THE EFFECT APPLYING CUBING STRATEGY ON THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT

SKRIPSI

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ABSTRACT

Siregar, Irda Kurnia. 1202050451. The Effect of Applying Cubing Strategy on Students' Writing in Descriptive text at The eight Grade of SMP Baitul Azis Medan at Academic Years 2016/2017. English Department of Teachers' Training and Education. University of Muhammadiyah Sumatera Utara Medan 2016.

The purpose of this study is to investigate how Cubing strategy improves students' writing skill which is focused on writing descriptive text. The method used in this research is tests by using true experimental design typed of pretest-posttest design. Besides, quantitative approach is apllied. Random sampling and random assignment are used to determine the control and the experimental group. In addition, there are pre-test, treatment or teaching and post-test in both of the groups. It was conducted at the eight grade students of SMP Baitul Azis Medan. Students' mean scores of pre-test in the Control Group are 52.14 and 61.42 for post-test, meanwhile, students' mean scores of pre-test in the Experimental Group are 55.71 and 82.32 for the post-test. Thus, the t-test in the Experimental Group is 8.81 and the t-table is 2.048 which is used 0.05 as the significant level of this research. Because the t-test value is higher than the t-table (8.81>2.048), Ha is accepted and Ho is rejected. Based on the result of this research, it can be concluded that Cubing strategy can improve students'writing skill in descriptive text. Indeed, it is recommended for teachers to apply this technique in teaching English, especially in teaching writing.

Key Word: Writing, Descriptive Text, and Cubing Strategy

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CHAPTER I

INTRODUCTION

A. The Background of Study

Writing is one of four language skills that should be comprehended well by the students. It is very useful because it helps students to express idea and their thought in written text. According to Meyers (2005:2) that writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing. As a part of English skill, the learners of English language should master it. It is important for person especially adult level in making communication or giving approach to other person. Harmer (2001:79) writing is a form of communication to deliver through or to express feeling through written form. Activities is not easy to write because writing should be able to produce something new and can give you an idea or ideas to the reader through writing.

Among four skills, writing is considered as the most difficult skill to be learned. This is because a writer needs to generate and organize ideas and also translate these ideas into readable text (Richard &Renandya, 2002:493).   Even though writing seems to be the most complex skill among others, yet, writing is very crucial to be mastered. Hedge (2005:9) states that there are some purposes of writing namely: (1) for pedagogic purposes, to help students learn the system of language; (2) for assessment purposes, to examine a learner's progress or proficiency; (3) for real purposes, as a goal of learning which is to meet students' needs; (4) for humanistic purposes, to allow silent students to show their strengths; (5) for creative purposes, to develop self-expression; (6) for classroom management purposes, as a calm activity to settle students down; (7) for acquisitional purposes, as a careful mode of working with language which enables students to explore and reflect on language in a conscious way; and (8) for educational purposes, to contribute for intellectual development and to develop self-esteem and confident.

There are many different genres in writing such as narrative, recount, expository, descriptive, and argumentative. In Indonesia, teaching English for senior high school students aims to make students capable in four basic language skills; listening, speaking, reading and writing. Besides, in the Educational Unit Level Curriculum (KTSP) the students are also expected to have a good understanding in different kinds of text, including descriptive text.

However in fact, based on observation that students' writing ability is poor. The students still find difficult to generate and organize ideas and lack of ability to create an orderly paragraph. However, they have difficulties in writing skill. They assume writing was difficult task because they could not transfer their ideas, thoughts, and feelings in writing by using English. It is proved by categorically low scores obtained by the students. The low level of the students' writing mentioned above is probably caused by several factors including learning materials, facilities, motivation, and teaching strategy. During teaching learning process, the teacher doesn't have many strategies to teach writing well. The teacher still using conventional (direct method) which only focused on grammar made the students felt bored and could not help the students to transfer their ideas and feelings in writing.

For these reasons, the writer concludes that it is important to discuss a text that is going to be written to trigger ideas and also to enrich students' vocabulary about what they are going to write. Teachers need to make a good plan before teaching in class. Arends (2004: 97) asserts that good planning in teaching involves allocating the use of time, choosing appropriate methods of instruction, creating students' interest, and building a productive learning environment. Being able to determine teaching methodology used in the classroom prior to teaching is essential, since teachers must feel empowered to teach all students effectively. Furthermore, Musthafa (2010) mentions that whatever methodology used in the class, the teachers' purpose is to help students to learn English by understanding the learners' needs. Therefore, the teachers need to select appropriate materials to fit the curriculum. By doing so, students' outcomes are expected to be improved.

One of the most important things to consider solving this problem is by applying cubing strategy. Cubing strategy is an effective writing tool for students, especially those students who are suffering from "writer's block." The strategy is meant so students can analyze a topic in depth, which prepares them to write about a topic. Cubing is a strategy that helps students approach reading and writing from different perspectives. Rather than giving the typical, perfunctory recount of a book or content area chapter, students can learn with the simple roll of a cube from perspectives such as compare, associate, analyze, apply, evaluate, and satirize. Just as a cube has six sides, students are asked to explore topics using up to six different points of view. In order to create cubes, select a topic or book that has enough depth to support multiple perspectives. Generate six questions per cube with each question corresponding to a higher-level thinking skill. It is a good idea to keep at least one question, possibly more, opinion-based with no right or wrong answer. Teachers can differentiate an assignment by creating different cubes with questions of varying degrees of difficulty. Cubes leveled by difficulty

can be color coded with the color of the question sheet matching the color of the cube (Randy, 2007).

Based on the description above, it is necessary to conduct research with writing descriptive text with the title **"The Effect Of Applying Cubing Strategy On The Students' Achievement In Writing Descriptive Text"**

B. The Identification of Study

The identified problems in this study are:

1. The students have studied about kinds of text but their ability is still low in writing.

2. The students find difficulties in making a good text especially descriptive text.

3. The teacher use direct method in teaching writing but the students' ability still low in writing descriptive text.

4. The students still find difficult to generate their ideas into written language

C. The Formulation of Study

Based on the background above, the research problem were formulated as follows:

a. Is there any significant effect of Cubing strategy to the students' writing descriptive text?

b. What are students' difficulties in writing especially descriptive text?

D. The Objective of Study

Based on the formulation of study, the aimed of study according to the researcher is to discover:

a. To find out the significant effect of Cubing strategy in writing descriptive text

b. To find out students' difficulties in writing especially descriptive text

E. The scope and Limitation of Study

The scope of the study is about writing and is limited on writing descriptive text at eight grades of SMP Baitul Aziz at Jln Pusaka, Medan.

