

Improving Students' Writing Exposition Text By Using Four Square Writing Method Of The Eleventh Grade Science At Senior High School

Juanda^{1*}, Muliaty Ibrahim², Sujarwo³

¹Makassar State University, Indonesia, ^{2,3}Megarezky University, Indonesia

Correspondence*

E-mail: juanda@unm.ac.id

Received : 15 July 2025

Accepted : 25 October 2025

Published : 01 November 2025

Copyright (c) 2025 Author. Juanda,
Muliaty Ibrahim, Sujarwo



This work is licensed under
a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

Abstract

The teaching of writing in Senior High Schools is still hampered by a number of problems. This study aims to describe implementation of classroom actions using the FSWM learning and describe the model on students' exposition text writing skills exposition text the 11th grade students at SMA Negeri Negeri 12 Makassar. This classroom action research was conducted in one XI IPA4 class of SMA Negeri 12 Makassar with 36 students from March to May 2020. The study involved two cycles of planning, action, observation, and reflection, utilizing the Four Square Writing Method (FSWM) to improve students' exposition writing skills, with data collected through tests, questionnaires, observations, and field notes, and analyzed using qualitative and quantitative techniques. The research found that the Four Square Writing Method (FSWM) effectively improved both the process and product of writing exposition texts for XI IPA 4 students at SMA Negeri 12 Makassar. Process improvements included increased student engagement, active participation, positive responses to the learning model, and conducive classroom interactions, while product success was reflected in enhanced writing skills. This research concludes by demonstrating the effectiveness of the Four Square Writing Method (FSWM) in enhancing students' exposition text writing skills while fostering a more interactive and conducive learning process.

Keywords: Classroom Action Research, Exposition Text, Four Square Writing Method, Learning Process, Writing Skills

INTRODUCTION

Writing is an essential component of students' communication skills and a key aspect of language learning, particularly in teaching English at the Senior High School level. As English serves as a foreign language for international communication in many Asian countries (Luan et al., 2018). Students to write exposition text emphasizing personal expression: to state and defend a personal opinion or engage in creative problem-solving for which there is no correct answers (VirDYana, 2016; Asdar et al., 2024). The phenomenon in learning a second language or a foreign language especially in writing for the students were feelings of anxiety, apprehension, and nervousness remain a prevailing (Macayan et al., 2018). Writing, in particular, is a skill that is required in many contexts throughout life (Hidayati, 2018; , Asdar., et al., 2024).

Based on the government regulation in the new revised English syllabus of curriculum 2013, the students should be able to write some interactional, transactional, and functional texts with regard to the social functions, structures, and linguistic elements. The students were taught to get accustomed to write texts systematically, logically, and effectively through some practices (Hapsari et al., 2018). Writing which is considered as social process (Nurfaidah, 2018). In fact, the students will not actively participant in teaching and learning process if they do not have interest to writing class (Astrid, 2015). Writing in the second language is nomerous that leads learners to make errors in their performance (Imaniar, 2018). Writing, which seems to be burdensome and boring will be less demanding (Purnawarman, Pupung, Susilawati, 2016). However, the student writing in the classes need instructors. Teaching English writing is very challenging in English proficiency courses. Students need to possess good writing skills.

One of the fundamental skills that students need to master during their tertiary education is writing. Therefore the teachers should have the strategies to get the students to understand and to overcome their problems (VirDYana, 2016).

The pre-research results show that the eleventh-grade students of SMA Negeri 12 Makassar have low writing skills in English, with an average score of only 56.75 compared to the KKM standard of 75. Their overall English mean score of 63.71 is only slightly above the minimum requirement of 62. Students struggle to present and explore ideas, often making mistakes in expressing thoughts through appropriate words. They also lack cohesiveness and coherence due to the absence of clear guidance on systematic writing.

The Many students find it difficult to think actively and generate ideas for writing. They feel anxious when facing a blank sheet and unsure where to start. Some say writing makes them confused and dizzy. Even when ideas appear, they struggle to express them in sentences. The researcher concludes that students find it frustrating to transfer thoughts into text. Teachers confirm that grammar is their biggest difficulty. One student admitted struggling to remember verb two and verb three forms. The pre-test results support this, with an average score of only 21.15 for language use. Students also face problems in sentence construction, tense, and

word order. Their limited vocabulary and low motivation, worsened by monotonous teaching methods, make writing even harder for them.

Moreover, students who had no experience, were quite hard to express their thoughts into writing, as they had only limited ideas to write (Kheryadi, 2017). Writing is a valuable tool for learning in a number of ways. Writing helps students reflect on how many they already know about a topic (Indahyanti, 2017). Writing is an edge in workplace communication which is situated in a work site as its community (Yusuf, Nurul Kamalia & Embi, 2018). The step by step approach used can make the students be accustomed to write systematically. By using FSWM, the students will easily brainstorm the ideas to write and explore the details. They will write systematically in organized using outline (Salija, 2017).

