IMPROVING STUDENTS’ WRITING SKILL USING FOUR SQUARE WRITING METHOD

(A Collaborative Action Research at the Eighth Grade Students of SMP Negeri 19 Surakarta in 2009/2010)

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THESIS
Submitted to Teacher Training and Education Faculty of Sebelas Maret University as Partial fulfillment of requirement for the Undergraduate Degree of Education

ENGLISH DEPARTMENT
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ABSTRACT


This thesis is written to (1) describe whether or not and to what extent Four Square Writing Method can improve students’ writing skill; and (2) identify what happens when Four Square Writing Method is implemented in the writing classes.

The method used in this research was a collaborative action research at the Junior High School English Teacher (Teacher M), the researcher, and the researcher’s partner. The research was conducted in two cycles from February 4th until March 10th 2010 at the eighth grade of SMP Negeri 19 Surakarta. The research data were collected by using techniques of observation, interview, diary, document, and test (pre-test and post-test). The data were analyzed through constant comparative method and descriptive statistics.

The research findings show that Four Square Writing Method could improve: (1) students’ writing skill of recount text (2) classroom situation. Related to the improvement of (1), it includes: (a) The students had fewer difficulties in exploring ideas to write (b) They also made fewer mistakes in constructing new sentences using simple past tense (c) Their word choice got richer after the research (d) They were able to differentiate the generic structure of recount text and use the appropriate word transition (e) They were able to use the appropriate word order in their sentences. Concerning on the improvement of (2), it comprises: (a) The students seldom complained when they were asked to write (b) They were able to answer teacher’s questions and being active to ask questions to the teacher (c) They did not refuse to present their writings in front of the class (d) They spent shorter time and were able to finish the writing on time (e) They paid attention to the teacher, students did not look bored or make noise. Besides the two findings above, there were other findings as follows: (3) The students greeted the researcher outside the class (4) They asked the researcher to teach them longer.

I find that this research could improve students’ writing skill and situation of the classroom. I expect to continue doing a collaborative action research in my own classroom. I also hope that what I had done provides other teachers inspiration to conduct a collaborative action research in their classroom. It is expected that the teachers will not consider the students as something to be increased in quantity or score only but also in quality.
THE APPROVAL OF THE CONSULTANTS

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“In God, there is no sorrow or suffering or affliction. If you want to be
free of all affliction and suffering, hold fast to God, and turn wholly
to Him, and to no one else. Indeed, all your suffering comes from this:
that you do not turn toward God and no one else.”

-Al gazali-
This thesis is dedicated to:

- My beloved mother and father who always love and support me.
- My lovely sister Ika Nur Qosmiati who gave me the new experience in everything.
ACKNOWLEDGEMENT

Alhamdulillahirabbil’alamin. Praise and thank to God the Almighty for his blessing to me so that I can accomplish the writing of this thesis. In this occasion I would like to express my deepest gratitude and appreciation to the following:

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7. Evi Falenti as the partner for her helps.
8. My beloved family and friends who always support me.

I realize that this thesis is far from being perfect. However, I hope that this thesis can provide contribution to the improvement of teaching English.

Surakarta, June 2010
The writer

SFW
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<td>Four Square Writing Method</td>
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CHAPTER I

INTRODUCTION

This chapter presents about the background, problem statements, limitation, objectives, and the benefits of the Collaborative Action Research conducted in the eighth grade students of SMP Negeri 19 Surakarta in 2009/2010.

A. Background of the Study

The statement says that people cannot be separated from both spoken and written language is a truth. To apply for a job for example, someone has to write an application letter. To pass an entrance test of a school, a student sometimes is required to create a particular writing form. Moreover in working life, people there, is very close to the term of correspondence as one of written language kinds. These reasons emphasizing the statement of “written language is very important” become a strong background for teaching writing at school and university. That is why students need writing. Students need this lesson in order to be ready to face any challenges.

In line with learning first and second language, learning a foreign or new language has the same ways. There are four skills in learning a language. Writing is one of skills in learning a new language that is learnt by students beside listening, speaking, and reading. By learning writing, the students will be able to communicate well not only in spoken language but also in written language. Based on Standard of Content for students of 8th grade, they are learning some text types; descriptive,
narrative, and recount. In writing lesson, they are expected to be able to differentiate the types among the texts taught. They are also expected to be able to rearrange certain texts using their own words or create the new ones.

Based on the pre-research conducted in the eighth grade students of SMP Negeri 19 Surakarta, the researcher finds that the students in learning English have low writing skill. As stated by the teacher, the eighth grade students of SMP Negeri 19 Surakarta have mean score 64.71 for English in the first semester, while the minimum score is 63.0. It means that the mean score is just a little better than the minimum score.

Basically, the minimum score for each language skill should take the same portion. Therefore, the eighth grade students of SMP Negeri 19 Surakarta should have at least 63.0 as their minimum score for listening, speaking, reading and writing skill. It is very different from the fact taken from the result of pre-test conducted by the researcher on February 4th 2010. Based on the data, the eighth grade students of SMP Negeri 19 Surakarta get only 55.70 for the mean score for writing. It can be stated that they face a big problem in writing.

The students’ low writing skill is also indicated through the following indicators. From the competence of writing skill, the indicators are: the students often make mistakes in presenting ideas for their writing. They often find difficulties in exploring ideas to write. Many students find it difficult to think actively to find ideas to write. They say it is frightening to sit down before a blank sheet of paper and do not know what to write. As what has been said by an eighth grade student, “kadang
nggak tau mbak harus nulis apa, bingung. Kalau ada ide, susahnya itu pas harus nulis ide dalam bentuk kalimat.”, the researcher concludes that they feel it is frustrating to discover how challenge it is to transfer thoughts and feelings from their heads onto a sheet of paper.

Besides, the students also make many mistakes in structure. It is supported by the teacher who says, “Mereka itu mempunyai kesulitan terutama dalam grammar.” One of the students also says, “Saya itu bingung mbak membedakan verb dua dan verb tiga, nggak hafal.” From the statement, the researcher concludes that the eighth grade students of SMP Negeri 19 Surakarta have big problem in applying the appropriate tense for their texts. The data from the pre-test supports this statement. In writing, the students get only 11.05 as the mean score for language use aspect, whereas the maximum score is 25.0. It can be concluded that they have problem in sentence construction, tense, and word order.

The students’ word choice is the next indicator of the low writing skill. The limited word choice makes the students find difficulties in applying the appropriate words to express their ideas.

The last indicator is students lack of cohesiveness and coherence. It is related to their way of writing. Students do not have specific guidance of how to write systematically. They also have limited knowledge about words transition.

From the writing class, the indicators are: the students sometimes complain when they are asked to write. They tend to have low motivation in writing. The monotonous technique used by the teacher may cause this condition. Besides, they
give reasons in order to have another lesson instead of writing. As what has been said by an eighth grade student, “Miss, nggak usah nulis aja. Game atau nyanyi gitu.”

The next indicator is the students are not active or they even slept during the writing class. They cannot answer when teacher asks questions and they seldom ask questions to the teacher. Beside that, the students refuse to present their writings in front of the class. They seem not happy to read their writings in front of their friends. They also do not pay attention to the teacher; they look bored or make noise. When the teacher is explaining, the students tend to mind their own business.

The last is the students spend much more time when writing and prefer asking to have the writing assignment as their homework. When the students are asked to write a text, they need much more time than the time that has been allocated, even they give many reasons to have the writing assignment as their homework because they cannot finish it in the class.

There are many causes that make the indicators appear. The first cause is writing covers many aspects or components such as grammar, vocabulary, cohesiveness, and coherence that make it difficult to learn. Beside that, some students think that writing is a natural gift rather than a learned skill (Langan, 2001: 12). It becomes a sure way that wrecks their chances of learning how to write competently. The students with such an attitude think that they are the only ones for whom writing is very difficult. They feel that everyone else finds writing easy or at least tolerable. Some students say that they are not good in writing and English was not one of their good subjects. They imply that they do not have a writing talent like others. This
attitude makes the students try to avoid writing and when they write, they do not do their best. The students’ writing then fails chiefly because they think that they do not have natural talent needed to write.

Writing is not an automatic process. The students will not get something if they do nothing. For almost everyone, competent writing comes from plain hard work— from determination, sweat and head on battle (Langan, 2001: 13). Actually the students can have their own practices as much as they want, but the problem sometimes arises because they get no correction for their writings. The teachers have many works to do, so they cannot always check students’ work. This makes the students tend to make the incorrectness repeatedly.

There are many techniques and methods that can be used to help the students write easily and correctly. They can help the students in organizing the ideas and lessen their difficulty in writing activity. One of the methods is Four Square Writing method (FSWM). The researcher believes that FSWM is a good method in conducting writing activity. By conducting a classroom action research that implements FSWM, it is expected for the teacher to be able to improve the students’ writing skill. Wikipedia defines FSWM as a simplified graphic organizer for teaching writing in school (2009: 1). A graphic organizer is a visual framework for assisting students with formulating ideas in an organized manner prior to write texts. It means that by using FSWM, students will be able to explore ideas to write. The step by step approach can help the students in cohesiveness, coherence, and transition words. The graphic organizer used can help the students in word choice and word order since it is
an instructional tool of structuring information and also a visual representation of knowledge that is employed to focus writing, to provide detail and to enhance word choice.

FSWM is chosen because it has many advantages to apply in teaching writing for students in grade 1-12. It can be applied for the narrative, descriptive, expository and persuasive forms of writing. FSWM has clear steps to follow, so students will not be confused. It uses interesting feature, so the students will not be bored. The step by step approach used can make the students be accustomed to write systematically. By using FSWM, the students will easily brainstorm the ideas to write and explore the details. They will write systematically in organized way.

B. Problem Statement

In this study, the writer only focuses on certain problems. These problems are formulated as follows:

1. Does and to what extent Four Square Writing Method improve writing skill of 8th grade students at SMP Negeri 19 Surakarta in 2009/2010?

2. What happens when Four Square Writing Method is implemented in the writing classes?

C. Limitation of the Problem

The researcher only wants to focus on how to improve students’ writing skill. The material is limited on recount texts given to the eighth grade students of SMP Negeri 19 Surakarta.
D. Objectives of The Study

The objectives of the study are:

1. To describe whether or not and to what extent Four Square Writing Method can improve writing skill of 8th grade students at SMP Negeri 19 Surakarta in 2009/2010

2. To identify what happens when Four Square Writing Method is implemented in the writing classes.

E. Benefits of The Study

From the research result, it is expected that there will be benefits given to the teachers, the students and school.

1. For the students

   Applying FSWM can increase students’ confidence in writing and they will have courage to perform their writing in front of the class.

2. For the teachers

   This study can be used to develop the teaching and learning techniques in writing innovatively so that the learning quality will improve.

3. For the school

   The result of the study can be a parameter in the efforts of learning innovation development for the other teachers and also can motivate them to develop another innovation in different strategy.
CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter presents the related literature review on writing, the teaching writing, review on recount text, Four Square Writing Method (FSWM), teaching writing using FSWM, the researcher’s rationale and the last is the researcher’s hypothesis.

A. Review on Writing

1. Definition of Writing

Related to the better understanding of writing, the researcher presents some basic theories about writing suggested by some experts. According to Harris (1993: 10), writing is a process that occurs over a period of time, particularly if the writer takes account the sometimes extended periods of thinking that precede initial draft. In writing, the writer needs a time to do some processes inside. The length of the time is different among writers. Some needs a longer time to just think about what to write before making the initial draft.

The next definition is given by Byrne (1997: 1). He states that writing is producing a sequence of sentences arranged in a particular order and linked together in certain ways. A sequence of sentences whether it is short or long after being put in order and linked together, they will form a coherent whole. This coherent whole is called a text. A text may consist of one paragraph or more. Langan (2001: 5) points out that a paragraph is a short paper of around 150 to 200 words. It usually consists
of an opening point called a topic sentence followed by a series of sentences which support that point.

Bell and Burnaby in Nunan (1989: 36) says that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. In writing, there are numbers of aspects that must be considered to make the information inside the paragraphs and text cohesive and coherent.

From the explanation above, it can be concluded that writing is a process that occurs over a period of time to produce a sequence of sentences arranged in a particular order and linked together in certain ways that is cohesive and coherent.

2. Types of Text

There are many types of text. The types are classified by their purposes of the piece. The following will be presented four types of text.

a. Narrative Writing

In narration, a writer tells the story of something that happened (Langan, 2001: 167).

Narration is storytelling, whether we are relating a single story or several related ones. Through narration, we make a statement clear by relating in detail something that has happened to us. In the story we tell, we present the details in the order in which they happened. A person might say for example, “I was really embarrassed the day I took my driver’s test,” and then go on to develop that statement with an account of experience. If the story sharply detailed, we will be able
to see and understand just why the writer felt that way (Langan, 2001: 195).

From the quotation, it is known that in narrative writing, there is something happened that is chronologically.

Parts of narration:

- **Beginning**: character development
  - Introduction to the plot line
- **Middle**: additional plot
  - Climax of the story
- **End**: conclusion or resolution of the story

Narration has at least one character (person, animal, or personified object) and a problem or conflict that needs to solve.

**b. Expository Writing**

According to Langan (2001: 167), in exposition, the writer provides information about and explains a particular subject. Patterns of development within exposition include giving examples, detailing, a process of doing or making something, analyzing causes and effects, comparing and contrasting, defining a term or concept, and dividing something into parts or classifying it into categories.

Exposition does not require the plot line of narrative writing, nor the character development. Exposition is most frequently found in news, stories, articles, and reports.

