

# **THE EFFECTIVENESS OF USING FOUR SQUARE WRITING METHOD IN TEACHING ANALYTICAL EXPOSITION TEXT WRITING**

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**Abstract:** The purpose of the research was to find out the effectiveness of Four Square Writing Method in teaching analytical exposition text writing. This research used pre experimental one group pre-test post-test design. The writer used cluster random sampling in determining the sample of the research and XI MIA 1 was chosen. The data collection used writing test. The analysis of the students' results used t-test and effect size formulas. The findings showed that the t-test was higher than the  $t_{table}$  ( $13.15 > 2.750$ ). The alternative hypothesis ( $H_a$ ) "the use of Four Square Writing Method in teaching analytical exposition text writing at the eleventh grade students is effective" was accepted. In addition, the effect size result was 2.24 ( $ES > 0.80$ ). Therefore, teaching analytical exposition text writing by using Four Square Writing Method was highly effective in improving students' writing achievement.

**Keywords :** Four Square Writing Method, Analytical Exposition Text

**Abstrak :** Tujuan dari penelitian ini adalah untuk mencari keefektifan metode Four Square Writing dalam pengajaran menulis teks eksposisi analitis. Penelitian ini menggunakan pre experimental dalam bentuk one group pre-test post-test desain. Penulis menggunakan sampel acak kelompok dalam menentukan sampel penelitian dan kelas XI MIA 1 terpilih. Data dikumpulkan melalui tes menulis. Analisis hasil siswa menggunakan rumus t-test dan efek size. Penemuan memperlihatkan nilai t-test lebih tinggi dari  $t_{table}$  ( $13.15 > 2.750$ ). Hipotesis alternatif ( $H_a$ ) "penggunaan metode Four Square Writing dalam pengajaran menulis teks eksposisi analitis pada murid kelas sebelas adalah efektif" diterima. Sebagai tambahan, efek size perlakuan adalah 2.24 ( $ES > 0.80$ ). Oleh karena itu, pengajaran menulis teks eksposisi analitis menggunakan metode Four Square Writing sangat efektif dalam meningkatkan hasil kemampuan menulis siswa.

**Kata Kunci :** Metode Four Square Writing, Teks Eksposisi Analitis

**W**riting is a complex process. Brown (2001 : 335) states, "Written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally." It shows writing is not an easy task for the students. The students' understanding is challenged and deepened through writing. The students do not simply learn the theory of writing but they need to practice it step by step. In teaching and learning

activity at school, the students have to complete sequences of assignments in written form such as making a summary, a paragraph, and an essay. For those reasons, those become consideration why writing is important to be taught at school.

Learning to write in foreign language context will be challenging for the students. They have to go through the process in writing to produce an effective written text. The students have to perform the skill to put down the ideas on the paper firstly in the form of words, compose those words into form of sentences and finally expand sentences into paragraphs. The paragraph is expected to be carefully constructed, linked, and organized in order to convey the meaning effectively. Besides, the ideas must be stated in well-organized sentences that show clearly the parts of paragraph. Therefore, in order to guide the students in writing the text appropriately, the teacher needs to use suitable method.

In 2013 curriculum of SMA Negeri 1 Pontianak, the eleventh grade students learn how to write analytical exposition text. Analytical exposition is a text type which elaborates a topic by discussing each part one after another. It contains a thesis statement that states the writer's purpose and position, a body paragraph which elaborates arguments and evidences, as well as a conclusion which summarizes the topic. This text is written to convince the readers by presenting a viewpoint and providing evidence to support it. Based on the syllabus for eleventh grade students, analytical exposition text is a text that gives arguments about current issues to persuade people. Because it is their first experience in writing an essay that should give arguments and supporting evidences, it might be difficult to be done. It is needed a teacher's guidance to help the students organize and develop their ideas with appropriate supporting information. Thus, the introduction of a method which can help the students in writing the arguments organizely is needed to make the students easier to develop their ideas into essay writing.

