**THE EFFECT OF USING CUBING STRATEGY ON STUDENTS’ WRITING ABILITY AT THE EIGHTH**

**GRADE STUDENTS OF SMP NEGERI 2**

**SATU ATAP KOLANG IN 2023/2024**

**ACADEMIC YEAR**

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***Abstract:****The objective of this research is to find out: 1) the application of cubing strategy on teaching writing ability, 2) the student’s writing ability before and after using cubing strategy, 3) whether there is significant effect of cubing strategy on student’s writing ability at the eight grade students. The research use pre-experimental with one group pretest and posttest as design. Population and sample in this research are the entire students’ at the eighth grade students of SMP N 2 Satu Atap Kolang 40 students with using total sampling as a data collection technique. In collecting data, researcher used observation sheets and tests as instruments. The results of this research is : 1) the score average aplication of the cubing strategy is 3.07 with categorized "Good". 2) the score average students' writing ability before cubing strategy is 39.39 with categorized "Very Bad". Meanwhile, after using the cubing strategy is 58.68 with categorized "Bad". The research use uji wilcoxon as analysis data, because the data pretest distribution abnormal. The result of uji wilcoxon is <0.01 it means Ha accepted, where is score accepted if score significance <0.05 . It means that there is a significant effect of using cubing strategy on students' writing ability of descriptive text at the eighth grade students of SMP N 2 Satu Atap Kolang 2023/2024 academic year.*

***Keywords****: Cubing Strategy, Writing Ability, Descriptive Text*

**Abstrak:**Tujuan dari penelitian ini adalah untuk mengetahui: 1) penerapan strategi cubing terhadap kemampuan mengajar menulis, 2) kemampuan menulis siswa sebelum dan sesudah menggunakan strategi cubing, 3) apakah terdapat pengaruh yang signifikan dari strategi cubing terhadap kemampuan menulis siswa sebelum dan sesudah menggunakan strategi cubing. kemampuan menulis siswa pada siswa kelas delapan. Penelitian ini menggunakan metode pre-eksperimental dengan desain one group pretest and posttest. Populasi dan sampel dalam penelitian ini adalah seluruh siswa kelas VIII SMP N 2 Satu Atap Kolang yang berjumlah 40 siswa dengan menggunakan total sampling sebagai teknik pengumpulan data. Dalam pengumpulan data, peneliti menggunakan lembar observasi dan tes sebagai instrumen. Hasil penelitian ini adalah: 1) skor rata-rata penerapan strategi cubing sebesar 3,07 dengan kategori “Baik”. 2) skor rata-rata kemampuan menulis siswa sebelum menggunakan strategi cubing sebesar 39,39 dengan kategori “Sangat Buruk”. Sedangkan setelah menggunakan strategi cubing sebesar 58,68 dengan kategori “Buruk”. Penelitian ini menggunakan uji wilcoxon sebagai analisis data, karena distribusi data pretest tidak normal. Hasil uji wilcoxon <0,01 berarti Ha diterima, dimana skor diterima jika skor signifikansi <0,05. Artinya terdapat pengaruh yang signifikan penggunaan strategi cubing terhadap kemampuan menulis teks deskriptif siswa pada siswa kelas VIII SMP N 2 Satu Atap Kolang tahun pelajaran 2023/2024.

**Kata kunci**: Strategi Cubing, Kemampuan Menulis, Teks Deskriptif

**I. INTRODUCTION**

The writing ability is the ability to express ideas, thoughts or information through writing. Good writing abilities are crucial in a variety of fields, one of which is education. In the context of education. An effective writing ability can help a person express ideas and arguments in tasks such as essays. There are several kinds of writing ability that can be developed in the form of text. among others: descriptive text, narrative text, procedural text, recount text and report text. In this research, researcher focus to the description text because researcher found problems in writing deskriptive text.

In fact there are still many students who fail to write descriptive texts. Their abilities are low, it can seen from result researcher observation. Based on the result of the research conducted on Thursday, February 22th 2024 at SMP N 2 Satu Atap Kolang with one of the teachers in the field of English language studies Fransiskus Panggabean S.Pd. The average student score is 50 but they must get a score of 70. Because the score of 70 is a category both in writing and the maximum score they achieved. Based on the data. the researcher can be conclude that the writing ability of the eighth grade high school students is low.

