

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses some topics related to writing, teaching writing in junior high school, purpose of writing, strategy and method in teaching writing, four-square writing method, principle of four-square writing method, implementation of four-square writing method, advantages of using four-square writing method, definition and generic structure of descriptive text, and previous study.

#### **2.1 Writing**

Harmer (2007) notes that writing is a process that often heavily affected by genre, then these components should be presented in the learning activities. These activities are often associated with the genre analysis of a text in which students are expected to write according to the genre by paid attention on the composition of the general structure of the genre and its social functions. So that students can write, compose and re-drafting with full concentration.

Nunan (2003) also stated that writing is the process to find ideas about how to make a good writing by thinking and express the ideas then arrange it into a sentence or paragraph coherently. So the students are expected to be able to express their ideas into a good paragraph.

Based on that situation, students should do some process in writing which are thinking ideas, making the outline, transferring the outline into a draft, revising the draft and publishing the writing to prepare for the final outline. But the fact,

students get difficulties to do those process which is not only delivery the ideas into a text. This is because the students do not have mastery in English and capability in writing.

In conclusion, Harmer (2007) stated that writing is the process of thinking about how to express the ideas into good writing, and compose the paragraph from the ideas or statements clearly.

### **2.1.1 Teaching Writing in Junior High School**

English has been taught in all levels of schools in Indonesia, no exception in Junior High School. English become a demand that have to be mastered for all learners considering the intense of the global competition in all aspects. Students ability in writing plays a role for their competence in English. But the fact shows that, writing skills do not considered as the important thing in Junior High School level by considering writing test which is not included in National Examination. So, many students feel difficult to compose their idea into a written form.

The role of the teacher is very important to improve students' writing ability. Various method and techniques need to be applied in order to enhance students' interest to write and increase their ability in writing.

Harmer (2007) found that improving students' interest and ability in writing can not be done only by two or three times in giving writing assignment, but the teacher must familiarize students to write. Everyday, writing should be taught in the classroom to familiarize them in writing. However, teaching writing should not done in a flat and monotonous way. The teacher should give attractive and delighted materials so they could be motivated to write.

### **2.1.2 Writing Skill**

Harmer (2007) found that writing unify thoughts in a structured sentences which can ease the readers to understand what the writer meant to say in their passage. Lennenberg (1992) also found that writing is similar to swimming which means that somebody is able to swim if someone else teaches them how to do. Writing skills guide the learner gain independence, comprehensibility, fluency and creative in writing. If learners have mastered these skills, they will be able to write. So that they not only can read what they have written, but also other speakers of that language can read and understand it.

### **2.1.3 The Purpose of Writing**

The goal of writing should be done by the target of writing. Firstly, the writer should be able to attract people to express their thought, emotion, things that they like or they do not like in their written form so that the readers could understood the ideas in the text. Secondly, the writer should give news or knowledge and clarify it in the text. It's to make the readers to be focused on the passage. Thirdly, the purpose of writing is to assure them about an issue of an idea.

### **2.1.4 Strategy and Method in Teaching Writing**

Writing consists of a procedure or steps. Through the steps of writing, students could easily compose their writing with right structure and they will be able to make a good writing. Publishing as the final step of writing can make the students understand whether their writing is good or not, because publishing

allows another students to read and give feedback to the writer about the lacks of his or her writing.

Some studies stated that students who get right guiding in doing writing process have better score than the students who do not write through the right process of writing. Because they just given instruction by the teacher to write without introduced with the process of writing. The steps of writing make students able to write in long-term and it is possible for the students to write in any kinds of subjects and topics.

The steps of writing concern on guiding students to write many kinds of genres and improving students' imagination or creativity. This procedure could be applied on all level and areas of curricullum. Here are explained the ways to applied each step of writing procedure.

*1) Pre-writing*

In the pre-writing, students are brainstormed with the purpose or target of writing by using chart organizers to connect the students' thought and compose a coherent structure of paragraph.

