

# CHAPTER I

## INTRODUCTION

The objective of this study is to examine the effect of Four Square Writing Method (FSWM) through Picture Series in Writing Narrative Text for eleventh grade at SMA Nusantara Balongpanggang. This part will discuss about background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, hypothesis of the study, and definition of key terms.

### 1.1 Background of the Study

The students at Senior High School are still less confidence in their writing. They assume that writing is difficult and there are some problems that they faced in their writing (Barkaoui, 2007). Mahfudhotin (2014) stated on her research at SMA Muhammadiyah Surabaya in 10<sup>th</sup> grade that the students have difficulties in Writing which are generating the ideas and organizing the ideas.

The first problem of writing skill that faced by the students is generating the ideas. Some students of Senior High School have difficulty to express their ideas in written form, such as the students of SMA Negeri 1 Ngemplak which was conducted by Nursyifa (2013), they have problems in determining both the main idea and supporting idea. They write a paragraph with many main ideas and sometimes without any main idea. The students at MAN Keboan Jombang are also often hard to express their ideas of proper English. Lestari et al (2012) said that the students find difficult to write because they do not understand to arrange the words in order to form a good sentence and create sentences into a good paragraph or text.

The second problem of writing is organizing. Based on Rahmania (2016), 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 the text. Usually, they write directly without organizing. Moreover, the students' problem occurs in the matter of coherence. Nursyifa (2013) stated on her research that the students at SMA N 1 Ngemplak are unable to organize a text to make it cohesive and coherent. They still produce unwell-organized text. It is difficult for them to write down their ideas in a well-organized written work. They actually do not know what they have to write in the beginning of writing itself while they have a very limited time to do their writing. Their ideas are not coherent, sometimes they lose their idea and it makes them stuck in, then they cannot continue their writing.

However, Pahleri (2003) said that the difficulty of teaching writing can be caused by its process which is teaching method. Most of the teachers teach a student by using a traditional method that makes the students feel bored and have less motivation in learning process.

On the other hand, there are so many interesting methods to be applied in teaching writing. One of them is Four Square Writing Method (FSWM).Based on Gould (1999) said that four square writing method is one of method that includes four squares which are connected to each other with another box in the middle, it can help the students to plan and organize their ideas in writing. The researcher chooses Four Square Writing Method (FSWM) because the students are able to organize their idea by filling it into Four-Square shape with some clues to form their writing (Mahfudhotin, 2014). Besides, Thompkins (2006) stated that four square can improve comprehension through writing. Four-Square Writing Method (FSWM) also becomes motivation and interest way for helping students to organize their idea in every square (Gould, 1999).

Many researchers have conducted study to examine the effect of using Four Square Writing Method (FSWM) in writing problems, such as Nursyifa (2013) examined the efficacy of the students' writing narrative text by using Four Square Writing Method at SMA N 1 Ngemplak Boyolali in 11<sup>th</sup> grade. She gave the treatment for experiment and control group for four times. It has found the effectiveness of Four Square but the students were not interested in learning process. It happened because there is no media were used in exploring the students' skill in writing narrative text.

Herdi, et.al (2014) also conducted a research by using four square method at University of Pekanbaru. All students contributed by applying four square method. Unfortunately, there was no media to get the clues in generating their ideas. It made this research spent much time. Eventhough, they recommended for further researcher to use media in order to make the students more interested in learning process.

Similar to Rahmania (2016) which examining the efficacy of students' writing recount text at SMP Muhammadiyah 4 Giri. To carry out this study, 44 students are chosen. She gave the treatment for four times for experimental group by using Four Square Method and Think Talk Write for control group. On her research, the students were still confused to generate the topic sentence because there is no media and game. In second meeting, she gave puzzle game and it was too easy for them to gather their ideas. The result showed that there is significant effect of Four Square but it requires media.

As reviewed by the previous researchers above, most of them examined the effectiveness of Four Square Writing Method in many areas. The results are effective but it needs to be researched again related to needed media to generate their ideas easier. So far, the researcher does not find any research which attempts to examine the efficacy of four square method using

media. By using media, it helps the students to comprehend the material easier. As Sanaky (2005) stated that media is a tool of communication in teaching and learning process which can be used by the teacher in transferring information. It means that media can communicate by referring anything that carries information between sources and receivers.