F. The Significances of the Study

a. Theoretical Significance

The findings of the study are theoretically expected to be significant for improving the theories about students' writing and Cubing strategy

b. Practical Significances

The findings of the study are expected to be significant for :

1. The writer, to help her encourage and prepare herself to be a qualified and competent teacher of English in the future.

2. The teacher of English, as a reference to help them improve the quality of teaching writing effectively.

3. Other research who are interested in conducting a much deeper research on writing and cubing strategy.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts or terms applied in research concerned. The terms must be clarified to avoid confusion. So the writer and the reader may have the same perception of them.

1. Effect

Richard (2002: 133), Effect is defined to change of ability that the students have after treated by using certain technique or games of teaching. Effect in this research means as any ability improvement after learning something. The effect is defined to change of ability that the students have after treated by using certain technique of teaching. The result of effect in teaching is the improvement of the students' achievement is the result of learning process which involves teachers with students. The improvement in which achievement by the students then a realized in the form of score, so that it will be acknowledge the certain position of a students in the class because the scores they have reflect their improvement in the learning process.

Effect can be defined as a result of an action or other cause (Soane and Hawker, 2006: 317). The effect is a change that happens and produces a result because there is a cause. The effect is a change that results when something is done. The effect is very essential in deciding and looking for a way out. If the effect is positive, the result can be positive as well as the expectation of the researcher, and otherwise. In English, writing is a significant skill that students have to comprehend and master. By giving a teaching model to the students using Cubing strategy, the researcher wishes the students achieving their goal to write a descriptive text. Based on the research will be done by the researcher, the effect is

the causal relationship between variables. In this case, Cubing strategy will give effect of students' writing in descriptive text.

2. Description of Writing

Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use (I.S.P. Nation, 2009:113). At the beginning of the programme each learner chooses a topic or issue that they will follow through the rest of the programme — for example, terrorism, rugby, or Burmese politics. They become the local expert on this topic. Each week they seek information on this subject, getting information from newspapers, TV reports, textbooks and magazines. They provide oral reports on latest developments to other members of their group, and make a written summary each week of the new information. The reading, listening and spoken presentation provide good support for the writing. Writing is easier if learners write from a strong knowledge base.

Nunan (2003:88) states that writing can be defined as both a " physical" and a "mental" act. The most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental process work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. It can be assumed that writing is an activity where the writer does communication through sequence of sentences that contain clear ideas or thought and expresses them on paper to give what the reader need. Furthermore, writing should be organized effectively by concerning some aspects such as dictionary, mechanicsm, and content in order to make a good understanding to the reader. So, the researcher concludes that writing is a way to produce language that comes from our thought and in writing process, the writer tries to developing their ideas and feelings to produce into a good sentence, in order to inform the other.

2.1 The purpose of Writing

The reason why a person composes a particular piece of writing. Focusing on purpose as one writes helps a person to know what form of writing to choose, how to focus and organize the writing, what kinds of evidence to cite, how formal or informal the writing style should be, and how much should be written. The purpose of writing, namely:

a. *To describe*: Descriptive writing portrays people, places, things, moments and theories with enough vivid detail to help the reader create a mental picture of what is being written about. By appealing to the five senses an original, unique, and creative way, the writer does not tell the audience that the flower is beautiful; it shows them the flower is beautiful. Description allows the audience to feel as though they are a part of the writer's experience of the subject.

b. *To entertain:* As a purpose or goal of writing, entertaining is often used with some other purpose—to explain, argue, or inform in a humorous way. Sometimes, however, entertaining others with humor is our main goal. Entertaining may take the form of a brief joke, a newspaper column, a television script or an Internet home page tidbit, but its goal is to relax our audience and share some story of human foibles or surprising actions.

c. *To inform:* Writing to inform is one of the most common purposes for writing. Most journalistic writing fits this purpose. A journalist uncovers the facts about some incident and then reports those facts, as objectively as possible, to his or her readers. Of course, some bias or point-of-view is always present, but the purpose of informational or reportorial writing is to convey information as accurately and objectively as possible. Other examples of writing to inform include laboratory reports, economic reports, and business reports.

d. *To persuade:* if your purpose in writing is to persuade you desire to influence your reader's though or action.

2.2   The Writing Process

There are three steps in writing process, namely prewriting, revising and editing. All of those steps are important to make our writing better and systematic (John Langan, 2005:22).

1. Prewriting

Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about. If you are like many people, you may have trouble getting started with writing. A mental block may develop when you sit down before a blank sheet of paper. You may not be able to think of an interesting topic or thesis. Or you may have trouble coming up with relevant details to support a possible thesis. And even after starting a paper, you may hit snags—moments when you wonder "What else can I say?" or "Where do I go next?"

The following pages describe five prewriting techniques that will help to think about and develop a topic and get words on paper

a) *Technique freewriting,* means jotting down in rough sentences or phrases everything that comes to mind about a possible topic. b) *Technique questioning* means generate ideas and details by asking questions about the subject. c) *Technique making a list*, also known as brainstorming. Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, we write down every single thing that passing through or comes into our minds. d) *Technique diagramming*, also known Clustering or mapping, is another strategy that can be used to generate material for a paper. This method is helpful for people who like to do their thinking in a visual way. In clustering, using lines, boxes, arrows, and circles to show relationships among the ideas and details. There are the steps of clustering process:

    a. Write our topic in the center of a blank piece of paper and draw a circle around it. b. Write any ideas that come into our mind about the topic in circles around the main circle. c. Connect those ideas to the center word with a line. d. Think about each of our new ideas, and then connect them. e. Repeat this process until you run out of ideas.

e) *Technique preparing a scratch outline.* These techniques help you think about and create material, and they are a central part of the writing process. A scratch outline is an excellent sequel to the first four prewriting techniques. A scratch outline often follows freewriting, questioning, list-making, or diagramming; or it may gradually emerge in the midst of these strategies.

    2. Revising

        Revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means rewriting a paper, building on what has already been done, in order to make it stronger. Too many students think that the first draft is the paper. They start to become writers when they realize that revising a rough draft three or four times is often at the heart of the writing process.

        Here are some quick hints that can help make revision easier. First, set your first draft aside for a while. A few hours will do, but a day or two would be better. You can then come back to the draft with a fresh, more objective point of view. Second, work from typed or printed text. You'll be able to see the paper more impartially in this way than if you were just looking at your own familiar handwriting. Next, read your draft aloud. Hearing how your writing sounds will help you pick up problems with meaning as well as with style. Finally, as you do all these things, add your thoughts and changes above the lines or in the margins

of your paper. Your written comments can serve as a guide when you work on the next draft. There are two stages to the revising process: a) Revising content, and b) Revising sentences

3. Editing

After we have revised the paper for content and style, we are ready to edit—check for and correct—errors in grammar, punctuation, and spelling. Students often find it hard to edit a paper carefully. They have put so much, or so little, work into their writing that it's almost painful for them to look at the paper one more time.

