

CHAPTER I

INTRODUCTION

A. The Background of the Study

In Indonesia, English is educated from Elementary School up to University. English is exceptionally indispensable to be instructed in Indonesia because of the reality it resembles a secret key to make students less confounded to speak with others. others. English is educated as the foreign language be one of the important subjects in Indonesia from fundamental to college level.¹ As Indonesia positions itself as an active participant in the global community, the emphasis on English education reflects a strategic initiative to prepare its youth for the challenges and opportunities of an ever-evolving, interconnected world.

The students should be proficient to dominate each of the parts of the objective language. There are four language capacities in English, i.e listening, speaking, reading, and writing. The experts recommends that writing is difficult for students among the four abilities above. Toba, Noor, and Sanu revealed that the

¹ Endang Sri Andayani. "The Importance of Learning And Knowing English In Higher Education In Indonesia", *Research and Development Journal of Education*, 8 (1), (2022), 372.

students face challenges in various aspects of writing, encompassing content, organization, vocabulary, grammar, and mechanics, this problem is also from their individual reasons such as lack of practices, motivation, and inadequate teaching writing process.²

Referring to the English Curriculum of School Based on Merdeka Curriculum, the objective of writing for tenth-grade students of senior high school, particularly in phase E, is to prompt them to compose diverse types of fiction and non-fiction texts, including descriptive, recount, and narrative texts.³ This is achieved through guided activities that make students aware of the intended goals and target readers. These texts possess distinct characteristics, encompassing social function, generic structures, lexical items, and grammatical features.

Other than that, the genre studied is related to narrative texts for tenth grade students at the first semester as in Merdeka Curriculum. Consequently, students are expected to craft narrative

² Rostanti Toba, Widya Noviana Noor, La Ode Sanu, "The Current Issues of Indonesian EFL Students' Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay", *DINAMIKA ILMU*, (1), (2019), 57.

³ Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia, *Keputusan Badan Standar, Kurikulum, dan Assesmen Pendidikan No. 033/H/KR/2022 tentang Capaian Pembelajaran pada PAUD, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka*.

texts that align with the objectives of the writing instruction. Narratives contains events from the past, such as legends, myths, fables, fairytales, and folktales, presenting problems and resolutions. The primary goal is to engage and entertain the readers, and a narrative text typically comprises three elements: orientation, complication, and resolution. Similarly, according to Langan, narrative text serves the purpose of amusing and entertaining readers while addressing actual or vicarious experiences in various ways.⁴ On the other hand, a few students experience issues recorded as a hard copy story text. Numerous students feel trouble recorded as a hard copy account text with a nonexclusive design since they don't figure out the conventional construction of the story text.

The ability to write effectively is a crucial skill that plays a pivotal role in both education and communication. It serves as a vehicle for individuals to articulate their thoughts, share information, and convey ideas. According to Harmer, being adept at writing is not only essential for succeeding academically but

⁴ John Langan, *College Writing Skills with Readings, 7th Edition*, (New York: McGrawHill, 2008), 203.

also holds significant importance in diverse contexts and forms.⁵ Based on the preliminary research, the writing skill of the 10th grade SMA Al-Fath Cilegon students are presently not definite adequate and need to be moved along. It was uncovered by means of a meeting that the researcher did with the English educator and students in pre-research. As indicated by them, English used to be troublesome, especially for writing. They had low writing abilities. Their low writing expertise was once demonstrated by certain side effects having been assembled in the pre-research. They are troubles in communicating their thoughts. Numerous students experience hard to find thoughts for them while creative cycle.

Moreover, in light of the fact that numerous students experience issues in narrative text, the instructor ought to focus on the students in showing this material. Furthermore, the instructor needs to break down every story text that is now written by students on the grounds that with this thing the educator can know whether the students can write a narrative text in view of the conventional construction and language highlights or not. Furthermore, this action is vital to work on students' narrative text.

⁵ Jeremy Harmer, *How to Teach Writing*. (London: Person Education Limited, 2007), 4.

