

## The Effectiveness of Using Cubing Strategy in Writing Descriptive Text

Eka Agustina<sup>1</sup>, Nilawati Munawwaroh<sup>2</sup>, Dian Wijayanti<sup>3</sup>, Ajeng Oktaviana<sup>4</sup>, Heni Erlinawati<sup>5</sup>

<sup>1,2,3,4,5</sup>University Nurul Huda, Jl. Kota Baru, Kec. Buay Madang, Kabupaten Ogan Komering Ulu Timur, Sumatera Selatan  
ekaagustina@gmail.com

### Abstract

This study is titled "The effectiveness of using cubing strategy in writing descriptive text". The purpose of this study is to find out whether there is a significant effect between thinking students using the cubing strategy and non-thinking students using cubing strategy in teaching descriptive writing to students. MTS 8th grade student Raudhatul Istiqomah Lirboyo Suroboyo or not. Therefore, this study is quantitative, using experimental methods and quasi-experimental design. The sampling technique was chosen according to the purposive sampling method. There are two groups: the experimental group (VIII A) with 31 students and the control group (VIII B) with 31 students. In this study, the author used several codes as data collection tools. Based on the calculation performed by independent testing, the researcher found that the obtained result was larger ( $3092 > 2000$ ) at the  $\alpha = 0.05$  significance level in the two-tailed test. This means that there was a significant effect between the experimental group and the control group. Therefore, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It can be concluded that the block building strategy has been effective in teaching descriptive writing.

**Keywords:** Effect, Writing, Cubing Strategy, Experimental

### Abstrak

Penelitian ini berjudul "Efektivitas penggunaan strategi cubing dalam menulis teks deskriptif". Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh yang signifikan antara siswa yang berpikir menggunakan strategi cubing dan siswa yang tidak berpikir menggunakan strategi cubing dalam pengajaran menulis deskriptif kepada siswa. Siswa kelas 8 MTS Raudhatul Istiqomah Lirboyo Suroboyo atau tidak. Oleh karena itu, penelitian ini bersifat kuantitatif, menggunakan metode eksperimen dan desain eksperimen semu. Teknik pengambilan sampel dipilih berdasarkan metode purposive sampling. Terdapat dua kelompok yaitu kelompok eksperimen (VIII A) yang berjumlah 31 siswa dan kelompok kontrol (VIII B) yang berjumlah 31 siswa. Dalam penelitian ini penulis menggunakan beberapa kode sebagai alat pengumpulan data. Berdasarkan perhitungan yang dilakukan dengan pengujian independen, peneliti menemukan bahwa hasil yang diperoleh lebih besar ( $3092 > 2000$ ) pada taraf signifikansi  $\alpha = 0,05$  pada uji dua sisi. Artinya terdapat pengaruh yang signifikan antara kelompok eksperimen dan kelompok kontrol. Oleh karena itu hipotesis nol ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_a$ ) diterima. Dapat disimpulkan bahwa strategi block building telah efektif dalam pengajaran menulis deskriptif.

**Kata Kunci:** Pengaruh, Menulis, Strategi Kubus, Eksperimental

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✉Corresponding author: Eka Agustina

Email Address: ekaagustina@gmail.com (Jl. Kota Baru, Kab. Ogan Komering Ulu Timur, Sumatera Selatan)

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## INTRODUCTION

In this introduction, the writer discussed about: (1) background of the study, (2) problem of the study, (3) objective of the study.

### *Background of the Study*

Language as a primary communication tool is very important for learning. Language helps us interact more easily. In the modern era, it is asserted that everyone knows a portion of languages, one of which is English. English is an international language that plays an important role in the world. Every country needs English to communicate with other countries. In Indonesia, English is used as a

foreign language, taught from elementary school to university, where teachers must teach English effectively and creatively to achieve the course's goals (susana2012:1).

According to tatrigan (2008:1), language skills include four skills: listening, speaking, reading, and writing.

In English lessons, writing is an important English skill along with listening, reading, writing, and speaking. Tarigan (2010: 3) states that writing is a powerful skill that plays an important role in facilitating language acquisition as learners experiment with words, sentences, and large amounts of text to communicate ideas. You will be able to implement your ideas effectively and retain the grammar and vocabulary you learn as part of your studies. This means that writing can help learners master English because it stimulates thinking and allows them to develop specific language skills at the same time. Furthermore, writing is not a skill that learners acquire naturally without practice.

