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CHAPTER II

REVIEW OF RELATED LITERATURE

II.1. The Nature of Writing

Many linguists define writing in different ways. Langan (2000) says that writing is a skill. It means that writing can be learned by a process. Furthermore, Heaton (1991) has the same opinion with him that writing skills are complex cognitive activity; requiring mastery not only of grammatical and rhetorical devices, but also of conceptual and judgmental elements. In this case, writing is viewed as a skill that does not come automatically, but it needs a lot of studies and practices.

Angelo (1980) gives another view of writing. He states “Writing is as a way of communicating and saying things in a written form for a particular audience, and in a particular occasion”. Writing is related to the writer that says something such messages in his or her text to the audience or the reader. The writer is someone who is interested in a particular topic or subject and shares it to others.

The ability to produce a good written text has been being a must for many reasons, especially in academic purposes. Through writing, people can interpret the idea and share it with others. It allows them more ‘thinking time’ than they get when they attempt spontaneous conversation. It also gives them more opportunity for language processing—that is thinking about language- whether they are involved in the study or activation (Harmer, 2007).

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Lennenberg (1992) says that writing is similar to swimming which means that somebody is able to swim if someone else teaches them how to do. Writing ability guides the learner gain independence, comprehensibility, fluency and creative in writing. If learners have mastered this skill, they will be able to write so that not only they can read what they have written, but also other speakers of that language can read and understand it.

From the statement above, we can see the importance of writing. The existence of writing in modern society plays an important role, though it is the most skill to develop. Through writing, people can communicate with one another over long distances. It has also preserved ideas of many great people and philosophers in the past. Thus, if writing did not exist, the world would not be as it is now because there would be no development in the society. But, writing is different with speaking, which can be learned naturally. This skill needs to be taught.

Writing is an activity to express ideas, opinions or feelings in written form of language which needs a communicative competence of the writer. It means that the writer must be able to use appropriate vocabulary and know about connection in order to reach a good composition. As Hughes (2003) says, through writing we can express our feelings, hopes, dreams and joys as well as our fears, angers and frustrations. It means that writing is a communication skill since there is an interactive activity.



In addition, Robert (1982) states that writing is the practical importance of the communication skills. Communication skills enable students to fully express their thoughts and feelings. It means that writing needs a process of expressing thought and feeling-thinking of shaping experiences.

It is stated by Kellog (2008) that writing an extended text at an advanced level involves not just the language system. It poses significant challenges to our cognitive systems for memory and thinking as well. Indeed, writers can put to use virtually everything they have learned and stored away in long-term memory. But they can only do so if their knowledge is accessible, either by rapidly retrieving it from long-term memory or by actively maintaining it in short-term working memory. Thinking is so closely linked to writing, at least in mature adults, that the two are practically twins. Individuals who write well are seen as substantive thinkers, for example. The composition of extended texts is widely recognized as a form of problem solving. The problem of content - what to say – and the problem of rhetoric-how to say it - consumes the writer's attention and other resources of working memory. All writers must make decisions about their texts and at least argumentative texts call upon their reasoning skills as well. Finally, the written text serves as the external form of memory that others can read and reflect upon, providing a scaffold for thinking and writing in the historical development of a literate culture.

In other word, writing is a complex skill, because there are many aspects should be considered in writing. As Reid (1994) says that writing is a complex skill

because there are some components should be focused on writing, such as the purpose of writing and writer's knowledge of writing, such as paragraph's component and pattern organization.

Writing skill includes the mastery of writing forms that concerns on how writing is developed. Bander (1978) points out that there are three ways of writing that can be developed. They are in chronological order, spatial order, and expository development.

Based on the theories above, it can be concluded that writing is one of production skill that is very complex and it is used to develop communication skill. In this case, the writer should consider the structure and master the other component of language that related to this skill.

The purpose of writing has to do with the goals or aims of writing. Thinking about the purpose 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. It 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.

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Writing a paragraph is the first step that should be learned and introduce to the students in order to write a good writing. Oshima (1999) describes that a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph has three major structural parts:

a. A topic sentence

The topic sentence states the main idea of the paragraph. The topic sentence is the most general, the most important sentence in the paragraph (Reid, 1994). The topic sentence has three functions:

- 1) It introduces the reader about the topic paragraph.
- 2) It states the main idea of the paragraph.
- 3) It focuses on the paragraph.

b. Supporting sentences

Supporting sentences develop the topic sentence that is; they explain the topic sentence by giving reasons, examples, facts, statistics, and quotations.

c. A concluding sentence

The concluding sentence signals the end of the paragraph, and leaves the reader with important points to remember.

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II.1.1. The components of Writing

Before starting to write, some components in writing should be understood.

Hughes (2003), in his book, stated that there are some aspects of making a good writing.

a. Grammar

Grammar is pattern of form and arrangement of the knowledge. It is important for the students to master because it is basic to understand a language. It can help the students in composing a text.

b. Vocabulary

Vocabulary plays an important role in developing sentence become a text, even vivid words for description. In order to make the writing process flow significantly, the ability in expanding and choosing appropriate vocabulary should be mastered. So, the students can explore more deeply about what ideas they want to express properly.

c. Mechanics

Mechanics include some matters such as spelling, punctuation and capitalization. Spelling is very important in order to make a meaningful writing. The meaning of one word can be changed if a word misspelled. Both capitalization and punctuation are signals that helps readers to understand what the writer means



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d. Fluency

Fluency can be stated as the use of correct structure and appropriate vocabulary to make the composition easy to understand.

e. Organization

It is important for a text to have organization. It has functions to differentiate between introduction text, body text and closing text.

II.1.2. The Characteristics of Successful Writing

Nunan (1989) points out, “It has been argued that learning to write fluently and expressively is the most difficult of the macro skills for all language users, regardless of whether the language in question is first, second, or foreign language.”

Another opinion comes from Heaton (1989), he explains that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements.

Therefore, there are some characteristics of successful writing, from the perspective of the reader (Brown, 2001). First is permanence. Something which has been written by writer and delivered to the intended audience, obviously the writer abdicates a power. The work which is written on a paper, become a permanence work. Therefore, the teacher can do as a guide and facilitator to help students to revise and refine their work before final submission will help them to be confident in their work.



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Second is production time. The good writing is that, given appropriate stretches of time, a writer can indeed become a good writer by developing an efficient process for achieving the final product. The bad writing is that many educational context demand student writing within time limits, or writing for display.

Third is distance. A good writer can read their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audiences' knowledge, culture, and literally schemata, specific subject matter knowledge, and very important, how their choice of language will be interpreted.

Fourth is complexity. The writer must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety and much more.

Finally is vocabulary. Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.

A good paragraph also has the elements of unity and coherence. Unity means that the paragraph discusses only one main idea. The main idea is stated in the topic sentence, and each supporting sentence develops it. While coherence means that the paragraph is easy to read and understand, because the supporting sentences are in some kind of logical order and the ideas are connected with the use of appropriate transition signals.

In order to write a successful writing based on the characteristics and elements above, Reid (1988) states that the students have to pass these following processes of writing which is included in three stages:

1. Prewriting

Prewriting is the thinking and planning stage. Reid (1988) points out prewriting as thinking before writing. To reach a qualified writing product, we need an adequate preparation. Prewriting consists of three stages, they are:

a. Choosing and narrowing a topic

Choosing and narrowing a topic is very crucial for every type of writing. Reid (1988) states that choosing a subject that is interesting, narrowing the subject in a specific topic, so it will be easily and adequately covered within the limits of the assignment, collecting idea considering the audiences. Choosing and narrowing a topic should be based on several major points. They are knowledgeable and interesting. Knowledgeable refers to the capacity of knowledge that a writer on the topic, as the material of writing is, the more the writer's knowledge about the topic, the easier the writer can develop it.

b. Brainstorming

Brainstorming refers to the activities of storming the brain as to get started writing more quickly and economize your time in the writing process. Langan (1986) illustrates that brainstorming can be done by asking as many questions as you can think of about your specific subject.

