

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents background of the study, research problem, objective of the study, significance of the study, the hypothesis, scope and limitation of the study, and the definition of key terms.

#### **A. Background of the Study**

English writing plays an increasingly important role in intercultural written communication. Writing is a mean of communication that allows individuals to share ideas, defend opinions, and express feelings (Xiao, 2015). Moreover, writing is an important tool that permits students to study extra efficiently and to increase their understanding of what they have been taught (Panupong, 2017). It means that by using written forms, someone can express ideas and feel more correctly. In writing, we must select the best and proper words and phrases and should follow the right structure.

Ratnaningsih (2016) states that writing is the most difficult skill for foreign language learners. In fact, writing is still one of the hardest for the students of English. Students with writing difficulties tend to spend more time on process writing; those students tend to focus on handwriting, spelling, punctuation, and capitalization. Therefore, they spend more time correcting than producing (Solagha, 2013).

The same case also happens in Indonesia. Many students cannot use English well in writing. Many students think writing is a difficult and boring activity because they find some problems when writing. Firstly, students are lazy to make a

text because many students do not have ideas, and also the students do not have many vocabularies. Secondly, there is an image of the students that writing is a very difficult skill. It makes the students difficult by doing it. Thirdly, the students cannot write words correctly and spell the word correctly (Sari, 2014).

Writing could be an important capability of being owned by students. Writing is additionally an excellent communication tool. Through writing, everyone will be able to express feelings, ideas, and announcements to the others. Sharples (1999) states that writing is an opportunity; it permits students to express one thing about themselves, explore and explain ideas. Students can express their ideas in their minds by organizing them into a good text so that the others know them and they can think critically. Many people choose writing as a means of effective and efficient communication of knowledge to be sent in some ways like posting letters, business letters, and important information.

Moreover, in writing there are many genres of text such as recount, narrative, procedure, news item, and descriptive text. Each text has special characteristics, and certain arranged in a certain arrangement. The texts have different social function, generic structure, and language features. In writing descriptive text, students also found some difficulties; the trouble in developing their ideas and organizing them to put in a writing a descriptive text, problems in grammar, spelling, punctuation, and capitalization (Husna, 2013). The students' problem became worse because the teacher still used conventional method in their teaching and learning process. This condition makes the students feel bored and makes the students unable to develop their writing skill. So, teachers must use a

method or technique that is good and appropriate in teaching English in order to create student effectiveness in the classroom.

Actually, there are many ways that we can use to solve the mentioned problems above. One of the techniques that can be used in teaching descriptive text is a cubing technique. Cubing is useful to quickly explore a writing topic, investigating it from six different topics of perspective (Baroudy, 2008). Cubing technique is a kind of prewriting techniques that shows the ideas by using six sides of the cube. This prewriting activity can help the students investigate the topic, decide what they want to know, and the question they need to explore ideas (Masitowarni, 2013). It means that in applying the cubing technique students can develop their ideas on that topic.

Many previous studies have been conducted and show that cubing technique can affect the students' writing skill. The first one was conducted by Masitowarni (2013). The result showed that the mean of the students' score in cycle II was 80 which higher than the mean of students' score in cycle I was 73.85. The conclusion was that teaching by using cubing technique can improve students' writing narrative text. The next research was conducted by Resi (2018). The result showed that the students' mean score of pre-test was 38.02 and the students' mean score of post-test was 66.1. It meant the score after giving the treatment was higher than before giving the treatment. So, cubing technique is effective to teach writing recount text. The last was conducted by Cholidah (2019). The result showed that the cubing strategy got a positive response from students. In addition, the results of the

interview showed that students were more active and interested in learning to write recount text by using cubing strategy.

Based on the syllabus, writing descriptive text is one of the materials which is taught to the junior high school students. Here, all students have to write a descriptive text about person, animal, or things. Syahputri (2018) defines that descriptive is a kind of written text which has the particular characteristic to explain an item (human or nonhuman). The purpose of descriptive text is to explain a specific person, place, and things. The descriptive text has generic structure. Firstly, identification is introducing where or who's the issue is describing. Secondly, the descriptive text additionally describes features and characteristic or the assisting part of the paragraph which describe in detail to assist the reader to look and feel the situation. Thus, descriptive text is a kind of text which says what a person or a thing is like. It aims to explain what the thing looks like, it might be a person, place or thing.

Based on the ideas above, it is clear that cubing technique is effective for teaching English in writing. The teacher can apply this technique. Based on the issue above, the researcher conducts a research entitled “The Effectiveness of Using Cubing Technique in Teaching Writing at MTs PSM Sugihwaras Nganjuk”.

## **B. Research Problem**

Based on the background of the study above, the problem of the study is formulated as “Is the use of Cubing technique effective in teaching writing descriptive text to the seventh-grade students of MTs PSM Sugihwaras Nganjuk?”

### **C. Objective of the Study**

Based on the statement of the problem above, the aim of this research is to know the effectiveness of using cubing technique in teaching writing descriptive text.

### **D. The Significance of the Study**

Theoretically, this research is supposed to be able to contribute knowledge about the effectiveness of using cubing technique in teaching writing descriptive text. The teacher can apply the technique in the class to the students. By using cubing technique, the teacher can manage the class to be more active. In addition, this research can hopefully provide to be the additional reference for other researchers.

Practically, the researcher hopes this research can be used for the teacher to be the facilitators that can apply cubing technique to their students. The use of cubing technique can provide the benefits to make the students get a good writing and also help the students to write a text easily.

### **E. The Hypothesis**

The hypothesis of this study can be separated as alternative and null hypothesis. The hypotheses are as follow:

1. Hypothesis 0 ( $H_0$ ): There is no significant difference between students who are taught by using cubing technique and those who are taught by using free-writing technique.

2. Hypothesis 1 (Ha): There is significant difference between students who are taught by using cubing technique and those who are taught by using free-writing technique

#### **F. Scope and Limitation of the Study**

The scope of this research is only determined on seventh-grade students of MTs PSM Sugihwaras by using cubing technique in writing descriptive text. The classes are on VII-B as the experimental class and VII-A as the control class. Every class consists of 25 students. This study is limited on teaching writing descriptive text by using cubing technique in MTs PSM Sugihwaras in second semester of 2020/2021 academic year.

#### **G. The Definition of Key Terms**

There are some key terms used in this study. Those are:

1. Cubing Technique

Cubing is a technique designed to help students think about a topic or opinion from many different angles. It means that cubing technique help students more understanding the topic using six different perspectives according to the topic. There are describe, compare, associate, analyze, apply, and argue.

2. Writing

Writing is an important feature of language learning because it provides an excellent means of changing vocabulary, spelling, and sentence patterns, and

writing is most efficiently obtained when writing exercises parallel to other skill exercises.

### 3. Descriptive Text

Descriptive text is a text which describes a person, thing, or any subject. Descriptive writing can be the expression, in the vivid language of what the five senses.

### 4. Free-Writing

Free-writing is a non-stop writing process, without editing, without worrying about vocabulary use or punctuation, without serious thought, and done in a relaxed state.