Based on the result observation, the researcher found several factors which effect the ability of students in writing of descriptive text. The problem is affected by some factors, namely internal factors and external factors. The external factors is found from student outside, such as: not interesting learning strategies, environment and not satisfy school facilities. And then internal factors come from the students themselves, such as: student attitudes, vocabulary constraints, difficulties in correctly composing words, lack of understanding of verb adjectives and nouns, inconsistencies between title and structure sentence, and lack of student learning motivation. If this situation continues researcher worry that the problem is not solved, which causes students are not able to write with good descriptive text, students are unable to compete in the writing, new writers will not rise, new books will disappear, book contents will be monotonous, and so on. It will occur, if the student can't develop his writing skills. Therefore, they are accused of being able to face the possibilities that will occur in the future.

Based on the explaination problems above, teachers must active and creatively find strategies to help students out of the difficulties they face. One of the strategies used by the researchers in this research is a cubing strategy. A Cubing strategy is a good learning strategy involving students to think of one concept from six different perspectives in one topic. The use of cubing strategies affects students writing ability to produce good writing.

Based on the explanation above, it is persumed that the cubing strategy bring a significant effect on student writing ability. Therefore, the researcher is interested in conducting a research entitled “The Effect Of Using Cubing Strategy on Students Writing Ability At The Eighth Grade Students Of SMP N 2 Satu Atap Kolang In 2023/2024 Academic Year”

**1.The Writing Ability**

Writing ability is a very important competency because it allows individuals to relate to other people through language, communicate ideas, and develop creativity. According to Leo (2007) in Rahayu et al (2022) writing is the process of using words to convey concepts or ideas. Moreover, writing is a preparation that serves to sharpen three other basic skills (Nation, 2009:113). While Sari et al (2014) say writing is a means of expressing ideas or thoughts that are contained in writing. According to Tarigan (2010:3) in Agustina et al (2024) writing is a skill that takes an important role in helping learning to experiment with words, sentences, and many texts to convey ideas.

According Ratnaningsih (2019) Text that provides clear detailed information about something is considered descriptive. According to Noprianto (2017) in Aprilian et al (2021) descriptive text is a research strategy to attract the attention of the reader or listener with a classification explanation on what the researcher wrote. And according Aprilian et al (2021) define descriptive text as the practice of expressing something in such a way that the reader can actually feel or it say descrptive text is a process of describing ehich has a detailed order acording to its characteristics so that the reader can feel. And next according Limbong et al (2021) writing descriptive text is a means of expressing many ideas, viewpoints, points of contention, and details about a text that describes an object in written form. Based on the above opinion, the researcher concludes that writing ability of descriptive texts is a basic ability to describe or explain objects, places, or events in detail information and develop it into a written form that can be understood by the reader.

**2. The Cubing Strategy**

The cubing strategy is a writing strategy that involves six distinct views and help in the development of pupils' writing abilities. Using this strategy, students can look at the subject from a fresh angle before writing in greater detail. According Nation (2009:118) “Cubing is when the learners consider the topic from six angles: (1) describe it; (2) compare it; (3) associate it; (4) analyse it; (5) apply it; (6) argue for and against it”. According Azka A (2019) say cubing is a kind of strategy for teaching writing based on the physical appearance of representing idea and describing it to make them able to write of writing work.

According to Nazario (2013) in Rahayu et al (2022) proposed that six perspectives of Cubing strategy as follows.

* + 1. Describe, Picture the subject and jot down as many specifics, attributes, and traits as you can.
    2. Contrast or comparison, see if there are any similar or differences that can be compared
    3. Associate, connet the topic with the other object that remind them about the topic.
    4. Analyze, this prepective we were asked to evaluate the complexity related to the topic.
    5. Apply, this perspective, the students must explore the application of the topic.
    6. Argue for or against, from this perspective students should make arguments about the topic, and explain about the support or opposition about the subjec.

