

Enhancing EFL students' descriptive writing through the four-square method: A quasi-experimental study

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Abstract: This study investigates the effectiveness of the Four-Square Writing Method (FSWM) in enhancing junior high school students' ability to write descriptive texts. The FSWM is a structured graphic organizer strategy that helps students organize their ideas during the prewriting stage. A quasi-experimental design was employed, involving two groups of eighth-grade students: the experimental group received instruction using FSWM, while the control group was taught using conventional methods. Data were collected through pre-tests and post-tests to assess students' writing performance. The results revealed a significant improvement in the experimental group, particularly in organizing ideas, maintaining coherence, and enriching vocabulary. Statistical analysis using an independent samples t-test via SPSS version 26 showed a significance value of 0.026 ($p < 0.05$) and a t-value of 12.146, exceeding the critical value of 1.713. These findings confirm that FSWM has a statistically significant impact on students' writing skills and is therefore recommended as an effective strategy in English language instruction, especially for teaching descriptive texts.

Keywords: descriptive text, four-square writing method, writing skill, EFL students

1. Introduction

Writing, as a complex cognitive and linguistic activity, has been defined in multiple ways across the literature; however, it is fundamentally understood as the process of generating, organizing, and translating ideas into coherent written language (Pongsapan & Patak, 2021; Srikandi, 2019; Zaswita, 2019). Among the four essential language skills (listening, speaking, reading, and writing), writing holds a crucial role in English language learning. In the context of EFL classrooms, students are expected not only to develop writing proficiency as an integral part of their language acquisition but also to effectively apply it in academic contexts and future professional environments (Weigle, 2010; Zaswita & Ihsan, 2020). According to (Barton, 2013), Writing has some purposes, which are described as follows. First is "to explain": a writer typically uses generalizations to introduce a topic, conveying something about it that others can grasp. Second is "to inform"; informative writing can provide information about the subject in a concise, factual, and impartial manner. Third is "to persuade"; the goal of persuasive writing is to persuade the reader to share the writer's perspective on the subject by opening with an argument. And the last is "to report"; the author offers several stories, generally about discoveries or findings, that begin with a broad assertion and then provide specific, technical details. Writing proficiency is commonly evaluated across five key components: content, organization,

vocabulary, language use, and mechanics ([Pongsapan & Patak, 2021](#)). Content refers to the ideas and information expressed, with a focus on relevance, clarity, and depth. The organization deals with the structure of the writing, ensuring ideas are logically arranged with clear introductions, transitions, and conclusions. Vocabulary refers to the effective and contextually appropriate selection of words to accurately convey intended meaning. Language use refers to correct grammar and sentence structure, including the proper use of tenses, agreement, and sentence variety. Finally, mechanics encompasses the technical conventions of writing, including accurate spelling, proper punctuation, appropriate capitalization, and consistent formatting. Together, these elements help writers communicate their thoughts clearly and professionally. Teaching writing is important in teaching language skills because it allows students to convey messages and integrate with other skills ([Brown, 2003](#)). [Alderson & Lyle, \(2002\)](#) says that writing is an important part of the school curriculum that should be taught from the earliest year in school, from the basic level. Therefore, writing instruction is not limited to sentence construction, but also emphasizes the integration of key writing elements to ensure clarity, coherence, and reader comprehension.

[Alderson & Lyle, \(2002\)](#), [Anderson, 2005](#), and [Depdiknas, \(2006\)](#) note that there are various types of writing genres, including explanation, narrative, argumentation, recount, spoof, report, news item, procedure, and descriptive. Descriptive writing refers to a genre that presents vivid and detailed depictions of objects, places, or events, aiming to engage the reader's senses and create a strong sense of presence or immersion. Accordingly, the writer is expected to portray the subject with specific and distinguishing characteristics ([Ismayenti, 2020](#)). To effectively compose descriptive texts, students must vividly convey sensory details, allowing readers to share the writer's perspective and interpretation ([Kane, 2000](#); [Pharr & Buscemi, 2005](#)). The generic structure of a descriptive text typically consists of two main elements: identification and description. The identification section introduces the subject such as a person, place, object, or animal, while the description section elaborates on its distinctive features, such as form, color, or other relevant characteristics, organized based on their significance.

