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# FOURSQUARE IN ENGLISH EXPOSITORY TEXT CONSTRUCTION

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**Abstract**

This research proposes a method, namely four-square that the teachers can implement as scaffolding in teaching English as Foreign Language (EFL) writing. The introduction of four-square, mainly aims at the learners' ability in creating written texts which are grammatically accurate and functional in social context. It is because this method might help the learners to construct a good text and to realize their linguistic mistakes in writing. The significant characteristic of four-square to the development of learners' writing skill is the fact that it applies the process and genre approaches at the same time. In four-square, the learners consider the steps of writing; brainstorming the idea, prewriting, organizing, writing first draft, revising draft, and producing the final writing. In conclusion, four-square is a scaffolding in writing which might bring the learners to the sufficient and effective path of writing process.

Keywords: *Four Square, process approach, genre approach*

## 1. INTRODUCTION

Writing has been the basic challenge in teaching English as a Foreign Language (EFL) writing. It is mainly because writing seems to be the most complicated task to be accomplished in language learning. To construct a writing text, the writer is required to pass a long process of writing. The process in writing usually starts with brainstorming the idea, follows by developing the idea into a draft, revising the draft and finally the writer might publish the work. Somehow, each process in writing requires a long time to finish since in constructing the idea itself there are many linguistic and literacy aspects that the writer needs to pay attention, for example diction, spelling, grammar, punctuation, paragraph construction, and coherence. According to Thuy (2009), writing is not only problematic for the learners but also for the language teachers since teachers in a writing course should be able to explore the connections between writing and language theories, psycholinguistics, Second Language Acquisition (SLA), formal linguistics, sociolinguistics, and applied linguistics. The teachers also need to consider the connection between a writing course and other courses in their learners' total curriculum. Particularly, the teachers should be aware of building an appropriate theory of language in teaching writing. As a result, in order to successfully teach writing, teachers need to fully understand the theory in writing as well as the learner's cognitive development.

Writing also becomes a major problem for the learners in Indonesia regarding the position of English as foreign language (EFL). As mentioned previously, there are many aspects should be considered in writing, while the position of English as foreign language also contributes

another problem since the learners in Indonesia are no familiar with the vocabularies of language. Considering all of those problems, teachers (especially language teachers in EFL countries) need to consider scaffolding which might help the learners in construct their writing. One of the writing methods which might scaffold the learners in construct their writing is four-square method. The writer believes that foursquare method might effectively scaffold the learners construct writing since it requires some steps which enable the learners to pay attention to both paragraph construction and grammatical feature.

**A. Problem identification**

Four-square writing method has become a hot issue in language learning. Four-square writing method becomes a hot issue especially in English speaking country like United States and Australia since it's best to scaffold the learners in paragraph construction, as stated by Algaze (2006). However, the benefits of four-square writing method in English as Foreign Language (EFL) countries are questioned. It is mainly because the problems for EFL learners are not only the paragraph construction but also the vocabulary and structure mastery. As a result, it is necessary to implement the method in EFL learners to find out its significance.

**B. Problem limitation**

The writer is going to limit the study to find out the significance of four-square writing method in expository text construction for the fifth graders of Kanisius Gowongan elementary school. Regarded the limited of time, the writer decides to omit some of the steps in four-square method which might influence the result of the study.

**C. Research question**

What is the significance of foursquare in English expository text construction?

**D. Research goal and objectives**

The goal of this study is to find out the significance of four-square writing method as scaffolding in text construction for elementary school learners. While, the objective of this study is to provide an insight for other elementary English teachers that by applying suitable scaffolding in teaching writing, the learners might develop their writing skill and produce a good text.

**E. Research benefits**

The result of the study might benefit for the teacher, school, and other English as Foreign Language (EFL) teachers in developing a writing syllabus. It is mainly because the study will give substantial information for other English teacher about the concept foursquare as a scaffolding in English as Foreign Language (EFL) writing. The effectiveness of four-square writing in text construction might encourage other school institutions to apply the similar method. The learner's personal opinion about four-square method might provide a feedback to be considered for the improvement of teaching technique in writing

## 2. LITERATURE REVIEW

This part will present theories related to the study to put the issue in the current perspectives covering the theoretical description of foursquare method,

corrective feedback, expository writing, and scaffolding in second language construction. It will be concluded with the theoretical framework that guides the study.

