

# The Effect of Four Square Writing Method (FSWM) through Picture Series in Writing Narrative Text for Eleventh Grade at SMA Nusantara Balongpanggang

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## Abstract

Good writing is important aspect in teaching writing subject. But the students find some problems that they faced in their writing which is in generating and organizing the ideas. Besides, the teacher also has problems in applying the appropriate method and media in teaching writing. Based on the previous studies, four square writing method gave the positive effect for the students. This study was to examine the significant effect of four square writing method through Picture Series in Writing Narrative Text for Eleventh Grade at SMA Nusantara Balongpanggang. And the researcher uses quasi experimental design. The researcher chose eleventh grade at SMA Nusantara Balongpanggang which totally consisted of 31 students. The researcher used cluster sampling because the school has been determined the classification of the students. It was included 16 students of XI-IPA as the experimental group and 15 students of XI-IPS as the control group. The data was collected by using tests; pre-test and post-test about writing narrative text. After getting the data, the researcher analyzed the data using SPSS 16.0 and used Independent Sample T test. The research finding showed that there was a significant difference between experimental group that were taught by using four square writing method and control group that were taught by think pair share. It was proven by the result of sig. (2-tailed) is .000. The sig. (2-tailed) is lower than 0.05 ( $0.00 < 0.05$ ) so, null hypothesis ( $H_0$ ) can be rejected. The researcher concluded that four square writing method gave positive effect on students' writing skill. The students were motivated and independent in learning writing especially in generating and organizing the ideas. Therefore, the researcher suggests to the English teacher for implementing of four square writing method through Picture Series as an alternative method in English teaching learning process and hopes to use four square writing method in other skills and levels to make different with the previous study.

**Key words:** Writing Narrative Text, Four Square Writing Method, Picture Series.

## 1. Introduction

The students at Senior High School are still less confidence in their writing. They assume that writing is difficult and there are some problems that they faced in their writing (Barkaoui, 2007). Mahfudhotin (2014) stated on her research at SMA Muhammadiyah Surabaya in 10th grade that the students have difficulties in Writing which are generating the ideas and organizing the ideas.

The first problem of writing skill that faced by the students is generating the ideas. Some students of Senior High School have difficulty to express their ideas in written form, such as the students of SMA Negeri 1 Ngemplak which was conducted by Nursyifa (2013), they have problems in determining both the main idea and supporting idea. They write a paragraph with many main ideas and sometimes without any main idea. The students at MAN Keboan Jombang are also often hard to express their ideas of proper English. Lestari et al (2012) said that the students find difficult to write because they do not understand to arrange the words in order to form a good sentence and create sentences into a good paragraph or text.

The second problem of writing is organizing. Based on Rahmania (2016), a good paragraph of the text describes all the things logically, clearly and easily to make the reader understand but many students have a bad organizing the text. Usually, they write directly without organizing. Moreover, the students' problem occurs in the matter of coherence. Nursyifa (2013) stated on her research that the students at SMA N 1 Ngemplak are unable to organize a text to make it cohesive and coherent. They still produce unwell-organized text. It is difficult for them to write down their ideas in a well-organized written work. They actually do not know what they have to write in the beginning of writing itself while

they have a very limited time to do their writing. Their ideas are not coherent, sometimes they lose their idea and it makes them stuck in, then they cannot continue their writing.

However, Pahleri (2003) said that the difficulty of teaching writing can be caused by its process which is teaching method. Most of the teachers teach a student by using a traditional method that makes the students feel bored and have less motivation in learning process.

On the other hand, there are so many interesting methods to be applied in teaching writing. One of them is Four Square Writing Method (FSWM).Based on Gould (1999) said that four square writing method is one of method that includes four squares which are connected to each other with another box in the middle, it can help the students to plan and organize their ideas in writing. The researcher chooses Four Square Writing Method (FSWM) because the students are able to organize their idea by filling it into Four-Square shape with some clues to form their writing (Mahfudhotin, 2014). Besides, Thompkins (2006) stated that four square can improve comprehension through writing. Four-Square Writing Method (FSWM) also becomes motivation and interest way for helping students to organize their idea in every square (Gould, 1999).

