

## CHAPTER II

### LITERATUR REVIEW

This chapter describes the theoretical review, previous studies related to this research, and the theoretical framework that led the researcher to decide to conduct research related to students' writing skills.

#### A. Theoretical Review

The theoretical review will explain the teaching and learning English as a foreign language, writing skills, descriptive text, and the four square writing method. Everything will be described below.

##### 1. Teaching and Learning English as a Foreign Language

According to A.H.Sequiera (2018) states that learning is a process that provides changes in several ways, including changes to learn and develop new skills, understand scientific laws and improve attitudes. someone learns because of curiosity, wanting to develop what he has or master something new. Besides that, the development of the times is one of the strong influences on someone learning something. Currently, many people learn languages because almost all sources of information and jobs require workers who have mastery of foreign languages. This shows that the development of the times and technology requires a person to learn. The purpose of learning is to gain new knowledge or develop existing abilities. By learning someone is expected to be able to have an increase from before. In language learning, a person is also expected to master and be able to apply the language he learns.

Learning a foreign language means learning a language from a native speaker or someone who has knowledge related to the language to be learned by someone who does not know the language (Dian Respati Pranawengtyas, Ferry Rita, and Mawardin M. Said., 2016: 123). This explains that when someone who wants to learn and master a foreign language does the learning through native speakers or with tutors who understand that language. As technology develops, there are now many applications available that make it easier for someone to learn a foreign language, there are even online courses available that make it easier for beginners to master a foreign language. But some people find it easier and more comfortable when doing direct learning or direct practice through face to face. However, learning a foreign language is not an easy thing, of course, it requires quite a long process.

Mahmoud Ali (2018: 57) states that learning a second or foreign language means that someone learns a language that is not normally used in everyday communication. So to learn it there are certainly some challenges and difficulties that will be encountered. This is also felt by some teachers and students. As a teacher of course teaching English as a foreign language has difficulties from several aspects (Mahmoud Ali, 2018: 58). One aspect that may be a challenge for teachers is the learning process carried out on students. Making students understand and understand the material well is not an easy thing for teachers to do, especially in language learning. Appropriate and creative teaching

methods are needed by teachers because language teaching is very different from teaching other subjects.

While some students who learn English can convey ideas both in writing and orally. However, not all students have this ability. So that communicative learning is needed in the process of teaching and learning English (M.K. Ota, N.N. Padmadewi, M.H. Santosa, 2018: 2). Students are trained to actively respond to the material provided, not in the form of words but in complete sentences (Mashadi Said, 2011: 166). Based on what the researchers found in the field, some students felt afraid when English lessons took place. They feel intimidated because they do not master aspects of learning English such as vocabulary and grammar. They also feel less confident about the four basic language learning skills (reading, listening, writing, and speaking). They feel afraid of making mistakes when they have to write sentences in English. So that building a pleasant and comfortable classroom atmosphere for learning is what the teacher must do for students. To awaken students' enthusiasm for learning, of course, the teacher must have many methods that can be used.

## **2. Writing Skills**

English skills are divided into two, namely productive skills and receptive skills. Writing is one of the productive skills in English. The following is an explanation related to the meaning of writing, the purpose of writing, and the obstacles/difficulties in writing.

### a. The Definition of Writing

Writing is an important skill for students and very important in their future life. So students need to practice it to be able to master how to write well. Writing is the ability to produce work through writing. By writing someone will be remembered for a long time. How to write well is that we know what we are going to write, arrange the right sentences, and choose the right words and the message in writing can be conveyed to the reader. Writing is a way of expressing the feelings, ideas, ideas, hopes, and thoughts of the author through writing (Nurul Alfitasari, 2017) (Ni Kadek Devy Rafika, 2018) (Ni Luh Putu Alike, 2016: 2). Writing can be in the form of a text, a sentence, or just a few words as an expression. Writing is one way for someone to express themselves. Someone can show the ability he has, one of them by writing. Besides that, someone who often writes will have new vocabulary learned as material for his writing. Writing is an activity that is not boring because writing always presents new things from what humans think. The results of an article can be in the form of stories, articles, papers, novels, or other ideas.