This was what done by Winarto (2018) at the State Islamic Institute (IAIN) Kediri. In his study Winarto discovers that all elements of writing that comprise the quality of format, punctuation and mechanics, content, organization, and grammar and sentence structure. The results of the study indicate that the implementation of FSWM was significant to improve students' score in writing descriptive text—from 48.82 to 66.05 in cycle I to 72.95 in cycle II. Implementing FSWM not only can improve students' score in writing but also can reach the minimum passing grade stipulated by the school, 70 (Norhasanah, 2017).

Writing ability is through idea listing technique (ILT), Miftah (2015) in his study using this technique finds that the implementation of ILT can enhance the students' ability in writing expository paragraph. In present study, the researcher also believe that FSWM is effective in overcoming the problem in writing descriptive text. This method has been used in many schools in Indonesia and it has been proven that FSWM could improve students' writing skill as revealed by following researches. Wijastuti (2010) presents that FSWM is able to improve students' writing skill and situation of the classroom. Pratiwi (2014) points out that the use of FSWM can increase students' writing skill from 59.07 to 65.73 in cycle I and from 59.07 to 75.26 in cycle II. Sulistyorini (2013) also has found that FSWM had improved students' score in writing from 57.75 to 70.14 in cycle I and 78.5 in cycle II. Kurniawati (2013) though did not present specific scores, also claims that FSWM was effective.

The objectives of the study are: To describe the initial information on students' exposition text writing skills exposition text the eleventh grade students at SMA Negeri Negeri 12 Makassar in 2019/2020 academic year; To describe implementation of classroom actions using the FSWM learning; Model on students' exposition text writing skills exposition text the eleventh grade students at SMA Negeri Negeri 12 Makassar in 2019/2020 academic year; To describe of the improvement of students' exposition text writing skills through the FSWM learning model. Significance of the Research; on the research result, it is expected that there will be benefits given to the teachers, the students and school.

METHODS

This classroom action research was conducted at SMA Negeri 12 Makassar, specifically in XI IPA4 class with 36 students (21 girls and 15 boys), during March to

May 2020. It employed the Four Square Writing Method (FSWM) over two cycles, each consisting of two meetings, to improve students' exposition text writing skills. Data were collected through observations, interviews, field notes, questionnaires, and writing tests, with qualitative data analyzed using the Constant Comparative Method and quantitative data analyzed descriptively (Bell, 2014; Sulistamawati, 2015). The research followed the classroom action research model as described by Kemmis, which includes planning, action, observation, and reflection, repeated in cycles if results are not satisfactory (Kemmis, Stephen, 2014; Riansih, 2017). Other action research models by (Kemmis, Stephen, 2014) also informed the study, emphasizing iterative improvement and collaborative inquiry.

The research instruments, including questionnaires and assessment guidelines, were used to evaluate students' progress, attitudes, and participation in learning to write exposition texts. Success was defined by achieving a minimum of 75% of students scoring 75 or above out of 100, based on the minimum competency criteria (KKM). This aligns with the goal of action research to address practical educational challenges and improve learning outcomes. The reflective process showed that FSWM effectively enhanced student engagement, collaboration, and writing skills, creating a conducive and interactive learning environment (Marlina, Neni, Jujun M. Ramdani, 2016; Salija, 2017).

RESULTS AND DISCUSSIONS

Initial Description of Exposition Text Writing Skills Before the implementation of the action began

Before implementing the action, observations showed that most students of class XI IPA 4 at SMA Negeri 12 Makassar had difficulty writing exposition texts due to limited practice, with 93.11% struggling to master writing competencies and an average pre-test score of 58.75, below the KKM of 75. Although 82.76% were motivated to improve, they struggled with content, organization, grammar, and focus. To address this, the researcher and English teacher, Mr. Adrianus, conducted classroom action research using the FSWM model, involving discussions, group work, and writing activities to enhance students' understanding, collaboration, and clarity in developing exposition texts.



Fig. 1 Teachers and researchers introduced the FSMW learning model



Fig. 2 Teachers and researchers discuss the FSMW learning model



Fig. 3 students write with FSMW



Fig. 4 Researchers observe students writing with FSMW



Fig. 5 the teacher observes the students writing with FSMW



Fig 6 students are not yet serious about writing with FSMW



Fig. 7 students stand looking at other students writing with FSMW



Fig. 8 Sudent prepare writing with FSMW model



Fig. 9 Sudent late

b) The second meeting (2 x 45 minutes)

The second meeting of the first cycle, held on March 11, 2020, continued the previous session focusing on writing exposition texts about the impact of WhatsApp media for students using the FSMW model. Out of 36 students, 31 attended, while five were absent due to illness, permission, or without notice. The teacher began with greetings, attendance, and a brief review to motivate students to be more active. During this session, students reviewed their previous main ideas organized in four FSMW boxes and developed them into complete exposition paragraphs using appropriate connection words. The teacher explained linking words, distributed the FSMW papers, and guided students through individual and group writing stages. Students then discussed and corrected each other's work in six groups, each producing a four-paragraph exposition text. Finally, group representatives presented their results before the class concluded the learning activity successfully.



