The Effect of Applying Cubes Story As a Teaching Media on The Students' Writing Skill Improvement in English Narrative Text

Nafa Nazwa Purba[1] , Farida Repelita Waty Kembaren[2] , Ahmad Amin Dalimunthe[3]
[1,2,3] State Islamic University of North Sumatra, Medan, Indonesia

Abstract. The background of this research is that there are difficulties in writing narrative texts in high school students in English subjects. This study aims to measure whether there is any significant effect of applying cubes story on students' writing ability in English narrative text. The study employed a quantitative approach with a quasi-experimental design. The research samples were divided into two classes, namely the experimental class and the control class. The experimental class received treatment from the researcher using a cube story while the control class did not receive any treatment other than what the teacher usually used. The population of this research is all of the 11th-grade students of MAN 1 Deli Serdang In academic 2023/2024. The sample of this research was two classes of 11th grade of MAN 1 Deli Serdang, XI A MIPA for the experiment class and XI B MIPA for the control class. Writing tests were used as a research instrument to collect data. The tests were pre-tests which were given before the treatment and post-tests were given after the treatment. To analyze the data, the researcher used IBM SPSS version 25. The result of this research post-test t-test resulted in a lower p-value (2-tailed significance) than the significance level (α) (0.000 < 0.05). Furthermore, the t-value is higher than the t-table, 5.856 > 1.677. It stated that the null hypothesis (h0) was rejected while the alternative hypothesis (ha) was accepted. The data indicate the effect size of a result is 1.67. It signifies that the impact falls into the strong category. The conclusion is that story cubes have a strong effect on students' writing in narrative text, particularly in the eleventh grade of MAN 1 Deli Serdang In academic 2023/2024.

Keywords: Writing, Teaching Media, Cubes story.

1. INTRODUCTION

Several problems have occurred in writing. Saputro (2013) states that students face problems in mastering writing skills. The most common problem which is faced by students is to build an idea. If the students have found an idea, they will know what they will write. So, this research considers this topic very important because problems in research will continue without a solution. This research can be a solution by using new learning media. In several countries, they also feel that there are many problems in writing and they also want to overcome these problems, one of which is Pakistan and Iran.

In Pakistan, the writing skills of the students are alarmingly weak and substandard. Although, English language users in Pakistan have exponentially increased to 49% in 2003 from 2% in 1961 (Dar & Khan, 2015), they still face issues in the English language, particularly in writing. These issues generally arise from incompetence in syntax, coherence, idea expansion, content selection, topic sentences, rhetorical conventions, mechanics, organization, lack of vocabulary, and inappropriate use of vocabulary. By finding problems in writing, they are also looking for ways to overcome the problems by motivating teachers to be more creative in teaching (Fareed et al., 2016).

In Iran, English writing skills are not simple to learn and teach. Despite 50 years of education in English in Iran, many students still struggle to master the language, especially in writing, as evidenced by their performance on state-level tests. By finding problems in writing and this happens very often, they hope that in the future teachers will be able to teach something well, such as starting by teaching basic grammar sense, subject-verb-agreement, mechanics, lexical items, word order, etc. Furthermore, they must make students aware of techniques and media in learning (Zarabi et al., 2023).

In Indonesia, people also experience difficulties in writing according to (Sultan et al., 2020) stated that Indonesian students tend to be careful in writing, according to the International Survey Committee PISA (Programme for International Student Assessment-Red) survey conducted in 2018 the 61 countries surveyed, Indonesia came in position 60. According to this data, it is obvious that the Indonesian population is being influenced by certain activities. This is caused by students' limited ability to accurately describe their impressions or opinions when writing. The discovery of writing problems in Indonesia increasingly explains that there is something wrong with the way teachers teach, such as teaching techniques or the media used, can provide solutions to writing problems. In the research conducted by Toba (2019), Samarinda students encounter problems in writing aspects which are content, organization, grammar, and vocabulary. So, from the problems that have been raised, they want to overcome writing problems by training teachers to be creative and always find new ideas. Another research is from Medan. According to (Kembaren et al., 2023) In Medan, students translate descriptive writing from their original tongue into English. The study highlighted typical errors, such as incorrect language selection, grammatical issues, and trouble coping with cultural sensitivities. So, the solutions are Students should practice English on a daily basis, discuss sentence translation with their peers, and expand their vocabulary by reading English books, dictionaries, periodicals, and so on.

