

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of Study**

Language is part of communication in this life. All human in this world have different type of language to communicate in their societies. They use it for dealing transaction, transferring information, and sharing experience. In this globalization era, English is an international language which is used by most countries in the world. People who have capability in practicing English accurately and having the courage to speak it fluently definitely get a lot of advantages in their futures. Another fact of importance of English is that many occupations in some countries require people who have a good English competence.

In Indonesia, English becomes foreign language. This condition happens because there are many Indonesian still use their mother tongue as first language in their daily conversation and Indonesia language itself becomes a second language. From this matter, Indonesian people have to learn English harder and neater in mastering English.

As foreign language, the government has determined to teach English in schools begin from elementary school, junior high school, senior high school until the university level. In recent years, some students at kindergarten and early primary level have taught English lesson for the first time but commonly, some of student in Indonesia will start when they are eight or nine years old. It means that

English lesson is taught to the students since they stay in elementary school for the second or third grade.

According to Cahyono (2013: xiv) basically, learners of English as a foreign language (EFL learners) have to learn four skills: listening, speaking, reading, and writing. Listening and reading are as receptive skills while writing and speaking are as productive skills. These are four basics which should be mastered by the students in English language learning process.

Writing is one of the communicative activities to students. In many cases, attention to writing is very limited. Maybe this skill should be the forgotten skill since less time appears to be spent on this lesson type than any other, except in exam or literacy classes. Writing is much more important because they will be tested in some ways. (Riddell, 2003: 130).

Moreover, writing is very important for students preparing for an exam in every grade of study. This skill helps students to increase the language acquisition, develop critical thinking, and also express English freely as they use their mother tongue. Teacher should to provide different method, give clear instruction and establish interest to improve students' writing skill.

Commonly, teacher just gives a sheet of paper and asks them to write down some paragraphs. Teacher seldom gives clear instruction and correction. Some students get less knowing about their weaknesses and errors in writing. This condition definitely makes them scare to write. They think writing is an uninteresting activity.

Considering the researcher's observation at the second grade students of SMK Muhammadiyah 1 Ponorogo as the subject of research, the researcher found some problems in teaching English lesson especially in writing process. The teacher still teaches by using old method to her/his students in teaching writing. Besides, students of SMK Muhammadiyah 1 Ponorogo have no more interesting in English lesson because it is not their main lesson. Studying in SMK has a few different systems from other school degree. Their main lesson is based on their types of department.

Here, teacher of SMK Muhammadiyah 1 Ponorogo needs more treatment in teaching writing. The problem of the teacher seems to be how to approach it and what is the best way to teach it. Usually for writing process, teacher gives an explanation before students do the assignment. Teacher does not correct and explain to all students in front of class, so they do not understand about their mistakes during writing. Students' understanding about vocabulary is less, so they sometimes get difficulties to write. They just write the word from dictionary without understand about their concept of writing. Students also have weakness in grammatical and spelling. This condition actually makes students bored because teacher just talking in front of class and teacher does not know what the students need and interested in.

Based on the description above, the writer decides that it is necessary to conduct classroom action research at this school to make the students interested in English and improve their skill especially in writing. So the possible way is by creating a different method which is effective, easy, and interesting for students.

Therefore teacher may use four square method to teach writing in her/his English class. This method is a way to learn writing for any grades. Four square method can be used for all types of writing. It will help students to write with confidence so, they will never feel under pressure when learning writing.

Four square method is applicable across grade levels and curriculum areas. It can be applied for the narrative, descriptive, expository and persuasive forms of writing. (Gould, S. et. al, 1999: iv). It shows that this method can be used in teaching writing for students in SMK Muhammadiyah 1 Ponorogo. Moreover, teaching writing through the use of four square method empowers students to write with confidence. Gould, S. et. al, (1999: 10) states, Certainly the students needn't worry about developing a thesis at this point, but the foundations have been built.

Jutania et. al, (2013: 2) states four square method is a simple graphic organizer to guide students to organize their thoughts or plans before they write a complete paragraph that consists of main idea, supporting details, and conclusion. From this statement determines that four square method brings much advantages to solve students' problem in writing process. It is easy way to meet the students' needs. The graphic organizer takes students through the steps of writing process. Students will be motivated to write because they can understand about their own.

## **1.2 Statement of the Problem**

Based on the background of the study, the statement of the problem of the researcher is “How can four square method improve students’ writing skill at the second grade of SMK 1 Muhammadiyah Ponorogo in academic year 2014/2015?”

## **1.3 The Purpose of study**

According to the statement of the problem, the purpose of the study is to know the improvement students’ writing skill by using four square method at the second grade of SMK Muhammadiyah 1 Ponorogo in academic year 2014/2015.

## **1.4 The Importance of Study**

The writer hopes this study will give some contributions to:

### **1. Students**

The students should be aware about the importance of writing in their studies. They must more confidence in making some writing tasks. Writing is not difficult if they try to comprehend properly.

### **2. English teacher**

This study can be implemented for the teachers as the way to make writing as communicative skill and attractive process when their students find difficulties in writing process.

### 3. Writer

The result of the study will be used as valuable experiment in teaching learning process of English especially in the Speaking achievement.

#### 1.5 Scope and Limitation of the Study

The scope of this study is for the second grade students of SMK Muhammadiyah 1 Ponorogo in academic year 2014/2015.

This study is limited on the students' writing skill by using four square method. There are methods which may be used in teaching writing, but the writer chooses this strategy because of on the writer's opinion it has positive advantages to stimulate and motivate students to master the writing skill.

#### 1.6 Definition of Key Terms

*Writing* : one of productive skills that much more important because it will tested in some ways. This skill required structure, layout, linking expression, paragraphing, organizing, vocabulary, language of comparison, and contrast. (Riddell, 2003: 133).

*Four square method* : Four square method is applicable across grade levels and curriculum areas. It can be applied for the narrative, descriptive,

expository and persuasive forms of writing. (Gould, S. et. al, 1999: iv).