Moreover, there is a method which can guide the students to write and to organize their thoughts into effective essay. This method of teaching writing is called as Four Square Writing Method. It was developed by Gould and Gould (1999) in his teaching method. Gould (2010 : 5) stated that Four Square is a tool for organizing. In other words, Four Square Writing Method is used to organize students' ideas and supporting details so their writings are written in unity and coherence. This method consists of five boxes which puts different ideas in the boxes to create a draft of an essay. The main idea is placed in the center box (box 1), the supporting details are put in the boxes 2, 3, and 4, and the summary is put in the lower right box, box 5. It has the purpose to help the students to see the differences between one idea to another one. Additionally, students will not produce sentences which do not have any relation with the ideas in the boxes. As a result, by using this method, the students are expected to be able to write in unity and coherence.

According to Gould (2010), there are five steps that should be followed in teaching analytical exposition text. Firstly, pre 4 activities is understanding relationship between one idea to another one. It is useful to provide list of ideas for the students. It can be concluded that before the writer starts to write, he or she

will have to think of as many subtopics to an idea as possible. Secondly, brainstorming three supporting ideas and writing a concluding sentence is to move the ideas into Four Square. The thesis statement is placed in the middle box of the Four Square (box 1), arguments are placed in boxes 2, 3, and 4, and a concluding paragraph is placed at the lower right box (box 5). In this part, there can be a word or short phrase in the boxes. Thirdly, three supporting ideas and a concluding sentence, using an expository or persuasive-type prompt is to complete each sentence. According to Gould (2010 : 16), “The next step is now the center box and box 5 will contain a complete sentence (prompt) while boxes 2, 3, and 4 will contain reasons, examples, or explanations which must all be different from one another that prove box 1 true .” In this step, the writer needs to write down a complete sentence for each sentence. Fourthly, Four Square and 3 adding supporting details is to add details for each topic sentence. In this step, the writer needs to write down supporting details for each topic sentence in boxes 2, 3, and 4. In accordance with the focus of the research is on analytical exposition text, we change the term topic sentence and supporting ideas into point and elaboration for boxes 2, 3, and 4 to adjust the generic structure of argument which consists of point and elaboration. Fifthly, adding connecting words to provide transition between thoughts is to add connecting words for each argument. Each argument should be provided with transition word so the paragraph will develop clearly. The transition word will make the reader easily to see the changing paragraphs.

In Four Square Writing Method, the students will organize their ideas and supporting details in the different boxes. This method can be applied to all kinds of text, especially analytical exposition text. McCarthy and Mkhize (2013 : 6) stated that specific method like Four Square Writing Method that is aligned with expository writing has also increased. It shows that the use of Four Square Writing Method in teaching expository writing has grown recently. This method facilitates the students to put appropriate ideas in writing analytical exposition text. Since there are three parts of analytical exposition text which consist of thesis, arguments, and conclusion, the students will learn to put these different parts in Four Square Writing draft. They are : (1) the main idea / thesis statement will be the thesis, (2) the supporting details in boxes 2, 3, and 4 will be the arguments 1, 2, and 3, and (3) the summary/wrap up will be the concluding paragraph. In conclusion, this method eases the students to organize their ideas in writing analytical exposition text so the better essay will be produced.

Therefore, based on the characteristic of Four Square Writing Method and analytical exposition text, the writer decided to apply this method in writing analytical exposition text. This method was applied for teaching writing analytical exposition text at the eleventh grade students. The purpose in doing the research was to find out the effectiveness of Four Square Writing Method in teaching analytical exposition text writing. Furthermore, Four Square Writing Method is hoped to be an effective tool in teaching the students analytical exposition text writing.

