THE DIFFERENCE OF ABILITY IN WRITING ANALYTICAL EXPOSITION TEXT OF STUDENTS WHO ARE TAUGHTBY USING CUBING TECHNIQUEAND WHOARETAUGHT BY USING TREE PHASETECHNIQUEATTHE SECONDYEAR STUDENTSOFSMAN12 PEKANBARU

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EXAMINER APPROVAL

The thesis entitled "*The Difference of Ability in Writing Analytical Exposition Text of Students Who are Taught by Using Cubing Technique and Who are Taught by Using Tree Phase Technique at the Second Year Students of SMAN 12 Pekanbaru*"." is written byRina Hidayati, NIM. 10814002832. It has been approved and examined by the examination committee of undergraduate degree on Rajab9,1433H/ Juny14[th], 2012 M at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of requirements for Undergraduate Degree (S.Pd.) in English Education.

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LIST OF APPENDICES

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The title of this thesis is the effectiveness of using cubing technique toward ability in writing analytical exposition text at the second year students of SMAN 12 Pekanbaru.

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Finally, the writer really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestions are needed to improve this thesis.

May Allah Almighty, the lord of universe bless you all. Amin…

Pekanbaru, April27, 2012
The writer

Rina HidayatiNIM.108140028 32

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ABSTRAK

Rina Hidayati (2012) :"PerbedaanKemampuanMenulisTeks Analitikal ExposisionSiswa yang Diajar dengan Menggunakan Teknik Cubingdan Siswa yang Diajar dengan Menggunakan Teknik Tree Phase pada Siswa Kelas Dua SMAN I2Pekanbaru".

Penelitian ini mempunyai tiga rumusan masalah yaitu; bagaimana kemampuan menulis siswa yang di ajar dengan menggunakan teknik cubing, bagaimana kemampuan menulis siswa yang di ajar dengan menggunakan teknik konvensional, dan apakah ada perbedaan yang signifikan antara kemampuan menulis siswa yang di ajar dengan menggunakan teknik cubing dan siswa yang di ajar dengan menggunakan teknik tree phase.

Penelitian dilaksanakan di SMAN 12Pekanbaru dan dilaksanakan pada tanggal 19 Februari s/d 19 Maret 2012.Jumlah populasi dari penelitian ini adalah 279 siswa dari 9 kelas dan sampelnya berjumlah 50 siswa dari 2 kelas karena jenis penelitian yang digunakan adalah penelitian quasi-eksperimental*(nonequivalent control group design).*

Dalam pengumpulan data, penulis menggunakantes. Tes ini digunakan untuk mengumpulkan data tentang kemampuan siswa dalam menulis teks analitikal exposision. Ada dua macam tes: *Pretest* digunakan untuk menentukan kemampuan menulis siswa sebelum mendapatkan perlakuan dan *posttest* digunakan untuk menentukan kemampuan menulis siswasetelah mendapatkan perlakuan. Dalam menganalisis data penulis menggunakan *pengukuran nilai writing dari sekolah.*

Penelitian ini dilakukan dengan tujuan untuk mengetahui perbedaan yang signifikan antara kemampuan siswa dalam menulis anaitikal exposision yang di ajar dengan menggunakan teknik cubing dan siswa yang di ajar dengan menggunakan teknik tree phase, maka nilai yang diperoleh dianalisis menggunakan rumus T-test dalam SPSS kemudian dibandingkan dengan T-table dengan mempertimbangkan *degree of freedom(df).*

Berdasarkan hasil temuan penelitian, nilai $t_0$lebih besar dari t_{tabel}, sehingga bisa disimpulkan bahwa Ho ditolak dan Ha diterima. Bisa diartikan ada perbedaan yang signifikan pada kemampuan siswa dalam menulis teks analitikal eksposision antara siswa yang di ajar dengan menggunakan teknik cubing dan siswa yang di ajar dengan menggunakan teknik tree phase pada siswa kelas dua SMAN 12 Pekanbaru.

ABSTRACT

Rina Hidayati (2012) :"**The Difference of Ability in Writing Analytical Exposition Text ofStudents Who Are Taught by Using Cubing Technique and Who Are Taught by Using Tree Phase Technique at the Second Year Students of SMAN 12 Pekanbaru** ".

This research was conducted because some problems were faced by students in learning English especially in writing analytical exposition text. The problems were; Some of the students were not able to develop their ideas in writing analytical exposition text well, the students were still confused to choose appropriate vocabulary in making analytical exposition text, the students did mistakes in applying the tenses related to analytical exposition text, such as present tense and future tense, and the students also did not know the way how to place the arguments in making analytical exposition text.

The research was conducted with purpose to know whether or not there significant difference of student's ability in writing analytical exposition for students were taught by using cubing technique and those who were taught by using tre phase technique.

The design used in this research was *nonequivalent control group design* in Quasi-Experimental research.In collecting data, the writer used test, it was used in order to collect the data of ability in writing analytical exposition text at the second year students of SMAN 12 Pekanbaru. The tests consisted of two tests: Pretestwas used to determine student's writing ability before getting the treatment and Posttestwas used to determine student's writing ability after getting the treatment.In analyzing the data, the writer used Writing Assessment (based on the school). The scores from the tests were analyzed by using test "T" formula in SPSS. The students' score was compared with T-table considered with degree of freedom (df).

From the research findings, the score of t_o was higher thant_{table}. It can be concluded that H_o is rejected and H_a is accepted. The students' ability in writing anlytical exposition texttaught by using cubing technique is categorized into good level, while the students ability in writing analytical exposition taught by using tree phase technique is categorized into lless level.

It means that there is a significant difference of writing ability in analytical exposition text between students who are taught by using cubing technique and those who are taught by using tree phase technique at the second year students of SMAN 12Pekanbaru.

الملخّص

رينا هداية (2012) : أثر استخدام "Cubing" على مهارة كتابة " Analytical Exposition Text" لدى الطلبة الصف الثاني بالمدرسة العالية الحكومية 12 بكنبارو.

هذا البحث له 3 تكوينات المشكلات و هي: كيف مهارة الكتابة لدى الطلابة باستخدام "Cubing"، كيف مهارة الكتابة لدى الطلبة باستخدام " Teknik Konvensional"، و هل هناك فرق ذومعنى بين مهارة الكتابة لدى الطلابة باستخدام "Cubing " و مهارة الكتابة لدى الطلبة باستخدام"Conventional ".

قامت الباحثة بالبحث هذا البحث في المدرسة العالية الحكومية 12 بكنبارو في التاريخ 19 فبراير حتى 19 مارث سنة 2012. عدد مجتمع البحث في هذا البحث هو 279 طلبة من 9 الفصول و عدد عينة البحث هي 50 طلبة من الفصلين لأن نوع البحث المستخدم هو البحث "quasi-eksperimental" (*nonequivalent control group design*)

طريقة جمع البيانات هي باستخدام الاختبار. هذا الاختبار يستخدم لجمع البيانات عن مهارة الطلبة في كتابة "Analytical Exposition Text". يجد اختباران في هذا البحث و هما: اختبار قبلى، هذا يستخدم لمعرفة مهارة الكتابة لدى الطلابة قبل استخدام الطريقة. و اختبار بعدى، هذا يستخدم لمعرفة مهارة الكتابة لدى الطلابة بعد استخدام الطريقة. في تحليل البيانات استخدمت الباحثة مقدار النتيجة لمهارة الكتابة من المدرسة المقصودة.

غرض من هذا البحث هو لمعرفة فرق ذومعنى بين مهارة الكتابة لدى الsطلابة في كتابة "Analytical Exposition Text" باستخدام "Cubing" و مهارة الكتابة لدى الطلبة في كتابة " Analytical Exposition Text" باستخدام "Conventional"، فتحليل النتيجة الموجودة باستخدام رموز T-test في SPSS ثم يقارن بـ T-table باستخدام (df) degree of freedom.

t_0 أكبر من من حاصل البحث الذي وجدته الباحثة في هذا البحث، نتيجة مقبول. إذن من هذا تعرف هناك فرق H_a مردود و H_o حتى يلخّص أن t_{tabel} ذومعنى بين مهارة الكتابة لدى الطلابة في كتابة " Analytical Exposition Text " و مهارة الكتابة لدى الطلبة في كتابة " Teknik Cubing"باستخدام " Exposition Text" باستخدام "Conventional" لدى الطلبة الصف الثاني بالمدرسة العالية الحكومية 12 بكنبارو.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the difficult skills in learning English. It becomes a problem for some students, because writing is not an easy work. According to White in Nunan, Writing is not a natural activity, all physically and mentally normal people learn to speak. Yet all people have to be taught the way how to write. This is a crucial problem between spoken and written forms of language. There are other important differences as well. Writing, unlike speech, is displaced in time. Indeed, this must be one reason originally why writing envoluded makes possible the transmission of a message from one place to another.A written message can be received, stored and referred back to at any time.[1]

Writing is also about expression and impression. Writers typically serve two masteries: themselves and their own desires to express an idea or feeling, and readers, also called audiences need to have ideas expressed in certain ways.[2] Furthermore, Bell and Burnaby in Nunan pointed out that writing is an extremely complex cognitive activity in which the writers are required to demonstrate control a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writers must be able to structure and integrate information into cohesive and coherent paragraph and text.[3]

In short, to be better in understanding the dynamic of the writing, it will be carried out by the writing process. Of course, to have a good ability in writing, writers not only need to study

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[1] David Nunan,*Designing Task forCommunicative Classroom,* (United Kingdom:Cambridge University Press, 2001),p. 35

[2] David Nunan, *Practical English Language Teaching,* (Singapore: McGraw Hill, 2003), p. 88

[3] David Nunan, *Op.Cit.*, p. 36

about it, but they also need practice seriously and continuously in order to develop their skill well. They must also know the steps in writing. For example, choosing   topic of writing, gathering information, prewriting, writing the first draft, sharing the drafts, revising the writing, and proofreading the final draft.[4] Besides, people who want to write an essay or story also need to know about the aspects of writing. There are many aspects that should be considered in writing, such as, content, organization, vocabulary, language use and mechanics.[5] By knowing the steps and the aspects of writing, writers will be able to write their message in form of essay or story into cohesive and coherent writing.