Many researchers have recently turned the effect of implementation the Four Square Writing Method (FSWM) on addressing writing issues, in the study by Rofi'ah and Mari'fah, the research indicates an improvement in students' writing skills after using FSWM with picture series. Nevertheless, the students' organizational writing aspect is still inadequate.⁶ Zahara's research shows the positive impact of FSWM on writing skill but highlights a persistent problem in the students' mechanical aspect of writing.⁷ This research shows the contradictive issues with Rofi'ah and Mari'fah which reveals that the students still have a problem in organizational writing aspect. Moreover, the collective gap in these research studies suggests a need for more targeted exploration into how FSWM can be refined to address specific challenges in organizational aspects and the mechanical aspects of writing. Closing these gaps would contribute valuable insights for educators seeking to enhance the effectiveness of FSWM in improving different facets of students' writing skills.

⁶ Anisatur Rofi'ah and Ulfatul Ma'rifah, "The Effect of Four Square Writing Method (FSWM) through Picture Series in Writing Narrative Text for Eleventh Grade at SMA Nusantara Balongpanggang". *Journal of English Teaching, Literature, and Applied Linguistics*, 1 (2,) (2017), 59.

⁷ Fatimah Zahara. "The Effect of Four Square Writing Method (FSWM) on Students' Achievement in Writing Descriptive Paragraph". An Undergraduate Thesis (Medan: University of Muhammadiyah Sumatera Utara, Medan, 2017), 49.

While existing previous studies provides valuable insights into the effectiveness of structured writing approaches, there is a difference with this research specifically addressing the impact of FSWM on narrative writing, particularly within the context of tenth-grade students at SMA Al-Fath Cilegon. The choice of the tenth-grade level is significant, as students at this stage are typically developing more advanced writing skills. Understanding the effectiveness of FSWM at this level can contribute valuable insights into its applicability across different age groups and academic settings. Additionally, focusing on SMA Al-Fath Cilegon provides a specific context for the study. Regional and institutional factors can influence the effectiveness of teaching methods, making it essential to tailor educational research to the unique characteristics of the study environment.

From the problem previously, the reseacher should find the most suitable method, technique, strategy or media during teaching and learning process. There are many methods in teaching learning writing, one of them is The Four Square Writing Method is a teaching tool that aids students in organizing information and encourages them to think about the relationships

between concepts. The visual layout of the four squares in this method, presented as a graphic organizer, enables both students and teachers to easily identify any missing information or connections in one's thought process.⁸ It means that by using Four Square Writing Method, students would be able to explore ideas to write.

There are numerous techniques that can be utilized to assist the students with writing effectively and accurately. One of the strategies is Four Square Writing Method (FSWM). It is a strategy to make the students are able to compose a written product logically, coherent and relevant which meets the needs criteria of a good writing.⁹ It can likewise be applied in the relate text as narrative text has a few similitudes writing with the account text in conventional construction and language element, for example, having direction, telling the occasions, utilizing past tense, utilizing sequential, and association.

⁸ Ilmiah, Supardin, Hasnawati Latief, & Muhammad Basri D. "Improving The Students' Ability To Write Descriptive Texts Through Four Square Writing Method", *Exposure Journal*, 7 (1), (2017), 86.

⁹ Vina Agustiana. "Four Square Writing Method Applied In Product And Process Based Approaches Combination To Teaching Writing Discussion Text". *ENGLISH REVIEW: Journal of English Education*, 6 (1), (2017), 90.

In view of the clarification over, the researcher imagines that showing utilizing Four Square Writing Method is a methodology that can be utilized through coach to train composing for Junior High School students. The Four Square Writing Method is decided because of the reality it has many advantages, they are: the visual coordinators in FSWM help students to conceptualize, comprehend, and structure a piece of writing talk effectively. FSWM is a fun strategy which can be used in instructing writing for students, it also can be used in certain classifications, like descriptive, account, recont, and methodology.¹⁰ It is an imaginative technique and home grown method for getting sorted out the students thought, it keeps the understudy from which incorporates unimportant substance, and the last the way for writing in FSWM is made as truly as could be expected, with the goal that the students will not be confounded. Hence, the researcher is associated with writing a proposal named “**Student Achievement in Writing Narrative Text Using Four Square Writing Method (FSWM)**”.