## METHOD

The general approach that the writer used in this research was quantitative research particularly pre experimental design. Ary et al (2010 : 303) states that there are two types of pre experimental designs such as one-group pretest-posttest design and static group comparison. This research was conducted based on pre-experimental one-group pretest-posttest design. The writer's reasons in choosing this design were to apply a new method as a variation in teaching and learning activity and to know the effectiveness of the method towards the students' achievement in writing. The design of pre-experimental one-group pretest-posttest design was described as follows:

**Y1 X Y2**

(Ary et al, 2010: 304)

Where :

Y1 = Pretest (Before Treatment)

X = Treatment (Four Square Writing Method)

Y2 = Posttest (After Treatment)

In determining the sample of the research, the writer used cluster random sampling. In cluster sampling, the entire population is divided into groups, and random sample of the group is selected. In addition, all members in the selected group are included in the sample. The writer used lottery in order to know which class would be the experimental group. Therefore, the sample of the research was class XI MIA 1 of SMA Negeri 01 Pontianak in Academic Year 2014/2015 that consisted of 36 students.

Furthermore, the writer applied the measurement technique by administering pre-test and post-test on experimental group in collecting the data from the students. At the first meeting, the writer administered pre-test to the students. Then, the writer applied two treatments for the second and the third meeting. In the second meeting, the writer introduced Four Square Writing Method and analytical exposition text to the students. Next, the writer gave exercise and asked the students to write analytical exposition text in pair. In the third meeting, the writer reviewed about Four Square Writing Method and analytical exposition text. At the end of meeting, the writer also gave exercise and asked the students to write analytical exposition text individually. Finally, the writer administered post-test to see whether Four Square Writing Method was effective or not in teaching analytical exposition text.

After collecting the data from the students, the writer analyzed the students' results of pre-test and post-test by using t-test and effect size formulas. These formulas were described as follows :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where :

t = the t-value for correlated means

D = the difference between pretest and posttest scores

$\bar{D}$  = the mean of the difference between pre-test and post-test scores

$\sum D^2$  = the sum of the squared difference of pretest and posttest scores

N = the number of students

$$Es = t \sqrt{\frac{1}{N}}$$

Where :

Es = Effect size

t = the result of t-test

N = the number of students

(Hatch and Farhady, 1982 : 150)

After the effect size result has been obtained, the effect size is categorized based on Cohen's Effect Size. The criteria of effect size can be seen in the table below.

**The Criteria of Cohen's Effect Size**

Effect size	Qualifications
$ES \leq 0.2$	Low
$0.2 < ES < 0.8$	Moderate
$ES > 0.8$	High

(Cohen, 2000 : 3)

## FINDINGS AND DISCUSSION

### Findings

The findings of students' t-test and effect size are shown as follows :

$$\begin{aligned}
 t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
 &= \frac{19.72}{\sqrt{\frac{16954 - \frac{(710)^2}{36}}{36(36-1)}}} \\
 &= 13.15
 \end{aligned}$$

$$\begin{aligned}
 Es &= t \sqrt{\frac{1}{N}} \\
 &= 13.15 \sqrt{\frac{1}{36}} \\
 &= 2.24
 \end{aligned}$$

The findings showed that the t-test was higher than the  $t_{table}$  ( $13.15 > 2.750$ ). It proved that the alternative hypothesis ( $H_a$ ) which stated "the use of Four Square Writing Method in teaching analytical exposition text writing at the eleventh grade students of SMAN 1 Pontianak in academic year 2014/2015 is effective" was accepted. In addition, it showed the effect size which was 2.24 ( $ES > 0.8$ ) was categorized as highly effective. Therefore, the effectiveness of Four Square Writing Method in teaching analytical exposition text writing is categorized as highly effective.

### Discussion

Based on the data analysis, Four Square Writing Method was effective in teaching analytical exposition text writing for the eleventh grade students. The effectiveness of this method could be seen from the result of t-test which was 13.15. According to df 35 and significance level at 0.01 (1%), it showed that the  $t_{table}$  was 2.750. According to the data analysis, the t-test was higher than the  $t_{table}$  ( $13.15 > 2.750$ ). It proved that the alternative hypothesis ( $H_a$ ) which stated "the use of Four Square Writing Method in teaching analytical exposition text writing at the eleventh grade students of SMAN 1 Pontianak in academic year 2014/2015 is effective" was accepted. In addition, the effectiveness could be seen from the effect size which was 2.24 and it was higher than 0.80 ( $2.24 > 0.80$ ). According to the criteria of Cohen's effect size, the implementation of Four Square Writing Method in teaching analytical exposition text writing was highly effective.