Fig. 10 Student Activities in Discussion and Presentation



Fig. 11 students serious write the exposition text



Fig. 12 serious students write the exposition text, almost finish



Fig. 13 Students presentation in the group text exposition

3) Observation Classroom Action Research Cycle I

During the implementation of the FSWM learning model in writing exposition texts, researchers and collaborators observed classroom activities and recorded them in field notes to evaluate both process and product success. In the first meeting of cycle I, students showed low interest and confusion; many were inattentive, talked to peers, and struggled to identify main ideas, with some leaving their work incomplete. The classroom atmosphere was less conducive due to distractions and unclear understanding of the task. However, in the second meeting, students' enthusiasm improved noticeably. They began to participate actively in discussions, respond to questions, and collaborate effectively in groups. The learning environment became more focused, and students showed positive attitudes toward the FSWM model, demonstrated better teamwork, and sought clarification when facing difficulties, indicating significant progress in both engagement and comprehension of exposition text writing. The results of the observation in the first cycle of the second meeting 11 March 2020 From the aspect of student attendance, it can be chosen as follows

07, ill; 031 permits; 19, 20, 30 missing; 015 and 029 are late arriving (14.18). One of the students spoke, asked questions, could use a pen. At that time the students were asked to work on, develop an exposition text. A student who didn't come in last week told me what to do with this framework. (CL 11 March 2020)

Furthermore, there were three students who obtained permission during class learning

At 027 minutes, 035 minutes 14:28 permission to the toilet 029 minutes 14:26 permission to go to the toilet 035 at 15.00 permission to buy drinking water in the canteen (CL 11 March 2020)

Students are not confident in writing the exposition text and still need help from their friends

A student goes to see his friend's work. Observer saw the student's work and took a

photo, it turned out that nothing was written yet at 14.30. and there are still street students and ask other friends and stand to see their friend's work. 014.; 14.10 just finished 1 paragraph CL 11 March 2020)

Students after the 2nd hour session, or after one hour of lessons, 1st lesson. Held group discussions. The group that is ready is invited by the teacher to present the results of the work to the front of the class. Group 1 was represented by the IPA42 advanced presentation. Meanwhile the other groups were told to pay attention seriously. However, when group 1 advanced, there were still students walking around to disturb their friends. There are also those who interfere with IPA434 who is making a presentation. The teacher also gives warnings to busy students and disturbs their friends to pay attention. (CL 11 March 2020)

The teacher asks students to pay close attention to the group that is progressing the presentation, to receive the information presented. Other groups pay attention even though there are still a few students who don't really pay attention. After all the groups finished their presentation, the teacher asked the students to return to their seats. (CL 11 March 2020)

Based on the explanation above, it can be seen that there is an increase from the first meeting to the second meeting. At the first meeting, students seemed to pay enough attention, responded actively to what was explained by the teacher, and asked the teacher about things that were not clear. At the second meeting, the learning process started to look good. The students' attention, activeness, and participation in writing the exposition text had increased for the better. Based on the observations made by the researcher, the activities carried out during the research cycle I was in accordance with the research plan. During the first cycle, the teacher overall has played a good role. Teachers are able to deliver material, master class, allocate time, master learning models, and are able to guide students well. This is because the teacher is close to the students and already understands what to do.

b) Product Success

The success of the product can be seen from the increase in the results of the exposition text writing test after the first cycle of action using the FSWM learning model. The problem, paragraph; mechanic, capital letters, title, exclude sources. The success of the product can be seen from the results of the students' exposition text writing in the first cycle of action. The results of the first cycle are then compared with the results obtained in the initial ability test (pre-action) before using the FSWM learning model. The increase occurred in the first cycle of writing the exposition text with an average score of 76, while the initial ability test only reached an average

score of 58.75. This shows that there has been an increase of 17.25. The following is a table and bar chart for improving the writing skills of exposition text in every aspect from the pre-action activities to cycle I.

Table 1. Increase in the Average Score of Action and Cycle I in Each Aspect

No	Aspects	Pre-action	Cyclus I	Increase
1.	Content	17,13	23	5,87
2.	Organisation	12,03	16	3,97
3.	Vocabulary	12,31	15	2,69
4.	Grammar	11,96	15	3,04
5.	Mechanics	5,86	7	1,14
Total		58,75	76	17,25

From the results of the assessment of each aspect that was assessed in writing the exposition text this can be added to the class average score shown on the bar chart following.

