

# TEACHING WRITING DESCRIPTIVE TEXT BY USING CUBING STRATEGY AT JUNIOR HIGH SCHOOL

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## ABSTRACT

This paper aims to help the reader in finding solution to many problems that happens in teaching English learning, especially in writing at junior high school. Moreover, this paper also aims to be a guide line for English teachers to teach in more attraction for students. In this paper, the writer discusses about how to teach write descriptive text by using cubing strategy, for the purpose to make the students more creative in learning and finally they can write well decriptive text in English. The first step teachers have to do is prepare the topic of descriptive , the role of decriptive text writing, then teachers apply teaching writing by using cubing strategy including the points of cubing strategy. After that teachers give some questions about one topic by using cubing strategy and give instruction to students to draw the cubing including note of each cube point. After students finish drawing and writing, teacher ask students to write decriptive text by choosing one subject on descriptive text.

Key Word : *Writing, Descriptive Text, Cubing Strategy*

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## CHAPTER I INTRODUCTION

### 1.1. Background of the Problem

English is an international language. It is widely used as a means of communication by people who come from different countries when they communicate each other. Realizing the important role of English, most people

in the word learn English either as a second language or as a foreign language.

Writing is a way to exspress idea, thought, feeling and opinion in written form. It is one of four skills in English besides speaking, listening, and reading. A writer has to pay attention to many things, such as the choice of

words, the grammar of sentences, the use of punctuations and the coherence of one sentence to another. It is important to make the readers can understand easily when they read that writing. Comparing from four skills, writing is one of important skills that should be given a special attention besides the other skills because writing is productive skills that enables a writer to communicate their idea to others .

Teaching writing at junior high school is done through genre based approach. According to Lin (2006:2) in genre based approach, teaching and learning focuses on the understanding and production of selected genres of texts. Its mean genre based approach relates the teaching and learning with various kinds of text. The texts are narrative text, descriptive text, procedure text and report text. Each text has special characteristics, and certain arranged in certain arrangement. The texts have different social function, generic structure and language features.

However, many students at junior high school cannot use English well in writing. Based on writer general observation, many students think writing is difficult and boring activity,

because they find some problems when the students write. Those problems are : Firstly, students do not have many vocabularies, it makes them not know what they should write. Secondly, students have image that writing is a very difficult to do. It makes the students afraid of doing it. Furthermore, the students are lacking of linguistic knowledge such as be not able to spell word correctly and weak in sentences building.

In order to make students easy in writing, a teacher should improve the quality of teaching writing by using some strategies that can make students easy to start and to finish in writing. In this paper, the writer discuss cubing strategy to teach writing to junior high school students.

## **1.2 Limitation of the Problem**

In this paper, the writer limits to discuss of teaching writing by using cubing strategy for descriptive text at the second year students at junior high school.

## **1.3 Purpose of the Paper**

This paper aims to help the writer herself, English Teacher, and for other reader. The writer discusses about how to teach writing by using cubing

strategy, for the purpose to make the students more creative in learning and finally they can write well in English. Another purpose of this paper is to fulfill one of the requirements to complete “Sarjana Degree” of English Language Teaching. Moreover, this paper also aims to be a guide line for English teachers to teach in more attraction for students. And the last this paper aims to help the reader in finding solution to many problems that happens in teaching English learning, especially in writing at junior high school.

#### **1.4 Organization of the Paper**

This paper consists of four chapters. Firstly, Chapter I is introduction, which consists of background of the problem, the purpose of the paper and the organization of the paper. Secondly, Chapter II is review of related literature which consists of the nature of writing that describe about definition and components of writing then conclude describe all about cubing strategy that used descriptive text in teaching writing. Thirdly, Chapter III deals with 3 procedures: pre-class activity, whilst activity and post-class activity of teaching writing by using

cubing strategy. The last is Chapter IV giving conclusion and suggestion.

## **CHAPTER II REVIEW OF THE RELATED LITERATURE**

### **2.1. The Nature of Writing**

#### **2.1.1. The Definition of Writing**

Writing is one of four skills besides listening, speaking, and reading, which is learned in English. It is as media to share and express a writer ideas, opinion, and feeling about something. Ur (1991: 163) defines writing as the expression of idea. It means that through writing, can deliver message, idea, thought, and feeling in writing form. The writer should considered by attention to the correct spelling, punctuation, grammar and the collection of the vocabulary as aspect of writing in order to convey a correct message to the reader.

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: 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. Furthermore, Linse (2005: 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.