The information in expository writing develops the main idea and provides additional details to support this evidence, including facts or quotations.
Parts of exposition:

- Introduction
- Body
- Conclusion that support the main idea

c. Descriptive Writing

A description is a verbal picture of a person, place, or thing (Langan, 2001: 167). In describing someone or something, the writer needs to give the readers a picture in words. He/ she has to make the word picture as vivid and real as possible. There must be an observation and a record of specific details that appeal to the readers’ senses (sight, hearing, taste, smell, and touch).

d. Persuasive Writing

Wikipedia defines persuasive writing as the form of writing in which the author is trying to get the readers to believe in what he/ she is writing (2009: 1). Persuasive writing can be found in speeches, political speeches, movies or books reviews and opinion articles in the newspaper.

Parts of the persuasive writing are a main idea, introduction, body and conclusion. The main idea encompasses what the author wants the readers to believe, and the remaining information supports that central idea. Good persuasive writing includes facts and strong arguments to make the author’s opinion sounds logical.
3. Skills of Writing

a. The Process of Writing

According to McCrimmon (1984: 3), there are three principal stages of writing process. Stage 1 is prewriting; stage 2 is writing; stage 3 is revision.

1) Stage 1- prewriting

In this stage, writer tries to discover what he wants to do. The basic decisions made will direct and guide him when he starts to write. The decisions will define the subject and determine the attitudes that will be taken by the writer to both his subject and his reader.

2) Stage 2- writing

In writing stage, the writer carries out these decisions through a completed first draft.

3) Stage 3- revision

In this stage, the writer does specific changes to improve the draft. In doing the revision, the first part of the paragraph that is examined and revised will be topic sentence, supporting sentences, and the concluding sentence if available. As it is known that a good paragraph is one that is unified and coherent.

b. The Purpose of Writing

According to Harris (1993:18), there is a consideration about the purpose of the text that is its communication function. Text can be differentiated, for example, according to whether they are intended to entertain, inform, instruct, persuade, explain, argue a case, present argument, and so on.
Halliday in Nunan (1998: 84) points out that written language is used for:

- **Action**: public signs, product labels, television and radio guides, bills, menus, telephone directories, ballot papers, computers manuals
- **Information**: newspapers, current affairs magazines, advertisements, political pamphlets
- **Entertainment**: comic strips, fiction books, poetry and drama, newspaper features, film subtitles

c. **Word Choice**

Bram (1995: 48) says that words carry meaning; wrong words surely do not get the writer’s message across. An English word often has more than one meaning. It is in line with what is said by Beidler (1992: 109) that no two words are quite alike. No two have quite the same meaning. English learners need to learn about how to distinguish among the various meanings words can have. If they have been able to do that, it means that they have been ready to select the words which will permit them to say what they need to say. In choosing words, we have to choose the one that is as precise, as short, as concrete and as informal as possible.

d. **Organization**

In writing, the organization of paragraphs, topics, cohesion and unity to produce a good writing is a must. As writing is a process of thinking, it is needed to organize thought, argument, and logical.

e. **Mechanics**

Mechanics cover handwriting, spelling and punctuation. They play prominent role in writing.
f. Grammar

Grammar as a rule of language covers rule for verb, article and pronoun. Writer has to understand grammar to construct correct sentences.

g. Syntax

Matthew says that syntax is the branch of grammar that deals with the ways in which words with or without appropriate inflections, are arranged to show connection of meanings within the sentences (1981: 1).

h. Content

What is being discussed by the writer in his writing is called content. It includes clarity, relevance, and originality.

i. Parts of Paragraph

There are three major structural parts of a paragraph. According to Richards (2007: 1), the parts of a paragraph are: topic sentence, body, and closing sentence.

1). Topic Sentence

Most paragraphs begin with a topic sentence that identifies the subject of the writing. The topic sentence tells the readers what the paragraph is about. It introduces the main idea of the paragraph. Sholes (2009) defines main idea as what the passage is mostly about. Despirt (2009) defines topic sentence as the main idea of the paragraph.

Topic sentence represents one thought and the thought must be specific. Topic sentence is also called as the controlling idea of a paragraph. It helps the writer to keep the writing under control.
2). Body

The body is the main part of the paragraph. The sentences in the body of the paragraph; known as supporting sentences, detail sentences, or supporting details; develop or explain the subject. They give details to develop and support the main idea of the paragraph.

Body is where the writer tells the readers about the topic by including specific details such as reasons, examples, facts, statistics or quotations. All of the sentences in the body must relate to the specific topic of the paragraph and help it come alive for the readers. These sentences should be organized in the best possible order. There are three main ways to do this: chronological (time) order, order of location, and order of importance.

3). Closing Sentence

Closing sentence or concluding sentence is the last or ending sentence in a paragraph. It is the same as the topic sentence but reworded. It restates the main idea of the paragraph written in different words. It often summarizes or raises the key point of the paragraph.

The closing sentence brings the paragraph to a logical stopping point. It is simple and short. It comes after all the details have been included in the body of the paragraph. It should remind the readers the subject of the paragraph and keep them thinking.
j. Aspects of Paragraph

There are two aspects of paragraph, they are unity and coherence. Unity means that the paragraph only discusses one main idea, while coherence means that the paragraph is easy to read and understand because it has logical order and the ideas within the paragraph is connected by transition signals.

According to Larae, to improve writing, it is needed to make sure that the ideas, both in sentences and paragraphs, stick together or have coherence and that the gap between ideas is bridged smoothly (2009: 1).

There are three groups of connecting words that may come between clauses so that run-together sentences and fragments can be avoided.

GROUP I:

These words are found between independent clauses and require only a comma in front of them.

and nor
but yet
for so
or

GROUP II:

These words are found between independent clauses and require a semi-colon in front of them, or a period and a capital letter.

also likewise therefore
consequently moreover then
furthermore nevertheless thus
however otherwise
GROUP III:

These words usually signal a dependent clause. Use a comma after a dependent clause if it comes at the beginning of a sentence.

<table>
<thead>
<tr>
<th>after</th>
<th>in order that</th>
<th>where</th>
</tr>
</thead>
<tbody>
<tr>
<td>although</td>
<td>since</td>
<td>wherever</td>
</tr>
<tr>
<td>though</td>
<td>that</td>
<td>whether</td>
</tr>
<tr>
<td>as</td>
<td>so that</td>
<td>which</td>
</tr>
<tr>
<td>as if</td>
<td>unless</td>
<td>whichever</td>
</tr>
<tr>
<td>because</td>
<td>until</td>
<td>while</td>
</tr>
<tr>
<td>before</td>
<td>what</td>
<td>who</td>
</tr>
<tr>
<td>how</td>
<td>whatever</td>
<td>whom</td>
</tr>
<tr>
<td>if</td>
<td>when</td>
<td>whose</td>
</tr>
<tr>
<td>even if</td>
<td>whenever</td>
<td></td>
</tr>
</tbody>
</table>

Gower et al (1995: 113) proposes some aspects of writing as follows:

a. **Handwriting**

To make the writing is easy to read by the readers, the writer needs to consider the neatness of the handwriting.

b. **Spelling**

A foreign language learner writer usually finds difficulties in spelling. Spelling means the writing of words accepted by the standard order.

c. **Punctuation**

Punctuation includes certain marks that clarify meaning by grouping grammatical units the written materials.
d. **Sentence Construction**

It deals with words order in sentences. The correct words order means the correct sentence construction grammatically.

e. **Organizing Text and Paragraphing**

The presentation of logical arguments is included in this section.

f. **Text Cohesion**

Text cohesion deals with the appropriateness in using the linking words and phrases to make the organization of the text clear.

g. **Register/Style**

It deals with the appropriateness language used to the formality and style of the text.

4. **The Construct of Writing Skill**

Based on the explanation above, writing skill is a process that occurs over a period of time to produce a sequence of sentences arranged in a particular order and linked together in certain ways that is cohesive and coherent. In writing, there are some aspects that should be concerned by a writer to write well. They are content, organization, word choice or vocabulary, language use and mechanics (spelling and punctuation).

a. **Content**

In writing a text, writers in this case the students should consider about what is being discussed. The content should include the clarity, the relevance and adequacy to the task set and also the originality.
b. Organization

Related to the organization of the composition or text, students should organize thought, argument, and logical well. The whole pattern and shape of the texts should be clear in order to show the controlled adequacy of organizational skills.

c. Vocabulary

Vocabulary and word choice deal with the way of the students in using the adequate word to succeed the text meaning presentation.

d. Language Use

In constructing correct sentences that build paragraph, students need to understand grammar accurately. This grammar accuracy is mostly related to the tense used in a particular genre text.

e. Mechanics

In mechanics, the more accurate the punctuation and spelling the better text will be. If all the aspects of writing are obeyed by a writer, it can be stated that he/she is good in writing skill.

5. The Testing of Students Writing Skill and the Scoring of Students Writing

Genesee and Upshur (1997: 141) say that test is a method for collecting information. Test is a task or a set of tasks which elicits observable behavior from the test taker. Task may consist of one task or more. Task that consists of one task for example writing composition, while the one which consists of a set of tasks for example in a lengthy multiple choice examinations in which each question can be thought of as separated task.
In constructing language test for writing, the researcher chooses open ended responses tasks. According to Genesee and Upshur (1997: 168), an open ended responses task is a task in which the alternative responses are not limited by examiner or test item. It is free for the students in giving a wide variety of possible responses. This test tasks are suitable for all language skill except reading.

After the researcher gives tests to the students, she scores the results. In scoring the students’ writing, the researcher uses analytic scoring. Genesee and Upshur (1997: 206) proposes analytic scoring as a type of scoring in which different components and features of students’ writing are given separated scores. The components are content that deals with appropriateness to the title, organization which deals with the text cohesion and paragraph unity, vocabulary dealing with precision of choosing and using words, language use or grammar dealing with tenses, and mechanic that deals with spelling and punctuation.

Table 1.1 The scoring of each component is as follows:

### 1. Relevance and Adequacy of Content

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Good development of thesis, relevant to assigned topic</td>
</tr>
<tr>
<td>23</td>
<td>Limited development of thesis, mostly relevant to topic, but lacks detail</td>
</tr>
<tr>
<td>15</td>
<td>Inadequate development of topic</td>
</tr>
<tr>
<td>7</td>
<td>Does not show knowledge of topic, not enough to evaluate</td>
</tr>
</tbody>
</table>

### 2. Compositional Organization

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Fluent expression, ideas clearly stated/ supported, well-organized, logical sequencing (generic structure of recount text), cohesive</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>15</td>
<td>Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</td>
</tr>
<tr>
<td>10</td>
<td>Non-fluent, ideas confused or disconnected, lacks logical sequencing and development</td>
</tr>
<tr>
<td>5</td>
<td>Does not communicate, no organization, or not enough to evaluate</td>
</tr>
</tbody>
</table>

### 3. Adequacy of vocabulary for purpose

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Sophisticated range, effective word choice</td>
</tr>
<tr>
<td>15</td>
<td>Adequate range, occasional errors of word choice, meaning not obscured</td>
</tr>
<tr>
<td>10</td>
<td>Limited range, frequent errors of word choice, meaning confused or obscured</td>
</tr>
<tr>
<td>5</td>
<td>Essentially translation, little knowledge of English vocabulary, word form, or not enough to evaluate</td>
</tr>
</tbody>
</table>

### 4. Language Use

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Effective complex constructions, few errors of agreement, tense (simple past tense), word order/function</td>
</tr>
<tr>
<td>18</td>
<td>Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense (simple past tense) word order/function, but meaning seldom obscured</td>
</tr>
<tr>
<td>12</td>
<td>Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, word order/function, meaning confused or obscured</td>
</tr>
<tr>
<td>6</td>
<td>Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate</td>
</tr>
</tbody>
</table>
5. Mechanic (punctuation and Spelling)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Few errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td>4</td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</td>
</tr>
<tr>
<td>3</td>
<td>Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured</td>
</tr>
<tr>
<td>2</td>
<td>Dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate</td>
</tr>
</tbody>
</table>

B. Teaching Writing

1. Importance of Writing Skill in Language Teaching

In language teaching, although writing is the last skill learnt after listening, speaking, and reading, still it has importance. What makes writing important is that by writing, people especially students are able to express themselves. It prepares them for school itself and employment. Writing can solidify ideas and thoughts, and allow the students to reflect on them better than if the ideas remained evolving in their head. Writing helps the students with other language tasks as well. Writing is easier to examine, evaluate, and revise than speaking because it is concrete.

Teaching writing is best when the students are personally involved so that they get the learning experience with lasting value. Teacher in teaching writing should have been clear on what he/ she wants to develop. The teacher also needs to choose the most appropriate means applied according to the target. Target here
means all about what kind students the teacher is going to teach. The correct choice can encourage the students to have better writings

2. **Difference between Spoken and Written Language**

The difference between spoken and written language is that most written language is intended to be read by someone who is separated from the writer in space and time. It means that in writing, there will be more explicit than speaking. In conversation, once the hearers do not understand about what is being talked about, they may ask for clarification while in written language they cannot.

The special laws of spoken language are not as numerous as those of written language. Written language has to be much more careful than spoken. If the writing is not understood by the readers, the writer cannot correct himself.

C. **Review on Recount Text**

According to Pardiyono (2007: 63), recount is a text that retells about events or experiences happened in the past. The purposes of this text are to inform and to entertain the readers.