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According to Oshima and Houge (1991), there are three useful brainstorming methods that can be applied. They are listing, free writing, and clustering.

- 1) Listing is one of brainstorming methods in which we are to write freely about a topic we are developing..
- 2) Free writing is a brainstorming activity that we can employ as to generate ideas.
- 3) Clustering is a type of prewriting that allows us to explore many ideas as soon as they occur to us.

2. Planning (Outlining)

In the planning stage, we need to organize the ideas generated by brainstorming.

The most successful way to organize the ideas generated is that making an outline from a brainstorming list.

3. Writing and revising drafts

Revision is one of the essential parts of the writing process until we have produced a final copy (writing product). The first effort is called “the rough draft”. After checking it for content and organization using the paragraph checklists at the ends of most chapters, then write the second draft. Check the second draft for grammar and mechanics, and then write a final copy.

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II.1.3. The Nature of Descriptive Text

A piece of text is created when the words are put together to communicate a meaning. There are two main categories of text: literary and factual. There are various text types. Each text type has a common way of using language.

Genre is a type of text that should be learned by the students in learning English. According to Hammond (1992), each genre is characterized by distinctive beginning, middle and end structure through with a social function. It is a term used to classify types of spoken or written discourse. These are normally classified by content, language, purpose, and form. Students analyze example of a formal letter of complaint, looking at structure, set phrases, formality, and purpose. They identify the key elements of this genre, then produce their own examples based on this data. It is supported by Devitt (2004), she states that genre is a classification system of texts based on shared formal characteristics. These types of text are Descriptive, Narrative, Report, Analytical Exposition, Procedure, Recount, Spoof, Anecdote, Discussion, Explanation, Review, Hortatory, and News Items. These classifications on the type of text are based on three main elements of text. These elements of text are:

1. The purpose of the text. Why is the text made? And what is text made for by its writer.
2. The generic structure of the text; analyzing the structure used in composing the text, in what way is the text constructed by its writer.

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3. The language features; taking a look at the linguistic characterizations of the text, what kind of language feature is used to build the text by its writer.

Descriptive text could be details; we could be made a picture in our mind about our writing. Descriptive paragraph is a paragraph, which says what a person or a thing is like. It proposes to describe and reveal a particular person, place, or thing. Good descriptive paragraphs provide with an accurate mental picture of the subject of the paragraph whether it is a person, a place or an object. Descriptive text is kinds of text with a purpose to give information. The context of this kind of text is the description of particular things, animal, person, or others, for instance, our pets or person we know well (Hammond, 1992).

As Blanchard and Root (2003) state that there are two keys to writing good descriptive text. The first key is to use space order, and the second key is to use specific detail. In space order, students might describe something from top to bottom or from left to right. For example, when they describe a person, they could start with the person's head with the person's feet. They could describe a room from left to right to left. Imagine that they are standing in the doorway and write about each part of the room in order, moving from the left side of the room around to the right side, and ending at the doorway again. The second key to writing a good descriptive text is to specific details. When students describe something, they paint a picture with words. The goal is to make the readers see what they have described. The way to do

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this is to use many specific details, specific meaning exact, precise. The more specific they can do, make the readers can see what they are describing.

Specific details have two functions. First of all, details excite the readers' interest. They make writing with pleasure to read, since we all enjoy learning particular about people. Second, details support and explain the writer's point: they give the evidence needed for us to see and understand the general idea (Langan, 2006).

The students should master the genetic structures of descriptive text before they write the text. The structure of descriptive text follows some particular stages; the beginning, middle, and last part of the text. The generic structures of descriptive text are identification and describing. In identification, the writer identifies the object that is going to be described. Besides, the description consists of one of several paragraphs. This part is used to give sufficient describing about the object mentioned in the identifiable part. The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of location, weather, qualities, shape, etc (Pardiyono, 2005).

Besides having a social function and generic structure, descriptive text also uses lexis grammatical that support the form of a descriptive text. The lexis grammatical of descriptive text are (Jauhari, 2007):

1. Focus on specific noun.
2. Using the kinds of adjective.



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3. Use of relational process.
4. Use of figurative language.
5. Use of simple present tense.

As stated before, the purpose of descriptive text is to describe particular person, thing, or place. Good descriptive text is to use details that help the reader imagine the person the students are describing. The subject that is going to be described is not general, but more specifically. Thus, we cannot describe people in general. However, we can describe particular person, for example: my school, my father, my house, Mr. John, etc.

Another feature of descriptive text is used kinds of adjective. The adjective has characteristic: describing, numbering, and classifying. For example: three tall buildings, sharp white fang.

Relational process means using verbs that describe a situation or condition of the participant or signal preposition, for example: my car has four doors, my father is really handsome.

Figurative language in the descriptive text such as the use of simile or metaphor as a way to give an illustration of comparison, for example, my throat is as dessert: her skin is white as could and smooth as water.

Descriptive text also uses simple present tense. Simple present expresses daily habits or usual activities. It also expresses the general statements of fact. For example, I have a toy. It is a doll.

This following text is the example of descriptive text:

My Family

I have a beautiful family. They consist of my mother, my father, and my sister.

Firstly, my mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

Secondly, my father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Thirdly, my sister Nadine is 22 years old. She is also red-haired and she has bright green eyes as bright as Zamrud stone. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be as smart as she is.

Finally, my beautiful family has four members: those are my parents, my sister, and I.

Analyzing the text:

1. Generic Structure analysis

- a. Identification; identifying the phenomenon to be described in general; my family.
- b. Description; describing the members of the family, their names, physical appearances, and characteristics.

2. Language feature analysis

- a. Using adjective and classifies; thin-faced, green-eyes, blonde hair, etc.
- b. Using specific noun; my father, my mother, my sister, etc.

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- c. Using a relational process; my beautiful family has four members, she is very good-looking, etc.
- d. Using figurative language; she has bright green eyes as bright as Zamrud stone.
- e. Using simple present tense; I have a beautiful family, my mother is 47 years old, etc.

II.2. The Nature of Vocabulary

Vocabulary consists of words that construct a language. Jackson (2000) argues that term vocabulary, Lexis and lexicon are synonymous. That refers to the total stocks of words in a language. Brown (2001) also states that words are basic building blocks of language. Along with Jackson and Brown, Todd (1987) argues that when we think of language we tend to think about words. Moreover, Nunan (2003) states that words are clearly vocabulary. She also adds that vocabulary is not only that, but it also words combination/ multiple units, word families, and core meaning also are counted as vocabulary.

Vocabulary conveys meaning. Spratt, Pulverness, and Williams (2005) argue that Lexis is individual words or sets of words, i.e. vocabulary items, that have a specific meaning. Kamil and Hiebert (2005) states that words represent complex and, often, multiple meanings. Moreover, she adds that furthermore, these complexes,

multiple meanings of words need to be understood in the context of other words in the sentences and paragraphs of texts.

Vocabulary is used in contexts. In line with Kamil and Hiebert about the contextual use of words, Jackson (2000) cites that we shall consider the vocabulary of English as a package of subsets of words that are used in a particular context. These context are geographical, social, occupation, and soon.

To conclude, vocabulary refers to words and its subsets that become one of the crucial aspect in a language construct. It conveys meaning in the language that's used in different kinds of context.

II.2.1. Kinds of Vocabulary

There are different kinds of vocabulary according to the different experts? Point of views. According to its classes, Morley (2000) elaborates that words are traditionally allocated to one of the following classes: noun, pronoun, article, verb, adjective, adverb, preposition, conjunction and interjection; and genitive phrase. With respect to the meaning which they convey, nouns denote what we will call „entities“. In meaning terms, verbs may be said to express processes which can be classified in one of three broad ways, they can denote actions, record events, and refer to states (a state of affair, state of mind...).