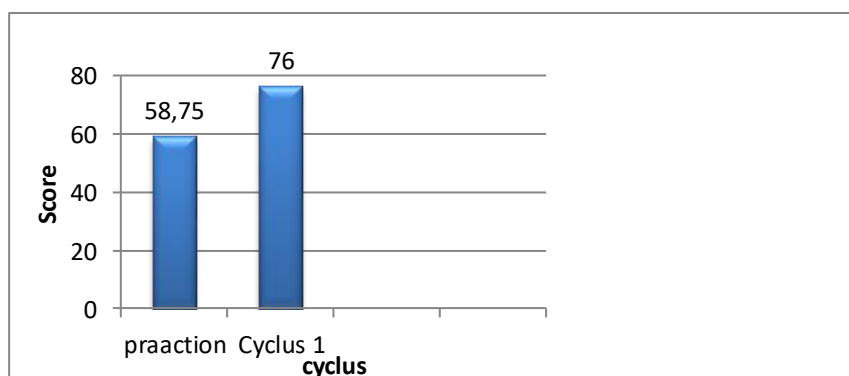


Fig. 14 Average Score Improvement for Each Aspect from Action to Cycle I

Based on Table 4 and Diagram 1, students' average scores in all aspects of exposition text writing improved after implementing the FSWM learning model. The highest score reached 85 (IPA427) and the lowest 50 (IPA431). In the content aspect, the average score rose from 17.13 to 23, showing a 5.87 increase as students developed ideas more effectively. The organizational aspect improved by 3.97 points (from 12.03 to 16), indicating that students could structure their writing with a thesis, arguments, and reaffirmation. Vocabulary mastery increased by 2.69 points (from 12.31 to 15), reflecting better word choice. Grammar scores also rose by 3.04 points (from 11.96 to 15), showing improved sentence effectiveness. Finally, the mechanical aspect, covering spelling, punctuation, and capitalization, increased by 1.14 points (from 5.86 to 7). Overall, these improvements demonstrate significant progress in students' exposition writing competence.

4) Reflection on Cycle I

After the observation stage, reflection was conducted collaboratively by the researcher and the teacher to evaluate the results of cycle I based on process and

product indicators. The process showed improvement as students became more enthusiastic, focused, and active in writing and presenting their exposition texts, though some remained inattentive. The FSWM learning model had not yet fully achieved the desired outcome, prompting the need for refinement in the next cycle. In terms of product, students' writing scores improved across all aspects: content increased by 5.87, organization by 3.97, vocabulary by 2.69, grammar by 3.04, and mechanics by 1.14. Despite these gains, overall progress was modest due to issues like low concentration, lack of confidence, and student absences during tests. The researcher and collaborator planned to address these challenges by enhancing student motivation and modifying learning media to better stimulate ideas and maximize learning outcomes in the next cycle.

b. Results of Cycle II Classroom Action Research

1) Classroom Action Research Planning Cycle II

This second cycle class action research planning aims to improve the aspects of exposition text writing that have not been fulfilled in the learning cycle I. This is also to find solutions to constraints faced by students in the writing process of the exposition text cycle I, so that maximum results can be achieved. The implementation planning carried out in cycle II is as follows. a) Preparing exposition text writing material, constraints on online learning at home to be delivered to students. b) Prepare a learning implementation plan (RPP) compiled by the researcher with the guidance and approval of the English subject teacher. c) Prepare a file given a rectangular grid c) Prepare an exposition text writing skill test sheet. d) Prepare a post-action questionnaire. e) Prepare field notes and documentation tools as data recorders. f) Prepare learning media for share power points and zoom. g) The teacher provides more motivation to increase enthusiasm, effectiveness, and attention or focus of students in following the learning process of writing exposition text. This is done because there are students who have not focused on when learning takes place in cycle I. h) The teacher asks students to pay more attention to writing and tidiness student writing.

2) Implementation of Class Cycle II

The implementation of cycle II aimed to improve weaknesses found in cycle I and was carried out in two meetings (2×45 minutes). In the first meeting, the teacher and students reflected on previous difficulties and discussed solutions to enhance writing performance. Through Zoom, the teacher explained the structure of exposition texts, presented examples, and shared materials for students to download and study. Students were divided into pairs via the WhatsApp group XI IPA 4 and guided to create an outline in a rectangular FSWM box themed "The Coronavirus." They discussed ideas collaboratively, developed the exposition framework, and concluded the session with reflection on the learning process.

