The Effect of Cubing Technique in Teaching Report Text Writing

[a] Yayu Sri Rahayu, [b] Agus Kusnandar

[a,b] English Language Education Study Program, Faculty of Teachers' Training and Educational Sciences, Bale Bandung University

Email of corresponding author (yayusrirahayu58@yahoo.com)

Abstract

This article investigates the impact of employing the Cubing Strategy in the first semester students of the English Language Education Study Program while teaching writing, specifically report texts. According to the authors' teaching experience, many students struggle with creating report texts. They have difficulty on how to compose report text. In light of this issue, the lecturer must employ an engaging technique in the teaching and learning process to help students comprehend how to create the text. Cubing technique is a creative, hands-on practice that fosters critical thinking, promotes a greater grasp of a topic, and encourages in-depth investigation of it. It employs a cube-shaped visual organizer to encourage students to examine a topic from multiple perspectives. On each face of a cube, the learner writes responses to questions or suggestions. Applying the Cubing Strategy to the production of a report text can aid students in gaining a deeper grasp of the issue through the use of six viewpoints that are pertinent to the subject, enabling them to produce a quality report text. This mixed-methods study involving 48 first-semester English language Education students examined the use of the cubing strategy to the acquisition of report writing. The purpose of this study was to investigate the impact of the cubing technique on students' report writing skill and their perceptions of its implementation. The statistical evidence indicated a significant difference in the students' writing scores on the students' report text writing pre-test (M=48.75) and post-test (M=70.93, the alternative hypothesis (Ha) was accepted because the p-value was less than 0.05, which encapsulates that the students' report text writing was improved. The qualitative findings also revealed students' perspectives of the adoption of the cubing technique, it was discovered that the technique improved students' writing skills, learning motivations, and language development for a variety of skills, such as reading and vocabulary enhancement. Future research implications and suggestions are discussed.

Keywords: Cubing Technique, Report Text, Writing

INTRODUCTION

Writing skills have been identified as the most difficult to master among the four basic skills (Richards & Renandya, 2002). Leo (2007) described writing as the verbal expression of ideas or thoughts. Through writing, everyone can reveal and grow not just the grammatical structure of a phrase, but also their ideas, thoughts, and feelings around

a given concept. Writing is a multifaceted ability that is essential for children since it combines grammar, vocabulary, and thoughts. Moreover, because writing is an active or productive activity, students should also learn how to locate and convey ideas in a text. Consequently, the diversity of the language makes it challenging for college students to generate quality work

Teaching writing at a university differs from teaching at school levels setting. In the university, the teaching and learning process will be centered on the quality of the students in order for them to be able to write properly and create research papers. In school, comprehension of the content will be emphasized through activities such as writing descriptive or narrative texts. The purpose of writing instruction is to guarantee that students can write successfully in both academic and social settings. To acquire the necessary abilities, knowledge, and comprehension, students must study writing and learn via writing. Writing instruction must be explicit from kindergarten through senior year of high school, with a focus on academic and community goals. The students must comprehend the aims and contexts of their writing for each subject and grade level.

At Bale Bandung University, writing is taught to students enrolled in the English language education study program from the first to the fifth semester. Since students in the English language education study program employ writing as a core skill when preparing assignments for their final study or research report, writing is the most important talent. They cannot copy from another source; they must do the job themselves. When writing a paper, students need to understand grammar and structure as well as broaden their vocabulary in order to produce high quality texts.