2.3 Genre of Writing

Genre is a medium which can be used to express our ideas and suitable with the aim of our writing. The writing will construct a text. The text will be wrapped by genre. I Wayan (20014:2) states that genre is a specific types of text resulted from the language to accomplish something. A genre comprises a class communicative event, the member of which share some set communicative purpose. There are thirteen genres of text. 1) Narrative. Social function: to amuse, entertain and to deal with actual or vicarious experience in different ways; narrative deal with problematic events which lead to a crisis or turning point of some kind which in turn find a resolution. 2) Description. Social function: to describe a particular person, place, or thing. 3) Procedure. Social function: to describe how something is accomplished through a sequence of action or steps. 4) News item. Social function: to inform the reader, the listener, or the viewer about events of the day which are considered new worthy or important. 5) Anecdote. Social function: to shares with others an account of unusual or amusing incident. 6) Hortatory Exposition. Social function: to persuade the reader or listener that something should or shouldn't be the case. 7) Explanation. Social function: to explain to process involved in the information, workings of natural, or socio cultural phenomena. 8) Report. Social function: to describe the way things are, with references tom a range of natural, man-made, and social phenomena in our environment. 9) Spoof. Social function: to retell an event with a humorist twist. 10) Recount. Social function: to retell the purpose of informing or entertaining. 11) Analytical Exposition. Social function: to persuade the reader to listener that something is the case. 12) Discussion. Social function: to present (at least) two point of view in issue. 13) Review. Social function: to critique and artwork or event for a public audience.

Every genre has a number of characteristic and it has the specific purpose which makes it different from other genre. In this study, it is only focused on descriptive text.

3. Descriptive Text

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing.

3.1 Generic Structure

In writing descriptive text, it should consist of generic structure, such as: identification, description, and conclusion. Generic structure divided into three generic structure of descriptive text namely (I Wayan, 2014: 72):

a. *Identification*: Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described.

b. *Description*: Description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject and all paragraphs build the description of the subject. The description can be physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or value, and other characteristics of the subject which is like the unique of the special aspects that the subject has.

c. *Conclusion*: The last part of the descriptive text is optional. In this part, the writer concludes the text or restates the identification or description. A conclusion is not absolutely necessary; however, it is often very helpful to the reader because it usually concludes signals the end of the text. In addition, it reminds the reader of the important point or in other word it is to emphasize the reader to imagine the subject.

3.2 Language Features

Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore. Significant Grammatical Features:

a. Focus on specific participants (My English teacher, Andini's cat, My favorite place)

b. Use of Simple Present Tense Use of Simple Past Tense if Extinct.

c. Verbs of being and having 'Relational Processes'. (My mum is really cool, She has long black hair)

d. Use of descriptive adjectives (strong legs, white fangs)

e. Use of detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur)

f. Use of action verbs 'Material Processes' (It eats grass, It runs fast)

g. Use of adverbials to give additional information about behavior (fast, at tree house)

h. Use of Figurative language (John is as white as chalk.)

4. Strategy of Teaching Writing

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

From definition above we can concluded that in teaching writing we can used many strategies in teaching learning writing. And also each strategies have different step and also have same purpose in teaching learning that by used strategies students be have critical thinking in writing. And cubing strategy is interested to be used in teaching writing because in there have some steps and visual prop that easy to remember in teaching writing descriptive text.

4.1 Cubing Strategy

In this part, the writer will describe about some definition of cubing strategy from experts. Tompskins defines cubing is a literacy strategy which uses a concrete visual of a cube with its six sides to serve as a starting point of consideration of topic within subject areas. The six sides are describe, analyze, pretend, compare, list, and justify (Randy:2007).

a. Describe: Describe Moe Bandy's life when she was alone during the war using at least three sentences with two describing words in each sentence.

b. Analyze: Analyze the reasons Pink wanted to rejoin the war. If someone asked you why it was important to Pink to return to his unit, what would you say?

c. Pretend: Pretend you are in the Forty-eighth Colored Unit (Pink's army unit.) What would your day be like? What chore would you do? What would you eat? How would you travel? What would the fighting be like?

d. Compare: Pink wanted to heal and return to the war. Say was wounded trying to escape from the war and did not want to go back. Compare the two boys' feelings about the war. How would you react?

e. List: List words that describe your feelings as you look at each picture in the story.

f. Justify: Pink did not survive being held prisoner at Andersonville. Justify why the author beseeches readers to remember him always.

4.2 The Advantages of Cubing strategy

There are some advantages of cubing strategy. They are developing students conceptual understanding of a topic, developing students activity, and developing students paragraph writing skill. According to Alteri (2010:61) says that cubing can be designed to help students look at a topic from different perspective. The purpose of the activity is to help with writer block in which students brainstorm each of the six perspective and write one of the these perspective (describing, listing, comprising, analyzing, pretending, and justifying).

B. Conceptual Framework

For many students, they may have trouble getting started with writing. A mental block may develop when they sit down before a blank sheet of paper. They may not be able to think of an interesting topic. And even after starting a paper, they may hit snags—moments when you wonder "What else can I say?" or "Where do I go next?" Writing paragraph is not easy for students at school. It is learned that takes a long to master. Teacher has the important role in activating their student motivation in writing. They have to be creative teachers in teaching writing. They also can be some techniques or strategies to teach writing, choosing the strategy or technique should be accordance with the kinds of writing.

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. The cubing strategy is an effective writing tool for students, especially those students who are suffering from "writer's block." The strategy is meant so students can analyze a topic in depth, which prepares them to write about a topic. The block parallels Bloom's taxonomy of

comprehension levels. cubing is a literacy strategy which uses a concrete visual of a cube with its six sides to serve as a starting point of consideration of topic within subject areas. The six sides are describe, analyze, pretend, compare, list, and justify

C. Research Hypotheses

Based on the problem statements that presented by the researcher, the research hypothesis is stated as follows:

a. Hypothesis alternative (Ha): there is a significant effect in writing descriptive text taught by using Cubing strategy.

b. Hypothesis null (Ho): there is not a significant effect in writing descriptive text taught by using Cubing strategy.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was conducted by applying quantitative experimental research. Emzir (2010: 64) declared that research design in the experimental research, the research manipulates at least a variable, controls other relevant variable, and observes the effect toward one or more dependent variable. In addition, the research requires time priority, consistency, and magnitude of the relation. Thus, experimental research showed that a research that investigated whether there is any effect treatment on participants' behaviors or their internal processes.

This research is experimental by using treatment. This research was conducted at SMP Baitul Aziz at academic 2016/2017. In conducting the experimental research, the sample divided in two groups, namely experimental group and control group. In this research, the experimental group is the group which is taught by applying Cubing strategy, while the control is a group without applying Cubing strategy.

