

CHAPTER I INTRODUCTION

A. The Background of the Study

Nowadays English has been taught to the students of kindergarten, primary school, junior high school, senior high school and university students. The teaching of English to students is intended to master the four language skills, such as listening, speaking, reading and writing. Writing is one of important skills besides speaking, listening and reading. There are many definitions of writing but basically, they have basic element that is a process of transforms the idea into words.

Writing gets a process of putting ideas down on paper to transform thoughts into words, to sharpen main ideas, and to give structure and coherent organization into its work. Writing look as the evidence our personal experience can be evaluated by reading our own writing. Through writing, we can share our knowledge, good idea or thought in written text to ever one to read it. There are many types of genre of writing such as explanation, spoof, recount, report, news item, narrative, procedure, description, argumentation, etc.

Teaching writing feels not simply of putting words together to be a sentence, but it also teaches how to apply any components of writing and the sentences that have meaning or can be understood by reader. Based on the researcher's teaching experience in an English course for several years, she also finds that her students face the same obstacles in writing proficiency. When someone wants to write for a specific purpose, they have to think about who will be their audience and how they will provide the information that the readers need to know in their writing. He

re, applying various techniques, strategies, or methods in writing is very crucial. Those ways will lead the students to feel free to express their ideas and thoughts in written form. Nevertheless, students practically still have a hard time to establish their ideas that would write into a sentence.

Descriptive writing as a type of text which describes something in details in order to enable the reader to see, feel, hear and touch it directly or involved themselves in the event. In this case a writer must able to describe an object based on its specific characterization. The writer of description creates a word picture of people, place, object, and emotion, using a careful selection of details to make an impression on the reader. Students who are going to write this type of text should be able to express what they see, hear, feel vividly, so the reader can get the same views as what the writer means.

Because of the problems mentioned above, the writer chooses to conduct this study by using Four Square Writing Method. Four Square Writing Method seems a method of teaching basic writing skills that is applicable across grade levels and curriculum areas and can be applied for writing narrative, descriptive, expository, and persuasive text. The Four Square Writing Method is an organizational tool to help students to write clear, organized paragraphs and essays, so they will be able to write systematically. Prewriting and organizational skills in Four Square are taught through the use of a box. The box helps students to conceptualize, understand, and structure a piece of written discourse successfully.

The Four Square Writing Method is able to solve the difficulties in students' writing ability. Four Square Writing Method is well used in the

discussion group so that students are able to produce a sentence to be a paragraph (Tijani:2013). It is also appropriate to solve the problem of having no idea of what to write because these methods coach one another when a partner has difficulty.

The Four Square Writing Method seems able to facilitate students to reduce their inability to write. Four Square Writing Method also can manage to provide an implementation in the ability to write at the level of education is still low (Dewi:2013). The steps are (1) Categorizing; (2) Brainstorming three ideas with a summary sentence; (3) Placing a thesis statement in the center of the four-square; (4) Writing three ideas;(5)Adding more details; (6)Writing a wrap-up Sentence; and (7) Adding transition words. Through these steps, the students will be guided to use specific instructions to write and organize their ideas before finally writing the draft (Gould: 1999).

Many researchers was conducted in different contexts about teaching writing through Four Square Writing Method have reached the same result. Luban, Lutke, Powell, & Wilson (2006) was conducted the classroom action research that showed the significant growth was observed in the students' writings. The strengths of this method seem to help the students to organize their thoughts in a logical way and improve the use of adding detail to their writings. However, the students still had difficulties in varied vivid word choice and the concluding sentence.

From the research findings from Luban, et al., the research will be conducted by using an experimental research to discover the effectiveness of using Four Square Writing Method on student's achievement in writing a

descriptive text in Elementary school of Allendale Public Schools. It is expected that the problems Luban, found during their research will be covered in this study. In the end of the study, the students will be able to organize their ideas systematically, add detail to their writings, use various vivid word choices and write concluding sentence well by using Four Square Writing Method while writing a descriptive text.

Dewi (2013) also conducted a study for the eleventh grade of MAN Keboan Jombang. It was found that Four Square Writing Method have been facilitated the students to overcome their difficulties in writing, supported by the improvement of the students' writing performance after the implementation of the Four Square Writing Method.

In research for teachers of older secondary level and adult ESL students in SMA PLUS PGRI CIBINONG that has been conducted by Juitania, Pujiati, and Suryanti (2013) using Four Square Writing Method has a positive effect on students' writing skill to write a text. The Four Square Writing Method has been successfully enough implemented as an interesting method to teach writing. Through Four Square Writing Method the students feel fun and their can more attractive because before start to write, the teacher gave brainstorming to lead their mind to the topic which wanted to learn.

Teaching writing is categorized more difficult than teaching on other skill. This is cause by limited grammatical, limited vocabulary and background knowledge that they have, also the inappropriate method that chosen by the

teacher when teaching. Because of that, to minimize those problems, the writer purposes Four Square Writing Method to be used in the class.

Four Square Writing Method is a suitable method for writing descriptive text in Junior High School level. Students can write a descriptive text easily through this method cause this method consist of 4 squares that will be filled by the topic sentence and students can develop the topic sentence in the square that has been available. So the students are more interested in writing a descriptive text in a way that is more fun.

B. The Problem of the Study

Based on the background research of this study, the problem of this study is formulated as follows:

“Is there any significant effect of using the Four Square Writing Method on students’ achievement in writing descriptive text?”

C. The Objective of the Study

Based on the question formulated in the problem of this study, the objective of the study is to find out the significant effect of using Four Square Writing Method on students’ achievement in writing descriptive text.

D. The Scope of the Study

There are several kinds of writing genre taught in Junior High School, i.e. descriptive, recount, procedure, report and narrative. This research is only focused on descriptive text especially describing a place. Teaching of writing can be cond

ucted in many ways. To teach writing achievement successfully to the students, the teacher can use many methods of writing, i.e. number head together, round robin writing, round table, clustering and etc. This research only focused on the application of using Four Square Writing Method in writing descriptive text to Grade VII I SMP Negeri 3 Binjai.

E. The Significance of the Study

The findings of the study are expected to bring up useful, such as:

1. For teachers: indeed to improve their ability in teaching writing by paying more attention to the method of teaching writing.
2. For students: the results can be used to encourage and stimulate them in improving their writing achievement.
3. For readers: the result can give knowledge, data and information of writing by using four square writing method.
4. For other researcher: as a reference for another similar research in improving students' writing achievement in different contexts.