IMPROVING STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY

USING OUTLINING AT SMPN 1 SUMBERMALANG

IN THE ACADEMIC YEAR 2016/2017

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Abstract

Writing is one of the important aspects that the students have to master when they are studying English. Many students think that writing is one of the problem that they face when they learn English.

In this research, the problem is "how can the use of outlining technique improve VIIA students' descriptive writing ability at SMPN 1 Sumbermalang in the academic year 206/2017?" and the objective of this research is to know how outlining technique can improve students' descriptive writing ability.

The design of the research was Classroom Action Research. The research subjects is the VIIA students of SMPN 1 Sumbermalang in the academic year 2016/2017, consisting of 29 students. Data were obtained by giving test to the students of VIIA SMPN 1 Sumbermalang after using

outline and the picture. The data are collected using test method. The instrument used is writing test item and checklist. In order to analyze the data, students' writing score and percentage formula is used.

The result show that the use of outlining technique improved the students' descriptive writing ability in two cycles from the percentage of students scored   70 only 52% in Cycle one but in the Cycle two increased to 82% of the students who get score more than 70.

Based on the research result, it can be concluded that outlining technique is able to improve the VIIA students' descriptive writing ability at SMPN 1 sumbermalang in the academic year 2016/2017 by explaining of descriptive text, showing the model of outlining and write a descriptive paragraph based on outline by their own words.

PENERAPAN TEKNIK OUTLINING UNTUK MENINGKATKAN KEMAMPUAN BELAJAR SISWA MENULIS PARAGRAF DESKRIPSI PADA SISWA KELAS VII A SMPN 1 SUMBERMALANG TAHUN AJARAN 2016/2017

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Abstrak

Menulis adalah salah satu aspek penting yang harus dipelajari siswa ketika mereka belajar bahasa Inggris. Banyak siswa berpikir bahwa menulis adalah salah satu masalah yang mereka hadapi saat mereka belajar bahasa Inggris.

Dalam penelitian ini, masalahnya adalah "bagaimana penggunaan teknik outlining meningkatkan kemampuan menulis siswa tentang paragraph deskriptif untuk siswa kelas VIIA di SMPN 1 Sumbermalang pada tahun ajaran akademik 206/2017?" Dan tujuan dari penelitian ini adalah untuk mengetahui bagaimana teknik outlining dapat meningkatkan kemampuan siswa menulis pada paragraph deskriptif.

Rancangan penelitian ini adalah Penelitian Tindakan Kelas. Subyek penelitian adalah siswa kelas VIIA SMPN 1 Sumbermalang pada tahun ajaran 2016/2017, yang terdiri dari 29 siswa. Data diperoleh dengan memberikan tes kepada siswa kelas VIIA SMPN 1 Sumbermalang setelah menggunakan teknik outlining dan gambar. Data dikumpulkan menggunakan metode uji. Instrumen

yang digunakan adalah menulis item tes dan ceklist. Untuk menganalisa data pada nilai tulisan siswa adalah mengunakan rumus persentase.

Hasil penelitian menunjukkan bahwa penggunaan teknik outlining meningkatkan kemampuan menulis siswa pada paragraph deskriptif dalam dua siklus dari persentase siswa yang mendapatkan skor 70 hanya 52% pada siklus pertama tetapi pada siklus kedua meningkat menjadi 82% siswa yang mendapatkan nilai lebih dari 70 atau 75.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa teknik outlining mampu memperbaiki kemampuan menulis siswa pada paragraph deskriptif untuk siswa kelas VIIA di SMPN 1 sumbermalang pada tahun ajaran 2016/2017 dengan menjelaskan teks deskriptif, yang menunjukkan model dari teknik outlining dan penulisan paragraph deskriptif berdasarkan teknik outlining dengan mengelompokkkan kata dan mengekpresikana kata-kata mereka sendiri.

Introduction

In learning language, there are four aspects that we have to be mastered. They are speaking, listening, reading, and writing. Writing is one of the four skills in English that is learnt by junior high school students. It is one of the productive skills, which has a great function in communication.

According to Hogue (2008:2), academic writing requires certain skills. These skills include sentence structure, organization, grammar and punctuation ". the purpose of the academic writing is explaining something and giving information about something.

According to Langan (2005:15), writing is treated as a process. It means that writing as both a skill and a process of discovery to explain and illustrated the sequence of step in writing essay. Writing an essay in which there is an overall statement and in which each of three supporting paragraph begins with a topic sentence is more challlenging for many students than writing a free-form or expressive essay.

