

## CHAPTER I

### INTRODUCTION

This chapter presents background of the study, problem of the study, objective of the study, significances of the study, the hypothesis, scope and limitation of the study, and the definition of key terms.

#### A. Background of the Study

Teaching and learning writing activity needs some methods to make the students easier to understand. Writing skill cannot be acquired without study and practice every day, because it is the most difficult skill in language, it has some components that must be fulfilled in writing. The components are spelling, vocabulary, grammar, and punctuation. Besides, writing also needs diction and also a competence to combine all those kinds of components into a written text.

In learning English there are four skills, which are very important for English learners. They are speaking, writing, reading and listening. The four skills are very important, because they are basic of English learning. It is important to the students to master English orally and in written, in order to be able to communicate and socialize with the community.<sup>1</sup>

Writing is one of the most powerful communication tool use today and for the rest of life. Writing is a process of transforming thoughts and ideas into written form. Writing is one of productive skills that means it involves

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<sup>1</sup> Natanael Saragih et. All, *The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar*. IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 19, Issue 1, Ver. XII (Feb. 2014), p. 1.

producing language rather than receiving it.<sup>2</sup> It is very useful for students because it can convey their message through their minds in the written form. Moreover writing skill is more complicated than others skills in English language. Writing skill is not only talking about grammars and vocabularies but also conceptual and judgment elements.<sup>3</sup>

According to Hyland, writing is central to our personal experience and social identities, and often evaluated by control on it.<sup>4</sup> Through writing, we can share our idea, story or we can roll out some problems or hot issue in nowadays in order to tell the readers. Therefore, we hope that our writing can bring some new experiences or knowledges to the readers.

According to Meyers, writing is an action. There are some steps in writing process; they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revising the writing.<sup>5</sup> As human being, we absolutely have many ideas in our mind and we want share it to other through written form.

Writing is a complex process where the writer does exploration of some ideas and thought, and then makes them to be a concrete or into written form. Learning English writing is a complex activity where the writer is required to

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<sup>2</sup> Mary Spratt, et. al., *The TKT Teaching Knowledge Test Course*, (UK: Cambridge University Press, 2005), p. 26.

<sup>3</sup> J. B. Heaton, *Writing English Language*, (London: Longman, 1975), p: 138.

<sup>4</sup> Hyland, K. *Teaching and Researching Writing: Applied linguistics in Action Series*. (Pearson Education: Longman. 2002).

<sup>5</sup> Alan Meyers, *Gateways Academic Writing, Effective Sentence, Paragraph, and Essays* (Longman:2005) , p. 2.

demonstrate the control of content, organization, grammar, vocabulary, and so on.<sup>6</sup>

There are many types genre of writing such as recount, narrative, procedure, descriptive, and news item in the context daily life. There are some genres of text that is using simple past tense that requires the verb change into past participle verb (V2). One of the genres text that requires using past participle verb is Recount text.

The purpose of recount text is to tell the readers what happened in the past through a sequence of events. People have many experiences in their live, it can be bad or good experiences. They want to tell other about it, but it can be ashame if we straightly tell it orally. Therefore, there is a genre of text that appropriate, namely recount text. We can teel our experiences in written by using recount text.

However, based on the English syllabus for Grade X of Senior High School students, recount text is as one of genres in writing that should also be well-mastered by the students. They must be able to write a recount text related to their real life. In daily life, recount text is used to retell past events. That is why recount text is also important to be learnt.

Most of the students consider English as a difficult subject to learn. Many of them are failed to get a good mark and to fulfill the requirement in the passing grade score. The fact showed that writing still becomes a difficult skill to be mastered by students. Many students want to be able to communicate in

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<sup>6</sup> Jodih Rusmajadi, *Terampil Berbahasa Inggris*, (Jakarta: PT Indeks. 2010), p. 229.



written way, but they do not know how to transfer their ideas and write them into words in appropriate and accurate ways. The students commonly have difficulties and get bored in writing activity because they must spend many times to express their ideas into writtten form.

There are some factors the students might think that writing is difficult. First, they find difficulties in gathering their ideas and organizing their ideas in a paragraph unity. Second, students do not have much idea of what to write and how to start writing. As a matter of fact, they waste too much time thinking about what they are going to write instead of freewriting. Third, students are afraid of making errors. Most students only focus on not making errors - spelling, grammar, and punctuations - to their writing rather than strengthening their ideas to be vivid. Spelling, grammar, and punctuation are also important parts in writing a paragraph, but the most important part is how the writers can give clear views through their writing.<sup>7</sup>

Because of the difficulties faced by the students, the researcher tries to solve those problems by applying a method. The purpose is to make writing became easier and interest to learn for students. There are many methods that requires for better teaching and learning process. One of the methods that considered to solve the problem of writing class is Four Square Writing. Four Square Writing is developed by Gould and Gould, it is a method to make outline of writing in simple way.