Writing is a complex ability because it requires a lot of skills, besides that writing can also support other English language skills (Vita Vita Ningrum, Ferry Rita, Hastini., 2013). Writing is a difficult skill to master for some people. Some people have problems that make it difficult to start writing. Obstacles commonly encountered include a

lack of vocabulary, difficulty in compiling coherent sentences, lack of understanding regarding the mechanics of writing, and difficulty in compiling ideas into a complete piece of writing. Becoming a writer does require patience and strong effort. In addition, writing skills also support other skills, such as reading. Someone who is going to do research or wants to produce writing ideas, of course, will indirectly read more journals, articles, or writings related to what they will write. Thus, their reading skills will gradually be honed. Writing and reading skills are like a package of abilities that will be interrelated.

**b. The Purpose of Writing**

Writing is an activity that aims to express ideas, feelings, hopes, and thoughts in writing by paying attention to the use of language (Sri Sari S. Togero, Sriati Usman, and Hastini., 2014: 1) (Vebryanti Amos, Abdul Waris, Wahyudin, 2018: 1) (Ni Luh Putu Alike, 2016: 2). Writing makes a person free to express himself in his writings. by writing, a person can express the ideas he has, express the feelings that are being felt into a story that can be enjoyed by many people and write the results of the thoughts into a piece of writing that will be useful for researchers or in future life. Besides that by mastering writing skills, a person can communicate in writing with other people using English (Sri Sari S. Togero, Sriati Usman, and Hastini., 2014: 1), Some people feel less confident when speaking English. The fear of mistakes in pronunciation or inappropriate

wording makes him prefer to listen rather than speak. Writing is an alternative that can be done by people who feel less confident in using English. They can express what they think or feel and can communicate with others through writing. Writing is also important in communication and social interaction, and writing is an expression (Ni Luh Putu Alike, 2016: 2).

Based on some of the opinions above, writing has many purposes. Apart from being an interest in the academic world, writing also provides benefits for life in the future. Thus, researcher can conclude several purposes of writing, namely:

- 1) Express ideas, thoughts, feelings, and hopes to others in writing.
- 2) As a means of written communication with others, and
- 3) As a medium of social interaction and delivery of information.

### **c. The Problems in Writing**

Vita Ningrum and friends in their research "Improving Writing Skills In Writing Recount Texts Through Diary Writing" In Class X Sma Alkhairaat Kalukubula stated that the difficulties students experience when learning writing skills are difficulties in developing ideas, not being able to use grammar properly, and less vocabulary. Some of these problems are crucial problems that are often found in some students.

Other studies have also revealed some of the difficulties students experience when learning to write, including a lack of understanding of the mechanics of writing and the grammar used. In using writing mechanics, most students ignore punctuation and capitalization. In using grammar, they are not skilled at making sentences in the simple past tense. This research was conducted by Sri Sari S. Togero, Sriati Usman, and, (2014: 1) in her research entitled "Increasing The Writing Skills Of Class Ix Students Through Peer Editing Techniques".

Research conducted by Ni Kadek Devy Rafika (2018) on grade 8 students of SMPN 19 Palu stated that some of the difficulties students experienced in writing were grammar, organization, vocabulary, and mechanics. This difficulty is experienced by students when they are about to start writing. They lack vocabulary, so it is difficult to express their ideas. They also find it difficult to organize their ideas into complete sentences. Besides that, they are also afraid of making mistakes when writing because they do not understand the correct mechanics and grammar. So they have difficulty starting or ending sentences.

This is in line with the results of research conducted by Tarnizi et al (2018) on class VIII students of SMPN 14 Palu which stated that students had difficulty developing ideas, grammatical

errors, lack of vocabulary, and word choice. A lack of writing skills is an indication of weakness in students.

Based on some of the research that has been done, the researcher made a comparison with the problems in the writing ability of grade 10 students in Accounting 4 at SMK Negeri 2 Pacitan. Most of them had difficulty in compiling the ideas they had in mind into a coherent sentence, they also experienced difficulties regarding the correct writing mechanism between what had to be written first and what was written afterward.