B. Location

This research was conducted at SMP Baitul Aziz. It was located at Jl. Pusaka Medan, North Sumatera.

C. Population and Sample

1. Population

The population of this research was from tenth grade students of SMP Baitul Aziz at academic year 2016/2017 with the sampling frame consist of three classes or 105 students. They were VIII 1(38 students), VIII 2 (38 Students) and VIII 3 (39 Students).

Table 1

Total Population

NO	Classes	Population
1	10 IPS 1	28
2	10 IPS 2	28

3	10 IPS 3	29
	Total	85

2. Sample

All the population are as the sample. Total sampling technique was applied in taking the sample. According to Aiken Sample is part of the population that is observed (Syahrum & Salim: 2007). Based on theory above, so the population is taken as sample. The sample used random sampling by choosing two classes at tenth grade, namely X IPS 1 which number students were 38 students as experimental group and X IPS 2 which number students were 38 students as control group.

Table 2

Total Sample

NO	Classes	Sample
1	10 IPS 1	28
2	10 IPS 2	28
	Total	56

D. The Instrument of Collecting the Data

To collect the data, instrument which used by researcher is tests including pre-test and post-test.

1. Test

Tests are valuable measuring instrument for educational research. In this research, the researcher used two kinds of tests including pre-test and post-test.

1.1 Pre- test

Pre–test implemented prior to the experiment to both the control and experimental groups. It aimed to make sure that the students in both groups have the same performance.

1.2 Post – test

Post–test was given after the treatments in both control and experimental groups. Then, the result of the post-test will be compared with the result of pre-test to find if there are any improvements of Cubing Strategy in writing skill.

E.Technique of Collecting Data

In this research, the researcher was conducted in three meetings for each group (control and experimental group). The experimental groups gave the treatment by Cubing Strategy while the control group is not given the treatment. The research procedures consisted of three parts namely, pre-test, the treatment and post-test. It showed in the table below to difference between experimental group and control group

EXPERIMENTAL GROUP	CONTROL GROUP
The First meeting	**The First Meeting**
The researcher gave Pre-Test / Writing Test	The researcher gave Pre-Test / Writing Test
1. The researcher greeted and checked the students' attendance	1. The researcher greeted and checked the students' attendance
2. The researcher asked the students whether they have an interesting story.	2. The researcher asked the students whether they have an interesting story.
3. The researcher asked the students to write down a descriptive text based	3. The researcher asked the students to write down a descriptive text based

on story which given to them. 4. The researcher asked the students to deliver their answer sheets in front of the class. 5. The researcher gave score the students.	on story which will be given to them. 4. The researcher asked the students to deliver their answer sheets in front of the class. 5. The researcher gave score the students.
The Second Meeting The researcher gave the treatment (Cubing Strategy) 1. The researcher uttered the purpose that would be achieved in their learning activity and motivated the students to learn a descriptive text. 2. The researcher made form the group heterogeneously that had 4-5 members. (before doing treatment, the writer had asked about class condition to their teacher) 3. The researcher explained about descriptive text and showed an example about story. Here, the writer explains how to write a descriptive and explains generic	**The Second Meeting** The researcher taught the students in using direct instructional method of teaching writing. 1. The researcher began the lesson by giving explanation about the parts, forms, and the examples of descriptive text. 2. The researcher asked the students about the question related to her explanation to make a descriptive text. 3. The researcher checked the students' work. 4. The researcher discussed the result of the students' working. 5. The researcher gave the feedback

structure based on the picture.	and correct ways of writing descriptive text related to the topic.
4. The researcher gave a task for every group to write a descriptive text based the sequence of pictures (first, every member in a group do the outline of that task individually and then matched to another members be a team summary)	
5. The researcher asked the vice-group to collect their answer in front of class.	
6. The researcher gave the quizzes about descriptive text after the students backed to their seat.	
7. The researcher gave the reward to the winner teams and encouraged other members who had not achieved the good score yet.	
The Third Meeting	**The Third Meeting**
The researcher gave Post-Test/ Writing Test	The researcher gave Post-Test/Writing Test
1. The researcher greeted and checked the students' attendance.	1. The researcher greeted and checked the students' attendance

2. The researcher asked the students to write down a descriptive text and based on the topics that will be given by the writer.	2. The researcher asked the students to write down a descriptive text based on the topics that will be given by the writer.
3. The researcher asked the students to deliver their answer sheets in front of the class.	3. The researcher asked the students to deliver their answer sheets in front of the class
4. The researcher gave score the students	4. The researcher gave score the students

F. Technique of Analizing the Data

Before analyzing data, the researcher accomplished the procedure as following:

1. Collecting the data from the scoring of the experimental and control class

2. Identifying the score of the students in pre-test and post-test

3. Analyzing the data by using formulas

4. Comparing the score by using t-test

The researcher was conducted the study in three meeting for each group (control and experimental group). The experimental group was given the treatment by of Cubing strategy while the control group is not given the treatment. The research procedure consisted of three parts namely, pre-test, the treatment and post-test.

The test is calculated using t-test formula as follow that developed by Ary (2010: 177) as follows:

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{dx^2 + dy^2}{(N_x + N_y) - 2}\right]\left[\frac{1}{N_X} + \frac{1}{N_Y}\right]}}$$

Where:

M_x = the mean of experimental group

M_y = the mean of control group

dx^2 = standard deviation of experimental group

dy^2 = standard deviation of control group

N_x = the total number of experimental group

N_y = the total number of control group

Mean:

$$M = \frac{\Sigma X}{N}$$

Where:

M = mean

X = Scores

N = Number of score

ε = Sum (or add)

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

The data of this study are the result of writing descriptive text test. The data were divided into two group, namely experimental group and control group. This study was conducted in three meeting for each group either control or experimental group. Both of groups were given the same essay on test form in writing descriptive text in pre test and post test. Hence, the researcher would get the score of students' writing as the data and it was analyzed in the data analysis below.

B. Data Analysis

The data were collected by asking the students to write descriptive test as mentioned on the instrument of collecting data. The data of this study were obtained from the result of the pre-test and post-test were from experimental and control group. The analysis is intended to earn the significance difference between experimental groups which teachings by using Cubing strategy on the students' writing descriptive text. The data of pre-test and post-test from two groups are computed by using t-test formula. Some of students' score as representation in experimental group are analyzed taken from the highest, the middle and the lowest score. The researcher would calculate into formulas to find out the Mean, and t-test. It could be seen in the tables below.

