



**THE EFFECTIVENESS OF OUTLINE ACTIVITY
TOWARD THE STUDENTS' WRITING ABILITY IN REPORT TEXT AT
MAN NGLAWAK IN ACADEMIC YEAR OF 2014/2015**

THESIS



LUTVIE NIRMALA FAUZY

NPM: 11.1.01.08.0114

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Education Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 22th, 2015

The Advisors,

Advisor I



LINA MARIANA S.S., M.Pd
NIDN. 0710097401

Advisor II



Drs. HILARIUS SEMANA, M.Pd
NIDN. 0714015910

APPROVAL SHEET

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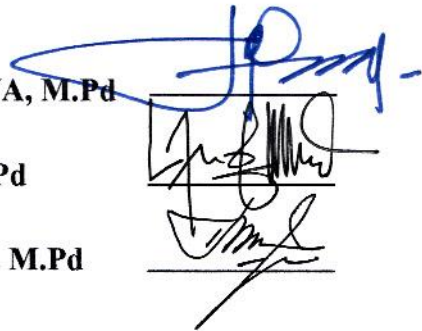
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Second Examiner : **Drs. HILARIUS SEMANA, M.Pd**



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and Education Faculty of University of
Nusantara PGRI Kediri



Dr. H. Sri Panca Setyawati, M.Pd
NIDN. 0716046202

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Lutvie Nirmala Fauzy

11.1.01.08.0114

FKIP/English Department

lutvie.fauzy@gmail.com

Lina Mariana, S.S., M.Pd. & Drs. Hilarius Semana, M.Pd.

UNIVERSITAS NUSANTARA PGRI KEDIRI

Abstract

This study was quantitative experimental research; the variables used in this research were writing as dependent variable and outline activity as independent variable. Then, the approach applied in this research was quantitative approach, and the technique used was one group pre test and post test design. This research was held in MAN Nglawak, Kertosono Nganjuk. The data were obtained from the eleventh year students, of which 20 students were taken as sample. To get the data, the pre-test and post-test were applied and then analyzed using t-test formula.

From the data analysis, the researcher had concluded that outline activity is effective to be used to teach writing. The calculation result in hypothesis testing showed that mean of students' post-test result was increased from students' pre-test. It is proved by the result of this research that t-score (3,135) which is higher than t-table (2,093) at level of significance 5%. It means that the alternative hypothesis was accepted and it proved that outline activity had significant effect to the students' writing ability.

Keywords: outline activity, writing

I. INTRODUCTION

As a means of communication, writing has the most important role in our language communication. As stated by Rogers (2005: 1) that writing allows us to communicate at a distance, either at a distant place or at a distant time. This means that we can communicate with other people whenever and wherever they are by writing.

Students of high school usually feel bored and frustrated if they cannot fulfil the writing assignment well. Students with high

anxiety and difficulties will feel reluctant to write and less of their idea to explore their ideas into written text. According to Byrne, "The amount of language which the learners will have at their disposal for writing will be very limited – so limited that it might seem to make it impossible to introduce any meaningful form of writing practice." (1993: 6). In other words, they always feel underestimate with writing task. When the students are lack of idea they cannot try to produce any sentences in their

paragraph that will cause in students' bad result on writing assignment.

In writing a text, it would be better if we plan everything at first in pre-writing stage. By planning the ideas, materials, diction, and others, we can write everything as we wish and eliminate things that according to us are unnessecary. Grenville (2001: 69) states in her book "An outline is a working plan for a piece of writing. It's a list of all the ideas that are going to be in the piece in the order they should go. Once you've got the outline planned, you can stop worrying about the structure and just concentrate on getting each sentence right". Outline can make students write as what they have planned in their outline. That will prevent them from difficulties in ordering and organizing their idea illogically because the outline is also known as a map, a flowchart, and a plan. Juzwiak (2009: 109) states that the outline is so useful for us because of these benefits that we can get from outline: 1) they order ideas, starting with general ideas and moving to specific examples and details; 2) they group items that are related to one another; and 3) they eliminate any items that do not fit well.

II. THEORETICAL FRAMEWORK

Writing is an act of communication. It is an act of making marks on certain surface in a form of graphic presentation, to make meaning. Writing is the fourth skill in

English learning language. According to Byrne (1993: 1), "Writing can be said to be the act of forming these symbols: marking mark on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols, just a speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences, although again we can be said to be 'writing' if we are merely making lists of words, as in inventories of items such as shopping lists". The final product in writing is important. The teacher would like to produce final products that are imaginative and accurate. In writing process, typically make one aspect of the writing process as the central focus on a lesson. Thus, it's possible to give an opportunity for the students to discuss the writing process.

