

CHAPTER I

INTRODUCTION

This chapter is introduction that includes background of the research, the formulation of research problem, the objectives of the research, hypothesis of the research, significance of the research, scope and limitation of the research, definition of key terms, and organization of the research.

A. Background

In Indonesia, English is taught as second language. English language is thought in Indonesia started from elementary school up to university. It means that English is important in all level school in Indonesia. So, English is one of criteria of graduation in nation final examination.

Junior high school is a formal school in Indonesia. The students here is who graduate from elementary school. In junior high school, English is learned more deeply. In teaching students of junior high school, the teacher should be creative to use media or method to teaching. The teacher should be able to make correlation from the lesson topic with real situation because it can make the students more easy to understand the language feature. The teacher can give motivation for the students to be enthusiasm for learning English.

Based on the curriculum 2006, the goal of English education is to develop communication competence in written or spoken form. Teaching English consist of four language skill; listening, speaking, reading and writing; while English components are phonology, vocabulary and grammar.

Writing is one of the four language skills that have to be achieved by someone who is learning English language. According to Ramet (2007:vi) Writing is the act of one who writes, that which is written, literary production or composition. Writing is a basic skill that is necessary for success on the real world. Having ability to write well is really important because it is not only for expressing someone's feeling but also be used to increase their opportunities for career promotion. As means of communication, writing has an important part of human life. The writing ability will make their communication easier. Writing have important role in teaching English since English become a target language in educational world, it is one of productive skills in which students are able to produce language themselves. Students have to explore their ideas and compose them into visible as writing product.

In writing there are process must be done by students to achieve good writing. The good writing can make the reader easy to understand the writer's messages. According to Zemach and Rumisek (2003: 3), there are four stages to achieve good writing; (1) Prewriting is understanding what the writer knows, (2) Drafting is moving ideas into text, (3) Review

and revising is clarifying the message, (4) Rewriting is process the writers to edit their work.

There are many kinds of text genres. Based on curriculum 2006, in junior high school there are six genres that should be taught, namely narrative, recount, procedure, descriptive, and report. All of genres have different social function, general structure, and grammatical features. In junior high school student, one of text they learn is narrative text. Narrative text belongs to story genres with function to entertain or amuse the reader or listener. There are several example of familiar narrative text type, such as the legend in a region, fiction, fabel and fairytale.

There are many methods to teach English in writing skill for generating writing ideas, such as brainstorming, free writing, mind mapping, etc. In this case, the researcher try to make different different method, that is foursquare writing method. Foursquare is a simple graphic organizer to guide students to organize their thought or plan before they write a complete paragraph that consists of main idea, supporting details, and conclusion. Foursquare can be applied for the narrative, persuasive, expository, descriptive or recount text forms of writing. by using foursquare writing method, the researcher do hope the student can improve their ability in writing.

The researcher chooses SMPN 1 Ngantru as the place of research. Based on interview with the teacher of SMPN 1 Ngantru, the students

writing ability in excellent class is good, but there are some students that have low writing ability. Few factors contribute to this less ability such as student difficulty in generating ideas and organization ideas.

In this study, the researcher uses foursquare writing method for increase the student writing ability, to make the student to find more easier to generating ideas and organization ideas.

Concerning with previous study the researcher explain the research which appropriate. The research done by Arum Puspita Dewi (2013) had a research entitle "Using the Four-Square Writing Method to Improve Eleventh Graders' ability of Writing Hortatory Exposition Text at MAN Keboan Jombang". This research used classroom action research to implement foursquare writing method in classroom.

From the background above, the researcher is interested in conducting a research dealing with the student learning recount text writing. Accordingly, the writer is entitled "The Effectiveness of Using *Foursquare Writing Method* on Students' Writing Achievement in Writing Narrative Text at Eight Grade of SMPN 1 Ngantru in Academic Year 2015/2016".

B. Research Question

Based on the background of the study above the writer formulated the research question as the following:

“Is there any significant different achievement of students before and after being taught by using foursquare writing method?”

C. Purpose of the Research

Based on the research question, the purpose of the study are as follow:

“To find out significant different achievement of students before and after being taught by using foursquare writing method”.

D. Hypothesis of the Research

In this study there are two kinds of hypothesis, those are:

1. Null Hypothesis : There is no significant different achievement of the student's writing narrative text.
2. Alternative Hypothesis : There is any significant different achievement of the student's writing narrative text before taught by using foursquare and after taught by using foursquare.

E. Significance of the Research

This research is expected to give contributing to:

1. For Teachers

To improve their competence in teaching English especially in teach writing skill and to use alternative method to teach writing skill.

2. For Researchers

The results are useful to enhance knowledge about English method and the study of teaching English is also used as a means to practice analyzing a problem that occurred on the field, so hopefully researchers will be more sensitive to the problems that were incurred in connection with the development of English language education.

F. Scope and Limitation of the Research

The scope of this study is teaching narrative text by using foursquare writing method in teaching narrative text on student writing achievement at eight grade of SMPN 1 Ngantru. The researcher limits the study on students writing using foursquare as writing method in teaching and learning writing narrative text because by using foursquare writing method is a way to improve and look for the language difficulties.

G. Definition of Key Terms

1. Writing

Writing is the act of one who writes, that which is written, literary production or composition.

2. Narrative text

Narrative text is text which tells a story and entertain the readers.

3. Writing narrative text

Writing narrative text is the act of one who writes which tells a story and the purpose to entertain the readers.

4. Foursquare

Foursquare is a simple graphic organizer to guide students to organize their thought or plan before they write a complete paragraph that consists of main idea, supporting details, and conclusion.

H. Organizations of the Research

1. Chapter I

This chapter is introduction that includes background of the research, the research question, the objectives of the research, hypothesis of the research, significance of the research, scope and limitation of the research, definition of key terms, and organizations of the research.

2. Chapter II

This chapter includes the theories that are related to and supporting the analysis.

3. Chapter III

This chapter includes research design, population and sample of the research, place and time of the research, variable, research instrument, data collecting method, and data analysis.

4. Chapter IV

This chapter includes research findings and discussion that discuss the result of research.

5. Chapter V

This chapter includes conclusion and suggestion for improvement.

The suggestions are presented for the teacher, the students and the other researchers.