Based on some of the above definitions, the researcher concludeds that Cubing is a learning strategy in writing where using cubing writing is more structured because it uses six different perspectives.

**II. METHODOLOGY OF THE RESEARCH**

Research Design also helps researchers in determining research methods, collecting and analyzing data, as well as compiling the results of research. According to Sugiyono (2014:11), quantitative methods are divided into two, namely experimental methods and survey methods. Where is the reseacher use experimental methods are used to find effect on certain under controlled conditions. This effect is assessed by providing a specific treatment to one group and withholding it from another group and then determining how both groups score on an outcomes”. According sugiyono (2014:119) a population is the number of subjects/objects that have certain qualities and characteristics that are determined by the researcher to be studied. The all population used as a sample research where the all population in the eighth grade students of SMP Negeri 2 Satu Atap Kolang have 40 students. The instruments which using in this research to measure the variables are obsevation sheet and test. The research used the ttites or test wilcoxon to analyze the data.

**III. RESULT**

Based on the conducting research analysis of observation sheet about used the Cubing Strategy at the eighth grade students of SMP N 2 Satu Atap Kolang which contains 9 statements about the aspect of observation and researcher found the main score was 3.07. After collecting the data, the researcher showed the results of the research writing ability of descriptive text before using the cubing strategy. The researcher calculated the scores and found the highest and lowest scores. The highest score was 67.50 and the lowest is 25.

**Tabel 7**

**Histogram on Students’ Writing Ability of Descriptive Text Before Using Cubing Strategy**

After collecting the data, the researcher showed the results of the research writing ability of descriptive text after using the cubing strategy. The researcher calculated the scores and found the highest and lowest scores. The highest score was 87.50 and the lowest is 32.50.

**Tabel 10**

**Histogram on Students’ Writing Ability of Descriptive Text After Using Cubing Strategy**

Based on the histogram above, it can be seen that students' writing ability of descriptive texts has increased. Before using the cubing strategy students are more at 20-30 intervals than after using the Cubing strategy at 50-60 intervals. This means that the strategy cubing effect students' writing ability of descriptive text.

Then for the paired sample t-test, the researchers used another alternative, using the wilcoxon signep test or known as the ui match pair test.

**Table 12**

**Wilcoxon Test Statisticsa of Cubing Strategy**

|  |  |  |  |
| --- | --- | --- | --- |
| **Description** | **Asymp. Sig. (2-tailed)** |  | **Explanation** |
| Posttest | <.001 | 0.05 | Normal Distribution |

Based on the above table it can be Asymp. Sig. (2-tailed) smaller than the alpha score <.001 (<.001 < 0,05). According to the test rules wilcoxon Ha will be accepted if Asympt. Sig.2-tailed is smaller from 0.05 then the researcher conclude Ha is accepted and Ho rejected.

**IV. DISCUSSION**

Based on result of the application of cubing strategy in effect the writing ability of descriptive text, the researcher obtained an average scores of 58.68 (category Bad).Next, the result of writing descriptive text before giving treatment using cubing strategy is 39.39 (kategori Sangat Buruk).The result of learning to write descriptive text after treatment using cubing strategy is 58.68 (bad category). It can be concluded that after using the cubing strategy in learning to writingabilityof descriptive text gives quite a good effect, it can be seen from the average value after using a strategy cubing higher than before using the Cubing strategy in the at the eight grade students of SMP N 2 Satu Atap Kolang.

**CONCLUSION**

Based on the research in chapter IV, the researcher outlines the conclusion as follows:

1. Application of cubing strategy in teaching on students’ writing ability at eight grade students of SMP N 2 SATAP Kolang categorized “Good” with an average score of 3.07.
2. Students write descriptive texts before and after using cubing strategy on students’ writing ability at eight grade students of SMP N 2 Satu Atap Kolang of 39.39 category “very low” and after 58.68 category “low”.
3. There is a significant effect of using a cubing strategy on student's writing ability in the eighth grade N2 SATAP Kolang. iThis can be seen from the wilcoxon test where the significant value is obtained <0.01. according to the rule If the significance value is <0.05 the hypothesis is accepted.

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