Based on pre-observation at Senior high school in Deli Serdang Medan, the researcher found some problems regarding learning writing, most of these problems occur when writing English narrative text. So narrative text was chosen as the topic of this research with new teaching media. some previous studies have tried various techniques, media, or strategies in helping to improve writing in English narrative text.

The following are some previous studies that have been summarized by researchers. First, using a story circle, (Fransiska, 2019) in her research concludes that using the story circle technique in teaching writing can improve students' writing ability. The second study used picture series,

(Linggarni, 2021) It can be concluded that there was an effect on students' writing after using picture series as media during the pre-experimental research. The third study uses Storybird, (Abdullah et al., 2020) it can be concluded that there was an effect on students' writing after using Storybird. The fourth study uses story jumper (Nurlaela et al., 2022) The results revealed that story jumper had a positive impact on EFL learners' narrative writing abilities. The fifth study uses a cube story but in narrative storytelling (Weder et al., 2019) The authors also found that the use of Rory's Story Cubes as a visual stimulus in narrative inquiries can be a good conversational starter and add aspects of fun and informality to a complex topic of sustainability.

Referring to the previous research, although many have used learning media such as story birds, story jumpers, story circles, and picture series to overcome difficulties in writing English narrative text, there are still few who use story cubes as learning media to overcome difficulties in writing English narrative text. This research aims to measure whether any significant effect of applying cubes story on students' writing ability in English narrative text. The research question is:

1. Is there any significant effect of applying cubes story on students' writing ability in English narrative text?

2. LITERATURE REVIEW

The Concept of Writing

Writing is a way to produce a language like when you speak (Meyers, 2005). Writing is an activity that can represent thoughts or feelings, which can be expressed through writing. Writing is part of learning a foreign language, which will guide students to know how to write following the structure, spelling, and how to write properly. Writing is a form of indirect interaction that relays information to others. (Harmer, 2006).

Genre of Narrative

According to (Anderson & Anderson, 1997.) Narrative is the type of text that is most appropriate for telling past events it works to amuse or thrill the reader with a story that discusses complications or troublesome incidents and finds a solution in exchange. Types of narrative text according to Oktorianisarry et al. (2023) are Humor, Fantasy, Romance, Fairytales, Myths, Legend, Folktale, Fable Mystery. Anderson states (Latifah & Rahmawati, 2019) that the generic structure of Narrative Text is divided into four stages: 1). Orientation, this stage introduces the story's character at this level. 2). Complication, The story's chronology

is described in this section. 3). This is where the narrator tells how the character reacts to the complication.

Concept of Cubes Story

According to (O'Connor, 2004) The Story Cube is a game that uses several picture cubes it's encouraged for everyone to apply their creativity. The Story Cube is a practice tool for creating stories made up of six cubes with illustrations on them. where the pictures represent the story's character, storyline, setting, time, and resolution. Trainers, psychologists, and educators utilize Story Cube to help them build professional skills by allowing them to freely communicate ideas in the language in a certain direction (Harsiati, 2019).

3. METHODOLOGY

This research used a quantitative approach with a quasi-experimental design. Maciejewski (2020) stated that a quasi-experiment study requires two groups, a treatment group and a non-treatment group. The population of this research is all of the 11th-grade students of High school in Deli Serdang Medan Indonesia In academic 2023/2024. The sample of this research was two classes of 11th grade High school in Deli Serdang Medan Indonesia which is XI B MIPA for the experiment class and XI C MIPA for the control class. There are 26 students in the experiment class and 24 students in the control class. A total of 50 students have participated as a sample in this research. For ethics in this research first ask permission to the participants with a consent form. Second, collecting the data without no harm. Third, reporting the real dating and asking for confirmation. A test was used as the instrument in this research. In this study, the writer used pre-test and post-test as the written test. for analysis of data first, Normality tests and homogeneity were completed using SPSS. after that to compare the experimental and control class scores, a t-test was used to test the hypothesis.