**Four-square Method in Expository Writing**

In this part, the writer is going to discuss three major things related to the application of four-square writing method in expository writing. They are the definition of four-square writing method, the definition of expository writing, and steps in four-square expository writing.

**Four-square method**

Four-square writing is a method of teaching basic writing skills that is applicable across grade levels and curriculum areas. Four-square writing can be applied for the expository, narrative, descriptive, and persuasive forms of writing. In Four-square writing, prewriting and organizational skills are taught through the use of a graphic organizer which is in the shape of four squares. This visual aid is applied to help the learners focus on the writing, to provide detail, and to enhance word choice. The visual organizers also help the learners to conceptualize, understand, and structure a piece of writing successfully. Four-square instructions should be done weekly and repeatedly to make the learners get used to the form, an it is recommended to use the same prompt repeatedly when introducing the steps since the familiarity will aid instruction. It is also important to make sure that the learners understand the relationship of ideas as demonstrated in the four-square format before moving on to paragraphs.

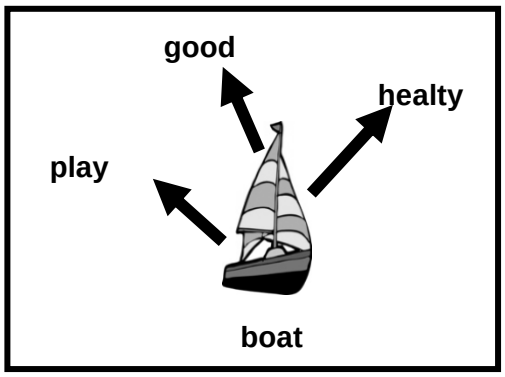
**Expository Writing**

Exposition refers to a type of oral or written discourse that is used to explain, describe, give information or inform. The writer of an expository text cannot assume that the reader or listener has prior knowledge or prior understanding of the topic that is being discussed. One important point to keep in mind for the author is to try to use words that clearly show what they are talking about rather than blatantly telling the reader what is being discussed. Since clarity requires strong organization, one of the most important mechanisms that can be used to improve our skills in exposition is to provide directions to improve the organization of the text. (*Taken from: www.stanford.edu*)

**Steps in Four-square Expository Writing**

Four-square writing method is applicable for all types of writing, narrative, descriptive, expository, and persuasive. According to Gould (1999), in his book entitled *Four-square Method for Grade 4-6*, the first genre of text being studied by elementary school learners is expository text which then continued with narrative, descriptive and the last is persuasive.

First, the learners need to do brainstorming. In brainstorming, teacher might distribute a piece of paper and asks the learners to think about main ideas and detail. For example, thinking about their favorite transportation.




Second, the learners are being introduced to the four-square format which consists of four big squares and one small square. Then they need change word or phrase form into sentence. And, they need to place the result of their brainstorming idea into the squares and develop wrap-up sentence based on the ideas they put in the squares. Once this step done, the learners have developed ideas which support the topic

| | |
|---|---|
| **sub-topic 1** | **sub-topic 2** |
| **topic** | |
| **sub-topic 3** | **wrap-up sentence (topic + because + , + sub-topic 1 + , + sub-topic 2 + , + and + sub-topic 3 + . )** |

