

**THE EFFECT OF USING THINK-PAIR-SQUARE  
IN TEACHING WRITING ON THE WRITING  
ACHIEVEMENT OF ELEMENTARY SCHOOL  
STUDENTS  
A THESIS**

As Partial Fulfillment of the Requirements  
for the Sarjana Pendidikan Degree in English  
Language Teaching Faculty



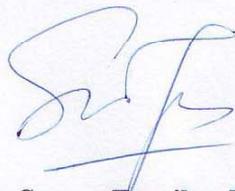
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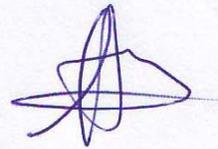
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## APPROVAL SHEET

This thesis entitled "*The Effect of Using Think-Pair-Square in Teaching Writing on the Writing Achievement of Elementary School Students*" prepared and submitted by Listya Stephanie Wijaya has been approved and accepted as partial fulfillment of the requirements for Sarjana Pendidikan Degree in English Language Teaching by the following advisors.



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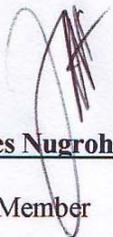
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The writer

## ABSTRACT

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**Keyword: writing, Think-Pair-Square**

There are four skills that a person must master: listening, speaking, reading, and writing skills. Each skill has an important role in educational purposes, and writing is a valuable thing in education.

To become good writers, people really need to practice their writing skill a lot. However, writing is not an easy skill to learn. Many of the learners get difficulties when they have to write a composition. Practicing writing a lot might increase someone's writing ability, however, for some people, especially elementary level students, it is not so interesting.

Teaching writing using Think-Pair-Square has never been researched before at Teaching Training and Education Faculty. Here, the writer would like to find out which technique that is more effective to teach writing to elementary school students.

In conducting her research, the writer followed several steps. First of all, the writer took third grade students of Xin Zhong Elementary School as the subjects of her study. Two groups were the samples of her study. Then, these groups were given different treatments. One group was taught using Think-Pair-Square and the other group was taught using individual work. These treatments were given in three meetings. In the fourth meeting, both groups were given the posttest. The scores obtained from the treatments and the posttest served as the representation of the students' writing achievement and by analyzing these scores, the writer tested the hypothesis of this study and directly concluded whether there is a significant difference in the two groups' writing achievement.

The result of the mean of the post test shows that the students taught using Think-Pair-Square obtained better score than the ones taught using individual work. The  $t$ -obtained is 0.4655 and the  $t$ -table is 2.07. Since  $t$ -o is lower than  $t$ -table, the  $H_0$  is accepted and  $H_a$  is rejected. However, there is no significant difference between two groups' writing achievement.

The idea to teach writing using the Think Pair Square is worth investigating further. Therefore, the writer expects that the number of treatment be multiplied in order to come to a more decisive conclusion.

# Table of Contents

<b>APPROVAL SHEET (1)</b> .....	i
<b>APPROVAL SHEET (2)</b> .....	ii
<b>ACKNOWLEDGEMENT</b> .....	iii
<b>ABSTRACT</b> .....	iv
<b>TABLE OF CONTENTS</b> .....	v
<b>1. CHAPTER I: INTRODUCTION</b>	
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	2
1.3. Objectives of the Study.....	3
1.4. Significance of the Study.....	3
1.5. Scope and Limitation of the Study.....	3
1.6. Hypothesis.....	4
1.6.1. Null Hypothesis.....	4
1.6.2. Alternative Hypothesis.....	4
1.7. Definition of the Key Terms.....	4
1.8. Organization of the Study.....	5
<b>2. CHAPTER II: REVIEW OF RELATED LITERATURE</b>	
2.1. Writing.....	6
2.2. Teaching English to Children.....	8
2.3. Cooperative Learning.....	9
2.4. Think-Pair-Square.....	11

2.5. Related Studies.....	12
<b>3. CHAPTER III: RESEARCH METHOD</b>	
3.1. Research Design.....	14
3.2. Population and Samples.....	15
3.3. Research Instrument.....	16
3.4. Procedure of Collecting Data.....	18
3.5. Procedure of Analyzing Data.....	19
<b>4. CHAPTER IV: FINDINGS AND DISCUSSION</b>	
4.1. Data Analysis and Findings.....	21
4.2. Interpretation of the Findings.....	22
<b>5. CHAPTER V: CONCLUSION AND SUGGESTION</b>	
5.1. Conclusion.....	24
5.2. Recommendation for Further Research.....	25
<b>BIBLIOGRAPHY.....</b>	<b>27</b>
<b>APPENDIXES</b>	
<b>APPENDIX (1): THE SCORES OF THE DAILY TEST.....</b>	<b>30</b>
<b>APPENDIX (2): THE POST TEST SCORES.....</b>	<b>33</b>
<b>APPENDIX (3): THE CALCULATION OF TWO MEANS POST TEST.....</b>	<b>34</b>
<b>APPENDIX (4): LESSON PLANS.....</b>	<b>36</b>

<b>APPENDIX (5): THE QUESTIONS AND THE INSTRUCTIONS OF THE</b>	
<b>WRITING ASSIGNMENTS .....</b>	<b>40</b>
<b>APPENDIX (6): WRITING RUBRIC GRADE 3.....</b>	<b>42</b>