Table 4.1
The Result Score of Experimental Group

No.	Students' Name	Score	
		Pre-Test	**Post-Test**
1	Anjelika Reviani Tbn	50	85
2	Amtar Dwi Pangesti	60	80
3	Alfina Fadillah	60	90
4	Adinda Putri Meilani	55	90
5	Ahmad Sholeh	50	80
6	Anisa Indah Lestari	50	80
7	Devi Suhada	50	70
8	Ella Sona Reka	55	75
9	Fitria Sinta Nasuha	50	90
10	Ilham Afandi	60	90
11	Jaka Suhada	60	80
12	Jihan	50	75
13	Laksamana Rezi	60	80
14	M. Rizky Wanda	60	70
15	M. Dandung Aryo W	70	80
16	Meldiana Putri Anjani	55	75
17	Mikota Sakaro	60	95
18	Nanda Syahputra	55	90
19	Pratama Aulia Muhid	60	75
20	Putri Larasati	50	80
21	Rihan Fatur Rizki	50	85
22	Rizky Khairunnisa	50	85
23	Rizky Syahputra	50	80
24	Roy Ananda	60	90
25	Sherly Utami Hasanah	70	80
26	Syahrudi	60	80
27	Wahyu Sulistiadi	50	90
28	Yopi Ariska	50	85
	Σ	**1560**	**2305**
	Mean	**55.71**	**82.32**

From the table above, the total score of students in experimental group on pre-test was 1560 and the number of students who take the test was 28 students, so the students' mean was:

Formula, $X = \frac{\sum X}{N}$

$X = \frac{1560}{28} = 55.71$

From the analysis above, students' writing was low. The mean of students was 55.71. So, the researcher still gave test in post-test and the result of students' score in post-test was 2305 while mean score in post-test of experimental group was 82.32

$$X = \frac{2305}{28} = 82.32$$

It showed that score and mean in post-test was higher than the total and mean score in pre-test of experimental group. To know score and mean of experimental Group can be seen this diagram this below:
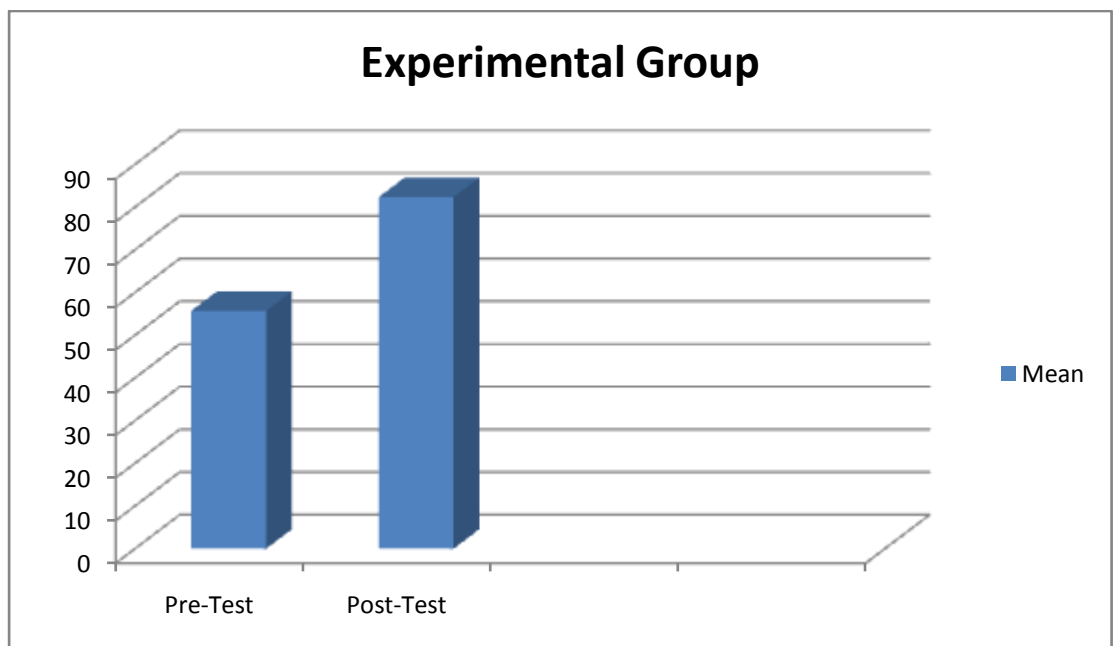
Chart 1: The Result of Experimental Group

Table 4.2
The Result Scores of Control Group

No.	Students' Name	Score	
		Pre-Test	**Post-Test**
1	Akmal Razali	50	50
2	Arya Sadewa	45	50
3	Abdul Latief P	55	60
4	Deni Muhayatsyah	60	65
5	Eida Silvia	40	55
6	Edy Zaki SG	50	55
7	Fahmi	55	65
8	Fauzi	45	55
9	Husein Syah Arafah	45	50
10	Iklas	60	75
11	Ikhwan Setyan	55	60
12	Laila Arbaini Anisa	70	75
13	Linda Ramadhani	50	65
14	M. Habib Akbar	45	55
15	M. Nauval Adilah	50	55
16	M. Sani Setiawan	55	60
17	Rahma Dania	55	60
18	Reza Abdi Kesuma	60	75
19	Rina Maisyarah	55	65
20	Ricky Abdul Mubaraq	50	60
21	Rizki Hasani	45	55
22	Sukma Setia Hadi	50	55
23	Syarief	55	65
24	Trio Kurniawan	50	70
25	Tiara Anjani	60	65
26	Venny Andriana	55	65
27	Wahyu Habibi	45	70
28	Yoga Maulana	50	65
	Σ	**1460**	**1720**
	Mean	**52.14**	**61.42**

From the table above, the total score of students in control group on pre-test was 1460 and the number of students who take the test was 28 students, so the students' mean was:

Formula, $X = \frac{\sum X}{N}$

$X = \frac{1460}{28} = 52.14$

The mean of students was 52.14. While mean score in post-test of control group was: $X = \frac{1720}{286} = 61.42$