*2) Drafting*

In this step, each students make a draft by themselves. The teacher guides each students to step by step organize their ideas or informations about what they want to write. Each students should have their own idea so that they can be more focused on the idea of their writing.

*3) Revising and Editing*

This step demonstrate how to edit and revise some mistake in students' writing to make it clearer and more cohesive. Students can read their writing and

make a discussion about what are the mistakes or the lacks of their writing, so they can edit their writing with much better. Ask the students to read aloud their writing in front of the other students can make the readers understand about what the writers want to write. Reading aloud can also helps students to make a correction of some mistake in their writing. Students will improve their English proficiency through the collaborative discussion.

#### 4) *Publishing*

The teacher can motivate the students to publish their writing in magazine board, school magazine, newspaper editor, bulletin, letters, and website. Allowing the students to have readers for their writing can help them more confident with their writing.

## **2.2 Four-Square Writing Method**

Gould (1999) found that the Four-Square writing 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. Four-square writing method can be used for all genres of text such as narrative, descriptive, expository, and persuasive forms of writing. And also, Four-Square Writing is a learning activity to improve students' vocabulary knowledge by making a personal connection with words in the sentences or paragraph. Frayer & Peters (2000) also found that 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. Additional importance in implementation the Four-Square should be clear for the instruction is direct and indirect instruction and included process and content for using Four-Square organizer to select the words for the Four-Square daily work in writing. And the importance to select the words for uses the Four-Square organizer, this method makes the students' center in their classroom work for use the Four Square organizer. We know that doing so is grounded in proven best practices instruction form Four-Square.

Gould (1999) stated that the Four-Square strategy is purposefully designed and scheduled to be used during the start of the school day so that the students have maximum opportunities to continue, develop and support their proficiencies with these skills and knowledge throughout their day. The Four-Square method importants to use the structure and the format of the Four-Square strategy to support that the students are attempting to do, and are engaged in doing, with language and literacy learning.

This is sample of a Four Square to Organizer for a writing lesson. The topic or topic sentence goes into the center of the organizer, while three supporting ideas or sentences go into three of the outside squares. Finally, a wrap-up sentence concludes the final box of the organizer.

Four-Square can also solve the difficulties of writing process in one class. That means Four - Square with this style could be made the students interest and happy to learn the writing subject. Giving the interest materials with the good model in Four-Square in the class and doing writing process.

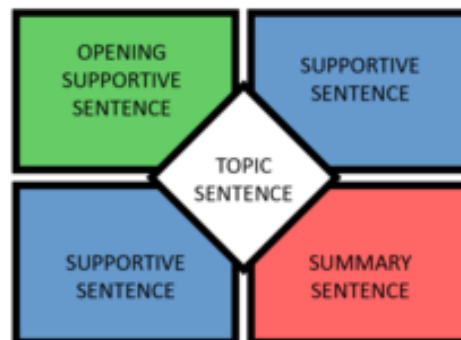
### 2.2.1 Principle of Four-Square Method

This step by steps approach are built around a simple graphic organizer that first shows students how to collect ideas and then helps them use those ideas to create clear and polished prose. Open-ended reproducible make the technique accessible to writers of all ability ranges. Gould(1999) found that the Four Square Writing Method is a simplified graphic organizer for teaching writing process in the school. It is a simple graphic which is designed to help students organize their thoughts before they begin writing. Four-Square will be made the students will be given the opportunity to explore writing that is enjoyable, Students will be creative in their writing, and the last the students will learn and use organizational writing tools and skills

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.

**Picture 1.**

Draft of Four-Square



By: Frayer&Peter (2000)

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.

### **2.2.2 Implementation of Four-Square Method**

Gould (1999) describes the implementation of the Four-Square Writing Method:

1. Square is drawn, and divided into four smaller square with the same size in each square. And one another square or box is drawn in the middle of the main square. So that, the five square are drawn. There are Center Square that will be filled with the main idea or Topic of the paragraph. The Top Left Square will be the first supporting sentence that explain the topic. The Top Right square will be the second supporting sentences that explain the topic. The Bottom Left Square will be the third supporting sentence that explain the topic, and the last square is The Bottom Right Square that will be the concluding sentences in the last paragraph.
2. The students asked to writes a topic sentence in the center square.
3. After that, the students writes supporting sentences in the top left square, the top right square, and the bottom left square that explains the main ideas in the center box.
4. The last step, the students make a conclusion or summary in the bottom right square. The concluding sentence describes about the writers' feeling about the topic.

