

CHAPTER 1

INTRODUCTION

1.1 Background of Study

According to Standard of Content of the Indonesian Curriculum of English, the teaching of English is carried out based on the standard of competencies and basic competencies including four languages skills, which are listening, speaking, reading and writing. In the theory, Writing is one of the skills that are a very complex activity. Harmer (2004) stated that writing in any language is the difficult skill to acquire. Therefore, students should approach writing in English carefully. In order to write well, the students have an understanding grammatical structure, vocabulary and tenses usage. Besides, Sokolik (2003) said that writing is a combination of process and product. The process refers to the act of gathering ideas or the steps we take when we produce a piece of writing. Whereas, the product is known as a final piece of writing.

In writing process, the students must use their brain and sense at the same time (Jabrohim (2001)) because their brains must think about the ideas and their hand must write what they think in their mind about those ideas. In addition, Sharples (1999:8) say that writing is practically an opportunity; it approves students to express, explore and explain the ideas by themselves. Students can express, explore and explain their ideas by organizing into a good paragraph, so they must think critically.

Not only express, explore and explain their ideas and think critically. Writing also focus on how to organize them logically, how to modify text to

make the clear meaning, how to edit the text in a suitable grammar and how to produce the final product (Brown (2001)). It means that writing is an activity that makes time to explore the ideas into words and composes them into a good writing.

Moreover, writing also can make students be more productive and creative because writing is a productive skill that uses in written communication, so when someone tries to write something, the writing will show everything. In another side, writer demands to make the content of the interesting text, so it needs a creativity of the writer to make the real content by the good language and easy to understand.

However, Pahleri (2003) said that the difficulty of teaching writing can be caused by the process of teaching writing and also caused by the student's factor. In the process of teaching writing, the difficulty is from teaching method. Most of the teachers teach a student by using a traditional method, whereas teaching using traditional method make students feel bored and have less motivation in learning the process. In students' factor, there are three factors; linguistic factor, psychological factor, and methodological factor.

The linguistic factor is a factor that relates to knowledge. The linguistic factor is important in writing, but the students have a lack contents knowledge and poor the general knowledge of the topic. It causes that most of the students always ask the teacher to give the explanation and example first before they write. The psychological factor is a factor that comes from student selves. In this factor the difficulty of writing is motivation. They will lose their motivation to write when the students do not have the idea to write although the teacher has been giving the

explanation and example of the topic or the student less interesting with the topic (Pajares, 2003). The last is a methodological factor. The methodological factor includes lack of strategy in drafting, editing, etc, so they have difficulty to how to start writing. Then, less ability to organize their thoughts to be a good paragraph that unity and coherence.

One of text genres which learned by students of Junior High School is recount text. Wadirman et.al (2006) state that recount text is a text which tells events or experiences in the past with given a description and personal comment of what the events. In Junior high school, writing is getting serious attention because writing is including in syllabus and curriculum of KTSP (School-based curriculum) especially writing recount text. In writing recount text, the students have difficulties in generating and organizing the ideas that they are going to write (Beare, 2013). They are confused how to start writing although they have ideas and difficult to arrange the word become a good paragraph. They are also difficult in develop and control their ideas that they got. So, their written text are not structured and logic. Besides, students also difficulties in grammar, vocabulary, and spelling (Karani, 2008). This indicates that the students need a method to make students easy to write especially in recount text.

The use of graphic organizer is considered to be one of a method to solve the writing problems in the organization. Marzano, Pickering & Pollock (2001) stated that graphic organizer enables students to organize their idea. In addition, the graphic organizer can help students to conceptualize understand and structure of writing to provide coherence and cohesiveness in writing (Houston, 2003). There are various kinds of graphic organizer that can help the students learn

language, one of them is four-square writing organizer, but four-square organizer develop with certain method, as categorizing, brainstorming the three ideas with summary, placing a topic statement in the middle box of four square, writing three ideas, adding more details, writing wrap up sentence and adding transition word, so it called four square writing method. Based on Gould (1999) says that four square writing method is one of the methods that includes four squares which are connected to each other with another box in the middle, can help students plan and organize their ideas in writing. Besides, Thompkins (2006) states that four square can improve comprehension by using writing. It to organize and connect thoughts, helping the writer to generalize thoughts across the curriculum and encouraging meta-cognitive writing with confidence.

Based on the previous studies, Leena (2010) showed that four square can increase the students summarizing skill and make the students easy to understand what they read. But, Zollman, A. (2006) showed that the four square is the not effective to Improve Student and Teachers Problem-Solving Skills and Abilities in writing math stories because do not have good steps in teaching writing math. Based on the result of the previous studies, the researcher assumes that four square method is appropriate in learning English because the steps of four square method include topic, supporting and conclusion that the have a text in English. The researcher believes that four square method is appropriate to use in writing especially in recount text.

The researcher chooses recount text because recount text is a simple text to write especially for Junior high school students that just learning writing because the students can explore their interesting or unforgettable experiences they already

had with gives description, opinion, and their feel about their experiences but the students do not know how to start write then difficult in organizing and develop their ideas to be a good paragraph. The researcher believes that the four square method can solve the student's problem in writing recount. Therefore, the writer decided to choose recount text as students' writing activity in this research.

While in SMP Muhammadiyah 4 Giri, the students have that problem of writing recount text and four square method was never taught to the students because the teacher taught to use think talk write, so four square method is a new method for them. Based on the situation above, the researcher wants to know if the four square method applied in writing recount text at 8th Grade weathers it makes students writing ability increase or not. Therefore, the researcher decided to carry out the study entitled "The Effect of Four Square on Student's Writing Recount Ability at 8th Grade of SMP Muhammadiyah 4 Giri".

1.1 Problem Statement

Based on the explanation above about the result of the study before and the problem of class condition in writing class, the problem of this research is formulated into the following question:

“Is there any significant effect of four square Method on students' writing recount ability?”

1.2 The purpose of The Study

The purpose of the study is to find out the significant effect of using four square method on student's writing recount ability.

1.3 Hypothesis

The hypothesis of this study is:

There is a significant effect of Four Square Method on Student's Writing Recount Ability.

1.4 Significance of Study

For theoretical significance, the researcher expects that this study can contribute to the development of teaching writing, especially for theory related to a joyful strategy using four square method which may be able to develop their English writing recount ability.

For practical significance, the result of this study can contribute some benefits to teacher, students and other researchers as follow:

a. For the teacher

This study is supposed to help the English teacher to reduce the problem of teaching writing and find the strategy to teach writing. Then, it is supposed to give the variation strategy to teach writing skill.

b. For the students

This study is supposed to ease and motivate students to increase their writing ability through four square method especially in writing recount text.

c. For the other researchers

Hopefully, this study can be a reference and source relating to teaching writing strategy for another researcher.

1.5 Scope and Limitation

To make the problem not wide in this research, it is necessary for the researcher to limit the problem. This study focuses on the problem to increase students' ability to write recount text by using four square method. The researcher observes four square method for eight grade student at SMP Muhammadiyah 4 Giri.

1.6 Definition of Key Term

Writing Recount text : An ability to tell the events or experiences in the past to be a text with the topic holiday, birthday party, school event and funny experience.

Four square Method : A method that includes four squares and one square in the middle of the four squares. The middle square is for topic sentences, three squares are for supporting sentence and one square for concluding the sentence.