Descriptive text, based on the Indonesian Curriculum; it is listed in the English syllabus in the junior high school include including material that must be taught to students. Within the domain of writing skills, students are expected to produce descriptive texts; however, mastering this genre remains a significant challenge for many of them. Based on preliminary classroom observations in the English subject at the second grade of *MTsN 4 Kerinci*, it was found that some students have difficulty in writing descriptive text, some students do not do the exercises given by the teacher, and some other students cheat in writing descriptive text. Moreover, after learning activities, the researcher asked some students to know why they did not do the exercises given by the teacher. And a student with initial "AP" said that he does not do the exercises given by the teacher because lack of writing skills. Moreover, students with initial "PP" and "NA" state that they do not do the exercises given by the teacher because lack of grammar, which makes it hard to generate their idea, and a lack of vocabulary makes them confused about developing their idea. Preliminary observation results indicate that eighth-grade students at *MTsN 4 Kerinci* face problems in learning English. The problem is in the form of difficulty in writing, especially writing descriptive text. Here, the implementation of diverse techniques, strategies, or instructional methods in writing instruction is essential, as it facilitates students' ability to freely articulate their ideas and thoughts in written form.

Various instructional strategies have been employed to enhance students' ability in writing descriptive texts, one of which is the Four-Square Writing Method (FSWM). This method has proven effective in addressing common challenges faced by students in developing their writing skills, particularly through its application in group discussions where learners are guided to construct sentences that evolve into well-organized paragraphs ([Tijani & Ogbaje, 2013](#)). It is also effective in addressing the

issue of students' lack of ideas during the writing process, as it employs a structured, step-by-step approach centered on a simplified graphic organizer that serves as a visual framework to help students generate and organize their ideas before composing their texts. The graphic organizer inherently guides students in identifying the structural components of a text. This method offers a versatile approach to writing instruction that can be applied across various grade levels and subject areas (Yunus, 2021). Muth'im & Norhasanah, (2018) and Rofi'ah & Ma'rifah, (2017) explain that the FSWM functions as a graphic organizer designed to assist students in developing their writing. Through the use of four distinct sections, learners can organize their main ideas and supporting details within the framework before transforming them into a coherent paragraph. Functioning as a pedagogical tool, the FSWM aids students in structuring their thoughts while fostering critical thinking about conceptual relationships. Moreover, its spatial design as a graphic organizer also facilitates the detection of incomplete information or missing logical links in students' written compositions (Agustina, 2017 and Ilmiah, 2017).

The FSWM appears to effectively support students in addressing their writing difficulties, particularly among those at lower educational levels. It offers a practical framework for enhancing writing skills where proficiency remains limited (Yulianti et al., 2021). When utilizing the Four-Square Writing Method (FSWM) for composing descriptive texts, students need to understand the distinction between a main topic and its subtopics. The topic serves as the central theme or subject under discussion, while subtopics function as supporting details that elaborate on specific aspects of the main idea (Gould & Gould, 2007). Furthermore, Muth'im & Norhasanah, (2018) adds that this method offers several pedagogical advantages: it is adaptable to various types of writing and aligns with any language arts or reading program; it can be applied across narrative, descriptive, expository, and persuasive genres; it assists students in generating and organizing ideas into coherent and refined compositions; it is suitable for a wide range of grade levels (from 1st to 9th grade) and curricular areas; and it incorporates visual and kinesthetic elements that help learners focus on content development, enhance detail, and improve word choice.