Based on several reasons put forward by previous researchers and based on observations made by researchers. Then the researcher can conclude some of the difficulties that students often encounter in writing, among others:

- 1) Difficulty in expressing ideas.
- 2) Lack of mastery of vocabulary.
- 3) Low understanding of the mechanics of writing and using Japanese grammar.
- 4) Difficulty in choosing words.

#### **d. The types of writing**

Kane indicate that the various effects a writer may wish to have on his or her readers to inform, to persuade, to entertain result in different kinds of prose. The most common is prose that informs, which,



depending on what it is about, is called exposition, description, or narration.

### 1) Exposition

Exposition explains how things work an internal combustion engine. Ideas a theory of economics. Facts of everyday life how many people get divorced. History why Custer attacked at the Little Big Horn. Controversial issues laden with feelings abortion, politics, religion. But whatever its subject, exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, positive/ negative, general/particular, assertion/denial. Its movement is signaled by connectives like therefore, however, and so, besides, but, not only, more important, in fact, for example.

### 2) Description

Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.

### 3) Narration

Narration is a series of related events a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance.

#### 4) Persuasion

Persuasion seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof. Another form of persuasion is satire, which ridicules folly or evil, sometimes subtly, sometimes crudely and coarsely. Finally, persuasion may be in the form of eloquence, appealing to ideals and noble sentiments.

Based on the types of writing above, the researcher will focus on the point 2 namely, descriptive writing.

### 3. Descriptive Text

Descriptive text is a type of text that describes the characteristics of certain things that are used to entertain readers. The descriptive text describes a person, place, or object (Nurul Alfitasari, 2017) (Moh. Maghfur, 2019). Descriptive text is a text that describes a condition, shape, or form of the thing being described. Description text is one of the texts in which someone describes something or describes something to other people. Description text contains descriptions related to an object,

place, or person with the aim that the reader understands detailed information related to the thing described.

The general structure of the descriptive text is identification, description, and conclusion. That is, in writing descriptive text, students must write down as many characteristics as possible (Nurul Alfitasari, 2017) (Moh. Maghfur, 2019). Identification contains an overview of the object to be described. In this section, the author only presents an outline of the information that is likely most people can find out right away. Examples are the location of a place, the shape of an item, and so on. The description section contains a detailed explanation of the object being discussed. In this section, the characteristics of an object are explained clearly, so that the reader can find out complete information about the object. In this section, readers will find information that they may not yet know. Because in this description section, the author will present detailed information, so that information related to the object will be explained thoroughly.

The closing section contains additional or complementary information and can contain impressions related to the object described. This part may be included in the text or not. The closing section can present information regarding the differences or characteristics of the object being described with other objects around it. The purpose of descriptive text is to show readers about the description or characteristics of an object, place, item, etc. (Zainab, et al., 2016).

#### **4. Four Square Writing Method**

As a teacher, it is important to have various methods of conveying learning, with the aim that students do not feel bored. Likewise in teaching writing, the four-square writing method is one method that can be used. an explanation of the meaning, advantages, and disadvantages of the four square writing method will be explained in the explanation below.

##### **a. Definitions of the Four Square Writing Method**

The four-square writing method was first developed by Judith S. Gould and Evan Jay Gould. This method was first created in 1999 and aimed at elementary school students but has also been used in middle school classes.

According to Gould and Gould (2002:4) in Nia Fatma Kurniawan (2013:4), FSWM is a method for improving basic writing skills that can be applied at several grade levels and across curricula. The use of this method can be found in several studies that use young learners as research subjects. So that this method is flexible and effective that it can be practiced at several school levels. The four-square writing method can make it easier for students to arrange the purpose of writing the type of text, namely the generic structure and linguistic elements used. Apart from that, it also helps students in making paragraph unity and developing it into a text (Felci Triana Sauhan, 2020: 236).

The four-square writing method improves writing skills by creating four towns with one square in the middle. Using this method through several stages, namely: first, write the topics to be discussed in one box in the middle; then write down the main idea in four boxes sequentially (in order of the box number); the final step is to develop sentences into paragraphs that are more detailed on the sheet provided.