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<sup>7</sup> Frida Dian Handini and Amrin Saragih. *Improving The Students' Achievement in Writing Procedure Text By Applying Mind Mapping Technique*, p. 2.

There are many researches have proven that Four-Square Writing Method is effective to teach writing, and it can improve the students' ability in writing. Nia Fatma Kurniawati conducted a research by title "The Effectiveness of Four Square Writing Method to Improve Writing Skill in Descriptive Text of the Seventh Grade Students at SMP Muhamadiyah Purworejo in the Academic Year 2012/2013." The result shows that students who are taught by Four-Square Writing Method get better score than who are not taught by Four-Square Writing Method.<sup>8</sup> Binti Rofi'ah also conducted a research in teaching writing by using Four-Square Writing Method. The result also shows that the method gives the positive effect towards students' writing ability.<sup>9</sup> Those researches have proven that Four-Square Writing Method has been successfully as an interesting method in teaching writing. Both researches investigate the effect of Four Square Writing Method in teaching descriptive text. But, this research investigates the effect of For Square Writing Method in teaching recount text.

The Four-Square Writing Method is a practical method in teaching writing. It is assumed to be a good method to overcome the problems faced by the students in writing, especially in writing recount text. Therefore, the researcher tries to investigate the effect of Four-Square Writing Method in teaching writing entitled **"THE EFFECTIVENESS OF TEACHING WRITING RECOUNT TEXT USING *FOUR-SQUARE WRITING*"**

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<sup>8</sup> Nia Fatma Kurniawati. *The Effectiveness of Four Square Writing Method to Improve Writing Skill in Descriptive Text of the Seventh Grade Students at SMP Muhamadiyah Purworejo in the Academic Year 2012/2013*. Muhammadiyah University of Purworejo. 2012.

<sup>9</sup> Binti Rofi'ah. *The Effectiveness of Four Square Writing Method in Teaching Writing for the Tenth Grade Students of SMA Al-Wahid Kepung Kediri*. STAIN Kediri. 2014.

## **METHOD AT THE TENTH GRADE OF MA SUNANKALIJOGO MOJO KEDIRI”.**

### **B. Problem of the Study**

Based on the backgroud of study and some problems faced by the students, the researcher formulates the problem of the study “Is teaching writing recount text using Four-Square writing method to the tenth grade of MA Sunankalijogo Mojo Kediri effective? ”

### **C. Objective of the Study**

Based on the statement of the problem above, the purpose of this study is to know the effect of Four-Square writing method in teaching writing recount text to the tenth grade of MA Sunankalijogo Mojo Kediri.

### **D. The Hypothesis**

For this study, the researcher builds the hypothesis to make the purpose of this study clear. The hypothesis is (Ha): The Four-Square writing method is effective in teaching writing recount text at the tenth grade of MA Sunankalijogo Mojo Kediri.

### **E. Significances of the Study**

The result of this research is expected to be valuable for several people. The researcher hopes that the study will be useful for:

1. The school

The result of this study for the school is giving information about teaching learning process using Four-Square writing method in making the learning variation in teaching writing.

2. The English teachers

The researcher hopes that this research informs the teacher to choose suitable technique in teaching writing. The teacher is not only be able to apply the method in the recount text, but also in another genre of text in order to develop the teaching and learning process.

3. The students

The researcher hopes that the students will read this research in order to make them know that there is a method that make them easier to conduct a writing. The method can provide them to enjoy the atmosphere of learning, improve their motivation and writing skill.

4. The further researcher

The result is expected to be useful for the further researchers as informations or reference to conduct a further research with different research design or the same design with different skill to develop the students' ability by using Four-Square Writing Method.

## **F. Scope and Limitation of the Study**

Considering the problem stated above, the researcher tries to scope this study by find out whether or not Four-Square Writing Method is effective in



teaching writing especially in writing recount text. The subject of the study is limited to the tenth grade of MA Sunankalijogo Mojo Kediri.

### **G. Definition of the Key Terms**

Here are some key terms related to this research, it is to make clear this research, some terms which are need to define as follow:

#### **1. Effectiveness**

Effectiveness is producing the result that is wanted or intended (coming into use).<sup>10</sup> In another word, effectiveness is the good result or successful that wants to be gotten by doing the specific way.

#### **2. Writing**

Writing is producing something in printed thing. The purpose of writing is to give some information, express thought, feeling, ideas, and experiences by writing it down, and to convey a specific purpose.

#### **3. Recount text**

Recount text is a text that tell the readers what happened in the past through a sequence of events.

#### **4. Four-Square writing method**

It is started by drawing a large square and divided into four smaller squares of equal size. An additional rectangle is drawn in the center of the figure overlapping each of the other four squares. A total of five rectangles are thus created. Then the students fulfill the the shape by their own ideas.

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<sup>10</sup> *Oxford Learner's Pocket Dictionary* third edition (London: Oxford University Press, 2000), p. 138