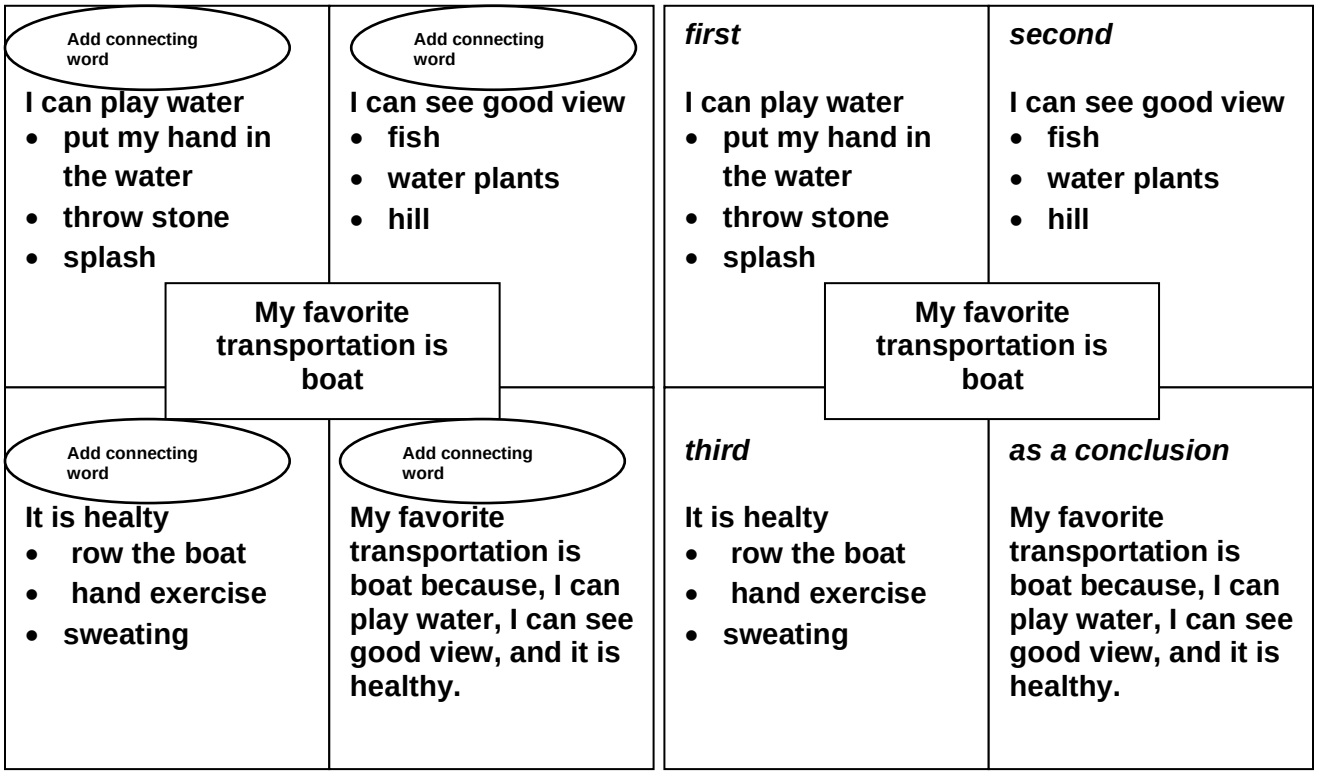
| | |
|---|---|
| **I can play water** | **I can see good view** |
| **My favorite transportation is boat** | |
| **It is healty** | **My favorite transportation is boat because, I can play water, I can see good view, and it is healthy.** |

Third, the learners need to develop the idea through adding three details for each sub-topic in order to strengthen the ideas.

| | |
|---|---|
| **It floats**<br>•<br>•<br>• } **Add three details** | **I can see good view**<br>•<br>• } **Add three details**<br>• |
| **My favorite transportation is** | |
| **It is healty**<br>•<br>•<br>• } **Add three details** | **My favorite transportation is boat because, I can play water, I can see good view, and it is healthy.** |

| | |
|---|---|
| **I can play water**<br>• **put my hand in the water**<br>• **throw stone**<br>• **splash** | **I can see good view**<br>• **fish**<br>• **water plants**<br>• **hill** |
| **My favorite transportation is** | |
| **It is healty**<br>• **row the boat**<br>• **hand exercise**<br>• **sweating** | **My favorite transportation is boat because, I can play water, I can see good view, and it is healthy.** |

Fourth, the learners are being introduced to connecting words or transition words (connectors) which will help to bridge the gap between ideas. Connectors also provide smooth reading when changing paragraphs




Fifth, once the learners finish adding the connectors, they might develop their *introduction paragraph*. The purpose of developing introduction *paragraph* is to gives reader an overview about the whole text, to set the tone (determine what to expect in the paragraph) and gives first impression to the reader. In elementary school level, teacher needs to limit the introduction *paragraph* into three sentences which consist of:

**1st – topic sentence**

- *My favourite transportation is boat.*

**2nd – wrap-up sentence**

- *It's my favourite because, I can play water, I can see good view, and it is healthy.*

**3rd – personal opinion**

- *I love to ride a boat.*

**Introduction paragraph**

My favorite transportation is boat. It's my favorite because, I can play water, I can see good view, and it is healty.I love to ride a boat.