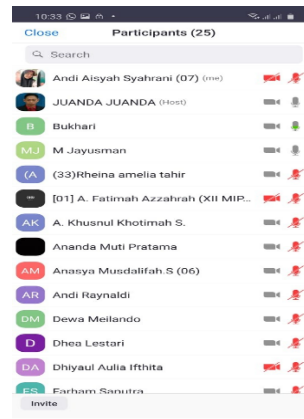


Fig. 15 Student Activities Observing Examples of Exposition Text Later Discussion on Writing with the theme How to Achieve Success in Cycle II of the First Meeting

b) The Second Meeting

The second meeting of the second cycle continued the learning process of writing exposition texts from the previous session, focusing on individual writing, peer editing, publication, and post-action reflection. Students wrote an exposition text on the topic of the coronavirus, then exchanged their work with peers via WhatsApp for editing and feedback. After receiving comments, each student revised their text accordingly. Selected students presented their revised writings through a Zoom session, where the teacher provided reflection and reinforcement of key writing concepts. This stage emphasized independent writing, digital collaboration, and peer evaluation to strengthen students' critical thinking and writing quality. After the presentations, students completed a post-action questionnaire honestly through WhatsApp or email to assess their learning experiences. The second meeting of the second cycle successfully concluded the overall classroom action research on improving exposition text writing through the FSWM model.

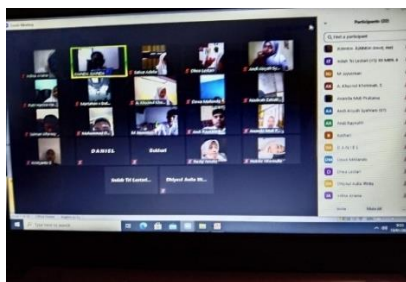


Fig. 16 Students discuss via Zoom

3) Observation Classroom Action Research Cycle II

During cycle II, the researcher observed the learning process of writing exposition texts using the same instruments as in cycle I to evaluate process and product success. Observations focused on students' behavior, participation, and interaction during Zoom sessions, including attendance, activity, attention, and responsiveness. Although some students were still late or less active in discussions, overall engagement improved compared to cycle I. More students actively wrote and interacted with the teacher, asking relevant questions about exposition structure

through Zoom and WhatsApp. This indicated growing understanding, participation, and motivation in applying the FSWM learning model during the second cycle.

Assalamualaikum, in the morning MS, I have ananda, I want permission not to enter English zoom because Mr. Anar Hospital wants to control Mr. (CL January 2021)

There are those who find it difficult to join the zoom

"Tabe Sir has been doing this for me from earlier, so I waited but it was still not accepted. (CL January 2021)

Furthermore, at the second meeting of the second cycle, almost all students were active and responsive to the exposition text learning material.

Students are more active in editing their friends' exposition text, have more confidence in themselves, and are more enthusiastic in writing the exposition text. Only less than five students who are less active in learning. Students enthusiastically wrote exposition text, the atmosphere was calmer than the previous week. Students look more enthusiastic, confident, and no longer take a walk to disturb their friends. (CL. 27-1-2021).

In the second cycle of this second meeting, students were enthusiastic about writing. The results of the students' exposition text writing also improved compared to the first cycle meeting. This is in accordance with the following field notes.

Students compete to finish writing and send via email and make lists in WA who have submitted assignments. The teacher also responds to the assignment that has been entered by giving good responses. Sample code IPAA407, IPA433, IPA409 submitted their work early via WA. The results of student work are better than the previous meeting. CL. S2. 276-1-2021

Based on the explanation above, it is seen that there is an increase in the learning process from cycle I to cycle II. In the implementation of cycle II, the learning process is getting better. Learning to write exposition text with Using the FSWM learning model was welcomed by most students, because this learning model adapted to the conditions of the students and could be combined with supporting media. Students seem to pay more attention and are active in learning to write exposition text.

b) Product Success

The success of the product in the second cycle can be seen through the results of the acquisition of scores in learning to write exposition text using the FSWM model. The scores for writing the exposition text using the FSWM learning model can be seen in the following table. The success of the product can be seen from the writing of the students' exposition text in the second cycle of action. The results of the second cycle were then compared with the results obtained in the action cycle I. The improvement in learning to write exposition text occurred in cycle II with an average score of 82.32. In the action cycle I only reached an average score of 76. This shows that there has been an increase of 6.32. The following table and diagram

of the improvement of writing text skills from the first cycle to the second cycle. IPA46 score obtained the highest score of 95 and the lowest score of 75.

Table 2. Increase in the Average Score of Cycle I and Cycle II in Each Aspect

No	Aspects	Cyclus I	Cyclus II	Increase
1.	Content	23	24,41	1,41
2.	Organisation	16	17,25	1,25
3.	Vocabulary	15	16,67	1,67
4.	Grammar	15	16,29	1,29
5.	Mechanics	7	7,51	0,51
Total		76	82,32	6,32

The increase in the form of a bar chart can be seen as follows.