4. FINDING AND DISCUSSION

1. FINDINGS

The experimental class of this research was XI A of Man 1 Deli Serdang which consisted of 26 students. This class was given the treatment of writing narrative text using a cube story as a teaching medium, in the pre-test and post-test from the experimental. In the pre-test, the lowest score is 50 and the highest is 80 with a mean of 64.96. In addition, the lowest score in the post-test is 70 and the highest score in the post-test is 90 with a mean of 80.62. The investigation examined the pre-test and post-test scores and discovered that the mean gained

score was 29.35. The control class of this research was XI B of Man 1 Deli Serdang which consisted of 24 students. This class was given the treatment of writing narrative text using conventional treatment. The results of the control class' pre and post-test. In the pre-test, the lowest score was 40 and the highest score was 71 with a mean of 59.42. In the post-test, the highest score was 80 and the lowest score was 49 with a mean of 67.00.

A. Normality Test

A normality test was conducted to assess whether the normal distributions of the data from the experimental and controlled classes are normally distributed or not. . The normality test has a significance level of $\alpha = 0.05$. The researcher processed the data

Table.1
Tests of Normality of Pre-Test and Post-Test

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result Score	Pre-test experiment class	.151	26	**.131**	.956	26	.317
	Post-test experiment class	.127	26	**.200***	.929	26	.074
	Pre-test control class	.153	24	**.154**	.951	24	.290
	Post-test control class	.143	24	**.200***	.926	24	.079

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

using the SPSS 25 version. Table.1 presents the normality test results:

It can be seen from Table.1 that the pre-test significance results in the experimental class are 0.131 and in the control class 0.154. Both of these results are higher than the significance level of $\alpha = 0.05$. Thus, the pre-test data in the control class and experimental class is normally distributed.

Meanwhile, the post-test of the experimental class and the control class is 0.200. from these results, it can be seen that the post-test data is higher than the significance (0.05). it can be concluded that the post-test data from the experimental class and the control class are normally distributed.

B. Homogeneity Test

After testing normality, the next test is the homogeneity test, the homogeneity test was conducted aiming to test the similarity of the sample from both experimental

and control class. The homogeneity test is considered homogeneous if the sig > 0.05, whereas sig < 0.05 shows that the data is not homogenous.

Table. 2
Test of Homogeneity of Pre- Test

		Levene Statistic	df1	df2	Sig.
Pre-test score	Based on Mean	.005	1	48	**.946**
	Based on Median	.027	1	48	.869
	Based on Median and with adjusted df	.027	1	46.955	.869
	Based on trimmed mean	.020	1	48	.889

Table. 2 shows that the pre-test for homogeneity has a significance level of 0.946. The pre-test distribution data in the experimental and control classes were homogeneous, as shown by a significant value of 0.946 (> 0.05).

Table. 3
Test of Homogeneity of Post Test

		Levene Statistic	df1	df2	Sig.
Post-test score	Based on Mean	3.768	1	48	**.058**
	Based on Median	2.401	1	48	.128
	Based on Median and with adjusted df	2.401	1	39.050	.129
	Based on trimmed mean	3.538	1	48	.066

Table. 3 shows that the post-test of the experimental and control classes for homogeneity has a significance level of 0.058. Therefore, the experimental and control classes' post-test data are homogeneously distributed. It can be indicated from the significance value of 0.058 > 0.05.

C. Hypothesis Test

In this research, after conducting the normality and homogeneity tests, the next step was to use a t-test to examine the hypothesis of this research whether cubes story as teaching media have a significant effect on students' writing skills.