Many researchers have conducted study to examine the effect of using Four Square Writing Method (FSWM) in writing problems, such as Nursyifa (2013) examined the efficacy of the students' writing narrative text by using Four Square Writing Method at SMA N 1 Ngemplak Boyolali in 11th grade. She gave the treatment for experiment and control group for four times. It has found the effectiveness of Four Square but the students were not interested in learning process. It happened because there is no media were used in exploring the students' skill in writing narrative text.

Herdi, et.al (2014) also conducted a research by using four square method at University of Pekanbaru. All students contributed by applying four square method. Unfortunately, there was no media to get the clues in generating their ideas. It made this research spent much time. Eventhough, they recommended for further researcher to use media in order to make the students more interested in learning process (Anwar & Arifani, 2016; Anwar, 2016 a; Anwar, 2016 b; Asmara, Anwar, & Muhammad, 2016).

Similar to Rahmania (2016) which examining the efficacy of students' writing recount text at SMP Muhammadiyah 4 Giri. To carry out this study, 44 students are chosen. She gave the treatment for four times for experimental group by using Four Square Method and Think Talk Write for control group. On her research, the students were still confused to generate the topic sentence because there is no media and game. In second meeting, she gave puzzle game and it was too easy for them to gather their ideas. The result showed that there is significant effect of Four Square but it requires media.

As reviewed by the previous researchers above, most of them examined the effectiveness of Four Square Writing Method in many areas. The results are effective but it needs to be researched again related to needed media to generate their ideas easier. So far, the researcher does not find any research which attempts to examine the efficacy of four square method using media. By using media, it helps the students to comprehend the material easier. As Sanaky (2005) stated that media is a tool of communication in teaching and learning process which can be used by the teacher in transferring information. It means that media can communicate by referring anything that carries information between sources and receivers.

One of media is Picture Series. The researcher chose picture series because it shows some actions or events in a chronological order (Wright: 1989). Tuti (2015) said that Picture Series could be effective to enhance the students' writing ability if the teacher applied a technique. So that is why, it needed to be research again with the technique. Picture Series can be used as one of stimulus in learning activity. When picture series are used as a media of teaching writing, it can help the students in generating the idea in terms of deciding the theme and the information they want to write. It also helps the students to explore the vocabularies. Supported by Alawiah (2014), her study was experimental research to find out the empirical data concerning whether picture series as media in writing narrative text is effective towards students' writing skill in narrative text. The result of calculation showed the significance degree of 5%, the value of t-test ( $t_o > t_{table}$ ) ( $5.514 > 1.992$ ). It could be said that there is significant difference between students' writing skill in narrative text by using picture series as media and without picture.

The researcher only focuses on Narrative text because it usually contains an interesting story and also it is include the difficult text to compose the student's ideas with a good paragraph. And because the researcher uses Picture Series, it is suitable for Narrative Text. So that is why, by using Picture Series, it supports students to get the clue to generate the ideas in Four Square Writing Method and the students can get some ideas in starting to write by imagining the things happen based on the pictures.

The reason why the researcher chose SMA Nusantara Balongpanggang because based on the interview with the English teacher at SMA Nusantara Balongpanggang, she said that the students have same problems with this study which is they are difficult to get the ideas and difficult to make the paragraph to be a cohesive and coherence especially in Eleventh Grade. And because in Tenth Grade only one class and they are new students, so that the teacher did not allow the researcher to do the experiment in Tenth Grade and for Twelfth Grade, they have to focus on learning in National Examination. So that, the teacher recommend for future researcher to use Eleventh Grade.

From the problem and explanation above, the researcher decides to carry out the study entitled “The Effect of Four Square Writing Method (FSWM) through Picture Series in Writing Narrative Text for XIth Grade at SMA Nusantara Balongpanggang”.

## 2. Methods

Experimental research is the design of this study. According to (Miller, 1984: 4) experiment is a research collection of data to know the effect of variable and the other variable. Its purpose is to examine the theory, so the aim of this study is to examine the effect of Four Square Writing Method (4SWM) through Picture Series in Writing Narrative Text. This study uses quasi-experimental design. Dinardo (2008) found that quasi-experiment use to predict the cause and effect of the relationship between independent and dependent variable. The researcher uses quasi-experiment because the school does not allow the researcher to do randomization and do true experiment at SMA Nusantara Balongpanggang. It is because the classification of the class at SMA Nusantara Balongpanggang had been determined by the school. It means that the researcher cannot change the classification of the group. So that, the researcher does not have accesses to full control the target.

