

The Effectiveness of Four Square Writing Method in Developing Students' Writing Skills in Recount Text for Students of English Language Education

Rina Puji Utami⁽¹⁾, Henny Roesellaningtias⁽²⁾, Caltira Rosiana⁽³⁾

STKIP PGRI Nganjuk, Indonesia

Email: [1rinapuji@stkipnganjuk.ac.id](mailto:rinapuji@stkipnganjuk.ac.id), roesellahenny@gmail.com,
[3caltirarosiana@stkipngsnjuk.ac.id](mailto:caltirarosiana@stkipngsnjuk.ac.id)

Abstrak: There are four skills in mastering English to gain good communication in English well in daily life in this globalization era. Writing skills have become one of the most interesting skills that are researched in the English Language Education students. In developing the student's writing skills, the lecturer must have an appropriate method to teach writing. The four Square Writing method is one of the methods that can help students develop their ideas in an organized way and write systematically. This research is about the efficaciousness of the Four Square Writing method in developing students' writing skills in recounting text among the third-semester students of English Language

Education at STKIP PGRI Nganjuk in the 2023/2024 academic year. The purpose of the research is to know the efficaciousness of the Four Square Writing Method in increasing students' writing skills in recount text among the third-semester students of English Language Education at STKIP PGRI Nganjuk in the 2023/2024 academic year. The researcher used in this research is the methodology of Pre pre-experimental design (one group pre-test post-test design). The data of the tests were then calculated by using a t-test. It could be seen from the result of the calculation that the student's scores on the post-test are higher than those on the pre-test. The mean score of the post-test was 75,5. Meanwhile, the mean score of the pre-test was 68,16. Furthermore, based on the statistical calculation with the significant level of 5% It means that t_0 15,45 is higher than t (1-a) which was 2,06866.

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INTRODUCTION

Mastering writing skills in English needs some stages. Writing is often thought of as a staged process, but it's actually a complex process. It's a process that always expands in different directions and necessitates planning, writing, and editing. In the preparation, it means that the students must think about what they want to say and how to say it. The students must have a good idea about the topic that the students will convey to make a writing product. The students then begin to compose an initial composition during the drafting step, which entails organizing all of the writer's ideas to present an argument or convey a specific idea. Students begin to review, edit, and rearrange their work during the revision process by moving, adding, or removing content. Enhancing the draft is the aim of this stage of the writing process. To produce high-quality writing, follow these writing procedures. The statement made by Brown (2001:335) that "Written products are often the result of thinking, drafting and revising procedures that require specialized skills" supports the importance of following those writing processes in order to produce a well-finished piece of writing. Because they are writing, students become aware of the writing process. Writing is the act of putting ideas on paper in order to clarify your main ideas, give them structure and coherence, and transform thoughts into words (Brown, 2001:336). Writing is a crucial life skill, which makes it a crucial component of teaching foreign languages. The ability to write

well is crucial because it allows students to supplement their knowledge with newly acquired vocabulary and reinforce what they have learned (Aziz, 2011:371).

Writing abilities will lead to the production of quality writing. Accurate language use is only one aspect of good writing; another is well-organized, efficient information. There are traits specific to writing. Writing encompasses a wide range of subskills, including generating English graphemes and orthographic patterns, applying appropriate grammatical systems, conveying ideas in a variety of grammatical forms, employing cohesive devices in written discourse, etc. Writing is not the same as talking because it is less permanent and spontaneous, and it requires fewer resources to communicate (Broughton & Brumfit, 2003: 125). Because of this, writing conventions are typically less ambiguous and use more standardized language than conversational conventions. We can draw a conclusion from it.

The third-semester students of English Language Education at STKIP PGRI Nganjuk in the 2023/2024 academic year have some problems in writing recount text. The students found some difficulties expressing their ideas in the recount text because there is a tense that should be used in writing recount text, that is past tense. Writing recount texts is an activity to write the record of events in the past time. The events are reported chronologically according to the setting of time and place with the use of several conjunction and sequence markers (Mubarok & Rofi'ah, 2022). Knapp (2005:223) defines recounts as sequential texts which consist of a series of events. Cavanagh (1998:11) defines "recounts are a retelling of past events." They are usually written as a series of events in the order in which they happen. Based on the definitions of recount text, the students found it difficult to make the paragraph cohesive and coherent writing too. They are often afraid of making mistakes, grammar, and structure of paragraphs. The teacher needs strategies to support the students in order to strengthen their recount text writing skills. In order to help students develop their ideas with relevant supporting data, the researcher presents the Four Square Writing Method, which is an effective writing instruction method (Mubarok, 2019).

