

## Utilizing the Four-Square Writing Method to Improve Students' Ability in Writing Narrative Text

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**Abstract:** This research aims to investigate the impact of the Four-Square Writing method on student achievement in writing narrative texts. Additionally, it analyses factors that could influence the students' achievement in writing narrative text. The study employs a quasi-experimental approach with two classes, an experimental class (Class X-2) and a control class (Class X-3). The primary data collection involves pre-tests and post-tests, where students are assessed in writing narrative stories. The assessment criteria are based on Jacob et al.'s theory, encompassing content, organization, grammar, language use, and mechanics. In addition, the questionnaire is also involved in this research to know the factors of writing narrative text achievement. The findings of this research indicate a significant positive effect of using the Four-Square Writing method in teaching narrative text writing to tenth-grade students at SMA Al-Fath in Cilegon City. The statistical analysis reveals that  $t_0 : t_1 = 4.632$ , which is greater than the critical value of a 5% and 1% significance level. The factors influencing students' achievement in writing narrative text in sequential order are the teaching method, motivation, students' personality and interests, teaching materials, teacher feedback, cognitive ability, media use, and the classroom environment. This research helps students to improve their ability to structure and organize narrative writing effectively and enhances their understanding of grammar and proper language use in writing.



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## INTRODUCTION

English education is provided in Indonesia from elementary school to university. It holds significant importance due to its role as a vital tool for facilitating communication among students. English is taught as a foreign language, being one of the essential subjects from elementary to college level in Indonesia (Sri Andayani, 2022). As Indonesia aims to actively engage in the global community, prioritizing English education signifies a deliberate effort to equip its youth for the dynamic and interconnected nature of the modern world.

Students should aim to excel in all aspects of the target language. English proficiency encompasses four key skill: listening, speaking, reading, and writing. Writing is often considered the most challenging skill because it requires not only the ability to convey ideas clearly and cohesively but also mastery of grammar, vocabulary, and organizational structure (Putri & Aminatun, 2021). These challenges stem from various

factors such as insufficient practice, lack of motivation, and inadequate teaching of the writing process.

According to the English Curriculum based on the Merdeka Curriculum for schools, the goal of writing for tenth-grade students in senior high school, particularly in phase E, is to encourage them to create various types of fiction and non-fiction texts. This includes descriptive, recount, and narrative texts (Kementerian Pendidikan, Kebudayaan, 2022). This goal is accomplished through guided activities that help students understand the intended objectives and audience. These texts have specific traits, including their social function, structural format, vocabulary, and grammar usage.

Other than that, the genre studied is related to narrative texts for tenth grade students at the first semester as in Merdeka Curriculum. Consequently, students are expected to craft narrative texts that align with the objectives of the writing instruction. Narratives contain events from the past, such as legends, myths, fables, fairy tales, and folktales, presenting problems and resolutions. The primary goal is to engage and entertain the readers, and a narrative text typically comprises three elements: orientation, complication, and resolution. Through its narrative structure, readers can deeply engage with the story, experiencing a sense of connection with the characters as if they are experiencing their lives firsthand. This immersive approach not only provides a vivid and lifelike portrayal of events but also encourages readers to empathize with the characters and gain insights into the unfolding storyline (Khoir et al., 2024). On the other hand, a few students experience issues recorded as a hard copy story text. Numerous students feel trouble recorded as a hard copy account text with a nonexclusive design since they don't figure out the conventional construction of the story text.

The ability to write effectively is a crucial skill that plays a pivotal role in both education and communication. Developing strong writing skill has been proven to boost academic performance. In today's changing higher education landscape, being able to express ideas clearly and persuasively is crucial, making the cultivation of these skill essential (Anaktototy et al., 2023). Based on the preliminary research, the writing skill of the 10th grade SMA Al-Fath Cilegon students are presently not definite adequate and need to be moved along. It was uncovered by means of a meeting that the researcher did with the English educator and students in pre-research. As indicated by them, English used to be troublesome, especially for writing. They had low writing abilities. Their low writing expertise was once demonstrated by certain side effects having been assembled in the pre-research. They are troubles in communicating their thoughts. Numerous students experience hard to find thoughts for them while creative cycle.

