

**THE EFFECT OF USING CUBING TECHNIQUE ON THE STUDENTS'
ACHIEVEMENT IN WRITING DESCRIPTIVE PARAGRAPH
AT TENTH GRADE OF SMKN 1 LANGSA**

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ACHIEVEMENT IN WRITING DESCRIPTIVE PARAGRAPH
AT TENTH GRADE OF SMKN 1 LANGSA**

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Author

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ABSTRACT

This research purpose is to identify the effectiveness of using cubing to improve the students' achievement in writing skill and to know the implementation of cubing technique in teaching learning process. The design of this study is an Experimental Method with two groups' Pre-Test and Post-test design. The object of this study were students of SMK Negeri 1 Langsa. The research was conducted in January 2016. It was conducted at two classes. Each class consisted of 35 students. To collect quantitative data, the researcher conducted test before and after the research implementation. To analyze the quantitative data, the research used the mean scores of the test. The instrument for collecting the data was writing test. The data were analyzed by using t-test formula. The research shows that the value of t-observed is higher than the value of t-table $3,46 > 2,00$ ($\alpha = 0,05$) with the degree of freedom (df) = 68. It means that there is significant effect of using cubing technique on students' achievement in writing descriptive paragraph. So, the alternative hypothesis (H_a) is accepted. The research findings are described in line with the problem statements as follows: cubing technique improve the students' achievement in writing descriptive paragraph, especially on the aspect of content, organization of ideas, and language features which is proved by the significant improvement of the mean score of the post-test control group and post-test experimental group. As the result, there is no missing stage from pre-writing to post-writing. Moreover, during the teaching learning process by using cubing technique, the students looked enthusiast and active while the teacher implemented the technique. They were also actively involved in the teaching learning process. Based on the explanation above, the researcher concluded that the cubing technique improved the students' achievement in writing descriptive paragraph. Therefore, it is recommended that teachers use cubing as the technique in teaching writing.

Keywords: Cubing Technique, Writing Descriptive Paragraph.

ABSTRACT

Name: Laras Aprillia / Date of birth: Langsa, April 4th of 1993. Reg. Number: 1042011021. Title of Thesis: **“The Effect of Using Cubing Technique on the Students’ Achievement in Writing Descriptive Paragraph at Tenth Grade of SMKN 1 Langsa”**. This research studied about the teaching writing descriptive paragraph using cubing technique. Cubing technique is a technique that encourages the writer to explore different aspect of topic. The importance of cubing technique is to help students’ critical thinking, generate ideas and more active. Moreover, This research purpose is to identify the effectiveness of using cubing to improve the students’ achievement in writing skill and to know the implementation of cubing technique in teaching learning process. The design of this study is an Experimental Method with two groups’ Pre-Test and Post-test design. The object of this study were students of SMK Negeri 1 Langsa which is located on Jl. Syiah Kuala, Lr. Petua Luwi, Kp. Tualang Tengoh. The research was conducted in January 2016. It was conducted at two classes. Each class consisted of 35 students. Furthermore, the writer also used cluster random sampling to determine the sample in this research. Then, the writer used quantitative method because the writer considered students’ score in learning and test to collect the data. To collect quantitative data, the researcher conducted test before and after the research implementation. To analyze the quantitative data, the research used the mean scores of the test. The instrument for collecting the data was writing test. The data were analyzed by using t-test formula. The research shows that the value of t-observed is higher than the value of t-table $3,46 > 2,00$ ($\alpha = 0,05$) with the degree of freedom (df) = 68. It means that there is significant effect of using cubing technique on students’ achievement in writing descriptive paragraph. So, the alternative hypothesis (H_a) is accepted. The using of cubing technique in teaching descriptive paragraph writing in the classroom enables the students’ to write systematically and guided to write the paragraph of description, to gather all the information about the subject, process the information they have in mind and develop it into good writing. The students who were taught by using cubing technique have a higher achievement than the students who were taught with free-writing technique. In other words, the cubing technique gives significant effect to the students’ achievement in writing descriptive paragraph as they become more systematic in writing the paragraph. The research findings are described in line with the problem statements as follows: cubing technique improve the students’ achievement in writing descriptive paragraph, especially on the aspect of content, organization of ideas, and language features which is proved by the significant improvement of the mean score of the post-test control group and post-test experimental group. As the result, there is no missing stage from

