IMPROVING STUDENTS’ WRITING SKILLS USING FOUR SQUARE
(AN ACTION RESEARCH AT FIRST YEAR OF SMP N 7 SURAKARTA
IN THE ACADEMIC YEAR 2012/ 2013)

A Thesis
Submitted to the Teacher Training and Education Faculty of Sebelas Maret
University to Fulfill One of the Requirements of Getting the Undergraduate
of Education in English

TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2013
PRONOUNCEMENT

I would like to certify that the thesis entitled “IMPROVING STUDENTS’ WRITING SKILLS USING FOUR SQUARE (AN ACTION RESEARCH AT FIRST YEAR OF SMP N 7 SURAKARTA IN THE ACADEMIC YEAR 2012/2013) is really my own work. It is not plagiarism or made by others. Everything related to others’ work are written in quotation, the sources of which are listed on the bibliography.

If then, this pronouncement proves wrong, I am ready to receive an academic punishment including the withdrawal or cancellation of my academic degree.

Surakarta, July 2013

Rika Christine Indriyati
APPROVAL

This thesis has been approved by the consultants to be examined by the Board of Examiners of Teacher Training and Education Faculty of Sebelas Maret University.

Approved by

Consultant I
Drs. Muh. Arozi, M.Pd
NIP. 19601015 198702 1 001

Consultant II
Teguh Sarosa, S.Si. M.Hum
NIP. 19730205 200604 1 001
THE APPROVAL OF THE EXAMINERS

This thesis has been examined by the Board of the Examiners of Teaching Training and Education Faculty of Sebelas Maret University and accepted as a partial fulfillment of the requirements for achieving the Undergraduate Degree of Education in English.

Day:

Date:

The Board Examiners

1. Chairman:
   Endang Setyaningsih, S.Pd., M.Hum
   NIP. 19800513 200312 2 002

2. Secretary:
   Dr. Sujoko, M.A
   NIP. 19510912 198003 1 002

3. Examiner I
   Drs. Muh. Asrori, M.Pd
   NIP. 19601015 198702 1 001

4. Examiner II
   Teguh Sarosa, S.S., M.Hum
   NIP. 19730205 200604 1 001

Legalized by,

The Dean of Teaching and Education Faculty
Sebelas Maret University of Surakarta

[Signature]

Prof. Dr. M. Munir Hidayatullah, M.Pd.
NIP. 19670727 198702 1 001
ABSTRACT


The purpose of this research is to know whether Four Square Writing method can improve students’ writing skill and classroom situation.

The writer conducted the research from December 2012 to May 2013 in SMP N 7 Surakarta which consists of two cycles. In doing her research, she collected the data by using several techniques. For collecting qualitative data, the writer used questionnaires, conducting interviews, gathering documentary evidence, and systematic observation. Whereas for collecting quantitative data, she used students’ score from several test. To crosscheck her data, she applied Triangulation Method as suggested by Altrichter. Meanwhile, to analyze the qualitative data, she used data reduction, presenting the data, and concluding the data. In addition, she compared the mean score of pre-test, post-test I, and post-test II.

The research result showed that Four Square Writing Method could improve students’ writing skills and classroom condition. After applying Four Square Writing Method, students are able to: explore their ideas, organize it in paragraph form, apply correct grammar, choose appropriate vocabularies, and pay attention on how they apply mechanics. As the result, the mean score of post-test II is higher than post-test I and mean score post-test I is higher than pre-test. Students became active to participate in class activities; students became confident in expressing their ideas through writing; and students became active in sharing and collecting ideas. This was the prove of classroom improvement.
MOTTO

“Sebahagian yang mustahil bagi Allah.”

Lukas 1:37

“Lakukanlah segalapekerjaanmu dalam kasih!”

2 Korintus 1:14

“Serahkanlah hidupmu kepada Tuhan dan percayalah kepada-Nya, dan la akan bertindak.”

Mazmur 37:5
DEDICATION

The writer dedicates this thesis to:

1. My beloved mom and father
2. My beloved brothers and sisters
3. My beloved boyfriend and his family
4. My friends
ACKNOWLEDGEMENT

Praise The Lord, Jesus Christ The Almighty Who always blesses the researcher in finishing her thesis as a partial requirements for the Undergraduate Degree of Education in English Department.

The researcher wants to express special gratitude to those who had given their help, guidance and support in writing this thesis.