Additionally, writing is also considered a very complex skill to learn. This is a complex cognitive activity, and the author must be able to simultaneously organize specific technical skills such as content, format, sentence structure, vocabulary, and punctuation.

### ***Problem of study***

The problem of this study was concerned to investigating the effect of teaching in writing through cubing strategy. In this case, the writer devided and discussed into:

### ***Limitation of the Problem***

In this study, limitation of the problems As follows:

1. the population of this study is only the eighth grade students of MTs Raudhatul Istiqomah Lirboyo Surabaya in academic year 2019/2020,
2. the material to teach writing ability is descriptive text,
3. technique to teach writing in this study is Cubing Strategy.

### ***Objective of the Study***

The purpose of this study was to determine the significant effect between students whowere tau ght the cubing strategy and those who were not taught it when teaching expository writing to 8 th grad e MTS students Raudhatul Istiqomah Lirboyo Surabaya School. istomeasure, Significance of the stud y The author sexpected that the result soft his study would providesome benefit to:

### **For the Writer**

For writer can be experienced in applying English learning strategy especially in writing Descriptive textby using Cubing Strategy and should be reference for her in doing teaching learning English at school in future.

### **For the Students**

The students can get motivation, students more interest to learning English and to reduce their difficulties in learning English especially when they have confused to developpe their ideas in teaching writing.

### **For the English Teacher**

The result of this study can be used as information for the English teacher in develop their technique in teaching English and also can help the teacher in improving their way in teaching writing.

#### **For the school**

This study is expected to provide improving quality of learning in school through increased insight regarding the application of Cubing Strategy so it can also be used as material consideration improvement the quality of learning in other subject.

#### **For the other writers**

For the other writers, this study can be use as a consideration of writers and readers who interest to examine more deeply about the application of the Using Cubing Strategy.

#### ***Literature Review***

In this chapter, the discussion covered the theoretical framework including: (1) Concept of Teaching, (2) Concept of Writing

#### **Concept of Teaching**

Teaching is the process by which teacher simpart knowledge to students so thatthey can better u nderstand the content of the learning process. According to Brown(1980:8), teaching guides and facili tates learning, enables learners to learn, and helpscreate the conditions for learning. In my opinion, ed ucation is the activity of a teacher who teaches materials, knowledge, and skills to students a taspecifi ctime and place. The teacher then plays the role of guide, tutor, and facilitator. Teaching isa concrete a ctin which someone who knows the answer teaches or explains the answer to someone who does not k now the answer. This means that to achieve your goalof teaching English as a foreign language ,there are many options that suity our individual condition.

The teacher must motivate and guide the class and ensure that the class remainsin good conditio n. In addition, teachers should give students the opportunity to express their opinions in their native la nguage. Teaching is also called an art or a craft anddepends on the personal skills and personality of t he teacher (Richards & Renandya,2002:23). To be a good teacher, one must have a good attitude, hav e a lot of knowledge and try to entertain the students when process learning takes place. Regarding the above definition,"teaching is ateacher'sjob.

Teaching is process of giving material for studens so that the studens know about something as their new knowlage. Teach is a transferring process or planting of a sience. In teaching it means that there is a a teacher's activity as the presenter and the studens as the objec of the study,some times studying process feel so boring, because of it, teaching is not just mastering to the material of the subject but also we need to give an art skill in the studiyng pprocess , art how to manage the class, art how to talk, so that the class wiil be live. Teaching is extend and influence knowlage or Paradigm Riberru (1991:1), teaching it is mean reduce a talent as the result of the studying process. Like implating moral value, annalised , an ability always be thingking logisly, and than the implemetation to the subject as the material be.

From All those statement we can formulate as the Teacher we must be patient, creative, and believe all our students are capable to mastering the study material, because basicly there are same

when they're born in the world, but there so many factor creat them, their mind ability, character, because there are from different family with their each beaviorism that influence it make it be different.

### **Concept of Writing**

Writing is a very complicated type of communication that requires a variety of cognitive and metacognitive functions. which requires a variety of cognitive and metacognitive functions. Among the communication arts, writing is arguably the most difficult communication, as stated by Richardson and Morgan (2003: -286). the most difficult communication process, as noted by Richardson and Morgan (2003: -286). Likewise, writing is a complex process that combines various cognitive and metacognitive activities, such as brainstorming, planning, varieties -, organizing, drafting, and revising, according to Negari (2011: 299). cognitive and metacognitive activities, such as brainstorming, planning , publishing, organizing, compiling and revising, according to Negari (2011: 299). Writing is also complicated and challenging to teach because it involves complicated and challenging grammar and other writing related skills. to teach because it involves learning grammar and other writing related skills.