1. **Generic structure of recount text**

Recount text has orientation, events, and re-orientation as its generic structure. Orientation that comes first gives information about what (topic of an event), who (participants), where (place), and when (time). Events which come next gives a report about an event chronologically. It describes series of event that happened in the past. The last one is re-orientation. It maps the chronological order of the events. It is actually an optional. It stars with personal comments of the writer to the story.
2. Language features of recount text

Common language features or grammatical patterns of a recount text are as follows:

a) Use of nouns and pronouns to identify people, animals, or things involved or to introduce personal participants

b) Use of chronological connections such as conjunctions and time connectives to sequence the events

c) Use of action verbs to refer to events

d) Use of adjective to describe nouns

e) Use of linking verb, adverbs, and adverbial phrases to indicate place and time

f) Use of simple past tense to locate events in relation to speaker’s or writer’s time

3. Example of recount text

Going to Japanese Restaurant

Orientation

Last Saturday night, my family and I went to a Japanese restaurant. It was to celebrate my brother’s graduation.

Events

We had a lot of food like Sushi and Chicken Katsu. We ordered some ice juice and pudding for the appetizer.

Re-orientation

After finishing the dinner, we went home. We were very happy.
D. Review on Four Square Writing Method

1. Definition of Four Square Writing Method

Four Square Writing Method (FSWM) is a method developed by Judith S. Gould and Evan Jay Gould in 1999. It is a method of teaching basic writing skills that is applicable across grade levels and curriculum areas. It can be used to teach writing for students in grade 1-12. FSWM can be applied for the narrative, descriptive, expository and persuasive forms of writing.

Wikipedia defines FSWM as a simplified graphic organizer for teaching writing in school (2009: 1). Graphic organizer (picture diagram) is a visual framework for assisting students with formulating ideas in an organized manner prior to write texts. A graphic organizer is a way of structuring information, or arranging important aspects of a concept or topic into a pattern using labels (Wikipedia, 2009: 1). It is the visual and kinesthetic that is employed to focus writing, to provide detail and to enhance word choice. Chadwell in Luban et al (2007: 2) says that the job of the organizer is to prompt the thinking of the writers and provide a place to write down their thought and ideas. Then the structure of the organizer provides the writers with the visual outline for their first draft.

Still in Wikipedia, it defines FSWM as primarily a visual framework for assisting students with formulating ideas in an organized manner prior to writing an essay. The visual organizers help the students to conceptualize, understand, and structure a piece of written discourse successfully. It means that FSWM can be used to help students in exploring ideas to write. By using the graphic organizer, the students will write with confidence.
Gould and Gould (1999: iv) states that teaching writing through the use of a graphic organizer gives students the confidence they need to write. Supporting this thought, Gloria in Gould and Gould (1999: iv) says that visual organizers helps students to conceptualize, understand, and structure a piece of writing as well as provide coherence and cohesiveness.

FSWM uses step by step approach that is built around a simple graphic organizer. It makes the students easy to write with good cohesiveness, coherence, and transition words. Transition words help bridge the gap between ideas. They provide smooth reading when changing paragraphs.

From the explanation, it can be concluded that FSWM is a method of teaching basic writing skills that uses step by step approach that is built around a simplified graphic organizer as a visual framework for assisting students with formulating ideas in an organized manner prior to write texts. It means that by using FSWM, students will be able to explore ideas to write. The step by step approach can help the students in cohesiveness, coherence, and transitions words. The graphic organizer used can help the students in word choice and word order since it is an instructional tool of structuring information and also a visual representation of knowledge that is employed to focus writing, to provide detail and to enhance word choice.

2. **Steps in Four Square Writing Method**

The FSWM has eight steps, each one building upon the previous one. The steps are: Categorizing (understanding similarities), Labeling Writing with a Summary Sentence, Placing a Sentence in the Center of The Four Square (using
reasoning instead of examples), Writing a Paragraph (taking it of the organizer), Adding More Details, Writing a Wrap-up Sentence, Adding Supporting Details, and Adding Connecting Words to Provide Transition Between Ideas. The following are the steps in Four Square Writing Method:

a. **Step1-Categorizing**

The first step is categorizing. It begins with grouping concrete objects into similar categories, progressed to pictures and then to abstract, grouping like ideas and words using Four Square Graphic Organizer (FSGO). According to Gould and Gould in Luban et al (2007: 3), if the desired outcome is focused, organized and detail writing, it is important for the students to explore the relationships between ideas and objects. The reasoning developed by classifying and categorizing develops that prewriting thought process.

**Categorizing-pictures**

<table>
<thead>
<tr>
<th>Pet</th>
</tr>
</thead>
<tbody>
<tr>
<td>🔧</td>
</tr>
<tr>
<td>🐌</td>
</tr>
</tbody>
</table>

**Categorizing-words**

<table>
<thead>
<tr>
<th>Zoo</th>
</tr>
</thead>
<tbody>
<tr>
<td>🦒 🦒</td>
</tr>
<tr>
<td>🦒 🦒</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>lion</th>
<th>giraffe</th>
</tr>
</thead>
<tbody>
<tr>
<td>elephant</td>
<td></td>
</tr>
</tbody>
</table>
b. Step 2-Examples and a Feeling Sentence

The second step is Labeling Writing with a Summary Sentence. At this point the students are comfortable categorizing and ready to move on. During the second step, the topic is always provided to the students. They need to complete three boxes of the FSGO with similar ideas pertaining to the topic using pictures and/or words. In the fourth square of the organizer, a feeling sentence is added. The students are told that the feeling sentence has to include the topic and an emotion word.

<table>
<thead>
<tr>
<th>2 lion</th>
<th>giraffe</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Zoo</td>
</tr>
<tr>
<td>5</td>
<td>I like going to the zoo to see the animals.</td>
</tr>
</tbody>
</table>

c. Step 3-Placing a Sentence in the Center of the Four Square

Now the students have to write a topic sentence in the center of the organizer and a sentence (no pictures) in the first three boxes to prove the topic sentence, and then a feeling sentence in the fourth box. The students often have difficulty supporting the topic sentence using reason; instead they often write opinion statement. Class activities are necessary to help students understand the difference between opinion statements and statements that prove the topic to be true.
d. Step 4- Writing a Paragraph

At this point the students are ready to take the sentences off the organizer and write them on a paper. However, the students struggle with the two new rules they have to learn about writing paragraphs; indent the first word only and fill the line to end of the paper. Many children want to start each sentence on a new line.

From the graphic organizer to the lined paper

I will never forget my sixth birthday. My grandmother threw me a surprise party. My parents gave me a wonderful gift. My friends and I went to the zoo. It was the best birthday ever.

e. Step 5-Adding More Details

At this point, the students need to learn the process of revision. They are asked to take one of their previously completed FSGO and add additional detail sentence to each of the first three squares. By adding these additional detail sentences in each box the students are elaborating on the original topic. As Gould and Gould in Luban et al (2007) notes, elaboration of a point is requisite of good writing.
My grandmother threw me a surprise party.
  • She baked my favorite chocolate fudge cake.

My parents gave me a wonderful gift.
  • They surprised me with a golden retriever puppy.

My friends and I went to the zoo.
  • We rode the elephants.

It was the best birthday ever.

I will never forget my sixth birthday.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will never forget my sixth birthday.</td>
<td>My grandmother threw me a surprise party.</td>
<td>My parents gave me a wonderful gift.</td>
<td>My friends and I went to the zoo.</td>
<td>It was the best birthday ever.</td>
</tr>
<tr>
<td>My friends and I went to the zoo.</td>
<td>• We rode the elephants.</td>
<td>• They surprised me with a golden retriever puppy.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**f. Step 6-Writing a Wrap-Up Sentence**

Now, the students are taught how to write a wrap-up sentence rather than a feeling sentence and to abbreviate the supporting ideas into a word or phrase rather than write a complete sentence. At this point, the FSGO becomes more of a prewriting exercise, rather than a drafting tool. To guide the students in this process, former FSGO with complete sentences and feeling sentences are changed to abbreviated phrases or words and the feeling sentence is changed to wrap-up sentence, which vividly illustrated the change expected when using this new concept. Continual teacher modeling and shared writing are important for this shift to be understood and incorporated in the students’ organizers.
Improving the first paragraph (introductory):

- Topic sentence (center of 4 Square)
- Use a hook
- Prepares reader
- Ties all squares together

Getting a year older may be bad for some, but I will never forget my sixth birthday. The attention that I received from friends and family made me feel warm inside. It was a very special day for me.

Improving the final paragraph (summary):

- Wrap-up Sentence with a Transition
- Personal/Feeling Sentence, Question or Exclamation

Indeed, it was the best birthday ever. The wonderful surprises from my family and friends will stay with me forever.

g. Step 7-Adding Supporting Details

Next, the students are required to add another supporting detail to the first squares. During this step, the students need three reasons or examples instead of just two details and are not allowed to repeat details from one box to another. For many students, encouragement from the teacher is necessary in order for the students to produce the extra details.
My grandmother threw me a surprise party.

- favorite cake
- tons of presents
- exciting games

My parents gave me a wonderful gift.

- golden retriever
- named Goldie
- best friend

My friends and I went to the zoo.

- elephant ride
- walked for miles
- rode train

It was the best birthday ever.

h. step 8-Adding Connecting Words to Provide Transition Between Ideas

Finally, the students are taught how to choose and use appropriate connecting words between similar or contrasting ideas. To ensure the success for this critical step, the teacher needs to make a wall poster to demonstrate appropriate connecting words between each square of the organizer.
Getting a year older may be bad for some, but I will never forget my sixth birthday. The attention that I received from friends and family made me feel warm inside. It was a very special day for me.

Early in the day, my grandmother threw me a surprise party. She baked my favorite chocolate fudge cake. I got tons of presents. We had such fun playing exciting games.

After lunch, my parents gave me a wonderful gift. They surprised me with a golden retriever puppy. I named her Goldie. She is my best friend today.

Later, my friends and I went to the zoo. We rode the elephants. The zoo was so large we walked for miles. Finally we gave up and rode the train.

Indeed, it was the best birthday ever. The wonderful surprises from my family and friends will stay with me forever.
3. Characteristics in Four Square Writing Method

Four Square Writing Method (FSWM) has some characteristics as follow:

a. **It uses step by step approach.**

In applying FSWM, step by step approach is used to make the learning systematic so the composition made by the students is well structured. The Four Square exercises can be published by the writing processes as follow:

1) **Brainstorming** : generating ideas
2) **Organizing** : Four Square or other methods
3) **Drafting** : rough or first draft
4) **Revising** : revision of content and style
5) **Editing** : editing for surface features, punctuation, spelling, capitals, etc.

They deal with the writing processes that have been discussed before.

b. **It uses graphic organizer**

Based on Wikipedia, a graphic organizer is a way of structuring information, or arranging important aspects of a concept or topic into a pattern using labels (2009: 1). The graphic that is used is in the form of four squares with one additional square in the center. The squares are numbered 1-5. The visual organizers help the students to conceptualize, understand, and structure a piece of written discourse successfully. It also makes the students do not feel bored.
c. It fits for any composition such as: narration, description, exposition, and persuasion.

8th grade students are given descriptive, procedure, narrative and report text at school. Four Square Writing Method may help them in writing the compositions. If they are able to apply the method as well as possible, it is not impossible for them to improve their writing skill.

E. Teaching Writing Using Four Square Writing Method

Gould and Gould (1999: iv) states that teaching writing through the use of graphic organizer gives students the confidence they need to write. Supporting this thought, Houston in Gould and Gould (1999: iv) says that visual organizers help the students to conceptualize, understand, and structure a piece of writing as well as provide coherence and cohesiveness.

In applying FSWM as technique in teaching writing, teachers need to give the students writing prompts first. The writing prompts consist of writing situation and direction for writing. The writing situation is given in order to make the students feel that what they are going to write is something related to them or at least they know well about it. This writing situation can also be used to generate the ideas to write. The teacher can ask the students to think or imagine about something. After finding the topic, the students together with the teacher do brainstorming to find the subtopics. Finally, the teacher may ask the students to move on to the Four Square format through applying the steps in FSWM. The direction for writing is made as clear as possible so that the students will not be confused.
In FSGO, there are four squares and one additional box located in the center. The center box is numbered 1, while the four squares are numbered 2 to 5. The box number 1 contains the topic sentence. The boxes numbers 2 to 4 contain supporting details, while the last box contains summary sentence or wrap-up sentence. Basically, boxes number 2 to 4 consist of paragraph development that becomes the main concern in Four Square Writing Method.

1. **FSWM for Expository Composition**

In boxes number 2 to 4 of the FSGO, nouns are usually found. The other characteristics found are:

a. Giving information
d. Connecting words is a must

b. Stating reasons or examples
e. Using few quotations

c. Very structured
f. Having little acti

2. **FSWM for Narrative Composition**

In boxes number 2 to 4 of the FSGO, events or verbs are usually found. The other characteristics are:

a. Entertaining
d. Connecting words is only needed for chronology

b. Having events
e. Having more dialogue

c. More loosely structured
f. Having lots of action
3. FSWM for Descriptive and Persuasive Composition

The expository form is combination of persuasion and descriptive detail. They begin with the expository form. It varies in the following manner: in box 1 or topic sentence and intent of information in boxes 2-4.

F. Rationale

Writing becomes a difficult activity for most students in SMP Negeri 19 Surakarta. The students of SMP Negeri 19 Surakarta especially the 8th grade in learning English have low writing skill. The evidence for the statement is the mean score for English lesson in the first semester is 64.71, while the minimum standard is 63.0. It can be concluded that the achievement of the students is just a little better than the minimum standard they should achieve.