In order to support the students' need of writing, School Based Curriculum (KTSP) provides writing as one of the English standard competences that must be taught and learned in senior high school. In SMAN 12 Pekanbaru, writing has been taught since the first year of English teaching period. It is taught twice a week with time duration 45 minutes for one hour. SMAN 12 Pekanbaru is one of the schools that also uses school based curriculum (KTSP) as its guide in teaching learning process. According to school based curriculum, in learning English, the students should be able to use language in communication either written or oral language in order to commemorate the global era.[6] It is relevant with the purpose of learning English that is written in syllabus of SMAN 12 Pekanbaru. According to syllabus SMAN 12 Pekanbaru 2010-2011 for the second grade, the based competence of writing English refers to capability of the students in expressing the meaning in monolog text or essay that uses written form accurately,

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[4] Janet Lane and Ellen Lange, *Writing Clearly an Editing Guide*,(Boston :Heinle&Heinle Publisher, 1993), p. 42-43
[5] M. Syafi'i S., et al., *The Effective Paragraph Developments : The Process of Writing for Classroom Settings*, (Pekanbaru : LBSI, 2007), p. 97
[6]DepartemenPendidikanNasional.*MODEL Kurikulum Tingkat SatuanPendidikan (KTSP) SMA dan MA*. (Solo: PT. Tiga Serangkai, 2006).

fluently, and contextually in the form of text such as *report*, *narrative, spoof, analytical exposition* and *hortatory exposition*.[7]

Based on writer's preliminary research at SMAN 12 Pekanbaru, the teacher used many techniques in teaching writing. There were some techniques that were usually used by the teacher in teaching writing, such as, improving idea by using pictures, writing by using games, and writing by using frame of paragraph. Furthermore, the teacher also provided students with some facilities to support the process of teaching–learning writing. For instances, tutorial study, writing club in extracurricular of the school, providing writing books in library, and so on. Then, in every meeting, the teacher asked the students to do a practice of what the teacher taught before. At the end of the class, the students got feed back of their writings from the teacher and they should submit their writing exercises that made by them during writing activity.

Ideally, the students in SMAN 12 Pekanbaru should be able to write an essay or story based on the required syllabus well. It is because they have been taught analytical exposition text with many techniques. But, in reality, the teacher found that many students still had difficulties in writing analytical exposition text. The problems found by the teacher can be itemized into the following numbers:

1. Some of the students are not able to develop their ideas in writing analytical exposition text well.

2. Some of the students are still confused to choose appropriate vocabulary in making analytical exposition text.

3. Some of the students did mistakes in applying the tenses related to analytical exposition text, such as present tense and future tense.

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[7]Team of Curriculum SMAN 12 Pekanbaru, *Syllabus SMAN 12 Pekanbaru 2010-2011*. 2010. Unpublished. p 4.

4. Some of the students do not know the way how to place the arguments in making analytical exposition text.

To improve students' writing ability in writing analytical exposition text needs an appropriate strategy and technique that can help them as solution. There is a good technique that can help students in writing analytical exposition text, it is called cubing. According to Hedge, cubing is a technique that makes students considered to the same topic from six points of view.[8] Means that, cubing technique will let students think based on six cubes served in cubing technique. The six cubes are, describing, comparing, analyzing, associating, arguing, and applying what the topic discussed in writing. In addition, Elbow stated that cubing is an information gathering technique.[9] It is seriously accounted to serve as a potent initiative, which can be manipulated in writing classrooms to help the desired objectives blossom via liberating the captivated thoughts. Cubing is the problem-solving technique, which helps thinking about the topic and accumulates a sufficient amount of words on paper.

Related to this problem, cubing is a technique that is useful to help students in writing analytical exposition text. Hedge mentioned that six cubes in cubing consequently guide the students to write analytical exposition easily.[10] Some of the aspects in writing analytical exposition are available in cubing, such as, analyzing and arguing. In this case, argument is the body of the text. There are three parts of analytical exposition text, the first is generic structure called thesis, the second is argument and the last is conclusion. So, in writing analytical exposition by using cubing, the students will write what they have analyzed and what they have

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[8] Tricia Hedge, TESL-EJ, *Teaching English as a Second or Foreign Language* , (London : Oxford University press, 2005), p. 2.
[9] Ismail Baroudy, *A Procedural to Process Theory of Writing : Pre-Writing Techniques*, (Avaz, Iran : Department of English Faculty of Letters And Humanities ShahidChamran University, 2008), retrieved from: //http:www.educ.utas.edu.au/users/tle/JOURNAL/ISSN 1327-774x, p. 4
[10] Tricia Hedge, *Op.Cit*., p. 3

argued. Both of the aspects that are available in analytical exposition are known as process in applying cubing.

Based on the explanation and problems mentioned above, the writer is interested in conducting a research entitled "**The Difference of Ability in Writing Analytical Exposition Text of Students Who Are Taught by Using Cubing Technique And Who Are Taughtby Using Tree Phase Technique at The SecondYear StudentsofSMAN12Pekanbaru.**"

B. Definition of the Terms

To avoid misunderstanding in comprehending this research topic, hence the writer gives definition of terms as follows:

1. Difference

   Difference is the state or way in which two people or things are not the same, or in which somebody or something has changed.[11] In this research, the difference means the alteration of students' ability in writing analytical exposition between students who are taught by using cubing technique and students who are taught by using tree phase technique at the second year of SMAN 12 Pekanbaru.

2. Cubing

   Cubing is a technique which involves considerations of a topic from six points of view. They are describing, comparing, analyzing, associating, arguing and applying.[12] In this research, cubing is a technique that will be used to improve students' writing ability.

3. Analytical Exposition Text

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[11]AS Hornby, *Oxford Advanced Learner's Dictionary of Current English,* (New York : Oxford University Press, 1995), p.321

[12]Tricia Hedge,*Op.Cit.,*p. 68

An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the casewith three components: (1) Thesis, (2) Arguments and (3) Reiteration or conclusion.[13]In this research, analytical exposition text refers to the type of the text that will be used in applying cubing technique.

C. The Problem

1. Identification of the Problem

Based on the background above, it is known that many students are not able to write analytical exposition text. There are many factors that obstruct students in writing analytical exposition text. The problems found can be identified as follows:

a. Why are some of the students unable to develop their ideas in writing analytical exposition text well?

b. Why are some of the students still confused to choose appropriate vocabulary in making analytical exposition text?

c. Why did some of the students do many mistakes in using tenses related to analytical exposition text, such as present tense and future tense?

d. What factors make some of the students difficult to know the way how to place the arguments in making analytical exposition text?

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[13]http ://w*ww. Wikipedia.org*

2. **Limitation of the Problem**

Based on the identification of the problem above, the writer should limit the problem.This research focuses on the difference of ability in writing analytical exposition text of students who are taught by using cubing technique and who are taught by using tree phase technique.

3. **Formulation of the Problem**

Based on the limitation of the problems above, the writer formulates the problems as follows:

   a. How is the students' ability in writing analytical exposition text before taught by using cubing technique?

   b. How is the students' ability in writing analytical exposition text after taught by using cubing technique?

   c. Is there any significant difference of ability in writing analytical exposition text between students who are taught by using cubing technique and those who are taught by using three phase technique?

D. **Objective and Significance of the Research**

1. **Objective of the Research**

Based on formulation of the problem, the objective of the research can bee seen as follows:

   a. To find out the students' ability in writing analytical exposition text by using cubing technique.

   b. To find out the students' ability in writing analytical exposition text by using conventional technique.

c. To find out whether or not there is significant difference of ability in writing analytical exposition text between students who are taught by using cubing technique and those who are taught by using conventional technique.

2. **Significance of the Research**

There are significances of the research that are mentioned by the writer as follows:

a. To find out the difference of using cubing technique and tree phase technique toward students' ability in writing analytical exposition text.

b. To give information to the teachers and the institutions about the difference of cubing technique in increasing students' ability in writing, especially writing analytical exposition text.

c. To give some contributions to the students in order to improve the students' ability in writing, especially writing analytical exposition text.

d. To fulfill one of the partial requirements to finish the study at English Education Department of faculty of Education and Teachers' Training of UIN Suska Riau.

CHAPTER II

REVIEW OF THE RELATED THEORY

A. Theoretical Framework

1. Teaching Writing

Teaching writing is one ofthe crucial things besides teaching speaking, teaching reading and teaching listening. It is reasonable because writing is one of the production skills. To teach writing, the teachers not only teach students about the way how to write an English passage, but they also have to teach them with some rules in writing, such as forming the writing, arranging it into coherent writing, arranging it into cohesive writing and so on.