Students always feel hard to write something because they learn English as a foreign language so they often find the difficulties when they want to write. The most difficult text to write for the students is descriptive text in the form of paragraph. This matter is caused by some cases. Most of the students lacked vocabularies and also got difficulties in applying English grammar. When starting to write, the students always got stuck. The students did not have many concepts to write something. Besides, when doing some writing exercises, the students needed a long time to think the idea to write something put into a descriptive paragraph.

An outline is simply a framework for presenting the main and supporting ideas for a particular subject or topic. Even then, outlining does not have to be a thing of the past. A good outline can help you generate ideas, organize thoughts, help you save time and write faster(washington Univercity).

Based on the preliminary study of SMPN 1 Sumbermalang, it was revealed that class VIIA still had difficulties to express and organize ideas. They also had

problem with vocabulary and grammar. It could be proven when they had free writing activities. Some of students just did nothing, looked confused and did not know what they have to do. It was proved by the result of writing test score which showed only 41% of the students got   70 . The rest of students got below 70. To reach of the good level, students must be achieve score of upper 70.

The teacher said that class VIIA had lower writing score than other class. The teacher asked them to imagine about the person that they like, but the teacher did not give any media to the students. Then the teacher give some clues for them to start their writing. But after that, they stuck again and they did nothing. They keep asking about how to write it to their teacher. The researcher also asked the socre of previous writing test to make sure that the students' had problem in writing.

The reseacher was also observed the students to make sure that they had difficulties in writing. The teacher in the classroom asked the students to write descriptive text about describing something. But the students still confused to write about the something. They did not know how to write them on a piece of paper. They did not know how to arrange the sentences into good order. The researcher and the teacher made agreement to use single picture from place, people, and something as a media in teaching descritive writing.

Based on the reason above, the researcher was conducting action resaerch entitled *Improving Students' Descriptive Text Writing Ability Using Outlining at SMPN 1 Sumbermalang in the 2016/2017 academic year.*

The Writing Ability

Harmer（2004：31）states that writing is away to produce language and express idea, feeling and opinion. It can be said that writing is way of communication that represents language through the inscription of sign and symbol on the page.

writing ability is a process in putting idea, information and message into written form. The process can be done by students. The process of writing help them in learning writing and it can be done by students to get a good writing. Based on Capella Univercity, there are four steps of writing: prewriting, drafting, revising and editing. When the students have done all the step of writing they able to make a good writing.

Aspects of Writing

The aspect of writing should be considered by the writer in order to make a good writing. In this research, the aspects are grammar, vocabulary, mechanic, organization and content. Each of aspects is reviewed in the following part:

1. Grammar : Hyland (2003:3) state that grammar is the arrangement of words, clauses, and sentences are structured based on a system of rules.

The lack of ability to construct grammatically correct sentence often made the students got difficulties in expressing what they intend to write.

2. Vocabulary : Vocabulary deals with the list of word with a meaning for understanding and communication. According to Langan (1997: 452), a good vocabulary is a vital part of communication. Vocabulary is one of significant aspects of language development. To produce meaning full writing, the students must enough vocabulary.

3. Mechanics : Heaton (1990:135) states "mechanics is the ability to use correct punctuation and spelling in the written language". It means that when we are going to write a paragraph or test, we should pay attention to the use of punctuation and spelling.

Types of Text

Based on the KTSP curriculum, writing can be classified into twelve genre namely narrative, procedure, news item, report, recount, discussion, anecdote, hortatory exposition, analytical exposition, review, description, and explanation. These types are divided based on the students' grade. In the eighth grade, students are taught descriptive, narrative, recount, procedure and report.

Descriptive Text

Descriptive text is difficult enough to learn by the students. Descriptive is a type of text function to describe particular person, place, or thing. The students can use simple present and adjective clause in writing descriptive text. According to John E. Warriner (1982:327) states that descriptive paragraph is giving picture in a word that appeal directly to sense (sight, sound, smell, touch and taste). The purpose of descriptive writing is to make our readers see, feel, and hear what we have seen, felt, and heard. Anderson, (1957:26), and a typical description an opening paragraph introducing the subject of the description followed by the series of paragraph each describing one feature of subject. There can also be a final concluding section that signals the end of description.

Parts of Paragraph

Paragraph is a group of sentences that develop one topic or idea. The topic of paragraph should follow logically from the topic of the last paragraph and should lead on to the topic of the next paragraph. In addition, Wingersky, et.al (1999:31)state, that paragraph has three parts, as follows:

1. *A topic sentence*. The topic sentence is the most important sentence of a paragraph. It states the main idea and introduces the reader to the topic. Give the main idea of paragraph.
2. *Support sentences*. The supporting sentences develop the main idea in the topic sentence. They add details to the topic. Support the topic sentence (main idea).