### **2.1.2. The Components of Writing**

To write well, there are many rules which should be considered. Some experts state their opinion about component of writing. Haris (1969: 68) describes component of writing as follows; content, grammar, style, and mechanics. Content is the substance of writing or ideas expressed. Form is organization of flavor to writing contents. Grammar is employment of grammatical form and syntactic pattern. Style is choice structure and lexical item to give particular tone of flavor to writing. And mechanic is the use of graphic conversation of the language. So that, writing is not easy because the

writer should recognize aspect of writing to avoid misunderstood ideas of writer to the reader.

From the explanation above, the writer concludes that component of writing consist of: content that a writer has ability to think creatively and develop ideas, grammar which require a writer to employ grammatical form, style which writers has to be able to edit sentence and paragraph and to use language effectively. So if students have a good understanding about such competence of writing, students will be easy to write.

### **2.1.3. The Process of Writing**

There are many rules which should be considered in writing. Some experts state their theories. Based on Brown (1994: 94) and Linse (2005: 105) writing have similar definition of process in writing. They explain that there are some stages in writing process: Pre-writing, drafting, and revising. Pre-writing is technique to generate ideas. It will be used as a beginning for children to prepare what they will write, collect their thought and ideas, if children do it, they can write without any hesitation or worry. Then, drafting is viewed as an important and complex set of stages,

the mastery of which takes time, patience and trained instruction. At this stage the children write down all of their ideas. The last revising can be used to make a writing clear and convincing. But, Linse (2005: 105) have two more other stages in writing process, i.e: editing and publishing. Editing can be painful for children to rework a piece they feel is already finished. And publishing means that the writing pieces rewritten in a publishing or persentable.

Based on paragraph above, the writer can conclude that there are five steps of the writing process. The first is pre-writing, it is the chance to prepare the ideas before writing. The second is writing, it is the way to express the idea that is prepared in pre-writing. The third is revising, it is time to review the logical ideas that have been written. The fourth is editing, it is to delete some idea that inappropriate in writing or to add some ideas that are interesting and appropriate in writing. Finally is publishing. It is the last step of writing in which students hand in they final copy to the teacher.

## **2.2 Strategy of Teaching Writing**

According to Cashwel & Mahler (2000:3), teaching writing provides opportunities for students to develop clear thinking skill. Teaching writing is a process to make the students have ability to write an English sentence, paragraph, and text correctly. It is also as a process of making the students have critical thinking in writing. So to be a teacher we have a strategy to make students have critical thinking in writing. According to Jim (2005: 4), Writing Strategies are cognitive and metacognitive procedures writers use to control the production of writing. Examples of Writing Strategies are decisions such as: Ideas, organization,voice, Word Choice, Sentence Fluency, Conventions.

There are many strategies which can be used in teaching writing. For example: alpha box, compensate or appropriate, jigsaw and cubing strategy.

From definition above we can concluded that in teaching writing we can used many strategies in teaching learning writing. And also each strategies have different step and also have same purpose in teaching learning that by used strategies students be have

critical thinking in writing. And cubing strategy is interested to be used in teaching writing because in there have some steps and visual prop that easy to remember in teaching writing descriptive text.

## **2.3 Cubing Strategy**

### **2.3.1 The Definition of Cubing Strategy**

In this part, the writer will describe about some definiton of cubing strategy from experts. Tompskins (1990) defines cubing is a literacy strategy which uses a concrete visual of a cube with its six sides to serve as a starting point of consideration of topic within subject areas. The six sides are describing, associating, analyzing, applying, and arguing

### **2.3.2 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. According to Alteri (2010:61) 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).

## **2.4 Descriptive Text**

One type of texts which is learned in junior high school is descriptive text. Descriptive text is a text describe a specific person, please, thing, or any subject. As Jolly (1994: 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, shapes, and opattern. Fourth, colors, and textures. Fifth, naterial 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 describe object or any subject with detail. Such as colors, size, shapes, textures, materials, subject, technical of vocabularies and value of the object.

## **2.5 Teaching Writing of Descriptive Text by Using Cubing Strategy.**

Teaching is the process of giving information that is given by the teacher to students systematically in an arranged period and in a special method curriculum (CBC, 2004 and KTSP 2006). This subject requires junior high school students to be able to produce many kinds of the text. For instance; report, descriptive, recount and procedure text. Each of the texts has specific social function, generic structure and lexical grammatical features.

In other hand, cubing strategy is a kind of teaching strategy which can be used to help the students to creative thinking in writing descriptive text.

## **CHAPTER III THE PROCEDURES OF TEACHING WRITING BY USING CUBING STRATEGY**

### **3.1. Preparation**

Before presentation, a teacher should do some preparation:

- a. The teacher needs to prepare time in teaching writing.
- b. The teacher also will prepare the material.
- c. Teachers prepare media that will be needed in teaching learning process.

### **3.2. Procedures**

#### **1. Pre Teaching Activity**

- a. Greeting  
This activity is a good way for teacher makes a good sense between the teacher and the students.
- b. Checklist attendance  
Besided greeting, checklist attendance is activity that have done by teacher to know the students attendance and condition in that day. The teachers check the students one by one.
- c. Review the student previous material.

#### **2. Whilst-Teaching Activity**

1. The teacher tells the students about the topic. And a subject will relate to descriptive text, the topic i.e. describe a person, place, and things such as ; teacher, doctor, artist, place school, house, garden, and pencil, pen, bag and etc.

2. The teacher should construct a cube for visual prop. The side should be labeled as follow: Description, comparison, association, analization, application and argue.
  - a. Description : It consider the subject in detail and describe what you see (color, size, shapes, etc.)
  - b. Comparison : To what is the one subject and what the other subject? From what is difference?
  - c. Association : What are two subjects? You might associate what similar things, time, place, people, etc.
  - d. Analization : Tell how te subject is made or how it functions. If you are not sure, make a confirmation check.
  - e. Application : Tell what you can do with the subject. How it can be used.
  - f. Argue for or Against :Take a stand. Reinforce your stand with reasons, fact, or opinion.
3. The teacher passes out to students a copy of the cubing template and the instructions; the teacher uses a cube as a visual prop. For example, start with an object such as “a pencil” or something which is easy for

students to understand. Each student should write down their idea of a pencil for each side of the cube.

4. After the class or individual completes the cubing of “a pencil”, and the teacher explain the generic structure of descriptive text. Then the students should practice cubing on a concept that is in their sphere of knowledge. Finally. The students should use cubing for other topics to clarify thinking. It is also being helpful to have students discuss with “elbow partners” what they have written down for each of the six tasks. This will let to the students know if they are on the right track with their ideas.
5. Teacher gives some topic that will be used by students to be described and they choose one of them, for example: My House, My Favorite Artist and my Beloved Pet.
6. After the students write a paragraph, the teacher asks the students about all information of the topic.

### 3. Post Teaching Activity.

Post teaching activity is activities at the end of teaching process. In post teaching, the teacher can see how far the students understand about the topic. Not only that, the students are also hoped to be able describe something. In this activity the teacher will give the conclusion about the topic.

1. The teacher reviews again about the lesson, so the students will understand more about the material.
2. The teachers give chance for the students to ask some questions if they do not understand about the material given.
3. The teachers give motivation for the students, so they are more interested in studying English.
4. The teacher gives homework to the students to write about the descriptive text. In this activity, the teacher will determine the topic or the title of descriptive text which will be written by students. i.e. "Map" with all side of cubing.
5. The teacher closes the meeting.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

#### CONCLUSION

Writing is one way in communication besides speaking. The writers can express their idea, opinion, and feeling to other people through writing. In teaching writing at junior high school, the students must be able to produce many kind of the text, like; narrative text, recount text, descriptive text and report text.

Writing descriptive text is a subject in teaching learning process at junior high school especially at eight levels. Most of the students are difficult to write their idea and combine into a good sentence because they do not have enough knowledge about the writing material. So, the problems make students lazy and dislike learning writing.

To solve the problem above, the writer believes that using cubing strategy is a suitable strategy in teaching writing, especially for descriptive text. Through cubing strategy, the students can see some items that they must write, like; thing, people, and place. And the

students will be easy to understand and be interested in writing.

In this paper, the writer has explained some activities in teaching descriptive text by using cubing strategy at junior high school in the classroom. To stimulate students to write a descriptive text, cubing strategy can be used. By using cubing strategy, students can be more creative in thinking, and they are also getting writing skill in descriptive text.

### **Suggestion**

In teaching writing descriptive text at junior high school. Teachers have to select the appropriate strategy to encourage the students in writing and to reduce their boredom in writing in order to improve students ability in writing.

As discussed in the previous chapters, cubing strategy is not only for joying in language class, but also giving creative thinking in writing. Before using cubing strategy, the teachers have to select a topic for the students to write descriptive text. It will make the students motivate to write in English.

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