Over the last decade, the Four-Square Writing Method (FSWM) has garnered increasing attention as an instructional tool in English language teaching, particularly in improving students' writing abilities across diverse educational levels and text genres. This method provides a structured and visual approach to organizing ideas, which makes it especially appealing in EFL (English as a Foreign Language) contexts where learners often struggle with cohesion, coherence, and logical sequencing in writing. Several empirical studies have confirmed its pedagogical advantages in supporting learners' abilities to generate ideas, structure paragraphs, and compose meaningful texts. For example, Septiani, (2018) conducted collaborative action research at SMP Negeri 19 Surakarta to investigate the use of FSWM in increasing students' general writing skills. Her findings showed a progressive improvement in writing scores across two cycles, demonstrating FSWM's efficacy in creating a more engaging and productive classroom atmosphere. However, the focus was on general writing performance without specifying the genre or cognitive demands of the writing tasks. Similarly, Puspita, (2015) examined the effectiveness of FSWM compared to guided writing among senior high school students and found that the method was particularly effective when coupled with high levels of student creativity. The research also highlighted the interaction between teaching techniques and individual learner characteristics, though it remained limited to general writing tasks rather than more complex text types. Rofi'ah & Ma'rifah (2017) introduced the use of visual stimuli, specifically picture series, to support students' narrative writing using the four-square method. The quasi-experimental design in this study provided quantitative evidence of FSWM's positive impact on students' writing performance, further validating its potential for structured writing instruction. However, the study was confined to narrative writing and did not investigate descriptive and argumentative writing forms. Agustina (2017), in contrast, integrated FSWM within a process-based

and product-based hybrid framework to teach discussion texts to university students. Her mixed-method study revealed significant gains in writing quality, but the focus was limited to advanced learners and a specific text genre, making generalization to younger or less proficient learners challenging.

Despite the accumulating evidence supporting the use of FSWM, current research still shows notable limitations and gaps. Most previous studies have concentrated on narrative, recount, or analytical texts which are genres that are relatively more accessible to learners in terms of language complexity and structural demands. There is limited investigation into how FSWM can be used to teach more cognitively demanding genres, such as descriptive texts, which describe an object, place, or thing based on its specific characterization. Furthermore, most of the available studies have been conducted at the senior high school or university level (Yulianti et al., 2021), leaving a gap in understanding how this method performs among junior secondary school learners (MTs/SMP level) who are in the early stages of developing academic writing competence. Another key limitation in the literature is the predominant use of qualitative or action research approaches, which, while insightful, often lack the statistical rigor required to generalize findings. Few studies have applied quasi-experimental designs with control and experimental groups to measure the tangible impact of FSWM on student writing outcomes using standardized assessments. To address these gaps, the present study investigates the effectiveness of the Four-Square Writing Method in teaching descriptive texts to eighth-grade students at *MTsN 4 Kerinci*, a rural Islamic junior high school in Indonesia.

This study is unique in its focus on a text type that demands logical organization, description, and well-specific characterization, as well as its application at a junior secondary level in a less-researched, rural educational setting. By using a quasi-experimental design with pre- and post-tests to measure learning outcomes, this research introduces a level of methodological rigor that strengthens the reliability and validity of its findings. The novelty of this study lies not only in the genre and level of learners targeted but also in its contextual relevance. Rural and religious school environments in Indonesia often face challenges related to resource limitations, teacher training, and students' exposure to academic genres. This study demonstrates how a relatively simple yet structured technique like FSWM can bridge those gaps, offering a scalable and adaptable pedagogical model. The results are expected to contribute both to theoretical discussions on writing instruction in EFL contexts and to practical strategies for classroom teachers working in under-resourced or rural areas. In summary, this study offers an important addition to the literature by extending the use of the Four-Square Writing Method beyond commonly studied text genres and learner populations. It highlights the method's potential as a tool for promoting critical thinking and structured writing, thus reinforcing its applicability and effectiveness within genre-based writing instruction frameworks in EFL education.

