

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presents the review of related literature. This chapter presents some theories related to the study conducted. The literature that will be used by writer explains in short reviews.

#### **2.1 Writing**

Writing is an important part of learning. Moreover, writing is the main point of developing ideas and feeling by considering some important components and writing processes. Writing can also be as an independent learning tool that can be done by students to write their own idea and to enrich their skill to write of everything. Further, it is important that the students have a mastery of writing in the school because it will assist to learn other skill too, such as reading, listening, and speaking. In addition, writing is not only to develop the idea but also to develop feeling in mind.

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 addition, Sharples (1999) said 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 by written certainly, so they must think critically.

Writing skill is also complex and difficult (Jim A.P,2010). Not only in grammatical pattern but also the rule of writing such as high quantity of organization in the development of idea, information, choosing the appropriate

vocabularies and spelling. It concentrates on writing as a recursive process in plant, draft, edit and revises (Hillocks, 1987).

Writing is also seen as the way to share our ideas and shows our feeling (Hyland, 2002). It means that we are communicating without physical explanation, so writing is a productive skill. It is a social activity to communicate with others but the writer must know the purpose of the writing before they want to write.

Nation (2009) believes that the purpose of writing does not only explain the writer's meaning to the reader, but writing has other specific purposes, such as to learn, to inform, to persuade, to entertain, to help remember information and others. According to Graham and Perin (2007), most contexts of life (school, the workplace, and community) call for some levels of writing skill, and each content makes overlapping, but not identical, demands. So, it helps us to express our idea briefly and share everything that we want in the form of word, organization them into a sentence and become a good paragraph. It will need more concentration to be a good story, book or an article.

Based on the experts above, it can be concluded that writing is the productive skill which expresses, explore and explain the writer's ideas and feeling by committing letters to form with observing the writing aspect such as organization, mechanic, language use, unity, coherence and finally produce a written text.

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

English has been taught in all levels of school in Indonesia, no exception in Junior High School. But, writing in Junior High School level is do not consider

as the important thing because writing is not included in National Examination.

So that, many students feel difficult to compare their idea into written form.

Looking of the problem, the role of the teacher is very important to increase students' writing ability. Moreover, Harmer (2007) found that improving students' interest and ability in writing cannot be done only by once or twice in giving writing assignment. So, the teacher must familiarize the student to write. To make students familiar with writing, it needs a various method to be applied in order to increase students writing ability.

Indonesia government arranges English as the obligatory subjects in Junior High School. In teaching and learning process of English, writing has important roles for junior high school students as it stated in School – based curriculum or *Kurikulum Tingkat SatuanPendidikan (KTSP)*.In this curriculum, teaching of English in junior high schools has some purposes. First, to develop the students' communicative competence in oral and written form to achieve the functional level of literacy, second is to gain their awareness about the nature and importance of English to further improve the nation's capability to compete in the world's global society. The last is to develop the students' understanding of the relationship between language and culture (BSNP,2006). In order word that the students of junior high school should be able to develop and improve the fourth skills in learning English to be able to communicate English orally or written in order to achieve daily issues.

Based on BSNP (2006), there are four skills that should be mastered by the junior high school students. Those are listening skill, speaking skill, reading skill

and writing skill. Writing is one of the import skill because writing is used for communicating to written form in our daily life (Tridyan, 2002) and one of the component is to measure students' competence in learning English from students' writing (Elva, 2013). In standard competency for writing in junior high school, students must be able to express many kinds of meaning of interpersonal, ideational and textual in a monolog text such as descriptive, recount, narrative, procedure and report (Depdiknas,2006).

Related to this, the curriculum in SMP Muhammadiyah 4 Giri is developed based on the School-Based Curriculum (SBC or KTSP). Depend on BSNP (2006) inSchool-Based Curriculum (*KTSP*) there are two competencies; standard competencies (SK) and basic competencies (KD). Standard competencies is a form that explains about basic education development (Majid,2012) , besides basic competencies is knowledge, skill, and attitude that must be achieved by the students that mattered in standard competency, so basic competence is an explanation of standard competence . In SMP Muhammadiyah 4 Giri, the Standard of Competencies and Basic Competencies (SK & KD) is derived from the Standard of Content which is released by the National Ministry of Education. The Standard of Competencies and Basic Competencies (SK & KD) those students of eighth grade are also required to learn writing in both odd and even semesters. Moreover, the students of eight grade will study writing with many kinds of the text; recount, descriptive, and narrative text.