In traditional grammar, adjectives are as a descriptive word. Adverb has been seen as performing a so-called modifying role in relation to verbs. This role is associated with circumstantial adverbs, which are single words, making the

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circumstances –how, why, when, where- of the verbal process. Prepositions have the features of being accompanied, indeed normally followed, by a completive element in the form of a (single or multiple word) phrase or a clause. Conjunctions have been seen as grammatical connectors and are classified into two subtypes: coordinating and subordinating conjunctions. Interjections are typically described as those words which are used to express the speaker's exclamation or emotional reaction, but which have no further lexical content. Genitive phrases are perhaps most readily associated with marking possession and are also variously known in literature as a possessive phrase or genitive noun phrases.

Based on how often vocabulary occurs in a language, Nation (2008) divides vocabulary into high frequency words, academic words, technical words and.

a. High frequency words

The high frequency words of English have some characteristics. First, each high frequency word occurs very often so the effort of learning it will be repaid by plenty of opportunities to meet and use it. Second, the high frequency words are useful no matter what, use is made of English. Third, because of their frequency and wide range they make up a very large proportion of running words in all kinds of texts and language use. Fourth, they are relatively small groups of words (2,000) that could be covered in a school teaching program over three to five years.

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b. Academic words

For learners with academic purpose, the academic words are like high frequency words and they deserve similar attention.

c. Technical words

For learners with academic purposes, technical vocabulary is also important, but this is probably best learned while studying the content matter of the particular specialist area.

II.2.2. Low frequency words

Low frequency words have the following characteristics. First, each word does not occur very often. Second, lower frequency words have a very narrow range. They are not needed in every use of the language. Third, the low frequency makes up a very small proportion of the running words in a text, once proper nouns are excluded usually less than 10% of the running words. Fourth, there is a very large group of words, numbering well over 100,000.

From the point of the knowledge of words, Kamil and Hiebert (2005) explain that there are at least two forms, receptive and productive. Receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

Johnson (2008) also elaborates four different vocabularies, they are:

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a. Listening vocabulary

Listening vocabulary is the words we hear and understand, commonly referred to as words we know. This is the largest of our vocabularies and the one upon which the others are built.

b. Speaking vocabulary

Speaking vocabulary is the words we use in conversation. Our listening vocabulary is larger than our speaking vocabulary because our understanding of some words is incomplete or contextual (we understand a word in the context of a sentence or situation, but not necessarily by itself). Thus, adding both depth and dimension to our word knowledge enables us to express our thoughts more efficiently and effectively.

c. Reading vocabulary

Reading vocabulary are the words that we are able to read. Most students enter school with very few words in their reading vocabulary. To this, they add approximately three thousand new words a year. As stated earlier in this book, learning to read is much easier if students are reading words in their listening and speaking vocabularies. Thus, increasing the number of words in students' listening vocabularies makes learning to read easier.

d. Writing vocabulary

Writing vocabulary are the words we use to express ourselves in written form. This is usually the smallest of the four vocabularies. We write using only those words



we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

In terms of form, Kamil and Hiebert (2005) also divide vocabulary into two, oral and print vocabulary. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. The point of the statement above is that vocabulary is needed both for spoken and written activities.

Regarding the spoken and written vocabulary above, Brown (2001) says that written English typically utilizes a greater variety of lexical items than spoken conversational English. Supporting it, Schmitt (2008) quotes Nation's (2006) that research shows that learners need to know approximately 98 percent of the words in written or spoken discourse in order to understand it well. Schmitt also adds that reaching this percentage of coverage in writing texts takes about 8,000–9,000 word families. The spoken mode requires slightly fewer word families, about 5,000–7,000. The point of those elaborations is that English has various kinds of vocabulary that needed to be learned in order to use English effectively. Hence, teachers must know them in purpose, giving consideration of which suitable to be taught to the students to help them in learning English.

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II.2.3. Vocabulary Mastery

An interpretation comes from McCarten (2007). He states that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them.

In line with the statement, Thornbury (2002) explains how words are remembered through the three memory systems, Short-term, store (STS), working memory, and long-term memory.

Short-term, store (STS) is the brain's capacity to hold a limited number of items of information for periods of time up to a few second. Successful vocabulary learning clearly involves more than simply holding words in mind for a few seconds. For words to be integrated into long-term memory they need to be subjected to different kinds of operations.

Focusing on words, long enough to perform operations on the STS is the function of working memory. Many cognitive tasks such as reasoning, learning and understanding depend on working memory. When learners can hear a word (like tongue), download a similar word from long term memory (like tango), and compare two in working memory before deciding if they are the same or different. Material remains in working memory for about twenty second. This capacity is made possible by the existence of the articulatory loop, a process of sub-vocal repetition, a bit like loop in audio tape going round and round. It enables the short-term store to be

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refreshed. Having just heard a new word, for example, we can run it by as many times as we need in order to examine it.

Long-term memory can be thought of as a kind of filing system. Unlike working memory which has limited capacity and no permanent contents, long-term memory has an enormous capacity, and its contents are durable over time. However, the fact that learners can retain a new vocabulary items the length of a lesson (i.e. beyond the few second's duration of the short-term store) but have forgotten them by the next lesson suggest that long-term memory is not always as long-term as we would wish. The great challenge for language learners is to transform material from the quickly forgotten to never forget. Research into memory suggests that, in order to ensure that material moves into permanent long-term memory, a number of principles need to be observed, including repetition, retrieval, spacing, pacing, use, cognitive depth, personal organizing, imaging, mnemonics, motivation, attention, affective depth.

Mastering a word means mastering the aspects of word knowledge. Thornbury (2002) summarizes that word knowledge include, the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency.

Mastering vocabulary does not necessarily only remembering its spoken and written form. Thornbury (2002) also emphasizes that in the most basic level,

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someone is said already knowing a word when he/she knowing its form and its meanings. He explains that knowing the meaning of a word does not just know its dictionary meaning (or meanings). It also means knowing the words commonly associated with it (collocation) as well as its connotation, including its register and its cultural accretions.

Further, to be able to master vocabulary, one should be able to through the degree of word knowledge. Beck, McKeown, and Omanson in Wargen et. al (2007) suggests that degrees of knowledge about a word can be represented on a continuum:

- a. No knowledge.
- b. General sense, such as knowing mendacious has a negative connotation.
- c. Narrow, context-bound knowledge, such as knowing that a “radiant bride” is beautiful and happy, but unable to describe an individual in a different context as “radiant.”
- d. Having knowledge of a word, but not being able to recall it readily enough to use it in appropriate situations.
- e. Rich, decontextualized knowledge of a word’s meaning, its relationship to other words, and its extension to metaphorical uses, such as understanding what someone is doing when they are “devouring” a book.

To summarize those statements, vocabulary mastery is not merely remembered the words or word subsets. They should be pushed into long-term memory or never forgotten by attending them for many times. Moreover, remember them is not

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enough. Knowing words mean knowing its denotative meaning and some aspects surround them. Further, someone who has known words would be able to use the words appropriately both for spoken or written needs.

II.2.4. The Importance of Vocabulary

Emphasizing how fundamental a vocabulary in assigning meaning in a language, David Wilkins (in Thornbury 2002) argues, without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary gave bigger involvement in conveying the meaning of a language than grammar do yet grammar also completely cannot be overlooked.

Moreover, emphasizing the significance of vocabulary to communicate, Brown (2001) states that in fact, survival level communication can take place quite intelligibly when people simply string words together-without applying grammatical rules at all. The point is that vocabulary is what gives big influence to the people's communication. In line with Brown, Lightbown and Spada (2006) stated that we can communicate by using words that are not placed in the proper order, pronounced perfectly, or marked with proper grammatical morphemes, but communication often breaks down if we do not use the correct word.

In relation to the significance of vocabulary for someone's competencies in speaking a language, Richards (2001) states that vocabulary is a core component of language proficiency and provides much of the basis of how well learners speak, listen, and write. It explains that vocabulary plays a big role in supporting someone's

ability in different skills (listening, speaking, reading writing). Nation (2002), in relation to reading skill, notes that vocabulary is not that makes text difficult, but it is a very important feature affecting readability and is a major factor in most readability measures. It strengthens the perception that vocabulary is one of the factors that contribute to the easy reading and understand of a text.

