

## CHAPTER II

### REVIEW TO THE LITERATURE

This chapter describes some theories relate to the study. They are the Definition of writing, teaching writing, the process of writing, Four Square Writing, descriptive text, and the implementation of Four Square Writing in writing.

#### **A. The Definition of Writing**

Writing is an activity of expressing idea or thoughts into written form and composing them into good writing. The writer has to consider the process of writing in order to create a clear writing to the reader.

Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to the reader.<sup>1</sup>

According to Nunan, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the readers.<sup>2</sup>

Lado in *Language Testing* states writing is a skill of arranging the words to form sentences, paragraph so that those ideas, opinions,

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<sup>1</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learner* (New york:MC Graw Hill, 2006), 98

<sup>2</sup> David Nunan, *Practical English Language Teaching* (New york:MC Graw Hill, 2003), 8

experiences and expression can be communicated to others in form of materials.<sup>3</sup>

Mean while, Meyers states that writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in verbal way. Writing is also an action, a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.<sup>4</sup>

## **B. Teaching Writing**

Teaching is showing or helping someone, to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>5</sup>

For the language learning, writing is productive skill in the written mode. It is more complicated that is seems to be the hardest of the four skills, even for native speakers of a language, since it does not only involves a graphic representation of speech, but also the development of presentation of though in a structure way.<sup>6</sup>

Before doing teaching and learning an English language, every teacher of English should consider about the principles of teaching writing English

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<sup>3</sup> Robert Lado, *Language Testing* (London : Longman), 143

<sup>4</sup> Allan Meyers, *Gateways to Academics Writing: Effective Sentence, Paragraph, and Essay* (New York: Longman. 2005), 2

<sup>5</sup> Brown H. Douglas, *Principle of Language Learning and Teaching* (United State of America: Prentice Hall, 1987), 6.

<sup>6</sup> David Nunan, *Language Teaching Methodology* (New York: Prentice Hall International, 1999), 4

language. According to Nunan (1999) the principles of teaching writing are:

1. Understand your students' reasons for writing.<sup>7</sup>

The greatest dissatisfaction with writing instruction comes when the teacher's goal do not match to the student's. In this case, a teacher should understand the goal of teaching writing. The teacher should convey a goal to the students in order to understand them.

2. Provide many opportunities for students to write.

Writing skill can be improved by many practices. The teachers must evaluate to the lesson plan before conducting to teach writing. They must pay attention to how much time is spent to do writing, how is the situation in the class room, what is the topic and so on. In addition, practice writing should provide students with different types of writing. The purpose is to avoid the students get bored in practicing writing.

3. Make feedback helpful and meaningful

After giving an assignment of writing ability, the teacher should gave feedback to their writing by giving comments on students' papers, and make sure they understand what have they wrote and also take time to discuss gather them in the class.

4. Clarify for teachers and students, how students' writing will be evaluated.

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<sup>7</sup> Ibid, p.92-95.

In learning writing process, most of students often feel that the evaluation of their writing is completely subjective. In this case, the teacher needs a tool to evaluate the students writing, namely, rubric. Rubric is a kind of scoring ways that elaborate the elements of writing that are to be evaluated. This rubric should outline the weight grammar and mechanics in relationship to content and ideas, as well as other futures of writing that teacher find important. Table 2.1 is an example of rubric which is used to evaluate the students' writing:

Table 2.1 The Example of Rubric in Writing

	Excellent	Adequate	Inadequate
Content	Description of what would be excellent content	Description of adequate development of content	Description of inadequate content
Organization	Description of superior organization	Description of adequate of organization	Description of inadequate organization
Grammar	Statement of level of grammatical accuracy expected	Statement of an adequately grammatical paper	State of types of grammatical problems that lead to the paper's inadequacy
Comments	The instructor's general comments on the student's assignment.		

Rubric above is used for a teacher to check the level the student had achieved in each of the three categories, and then provide some written comments on the bottom of the page, or on the student's assignment.

