

## ABSTRACT

Ikrima, Hizbatul: Student Registered Number: 1723143073, 2018. *The Effectiveness of Four Corners Strategy toward Students' Achievement in Writing an Analytical Exposition text at The Eleventh Grade in SMAN 1 Kampak, Trenggalek Academic year 2017/2018*. Sarjana Thesis. English Education Departement. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung, Advisor: EmmiNaja, M. Pd.

Keywords: Writing, Skill, Achievement, Four Corners, Analytical Exposition.

To make writing activity more enjoyable and excited, teachers should use appropriate strategies. By using appropriate strategies, may decrease students anxiousness and increase students' achievement in writing. However this research the researcher uses four corner strategies as writing strategy. Four corners strategy is an approach that asks students to make a decision about problem or question.

The problem of this research are; (1) How is the students' achievement in writing analytical exposition being taught by using Four Corners strategy? (2) How is the students' achievement in writing analytical exposition without being taught by Four Corners strategy? (3) Is there any significant difference of students' in writing analytical exposition being taught and without taught by using four corners strategy? This research is aimed to find out ; (1) The students' achievement in writing analytical exposition being taught by Four Corners Strategy (2) The students' achievement in writing analytical exposition without being taught by Four Corners Strategy (3) The significant difference of students' writing achievement being taught and without being taught by using Four Corners Strategy.

In this present study, the researcher used quasi-experimental research design to achieve the research objective. The subjects of this research were the eleventh grade students' of SMAN 1 Kampak, Trenggalek. There were two classes observed for this research. XI IPA 1 as an experimental group and XI IPA 2 as control group. Different treatments were given both groups. The experimental was taught by four corners strategy while control group was taught by using lecturing strategy. There were four meeting for each group including the pre-test and post-test. The method of collecting data that used is writing test. The analysis technique used is SPSS 16 especially Independent Sample T-test.

Research finding: (1) The result of computation using T-test showed that significance 2-tailed is 0,000. (2) The value of distribution with degree of freedom  $(N1 + N2 - 2) = (22 + 22 - 2) = 42$  and the level of significance is 0,05 (5%) (3) The explanation from the result of significance 2 tailed and significance level said that 2-tailed < sig level (0,000 < 0,5). So, Ho is rejected and Ha is accepted. It proven that Four Corners strategy is effective to improve the students' achievement in writing analytical exposition text.

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Keywords: Menulis, Prestasi Menulis, Text Analytical Exposition, Four Corners.

Supaya mengajar menulis lebih santai dan menyenangkan, seorang guru seharusnya menggunakan strategi pembelajaran yang tepat. Dengan menggunakan strategi yang tepat diharapkan mampu menambah prestasi dalam menulis. Penelitian ini menggunakan Four Corners strategi pembelajaran yang mengajak peserta didik untuk memutuskan tentang suatu masalah atau pertanyaan.

Masalah dalam penelitian ini adalah: (1) Bagaimana prestasi siswa dalam menulis teks analytical exposition yang telah diajar menggunakan strategi Four Corners? (2) Bagaimana prestasi siswa dalam menulis teks analytical exposition tanpa menggunakan strategi Four Corners? (3) Adakah perbedaan yang berarti dari prestasi belajar siswa dalam menulis teks analytical exposition yang telah diajar dan tanpa diajar menggunakan strategi Four Corners? Penelitian ini ditunjukkan untuk menemukan; (1) Prestasi siswa dalam menulis teks analytical exposition yang telah diajar menggunakan strategi Four Corners (2) prestasi siswa dalam menulis teks analytical exposition tanpa menggunakan strategi Four Corners (3) perbedaan yang berarti dari prestasi belajar siswa dalam menulis teks analytical exposition yang telah diajar dan tanpa diajar menggunakan strategi Four Corners.

Dalam penelitian ini, peneliti menggunakan model penelitian quasi-experimental untuk mencapai tujuan penelitian. Subjek dalam penelitian ini adalah siswa kelas XI SMAN 1 Kampak Trenggalek. Ada dua kelas yang telah diamati oleh peneliti ini, IPA 1 sebagai kelas percobaan, dan IPA 2 sebagai kelompok pengendali. Perbedaan perlakuan telah diberikan untuk kedua kelompok. Kelompok percobaan telah diajar menggunakan Four Corners sementara kelompok pengendali telah diajar menggunakan strategi ceramah. Ada empat pertemuan di masing-masing kelompok termasuk di dalamnya pre-test dan post-test. Metode pengumpulan data yang telah digunakan adalah tes menulis. Teknik analisis yang telah digunakan adalah SPSS 16 khususnya Independent Sample- T Test.

Penemuan penelitian; (1) hasil perhitungan menggunakan T-test menunjukkan signifikan 2-tailed adalah 0,000 (2) nilai persebaran dengan tingkat kebebaran  $(N1 + N2 - 2) = (22+22-2) = 42$  dan level signifikan adalah 0.05 (5%). (3) Penjelasan dari hasil signifikan 2-tailed dan signifikan level dikatakan sig 2 tailed < sig level (0,000 < 0,05). Jadi,  $H_0$  tertolak dan  $H_a$  diterima. Ini membuktikan bahwa strategi Four Corners efektif untuk meningkatkan prestasi belajar siswa dalam pemahaman membaca text analytical exposition.