### **2.1.2 Teaching writing strategy in Junior High School**

Teaching strategy is very important to teach students, especially in teaching writing because students have many problems in writing as in the content, organization, vocabulary, grammar, and others. In every level, teaching writing has a different strategy. In Junior high school there are many strategies to teach writing based on the School-Based Curriculum (*KTSP*) and syllabus:

#### **1. Brainstorming**

Brainstorming is a way to generating idea that what you want to write (Nicole, 2011). It includes in pre-writing activities and can help the students whether they do not know how to organize the ideas. Depend on White and Arndt (1991) said that brainstorming can be generating, focusing and structuring the ideas, so before start writing, the students must do brainstorming first to generating topic. Besides, Brainstorming offers the teacher an opportunity to help students active a knowledge. Brainstorming also helps the students have an opportunity to organize ideas before writing (Rao Z. 2007). Brainstorming in organizes the ideas, it can get from a list or graphic organizer. Based on the Brown and Hood (1989) list especially listing an information can be select what to writing about or focusing activity. Marzano, Pickering & Pollock (2001) stated that graphic organizer enables students to organize their idea. There are various kinds of graphic organizer that help the students learn a language, one of them is four-square writing organizer. After students do brainstorming, teacher asks the students to develop their ideas into a text.

## 2. Summarizing

Writing a summary of a text can help learners connect gist of ideas, process thoughts, rephrasing, and reorganization them in their own words (Perin, 2002). Buckley (2004) defines summarizing as reducing the text to one until a third or a quarter its original meaning of the text, clearly articulating the author's meaning and main ideas. Besides, Diane Hacker (2008), explains that summarizing involves stating a work's thesis and main ideas. It means that the summary offers a general, explain the important ideas, plot points, or themes in the source under discussion. Summarizing is useful in many types of writing. Summarizing is used to support an argument, content, write literature reviews, and annotate a bibliography (Buckley (2004)). Summarizing can be used to summary the text or a video.

### 2.2 Recount Text

Recount is a speaking or writing about past events or a piece of text that tells past events (Anderson, 1998). It means that the recount text is a form of the text telling about the writer or someone experience in the past such as their adventure and their day's activities. Many aspects proposed the concept of a recount. The first, Derewianka (1990) said that recount is the unfolding of the past events and the purpose is to tell what happen.

Moreover, Wardiman and ell (2006) stated that recount text is a text that telling the reader about one story, action or activity. Its goal is to entertain or inform the reader.

There are four generic structures of writing recount text, first is an orientation to provide information about who involved, where the events took place, and when it happened. Second are events that what happen. The last is a reorientation, it consisted of optional- closure of events. Besides, according to Ngabut (2003) there are many steps to writing the recount text. The steps are: (1) prepare what information based on the theme or topic, (2) introduce setting and participants in orientation, (3) determine the events, (4) summarize the events in reorientation, (5) arrange all information to be a text, (6) analyze the text especially in structure of the text, vocabulary, grammar, conjunction, spelling and punctuation. Based on the experts above, it can be concluded that recount text is a text that is written to tell activities in the past that have a generic structure are orientation, events, and reorientation.

Based on the curriculum (*KTSP*) and syllabus, teaching recount text in junior high school is in the eighth grade which is divided into odd and even semester. They are some topics of recount text in Junior high school especially in eighth grade as holiday, birthday party, school event, biography, funny experience and embarrassing experience.

### **2.2.1 The Purpose of Recount Text**

There are many purposes of recount text (Ngabut (2003)). The purpose of a social recount is to document a series of events that happen in the past. It is also described of what occurred and when it occurred. The purpose of literary, recount is to tell the events so that it entertains.