Sixth, besides the *introduction paragraph,* the learners also need to develop the *final paragraph*. The function of this paragraph is as a final chance to deliver the message to the reader, it is used as the summary and it provides final

emphasis of the main idea. In elementary school level, teacher need to limit the final *paragraph* into two parts which consist of:

**1st – wrap-up sentence with connector**

- *As a conclusion, my favourite transportation is boat because I can play water, I can see good view, and it is healthy.*

**2nd – personal narrative sentence (s)** Seventh, once the learners finish with their final paragraph, they are required to develop their foursquare into paragraphs. **which is in the form of question or exclamation.**

- *I think my father will take me to ride a boat this evening. Would you like to join us?*

**Final paragraph**

My favorite transportation is boat because, I can play water, I can see good view, and it is healty. I think my father will take me to ride a boat this evening. Would you like to join us?

*Draft*

My favorite transportation is boat. It's my favorite because, I can play water, I can see good view, and it is healty.I love to ride a boat.

First my favorite transportation is boat because I can play water. When I ride a boat I can put my hand in the water. Sometimes I throw some stones in the water. I also like to splash the water and make my friend get wet.

Second, my favorite transportation is boat because I can see good view. I can see many fish in the water. I also like to see the water plants that floats in the water like water lily. I can also see hill from a distance.

Third, my favorite transportation is boat it is healty. When I ride a boat, I like to row the boat. When rowing I do hand exercises. The exercise makes me sweating and keep healty.

My favorite transportation is boat because, I can play water, I can see good view, and it is healty. I think my father will take me to ride a boat this evening. Would you like to join us?

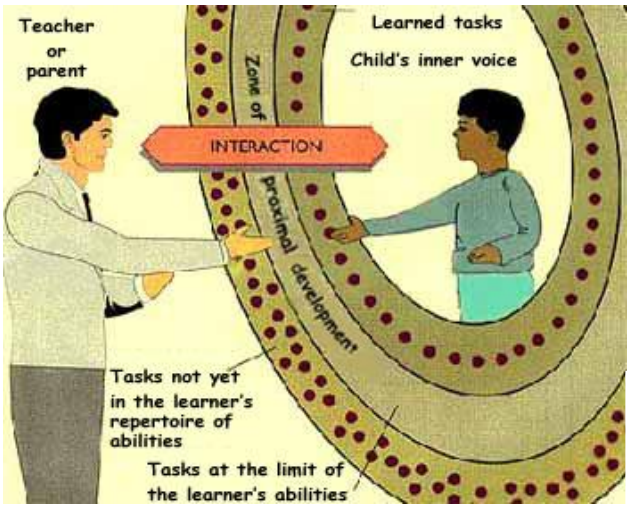
Eight, the learners need to exchange their draft with their friend then do a proofreading to their friend's work. Proofreading helps to raise learners' awareness about grammatical mistakes that the learners produce in their draft.

| No | Symbol | Meaning | Example |
|---|---|---|---|
| 1 | | **upper case** | my favourite transportation is taxi.<br>*(My favourite transportation is taxi.)* |
| 2 | | **lower case** | My favourite transportation is Taxi.<br>*(My favourite transportation is taxi.)* |
| 3 | | **insert something** | You not need fuel<br>*(You do not need fuel.)* |
| 4 | | **insert a comma** | My favourite transportation is bicycle because it is healthy environment friendly and cheap.<br><br>*(My favourite transportation is bicycle because, it is healthy, environment friendly, and cheap.)* |
| 5 | | **add a full-stop** | My favourite transportation is aeroplane<br>*(My favourite transportation is aeroplane.)* |
| 6 | | **delete** | No to dust.<br>*(no dust)* |
| 7 | | **exchange elements** | It not is expensive.<br>*(It is not expensive)* |
| 8 | | **close up this space** | My favourite transportation is motor cycle<br>*(My favourite transportation is motorcycle)* |
| 9 | | **a space needed here** | It causes no pollution<br>*(It causes no pollution)* |
| 10 | | **begin new paragraph** | My favourite transportation is car.<br>*(My favourite transportation is car)* |

Finally, after the student get back their proofread work, they might revise the work based on the proofreading marks being given, and when the learners have finished their revision, they can publish their writing.