The Four-Square Writing Method is one technique that can be used to assist students in writing clearly and efficiently, among others. Judith and Evan Jay Gould published this technique in 1999. It can facilitate the students' idea organization and make writing assignments easier. The Four-Square Writing Method is deemed by the researcher to be an effective approach for carrying out writing assignments. It is anticipated that the instructor will be able to enhance students' writing abilities by carrying out action research in the classroom using the Four-Square Writing Method. The Square Writing Method has many benefits for teaching writing to students, including easy-to-follow steps that prevent confusion. The students can become accustomed to writing methodically thanks to the methodical approach that is employed. The Four Square Writing Method makes it simple for students to generate ideas for writing and to delve into the specifics (Mubarok, 2021). They will write in an orderly and methodical manner. According to Gould and Burke (2010:10), it is an organizing tool that will enable students to write essays and paragraphs that are coherent and well-organized so they can write systematically. Using a graphic organizer, Four Square teachers teach prewriting and organizational skills. It is a technique for teaching fundamental writing abilities that can be used in a variety of curriculum areas and grade levels. When teaching writing, the Four Square Writing Method is useful. It makes use of a graphic organizer that the students create their writing plan with during the prewriting phase. The Four Square was intended to serve as a place to begin writing. By organizing and brainstorming quickly, writers can devote more time and focus to producing well-crafted, detailed writing by utilizing the Four Square tool. After finishing the first draft, writers need to have specific plans in place for going over and editing their work. There are multiple phases to the Four Square Writing Method. First, categorize the material; second, provide an example and an emotive sentence; third, place a sentence in the middle of the four square; fourth, write a paragraph; fifth, add more details; sixth, write a wrap-up sentence; seventh, add

supporting details; and eighth, add connecting words to provide a transition between ideas. The steps will direct the students to write and arrange their ideas according to detailed instructions (Karimah dkk., 2023).

Drawing from the aforementioned explanation, it can be inferred that the Four-Square Writing Method is a systematic approach to teaching fundamental writing skills. It centers around a streamlined graphic organizer, which serves as a visual aid to help students organize their thoughts before composing texts. It implies that students will be able to explore ideas for writing by utilizing the Four-Square Writing Method. Students who struggle with cohesiveness, coherence, and transition words can benefit from the methodical approach. Since the graphic organizer is a teaching tool for organizing information and a visual representation of knowledge that is used to focus writing, provide detail, and improve writing, it can assist students with word choice and word order (Novitasari dkk., t.t.).

Using the justification above, the research's goals are as follows: (1) To determine the students' writing proficiency before and after using the Four Square Method in recount texts; (2) To determine the students' writing proficiency after using the Four Square Method in recount texts; and (3) To determine the significance of the differences between the students' writing proficiency before and after using the Four Square Writing Method in recount texts.

RESEARCH METHOD

This study was conducted on the third-semester students of English Language Education at STKIP PGRI Nganjuk in the 2023/2024 academic year from November 1th to 3rd 2023. The procedure of the research was done with several steps. There is (1) Preliminary permission for the researcher to be the head of the English Language Education Study Program of STKIP PGRI Nganjuk in the 2023/2024 academic year to get additional information about students as participants. (2) Later the researcher asked p a permit to the head of the Unit of Research STKIP PGRI Nganjuk to get a permit from the campus to conduct research, (3) To give information to the third-semester students of English Language Education at STKIP PGRI Nganjuk in the 2023/2024 academic year to obtain some information that could help in the research, (4) Giving Pre-test, after getting the information and help to conduct the research in the class the researcher giving a pre-test, the researcher conduct a test to know how far is the student's writing skill in recount text before using Four Square Writing Method that will be applied, (5) Giving treatment, the treatment is conducted after doing pre-test. In this treatment, the Four Square Writing Method is also introduced and applied. The researcher gives them some explanation about how the method used in writing class and explains the material that will be discussed in the recount text, (6) Giving Post-test, the researcher conducts a test to know how far the student's writing skill after applying the scientific approach steps of using Four Square Writing Method toward students' writing skill in recount text, (7) Documentation, documentation in the form of photographs, knowing during the teaching and learning process when the research was conducted.