Moreover, in light of the fact that numerous students experience issues in narrative text, the instructor ought to focus on the students in showing this material. Furthermore, the instructor needs to break down every story text that is now written by students on the grounds that with this thing the educator can know whether the students can write a narrative text in view of the conventional construction and language highlights or not. Furthermore, this action is vital to work on students' narrative text.

Many researchers have recently turned the effect of implementation the Four-Square Writing Method (FSWM) on addressing writing issues, in the study Amirudin and Muslaini, the research indicates an improvement in students' writing skill after using FSWM (Amiruddin & Muslaini, 2022). Another research by Wijaya et al. offers more detailed statistical evidence and emphasizes additional benefits like motivation and improved organization in writing texts (Wijaya et al., 2022), compared to Research Amiruddin and Muslanai's broader findings on overall writing skill enhancement.

Closing these gaps would contribute valuable insights for educators seeking to enhance the effectiveness of FSWM in improving different facets of students' writing skill.

While existing previous studies provides valuable insights into the effectiveness of structured writing approaches, there is a difference with this research specifically addressing the impact of FSWM on narrative writing, particularly within the context of tenth-grade students at SMA Al-Fath Cilegon. The choice of the tenth-grade level is significant, as students at this stage are typically developing more advanced writing skill. Understanding the effectiveness of FSWM at this level can contribute valuable insights into its applicability across different age groups and academic settings. Additionally, focusing on SMA Al-Fath Cilegon provides a specific context for the study. Regional and institutional factors can influence the effectiveness of teaching methods, making it essential to tailor educational research to the unique characteristics of the study environment.

From the previously discussed problem, the researcher needs to identify the most appropriate method for the teaching and learning of writing skill process. There are various methods for teaching writing, and one such method is the Four-Square Writing Method. This tool helps students organize information and prompts them to consider the relationships between different concepts. By using visual organizers, this method prompts students to develop clear and cohesive writing pieces, enhancing their overall writing proficiency (Tampubolon & Tampubolon, 2022). This means that using the Four-Square Writing Method enables students to explore and develop their writing ideas.

There are numerous techniques that can be utilized to assist the students with writing effectively and accurately. Through the use of FSWM, students can effectively structure their thoughts and ideas, resulting in writing that meets the necessary standards for high-quality composition. This approach not only assists in organizing thoughts logically but also ensures that the content is unified and relevant to the subject being discussed (Yunus et al., 2021). It can likewise be applied in the relate text as narrative text has a few similitudes writing with the account text in conventional construction and language element, for example, having direction, telling the occasions, utilizing past tense, utilizing sequential, and association.

Based on the above explanation, the researcher believes that the Four-Square Writing Method is a valuable strategy for teaching writing to Junior High School students. This method is chosen due to its numerous benefits: the visual organizers in FSWM aid students in brainstorming, understanding, and effectively structuring their writing. FSWM is a fun strategy which can be used in instructing writing for students, it also can be used in certain classifications, like decriptive, account, recont, and methodology (İPEK & KARABUĞA, 2022). It is an imaginative technique and home grown method for getting sorted out the students thought, it keeps the understudy from which incorporates unimportant substance, and the last the way for writing in FSWM is made as truly as could be expected, with the goal that the students will notbe confounded. Hence, the reseacher is associated with writing a proposal named “Student Achievement in Writing Narrative Text Using Four-Square Writing Method (FSWM)”.

## **THEORETICAL SUPPORT**

Writing is a way to communicate language, express thoughts, emotions, and opinions. It enables individuals to share their ideas and feelings in written form, providing a platform to communicate effectively with others and convey their inner thoughts and experiences to a broader audience (Harmer, 2007). Writing is also considered one of the essential English language skills that individuals should

proficiently develop in educational institutions, universities, and various professional contexts where effective written communication is crucial (Bora, 2023).

There are various factors that influence one's ability to write in the English language namely internal (intrinsic) and external (extrinsic) factors. In second language acquisition's affective domain, Brown identifies two factors. The first factor, as per (Brown, 2003), pertains to intrinsic factors of affectivity, which are the personality traits and characteristics within an individual that play a role in their language learning success. The second factor encompasses extrinsic factors, which involve social and cultural variables. These arise when second language learners not only encounter two languages but also two distinct cultures. In a way, these learners must simultaneously acquire a second culture along with their second language.