One of media is Picture Series. The researcher chose picture series because it shows some actions or events in a chronological order (Wright: 1989). Tuti (2015) said that Picture Series could be effective to enhance the students' writing ability if the teacher applied a technique. So that is why, it needed to be research again with the technique. Picture Series can be used as one of stimulus in learning activity. When picture series are used as a media of teaching writing, it can help the students in generating the idea in terms of deciding the theme and the information they want to write. It also helps the students to explore the vocabularies. Supported by Alawiah (2014), her study was experimental research to find out the empirical data concerning whether picture series as media in writing narrative text is effective towards students' writing skill in narrative text. The result of calculation showed the significance degree of 5%, the value of t-test ( $t_o > t\text{-table}$  ( $t_t$ ) ( $5.514 > 1.992$ ). It could be said that there is significant difference between students' writing skill in narrative text by using picture series as media and without picture.

The researcher only focuses on Narrative text because it usually contains an interesting story and also it is include the difficult text to compose the student's ideas with a good paragraph. And because the researcher uses Picture Series, it is suitable for Narrative Text. So that is why, by using Picture Series, it supports students to get the clue to generate the ideas in Four Square Writing Method and the students can get some ideas in starting to write by imagining the things happen based on the pictures.

The reason why the researcher chose SMA Nusantara Balongpanggang because based on the interview with the English teacher at SMA Nusantara Balongpanggang, she said that the students have same problems with this study which is they are difficult to get the ideas and difficult to make the paragraph to be a cohesive and coherence especially in Eleventh Grade. And because in Tenth Grade only one class and they are new students, so that the teacher did not allow the researcher to do the experiment in Tenth Grade and for Twelfth Grade, they have to focus on learning in National Examination. So that, the teacher recommend for future researcher to use Eleventh Grade.

From the problem and explanation above, the researcher decides to carry out the study entitled “The Effect of Four Square Writing Method (FSWM) through Picture Series in Writing Narrative Text for XI<sup>th</sup> Grade at SMA Nusantara Balongpanggang”.

## **1.2 Statement of the Problem**

Based on the explanation about the problem in writing skill, the problem of this research is formulated into the following questions:

“Is there any significant effect of Four Square Writing Method (FSWM) through Picture Series in writing Narrative Text for XI<sup>th</sup> grade at SMA Nusantara Balongpanggang?”

## **1.3 Purpose of the Study**

Based on the importance of Four Square Writing Method (FSWM) above, the researcher wants to examine the effect of Four Square Writing Method (FSWM) through Picture Series in writing Narrative Text for XI<sup>th</sup> grade at SMA Nusantara Balongpanggang.

## **1.4 Significance of the Study**

According to the explanation above, the researcher can get some benefits theoretically and practically from this study.

### **1.4.1. Theoretical Significance**

For the theoretical, the process of teaching learning activities in writing skills by using Four Square Writing Method (FSWM) through Picture Series in writing Narrative Text would be significant effect in XI<sup>th</sup> grade at SMA Nusantara Balongpanggang.

### **1.4.2. Practical Significance**

- a. For teachers, the result of this research will help teachers to get a solution on how to utilize a strategy in teaching writing in order to enhance the students' writing.
- b. For students, this study will make the students easy to learn about writing with an interesting strategy
- c. For researchers, it will be used as the experience of how to do good research according with a good procedure.

## **1.5 Scope and Limitation**

The scope of this study is the students of XI<sup>th</sup> grade at SMA Nusantara Balongpanggang. There are 2 classes and the total of the subjects are 31 students.

The limitation of the study only focuses on Narrative text and Four Square Writing Method (FSWM) through Picture Series which is how the students generate and organize their ideas.

## **1.6 Hypothesis of the Study**

In order to answer the research questions, the following hypothesis is proposed: The null hypothesis ( $H_0$ ) and the alternative one ( $H_1$ ). In this study, the null is rejected and the alternative one will be accepted.

$H_1$  = There is significant effect of Four Square Writing Method (FSWM) through Picture Series in writing Narrative Text for XI<sup>th</sup> grade at SMA Nusantara Balongpanggang?

## **1.7 Definition of Key Terms**

### **a. Writing Skill**

Writing is skill how to write narrative text by the students of SMA Nusantara Balongpanggang who generate their own ideas to written form through picture series.

### **b. Narrative Text**

Narrative text is the text which tells about some events through picture series to make the students at SMA Nusantara Balongpanggang generate and organize their ideas in Four Square.

### **c. Four Square Writing Method (FSWM)**

Four Square Writing Method (FSWM) is a technique by filling the topic sentence, supporting sentence, supporting detail, and summary in one box (four squares) to help the students generate and organize their ideas with some clues to form their writing.

**d. Picture Series**

Picture Series is a set of pictures which is presented in sequence to be used as media to make the students get a clue for generating and organizing their ideas in the four square.