In this study, the experimental design was employed by the researchers. When attempting to determine a potential cause and effect relationship between your independent and dependent variables, you conduct an experiment. This implies that, aside from the independent variable, you make an effort to control every other variable that affects the result. This study uses quantitative methods. Pre-experimental design is the type of research design that was employed in this study. There will only be one class used in this research's methodology. This study used a single group pre-test-post-test design. The design of the research is $O_1 \times O_2$.

The population of the research was the English language Education students of STKIP PGRI Nganjuk in the 2023/2024 academic year which consisted of The third Semester class, The fifth-semester class, and the seventh-semester class with total students is 115 students. Purposive sampling is the method of sampling that is

employed in this study. When a probability sample cannot be taken but still allows the researcher to choose typical or representative subjects from the population, they are chosen with the researcher's purpose in mind. This is known as purposeful sampling. By using purposive sampling, the researcher got the sample for the research which is The third-semester students of English Language Education at STKIP PGRI Nganjuk in the 2023/2024 academic year that consist of 24 students.

There were several instruments to collect the data during the observation those are assignment and rubric scores. The assignment was given twice in the class. Both of those assignments (pre-test assignment and post-test assignment) are making a recount text. The researcher gives an assignment in pre-test and post-test to find out whether there is a significant or not between the students' writing skills that are taught by using the Four Square Writing method in recount text. In this pre-test, the researcher gives an assignment to the students, the assignment consists of one question, and the question is an assignment to the student to make a recount text. The question consists of one topic which is about their unforgettable semester holiday experience. Students must make their recount text suitable with the generic structure. The text that they have made must consist of at least five paragraphs. In the post-test, the question consists of one topic that is about their unforgettable Eid Mubarak holiday experience, and students must make their recount text suitable with the generic structure by using the Four Square Writing method that has been introduced before. The text that they have made must consist of at least three paragraphs. The score will be taken based on their grammatical, vocabulary, mechanics, fluency (style and ease of communication), and their organization in writing recount text.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This research consisted of three questions in this research, so three main results will be shown, those are (1) the students' writing skills before using the Four Square Writing method, (2) the students' writing skills after using the Four Square Writing method, and (3) the significance difference between students' writing skill before using Four Square Writing method and students' writing skill after using Four Square Writing method.

The researchers got the data on the student's writing skills by giving an assignment to the students. The tests were given twice that is pre-test and post-test to know how is the student's writing skill in recount text at the third-semester students of English Language Education at STKIP PGRI Nganjuk in the 2023/2024 academic year. After getting the data from the students' pre-test and post-test, the researcher finds the mean, median, and modus of the student's writing skills in the pre-test and post-test. After that, the researchers used t count to find if there is a difference between students' writing skills in pre-test and post-test.

Table 1. Frequency distribution of students' writing skill before using Four Square Writing method

No	Interval class	<i>f_i</i>	<i>x_i</i>	<i>fix_i</i>
1	63-64	6	63,5	381
2	65-66	0	65,5	0
3	67-68	4	67,5	270
4	69-70	11	69,5	764,5
5	71-72	0	71,5	0
6	73-74	3	73,5	220,5
Σ		24		163

From the table above, we can find the average of the students' writing skill before using Four Square Writing method by using the formula :

$$\bar{x}_i = \frac{\sum f_{ixi}}{\sum f_i} \quad \bar{x}_i = \frac{\sum f_{ixi}}{\sum f_i}$$

$$X_i = \frac{1636}{24} \\ = 68,16$$

The pre-test and the post-test results show that there was an increase in students' writing skills. The total of students' pre-tests was 1.635 and the total of students' post-tests was 1.803. The pre-test was done at the first meeting of the research, before giving the treatment the result showed that the mean of students' writing skills that consisted of 18 students was 68,16, the median was 68,56 and the modus was 69,26. It means that the student's writing skills have not been a good result yet and need the effort to increase it. To increase the student's writing skills, the researcher gives a treatment. The treatment was given twice at the second and third meetings of the research. After giving the treatment the mean of students' writing skills consisting of 18 students was 75,5, the median was 76,16 and the modus was 76,5. It means the students' writing skills got a better result because there was an increase in students' writing skills.