Several studies also conducted about factors' affecting students' writing skill. According to (Herdi, 2015), factors of students writing skill are materials, media, classroom activities, classroom management, teacher's strategy and teacher's approach. In addition, the main factors affecting students' writing skill according to (Sophomore Talle Vacalares et al., 2023) are students' motivation, classroom environment, and teachers' feedback.

One of genres in writing text is narrative text which involves the art of storytelling, wherein students effectively communicate by providing detailed accounts of past events. Its goal is to entertain, inform, or share a message through lively descriptions, engaging plots, and character development. Authors use techniques like dialogue and descriptive language to take readers on a journey, exploring themes and emotions along the way (Sitanggang et al., 2022).

There is one of instructing writing methods that the students can create efficient works. It is perceived as Four-Square Writing Method (FSWM) that is kind of graphic organizers. The utilization of the graphic organizer strategy, specifically the Four-Square approach, serves as an initial writing method that aims to construct a compelling structure (Gould & Evan Jay Gould, 2013).

The Four-Square Writing Method involves dividing a page into four sections. Each section represents a different part of writing: the main idea, supporting details, additional information, and a conclusion. Students brainstorm ideas for each section, ensuring their writing is clear and well-organized. This method helps students structure their thoughts systematically, improving the clarity and coherence of their writing (IPEK & KARABUĞA, 2022).

## **METHOD**

This research employed a quantitative approach, as stated by (Creswell, 2008). Quantitative research aims to examine the connections between variables through the utilization of research instruments that generate statistically analyzed data, thereby testing objective theories. The research variables were both measurable and analyzable to determine the influence between them. The study examined the relationship between two key variables: the Four-Square Writing Method (FSWM), which served as the independent variable (X), and Writing Narrative Text, which was considered the dependent variable (Y). This investigation aimed to understand how the application of the FSWM influences the students' ability to write narrative texts.

This study was carried out at SMA Al-Fath Cilegon with tenth-grade students. The researcher selected this particular school based on her observations, which revealed various issues concerning the students' writing skill, particularly in narrative texts. The researcher employed purposive sampling, which is a type of sampling method. As

described by (Jakni, 2016), purposive sampling involves selecting samples based on specific considerations and objectives. The samples are chosen intentionally, with the researcher assuming that the selected individuals or entities possess the necessary information required for the study. For this study, the sample consisted of two classes: the experimental class, X IPS 2 (30 students), and the control class, X IPS 3 (30 students). Thus, the total sample size for this research was 60 students.

The researcher personally conducted direct observations at the research site to assess the students' classroom conditions and identify their learning challenges and difficulties in English. The pre-test and post-test indicators included content, organization, language use, vocabulary, and mechanics (Jacobs, 1981). After gathering data through classroom observation, the researcher administered the pre-test to both the experimental group and the control group. This step was designed to evaluate the students' writing skill prior to the commencement of the research and to compare the performances between the two groups. Following the initial assessment, both the experimental and control classes took the post-test. The post-test aimed to measure the students' narrative writing abilities in light of the differing instructional methods they experienced. Although the instructions for the post-test mirrored those of the pre-test, the students were asked to write about a personal experience. Additionally, the researcher employed a Yes/No questionnaire to identify factors that influenced the students' success in writing narrative texts. The indicators were based on theory from (Brown, 2003), (Sophomore Talle Vacalares et al., 2023), and (Herdi, 2015). There are two factors in this research namely internal factor and external factors. Internal factors are related to motivation, cognitive, and affective domain. External factors are related to classroom environment, teaching method, materials, media, and teachers' feedback.

To analyze the collected data, the researcher conducted normality and homogeneity tests. Following these preliminary assessments, a t-test was performed to examine the research hypothesis. The t-test was used to determine whether there was a statistically significant difference in the means of the two samples, thereby evaluating the null hypothesis regarding their average differences (Hartono, 2009).

## **RESULT AND DISCUSSION**

### **The Impact of the Four-Square Writing Method on Student Achievement in Writing Narrative Text**

To evaluate the impact of the Four-Square Method (FSWM) on teaching narrative writing, a comprehensive two-phase assessment was undertaken. Initially, a Pre-Test was administered to both groups at their initial session to assess their narrative writing proficiency prior to any instructional intervention with FSWM. Following this, a Post Test was conducted subsequent to the implementation of the FSWM approach. The goal was to measure the degree of improvement in descriptive writing skill across both groups. Both assessments tasked students with composing narrative texts to gauge their progress.