2. Methods

The research employed a quasi-experimental design involving two Grade VIII classes from *MTsN 4 Kerinci* as the research samples. The selection of these two classes was intended to compare and determine whether the application of the FSWM significantly affects students' ability in composing descriptive texts. Class VIII A served as the experimental group, while Class VIII B functioned as the control group, with a total of 36 students participating in the study. Data collection was carried out using a writing test focused on descriptive texts, which served as the primary instrument to assess students' writing proficiency. Before hypothesis testing, the data underwent validation procedures, specifically tests for normality and homogeneity. A normality test was conducted to determine whether the distribution of the data conformed to the assumptions required for normal distribution, employing the Shapiro-Wilk test through SPSS software. Homogeneity testing was conducted to examine whether

the variances between the two groups were equivalent, using the F-test in SPSS. Upon confirmation that the data met both normality and homogeneity assumptions, an independent samples t-test was utilized to perform hypothesis testing and determine whether the mean differences between the experimental and control groups were statistically significant. The statistical analysis was performed using SPSS. The research was conducted to test the hypotheses outlined below:

- 1) H_1 : The FSWM has a significant effect on students' writing ability in descriptive texts
- 2) H_0 : The FSWM does not have a significant effect on students' writing ability in descriptive text

3. Results

Before the application of the treatment, a pre-test was administered to both Class VIII B (control group) and Class VIII A (experimental group) to evaluate the students' baseline level of knowledge. Subsequently, each group received a distinct form of instruction. The experimental group (Class VIII A) was taught using the FSW (Focused Sentence Writing) method, whereas the control group (Class VIII B) received conventional instruction without the application of the FSWM. Following a series of instructional sessions, both groups were given a post-test to evaluate the effectiveness of the respective treatments. The results are presented as follows.

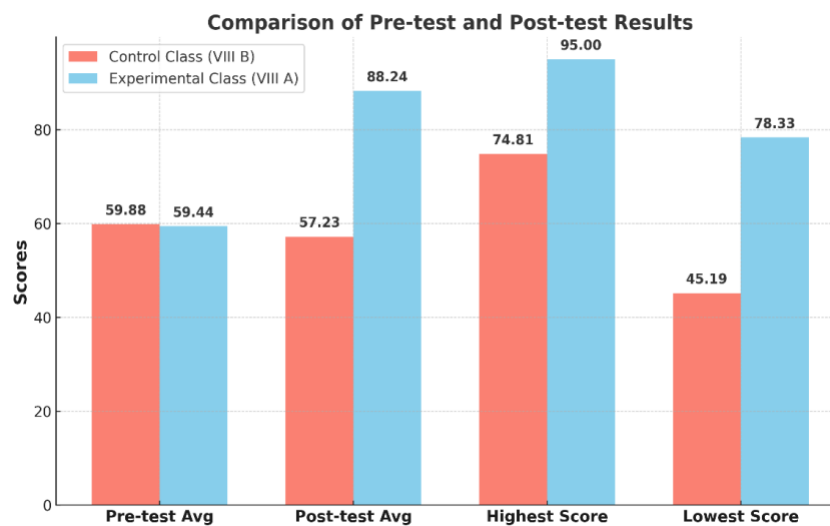


Figure 1. The pre-test and post-test results

The average pre-test score of the control class (VIII B) was 59.88, which falls under the category of poor performance. In the post-test, the highest score achieved by a student in the control class was 74.81, while the lowest was 45.19. The overall average post-test score for this class decreased to 57.23, which remains within the range of poor performance. A comparison between the pre-test and post-test averages indicates a slight decline in performance ($59.88 > 57.23$), suggesting that students in the control class did not demonstrate significant improvement in their ability to write descriptive texts.