Table 2. Frequency distribution of students' writing skill after using Four Square Writing method

No	Interval class	<i>f_i</i>	<i>x_i</i>	<i>f_{ixi}</i>
1	70-71	6	70,5	423
2	72-73	3	72,5	217,5
3	74-75	0	74,5	0
4	76-77	9	76,5	688,5
5	78-79	0	78,5	0
6	80-81	6	80,5	483
Σ		24		181

From the table above, we can find the average of the students' writing skill before using Four Square Writing method by using the formula :

$$\bar{x}_i = \frac{\sum f_{ixi}}{\sum f_i} \quad \bar{x}_i = \frac{\sum f_{ixi}}{\sum f_i}$$

$$X_i = \frac{1812}{24} \\ = 75,5$$

The average of the students' pre test is 75,5.

To know the significant difference in the students' writing skills before using the Four Square Writing method and after using the Four Square Writing Method The third-semester students of English Language Education at STKIP PGRI Nganjuk in the 2023/2024 academic year, the research used t count and used 5% of significance standard of df. T count is used to know the difference between the students' pre-test and post-test. The value has been gotten and the result of *the t-count* is 15,45. Then, we find the df that is 24. After that, to know the significance of t-count we use 5% of the significance standard of 24 from t table which is 2,06866. It can be seen that $t_{count} > t_{table}$. It means that t_{count} is higher than t_{table} . It can be concluded that there is a significant difference in students' writing skills in recounting text before using the Four Square Writing Method and students' writing skills in recounting text after using the Four Square Writing Method.

Discussion

From the data, the researcher can interpret the data based on the data analysis above and the interpretation of data as follows:

1. The students' writing skills before using the Four Square Writing method got an average of 68,16 with a total of 18 students. 6 students got scores of 63-64, 0 students got scores of 65-66, 4 students got scores of 67-68, 5 students got scores of 69-70, 0 students got scores of 71-72 and there were 3 students got scores of 73-74. It means that students' writing skills in recount text are not good yet because there is no good method in teaching writing recount text and students do not know how to make a recount text coherently and systematically and need treatment to increase it with an appropriate method that is Four Square Writing method.
2. The students' writing skills after using the Four Square Writing method got an average of 75,5 with a total of 18 students. 4 students got scores 70-71, 2 students got scores 72-73, 0 students got scores 74-75, 8 students got scores 76-77, 0 students got scores 78-79, and 4 students got scores 80-81. It means that students' writing skills in recount text increase because of an appropriate method that has been applied to the students which is the Four Square Writing method. The method helps the students to understand well how to make a recount text systematically and link a sentence into another sentence well become a good recount text.
3. From the value of t count value, it can be concluded that there is a significant difference in students' writing skills in recount text before using the Four Square Writing Method and students' writing skills in recount text after using the Four Square Writing Method. It can be seen that $t_{count} > t_{table}$, the value of t-count is 15,45 and t-table is 2,06866. It can be concluded that the Four Square Writing Method is effective in increasing students' writing skills in recount text The third-semester students of English Language Education at STKIP PGRI Nganjuk in the 2023/2024 academic year.

CONCLUSION

Taken from the above data could be drawn that the conclusions are (1) The result of student's writing skills in recount text before taught by using Four Square Writing Method at The third-semester students of English Language Education at STKIP PGRI Nganjuk in the 2023/2024 academic yea has the mean 68,16, median 68,56 and modus 69,26. It means that the student's writing skills are not good result enough and need effort to increase, (2) The result of the student's writing skill in recount text after being taught by using the Four Square Writing Method at The third-semester students of English Language Education at STKIP PGRI Nganjuk in the 2023/2024 academic year has the mean 75,5, median 76,16 and modus 76,5. It means that the student's writing skills have a better result and (3) Based on the application of this method, it can be concluded that there is an increase in students' writing ability in recount text after using the Four Square Writing method. It can be written that the result of the t-test is higher than t-table ($15,45 > 2,06866$). As a result, H_a is accepted and H_o has been rejected. That is "There is the effectiveness of Four Square Writing Method in increasing students' writing ability in recount text at The third-semester students of English Language Education at STKIP PGRI Nganjuk in the 2023/2024 academic year. So, it can be said that the use of the Four Square Writing Method is effective in increasing student's writing skill in recounting text".

This helpful approach can be used to teach students how to write because it can increase their confidence in their ability to write. After all, the technique consists of simple, easy-to-follow steps, so students won't have any trouble using it when applying it to their writing. In addition, students ought to participate actively in their education and practice more both inside and outside of the classroom. To comprehend the content of the English context, students must improve their writing skills. For the purpose of creating their writing text, the students need to have a wide range of ideas

and vocabulary, and the teacher needs to have a suitable teaching strategy that targets the students' writing abilities based on the issue that.

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