According to Harmer(2004: 44), writing involves mechanical elements similar to other talents, such as handwriting (2004: precise, spelling, punctuation, and the creation of well-structured phrases, paragraphs, and texts. 44), writing involves mechanical elements similar to other talents, such as precise handwriting, spelling, punctuation, and the creation of well-structured phrases, paragraphs, and texts. Before students write, writing instructors must help them relearn how to master these components .help them relearn how to master these components .

However, writing successfully requires a lot of information, including vocabulary, syntax, and selecting appropriate topics of information. Writing is not a simple task .it includes vocabulary, syntax and choosing an appropriate topic . Writing is not a simple task. Writing, according to Sakolik (cited in Nunan 2003: 88), is the mental process of generating ideas. Of Sakolik (cited in Nunan 2003: 88), is the mental process of generating ideas. A writer, he continued, carries out activities such as creativity, planning, sketching, editing, creativity, and rereading. planning, sketching, editing, reading, and rereading.

In addition, Linse (2005: 88) says that writing is a combination of the process of collecting and working with ideas, as well as making the writer's ideas understandable to the reader.

Based on the opinion soft wo experts, we can conclude that writing is a means of expressing ideas and thoughts into words and paragraphs in a predetermined order. Students are taught to understand specific information and express it in writing. Hanson (2009:135) explained that students' thinking can be stimulated by asking them to write about t he stories, chapters, or books they have read in away that stimulates the challenge of creativity and cri tical thinking skills.

In addition, the writing process has several parts proposed by Clark (2007: 10) as follows:

**Prewriting**

At this stage, the writer comes up with ideas, exchanges ideas, connects ideas, or simply talks or reflects on ideas.

**Draft**

Students begin to write down their thoughts. Students should think about audience, purpose, genre or form.

**Controlling**

The structure and arrangement of the writing is checked during editing, and the composition of the writing is checked during editing. Students examine important components of their writing in reviews, including topic sentences, persuasive details in persuasive review essays, wording in laboratory reports, and including descriptions in science fiction novels. Regarding their writing, writing, they also ask, "Does this make sense? They also ask, "Does this make sense? problem? What should be changed or added? ".or added?". Writing mechanics are checked during editing. writes checked during editing . Therefore, students must be able to achieve both.

**Publishing**

Teaching instructors now allow students to recognize and reward their efforts. now allows students to recognize and reward their efforts. When a student is prepared ready for production to produce a final copy that can be typed final copy manually or in a word processor, this occurs after other processes have been completed.

**Reflector**

An important step in the writing process is reflection. It inspires writersto consider what they have written to consider what they have written. Through reflection, a writer can also review whether the initial goals of the brainstorming and writing process have been met.

**METHOD**

Finding, developing, and proving a certain knowledge base knowledge base can be a goal for understanding, overcoming, and predicting a problem (Sugiyono: 2013)

Apart from that, according to (Margono, 2009:66), 66 "the research method is the method of a science, which is a science that studies and discusses scientific research. To study and discuss scientific research." The author of this research used a quasi-experimental design.

Quasi-experimental design, according to Dr. Jones (2016), very similar to the original experiment, with the exception that participants were not randomly assigned to experimental groups in a quasi-experimental design.

Experimental is a study of possible relation between cause and effect by treatment for experimental group and the result is compare to control group which do not gives treatment (Margono, 2009:88). There are two groups, the first group is called experimental group and the other one is called control group. The design of quasy experimental Pre-test and Post-test as follows:

$$\frac{O_1 \text{ X } O_2}{O_3 \text{ .... } O_4}$$

(Sugiyono, 2012:116)

Where:

O1 : Pre-test for experimental group

O2 : Post-test for experimental group

O3 : Pre-test for control group

O4 : Post-test for control group

... : No treatment

X : Treatment by using Cubing Strategy

"Effectiveness of Cubing Strategy in Writing Descriptive Texts for Class VIII Students at MTs Raudhatul Istiqomah Lirboyo Surabaya." Text for Class VIII Students at MTs Raudhatul Istiqomah Lirboyo Surabaya."

1. An effective complaint, an effective remedy, or an effective catalyst for a revolution are examples of something that can be considered effective. is an example of something that could be considered effective.
2. To use something means to put it to a particular use , as a tool , ability , or structure .
3. Cubing approach is the ability to develop our thoughts about a subject and perform in-depth analysis on it.
4. Writing is a medium through which we may express and communicate our thoughts, opinions, and feelings.
5. A descriptive text is one that goes into great detail to describe the traits and attributes of a particular object (a person or a thing).