Writing is a process rather than an event that needs more time in process to work the better. The teacher should be clear on what skill is to develop. Harsyaf et.al. (2009: 4) writes: "Writing is an activity that supports students to analyze and synthesize their discrete knowledge about language items into a text that is acceptable in an English writing convention by using the appropriate paragraph structure". While Rogers (2005: 2) defines that writing involves making an utterance visible by using graphic marks to represent specific

linguistic utterances. More recently, another definition was stated by Dwihandini, et al. in their journal in 2013 that writing is a way of expressing idea in order to communicate with each other. Further, Leo in Dwihandini, et.al. (2013) say that writing is a process of expressing ideas or thoughts in words. In other words, writing is a form of written expression from thoughts and ideas in order to communicate with others. It can be concluded that if students want to be successful in writing, they must do some steps, and each step involves the grammar rule, spelling, punctuation, how to organize content at the level of paragraph.

The process of writing is so varied and complex that it requires detailed analysis in order to discover which parts of the process need assistance. One way of focusing attention on different aspects of writing is to look at writing as a process. One possible division of the writing process contains the following seven subprocesses (I.S.P Nation: 2009): 1) having the goals of the writer, 2) having a model of the reader, 3) gathering ideas, 4) organizing ideas, 5) turning ideas into written text, 6) reviewing what has been written, and 7) editing. For some writers, organizing ideas may occur after they have been written. For many writers there is movement from one stage to another in a continuous cycle;

The writing process consists of a set of activities that will help you proceed from

idea or purpose to the final statement of a paragraph or an essay. As presented by Brandon & Brandon (2011: 31-45), the different strategies move from stage one including exploring, experimenting, and gathering information; to stage two including writing the controlling idea, organizing, and developing support; to stage three that including writing, revising, and editing. The three tools from the stage two in writing process that can help you organize your supporting material are listing (a form of brainstorming), clustering, and outlining. In writing process, there is mentioned that outline is a way that can help students to organize what they want to write. Grenville (2001: 69) states in her book; “An outline is a working plan for a piece of writing. It’s a list of all the ideas that are going to be in the piece in the order they should go. Once you’ve got the outline planned, you can stop worrying about the structure and just concentrate on getting each sentence right”. The teacher can utilize outlines as a tool to promote constructive student self-talk or self-speech to monitor and reflect on their work. According to Harris and Graham, outlines help students focus their thinking toward completing a specific set of writing steps and avoid making impulsive responses. Students appreciate having a set of specific expectations that helps reduce feelings of anxiety and frustration about written assignments (Muirhead, 1996).

III. RESEARCH METHOD

In this research, the researcher used the pre-test and post-test to know the students' achievement in their writing performance. There are processes for collecting the data: the first was pre – test. Pre – test was given by the teacher before the students were taught using outline activity to make report text. Before pre – test, the teacher interviewed the students about the material in Report text and observed the class situation. In pre – test, the teacher will not use outline activity. The teacher just asked the students to create a short report of animals or natural phenomenon based on their creativity. There are two treatments in this pre-test. In these treatments, the teacher will do treatment and divide it into two parts: 1) Part 1, the teacher introduces about outline activity, the function of outline activity, report text and how to make a report text by using outline activity. 2) Part 2, the teacher asks the students to make report text that they wanted. It could be animals or natural phenomenon by outline activity and using simple present tense. After the series of treatment in the pre-test, the second process was post – test. In this step, the teacher gave writing post – test to the students after treatment. In the post test, the teacher asked

the students to make report text based on the pictures that were prepared by the teacher and they supplied the text with the outline.

In conducting this research, the research used quantitative data. The quantitative data was taken from the students' participation on pre-test and post-test. On the other hand, the quantitative data was presented in the form of students' mean score. To analyze the quantitative data especially obtained from the test, the researcher used this formula:

$$t = \frac{\overline{MD}}{\sqrt{\frac{\sum x^2 D}{n(n-1)}}}$$

Where,

t : the result of t – test

D : differences between post test minus pre - test

n : number of students

\overline{MD} : result of total differences from pre – test and post – test divided by number of students.

IV. FINDINGS

The findings were obtained from the pre-test and post-test result. The goals of the research were to find the effectiveness from the use of outline in the pre-writing stage activity. Based on the result of pre-test, it is used to make the general information about the score of pre-test. The following table showed the general and the detailed information about the pre-test score.

