CHAPTER I

INTRODUCTION

This chapter covers the background the study, problem of the study, objective of the study, hypothesis, limitation of study, assumption of study, significant of study, definition of key terms and the last part is frame work discussion.

A. Background of the Study

The globalization era has caused no distance between countries in this world; people decide an international language to overcome the communication problems when people different countries with different languages meet in some occasions. Today, the first international language is English.

Language which is a means of human communication consists of words that have structure which is used together by a particular community or country in conventional way. As the system of communication, it is used to express thought by one person to another person. Gonzalez said that, "Language are more than skills; they are the medium through which communities of people engage with, make sense of and shape the world."[1] Language is also particular way or style of speaking or writing signs, symbol, gestures etc. used for indicating ideas or feeling.

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[1] Alison Philips and Mike Gonzalez, *Modern Language- Learning and Teaching in an Intercultural Field,* London: Sage Publications, 2004, p. 2

Language helps us to understand ourselves and the world around us. Zaenuri says that "Language helps you to understand yourself and the world around you. "[2] Without language, people will be easy getting confused with another. Therefore, language is the most important for human live.

English as an international language is the most important one in the world. It is used many aspect of life such us technology, science, art, culture, and educations. That is why many people in the world where English is not a native language needs to learn of this language. In learning English there are language skills to be acquired, they consist of listening, speaking, reading and writing and also there are language components they are Grammar, Pronunciation, Spelling and Vocabulary.

Writing is one of important skills because two students' skill can be measured by it. They are grammar and vocabularies. It will be good, if they master them. Beside that, they must have some ideas in their mind to explore that shown in their writing. Writing is a highest level for the students in learning English because it is difficult skill.

According to Byrne why writing is commonly a difficult activity for most people, both in mother tongue and in foreign language. It can be seen by problems which are caused by writing under three headings – psychological, linguistics and cognitive – although these inevitably overlap to some extent.1.)

[2] A.M Zaenuri, *English Vocabulary I, Revised Edition* ,Jakarta : unpublished, 2001, p. 9

Psychological problems. Writing, on the other hand, is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. 2.) Linguistics problems. In writing, the writers have to compensate for the absence of these features. The writers have to keep the channel of communication open through our own efforts and to ensure, both through our choice of sentence. Structure and by the way our sentences are linked together and sequenced, that the text that produced can be interpreted on its own. 3.) Cognitive problems. Writing, on the other hand, is learnt through a process of instruction. The writers have to master the written form of the languages and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. The writers also have to learn how to organize their ideas in such a way that they can be understand by a reader who is not present and perhaps by a reader who is not known to us.[3] In addition, writing is not only master grammar and vocabularies, but also part of classes and kinds of text.

This is in line of the writer's experience when I took teaching practice 2 at SMP Muhammadiyah Palangka Raya, writer found the students have many problems in writing. The problem comes from the teacher and students such as

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[3] Donn Byrne, *Teaching Writing skiils*, England: Longman, 1984, p. 3-5.

lack technique in learning process and students lack vocabulary and their paragraph incoherence.

In this study, the writer wants to promote another solution that is Four-Square Technique. Four Square Technique (1) can help students make their paragraph coherence and good, (2) Write use Four Square Technique help students to focus on their writing because write use four square technique step by step by using a graphic organizer consisting four outside squares.(3) Four-Square Technique is a Technique to help students organize their idea by filling their ideas into Four-Square shape with some clues to form their writing. (4). Gould describes that Four-Square Technique is the way to helps the students interested and motivated in easy organization in every square they have.[4]

The writer takes descriptive paragraph in this study because, Four Square Technique it can be applied for the narrative, descriptive, expository and persuasive forms of writing. Then Descriptive is taught in first semester.

In this study, the writer will focus on the technique of writing skill that might be useful to increase the student achievement in writing skill. According to the statement above, the writer is interested in conducting the research entitled:

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[4]Nurul Mahfudhotin. *The Implementation of Four-Square Writing Technique in Teaching Writing Narrative Writing of Short Story to Tenth Grader of Senior High School,*(online), URL: http://ejournal.unesa.ac.id/index.php/tag/7798/four-square-writing-technique, Retrieved on April 11, 2016.

the effect of four square technique towards coherence development of descriptive paragraph at SMP Muhammadiyah palangka raya.