II.2.5. The Effective Way of Learning Vocabulary

An essential aspect need to be highlighted about learning of vocabulary is that it is not only occurred at one time of learning. Nation (2008) stated that learning a word is a cumulative process that requires meeting words across the four strands of a course, and teaching makes up only a part of one of those four strands. It means that until one certainly knows a word, it requires meeting it more than one time and one circumstance. Along with the Nation, Lightbown and Spada (2006) also say that learners usually need to encounter a word many times in order to learn it well enough to recognize it in a new context or produce it in their own speaking and writing.

Learning vocabulary does not merely knowing its form and meaning. Hedgcock and Ferris (2009) argue that “learning a word” involves processing layers of meaning, a set of syntactic rules and constraints (that is, the word’s grammar), as well as the socially constructed patterns governing how, where, and when to use the word appropriately (the word’s use patterns, which involve pragmatic and sociolinguistic conventions).

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Thus, pay attention to crucial aspects while learning vocabulary is absolutely needed. Susan Watts in Johnson (2008) explores some features should exist for effective learning of vocabulary.

- a. Multiple exposures. Students must encounter new words in a variety of contexts over time.
- b. Meaningful context. Words used for vocabulary instruction should be connected to students' lives or experiences to the greatest extent possible. Also, look to present new words in the context of a common story, theme, or curriculum content area being studied.
- c. Prior knowledge. New words should always be introduced in the context of known words and concepts. Before introducing a new word, first ask students to identify things they know about the related topic.
- d. Relationships or connections. Show the relationship or make the connection between new words and known words or concepts.
- e. Context clues and dictionaries. Students use the context of the sentence or paragraph to identify the missing or unknown word. Moreover, it should be combined with teaching students how to look up words in the dictionary
- f. Seeing, saying, and using them. When encountering new words, make sure students see them (in the context of a sentence), tell them, and then use them in a written or oral context.



In order to attend effective learning of vocabulary, another thing need to consider are what kinds of vocabulary and how much vocabulary needs to be learnt, especially suitable for the students. Considering its significant, high frequency words is dominantly fit for the beginner of English learner. Nation (2008) notes that the most group of words are the high frequency words of the language. The words occur very frequently in all kinds of uses of the language, in speech and in writing, and in novels, conversation, newspapers, and academic text. In line with Nation's, Nunan (2003) emphasizes that the most useful vocabulary that every English language learner needs, whether they use the language for listening, speaking, reading or writing or whether they use the language in formal or informal situations, is the most frequent 1000 word families in English. The next most useful list is the second 1000 words of English Therefore, the 1000 to 2000 most frequency/ high frequency words are worth to be taught to facilitate the students to enrich their vocabulary mastery and English proficiency.

III.2.6. The Effective Way of Teaching Vocabulary

The teaching of vocabulary should not interrupt the whole lesson. Nunan (2003), states that one of the difficulties in planning the vocabulary components of a course is making sure that it does not overwhelm other essential parts of the course.

There are some principles proposed by Brown (2001). He mentions some guidelines for the communicative treatment of vocabulary instruction:

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1. Allocate specific class time to vocabulary learning.

In the hustle and bustle of our interactive classrooms, sometimes we get so caught up in lively group work and meaningful communication that we don't pause to devote some attention to words. Therefore allocating specific part of vocabulary learning is highly recommended.

2. Help students to learn vocabulary in context.

The best internalization of the vocabulary comes from encounters (comprehension or production) with words within the context of surrounding discourse.

3. Play down the role of bilingual dictionaries.

A corollary to the above is to help students to resist the temptation to overuse their bilingual dictionaries.

4. Encourage students to develop strategies for determining the meaning of words.

Students can make in their own learning process of determining the meaning of words [chapter 14]. A number of "clues" are available to learners to develop "word attack" strategies.

5. Engage in "unplanned" vocabulary teaching.

Most of the attention given to vocabulary learning will be unplanned: those moments when a student asks about a word or when a word has appeared that you feel deserves some attention.

From the explanation above, the teaching of vocabulary should be both conducted in a planned (allocating specific class time) and unplanned (the moment when a student asks about a word) learning. Furthermore, rather than getting the students depend on a bilingual dictionary presenting the word in context will be more useful to help them internalize it.

Thornbury (2002) also proposed the implications for teaching after knowing one's mental lexicon is structured and the way it develops. He explains them below:

- a. Learners need tasks and strategies to help them organize their mental lexicon by building network associations – the more better.
- b. Teachers need to accept that the learning of new words involves a period of „initial fuzziness“.
- c. Learners need to wean themselves off a reliance on direct translation from their mother tongue.
- d. Words need to be presented in their typical contexts, so that learners can get a feel for their meaning, their register, their collocations, and their syntactic environments.
- e. Teaching should direct attention to the sound of new words, particularly the way they are stressed.
- f. The learner should aim to build a threshold vocabulary as quickly as possible.
- g. Learners need to be actively involved in the learning of words.

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- h. Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
 - i. Learners need to make multiple decisions about words.
 - j. Memory of new words can be reinforced if they are used to express personal relevant meanings.
 - k. Not all the vocabulary that the learners can be taught “learners will need plentiful exposure to talk and text as well as training for self-directed learning.

Instead the above principles, teacher should also be familiar with how to introduce words and convey meaning to the students during the teaching learning. Brewster et al. (2003) elaborates some techniques including; using objects or things, using drawings; using illustrations, pictures, photos, flashcards; using actions, mime expressions and gestures; pointing, touching, tasting, feeling and smelling whatever possible; using technology.

Other techniques they purposed are verbal:

- a. Explaining: giving an analytical definition: [e.g.] a presents is something you gave to someone on a special occasion like a birthday.
- b. Defining the context: [e.g] The winner of swimming competition gets a medal.
- c. Eliciting: One a context is established you can elicit vocabulary items from pupils. [e.g] What does the winner of a swimming competition or a marathon



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get? This technique is far more motivating and memorable than giving a list of words to learn.

- d. Describing: [e,g] It's made of metal and looks like a coin (a medal). Using opposites: [e.g] it's the opposite of black (white). This technique allows pupils to associate words with a concept they already understand in their L1 and often learn two words instead of one.
- e. Translating: if none of the above techniques work, then translate.

There are various ways which more useful and encouraging to help the students to convey meaning of words than translating word to L1. Translating is the very last option when none of the techniques are working.

However, there are also principles necessary to apply when teachers are specifically working on some words with the students. According to the Nation (2005), the main problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time. Therefore, teachers should do appropriate way to make the teaching and learning effective and efficient. The nation also listed some principles to do that, as follow:

1. Keep the teaching simple and clear. Do not give complicated explanations.
2. Relate the present teaching to past knowledge by showing a pattern or analogies.
3. Use both oral and written presentations - write it on the blackboard as well as explaining.

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4. Give more attention to words that are already partly known.
5. Tell the learners if it is a high frequency word that is worth noting for future attention.
6. Don't bring in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.
7. Those principles both for conducting teaching and learning of vocabulary and working on some words are worth to be implemented in the class to help the students improve their vocabulary and English competences.

II.3. The Nature of Four-Square Writing Method

Learners and methods are the bases of language learning. The methodology must be geared towards solving learners writing problems. Various methods can be used by a teacher to achieve the desired goal of her/his teaching. In effecting the methods, the teachers must be able to make use of appropriate methods which have connections with the underlying assumptions because approaches are bedrocks of language methods (Tijani and Ogbaje, 2013).

In order to solve the method problems in the class, especially in writing, Gould exemplifies this with the use Four-Square Writing Method of teaching writing essays. According to Gould (1999), the Four-Square Writing Method is a simplified graphic organizer for teaching writing to students in school. Four-square Writing Method is a method of teaching basic writing skills that is applicable across grade

levels and curriculum areas. It could be applied to the narrative, descriptive, expository and persuasive forms of writing. Four-square Writing Method is a process of arranging in the graphic or spatial organizer. The topic should be focused on the objectives for students learning in the writing process. The arrangement allows the teacher has a clear understanding of what students want to address in the activity and provides the students toward Four-Square Writing Method. Then the additional importances in the implementation of Four-Square Writing Method are it should be clear for the instruction is in direct and indirect instruction, include process and content for using four square organizer to select the words for the four square daily work in writing, select the words for uses the four square organizer. Four-square Writing Method makes the students' center in their classroom works to use the four square organizer. We know that doing so is grounded in proven best practices instruction from form four squares.