Table 4.1: the Result of Pre-Test Score in General

No	Classification	Score
1	The highest score	90
2	The lowest score	59
3	The total score	1398

Table 4.2: the Result of Pre-Test in Detailed Information

No	Score	Frequency	Percentage
1	59	2	8,3%
2	62	1	4,1%
3	63	1	4,1%
4	64	3	12,5%
5	65	1	4,1%
6	67	1	4,1%
7	68	2	8,3%
8	71	2	8,3%
9	72	2	8,3%
10	73	1	4,1%
11	75	1	4,1%
12	77	1	4,1%
13	80	1	4,1%
14	85	1	4,1%
15	90	1	4,1%

From the general information about pre-test score, it showed that there was a high range between the highest score and the lowest one. The highest score was 90, but the lowest was 59. On the other hand, from the detailed information of the result of post-test, it can be seen that only 8,3% students who got the lowest score, only 4,1%

students who got the highest score, 16,4% students who got score between 75-85, and the rest was 71,2% students who got score less than 75 that was between 62-73.

Based on the result of post-test, the general and the detailed of post-test score are as follows:

Table 4.3: the Result of Post-Test Score in General

No	Classification	Score
1	The highest score	87
2	The lowest score	62
3	The total score	1475

Table 4.4: the Result of Post-Test in Detailed Information

No	Score	Frequency	Percentage
1	62	1	5%
2	68	4	20%
3	70	2	10%
4	71	2	10%
5	72	1	5%

6	73	1	5%
7	75	4	20%
8	79	1	5%
9	80	3	15%
10	87	1	5%

From the general information of the students' post-test score; it can be concluded that there was a change of their score between the pre-test and post-test score. The highest score decreases from 90 to 87, but the lowest score increases from 59 to 62. The detailed information of the result of post-test showed that there were only 55% of students who got the score under 75, and the rest got more than or equal to 75. From those facts, it could be drawn as conclusion that there was any improvement of students' score before and after being taught using outline.

V. DISCUSSION

According to the research findings and discussion as explained before, it can be concluded that teaching writing using outline activity has significant effect because the score of post-test is higher than pre-test. Before the students are taught using outline as in pre-test, the mean score was only 69,95. But after they were taught by using outline activity, their mean was increasing to 73,75. It means that students' score increased after they are taught using outline activity. Besides, in analyze t-test, t-score is higher than t-table. The score of t-test is 3,135 and t-table is 2,093 at the level of significance 5% (0,05). Based on the t-test result which obtain that outline has significant effect to the students' writing ability. Finally the

researcher concludes that the use of outline activity in teaching writing is effective. It is proven that the students' score of writing after taught by using outline is better, especially in their organization that improve from total score 296 become 315. It means that another reason based on the students' responses is because most students find that outline is the easiest way to start writing. The reason leads to better attention in learning and stimulate them to be more active in writing activity.

VI. CONCLUSION AND SUGGESTION

Based on the result of the study that had been described before, the researcher took some conclusions. The conclusions were about the students' writing ability before and after treatment and the influence of teaching report text using outline activity to the students' writing ability of the eleventh grad students of MAN Nglawak Kertosono in academic year of 2014/2015. The conclusions are as follows: 1) The students' writing ability before taught by using outline got the average score only 69,95 with the highest score that they had gained was 90 and the lowest was 59. Here, 71,2% of the students got under the average score, it means that the students' writing

ability was poor. 2) The students' writing ability after being taught using outline got the average score 73,75 with the highest score was 87 and the lowest was 62. There was the improvement of their score, so that their average score increased. It means that there was a significant improvement of the students' writing ability after being taught using outline activity. 3) The influence of the students' writing ability before and after being taught by using outline activity can be known from data analysis. The t-score was 3,135 at the degree of freedom 19, and the t-table was 2,093 at the level of significant 5%. After comparing the result of t-result and t-table, it can be seen that t-result was higher than t-table of significant (5%) $3,135 > 2,093$. Since the t-table was lower than t-result, the null hypothesis was rejected. In conclusion it can be said that there was any significant influence of using outline activity to the students' writing ability of eleventh grade students of MAN Nglawak Kertosono at the academic year of 2014/2015.

According to the result of the study which stated above, there was any influence of using outline activity to the students' writing ability, the researcher wants to give some suggestions that relate to the statement above. The suggestions are given to the teacher and the students. That the teacher should use the suitable technique or strategy in teaching English especially in teaching

writing because it can enhance successful in writing, the English teacher should use various technique or strategies and also media to motivate the students and decreased students' boredom. It was known that outline activity can improve students' writing organization. In conclusion the teacher can train the students to use outline in teaching learning process especially in teaching learning writing. The Other researcher is expected that they are able to improve their research and make a better research by exploring on outline for writing. The researcher hopes that this research is useful to become a reference of their research thesis in the future. The researcher expects that the school will provide new and completed multimedia room especially to support teaching and learning process especially in English. The researcher also expects that school give a better facilitation when students eager to learn English especially in teaching and learning writing using outline activity for better students' achievement in the future.

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