According to Nunan, the concern with the teaching of writing goes back thousands of years. However, up until now, writing instruction was based on a some what rigid set of assumptions: good writing was done from rules and principles, the teacher's duty was to relate the rules, and students then wrote in response to selected written texts, following the rules of good writing.[1] It means that writing is an important skill, it has been taught since many years ago. Therefore, to produce good writing a writer should follow the rules and principles.

In addition, Brown stated that there are three issues of consideration that can be used as a preparation to teach writing skills.

1) Process Versus Product

Writing is the most crucial lesson for many students. One of the causes is writing teachers mostly concerned with the final product of writing: essay, the

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[1]David Nunan, *Practical English Language Teaching,* (Singapore: McGraw Hill, 2003), p. 38

report, the story, and what the product should "look" like. Composition were supposed to (a) meet certain standards of prescribed English rhetorical style, (b) reflect accurate grammar, and (c) be organized in conformity with what the audience would consider to be conventional.[2]

In beginning to develop what is now termed about the process of approach to writing instruction, Brown also mentioned the process approaches do most of the following:

(1). Focus on the process of writing that leads to the final written product;

(2). Help students to understand their own composing process;

(3). Help them to build repertoires of strategies for prewriting, drafting, and rewriting;

(4). Give students time to write and rewrite;

(5). Place central importance on the process of revision;

(6). Let students discover what they want to say as they write;

(7). Give students feedback throughout the composing process;

(8). Encourage feedback both from the instructor and peers;

(9). Include individual conferences between teacher and student during the process of composition.

2) Contrastive Rhetoric

Contrastive rhetoric means that in writing there are many pattern of writer discourses, such as English in straight line, Semitic writing in a zigzag formalization, oriental written discourse in a spiraling line, and etc. in this case,

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[2]H. Douglas Brown, *Language Assessment Principles and Classroom Practices,* (San Francisco, California: Longman. 2003), p. 320-321

writing teacher should know and consider about students' cultural. One important thing here is that significance of valuing students' native language related rhetorical traditions, and guiding them through a process of understanding those schemata, but not attempting to eradicate them. That self-understanding on the part of students may then lend it self to a more effective appreciation and use English rhetorical conventions.[3]

3) Authenticity

Authenticity in writing means "real" writing. It concerns with process, development of ideas, argument, logic, cause and effect, etc. Besides, distinguishing between real writing and display writing are also part of authenticity issue. Real writing is writing when the reader does not know the "answer" and genuinely wants information. In many academic/school contexts, however, if the instructor is the sole reader, writing is primarily for the "display" of a student's knowledge.[4]

Based on the explanation above it is obvious that the teacher of English ought to consider all of the issues above in which it is dealing with the process of writing itself. In much the same way, the teacher of English is invited to think about the implications of each belief for the ways in which writing is taught. Some of the beliefs here, such as, writing is both a process and a product, we learn to write by writing, spelling and handwriting are tools for writing, and writing is a powerful learning tool.[5]

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[3]*Ibid.,* p. 323
[4]*Ibid.*, p.324
[5]KalayoHasibuan and Muhammad FauzanAnsyari, *Teaching English as a Foreign Language (TEFL).* (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 127

2. Micro Skills for Writing

In teaching writing, there are numbers of skills called micro skills. Micro skills are describing skills that should be mastered by the students in learning writing, in order to make them be able to write paragraph or text easily.

According to Brown, micro skills for writing production can be enumerated as follows:

1). Produce grapheme and orthographic patterns of English.

2). Produce writing at an efficient rate of speed to suit the purpose.

3).Produce an acceptable core of words and use appropriate order patterns.

4).Use acceptable grammatical system (e.g., tense, agreement, pluralization), patterns and rules.

5). Express a particular meaning in different grammatical forms.

6). Use cohesive devices in written discourse.

7). Use the rhetorical forms and conventions of written discourse.

8). Appropriately accomplish the communicative functions of written text according to form and purposes.

9). Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

10). Distinguish between literal and implied meanings when writing.

11). Correctly convey culturally specific references in the context of the written text.

12). Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.[6]

Micro skills of writing are important to support students' ability toward writing. As mentioned by Brown before, micro skills of writing help the students to write based on writing principle. Because, in micro skills also mention some of the decisions that should be followed as guide to produce good writing.

3. Types of Classroom Writing Performance

Types of writing classroom performance are the kind of classroom performance in teaching writing. There are four types of classroom writing performance as mentioned by Brown, they are:

1). Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level that learners are trying to master the mechanics of writing. [7]

2). Intensive or controlled

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[6] *Ibid.*, p. 220
[7] *Ibid.*, p. 220

Intensive or controlled writing means a type of writing classroom which uses control in making writing, especially in presenting a paragraph to students in which they have to alter a given structure throughout. For example, they may be asked to change all present tense verbs into past tense; in such a case students may need to alter other time references in paragraph. [8]

3). Responsive

In this part, the learners are asked to perform their assessment task at a limited discourse level, connecting sentences into paragraph, and creating a logically constructed sequence of two or three paragraph tasks, respond to pedagogical directives, lists of criteria, outlines, and other guidelines.[9]

4). Extensive

Extensive writing implies successful management of all of the process and strategies of writing for all purposes, up to the length of an essay in the term paper, a major research project report, or even a thesis. Writer focuses on achieving a purpose, organizing and developing ideas logically, etc.[10]

In type of classroom performance, Brown mentioned four types. They are imitative, intensive or controlled, responsive, and the last is extensive. Imitative class means that in writing classroom performance, the teacher should teach the

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[8]*Ibid.*, p. 221
[9]*Ibid*
[10] *Ibid*

students about the fundamental, basic tasks of writing letters, words, punctuations, and very brief sentences. The category of this point will include students' ability in performing their writing based on mechanics of writing. Imitative writing classroom can be known as the way of the students to perform their writing become imitative writing. It will be started by knowing the mechanic of writing well. Besides, intensive classroom performance is about controlling the students in doing the task of writing.

The teacher will take his position as controller, he may gives the students task and then ask the students to do the task. Then, the teacher looks each student' result in performing their writing. Responsive is also still about performing students' ability in writing. In this classroom performance, the students will be asked to do the task, but in limited level. The last is extensive classroom performance, this is about the successful management in writing classroom. How the writing classroom performed is, what strategies used is, etc.

4. **Principles for Teaching Writing**

In teaching writing, the teacher needs principles that can help them in teaching their students. The principle of teaching writing will help teaching-learning writing to be more focused. According to Nations, there are many teaching principles that can be applied in teaching writing as mentioned below. The following principles can be used to evaluate teaching and learning activities, so that the best is chosen for use. The principles can also be used to evaluate a writing course or the writing section of a language course to make sure that

learners are getting a good range of opportunitiesfor learning. Within each strand the principles are ranked with the most important principle first.[11]

1). Meaning-focused Input

Learners should bring experience and knowledge to their writing. Writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write. This preparation can be done through the choice of topic, or through previous work done on the topic either in the first or second language. [12]

2). Meaning-focused Output

Learners should do lots of writing and lots of different kinds of writing. There are many elements of the writing skill which are peculiar to writing and so time spent in writing provides useful practice for these elements. This is a very robust principle for each of the four skills. Different genres use different writing conventions and draw on different language features and so it is useful to make sure that learners are getting writing practice.

Learners should write with a message-focused purpose. Most writing should be done with the aim of communicating a message to the reader and the writer should have a reader in mind when writing. In the following chapters we will look at ways of doing this.Writing should interest learners and draw on their interests.Learners should experience a feeling of success in most of their writing.Learners should use writing to increase their language knowledge.Writing instruction should be based on a careful needs analysis which considers what the

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[11]I.S.P. Nations, *Teaching ESL / EFL Reading and Writing*,(New York : Routledge, 2009), *p. 93*

[12]*Ibid.,* p. 94

learners need to be able to do with writing, what they can do now, and what they want to do.[13]

3). *Language-focused Learning*

Learners should know about the parts of the writing process and should be able to discuss them in relation to their own and others' writing. Learners should have conscious strategies for dealing with parts of the writing process.Spelling should be given as an appropriate amount of deliberate attention largely separated from feedback on writing.Teachers should provide and arrange for feedback that encourages and improves writing. Learners should be aware of the ethical issues involved in writing.[14]

4). *Fluency Development*

Learners should increase their writing speed, so that they can write very simple material at a reasonable speed. Fluency development can occur through repetitive activities and through working easily.Helping Learners Write familiar material. The following section looks at how tasks can be designed.[15]

Based on the explanation above, the writer concludes that the learners or students should know the principles of writing. It is because the principles can help them to start their writing. Principles will arrange the students to arrange their writing into a good writing. When they apply the principles, it means that they do steps in writing and consider about the way of making a good writing. In short, they will write with good guidance and do the writing process to produce good writing.

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[13]*Ibid.,* p. 95
[14]*Ibid*
[15] *Ibid*

B. Teaching Writing by Using Cubing Technique

1. Definition of Cubing

Cubing is one of the techniques in writing, it includes pre writing technique. Cubing was found by Elbow in 1985, and it is included into pre writing technique. Actually, there are many techniques of prewriting. Boroudy mentioned that there are about 30 techniques in pre writing, such as, journal writing, brainstorming, free writing, quick writing, list writing, looping, letter writing, asking question, inventory, scratch outline, outlining, interviewing, monologues, survey talking, cubing, and etc. pre writing technique such cubing is very helpful for students, where it can help students to develop idea, generate plans, serve initial stimulus for writing and provide motivation.[16] According to Elbow, cubing is an information gathering technique. It is seriously accounted for to serve as a potent initiative, which can be manipulated in writing classrooms to help the desired objectives blossom via liberating the captivated thoughts. Cubing is also the problem-solving technique, which helps thinking about the topic and accumulates a sufficient amount of words that accumulates a sufficient amount of words on paper.[17] It means that cubing is one of the helpful techniques. It guides the student to compose their writing well. Cubing provides a frame in writing that arranges the students to share their ideas consequently and orderly.