Four-square Writing Method 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).

To use this method, according to Gould (1999), a rectangle is drawn, width exceeding height, and divided into four smaller rectangles of equal size. An additional rectangle is drawn in the center of the figure, taking up some of the area in each of the other four rectangles. A total of five rectangles is thus created. The

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students then write a complete topic sentence in the center rectangle. The student then writes sentences in the lower-left, upper-left, and upper-right rectangles that develop the thesis of the central topic. Finally, the students write a summary sentence in the lower-right rectangle. The summary sentence describes how the reader is intended to feel about the topic. An example is shown below as illustrated by Gould (1999).

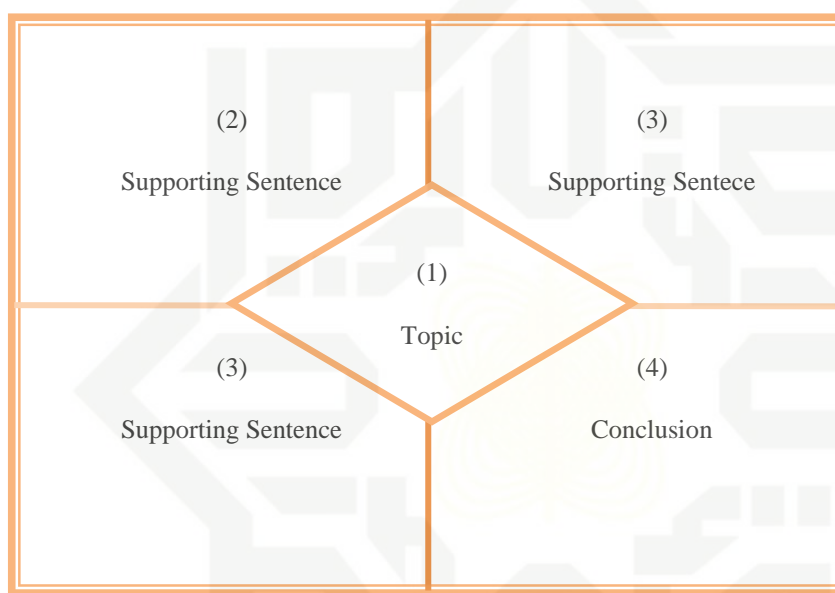


Figure 2.1

There are several advantages by using Four-Square Writing Method from Gould (1999): it helps to organize thought or plan before writing, can be applied to expository, narrative, persuasive and descriptive form of writing, and can be modified to meet students need. So, in writing descriptive texts by using Four-Square Writing Method helps the students' easy to make a line to write the paragraph and also fun in learning. It also can be used as a writing accommodation for students. Four-square Writing Method is an organizational tool and a great way to help students put similar

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ideas together to create a simple paragraph more easy and fun. In addition, this method can solve the difficulties of writing process in one class. That means Four-Square Writing Method with this style could be made the students are interested and happy to learn the writing subject. The teacher can gives the interesting materials with the good model in Four-Square Writing Method during the writing process in the class.

Besides, Four-Square Writing Method also has some disadvantages. First, this method can be applied to expository, narrative, persuasive and descriptive form of writing (Gould,1999). It means that other type of text, such as procedure cannot use this method. Second, it is time consuming. Gould (1999) states that Four-Square Writing Method is a slow process. It means that the implementation of Four-Square Writing Method needs a lot of time. Third, the students feel bored if they have understood the material. The stages in Four-Square Writing Method are systematic. It is very clear to help the students with poor skill in writing. But, it does not work optimally if the students already understand the material.

II.3.1. The Characteristics of Successful Four-Square Writing Method

Four Square Writing method has some successful characteristics as follows (Gould, 1999):

1. It uses step by step approach

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In applying Four-Square Writing Method, step by step approach is used to make the learning system in order to make the students' writing composition is well-structured.

2. It uses graphic organizer

A graphic organizer is a visual frame used to represent and organize learning information. Graphic organizers help to sort out and expand thinking skills and thought processes. They can be used to represent students' background knowledge and provide a framework, organize and reflect on newly acquired knowledge.

Graphic organizers are important and effective pedagogical tools for organizing content and ideas in facilitating learners' comprehension of getting some new information. By using graphic organizer, students will be helped to organize what they want to write and get some new information.

Four-square Writing Method has a graphic organizer named Four-Square Writing Organizer. In this organizer, there are four squares and one additional box located in the center. The center box is number 1, while another four square are numbered 2 to 5.

The box number 1 contains the topic sentence. The box number 2 to 4 contain supporting sentences, while the last box is contained by concluding sentence. Basically, boxes number 2 to 4 consist of paragraph development that becomes the main concern in Four-Square Writing Method.

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3. It fits for any composition, such as; narration, description, exposition, and persuasion.

Gould (1999) states that this method helps to organize thought or plan before writing, can be applied to expository, narrative, persuasive and descriptive form of writing. This method can be applied in several genres of text only.

II.3.2. The Procedures Teaching by Using Four-Square Writing Method

Gould (1999) explains the implementation of Four-Square Writing method in four steps:

1. A rectangle is drawn, with exceeding height, and divided into four smaller rectangles of equal size. An additional rectangle is drawn in the center of the figure, taking up some of the area in each of the other four rectangles. Five rectangles are thus creating. 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), and the last 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.

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2. The students write a complete topic sentence in the center rectangle.
3. The students then write sentences in the top left, the top right, and the bottom left rectangles that develop the thesis of the central topic.
4. Finally, the students write a summary sentence in the bottom right rectangle. The summary sentence describes how the reader is intended to feel about the topic.

Another researcher, Bartholamae from Park West School (2010) develops the steps of Four-Square Writing Method by Gould as this follows:

1. The students write the topic in the center box. The topic must be a short sentence or phrase which state what the essay will be about.

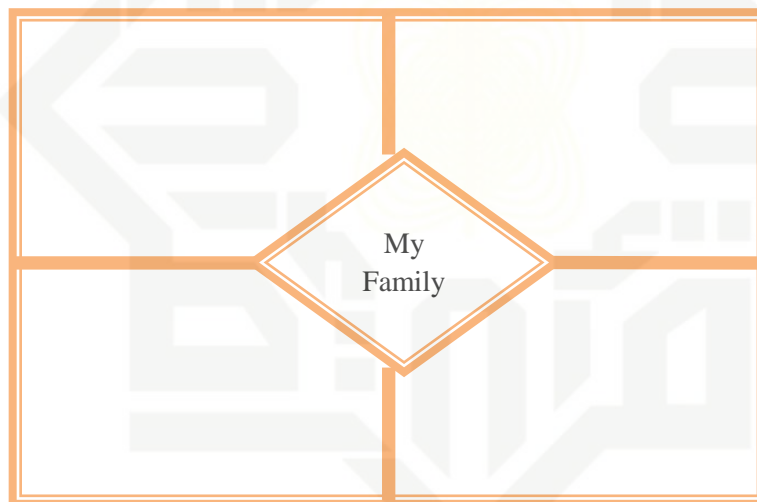
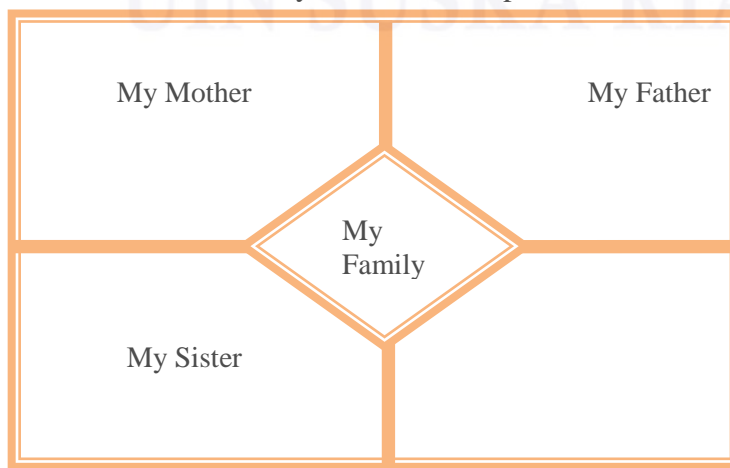


Figure 2.2

2. Next, the students write supporting sentences, which support the topic in box 2, 3, and 4. The statements must directly relate to the topic.