### **2.2.2 Types of Recount Text**

There are three types of recount text:

1. Personal Recount

Personal recount is a recount that retelling of an activity that writer have been personally involved in(e.g. diary).

2. Factual Recount

Factual recount is a recount that recording the particular of an accident (e.g. police report, news report, historical recount).

3. Imaginative Recount

Imaginative recount is a recount that talking on an imaginary role and giving detail events.

### **2.3 Problem in Writing Recount Text**

There are many problems in writing recount text. The problems are in the content, organizing, vocabulary, grammar, and spelling (Ngabut,2003). First is content. The problems of students are difficult to identifying main ideas and supporting sentences. So they could not produce a good paragraph or text. It happened because they are not able to formulate main ideas and supporting sentences.

Second is organizing. A good paragraph of the text describes all the things logically, clearly and easily to make the reader understand. But, many students have a bad organizing in a text. Usually, they write directly without organizing. Moreover, the students' problem occurred in the matter of coherence. Third is vocabulary. The problem of vocabulary is in the part of diction. The fourth is grammar. It happened when the students wrote recount text which applied past

tense with regular and irregular verb selection. Fifth is spelling. It came up when the students wrote the recount text in the zone of mechanism and punctuation.

Based on the experts above, there are many problems in the recount text. So that, the teacher must be applying a new method especially writing method to make students more interest and enjoy with writing

## **2.4 Four square Method**

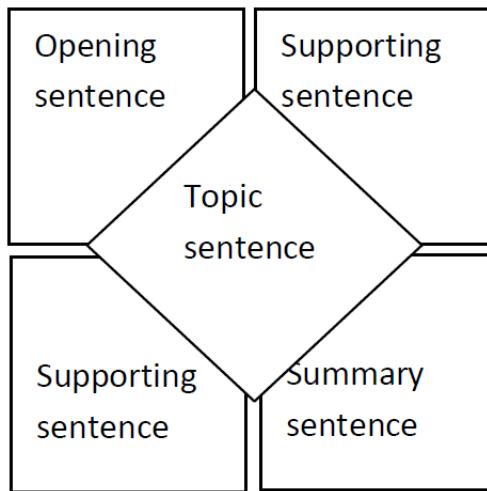
The method of the learning is the base for this work. The methodology must be appropriate to solving learners writing problems. So, the teachers must be able to make the students appropriate with the method because approaches are basic of language methods (Ohia and Adeosun 2010). There are many methods in writing; one of them is four square method.

Four square Method has processed arrangements in the graphic is a consideration (Gould, 1999). Besides, Frayer and Peter (2000) stated that four square method is a simplified graphic method. Four square method is a method of teaching basic skill that is applicable across grade levels, curriculum and content areas.

Four square method is pre-activity that taught by using a graphic organizer consisting of four squares. The visual and kinesthetic aid help students to focus on their writing, provide detail and enhance word choice. This is sample of a four square to organize for writing lesson. Moreover, four square method can solve the difficulties of writing process especially in generating and organizing the ideas. It also could be made the students interest and like writing.

According to Gould (1999), to use this method, you must draw square with width greater than height, and divided into four smaller square of equal size. An

additional in the center of the square, you must draw the rectangle. So, there are four squares and one rectangle.



Illustrated by Gould (1999)

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

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

1. Square is drawn and divided into four smaller squares with the same size in each square. One another square or box is drawn in the middle of the big square. So that, the five squares are drawn.
2. Brainstorming to generating the idea on the topic sentence.
3. Write a topic sentence in the center rectangle.
4. Brainstorming to generating the idea on the supporting sentence.
5. Write supporting sentences and categorize them in the bottom left, upper left and upper right square
6. Make a conclusion or a summary sentence in the bottom right square. The concluding sentence describes the writes feeling about the topic.
7. Develop the ideas into a paragraph using the conjunction.