In contrast, the experimental class (VIII A) initially obtained an average pre-test score of 59.44, also categorized as poor. However, the post-test results showed remarkable improvement, with the highest score reaching 95.00 and the lowest at 78.33. The average post-test score increased significantly to 88.24, which is categorized as excellent. This substantial improvement in the experimental group indicates that the application of the Focused Sentence Writing Method FSWM had a positive impact on students' ability to write descriptive texts. It can be concluded that although students initially

demonstrated limited writing skills, the use of the FSWM effectively enhanced their performance to an excellent level.

To assess whether the data from both the control and experimental groups followed a normal distribution, a normality test was performed using SPSS version 26. This test is essential for verifying the assumption of normality, which underlies many parametric statistical procedures. In this study, the Kolmogorov-Smirnov test was applied with a significance threshold of 0.05 (5%). The interpretation criteria were as follows: if the significance value (Sig.) exceeds 0.05, the data are deemed to be normally distributed; if the Sig. value is below 0.05, the data are considered not normally distributed. The results of the normality test are displayed in Table 1.

Table 1. Tests of normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Value Pre-kon	.249	18	.601	.889	18	.075
Post-kon	.132	18	.200	.962	18	.504
Pre-eks	.178	18	.056	.914	18	.069
Post-eks	.191	18	.130	.927	18	.093

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results of the normality tests for the control group, examined through both the Kolmogorov-Smirnov and Shapiro-Wilk methods, demonstrate that the data are normally distributed. The Kolmogorov-Smirnov test produced significance values of 0.601 for the pre-test and 0.200 for the post-test, both surpassing the 0.05 threshold. Similarly, the Shapiro-Wilk test yielded values of 0.075 (pre-test) and 0.504 (post-test), also indicating normal distribution. These findings confirm that the pre-test and post-test scores in the control group meet the assumption of normality. In a similar manner, the experimental group's data were also found to be normally distributed. The Kolmogorov-Smirnov test produced significance values of 0.056 for the pre-test and 0.130 for the post-test, while the Shapiro-Wilk test reported 0.069 and 0.093, respectively. As all significance values exceed 0.05, it can be concluded that the data from both the pre-test and post-test in the experimental group also conform to a normal distribution. Furthermore, a homogeneity test was performed as part of the classical assumption checks in regression analysis to evaluate whether the data sets possessed equal variances. For this purpose, Levene's test was utilized to examine the homogeneity of the pre-test and post-test scores from both the control and experimental groups. The analysis was conducted using SPSS. The decision rule for determining homogeneity is based on the significance value: if the Sig. value exceeds 0.05, the data are considered to have homogeneous variances. The outcomes of the homogeneity test are displayed in the following Table 2.

Table 2. Test of homogeneity of variances

Value	df1	df2	Sig.
Levene Statistic	3	88	.114

The obtained significance value of 0.114 exceeds the standard threshold of 0.05, suggesting that the pre-test and post-test data from both the control and experimental groups exhibit homogeneity. Since

the assumptions of normality and homogeneity are fulfilled, the data were deemed appropriate for further analysis through an independent samples t-test. This test is used to assess whether variable X has a statistically significant impact on variable Y and to examine the validity of the previously formulated research hypothesis. The t-test was performed using SPSS, and the outcomes of the analysis are summarized in Table 3.

Table 3. Simple Regression Linier/T-test Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	78.955	5.369		14.706	.000
Without the Four-Square Writing Method	.128	.112	.243	12.146	.026

a. Dependent Variable: Four-Square Writing Method

Referring to the data in Table 3, the obtained significance value (Sig.) of 0.026 falls below the established alpha level of 0.05. Furthermore, the computed t-value of 12.146 surpasses the critical value from the t-distribution table (1.713). These outcomes lead to the rejection of the null hypothesis (H_0), which asserts that the Four-Square Writing Method does not significantly affect students' descriptive writing ability. Instead, the alternative hypothesis (H_1), which proposes that the method does have a meaningful influence on students' writing of exposition texts, is supported. This indicates that implementing the Four-Square Writing Method contributes positively and significantly to enhancing students' writing performance.