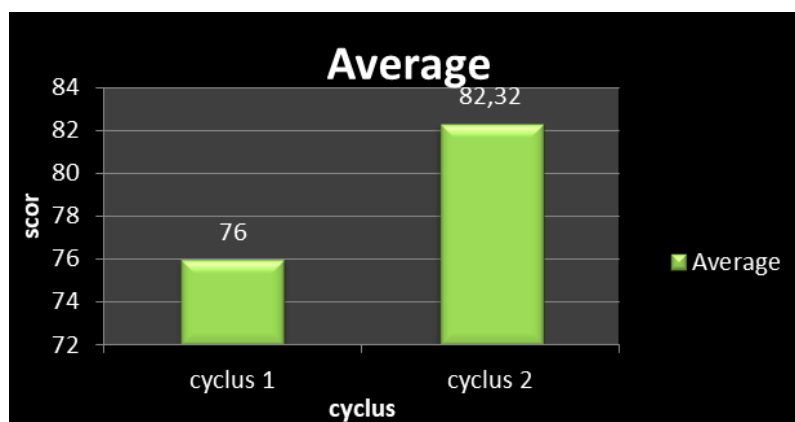


Fig. 17 Increasing score from cycle 1 to cycle 2

Based on Table 2 and Figure 17, students' average scores in all aspects of exposition text writing improved in cycle II compared to cycle I. In the content aspect, the average score rose from 23 to 24.41, an increase of 1.41, showing better topic development. The organizational aspect improved by 1.25 points, from 16 to 17.25, as students were able to structure their writing with thesis, arguments, and reaffirmation. The vocabulary aspect increased from 15 to 16.67, a gain of 1.67, reflecting richer word choice. In the grammar aspect, the score rose from 15 to 16.29, an increase of 1.29, showing more effective sentence construction. Lastly, the mechanical aspect, covering spelling, punctuation, and paragraphing, improved from 7 to 7.51, or 0.51 points. These results indicate consistent improvement across all aspects of writing, demonstrating the effectiveness of the FSWM learning model in enhancing students' exposition text writing skills.

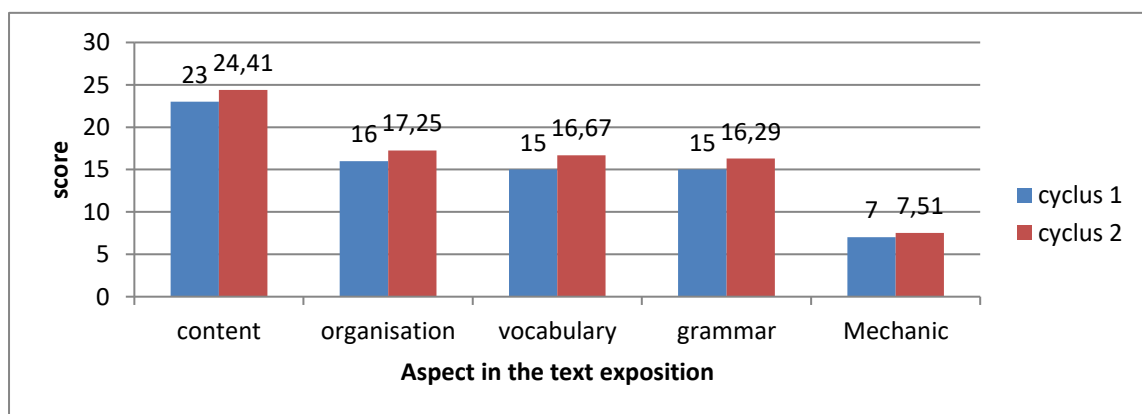


Fig. 18 Class Average Score Improvement in Cycle I and Cycle II

4) Reflection

After the observation stage, reflection was conducted to evaluate the implementation of the FSWM learning model from cycle I to cycle II. The results showed significant improvement in both the learning process and writing outcomes. Based on field notes, questionnaires, and tests, students' average score increased from 58.75 in the pre-action stage to 76 in cycle I and 82.32 in cycle II. This improvement reflected progress across content, organization, vocabulary, grammar, and mechanics aspects. The FSWM model effectively enhanced students' engagement, understanding, and writing performance, proving its success in improving exposition text writing skills among class XI IPA 4 students of SMA Negeri 12 Makassar.

Table 3. Comparison of Scoring Results of the Aspects of Writing Exposition Text in Action, Cycle I, and Cycle II Aspects of Average Score Improvement from Action to Cycle II

No	Aspects	Pre-action	Cyclus I	Cyclus II	Increase
1.	Content	17,13	23	24,41	7,28
2.	Organisation	12,03	16	17,25	5,22
3.	Vocabulary	12,31	15	16,67	4,36
4.	Grammar	11,96	15	16,29	4,33
5.	Mechanics	5,86	7	7,51	1,65
Total		58,75	76	82,32	22,84