pre-writing to post-writing. Moreover, during the teaching learning process by using cubing technique, the students looked enthusiast and active while the teacher implemented the technique. They were also actively involved in the teaching learning process. Based on the explanation above, the researcher concluded that the cubing technique improved the students' achievement in writing descriptive paragraph. Therefore, it is recommended that teachers use cubing as the technique in teaching writing.

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is an important means of communication in human life. It has many interrelationships with various aspect of human life. In learning English students are expected to master four language skills, namely: listening, speaking, reading and writing, In the KTSP, English lesson is directed to enlarge these skill in order to help students to increase the talent to communicate in English. Here, the students who are learning it probably will face many difficulties on each skills, one of them is difficulty in writing.

Among the four language skills, writing is considered as the most difficult one to study for many students by the reason that it is so difficult for them to generate the ideas they have in mind. Further, it is also not easy for the students to inform their thoughts in the form of written representation. Meanwhile, this skill was also very important because it helps us to communicate with others more efficiently especially communication that can not be uttered orally. Some body use language as hearing individuals because they use the sign to communicate with others. Therefore in conversation, language is defined on the basic of body language, sound or symbol in communication to convey information to receiver.

From the explanation above, it may be known that there are many ways of studying language. One of them is writing descriptive paragraph by using cubing technique; it does not mean to say that the other skill namely, listening, speaking and reading are not important. However, writing deals with setting product that

influence the understanding of vocabulary, grammar, organization, spelling and punctuation.

In the implementation of teaching and learning process of English, the improvement of basic skill of language is still problem and one of them is writing. In general, writing is usually considered as the most frustrating to master for the students who are learning English, and so it needs to develop further. In the process of teaching and learning writing, the teacher usually asked the students to write sentences as many as they can, but they should not understand how to make their students write well. This fact encouraged the researcher to focus on helping the students' how to write effectively, especially descriptive paragraph.

Descriptive paragraph is told about something looks, feels, tastes or smell like. It may evoke moods such as happiness, loneliness, or fear.¹ However, not all students like the method which is given by their teacher. In fact, learning English with the same teaching technique which makes the students bored. In writing, sometimes the students have the lack of idea. That is why teachers need various methods which should encourage creativity and sense of students' writing. The teacher also used the tools which were used to develop students' creativity in learning English, especially in writing activity.

Based on the researcher's observation at SMKN 1 LANGSA, the researcher found that the students' were difficult to write their task because of many reasons. For example; the students could not create a text well, it is not easy for them to write well in English, then the students have the weakness to start their writing as

¹Abisamra Nada. *Teaching Writing: Approach and Activities* (Yogyakarta: PT. Pustaka Insan Madani, 2001), Page 54

well as possible, they do not have enough ideas to writing. Many students become worried when they start writing. Most of them were not interested in writing and were not given attention to the process of teaching writing. The difficulty in studying the skill was also supported by Oshima and Hogue; they stated that writing has always had problems which put students into trouble as shown by errors made in both the organizing of the composition and the language so that students' writing topic can not stated clearly.²

To develop writing skill, attention should be paid to the process rather than product. Writing is the process of transforming thoughts into written communication and it had the aim to achieve writing work if it is taught in a hit or miss fashion. It was helpful when difficult to write into several process, which one taught, simplify the process. The writing process gave the students a structure for writing; it includes five stages: pre-writing or drafting, structuring, reviewing, focusing, and generating ideas and evaluation.³ Pre-writing is the process that occurs prior to composing or writing. Some researchers suggested to use pre-writing activities to handle writing problem. There are some methods of pre-writing, such as; reading, brainstorming, clustering, debating, free writing, and cubing. One kind of pre-writing activities which proposed by the researcher is cubing technique. Reimer states that cubing is a technique for swiftly considering a subject from six view points.⁴ Cwikilnski also said that cubing is a technique

