

CHAPTER I

INTRODUCTION

In this chapter, the research focuses on the background of the research, research problem, objectives of the research, research hypothesis, significance of the research, scope and limitation of research and definition of key term.

A. Background of the Study

There are four skills that English learners have to master such as reading, speaking, listening and writing. Writing is one of language skills that have to be mastered beside three others. It is the macro-skill of language that concerns on the abilities to carry out written communication such as texts, books, and many others. Writing means an activity to transfer and gather ideas, opinion or feeling into whole unity in written form. According to Brown (2001:331), writing is a thinking process.

Writing can be planned and given many revisions before the work release. It has many stage should be passed. Today a lot of medias are changing into written form. Many people write in any format such as facebook, twitter, instagram, blog, message, email, journal and others. Those writing contain all information that we need. It becomes necessary for teachers to teach writing as well. In studying language of education or academic, writing is a part of learning process. It is one of language skill that had been introduced since Senior High School Level.

There are some reasons indicate that writing cannot be separated from English teaching and learning process. Writing demonstrates students' understanding by the

way synthesizing, making summary and others. According to Harmer (2004:127) writing as a tool for reflection and as a way of promoting written fluency, it is also a way that teacher and students can enter into a new kind of dialogue. It means not only spoken which can make communication but also written. According to Connelly (2012:3) at school students write papers reports and essay examinations to demonstrate your knowledge and skills. A badly written assignment will result in a poor grade. So when students write, students must make sure what they write clearly expresses what they are trying to say, meets the reader's need and uses the appropriate style and format. Writing also helps students and teacher to evaluate the learning process.

Nationally, the government has stated that writing is included in English teaching and learning process. Based on K13 writing is one of skill taught in Senior High School belonging to second grade student. The aim is to enable students to express meaningful idea in term of monolog text and essay. The students also have to understand the text structure and the language feature of the text.

To make writing activity more enjoyable and excited, teachers should use appropriate strategies. In addition, using strategy may affect to the students competencies in teaching writing. Using appropriate strategies, may decrease students anxiousness and increase students' achievement in writing. Lawin (2003) stated that a strategy can motivate students' struggle. It can increase student attention to face teaching and learning process. Strategy can shine students' motivation up. One of chosen strategy is Four Corners. There are a lot of interesting strategy of teaching and

learning to make students enjoy the writing activity as well as suitable strategy which students are able to explore their mind to achieve writing competence.

However this research the researcher uses four corner strategies. According to Bannett (2001) four corners strategy is an approach that asks students to make a decision about problem or question. Each of the four corners the classroom is labeled with a different response such as agree, strongly agree, disagree, strongly disagree. Students move to the corner that best aligns with their thinking; they share their ideas with others in their corner and then come to consensus. One member of each group shares the result of the discussion with the whole class.

According to Walqui in Bradley (2011), the four corners strategy is a cooperative teaching and learning strategy that inspires students to take a part in group activities. It is most suitably used when students are lethargic and need some meaningful physical movement in refocus. This teaching strategy helps to develop listening, verbal communication, critical thinking, and decision-making skills in the classroom context.

Based on the explanation above, the researcher is interested in use four corners strategy in teaching writing. Moreover, the researcher found that the implementation of four corners in teaching and learning process of writing is believed to improve the students speaking achievement. It is known from the result of previous study which conducted by Frensiska (2015) from Muria Kudus University of Education which showed that there was an improvement of the students' speaking ability at grade XI of Senior High School in Mayong Jepara after taught by using four corners. The result stated that four corners strategy could be one of factor on students'

speaking achievement. Her research finding reveal that in pre-test the minimum score was 45 , the maximum 75 and the mean of pre-test was 59, 96. While students' post-test was the minimum 55, maximum 85 and mean of post-test was 73. 71. The result indicated that students' score after giving the treatment was higher than students' score before giving treatment.

The differences between this research and previous research are the design of the research and kind of skill that be chosen. In this research, the researcher used Quasi Experimental design and writing as skill that is be measured. So the researcher tries to test that Four Corners strategy has significant effect on students' ability in writing ability whether it will be effective or not in improving students' writing achievement.

Therefore, the researcher wants to prove that four corners strategy is also effective in teaching writing but by applying different research design, and grade.

Because of the reason above, the researcher is intended to investigate the effectiveness of using four corners in teaching writing. This study is expected to have some contribution to the language teaching learning process, especially in teaching writing in Junior High School. Through this strategy hopefully students will be more active and enjoy the writing activity.

B. Research Problem

Based on the background of study, the problem of this study is formulated as follows:

1. How is the students' achievement in writing skill being taught by four corners strategy?
2. How is the students' achievement in writing skill without being taught by four corners strategy?
3. Is there any significant difference of students' writing skill being taught and without being taught by using four corners strategy?

C. Objective of the Research

Based on the research problem above, the objectives of the research are as follows:

1. To investigate the students' achievement in writing skill being taught by four corners strategy.
2. To investigate the students' achievement in writing skill without being taught by four corners strategy
3. To find out the significant difference of students' writing skill being taught and without being taught by using four corners strategy

D. Research Hypothesis

1. Null hypothesis (Ho)

Null hypothesis (Ho), the subject who were taught by using four corners strategy did not improve students' achievement in writing a analytical exposition significantly.

2. Alternative hypothesis (Ha)

Alternative hypothesis (H1), the subjects who were taught by using four corners strategy improved students' achievement in analytical exposition significantly than those who were taught without four corners strategy.

E. Significance of the Research

By conducting this study the researcher hopes this study will be useful for readers especially:

For teachers, the result of this research is expected to give contribution to teach writing. The teacher can use this one as reference in teaching writing. Beside that, the teacher can motivate students to increase their ability in writing through four corners strategy.

As a result, for the students, the researcher hopes that four corners can be used as good strategy in motivating them to be more active in writing class. Moreover, by using that strategy hopefully the students will be able to increase their writing ability and more attractive in learning English without under pressure feeling.

Finally, for the researcher, they can use the result of this study as reference to conduct a further research that is related to four corners strategy.

F. Scope and Limitation of the Research

The researcher limits the scope of this research in order to avoid misunderstanding about this research. The scope of this research is focused on the effectiveness of using four corners strategy in teaching writing. Then, the

material that will be taught to students is about analytical expository text. The materials are taken from instructional books and other relevant sources.

G. Definition of Key Terms

In order to avoid the ambiguity and misunderstanding of the term used, the researcher gives the definition of the term as follows:

1. Four Corners Teaching Strategy

Four corners strategy is an approach that asks students to make a decision about a problem or question. Each of the four corners of the classroom is labeled with different response (strongly agree, agree, disagree, strongly disagree). Students move to the corner that best aligns with their thinking. They share their ideas with others in their corner and then come to consensus. One member of each group shares the result of discussion with the whole class.

2. Senior High School

Based on standard competence and basic competence of K13 (school based curriculum) for Senior High School, especially for speaking skill, there are some aspects such as; reveal meaning in transactional and interpersonal in oral function text and simple short monolog in the form of descriptive, narrative, recount, procedure, report, news item, exposes, explanation, discussion, commentary and review.

3. Writing Skill

Writing skills are essential for effective communication. Writing like listening involves a writer (producer) and a reader (receiver). Writing involves interaction between the writer (encoder) and the reader (decoder). Communicative writing means the use of orthography in order to construct grammatically correct sentences which communicate a meaning to the reader.