In addition, Cowan & Cowan stated that cubing is a technique as a quick means for identifying focus for a subject and workable form as well. This

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[16] Ismail Baroudy, *A Procedural To Process Theory of Writing : Pre-Writing Techniques*, (Avaz, Iran : Department Of English Faculty Of Letters And Humanities ShahidChamran University, 2008), retrieved from: //http:www.educ.utas.edu.au/users/tle/JOURNAL/ISSN 1327-774x, p. 4
[17]*Ibid*

processes. These allow writers to pull their ideas and data into a tentative structure for development with the freedom to discard, expand, and alter as their progress.

Based on the opinions above, the writer finally concludes that cubing is a simple writing technique, it consists of six steps in thinking. It is helpful for students because by using this technique, the students are facilitated to share and think more about the topic they have by following six thinking steps in cubing technique. It is an adaptation of classical invention, a simplified method which asks student simply and quickly to : *Describe* (by using one's sense to look at color, size, shape; to feel; to smell; to touch; to hear, *Compare* (What is it like), *Associate* (it with whatever it brings to mind, similar or dissimilar), *Analyze* (how it is composed, what it is part of it, *Apply* (it in whatever way it can be used or done),and *Argue* (for it argue against it, and give reasons for taking it). Students should write about all six sides of the cube. This structured and quick heuristic is excellent for students because it is simplicity. It makes students easier to form the text in writing.

2. The Procedure of Cubing

In applying a technique, of course there is a procedure that must be followed. Procedure is very useful in order to make the process of doing the technique run well. Based on The American Heritage Dictionary, procedure is a manner of proceeding. It is a way of performing or effecting something, or a series of steps taken to accomplish an end.[21] While Longman Dictionary of language teaching and applied linguistic says that procedure is a model of skill

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[21] Anne H, Soukhanov,. Et al., *The American Heritage Dictionary*, (Boston : Houghton Mifflin, 1992), p. 5778

learning involving a progression from a controlled stage.[22]Related to the meaning of procedure above, in this paper the writer would like to force that procedure in this case is the steps that must be done by the students in following cubing technique process. According to Spack, there are some steps that must be done in cubing process, they are :

1). Describe the topic : examine topic or subject closely and tell you think it is all about. The topic in case is being abstract one such as cooking that can be disregarded whereas the writer should get involved in writing the cubical perspective he / she is pursing.

2). Compare : compare the topic or the objects to some others you have come across before, i.e. what is it similar to? Different from? Usually comparison espouses likeness and differences, as compare the law with rule. They are similar but have differences actually.

3). Associate : Associate it with something you are familiar with already, i.e. what does it reminds you about? What correlation can be established with what and whom? In fact, what does it prop in your mind once you hear and read it. For example, if the topic about law, you may start your associate sentence with " law that the rules are conducted is established by the authority or custom or a nation. People are supposed to obey law, etc.

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[22]Jack C. Richards and Richard Schmidt,*Longman Dictionary of language teaching and applied linguistic*,(London : Longman, 2002), p. 421

4). Analyze : point it what it is manufactured. In this step, you may analyze what contents of your topic is. An example, if you write about law, u may write about the kind of law, and explain it.

5). Apply : how is the item mentioned to be used ? How can it facilitate the currency of living? What improvement does it bring about? What can be done with it?

6). Argue : give justification for your positive or negative stance. Defend your position giving satisfactory reasons. Be stable in adopting one single position. Support your position by giving various detailed evidences. [23]

Six steps in cubing technique will help students as writer to arrange their idea in to written text. By using the steps, they will be guided to write what should be written based on the cubing steps. In order to finish their writing, the students have to use the steps orderly. So, they will be easy to explore their ideas well. Finally, they can make a good writing which is suitable with their needs.

3. The Advantages of Using Cubing Technique

One of the most important things that will be considered when students would like to use a technique in their teaching or learning process is about the advantages of the technique. A technique usually provides some ways as well to be applied by users / students in order to get a good ability or helping to do what they would like to produce by using the technique is. Hornby defined word

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[23] Ismail Baroudy,*Op.Cit.*, p. 4

advantage as something useful or helpful,[24] it means that advantage in this case is something like benefit that will be gotten when one uses the technique.

As one of the expanded creating techniques, Cubing provides advantages for students in order to be able to write their writing easily. Some advantages of cubing technique as mentioned by Scott are:

1). Cubing is a technique that can help students to think about the topic and accumulate a sufficient amount of the words on paper.

2). Cubing is a technique that can be used to help students to study a subject from six different perspectives: description, comparison, association, analysis, application, and argumentation.

3). Cubing can be and is a powerful tool for generating ideas prior to the actual writing.

4). Cubing is a tightly-focused structure that places the user in the position of being mentally disciplined while opening the doorway for the sort of introspection.

5). Cubing is a technique to help students / writers to encourage quickly at their topic and to construct a statement or position to each side, or rhetorical perspective, so they generate multiple approaches from which to choose before undertaking planning or drafting.[25]

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[24]As Hornby,*Op.Cit.,* p.13

[25]Johnie H. Scott, M.A., M.F.A., *The Cubing Technique,* (Northridge: California State University), retrieved from :http:// *www.csun.edu/hcpas003/cubing.html*, posting on April, 2nd 2011.

These advantages show up that cubing technique is very useful in improving students' writing ability. It means that using cubing technique in teaching writing is suggested. In other words, there are many possibilities to get success in teaching writing by using cubing.

Writing is well known as a difficult skill that must be learned in order to complete English learning. It is both physical and mental act. Meaning that, teaching writing is teaching about physical and mental act. In writing, mental is used to think, to gain ideas and physical is an act to write down the ideas into written form. Mental works prepare the material or ideas that will be delivered into text, as sentences or statements and paragraph. It is about how mind thinks, and the result of the thinking that is done by mental in written text.

In teaching writing, the use of technique is very useful. Asmentioned by Barkley a technique that is used in teaching writing will make students more motivated in learning, especially learning writing.[26] Even, in real situation a writing technique can be used as guide to produce writing.It is relevant with the purpose of using technique in teaching-learning writing it makes writing process can be done easily. Teachers are easy to teach students and students are easy to accept the lesson.

In this case, cubing is a technique of teaching writing. Cubing provides ways that can be applied by students in making writing. Six steps of cubing are the ways of producing good writing, they are, describing, comparing, associating, analyzing, applying, and arguing the topic of writing.

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[26] Elizabeth F. Barkley, *Students Engagement techniques*, (United States of America : Jossey-Bass, 2010), p. 5

According to Hedge, the steps of teaching writing by using cubing are mentioned as follows:

1). Prepare the cubing framework for students, with some explanatory notes. It is important in order to give warming up to the students. Give them understanding and explanation about cubing, what it is, and how to use it.

2). Teachers introduce the topic, for example internet, then ask the students to think about the internet. What sort of the people use internet, what they use for it, and what they feel its values are. Elicit uses and values from the class and develop useful language on the board.

3). Use worksheet as below is to develop discussion about the internet. Do the first item with the whole class and ask them to describe the internet.

Worksheet cubing
(1). Describing: look closely at the topic and describe what you see?
(2). Comparing: what is this topic similar to and what is it different from?
(3). Analyzing : Analyze the topic in more detail. What is it made up of?
(4). What are its parts or elements?
(5). Associating : What do you associate with this topic?
(6). Arguing : How can you argue for it? And against it?
(7). Applying : What can you do with it? How can it be used?

4). Ask students to work in pairs or small groups to go through the other five points on the worksheet and interpret them in relation to the internet. Give them a time limit for this activity.

5). Hold a feed back session with the class, eliciting ideas and putting them on the board. Students will then have gathered sufficient ideas to write an essay or text on the internet, taking whatever perspective they wish.[27]

Teaching writing by using cubing can be done by the teacher to provide an invention process of considering a topic from six different perspectives. The teacher can apply this technique about 40 minutes, even more if needed.

C. Teaching Writing by Using Tree Phase Technique

In control class, the researcher teachs the students by using conventional technique that is usually used by the teacher, the technique is called Tree phase Technique. Three phase technique is a technique used in teaching writing, it helps students become comfortable with the idea of writing and then the act of writing itself. Three phase technique has three steps:

1. Pre-Writing: The First Phase

Writing activities will help the students to get ready to perform the task of writing. Pre-writing consists of gathering ideas and thinking of the order in which they should appear, so the reader can follow the thought process of the writer. In pre-writing tasks, tutors will help the learner to:

1). Think about the subject and activate their prior knowledge just as with reading activities.

2). Outline and organize ideas.

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[27]Tricia Hedge, *Op.Cit.,* p. 2

3). Focus on the reader and the purpose for writing.[28]

2. Writing: The Second Phase

After completing the pre-writing activities, encourage the students to put thoughts to paper. Even experienced writers will be hesitated at this point. Many of the things will be writtenin students' writing, say for example about the business of their lives, such as:

1). Notes to teachers or family,

2). Letters requesting information or assistance

3). A complaint.