²Oshima and Hogue, *Introduction to Academic Writing Second Edition (The Longman Academic Writing Series, 1981)*, Page 5

³Aninditya Sri Nugraheni, *Penerapan Strategi Cooperative Learning Dalam Pembelajaran Bahasa Indonesia* (Yogyakarta: PT. Pustaka Insan Madani, 2001), Page 27

⁴Reimer, C.N., *Strategies for Writing to Primary Students Using the Writing Process* (Biola University Press: Mannathan, 2001), Page 13

which assists the students in considering a concept from six view points. Cubing also should help the readers to look at a subject from a variety of perspective.⁵

Cubing is a technique that helped the students distinguish reading and writing from different perspectives. Cubing can be used in different ways. It can be used to initiate free writing where the students are given three to five minutes to explore each of the six given perspective. This pre-writing activity helps students initially probe a topic, determine what they know, and query what needs to be given further thought and study. Cubing can also be used as an assessment tool for teachers to evaluate the degree to which the students understand a topic in a book. Cubing technique is more effective than mind mapping in teaching writing, cubing is also more suitable to be applied in discussing the content of the text in depth view like report and creativity in the students writing ability. Furthermore, cubing was developed as a critical thinking exercise to help students express their thoughts. The teachers also used this as they reflect on what perspective they are ignoring in the classroom or what stances they, themselves, are not exploring.⁶

Based on the description above, the researcher was interested in conducting a research entitled **“The Effect of Using Cubing Technique on the Students’ Achievement in Writing Descriptive Paragraph at Tenth Grade of SMKN 1 LANGSA”**.

⁵Cwiklinski, Agnes. *Strategy: Cubing*, 2003.

(<http://www.glencoe.com/sec.teachingtoday.tiparchive.phtml/9.htm>. Accessed on 12 May 2015.

⁶Reimer, C.N. *Strategies for ...* Page 14

B. Research Question

The question of this research is: “Does cubing technique significantly affect the students’ achievement in writing descriptive paragraph at SMKN 1 Langsa?”.

C. Purpose of the Study

Based on the problem above, the purpose of this study is to identify whether or not the using of cubing technique significantly affected the students’ achievement in writing descriptive paragraph at Tenth Grade of SMK Negeri 1 Langsa.

D. The Scope of the Study

Writing is a process which is divided into five stages namely: prewriting or drafting, structuring, reviewing, focusing, and generating ideas and evaluation. There are many techniques used to teach each stages but this study is restricted only on the using of cubing technique to teach students in their prewriting process in constructing descriptive paragraph. This technique offers more systematic way through six questions to describe an object, it is effectively help the students in generating ideas.

E. Significance of the Study

The results of this study are expected to be useful for :

1. The students, by using the cubing technique it is hoped that they can solve their problem in writing. Because this technique will assist them to

generate their ideas through six cubing guidelines in order to prevent the run out of ideas to write. And it also motivates the students to be better in writing in order to achieve better mastery of English.

2. The teacher, it provides the English teachers an alternative technique in improving their students' achievement in writing descriptive paragraph.
3. Other researcher, it helps the next researcher getting prior information for futher relevant study.

F. Hypothesis

A hypothesis is a statement of the research assumption about the relationship between two variables that the researcher plans to test within the framework of the researcher's study.⁷ It means that hypothesis is the impression of relationship between two variables which have in a research. It is regarded by researcher about the tentative answer.

Based on the research question and purpose of the study, there are two forms of hypothesis in this research, they are; Null Hypotheses (Ho) and Alternative hypotheses (Ha) as follows:

1. Ho =Cubing technique does not significantly affects students' ability
In writing descriptive paragraph.
2. Ha =Cubing technique significantly affects students' ability
In writing descriptive paragraph.

⁷Ag. Bambang Setiyadi, *Metode Penelitian untuk Bahasa Asing* (Yogyakarta: Graha Ilmu, 2006), Page 90