There are two variables in this study. The first is Writing Narrative Text as dependent variable and the second is Four Square Writing Method as independent variable. There will be two groups; those are control group which will be given the treatment by the teacher’s strategy that is “Think Pair Share” and experimental group which will be given a treatment by using “Four Square Writing Method”. The researcher gives pre-test and post-test to collect the data in order to find out the result between the students of control group and experimental group in pre-test and post-test and also to see the effect of using four square method through Picture Series in students’ writing Narrative Text for XI<sup>th</sup> grade at SMA Nusantara Balongpanggang.

**Table 1 Pre-test, Post Test Quasi Experimental Design**

Group	Pre-test	Treatment	Post-test
Experimental	√	√	√
Control	√	-	√

Criteria:

√: With the treatment of Four Square Writing Method

- : With the treatment of teacher’s strategy “Think Pair Share”

### Population and Sample

#### Population

According to Gay and Airasian (2000), population is the group that researcher wants to generalize the result of the study. The population of this research is the students of SMA Nusantara Balongpanggang who are in eleventh grade. There are 2 classes with 31 students as the total of subjects. They are divided into two groups, one is experimental group and another is control group.

#### Sample

Sample is part of population (Sugiyono, 2009 in Hanglopo, 2013). In this research, the technique is cluster sampling. Ary (1990), argue that cluster Sampling is choosing a group already together not an individual. The researcher uses technique of cluster sampling because the school has been determining the classification of the class. Here, XI IPA will be as experimental group which consist of 16 students and XI IPS will be as control group which consist of 15 students.

### Data Collection

#### Instrument

Research instrument is an important role in doing the research. In this study, the researcher uses tests as an instrument. The instrument is writing on narrative text in order to measure the student's writing skill. It is very important to measure the validity of the tests to make sure that the tests are valid. Research instrument is a tool, which is used by the researcher to collect the data. The instrument is created whether the research success or not.

#### Test

There are two tests in this study, pre-test and post-test. Pre-test will be given to the students before the treatment. It is to gain the data of students’ entry in mastering writing ability. Besides, the post-test will be given to the students after giving the treatment. The test checks the content validity. The content of the item is based on the standard of competence in the syllabus (school-based curriculum or KTSP) in XI<sup>th</sup> grade of Senior High School.

### Pre-test

The pre-test will be given before the students get the treatment. Its form is written test to measure students' writing skill on narrative text. The researcher asks the students to compose the narrative story that they know by their own language. The students will make a narrative text about the story that they ever heard. From the result of the pre-test, the researcher will get the students' writing skill.

### Post-test

Post-test is to find out whether the students make progress in their writing skill or not. Post-test will be given after the students get the treatment which is Four Square Writing Method for experimental group and Think Pair Share for control group. The test in this research is written text, especially narrative text. Post-test becomes comparator between experimental group and control group.

### Validity

Before doing pre-test and post-test as an instrument of the research, the test should be tried out in terms of validity. In this study, the test will be analyzed by using content validity. The content validity is measured related to the content of the instrument in Indonesia curriculum. To test the content validity, the researcher should compare the content of instrument to the materials based on English curriculum and English syllabus. If its content reflects the curriculum guides and syllabus, then the item of the tests is valid.