Table 4
Independent Sample Test
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
Post-test score — Equal variances assumed	3.768	.058	**5.856**	**48**	**.000**	13.615	2.325	8.941	18.290
Equal variances not assumed			5.775	40.909	.000	13.615	2.357	8.854	18.377

Based on Table 4.7, the results of the T-test show that the t value is 5.856 with the significance (2-tailed) 0.000. The t-$t\,a\,b\,l\,e$ shows 1.677 with 48 as the degree of freedom (df) in the significance level 0.05. The comparison shows that t_{value} (5.856) $> t_{table}$ (1.677) And the Sig. (2-tailed) value of the score was lower than α, 0.000 < 0.05. the results implied that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This means that is a positive effect of applying cubes story as a teaching media on students' writing skills in narrative text.

D. Effect Size

The effect size is the final calculation after all data analysis (such as normality test, homogeneity test, and hypothesis test) was calculated. The purpose of the effect size was to find out the significance level of the effect in the research. The following formula was employed:

$$d = \frac{(mean\ for\ group\ A\ -\ mean\ for\ group\ B\ )}{pooled\ standard\ deviation}$$

Pooled standard deviation

$$= \frac{Standar\ deviation\ 1\ +\ Standar\ deviation\ 2}{2}$$

$$= \frac{6.724+\ 9.574}{2} = 8.14$$

$$d = \frac{(mean\ for\ group\ A\ -\ mean\ for\ group\ B\ )}{pooled\ standard\ deviation}$$

$$d = \frac{(80.62 - 67.00\ )}{8.14} = \frac{13.62}{8.14} = 1.67$$

Based on the above calculation, the effect size of this study is 1.67, so it can be concluded that the size effect level in this study is a strong effect.

2. DISCUSSION

This research aims to evaluate the effectiveness of using cubes story media in improving students' narrative English writing skills. Data was collected through Pre-Test and Post-Test to 11th-grade students of Man 1 Deli Serdang.

Table 5 Pre-Test and Post-Test Results

Group	Total of Students	Pre-Test Mean Score	Post- Test Mean Score	Gained Mean Score
Experimental Class	26	64	80	29
Control Class	24	59	67.00	7.62
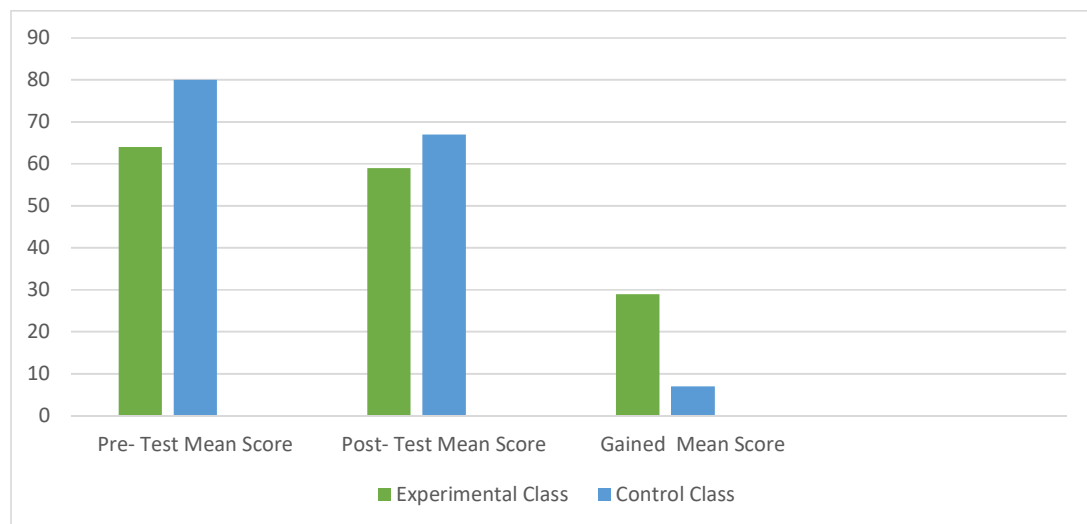
Figure 1 Narrative Test Score Improvement

Table 5 and Figure 1 Show that Students in the experimental group who used cubes story as learning media improved significantly than the control class who did not use cubes story as teaching media. The gained mean score in the experimental class score was 29 points while the control class only improved by 7 points. These results show that the use of story cubes as a teaching medium is effective in improving the effectiveness of narrative English writing of grade 11 students. This is due to several factors. First, story cubes provide an interesting and interactive way of teaching story development. Secondly, the use of cubes story media increases students' learning motivation because they are actively involved in the learning process (Brown, 2007).