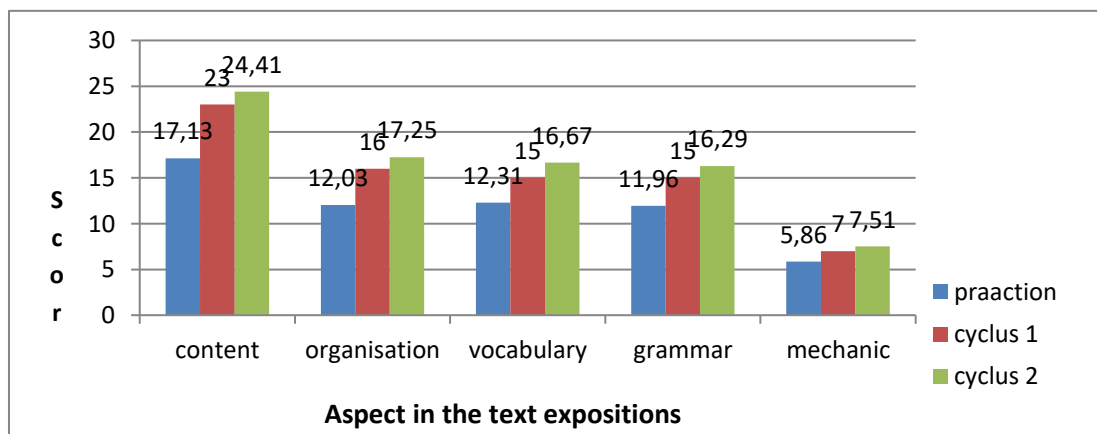


Fig. 19 Comparison of Scoring Results on the Aspects of Writing Exposition Text in Pre-action to Cycle II

Discussion

Praaksi menunjukkan 93,11% siswa XI IPA 4 masih kesulitan menulis teks eksposisi meski 82,76% berminat; rerata awal hanya 58,75 dengan kelemahan pada isi, organisasi, kosakata, tata bahasa, dan mekanik. Temuan ini sejalan dengan penelitian sebelumnya bahwa menulis menuntut latihan terstruktur, umpan balik bermakna, dan bimbingan model pembelajaran (Purnawarman & Susilawati, 2016; Hapsari, Santosa, & Asib, 2018; Ismail, Hussin, & Darus, 2012; Hidayati, 2018).

Tindakan kelas menerapkan FSWM dalam dua siklus, yaitu mengisi ide pokok pada kotak, menyusun kerangka, menulis, mengedit-revisi, hingga presentasi. Proses belajar makin kondusif. Partisipasi, fokus, dan kerja sama meningkat sesuai keunggulan FSWM yang melatih interaksi dan tanggung jawab (Huda, 2013; Satriani, Emilia, & Gunawan, 2012). Hambatan kecemasan, miskonsepsi, dan miskoheasi berangsur teratasi melalui latihan berulang dan umpan balik sebaya (Macayan et al., 2018; Virdyana, 2016; Kheryadi, 2017; Hawkins & Martin, 2019; Crimmon, 1967/Sianna & Syawal, 2005).

Hasil produk naik signifikan dengan rerata 58,75 (pra), 76 (Siklus I), 82,32 (Siklus II), dengan peningkatan pada isi, organisasi, kosakata, tata bahasa, dan mekanik. Efektivitas FSWM selaras dengan temuan sebelumnya (WS Fatimah, 2010; Megaiab, 2014; Winarto, 2018; Norhasanah, 2017) dan prinsip perancangan kalimat topik serta teknik penyenaaran ide (Gould & Gould, 2005; Miftah, 2015), serta studi yang melaporkan perbaikan keterampilan dan situasi kelas melalui FSWM (Wijastuti, 2010; Pratiwi, 2014; Sulistyorini, 2013; Kurniawati, 2013).

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research described in the previous chapter, it can be concluded that the FSWM model can be used to improve the writing skills of exposition text for class XI IPA 4 students of SMA Negeri 12 Makassar. The improvements that occur after being subjected to actions include improvements to processes and products. Improvement in terms of process can be seen in the implementation of learning that goes well. It can be said good, because students

feel comfortable and understand the material presented. Process improvement also includes the overall behavior of students during the learning process. Students pay more attention and respond enthusiastically to the teacher's explanation. During the process of writing the exposition text, students participate actively in interacting or collaborating with other students. Students respond positively to the learning model used. In addition, there are good questions and answers between teachers and educators. This makes learning to write an exposition text more conducive and interesting.

Product improvement can be seen from the class average score obtained from the pre-action stage to cycle II. In the pre-action stage, it was obtained an average score of 58.75, increasing to 76 in the first cycle. Furthermore, there was an increase in the average score of writing exposition text in cycle II to 82.32. This shows an increase of 23.57 from the pre-action stage to cycle II. The results of the actions taken until cycle II have met the indicators of product success, namely 75% of students get a score of more than or equal to 75 from a maximum score of 100 after being given the action. Overall, in cycle II, all aspects and criteria for writing an exposition text experienced a significant increase. From the results of the above research, it is proven that the use of the FSWM learning model is considered successful and can improve the ability to write exposition text of class XI IPA 4 students of SMA Negeri 12 Makassar.