Standard Competence	Basic Competence	Pre-Test	Post-Test
Mengungkapkan makna dalam teks esei berbentuk <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari	Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i>	Compose a narrative text with free topic as you know by your own language	Compose a narrative text from one of the title below! -Mousedeer and Crocodile -Cinderella -Malin Kundang -Nyi Roro Kidul

### The Procedure of Collecting the Data

The researcher uses procedures to collect data; the first is the researcher makes English writing test for pre and post-test which consists of making a narrative text. The second, the researcher divides subjects into two groups as experimental and control group. The third, the researcher gives the treatment to the experimental group by using Four Square Writing Method while control group get the treatment by using the teacher strategy which is Think Pair Share. The treatment will be done for four times. In the first meeting, the researcher will give the topic about "**Fable**", the second meeting gives the topic "**Fairy Tale**", the third meeting gives the topic "**Legend**" and the last meeting gives the topic "**Myth**". In each meeting, the researcher will give the evaluation. In the evaluation process, the researcher will discuss with the English teacher about the meeting. The fourth, researcher gives the post-test for control and experiment group. The last is analyzing the data from pre-test and post-test by using SPSS 16.0 program.

The schedule as follow:

Table of the schedule

No	Meetings	Topic	Total of Students
1.	1 <sup>st</sup> Meeting	Narrative " <b>Fable</b> " theme	31
2.	2 <sup>nd</sup> Meeting	Narrative " <b>Fairy Tale</b> " theme	31
3.	3 <sup>rd</sup> Meeting	Narrative " <b>Legend</b> " theme	31
4.	4 <sup>th</sup> Meeting	Narrative " <b>Myth</b> " theme	31

### Scoring Guide

The scoring guide is used to guide the teacher to correct the students' test. Because the researcher only focus on students' generating and organizing the ideas, so the rubric has 4 aspects which is generating the ideas (topic sentence), generating the ideas (supporting sentence), organizing the ideas (unity), and organizing the ideas (coherence).

To correct the test of this research, the researcher will use three correctors because writing is the subjective test which needs an accurate in correction. The first corrector is a researcher, the second is an English teacher at SMA Nusantara

Balongpanggang who has been teaching in eleventh grade for 12 years, and the last is the English teacher at SMA Nusantara Balongpanggang and he becomes the lecture in University. The scoring guide can be seen as follow:

Criteria/Aspect	Weight	81-100	61-80	41-60	20-40	Score
Topic sentence (main ideas)	25%	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
		Clear topic sentence, correctly placed, and introducing the characters are detail mentioned	Clear topic sentence, correctly placed, introducing the characters are little mentioned	Clear topic sentence, incorrectly placed, introducing the characters are not mentioned	Unclear topic sentence, incorrectly placed, introducing the characters are not mentioned	
Supporting sentences (details)	25%	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
		Three or more supporting details related to main ideas	Two supporting details related to main ideas	One supporting details related to main ideas	No supporting details that related to main ideas	
Organizing ideas (Unity)	25%	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
		Discussing only one ideas in a paragraph	Discussing two ideas in a paragraph	Discussing three ideas in a paragraph	Discussing many ideas in a paragraph	
Organizing ideas (Coherence)	25%	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
		Focus is clear. All information is complete and there is moral value	Focus is clear. All information is complete but there is no moral value	Focus is clear but information is incomplete and there is no moral value	Focus is unclear or weak, the information is incomplete and there is no moral value	
<b>TOTAL</b>						

<https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=TAWW33&>

#### SCORING TECHNIQUE

Scoring student's each aspect

= Score obtained X Weight

Scoring student's total score

= Sum each aspects

#### NOTE

85 – 100

= Excellent

70 – 84

= Good

55 – 69

= Fair

54 – 25

= Poor

### Data Analysis

After collecting the data, the researcher will analyze the data. Analyzing the data is very important in a research because it answers the research problem which is taken from pre-test and post-test. The researcher analyzes the data using SPSS program which is Independent sample t-test. Moreover, the samples are small and the groups are independent, t-test for independent samples is carried out to determine whether there is any significant between experimental and control group.

The assumption for Independent t-test where: (1) Independence: Observations within each sample must be independent, (2) Normal Distribution: The two population must be normally distributed. This study is included in parametric research which divides into two kinds of data; ratio and interval. The data of this study is ratio because zero has value or absolute zero. Ratio data is defining homogeneity and normal distribution. The last, (3) Homogeneity of Variance: the two populations must have equal variance.

### Normality Distribution Test

To analyze the normal distribution, this study uses Kolmogorov Smirnov Sample Test in SPSS version 16.0. It is aim to find whether or not the distributions of pre-test score in two groups are normally distributed. In this case, the result of the normality distribution is also used to find out whether or not the hypothesis that has determined is accepted. The first step in calculating the normality distribution test state that the hypothesis: H<sub>0</sub>: the score of the experimental and control group are normally distributed.