It can be concluded that the total score of pre-test is 1460 and the mean is 52.14. In post-test, the total score is 1720 and the mean of the score is 61.42. So, the total and mean score in post-test of control group is higher than the total and mean score in pre-test of control group. However, Experimental Group was higher than Control group with total of mean was 82.32. To know score and mean of Control Group can be seen this diagram this below:
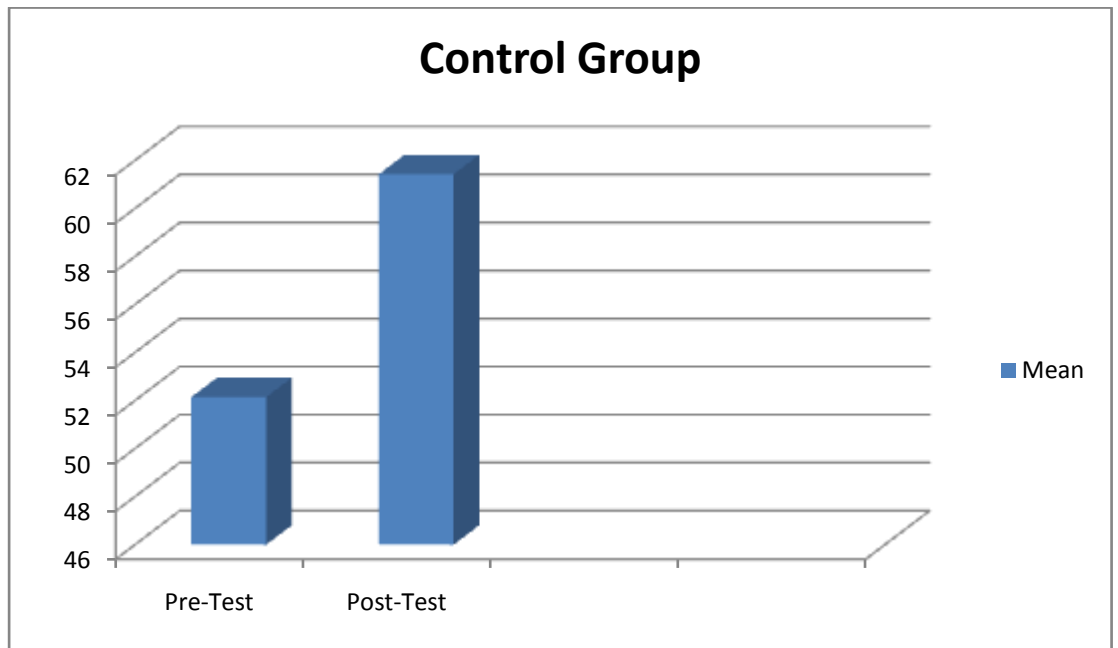
Chart 2 The result of Control group

1. Analyzing the Data by Using T-Test Formula

To know the differences between the students' score in the experimental group and control group, it can be analyzing in this tables below:

Table 4.3
The Score of the Experimental Group

No.	Students' Name	Pre-Test (y1)	Post-Test (y2)	y_2-y_1 (D)	D^2
1	Anjelika Reviani Tbn	50	85	35	1225
2	Amtar Dwi Pangesti	60	80	20	400
3	Alfina Fadillah	60	90	30	900
4	Adinda Putri Meilani	55	90	45	2025
5	Ahmad Sholeh	50	80	30	900

6	Anisa Indah Lestari	50	80	20	400
7	Devi Suhada	50	70	20	400
8	Ella Sona Reka	55	75	20	400
9	Fitria Sinta Nasuha	50	90	40	1600
10	Ilham Afandi	60	90	30	900
11	Jaka Suhada	60	80	20	400
12	Jihan	50	75	25	625
13	Laksamana Rezi	60	80	20	400
14	M. Rizky Wanda	60	70	10	100
15	M. Dandung Aryo W	70	80	10	100
16	Meldiana Putri Anjani	55	75	20	400
17	Mikota Sakaro	60	95	35	1225
18	Nanda Syahputra	55	90	40	1600
19	Pratama Aulia Muhid	60	75	15	225
20	Putri Larasati	50	80	30	900
21	Rihan Fatur Rizki	50	85	35	1225
22	Rizky Khairunnisa	50	85	35	1225
23	Rizky Syahputra	50	80	30	900
24	Roy Ananda	60	90	30	900
25	Sherly Utami Hasanah	70	80	10	100
26	Syahrudi	60	80	20	400
27	Wahyu Sulistiadi	50	90	40	1600
28	Yopi Ariska	50	85	35	1225
∑		**1457**	**1560**	**750**	**22720**
Mean		**55.71**	**82.32**	**26.78**	**811.42**
dx²		**2630.72**			

$$D_X{}^2 = \sum D^2 - \frac{(\sum D)^2}{Nx}$$

$$D_X{}^2 = 22720 - \frac{(750)^2}{28}$$

$$D_X{}^2 = 22720 - \frac{562500}{28}$$

$$D_X{}^2 = 22720 - 20089.28$$

$$D_X{}^2 = 2630.72$$

So, Standard Deviation of experimental group was 2630.72, meanwhile mean of experimental group was $Mx = \frac{\sum D}{N}$

$$Mx = \frac{750}{28}$$

$$Mx = 26.78$$

Table 4.4

The Score of the Control Group

No.	Students' Name	Pre-Test (y_1)	Post-Test (y_2)	y_2-y_1 (D)	D^2
1	Akmal Razali	50	50	0	0
2	Arya Sadewa	45	50	5	25
3	Abdul Latief P	55	60	5	25
4	Deni Muhayatsyah	60	65	5	25
5	Eida Silvia	40	55	15	225
6	Edy Zaki SG	50	55	5	25
7	Fahmi	55	65	10	100
8	Fauzi	45	55	10	100
9	Husein Syah Arafah	45	50	5	25
10	Iklas	60	75	15	225

11	Ikhwan Setyan	55	60	5	25
12	Laila Arbaini Anisa	70	75	5	25
13	Linda Ramadhani	50	65	15	225
14	M. Habib Akbar	45	55	10	100
15	M. Nauval Adilah	50	55	5	25
16	M. Sani Setiawan	55	60	5	25
17	Rahma Dania	55	60	5	25
18	Reza Abdi Kesuma	60	75	15	225
19	Rina Maisyarah	55	65	10	100
20	Ricky Abdul Mubaraq	50	60	10	100
21	Rizki Hasani	45	55	10	100
22	Sukma Setia Hadi	50	55	5	25
23	Syarief	55	65	10	100
24	Trio Kurniawan	50	70	20	400
25	Tiara Anjani	60	65	15	225
26	Venny Andriana	55	65	10	100
27	Wahyu Habibi	45	70	25	625
28	Yoga Maulana	50	65	15	225
$\sum$		1460	1720	270	3450
Mean		52.14	61.42	9.64	123.21
Dy^2	846.43				

$$D_y{}^2 = \sum D^2 - \frac{(\sum D)^2}{Ny}$$

$$D_y{}^2 = 3450 - \frac{(270)^2}{28}$$

$$D_y{}^2 = 3450 - \frac{72900}{28}$$

$D_y{}^2 = 3450 - 2603.57$

$D_y{}^2 = 846.43$

So, Standard Deviation of experimental group was 2630.72, meanwhile mean of experimental group was $Mx = \frac{\sum D}{N}$

$My = \frac{270}{28}$

$My = 9.64$

From the data above is obtained that:

$Mx = 26.78$

$My = 9.64$

$D_X{}^2 = 2630.72$

$D_y{}^2 = 846.43$

$N = Nx = Ny = 28$

Thus, those values can be used to find out the result of applying t-test formula. It can be seen in the following:

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{dx^2 + dy^2}{(N_x + N_y) - 2}\right]\left[\frac{1}{N_X} + \frac{1}{N_Y}\right]}}$$

$$t = \frac{26.78 - 9.64}{\sqrt{\left[\frac{2630.72 + 846.43}{(28 + 28) - 2}\right]\left[\frac{1}{28} + \frac{1}{28}\right]}}$$

$$t = \frac{17.14}{\sqrt{\left[\frac{3477.15}{(56)-2}\right]\left[\frac{2}{28}\right]}}$$

$$t = \frac{17.14}{\sqrt{\left[\frac{3477.15}{54}\right]\left[\frac{2}{28}\right]}}$$

$$t = \frac{17.14}{\sqrt{[64.39][0.07\,]}}$$

$$t = \frac{17.14}{\sqrt{4.50}}$$

$$t = \frac{17.14}{2.12}$$

$$t = 8.081$$

The result of t-calculation showed that t-test is 8.81 and t-table is 2.04. The t-observed is higher than the t-table (8.81 > 2.04). It means that using Cubing strategy significantly affects on students' writing descriptive text.

2. **Testing the Hypothesis**

In analyzing the hypothesis, it referred to the t-table at the level significant of α 0.05. The testing criterion used for hypothesis result is; If t-test > t-table, it means that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. Furthermore, the t-table with the level significance of α 0.05 with the degree of freedom (df) → n-1= 56-1 = 55 is 2.004. This means that Ha is this study is accepted since the students' t-test in the Experimental group is 8.81 and the t-table is 2.04. Because the t-test value is higher than the t-table (8.81 > 2.04). Therefore, it can be concluded that Cubing strategy can improve students' skill in writing descriptive text.

C. The Finding

From the result, it is found that there was significant difference between experimental group and control group. Teaching writing descriptive text in experimental group by using Cubing strategy was more effective than teaching writing narrative text without using Cubing strategy. It could be seen from the difference of mean score from both of the groups. Based on the analysis above, the result of t-test was 8.81. It showed the result of t-test was higher than t-table ($8.81 > 2.04$). It means that the using of Cubing strategy significantly affects students' ability in writing descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the experiment by applying Cubing strategy in teaching writing of descriptive text, it was found that the students' writing improved. In addition, the t-test was applied in order to know whether the difference between the pre test and post test mean was significant or not. The result of computation in the Experimental Group was 8.81, while the critical value of 0.05 significant level was 2.04. The conclusion from the data analysis is the value of t-observe (8.81) is higher than the t-table (2.04). It means that the alternative hypothesis (Ha) is accepted and the teaching by using Cubing strategy significantly affects on students' writing descriptive text.

B. Suggestions

Based on the data that have been confronted in this study, there are some suggestions that should be noticed, they are:

1. The writer, to help her encourage and prepare herself to be a qualified and competent teacher of English in the future.

2. The English teachers have to be able to help students in developing their ideas in writing descriptive text. It can be effective by using Cubing strategy in writing descriptive text.

3. Other researchers are suggested to do a further research in helping students to overcome their problem especially in writing descriptive text as the obligation topic in English lesson for Senior/Vocational school.

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LESSON PLAN

(EXPERIMENT CLASS)

School   : SMP Baitul Aziz

Grade/ Semester   : VIII /I

Subject   : English

Text Type   : Descriptive Text

Skill   : Writing

Time Allocations : 2 X 40 Minutes

A.   Standard of Competence :

Expressing the meaning of short functional written text and essay in form of descriptive to interact with the environment.

B. Basic Competence:

Expressing meaning and rhetorical steps in simple short essays by using various written form accurately, smoothly and acceptable to interact with the environment in the form of descriptive text.

C. Indicators:

1. To identify the generic structure and dominant language features of descriptive text.

2. To introduce the social function of descriptive text which describe something about place, person and things.

3. To write down descriptive text about place, person and things correctly, politely and appropriately.

D. Learning Objective:

After learning the lesson, students are able to

1. To comprehend the generic structure and dominant language features of descriptive text.

2. To be able to understand the social function of descriptive text which describe something about place, person and things

3. To write down descriptive text about person, place and things grammatically, correctly, and appropriately.

E. Learning Materials:

Descriptive text is a text which has social function to describe about particular person, place and thing through words.

1. Generic Structure

➢ Identification: Identification is about general statement about the person, place or thing that is described.

➢ Descriptions: Descriptions is vivid detail of person, place or thing that we want to describe so that the readers can easily imagine the descriptions.

➢ Conclusion (optional): In this part, we conclude the text or restate the identification or general statement.

2. Language Features

➢ Using attribute and identifying process

- ➢ Using adjective and classifiers in nominal group

- ➢ Using simple present tense

- ➢ Using specific noun i.e *teacher, my idol, my house, etc*

- ➢ Using detailed noun phrase i.e *a talented young singer*

- ➢ Using many kinds of adjective used in describing, numbering, classifying i.e *two big eyes, many beautiful parks, etc*

- ➢ Using thinking and feeling verbs to express the writer's point of view i.e *Police believes the suspect is armed, I think it is a clever animal, etc*

- ➢ Using action verbs i.e *our new puppy bites our shoes*

- ➢ Using adverbials to give additional information about behavior i.e *fast*

- ➢ Using figurative language like simile, metaphors

F. Learning Model : Cubing Strategy

G. Media : script and picture.

H. Teaching and Learning Activity

Activities
Pre-Activities (10 minutes)   1. Teacher greets and checks the student's attendance list.   2. Exploration: To construct the student's mind, the teacher asks some questions about descriptive text.   3. The students answer the questions and the teacher may write all students' responses on the board. The teacher can give comments on the responses pertaining to the materials which are going to be discussed.   4. Students are given the objective of instruction today, standard

competence, basic competence, and the indicator as well as the benefits of learning materials.

Whilst-Activities (70 minutes)

Exploration

5. Delivering some questions on what they have known about descriptive text

Elaboration

6. Explaining descriptive text systematically from the definition, pattern, the generic structure and the steps how to make a good descriptive text

7. Giving an example of descriptive text e.g. London

8. Discussing about the generic structures of the descriptive text given in card

9. Asking the students to write descriptive text as their exercise based on pictures given

Confirmation

11. Opening question and answer session or asking the students difficulty

12. Giving positive feedback and reinforcement orally for the students' success

Post-Activities (10 Minutes)

1. Teacher checks the learning output of the learners.
2. Teacher asks students whether they face any difficulties within the study.
3. Teacher gives reflection on the material learned.

