**CHAPTER I**

**INTRODUCTION**

1. **Background of Study**

English is an international language, English uses for communicate between people from different or the same country. English is the first foreign languange that should be taught start from the elementary school, because by mastering English people can communicate with all the people around the world. People will be easy to develope their knowledge and get the opportunity to face the competition in this globalization era.

In learning English, there are four skills that should be mastered by the students, namely : Speaking, listening, reading and writing. Writing one of the skills which important to be improved particularly in academic life. According to Dwi Ariningsih cites that Writing is very important, especially for indonesian students as it belongs to four language skill is consider difficult assignment.[[1]](#footnote-1) In addition, I.S.P Nation stated that Writing is an activity that can usefully prepared for by work in the other skill of listening, speaking and reading. It is useful to make sure that learners are involved in meaning focused use, language focus learning, and fluency development[[2]](#footnote-2). Student’s writing skill should be improved step by step through writing process, when student’s writing was improved, students will be able to perform specific writing assignments, for example, essay question on an examination and writing a paper also for their performance in the daily lives.

Based on the writer’s experience on teaching practice program, there were many difficulties on students writing text, especially in writing descriptive text. Firstly, students are difficult on focus of the topic , it can be seen from their writing do not work well. Secondly, they are lack of vocabulary, it can be seen that the students always ask the writer to translate the difficult words that they do not know. Thirdly, students are difficult to develop their idea, it can be seen when students write, they do not know what they want to write because they have no supporting idea to continue their writing. Moreover students do not know how to describe the object in detail because they can not imagine in order they are difficult in writing to produce a good sentence, they feel that writing makes them bored. This occured because the writing ability of the students is still lack. The students found that writing was difficult and the same time stressing. They did not feel confident in their writing and did not encourage themselves to develop their ability in writing. Because of that they frequently practice this skill unless the teacher asked them to. In addition According to Chowdhury, some of students think that they face problem regarding information organization along with grammatical problems. Often they can not organize setence one after another. They know what to write but sometime they do not know how to write. [[3]](#footnote-3)

There are many text types in English, namely : narrative text, recount text, explanation text, exposition text, procedure text and descriptive text. Students junior high school have started learn about writing a text in English, especially in Descriptive Text. Descriptive text is one of the functional texts which is difficult enough to be learnt by the students. According to Artono Wadiman, Masduki B. Jahur and M. Sukirman Djusma stated that Descriptive text is a text that describes the features of someone, something, or a certain place. In writing descriptive text students often find some difficulties. Students usually feel difficult to organize their idea.[[4]](#footnote-4) Futhermore, many students made some mistake and face difficulties to build and develop their imagination.

Based on the statement above, the appropriate method is needed. Method plays an important role in supporting the succes of teaching and education. Teacher must be able to choose the right method to make the students enjoy, interesting and understand to learn writing descriptive also to make them focus on the topic and able to organize the idea. There are some of writing method but in this research the writer tries to propose the alternative one, that is the one which common known under the term “Four Square Method”. Four Square Method is one of methods in teaching writing to teach the text type in English that can solve the students problem. According to Gould and Burke stated that The Four Square is a simple, open-ended graphic organizer that was designed to help students focus, organize and support their writing with detail. While simple in its design, it is very open-ended in its application.[[5]](#footnote-5) It means, this method can help the students in writing activity by creating a simple graphic organization to arrange and construct a good paragraph.

Based on the explanation above, the writer interests to conduct the study entitled “Teaching Writing Descriptive Text Through Four Square”.

1. **Statements of the Problem**

Based on the background of study above, the writer identifies the problem as follow :

1. How is students writing skill of the third grade of SMP Khairul Huda Kota Serang?
2. How is four square method applied in teaching writing descriptive text?
3. How is the effectiveness of four square in teaching writing descriptive text?
4. **The Obectives of the Study**

In details, the objectives of this study are to find out the answer of the statements problem, as follow :

1. To identify students writing skill of the third grade of SMP Khairul Huda Kota Serang.
2. To describe how four square method applied in teaching writing descriptive text.
3. To identify the effectiveness of four square method in teaching writing descriptive text.
4. **Limitations of Problem**

To make this study more focus, the writer will formulate the limitations of the problem as follow :

1. The writer will focus on Teaching Writing Descriptive Text Through Four Square.
2. The object research is students of the third grade at SMP Khairul Huda Kota Serang.
3. The research methodology will be used in this research is Quasi Experimental Research.
4. **Previous Study**

There are some previous study related with this research. The first study conducted by Vina Agustiana (2017), with the title “Four Square Method Applied in Product and Process based Approaches Combination to Teaching Writing Discussion Text” . This study applies a mixed-method and the Data collection was conducted in nine meetings at The private university in West Java, Indonesia. There were 26 EFL involved in this study. She takes 3 kinds of instruments, namely tests (pre and post test), field notes, and questionnaires. Data taken from students’ writing test are analyzed statistically to identify the influence of applying the writing method toward students’ writing skill, data taken from field notes are analyzed qualitatively to examine the learning writing activities at the time the writing method is implemented, and data taken from questionnaires are analyzed descriptive statistic to explore students’ attitude toward the implementation of the writing method.[[6]](#footnote-6)

The second previous study conducted by Ganiyu Tijani and Mandy Ogbaje with the title “Using Four Square of Writing to solve problems of Paragraph Fragmentation: A nigeria Ghana Experiment” . This study applies A Quasi Experimental Research and the target population of the study was Senior Secondary School students in Nigeria. They uses a kind of test for the instrument, pre test and post test design. The result of this study of teaching paragraph development with the Four Square Method is the most effective.[[7]](#footnote-7)

The third previous study conducted by Gusti Panji Sundana with the title “The Use of Autenthic Material in Teaching Writing Descriptive Text”. He uses Quantitative and Qualitative design. This study was carried out at one of private universities in Bandung. He takes 3 kinds of instruments, namely Pre Test, Post Test and Questionnaires. The findings indicated that using authentic materials in teaching descriptive writing had a significant role in improving students’ writing skill and this result was supported by the questionnaire results in which the participants showed positive opinions in learning descriptive writing using authentic materials.[[8]](#footnote-8)

Based on the previous studies above, there are some differences and similarities with this research and those previous studies. The differences from the first writer with this research are in the research method, research instrument, subject and skill. The Similarity is in the method (Four Square Method). While, The differences from the second writer with this research are in the instrument design and skill of writing, the similarities with this research in the research method. The differences from the third research with this research are in the research method, research instrument and subject. The Similarities are in the skill and the method (Autenthic Mterial).