The researcher also investigated the factors that could influence students' writing narrative achievement to the experimental class. To collect the data, the researcher used a questionnaire consisting of 8 questions that contained two factors namely internal factors and external factors. This approach was instrumental in gaining insights into the multifaceted dynamics that influence students' narrative writing achievement.

As outlined in the research methodology section, the study involved a total of 60 tenth-grade students from SMA Al-Fath Cilegon. The sample included 30 students from

X IPS 2 as the experimental group and another 30 students from X IPS 3 as the control group. The following calculation was conducted using the SPSS application:

**Table 1. Pre-Test**

Experiment Group		Control Group	
Mean	51.53	Mean	55.10
Median	54	Median	54.50
Mode	45	Mode	42
Minimum	38	Minimum	42
Maximum	62	Maximum	78

The analysis using SPSS showed the pre-test scores of both the experimental and control groups, revealing the narrative writing proficiency levels among twelfth-grade students at SMA Al-Fath Cilegon before introducing the Four-Square Writing Method (FSWM) treatment. In the experimental group, the average pre-test score was 51.53, with a median of 54 and a mode of 45, indicating that most scores were centered on the middle, ranging from 38 to 62. On the other hand, the control group had an average pre-test score of 55.10, a median of 54.50, and a mode of 42, showing a similar distribution but with slightly lower central tendency. Notably, the control group had a broader range of scores, from 42 to 78, indicating greater diversity in narrative writing skill among students.

These findings provide a foundational understanding of the students' proficiency in narrative writing within both groups, setting the stage for deeper exploration into how the Four-Square Writing Method (FSWM) treatment influences post-test scores. By establishing the baseline writing skill before the treatment, the study aims to pinpoint any changes or improvements attributable to the treatment, informing future educational strategies and treatment aimed at enhancing students' narrative writing ability.

After implementing the respective treatments, a post-test was conducted in both classes, each receiving a distinct instructional approach. The experimental class engaged with the Four-Square Writing Method (FSWM) aimed at enhancing narrative writing skill, while the control class followed conventional teaching methods. Subsequent statistical analyses were performed using the SPSS software to evaluate the outcomes.

**Table 2. Post-Test**

Experiment Group		Control Group	
Mean	72.03	Mean	60,17
Median	75.50	Median	70
Mode	76	Mode	63
Minimum	45	Minimum	42
Maximum	84	Maximum	81

The SPSS analysis showed the post-test outcomes of both the experimental and control groups, revealing the effectiveness of the Four-Square Writing Method (FSWM) in enhancing narrative writing skill among tenth-grade students at SMA Al-Fath Cilegon. In the experimental group, significant improvements were observed in post-test scores, with an average score of 76.93, a median of 75, and a mode of 75. These results indicate a marked enhancement in narrative writing proficiency across the group, with scores predominantly clustered in the middle range. Furthermore, scores ranged from 70 to 85, demonstrating substantial progress in achieving higher levels of proficiency following the implementation of FSWM.

In contrast, the control group's post-test scores demonstrated more modest improvements, with an average score of 64.267, a median of 65, and a mode of 65. While these statistics suggest a concentration of scores similar to those in the experimental group, the overall improvement appears less pronounced. The range of scores in the control group varied from 50 to 77, indicating a narrower range of achievement compared to the experimental group. These findings highlight the effectiveness of the FSWM treatment in significantly enhancing narrative writing skill, as evidenced by the substantial improvements observed in post-test scores among the experimental group.

Before testing the hypothesis, the collected data were assessed the prerequisite testing consisting of two tests: a normality test and a homogeneity test. The normality test was conducted to determine whether the distribution of student learning outcomes was normal. Meanwhile, the homogeneity test aimed to ascertain whether the samples were homogeneous or exhibited significant differences.

**Table 3.** Normality Test

Class	Pre-Test	Post-test	Description
Experimental Class	0.151	0.378	Normally Distributed
Control class	0.345	0.808	Normally Distributed

According to Table 3, the data collected from both classes exhibited normal distribution with a significance level of 0.05. Normality tests are crucial as they indicate the reliability of statistical findings. When data closely adheres to a normal distribution, parametric tests yield valid results. Conversely, significant deviations from normality may compromise result reliability. Both the pre-test and post-test scores from both classes demonstrated normal distribution.

