

CHAPTER I

INTRODUCTION

This chapter describes an introduction that consists of background of the study, statement of the problem, objective of the study, significance of the study, hypothesis, scope and limitation of the study, and definition of key term.

A. Background of the Study

Writing is one of the four skills of the language skills that should be taught in the teaching of English. Writing skill is language skill which is used to communicate indirectly to the other people. Writing is a combination between process and product. The process refers to the act of gathering idea and working with them until they are presented in a manner that is polished and comprehensible to readers.¹ Mastering writing needs many practices in writing. One thing we know that we learn to write by writing not by reading long discussions about writing.² Therefore, learning to write well is important.

However, many students may think that writing is difficult. According to Harmer (2007)³:

“...Many students either think or say that they cannot and do not want to write. This may be because they lack of confidence, think it is boring or believe they have nothing to say.

¹ Caroline T. Linse, edited by David Nunan, *Practical English Language Teaching: Young Learner*, (New York: McGraw-Hill Companies, 2005), 98

² Paige Wilson and Teresa Ferster Glazier, *The Least You Should Know About English Writing Skill form B eight edition*, (America: Thomson, 2004), 208

³ Jeremy Harmer, *How to Teach English*, (Malaysia: Longman, 2007) , 113

Many students feel that writing is boring activity. They are not interested in writing because of some factors. It can be from the students or the teacher.

These are some factors that cause the students do not want to write. First, the students find some difficulties in their writing such as they are confused to continue their ideas in the middle of their writing process. Second, they face difficulty in gathering and organizing their ideas in paragraph. The other problem is they are afraid of making errors in their writing. It makes them can not producing a good paragraph. This problem makes the students get bored. In the other hand, the teacher doesn't give an interesting method to the students.

The problems above were also faced by the students of SMAI Al-Wahid Kepung Kediri. The researcher found the students have low motivation to write and get difficulty to find new ideas. They are not able to express their ideas into sentences or paragraph. These problems happen because they unaccustomed to write any kind of paragraph.

To overcome the problem above, a teacher needs to find out new method that can be applied in the teaching and learning process. The teacher has to create a creative activity and enjoyable situation to the students in the classroom to attract and increase students' motivation in learning writing.

In this case, the researcher interests to solve the students' problems in writing by using Four Square Writing. Four Square Writing method is

developed by Gould and Gould.⁴ Four Square Writing method is a simple graphic organizer to guide students to organize their thought or plan before they write a complete paragraph that consists of main idea, supporting details, and conclusion.⁵ According to Harmer (1991) in his book the practice of English language teaching⁶:

“When teaching writing, therefore, there are special considerations to be taken into account which include the organizing of sentences into paragraphs, how paragraphs are joined together, and the general organization of ideas into a coherent piece of discourse...”

Several studies show that four square writing is useful to solve students' problem in writing. Kartika (2013) in her study shows that the students' writing ability had increased after students were taught by using Four-Square Method. The data shows that using Four-Square is positive effect in teaching writing.⁷ Juitania's study (2013) also shows that students who are taught by *Four Square Writing* get better score than who are taught without *Four Square Writing*. It can be concluded that *Four Square Writing* method has been successfully implemented as an interesting method to teach writing, and it could affect students' writing skill in term

⁴ http://en.wikipedia.org/wiki/Four_Square_Writing_Method, accessed on 18th of march 2014

⁵ Bunga Kartika, The Effect of Four-Square Method Toward the Eight Grade Students' Ability at SMPN 11 Kota Jambi in Writing Descriptive Text, 2013, (Thesis pdf online. Jambi: Faculty of teacher training and Education, State university of Jambi) accessed on 13rd of March 2014

⁶ Jeremy Harmer, *The Practice of English Language Teaching: New Edition*, (New York: Longman, 1991), 53

⁷ Bunga Kartika, The Effect of Four-Square Method Toward the Eight Grade Students' Ability at SMPN 11 Kota Jambi in Writing Descriptive Text, 2013, (Thesis pdf online. Jambi: Faculty of teacher training and Education, State university of Jambi) accessed on 13rd of March 2014

of content, vocabulary and language use in English Second Language (ESL) of composition profile.⁸

Based on some evidences above, the researcher would like to conduct research entitle” The Effectiveness of Four Square Writing Method in Teaching Writing for the Tenth Grade Students of SMAI Al-Wahid Kepung Kediri”. The researcher wants to know whether the Four Square Writing method is effective for teaching writing for the students of SMAI Al-Wahid Kepung Kediri.

B. Statement of the Problem

Based on the background of the study above, the researcher intends to answer the research problem: Do the students who are taught by using Four Square Writing method have better writing ability than the students who are taught without using Four Square Writing method?

C. Objective of the study

Based on the research problem above, the purpose of this study is to know whether Four Square Writing method is effective for teaching writing for the students of SMAI Al-Wahid Kepung Kediri.

D. Hypothesis

The hypothesis of this research is:

⁸ Juitania, The Effect of Using Four-Square Method on Students’ Writing skill, 2013, (Thesis pdf online. Bogor: Pakuan university) accessed on 13rd of March 2014

“The students who are taught using Four Square Writing method have better writing ability than the students who are taught without using Four Square Writing method.”

E. Scope and Limitation of the Study

The research is conducted in the tenth grade student of SMAI Al-Wahid Kepung Kediri. The study focuses on the effectiveness of using Four Square Writing method in teaching writing descriptive text.

F. Significance of the study

This study is expected will be useful for:

1. The students

The students are able to produce good paragraph and to develop their idea in writing by implementing Four Square Writing method in teaching writing.

2. The teacher

Hopefully this research can be an inspiration for the teacher to create an interesting and enjoyable situation in the classroom so that the students have motivation in writing.

3. The reader

This research is expected to be one of references for other researchers to get information about teaching writing by implementing Four Square writing method.

G. Definition of Key Term

Avoiding some confusion, the researcher describes some terms which are needed to define as follow:

1. Four Square Writing Method

Four Square Writing is a method of teaching basic writing skills that is applicable across grade levels and curriculum areas. Prewriting and organizational skills are taught through the use of a graphic organizer.

First, the students write a topic sentence in the middle box. After that, they have fourth box outside of middle box. Then the students will write a supporting sentence in each box to support the topic in the middle box. Finally, the students will use their Four Square writing to write a story.

2. Descriptive text

A descriptive paragraph describes person, place, thing, or idea. When the writers write descriptive paragraph, they should use words that help their readers see, hear, smell, taste, and feel what they are describing. The writers should tell their readers what colors things are, how big things are, what things sound like, etc. The readers should feel as if they are right there with the writers.