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Figure 2.3

3. After that, the students add supporting details in each box (2, 3, 4). They are the meat of the paragraph, align with the reason and topic, and consist of three supports from each body.

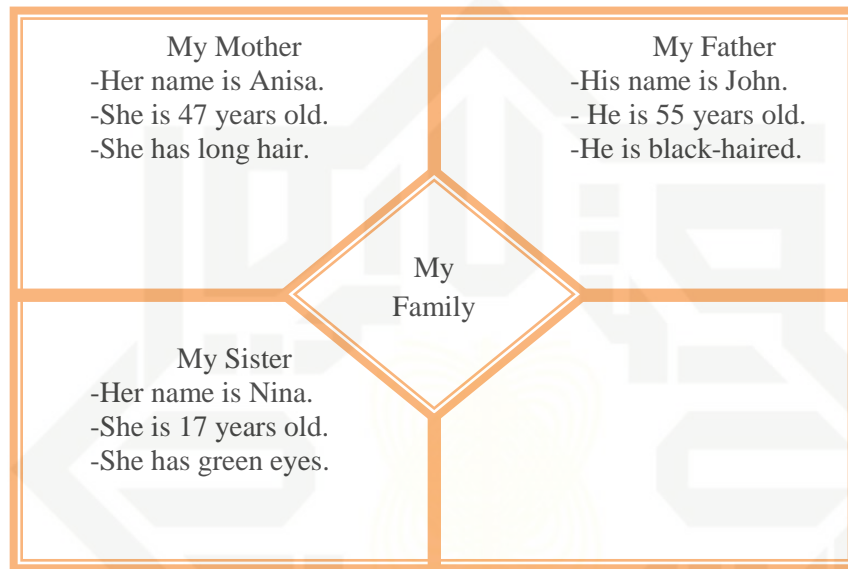
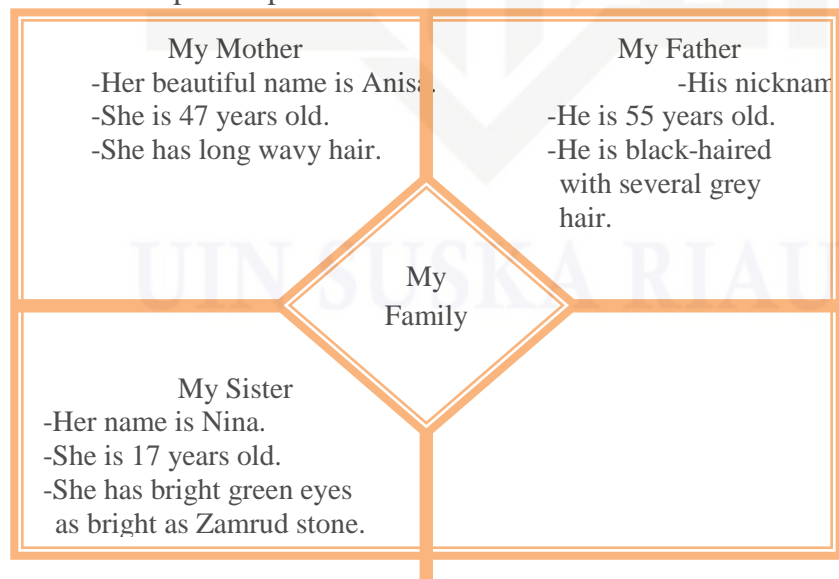


Figure 2.4

4. The students then add the vivid language, which allows the students to work on word choice and paint a picture for the reader.



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Figure 2.5

5. The box number 5 is filled by the conclusion of the whole essay which restates the topic sentence. The conclusion also leaves the reader with something to think about.

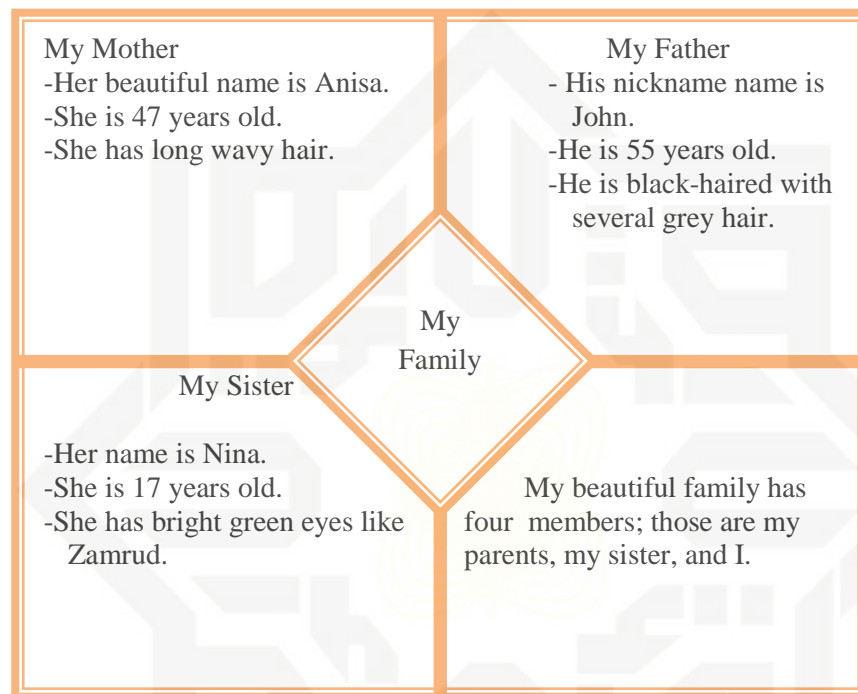
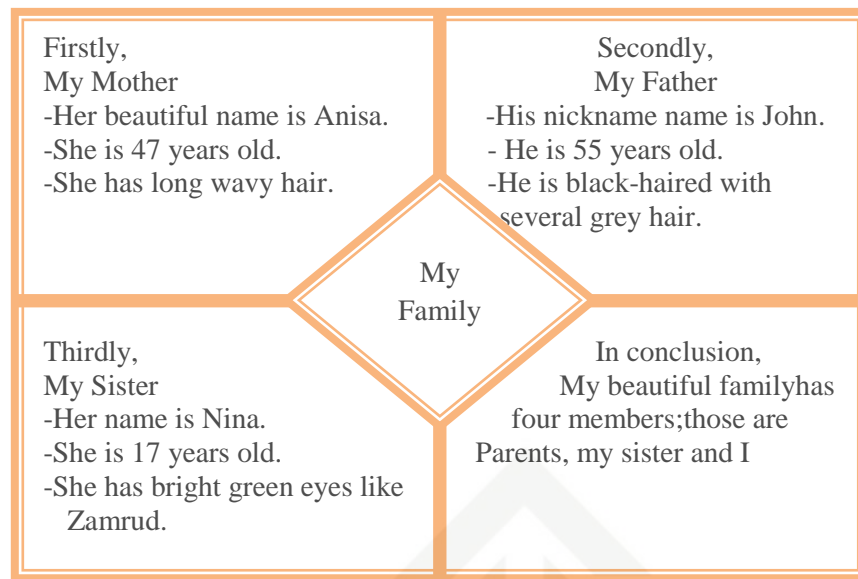


Figure 2.6

6. Finally, each box is added by transition words which help to connect the ideas of the paragraph. After that, the students can put off the essay into the paragraph form.