The students’ low writing skill is also indicated by some indicators. Students' mistakes in stating main idea become a serious problem to solve. It deals with word choice, mechanics, organization and content as the aspects of writing. The next indicator is the mistakes made by the students in applying the appropriate tenses for their texts. It is related to the grammar and the syntax as the other aspects of writing. Those are the indicators from the competence of writing skill, while the indicators from writing class can be seen from the activities done by the students during the lesson. They show improper activities like refusing to write texts when they are asked to, they do not pay attention to the teacher during the explanation and also refusing to publish their texts.

In solving these problems, it is needed a technique perhaps a method that is able not only to lessen the difficulties but also is also able to enhance or improve the
students’ writings. Here the researcher suggests implementing FSWM. FSWM is a method to teach writing in school using simple graphic organizer. This method has many advantages. It can be used to teach writing for students in grade 1 to 12. It also can be applied for the narrative, descriptive, expository, and persuasive form of writing. FSWM has clear steps to follow and interesting features that will not make the students bored.

By using FSWM, students will easily brainstorm the ideas to write and explore the details or supporting ideas. They will write systematically in an organized way.

From the explanation above the researcher assumes that FSWM is able to solve the students’ problems in writing skill.

G. Hypothesis

Based on theories underlying FSWM, recount and teaching writing for the eighth grade students, the researcher proposes the hypothesis stating that FSWM can improve writing skill of the eighth grade students of SMP N 19 Surakarta in 2009/2010.
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the context of the research, the reasons why the researcher chooses collaborative action research as the research methodology, and the research method used in the research. In the first subheading, the context of the research contains the time and place of the research and also the subject of the research. The second subheading, it contains the definition, the characteristics, the benefits, the types and the model of action research. In the last subheading, the method of the research, it presents about the technique of collecting data and how to analyze it.

A. Context of the Research

1. Time and Place of Research

This classroom action research was carried out at SMP N 19 Surakarta that is located in Jl. Brondongan Serengan Surakarta. It is surrounded by citizen houses. Nearby the school, there is also found the other Junior High School. When the research was conducted, there was a renovation done at the front part of the school.

SMP N 19 Surakarta is a National Standard School. The students in this school are not accustomed to practice their English. They are not active during the teaching and learning process. They have low motivation in learning English. As the result, the teacher has to point a certain student to do the instruction instead of waiting for their initiative. Besides, the teacher tends to use the monotonous technique to teach the students. That is why the students in this school have low writing skill.
The research was conducted from February 4th to March 10th 2010 at the eighth grade students of SMP Negeri 19 Surakarta in 2009-2010. The research consists of two cycles. The first cycle consists of three meetings and the second two meetings.

2. Subject of the Research

The subject of the research is eighth grade students of SMP N I9 Surakarta. It is only one class, VIII F class. The students consist of 20 girls and 18 boys. They are active students. During the research, they were observed by the researcher’s partners in their English lesson especially in writing class.

The condition of the class is so comfortable. There were tables and chairs as many as the students’ amount, a whiteboard and a blackboard. There was also an OHP, but it seemed never been used. Generally, the condition of the class supported the teaching and learning very much.

B. Why Action Research

1. Definition of Action Research

Action research is the application of fact finding to practical problem solving in social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen (Burns, 1993: 30).

Wallace defines action research as a way of reflecting on teacher’s teaching that is done systematically by collecting data on their everyday practice and analyzing it in order to come to some decisions about what their future practice should be (1998: 4).

Mills proposes action research as systematic inquiry done by the teachers or other individuals in teaching or learning environment to gather information about and
subsequently improve the ways their particular school operates, how they teach, and how well the students learn (2000: 5).

Kemmis in Hopkins (1993: 2) says that action research is a form of self reflective inquiry undertaken by participants in a social situation (including educational) in order to improve the rationally and justice of (a) their own social or educational practices, and, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. Other expert, Rapoport (1970) in Hopkins (1993: 2) says that action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework.

Wikipedia defines action research as a **reflective process** of progressive **problem solving** led by individuals working with others in teams or as part of a "**community of practice**" to improve the way they address issues and solve problems. Action research can also be undertaken by larger organizations or institutions, assisted or guided by professional researchers, with the aim of improving their strategies, practices, and knowledge of the environments within which they practice (2007: 1).

From the definition above, it can be concluded that action research is the systematic study of efforts to overcome education problems or to change things related to educational problem for improvement.

This research was carried out by the collaboration of the researcher as the teacher and her partner and teacher as the observer. The practical action was using Four Square Writing Method to improve students’ writing skill. The reflection of the actions could be known
while the method was used. This reflection shows whether Four Square Writing Method can improve students’ writing skill.

2. Characteristics of Action Research

The following common features are the characteristics of action research suggested by Burns (1999: 30):

a. Action research is contextual, small-scale and localized. It identifies and investigates problems within a specific situation.

b. It is evaluative and reflective as it aims to bring about change and improvement in practice.

c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

d. Changes in practice are based on the collection of information or data which provides the impetus for change.

Based on the characteristics of action research above, this research was appropriately conducted as collaborative action research in order to bring about social and educational change and improvement in writing skill and the students’ learning attitude. The use of teaching writing using Four Square Writing Method in this research is flexible and can be monitored.
3. Benefits of Action Research

The followings are the benefits of action research:

a. Focus on school issue, problem, or area of collective interest

Conducting a research with students having familiar teachers can help to confer relevance and validity to a disciplined study. The disconnection between academic research and the daily lives of educators might not always be true. Picking up threads suggested by in academic circles and weaving them into classroom will be very helpful for teachers. Parents or education administrators outside of the school will be comfortable to know that a teacher is not just blindly following what the latest study seems to suggest, but is transforming the knowledge into something meaningful.

b. Form of teacher professional development

Growing and gaining confidence in teachers’ work is allowed by research and reflection. Action research projects influence thinking skills, sense of efficacy, willingness to share and communicate, and attitudes toward the process of change. Through action research, teachers learn about themselves, their students, their colleagues, and can determine ways to continually improve.

c. Collegial interactions

Having little or no time scheduled for professional conversations with others makes the downsides of teaching. Teachers need to talk with others about teaching and teaching strategies. Through these discussions with colleagues they develop stronger relationships. As the practice of action research becomes part of the school culture, we
see increased sharing and collaboration across departments, disciplines, grade levels, and schools.

d. **Potential to impact school change**

Getting into an action research, teachers are more creative to look at questions that address school and district concerns rather than ones that affect the individual teacher. This process creates new patterns of collegiality, communication, and sharing. Contributions to the body of knowledge about teaching and learning may also result. Development of priorities for school-wide planning and assessment efforts arise from inquiry with potential to motivate change for improvement’s sake.

e. **Reflect on own practice**

Teachers often have few opportunities to evaluate themselves in school even in informal manner. Action research can serve as a chance to really take a look at one’s own teaching in a structured manner. While the focus of action research is usually the students, educators can also investigate what effect their teaching is having on their students, how they could work better with other teachers, or ways of changing the whole school for the better. Conversations can take on a different focus from attempting to “fix” to arrive at understanding.

f. **Improved communications**

Team work within the school or district brings individuals together for a shared purpose. Educators involved in action research become more flexible in their thinking and more open to new ideas (Pine, 1981). Studies by Little (1981) suggest positive changes in patterns of collegiality, communication, and networking.
According to Ferrance (2000: 13-15), action research can be a worthwhile pursuit for educators for a number of reasons. Foremost among these is simply the desire to know more. Good teachers are, after all, themselves students, and often look for ways to expand upon their existing knowledge.

4. Types of Action Research

There are different types of action research depending upon the participants involved. According to Ferrance (2000: 3), a plan of research can involve a single teacher investigating an issue in his or her classroom, a group of teachers working on a common problem, or a team of teachers and others focusing on a school- or district-wide issue.

a. Individual teacher research

It is usually focused on a single issue in the classroom such as classroom management, instructional strategies, use of materials, or student learning. Teachers may have support of their supervisor or principal, an instructor for a course they are taking, or parents. The problem is one that the teacher believes is evident in his or her classroom and one that can be addressed on an individual basis. The research may then be such that the teacher collects data or may involve looking at student participation. One of the drawbacks of individual research is that it may not be shared with others unless the teacher chooses to present findings at a faculty meeting, make a formal presentation at a conference, or submit written material to a listserv, journal, or newsletter. It is possible for several teachers to be working concurrently on the same problem with no knowledge of the work of others.
b. **Collaborative action research**

It may include as few as two teachers or a group of several teachers and others interested in addressing a classroom or department issue. This issue may involve one classroom or a common problem shared by many classrooms. These teachers may be supported by individuals outside of the school, such as a university or community partner.

c. **School wide research**

It focuses on issues common to all. For example, a school may have a concern about the lack of parental involvement in activities, and is looking for a way to reach more parents to involve them in meaningful ways. Or, the school may be looking to address its organizational and decision-making structures. Teams of staff from the school work together to narrow the question, gather and analyze the data, and decide on a plan of action. An example of action research for a school could be to examine their state test scores to identify areas that need improvement, and then determine a plan of action to improve student performance. Team work and individual contributions to the whole are very important, and it may be that problem points arise as the team strives to develop a process and make commitments to each other. When these obstacles are overcome, there will be a sense of ownership and accomplishment in the results that come from this school-wide effort.

d. **District-wide research**

It is far more complex and utilizes more resources, but the rewards can be great. Issues can be organizational, community-based, performance-based, or processes for decision-making. A district may choose to address a problem common to several schools or
one of organizational management. Downsides are the documentation requirements (communication) to keep everyone in the loop, and the ability to keep the process in motion. Collecting data from all participants needs a commitment from staff to do their fair share and to meet agreed-upon deadlines for assignments. On the positive side, real school reform and change can take hold based on a common understanding through inquiry. The involvement of multiple constituent groups can lend energy to the process and create an environment of genuine stakeholders.

In summary, the types of action research are presented in the Table 3.1.

**Table 3.1 Types of Action Research**

<table>
<thead>
<tr>
<th>Focus</th>
<th>Individual teacher research</th>
<th>Collaborative action research</th>
<th>School-wide action research</th>
<th>District-wide action research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Single classroom issue</td>
<td>Single classroom or several classrooms with common issue</td>
<td>School issue, problem, or area of collective interest</td>
<td>District issue, Organizational structures</td>
</tr>
<tr>
<td>Possible support needed</td>
<td>Coach/mentor</td>
<td>Substitute teachers, Release time, Close link with administrators</td>
<td>School commitment, Leadership Communication, External partners</td>
<td>District commitment, Facilitator, Recorder, Communication, External partners</td>
</tr>
<tr>
<td>Potential Impact</td>
<td>Curriculum, Instruction, Assessment</td>
<td>Curriculum, Instruction, Assessment, Policy</td>
<td>Potential to impact school restructuring and change, Policy, Parent involvement, Evaluation of programs</td>
<td>Allocation of resources, Professional development activities, Organizational structures, Policy</td>
</tr>
<tr>
<td>Side Effects</td>
<td>Practice informed by data, Information not always shared</td>
<td>Improved collegiality, Formation of partnerships</td>
<td>Improved collegiality, collaboration, and communication, Team building, Disagreements on process</td>
<td>Improved collegiality, collaboration, and communication, Team building, Disagreements on process, Shared vision</td>
</tr>
</tbody>
</table>
In this research, the researcher conducted collaborative action research. As what has been explained in the table before, this research used a single classroom. It applied the substitute teacher and it gave impact to curriculum, instruction, assessment, policy of the class especially and the school generally.

5. The Model of Action Research

In conducting action research, we structure routines for continuous confrontation with data on the health of a school community. Ferrance (2000: 9-11) explains the steps of action research as follows: These routines are loosely guided by movement through five phases of inquiry:

a. Identification of problem area
b. Collection and organization of data
c. Interpretation of data
d. Action based on data
e. Reflection

- Identify problem
- Gather data
- Interact evidence
- Evaluate result
- Next step
a. Identify A Problem Area

It is important to limit question to one that is meaningful and doable in the confines of teachers’ daily work although they often have several questions to investigate. False starts and frustrations can be limited by careful planning at the first stage. There are several criteria to consider before investing the time and effort in “researching” a problem. The question should

1) be a higher-order question—not a yes/no
2) be stated in common language, avoiding jargon
3) be concise
4) be meaningful
5) not already have an answer

In identifying the problems, the researcher had conducted pre-observation, pre-test, interview and spread the questionnaires before conducting the research.

In the research, the researcher proposed two research questions regarding: 1) Whether and to what extent Four Square Writing Method improves the students’ writing skill; 2) What happens when Four Square Writing Method is implemented in the writing classes.

b. Gather Data

In deciding what action needs to be taken, the collection of data is an important step. Multiple sources of data are used to better understand the scope of happenings in the classroom or school. There are many vehicles for collection of data:
<table>
<thead>
<tr>
<th>Interviews</th>
<th>journals</th>
</tr>
</thead>
<tbody>
<tr>
<td>portfolios</td>
<td>individual files</td>
</tr>
<tr>
<td>diaries</td>
<td>logs of meetings</td>
</tr>
<tr>
<td>field notes</td>
<td>videotapes</td>
</tr>
<tr>
<td>audio tapes</td>
<td>case studies</td>
</tr>
<tr>
<td>photos</td>
<td>surveys</td>
</tr>
<tr>
<td>memos</td>
<td>records – tests, report cards,</td>
</tr>
<tr>
<td>questionnaires</td>
<td>attendance</td>
</tr>
<tr>
<td>focus groups</td>
<td>self-assessment</td>
</tr>
<tr>
<td>anecdotal records</td>
<td>samples of student work,</td>
</tr>
<tr>
<td>checklists</td>
<td>projects, performances</td>
</tr>
</tbody>
</table>

In gathering the data in pre-research, during research and post-research, the researcher used interviews, diaries, field notes, photos, questionnaires, checklists, case studies, and samples of student work.

c. Interpret Data

Interpreting data is analyzing and identifying major themes. Depending upon the question, teachers may wish to use classroom data, individual data, or subgroup data. Some of the data are quantifiable and can be analyzed without the use of statistics or technical assistance. Other data, such as opinions, attitudes, or checklists, may be summarized in table form. Data that are not quantifiable can be reviewed holistically and important elements or themes can be noted.

d. Act On Evidence

The information from the data collection and review of current literature is used to design a plan of action that will allow you to make a change and to study that change. It is important that only one variable be altered. As with any experiment, if several changes are
made at once, it will be difficult to determine which action is responsible for the outcome. While the new technique is being implemented, continue to document and collect data on performance.

e. Evaluate Results

The occurrence of improvement is determined by assessing the effects of the intervention. If there is improvement, it is necessary to evaluate whether or not the data clearly provide the supporting evidence. If it is not, the next step is identifying what changes can be made to the actions to elicit better results.

f. Next Steps

As a result of the action research project, identify additional questions rose by the data and plan for additional improvements, revisions, and next steps. Those steps form one cycle.