### **2.2.3 Advantages of Using Four-Square Method**

Four-Square Writing Method has advantages to ease students in arrange their ideas in a written form. Four-Square Writing Method is a fun way to ease students collects their idea in a form of paragraph. Gould (1999) found the



advantage of Four-Square Writing Method as a helpful graphic organizer in arrange ideas or thought before conduct writing. This method could be used for all genres of text. So, using Four-Square Writing Method to teach Descriptive writing can make students easy to develop their ideas in the paragraph creatively and this method is also enjoyable.

## **2.3 Descriptive Text**

### **2.3.1 Definition of Descriptive Text**

A piece of text is created when the words are put together to communicate a meaning, or when someone speaks or writes to communicate a message. There are two main categories of text: literary and factual. Within these are various text types. Each text type has a common way of using language.

Each genre is characterized by a distinctive schematic structure, that is, by a distinctive beginning, middle and end structure through which the social function. It is a term used to classify types of spoken or written discourse. There are normally classified by content, language, purpose, and form. Learners analyze an example of a formal letter of complaint, looking at structure, set phrases, formality, and purpose. They identify the key elements of this genre then produce their own examples based on this data. Written genres that learners deal with in class include reports, recount, description, and so on.

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out much information about certain people, things, and place clearly detail.

### 2.3.2 The Generic Structure of Descriptive Text

The students should master the generic structure of descriptive text before they write a descriptive text. Genre is a tool for understanding and teaching the kinds of writing required of non-native English speakers in academic and professional contexts. The structure of descriptive text follows some particular stages, the beginning middle, and last part of the text. Each text has its own generic structure.

Here is the generic structure of descriptive text in describing people or person

**Table 1.**

Table Generic Structure of Descriptive text

Generic Structure	Function
Identification	<ul style="list-style-type: none"> <li>➤ It is a statement or a short paragraph that identifies the object that is going to be described.</li> <li>➤ It is has the function to persuade the readers to read the next description.</li> </ul>
Description	<ul style="list-style-type: none"> <li>➤ It describes the appearance of an object for example its body, hair color, characteristics, etc.</li> </ul>

### 2.4 Previous Study

Besides doing the research, the researcher also tries to find another research about Four-Square Teaching Method (FSWM). The previous research of Four-Square Method was conducted at Springview Elementary School, in Michigan entitled “The Importance of a Four Square Writing Organizer to Writing Improvement”. The results of that study show a consistent increase in the

students' writing ability. Another study was from American Senior High School in Florida entitled "Improving Persuasive Writing through the Use of the Four-Square Writing Method". The subjects of this study is older students which is Senior High School students and the result showed an increase in their scores.

There are also previous research from Indonesia that was done by Taufiq Darmawan entitled "The Effectiveness of using Four-Square Writing Method to Improve Students' Reading Comprehension in Recount text at the Tenth Graders of SMK 1 Bukateja in the academic years of 2010/2011".

In his research, he was described the implementation of Four-Square Method in teaching reading of recount text to improve students' reading comprehension. The first differences between this research with Taufiq Darmawan's research is on the observed skill. Taufiq Darmawan was applied Four-Square Method to improve students' reading comprehension while this research was applied the method to improve students' writing ability. The second differences is on the genres of the text used. Taufiq Darmawan used Recount text on his research while this research used Descriptive text. And the third differences is on the subject of the research. Taufiq Darmawan was applied his research on the tenth grade students of SMK 1 Bukateja while this study was applied on eighth grade students of SMPN 2 Kebomas.

The similarity of this research with those three previous research is on the success of Four-Square Writing Method in improving students' ability for the observed skill.