

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

There are four important skills in learning language arts. “The broad goals in language arts curriculum focus on increasing children skills in listening, speaking, reading, and writing.” (Seefeldt & Wasik, 2010). The students are expected to have those four skills as the foundation in learning language arts.

Tom Rabbitt, an English Language Learning Coordinator in The International School of Macau stated that “Each area of English (listening, speaking, reading, and writing) is equally important.” (Rabbit, 2015). It means that each skill is important. By that, the teachers are expected to find interesting methods or ways to help the students to overcome the difficulties in writing.

This research was conducted in grade 3 which consisted of 8-9 year old students. According to Santrock, (2011), 8-9 year old students are categorized in the middle and late childhood stage where they “become able to relate sentences to one another to produce descriptions, definitions, and narratives that make sense” (Santrock, 2011, p. 62). It means the students are expected to make writing clear and well-organized, so the reader can understand the message that the writer wants to tell. By organizing the idea, it helps students to connect the sentences one and another, and produce a clear writing.

Wingersky, Boerner, and Holguin-Balogh, (2009), stated that writing is a process that humans can discover, organize and communicate about what is on their minds or anything that they want to tell about their thoughts to other readers.

Humans need to write because it is one of the ways that humans can communicate with each other. Therefore, Wingersky, Boerner, and Holguin-Balogh, 2009, describe six steps that the writer can do in order to increase students' writing skills'. It is called the writing process. There are Pre-writing, Organizing, Drafting, Revising, Editing, and Final Draft. Each step will be discussed in chapter one and also in chapter two. Hatcher and Goddard said that "All these steps are important. If you learn and follow them, your writing will improve." (Hatcher & Goddard, 2005, p. 11). Therefore, it helps students a lot while producing their writing and also it improves students' writing skills.

Along with this fact, Scott and Ytreberg, stated that "While writing, students might have so many difficulties, for example in organizing their ideas, and making the writing useful and easy to read." (Scott & Ytreberg, 2004). According to the pretest that the researcher did in this research, it was found that the score of students' writing skills in organization in Grade 3 XYZ School was low.

In this problem, the teacher will teach and guide the students so that they can have confidence in writing and have good writing skills. As a Christian teacher, Van Brummelen stated that "A Christian teacher is not only a facilitator, but also a guider." (Van Brummelen, 2008, p. 9).

In this research, the researcher wants to show that the Four Square Writing Method can impact students' writing skills in organization. The Four Square Writing Method (FSWM) is a graphic organizer consisting of four squares which will assist writers to list their ideas and details of each idea itself before making the final writing product (Gould & Gould, 1999, p. 4). That technique is divided

into several sessions. Teacher will explain and guide step by step. FSWM is a fun writing technique that enables students to be more confident in writing.

## 1.2 Research Question

The question that will be answered in this research is “How significance the increase of students’ writing skills in prewriting stage (organization) in Grade 3 by using Four Square Writing Method (FSWM) on Language Art class?”

## 1.3 Purpose of Study

The purpose of the study is mainly to answer the statements of the problem above. It was “To know the significance of the increase of students’ writing skills in prewriting stage (organization) in Grade 3 by using Four Square Writing Method (FSWM) on Language Art class.”

## 1.4 Significance of the Study

### 1.4.1 For the researcher

To know whether FSWM can be used as the method that can increase students’ writing skills.

### 1.4.2 For the school

To encourage the school to use FSWM to help students in developing their writing skills. By giving training about FSWM before the teacher teach the students.

#### 1.4.3 For the teacher

It is expected that this research can encourage teachers to use FSWM to help the students in developing their writing skills.

#### 1.4.4 For the students

The students can use FSWM as their writing organizer so that they make their writing more organized.

### 1.5 Definition of Terms

#### 1. Writing

“Writing is a process that humans can discover, organize and communicate about what is on his mind or anything that he wants to tell about his thoughts to the reader.” (Wingersky, Boerner, & Holguin-Balogh, 2009, p. 3).

#### 2. Writing Process

The Writing process consist of steps or stages that the writer does while writing. The writing process according to Wingersky, Boerner, & Holguin-Balogh, 2009, p.3, consists of Pre-writing, Organizing, Drafting, Revising, Editing, and Final Draft.

#### 3. Four Square Writing Method (FSWM)

A graphic organizer for helping the writers organize and brainstorm what they want to write in detail. It was found by Judith Gould & Evan Gould in 1999. Gould used FSWM to help students to write easily.

#### 4. Sentence

Crystal, (2005) stated that “traditionally, grammars define a sentence as ‘the complete expression of a single thought’. It was consist of subject and predicate that begin with capital letter and will be ends with full stop.” (Crystal, 2005, p. 39)

#### 5. Paragraph

“Paragraph is a group of sentences that talk about one topic or idea. Paragraph stand alone with one topic only.” (Gadd, 2006, p. 4)

