

**ARTICLE**

**THE EFFECTIVENESS OF USING OUTLINE IN WRITING  
DESCRIPTIVE TEXT AT TENTH GRADE STUDENTS OF SMAN 3  
KEDIRI ACADEMIC YEAR 2017/2018**



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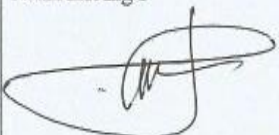


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## THE EFFECTIVENESS OF USING OUTLINE IN WRITING DESCRIPTIVE TEXT AT TENTH GRADE STUDENTS OF SMAN 3 KEDIRI ACADEMIC YEAR 2017/2018

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### Abstract

Writing is process to explore the idea into written form and can be understood by the reader. It is also one of language skills that make the students got difficulties. They had to pay attention to some aspects of writing and determine the main idea and supporting sentence. To solve the problem, the teacher needs different activity by using an outline. This research aimed to know the students' writing ability in descriptive text before and after they were being taught by using outline and to find out whether outline is effective in teaching writing descriptive or not. The research method was quantitative research by using experimental research. The sample of the research was tenth grade students that consist of 34 students in MIPA 1.7. To collect and analyze the data, the researcher used written test in the form of essay about describing historical places as the instrument of the research and used scoring rubric of writing also used t-test formula to know the result of the research. Based on the research finding, the result of pre-test and post-test was different. The mean score of pre-test was 63.08. The mean score of post-test was 78.9. The pre-test score was lower than post-test score. Based on the data, t-score was 14.91 and t-table was 2.042 at level of significance 5%. Therefore, an alternative hypothesis ( $H_a$ ) was accepted and a null hypothesis ( $H_o$ ) was rejected. Thus it can be concluded that outline activity is effective toward the students' writing ability in descriptive text.

**Keywords:** writing, descriptive text, an outline

### A. INTRODUCTION

Writing is people way to express their idea or everything in their mind (something that they think) into written form eventhough that is only a symbol. In line with that statement, the written form can be understood by the reader. So that, writing is a communication tool between

the reader and the writer. The writer can communicate freely with the reader without doing face to face. It was supported by Troike and Saville (2006:162) states that writing is typically addressed to the readers and the written text may be read aloud. Writing ordinarily presumes ability to read (even if only to

interpret or review what one has produced). In addition, Nunan (2003:87) says that writing is the mental work of inventing ideas, thinking about how to express them, organizing them into statements and paragraphs that will be clear to a reader.

Writing is the best tool to know more about the way of thinking. Writing can help to translate what people think in their mind into the written form. Moreover, writing helps students to reinforce about what they have learnt before. For instance, they have learnt about morphology in linguistic. They read that materials. Then they write summary by paying attention to the mechanics as like punctuation, etc. It is used to make sure what they understood about material that had been given before.

Eventhough writing is important, but most of students got difficulties in writing. They found some difficulties to understand and apply it in teaching learning process. This was caused by some reasons, such as how to generate their ideas, how to choose an appropriate vocabulary, how to organize a text cohesively and coherently, how to use correct punctuation and spelling to the written language, and so on. Heaton (1989:135) says that writing skills are complex and sometimes difficult to teach not only of grammatical and rhetorical

devices but also of conceptual and judgments elements.

Based on the syllabus of senior high school students, especially in writing, they had to master to write some genres such as descriptive text, narrative text, and recount text. Besides, the students had to master some short functional texts such as introduction, congratulation and complimenting, expressing intentions, and announcement. Not only mastering those kind of text, they had to master some aspect of writing such as grammar, vocabulary, organization, content, punctuation, capitalization, spelling, relevance of content and the others that relate with writing.

Teaching writing in senior high school can use some genres of text, such as descriptive text. Descriptive text is a text that is used to describe certain thing, place, person, animal, or plant. It was supported by Anderson (1957:26) states that a factual description describes a particular person, place, or thing. In addition, Savage and Shafiei (2007:34), descriptive text describes a person, place, or thing so that readers can almost see it in minds. Descriptive text uses simple present because it tells about present. Not only that, it uses adjective to describe noun to give the reader complete picture of the people, places, and things that they

describe. Besides that, descriptive text uses specific language to help the reader to imagine about what something looks, feels, sounds, tastes, or smell. In addition, by paying attention to the generic structure, descriptive text usually start from general information into detail or specific information to describe things, places, person, animal, or plants.