The second step is calculating the normality distribution test tried to compare the Sig. with the level of significance for testing the hypothesis. If the sig. is more than the level significance (0.05) the null hypothesis is accepted; the score normally distributed. On the other hand if the sig. is less than the level of significance (0.05) the null hypothesis is rejected. The procedure analyze is press menu, click Analyze, click Descriptive Statistic, click Explore and move all variable to Dependent List box, click Plots and tick Normality Plots with Test then Continue.

### Homogeneity Test of Variance

For homogeneity test, the researcher used one Levene's test of homogeneity test in SPSS 16.0 version. The purpose of this test is to analyze the variances of the observation in Control Group and Experimental Group are equal. Because the researcher cannot random the students, so homogeneity test is necessary to make sure the students in both of the class have the same ability in writing or not and the researcher can conduct the treatment. The test of Levene's test, or P, defined as follow:

$$W = \frac{(N - k) \sum_i^k = 1 N_i (Z_i - Z)^2}{(k - 1) \sum_i^k = 1 \sum_j^{N_i} = 1 (Z_{ij} - Z_i)^2}$$

The symbols defined as follow:

- W : the result of the test
- K : the number of different groups which the sample belong
- N : the total number of sample in all groups
- N<sub>i</sub> : the number of sample in i group
- Y<sub>ij</sub> : the value of the sample from the j<sup>th</sup> case from i<sup>th</sup> group

$$Z_{ij} : \begin{cases} (|Y_{ij} - \bar{Y}_i| / \bar{Y}_i) \text{ is a mean of } i^{\text{th}} \text{ group} \\ (|Y_{ij} - \bar{Y}_i| / \bar{Y}_i) \text{ is median of } i^{\text{th}} \text{ group} \end{cases}$$

The significance of P is tasted a gained F ( $\alpha, k - 1, N - k$ ) where F is a quintile of the test distribution, with  $k - 1$  and  $N - k$  its degrees of freedom, and  $\alpha$  is the chosen level of significance (0.05). To analyze the homogeneity, the researcher uses SPSS 16.0. The homogeneity will be checked in SPSS by Levene's test with the following procedure. The first step is inserting the pre-test score of both groups using data view. The second is going to the analyze menu, selecting compare means and the choosing independent sample t-test. The last procedure is interpreting the homogeneity test output, the researcher looks (sig.) at the Levene's test columns to know whether the quality of variance in group of scores was homogeneity or not. If the sig. >  $\alpha$  (0.05), two populations of variance were homogenous or equal but if sig. <  $\alpha$  (0.05) two populations of variance were not homogenous or not equal.

### Hypothesis Testing

Independent t-test is used to find out the significant difference of using four square writing method in writing narrative text between experimental and control group. The steps of t-test calculation are: First, test the hypothesis of the research and the setting  $\alpha$  (alpha) level at 0.05 (two-tailed test). The hypothesis in this research could be formulated as follow:

H0 : There is no significant difference of using Four Square Method through Picture Series in writing narrative text between Experimental and control group.

H1 : There is significant difference of using Four Square Method through picture Series in Writing narrative text between experimental and control group.

The second step is finding t-value using Independent - Sample T-Test and comparing the probability with the level of significance for testing the hypothesis. After the scores computed in SPSS 16.0 version, then to see the output of Independent- Sample T-Test and interpret the output that if sig. (2-tailed)  $> \alpha$  (0.05), the researcher should accept the H0, but if sig. (2-tailed)  $< \alpha$  (0.05), the researcher can be rejected the H0, it means H1 is accepted.