I. **Source**

1. Internet

J. Assessment

1. Technique : Written test

2. Instrument: Attached

Teacher `   **Reseacher**

(………………………….)   **(Irda Kurnia Siregar)**

LESSON PLAN

(CONTROL CLASS)

School   : SMP Baitul Aziz

Grade/ Semester   : VIII /I

Subject   : English

Text Type   : Descriptive Text

Skill   : Writing

Time Allocations : 2 X 40 Minutes

A. Standard of Competence

Expressing the meaning of short functional written text and essay in form of descriptive to interact with the environment.

B. Basic Competence

Expressing meaning and rhetorical steps in simple short essays by using various written form accurately, smoothly and acceptable to interact with the environment in the form of descriptive text.

C. Indicators:

1. To identify the generic structure and dominant language features of descriptive text.

2. To introduce the social function of descriptive text which describe something about place, person and things

3. To write down descriptive text about place, person and things correctly, politely and appropriately.

D. Learning Objective:

After learning the lesson, students are able to

1. To comprehend the generic structure and dominant language features of descriptive text.

2. To be able to understand the social function of descriptive text which describe something about place, person and things.

3. To write down descriptive text about person, place and things grammatically, correctly, and appropriately.

E. Learning Materials:

Descriptive text is a text which has social function to describe about particular person, place and thing through words.

1. Generic Structure

➢ Identification: Identification is about general statement about the person, place or thing that is described.

➢ Descriptions: Descriptions is vivid detail of person, place or thing that we want to describe so that the readers can easily imagine the descriptions.

> Conclusion (optional): In this part, we conclude the text or restate the identification or general statement.

2. **Language Features**

> Using attribute and identifying process

> Using adjective and classifiers in nominal group

> Using simple present tense

> Using specific noun i.e *teacher, my idol, my house, etc*

> Using detailed noun phrase i.e *a talented young singer*

> Using many kinds of adjective used in describing, numbering, classifying i.e *two big eyes, many beautiful parks, etc*

> Using thinking and feeling verbs to express the writer's point of view i.e *Police believes the suspect is armed, I think it is a clever animal, etc*

> Using action verbs i.e *our new puppy bites our shoes*

> Using adverbials to give additional information about behavior i.e *fast*

> Using figurative language like simile, metaphors

F. Learning Model   : Direct instructional Strategy

**G. Media   **: script.

H. Teaching and Learning Activity
  1. **Opening Activity (10 minutes)**

1. Teacher greets and asks the students whether they understand about descriptive text

2. Teacher starts to introduce the lesson that they will learn and why they have to learn it.

2. Main Activity (45 minutes)

1. Teacher begins the lesson by giving explanation about the part, form, and the example of descriptive text.

2. Teacher gives the chances to the students to give the questions about descriptive text and asks the students whether they have understood about the descriptive text.

3. Teacher asks the students to write a descriptive text about person, place and things.

4. The students collect their work.

3. Closing Activity (35 minutes)

1. Teacher checks the students' work.

2. Teacher discusses the result of the students' working.

3. Teacher gives the feedback and correct ways of writing recount text related to the topic.

4. Leave-taking.

I. Source

1. Internet

J. Assessment

1. Technique : Written test

2. Instrument: Write down a descriptive text

Teacher   **Reseacher**

(................................)   **(Irda Kurnia Siregar)**

The Headmaster

(……………………….)

APPENDIX III

Pre-Test

WRITTEN TEST

Instruction:

1. Write a descriptive text consisting of 7 until 12 sentences about one of the following topics that you are interested in:
   a. Junk Food
   b. Cartoon
   c. Animal
   d. Flower
2. Your descriptive text should have a generic structure of a good descriptive text such as identification, descriptions, and conclusion.

APPENDIX IV

Post-Test

WRITTEN TEST

Instructions**:**

1. Write down your name in the top right of the paper!

2**.** Write down and choose one a descriptive text based on these pictures below. Create new ideas, generic structure, and language feature consist of 150 words or more.

a.   b.

c.   d.

3. The Time was given 45 minutes.

APPENDIX V

SCORING RUBRIC

POINT	IDEAS AND CONTENT	ORGANIZATION
5	➢ One clear, main idea; stays on topic ➢ All concrete and specific details for support; beyond grade level in sophistication. ➢ Many interesting and original details for support ➢ Includes all parts of	➢ Clearly strong and sophisticated opening attracts reader ➢ Clear and consistently structured body paragraph: topic sentence, relevant/detailed support, concluding sentence (If needed); indents

	assignment and might even go beyond.	➢ correctly and even creatively. ➢ Logical effective sequencing ➢ Effective and sophisticated ending gives closure ➢ Uses consistent, appropriate, and sophisticated transitions to connect paragraph.
4	➢ One clear, main idea; stays on topic ➢ Concrete and specific details ➢ Interesting support and details. ➢ Addressed assignment requirement.	➢ Opening attracts ➢ Each body paragraph structured; indents correctly ➢ Most ideas logically sequence ➢ Effective ending present ➢ Appropriate transitions used
3	➢ Generally stays on topic and develops a clear theme or message ➢ Some concrete and specific details; some general details. ➢ Some predictable supporting details; some original ones. ➢ Addresses assignment; might miss a minor detail.	➢ Effective opening but does not create a strong sense of anticipation ➢ All aspects of paragraphing usually correct; indenting correctly except for a minor error ➢ Attempts logical sequencing ➢ Effective ending attempted ➢ Some use of appropriate transitions to connect paragraphs.
2	➢ Much of the text is repetitious and reads like a collection of disconnected thoughts. ➢ Minimal, general detail; details mostly listed ➢ Predictable and sketchy details ➢ Hardly addressed assignment	➢ Weak opening ➢ Author unclear about a proper paragraph structure; little sense of indenting ➢ Little logical sequencing ➢ Weak ending ➢ Little understanding or usage of appropriate transitions to connect paragraphs.

1	➢ Unfocused, completely off-track; no identifiable point; length not adequate for development ➢ Details are nonexistent, unclear, or trivial ➢ Does not addressed assignment.	➢ No sense of beginning ➢ Lacks overall organization; paragraphing incorrect ➢ Order of details seems haphazard ➢ Lacks an ending ➢ No transitions used to connect paragraphs.

The number in the point/score column refer to the mark that was given to students based on their writing assessment that suit the characteristics.

Student Name   :

Title of Paper   :

Date   :

Points :	**Scores**				
Ideas/Content: One clear main idea; stays on topic; specific and interesting details.	**5**	**4**	**3**	**2**	**1**
	Comments:				
Organization: Structure (beginning, support, ending); compelling beginnings; appropriate					
	Comments:				

ending; indents.	

Teacher's Note: