

TEACHING WRITING NARRATIVE TEXT USING CUBING METHOD

Ahmad Yudi Hermawan, Agung Wicaksono, M.P.d, Khoiriyah, S.Pd, M.P.d

University of Nusantara PGRI Kediri,
zweindrei2@gmail.com

University of Nusantara PGRI
Kediriagungwicaksono@unp.ac.id

University of Nusantara PGRI Kediri
khoiriyah@unp.ac.id

ABSTRACT

In learning a language, there are four skills that ought to be tutored to students: listening, speaking, reading, and writing. Writing is a form of the written language that generally demands standard forms of grammar, generic structure, and vocabulary. It indicates that in writing, the writer should master the use of grammar, generic structure, and vocabulary to make the reader understand about what the writer writes. Students got the information that the generic structure of a narrative text consists of orientation, complication, and resolution. To the students, writing was very boring thus they considered that writing narrative text was a complicated, confusing and boring activity. The teacher also found it hard to teach writing skills. Some students also argued that they did not have enough vocabulary and limited knowledge on grammar. Consequently, the teachers who taught English writing in class need more effort and various techniques in teaching writing especially narrative text. Thus, the researchers offered a good media that had to be applied in the learning process of writing narrative text. The media is a cubing method. This article discusses implementation stages of the cubing method.

Keywords : *Teaching Writing, Cubing Method*

INTRODUCTION

In learning a language, there are four skills that ought to be tutored to students: listening, speaking, reading and writing. In practice, the writing was tutored once after listening, speaking and reading. However this doesn't state that learning writing isn't vital. In fact, since writing may be the most important lesson, learning why writing is tutored once the third important part is tutored and writing is also a terribly tough subject for the scholars. It's associated with Olice Oshima and Ann Hogue (1999:3) that writing, significantly educational writing, isn't simple. It takes study and practice to develop this ability. For each speaker and new learners of English, it's vital to notice that writing may be a method, not a "product". This implies that a chunk of writing, whether or not it's a composition for your form or a work report for your grade is rarely complete; that's, it's invariably attainable to review and revise, and review and revise once more. Writing may be a vital capability for being in hand by students, writing is additionally an excellent communication tool. Through writing, every person will be able to convey feelings, ideas, and announcements to others. Sharples (1999:8) actually, writing is an associate degree opportunity; it permits students to express one thing concerning themselves, explore and make a case for concepts. Students will convey their concepts in their mind by organizing them into an honest text in order that the others recognize them and that they will suppose critically.

Therefore, learning is incredibly vital for improved writing, particularly learning of English in state as a result of the writing may be a method of transformation of thoughts and ideas into tangible styles of writing. Additionally, many folks opt for writing as a way of effective and economical communication of data to be sent in some ways that like posting letters, business letters and vital info in an exceedingly company's product. In the Kurikulum 2013 (K-13) info of junior and senior high schools, the program needs students to be able to write in some quiet genre in writing. They're narrative, recount, descriptive, report, rationalization, analytical exposition, hortatory exposition, procedure, discussion, reviews, and report, spoof, and news things.

Based on the facts, the narrative text is one genre that has got to be mastered by students in learning English. And in theory, in keeping with Conlin (1983: 352), narrative is a form of development employed by the author to inform a story or to present an account of historical or factual events. In fact, not all students are able to write narrative text properly and in accordance with the present components within the narrative text. Academics of English had educated the materials to students well however the students still had the problem in writing narrative text. In addition, the researcher also looked at the teachers of English language teaching by lecture, and then asked the students to write narrative text individually. From the facts, student's ability to write narrative text was very less because the learning method that was adopted by teacher of English language was a method that does not fit anymore in this day because it reduced the interest and liveliness of the students in the learning process so that students were bored and did not want to continue learning as they should.

At this present time, there are implementations of the Learning Revolution in teaching and learning, that is learning is no longer centered on teachers and using only the handbook for teaching. On the other hand, teachers nowadays do not need to teach the students by lecturing and then ask them to write the narrative text, it will make the students become bored. The teacher must be creative to create a good medium for teaching so that the students are happy to get the study and also make them easy to understand.

In theory, the researcher offered a good media that had to be applied in the learning process of writing narrative text. The media is cubing, Cubing can be used in different ways. It can be used to initiate free writing where students are given three to five minutes to explore each of the six given perspectives. This prewriting activity helps students initially probe a topic, determine what they know, and query what needs to be given further thought and study (Duckart, 2006). Another prewriting use for cubing is, by exploring multiple perspectives, students determine the most interesting slant for an essay or thesis. Cubing can also be used as an assessment tool for teachers to evaluate the degree to which students understand a topic or book. Perspectives contained on the cubes that prove problematic for students can then be developed and discussed as a class. Teachers can also use this as they reflect on what perspectives they are ignoring in the classroom or what stances they, themselves, are not exploring. Based on the explanation before, the use of cubing is expected to be one of effective learning materials and media in teaching that can significantly improve students' achievement in writing narrative text. Through, (Cowan & Cowan, 1980) this technique is designed to support students in concept development after studying a specific topic. Cubing requires students to construct meaning about a topic from six different perspectives: 1. Description: What is it like? 2. Comparison: What is it similar to or different from? 3. Association: What does it make you think of? 4. Analysis: How is it made or what are its different parts? 5. Application: What can you do with it? How is it used? 6. Argumentation: Take a stand arguing for it or against it.

Teacher begins by modeling the cubing process with a familiar topic. Then students are given their assigned topic and do guided practice in small groups or with a partner with time allotted (3-5 minutes) to write on each side of the cube. According to Rise, there are some guidelines to help students in using the Cubing strategy. The guidelines are follows: a)

Selecting a topic, it can be a place, thing, event, or other topic. b) Limiting the

time for about 3 or 5 minutes to write on each perspective. c) Keep writing until the students are completing in explaining the topic from all perspectives. d) Give opportunities for the students to write whatever they know about the topic. e) Instruct the students to recheck what was written.

REVIEW OF RELATED LITERATURE

2.1 Definition of writing

Nunan (2003: 88) states that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. It indicates that the writer's are demanded to indicate the thoughts and organize them into an honest composition. Additionally, writing presents the writer's construct in understanding a problem that is shown to the public. It needs the mixing of ideas consistently being written. Writing is considered as an active creation of text involves on the one hand lower-order transcription skills like casual writing, punctuation and writing system, and on the opposite hand, higher-order self-regulated thinking processes like planning, sequencing and expressing the content (Benninger at al, 2002). It needs the author to precise the content of writing into a good composition by considering the aspects of writing to be understood by the readers. According to White and Arndt (1991) in Hammad (2013: 1), writing is a thinking method that demands intellectual effort, and it involves reverent concepts, planning, goal setting, monitoring, evaluating what's ping to be written still as what has been written, and using language 'or expressing actual meanings. It implies that writing consists of some stages that ought to be done by the author in conveying the message of writing. Based on the explanations, it can be concluded that writing is an effort to express the writer's thinking, feeling, or ideas in written form by considering writing aspects and writing stages to be clearly understood by the readers.

2.2 Definition of Narrative Writing

Narrative text may be a story with complicated or problematic events and it tries to search out the resolutions to unravel the issues. A crucial part of narrative text is that the narrative mode, the set of methods used to communicate the narrative through a process narration,

2.2.1. Generic Structure of Narrative Text

- Orientation: it's concerning the opening paragraph where the characters of the story are introduced,
- Complication: where the issues within the story developed,
- Resolution: where the issues within the story is resolved,
- Ending / reorientation (optional) – lesson from the story.

2.2.2. Purpose of Narrative Text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

2.2.3. The Characteristics / Language Feature of Narrative Text:

- Past tense
- Adverb of time
- Time conjunction
- Specific character. The character of the story is specific, not general.
- Action verbs. An action verb is a verb that describes an action, like run, jump, kick, eat, break, cry, smile, or think.
- Direct speech. It is to make the story lively.

2.3 Cubing Method

There are a number of techniques to show narrative texts. One among them is cubing technique. consistent with Baroudy (2008,p.4), the topic or topic is explored from six ideas, particularly description, analysis, application, comparison, association, and persuasion. The cubing technique considers to unravel the issues from six completely different angles (Kanner,2008, p.68). Then, Cahyono (2012, p.43) asserts, “Cubing could be a technique in writing whose application was impressed by the form of a cube that has six sides”.Meanwhile, Finch (2009, p.8), defines Cubing is when the learners consider the topic from six angles: a. describe it, b. compare it, c. associate it, d. analyze it, e. apply it, f. argue for and against it. Therefore, cubing technique may be a technique that students take into account, learn, develop and write a subject from completely different instruction in six angles of a cube, particularly describing, comparing, associating, analyzing, applying and affirming. Kanner (2008, p.68) proposes the idea of cubing technique. First, describe it, it's to explain its physical attributes (size, shape, etc.) and its useful attributes. Second, compare it, it's to search out the similarity and therefore the reasons. Third, associate it with searching out different ideas, products, topics, etc. that have reference to the subject to cue authors. Fourth, analyze it, it's to search out the part of a subject and justify the correlation of its part. After that, apply it, it's to elucidate the thanks to use it. Finally, argue it, it is to list the comments, criticisms, and evaluations.

Baroudy (2008,p.4) introduces six ideas in cubing, as follows:

- Describe it: It's telling what the writers or folks deem the topic;
- Compare it: It is finding the similarity and variations between the subject or the objects to some others;
- Associate it:It's finding the correlation between topic or object with others;
- Analyze it: It's writing concerning however the subject are often done or happen;
- Apply it: It's writing concerning the way to use and do the topic; and
- Argue for it or against it: it's giving justification for a positive or negative stance on a subject.

RESEARCH METHOD

3.1 Research Design

The research design in a research is a main thing that must be decided before doing the real research. In this research, the researcher uses qualitative as the research design. The qualitative researcher's goal is a complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors. The researcher collecting the documents related to teaching writing descriptive text teaching preparation are lesson plan, syllabus, hand out, student worksheet.