According to the two procedures given by different experts, the writer chooses the procedure which is developed by Bartholamae into the procedure of Four-Square Writing Method for this research. It is chosen because the re-adaptation by Bartholamae creates innovation, which gives more detail steps to be done by the students. In addition, each step gives clear instructions for the students to follow. This step also easier to be applied in the classroom.

II.4. The Related Studies

There are ten related studies that have been done by some researchers. The first related study was Tijani and Ogbaje in their research about *Using Four-Square Writing Method of Writing to Solve Problems of Paragraph Fragmentation: A Nigeria-Ghana Experiment* (2013). The aim of this study is to find out the significant effect on paragraph development in composition writing of senior secondary school students. The target population of the study was Senior Secondary School students in

Nigerian. They found that using Four-Square Writing Method could solve part of the writing needs of Senior Secondary School students.

They also stated that curriculum designers should take advantage of the Four-Square Writing Method in preparing written materials for secondary school students. Textbooks could be designed in such a way that certain features of Four-Square Writing Method could be used in classroom teaching. For Instance, students could be asked to write a story using Four-Square Writing Method to improve on their writing responses. Books could also be designed to allow students to work in groups using Four-Square Writing Method where each student presented a sentence based on the topic.

According to the results obtained, teaching paragraph development with the use of Four-Square Writing Method was the most effective method of teaching composition. Students writings after the teaching which made use of Four-Square Writing Method were better, students were able to identify that a paragraph must have a topic sentence, at least one supporting sentences and one summary sentence. Those who wrote one sentence paragraphs in pretest corrected them in their post-test.

The second related study had been done by Algaze (2005) from American Senior High School in his research about *Improving Persuasive Writing Through the use of the Four-Square Writing Method*. According to this research, he had found greater results in students' ability in writing persuasive essay by using Four-Square Writing Method. He stated that 100% of participating teachers agreed that the

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professional learning community addressed the needs in their classrooms. The Four-Square Writing Method gave their students a conceptual framework for elaboration. 33% felt comfortable delivering the instruction as defined in the professional teaching community “best practices” sharing session. 66% of the teachers involved felt that the Four-Square Writing Method would help their students on Persuasive Writing.

The third related study was about Four-Square Writing Method in the research of Alendale Public School entitled *The Importance of a Four Square Writing Organizer to Writing Improvement* (Luban et al, 2006). The aim is to find out the importance about Four Square Writing Organizer to writing improvement. This research was conducted at School of Allendale Public with 428 students. In this research, he stated that the classroom teacher appeared to enjoy teaching the organized and structured method of Four-Square Writing Method. The students seemed to respond to the focus of the lessons and developed a great deal of independence with their writing.

The forth related study was conducted by Seyed Ali Rezvani Kalajahi (2014), entitled *Exploring Vocabulary Learning Strategies Used by UPM TESL Undergraduates*. This research design was quantitative research by providing a set of questionnaire of 58 items that was given out to 50 participants at the Faculty of Educational Studies in UPM. The findings of this research hoped to help all educators to acknowledge the type of vocabulary strategies used by students in acquiring second language.

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The fifth research was done by Suryana (2012). The objective of this research was to find out whether or not teaching writing by using Direct Method teaching approach can improve students' writing ability. The research used quantitative research method. The instrument used in this research was tests (pretest and posttest). The population of this research was 32 of the first grade students of SMPN 2 Pedes-Karawang and the sample was the entire population. The data were collected from tests (pre-test-post-test) to the students' sample. The collected data were analyzed by using t test formula. The results of data analysis showed that: the mean score of pretest was 51.41, the mean score of posttest was 73.63 and the t observed was 21.57. The t critical value with degree of freedom 32 and level of significance at 5% (0,05) is 2.02. Based on the data analysis above, the alternative hypothesis were accepted because the t observed was higher than t table ($21.57 > 2.02$). It also meant that teaching writing descriptive text by Using Direct Method was effective to improve students' writing ability.

The sixth related study, Herizal (2013) carried out a research entitled: Improving Students' Descriptive Writing Text through Picture Word Inductive Model (PWIM) Strategy for Seventh Grade of SMP Inaba Palembang. The objectives of this study were to find out (1) whether or not there is a significant difference in students' descriptive writing through Picture Word Inductive Model (PWIM) Strategy for seventh grade of SMP Inaba Palembang. The investigation of the population of this study was the seventh grade students of SMP Inaba

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Palembang in the academic year 2013/2014, which consisted of 98 students coming from three classes. The samples of the study were class 7.1 consisting of 33 students was treated as an experimental group and class 7.3 consisting of 31 students was treated as a control group, which was selected using convenience sampling. The obtained data were analyzed by using regression analysis in SPSS (Statistical Package for Social Science) program. The result showed that there was a significant difference in students' descriptive writing achievement taught using the Picture Word Inductive Model (PWIM) and Teacher Method (GTM).

The similarity with this research was writing as variable Y. The differences between his research and this research were the variable X used a Picture Word Inductive Model (PWIM) Strategy and this research used Four-Square Writing Method. Herizal used two variables on his research, which were PWIM strategy as variable X and Writing ability as variable Y, while, this research had three variables which were Four-Square Writing Method as variable X, as variable Y1 was writing ability as variable Y2 was Vocabulary Mastery.. Moreover, this research used quasi-experimental research design, while the previous research used a classroom action research.

The seventh related study, Marsika Sepyanda, (2013) carried out a research entitled: The Effect of Picture Word Inductive Model (PWIM) and Students' Self-Efficacy Toward their Writing Skill of Descriptive Texts at Grade X of SMA Negeri 1 IX Koto Sungai Lasi. The results of this research showed



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students' who were taught by using the Picture Word Inductive Model (PWIM) strategy had better writing skill of descriptive texts than students who were taught by using listing strategy. It was approved by the result of hypothesis testing showed that $t\text{-value} = 1,900$ and $t\text{-table} = 1,684$ with $df = 46$ and $\alpha = 0,050$. Since $t\text{-value}$ was higher than $t\text{-table}$ ($t\text{value} > t\text{-table}$), it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. In other words, it showed that the students' writing skill of descriptive text that was taught through Picture Word Inductive Model (PWIM) strategy was better than students who were taught through listing strategy. The implementing Picture Word Inductive Word Model (PWIM) strategy was better than Listing strategy on students' writing skill of descriptive text. It also gave effect to students who had high self-efficacy. Then, there was no interaction between teaching strategies (Picture Word Inductive Model and Listing strategy) toward the students' writing skill.

The similarity with this research was writing as variable Y. Marsyika also used three variables on her research. The differences dealt with the variables used. Her research used PWIM strategy as variable X, and students' self-efficacy as variable Y1 and writing skill as variable Y2. While, this research had three variables which were Four-Square Writing Method, as variable X, Students' writing ability as variable Y1 and vocabulary mastery as variable Y2.

The eighth related was that Chasanatul, AmikRotul (2013) carried out a research entitled "The Effectiveness of Teaching Writing in Short Descriptive

Paragraph by Using Born to Shop (pictures) at the Seventh Grade of MTs Negeri Bandung” by Chasanatul, AmikRotul (2013). She used pre-Experimental design using a quantitative approach with one group pre-test and post-test design. She administered three steps, they are pretest, treatment and posttest. To get the data, the researcher used two tests, there were pre test and post test. After getting the result of the score between pretest and posttest, the data were counted by using SPSS to find t-test. It was used to find out whether there was any significant difference before and after being taught by using the picture as a medium. The result of the study showed that after the researcher gave the treatments, the average of students’ writing was higher than before. It can be seen from the mean score of written test in pretest and posttest. Moreover, the majority of students gave positive response toward the implementation of Born to Shop Game. The students felt that learning, writing taught using born to shop game was challenging and fun. It can be concluded that teaching writing using born to shop game is really effective in writing short descriptive paragraph at the seventh grade.

The similarities between Chasanatul’s research and this research were both focusing on teaching writing method in descriptive text. Yet, the differences came from research, treatment; her study focused on using Four Square, while this study was students’ writing ability and vocabulary mastery. It also used the sample for each research. Her research sample was the tenth grade while this study involved the tenth

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grade. Besides, the research design used in her study was pre-experimental research, while this research design was quasi experimental research.