T-test calculates to find out the comparison of two means between pre and post test score of experimental and control group. In analyzing the data, the researcher uses independent t-test formula to analyze the data. The formula for calculating t-test is:

$$t = \frac{(x_1 - x_2) - (\mu_1 - \mu_2)}{Sx_1 - x_2}$$

Where:

$t$	: t value
$x_1$	: Average group 1
$x_2$	: Average group 2
$S$	: Standard error of two groups
$\mu_1 - \mu_2$	: Always a default to 0

Pooled variance: the average of two-sample variance, allowing the large sample to weight more heavily:

Formula:

$$Sx_1 - x_2 = \sqrt{\frac{S^2_{pooled}}{n_1} + \frac{S^2_{pooled}}{n_2}}$$

Where:

$Sx_1 - x_2$	: Standard error of two groups
$S^2_{pooled}$	: Variants of two groups
$n_1$	: Number of sample group 1
$n_2$	: Number of sample group 2

Standard Error of the differences

$$Sx_1 - x_2 = \sqrt{\left(\frac{SS^2_{pooled}}{n_1}\right) \left(\frac{S^2_{pooled}}{n_1}\right)}$$

In calculating t-test, the researcher uses SPSS 16.0 version. The first steps, input the data of post-test in SPSS program between experimental and control group, then click Analyze then Compare Mean then Independent Sample T-Test. In Independent Sample T- Test, input the score variable into Test Variable column, and group variable Grouping Variable column, then clicks Define Group, Choose group 1 (for experimental) and group 2 (for control), then click OK.

### 3. Findings

The researcher focuses on the score of pre-test and post-test analyze for both of experimental and control group. The researcher also focused on hypothesis testing analysis. The result of the students' score was analyzed by three people. The first was the researcher herself, the second was an English teacher who has been teaching in Eleventh grade for 12 years, and the last corrector was an English teacher at SMA Nusantara Balongpanggang, he becomes the lecture in University. The pre-test score of experimental and control group was presented in the appendix. The mean of the pre-test of the experimental group was 55.4344 and the mean of pre-test score of the control group was 45.0413. Before conducting the treatment, the researcher analyzed the normality to know whether the group had normal distribution or not and analyzed the homogeneity to know whether both of the classes were equal or not. The researcher analyzed the normality and homogeneity by using SPSS 16.0 from the pre-test score. The result showed of Kolmogorov Smirnov

Sample test for Equality of Variances showed that the Sig. is 0,200 which means that the data was normal because the sig. was higher than the level of the significance  $0,200 > 0,05$ , so two populations of variance were normal. And  $F = 0,395$  and the sig. = 0,535 which means that there was no different variance between experimental group and control group because the sig. was higher than the level of the significance  $0,535 > 0,05$ . It means that two populations of variance were homogenous or equal.

An analysis of post-test score was done to answer the research problem in this study in order to she knew the significant difference related to the implementation of four square writing method and without using it for both of experimental and control group. From the post analysis, the mean of the post-test of the experimental group was 79.3537 and control group was 64.2887. Then, the researcher analyzed the hypothesis testing and the result showed that the value of Sig. (2tailed) was 0.00 in critical value for 5% level.

#### 4. Discussion

This study investigated the effect of four square writing method in writing narrative text. The researcher would like to know the significant effect of four square writing method for writing narrative text at eleventh grade in SMA Nusantara Balongpanggang. The researcher chose "Four Square Writing Method through Picture Series" because the students are able to get the ideas easily and organize them into a good text. This method has steps that ease students to compose their writing in the right structure. This method is also included collaborative learning activities to maximize the student's writing skill of narrative text.

We know that four square method is processed arrangements in the graphic is the consideration (Gould, 1999). Its strategy provides students with a visual representation of words and concepts in the form of a graphic or spatial organizer (Brunn, 2002). It also helps students to remember, develop their knowledge, and be able to study independently to write by using their own language (Stephens & Brown, 2005).

Four square method can be utilized to activate and organize the students' schema by displaying the ideas which are as brainstorming, making connections, taking notes, and targeting specific information, comparing characters, identifying the setting, or mapping out the plot and providing a shell for the rough draft (Gunning, 2003; Roe, Stoodt-Hill, & Burns, 2007; Vacca & Vacca, 2004). Thus, it can be used to facilitate learners' comprehension process before, during, and after reading. The previous study showed that four square method is success implemented in reading comprehension and make students understand the content of the text (Leena, 2010). Another researcher, Kandy,bovich, S (2015) said that four square method success to be implemented in speaking. Antonie, Kriten Alana. (2013) also successes implementing four square in science education.