4. Discussion

This study provides compelling empirical evidence that the use of the Four-Square Writing Method (FSWM) effectively improves students' proficiency in writing descriptive texts in English. The notable progress demonstrated by the experimental group, in contrast to the control group, highlights the method's effectiveness in helping students structure their ideas and articulate them with improved clarity and coherence. This method, which combines visual scaffolding and structured writing practice, seems to provide an effective framework for novice writers, especially those from EFL backgrounds, who often struggle with textual organization and vocabulary control (Abdullah et al., 2025). The data obtained in this study reveal that the control class, which followed traditional instruction methods without the use of structured graphic organizers, showed minimal progress, and even a slight decline in average scores from pre-test to post-test. This suggests that conventional, teacher-centered approaches may lack the necessary scaffolding that EFL learners require to successfully produce descriptive texts, a genre that demands attention to detail, spatial organization, and the ability to describe characteristics and qualities using appropriate adjectives and cohesive devices (Derewianka & Jones, 2012). Without structured guidance, students are often left confused about how to begin their paragraphs, how to develop supporting details, or how to conclude their writing effectively (Nation, 2009). These challenges are exacerbated in rural settings, where access to instructional resources and teacher training may be limited, further underscoring the need for intuitive, visual-based approaches like the Four-Square Writing Method (Sartika et al., 2024).

Conversely, students in the experimental class who were taught using FSWM showed a dramatic improvement not only in average scores but also in the minimum post-test scores, which increased significantly from 25.00 to 78.33. The post-test average score of 88.24 (categorized as "excellent")

indicates that students in this group benefited greatly from the method's ability to simplify complex writing tasks. The success of this method lies in its structured layout, which divides a page into four boxes, each representing a component of the paragraph: topic sentence, supporting details, examples, and concluding sentence. This format promotes logical sequencing, which is often difficult for junior high school students to master (Anderson, 2005; Utami et al., 2023). By breaking down the writing process into manageable segments, students gain confidence and autonomy in their writing, resulting in higher-quality outputs. In line with this, (Donegan & Fluhler, 2024) argue that explicit instruction with visual aids can improve student engagement and performance especially for students who are still developing their literacy and cognitive skills.

The results of the statistical analysis further substantiate these findings. The marked disparity in performance between the experimental and control groups, as evidenced by the t-test results (Sig. $0.026 < 0.05$; t-value $12.146 > t\text{-table } 1.713$), confirms that the FSWM has a statistically significant impact on students' writing performance. These results corroborate the findings of (Puspita, 2015), who reported a notable improvement in students' ability to construct descriptive texts after being taught with FSWM. Similarly, Rofi'ah & Ma'rifah (2017) concluded that FSWM enhances coherence and idea development in students' writing, especially when the method is applied consistently and reinforced with example-based learning. Furthermore, (Agasi, 2019) observed that using graphic organizers like the four-square chart improves students' ability to organize content and maintain focus within a paragraph. Moreover, when viewed through the lens of genre-based pedagogy, the findings align with the principles of Systemic Functional Linguistics (SFL), which advocate for explicit teaching of text structure and purpose (Schwarz & Hamman Ortiz, 2020). In the context of descriptive texts, the goal is to provide detailed information about people, places, or things. The Four-Square Writing Method inherently supports this goal by allowing students to systematically outline characteristics and supporting details before constructing full paragraphs. This structured pre-writing stage is especially valuable for EFL learners who may lack the vocabulary repertoire or grammatical competence to improvise during the drafting process (Li & Zhang, 2021).