## **RESULTS AND DISCUSSION**

### ***Results***

In this study apply the experimental method to determine the effectiveness of using cubing strategy in the class VIII.

### **Teaching Procedure of Writing by Using Cubing Strategy (Experimental Class )**

In teaching writing by using Cubing Strategy, there are some material and item test.

#### **Pre-activities**

1. The teacher opens the learning process with greeting, reciting and praying to start learning and check the presence of students.
2. The teacher explains the benefits of learning lessons to learn in everyday life and deliver the learning objectives at the meeting, then inform the subject matter to discuss at the meeting at that time.
3. The teacher explains the core competencies, basic competencies, indicators, KKM, and mechanism of implementing learning in accordance with the steps of learning.

#### **Whilst-Teaching Activity**

1. Teachers provide explanations about the subject. Students provide explanations about the subject. The subject is also related to descriptive text, text that describes people, places, and objects such as teachers, doctors, artists, schools, houses, parks, pencils, pens, bags, and so on.
2. As a visual aid, the instructor must construct \_ \_must make a cube. a cube. Labels such as description, comparison, relationship, analysis, application, and description, should be applied to aspects.
  - a. Description: Describes the object's color, size, shape, and other color, size, and characteristics after careful inspection.
  - b. the substance and what else? Does it really make a difference?
  - c. Link: Identify these two subjects. Similar objects, events, locations, people, etc., can be connected.
  - d. Analysis: Explains the application or operation of the subject.application or operation. If caseYou are not sure , you \_confirm it .not sure, verify the confirmation .
  - e. Apply: Describe your ideas ideas for using this theme .to use this theme . The app for that.
  - f. Present your argument —pro or con—now. Support your claims with arguments, data, personal experience. arguments, data, or personal experience.Description: This examines the object in detail and describes what you see (color, size, shape, etc.).
  - g. Compare: What is one and what is the other substance? What difference does it make?
  - h. Link: What are these two topics? You can link similar things, times, places, people, etc.
  - i. Analysis: Tells how the subject is applied or how it works. If you are not sure, check the confirmation.
  - j. Apply: Tell us what you can do with this theme. How it can be used.
  - k. Argument for or against: stand up. Support your position with reasons, facts or opinions.
3. Teachers use cubing as a visual aid. They give each student a copy of the basic model along with the instructions visual aids . They give each student a copy of the basic model along with instructions. Start with something simple for students to hold, such as a pencil
4. After "pencil" cutting by the class or individuals, the instructor discusses the overall description format. from \_"pencil" by class or individual, the instructor approaches the overall description format. The next step is for students to practice cubing with the concepts they already know. Finally. For other subjects, students should use illustrations to clarify their ideas. Talking about what's yours has been written by "elbow partners" "elbow partners for each of the six tasks are also useful. partners" that have been written for each of the six tasks are also useful. This helps students in determining the accuracy of their ideas..
5. The teacher assigns to photograph a subject; assign\_some example subjects including my house, my favorite artist, and my favorite pet. class to photograph a subject; some examples of subjects include my house, my favorite artists, and my favorite pets.

- The teacher invites students to provide all the information they know about the subject after they have finished the paragraph. invite students to provide all the information they know about the subject after they have completed the paragraph.

**Post-activities**

- The teacher makes a resume with the guidance of the teacher about the important points that appear in learning activities.
- The teacher gives schedule homework for the material and say a final Greeting.

Another research study was conducted by Nefdina Linasari, Fitriana Harmaini, and Yadri (2010) entitled "Teaching expository writing using the cubing strategy in secondary schools". It can be concluded that by using the cubing strategy, the students were able to develop their ideas when writing expository texts.

There are similarities and differences between their study and the present study.

The author's research is similar to the previous research mentioned above in his research on teaching writing through cubing strategies.