In general, writing is challenging and intricate. In writing, students frequently run into issues. They encounter problems choosing words and putting them together. The words chosen when composing a text are determined by the work's intended audience as well as its particular context. Writing II is a complex skill, and it is a continuation of writing I, therefore it has a relationship with previous writing skills. Students in the second semester of the English education program at Bale Bandung University continue to struggle with writing due to the fact that they are taught a variety of writing genres. Report text is one of the writing genre they must comprehend. According to the interview the researcher did with them,(1) it is tough for them to compose report content and they consistently make mistakes and errors. They had low writing skills. Preliminary investigation revealed a number of factors that pointed to their lack of writing ability. Students frequently made errors when stating the main concept of their works. (2) They had difficulty generating essay ideas. They were unsure about what to write. Students had restricted word options. Students occasionally struggled to use the appropriate words to communicate their ideas;(3) students also made several structural errors. They frequently made mistakes when applying the proper tense to their texts; (4) Students made several word order mistakes. They frequently made several errors while arranging words within sentences; and (5) the students' writing lacked cohesion and

consistency. Students previously were not explicitly instructed on how to write systematically.

In light of this, it has become increasingly important to revitalize the instructional approach by employing innovative and engaging strategies to involve students in the writing process. Thus, there are a variety of ideas and methods that may be employed to assist pupils in writing accurately and effortlessly. They can assist students in structuring their ideas and reducing their writing difficulties. One of the way is using the cubing strategy, one of the teaching and learning strategies that might facilitate such learning goals.

General Concept of Writing

One way to communicate with others is through writing. It is the employment of signs or symbols in a textual medium to represent language that is used to communicate and explain ideas. There are many ways to define writing, but according to Meyers (2005:2), it is an action that involves finding and organizing your ideas, putting them on paper, and then reshaping and editing them. Even though Harmer (2001:154) claims that writing is a process, the genre restrictions frequently have a significant impact on what we write. These definitions lead to the conclusion that writing is a technique for creating language that originates in the mind.

Writing requires a complex procedure that must be carried out step-by-step in order to convey ideas or knowledge in our minds in written form. We must also follow certain grammatical rules and use the appropriate words in our sentences. Each sentence in a paragraph needs to be connected to the others in some way and organized logically. Actually, the essay's core idea is covered in each paragraph. According to Oshima and Hogue (2006:16), a paragraph is the fundamental unit of organization in writing, where a collection of connected phrases develops one core concept. A strong paragraph has six components. They are: They are: (a) Topic sentence. It states the main idea of the paragraph (b) Supporting sentences which develop the topic sentence (c) Concluding sentence. It indicates the end of the paragraph and leaves the reader with important points to remember (d) Unity. It means that the discussion in the paragraph is only one main idea, which is stated in the topic sentence, and then each and every supporting sentence develops that idea (e) Coherence. It means that the paragraph is easy to read and understand because the supporting sentences are in logical order and using appropriate transition signals connects the ideas (f) Cohesion. It means that all supporting sentences "stick together" in their support of the topic sentence. According to Clark (2007), the writing process consists of a number of different elements.

1. Prewriting

At this step, authors develop ideas, discuss ideas, brainstorm ideas, or connect ideas together. You need to decide what you are going to write about before you start writing. You may come up with a central concept that you want to examine, after which you could begin gathering data and concepts that are related to it.

2. Drafting

Prewriting is followed by drafting. Writers should constantly refer to their notes and the plan they created during the prewriting stage as they work; they can adjust the plan as necessary. They should focus on putting ideas on paper, rationally structuring materials, and developing the topic with adequate detail for the audience and purpose throughout the drafting stage.

3. Revising

The organization and structure of the writing are examined during revision. When rewriting, authors look for the necessary elements in their writing, such as subject sentences and evidence-based paragraphs in persuasive essays, sequencing words in lab reports, and descriptive language in science fiction stories.

4. Publishing

It happens once the preceding processes have been finished and the writers are prepared to create the final draft, which can be written by hand or typed on a word processor. A document is made available for public reading when it is published. Even giving your assignment to your teacher at school counts as publishing, even though not all of your writing will be published.

5. Reflecting

A crucial part of the writing process is reflection. It motivates the author to reflect on his or her writing. When writing, you must have a purpose that you want to portray via the writing. Reflection allows the writer to look back at brainstorming and the beginning of a writing project to see if the initial aims were reached. Writing is a way for people to verbally communicate their thoughts and ideas. According to McMillan (1996), who gave a detailed explanation of what writing is used for, the following things are done with written language:

1. To convey the author's emotions
2. To provide reading material that will entertain the audience.
3. To persuade readers of the author's concepts, thoughts, and ideas

There are numerous purposes for writing, which are related to the statements made about those objectives. Every type of writing has a specific purpose. Writing of various types serves a variety of purposes. Writing serves a function that is dependent on the writer's thoughts.

General Concept of Report Text

There are numerous text types that can be taught in the classroom, including narrative, procedure, descriptive, and report texts. In this work, the author will select the report text that will be applied utilizing the cubing strategy. Some experts define the definition of report text. According to Barker (2000:23), report text is a piece of writing that tries to provide a general description of something. Typically, it is written in the present tense and in a non-chronological order. This hypothesis suggests that report text refers to the type of writing that explains the broad information utilized to report the information. In addition, the content is written in chronological sequence and composed in the present tense. Then, Mustafa and Sundayana (2006:125) clarify that the purpose

of a report's language is to describe how various elements relate to history, science, geography, natural resources, man-made phenomena, and environmental phenomena. It is explained that significant information must be included in the report text for it to be written in report form. The material contains information deemed significant enough to report.

Consequently, a report text is a text that includes details about real-world events drawn from sources including social, cultural, and natural occurrences. In order to accurately explain the subject as it is observed in a report, the writer must use accurate information. Lehman (2011:76) specifies the generic structures of report text as follows: (1) Title, a title states a subject to be discussed, (2). General identification or classification of subject, this part as a introduction to the main discussion, (3) (series of) descriptions , the phenomena in whole paragraph involved.

Meanwhile the language features according to Barker (2000) the text of the report has the following language characteristics: (a) Using general nouns, namely things (living or dead) that are general (b) Use related verbs to describe a feature description of the conduct with action verbs (d) Use technical terms/terms that include the report text itself (e) To organize a collection of material, employ paragraph topic sentences, such as labeling the repeated themes as the clause's starting focus (f) Using the simple present tense.

Cubing Technique

There are numerous methods and strategies for teaching report texts. Among these is the cubing technique. According to Baroudy (2008, p.4), the subject or topic can be investigated using six concepts: description, analysis, application, comparison, and association. The cubing technique involves solving problems from six different perspectives (Kanner,2008, p.68). Then, Cahyono (2012) states, "Cubing is a writing technique whose application was inspired by the six-sided shape of a cube."

In the meantime, Finch (2009, p.8) describes "cubing" as "considering a topic from six perspectives: describing it, comparing it, associating it, analyzing it, applying it, and arguing for and against it." Consequently, the cubing technique is a technique in which students consider, study, grow, and write about a subject from six different instructional perspectives, namely describing, comparing, associating, analyzing, applying, and arguing for it. The idea of the cubing technique is put forward by Kanner (2008, p.68). First, define it by describing both its functional and physical characteristics (size, form, etc.). To locate the similarities and causes, compare it again. Third, associate with it, which is to look for additional concepts, items, themes, etc. that are connected to the subject to remind the writer. Fourth, examine it; this involves identifying a topic's components and describing how they are related. The next step is to explain how to utilize it before applying it. The last step is to list the remarks, critiques, and assessments. Baroudy (2008, p. 4) offers the following six cubing concepts: (1) describe it by saying that it expresses the opinions of the authors or readers on the subject; (2)

contrast it: This entails identifying similarities and differences between the subject or object and others.(3) Associate it: This entails identifying connections between the subject or object and others. (4). Take a look at it: it discusses how the subject can be accomplished or occur; Applying a topic involves writing on how to use and carry out the topic. Arguing for or against a topic involves providing evidence to support a positive or negative viewpoint.