**1. Zone of Proximal Development (ZPD)**

Zone Proximal Development (ZPD) is a concept which is introduced by Vygotsky, a Russian psychologist. ZPD refers to the notional gap between a.) the learner's current developmental level as determined by independent problem-solving ability and b.) the learner's potential level of development as determined by the ability to solve problems under adult guidance or in collaboration with more capable peers. To get clearer understanding about ZPD, please take a look on the picture below.




Taken from: //http// world wide web.thebrain.mcgill.ca

Based on the picture, ZPD is the learner ability which is located between the learner's maximal cognitive ability to solve a problem and their ability when they are being guided by someone who has better knowledge about the problem. In other word, ZPD can also be described as those skills that are on the edge of emergence and that can be enhanced by varying degrees of assistance. For example, when a student has mastered a new skill or concept, they things that they can only perform with assistance will soon become his or her level of independent performance, (Bodrova and Leong, 1998).

## 2. Scaffolding in Second Language Construction

*Scaffolding* is essential in every learning process. The term *scaffolding* comes from Socio-cultural Theory (SCT) which claims that the cognition needs to be investigated without isolating it from social context, (Ellis, 2008). In other words, *scaffolding* refers to the types of assistance that is given to the learners and enable the learners to function at the higher levels of their Zone of Proximal Development (ZPD). *Scaffolding* is designed to support and facilitate the learners' thinking process and not just provide answers to specific questions, (Bruner in Bodrova, 1999). *Scaffolding* is closely linked to another key construct of learning that is the *Zone of Proximal Development (ZPD)*. *Scaffolding* is an inter-psychological process through which learners internalize knowledge dialogically. Here is where a process of a speaker (expert or novice) assists another speaker (novice) to perform a skill that they are unable to perform individually, (Ellis, 2008). According to Ellis (2008), there are features of scaffolding, they are:

- recruiting interest in the task
- simplifying the task
- maintaining pursuit, the goal
- marking critical features and discrepancies between what has been produced and the ideal solution
- controlling frustration during problem solving
- demonstrating an idealized version of the act to be performed (Techniques to scaffold each other speech)

• the use of prompts, co-construction and recast

**Scaffolding in Writing**

There are three strategies of *scaffolded writing* being proposed by Vigotsky, they are *materialization, private speech*, and *shared activity*. *Materialization* refers to the use of real objects and physical actions to represent a concept or strategy as the *mental* action is being learned. Materialization helps the child focus on the critical aspect of the concept or strategy that is to be internalized. The physical action not only parallels the mental action the children will soon internalize, but actually shapes this action. For example, when the learners going to develop a paragraph, they apply a frame to arrange and limit their idea, (Galperin in Bodrova et al, 1999).

*Private Speech* refers to self-directed, regulatory speech. It involves giving oneself audible directions on how to act. Young children use private speech more often than adults. Therefore, adults also apply this strategy when they face a new and difficult task, such as following complicated, difficult instructions, (Berk, 1992).

According to Vygotsky, *shared activity* refers to the mental functions and all learning exist in shared activity. It means that a mental function exists or is distributed between two people before it is appropriated and internalized. Learners learn or acquire the mental processes by sharing or using a process when interacting with others. Only after pass this period of shared experience the learners might internalize and use the mental process independently.

**A. Theoretical Framework**

**1. The Difficulties in Writing for the learners in EFL countries**

Based on the several researches about writing problems in EFL context, it was found out that the main problems faced by the EFL learners in writings are text construction, grammar and word choice. Based on the research done by Kim (2005) in three (3) groups of university levels learners in Korea with different language levels; high, intermediate and advance, all of the learners have organization problems and inter-language grammatical error in common. While the high and intermediate language level groups have produced significant variation in word choice compared to the advance language level group. Another research on difficulty faced by learners in writing was done by Thuy (2008) in Vietnam. According to his research, the main problem faced by the learners in writing is their mental cognition of social context. Most of the students in Vietnam still apply the structure of their mother tongue in their writing. While, based on Shokrpour and Fallahzadeh (2007) research of the same levels of learners in Iran, the main difficulty for the learners in writing is the grammar and vocabulary mastery. In conclusion, to solve all of the problems mentioned previously, teachers should be aware of building an appropriate theory of language in teaching writing through applying an effective writing method in order to provide an effective scaffolding for the learners.