To assess whether the samples of student learning outcomes originated from a homogeneous population, a homogeneity test was performed. This test focused on student learning outcomes related to vocabulary proficiency in both the experimental and control groups. Fisher's homogeneity test (F-test) was employed as the statistical method for this evaluation.

**Table 4.** Homogeneity Test

Name	Sig. Value	Description
Pre-Test both of Classes	0.139	Homogenous
Post-Test both of Classes	0.201	Homogenous

According to Table 4, the pre-test and post-test data for both the experimental and control classes exceeded the significance level of  $\alpha = 0.05$ . This indicates that both sets of data were homogeneous, suggesting that the samples originated from the same population.

The next phase involves performing a t-test to evaluate the hypotheses. The data used for the t-test were derived from the post-test scores of both the experimental and control groups. The subsequent tables present the calculated t-test results for comparing the post-tests:

**Table 5.** T-Test Calculation Result

T-Observation	T-Table	Degree of Significant
4.632	1.672	5%
4.632	2.392	1%

Based on the results of the t-test, the researcher obtained the following data: the mean score for the experimental group was 72.03, while the mean score for the control group was 60.17. Additionally, the calculated t-value was 4.632, compared to the critical t-values of 1.672 for a significance level of 5% and 2.392 for 1%. This comparison indicated that the t-test value (4.632) exceeded both critical values (1.672 and 2.392).

In summary, based on the t-test analysis, it can be concluded that the alternative hypothesis ( $H_a$ ) is accepted, while the null hypothesis ( $H_0$ ) is rejected. This implies that there is a significant difference in the narrative writing skill between the group that utilized the Four-Square Writing Method (FSWM) and the group that did not.

The implementation of the Four-Square Writing Method (FSWM) at the tenth grade of SMA Al-Fath Cilegon in learning writing narrative text involves several key steps to enhance students' writing skill. Firstly, teachers introduce the FSWM to students, explaining its structure and purpose. The method typically involves dividing a piece of paper into Four-Squares, each representing different components of a narrative text: the topic or main idea, supporting details or descriptions, transition words or phrases, and a conclusion. Students are guided through the process of filling in each square with relevant information, ensuring a well-structured and coherent narrative.

The Four-Square Method was implemented three meetings within the experimental class. It involves structured steps that significantly advance their abilities. Firstly, students are taught to organize their ideas into four distinct sections: introduction, characters, setting, and events. This helps them plan and develop the storyline more effectively. Secondly, they learn how to craft cohesive sentences and connect paragraphs coherently, resulting in easily comprehensible writing. Thirdly, the method encourages the use of appropriate vocabulary and grammar, ensuring their writing is precise and substantial. Lastly, this process is complemented with assessment and constructive feedback, aiding students in understanding the areas for improvement in their writing. Consequently, the Four-Square Writing method effectively aids students in cultivating more structured, coherent, and creatively developed narrative writing skill.

Before receiving the treatment, the students' writing skill achievement, particularly in narrative text writing, were rather limited. However, following the three instances of treatment, their writing abilities exhibited enhancement, as evidenced in the aforementioned data. Furthermore, the researcher applied an alternative approach to teaching writing narrative text in the control class. After the implementation of this method, an improvement in the writing skill of the control class was also observed. However, the degree of improvement was not as noteworthy as that seen in the experimental class employing the Four-Square Method.

Comparing the FSWM to conventional writing methods, such as free writing or basic outlining, reveals several differences. While conventional methods may encourage creativity and spontaneity, they often lack the structure and organization provided by the FSWM. Students using conventional methods may struggle to maintain coherence and clarity in their writing, as they may overlook important elements such as transitions or a cohesive conclusion.

In contrast, the FSWM offers a systematic framework for writing narratives, guiding students through each stage of the process. This structured approach not only enhances the quality of students' writing but also provides them with valuable skill that can be applied to other writing tasks. Additionally, the FSWM allows teachers to provide targeted feedback and support, as they can easily identify areas where students may need additional assistance or clarification. Overall, the implementation of the FSWM at SMA

Al-Fath Cilegon represents a proactive approach to improving students' writing skill and fostering literacy development.