C. Method of Research

1. Techniques of Collecting Data

Below is the table of collecting data and then followed by the detail. In the Table 3.2, it is found the techniques of collecting the qualitative and quantitative data in each step of the research completed with the participants, the data gathered and how to analyze them.
In more detail, the techniques of collecting data are presented in the following section.

a. **Qualitative Data**

The qualitative data of the research was collected by using some techniques of collective data collection including:

1) **Interview**

Interview was done twice, before and after research. The researcher interviewed the English teacher and three students to get information about the students’ writing skill.

2) **Observation**

The researcher observed the classroom situation before and during the research was conducted to know the subject of the research well. The researcher also observed the school condition generally. The observation was done by the
researcher herself and the partners of the researcher to know the situation of the teaching learning process when the method was applied.

3) Document analysis

In this research, the researcher gathered some documents that were analyzed to get the data. The documents includes: the students works, the teaching checklists, the filed notes, and the diary of the research, the interview transcripts and the questionnaires.

4) Photos

The implementation of the research was also recorded in photographs to provide more accurate data.

The qualitative data which were collected in this study consists of the information obtained during pre-research, the process and the results of action research implementation, and the results of the discussion between teacher and researcher.

b. Quantitative Data

The quantitative data of the research was collected by using writing tests. Tests were given to the students three times. The first is pre-test, the second is post-test 1 and the last is post-test 2. The writing tests were in the form of free writing test. So, the students were given worksheet, and then they were asked to write on it. The writing topics were decided by the researcher.
2. Technique of Analyzing the Data

In this research, the data collected are qualitative and quantitative data. The qualitative data is analyzed using Constant Comparative Method, while the quantitative data is analyzed using statistic descriptive technique.

a. Qualitative Data

In analyzing the qualitative data, the researcher used Constant Comparative Method. Glaser and Strauss in Hopkins (1993: 149) describe the concept of Constant Comparative Method as a means of analyzing sociological data. In the work of Glaser and Strauss, Constant Comparative Method is important in developing a theory that is grounded in the data. The goal of the Grounded Theory approach is to generate theories that explain how some aspect of social world “works”. The goal is to develop a theory that emerges from and is therefore connected to the reality the theory is developed to explain.

Glaser and Strauss describe the Constant Comparative Method as following four distinct stages:

1) Comparing incidents applicable to each category

It begins by coding the data into as many as categories as possible. Some categories will be generated from the researcher, some from the language and data of the research situation. If more instances of the same category code are found, the researcher should refine the ideas about that category. At this point, it is best to stop coding and record a memo of these ideas.
2) Integrating categories and their properties

After comparing incidents applicable to each category, the constant comparative method comes to focus on emergent properties of the category. The diverse properties are then integrated. The resulting theory will begin to emerge by itself.

3) Delimiting the theory, and

Later modifications include taking out irrelevant properties of the categories, integrating details of properties into an outline of interrelated categories happen when the theory solidifies eventually, and the changes to the theory as the researcher compares more incidents are fewer.

More prominently, the researcher began to find ways to delimit the theory with a set of higher level concepts. The ways were to generalize the theory more as the researcher continued to make constant comparison against it. The number of categories would be reduced.

New categories are often made halfway through coding, and it usually is not needed to go back and code for them. The researcher only needs to code enough to saturate the properties of the category. Then, the researcher can evaluate the categories and emergent theory by moving on to new comparison groups.

4) Writing the theory

After being convinced that the researcher’s analytic framework is a systematic substantive theory; substantive theory is a theory that is developed for a specific area of inquiry (Glaser, Barney and Strauss, 1967); and it is couched in a form that others come
from the same field could use, the researcher can publish the results confidently (Dye. et al, 2000).

b. Quantitative Data

In analyzing quantitative data, the researcher used statistic descriptive technique. It was done by describing the tests results. The results of pre-test and post-test are analyzed to show the achievement data. This analysis to find out means can be used to prove whether or not teaching writing using Four Square Writing Method can improve the writing skill.

The formulas are stated as follows:

a. the mean of the pre-test and post-test

\[
X = \frac{\sum X}{N} \quad Y = \frac{\sum Y}{N}
\]

Where:

X : means of pre-test score
Y : means of post-test score
N : the number of sample

(Furchan, 1989: 157)
In summary, the techniques of analyzing the data are presented in the Table 3.3.

**Table 3.3 Table of Data Analysis**

<table>
<thead>
<tr>
<th>Data</th>
<th>Analyzed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>The observation is done during the action. The researchers write</td>
</tr>
<tr>
<td></td>
<td>everything related to the research question or research findings into</td>
</tr>
<tr>
<td></td>
<td>the diaries.</td>
</tr>
<tr>
<td>Interview</td>
<td>The researcher interviews another English teacher to get more</td>
</tr>
<tr>
<td></td>
<td>information about teaching and learning English. The researcher</td>
</tr>
<tr>
<td></td>
<td>writes everything related to the research. Then, the researcher</td>
</tr>
<tr>
<td></td>
<td>signs the arguments that support the data.</td>
</tr>
<tr>
<td>Documents evidence (photographs,</td>
<td>Those documents support the accurate research findings.</td>
</tr>
<tr>
<td>students’ answer sheet, lesson plan,</td>
<td></td>
</tr>
<tr>
<td>etc.)</td>
<td></td>
</tr>
</tbody>
</table>

The data from the observation was taken from activities during the teaching and learning process. The observation, that involves researcher, teacher, and students, was conducted to know how the teaching and learning process related to writing skills run in the classroom. Beside that, the researcher also interviewed the English teacher to gain more information about teaching and learning English. Then, to support the data, the researcher collected documents during the action.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of the collaborative action research conducted in the eighth grade students of SMP Negeri 19 Surakarta in 2009/2010. The research investigates the improvement of students’ writing skill through Four Square Writing Method (FSWM). In this research, the researcher proposes two research questions regarding: 1) Whether and to what extent FSWM improves the students’ writing skill; 2) What happens when FSWM is implemented in the writing classes. The findings of the research are described and discussed in the following sub headings research findings and discussion of the findings.

A. Research Findings

In conducting the research, the researcher acted as the teacher while her friend named EF and the real English teacher of SMP Negeri 19 Surakarta named M acted as the collaborators.

The researcher also listed some learning activities using FSWM that were implemented in the research. It is summarized in appendix 11.

The research was carried out in two cycles. It has some sequences of process from the beginning until the end of the research. The procedure of the research consisted of pre-research, research implementation, and research discussion. The whole research is presented in table then followed by the details.
1. Situation Before Research

In this part, the researcher presents about the situation before the research was conducted. All are presented in Table 4.1.

Table 4.1 Situation before Research

<table>
<thead>
<tr>
<th>The Students’ Indicators</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Writing Competency</td>
<td></td>
</tr>
<tr>
<td>1) Making mistakes in presenting ideas</td>
<td>The students have difficulties in exploring ideas to write. They find difficulties in transferring thoughts and feelings from their heads onto a sheet of paper.</td>
</tr>
<tr>
<td>2) Making mistakes in structure</td>
<td>The students make mistakes in applying the appropriate tense in the texts. They do not memorize the second and the third verb.</td>
</tr>
<tr>
<td>3) Having limited word choice</td>
<td>The limited word choice makes the students find difficulties in applying the appropriate words to express their ideas.</td>
</tr>
<tr>
<td>4) Lack of coherence and cohesiveness</td>
<td>The students have limited knowledge about generic structure of text and also about the words transition.</td>
</tr>
<tr>
<td>5) Making mistakes in word order</td>
<td>The students make mistakes in ordering words like noun phrase.</td>
</tr>
<tr>
<td>B) Situations in the Writing Class</td>
<td></td>
</tr>
<tr>
<td>1) Complaining to write</td>
<td>The students sometimes complain when they are asked to write.</td>
</tr>
<tr>
<td>2) Not active</td>
<td>The students cannot answer when teacher asks questions and they seldom ask questions to the teacher.</td>
</tr>
<tr>
<td>3) Being not happy to read the writing in front of other friends</td>
<td>The students refuse to present their writings in front of the class. They do not want their writings being read or known by other people.</td>
</tr>
<tr>
<td>4) Spending longer time when writing</td>
<td>When the students are asked to write a text, they need much more time than the time that has been allocated, even they give many reasons to have the writing assignment as their homework because they cannot finish it in the class.</td>
</tr>
<tr>
<td>5) Minding personal business and making noise</td>
<td>The students do not pay attention to the teacher; they look bored or make noise. When the teacher is explaining, the students tend to mind their own business.</td>
</tr>
</tbody>
</table>
As shown in the Table 4.1, the students’ writing competency before research is described in several situations. The first situation is in exploring ideas. The students have difficulties when exploring ideas to write. They find difficulties in transferring thoughts and feelings from their heads onto a sheet of paper. Next is in applying tense in text. The students make mistakes in applying the appropriate tense in the texts. They do not memorize the second and the third verb. Besides, the limited word choice makes the students find difficulties in applying the appropriate words to express their ideas. Moreover, the students have limited knowledge about generic structure of text and also about the words transition. The students also make mistakes in ordering words like noun phrase and adjective clause.

In addition, the writing class before research is also described in several situations. The students sometimes complain when they are asked to write. Besides, the students cannot answer when teacher asks questions and they seldom ask questions to the teacher. The students also refuse to present their writings in front of the class. They do not want their writings being published. When the students are asked to write a text, they need much more time than the time that has been allocated, even they give many reasons to have the writing assignment as their homework because they cannot finish it in the class. And the last is the students do not pay attention to the teacher; they look bored or make noise. When the teacher is explaining, the students tend to mind their own business.
2. Implementation of the Research

a. Procedure of the Research

The following part presents about the procedure of the research that starts from pre-research and ends with overall reflections. The summary of the research procedure is presented in Table 4.2.

Table 4.2 The Summary of Process of the Research

<table>
<thead>
<tr>
<th>Class</th>
<th>VIII F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem</td>
<td>The students’ low writing skill</td>
</tr>
<tr>
<td>Solution</td>
<td>Four Square Writing Method (FSWM)</td>
</tr>
<tr>
<td>Pre-research</td>
<td>The researcher conducted pre-observation, pre-test and interview to find the problems in writing.</td>
</tr>
<tr>
<td></td>
<td>1. Pre-observation</td>
</tr>
<tr>
<td></td>
<td>The researcher observed the teaching and learning process.</td>
</tr>
<tr>
<td></td>
<td>2. Interview</td>
</tr>
<tr>
<td></td>
<td>The researcher interviewed the teacher and some students.</td>
</tr>
<tr>
<td></td>
<td>3. Pre-test</td>
</tr>
<tr>
<td></td>
<td>The researcher gave pre-test to 38 students.</td>
</tr>
<tr>
<td>Implementation of Research</td>
<td>Teacher M, EF and the researcher collaboratively implemented the research that carried out in two cycles. 1\textsuperscript{st} cycle: 3 meetings; 2\textsuperscript{nd} cycle: 2 meetings.</td>
</tr>
<tr>
<td>Cycle 1</td>
<td>3 meetings</td>
</tr>
<tr>
<td></td>
<td>1) 1\textsuperscript{st} meeting: classical theme, writing recount text using FSWM modelled and guided by the teacher</td>
</tr>
<tr>
<td></td>
<td>2) 2\textsuperscript{nd} meeting: classical theme, writing recount text using FSWM individually with teacher’s guidance</td>
</tr>
<tr>
<td></td>
<td>3) 3\textsuperscript{rd} meeting: classical theme, writing recount text using FSWM individually with less guidance from the teacher</td>
</tr>
<tr>
<td>Cycle 2</td>
<td>2 meetings</td>
</tr>
<tr>
<td></td>
<td>1) 1st meeting: classical theme, writing recount text using FSWM individually without teacher’s guidance</td>
</tr>
<tr>
<td></td>
<td>2) 2nd meeting: same theme, editing with teacher’s guidance</td>
</tr>
<tr>
<td>Overall Reflection</td>
<td>The students got improved their writing skill. It is indicated through the reduced intensity of the problem indicators in after research. The students writing competency got improved and so did the writing class.</td>
</tr>
</tbody>
</table>

Summarized in Table 4.2, the procedure of the research is described in the following section. The research was conducted in the class VIII F of SMP
Negeri 19 Surakarta. The problem to be concerned is about the students’ low writing skill. While the solution, the researcher chose FSWM to solve the problem. In conducting the research, the researcher did the pre-research and the implementation of the research. In the pre-research, pre-observation, pre-test, and interview were done towards the students and the teacher to find the problems in writing. In the implementation of the research, the researcher divided it into two cycles. The first cycle consisted of three meetings and the second cycle consisted of two meetings. In the end of every cycle, the researcher did reflection to know whether the students’ writing skill got improved or not.

In the following, the researcher presents the summary of research implementation. It is presented in Table 4.3.

Table 4.3 Summary of Research Implementation

<table>
<thead>
<tr>
<th>Topic introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Sixth Birthday Party</td>
</tr>
<tr>
<td>Visiting the Zoo</td>
</tr>
<tr>
<td>Going Camping</td>
</tr>
<tr>
<td>Visiting Grandparents’ House</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class used for AR</th>
<th>VIII F</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Problem identified</th>
<th>The low students’ writing skill</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Proposed solution</th>
<th>Four square Writing Method (FSWM)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Implementation</th>
<th>In two cycles</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Pre-research</th>
<th>The researcher conducted pre-observation, pre-test and interview to find the problems in writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-observation</td>
<td>The researcher observed the teaching and learning process.</td>
</tr>
<tr>
<td>Aim:</td>
<td>to identify the students’ problem in writing skill and the situation of writing class before research.</td>
</tr>
<tr>
<td>Result:</td>
<td>the students had low writing skill and the situation in writing class did not support the teaching and learning process.</td>
</tr>
<tr>
<td>2. Interview</td>
<td></td>
</tr>
</tbody>
</table>
The researcher interviewed the teacher and some students.

_Aim:_ to describe
- the students’ opinion about English generally and writing lesson especially
- the students’ feeling towards the teacher’s technique in teaching writing
- the teacher’s technique in teaching writing

**Result:**
- The students were not interested towards English lesson.
- The students were not active and most of them did not pay attention to the teacher.

The teacher used pictures, vocabulary list and text to teach writing.

### 3. Pre-test

The researcher gave pre-test to 38 students.

_Aim:_ to know the students’ competence in writing

**Result:** the students got 55.70 as their mean score. It was lower than the minimum standard, 63.0.

<table>
<thead>
<tr>
<th>Cycle 1 planning</th>
<th>3 meetings</th>
<th>The researcher prepared materials, photograph, lesson plans, students’ worksheets, post-test, and everything related to the action.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting 1: My Sixth Birthday Party</td>
<td>The researcher reviewed about recount text.</td>
<td>The researcher explained about (FSWM).</td>
</tr>
<tr>
<td></td>
<td>The students learned to explore ideas using Four Square Graphic Organizers (FSGO).</td>
<td>The students were asked to tell their experience about their birthday party.</td>
</tr>
<tr>
<td></td>
<td>The researcher gave a text as the example of how to use FSWM.</td>
<td>The researcher asked one student to rewrite the text on the white board.</td>
</tr>
<tr>
<td></td>
<td>The researcher gave exercise about simple past tense.</td>
<td></td>
</tr>
<tr>
<td>Meeting 2: Visiting the Zoo</td>
<td>The researcher reviewed the lesson.</td>
<td>The researcher asked the students about their experience visiting the zoo.</td>
</tr>
<tr>
<td></td>
<td>The researcher guided the students to use FSWM to write the text.</td>
<td>The researcher asked the students to add more details for the text individually.</td>
</tr>
<tr>
<td></td>
<td>The students were asked to submit their texts.</td>
<td></td>
</tr>
<tr>
<td>Meeting 3: Going Camping</td>
<td>The researcher reviewed the lesson.</td>
<td>The researcher asked the students about their experience going camping.</td>
</tr>
<tr>
<td></td>
<td>The researcher guided the students to use FSWM to write the text.</td>
<td>The researcher asked the students to add more details for the text individually.</td>
</tr>
<tr>
<td></td>
<td>The students were asked to submit their texts.</td>
<td></td>
</tr>
</tbody>
</table>

**Observation**

The observation results of cycle 1 are as follows:
- The students looked happy to fill the FSGO.
- They seemed enthusiastic to find their own ideas. Some students were noisy but active.
The students’ difficulties in vocabulary still could be solved by the researcher. The students were excited with the text given by the researcher.

The students looked attracted with the topics of the text.

When the students were asked to add their own details, they complained because they felt that it was difficult.

In the end of the lesson, the students had finished their writings and had to submit them to the researcher.

Some boys still made noise.

The students were asked to make their own Four Square Graphic Organizers. They were active when they were asked to find the details for the text.

They told their experience about camping and sometimes they told their imagination.

**Reflection**

The reflections are as follows:

+ Students got less difficulty in exploring ideas.
+ They were not confused anymore when they were asked to find the details for their text.
+ In organizing the text, they were good enough.
+ By implementing FSWM, the students were better in organizing the text.
+ They were able to separate and differentiate the generic structure of recount text.
+ Besides, the students were not ashamed to ask to the researcher about the difficulty they faced.
- The students still made mistakes in constructing new sentences using simple past tense.
- They found difficulty in applying the suitable vocabulary to express their ideas.
- The researcher during the lesson had to walk around the class to answer students’ questions about the meaning of some words because only few of them who brought dictionary, some brought electronic dictionary, but most of them did not bring any tool to help them in finding the vocabulary needed.

**Revision**

The next cycle focused on:

- Guiding the students how to construct a good sentences using simple past tense to make them understand how to produce a good text.
- Being more interesting in delivering the material to make the students motivated.
- Giving the students the equal chance to ask questions.
- Introducing more new words that are related to the writing assignment to the students.

**Cycle 2 Planning**

2 meetings

The researcher prepared materials, photograph, lesson plans, students’ worksheets, post-test, and everything related to the action.

**Actions**

Meeting 1: Visiting Grandparents’ House

- The researcher explained about the common mistakes made by the students in their writings.
- The researcher asked the students to write a text individually.
- Some students refused to use FSGO to write the text. As the result, they still made many mistakes.

Meeting 2: Visiting Grandparents’ House

- The researcher asked the students to edit their texts made on the previous
meeting.
- The researcher asked the students to rewrite the texts.
- The researcher asked the students to make and decorate FSGO.

| Observation | The observations results of cycle 2 are as follows:
| | - The students looked active to hold on their own arguments about visiting grandparents’ house since they had different experience about it.
| | - Most of them refused to use FSGO to write because they said they were bored to draw it.
| | - The researcher could not do anything but let them go ahead writing without making draft.
| | - As the result their writing still contained mistakes.
| | - Some students could correct their writings, but some could not.
| | - The researcher asked whether or not the students got easier and clearer understanding about writing, and they answered “yes, it helps me very much.” Before closing the meeting, the researcher asked to make FSGO.
| | - She let them to decorate it. They looked so happy doing that.

| Reflection | The reflections are as follows:
| | 1) The students’ motivation in learning English especially in writing.
| | - The students looked enthusiastic when they were asked to write.
| | - They looked confident to write.
| | - They seemed more active in joining the lesson, although there were still some boys who made noise.
| | 2) The students’ progress in constructing new sentences using simple past tense.
| | 3) They made fewer mistakes in applying the suitable vocabularies to express their ideas.

| Findings as the whole | The research findings after implemented the research in two cycles are as follows:
| | - The improvement of the students’ writing skill
| | - The improvement of classroom situation after FSWM applied
| | - The improvement of the students’ achievement
| | - The improvement of the students’ behaviour towards English lesson

In more detail, the procedures of the research are presented as follows.

b. Pre-research (Identifying the Problem)

The researcher conducted the pre-observation in class VIII F of SMP Negeri 19 Surakarta to know the condition of English teaching and learning before the action research was done. In this step, she found that the students had low motivation in English lesson especially in writing although the teacher often gave them exercises in
writing. The students tended to make noise when the teacher was explaining. Some of them did not do the assignment given by the teacher. Besides, the students could not answer teacher’s questions which were related to the topic for that day. They seemed bored with the teacher’s technique in delivering the material.

In the pre-observation, the researcher also found that the students had low writing skill. When writing, they made mistakes in constructing sentences using simple past tense. They also made mistakes in applying the suitable vocabulary to express their ideas. Besides, they said it is difficult to find ideas to write and organize them in a good way. These facts are supported by the result of the pre-test conducted by the researcher on February 4th 2010. The mean score of the students’ writing is only 55.70, whereas the minimum score for English is 63.0.

Based on the pre-observation and pre-test, the researcher identified that students’ writing skill should be improved using a certain technique which is expected to be able to solve the problems. Therefore, the researcher chooses FSWM to improve students’ writing skill, so that the target of the research that was the improvement of students’ writing skill that covers some aspects of writing such as content, organization, vocabulary, language use and mechanics can be successful.

c. Cycle 1

1) Planning

After conducting the pre-test on February 4th 2010, the researcher made a plan to teach writing in the class. The material was taken from book, LKS, and internet. The lesson plan was made for each meeting. The researcher planned three meetings in
the first cycle. In choosing the theme for the writing, the researcher considered some aspects such as: age, language level and students interest. In the first meeting, she chooses a title “My Sixth Birthday Party”; in the second meeting the title chosen is “Visiting the Zoo”; in the third meeting she used a title “Going Camping”. Besides preparing lesson plans, she also copied some worksheets for the students and teaching aids to support the teaching learning process.

2) Action/Implementation

In this cycle, the researcher implemented the method in the class. There are three meetings in the first cycle. Lesson plans were prepared for each meeting.

a) The First Meeting

On Wednesday, 17th February 2010, the researcher began her research. She entered the class with her observer. The researcher as teacher had been introduced before to the students. The teaching and learning activities was started with some pre-activities. She explained about how to use FSWM in writing a new recount text to the students for the modeling. The text used entitled “my Sixth Birthday Party”. The researcher explained the steps in FSWM started from brainstorming ideas to wrapping up sentence. After that, she explained about the social function, generic structure and language features of the recount text. Then the students were given FSGO then asked to find their own ideas. Finally, the researcher gave the students homework about simple past tense. Since the time was limited, the researcher said good bye to the students.
b) The Second Meeting

On Thursday, 18th February 2010, the researcher entered the class with her observer to conduct the second meeting. On that day, the students together with the students started to use FSWM to write a new text. The text was about students’ experiences “Visiting the Zoo”. Students were given FSGO so that they were able to fill their own additional details after being given some details by the researcher before. In the end of the lesson, the students had to submit their writings.

c) The Third Meeting

On Wednesday, 24th February 2010, the researcher entered the class with the English teacher because her observer could not come. It was the third meeting. The recount text written on that day was about students’ experience of “Going Camping”. The lesson was started with giving some questions to the students to brainstorm the ideas. Students were given FSGO to write the details as the draft before being written as a text. Like the previous meeting, students in filling the FSGO to brainstorm ideas were still helped by the researcher. The researcher only gave some details then asked the students to add details for their own text. Finally, the researcher had to end the lesson because the time was over after asking the students to submit their texts.
3) Observation

a) The First Meeting

In the first meeting, the researcher only did a modeling. The students were asked to pay attention to the researcher. At the beginning of the lesson, the researcher asked the students to fill the FSGO. They looked happy to do that. As what was said by FAA, an eighth grade student, “Miss, boleh dikasih gambar kan?” They seemed enthusiastic to find their own ideas, “Miss, saya nulis ini boleh kan?” said YRT. Some students were noisy but active. They made noise to get the attention from the researcher; they always called her to come to them one by one, “Miss, sini” The students’ difficulties in vocabulary still could be solved by the researcher. When the researcher gave the example of recount text entitled “My Sixth Birthday Party”, the students were excited.

b) The second Meeting

In the second meeting, the researcher gave the students new topic for the writing. The title of the text for that day was “Visiting the Zoo”. They looked attracted, since they must have their own experience of visiting the zoo, “Haha, ketemu kembaran ya Miss?” said ECBS. In writing the text, the students were guided by the researcher. She only gave some sentences for the example, and then asked the students to add their own details. When the students were asked to do that, they complained because they felt that it was difficult, as what had been said by FA, “Miss, nggak usah panjang-panjang
In the end of the lesson, the students had finished their writings and had to submit them to the researcher.

c) The Third Meeting

In the third meeting, the researcher entered the class with the English teacher because her observer could not come. By the existence of the teacher, the researcher at the first time thought that the students would be quieter. In fact, some boys still made noise. The text title for that day was “Going Camping”.

The students were asked to make their own FSGO. They were active when they were asked to find the details for the text. They told their experience about camping and sometimes they told their imagination, as what had been said by JFSD, an eighth grade student, “Miss, kalo kemah itu biasanya ada api unggun, terus outbound juga ada”.

4) Reflection

After conducting the first cycle continued with giving the first post-test, the researcher did a reflection based on the analysis of the data gathered. From the evaluation, she found that there was progress in students’ writing skill. This fact was supported by some indicators that reduced their intensities. For example, students got less difficulty in exploring ideas. They were not confused anymore when they were asked to find the details for their text. In organizing the text, they were good enough. By implementing FSWM, the students were better in organizing the text. They were able to separate and differentiate the generic structure of recount text. Besides, the students were not ashamed to ask to the researcher about the difficulty they faced.
The increased mean score from 55.70 in the pre-test became 71.0 in the first cycle test supported the statement saying that there was improvement in students’ writing skill.

One indicator that had not been solved was about students’ ability in the language use. Students still made mistakes in constructing new sentences using simple past tense. They admitted that it was difficult to memorize the second verbs. Besides, they also found difficulty in applying the suitable vocabulary to express their ideas. Only few of them who brought dictionary, some brought electronic dictionary, but most of them did not bring any tool to help them in finding the vocabulary needed. As the result, the researcher during the lesson had to walk around the class to answer students’ questions about the meaning of some words.