## 2. The Application of Foursquare as a Scaffolding in Second Language Text Construction

The application of process approach in writing is believed to be the most effective way to produce a well develop text. The process approach basically focuses on the effort of the learners, as writers, to express their thoughts through some sequential steps of writing process. Zamel (1983) proposes that a concern with the process approach is how writers generate ideas, record them, and refine them in order to form a text. Thus, process approach researchers tend to explore writing behaviours, by focusing on studying and understanding the process of composing. In addition, Flower and Hayes (1981) establish the model of writing processes: planning, writing, and reviewing. These processes are recursive and interactive, and these mental acts can be reviewed, evaluated, and revised, even before any text has been produced at all.

The implementation of Four-Square technique proposes that in teaching EFL writing, the emphasis is on the writers as independent producers of texts, so that teachers have to give their learners time and opportunity to carry out seven steps of writing process. The steps taken include exploring idea, prewriting, organizing, writing first draft, proofreading, revising draft, and producing the final copy. During the first step of writing process that is exploring idea, the learners have the options to use clustering, brainstorming, or listing. In the second step, that is prewriting, the learners are responsible to give a main idea along with three supporting ideas. The third step, that is organizing, requires the learners to put the main idea and the supporting ideas into the boxes of the Four Square which then should be added up with a wrap-up sentence. In this stage, the learners also have the responsibility to add supporting details, connecting words, and vivid language. The fourth step, that is drafting, asks the learners to make rough draft of their writings. In the fifth step, that proofreading, the learners have to proofread their friend's work to sharpen their awareness and critical thinking. In the sixth step, that is revising the learners have the necessity to revise the content and style of their writings based on their friend's proofread result. This step also focuses on developing learners' awareness. The last step of writing process is editing or finalizing, in which the learners have the obligation to edit the surface features, punctuation, spelling, capitals, etc. To sum up, within the writing process proposed by four-square, the learners prominently consider the importance of developing their abilities to plan, write, check and revise.

In spite of its advantages, some findings claimed that in the application of the process approach, there has been an alert of the approach. The disadvantages of process approach are first, they often regard all writing as being produced by the same set of processes; second, they give insufficient importance to the kind of texts writers produce and why such texts are produced; and third, they offer learners insufficient input, particularly, in terms of linguistic knowledge, to write successfully (Badger & White, 2000). Horowitz (1986) also raises cautions about the process approach saying that the process-oriented approach fails to prepare learners for at least one essential type of academic writing. Additionally, he

said that the process-oriented approach gives learners a false impression of how writing will be evaluated

## 3. RESEARCH METHODOLOGY

In this section, the writer explains the method used in this study. The data for this research is gathered from classroom. Nunan and Bailey (2009) point that investigation done in classroom "use a range of qualitative and quantitative methods of data collection and analysis." Hence, the writer combines both quantitative and qualitative approach. MacKey and Gass (2005) defines qualitative research as a research "that is based on descriptive data that does not make (regular) use of statistical procedure" while quantitative research is a research which attempts "to determine a relationship between or within variables." The quantitative data in this study are consist of the grammatical mistakes that the students made in their four-square and expository text. While, the qualitative data in this study is derived from the students' personal opinion about the significance of four-square writing method as scaffolding in text construction.

### 3. Research Setting and Participants

The Research will be done in 5th graders English lesson of Kanisius Gowongan Elementary School. Kanisius Gowongan Elementary School is located in Kp. Penumping no.50 RT 007, Sleman, Yogyakarta, Indonesia. The class is taught by a local teacher, who introduces the application of four-square writing method as scaffolding to develop an expository text related to *transportation*. The research is conducted in three meetings, one meeting each week. Each meeting consist of two sessions and each session is 35 minutes. The participants of the research are three students were chosen randomly by the writer.

