TEACHING DESCRIPTIVE WRITING BY USING CUBING STRATEGY TO THE EIGHTH GRADE STUDENTS OF SMPN 22 PALEMBANG

UNDERGRADUATED THESIS
Submitted as a fulfillment of requirements to get
a bachelor's degree of Sarjana Pendidikan (S.Pd)

by

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Assalamualaikum Wr Wb.

      Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skipsi berjudul **" TEACHING DESCRIPTIVE WRITING BY USING CUBING SRTATEGY TO THE EIGHTH GRADE STUDENTS OF SMPN 22 PALEMBANG "** , ditulis oleh saudara **Jhonni Iskandar (11250028)** telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

Demikianlah Terima kasih.

Wassalamu'alaikum Wr Wb.

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Teaching Descriptive Writing by Using Cubing Strategy to the Eighth Grade Students of SMPN 22 Palembang

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STATEMENT PAGE

I hereby,

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state that

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.

2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if none day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of cancellation of my magister degree that I have received through this thesis.

Palembang, December 2016

The writer

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DEDICATION AND MOTTO

DEDICATIONS

This thesis is dedicated to :

- ❖ For Thanks God, who has given blessing and ,mercy
- ❖ My beloved father Sardi and mother Asmawati who have given full of love, attention, motivation and pray. Thanks for all your affection endless love. Without them, she is nothing
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MOTTO :

Learn from the past, plan for the future by focusing on today.

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problem of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background

English is one of languages that is used for communication all over the world, therefore English has become a global language. Crystal (2003, p. 1) defines English as a global language. English has become the dominant language of science, technology and commerce, and universal language. In addition, Nga (2008, p. 261) says that English dominate as a global language because English is used as an official or semiofficial language, it is the main language of books, newspapers, airports and air-traffic control, international business and academic conferences, science, technology, medicine, diplomacy, sports, international competitions, pop music, and advertising. Therefore, reality encourages many countries to put English as a subject that must be learned in world education, one of those countries is Indonesia.

In Indonesia, English becomes one of important subjects to be mastered. Matarrima and Hamdan (2011, p. 101) state that teaching of English has become increasingly important as a first foreign language in Indonesia. English takes special place in educational system in Indonesia. Lauder (2008, p. 10) says that English is widely recognized and English is important for Indonesia and the reason most frequently put forward for this is that English is a global international

language. Furthermore, there are four skills of English. They are speaking and writing which are classified as productive skills, where language is actually being produced. Meanwhile, reading and listening are categorized into receptive skills, where the meaning is extracted from the text or discourse (Harmer, 2007, p. 265).

Writing is a part of language skills and it becomes one of important aspects in learning a language. Petel and Jain (2008, p. 125) state that writing is essential features of learning a language because it provides a very good means of foxing vocabulary, spelling, and sentence pattern and writing is the most efficiently acquired when practice in writing parallels practice in other skills. Moreover, writing ability is important for students in the process of English learning, by writing, they students could remember and memorize vocabularies and organize them into good paragraph.

Teaching writing means to help who have difficulties in writing. Rass (1997, p. 1) mentions that writing is a difficult skill for native spekers and non active speakers alike, because writer must balance multile issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanics such as capitaliation. Writing skill is very important skill to be learnt in learning a foreign language which includes the development of an idea, knowledge, and experience. In addition Pasand and Haghi (2013, p. 75), define that writing is one the most important skills in learning a foreign language the nature of which has become clearer nowdays which involves the development of an idea, the capture of mental representations of knowledge, and of experience with subjects.

Based on School-based Curriculum (KTSP 2006), several text types are taught to the eighth grade students, they are narrative text, recount text, and descriptive text. Being able to comprehend and to respond all of the texts is needed for students, but in this study the researcher will focus on descriptive text. Mukarto (2007, p.140) says that descriptive text is a kind of text to describe something, someone or place. Descriptive text has two main parts, they are identification and description. Descriptive text is like describig white house, animals, fruits. Kane (2000, p. 351) states that description is about sensory experience, how something looks, sounds, tastes.

A preliminary study was conducted on May 26th, 2016 at SMP N 22 Palembang. By interviewing the English teacher, some problems in the teaching and learning writing was found that, the students were confused on how to organize their ideas, and writing was considered as a boring activity and also the students were having a difficulty to develop their imagination, these make them do not know what they should write, especially in descriptive text, then the students' grammatical abilities were still low. Furthermore Kern & McGuire (2003, p. 92) mention that descriptive text is typically more difficult because students have fewer experience with them, therefore students need explicit instruction in the ways text are organized and they need practice with all of the writing modes, which are termed genres in the school. Therefore, to solve those problems the teacher should be creative to find the best way and the strategies how to improve, motivate and establish the condition of the students in writing descrriptive text because teacher's role very influence the student's achievement.

Therefore, Snow (2002, p. 48) state that teacher quality as one of the most critical variables in student's achievement. So, teacher's role is very important to determine the best things for the students in order to they are challenged to learn especially in writing descriptive text.

There are many writing strategies that can help students learn in writing. One of the strategies that can be used by the teacher in teaching descriptive text is Cubing strategy. Cubing strategy is an instructional strategy that asks students to consider a concept from a variety or different perspectives. Axelrod and Cooper (2010, p. 568) state that Cubing is useful for quickly exploring a writing topic, probing it from six different perspectives. It means that, in applying cubing strategy students can develop their ideas about the topic. Furthermore by using this strategy, students also can analyze a topic in depth. In addition Head & Lester (1999,p.29) state that Cubing stategy encourages students to look at information in different ways and to use different ways of critical thinking, this strategy can be used in descriptive writing, this strategy can work individually or group to go through each side of the cube.

Based on the explanation above, the researcher is interested in conducting a research study entitled *"Teaching Descriptive Writing by Using Cubing Strategy to the Eighth Grade Students of SMP N 22 Palembang"*.

1.2   The Problems of the Study

Based on the background above, the problems of this study were formulated in the following questions :

1. Is there any significant improvement on the eighth grade students' descriptive writing achievement who are taught by using Cubing strategy at SMP N 22 Palembang ?

2. Is there any significant difference between the eighth grade students' descriptive writing achievement between those who are taught by using Cubing strategy and those who are not at SMP N 22 Palembang ?

1.3   The Objectives of the Study

Based on the background above, the objectives of this study were formulated in the folowing questions:

1. To find out whether or not there is a significant improvement on the eighth grade students' descriptive writing achievement who are taught by using Cubing strategy at SMP N 22 Palembang.

2. To find out whether or not there is a significant difference between the eighth grade student's descriptive writing achievement between those who are taught by using Cubing strategy and those who are not at SMP N 22 Palembang.

1.4   The Significance of the Study

This study is expected to be benefical for the following parties :

For teacher of English, especially in SMP N 22 Palembang are expected to be able to use the Cubing strategy to improve students' writing ability in descriptive writing. Then. the students are expected to be more motivated in writing activity, especially descriptive writing, since Cubing strategy can increase student's motivation in writing to achieve their achievement, it gives the easy way for students to comprehend the purpose and the content of the text, especially descriptive writing. After that, for next researcher is expected to gain the research's experience on educational research. The last, for researchers, this study is expected to be a reference for next researchers especially research on descriptive writing.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) concept of teaching, (2) concept of writing, (3) concept of descriptive text, (4) concept of cubing strategy, (5) previous related study, (6) research setting, and (7) hypotheses.

