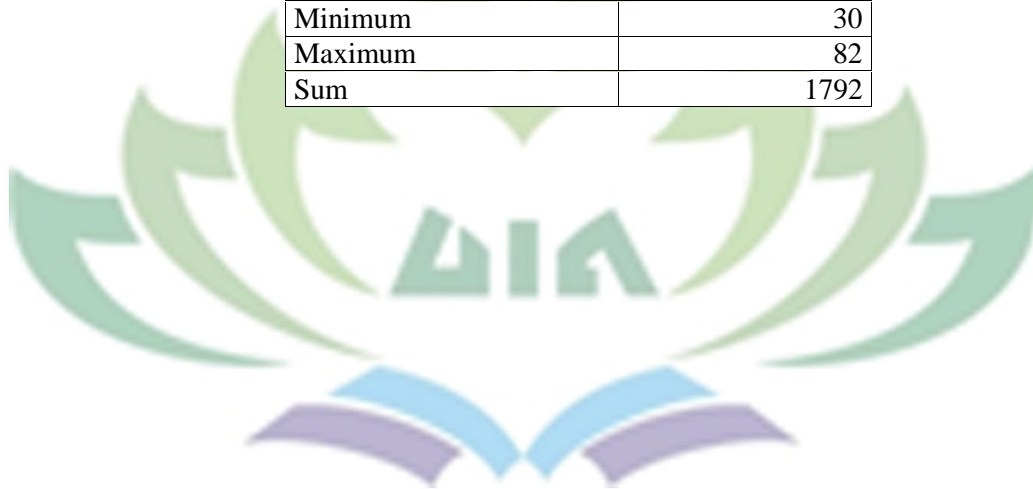
Statistics		
N	Valid	30
	Missing	0
Mean		68.22
Std. Error of Mean		2.108
Median		65.00
Mode		65
Std. Deviation		11.547
Variance		133.322
Skewness		-.018
Std. Error of Skewness		.427
Kurtosis		-.030
Std. Error of Kurtosis		.833
Range		45
Minimum		45
Maximum		90
Sum		2047



Appendix 25

Result Post-Test in Control Class

Statistics		
N	Valid	30
	Missing	0
Mean		59.72
Std. Error of Mean		2.702
Median		62.25
Mode		50
Std. Deviation		14.800
Variance		219.046
Skewness		-.338
Std. Error of Skewness		.427
Kurtosis		-.548
Std. Error of Kurtosis		.833
Range		52
Minimum		30
Maximum		82
Sum		1792



Appendix 26

Documentation of MA Hasanuddin Bandar Lampung

1. The Researcher explained about Four Square Writing



2. The Researcher explained about the material



3. The Researcher gave paper story to the students



4. The Students read the story about Snow white



5. The Students did the task by individual

