

**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



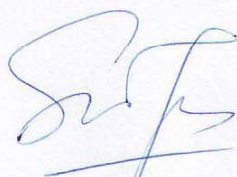
By:

**LISTYA STEPHANIE WIJAYA**  
**NRP: 1213003011**

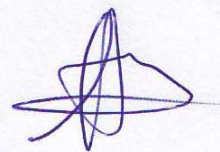
**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
JURUSAN PENDIDIKAN BAHASA DAN SENI  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
JANUARI 2008**

## 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.



**Dra. Susana Teopilus, M.Pd.**  
Advisor 1



**Hady Sutris Winarlim, M.Sc.**  
Advisor 2



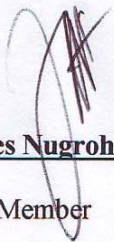
## APPROVAL SHEET (2)

This thesis has been examined by the committee of an oral examination  
with the grade of \_\_\_\_\_ on January 24<sup>th</sup>, 2008



**Siti Mina Tamah, M.Pd**

Chairman




**Yohanes Nugroho W., M.Ed.**

Member



**Himawan S. W., M. Hum.**

Member



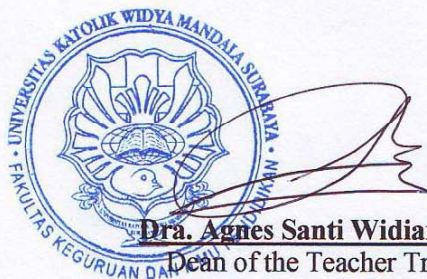
**Dra. Susana Teopilus, M. Pd.**

Member



**Hady Sutris W., M. Sc.**

Member



**Dra. Agnes Santi Widiанти, M.Pd.**

Dean of the Teacher Training  
and Education Faculty



**Dra. Susana Teopilus, M.Pd.**

Head of the  
English Department

## **ACKNOWLEDGEMENTS**

Thanks to the Lord for His Blessings, and guidance throughout the writer's life and studies. With His Grace, the writer can pass the problems that she has found during the making of the report and conducting the research. Eventually, she is able to finish.

The writer also expresses her sincere gratitude to Dra. Susana Teopilus, M.Pd. and Hady Sutris W., M.Sc. for their valuable time to guide and encourage the writer in writing her thesis.

The writer's gratitude also goes to Ms. Ning Fidiawati and Ms. Hana who have permitted her to conduct the experiment at Xin Zhong Elementary School. She would like to thank Ms. Yuraeni S. and Ms. Shelfia T., the principal and the vice principal of Xin Zhong Playgroup and Kindergarten for the valuable time to help and support the writer in finishing her thesis.

The writer sends her keen gratitude to her beloved parents who have given her both material and spiritual supports in finishing her study.

Last but not least, the writer would like to thank her friends: Fonny, Dina, and all of Xin Zhong Playgroup and Kindergarten teachers who have given her help and support to accomplish this thesis.

Surabaya, January 14, 2008

The writer

## ABSTRACT

Wijaya, Listya Stephanie. The Effect of Using Think-Pair-Square in Teaching Writing on the Writing Achievement of Elementary School Students. Thesis. Program Studi Pendidikan Bahasa dan Seni. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Katolik Widya Mandala Surabaya.

**Advisors: Dra. Susana Teopilus, M.Pd.**

**Hady Sutris W., M.Sc.**

**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  $H_o$  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>