

# **CHAPTER I**

## **INTRODUCTION**

This chapter consists of background of study, statement of research problem, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

### **A. Background of Study**

English is a mandatory subject for students in Indonesian schools. English as a foreign language is taught at every levels of education. In learning English, there are four skill that which is required to be studied by the students: listening, speaking, reading, and writing. Those skills hold significant importance because they are interconnected, especially in writing. As stated by Nunan (2003:88) writing encompasses the cognitive process of generating ideas, contemplating the most effective ways to express them through proficient writing, and organizing those ideas into coherent statements and paragraphs. According to Bryne (1991:1) writing is arranging the words to be sentenced.

Writing requires the utilization of critical thinking and creative skills. The students face many challenges when trying to write in English. As Tribble notes (1996:3), it is widely recognized that writing is a demanding language skill that is not easily acquired. Furthermore, this was a skill in which only a small number of individuals were expected to mastered. It means writing is difficult skills, because the students must take notice to some elements like vocabulary, grammar, punctuation, and the coherences among sentences. The students often find difficulty in writing. In this case, they perceive writing is a dull activity. They frequently experience apprehension about making mistakes in grammar, diction, and structure of paragraph. They are also feeling difficult to express their ideas while they write a paragraph. Therefore, students find it challenging to start writing process due to the difficulties when they begin writing. The writing problem also appears because the teachers use inappropriate writing

teaching method. The method is quite monotonous and it makes the learners not interested in writing.

Based on the preliminary research in SMK 1 Islam Durenan, the researcher discovered that the tenth grade students can master English but they struggle to write correctly especially recount text. To collect the data of preliminary research the interview was conducted to the English teacher and the students of SMK Islam 1 Durenan. Based on the interview the problem it happened because some problems: the students lack of ability to write recount text correctly, the students have a limited vocabulary and the students find it difficult to express their ideas.

After conducting interviews and analysing the preliminary test scores of students' writing abilities in recount text, it was evident that their skills in writing were inadequate. Several issues contributed to this outcome. Firstly, the students exhibited low motivation towards writing. Secondly, they struggled with writing accurately and correctly. Additionally, their vocabulary was limited, and they lacked interest in writing. Moreover, they faced challenges in generating ideas for their writing assignments. According to the students, writing was perceived as the most challenging English skill compared to others.

According to the result from teacher's interview, several factors contributing to the students' challenges in learning English, specifically in writing, were identified. The students expressed their belief that writing paragraphs was the most challenging aspect of their language learning journey. They faced difficulties in gathering ideas and struggled with organizing them effectively into coherent paragraphs. This confusion hindered their ability to produce well-structured written work.

Based on the explanation above, it can be concluded that an English teacher needs to use effective techniques to arouse students' interest in writing and create a fun teaching and learning environment. It's important to use the right techniques when teaching writing to increase effectiveness, encourage student engagement, and make the learning process more enjoyable. One such technique is the Four Square Writing Method, which

helps make the process of teaching writing more enjoyable and easier for students to understand.

The researcher realized to use Four Square Writing Method to teach writing recount text. Four Square Writing Method offered in writing classes, guides students in organizing and combining information and concepts, while also encouraging them to consider the relationships between these concepts before starting the writing process (Robinson, Katayama, Bet, Odom, Hsieh, & Vandersen, 2006 as cited in Agustiana, 2017). Four Square Writing Method is suitable for various types of texts, including narrative, descriptive, and recount texts. Gould & Gould (1999 as cited in Agustiana, 2017) states that this writing method incorporates visual and kinesthetics tools such as a graphic organizer with four outer squares to assist students in focusing on their writing.

There are several previous studies related with the research. First study conducted by Agustiana (2017). She utilized mixed-method. The aims of this study are to examine the effect of applying Four Square Writing Method in combination of product and process-based approaches to teach writing discussion text toward students' writing skill, the process of teaching and learning and the students' attitude toward the application of the writing method. Second study conducted by Mahfudzoh (2016). She also utilized mixed-method. The aims of this study are to examine the impact of Four Square Writing Method on improving the students' writing skills in descriptive text, and to portray what happens in the classroom when Four Square Writing Method is implemented to teaching writing. Then, from Amos, Waris, and Wahyudin (2018). They used quasi-experimental design. The aim of the study is to provide evidence that implementation of Four Square Writing Method can enhance the writing descriptive paragraph skills of the eighth grade students.

In this study, there are notable distinctions between previous studies and this research. The researcher focuses on the use of Four Square Writing Method in teaching recount text. The researcher also used Classroom Action Research.

Based on the explanation above, the researcher is going to conduct research entitled “Four Square Writing Method to Improve Students’ Skill in Writing Recount Text in the Tenth Grade Students of SMK Islam 1 Durenan”.

### **B. Statement of Research Problem**

Based on the background study above, the researcher identified the problem that is:

1. How can Four Square Writing Method improve students’ skill in writing recount text at the tenth grade students of SMK Islam 1 Durenan?

### **C. Objectives of the Study**

Based on the research problems, the objective of the study are:

1. To find out the improvement of students’ skill in writing recount text by using Four Square Writing Method to the tenth grade students of SMK Islam 1 Durenan.

### **D. Significance of the Study**

The researcher hopes that the result of this study could give the contribution for:

1. Student

The research can be used to help students to know the use of Four Square Writing Method in recount text.

2. Teacher

The teacher is able to use Four Square Writing Method to teach recount text.

3. Future Researchers

The researcher intends to achieve the following aim using Four Square Writing Method can teach students writing recount text. The researcher hopes this study can be used as one reference in conducting the study in other media.

### **E. Scope and Limitation of the Study**

The scope from this study focuses on Four Square Writing Method in teaching recount text. The limitation of this study only focuses on writing recount text. The researcher used Four Square Writing Method applied in teaching writing recount text. The subject from this research only tenth grade students of SMK 1 Islam Durenan.

### **F. Definition of Key Terms**

To avoid misunderstanding of the concept used in this study, it is necessary for the researcher to provide some definition of the terms used in this research. Those are as follows:

#### **1. Four Square Writing Method**

Four Square Writing Method is one of writing method offered in writing classes, guides students in organizing and combining information and concepts, while also encouraging them to consider the relationships between these concepts before starting the writing process (Robinson, Katayama, Bet, Odom, Hsieh, & Vandersen, 2006 as cited in Agustiana, 2017).

#### **2. Writing Recount Text**

Writing is the mental process about realizing an idea, reflecting on the process of conveying ideas in well-written form and organizing these ideas into clear statements and paragraphs (Nunan, 2003:88).

#### **3. Recount Text**

Recount text is a type of text that has the main function or communicative purpose of telling the reader about past events or experiences (Purwati, 2013:59).