**b. The step of four square writing method**

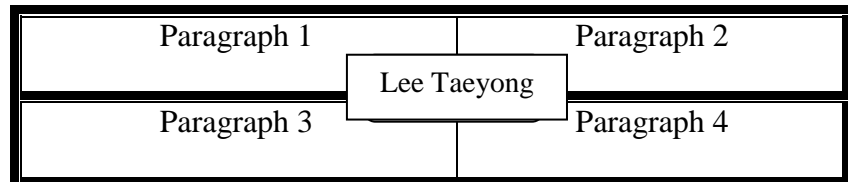
The steps adopted by Gould (1999) in Siti Khasanah (2019) were re-adapted for this study. There-adaptation is itemized below:

- 1) The teachers give the topic to the student.
- 2) The teachers ask students to select the topic that has been given.
- 3) The teacher ask students to draw four square at a paper before write atext.
- 4) The teacher ask students to write the topic of writing at the centre offour square.
- 5) The teacher ask students to write the idea and supporting sentences atthe first square until the third square.
- 6) The teacher ask students to make a summary from the first square untilthe third square at the last square.

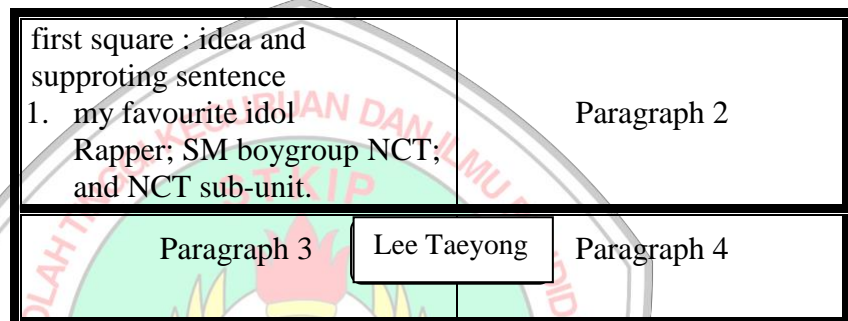
**c. Four Square Writing Method Towards Descriptive Text Writing**

There are several way how to write descriptive text about people using four square writing method.

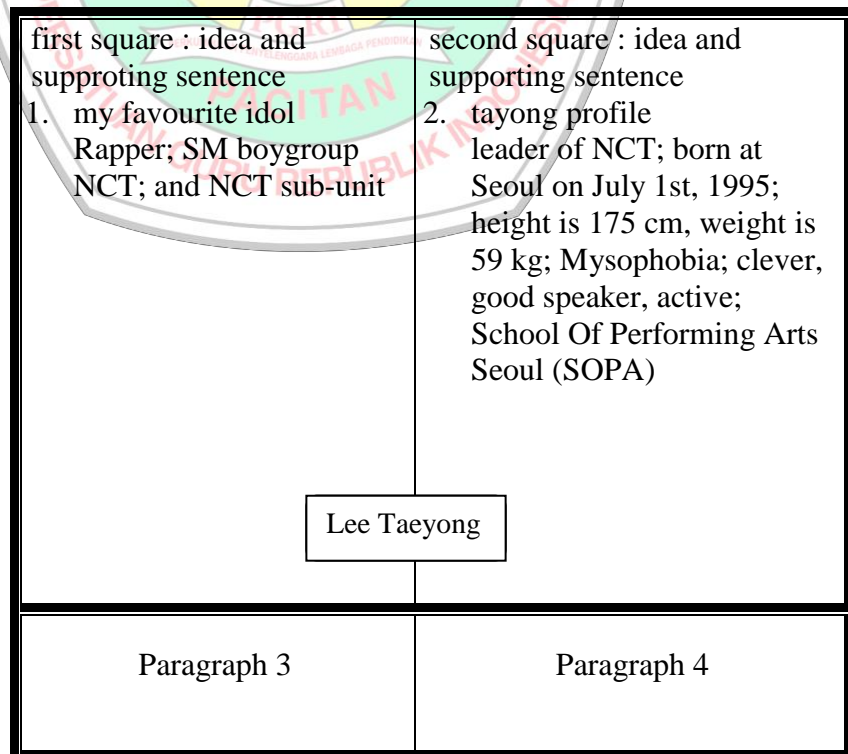
- 1) First, students draw the four square at the paper with the topic in the centre



- 2) Second, students write the idea and supporting sentences at the first square.