In real condition, the researcher found some problems while the researcher did teaching and training in SMAN 3 Kediri. The problems came not from the teacher while he was teaching the students. The teacher did not explain the subject to the students. Then the teacher did not teach the students about the way how to write in a well-organized text. The teacher also taught the students very relax. So that it made the students underestimate the subject.

The other problems came from the students itself. The students felt difficult to write, how to start to write, how to write the first sentence and how to create topic sentence as a topic in each paragraph. They could not explore their idea in the written form. Then they were lack of vocabulary. Sometimes, they asked to the researcher what the Indonesian word in English. For instance, they asked to the researcher, “Bu, bahasa inggrisnya miring itu apa bu?” Then they did not know an

appropriate and accurate vocabulary in the sentence. For instance, they wrote ‘realms’ for ‘world’. In addition, most of students make some errors in spelling, in punctuation and in grammar. They also did not how to organize text in a good order. They did not the generic structure of the text so that they wrote as like what they want. They also did not how to made a text coherence and cohesive.

To overcome the problem, the teacher should not use monotonous activity while teaching the students. It is better if the teacher used new activity in order to help the students in writing. One of the activities that could be used is an outline. An outline is 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 (Grenville, 2001:67). The main objective of an outline was used to lead the writer finishing their writing by paying attention to the topic that has given before.

According to Hogue and Oshima (2007:54), the best way to organize a paragraph is to make an outline before the writer begins to write. Moreover, according to Rumisek and Zemach (2005:64) states that writing an outline can be a very useful way of organizing the ideas and seeing how it will work together. The main objective of an outline was used to lead the writer finishing their writing by



paying attention to the topic that has given before.

In teaching and learning process, an outline had a big contribution to the students. It made the students easy to organize the paragraph. By using an outline, the students felt not worry to decide which one become topic sentence and supporting sentence. In the other words, the writer will be led by the main point, and will focus on the topic, from the first until the last paragraph Sabrina and Sianipar (2012).

In addition, an outline provided some advantages in teaching and learning process. By using an outline, the students were able to more focus about what they would write. Then the text would be complete because there was topic sentence, supporting sentence, and concluding sentence. Stratosphere (2009) states by using an outline, the students were able to focus and write more quickly and effectively.

From the explanation above, the researcher formulated three questions dealing with research problem as follow:

1. How is students' writing descriptive text before being taught by using an outline at tenth grade students of SMAN 3 Kediri academic year 2017/2018?

2. How is students' writing descriptive text after being taught by using an outline at tenth grade students of SMAN 3 Kediri academic year 2017/2018?
3. Is an outline effective in teaching writing descriptive text at tenth grade students of SMAN 3 Kediri academic year 2017/2018?

## B. RESEARCH METHOD

This research approach was quantitative research and the research technique was experimental research especially pre experimental research that used pre and post test in one group. This research also conducted at SMAN 3 Kediri which located in Jl. Mauni no. 88 Pesantren Kediri. The school had eleven classes of tenth grade that was started from MIPA 1.1 till IIS 1.4. Moreover, the researcher shoes MIPA 1.7 as research sample that consists of 34 students with 16 males and 18 females. This research conducted on August, 2017.

To collect and analyze the data, the researcher used written test in the form of essay about describing historical places as the instrument of the research. The researcher used pre test and post test. it is used to measure the students' ability in writing especially in descriptive text, describing historical places, before and

after they were being taught by using an outline activity.

In order to analyze the result of students' writing test, the researcher used scoring rubric of writing adapted from Silva (2014) dealing with five aspects of writing such as relevance and content, organization, vocabulary and word choice, grammar, spelling, punctuation, and lastly presentation. After the researcher analyzed the students' score, then the researcher measured it by using t-test formula and compared the result of t-test with t-table to prove the hypotheses.

### C. RESULT AND DISCUSSION

The research result was formed from doing pre test and post test. The aimed of the research were to know the students' writing ability before and after being taught by using an outline and to find out whether outline effective or not. The following table showed the information about pre test and post tests score.