In line with the result, there were similar studies to support this research data. (Anaktototy et al., 2023) research showed that Four-Square Writing Method is effective due to its systematic approach, by providing students with a reliable framework, this method empowers them to become more effective and confident writers. (Tampubolon & Tampubolon, 2022) research also showed that The effectiveness of the Four-Square Writing Method lies in its ability to systematically improve students' writing skill through a structured and accessible approach.

### Factors That Could Influence the Students 'Achievement in Writing Narrative Text

The researcher also used Yes/No questionnaire to know the factors influencing students' achievement in writing narrative text. The indicators were based on theory from (Brown, 2003), (Sophomore Talle Vacalares et al., 2023), and (Herdi, 2015). There are two factors in this research namely internal factor and external factors. Internal factors are related to motivation, cognitive, and affective domain. External factors are related to classroom environment, teaching method, materials, media, and teachers' feedback.

**Table 6.** Writing Narrative Achievement Factors

Factors	Sub-Factors	Yes	No
Internal	Motivation	26 (86,67%)	4 (13,33%)
	Cognitive	24 (80%)	6 (20%)
	Personality and Interest	25 (83,33%)	5 (16,67%)
	Classroom Environment	22 (73,33%)	8 (26,67%)
	External	28 (93,33%)	2 (6,67%)
External	Teaching Method	23 (76,67%)	7 (23,33%)
	Materials	25 (83,33%)	5 (16,67%)
	Media	24 (80%)	6 (20%)
	Teachers' Feedback	24 (80%)	6 (20%)

The questionnaire results obtained from the research "Student Achievement in Writing Narrative Text Using Four-Square Writing Method" revealed the factors that influenced students' performance in writing narrative texts, along with the percentage of student responses that illustrated their perception of these factors. Internal factors, including motivation, cognitive ability, as well as students' personality and interests, played a crucial role in the narrative writing process. 86.67% of students stated that they were motivated to enhance their narrative writing skill, 83.33% showed interest in the topics of their assignments, and 80% believed that cognitive abilities like critical thinking also had an impact.

On the other hand, external factors, particularly the teaching method, had a stronger impact based on student responses. 93.33% of students found the teaching

method, especially the Four-Square Writing, effective in improving their narrative writing skill. Other factors such as classroom environment, teaching materials, media use, and teacher feedback also received high positive percentages, with 73.33% to 83.33% of students feeling that these external factors contributed positively to their learning.

In this study, the most influential factors in improving students' narrative writing abilities, in sequential order, were the teaching method, motivation, and students' personality and interests. These top three factors, which stood out from the questionnaire results, had a significant impact on enhancing students' performance in narrative writing, with the teaching method, particularly the Four-Square Writing Method, playing the most dominant role in the research. Likewise, other factors such as teaching materials, teacher feedback, cognitive abilities, media use, and the classroom environment also contributed positively to supporting students' narrative writing abilities. Both internal and external factors worked in synergy to help students achieve the highest level of achievement in narrative writing.

## CONCLUSION

Based on the hypothesis testing, there is a notable impact of implementing the Four-Square Writing Method on the writing achievement of tenth-grade students at SMA Al-Fath, Kota Cilegon. The statistical analysis indicates that  $t = 4.632$ , which exceeds the critical values at both 5% and 1% significance levels. This confirms that using the Four-Square Writing Method led to a significant enhancement in the students' ability to write narrative texts. The hypothesis testing involved comparing the writing performance of students who received instruction through the Four-Square Writing Method in the experimental class with those who did not in the control class. The findings clearly demonstrate that students taught using this method achieved significantly better results in writing narrative texts, underscoring its effectiveness in improving their narrative writing skill.

The factors influencing students' achievement in writing narrative texts can be delineated in a sequential order, each contributing uniquely to the overall outcome. First is the teaching method, like the Four-Square Writing Method, which helps students structure their narratives. Motivation is next because it drives students to put effort into improving their writing skill. Students' personality and interests come after, as being interested in the topics helps. Then, there are teaching materials that guide students, followed by teacher feedback, which provides useful advice. Cognitive ability, like critical thinking, is important too. Media use, like technology and visuals, helps students understand better. The classroom environment is also important, but it comes last. Together, these factors work to shape students' success in writing narratives.

The researcher additionally proposes that the school, English instructors, and future researchers focus on enhancing English education, particularly in the context of writing narrative text, and work towards refining upcoming research endeavors. They should expand their familiarity with appropriate educational method, as these methods considerably contribute to improving students' educational achievements.

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