Based on the previous studies, Four Square was successful implemented in general science education such as Alana. (2013). The participants were from high school students in southern Louisiana. In this school, there were both middle and high school students. There were approximately 345 high school students and 226 middle School Students. This study used the experimental design. It was to find out how relevant the use of four square- graphic organizers would be for teaching concepts in the Science, particularly Biology. The result showed that four square-graphic organizers relevant for teaching concept in the Science education. It also makes the students easier to organize their vocabulary.

Another hand, Furtado, Leena (2010) Enhancing Reading Summarization Skill Using Twin Text with Four Square. The students read "twin text" sources, fiction is narrative and nonfiction literary is exposition. The result of the study showed that four square increase the students' summarizing skill and make the students easy to understand what they read. Four-square activity also helped the students clarify certain vocabulary in their reading summarizing. And also Kandy,bovich, S (2015) on her study "Going Graphic: 4 Squares For better Speaking" This study used classroom action research and it was implemented for public speaking in senior high school. The result showed that four square methods was successfully applied in teaching speaking that focused on coherence because it helped the students organize concepts, vocabulary and grammar on their speaking content. The situation of classroom became conducive and the students have a positive attitude that indicated giving positive respond on four square method in speaking.

Setyowati (2015) found out the significant effect of using picture series on students' writing ability in writing narrative text at the tenth grade students of SMAN 4 Tanjung Jabung. The design of this research was quasi-experimental design. There were two classes as object in this research. There were X.2 as control class and X.3 as experimental class. The result showed that the use of picture series as media in writing narrative text was effective towards students' writing ability in narrative text.

All of previous studies show a good result in Four Square Writing Method and also Picture Series. In this study also have a good result that make the students easy getting the ideas and make it into a good paragraph with consist of unity and coherence. To make the Four Square method in all the skill of the learning English, for the further researcher can do the experiment of Four Square method at the listening skill and apply or experiment with Four Square method in other level as Four Square method at reading skill in Senior High School, at speaking skill at Junior High School and writing skill at University because every level has different character in learning English.



## 5. Conclusion

Based on the result of the study about Four Square Writing Method through Picture Series in Writing Narrative Text, the researcher agrees that the theory of four square writing method can be applied across grade levels, curriculum and content area. It can be applied for narrative, descriptive, expository, and persuasive paragraph and essay of writing. Here, the researcher experimented four square writing method in writing narrative text and the result showed that the teaching writing by using four square writing method through picture series has a positive effect in writing narrative text than by using Think Pair Share.

It can be seen from the result of pre-test and post-test that there is enough evidence to conclude that Four Square Writing Method through Picture Series can be apply in writing narrative text. The implementation of Four Square Writing Method through Picture Series can make the students easy to develop their idea into a paragraph with good cohesiveness and coherence. Additionally, Four Square Writing Method makes the students more creative in writing text or essay. This method also helps the students to focus on the topic, organizes the ideas well, and supports detail sentences for their writing result.

## 6. Suggestion

Based on the finding and the conclusion of this study, there are some suggestions that provide for the teachers, students and future researchers who wants to implement four square writing method? The suggestions are follows:

### Suggestion for English Teacher

The researcher suggests for the English teacher can apply Four square Writing Method through Picture Series in teaching writing as an alternative method to avoid monotonous activities in teaching learning writing process and to make the students confidence in their writing. The teacher should provide an interesting material and also provide another media then create the teaching learning writing more enjoyable. Then, the teacher also should guide their students to be active in learning writing in order to they are interested and motivated to join in writing class.

### Suggestion for Students

The students can practice their writing skill by using four square writing method. They can use several methods of four square writing method which are making four square organizers, brainstorming, categorizing, arranging and developing. In learning writing by using four square writing method, the students should have enough knowledge about the materials. So, they also should be active and creative to generate, arrange and develop their idea.

### Suggestion for Future Researcher

The researcher suggests for further researchers to conduct four square writing method because it is good in teaching learning process. They can implement four square writing method in another level such as University level. They are also able to provide other texts and media that be enjoyed and easy for the students to generate and organize their ideas such as picture series.

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