3.2 Role of Researcher

In this research, the researcher has a role as data collector. As data collector, he observed the strategies of teachers in teaching grammar during the teaching learning process and used interviews to gain deep information from the teacher about his strategies in teaching writing descriptive text using cubing method. Besides, he also used documentation and field notes to complete the data. All of the data collection was known by the teacher as the respondent of the teacher. So, the teacher knows well that he will become the subject of the research.

3.3 Research Procedure

In collecting the data, the researcher made procedure of research and it is arranged into stage as follows:

3.3.1 Pre research

- a) Asking permission to conduct a research to headmaster
- b) Making appointment to do observation and interview

3.3.2 Data Collection

- a) Observing the teaching learning activity of grammar. It covers the instructional material, teaching technique and assessment used by the teacher.
- b) Interviewing the teacher about his strategies in teaching writing

3.3.3 Post research

- a) Drawing the conclusion from the result of the observation and interview

3.4 Place and Time of Research

3.4.1 Place of Research

This research was conducted at MAN 1 Kediri. The school is located at Sunan Ampel street, Ngronggo, Kec. Kota, Kediri City, East Java 64129. The researcher chose this school because it coincided with the time of internship on semester V.

3.4.2 Time of Research

To determine how long the research must be held, it is necessary to arrange the time schedule of the research so the approach becomes effective and efficient.

3.5 Data Resource

3.5.1 Type of Data

The type of data which is used in this research is words, sentences, and statements while the sources of data are divided in three categories. Those are: a) informants that consist of teacher and students, b) documents which exist of teacher's notes. c) the observation of teaching and learning activity.

3.5.2 Subject of the Research

According to Sugiyono (2009:215), "Populasi adalah wilayah generalisasi yang terdiri atas objek/subjek yang mempunyai kualitas dan karakteristik tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulannya". It can be concluded that to choose the object or subject of the research is the subject that has certain characteristics. Based on the title of the research, the subject of this research is English teacher and the teaching learning process of teaching writing descriptive text using cubing method at tenth grade students of MAN 1 Kediri. Furthermore, the sample of research is X A4 with 22 students.

3.6 Technique of Analyzing the Data

After collecting the data, the next step is analyzing the data. In this research, the result of the study was presented descriptively. It means that the data is not treated by statistical procedure, but the writer describes directly the data from observations, interviews and documents about teaching writing descriptive text using clustering

technique. The most common approach is to read and reread all the data and sort them by looking for units of meaning words, phrases, sentences, subjects, ways of thinking, behavior patterns, and events that seem to appear regularly and that seem important.

RESEARCH FINDING AND DISCUSSION

4.1 Research Finding

The teacher has found two main problems in conducting the research. Firstly, the teacher has a limited time to conduct his research. Only having seven meetings over the course of two months, it is also being split again between two topics of descriptive text and recount text. Secondly, as the time of research there is a spread of epidemic covid-19, the government issues online classroom activities. From online classroom activities only limitation, the teacher are unable to apply the cubing method fully in classroom activities. Resulting in students doesn't feel much different in their learning.

4.2 Discussion

Based on the research finding conveyed by the researcher above, there are components which are discussed in the research finding. The components consist of type of classroom techniques in teaching writing descriptive text, the purposes in using cubing method, teachers' role in teaching learning process, students' role in teaching learning process and the role of instructional material at MAN 1 Kediri.

In his observation, the researcher found some teachers' role in each teaching technique. There are teachers' roles that the researcher found in his observation. (1) Teacher as controller, (2) teacher as an organizer, (3) teacher as prompter, (4) teacher as resource, (5) teacher as tutor, (6) teacher as an observer and (7) teacher as a model. This finding is corresponding with Harmer theory. The writer also found some students' role in the teaching-learning process such as (1) Student as Planner, (2) Student as Group, (3) Student as Tutor, (4) Student as Monitor and Evaluator. This finding corresponds with Johnson and Paulston theory (1976: 39-46) spell out learner roles in an individualized approach to language learning: (a) the learner is planning his or her own learning program. (b) The learner is a monitor and evaluator of his or her own progress. (c) The learner is a member of a group and learns by interacting with others. (d) The learner is a tutor of other learners. (e) The learner learns from the teacher, from other students, and from the other teaching source.

CONCLUSION AND SUGGESTION

5.1 Conclusion

From the previous discussion, it can be concluded that the cubing method should be used in face to face classroom activities to force all the students to be active in the teaching learning process. The researcher also recommends to students to use the cubing concepts to write the Descriptive text and determine its generic structure. Therefore, the students can explore the topic deeply. In addition, the researcher hopes to the future researcher to use this research as a reference for conducting more detail about the use of the cubing technique to teach writing descriptive text.

5.2 Suggestion

Based on facts found, the researcher would like to give some suggestions. The researcher suggests to English teachers to use the cubing technique to teach writing recount text. The cubing technique is a pre-writing technique to help students in writing.

This technique eases students to develop and organize their ideas based on the six concepts of this technique. It also encourages the students' creativity and interests in the learning process.

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