- 3) Third, students write the idea and supporting sentences at the second square.



4) Fourth, students write the idea and supporting sentences at the third square.

<p>first square : idea and supporting sentence</p> <p>1. my favourite idol Rapper; SM boygroup NCT; and NCT sub-unit.</p>	<p>second square : idea and supporting sentence</p> <p>2. tayong profile leader of NCT; born at Seoul on July 1st, 1995; height is 175 cm, weight is 59 kg; Mysophobia; clever, good speaker, active; School Of Performing Arts Seoul (SOPA)</p>
<p>third square : idea and supporting sentence</p> <p>3. taeyong personality amazing rapper; many talent (rapping, singing and dancing); handsome; arrogant, cool, charismatic; shy and difficult to express his feelings</p>	<p>Lee Taeyong</p> <p>Paragraph 4</p>

After writing down the points in each paragraph, organize these points into complete sentences and coherent paragraphs. Pay attention to the use of the correct linguistic elements of descriptive text and the mechanism of writing. After paragraphs 1-3 have been formed, the following paragraph contains conclusions based on the contents of paragraphs 1-3. Writing conclusions does not mean copying what is contained in the previous paragraph, but rather making new sentences that contain

the points in the previous paragraph. The purpose of writing this summary is for students to understand the contents of the text they write and can improve their ability to master the contents of the text.

- 5) Fifth, students make summary from the first square until the third square at the last square namely fourth square.

<p>first square : idea and supporting sentence</p> <p>4. my favourite idol Rapper; SM boygroup NCT; and NCT sub-unit.</p>	<p>second square : idea and supporting sentence</p> <p>5. taeyong profile leader of NCT; born at Seoul on July 1st, 1995; height is 175 cm, weight is 59 kg; Mysophobia; clever, good speaker, active; School Of Performing Arts Seoul (SOPA)</p>
<p>Lee Taeyong</p>	
<p>third square : idea and supporting sentence</p> <p>6. taeyong personality amazing rapper; many talent (rapping, singing and dancing); handsome; arrogant, cool, charismatic; shy and difficult to express his feelings</p>	<p>summary</p> <p>firstly, taeyong is my favourite idol. he is a rapper form SM entertainment boygroup, from NCT. secondly, he is a leader of NCT boygroup. he was born at Seoul on July 1st, 1995. His height is 175 cm and his weight is 59 kg. he has a mtsophobia. he is a clever boy, good speaker and active. thirdly, taeyong is an amazing rapper. he has many talent, there are rapping, singing and dancing. he looks so handsome. on the stage he looks arrogant, cool and charismatics. but, in real life he is very shy and difficult to express his feeling.</p>



#### **d. The Advantages of the Four Square Writing Method**

As a method of teaching writing skills, the four square writing method has advantages that can improve students' writing skills. based on the observations of several previous researchers, several advantages were found from using the four-square writing method, including

- 1) Four square helps students to organize thought or plan before writing. It means students organize or grouping their idea at the square before they write a text. So it make them easier in writing a text.
- 2) This technique will help the students organize and brainstorm in a hurry.
- 3) Four squares can allow the students to have time and attention in giving detail of writing.
- 4) Four squares can be implemented for high-grade levels.
- 5) This technique is fun, it is a creative process and a natural way to organize the students' thoughts, and it prevents the student from including irrelevant content.
- 6) The direction for writing in the four-square technique is made as clear as possible so that the students will be not confused.
- 7) Four square can be applied to expository, narrative, persuasive and descriptive form of writing.

8) Four square can be modified based on students' needs. It means four square can be modified based on the students' need. For example students can put the picture at the centre of the four square as the topic.