### 4. Data Gathering Methods and Data Presentation

This research aims to promote the use of four-square writing method as a means to scaffold the students in their writing process. As a result, the writer gathers the quantitative data based on students' result of their expository writing, while the qualitative data was taken from students' personal opinion of four-square method in develop an expository text. In order to formulate the quantitative data, the writer analyses the progress that the students have made in their writing through their grammatical mistakes and text arrangement. Thus, the writer gathers the qualitative data through questionnaire. In addition, the qualitative data will be supported field notes.

It is mentioned in four-square guideline that, (1) four-square instruction should be done weekly to bi-weekly, (2) In writing process, the application of four-square method should be accompanied by other writing activities. Ex. Journal Writing, and (3) It is recommended to use the same prompt repeatedly when introducing the steps because the familiarity will aid instruction. However, considering the limited of time in data gathering process, the writer decided to tighten the schedule by cover two (2) up to three (3) steps of four-square method besides omit some of foursquare steps; *adding personal opinion, adding vivid sentences, developing introduction paragraph, developing final paragraph, peer's proofreading* also eliminate *journal writing activity*. In addition, the writer will

also make a field-note to write important things happen in the class during the expository text construction.

## 4. DATA ANALYSIS

In this chapter, the data were presented, analyzed and then interpreted. To maintain and show the process of the study, the interpretation of the students writing process and final result is being described in three sections namely (1) data acquisition, (2) data description, and (3) data interpretation.

### A. Data Acquisition

This part covers the participants account on their four-square writing process. As mentioned previously, we conduct the four-square expository writing in only three meetings which consist of 2 x 35' for each meeting. On the first meeting, the writer starts the introduction of foursquare method by asked the students to imagine their favourite transportation along with three reasons why do they prefer that transportation means. Then, we introduce the four-square format to the students by model the way to fill the four-square sheet with their ideas related to their favourite transportation. During the lesson, the students are allowed to discuss with their friends and consult with their dictionary. When the students tried to fill their four-square sheet, the writer acted as an observer who neither involved in students' discussion nor gave help to the students.

In the second meeting, the writer asked the students to develop their four-square into draft. In the beginning of the lesson, the writer started with review the students' previous work by discussed some mistakes that the students made in their foursquare. In the discussion the writer highlighted the grammatical mistakes and the mistakes in the details that the students done. After that, the writer modelled the way to develop the four-square into a draft through a real example, (*we use a topic that the students didn't use to minimize the plagiarism*).

Once the students finished their draft, the writer proofread the students work regarding the limited of time. In the third meeting, the writer started the class with an explanation about proofreading mark and its application. This activity was followed with the exercise related to proofreading in order to check the students understanding about proofreading mark and its usage. Then, the writer returns the students work which been proofread and asks them to revise it in order to produce their final writing. In this stage, while the students worked on their revision, the writer called the students one by one and discussed about their work. The writer gave some suggestions related to ideas and sentence construction.

The last step, the writer checked the students' final work and gave score based on the writing rubric being developed previously. The writer checked both the four-square and the final writing and find out the grammatical mistakes that the students made. Then we deliver an open-questionnaire related to four-square method to the students to find out its significance for the students.

### B. Data Description

This part describes the grammatical mistakes that the students made in both of their four-square and final expository text. The three students who join in this research are Tasya, Steven, and Christy.

In their four-square, all of the students only make a few grammatical mistakes especially the punctuation mark. Tasya and Christy forgot to put a full-stop at the end of their *wrap-up sentence*, while Steven didn't make any punctuation mistake. In her *wrap-up sentence*, Tasya also mistakenly put an upper case in the middle of the sentence. In the case of idea, Tasya and Christy face some difficulty in the details. Tasya mistakenly put an idea in his second square which not support her sub-topic and left two blanks in her third square. While, Christy mistakenly put *wrong-details* in her third square. The details that she put in the third square is not related to her *sub-topic*.