1. **Hypothesis**

According to Supardi, Hypothesis is a provosional conjecture of research that will be conducted[[9]](#footnote-9). In addition, Yulingga stated that hypothesis is the answer of problems theoritically or temporary answer that still need to be tested for truth through facts[[10]](#footnote-10). Hypothesis is a temporary answer to answer the reasearch question before doing the research.

There are two hypotheses in this research, alternatives and null hypothesis. The hypotheses namely :

1. ) : The four Square method is not effective in teaching writing descriptive text at third grade of SMP Khairul Huda Kota Serang.
2. ) : The four Square method is effective in teaching writing descriptive text at third grade of SMP Khairul Huda Kota Serang.
3. **Significance of the Study**
4. Theoritically, The findings result of this study able to give the information of a new teaching writing knowledge that use of Four Square Method in teaching writing descriptive text.
5. Practically, the result of this study can be useful for the teacher, students, snd the other researchers.
6. The Teacher

The writer hopes for the teacher, this study becomes the inspiration and the new knowledge to be the one of the various method in teaching writing, especially in teaching writing using four square method to get more information about writing and increase students writing ability.

1. The Students

The writer hopes for the students, this study may help them to improve their writing ability especially in writing descriptive text. Furthermore, the writer hopes this study helps them to make a happy class and get no bored as long as the class run.

1. The Others Researcher

The writer also hopes for the other researcher, this study may help them who conduct the same research in teaching writing using four square and for giving the information in doing the further research.

1. **Writing organization**

In this Research paper the writer devides this research into five chapters as follow:

**Chapter 1 is introduction.** This chapterconsists of Background of Study, Statements of the Problems, The Obectives of the Study, Limitations of Problem, Previous Study, Hypothesis, Significance of the Study and Writing Organization.

**Chapter II is theoretical frameworks.** This chapter consists of the theories from some experts, there are the Definition of Writing, The Reason of Teaching Writing, The Process of Writing, Writing Assesment, Definiton of Descriptive Text, The Generic Structure of Descriptive Text, The Language Feature of Descriptive Text, The Purpose of Descriptive Text, Definition of Four Square Method, Procedures of Four Square Method and Characteristic of Four Square Method.

**Chapter III is research methodology.** This chapterconsists of the research methodology that the writer use in conducting this research. There are The Research Method, Place and Time of Research, Research Population and Sample, The Technique of Collecting Data, The Technique of Data Analysis and Research Procedure.

**Chapter IV is Result and Discussion.** This chapterconsists of the Data Description from Pre test and Post test Experimental Class, Pre test and Post test of Control Class, Data Description from Students and Teacher’s observation, Data Analysis of Pre test and Post test Experimental and Control Class, Data Analysis of Students and Teacher’s Observation, Hypotesis Testing and Data Interpretation.

**Chapter V is Conclusion and Suggestion.** This chapterconsists of Conclusion and Suggestion.

1. Dwi Ariningsih, “The Effectiveness of Using Picture Series to Improve The Students Writing Skill Viewed from Their Learning Motivation”, (A Thesis, Sebelas Maret University, Surakarta, 2010), 1. [↑](#footnote-ref-1)
2. I.S.P Nation, *Teaching ESL/EFL Reading and Writing* ( New York: Routledge, 2009), 113. [↑](#footnote-ref-2)
3. Nabeela Sanjana Chowdhury, “Observing Writing Classes to Explore Students Writing Problems: A Secondary Level Scenario of EFL class”,(A Thesis, BRAC University, Bangladesh, 2015), 4. [↑](#footnote-ref-3)
4. Artono Wadiman, Masduki B. Jahur and M. Sukirman Djusma, *English in Focus* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), 115. [↑](#footnote-ref-4)
5. Judith S Gould and Evan Jay Gould, *Four Square Writing in The Content Areas: A Companion to The Four Square Writing Method* (Dayton: Lorenz Company, 2004), 61. [↑](#footnote-ref-5)
6. 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*,Vol. VI, No.1, ( December, 2017), 89. [↑](#footnote-ref-6)
7. Ganiyu Tijani and Mandy Ogbaje, “Using Four Square of Writing to Solve Problems of Paragraph Fragmentation: A nigeria Ghana Experiment”, *Internation Journal of Computer Applications*, Vol. LXV, No. 18 (March, 2013), 1. [↑](#footnote-ref-7)
8. Gusti Panji Sundana, “The Use of Authentic Material in Teaching Writing Descriptive Text”, *English Review: Journal of English Education*,Vol. VI, No.1, ( December, 2017), 81. [↑](#footnote-ref-8)
9. Supardi, *Statistik Penelitian Pendidikan*, ( Depok: PT Raja Grafindo Persada, 2017), 92. [↑](#footnote-ref-9)
10. Yulingga Nanda Hanief , *Statistik Pendidikan,* ( Yogyakarta: Deepublish Publisher, 2017), 47. [↑](#footnote-ref-10)