The ninth was a research conducted by Auliya'ur Rosyidah (2013) entitled "The Effectiveness of Using a Public Figure Photo in Writing, Descriptive Text of Second Grades Students at MTsN PULOSARI in the Academic Year 2012/2013" by Auliya'ur Rosyidah. Auliya's research used pre-Experimental Design with quantitative approach and administered three steps; they are pretest, treatment and posttest. The sample was VIII A class consisting of 30 students. The research instrument was tested and to analysis the data were used t-test. The result of the study showed that the mean of students' score in writing after taught using Public Figure Photo is increasing. In other words, using Public Figure Photo in teaching writing descriptive text is effective and it can be used as an alternative way to teach writing to the students in junior high school, especially for the second grade.

The similarities between Auliya'ur's research and this research were both focusing on teaching writing method in descriptive text. Yet, the differences came from research, treatment; her study focused on using Four Square, while this study was students' writing ability and vocabulary mastery. It also used the sample for each research. Her research chose the middle school level while this study is involving the senior high school level. Besides, the research design used in her study was pre - experimental research, while this research design was quasi experimental research.

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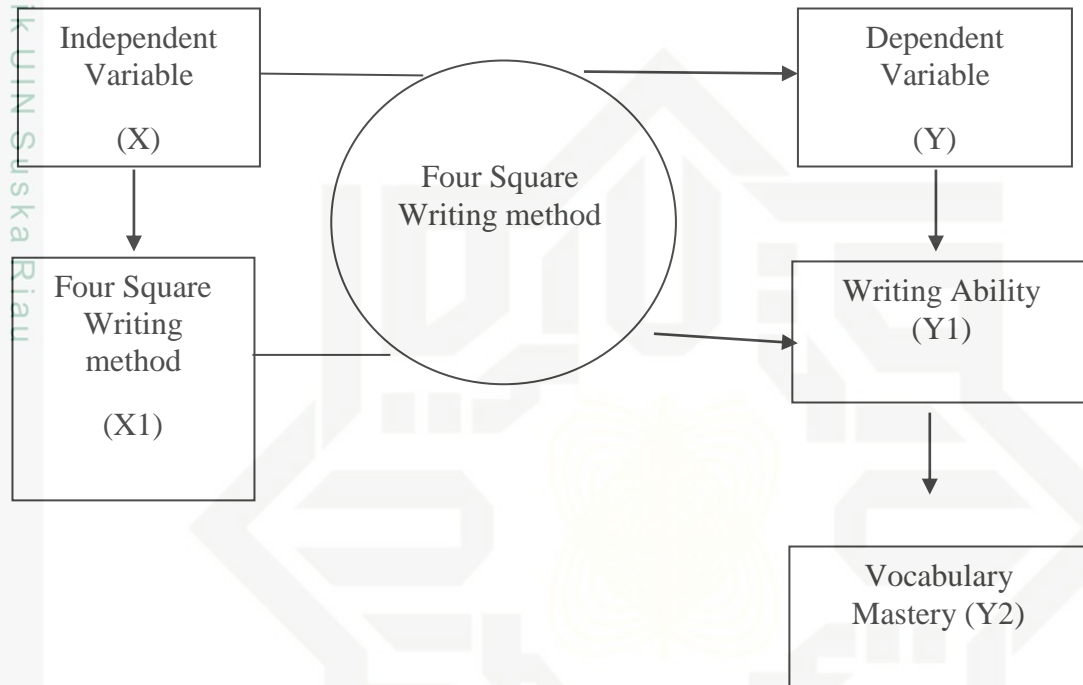
The tenth related study was a Research conducted by NurHidayati (2010) entitled “The effect of Learning English by Using Picture Map toward the students’ ability in writing descriptive paragraph at MTs. Nurul Wahid Bukit Kapur, Dumai”. He tried to find the significant effect of Learning English by Using Picture Map toward the students’ ability in writing descriptive paragraph. Based on her data analysis, the coefficient of t-test was 3.31 to prove there is significant effect or not $5\% = 2.02$ level of significance, or at the $1\% = 2.72$. It was found that t_0 was higher than t-table both in 5% or 1%. it could be read $2.72 < 3.31 > 2.02$. And her research was concluded that there was a significant effect of Learning English by Using Picture Map toward the students’ ability in writing descriptive paragraph at MTs. Nurul Wahid Bukit Kapur, Dumai.

The similarities between NurHidayati’s and this research were both focusing on teaching writing method in descriptive text. Yet, the differences came from research, treatment; her study focused on using Four Square, while this study was students’ writing ability and vocabulary mastery. It also used the sample for each research.

II.5. Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. The operational concept in this research can be seen on the table below:

Figure 2.8. Operational Concept of the Research



II.5.1. Variable X (Four Square Writing Method)

1. The teacher asks the students to write the topic in the box in the middle (the topic has been chosen).
2. The teacher asks the students to write supporting sentences, which support the topic in box 2, 3, and 4.
3. The teacher guides the students to add supporting details in each box (2, 3, 4).

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4. The teacher asks the students to add the vivid language.
5. The teacher guides the students to fill box number 5 by the conclusion of the whole essay which restates the topic sentence.
6. Finally, the teacher guides the students to add transition words for each boxes put off the essay into the paragraph form.

II.5.2. Variable Y1 (Students' Writing Ability)

The indicators of writing ability are as follows:

1. Grammar
 - The students are able to use subject-verb agreement correctly
 - The students are able to use appropriate tenses
 - The students are able to use complete sentences (non-run-on sentence)
2. Vocabulary/Content
 - The students are able to use supporting sentences support the main sentence
 - The students are able to use supporting sentences organized well
 - The students are able to use creativity of a developing idea
3. Mechanics
 - The students are able to use correct punctuation
 - The students are able to use correct spelling
4. Form/Organization

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- The students are able to write an introduction
- The students are able to write a description
- The students are able to write conclusion

5. Fluency

- The students are able to write coherently
- The students are able to use cohesively

II.5.3. Variable Y2 (Students' Vocabulary Mastery)

The indicators of vocabulary mastery are as follows:

1. The students are able to spell certain words.
2. The students are able to identify the meaning of certain words.
3. The students are able to identify the word formation (noun, verb, adverb and adjective)
4. The students are able to recognize the synonym of certain words.
5. The students are able to recognize the antonym of certain words.
6. The students are able to use prefixes in certain words.
7. The students are able to use the suffix in certain words.

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II.6. Assumption and hypothesis

II.6.1. Assumption

In this study, the researcher assumes that the students' writing ability and vocabulary mastery are important. Four Square Writing method is expected to be able to increase students' writing ability and vocabulary mastery in English.

II.6.2. Hypothesis

The hypotheses of this research are:

H₀1: There is no significant difference on students' writing ability pre – test mean score between an experimental group and students' writing ability pre – test mean score of a control group.

Ha2: There is a significant difference on students' writing ability post-test mean score between an experimental group and students' writing ability mean score post – test of a control group.

Ha3: There is a significance difference of students' writing ability between pre - test and post - test mean scores of the experimental group by using Four-Square Writing method in the first year students at SMK Nurul Falah Pekanbaru.

Ha4: There is a significance difference of students' writing ability between pre - test and post - test mean scores of the control group by using Four-

Square Writing method in the first year students at SMK Nurul Falah Pekanbaru.

Ho5: There is no significant difference of students' vocabulary mastery pretest mean score between an experimental group and a control group of the first year students at SMK Nurul Falah Pekanbaru.

Ha6: There is a significant difference of students' vocabulary mastery post - test mean score between an experimental group and a control group of the first year students at SMK Nurul Falah Pekanbaru.

Ha7: There is a significant difference of students' vocabulary mastery between pretest and post-test mean scores of the experimental group by using Four-Square Writing method of the first year students at SMK Nurul Falah Pekanbaru.

Ha8: There is a significant difference of students' vocabulary mastery between pretest and pos-test mean scores of the control group without using Four-Square Writing method of the first year students at SMK Nurul Falah Pekanbaru.

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