IMPROVING STUDENTS’ WRITING SKILLS ON DESCRIPTIVE TEXT USING FOUR SQUARE WRITING METHOD
(A Classroom Action Research at the Seventh Grade Students of SMP Negeri 4 Surakarta in the Academic Year of 2015/2016)

THESIS

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SURAKARTA
2016
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I would like to certify that this thesis entitled “IMPROVING STUDENTS’ WRITING SKILLS ON DESCRIPTIVE TEXT USING FOUR SQUARE WRITING METHOD (A Classroom Action Research at the Seventh Grade Students of SMP NEGERI 4 Surakarta in the Academic Year of 2015/2016)” is not a product of plagiarism or is made by others. Anything related to others’ work is written in quotation, the source of which is listed on the bibliography. If then this pronouncement proves wrong, I am ready to accept any academic punishment.

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Ita Mahfudzoh
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Submitted to Teacher Training and Education Faculty of Sebelas Maret University as a Partial Fulfillment of the Requirement for Achieving the Undergraduate Degree of Education in English Education Department

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ABSTRACT


The aims of this research are: (1) to investigate the extent to which Four Square Writing Method improves the students’ writing skills on descriptive text; (2) to describe what happens to the classroom situation when Four Square Writing Method is implemented to teaching writing. The research data were collected by using observation, questionnaire, interview, and test. Techniques of analyzing data used in this research are qualitative data and quantitative data analysis. Qualitative data analysis involved data reduction, data display, and conclusion drawing and verification; quantitative data analysis was done by using formula. The research findings have shown that Four Square Writing Method can improve the students’ writing skills on descriptive text. The students were able to generate the ideas, organize their descriptive writing with cohesiveness and coherence, use the correct vocabulary, improve the grammar mastery and use the correct mechanism in their descriptive writing. Besides, Four Square Writing Method can also improve the writing class situation. The students were getting motivated and interested in the writing class, they were fully engaged in the classroom activity, and they more paid attention to the teacher’s explanation.

Keywords: Four Square Writing Method, Descriptive Text
ABSTRAK


Tujuan dari penelitian ini adalah: (1) untuk meneliti sejauh mana Four Square Writing Method meningkatkan kemampuan menulis siswa pada teks deskriptif; (2) untuk mendeskripsikan apa yang terjadi pada kegiatan belajar mengajar di kelas ketika Four Square Writing Method diimplementasikan pada ajar menulis. Teknik pengumpulan data yang dilakukan adalah dengan menggunakan observasi, kuisisioner, wawancara, dan tes. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis data kualitatif dan analisis data kuantitatif. Analisis data kualitatif meliputi reduksi data, display data, dan penarikan kesimpulan dan verifikasi. Sedangkan analisis data kuantitatif dilakukan dengan menggunakan rumus. Hasil penelitian menunjukkan bahwa Four Square Writing Method dapat meningkatkan kemampuan menulis siswa pada teks deskriptif. Siswa dapat dengan mudah menemukan ide-ide sesuai topik untuk menulis, menulis teks deskriptif dengan kohesif dan koherensi, menggunakan kosakata yang benar, secara tidak langsung meningkatkan tata bahasa, dan menggunakan mekanisme menulis yang benar dalam menulis teks deskriptif. Selain itu, Four Square Writing Method juga dapat meningkatkan situasi kelas menulis. Siswa menjadi termotivasi dan tertarik untuk menulis, mereka berpartisipasi dengan baik dalam kegiatan kelas, dan mereka lebih memperhatikan penjelasan dari guru.

Kata Kunci: Four Square Writing Method, Teks Deskripsi
MOTTO

“And, behold, with every hardship comes ease.
Verily, with every hardship comes ease!”
(Ash-Sharh 94: 5-6)
DEDICATION

This thesis is dedicated to:

- My beloved mother who always loves, supports, inspires, and motivates me in any circumstances.
- My sisters who love me and have given me the support and care.
ACKNOWLEDGEMENT

Alhamdulilahirabbil’alamin. All praises are to Allah, The Lord of Universe, who always blesses the writer in conducting and finishing her thesis as a partial requirement for achieving the Undergraduate Degree of Education in English Department. The writer would like to express her special gratitude and appreciation to those who have given her their care, support, help, guidance, and contribution in writing the thesis.

1. Prof. Dr. Joko Nurkamto, M.Pd., the dean of Teacher Training and Education Faculty and as the researcher’s first consultant, who has given the approval permission in writing thesis, guidance, and suggestion.
2. Teguh Sarosa, S.S., M.Hum., the head of English Education Department and as the researcher’s second consultant, who has given the permission in writing thesis, guidance, and suggestion.
3. The lecturers of English Education Department who have given the knowledge and inspire the researcher.
4. Endang Mangularsih, S. Pd., M.M., M.Pd., the headmaster of SMP NEGERI 4 Surakarta for giving the permission and facilitating the researcher in conducting the research.
5. Budi Purnomo, S.Pd., the English teacher of class VII G who has given chance, contribution, and helped to the researcher in conducting the research.
6. All the students in the Class VII G for the cooperation in conducting the research.
7. The researcher’s mother, Nur Sistirah, who gives her endless love, supports, and prayers.
8. The researcher’s big family, who always support her and pray for her.
9. The researcher’s best friends, Eleonora, Ayu, Gita, Richa, Arum, Dhevi, Febriana, Wulan, and Dyah, who always give her the supports and cheer her up.

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10. The researcher’s organization teammates in OGIP AIESEC LC UNS, Muhammad Herniko, Ermi Yanti, Nanda Syukron, Debora Jovanka, and Ibnu Nawafil, who always support and inspire her.

11. All friends in English Education Department, Teacher Training and Education Faculty, Sebelas Maret University.

12. All people who have given any kind of supports and contributions to the researcher in conducting the research and finishing the thesis.

The researcher understands that this thesis is still far from being perfect. Therefore, she gratefully accepts any comments and suggestions for the better thesis. Hopefully this thesis will be useful for the readers, other researcher in the future, and English teaching-learning improvement.

Surakarta, August 2016

Ita Mahfudzoh
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