The experimental class experienced an improvement due to the use of cubes stories as a learning media in writing narrative text. Cubes story is a media to help students develop ideas in writing narrative text. On the other hand, cubes story can also improve students' vocabulary and grammar. Cube Story is a picture media that will help students determine the content of the generic structure of the narrative text. First, for the orientation section, story cubes help to determine the characters and the place and time setting that students will use to create characters, place, and time in their narrative text. Second, for the complication section, story cubes assist in deciding the problem that students will use in making their narrative texts. Third, in the resolution section, story cubes help to set the resolution of the problem or the ending of the story. It can be concluded that students were very helpful in completing a narrative text when using cubes story (Richards & Renandya, 2002)

Meanwhile, the control class that used conventional techniques or did not use cubes story as learning media in writing narrative text did not experience the same improvement as the experimental class. In the control class, students wrote narrative text without media assistance such as cubes story. The disadvantage that occurred in the control class was in creativity, such as students' difficulty in visualizing the scene. Students also have difficulty in creating characters in the orientation stage and in solving the problem they also face difficulties in the resolution stage. Another disadvantage is the grammatical errors that occur when translating. Several errors occur First is an omission error, the second grammatical error is an addition error and Misinformation is the third error(F. R. W. B. Kembaren et al., 2023)

Compared to a previous study done by (Sultan et al., 2020) in their article entitled "Story Cube in Increasing Narrative Writing Skills". Using the Story Cube significantly affects the learning outcomes of the VI-grade students of SDN 161 Pinrang on writing narrative essay skills. The average score (mean) in the Experiment class was 26. Meanwhile, the average score (mean) obtained in the control class was 13. The average result between the n-gain of the

experimental class and the control class shows that the average in the experimental class was higher than the average result of the control class.

Compared to another previous study by (Fatiani et al., 2021) in their article "Practicing Cooperative Learning Model Using Picture Cube and Story Marker to Improve Writing Skills". Using Picture Cube and Story Marker significantly affects the student's narrative writing skills. The analysis results also suggested a significant improvement. In addition, the number of students meeting the minimum criteria of achievement (KKM) by 70 also kept increasing. In the pre-test, there were only 12 students (60%) achieving the minimum criteria of achievement, in the post-test, 20 students (100%) met the minimum criteria of achievement.

Based on the research findings above, it can be concluded that the use of Cubes Story as a learning media can improve students' narrative writing skills with students who do not use Cubes Story as a teaching media.

5. CONCLUSIONS

This study employed a quasi-experimental design to collect empirical evidence of the effect of cube story use on students' writing skills in narrative text in the eleventh-grade grade at Man 1 Deli Serdang. The data were analyzed with SPSS to provide descriptive statistics and hypothesis results.

The post-test t-test resulted in a lower p-value (2-tailed significance) than the significance level (α) ($0.000 < 0.05$). Furthermore, the t-value is higher than the t-table, $5.856 > 1.677$. It stated that the null hypothesis (h0) was rejected while the alternative hypothesis (ha) was accepted. The data indicate the effect size of a result is 1.67. It signifies that the impact falls into the strong category. As a result, it is possible to deduce that the cubes story affects students' writing skills in the narrative text at Man 1 Deli Serdang's eleventh-grade level. Furthermore, the data demonstrated that employing cube stories can help students reach the 2013 curricular goals of being active, productive, and inventive learners through interactive, supportive, and collaborative education.

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