2.1   Concept of Teaching

Teaching means to help and share knowledge to others and also can give information on how to do something. Brown (2007, p. 7) says that teaching may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Furthermore teaching is also to facilite the students to be able in learning the material. Brown (2000, p. 7) states that teaching is guiding and faciliting learning, enabling the learner to learn, setting the condition for learning.

Coe, Aloisi, Higgins, and Major (2014, p. 2) mention that great teaching is defined as that which leads to improved student progress. It means a great teaching as that which leads to improve student achievement using outcomes that matter to their future success. A teaching is great based on a teacher. A good teacher will teach a great teaching and will make the students become a good learners. Moreover, great teacher will have some strategies to facilitate students a deeper understanding of the information, it called teaching strategies. Therefore, Franzoni and Assar (2009, p. 19) state that teaching strategies are the elements

given to the students by the teachers to facilitate a deeper understanding of the information.

The emphasis relies on the design, programming, elaboration and accomplishment of the learning content. Teaching strategies must be designed in a way that students are encouraged to observe, analyze, express an opinion, create a hypothesis, look for a solution and discover knowledge by themselves.

Teaching materials should be organized in order to make teaching process run well, so the teacher will know students" achievement by preparing learning objectives and lesson plan. According to Stringer, Christensen and Baldwin (2010, p. 3), common views of teaching see it as relatively straightforward process, selected content being organized into a lesson plan that sets out the sequence of activities required to accomplish student learning objectives and outcomes, moreover Harmer (2004, p. 41- 42), states that when helping students to become better writers, teachers have a number of crucial tasks to perform. Among the tasks which teachers have to perform before, during and after students writing are the following:

Demonstrating :

Students need to be aware of writing conventions and genre constraints in specific types of writing, teachers have to be able to draw these features to their attention.

Motivating and Provoking:

Student writers often find themselves „lost for words" especially in creative writing tasks. This is where the teacher can help, provoking the students into have

ideas, enthusing them with the value of the tasks, persuading them what fun it can be.

Supporting:

Students need a lot of help, both with ideas and with the means to carry them out.

Responding:

When responding, we react to the content and construction of a piece supportively and often make suggestion for its improvement.

Evaluating:

When evaluating, we can indicate where they wrote well and where they made mistakes and we may award grades, we can still use it not just to grade students but also as a learning opportunity.

Teaching is to educate people that have not know something. Allah SWT says in surah Al-Mujaddalah (11)

....وَاِذَا قِيْلَ انْشُزُوْا فَانْشُزُوْا يَرْفَعِ اللهُ الَّذِيْنَ اٰمَنُوْا مِنْكُمْ وَ الَّذِيْنَ اُوْتُوا الْعِلْمَ دَرَجٰتٍ وَ اللهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ

Means,..And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.

From the holy verse of Al-Qur'an above, it can be interpreted that Allah SWT asks us to learn all of God's creations where Allah is the most generous who knows everything. Then Allah SWT explain about the primacy of the faithful and learned knowledge and those who believe and learned knowledge will be raised in degrees by Allah SWT .

In addition, Moore (2005, p. 4) states that teaching as the actions of someone who is trying to assist other to reach their fullset potential in all aspects of evelopment. In learnng process, teaching in the school teachers should provide students with opportunities to explore and support the student's atmosphere. So that to achieve the goals of teaching and learning process the teacher should have variation methods and media for teaching process in order to the students can get the idea of the lesson.

2.1.2 Concept of Writing

Writing is very complex communication process which includes a number of cognative and metacognative. Richardson and Morgan (2003, p. 286) state that writing may be the most complex communication process within the communicative arts. Similarly, According to Negari (2011, p. 299), writing is a complicated process which involves a number of cognitive and metacognative, for instance; brainstorming, planning, outling, organazing, drafting, and revising. Further, writing isn't only complex but also hard to teach where we need to master the grammatical and other components of writing.

Furthermore, Harmer(2004, p. 44) states that writing has mechanical components like any other skill; those are, handwriting, spelling, punctuation, and the construction of well – formed sentences, paragraphs, and text.

The teachers of writing skill should relized if the sudents are quilified for those components before moving to the process of writing it self. However, writing is not easy, it needs a lot of knowledge to write well such as how to use appropriate vocabulary, grammar and how to select the ideas. According to

Sakolik in Nunan (2003, p. 88), writing is mental work of inventing ideas. He adds that the writer does a process such as imagination, organizing, drafting, editing, reading, and rereading.

Furthemore, Linse (2005, p. 88) says that writing is a combination of process in gathering ideas and working with them and make reader comprehensible to the writer ideas. Based on the two experts opinion, it can be concluded that writing is a way to express ideas or thoughts and to organize them into sentence and paragraph based on the determined pattern. Students will be taught to make sense on some information in order can express their writing. Hanson (2009, p. 135) states that stimulate students" thinking by inviting them to write about the stories, chapters, or books they read in ways that challenge their creativity and critical thinking skills.

Heaton (1988, p. 135) mentions that the following analysis attempts to group the many and varied skills necessary for writing good prose into five general components:

a. Language Use:

The ability to write correct and appropriate sentences.

b. Mechanical skill:

The ability to use correctly those conventions peculiar to the written language e.g. punctuation, and spelling.

c. Treatment of content:

The ability to think creatively and develop thougths, excluding all irrelavant information.

d. Stylistic skill:

The ability to manipulate sentences and paragraphs, and use language effectively.

e. Judgment skill:

The ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organise and order relevant information.

In addition, there are several components of writing process that proposed by Clark (2007,p. 10) as follows :

1. *Prewriting*

   At this stage, writers generate ideas, brainstorm topics, web ideas together, or talk or think about ideas. Teachers explain that students may get writing ideas from personal experiences, stories, pictures, magazines, newspapers, television, and a variety of other sources.

2. *Drafting*

   Students begin to put their ideas on paper. Students need to keep in mind the genre or format, audience, and purpose.

3. *Revising*

   Revision looks at the organization and the structure of the writing. When revising, students analyze their writing for required traits: sequencing words in a lab report, descriptive language in science fiction story, topic sentences and supporting details in a persuasive essay. They also ask

questions of their writing: "Does it make sense? Is anything out of order? Should anything be added or deleted? ". While editing, looks at the mechanics of the writing. So, students must understand how to do both.

4. *Publishing*

At this stage, teacher allows students to celebrate their hard work. It occurs after the other steps are completed and the students are ready to produce the final copy, which can be handwritten or typed on a word processor

5. *Reflecting*

Reflecting is a key element in the writing process. It encourages the writer to think about his or her writing. Reflection also allows the writer to look back at brainstorming and the beginning of a writing project to see if the original goals were met.

In addition, Oshima (2007, p. 3) states that writing is not easy as particularly acadmic writing. It takes study and practice to deveop writing. For both native speaker and new learners of Englsih, it is important to note that writing is a process not a product.

From the explanation the writer conclude that writing is one of skil that has essential role in teaching and learning English. It is because writing cannot be done only one stage, the students have to do main stages in writing time after time to produce a good writing.

2.1.3   Concept of Descriptive Writing

Descriptive text is a text which describes a specific person, please, thing, or any subject. Nadell, McMeniman, & Langan (2003, p. 155) state that descriptive writing can be defined as the expression, in vivid language of what the five senses experience. Therefore, students write clear description by using their sense in order to make the reader can imagine the object that being described. Furthermore, Tompkins (1994, p. 111) states that descriptive writing is painting pictures with words. As Jolly (1994, p. 56) says that in descriptive text, there are some categories that should be considered in writing description text. First, place, and position: direction. Second, measurement: weight, size / volume, distance. Third, shape, and pattern. Fourth, colors and textures. Fifth, material and substance. Sixth, technical vocabulary; faces and bodies, character, clothes, building, weather, and so on. Finally, use any value. So, descriptive text is a kind of writings which describes object or any subject with detail. Such as colors, size, shapes, textures, materials, subject, technical of vocabularies and value of the object.

The students write clear description by using their sense in order to make the reader can imagine the object that being described. Furthermore, Tompkins (1994, p. 111) states that descriptive writing is painting pictures with words. Therefore, the purpose of descriptive is to convey the reader what something look like. McCarthy (1998, p. 5) also states that descriptive writing is the domain of writing that develops images through the use of precise sensory words and phrases, and through devices such as metaphor and the sounds of words. It means

that how we look, smell, taste, feel, or sound will be used to create a visual image of people and place in a text. On the other hand, descriptive writing may be defined as a writing process which involve human sense to feel the situation directly.

According to Tompkins (1994, p. 112), writer uses spesific technique in descriptive writing to create vivid, multisensory word picture.

1. Adding specific information

   a. Identify specific activities and behaviours

   b. Name the characters

   c. Identify the setting

   d. List attributes

2. Creating sensory images

   Writers incorporate the senses into their writing to create stronger images and make their word more vivid.

3. Making comparisons

   One of the most powerful techniques that writers use to describe something is to compare it to something else.

4. Writing dialogue

   Another way writers show, not tell, is by adding dialogue to their writing instead of summarizing what the characters talked about.

Descriptive text should consist of generic structure, such as: identification and description. Pardiyono (2010, p. 44) state that the descriptive text follows some particular statges.

1. Identification

Identification (introduction) is a statement or a short paragraph that identifies the object that is going to be describe, it is usually intersting and able to provoke the reader to be eager to read the text.

2. Description

It may consist of one of several paragraph. This part is used to give sufficient description about the object as mentioned in the identificaion part.

The description of the object can be done according to different angles, such as size, length, strength , color, height, condition, of the location, weather, qualities, shapes, etc.

Descriptive writing draws a pictures or tries to convey the sounds, taste and smell of thngs Conlin (1997, p. 146) states that make a desriptive paragraph, it means tried to describe thing in details so that the reader can undestand the paragraph as they touch, see, hear, or taste directly. Moreover when the students write descriptive paragraph desciptively, they need to expai what they want to describe shraply nd clearly. Tompkins (1994, p. 111) states that students need to be keen observes and attentive to sensory image. Writing descriptively about thing for example the writer need to explain how it feels, how it smells, how it looks, and so on create the word picture more vivid.

There are three kinds of descriptive paragraph. Carino (1991, p. 122). Every kind of them has different as follows :

1. Description of person
    The example of description of person

" I'm twenty years old , I have long hair and black eyes, I have a pointed nose, I wear casual clothes when I hang out with my friend. I enjoy my job because i get to meet and help so many different people from all over the world. During my spare time, i like playing tennis wich I play at least three times a week. I also love listening to clasiccal music and I must admit that I spend a lot of money on buying a new CD, I live in pretty seaside town on the italian coast. I enjoy eating great italian food and laughing with likeable people who live here."

2. Decription of Place
   The example of description of place
"For people in East Java, Jatim Park may have been heard many times as it is one of the famous tourism object in East Java province. Jatim Park offers a recreation place as well as a study center.Jatim Park is located at Jl. Kartika 2 Batu, East Java. To reach the location is not too difficult because the object is only 2, 5 kilos meters from Batu city. This Jatim Park tourism object is about 22 hectares width.Visitor can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge. Just after the pass gate, the visitors will find an interesting view of 'Galeri Nusantara' area. This study offering continues to step on 'Taman Sejarah' area, which contains of miniature temple in East Java like Sumberawan temple, customhouse of Kiai Hasan Besari Ponorogo

and Sumberawan Statue. The other facility which is able to be enjoyed is 'Agro Park' area. It presents crop and rareness fruits, animal diorama which consists of unique animals that have been conserved, and supporting games like bowling, throw ball, scooter disco, etc. Jatim Park is suitable for family and school recreation. The recreation area sites offer precious tour and can used as alternative media of study.".

3. Description of things

"I live in a small house. It has five rooms: there are a living room, a dinning room, a kitchen, a bed room, and a bathroom. Indeed it is a small house, but I like living in here for spending my spare time. When the door is open, I can see the living room. It is small with only one sofa, two tables and one television. I often watch TV while reading some books in this room. Behind the living room there is a dinning room. There is nothing special in this room. There are only some chairs and table for having braekfast, lunch, and dinner with my family. In the left side of the dinning room there is a kitchen. Althought it is small, but everything I need for cooking is available there.In the right side of the living room there is a bedroom. Actually there are two parts in my bed room, but it is counted one as it is merged into one big bed room. In this room there is a table next to the bed, a TV, a radio, and a computer. Next

to my bed room is my father's. I do not know what the things are

available inside, because I never come to see it.In the left side of

the living room there is a kitchen. While beside the kitchen there is

also a bathroom. It is not too big, but it is clean enough. I know it is

a very small house, but it is the best place I have"

2.1.3.1 The Language Features of Descriptive Writing

In descriptive writing, the tense of simple present is used to describe regular actions or things that are generally true. Jordan (1999, p. 14) states that a description that does not involve a process or procedure is often written in the present simple active tense (verb stem + s e.g. it comprises). Moreover, Wardiman et. al. (2008, p. 25) state that we use the positive degree of adjectives when no comparison is involved and we use the *comparative degree of adjectives* when comparing two objects, persons, or ideas. Based on the explanation above,

simple present tense and adjective are used as language features of descriptive writing to support the meaning. The purpose of descriptive text is to describe particular person, thing, or place. Good description is to use details that help the reader imagine the person the students are describing. The subject that is going to be described is not general, but more specific. Those, we cannot describe people in general, however, we can describe particular person, for example : my school, my father, my house, etc. Another feature of descriptive text is using kinds of adjective. The adjective his characteristic : describing, numbering, and classifying, for example : three tall buildings, sharp white fang.

2.1.4 Concept of Cubing Strategy

According to Perez (2013, p. 35), Cubing is a strategy designed to help students think about topic or idea from many different angles. It means that, cubing strategy help students more understanding about the topic using six different perspectives that appropriate with the topic. According to Forget (2004, p. 124), the six sides are describing, associating, analyzing, applying, and arguing. This strategy was originally intended to be a writing strategy to explore topics or subjects from a variety of dimensions. A concrete visual of a cube is used to consider these multiple dimensions. Cubing works well when students are locked into a particular way of thinking. It allows students to look at an issue or topic from a variety of angles and to develop multidimensional perspectives. Cubes can be differentiated by readiness, interest or learning style in order to engage all students. Cubing enables you to consider your topic from six different directions; just as a cube is six-sided, your cubing brainstorming will result in six "sides" or approaches to the topic.

According to Nazario (2013,p. 329) proposes that six perspectives of Cubing strategy as follows.

a. **Describe**. Visualize the topic and list as many details, qualities, and characteristics as you can.

This perspective, the teacher ask the students to describe the topic, qualities, and characteristics clearly.

b. **Compare or contrast**. What is the topic similar to ? What is it different from? List as many comparisons as possible.

This perspective, the students make list many comparisons as possible about the similarities and the differences.

c. **Associate**. What does the topic remind you of ? What does it makes think of ? What other ideas, events, or issues can that associate with the topic.

This perspective, the students must connet the topic with the other object that remind them about the topic.

d. **Analyze**. What does the topic consist of ? What are its parts ? How does it work ? What types does it consist of ? How is your topic meaningful and significant?

This perspective, the students must analyze about the topic details.

e. **Apply**. What can you do with the topic ? How is it meaningful ? How is it useful?

This perspective, the students must explore the application of the topic.

f. **Argue for or against**. What controversies surround the topic ? What strengths or weaknesses does it have? What challenges does it face ? How can it be improved?

This perspective, the students have to make argument about the topic, and explain about the strengths or weaknesses about the topic.

The "six-stage" formula can be used as a basis to write a paragraph or and essay. "It" represents an object, a person, a place, or an abstract concept Based on explanation above, cubing strategy has six different perspectives. It is known as cubing because a cube has six sides. In cubing, students must examine a topic from every different perspective before writing more fully.

Cubing requires students to construct meaning about a topic from six different perspectives.

2.1.5 The Procedure of Cubing Strategy

Sejnost (2009, p.169) proposed procedure of Cubing strategy as follow :

1. Introduce the topic and the six perspectives from which it might be considered.

    a. The sudents pay attention to teacher explanation on the topic that going to learn.

    b. The student's attention teacher explanation about six perspective of the cube.

2. Next, allow students five minutes to consider each side of the cube.

    a. The students consider each side of the cube.

    b. The students are devided into small groups.

3. Finally, ask students to write about the topic from any one or the six possible aspects.

    a. The students in their groups write the topic from six perspective of the cube.

    b. The students combine the six perspective of the topic become whole descriptive text.

    c. The students collect their writing.

2.1.6 The Advantages of Cubing strategy

There are some advantages of cubing strategy. They are developing students conceptual understanding of a topic, developing students activity, and developing students paragraph writing skill. Alteri (2010, p.61) says that cubing can be disigned to help students look at a topic from different perspective. The purpose

of the activity is to help with writer block in which students brainstorm each of the six perspective and write on of the these perspective (describing, associating, comprising, analyzing, applying, and arguing). This strategy can help the students to analyze the topic in depth. In addition, Bean (2008, p. 35) explains the benefits of Cubing strategy are:

1. Allows students to explore multiple dimensions of a topic to grasp a deeper understanding.

2. The students are able to review the information they covered and clarify main points.

3. Helps students build a structured outline for a writing assignment.

2.2 Previous Related Study

There were some previous studies which are related to writer's present sudy : A study conducted by Sari in 2014 entitled "*Teaching Writing Decriptive Text By Using Cubing Strategy At Junior High School*". The aim of the study is to investigate the effect of using Cubing strategy in developing writing skills. The result of this study revealed that the student writing skills were developed. There are two similarities and differences. The similarities are; 1) She used the same strategy, *cubing strategy* 2) She also used the same skill to be improved, writing skill. The differences is Nefdina Lina Sari researched in different population.

The second previous related study was entitled "*Teaching Writing by Combining Cubing and Sentence Combining Strategies at Junior High School*" which was written by Masril in 2014. The objective of this study was to improve writing skill especially descriptive text. The result of this study is there was

significant effect of students' writing in descriptive text by Using *cubing Strategy.* There were some differences and similarities between this study and this previous. The similarities are: 1) She used the same strategy, *cubing strategy,* 2) She also used the same skill to be improved, writing skill, 3) the same level of school, junior high school. 4) the same text she used descriptive text. The differences was Masril researched in different population, and used combining strategy.

2.3   Research Setting

In this study, the data were collected at SMP N 22 Palembang which is located in. JL Inspektur Marzuki No. 2521 Ilir Barat 1 Palembang. The headmaster of SMP N 22 Palembang is Nurbaiti, S.Pd. M.Pd. The total students of SMP N 22 are 842 students from VII grade untill IX grade. SMP N 22 has 48 teachers, 5 administration staffs, and 1 security staff. SMP N 22 Palembang has some facilities. Which are used to support teaching, learning and other school activities such as meetings room for teachers and others are sufficient. In addition, other facilities in the classroom as whiteboards, desks, chairs, and others are in good conditions. SMP N 22 Palembang owns sports facilities such as basketball field can also be used as a futsal field, science laboratorium, volley field, and basketball field, it is pretty good with some equipment.

2.4 Hypotheses

      According to Fraenkel, Wallen, and Hyun (2012, p. 83), a hypothesis is simply put a prediction of the possible outcomes of a study. Based on the problems and the objectives of the study, the researcher proposes the hypothesis in the form of research hypothesis. In this study there are two hypotheses proposed. They are null hypothesis (H_o) and alternative hypothesis (H_a). The hypotheses are as follows :

1. **(H_o)$_1$**   : There is no significant improvement on the eighth grade student's descriptive writing achievement who are taught by using Cubing strategy.

     (H_a)$_1$: There is a significant improvement on the eighth grade students' descriptive writing achievement who are taught by using Cubing strategy.

2. **(H_o)$_2$**   : There is no sigificant difference between the eighth grade students' descriptive writing achievement between those who are taught by using Cubing strategy and those who are not.

     (H_a)$_2$: There is a significant difference between the eighth gade students' descriptive writing achievement between those who are taught by using Cubing strategy and those who are not.

2.5 Criteria of Testing the Hypotheses

Fraenkel, Wallen, and Hyun (2012, p. 228), define that to prove the research problems, testing research hypotheses is formulated as follows:

1) a. If the p-output (Sig.2-tailed) is lower than 0.05 level and t-obtained is higher than t-table 2,0423 (with df =30) the null hypothesis (Ho) is rejected, and te alternative hypothesis (Ha) is accepted.

   b. If the p-output (Sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table 2,0423 (with df = 30) the null hyphotesis (Ho) is accepted, and the null hypothesis (Ha) is rejected.

2) a. If the p-output (Sig.2-tailed) is lower than 0.05 level and t-obtained is higher than t-table 2,0003 (with df = 60), the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ho) is accepted.

   b. If the p-output (Sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table 2,0003 (with df = 60) , the null hyphotesis (Ho) is accepted, and the alternative hypothesis (Ho) is rejected.

CHAPTER III

RESEARCH METHOD AND PROCEDURES

This chapter presents:(1) reseach method, (2) variable of the study, (3) operational definition, (4) subject of the sudy, (5) data collection, (6) validity and reliabiity, and (7) data analysis.

3.1 Research Design

The research method that was used in this study was an experimental method. According to Fraenkel et. al. (2012, p. 265), experimental research is the best way to establish cause and effect relationships among variables. In this research, the researcher was applied quasi experimental design. The writer can apply the pre- and posttest design approach to quasi-experimental design . the writer assigns intact groups the experimental and control treatments, administers a pretest to both group, conducts experimental treatment activities with the experimental group only, and then administers a posttest to assess the differences between the two groups.

This design provides control of when and to whom measurement is applied with a non-random assignment to experiment and control treatment. The figure of Pretest-Posttest Nonequivalent Groups Design from Fraenkel and Wallen (2012, p. 7), as follows :

O_1	X	O_2	Eksperimental Group

O_3		O_4	Control Group

O_1 = Pretest for experimental group design

X = Treatments (Point counterpoint strategy)

O_2 = Posttest for experimental group design

O_3 = Pretest for Control group design

O_4 = Posttest for Control group design

--- = Dashed line (Non random)

There were two groups, they were experimental group and control group. The experimental group were be taught by using Cubing strategy.

1.2 Variables of the Study

Creswell (2012, p. 112) states that a variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied. In this research there were two kinds of variables in this study, independent and dependent variables.

Then, Creswell (2012, p. 121) mentions that dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. Therefore, in this case, the dependent variable of this study was students' descriptive writing and the indepedent variable is Cubing Strategy.

1.3 Operational Definitions

The title of this study is *"Teaching Descriptive Writing by Using Cubing Strategy to the Eighth Grade Students of SMP N 22 Palembang".* From the title, the researcher explained some terms. They were writing descriptive text , and Cubing Strategy.

1. Cubing strategy

    Cubing is an instructional strategy designed to help students think about a topic or idea from many different angles. A cube includes 6 commands, one on each of its six faces, followed by a prompt that describes the task the students should do related to the command.

2. Descriptive Writing

    Descriptive text is the text that describes what kind of person or an object described, good shape, properties, number and others in particular. The (purpose) of the descriptive text is clear, namely to explain, describe or disclose a specific individual or object. To measure the score of students writing descriptive text used rubric, which there were five scales in the rubric.

3.4   Population and Sample

3.4.1 Population of the Study

    The term population is the group which a researcher would like the result of the study to be generalizable Gay, & Diehl (1996, p.127). The population of this study was all of the eighth grade sudents of SMPN 22 Palembang which are devided into seven classes, therefore the total number of the eighth grade students were 281. Then, population of the research was presented in the following table 1.

Table 1

The Population of the Study

No.	Class	Total Students
1	VIII. 1	33
2	VIII. 2	34
3	VIII. 3	31
4	VIII. 4	30
5	VIII. 5	35
6	VIII. 6	31
7	VIII. 7	36
	Total	**230**

(Source: Administration SMP N 22 Palembang)

3.4.2 Sample of the Study

According to Fraenkel et. al. (2012, p. 91), sample is a group of subjects on which information is obtained. In this study, two classes were needed as a sample to collect the data. The sample was taken by using purposive sampling. Fraenkel et. al. (2012, p. 100) state that purposive sampling is technique in selecting the sample based on previous knowledge of a population and the specific purpose of the research, investigators use personal judgement to select a sample. These sample was choosen with some consideration. First, the teacher of English was similar of each class. Second, the total of the students were also similar.

Table 2

The sample of the study

No	Class	Students
1.	VIII 3	31
2.	V III 6	31
	Total Students	**62**

3.5 Data Collection

In this study, the writer used test to collect the data. The test was conducted twice as pre-test and post-test in control and experimental group.

1. Test

According to Brown (2004, p. 3), test is a method of measuring a person's ability, knowledge, or performance in a given domain. Based on the statement, the writer can say that test is conducted to measure the students' ability or students' learning achievement. The first was pre-test that was given before the treatment and post-test that was given after the treatment in the experimental and control group. The data was collected by scoring students" writing results. The form of writing test is an essay test, the total number of question was one. The options was writing descriptive paragraph.

a. Pre-test

The pre-test is the test that is given before giving some treatments from the teacher. According to Creswell (2012, p. 297), a pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. The pretest conducted to the sample. Both an experimental and control group is given pretest. It measures the students' writing achievement before treatment. The form of the test was writing test and the students wrote three paragraphs about 90 – 150 words by choosing on of three topics, such as : favorite artist, my classroom, and my bedroom. Before the test given to the sample, the test was tried to the (VIII.1). The purpose of giving pretest to the students is to know the students' ability in learning writing before implementing *Cubing Strategy* . And the result of students' work was checked and scored by three raters.

b. Post-test

Post-test is given after giving the treatment to the experimental and the control group. According to Creswell (2012, p. 297), a posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. The treatment which given to the experimental group is cubing strategy. The type of posttest the same as the pretest. The aim of giving posttest to the students is to measure students' ability in writing after implementing cubing strategy. The same as pretest, three raters checked and give score to the students' work. The result of this test compared with the result of pretest in order to know the effect of teaching writing by using cubing Strategy to students' writing

ability. From the posttest, the writer got the data that can be used to measure the students' progress taught by using cubing Strategy.

2. Scoring

This test calculated the composition of essay test by using descriptive writing rubric adapted from Brown (2008) there were five aspect in scoring writing descriptive text. Five aspects were : content, consist of 30 %, organization, consist of 20%, grammar, consists of 20%, vocabulary, consist of 15% and the last mechanic, consist of 15 %. (**See Appendix D**).

3.6 Research Treatments

The treatment was only given to the experimental group but the control group got pre-test and post-test in writing process. The table of teaching schedule with materials was figured out in Table 3.

Table 3

Research Teaching Schedule

No	Topic	Meeting	Type of Text	Time Allocation	Date
			PRE-TEST		Sep, 08 th
1.	Monumen Nasional	1st		4 X 45 Miutes	Sep, Sat 10 th
2.	My lovely house	2nd		2 X 45 Miutes	Sep, Sat 15 th
3.	My dream car	3rd		2 X 45 Miutes	Sep, Sat 17 th
4.	My favourite fruit	4th		2 X 45 Miutes	Sep, Sat 22 th
5.	Lion	5th	Descriptive Text	2 X 45 Miutes	Sep, Sat 24 th
6.	Dog	6th		2 X 45 Miutes	Sep, Sat 29 th

7.	My favourite teacher	7th		2 X 45 Miutes	Oct, Sat 01 st
8.	Sule	8th		2 X 45 Miutes	Oct, Sat 06 th
9.	Singapore	9th		2 X 45 Miutes	Oct, Sat 08 th
10,	Sate	10th		2 X 45 Miutes	Oct, Sat 13 th
11.	My father	11th		2 X 45 Miutes	Oct, Sat 15 th
12.	My mother	12th		2 X 45 Miutes	Oct, Sat 20 th
	POST-TEST				Oct, Sat 22 th

3.7 Data Instrument Analysis

3.7.1 Validity Test

A good test should fulfill its validity. According to Fraenklel, et.al (2012, p.147), validity is the most important idea to consider when preparing or selecting an instrument for use. Therefore validity test is find out whether the instrument for pretest and posttest valid or not.

a. Construct Validity

In order to know the validity of questions, the writer estimates the construct validity. According to Cohen, et.al (2007, p. 138), a construct is an abstract; this separates it from the previous types of validity which dealt in actualities – defined content. Further, Brown (2004, p. 25) states that construct validity is a major issue in validating large-scale standardized tests of proficiency.

There were three validators to validate the research instrument test and lesson plan. The first validator was Amalia Hasanah,M.Pd. The result analysis of instrument could be used without revision and result analysis of lesson plan could

be used with little revision as suggest. The second validator was Beni Wijaya,M.Pd. The result analysis of instuments could be without revision and the result analysis of lesson plan could be used with little revision. And the third validator was Nova Lingga Pitaloka,M.Pd. The result anaylsis of instrument could be used with revision in generic structure, scoring system, and the direction, the result analysis of lesson plan could be used with some revision in grammatical sentences, indicator and scoring system. It means that the instrument of writing descripive text was available to be tested to the students.

b. Content Validity

Then, the writer estimated the content validity. According to Cohen, Manion, & Morrison (2000, p. 131), content validity is achieved by ensuring that the content of the test fairly samples the class or fields of the situations or subject matter in question, achieved by making professional judgements about the relevance and sampling of the contents of the test to a particular domain, and concerned with coverage and representativeness rather than with patterns of response or scores. Further, Fraenkel, Wallen, & Hyun (2012, p. 148) stated that content validity refers to the content and format of the instrument. In applying content validity the writer checked the syllabus first, than make them into test spesification.

Table 4

Table of Test Specification

No	Basic Competency	Indicator	Question number
1	6.2 Expressing meaning and rhetorical stages of a simple, short essay by using a variety of written language accurately, fluently and thankful to interact with the surrounding environment in the form of descriptive text and recount	Writing short essay of descriptive text	1

3.7.2 Reliability Test

Reliability is a measure of degree to which a test gives consistent result or scores. According to Fraenkel and Wallen (1990, p. 133), realibility refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. And also Hatch and Farhay (1982, p. 244) mention that reliability is the extent to which a test produces consistent result when administered under similar conditions.

In this study, inter-rater reliability was used to know whether the test is reliable or not. According to Brown (2004, p.21), inter-rater reiability is common occurence for classroom teachers because of unclear scoring criteria, fatigue, bias toward particular "good" and "bad" students, or simple carelessness. Inter-rater

reliability is degree of agreement among raters. The writer needs three raters to evaluate student's result try out by using assesment rubric by Brown (2007).

From the calculation, it was found that the reliability of the writing test items by using Spearman rank-order was 0,81. Fraenkel and Wallen (2012, p. 156) stated that the reliability should be at least 0,70 and preferably higher. Therefore it could be stated this intsrument was considered reliable for this research.

3. 8 Data Analyses

In analyzing the data, data obtained from quasi experimental design and calculated by means of SPSS 20 software (Statistical Package for the Social Sciences). Moreover, the researcher used and described some techniques, as follows :

3.8.1 Data Descriptions

In data description, there were two analysis to be done. They were ; (1) distribution of frequency data and (2) descriptive statistic.

3.8.1.1 Distribution of Frequency Data

In this section, the scores of the students are described by presenting a number of the students who got a certain score and the percentage. The distributions of frequency data are obtained from students' pretest score in control group, students' posttest score in control group, the students' pretest score in experimental group, and students' posttest score in experimental group. Then, the distribution of frequency data displayed in a table analysis.

3.8.1.2 Descriptive Statistics

In descriptive statistics, number of sample, the lowest score, the highest score, mean, standard deviation, and standard error of mean are obtained. Descriptive statistics are obtained from students' pretest and posttest scores in control and experimental group.

3.8.2 Prerequisite Analysis

A prerequisite analysis was done before testing hypothesis. It estimates whether or not the obtained data from students' pretest and posttest score in experimental and control group are distributed normal and homogene. According to Flynn (2003, p. 15), the use of parametric statistics requires that the sample data, be normally distributed, have homogeneity of varians and be continous. The first choice for a researcher is using parametric statistics. It means that if the researchers wanted to know the statistics that used in analyzing the data, the researchers firstly have to test the normality and homogeneity. The following is the procedures in pre-requisite analysis.

3.8.2.1 Normality Test

Normality test is used to determine whether the sample data has been drawn from normally distributed population or not. The data is obtained from students' pretest and posttest in experimental and control group. Moreover, Flynn also states that the data that have normal distribution is the score of significancy higher than 0.05. (Flynn, 2003, p.17).

In measuring normality test, the researcher used One Sample Kolmogorov-Smirnov test in SPSS 20 (Statistical Package for the Social and Science) software application.

3.8.2.2 Homogeneity Test

Homogeneity test is used to measure the scores obtained whether it was homogene or not. According to Flynn, (2003, p.17), the data can be categorized homogene whenever it is higher than 0.05. In measuring homogeneity test, the researcher used Levene Statistics in SPSS software application.

3.8.3 Hypotheses testing

In measuring significant improvement and significant difference on students' descriptive writing achievement taught by using Cubing strategy. The researcher analyzed the differences using t-test, paired sample t test and indepedent sample t test in SPSS 20 software application. The explanations as follows:

a. In measuring a significant improvement, paired sample t-test was used for testing the students' pretest to posttest scores using *Cubing Strategy* in experimental groups. A significant improvement was found whenever the p-output was lower than 0,05 and t-obtained is higher than t-table 2,0423 (with df = 30).

b. In measuring a significant difference, independent sample t-test was used for testing student's posttest scores in control and experimental groups. A significant difference was found whenever the p-output is lower than 0,05 and t-obtained is higher than t-table 2,0003 (with df = 60)

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents: (1) findings and (2) interpretation of the study.

4.1 Findings

The findings of this study were to find out: (1) data descriptions, (2) prerequisite analysis, and (3) the results of hypotheses testing.

4.1.1 Data Descriptions

In the data descriptions, distribution of data frequency and descriptive statistic were analyzed.

4.1.1.1 Distribution of Data Frequency

In distribution of data frequency, score, frequency, and percentage, were described. The scores got from: (a) pretest scores in control group, (b) posttest scores in control group, (c) pretest scores in experimental group, and (d) posttest scores in experimental group.

1.   Pretest Scores in Control Group

In distribution of data frequency, the researcher got the interval score, frequency, and percentage. Based on the result analysis of students" pretest scores in control group, it showed that four students got 2.5 (12,9 %), one student got 2.6 (3,2%), five students got 2.7 (16.1%), one student got 2.8 (3.2%), two students got 3.0 (6.5%), two students got 3.2 (6.5%), two students got 3.3 (6.5%), one student got 3.5 (3.2%), one student got 3.56 (3,2%), one student got 3.6 (3.2%), one student got 3.7 (3.2%), one student got 3.8 (3,2%), two students got 4.0 (6.5%), two students got 4.23 (6.5%), one student got 4.26 (3.2%), one student got

4.4 (3.2 %), one student got 4.6 (3.2%), one student got 5.13 (3.2%) one student

got 5.16 (3.2%). The result of the pretest score in control group was described in

Table 5.

Table 5

Distribution of Data Frequency on Pretest Scores in Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.5	4	12.9	12.9	12.9
	2.6	1	3.2	3.2	16.1
	2.7	5	16.1	16.1	32.3
	2.8	1	3.2	3.2	35.5
	3.0	2	6.5	6.5	41.9
	3.2	2	6.5	6.5	48.4
	3.3	2	6.5	6.5	54.8
	3.5	1	3.2	3.2	58.1
	3.56	1	3.2	3.2	61.3
	3.6	1	3.2	3.2	64.5
	3.7	1	3.2	3.2	67.7
	3.8	1	3.2	3.2	71.0
	4.0	2	6.5	6.5	77.4
	4.23	2	6.5	6.5	83.9
	4.26	1	3.2	3.2	87.1
	4.4	1	3.2	3.2	90.3
	4.6	1	3.2	3.2	93.5
	5.13	1	3.2	3.2	96.8
	5.16	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

2.   Posttest Scores in Control Group

   In distribution of data frequency, it was found that one student got 2.5 (3.2%), one student got 2.6 (3,2%), one student got 2.7 (3,2%), one student got 2,8 (3,2%), one student got 2.9 (3,2%), four students got 3 (12,9%), two students got 3.1 (6,5%), one student got 3.2 (3,2%), one student got 3.3 (3.2%), one student got 3.4 (3.2%), two students got 3.5 (6,5%), one student got 3.7 (3,2%), three students got 3.8 (9.7%), two students got 4.1 (6,5%), one student got 4.2 (3,2%), one student got 4.4 (3,2%), one student got 4.5 (3,2%), one student got 4.7 (3,2%), one student got 4.9 (3.2%), two students got 5.1 (6,5%), one student got 5.3 (3,2%) one student got 6.2 (3,2%). The result of the posttest scores in control group was described in Tabel 6.

Table 6

Distribution of Data Frequency on Posttest Scores in Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.5	1	3.2	3.2	3.2
	2.6	1	3.2	3.2	6.5
	2.7	1	3.2	3.2	9.7
	2.8	1	3.2	3.2	12.9
	2.9	1	3.2	3.2	16.1
	3	4	12.9	12.9	29.0
	3.1	2	6.5	6.5	35.5
	3.2	1	3.2	3.2	38.7
	3.3	1	3.2	3.2	41.9
	3.4	1	3.2	3.2	45.2
	3.5	2	6.5	6.5	51.6
	3.7	1	3.2	3.2	54.8
	3.8	3	9.7	9.7	64.5
	4.1	2	6.5	6.5	71.0
	4.2	1	3.2	3.2	74.2
	4.4	1	3.2	3.2	77.4
	4.5	1	3.2	3.2	80.6
	4.7	1	3.2	3.2	83.9
	4.9	1	3.2	3.2	87.1
	5.1	2	6.5	6.5	93.5
	5.3	1	3.2	3.2	96.8
	6.2	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

3.   Pretest Scores in Experimental Group

In distribution of data frequency, it was found that six students got 2,5 (19,4%), one student got 2,56 (3.2%), two students got 2.6 (6.5%), two students got 2.7 (6.5%), one student got 2,8 (3,2%), one student got 3. (3.2%), one student got 3.0 (3.2%), one student got 3.1 (3.2%), three students got 3.13 (9.7%), three students got 3.2 (9.7%), one student got 3.4 (3.2%), one student got 3.43 (3.2%), one student got 3.5 (3.2%), two students got 3.6 (6.5%), one student got 3.8 (3.2%), one student got 3.8 (3.2%), one student got 4.2(3.2%) two students got 4.8 (6.5%). The result of the pretest scores in experimental group was described in Table 7.

Table 7

Distribution of Data Frequency on Pretest Scores in Experimental

Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.5	6	19.4	19.4	19.4
	2.56	1	3.2	3.2	22.6
	2.6	2	6.5	6.5	29.0
	2.7	2	6.5	6.5	35.5
	2.8	1	3.2	3.2	38.7
	3	1	3.2	3.2	41.9
	3.0	1	3.2	3.2	45.2
	3.1	1	3.2	3.2	48.4
	3.13	3	9.7	9.7	58.1
	3.2	3	9.7	9.7	67.7
	3.4	1	3.2	3.2	71.0
	3.43	1	3.2	3.2	74.2
	3.5	1	3.2	3.2	77.4
	3.6	2	6.5	6.5	83.9
	3.8	1	3.2	3.2	87.1
	3.8	1	3.2	3.2	90.3
	4.2	1	3.2	3.2	93.5
	4.8	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

4.   Posttest Scores in Experimental Group

In distribution of data frequency, it was found that one student got 4.3 (3.2%), one student got 4.4 (3.2%), one student got 4.5 (3,2%), one student got 4.5 (3.2%), one student got 4.7 (3.2%), one student got 4.9 (3.2.%), one student got 5 (3.2%), one student got 5.1 (3.2%), one student got 5.2 (3.2%), one student got 5.4 (3.2%), two students got 5.4 (6.5%), one student got 5.5 (3.2%), one student got 5.56 (3.2%), one student got 6.0 (3.2%), one student got 6.1 (3.2%), two students got 6.2 (3.2%), one students 6.3 (5.1%), one student got 6.4 (3.2%), one student got 6.5(6.5%), one student got 6.6 (6.5%), one student got 6.7 (3.2%), one students 6.8 (6.5%), one student got 7 (3.2%), two students got 7.0 (3.2%), one students got 7.4 (3.2%), one students got 7.6 (3.2%) one student got 8 (6.5%). The result of the posttest score in experimental group was described in Table 8.

Table 8

Distribution of Data Frequency on Posttest Scores in Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.3	1	3.2	3.2	3.2
	4.4	1	3.2	3.2	6.5
	4.5	1	3.2	3.2	9.7
	4.5	1	3.2	3.2	12.9
	4.7	1	3.2	3.2	16.1
	4.9	1	3.2	3.2	19.4
	5	1	3.2	3.2	22.6
	5.1	1	3.2	3.2	25.8
	5.2	1	3.2	3.2	29.0
	5.4	1	3.2	3.2	32.3
	5.4	2	6.5	6.5	38.7
	5.5	1	3.2	3.2	41.9
	5.56	1	3.2	3.2	45.2
	6.0	1	3.2	3.2	48.4
	6.1	1	3.2	3.2	51.6
	6.2	2	6.5	6.5	58.1
	6.3	1	3.2	3.2	61.3
	6.4	1	3.2	3.2	64.5
	6.5	1	3.2	3.2	67.7
	6.6	1	3.2	3.2	71.0
	6.7	1	3.2	3.2	74.2
	6.8	1	3.2	3.2	77.4
	7	1	3.2	3.2	80.6
	7.0	2	6.5	6.5	87.1
	7.4	1	3.2	3.2	90.3
	7.6	1	3.2	3.2	93.5

8	2	6.5	6.5	100.0
Total	31	100.0	100.0	

4.1.1.2 Descriptive Statistics

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean scores, standard deviation were analyzed. The score were acquired from; (a) pretest scores in control group, (b) posttest scores in control group, (c) pretest scores in experimental group, and (d) posttest scores in experimental group.

1. Pretest Scores in Control Group

In descriptive statistics, it showed that the total number of sample was 31 students. The minimum score was 2, the maximum score was 5, the mean score was 3,45 and the standard deviation was . 792 The result analysis of descriptive statistics in control group was described in Table 9.

T**able 9**

Descriptive Statistics on Pretest Scores in Control Group Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Control	31	2	5	3.45	.792
Valid N (listwise)	31				

2. Posttest Scores in Control Group

In descriptive statistic, it showed that the total number of sample was 31 students. The minimum score was 2, the maximum score was 6, the mean score was 3.75, and the standard deviation was 916. The result analysis of descriptive statistic in control group was described in Table 10.

Table 10

Descriptive Statistics on Posttest Scores in Control Group Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Postest Control	31	2	6	3.75	.916
Valid N (listwise)	31				

3. Pretest Scores in Experimental Group

In descriptive statistics, it showed that the total number of sample was 31 students. The minimum score was 2, the maximum score was 5, the mean score was 3.18 and the standard deviation score was 640. The result analysis of descriptive statistics in experimental group was described in Table 11.

Table 11.

Descriptive Statistics on Pretest Scores in Experimental

Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment	31	2	5	3.18	.640
Valid N (listwise)	31				

4.   Posttest Scores in Experimental Group

In descriptive statistics, it showed that the total number of sample was 31 students. The minimum score was 4, the maximum score was 8, the mean score was 6,02, and the standard deviation score was 1.068 The result analysis of descriptive statistics in experimental group was described in Table 12.

Table 12

Descriptive Statistics on Posttest Scores in Experimental

Group

	N	Minimum	Maximum	Mean	Std. Deviation
Postest Experiment	31	4	8	6.02	1.068
Valid N (listwise)	31				

4.1.2   Prerequisite Analysis

In prerequisite analysis, there were two analyses should be done. They were normality test and homogenity test.

4.1.2.1 Normality Test

In measuring normality test, *1 Sample Kolmogorov-Smirnov* is used. The normality test is used to measure students" pretest and posttest in control and experimental group.

1.   Pretest Scores in Control and Experimental Groups

The computations of normality used the computation in SPSS 16. The result of analysis is figured out in table 13 below.

Table 13

Normality Test of Pretest Scores in Control and Experimental

Groups

No	Student's Pretest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	31	.771	.593	Normal
2	Experimental Group	31	.801	.543	Normal

2. Posttest Scores in Control and Experimental Groups

The computations of normality used the computation in SPSS 16. The result of analysis is figured out in table 14 below.

Ttable 14

Normality Test of Posttest Scores in Control and Experimental Groups

No	Student's Postest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	31	.692	.724	Normal
2	Experimental Group	31	.649	794	Normal

4.1.2.2 Homogeneity Test

In measuring homogeneity test, Levene statistics was used. Levene statistics is a formula is used to analyze the homogeneity data. The homogeneity test was used to measure students" pretest scores in experimental and control groups, and students" posttest scores in experimental and control groups.

1. Pretest Scores in Control and Experimental Groups

Based on the homogeneity test, it was found that the significance level was 0.102 From the result of the output, it could be stated that the students" pretest in control and experimental group were homogenous since they were higher than 0.05. The result of homogeneity test was figured out in Table 15.

Table15.

**Homogeneity Test on Pretest Scores in Control
and Experimental Groups**

Levene Statistic	df1	df2	Sig.
2.757	1	60	Homogenous

2. Posttest Scores in Control and Experimental Groups

Based on the homogeneity test, it was found that the significance level was 0.234. From the result of the output, it could be stated that the students" posttest in control and experimental group were homogenous since they were higher than 0.05. The result of homogeneity test was figured out in Table 16.

Table 16

**Homogeneity Test on Posttest Scores in Control
and Experimental Groups**

Levene Statistic	df1	df2	Result
1.446	1	60	Homogenous

4.1.3 Result of Hypothesis Testing

In this result hypothesis testing, measuring means significant improvement was presented.

4.1.3.1 Result Analysis of Paired Sample T-Test From Pretest Posttest Score in Experimental Groups

In this research, paired sample t-test was used to measure the significant improvement on students" descriptive writing by using Cubing Strategy at SMP N 22 Palembang. The analysis result of paired sample t-test was figured out in Table 17.

Table 17

Result Analysis of Paired Sample T-Test From Pretest Posttest Score in Experimental Groups

Using *Cubing Strategy* at SMP N 22 Palembang	Paired Sample t-test			Ha
	T	Df	Sig. (2-tailed)	
	11.020	30	.000	Accepted

4.1.3.2 Result Analysis of Independent Sample T-Test from Posttest Scores in Control and Experimental Groups

In this research, independent t-test was used to measure the significant difference on students" descriptive writing scores taught by using Cubing Strategy and those who were not at SMP N 22 Palembang. The analysis result of paired sample t-test was figured out in Table 18.

Table 18

Result Analysis of independent Sample t-test from Posttest Scores in

Experimental and Control Groups

Using *Cubing Strategy* and those who were taught by using teacher's method.	Independent Sample t-test			Ha
	T	Df	Sig. (2-tailed)	
	8.827	60	.000	Accepted

Based on the table analysis, it was found that the p-output was 0.000 and the t-value was 8.827 It could be stated that there was a significant difference on students" descriptive writing taught by using Cubing Strategy because the p-output was lower than 0.05 and the t-value was higher than t-table (df 60 = 2,0003). Therefore, it was concluded that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

4.2 Interpretation

Based on the findings above, the researcher made some interpretations. There are some findings can be interpreted as follow:

In this research, the experimental and control group got pretest to find out the mean score of their writing before given the treatment. In this case, the mean score of experimantal group was 3,18 and the mean score of control group was 3.45 based on the result, there was no significance in mean scores of pretest between the control and experimental groups since the difference was 0,27 point. It could be stated that both groups have similar point to start the treatment by using Cubing strategy and those who were not.

When the researcher conducted pretest and posttes by both experimental and control group, the researcher found students difficulties in writing, such as the students could not develop their imagine and could not construct generic structure in descriptive writing, the student's did not know how to start, how to develop their ideas, or how to conclude the essay. they could not write descriptive based on the language features and they got bored in writing because they lacked the technical skills of writing acceptable compositions in writing. Richard and Renandya (2002, p. 303) say that writing is the most difficult skill for language learners to master, the difficulty is not only in generating and organizing ideas, but also in translating these ideas into readable text.

Then, the researcher conducted treatments in experimental group by using Cubing Strategy which allowed students to combine their picture and text to write and memorize a topic easily which were posted on the wall.

The result in pretest test between VIII.3 and VIII.6 calculated that the students" score in class VIII.6 was lower than class VIII.3 to overcome this problem, the researcher assumed that class VIII 6. was suitable as an experimental group which got treatments by using Cubing strategy.

In this reseacrh the researcher conducted in 12 meetings in experimental group. In the first meeting, the students did know what they wanted to do in their writing, the students were confused to follow the direction in Cubing strategy, because this the first time for the students study with the rule. In the second meeting the students more active and motivated to made some paragraphs. The reseacrher explained the sides of cube to make the students organized their mind with the side of the cube. In the cube there are six side,which has diferent mean and functions. This strategy was intended to activate students" prior knowledge about descriptive writing. Finally, they could write a topic based on the language feature, generic structure and good vocabularies because they tried to remember vocabularies recognized the sides of the cube. Therefore, after getting treatment and posttest, it was found that there was significant improvement between pretest and posttest in experimental group. Those facts were the result between maximum pretest score in experimental group was 5 and the maximum posttest score was 8. Moreover, the students" pretest score to posttest score in experimental group have a p-output 0.000 with t-value 8.827 since the p-output was lower than 0.05 level.

Therefore, the alternative hypothesis (Ha) was accepted. In control group, the students were only given pretest and posttest. There was not any treatment from

the researcher. The students in control group were taught by using teacher"s method. for the control group, they had difficulty to answer pretest. They could not write descriptive well, most of them write less than one paragraph, they could not write their writing based on the language feature, therefore, the meaning could not be understood well and they wrote the composition both in English and Indonesian. Those facts were the result between maximum pretest score in control group was 6. and the maximum posttest score was 6. Moreover, the result of paired sample t-test on that group.

In conclusion, it was inferred that the implementation of Cubing strategy showed significant improvement on students"descriptive writing at SMP N 22 Palembang. It could be proposed that Cubing strategy was appropriate to teach descriptive writing. According to Silberman (2014, p. 192), participants may choose to accompany the poster with a one-page handout offering more detail explanation and serving as further reference material. Based on this statement, students will be allowed to write more detail explanation from the poster. It means that this strategy is suitable for descriptive writing. Moreover, by applying this strategy, students will be easy to find an idea that will be written.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents: (1) conslusion and (2) suggestions.

5.1 Conclusion

In this research, the researcher concluded that there was a significant improvement on the seventh grade students" descriptive writing who were taught by using Cubing strategy. The students" pretest score to posttest score have a p-output 0.000 since the p-output was lower than 0.05 level with t-value 8.827 was higher than df=38 (2,0423). It could be stated that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

Moreover, there was a significant difference on the eighth grade students" descriptive writing between those who were taught by using Cubing strategy and those who were taught at control group. The students" posttest score in experimental and control group have a p-output 0.000 since the p-output was lower than 0.05 with t-value 11.020 was higher than t-table (df 60 = 2,0003). Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

5.2 Suggestions

Based on the study that has been conducted, the researcher would like to offer some suggestions to all teachers, students and next researchers. Firstly, this strategy is really suitable for writing descriptive, it will teach students organize their ideas, develop their imagine and can see from another sides , it can give

motivation to students to make a good paragraph.

Then, for the students, especially for the eighth grade sudents at SMP N 22 Palembang, it is suggested that they should learn more about writing not only descriptive writing but also another paragraphs, it would be better for the students to use the concept of Cubing strategy. They can use with groups and develop their ideas from much perspectives.

Finally, for the next researchers who want to conduct the research in teaching writing can use this result of study as additional references for further relevant research with different variable and conditions.

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