A. WRITING

1. The Definition of Writing

Writing is a way to communicate with others using written form. It gives opportunity to people to explore their ideas and acquires information. Nunan (2003: 88) states that writing is the process of thinking to found the ideas thinking about how to express to make a good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. Furthermore, Harmer (2004: 86) states that writing is a process and what we write is often heavily influenced by constraints of genre, then these elements have to be present in learning activities.

Writing is not only delivering to others but also using a sheer energy to complete the writing process itself; thinking the ideas, preparing the outline, transferring the outline into draft, revising the draft, finally proof reading the draft to prepare for the final outline. The fact is the students find it difficult to do so since they have limited ability and mastery as English.

Writing is an activity to express ideas, feeling or thinking to the others through written form. Based on the theories of writing by Harmer (2007), it could be concluded that writing is the process of thinking to invent
ideas, thinking about how to express into good writing, and arrange the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph.

2. **The Importance of Writing**

   Although writing is the most difficult skill to develop, it is quite important. It plays an important role in the modern society. Through writing, many people can communicate one to another over long distance and periods of time. It also has preserved ideas of great thinkers in the past.

   Considering how importance writing is in life, it is necessary; therefore, that writing is taught at school. By learning writing, the students will get knowledge how to express the ideas, and how to tell their thoughts with anyone, through their writing.

   From the explanation above, the writer concludes that writing has an important role in the modern society which everyone can communicate to another over long distance and periods of time and writing also helps the students get knowledge how to express their ideas and tell them to anyone else through their writing.

3. **The Purpose of Writing**

   The purposes of writing have to do with goals or aims of writing. Thinking about purposes of writing, a writer should think to motivate
people to write. The first is to express ideas that means a writer express his feeling, expressions, personality, likes, and dislikes in his writing in order to make readers understand something within the materials. Second is to provide information that means to give information and explain it. This purpose is to focus on the materials being discussed. Third is to persuade readers to convince readers about a matter of an opinion. This also focuses on the reader’s point of view. And the last is to create literary work. It means that a work which is based on one’s point of views (opinion, attitude, and observation) of other matters occurring in one’s environment.

4. Teaching Writing

There are many processes from experts that can be adopted for teaching writing. According to Oshima (2006: 65), writing is a process of creating, organizing, writing and polishing. The first step is creating ideas; the second is organizing the ideas, next is writing rough draft, and in the final step is polishing the rough draft. Besides, Linse (2006: 105) states that there are four processes on teaching writing, which are prewriting, writing, revising, editing, and publishing. Each process can be explained as follow:

a. Pre-writing

In classroom prewriting can be as simple as a drawing activity. The teacher and the students discuss about theme and topics that will
betaught. Through the prewriting activity, the students prime so immediately get to work.

b. Writing

After the students finish prewriting, the next step is to get thoughts and ideas down on paper. They write related to the chosen topic.

c. Revising

Revising occurs when the writer looks for from the teacher or another student. The purpose of this process is to get the reflection about the writing and then the writer can make appropriate revisions.

d. Editing

After revising, the teacher corrects the students’ error and helping them find and correct their own errors.

e. Publishing

After a piece of writing has been edited, it is ready to be published. Publishing refers to putting the writing in a final finished format when it can be shared with others.

5. The Students’ Problem in Writing

Many articles and writers state that many students of junior high school are still unable to use their competency in writing. They face many problems in writing. According to Nurgiyantoro (2001: 298), there are some problems of the students in learning writing. Those are:
a. Organizing Idea

The problem usually faced by the students in learning is about how to organize the idea into sentences. In writing, the students usually write the content which is not suitable with the theme. It happens because the students get difficulties in developing their idea and sometimes they do not know what they will write.

b. Lack of Vocabulary

Vocabulary also becomes an important part in learning writing. Most of the students face this problem, because they are not mastering the vocabularies. As a result, they often write sentences which are not communicative. They usually choose incorrect words when they want to write something in their writing.

c. Grammar Accuracy

When the students try to write, they always confused whether their sentences are grammatically correct or not. Generally, most of beginner students do not master English grammar well. It becomes problem when they have to write which consist of sentences.