### C. The Process of Writing

If someone wants to produce a good writing, he or she has to know the process of writing. Writing is not only a product, but also writing is a process. According to Douglas (1987), writing is both process and product. It means the writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience is a product (an essay, letter, story, or research report).<sup>8</sup>

Harmer suggested that the process of writing has four elements<sup>9</sup>. The elements are planning, drafting, revising or editing, and final draft.

#### 1. Planning

Before starting to write, the writer tries to decide what it is the writer is going to say. This way may involve making detailed notes. When planning, she or he has to think about three main issues. First, the writer has to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language that is used, and the information that is chosen to include.

Secondly, experienced writers think of the audience they are writing for, because this will influence not only the shape of the writing, but also the choice of word, for example it is formal or

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<sup>8</sup> Brown, H. Douglas, *Principle of Language Learning and Teaching* (United State of America:Prentice Hall,1987), 88.

<sup>9</sup> Jeremy Harmer, *How to Teach Writing* (Malaysia, Longman.2005), 4.

informal in tone. The last, the writer have to consider the content structure of the piece, that is how best to sequence the facts, ideas, or arguments which the writer decided to include.

## 2. Drafting

The first version of a piece of writing is called draft. This is said first version of writing because it is needed to revise. Perhaps the order of information is not clear yet.

## 3. Editing (reflecting and revising)

It is the main important process in the writing. As a human being sometimes the writer does some errors in the writing. Reflecting and revising are often helped by other readers (or editors) who comment and give suggestion. Another reader's reaction to a piece of writing will help the writer to make appropriate revision.

## 4. Final version (Final draft)

After the writer has edited their draft, making the changes the writer considers to be necessary, the writer produces final draft. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.

## **D. Four Square Writing Method**

### **1. The Definition of Four Square Writing**

According to Gould (1999) in Kartika's study (2013) said Four-Square method is a simplified graphic organizer for teaching writing to children in school. Four-square writing is a method of teaching basic writing skills that is applicable across grade levels and curriculum areas. It could be applied for the narrative, descriptive, expository and persuasive forms of writing.<sup>10</sup>

Mean while, Frayer & Peters, 2000 in Kartika's study (2013) also said Four-Square method is process arrangements in the graphic or spatial organizer is consideration. The topic should be mates and focus on the objectives for students learning in writing process. The arrangement allows the teacher has a clear understanding of what students wants to address in the activity and provides the students toward Four-Square method.<sup>11</sup>

From some definitions above, Four Square Writing method is visual outline for guiding student in writing process. Its purpose is to create writing in good organizer and to make students interest in writing. The implementation of this method is main idea or topic sentence stated on the center of the organizer, while three supporting

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<sup>10</sup> 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, University of Jambi) accessed on 13<sup>th</sup>of march 2014

<sup>11</sup> Ibid

ideas or sentences stated on three of the outside squares. Finally, a wrap-up sentence concludes the final box of the organizer.

## 2. The Concept of Four Square Writing

### a. Using step by step approach<sup>12</sup>

Step by step approach is used to make the learning systematic in order to the students make composition well – structured, four square writing can be published by the writing processes. They are:

- 1). Brainstorming: generating ideas
- 2). Organizing: four square writing
- 3). Revising: revision of content and style
- 4). Editing: editing for surface features, punctuation, spelling, capitals

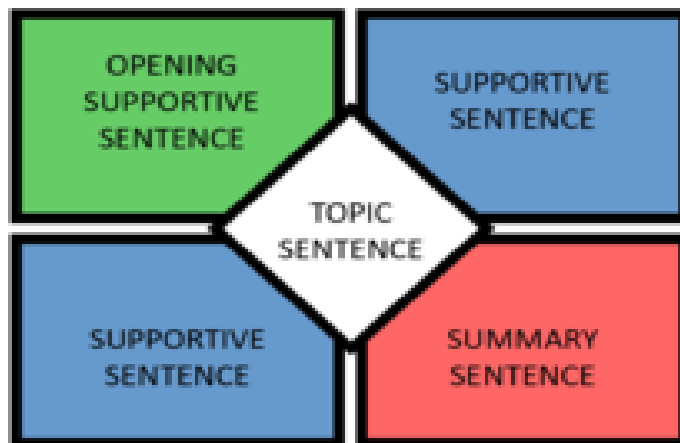
### b. Using graphic organizer

This picture drafts for teach the writing skill using the Four-Square method to make the student creative and easy to develop their idea in writing.