#### e. **The Disadvantages of the Four Square Writing Method**

The four-square writing method does not only have advantages that can support students' writing skills but also has disadvantages. Some of the deficiencies found in the use of this method are:

- a. Students spend more time preparing the four boxes, so the process will take a lot of time.
- b. For some students, this method may be tricky because they have to put ideas in four boxes

Based on two comparisons between the advantages and disadvantages of the four-square writing method, it can be seen that this method has many advantages compared to disadvantages. So the researcher chose this method to improve students' writing skills in descriptive text.

#### **B. Previous Studies**

To provide evidence of research originality, this study presents previous research as follows:

The first research was conducted by Arifin Wahyu Setyo Nugroho, Gunarso Susilohadi, A. Handoko Putjobroto (2012) with the title "Use Of The Four Square Writing Method To Improve Student's Writing Skills (An Action Research Class VII SMP Negeri 1 Banjarejo Academic Year 2011/2012)" research This study analyzes the use of the four-square writing method to improve students' writing skills and students' learning motivation in class. The subjects of this study were 24 class VIIB students of SMP Negeri 1 Banjarejo. This research focuses on 5 aspects of writing ability, including the content of the text, organization of the idea, vocabulary mastery, language use, and mechanics. The similarity of this study lies in the research method that uses classroom action research and data collection techniques using descriptive qualitative.

The second is research conducted by Denni Redha Rahman (2016) entitled "Application of the Four Square Writing Method in Student Achievement". This research is a pre-experimental study with one group pretest and post-test design with the subjects of this study being 282 college students in the fifth semester of English major at the Faculty of Tarbiyah and Teaching (FTK) UIN Ar-Raniry Banda Aceh. The method of this research is quantitative-inferential research with the sample data collection using a random sampling technique. This research is focused on essay research. The similarity of this research is data collection using a questionnaire, pre-test, and post-test.

The third research was conducted by Dita Deviana Cahyati (2016) entitled "Use of the Four Square Writing Method in Teaching Writing to Class X Students of SMA N 2 Bae Kudus Academic Year 2015/2016" This study aims to describe the use of the Four Square Writing Method in teaching writing to students class X SMA N 2 Bae Kudus academic year 2015/2016. The research design is experimental research. This study uses the quantitative-inferential method and analyzes the data using inferential statistics and the authors calculate the Mean and Standard Deviation to present a description of the pre-test and post-test results.

The fourth is research conducted by Dewi Dharma Hardi (2019) with the title "Use of the Four Square Writing Method in Improving Students' Writing Ability Through Narrative Writing at SD Negeri Medan Mulia" this study aims to analyze students' writing abilities after using the four-square writing method and to identify any aspects of authorship that can be improved through the use of this method. The subjects of this study were thirty-nine grade five students in Medan Mulia Elementary School. This study focused on writing narrative texts. The similarity of this study is that both use descriptive qualitative as a research method.

The fifth is research conducted by Felcy Tria Sauhana (2021) with the title "The Effect of Using the Four-Square Writing Method On Students' Writing And Vocabulary Mastery At SMK Nurul Falah Pekanbaru" This study aims to determine the categories of students' writing abilities, to determine the mastery categories students' vocabulary, to find out whether the

use of the Four-Square Writing method can have a significant effect on students' writing abilities in descriptive texts and to find out to what extent the use of the Four-Square Writing method has a significant influence on students' vocabulary mastery. This research is experimental, using a quasi-experimental research method with a sample data collection technique using cluster sampling. The subject of this research is class X Accounting 1, which consists of 29 students as the experimental class, and X Hospitality Accommodation, which consists of 29 students as the control class. The similarities of this research include the object of research using descriptive text and research methods using descriptive qualitative.

Based on the several studies above, there are some differences between this study and the previous studies mentioned above. Some of the differences include:

1. In the first study, the subject of the study was aimed at class VIIB students of SMP Negeri 1 Banjarejo, where the target of this research was young learners. While the subjects of the research being conducted were students of class X accounting 4 at SMKN 2 Pacitan.
2. In the second study, the aim was to determine the effect of the four-square writing method on improving student achievement and writing skills and to determine students' perceptions of this method. The object of the research is focused on improving the ability to write essay texts. This type of research is experimental research with the subject of all college students in the fifth semester of English major of Faculty of Tarbiyah and