6. Descriptive Text

Descriptive text is a text which says what a person or things is like. Its purpose is to describe and reveal a particular person, place, or thing, for example describing your friends, school, or something.
Components of descriptive text:

a. Generic Structure

The generic structure of descriptive text consists of two parts. Those are:

1) Identification

Identification which is identifies phenomenon to be described (introduction of the suspect)

2) Description

Description which is describes parts, qualities, and characteristics (height, weight, hair, face, the function, color, shape, size, and so on)

b. Language Features

There is a language feature of descriptive text:

Simple Present Tense

Pattern:

Subject + Verb.1/Verb(s/es) + Object

Subject + Be( is,am,are) + Object
Example of Descriptive Text:

**My Cupboard**

I have a cupboard in my bedroom. My cupboard is located next to the bookshelf. It's made from jati wood. It's high approximately two meters. It has wide approximately one meter. In it, there are three layers. The first layer is for my cosmetics, the second one is for my clothes, and the last is for my skirt. Every week, I always clean it by duster.

In the text above, the general point of view of the writer can be revealed in identification, while the details of the text are enclosed in description part. Descriptive text describes something in reality, so people will see the situation in the same point of view.

B. Four-Square Method

1. The Definition of Four-Square Method

The Four Square Writing Method is used in this research as a part of cooperative learning method in solution for the problems. Four-Square method is a simplified graphic organizer for teaching writing to children in school (Gould, 1999). Four-square writing is a method of teaching basic writing skills that is applicable across grade levels and
curriculum areas. It could be applied for the narrative, descriptive, expository and persuasive forms of writing (Gould, 1999). And also Four Square is a learning activity to develop and to increase the students’ vocabulary knowledge by making a personal connection with words likes in the sentences or paragraph. This method will guarantee that students can write with confidence and fun.

Four-Square method is process arrangements in the graphic or spatial organizer is consideration (Frayer & Peters: 2000). The topic should be mates and focus on the objectives for students learning in writing process. The arrangement allows the teacher has a clear understanding of what students wants to address in the activity and provides the students toward Four-Square method. And additional importance in implementation the Four-Square should be clear for the instruction is direct and indirect instruction and included process and content for using Four-Square organizer to select the words for the Four Square daily work in writing. And the importance to select the words for uses the Four-Square organizer. Four-Square method make the students’ centered in their classroom work for use the Four-Square organizer. We know that doing so is grounded in proven best practices instruction from form Four-Square.

The Four-Square strategy is purposefully designed and scheduled to be used during the start of the school day so that the students have maximum opportunities to continue to develop and support their proficiencies with these skills and knowledge throughout their day (Gould,
1999). The Four-Square method importance’s to use the structure and the format of the Four-Square strategy to support that the students are attempting to do, and are engaged in doing, with language and literacy learning.

This is sample of a Four-Square to organizer for a writing lesson. The topic or topic sentence goes into the center of the organizer, while three supporting ideas or sentences go into three of the outside squares. Finally, a wrap-up sentence concludes the final box of the organizer.

Four-Square can also solve the difficulties of writing process in one class. That means Four-Square with this style could be made the students interest and happy to learn the writing subject. Giving the interest material with the good model in Four-Square in the class and doing writing process.

2. Concept of Four-Square Method

This step by steps approach are built around a simple graphic organizer that first shows students how to collect ideas and then helps them use those ideas to create clear and polished prose. Open-ended reproducible make the technique accessible to writers of all ability ranges. Four-Square Writing Method is a simplified graphic organizer for teaching writing process in the school (Gould, 1999). It is a simple graphic designed to help students organize their thoughts before they begin writing. Four-Square will be made the students will be given the
opportunity to explore writing that is enjoyable, students will be creative in their writing, and the last the students will learn and use organizational writing tools and skills.

This picture below is for teaching the writing skill using the Four-Square method to make the students creative and easy to develop their idea in writing.

Table 2.1
Four-Square Method

By Frayer & Peter (2000)

The method is primarily a visual framework for assisting students with formulating ideas in an organized manner prior to writing an essay to organizing the writing process.

3. The Advantages and Disadvantages of Using Four-Square

a. The advantages of using Four-Square

1) to help the students’ organizer thought their ideas in writing (plan before writing)

2) can be applied to expository, narrative, persuasive and descriptive form of writing,
3) Can be modified to meet student’s needs.

4) Can be used as a writing accommodation for students. It is an organizational tool and a great way to help students put similar ideas together to create a simple paragraph more easy and fun.

So, in writing descriptive texts with using Four-Square to help the students’ easy to make a line to write the paragraph and also fun in learn.

b. Disadvantages of Four-Square

1) Energy and time wasted writing down and unnecessary word.

2) Other information may be missed while noting down one idea.

3) Take longer to read and review.