#### **2.4.2 Advantages of Using Four square Method**

The advantages of four square method is to ease students in arranging their idea in written form (Frayer& Peters, 2000). Besides, based on Gould (1999) the advantages of Four square method is a helpful graphic organizer in arranging ideas before writing. Moreover, four square method is a fun way to ease students collects their idea in a form of a paragraph. So, using four square method can make the students easy to develop their idea into a paragraph.

#### **2.5 Review of Previous Study**

There are many studies about the implementation of four square method. Based on Zollman, A. (2006). "*The Use of Graphic Organizers to Improve Student and Teachers Problem-Solving Skills and Abilities*". There were 240 elementary and 186 middle school students in the studies. The elementary student's utilized graphic organizers on writing with the topic of measurement (area and perimeter); the middle school students utilized graphic organizers on writing with the topics of algebra and geometry. In this study, the researcher correlates four square writing method and four-corners-and-a-diamond. The result shows that the four-corners-and-a-diamond is the most effective to Improve Student and Teachers Problem-Solving Skills and Abilities, because have a good steps in teaching math; write what you are to find, write what you know from the problem, show the strategies that you will try, show the solution and explain the method and answer. So, in this study shows that the four-square is the not effective to Improve Student and Teachers Problem-Solving Skills and Abilities in math because do not have good steps in teaching writing math.

Another study, Angelique Renee Treadway Duncker (2013) in her research's title "*Exploring student perseverance in problem-solving*". This study involved students in 10<sup>th</sup>-grade Geometry and 10<sup>th</sup> grade Honors Geometry in two similar high schools. The result of a study shows that the four square method can solve students' problem in geometry in mathematics and has a positive respond from the students learning mathematic in senior high school. It also makes students has motivated in learning math. Using four square method also can increase in student confidence, willingness to work, sharing of ideas and strategies that they used in solve their problem.

In the other hand, Alana. (2013) in her research's title "*The Effect of Four Square -Graphic Organizer on Science Education: Human Body Systems*". The participants from high school students in southern Louisiana. In this school, there were both middle and high school students. There were approximately 345 high school students and 226 middle School Students. In this study using the experimental design. It was to find out how relevant the use of four square-graphic organizers would be for teaching concepts in the Science, particularly Biology, classroom and the result shows that four square-graphic organizers relevant for teaching concept in the Science education. It also makes the students easier to organize their vocabulary.

In English, Furtado, Leena (2010) in her study about "*Enhancing Reading Summarization Skill Using Twin Text with Four Square*". This study used classroom action research. They were all male that six-years-old in first-grade students who are reading at or above the third grade level during the first trimester of the academic school year in a Southern California public school in America.

Students read "twin text" sources, fiction is narrative and nonfiction literary is exposition. The result of the study shows that four square can increase the students summarizing skill and make the students easy to understand what they read. Four-square activity also helped the students clarify certain vocabulary in their reading summarizing.

Kandybovich, S (2015) in her study "*Going Graphic: 4 Squares For better Speaking*" This study used classroom action research and it implemented in public speaking in senior high school. The result shows that four square methods is successfully applied in teaching speaking with a focus on coherence because it helps students organize concepts, vocabulary and grammar in their speaking content. The classroom situation during become conducive and the students have a positive attitude that indicates the students give the positive respond on four square method in speaking.

From the result of the previous studies, the researcher assumed that four square method was the flexible method to help the students understanding in learning process. It was provided that four square method applied in learning mathematic, reading and speaking. Most of the studies show that four square method is effective method in learning process and four square method has a good effect for the students such as solve the student's problem in organizing the concept, vocabulary, and grammar than in math problem, make a classroom situation become a conducive, students have a positive attitude like a positive respond, the last make a student's enthusiasm in learning process.

Therefore, the researcher will apply four square method in writing class to know the effect of using four square method on students' writing ability. To make different with the previous studies, this study not only focus on the understanding the material but also the students' idea, the organization of the text that includes coherence and cohesion and understanding of grammar. Then the researcher will implement the method in the lower level than the previous study to know whether four square method can implement in the lower level as Junior High School students that just learning writing. So, the researcher conducts the use four square method on writing ability at junior high school especially in writing recount text.