¹⁰ Ozan İpek & Hüseyin Karabuga, “The Effect of Four-Square Writing Method on Writing Anxiety of Learners of Turkish as a Foreign Language: A Mixed Method Study”, *International Education Studies*, 15 (5), (2022), 141.

B. The Identification of the Problem

The students recorded as hard copy recalled the challenge of communicating their thoughts.

1. Many students have difficulty finding thoughts during the creative cycle.
2. Students experience difficulties in writing considering they do not understand in arranging expressions to form correct sentences and arranging sentences to form the top.
3. Students are still confused about the syntax or tenses that should be used. Not only is it difficult but also they are tired of the approach their educators employ in teaching.

C. The Limitation of the Problem

As explained in the heritage of the learn about before, writing is one of the vital factors of English. Therefore, the trainer use excellent method to be used to instruct students. In this research, the researcher limits her study in educating writing using Four Square Writing Method and focus on Narartive textual content at SMA Al Fath Cilegon The researcher chooses this approach due to the fact she thinks that this technique will have an effect on students' success in writing narrative text.

D. The Formulation of the study

1. How four square writing method (FSWM) affect to student achievement in writing narrative text?
2. What is factors that could influence the students' achievement in writing narrative text?

E. The Objectives of Study

1. To find out four square writing method effect to student achievement in writing narrative text.
2. To find out the factors that could influence the students' achievement in writing narrative text.

F. The Significant of the Study

It is hoped that the result of this thesis will be beneficial to :

1. The Students Hopefully, the researcher will make the students can effortlessly apprehend writing and they will be interested, fun, and active in the gaining knowledge of procedure by using this method.
2. The English Teacher The English trainer can use the method as an alternative approach in teaching writing. Moreover, the English instructors can regulate this technique in order to make

college students understand, have fun, and be active in the studying process.

3. The school as instructional environment, it can serve as a reference in the English studying process.

G. Previous Study

1. **The Effect of Four Square Writing Method (FSWM) through Picture Series in Writing Narrative Text for Eleventh Grade at SMA Nusantara Balongpanggang¹¹** by Anisatur Rofi'ah and Ulfatul Mari'fah, This research used to be to have a look at the huge influence of four square writing strategy by using the potential of Picture Series in Writing Narrative Text for Eleventh Grade at SMA Nusantara Balongpanggang. And the researcher makes use of a quasi-experimental design. The researcher chose eleventh grade at SMA Nusantara Balongpanggang which truly consisted of 31 students. The researcher used cluster sampling because the university has determined the classification of the students. It blanketed sixteen students of XI-IPA as the experimental team

¹¹ Anisatur Rofi'ah and Ulfatul Ma'rifah, "The Effect of Four Square Writing Method (FSWM) through Picture Series in Writing Narrative Text for Eleventh Grade at SMA Nusantara Balongpanggang". *Journal of English Teaching, Literature, and Applied Linguistics*, 1 (2), (2017), 50-61.

and 15 students of XI-IPS as the manipulate group. The facts used to be gathered with the aid of way of the usage of tests; pre-test and post-test about writing narrative text.

2. Teaching Writing Descriptive Texts Using Four Square Writing Method (Fswm)¹² by Ghinna Dini Setiawati,

Sudarsono, and Dwi Riyanti, The aim of the study was to find out whether using Four Square Writing Method in teaching writing descriptive is effective. The form of this research was a pre-experimental study. The population of this research was the Year-10 students of SMA Negeri 8 Pontianak in the academic year 2018/2019. By using cluster random sampling, the researcher took one class as the sample of this study.

3. The Effect of Four Square Writing Method (Fswm) on Students' Achievement In Writing Descriptive Paragraph¹³

by Fatimah Zahara (The Faculty of Teacher Training And Education University of Muhammadiyah Sumatera Utara Medan, 2017). The objective of this study was to find out the

¹² Ghinna Dini Setiawati, Sudarsono Sudarsono, and Dwi Riyanti. "Teaching Writing Descriptive Texts Using Four Square Writing Method (FSWM). *Jurnal Pendidikan dan Pembelajaran Katulistiwa*, 8 (10), (2019), 1-8.