1. Prof. Dr. M. FurqonHidayatullah, M.Pd., The Dean of Teacher Training and Education Faculty for his approval of this thesis.
2. Dr. Muhammad Rohmadi, M. Hum., The Head of the Art and Language Education, and EndangSetyaningsih, S.Pd, M. Hum., The Head of English Department of Teacher Training and Education Faculty, for their approval of this thesis.
3. Drs. Muh. Asrori, M. Pd., as the first consultant who has guided the writer patiently in doing her thesis.
4. TeguhSarosa, S. Pd, M. Hum., as the second consultant who has supported the writer to finish her thesis well.
5. Drs. Karyana,MM., as the Head master of SMP Negeri 7 Surakarta who has given the permission for this research and the family of SMPNegeri7 Surakarta, who have welcomed the writer during the research.
6. Lestari Mahanani, S.Pd., as the English teacher of SMP Negeri 7 Surakarta who has helped the writer in doing the research there. Thank you very much for being collaborator and helping the writer to get the data easily.
7. All the students of VII E 2012/2013 as the object of the study. Thank you for the cooperation during the research.
8. Beloved mom, thank you very much for being my inspiration and also spirit to finish this thesis, beloved father, sisters and brothers for always support me. Special thanks to Hudi, for being on my side, thank you for you love.

commit to user
9. My best friends, Hajj Flight Group, Creative Ministry especially Flag and Kids Impact 1 in my church and those who are impossibly all mentioned, thank you for praying and understanding.

The researcher realizes that this thesis is still far from being perfect. She accepts gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers and English education improvement.

Surakarta, June 2013

Rika Christine Indriyati
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>PRONOUNCEMENT</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>iii</td>
</tr>
<tr>
<td>LEGITIMATION</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>MOTTO</td>
<td>vi</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF TABLE AND FIGURES</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xiii</td>
</tr>
</tbody>
</table>

## CHAPTER I  INTRODUCTION

A. Background of the Study ................................. 1
B. Problem Statement ........................................ 4
C. The Objectives of the Study ............................ 4
D. The Benefits of the Study ............................... 4

## CHAPTER II  REVIEW OF REFERENCE

A. The Nature of the Writing ................................ 6
   1. Definition of Writing Skills .......................... 6
   2. Process of Writing .................................... 8
   3. Purpose of Writing .................................... 9
B. Teaching Writing .......................................... 11
   1. The Importance of Teaching Writing .................. 11
   2. The Approach of Teaching Writing .................... 13
C. Review of Four Square .................................... 18
   1. The Definition of Four Square ......................... 18
   2. The Usage of Four Square .............................. 19
D. Teaching writing using Four Square ................... 20
E. Rationale .................................................. 22
LIST OF TABLE AND FIGURES

Table 2.1 Writing Point Skills .................................................................18
Figure 2.1 Four Square Visualization ......................................................20
Table 3.1 Research Timeline ..................................................................24
Figure 3.1 Visualization Model of Action Research Procedure ................26
Figure 3.2 Three Phase Observation Cycle ............................................30
Figure 3.3 Triangulation Method .............................................................31
Table 4.1 Pre-observation Timeline .........................................................34
Table 4.2 Result of Pre-observation Questionnaire .................................35
Figure 4.1 Visualization of Students’ Motivation and Ability .................36
Table 4.3 Comparison of Mean Score in Pre-Test and Post-Test I ...........49
Table 4.4 Students’ Score in Post-Test II Compared with Post-Test I ....56
Table 4.5 Result of Second Questionnaire ...............................................57
Figure 4.2 Visualization of Students’ Motivation and Ability .................58
Figure 4.3 Visualization of Students’ Writing Skills ...............................60
Figure 4.4 Visualization of Students’ Mean Score ..................................61
Table 4.6 Students’ Motivation Diagram ...............................................61
Figure 4.5 Diagram of Students’ Ability ..................................................62
LIST OF APPENDICES

Appendix 1. Lesson Plan ................................................................. 73
Appendix 2. Field Notes ................................................................. 89
Appendix 3. Interview Note ......................................................... 110
Appendix 4. Questionnaire ......................................................... 116
Appendix 5. Writing Scoring Rubric ............................................ 121
Appendix 6. Documentation .......................................................... 122
Appendix 7. Students’ Worksheet ............................................... 126
Appendix 8. Students’ Score .......................................................... 136
Appendix 9. Legalization ............................................................... 139