The student's purpose for writing in these instances is well defined. At first the teacher might want to encourage the students to make a series of lists. As they become more capable, the writing process will also involve putting thoughts on paper.

3. Revision: The Final Phase in Writing

After the teacher is succesful in helping the students complete a first draft, teacher will help the students to edit and proof it. Teacher must make sure to help the student step-by-step, helping students to see that writing at all levels is a process and that all good writers must revise their work. In revision, teacher will add details, then the students' decision is necessary or helpful to understand the topic. The teacher andthe students will work at:

1). Eliminating any extraneous or repetitive information;

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[28]http://www.ericdigests.org/1997-2/journal.htm

2). Moving and rearranging sentences to make the flow of ideas more logical or easier for the reader to follow; and

3). Correcting spelling and sentence structure errors. (For many people, especially those who have had trouble in the past, these are the biggest blocks to writing.)[29]

D. The Difference between Using Cubing Technique and Tree Phase Technique in Teaching Writing Analytical Exposition Text.

As mentioned by Elbow in Boroudy, cubing is an information gathering technique.[30]It means that cubing is a technique used in writing by gathering information about the topic and about what to be written. Then, Hyland in his book also mentioned the six steps in cubing, they are : describing, comparing, associating, analyzing, applying, and the last is arguing.[31]

Based on the theories above, the writer can give some differences between cubing technique and conventional technique in writing analytical exposition text as follow:

1. In cubing technique the teacher will teach the students in group. It will make them easier to write their exercise, because work in group gives students chance to share knowledge with each other. While in conventional, the students usually do their exercise lonely. Then, they only receive the explanation from the teacher, therefore they

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[29]*www.ericdigests.org/1997-2/journal.htm.Ibid*
[30] Ismail Baroudy, *Op.Cit.,*p. 4
[31] Ken Hyland, *Op.Cit.,*p. 132

tend to be passive, thinking and doing work by themselves, they have no chance to share their idea.

2. In cubing technique, the teacher not only explains the material of writing, but he also guides the students to write by using step and orderly following the rule in cubing technique. While in conventional technique, the teacher monotonously explains the material of writing without guiding them to write analytical exposition orderly.

3. Cubing technique will give teacher enjoyment in teaching writing because it helps students to compose their writing easily. Ferris and Hedgcock mentioned that cubing provides a tool allowing writers to select an effective and appropriate way of approaching a topic. In procedural terms, cubing requires students to examine an idea or proposition from six perspectives, each corresponding to the six side of cube.[32] Meaning that, in using cubing the writers are guided to write based on the way of each cube, such as describing, comparing, analyzing, associating, applying and arguing. It is relevant with the process of writing as mentioned by Reid, they are prewriting, planning, real writing, revising the draft, and writing the final draft.[33]

4. Teaching writing by using cubing is very interesting, the students will do the exercise easier, especially in doing analytical exposition exercise. It is caused in writing analytical exposition, the students should mention some arguments, it is suitable with one of the cubing

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[32] Dana R. Feris& John S. Hedgcock, *Op.Cit.,* p. 153
[33] M Syafi'i.,*Op.Cit.,*p. 97

technique steps that asks the students to analyze and argue about what they will write in their writing. While in conventional technique, the students must think about idea or argument without help, it will make them get some difficulties in doing the exercise.

E. Relevant Research

There are many relevant researches which have relevancy to the research especially in writing area. The research are various, it happens because writing is a part of subject in studying English. In this proposal, the writer only choose two relevant researches related to writer's research.

1. Silva entitled " Integrating Pre Writing Techniques As Means Of Generating Students' Idea On Writing Task For The Sixth Semester English Department Students of Nusantara PGRI Kediri". He tried to find out the students' interest in using prewriting included brainstorming, clustering, looping, cubing, debating, interviewing, listing, lecturing, reading, visiting interested places, fantasying, and group discussion. The subject of his research was IIIC class of English department students of Nusantara PGRI Kediri as representing all classes as the sample of study and they were chosen with random sampling. He used three data instruments, they were observation, documentation, and questionnaire. From the research, he found that the students were very interested in using prewriting.

Most students' responses agreed that the main reason they used pre writing method was, to help them write their ideas fluently.[34]

2. Kellog University of Missouri-Rolla entitled " Effectiveness of prewriting strategies as a function of task demands." This journal was purposed to find out the effect of prewriting include the technique in prewriting toward writing process. The result shown that cubing wass significantly effective in helping the writer to gather their ideas in doing the process of writing.[35]

Based on the previous researches that the researchers had written, it is clear that the problem that will be researched by researcher later is not discussed yet. This research focuses on the difference of ability in writing analytical exposition text of students who are taught by using cubing technique and who are taught by using tree phase technique.

F. Operational Concept

Operational concept is the concept that is used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify briefly the variable used in analyzing data. In this research, there are two variables; they are (1) the difference of using cubing technique and tree phase technique as X variable and (2) students' ability in writing analytical exposition text is as Y

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[34]Mateus da silva, *Integrating Pre Writing Techniques as Means of Generating Students' Idea on Writing Task For The Sixth Semester English Department Students of Nusantara PGRI Kediri,* (Kediri: Universitas Nusantara of PGRI, 2009).

[35] Ronald T. Kellogg, "The American Journal of Psychology." *Effectiveness of Prewriting Strategies as a Function of Task Demands*, vol. 103, no 3, autumn 1990. Retrieved on January, 2011.

variable. Because the type of this research is experimental research, the writer states to use two classes observed as: experimental class and control class. The data are taken by using test. Furthermore, the writer is also as the teacher involved in teaching the students in both experimental and control class during the research time. For experimental class, the students are taught by using cubing technique in teaching writing, and for control class, the students are taught by using tree phase technique, or the usual technique is used by the teacher. The material taught to the both classes are same. The difference is only the use of technique. All of the techniques applied are focused on students' ability in writing analytical exposition text.

The indicators of the difference in using cubing technique and tree phase technique will be mentioned as follows:

1. Experimental Class

1). The teacher prepares the interesting topics taken from their text book.

2). The teacher introduces about cubing technique.

3). The teacher explains about cubing technique and the ways to apply it.

4). The teacher gives example steps to apply cubing technique toward composition.

5). The teacher makes writing analytical exposition based on steps in cubing.

6). The teacher changes the topic used in example with other topic.

7). The teacher asks the students to make writing in group.

8). Some of the groups will write down their writings on the blackboard.

9). The teacher finally evaluates the students' ability in writing analytical exposition text.[36]

2. Control Class

Control class is one of the classes in experimental research. It is used to look at the different results from the experimental class in applying a technique. This class will be served by conventional technique, it is of course different from experimental class. The materials that will be given to the students are similar to the experimental class. The result obtained in both experimental class and control class will be a consideration for writer to look at the successful or unsuccessful technique applied to the students.

3. The Indicators of Ability in Writing Analytical Exposition Text

1). The students understand about the purpose of analytical exposition text, the generic structure of analytical exposition text, and the language features of analytical exposition text.

2). The students are able to use grammar, vocabulary, punctuation, and spelling accurately in writing analytical exposition text.

3). The students are able to write the main idea.

4). The students are able to elaborate the main idea.

5). The students are able to make draft, revise draft, and proofread their writing.

6). The students are able to write analytical exposition text.[37]

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[36]Tricia Hedge, *Op.Cit*., p. 4

[37]*Ibid*

G. Assumption and Hypothesis

1. **Assumption**

   In this research, the researcher assumes that the better the usage cubing technique is the better improvement of the students' ability in writing analytical exposition text will be.

2. **Hypothesis**

   Ho : There is no significant difference of using cubing technique toward ability in writing analytical exposition text at the second year students of SMA Negeri 12 Pekanbaru.

   Ha : There is significant difference of using cubing technique toward ability in writing analytical exposition text at the second year students of SMA Negeri 12 Pekanbaru.

CHAPTER III

RESEARCH METHOD

A. The Research Design

The type of this research is experimental research. According to Gay, "Experiment is that you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable."[1] The design of this research is quasi-experimental *nonequivalent control group design*.[2] In this design, the researcher used two classes as the sample that administered by using cluster sampling. Both of clases ; control group and experimental group. Those classes were chosen randomly based on the group available. Both groups took a pretest and posttest. The experimental group received the treatment by using cubing technique. While control class usedtree phase technique. However, the materials that had been given and purpose of the research to each group were similar. According to Gay the type of this research can be designed as follows:[3]

Table III.1
The Research Design

Group	Pre – test	Treatment	Post – test
E	Test 1	X	Test 2
C	Test 1		Test 2

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[1] Lorrain Rumble Gay. *Educational Research Competencies for Analysis and Application.* (New Jersey: Prentice Hall, 2000), p. 367.
[2] *Ibid.*, p. 395
[3] *Ibid*

E : Experimental Group

C : Control Group

T1 : Pre-Test to experimental and control group

X : Receive the treatment using cubing technique

T2 : Post-Test to experimental and control group

B. Research Procedure

In research procedure, there were three procedures of collecting data:

1. Pre test : Pre testgave to the experiment and control group students, both of the group were given the same material and they were also given the same test.