In their draft, all of the students make some grammatical mistakes in their work. Tasya applied Bahasa Indonesia (L1) structure in some of her sentences.

| Tasya's sentence | correct structure | proofreading |
|---|---|---|
| 1. I can see good view train can see houses on the roadside see mountain along the road. | 1. I can see good view. From inside of the train, I can see houses on the roadside. I can see mountain along the road. | 1. I can see good view train can see houses on the roadside see mountain along the road. |
| 2. train can 100 km/hour very fast. | 2. Train can run 100 km/hour. It is very fast. | 2. train can 100 km/hour very fast. |
| 3. My favourite transportation is train because I can see good view, it is fast and it is efficient | 3. My favourite transportation is train because, I can see good view, it is fast, and it is efficient. | 3. My favourite transportation is train because i can see good view, it is fast and it is efficient |

Christy also do the same mistake, she applied Bahasa Indonesia (L1) structure in her writing and missed many punctuations.

| Christy's work | correct form | proofreading |
|---|---|---|
| 1. Bicycle no dirt because no dust | 1. Bicycle doesn't produce dirt or dust. | 1. Bicycle no dirt because no dust |
| 2. it is no buy fuel. | 2. It doesn't need fuel to move. | 2. it is no buy fuel. |
| 3. Bicycle is no machine because machine dust. | 3. Bicycle doesn't have a machine which can produce a lot of dirt. | 3. Bicycle is no machine because machine dust. |

| | | |
|---|---|---|
| 4. Bicycle no traffic. | 4. Bicycle won't stack in traffic because it can pass a narrow space. | 4. Bicycle no traffic |

Steven also made the same mistake, he applied Bahasa Indonesia (L1) structure in his English (L2) text .

| Steven's sentence | Correct form | proofreading |
|---|---|---|
| 1. It is i can see good view. | 1. I can see good view. | 1. It is I can see good view. |
| 2. Because can see aeroplane flying pass the jungle. | 2. From inside of the aeroplane, I can see jungle. | 2. Because can see aeroplane flying pass the jungle. |
| 3. There is meadow very wide also hill very high. | 3. There is a wide meadow and a high hill. | 3. There is meadow very wide also hill very high. |
| 4. It is clean because on the aeroplane no smoking because inside aeroplane use ac | 4. It is clean because the passengers are not allowed to smoke. | 4. It is clean because on the aeroplane no smoking because inside aeroplane use ac |

While in the final expository paragraph the students made less mistakes compared to the draft .

| Tasya's sentence | correct form |
|---|---|
| 1. Use fuel can arrive. | 1. Train can go faster than other land transportation. When I ride a train, I can arrive earlier than ride a bus. |

| Christy's sentence | correct form |
|---|---|
| 1. Bicycle is no has dirt because no do dust. | 1. Bicycle doesn't cause any dirt. |
| 2. Bicycle can pass by a small because bicycle small | 2. Bicycle can go through a small road because it is small. |

| Steven's sentence | correct form |
|---|---|
| 1. I can aeroplane flying pass by jungle, in the jungle there is very wide meadow, al so very high hill. | I can see good view when the aeroplane passes the jungle. There is a very wide meadow also very high hill. |

| | |
|---|---|
| 2. Fourth, my favourite transportation is aeroplane. Because it is fast, I can see good view, and it is clean. | As a conclusion, my favourite transportation is aeroplane because, it is fast, I can see good view, and it is clean. |

The qualitative data is taken from the students' personal opinion about the significance of four-square writing method for their expository paragraph construction. Based on the students answer through an open-ended questionnaire, all of the students recognize four-square's form; a big square which consist of four squares and being used in writing. They agreed that four-square format help them to arrange their ideas. While related to the difficulty that they faced in the application four-square writing method, the students shared different ideas. Tasya and Christy mentioned that the most difficult thing in the application of four-square is when they are required to develop their four-square into sentences. On the other hand, Steven said that the most difficult thing in the application of foursquare gave him an extra work since he had to work with ruler to form the squares.

### C. Data Interpretation

According to the quantitative data that the writer gathered, four-square writing method effectively help them to arrange their ideas and reduce the grammatical mistakes. It is proved by the numbers of the mistakes that the students made from each step. At the final step, all of the students only produce a little mistake in their writing. While, based on the qualitative data that the writer gathered through questionnaire, the students agreed that four-square writing method effectively help them in to produce a good text.

## 5. CONCLUSION

In conclusion, four-square writing method plays a significant role for the expository writing process of the 5th graders in Kanisius Gowongan Elementary School. The four-square format effectively helps the students to arrange their ideas. While, the steps in four-square writing method helps the students to reduce their grammatical mistakes. As a result, the writer might conclude that four-square writing method can be applied as a means to scaffold the students in their writing.

## 6. REFERENCES

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