Teaching Procedure

The cubing technique is taught in the following manner:

1. The lecturer explains the cube to the class.

2. The lecturer discusses the functions of the cube's six sides. The guided questions are integrated with the premise of this technique. The cubing technique notion is shown below.

a. Describe it :

- What words would you use to describe this subject, problem, person, or event?
- Describe the main features, details, and/or traits, such as the size, color, and shape.

b. Compare it:

- What does it represent?

c. Associate it:

- What comes to mind when you read this?
- How is the subject related to different issues/topics/subjects?
- How is this choice or event related to other choices or events?
- What connections does this person or figure have to other people or characters?

d. Analyze it:

- Tell how it is made or what it is composed of.
- How would you break the topic/problem/issue/event/decision into smaller parts?

e. Apply it:

- What can you do with it?
- How is it used?
- How does it help you understand other topics/issues/decisions/events?

f. Argue for or against it:

- Take a stand and list reasons for supporting or not supporting it

4. The lecturer compiles all of the sentences from each side into a single document.

5. The lecturer discusses how the six cubing notions relate to the text's general structure. The teacher lays down a rule for the students to abide by.

6. The lecturer instructs the class to use the cube concepts to compose their piece.

7. The lecturer supervises the pupils' report writing.

8. The lecturer gathers the pupils' written work.

9. The lecturer grades the writing of the students.

The lecturer can use cubing technique to teach writing, particularly writing report text so that students learn how to think about a subject from six different angles. This technique can be used by the lecturer for approxiametly 60 minutes, or even longer if necessary.

RESEARCH METHODOLOGY

1.   Research Design

In order to simultaneously gather both quantitative and qualitative data, combine them, and better understand the data, this study used a convergent mixed-method approach (Creswell, 2018)

2.   Collecting and Analysing Data

This study was   a convergent mixed-method design that concurrently employed quantitative and qualitative data collection techniques. The quantitative part of this study employed a pre-experimental, one-group, pretest-posttest design to find out the effect of cubing technique for all students in the class before and aftera treatment. In contrast, interviews were used during the qualitative phase. Analyzed quantitative data served as prerequisites and testing of hypotheses. The preparatory examination consists of two parts: the normalcy test and the homogeneity test. The purpose of the normality test is to determine whether or not the samples have a normal distribution, whereas the homogeneity test is to determine whether or not the data are homogeneous. A writing test is used to measure students' ability to compose report texts. The test was used to evaluate the student's performance prior to and following treatment. Students were required to compose a report text with at least 30 sentences and no more than 50 sentences.

The score is determined according to the scoring rubric. This study, however, did not undertake a homogeneity test because it only has one class. Then, both prerequisites and hypotheses were examined using SPSS Version 21.

3.   Participants

48 students from the second semester of the English Language Education Study Program at the Faculty of Teachers' Training and Educational Sciences at the Bale Bandung University participated in this study. They were a diverse mix of students with various language ability levels.

FINDINGS AND DISCUSSIONS

R1: The effect of Cubing Strategy on Students' Writing Report Text

The statistical data examined by SPSS showed a substantial difference between the pre- and post-test writing of the students (see table 1).

Table 1. Descriptive Statistics

Test	N	MIN	MAX	MEAN	SD
Writing Pre-test	*48*	30	65	48.75	10.876
Writing Post-test	48	65	95	70.93	11.594

Another statistical conclusion supported by the paired sample t-test revealed that the students' narrative writing scored significantly better on the post-test than the pre-test as shown in table 2:

Table 2. Paired Sample Test

	Paired Differences	T	df	Sig. (2tailed)
	95% confidence interval of the difference			
		5.86	94	0.5
Pre-test – post-test score	0.98			

The results of the paired sample ttest used to analyze the hypotheses test revealed a significant difference between the pre-test and post-test scores for students' report text writing (M=48,75, SD=10.88 and M=70,93, SD=11.96, respectively). The statistical evidence demonstrated that the alternative hypothesis (Ha) was accepted because the p-value was less than 0.05, which encapsulates that the students' report text writing was improved.