The findings showed that Four Square Writing Method contributed in improving students' ability in writing analytical exposition text. The effectiveness of Four Square Writing Method was affected by some factors. Firstly, the use of Four Square Writing Method stimulated the students to organize their ideas in writing an essay. According to Jordan, Kershaw, Barbara, Hughes and Kneesy (2007 : 4), "Expository 4-Square or well known as Four Square Writing Method is one of graphic organizers that help writers gather facts and place them in order before they begin writing." This method guided the students in structuring their essay. They had to learn organizing the ideas before writing the essay so that the ideas would be conveyed clearly. From the implementation of Four Square Writing Method, the students were helped to arrange their ideas by putting the appropriate ideas in Four Square Writing draft. In Four Square Writing draft, the students learnt to write each part of analytical exposition text in each box. At the end, the students were able to write thesis, arguments, and conclusion appropriately. For example, AA, one of the students wrote the thesis "I think flood is one of the natural disasters that can cause diarrhea, skin disease and death". It was followed by three arguments which supported the thesis correctly, for example, "First of all, I would like to point out the effect of flood, that is diarrhea. Furthermore, flood also can cause skin disease. Moreover, flood can cause death on people." Then, AA concluded the text "In conclusion, from the arguments above, I believe that flood should be handled and shouldn't happen again so that is no more deaths."

Secondly, the implementation of Four Square Writing Method helped the students to write the essay with appropriate supporting details and transition words. Gould (2010 : 26) stated that the essay which is developed from Four Square Writing Method needs transition words or connecting words to bridge the gap between ideas. The findings in students' post test showed that the students were able to put appropriate transition words with appropriate supporting details since the students were taught to link the details with transition words in the essay. Moreover, this method encouraged the students to write in unity and coherence since they were trained to arrange and write the essay with appropriate supporting details and transition words through Four Square Writing Method. The students' post test result showed that the students were already able to write the ideas which connected to the topic and completed with the transition words. It made their writing organized and easier to understand. For example, DDA was able to write appropriate transition words at the beginning of arguments and conclusion parts. The used transition words were in the first place, furthermore, finally, and in conclusion. In addition, he wrote appropriate supporting details for the topic sentence in the text. As example, in the first argument part, it was written "In the first place, I would like to point out that pollution can be dangerous to human health. The pollution that polluted the air can disturb human respiration."

The implementation of Four Square Writing Method showed that it guided the students to write analytical exposition text appropriately. Referring to the research findings from Juitania (2013 : 11), it was stated that Four Square Writing Method affected students' writing ability in analytical exposition text in the aspects of content, vocabulary, and language use. Almost in line with the research

findings from Juitania, the writer found that the students' writing ability improved in the aspects of content, organization, language use and mechanics while the vocabulary aspect was in a lower level. Firstly, in the aspect of content, the students were able to write their essays which matched the topic with convincing and developed ideas. Secondly, in the aspect of organization, they were able to arrange their ideas in unity and coherence as well as completed the essay by using transition words. Thirdly, in the aspect of language use, the students' ability was improved in writing the sentences by using simple, compound and complex sentences. Fourthly, in the aspect of mechanics, the students showed their ability in using appropriate capitalization, punctuation and spelling in their writing. Meanwhile, the students had lack of knowledge in choosing appropriate vocabularies when they wrote their essays. For example, the inappropriateness could be found from HN's writing. He wrote, " Vehicle can be strike because water gets into the motor." He used "strike" to describe about the motorcycle that stopped working. It was inappropriate because "strike" is to explain someone that refuses to continue working because of an argument with an employer. Therefore, "stopped working" would be much more appropriate to be used in the context.