3. *Concluding sentence*. Sum up the paragraph and tell the reader that you have finished your discussion. Concluding sentences are not always necessary. In fact, short paragraph that are part of longer pieces of writing often do not have concluding sentences.

Outlining Technique

According to Langan(2001:44), "outlining is central to write a good paper. An outline lets you see, and work on the bare bones of a paper, without the distraction of a clutter of words and sentences. Outlining provides a quick check on whether your paper will be unified. It also suggests right at the start whether your paper will be adequately supported. And it shows you how to plan a paper that is well organized". Outlining technique is a technique of pre-writing in the form of rough draft, which aims to help the students generate ideas. Outline contains introduction, body, and conclusion. Introduction elaborates the character, time, and place. The body describes the series of things. The conclusion tells about the summary of the important things in the body. An outline is a formal system used to think about and organize your paper (University of Washington:2009). According to Langan (1997:22), outlining can often be the single most helpful technique for writing a good paper. It is an excellent complement to the pre-writing techniques. In outlining, you think carefully about the exact point you are making, about the exact details you will use to support it, and about the exact order in which you will arrange them. With this line, outlining as the pre-writing technique can help to arrange the points order that we making in details before we start writing paragraph or text.

The advantage of Outlining technique will explain as follow:
1) Advantage of Outlining :
   a. Outlining as a device to control what our topic that we discussed still synchronized.
   b. Outlining as controlled ideas logically.
   c. It helps students to organize their thoughts before beginning to write.
   d. An outlining can be as a plan or blueprint to help students achieve a unified, supported, and organized composition.
   e. It develops students' ability to think in a clear and logical manner.

Two Stay Two Stray as a Technique to Teach Writing

This research, the researcher want to know the activity of students writing descriptive text by using outlining. Concerning to Oshima (2007:57), the steps of using outlining in writing descriptive text as follows:

1. The teacher give explanation of the meaning of outlining in teaching learning process in the classroom activity.
2. The teacher give pictures about animal and person for students to help the students get ideas for writing. In this case the students choose the pictures.
3. The teacher order the student to make pre-writing

4. The students made points list of their ideas containing the elements of descriptive text (identification as introduction, description as the major topic and the conclusion), So that their ideas is controlled
5. The students made details of the points list clearly. After that they began writing based on the outline that had been made.
6. Write rough draft at the top of your paper, focus on paragraph structure (begin your paragraph with a clear topic sentence, write several supporting sentences include some specific examples, and then write a concluding sentence).
7. In the last, the student write the paragraph by using step by step in implentation.

Research Method

The research uses Classroom Action Research (CAR). The subject of the research is the students VIIA at SMPN 1 Sumbermalang. It consist of 29 students, 13 males and 16 females. The area of the research is SMPN 1 Sumbermalang. The procedure of the research are planning, acting, observing and reflecting. The criteria of success are used to know if the implementing of the action achieves the target or not. Based on the minimum standard score requirement, the score target of writing ability is 70. The instrument of the research are writing test and observation checklist. The developing of research instruments are validity of the test (content validity), and reliability of the test.

Result and Discussion

The result of observation checklist in the cycle **1** were 20 students of 29 students or 68% were active in teaching learning process. And there were 23 students of 29 students or 79% actively participated in teaching learning process in the second meeting of cycle 2.

The result of writing test that there were 16 students of 29 students (55%) who got 70 or more. There were 23 students of 29 students or 79% could achieve the target of the writing test results that was 70 in the cycle 2.

Based on the result above, it could be said that teaching writing could improve the students' ability. The results of this action research in two cycles had also verified the action hypothesis that the use of Outlining can improve the seven grade students' writing ability at SMPN 1 Sumbermalang in the academic year 2016/2017.

Conclusion

Based on the result of this result and the discussion, it can be concluded that outlining can improve VIIA students' descriptive writing ability at SMPN 1 Sumbermalang in the academic year 2016/2017 by developing and expressing their ideas in writing, explaining of descriptive text, and explaining or describing of the outlining by their own words.

Suggestions

By considering the results above, some suggestions are given to the English teacher, the students, and the other researcher.

1. The English Teacher
   It is suggested that English teacher should use outlining as technique and media in teaching writing on descriptive text, explain how to analyze and write the descriptive from outlining. And give more attention to the students' descriptive writing ability and their confidence in learning English.

2. The students
   The students are suggested to understand the outlining that had been watched as media since it can be used organize their ideas to write. In addition, outlining gives them a chance to develop their ideas and organize and also motivation to write.

3. The Other Researcher
   The other researcher are suggested to give more attention to the students who got low score use the results of this research as reference to conduct a further research will the same research with the same research design to develop the students' writing ability.

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