In the first meeting, the researcher found difficulties in adapting to the class condition since it was the first time she taught the students. Moreover, the way she explained the material was so quick and the voice was not so loud. In the second meeting, the researcher was more relaxed, and the students were too. In the third meeting, the researcher should walk around the class with equal chance given to the students to ask question, so she did not concern with particular part of the class. She gave the students more chance to explore the vocabularies needed related to the writing assignment.
d. Cycle 2

1) Revised Plan

Based on the first cycle, the researcher realized that there were improvements in students’ writing skill, but she still found some problems faced by the students that should be solved soon. Therefore, the researcher had revised her plan that would be conducted in the second cycle. The plans were: (a) guiding the students how to construct a good sentence using simple past tense to make them understood how to produce a good text, (b) the researcher should be more interesting in delivering the material to make the students motivated, (c) giving the students the equal chance to ask questions, (d) introducing more new words that are related to the writing assignment to the students. The plans were realized in two meetings; in the first meeting the researcher gave an interesting title “Visiting Grandparents” for the writing and in the second meeting the researcher still used it to ask the students to edit their writing of the previous meeting that had been underlined before. Underlining was used to show the mistakes so that the students would know which part they had to revise.

2) Action/Implementation

a) The First Meeting

On Wednesday, 3rd March 2010, the researcher entered the class with the teacher as her observer. After greeting the students, the researcher reviewed on the previous material. On that day, the title for the text was “Visiting
Grandparents”. The students were asked to tell their experience about visiting their grandparents’ house after being asked to make their own FSGO. In this meeting, the researcher did not give them any sentences for their example anymore. In other words, the students were asked to find their own details by themselves. The researcher only walked around the class to check them. In the end of the lesson, all the students could finish their writing although some of the complained when they had to submit their works.

b) The Second Meeting

On Thursday, 4th March 2010, the researcher entered the class with her observer. On that day, the researcher would ask the students to edit their works of the previous meeting that had been underlined by the researcher. The underlining was for showing the students about the parts they had to correct. The researcher also asked the students to make their own FSGO. The researcher asked them to make the graphic as interesting as possible. The graphic would be used for the second post-test conducted on the next week.

3) Observation

a) The first Meeting

In this meeting, the students looked active to hold on their own arguments about visiting grandparents’ house since they had different experience about it, “Miss, kakek nenek saya udah tua banget jadi udah nggak bisa diajak bercanda”, “Miss la kalo udah meninggal gimana? Masa ngarang?” said some eighth grade students. Most of them refused to use FSGO to write
because they said they were bored to draw it, “Miss, lagi males nggambar ni, nggak usah pake itu aja ya?” said RW, an eighth grade student. The researcher could not do anything but let them go ahead writing without making draft. As the result their writing still contained mistakes.

b) The Second Meeting

Dealing with the mistakes made by the students in the previous meeting, the researcher asked the students to do some editing for their writing. Some of them could correct them, but some could not. While checking their works, the researcher asked them about what they did on that day. The researcher asked whether or not the students got easier and clearer understanding about writing, and they answered “Ya Miss, membantu banget.” Before closing the meeting, the researcher asked to make FSGO. She let them to decorate it. They looked so happy doing that, as what had been said by PS, an eighth grade student, “Miss, boleh dikasih warna kan?”.

4) Reflection

In the second cycle, the researcher found improvements in some points. The first point is the students’ motivation in learning English especially in writing. The students looked enthusiastic when they were asked to write. They looked confident to write. The sentences they made were better than in the first cycle. They seemed more active in joining the lesson, although there were still some boys who made noise.
The second point was the students’ progress in constructing new sentences using simple past tense. They made fewer mistakes in applying the suitable vocabularies to express their ideas. These improvements were supported by the mean score of the test in the second cycle. In that test the students got 71.57. It was better than the mean score of the test in the first cycle that was only 71.0.

3. Findings

The findings of the research were gathered from several sources of data. They included pre-observation report, field notes, interviews, questionnaires, research diaries, photograph, lesson plans, and the score of pre-test and post-test. The findings answered the research questions stated in chapter 1. The research findings were as follows: the improvement of the students’ writing skill and the improvement of the classroom situation in the English class when the method was implemented. Besides, the researcher also found the other findings happened during and after the research implementation by using FSWM. The finding of each meeting was stated in appendix 12, while the overall findings were summarized at the Table 4.4. They were compared between before and after the research.
Table 4.4 Summary of Research Findings

<table>
<thead>
<tr>
<th>Research Findings</th>
<th>Before Action Research</th>
<th>After Action Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The improvement of the students’ writing skill</td>
<td>The students’ writing skill was low with the pre-test mean score is 55.70.</td>
<td>The students’ writing skill got better than theirs before research. It is proven by the cycle 1 test mean score 71.0 and the cycle 2 test mean score 71.57.</td>
</tr>
<tr>
<td>a. The students’ writing skill</td>
<td>Having difficulties in exploring ideas to write.</td>
<td>Having fewer difficulties in exploring ideas to write.</td>
</tr>
<tr>
<td></td>
<td>• In writing recount text; in the event 3 ideas were written in about 3 sentences.</td>
<td>• “Bu, liat saya udah nulis banyak, tapi ini bener nggak bu?”</td>
</tr>
<tr>
<td></td>
<td>Making mistakes in structure</td>
<td>Making fewer mistakes in applying the appropriate tense in the text.</td>
</tr>
<tr>
<td></td>
<td>• Did not use simple past tense to write the recount text (simple present tense and present continuous tense)</td>
<td>• Using simple past tense in their texts.</td>
</tr>
<tr>
<td></td>
<td>Having limited word choices</td>
<td>Having richer word choices</td>
</tr>
<tr>
<td></td>
<td>• Using inappropriate words; for example rolling to express walking around.</td>
<td>• Examples of new words the students knew: took a walk, drove around, walked around, etc.</td>
</tr>
<tr>
<td></td>
<td>Lack of coherence and cohesiveness</td>
<td>Being able to differentiate the generic structure of recount text and use the word transition.</td>
</tr>
<tr>
<td></td>
<td>• Most students have not used word transition in their texts.</td>
<td>• Examples of word transition used by the students: after that, then, before, after, finally, etc.</td>
</tr>
<tr>
<td></td>
<td>Making mistakes in word order</td>
<td>Being able to use the appropriate word order in their sentences.</td>
</tr>
<tr>
<td></td>
<td>• Garden rambutan for kebun rambutan,</td>
<td>• Beautiful place for tempat yang indah, tea garden for kebun teh, grandparents’ house for rumah kakek nenek, etc.</td>
</tr>
<tr>
<td>b. The achievement of the students’ test score</td>
<td>The students’ pre-test achievement was low. Pre-test mean score under the passing grade, 23.68% students reached the passing grade.</td>
<td>The achievement of writing test (pos-test 2) increases. The score above the passing grade, 84.21% students reach the passing grade.</td>
</tr>
<tr>
<td>2. The improvement of classroom situation</td>
<td>Complaining to write</td>
<td>The students seldom complain when they are asked to write.</td>
</tr>
<tr>
<td></td>
<td>• Giving many reasons to refuse writing.</td>
<td>• Most students gave less complaint.</td>
</tr>
</tbody>
</table>
During teaching and learning process by using Four Square Writing Method

<table>
<thead>
<tr>
<th>Not active.</th>
<th>Being able to answer teacher’s questions and being active to ask questions to the teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Did not answer teacher’s questions.</td>
<td>• Most students answered the teachers’ question.</td>
</tr>
<tr>
<td>• Did not ask questions to the teacher.</td>
<td>• Most students asked questions to the teacher.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Being not happy to read the writing in front of other friends.</th>
<th>Do not refuse to present their writings in front of the class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Some students did not want to read their texts in front of the class.</td>
<td>• Being confident to read their texts loudly in front of the class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spending longer time when writing</th>
<th>Spending shorter time and being able to finish the writing on time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The students spent 25 minutes to write a recount text.</td>
<td>• The shortest time record: 15 minutes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minding personal business and making noise.</th>
<th>Paying attention to the teacher; do not look bored or make noise. Making noise when they are discussing with their friends.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Some students chatted with their friends when the teacher was explaining.</td>
<td>• Looked happy during the lesson.</td>
</tr>
</tbody>
</table>

3. The teacher’s behaviour

<table>
<thead>
<tr>
<th>Using traditional method; presentation method when teaching the students.</th>
<th>Using Four Square Writing Method attractively to teach the students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having little interaction with the students.</td>
<td>Getting closer with the students and the interaction between them increases.</td>
</tr>
<tr>
<td>• Did not talk about personal business with the students.</td>
<td>• Talking about personal business with the students like where they live, how they go to school, etc.</td>
</tr>
</tbody>
</table>

4. The students’ behaviour outside the class

<table>
<thead>
<tr>
<th>The students did not greet when they met the researcher.</th>
<th>The students greeted the researcher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students looked happy when the lesson was over.</td>
<td>The students ask the researcher to teach them longer.</td>
</tr>
<tr>
<td>• Some students said “yes” when the lesson was over.</td>
<td>• “Bu, ngajar disini terus aja bu.”</td>
</tr>
</tbody>
</table>

Based on the table 4.4 above, it can be seen that there are some findings found in the research, which include:

a. The improvement of the students’ writing skill

FSWM improved the students’ writing skill. The improvement showed that the students were able to explore the ideas to write. After being taught using FSWM several times, they have fewer difficulties in exploring ideas to write. They said it is easy to transfer thoughts and feelings from their heads onto a sheet of paper. Before
research, in writing each sentence, they should be guided by the teacher. After being taught using FSWM, they have started writing the sentences by themselves although they would ask for help finally.

Besides, the students’ make fewer mistakes in applying the appropriate tense in the text. In writing recount text, they had understood that they had to use simple past tense. The students also had richer word choice to express their ideas. They were able to select the appropriate words to express their ideas. It was related to the use of FSGO in the method. The use of graphic organizers is able to help the students in brainstorming the ideas to write includes the words they need to express them. Using the FSWM, the students were able to enrich their vocabulary. Moreover, the students’ are able to differentiate the generic structure of recount text. The numbered boxes in the graphic helped the students to remember the generic structure of recount text. Besides enriched the students’ vocabulary, FSWM also helped the students in ordering words into the correct forms. In the process of brainstorming ideas, automatically the students were learning how to order words into correct forms.

The improvement of the students’ achievement in writing from cycle 1 to cycle 2 can be summarized at table 4.5 as follows:

Table 4.5 The Improvement of the Students’ Achievement

<table>
<thead>
<tr>
<th>Sub cycle</th>
<th>Observation</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kind of test</td>
<td>Pre-test</td>
<td>Test 1</td>
<td>Test 2</td>
</tr>
<tr>
<td>Mean of students’ score</td>
<td>55.70</td>
<td>71.0</td>
<td>71.57</td>
</tr>
<tr>
<td>Increasing of students’ mean score</td>
<td>15.30</td>
<td>0.57</td>
<td></td>
</tr>
</tbody>
</table>
Based on the tables above, it can be concluded that the students had a good achievement at the test in cycle 2. Their score increased from cycle 1 to 2.

In conducting the research, the researcher concerned more with three students who came from different level of intelligence. They were a student who is clever (student A), one who is in average (student B), and one who is in the lowest ability (student C). The researcher concerned with all the students actually, but she gave special attention to these three students. She gave different attention to them. The improvement of students sample is summarized as follows.

Table 4.6 The Sample of Students’ Achievement

<table>
<thead>
<tr>
<th>Students’ initial name</th>
<th>WM (student A)</th>
<th>PS (student B)</th>
<th>DAA (student C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>69</td>
<td>63.50</td>
<td>38</td>
</tr>
<tr>
<td>Cycle 1 test</td>
<td>82</td>
<td>63.50</td>
<td>57.5</td>
</tr>
<tr>
<td>Cycle 2 test</td>
<td>87</td>
<td>75.50</td>
<td>60.5</td>
</tr>
<tr>
<td>Mean score</td>
<td>79.33</td>
<td>67.50</td>
<td>52</td>
</tr>
</tbody>
</table>

Student A is a clever student. She got the best score in pre-test and post-tests. She made little mistakes in her writing. She needed little special treatment from the researcher. She could understand the researcher’s explanation and write the text easily. After the research, she had better writing skill than before the research.

Student B is a student in average. She is not too clever but active. She usually made mistakes in sentence construction and vocabulary, but they could still be tolerated. Her skill in writing before the research tended to improve significantly after the research. During the research, the researcher guided her in how to construct good
and correct sentences using simple past tense and how to optimize FSWM to write a recount text.

Student C is a student with low intelligence. He had low motivation and confidence towards English. During the research, the researcher did a special technique to make him easier to write. The researcher also motivated and encouraged him in order to be better in writing. As the result, he got better score in the post-test although the improvement was still low.

From the explanation, it can be concluded that the sample students got improved their skill in writing. It is shown by the score they achieved and also the behaviour they showed.

b. **The improvement of the classroom situation**

The situation of writing class during the teaching and learning improved after the researcher applied FSWM. Through the method, the students felt interesting especially in the graphic organizers used. As the result, the students did not complain when they were asked to write. They only complained about the time needed to make the graphic, the rest they admitted that they were helped by the graphic. During the teaching and learning process using the method, the students changed into active to answer teacher’s questions whereas they were so passive before the research done. They were also not ashamed to ask the researcher about the difficulties they met.