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<sup>12</sup> Juitania, The Effect of Using Four-Square Method on Students' Writing skill, 2013, (Thesis pdf online, Bogor: English Education Study Program, Pakuan University) accessed on 13<sup>th</sup> of march 2014





The method is primarily a visual framework for assisting students with formulating ideas in an organized manner prior to writing an essay to organizing the writing process.

### 3. The Advantages of Using Four Square Writing

The advantages of using Four Square writing in writing process is helping students' organizer thought their ideas in writing. Four-Square method can be used as a writing outline for students. It is an organizational tool and a great way to help students put similar ideas together to create a simple paragraph more easy and fun.

Four-Square can also solve the difficulties of writing process in a class. It means Four - Square can be made the students interest and happy to learn the writing subject by giving the interest materials with the good model in Four-Square in the class as long as doing writing process.

### **E. Descriptive Text**

Descriptive is verbal picture of person, place or object. To make readers see or hear, taste, smell, or feel. Thus, a descriptive essay is the one that describes person, place, or object. In descriptive essay, a writer uses word to built images for the readers.<sup>13</sup>

According to Wishon and Burks, a good descriptive writing makes the reader feels as he or she is present in the scene. Description reproduce evoke moods, such as happiness, loneliness, or fear.<sup>14</sup> It can be concluded that descriptive text is a text which shows what a person, a place, or a thing is like. The purpose is describing and revealing particular person, place, or thing.

### **F. The Implementation of Four Square Writing in Writing**

The implementation of Four Square Writing is done in these steps:

1. A rectangle is draw and divided into four smaller rectangles of equal size. An additional rectangle is drawing in the center of the figure.
2. The student writes a main idea or topic sentence of the paragraph in the center rectangle.
3. The student then writes sentences in the top left (the first sentence which goes along with the topic), the top right write the second sentences that goes along with the topic (remember to continue to stay

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<sup>13</sup> Ary Setya Budhi Ningrum, *writing 3* (Stain Kediri: English Department STAIN Kediri, 2010), 2

<sup>14</sup> George E. Wishon and Julia M. Burks, *Let's Write English: Revised Edition* (New York: Litton Education Publishing, Inc, 1980), 379

with the main idea or topic sentence), and the bottom left rectangles (the third sentence that goes along with the topic) topic.

4. Finally, the student writes a summary sentence in the bottom right rectangle. This is a result or a conclusion in the last paragraph.

Writing is an activity of expressing idea or thoughts into written form and composing them into good writing. Writing is also one of the four skills of the language skills that should be taught in the teaching of English. In teaching writing, an English teacher should consider about the principles of teaching writing to make the students produce a good writing. There are some processes which must be done to produce the good writing. They are planning, drafting, editing, and final version or final draft.

In fact, many students feel that writing is difficult. They face difficulty in gathering and organizing their ideas in paragraph and they are afraid in making errors in their writing. The problems make them can not producing a good paragraph. The researcher assumes that *Four Square Writing* can solve students' problem in writing. *Four Square Writing* method is visual outline for guiding student in writing process. The method can help students to create writing in good organizer and to make students interest in writing.

In this case, the researcher chooses descriptive paragraph in the research. The implementation of the method is main idea or topic sentence stated on the center of the organizer, while three supporting ideas or sentences stated on three of the outside squares. Finally, a wrap-up sentence concludes the final box of the organizer.