Notably, this study fills critical gaps in the existing literature. While earlier studies explored FSWM in teaching narrative or recount texts (Mahfudhotin, 2014; Septiani, 2018), very few have focused specifically on descriptive writing among junior high school students in rural Indonesian contexts. This distinction is significant, given the increasing emphasis on genre-based writing in the national curriculum and the growing demand for instructional methods that cater to diverse learning needs and regional disparities. The present study shows that FSWM is not only effective across different genres but also highly adaptable to under-resourced educational environments. This is particularly relevant for schools like MTsN 4 Kerinci, where students may have limited access to English writing models and where teachers may lack exposure to evidence-based writing pedagogy. Furthermore, in the broader theoretical framework of second language acquisition, this study supports the view that input must be comprehensible, structured, and relevant for learning to occur. The FSWM serves as a mediational tool that bridges the gap between students' current ability and their potential, aligning with Vygotsky's Zone of Proximal Development (ZPD) (Kolly-Shamne (2022) By guiding students through scaffolding from brainstorming to organizing and then drafting teachers help them internalize effective writing strategies and support long-term improvement. Over time, students are likely to apply this structured approach to other writing genres, thereby developing into independent, confident writers.

Hence, the FSWM proves to be an effective and theoretically grounded approach for teaching descriptive text writing in junior high school EFL classrooms. Its benefits are not only statistical but also pedagogical, psychological, and developmental. By providing students with a visual and structural framework this approach helps reduce writing anxiety, supports logical thinking and encourages

creativity within a clear and manageable format. It is strongly recommended that English teachers especially in rural or underfunded schools apply FSWM in writing instruction and that future studies examine its use across various genres and educational levels. The present study enhances the existing literature of evidence advocating for structured, genre-based instruction in EFL settings, echoing the call for more inclusive, equitable, and context-sensitive approaches to English language teaching.

5. Conclusion

The findings indicate that the implementation of FSWM significantly enhanced students' writing performance, particularly in organizing ideas, maintaining coherence, and employing appropriate vocabulary. This improvement is evidenced by the increase in post-test scores of the experimental group and further confirmed through statistical analysis, where the significance value ($p < 0.05$) supports the rejection of the null hypothesis. Beyond fulfilling the research objectives, the results offer deeper insight into the pedagogical value of structured graphic organizer-based strategies. FSWM not only facilitates the development of writing skills but also promotes students' ability to think logically and systematically. This suggests that writing instruction grounded in visual and structured frameworks can foster higher-order thinking skills, particularly in genres that demand description, such as descriptive text.

Author's declaration

Author contribution

Hermi Zaswita: Conceptualization, design of the study, data collection, data analysis, writing original draft, editing, grammar validation, and preparation of the final manuscript. **Hesti Leviana Sari:** data analysis, editing-draft, and proofreading. **Gulzhaina Kuralbayevna Kassymova:** editing-draft and proofreading.

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Data availability

The data supporting the results of this study include students' pre-test and post-test scores, students' descriptive writing, and documentation from the treatment activities. These data are not publicly accessible due to ethical considerations and the need to protect the privacy of the participating students. However, the datasets can be obtained from the corresponding author upon reasonable request. All data have been anonymized to maintain confidentiality, and no secondary data sources were used in this study.

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Conflict of interest

The authors of this article wish to confirm that there is no conflict of interest in the conduct of the research, data processing, and publication of this article, either financial or non-financial.

Ethical clearance

Ethical approval for this study was obtained from *MTsN 4 Kerinci* and *Dinas Pendidikan Kabupaten Kerinci*, the institution where the research was conducted. All the research was carried out in accordance with the ethical principles of the Declaration of Helsinki. No procedures that could cause harm, intrusion, or risk were applied, and all participants' identities and personal information were kept confidential.

AI statement

ChatGPT and Grammarly were used to improve the grammatical quality and overall readability of this article. All AI-assisted suggestions were carefully reviewed by the authors to ensure their accuracy, relevance, and consistency with the study's topic and cited sources. No AI-generated content was incorporated without thorough evaluation, and the authors retain full responsibility for the content of this article.

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