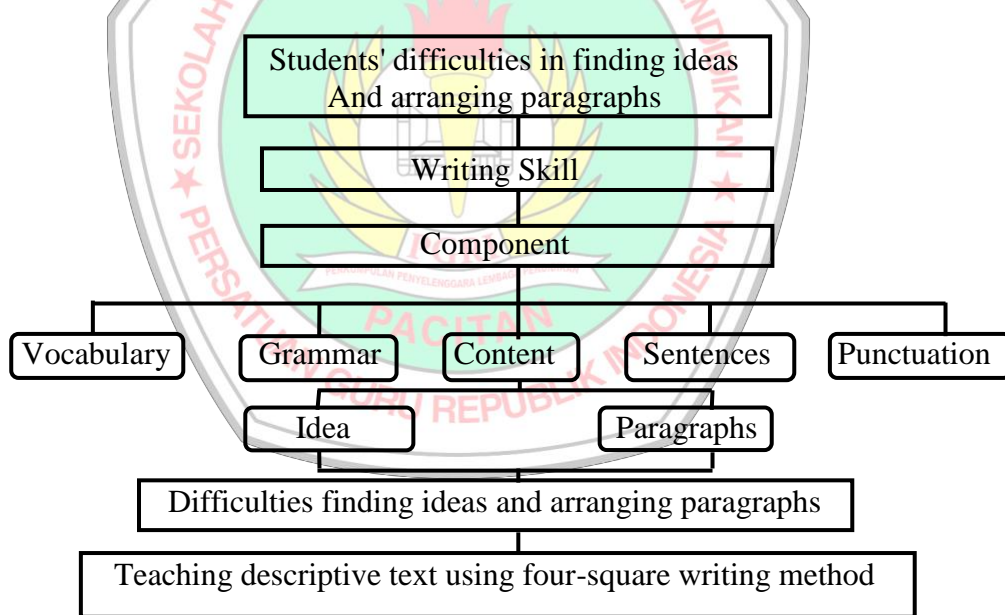
Teacher Training (FTK) UIN Ar-Raniry Banda Aceh. The method used in this research is quantitative-inferential research. while the current research aims to improve students' writing skills and students' motivation in a class by using the four-square writing method. The subjects of this study were students of class 10 accounting 4 at SMKN 2 Pacitan. The object of this study is a descriptive text which is focused on a description of a person. This research is a classroom action research and the research method used is descriptive qualitative.

3. The third research is experimental research using quantitative-inferential research methods. The subjects of this study were students of class X SMA N 2 Bae Kudus. While the research being conducted is a class action research using descriptive qualitative research methods. The subjects of this study were students of class 10 accounting 4 at SMKN 2 Pacitan.
4. Research number four focuses of this research are to improve students' ability to write narrative texts. Besides that, the subjects of this study were grade five students at Medan Mulia Elementary School. With the intention that the subject of this research is young learners. While the research being conducted is to improve the ability to write a descriptive text about someone. so this research has the subject of class 10 accounting 4 SMKN 2 Pacitan.
5. In research number five, in addition to improving students' writing skills, this study aims to determine the level of vocabulary mastery in students.

This research is experimental research using quasi-experimental research methods. This study also used 2 classes as subjects in the study, one class as the experimental class and the other class as the control class. While the research being conducted is classroom action research using descriptive qualitative research methods. This study uses only one class as the subject of research, namely class X Accounting 4.

Based on some of the reasons above, the research being carried out is the original results of the researcher, this research is the result of observations that have been carried out by researchers in the field.

### C. Theoretical framework



Writing has several components that students need to know. Some components of writing that students must know include vocabulary, grammar, content, sentences, and punctuation. In writing a text, of course, the five elements must be in it. From some of these components, some students have difficulty in making the contents of a writing. The contents of an article in the

form of ideas and formed into a paragraph that is intact and coherent. To find ideas and organize them into complete paragraphs is certainly not an easy thing for some students. Based on this, it is necessary to use the right method that can help student's difficulties. With this research, the researcher hopes that the four-square writing method can be a solution to the problem of students' writing abilities and can be used as one of the methods used to improve students' writing abilities when teaching in class.