B. **Research Problem**

According to the background of study above, the writer formulate the problems:

Is there any significant effect of four square technique towards coherence development of descriptive paragraph at SMP Muhammadiyah Palangka Raya?

C. **Objective of Study**

The objective of this study is to find out whether there is any significant effect or not of four square technique towards coherence development of descriptive paragraph at SMP Muhammadiyah Palangka Raya.

D. **Hypothesis**

Based on the problem and objective of the study, there are two forms of hypothesis in this study; they are null Hypothesis (Ho) and Alternative hypothesis (Ha) as follows:

Ho: there is no significant effect of four square technique towards coherence development of descriptive paragraph at SMP Muhammadiyah Palangka Raya.

Ha: there is significant effect of four square technique towards coherence development of descriptive paragraph at SMP Muhammadiyah Palangka Raya.

E. Limitation of the Study

The writer limits the study is an experimental study. The research in discussing the effect of four square technique towards coherence development of descriptive paragraph at SMP Muhammadiyah Palangka Raya.

The subject of study is students of the SMP Muhamaddiyah Palangka Raya. The writer determines two classes into two groups. They are class VIII-1 which consists of 23 students as experimental group and class VIII-2 which consist of 22 students as control group.

F. Assumption of the Study

Assumption of the study is that the four square technique can increase coherence development of descriptive paragraph at SMP Muhammadiyah Palangka Raya.

G. Significance of Study

In this study, there are some expectations. In this term, the teacher of English will understand that there is new Technique in teaching writing that can four square improve students' writing at SMP Muhammadiyah Palangka Raya and the students will be motivated and enthusiastic in learning English especially in teaching writing using four square technique. The writer will be a source of material in connecting the similar studies and it can enrich and expand the knowledge especially about the teaching writing using four square technique.

H. Definition of Key Terms

1. Effect

   An effect is a difference or among population means.[5] In this study the four square is say to have effect on students' writing score. In the present study, the differences between two compositions are the result of learning narrative text using four square technique and learning narrative without four square technique.

2. Four Square Technique

   According Gould Four Square Technique a rectangle drawn, width exceeding height, and divided into four smaller rectangles of equal size.[6]

3. Descriptive

   According to Zemach and Rumisek it is stated that descriptive paragraph explains how someone or something looks or feels and a process to explain how something is done.[7]

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[5] Norhayati, "*The Effectiveness of Using Moving Pictures to Vocabulary Mastery at the Sixth Grade Students of MIN Islamiyah Palangka Raya*'" Unpublished Thesis, Palangka Raya: STAIN Palangka Raya, 2013, p. 12.

[6] Ganiyu Tijani and Mandy Ogbaje, Using Four Square Technique of Writing to Solve Problems of Paragraph Fragmentation: A Nigeria- Ghana Experiment, *International Journal of Computer Applications (0975-8887)*, Vol 65 (18), 2013, P. 2.

[7] I Gede Putu Prastihana, *Improving Descriptive Paragraph Writing Through Animation Pictures Of The Eighth Grade Students In SMPN 3 Amlapura,* Published Thesis, Denpasar: Denpasar University, 2014, p. 8,(online), URL: http://unmas-library.ac.id , Retrieved on May 01, 2016.

I. Frame of the Discussion

Chapter I : This chapter covers the background the study, problem of the study, objective of the study, hypothesis, limitation of study, assumption of study, significant of study, definition of key terms and the last part is frame work discussion.

Chapter II : Review of related literature consists of the previous of the study, Writing, Teaching Writing, Kinds of Writing, Technique of Writing, Characteristics of Good Writing, Writing Genre, Writing Process, Writing Assessment, The Characteristics of Writing Test, The Nature of Descriptive, Four Square Technique, Experiment Study, T-test and Scoring Method

Chapter III : Research method which covers research type, research design, place of the study, variable of study, population and sample of the study, Research Instrument, Research Instrument Reliability, Data Collection Procedures, and Data Analysis.

Chapter IV : Description of the data, test of normality and homogeneity, result of data analyses and discussion.

Chapter V : Closing which covers Conclusion and Suggestions.