REFERENCES

- Asdar, A. Vivit Angreani, Andi Ramadhana. B., & Nani Sri Fitri Nurheni. (2024). Desain Bahan Ajar Keterampilan Menulis Berbasis Pendekatan Integratif Sebagai Implementasi Model Kemp Siswa SD Inpres Kota Makassar. *EDULEC: Education, Language, and Culture Journal*, 4(1), 94–107. <https://doi.org/10.56314/edulec.v4i1.219>
- Asdar, Muhammad Asdam, Nursamsilis Luffin, Elsayani Grestiani Limbong, & Tuan Nordin Bin Tuan Kechik. (2024). Effectiveness of the Sequenced Type of Integrative Learning Model in Teaching Writing of West Wawonii Elementary School Students. *IJOLEH: International Journal of Education and Humanities*, 3(1), 26–43. <https://doi.org/10.56314/ijoleh.v3i1.223>
- Astrid, A. (2015). USING PEER-RESPONSES AND TEACHER ' S WRITTEN FEEDBACK TECHNIQUE THROUGH BLOG IN WRITING II CLASS OF ENGLISH EDUCATION STUDY PROGRAM. *Jurnal Vision*, 4(1), 5–26.
- Bell, L. M. and J. M. A. (2014). *Student Voice, Teacher Action Research and Classroom Improvement*. Sense Publisher.
- Hapsari, C. T., Santosa, R., & Asib, A. (2018). Dialogue Journal: Exploring Its Use to Teach Writing. *International Journal of Multicultural and Multireligious Understanding*, 4(69), 184–195.

- Hidayati, K. H. (2018). Teaching Writing to EFL Learners: An Investigation of Challenges Confronted by Indonesian Teachers. *LANGKAWI, Journal of The Associations for Arabic and English*, 4(1), 21–31.
- Imaniar, F. (2018). Students ' Writing Errors and What Lies Beyond Them. *LANGKAWI, Journal of The Associations for Arabic and English*, 4(2), 71–83.
- Indahyanti, R. (2017). Think Talk Write Strategy toward Students' Writing Ability Rizka. *Ethical Lingua, Journal of Language Teaching and Literatur*, 4(2), 139–150.
- Kemish, Stephen, R. M. & R. N. (2014). *The Action Research Planner, Doing Critical Participatory Action Research*. Springer is part of Springer Science+Business Media (www.springer.com).
- Kheriyadi. (2017). Improving Students Writing Narrative Through Writing Games for Acceleration Class. *EduLite, Journal of English Education, Literature and Culture*, 2(2), 377–388.
- Luan, N. G. L. E. E., Nor, S., & Ishak, A. (2018). Instructor ' s Direct and Indirect Feedback: How do they Impact Learners ' Written Performance ? *3L: The Southeast Asian Journal of English Language Studies*, 24(3), 95–110.
- Macayan, Jonathan Veran, Edward Jay Mansarate Quinto, Julius C. Otsuka, A. B. S. C. (2018). Influence of Language Learning Anxiety on L2 Speaking and Writing of Filipino Engineering Students. *3L: The Southeast Asian Journal of English Language Studies*, 24(1), 40–55.
- Marlina, Neni, Jujun M. Ramdani, dan M. S. (2016). ACTION RESEARCH: THEORY AND PRACTICE IN ENGLISH PRE-SERVICE TEACHERS. *EduLite, Journal of English Education, Literature and Culture*, 1(2), 196–214.
- Norhasanah, A. M. &. (2017). FOUR SQUARE WRITING METHOD AS A TECHNIQUE TO TEACH DESCRIPTIVE WRITING. *JEELS*, 5(2), 259–277.
- Nurfaidah, S. (2018). Vygotsky ' s Legacy on Teaching and Learning Writing as Social Process. *LANGKAWI, Journal of The Associations for Arabic and English*, 4(2), 149–156.
- Purnawarman, Pupung, Susilawati, W. S. (2016). THE USE OF EDMODO IN TEACHING WRITING IN A BLENDED LEARNING SETTING. *Indonesian Journal of Applied Linguistics*, 5(2), 242–252.
- Riansih, R. (2017). The Effect of Self-Editing on Writing Skill of Twelfth Grade Students of SMAN 1 Lubuklinggau. *EduLite, Journal of English Education, Literature and Culture*, 2(1), 251–262.

- Salija, K. (2017). THE EFFECT OF USING OUTLINES ON IDEA DEVELOPMENT QUALITY OF STUDENTS ESSAY WRITING. *International Journal of Language Education*, 1(1), 11–19.
- Sulistamawati. (2015). *Improving Students' Speaking Skill Through Pyramid Discussion*. 2(1), 46–67.
- VirDYana, N. K. (2016). TEACHING WRITING SKILL BY USING BRAINWRITING Strategy. *OKARA, Journal of Language and Literature*, 1(1), 67–77.
- Yusuf, Nurul Kamalia, M. M. D. Y., & Embi, M. A. (2018). Workplace Writing in L2 Experiences Among Millennial Workforce: Learning to Write in English. *3L: The Southeast Asian Journal of English Language Studies*, 24(1), 145–161.