4. Implementation of Four-Square Writing Method

Make Four-Square usually when the pre-writing activity, students start a topic sentence at the center, than three supporting ideas or sentences, and a wrap-up sentences. Gould (1999) explains the implementation of the four elements:

1. A rectangle is draw, with exceeding height, and divided into four smaller rectangles of equal size. An additional rectangle is drawing in the center of the figure, taking up some of the area in each of the other four rectangles. Five rectangles are thus creates, there are:

   • Center rectangle: the main idea or Topic sentence of the paragraph.
- The Top Left Square: the first sentence that goes along with the topic.
- The Top right square: write the second sentences that goes along with the topic (remember to continue to stay with the main topic).
- The Bottom left square: write the third sentence that goes along with the topic.
- The Bottom right square: some teachers have the student write a fourth sentences that goes along with the topic. This is as a result or conclusion the sentences in the last paragraph.

2. The student writes a complete topic sentence in the center rectangle.

3. The student then writes sentences in the top left, the top right, and the bottom left rectangles that develop the thesis of the central topic.

4. Finally, the student writes a summary sentence in the bottom right rectangle. The summary sentence describes how the reader is intending to feel about the topic.

The steps to make the students active and understand what they are doing in writing text and make organizer the line of paragraph.

Example:

1. Pre-writing
   - The students make form of Four-Square Method.
Table 2.2
Form of Four-Square Method

Table 2.3
Form of Four-Square Method

- The students fill in the form of Four-Square Method about descriptive text consisting of topic sentence, supportive sentence (box 1, box 2, and box 3), and summary sentence (box 4).

Agnes is a famous artist
1. smart
2. award
3. good voice

She is beautiful Girl
1. brown eyes
2. long hair
3. slim

Agnes Monica is my favorite idol

She is a multitalented artist
5. actress
6. singer
7. piano and guitar

Agnes Monica is my favorite idol because she is a famous artist, beautiful girl, and multitalented artist.
2. Writing

- The students may the following make paragraph of descriptive text.

**My Idol**

Agnes Monica is my favorite idol. Agnes is one of famous artist in Indonesia. Many people know about she. She is smart. She has good achievements in the world. She get many awards. Besides, she also have good voice.

Agnes Monica is a beautiful girl. Automatic many people like she. Her hair are straight and long. Her eyes is brown eyes. Her body is slim.

She is a multitalented artist. She is an actress. She act in some dramas. She is singer. She is also able to play guitar and piano.

So you can see, Agnes Monica is my favorite idol because she is a famous artist, beautiful girl, and multitalented artist.

3. Revising

- The students revise the possible mistake in the paragraph.

**My Idol**

Agnes Monica is my favorite idol. Agnes is one of famous artist in Indonesia. Many people know about she (her). She is (a) smart. She has good achievements in the world. She get (gets) many awards. Besides, she also have (has) good voice.
Agnes Monica is a beautiful girl. *Automatic* (automatically) many people like *she* (her). Her hair *are* (is) straight and long. Her eyes is brown eyes. Her body is slim.

She is a multitalented artist. She is an actress. She *act* (acts) in some dramas. She is (a) singer. She is also able to play guitar and piano.

So you can see, Agnes Monica is my favorite idol because she is a famous artist, beautiful girl, and multitalented artist.

4. Editing

- The students write a paragraph which was revised.

  **My Idol**

  Agnes Monica is my favorite idol. Agnes is one of famous artist in Indonesia. Many people know about *her*. She is a smart. She has good achievements in the world. She *gets* many awards. Besides, she also has good voice.

  Agnes Monica is a beautiful girl. *Automatically* many people like her. Her hair *is* straight and long. Her eyes is brown eyes. Her body is slim.

  She is a multitalented artist. She is an actress. She *acts* in some dramas. She is a singer. She is also able to play guitar and piano.

  So you can see, Agnes Monica is my favorite idol because she is a famous artist, beautiful girl, and multitalented artist.
5. Publishing

- Then, the students submit the correct paragraph to the teacher.

**My Idol**

Agnes Monica is my favorite idol. Agnes is one of famous artist in Indonesia. Many people know about her. She is a smart. She has good achievements in the world. She gets many awards. Besides, she also has good voice.

Agnes Monica is a beautiful girl. Automatically many people like her. Her hair is straight and long. Her eyes is brown eyes. Her body is slim.

She is a multitalented artist. She is an actress. She acts in some dramas. She is a singer. She is also able to play guitar and piano.

So you can see, Agnes Monica is my favorite idol because she is a famous actress, beautiful girl, and multitalented artist.