2. Treatment : In treatment, the experiment studentswere taught by using cubing technique. Teacher explained to the students about analytical exposition, and taught them the way how to write analytical exposition by using cubing. Then, the students were asked by the teacher to do an exercise of analytical exposition by applying cubing technique. While in control group, the teacher taught the students by using conventional technique. The teacher explained about analytical exposition and then asked the students to make analytical exposition without using technique. The blue print of the materials taught in experimental class can be seen as follows:

Table. III.2
Blue Print of Treatment in experimental class

No	Meeting	Topic
1	1	Is Smoking Good for Us?
2	2	Controlling Children Using Computer
3	3	The Dangerous of Using Drugs
4	4	The Use of Song in Studying English
5	5	The Problem of Being Too Fat
6	6	The importance of libraries
7	7	Laptop as Student's Friends
8	8	Being Fat Is A Serious Problem

Blue print of treatment in experimental class proved that in teaching experimental class, the researcher prepared the material well. It was used to make researcher easier in doing teaching process.

3. Post test   : Post test was given to the students after they were taught by using cubing technique for experiment group and conventional technique for control group. Both of the group were given the same post test. It was used to know whether or not there is significant effect of the students' ability in writing analytical exposition paragraph between the students who were taught by using cubing technique and those who were taught by conventional technique.

Finally, the result of the test in treatment class and in conventional testwas compared. By this result, the researcher could know, whether cubing technique is an

effective technique that can be used in improving students writing ability especially in writing analytical exposition text or not.

C. The Location and Time of The Research

The location of this research was in SMAN 12 Pekanbaru, which is located on Jl. Garuda Sakti, Panam-Pekanbaru. The duration of the time to conduct this research was within 1 months starting from February 19th to March 19th 2012.

D. The Subject and Object of The Research

The subject of this research was second year students of SMAN 12 Pekanbaru. The object of this research was the effect of cubing technique toward ability in writing analytical exposition text.

E. Population and Sample of The Research

The population of this research was second year students of SMAN 12 Pekanbaru. The total population of this research was 279 students from nine classes. The specification of the population can be seen on the table below:[4]

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[4] Data source from SMAN 12 Pekanbaru.

Table. III. 3
Population of the research

No	Classes	Population		Total students
		Male	**Female**	
1	IPA RSBI	10	18	28
2	IPS RSBI	13	19	32
3	IPA 1	18	19	37
4	IPA 2	18	19	37
5	IPS 1	16	22	38
6	IPS 2	18	7	25
7	IPS 3	17	8	25
8	IPS 4	17	15	32
9	IPS 5	13	12	25
Total		150	158	279

The population above was large enough to be taken all as sample of the research. Based on the design of the research, the researcher took only two classes as the sample of this research. Here, the writer took the social class (IPS) as a sample. The reason why the writer took this class was because the students' ability in writing was homogenous. Both groups were selected without random assignment. The Class of XI IPS2 for experimental class and XI IPS3 for control class.

F. The Technique of Data Collection

In this research, the writer used test as instrument to collect the data. The test was used to collect data on the students writing ability in writing analytical exposition

text.It was done by the researcher in control class and experiment class to find whether cubing technique was effective or not.

G. The Technique of Data Analysis

In analyzing the data, the writer used scores of posttest and pretest of the experiment and control class. The writer used pretest and posttest in the classroom and writing was assessed based on school's writing assessment. While the last result of the test was analyzed by using T-Test formula by using software SPSS 16. SPSS is a soft ware that is used to analyze the data. It is a statistical package for social science.

$$to = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where: to : The value of t-obtained

M_x : Mean score of experiment class

M_y : Mean score of control class

SD_x : Standard deviation of experiment class

SD_y : Standard deviation of control class

N   : Number of Student[5]

Statistically the hypotheses were: H_a: $t_o \geq$ t-table and H_o: $t_o <$ t-table. H_a is accepted if $t_o \geq$ t table or there is a significantdifference of ability in writing analytical exposition text between students who were taught by using cubing technique and those who are taught by using conventional technique.

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[5] Hartono, *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008), p. 208

H$_o$ is accepted if t$_o$< t table or there is no significantdifference of ability in writing analytical exposition text between students who were taught by using cubing technique and those who were taught by using conventional technique.

Table III.4
Writing Assessment

NO	ASPECT ASSESSED	SCORE			
		1	2	3	4
1	Content				
2	Organization a. Thesis b. Arguments c. Reiteration				
3	Vocabulary				
4	Language features a. Action verbs b. Connector words c. Present tense				
5	Spelling and punctuation				
TOTAL					
MAXIMUM SCORE		20			

Explanation of score   Final Score : Total score
1 : Incompetent
2 : Competent enough
3 : Competent
4 : Very competent

$$\text{Final Score} = \frac{\text{Total score}}{\text{Maximum score}} \times 80$$

Five aspects above were used to assess the students' ability in writing analytical exposition. The result was then analyzed to get the gain, from the gain, researcher could conclude whether cubing technique was an effective technique to improve students' ability in writing analytical exposition or not.

CHAPTER IV
DATA PRESENTATION AND ANALYSIS

A. Description of Research Procedure

The purposes of the research were to obtain the students' writing ability in analytical exposition text taught by using cubing technique and students' writing ability in analytical exposition text taught by using tree phase technique, and to know the significant difference of ability in writing analytical exposition text between students who were taught by using cubing technique and those who were taught by using tree phase technique. The data were obtained from the students' post-test scores of experimental and control class. Before treatment (only experimental class), the writer gave pre test to XIIPS 2 and XIIPS 3. The writing test was about writing analytical exposition text evaluated by concerning five components: content, organization, vocabulary, language features and spelling & punctuation of writing. Each component had its score. Then, the writer gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the writer used the same format of writing test for the post-test of experimental class. While for control class taught without using any treatments, the writer used the same format of writing test for their post-test too.

The totals of pre-test and post-test in both classes were significantly different. The total score of the pre test experimental classwas1268, while the highest score was64 and the lowest was44. Then, the total score of the post test experimental class was 1596. The highest score was 72 and the lowest score was

56. The total score of pre test control group was1228, the highest score was 62 and the lowest score was 42.Then, the total score of the post test control class was 1440. The highest score was 72 and the lowest score was 48.

B. The Data Presentation

The data of the research were the score of the students' pre-test and post-test both experimental and control classes. There were two data of students' writing ability served by the writer. They were: the data of the students' writing ability taught by using cubing technique and the data of the students' writing ability taught by using conventional technique, and they are as follows:

1. The Students' Writing Ability for Analytical ExpositionText Before BeingTaught by Using Cubing Technique

The data of the students' writing ability in analytical expositiontext before being taught byusing cubing technique were gotten from pre-test of XI IPS 2 as an experimental class taken from the sample of this class (25 students). It was presented to know the students ability before treatment. By knowing students' ability and students' score before giving treatment, then the researcher could conclude whether there was a significant difference of using cubing technique or not. The writer taught them directly. The data can be seen from the table below:

Table IV.1
The Score of the Students' Writing Ability for Analytical Exposition
Text Before Taughtby Using Cubing Techniquein Control class

No	Student	X
1	Student 1	40
2	Student 2	44
3	Student 3	48
4	Student 4	40
5	Student 5	52
6	Student 6	48
7	Student 7	52
8	Student 8	48
9	Student 9	48
10	Student 10	60
11	Student 11	52
12	Student 12	56
13	Student 13	44
14	Student 14	44
15	Student 15	52
16	Student 16	48
17	Student 17	52
18	Student 18	40
19	Student 19	52
20	Student 20	48
21	Student 21	44
22	Student 22	52
23	Student 23	60
24	Student 24	56
25	Student 25	48
Total		1228
M		49.12

From the table IV.1, the writer found that the total score of pre test in experimental group is1268 while the highest is64 and the lowest is44. Mean of the score is 50.72. Based on the table it can be seen that students' scores are quite low. Most of the students' score is around 40-50.

Table IV.2
The Score of the Students' Writing Ability for Analytical Exposition
Text Before Taughtby Using CubingTechnique in ExperimentalClass

No	Student	X
1	Students 1	48
2	Students 2	44
3	Students 3	48
4	Students 4	52
5	Students 5	52
6	Students 6	44
7	Students 7	52
8	Students 8	44
9	Students 9	52
10	Students 10	56
11	Students 11	48
12	Students 12	52
13	Students 13	52
14	Students 14	56
15	Students 15	52
16	Students 16	48
17	Students 17	48
18	Students 18	56
19	Students 19	48
20	Students 20	52
21	Students 21	44
22	Students 22	44
23	Students 23	56
24	Students 24	64
25	Students 25	56
Total		**1268**
M		**50.72**

From the table IV.2, the writer found that the total score of pre test in experimental group is1268 while the highest is64 and the lowest is44. Mean of the score is 50.72.Based on the table, it can be seen that students' scores are quite low. Most of the students' score is around 40-50.