Table 4.5

Average Score between Pre-test and Post-test

N = 35 Students	Pre-test	Post-test
Total score	2145	2685
Mean	63.08	78.97

From the table above, it can be seen that the total score of pres test was 2145 with the mean score 63.08 and total

score of post test was 2685 with the mean score was 78.97. It means that the students' score before and after being taught by using outline was improve and better than before.

From that data, the researcher compared t-table with t-test formula to answer the whether alternative hypothesis was accepted or rejected. The data showed in the table below:

Table 4.6

The Statistical Computation Using "t-test"

n	t-score	5%	Ha	Ho
34	14.91	2.042	Accepted	Rejected

Based on the table above, it can be concluded that t-score is higher than t-table. According to the norm of formula, an alternative hypothesis (Ha) is accepted and a null hypothesis (Ho) is rejected. It means there were significance differences between before and after being taught by using an outline of tenth grade students at SMAN 3 Kediri.

Moreover, there are some previous researches about the effectiveness of using an outline activity. Sabrina and Sianipar (2012) investigated their 35 students in one class. She got the result that by using an outline activity; the students can improve their writing achievement especially in descriptive text. It is better for English teacher to use outline technique in teaching writing and

for the students, it can make them know more about vocabulary and how to arrange the paragraph.

Another researcher, Fauzy (2015), got the result that there was any influence of using an outline activity to the students' writing ability especially in report text. The other researchers also investigated their students and got the data from it.

Furthermore, Sinaga (2015) got the result that Most of the students had already fulfilled the criteria of the writing scoring since they could deliver their writing and master the material well. It showed the students could apply outline well to help them learn writing, especially in writing recount text. The students' response after the implementation outline showed good result. It is proven by interviews administered towards the students and the teacher. Almost of students told that, they had already understood the procedure of outline in order to organize their writing.

## D. CONCLUSION

### 1. Conclusion

Based on the discussion that has been explained before, the student's writing ability in descriptive text by using an outline was done successfully. An outline brings some effectiveness in teaching writing. As first, it gave the

students a chance to improve the students writing ability which allowed the students an opportunity to write a text coherence and unity.

An outline also helped the students write while they got the difficulties in arranging their ideas. It also helped the researcher to teach the students because they are able to write a text easier than they did not use an outline. By using an outline, all of their ideas are covered well. So they are able to write a well organize text.

According to the data analysis, the researcher concluded that teaching the students' writing ability by using an outline to the tenth grade students at SMAN 3 Kediri in academic year 2017/2018 is effective. It can be proven from the differences score between pre-test and post-test. In the pre-test, the total score of the students is 2145. The highest is 70 and the lowest is 55. The mean score is 63.08. It means that they got poor score in pre-test. Also, they did not complete the minimum completeness criteria or KKM. The score of KKM is 75. In short, all of them did not pass the test well.

On the other hand, in the post-test, the total score of post-test is 2685. The highest is 85. The lowest is 65. The mean score is 78.97. It means that most of them got good score and some of them got poor



score (under KKM). It means that, their score increased from pre-test to post-test. That is from 2145 to 2685. Based on the explanation above, it can be concluded that an outline was effective to teach the students' writing ability in descriptive text at tenth grade students of SMAN 3 Kediri in academic years 2017/2018.

## 2. Suggestion

Based on the conclusions of the research and implication of the findings, there are some suggestions which are addressed to English teacher, to the students, and to the other researchers by following details below.

### 1. For the English Teacher

The teacher should help the students to increase their writing ability. It can use by using an outline. The teacher provides the students opportunity to increase their writing ability. It can arrange their idea, and solve their problem in learning English. Then, the teacher should choose an appropriate technique to teach the students. In addition, the teacher should create positive climate in the class.

### 2. For the Students

There are two suggestions for the students such as a) the students should practice it regularly in order to sharpen their ability to write and b) the students

should develop their word processing in order to they get a text in a well organize.

### 3. For the Other Researchers

From the other researcher, there are some types of the text that can be used in teaching learning process, especially by using an outline. They are able to use recount text or narrative text that are suitable with an outline. They also can develop this technique to the students in order to they are interesting with this technique.

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