¹³ Fatimah Zahara. "*The Effect of Four Square Writing Method (FSWM) on Students' Achievement in Writing Descriptive Paragraph*". An Undergraduate Thesis (Medan: University of Muhammadiyah Sumatera Utara, Medan, 2017), 49

significant effect of the four square writing method on students's achievement in writing descriptive paragraphs and to find out the students' difficulties in writing descriptive paragraphs by FSWM. The population of this study was the eighth grade students of SMP Muhammadiyah 06 Belawan at the academic year 2016/2017. The populations were 301 students distributed in seven class VIII-1 until VIII-7. The sample of this study was VIII-1, which was taken by purposive sampling technique and then was being as the experimental group, and treated by using FSWM.

- 4. The Effect of Using Four-Square Writing Method (Fswm) on Eighth Grade Students' Ability in Writing Descriptive Text at Smp Negeri 2 Kebomas¹⁴** by Ratna Candra Dewi (09. 431. 039- English Education Department Faculty of Teacher Training And Education University of Muhammadiyah Gresik 2014) This research was conducted based on the researcher's experiences during teacher training at SMP Negeri 2 Kebomas which showed that the students had difficulty in writing

¹⁴ Ratna Chandra Dewi. *"The Effect of Using Four-Square Writing Method (FSWM) on Eighth Grade Students' Ability in Writing Descriptive Text at Smp Negeri 2 Kebomas"*. An Undergraduate Thesis (Gresik: University of Muhammadiyah Gresik, 2014), 51.

especially in writing Descriptive text. This research aimed to investigate the effect of using Four-Square writing method (FSWM) toward students' writing ability in writing descriptive text. The research conducted to the eighth grade students of SMP Negeri 2 Kebomas. Two classes of eighth grade students which consist of 56 students were chosen by using cluster sampling. The researcher applied quasi-experimental method and used pre-test and post-test for both experimental group and control group as the design. There are four previous study:

Anisatur Rofi'ah and Ulfatul Mari'fah, The Effect of Four Square Writing Method (FSWM) through Picture Series in Writing Narrative Text for Eleventh Grade at SMA Nusantara Balongpanggang. This research used to be to have a look at the huge influence of four square writing strategy by using the potential of Picture Series in Writing Narrative Tex. This research used picture series but my research is only focus on students' achievement on Narrative text.

Ghinna Dini Setiawati, Sudarsono, and Dwi Riyanti, Teaching Writing Descriptive Texts Using Four Square Writing Method (Fswm). The aim of the study was to find out whether

using Four Square Writing Method in teaching writing descriptive is effective. The form of this research was a pre-experimental study. This research is focus in teaching writing descriptive text and used pre- experimental research and my research is focused on students' achievement on narrative text and use quantitative descriptive.

Fatimah Zahara, The Effect of Four Square Writing Method (Fswm) on Students' Achievement In Writing Descriptive Paragraph. The objective of this study was to find out the significant effect of the four square writing method on students' achievement in writing descriptive paragraph and to find out the students' difficulties in writing descriptive paragraph by FSWM. This research is focus on students' achievement in writing descriptive paragraph and my research is focus in students' achievement.

Ratna Candra Dewi, The Effect of Using Four-Square Writing Method (Fswm) on Eighth Grade Students' Ability in Writing Descriptive Text at Smp Negeri 2 Kebomas. This research aimed to investigate the effect of using Four-Square writing method (FSWM) toward students' writing ability in

writing descriptive text. This research is focus on students' ability in writing narrative text and my research is focus on students' achievement.

H. The Organization of Writing

This paper is arranged into five chapters, every chapter has some points to explain the chapter:

Chapter I Introduction, it contains the background of the study, statement of the problem, objective of the study, the significance of the study, the limitation study, previous study and the organization of writing.

Chapter II Theoretical Framework, this chapter is consist of the theories from some experts who conducted the research related to this research.

Chapter III Research Methodology, it contains method of the research, the site and time of study, the population and sample, the technique of data collecting and the technique of data analysis.

Chapter IV Finding

Chapter V Conclusion and Suggestion