2. **The Students' Writing Ability of Analytical Exposition Text After Taught by Using Cubing Technique**

The data of the students' writing ability in analytical exposition texttaught by using cubing technique were gotten from post-test of XI IPS 2 as an experimental class taken from the sample of this class (25 students). It was presented to know the students' ability after treatment. By knowing students' ability and students' score after giving treatment, then the researcher could conclude whether there a significant difference of using cubing technique or not. The writer taught them directly. The data can be seen from the table below:

Table IV.3
The Score of the Students' Writing Ability for Analytical Exposition Text Taught by using Three Phase for Control Class and by Using Cubing Technique for Experimental Class

No	Student	Control Class X	Experiment Class X
1	students 1	48	60
2	students 2	52	64
3	students 3	56	60
4	students 4	52	64
5	students 5	56	64
6	students 6	60	64
7	students 7	64	64
8	students 8	52	56
9	students 9	52	64
10	students 10	72	72
11	students 11	56	56
12	students 12	60	64
13	students 13	56	64
14	students 14	56	68
15	students 15	56	64
16	students 16	52	64
17	students 17	60	64
18	students 18	56	72
19	students 19	60	64
20	students 20	60	72
21	students 21	56	56
22	students 22	60	60
23	students 23	72	60
24	students 24	60	72
25	students 25	56	64
Total		**1440**	**1596**
M		**57.6**	**63.84**

From the table IV.2, the writer found that the total score of post- test in control group is1440 while the highest is72 and the lowest is48. It means that the students have little increasing of their writing ability for analytical exposition text, it is proved by the total score and the score of frequency from pretest and post test.It is proved by the total score and the score of frequency

from pretest and post test which is significantly different, and it can be seen
as below:

Table IV. 4
The Distribution of Frequency of Students' Pre test and Post Test Score
in Control Class

Score of Pre-Test	Frequency	Percentage (%)	Score of Post-Test	Frequency	Percentage (%)
40	3	12%	40	0	0%
44	4	16%	44	0	0%
48	7	28%	48	1	4%
52	7	28%	52	5	20%
56	2	8%	56	9	36%
60	2	8%	60	7	28%
64	0	0%	64	1	4 %
68	0	0%	68	0	0%
72	0	0%	72	2	8%
76	0	0%	0	0	0%
80	0	0%	80	0	0%
Total	N=25			N= 25	100%

Based on the table above, it can be seen that in pretest there are 3
students got score 40 (12%), 4 students got score 44 (16%), 7 students got
score 48 (28%), 7 students got score 52 (28%), 2 students got score 56 (8%),
2 students got score 60 (8%), none student got score 72 (0%), and none
student got 76 or 80. The highest frequency was 7 at the score of 48 and 52.
The total frequency was 25. While in posttest there are noneof the student got
score 40 (0%), none of the student got score 44 (0%), 1 student got score48
(4%), 5 students got score 52 (20%), 9 students got score 56 (36%), 7
students got score 60 (28%), 1 student got score 64 (4%), none student got

score 68 (0%), 70 (0%),72 (0%),76 (0%) and 80 (0%). The highest frequency

was 9 at the score of 56. The total frequency was 25.

While in experimental class, the writer found that the total score of

post- test in experimental group is1596 while the highest is72 and the lowest

is56. It means that the students have significant increasing of their writing

ability for analytical exposition text, it is proved by the total score and the

score of frequency from pretest and post test. It means that the students have

significant increasing of their writing ability for analytical exposition text.It is

proved by the total score and the score of frequency from pretest and post test

which is significantly different, and it can be seen as follows:

Table IV.5
The Frequency Score of Pre test and Post Test of Experimental Class

Pre-Test			Post- Test		
Score	Frequency	Percentage (%)	Score	Frequency	Percentage (%)
40	0	0%	40	0	0%
44	5	20%	44	0	0%
48	6	24%	48	0	0%
52	8	32%	52	0	0%
56	5	20%	56	3	12%
60	0	0 %	60	4	16%
64	1	4%	64	13	52%
68	0	0%	68	1	4%
72	0	0%	72	4	16%
76	0	0%	76	0	0
80	0	0%	80	0	0
Total	N=25	100%		N=25	100%

Based on the table IV.4, it can be seen that in pretest 5 student got

score 44 (20%), 6 students got score 48 (24%), 8students got score 52 (32%),

5 students got score 56 (20%), none student got score 60, 1 student got score

64 (4%). The highest frequency was 8 at the score of 52. The total frequency was 25. While in posttest 3 students got score 56 (12%), 4 students got score 60 (16%), 13students got score64 (52%), 1 student got score 68 (4%), 4 students got score 72 (16%).The highest frequency was 13 at the score of 64. The total frequency was 25.

From both of the post test, it could be seen that there were differences in score of post test. The experimental post score was higher than control. It could be concluded that the technique of cubing used in experimental gave an effect for students' ability in writing analytical exposition.

3. **The Data Presentation of the Significant difference of Using Cubing Technique toward Students' Writing Ability in Analytical Exposition Text**

The following table is the description of pre-test and post-test of experimental class and control class:

Table IV.6
Students' Pre-Test and Post-Test of Experimental and Control Class

No	Student	Experiment Class			Control Class		
		Pretest	Posttest	Gain	Pretest	Posttest	Gain
1	Students 1	48	60	12	40	48	8
2	Students 2	44	64	20	44	52	8
3	Students 3	48	60	12	48	56	8
4	Students 4	52	64	12	40	52	12
5	Students 5	52	64	12	52	56	4
6	Students 6	44	64	20	48	60	12
7	Students 7	52	64	12	52	64	12
8	Students 8	44	56	12	48	52	4
9	Students 9	52	64	12	48	52	4
10	Students 10	56	72	16	60	72	12
11	Students 11	48	56	8	52	56	4
12	Students 12	52	64	12	56	60	4
13	Students 13	52	64	12	44	56	12
14	Students 14	56	68	12	44	56	12
15	Students 15	52	64	12	52	56	4
16	Students 16	48	64	16	48	52	4
17	Students 17	48	64	16	52	60	8
18	Students 18	56	72	16	40	56	16
19	Students 19	48	64	16	52	60	8
20	Students 20	52	72	20	48	60	12
21	Students 21	44	56	12	44	56	12
22	Students 22	44	60	16	52	60	8
23	Students 23	56	60	4	60	72	12
24	Students 24	64	72	8	56	60	4
25	Students 25	56	64	8	48	56	8
Total		1268	1596	328	1228	1440	212

From the table above, it can be seen that there is actually significant different between pre-test and post-test in experiment class and pre-test and post-test in control class. It can also be seen from the difference of the gain in

the experimental class and control class. To make it clear, it was be analyzed in the data analysis below.

C. The Data Analysis

1. Students' Writing Ability in Analytical Exposition Text by UsingTree Phase Technique

The data of students' pre-test and posttest scores in control class were obtained from the result of their writing analytical exposition text without using cubing technique. It can also be seen that the total frequency is 25 and the total scores is 1596, so that Mean (M_x) and Standard Deviation ( ) can be obtained by using SPPS as follows:
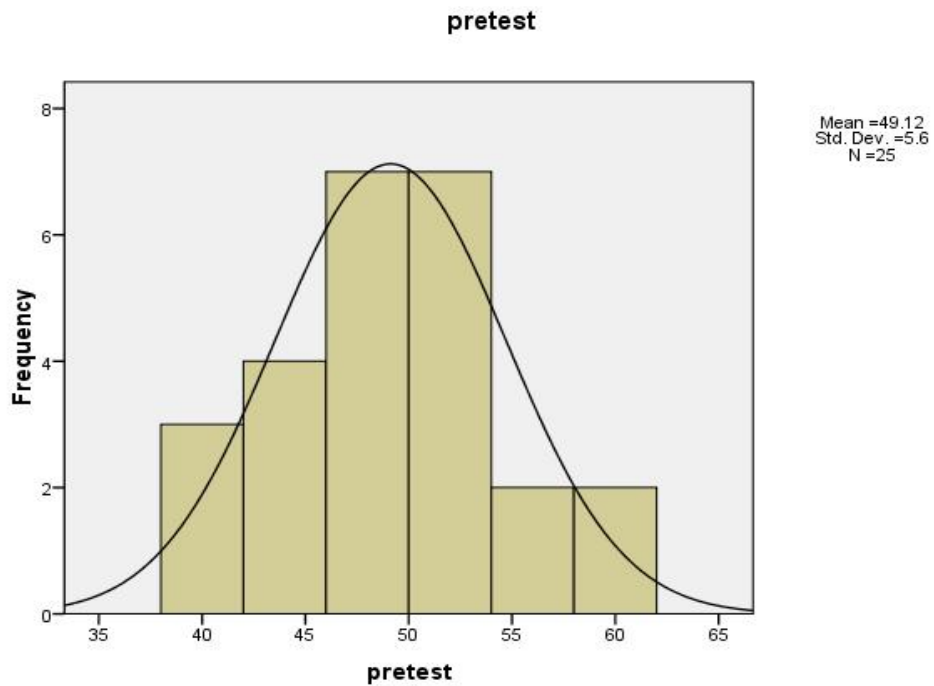
Table IV. 7
Mean and Standard Deviation of Students' Pre-Control Score

Mean	49.12
Standard Deviation	5.6

From the table above, the distance between Mean (M_x) and Standard Deviation ( ) is too far. In other words, the scores obtained are normal.

Histogram IV. 1
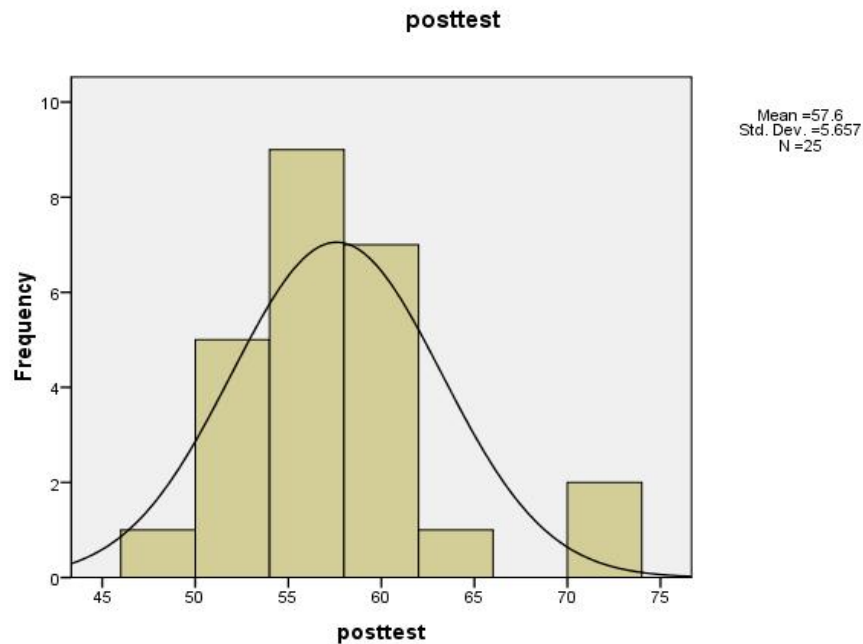**Pre-Control Histogram**

pretest

pretest

From the diagram above, it can be seen that the diagram is almost

normal.