Although this method was effective in teaching writing analytical exposition text, the writer found some problems in its implementation. First of all, the students had difficulty to find the ideas to write the essay related to the topic. Since it was their first experiences to write this type of text, they tried to learn how to generate ideas in writing. To help the students gathering the ideas, the writer applied the first step in Four Square Writing Method which was pre 4 activities by providing some pictures so that they could get inspiration for the writing. After looking at the pictures, some students were able to gather ideas for writing their essays. However, not all students could generate ideas from the pictures, some still got difficulty in producing the ideas for their writing. It caused the lack of development in the ideas of the students' writing. In addition, some essays which were written did not look like argumentative text, but they were written as other types of text.

Moreover, the students needed longer time to finish their writing. It was caused by the implementation of Four Square Writing draft which demanded the students to put the ideas in arranged boxes in the draft. After writing the draft of the ideas, the students had to rewrite the ideas into essay. Due to the longer process in producing the essay, some students were lack of time and lazy to rewrite their essays. It made their essays shorter than expected. Besides, some students produced untidy handwriting. Thus, the writer reminded the students to write only important ideas and details in the arranged boxes so the students could use the time for writing efficiently.

Last but not least, the writer got difficulty in managing the classroom while implementing Four Square Writing Method. In the first place, the students were lacked of motivation and could not pay attention really well in writing the essay. Some students were noisy and talked each other at the back. Therefore, the writer walked around the classroom to remind the students to be focus in writing the essay. Furthermore, some students forgot how to implement this method in writing so the writer needed to guide the students to put appropriate ideas in the



boxes. In addition, there were a few students who wrote the essay with lack of details. To cope with it, the writer reminded the students to include more supporting details in supporting the ideas in the essay. Those problems disturbed the implementation of Four Square Writing Method in the classroom.

Looking at the students' achievement after applying Four Square Writing Method in writing analytical exposition text, this method is suggested to be used as an innovation for teaching writing. It has the purpose to ease the students in writing appropriate details with the topic of the essay as well as adding transition words. As a result, the findings showed that the students could produce united and coherent essay. Students' analytical exposition text writing can be comprehended easily when students write the essay in a clear and logical way. To sum up, the use of Four Square Writing Method is effective in teaching analytical exposition text writing at the Eleventh Grade Students of SMAN 1 PONTIANAK in Academic Year 2014/2015.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the research findings, the results of the research could be concluded into some points. Firstly, the effectiveness of this research could be seen from the t-test which was 13.15. Compared to the  $t_{table}$  with df 35 and significance level at 0.01 (1%) which was 2.750, the t-test was higher than the  $t_{table}$  ( $13.15 > 2.750$ ). It proved that the alternative hypothesis ( $H_a$ ) which stated "the use of Four Square Writing Method in teaching analytical exposition text writing at the eleventh grade students of SMAN 1 Pontianak in academic year 2014/2015 is effective" was accepted. Secondly, the students' achievement in writing analytical exposition text increased after being given treatment by using Four Square Writing Method. It could be seen from the result of effect size which was 2.24 ( $ES > 0.80$ ) that was classified as high. It showed that teaching analytical exposition text writing using Four Square Writing Method was highly effective to improve the students' writing achievement. Finally, even though the effect size was very high, it only covered the improvement in content, organization, language use, and mechanics aspects. Meanwhile, the vocabulary aspect was in lower level. In addition, the students needed longer time to finish their writing since they had to put the ideas into the draft first before they wrote the essay.

### **Suggestion**

Based on the success in the implementation of this method in teaching writing, the writer would like to suggest a few things. Firstly, in the implementation of Four Square Writing Method, the teacher needs to remind the students to write only important ideas and details in the Four Square Writing draft so the students can use the time for writing efficiently. Secondly, the teacher needs to remind the students to be focus in writing the text and put appropriate ideas for each box since the students sometimes are lack of motivation and forget how to implement this method in writing. Thirdly, it is recommended to use picture as teaching aid in applying the method. The picture will help the students

to gather ideas before they start to write so that the students will be easier to develop their writing. Finally, it is also recommended to the other researchers who want to apply this method to guide the students in using appropriate vocabularies for their writing, so the information in the text that the students want to convey will be clearer. It is expected that other researchers can cover all aspects of writing especially in vocabulary by using this method.

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