The results of this study confirm those of earlier ones (such as Siregar, 2016). According to the study, there were substantial variations between how the cubing approach was used to educate students on how to write descriptive texts before and after the intervention. Therefore, using the cubing approach as an educational method rather than conventional writing teaching can help students' writing skills. The other studies

that support the present study's findings in the area of writing abilities were carried out by Nulmi and Zainil (2018) and Cholidah (2019), which demonstrated that during the lesson, students' writing abilities significantly improved after the post-test compared to the pre-test. Alquraishy et al. (2021) discovered that teaching reading using the cubing approach had a significant impact on enhancing the reading comprehension and attitude of intermediate Iraqi EFL learners.

R2: Students Perception on the use of Cubing Strategy in Learning Writing Report Text

The majority of students viewed the usage of the cubing technique to teach report writing positively since it enhances their writing abilities, language development, and motivation to learn

Table 3.Summary of students' Interview

	The result of the students' Interview
	"Cubing Technique really helps me on how to write a report texts with its steps."
	"I don't really like English, especially writing because it is difficult for me, but cubing techniques has made it simpler, I find my studying easier for me. Now I can write and have many ideas to write in English"
Writing Skill	*"I enjoy the process of learning, and I like the sides of cubing, they give me a lot of ideas to write, cubing really helps me in finding ideas what to write in a report text"*
Language Development	*"My vocabulary is improved because there are question in every sides of the cube so that I have to find the answers by reading other resources and it makes me easy to develop the ideas that I'm going to write. Cubing techniques also develops my reading skill as I have to search for other information to answer the questions"*
	"Cubing technique also improves my reading skill because I have to find the answers of the questions so I have to look for another resources to complete the answers "
	""I have little passion in writing, but when we were learning using the cubing technique, I became driven to learn more because it was enjoyable to identify and wrote the answers."

Learning Motivation	*"I enjoy doing the task, writing a report text certainly. In contrast to simple instruction, the learning experience is engaging and creative. I think all lecturers should try to employ the same strategy in reading and speaking as it is fun and not boring"*
	"I no longer feel sleepy in class, which motivates me to learn English more...I really enjoy the technique"

According to data and findings, the cubing technique had an impact on the students' capacity to write report texts.

The study discovered that the cubing technique assisted students in developing their writing concepts. It is reinforced by Finch's (2009, p.8) hypothesis that one of the benefits of cubing is the ability to study a topic based on six concepts (explain it, compare it, associate it, analyze it, apply it, and argue for it).

This study revealed that the cubing technique assists students in identifying the generic structures of report text.Based on the facts and theoretical evidence, it was determined that the adoption of the cubing technique was highly effective and considerably increased students' capacity to write report texts for the second semester of Bale Bandung University's English Language education study program. similar to the t-test score and the effect size score. Therefore, the cubing method is recommended for teaching report writing skills.

CONCLUSION

After examining and discussing both quantitative and qualitative data, the statistical data revealed that students' report text writing post-test performance was superior to their pre-test performance following treatment with the cubing technique. In addition, the t-test concluded that the alternative hypothesis (Ha) is accepted, which stated: "the digital storytelling-based activity has an effect on the instruction of report text writing skills." In addition, the current study's qualitative results had a good impact. The results of the interviews demonstrated that the cubing strategy can improve students' writing skills, language development in areas such as reading and vocabulary, and their learning motivations. In addition, the interview revealed that students become very motivated during the learning process.

On the basis of their findings, the researchers would like to make recommendations. The researcher recommends to lecturers and English teachers that they utilize the cubing technique to teach report text writing. The cubing technique facilitates the development and organization of students' ideas based on its six components. It also promotes the students' creativity and learning-related interests. The researcher also advises students to

employ cubing techniques when writing the report text and determining its generic structure. The cubing technique influences their report writing. Students can investigate the topic in depth. In addition, the researcher expects that future researchers may utilize this study as a guide to undertake additional research on the use of the cubing technique to teach writing skills.

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