Table IV. 8
Mean and Standard Deviation of Students' Post-Control Score

Mean	57.6
Standard Deviation	5.657

From the table above, the distance between Mean (M_x) and Standard

Deviation ( ) is too far. In other words, the scores obtained are normal.

Histogram IV. 2
Post-Control Histogram

posttest

From the diagram above, it can be seen that the diagram is almost normal.

**2. Students' Writing Ability in Analytical Exposition Text with Cubing Technique**

The data of students' pre-test and posttest scores were obtained from the result of their writing analytical expositiontext.It can also be seen that total frequency is25 and the total scores is1256 so that Mean (M_x) and Standard Deviation ( ) can be obtained by using SPPS as follows.

Table IV.9
Mean and Standard Deviation of Students' Pre-Experiment Score

Mean	50.72
Standard Deviation	4.996

From the table above, the distance between Mean (M_x) and Standard Deviation ( ) is too far. In other word, the scores obtained are normal.

Histogram IV.3
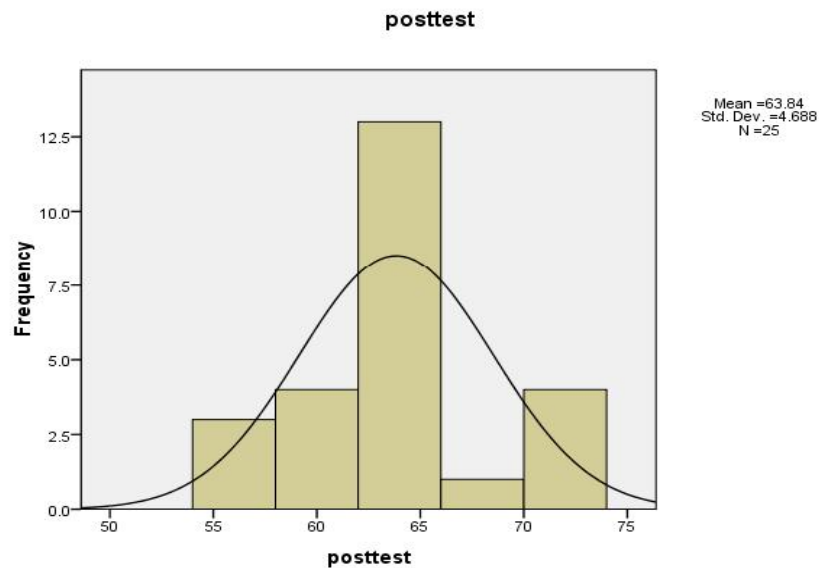**Pre-Experiment histogram**
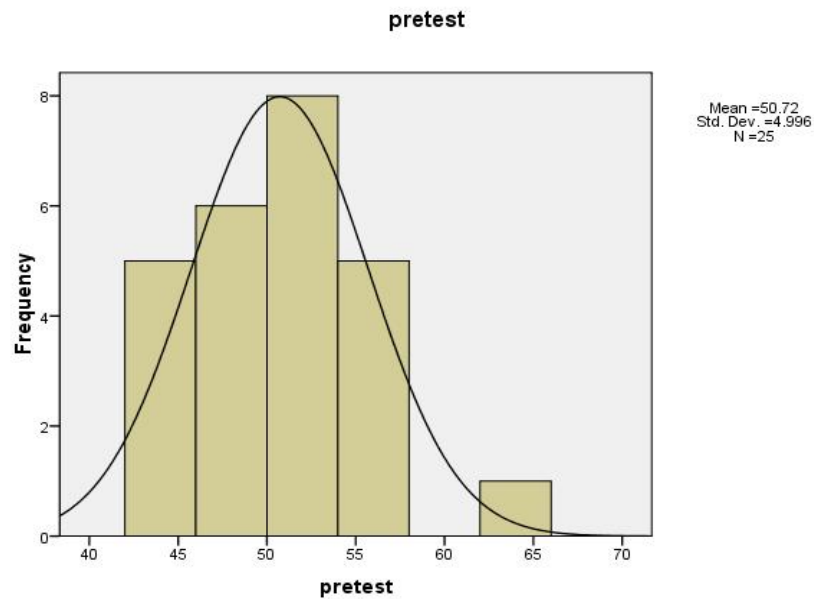
pretest

From the histogram above, it can be analyzed that the histogram is almost normal. The highest frequency of the students scores are in 50 to 55. The scores are about 52. The other scores are44, 48, and 56. While the lowest frequency in this histogram is in 60-65. There only one student got 64. It can also be seen that the total frequency is25 and the total scores is 1596, so that Mean (M_x) and Standard Deviation ( ) can be obtained by using SPPS as follows.

Table IV.10
Mean and Standard Deviation of Students' Post-Experiment Score

Mean	63.84
Standard Deviation	4.688

From the table above, the distance between Mean (M_x) and Standard Deviation ( ) is too far. In other words, the scores obtained are normal.

Histogram IV. 4
Post-Experiment Histogram

From the histogram above, it can be analyzed that the histogramis almost normal. The highest frequency of students' scores is in 64. While the lowest frequency is in 65-70, the score near of this is 68.

3. The Significant Difference of Students' writing Ability in Analytical Exposition Text thosewho use cubingtechnique and those who do not

To know whether there is or not a significant difference on two technique, writer used used t-test formula by using software SPSS 16.The data were obtained through the gain of experimental group and control group.

Table IV. 11
The Result of Group Statistics by Using SPSS

Group		N	Mean	Std. Deviation	Std. Error Mean
treatment	1	25	63.84	4.688	.938
no treatment	2	25	57.60	5.657	1.131

Table IV. 12
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Postcntrl (Gain)	Equal variances assumed	1.065	.307	4.247	48	.000	6.240	1.469	3.286	9.194

From the table above, it can be seen that t_o is 3.33 and df is 48. The t_o obtained is compared to t table either at 5% or 1%. At level 5%, t table is 2.01 and at level 1%, t table is 2.68. Based on t table, it can be analyzed that t_o is higher than t table either at level 5 % or 1%. In other word, we can read $2.01 < 3.33 > 2.68$. Therefore, the writer can conclude that H_o is rejected and H_a is accepted. It means that there is significant difference between students' ability in writing analytical exposition text taught by using cubing technique and students' ability in writing analytical exposition text taught by using conventional technique.

In conclusion, the writer can also say that there is a significant difference of using cubing technique toward ability in writing analyticalexposition text at the second year students of SMA Negeri 12 Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research was conducted with purpose to know whether or not there significant difference of student's ability in writing analytical exposition for students were taught by using cubing technique and those who were taught by using tre phase technique.

The design used in this research was *nonequivalent control group design* in Quasi-Experimental research.In collecting data, the writer used test, it was used in order to collect the data of ability in writing analytical exposition text at the second year students of SMAN 12 Pekanbaru. The tests consisted of two tests: Pretest was used to determine student's writing ability before getting the treatment and Posttest was used to determine student's writing ability after getting the treatment. In analyzing the data, the writer used Writing Assessment (based on the school). The scores from the tests were analyzed by using test "T" formula in SPSS. The students' score was compared with T-table considered with degree of freedom (df).

From the research findings, the score of t_o was higher than t_{table}. It can be concluded that H_o is rejected and H_a is accepted. The students' ability in writing anlytical exposition texttaught by using cubing technique is categorized into good level, while the students ability in writing analytical exposition taught by using tree phase technique is categorized into lless level.

It means that there is a significant difference of writing ability in analytical exposition text between students who are taught by using cubing technique and those who are taught by using tree phase technique at the second year students of SMAN 12 Pekanbaru.

B. Suggestion

After conducting a research at Senior High School I2Pekanbaru, thewriter would like to propose some suggestion to make teaching and learning process at this school better than before. This suggestion is as follows:

1. Writer recommends to the English teachers to use cubing technique in teaching and learning process.

2. The teacher should build a favorable atmosphere at times of teaching-learning process conducted because the conductive condition in teaching would become one asset to carry the success of material to be taught.

3. The researcher expects English teachers to choose the suitable techniques in teaching their students in order to make the students feel interested and not bored to study English.

4. The English teacher should give students such ice breaking before teaching English to make students fun in following English lesson.

5. Writer also hopes the students of Senior High school 12 Pekanbaru use various technique in doing their writing exercises or tasks, especially; cubing technique because using it can help students to break their blockminded in writing.

6. The researcher should use interesting technique in doing research, in order to make students become joyful in following the lesson.

7. The researcher must be able to attract the students in learning English not only by applying new technique but also must be able to make students enjoy their learning.

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