**The Students' Result of Pre-test and Post-test in the Experimental Group**

The result of the pre-test of writing after the test distributed to the students was shown in Table 1

Table 1. The Result of Students' Score for Pre-Test in Experimental Group

St' No	Rater 1						Rater 2						Average Score
	C	O	G	V	M	Score	C	O	G	V	M	Score	
1	15	10	15	15	3	58	20	15	15	15	2	67	63
2	20	15	18	17	3	73	15	18	18	17	3	71	72
3	14	14	14	14	2	58	17	15	12	11	3	58	58
4	14	12	12	10	2	50	15	10	13	11	2	51	51
5	15	10	10	15	2	52	15	10	13	11	2	50	51
6	15	5	10	10	2	42	10	10	10	10	2	42	42
7	15	15	15	20	2	67	20	15	15	15	2	67	67
8	15	15	15	20	2	67	20	15	15	15	2	3	68
9	15	12	5	20	3	60	20	15	15	11	3	64	62
10	15	15	15	15	3	63	16	13	14	14	2	59	61
11	17	15	16	14	3	65	16	17	18	14	3	68	67
12	15	12	13	13	2	52	13	13	12	12	2	52	52
13	15	12	13	14	2	56	15	15	13	14	2	59	58
14	15	10	10	10	2	47	15	10	10	10	2	47	47
15	15	15	10	15	2	57	15	15	10	15	3	58	58
16	19	16	17	17	3	72	18	15	18	17	3	71	72
17	15	10	15	10	2	52	15	10	15	10	2	52	52
18	20	10	15	20	3	68	17	15	15	20	3	70	69
19	15	15	15	15	2	62	15	15	15	15	2	62	62
20	15	10	10	10	2	47	15	10	15	10	2	52	50
21	10	10	10	8	2	40	10	10	10	8	2	40	40
22	15	15	15	15	3	63	18	13	14	14	2	61	62
23	17	14	16	16	2	65	20	13	13	14	3	63	64
24	19	16	17	17	3	72	18	15	18	17	3	71	72
25	15	10	5	10	2	42	15	10	10	15	2	52	47
26	15	10	5	10	3	58	15	10	15	15	3	58	58
27	15	10	10	10	2	47	15	10	15	10	2	52	50



28	10	10	10	8	2	40	10	10	10	8	2	40	40
29	15	15	15	15	3	63	18	13	14	14	2	61	62
30	17	14	16	16	2	65	20	13	13	14	3	63	64
31	19	16	17	17	3	72	18	15	18	17	3	71	72
Total						1795							1813
Mean												58,48	
Median												61,00	
Mode												58	
Variance												92,458	
Standard deviation												9,616	
Range												32	
Maximum Score												72	
Minimum Score												40	

Based on Table 1 the writer found that the highest score was 72 and the lowest score was 40 in which the mean score was 58.48, median was 61, mode was 58, variance was 92.458, and range was 32, with standard deviation was 9.616.

Furthermore, the writer interpreted the students' score into distribution table as follows:

Table 2. The students' Distribution Score of Pre-Test in the Experimental Group

Score Interval	Category	Pre-Test	
		Frequency	Percentage (%)
86 – 100	Excellent	0	0%
71 – 85	Good	4	12.90%
56 – 70	Average	16	51.61%
41 – 55	Poor	9	29.03%
0 – 40	Failed	2	6.46%
<b>Total</b>		<b>31</b>	<b>100%</b>

Based on Table distribution score above, it was obtained that there was no (0%) student who got excellent category, 4 students who got good category (12.90%), 16 students who got average category (51.61%), 9 students who got poor category (29.03%) and there were 2 (6.46%) student who got failed category.

### Discussion

The objective of this study is to find out all the important information effect between the students who are taught by using Cubing strategy and students who were not taught cubing strategy in class writing descriptive text at the eighth grade students of MTs Raudhatul Istiqomah Lirboyo Surabaya.

The teacher assigns to photograph a subject; assign some example subjects including my house, my favorite artist, and my beloved pet. class to photograph a subject; some examples of subjects include my house, my favorite artists, and my favorite pets. Text that describes certain people, places, objects, or topics is called descriptive text. Objects or topics are called descriptive text. Descriptive writing according to Nadell, McMeniman, and Langan (2003: 155) Location, location, and direction come first. second measurement. Third, patterns and shapes. Texture and color are in fourth place. Ingredients and compounds are in fifth place. Technical vocabulary is sixth. Face, body, character, clothing, structure, climate, etc.

Students explain objects clearly in their writing, using their senses to help readers visualize

what they are describing. readers visualize what they describe. In addition, according to Tompkins (1994: 111), descriptive writing requires the use of words to create a picture in the reader's mind. So, the objective purpose of description is to describe the appearance of something to the reader.