After the students finished writing, the researcher asked them to present their writing in front of the class. At the first meetings, they were not happy and they refused it, but after several meetings some students did the researcher’s instruction.
They did not refuse to read their writing in front of the class whereas before they did not want their classmates knew their writing.

By applying the method, the students admitted that they were helped. The time needed to write tended to be shorter than before. The problem was only in making the graphic organizers. They said that it took too long just to make the graphic, as what had been said by UAF, one of eighth grade students in VIII F class, “Yang bikin lama itu pas harus buat grafiknya dulu, jadi harus nulis dua kali.” But, some students admitted that they could be as creative as possible to decorate the graphic organizers. As what had been said by IP, an eight grade students in VIII F class, “Saya jadi lebih kreatif untuk membuat grafiknya, selain itu lembar kerjanya jadi bersih karena coretan sudah dibuat di kertas lain.” It can be concluded that the students liked to use the method to write a text.

During the teaching and learning process, the students paid attention to the researcher. They did not look bored. They also did not make noise. They make noise when the time of discussing. In the other words, the students were active.

Overall, the three students (WS, PS, and DAA) whom the researcher concerned more got improved in their behaviour during the writing class. They showed positive attitude towards writing and they did not complain anymore when they were asked to write. Students in VIII F class only complained when they had to make FSGO. They said it took a long time to make the graphic. They also said the method was not effective if it was used in test, but the researcher told them that the method would be very helpful if they used it to write again and again, so they would
be accustomed to it. Then they would not need a long time to write and their writing would get better.

c. The improvement of the teacher’s behaviour

By conducting the research, the teacher who used traditional method to teach writing before used FSWM attractively to teach the students. Besides, she got closer with the students and the interaction between them increased too. It can be concluded that the teacher’s behaviour in teaching writing improved, as what had been said by the researcher in the diary of the research, “Wah rasanya seneng banget bisa membantu murid-murid yang kesulitan dalam menulis teks bahasa Inggris, selain itu saya juga lebih mengenal mereka karena kami sering bercakap-cakap”.

d. The improvement of the student’s behaviour

Besides there was improvement in the classroom situation, there was also improvement in the students’ behaviour outside the class. The improvement was the students greeted and called the researcher’s name when the students met her, as what had been said by DH, “Miss, nanti ngajar lagi kan?”, “Nanti nulis apa lagi Miss?” It can be concluded that the students gave positive attitude towards the research. The students in the questionnaires also wrote that they wanted the researcher to teach them longer. When it was time to end the research, the students asked the researcher why she did not teach English at their school. It can be concluded that FSWM did not only give positive improvement inside the class but also outside the class.
Based on the analysis above, it can be interpreted that using FSWM can improve the students’ writing skill at the eighth grade students of SMP Negeri 19 Surakarta in 2009-2010. It also makes the writing class situation becomes more interesting, interactive and not boring.

B. Discussion

This research aims to improve students’ writing skill and classroom situation. The research findings show the two aspects above improved by implementing FSWM. In this section, those findings are discussed by justifying them with the other theories. In more detail, each of the findings is presented as follows.

1. Four Square Writing Method is able to improve students’ writing skill.

As mentioned above, FSWM is able to improve students’ writing skill. In this case, implementing FSWM to improve students’ writing skill means implementing graphic organizers as the visual aid to provide the students with the visual outline for their first draft. That is why graphic organizers cannot be separated from this method.

The improvement of students’ writing skill in this research involves five focuses. Each of the improvement is discussed as the research findings as follows.

a. Four Square Writing Method improves students’ skill in exploring ideas to write.

The research findings show that the students were able to state the main ideas for their writing and also to find the more details, as what had been stated by BAD, “Bu, liat saya udah nulis banyak, tapi ini bener nggak bu?” Besides, the students were able to write 3 ideas
in the event of recount text in about 9 sentences. This result is supported by McKenzie who says: “graphic organizers can be used in all phases of learning from brainstorming ideas to presenting findings” (2003).

b. Four Square Writing Method improves students’ skill in applying the appropriate tense in the text.

The research findings show that the students made fewer mistakes in applying the appropriate tense in the text. The students had used simple past tense to write recount text. They were able to construct good sentences to express their ideas. The skill in applying the appropriate tense is related to the skill in presenting ideas in the text. As stated by Bell (2009), “effective use of graphic organizers can help the writer to present his or her ideas in an effective and persuasive manner, resulting in a focused and coherent text”.

c. Four Square Writing Method improves students’ word choices.

The research findings show that the students had richer word choice. They were able to select the appropriate words to express their ideas. They also knew some new words like took a walk, drove around, walked around, etc. This result is supported by Sigueza (2005) who states: “graphic organizers are a great tool to use when teaching English language learners (ELLs). Visual illustrations allow ELLs to better understand the material while learning important vocabulary.”
d. Four Square Writing Method improves students’ skill in coherence and cohesiveness.

The research findings show that the students were better in coherence and cohesiveness. They were able to differentiate the generic structure of recount text and use the word transition like *after that, then, before, after, finally*, etc. This finding is supported by Zollman (2009) who states: “as in the four square writing method, the students then organize and edit their thoughts by writing their solution in the traditional linear response, using connecting phrases and adding details and relationships”. Supporting this statement, Gloria in Gould and Gould (1999: iv) says that “visual organizers helps students to conceptualize, understand, and structure a piece of writing as well as provide coherence and cohesiveness.”

e. Four Square Writing Method improves students’ skill in word order.

The research findings show that the students were able to apply the appropriate word order in their sentences. The words were like *Beautiful place* for *tempat yang indah*, *tea garden* for *kebun teh*, *grandparents’ house* for *rumah kakek nenek*, etc. This finding is similar with McKenzie (2003) who states that “graphic organizers are one way for visual thinkers to arrange their ideas”. The application of word order has close relationship with the students’ skill in word choice. As stated by Fruehling and Oldham (1988: 51), *the right words (appropriate word choice) are necessary, but the order in which the writers place them in sentences*
determines how well they will do their job. It means that that skill in putting the right words in the right place in sentences is very important. In other words, the better skill the students had in word choice should be followed by the better skill in word order.

2. Four Square Writing Method is able to improve situation in the writing classroom.

In this research, FSWM is also able to improve the situation of the classroom. In the teaching and learning process, the students took participation when implementing FSWM in learning writing. The improvement of situation in the classroom covers the following focuses:

a. Four Square Writing Method improves students’ motivation towards writing.

It was proven by students’ behaviour who seldom complained when they were asked to write. The research findings show that the students gave fewer complaints to the teacher. The use of graphic organizers in this method is very attractive. As stated by Ford and Wlodkowski in Elliott et al (1999:331), “realistically, the best teachers can do is to make conditions as attractive and stimulating as possible.”

b. Four Square Writing Method improves students’ activeness.

The research findings show that the students became more active. They were able to answer the teacher’s questions and they also asked questions to the teacher. This result is supported by Dutch (2008) who
says: “Hopefully, having students participate in the creation of graphic organizers will interest and motivate them since they will be actively engaged rather than listening passively.”

c. Four Square Writing Method improves students’ confidence.

The research findings show that the students became confident to read their texts in front of the class. They did not refuse to present their writing in front of other friends, they even looked happy to do that. As stated by McKenzie (2003), “graphic organizers are a way to encourage students to think about information in new ways.”

d. Four Square Writing Method improves students’ time needed to write.

The research findings show that the students spent shorter time in writing and they were able to finish the writing on time. It can be concluded that the method had made the productive learning time increase. As stated by Sheridan (2010), “maximizing your teaching time provides a higher quality of education for your students and a better working atmosphere for you”. This is similar with Gettinge in Elliot (2000: 559) who identifies three aspects of learning time that could be increased. The first is the time used for instructions, the second is engaged time, and the third is productive learning time. The more productive the learning time means the more things can be done in a certain time. On the other words, if the activity had been decided (writing a recount text), the productive learning time will be shorter.
e. Four Square Writing Method improves students’ behaviour during the teaching and learning process.

The research findings show that the students paid attention to the teacher and they did not look bored or make noise. They even looked happy during the lesson. This is similar with Sheridan who states that “Children have short attention spans but they will pay attention if you present the lessons in a brief but concise manner”.

The observation results of field notes which are supported by interview with students and some photographs also show the differences of students’ interest and behaviour before and after the implementation of FSWM. After the writer conducted the second cycle, she interviewed the eighth grade students of SMP Negeri 19 Surakarta. When the teacher asked the students’ feeling, most of them said that FSWM is fun activities in learning writing. The students gave more attention and more participation in every single activity. The situation in teaching and learning process became conducive and made the students were able to write recount text easily.

There were many important aspects in teaching writing using FSWM. As stated by Luban et al in their research. They say:

The strength of Four Square Writing Method seems to help the students organize their thoughts in a logical way and improve the use of adding detail to their writings. The method does not address all the issues students have in writing. However, this method does break down the writing process into manageable pieces. The students believe they are capable writers and it seems to give them the confidence they need to become successful writers. In addition, conversation about writings
across a grade level increased; specifically, improve organization and rubric scores made peers take note of what procedures was used. (Luban et al, 2007: 5).

FSWM is one of alternative technique that is appropriate in teaching writing. It is proven by the result of students’ mean score in doing tests. The students’ participant in every single activity in joining the lesson also supported the activeness of conducting FSWM. Therefore, it is not necessary to put FSWM in doubt to improve students’ writing skill. It is proven that FSWM can improve students’ writing skill, actually for the eighth grade students of SMP Negeri 19 Surakarta.
CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTIONS

This chapter presents the conclusion, implication and suggestions of the Collaborative Action Research conducted in the eighth grade students of SMP Negeri 19 Surakarta in 2009/2010. They are presented as the final discussion from the research findings.

A. Conclusion

Based on the research findings, it can be concluded that FSWM can improve the students’ writing skill. The students’ writing skill improved after they were taught using the method. This improvement is proven by the findings after the research was conducted. The findings were 1) students had fewer difficulties in exploring ideas to write 2) the students also made fewer mistakes in constructing new sentences using simple past tense 3) their word choice got richer after the research 4) in writing recount text, the students were able to differentiate the generic structure of recount text and use the appropriate word transition 5) they were able to use the appropriate word order in their sentences.

Besides, FSWM can improve the classroom situation during teaching and learning process. FSWM brought positive atmosphere to the class of VIII F. The students showed better attitude towards the writing lesson. Although they still complained when they were asked to write, they still did it well. They wrote better and better. The students also became more active during the lesson. They always
asked to the teacher when they found difficulties. The mean score strengthens all the statements. The mean score got improved from the pre-test to the cycle 2 test. In the pre-test the students got 55.70, in the cycle 1 test they got 71.0 and in the cycle 2 test they got 71.57. In the pre-test, there were only 23.68% students who reached the passing grade 63.0. After the research that was in the cycle 2 test, there were 84.21% students who reached the passing grade.

In the teacher’s behavior, there is also improvement. The teacher used FSWM attractively to teach the students. She did not use the traditional method anymore, like presentation, when teaching the students. Moreover, the teacher got closer with the students and the interaction between them also increased.

In the students’ behavior, there was improvement too. The students greeted the researcher as their teacher when they met her. The students also asked the researcher to teach them longer, whereas in the first meeting they always looked happy when the lesson was over.

From the statements, it can be concluded that FSWM is able to improve the students’ skill in writing, the classroom situation during the teaching and learning process, the teacher’s behavior and the students’ behavior.

**B. Implication**

In achieving the objectives of teaching and learning process, it is really important to apply a suitable technique or method. The appropriate choice of them will give good impact in both process and result of the teaching and learning itself. The implementation of FSWM in teaching writing has shown that the method is
effective to improve the students’ writing skill. One of the characteristics of this method is its use of FSGO. The use of the graphic makes the students brainstorm easily and explore the ideas and organize them.

As it has been stated before in chapter 2, there are 8 steps in Four Square Writing Method that involve the four Square Graphic Organizers. The steps are: Categorizing (understanding similarities), Labeling Writing with a Summary Sentence, Placing a Sentence in the Center of The Four Square (using reasoning instead of examples), Writing a Paragraph (taking it of the organizer), Adding More Details, Writing a Wrap-up Sentence, Adding Supporting Details, and Adding Connecting Words to Provide Transition Between Ideas. The graphic has four boxes with one additional box in the center. In filling the boxes, it is important to follow all the steps in the method. The steps cannot be overlapped to have a good writing. In other words, this step by step approach can help the students obtain cohesiveness, coherence, and appropriate transition words. Besides, the method creates positive atmosphere to the class and makes the students more active.

From the explanation, it can be said that FSWM can be used as an alternative method to achieve an optimum result in teaching writing. Therefore, the teacher should understand well all about FSWM including its characteristics, steps, and benefits.
C. Suggestions

Based on the research findings, the researcher would like to give some suggestions related to the teaching of writing.

1. For the Teachers

   Writing for most students is considered to be a difficult subject. The students often complain when they are asked to write. It deals with the way of the teachers in teaching the writing. The teachers have to use the suitable technique and method unless the students will get bored then fail in the subject. That is why the teachers should apply the Four Square Writing Method in teaching writing. By using the method, the student will not be bored. Automatically the teaching and learning process can run well and the objectives can be achieved.

2. For the Students

   Basically, the teaching and learning process needs the participation from both students and teachers. Whatever the method and whoever the teacher if there is no participation inside the class, there will no improvement in students’ skill. Besides, the students should practice by themselves at home so that their writing skill will get better and better.

3. For Institution

   For SMP Negeri 19 Surakarta, it is necessary to provide any facilities needed to support the teaching and learning process. The complete facilities and training will help the students and teachers in improving the language skill especially for writing.