In addition, McCarthy (1998: 5) defines descriptive writing as a genre of writing that uses word sounds and metaphors, along with appropriate sensory words and phrases, to create an image in the reader's mind. appropriate sensory words and phrases, to create an image in the reader's mind. in Meaning means \_writing using the senses of taste, smell, taste, and sound to help us visualize characters and settings. writing uses our senses of taste, smell, taste, and sound to help us visualize characters and settings. In contrast, descriptive writing writing is the act of expressing the reader's feelings into words by using their senses..

According to Tompkins (1994: 112), authors used certain techniques in their expository texts to create vivid, multisensory word pictures.

### **Adding specific information**

1. Identifying specific activities and actions
2. Name your character
3. Identify settings
4. List Attributes

### **Produces a Visual Sensation**

1. Writers incorporate sensations into their writing to strengthen their images and give more depth to their words. Evaluate your own performance He Comparing something with another is one of the most effective ways a writer may explain describe something something.
2. Conversational Writing Adding dialogue to text rather than summarizing what characters are saying is another approach writers take to show, not tell. . Writers incorporate sensations into their text to create more powerful images and make their words more vivid.

### **Concept of Cubing Strategy**

Perez (2013: 35), which attempts to assist pupils in considering a subject or idea from a variety of angles. This indicates that by offering six relevant views on a subject, the cube technique aids pupils in understanding it better. The six sides describe, connect, analyze, apply, and argue, according to Forgeso (2004: 124). Originally, this technique was meant to be used as a literary technique for delving into ideas or subjects from several angles. These various dimensions are taken into account by using a physical visual representation of a cube. Cube functions best when pupils are forced to think in a particular way.

It enables pupils to build multidimensional perspectives by examining an issue or topic from multiple angles. To incorporate every student, cubing might be assigned based on readiness, interest, or learning style. In the same way as a cubing has five sides, brainstorming a cubing yields five "sides" or approaches to the issue. This allows you to view the object from five different perspectives.

Additionally, Cubing is a pre-writing approach, according to Joyce and Edward (1993:8). It facilitates researchers' examination of a subject from several angles. Students rapidly shift their viewpoint on the subject (often the problem while explaining it) during this prewriting. Connect it to a memory, a person, or an occasion. Put it to use in some manner. Divide it into sections and do an analysis. to be compared to something, compare something to yourself, and ultimately defend or take a position. Composing a piece about everyone, the researcher Apply Bloom's Taxonomy and engage in higher order reasoning. The cubing idea is a type of teaching method for teaching writing based on the cubing idea's physical form, according to the description given above.

with six sides to explore and describe a topic or idea so that they can write about the writing task. According to Nazario (2013:329), he proposed five aspects of the Cubing strategy as follows:

1. Explain

Envision the topic and jot down as many specifics, attributes, and traits as you can. The teacher encourages the pupils to properly define the subject, its aspects, and its traits from this perspective.

2. Contrast or compare.

What topic? What makes a difference? Make a list of as many parallels as you can. Students will attempt to draw as many parallels as they can between the similarities and differences from this perspective.

3. Accompanying

What kind of theme is it? What thoughts does it evoke? Exist any other concepts, happenings, or items that could be connected to the subject? Students are required to match the subject with an object that resembles it from this angle.

4. Examine.

What comprises the topic matter? What components does it have? How does it operate? What kinds are there in it? How significant and pertinent is your subject? Students need to examine the subject's details from this angle.

5. Make an application.

What action is possible on the matter? What connection does this have? What is its utility? From this angle, it is imperative that students understand how the subject is applied.

6. Argue for or against.

What sort of controversy surrounds this issue? What are its advantages and disadvantages? What difficulties does it encounter? In what way may it be rectified? Students are required to talk about the subject and describe its advantages and disadvantages from this point of view. You can use the "5-step" approach to write essays and paragraphs. "It" designates a thing, someone, location, or intangible idea. There are six distinct viewpoints on dice strategy, as explained above.

The reason it is termed a cubing is that it has five sides. Students who use cubing must consider the subject from several angles before writing in further detail. Students that participate in cubing must view a topic from six different angles.

## CONCLUSION

In conclusion, modified and inspired by This tactic is founded on an outward manifestation that symbolizes the concept. His cube's five sides, or views, are as follows: Describe, contrast, Cubing is a technique for organizing writing that aids pupils in In order to educate his eighth-grade students at MT Laudatul how to write descriptive essays, the author employed the cubing approach, which was based on the results of the previous chapter. They came to the conclusion that students were affected. The findings of independent st tests on the posttest scores of the experimental and control groups, which produced the t-obt values, demonstrated this. It is evident that there was a difference in learning between pupils who used the cubing

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