

CHAPTER I

INTRODUCTION

In this chapter, the topic that will be discussed about: background of the research, problem of the research, purpose of the research, the operational definition of the terms, significance of the research, operational definitions, and scope and limitations of the research.

1.1 Background of the Research

English has four skills and they have divided into two parts, receptive and productive skills. Writing is one of the productive skills. Brown (2010) states that the most complicated activity is writing skills, where the writer or the student has to arrange several sentences into an essay. In writing, the important things that have to be focused on the content, grammar, vocabulary, organization, and mechanics. Writing skills in particular are very important for students. In their school days, they were often required to write several texts of writing. For them, writing activities cannot be avoided even if they never learn without writing. Therefore, students need to have good writing skills and it is the responsibility of the teacher to improve their ability to write, Aldino Benny (2016, p.2). Writing is an activity of expressing and communicating ideas in the written form. People communicate by writing a letter, short message service, and e-mails, and even they express their feelings by writing diaries. However, it is not simply writing down anything we have in mind.

In senior high school in Indonesia, the skill of writing is taught by using a using a genre-based approach. Students are introduced to some genres and taught through the model of writing texts where they are explicitly taught about the social

function, the generic structures, and the language features of the genres. By introducing them to the writing model texts, they are expected to know and understand the difference between one text to another in English, so that they can be able to write the texts by themselves with the right order of generic structure and the correct use of the language features of genres in each text. Twelve genres are taught to senior high school students. Those are descriptive, recount, narrative, procedure, explanation, discussion, exposition, news item, report, recount, spoof, and review. Besides many kinds of text, the writer chose descriptive text which is taught to them in their second year (Curriculum 2013). As stated above, descriptive text is taught by introducing the students to the model text with the hope that they will be able to write the genre well.

The primary goal of writing instruction is to help students develop the capacity to write well. Therefore, it is necessary to write a coherent paragraph. On the other hand, for the impact of good writing, the text must be cohesive and coherent. Cohesion and coherence are important factors in creating comprehensive texts. It is because cohesion denotes the act or state of cohering, while coherence refers to the act or state of being logically consistent and connected. Grammar and language are used to represent the conceptual aspect of coherence Wang et al. (2014). Therefore, coherence is an important thing in writing that students must focus on. Generally, most students like writing activities because they can share what is in their mind expressively. Although required to be well structured. Writing requires the decent organization as well as coherence and consistency Karjono (2020). But several students do not understand a good way to write. Creating cohesion and coherence in the text is not easy, and it becomes a problem for writers,

especially writers of English as a foreign language, Ahmed et al. (2010). Based on the researcher's observations when taught at MAN 2 Jember, there were several problems he found. Many students whose writing is still not connected to each other are confused about how to start writing in coherent paragraphs. Cohesion and coherence become the problem because students do not show awareness of the relations of meaning between clauses and sentences in their texts. It can be seen from the sentences which have been often incoherent. This happens due to the lack of explanation given by teachers and the lack of writing practice. In addition, the time of instruction is also limited so that students have little space to create or write cohesive and coherent texts, Hasan, and Marzuki (2017).

Some previous studies related to this, the first previous study, Primayanti (2018) entitled Cohesion and Coherence on the 9th Grade Students Writing at SMP Medan finds that the teachers be able to teach and make use of knowledge about cohesion and coherence to their students in their writing texts. In the second previous study, Rafiqah (2021) An Analysis on Students Coherence and Cohesion in their Descriptive Paragraphs finds that many types of cohesion devices in descriptive text incoherent paragraph. And the third previous study, Rahman (2021) indicated that cohesion and coherence must be emphasized in teaching writing, the teacher must be competent in evaluating the coherence of students' writing and have a solution or method for the students writing in coherent paragraphs.

The process that students faced while writing seemed burdensome because it included deciding what one wanted to write and how to put the ideas onto paper in a way that is intelligible to others, Brownie (2007). Since students were generally confused in their early step of writing, emphasizing the outlining technique would

be best applied in the teaching-learning process according to Oshima and Hogue (2007) outlining is an important step in the writing process because it helps students organize their ideas. It is even more important to make an outline when students are planning writing because they have many more ideas and details to organize. This will be best for students that are capable of planning and organizing their ideas by writing. In fact, there are a lot of techniques and methods in the teaching-learning process that could foster students' writing learning, but the most suitable one to be applied to the situation the researcher had explained was outlining technique.

From the problem above, this research focuses on investigating the effectiveness of the outline technique on students writing in coherent paragraphs. This technique should help the students to organize their ideas before they develop a paragraph of descriptive text. Based on the reason above the researcher conducts research to examine the effectiveness of outlining technique as a technique in learning to write descriptive text, under the title **“The Effectiveness of Outline Technique on Students’ Writing Skills in Coherent Paragraphs.”**

1.2 Problem of the Research

Based on the background above, this research question is formulated as stated by the researcher as follows: Is outline technique effective to be used in writing skills in coherent paragraphs to the tenth-grade students of MAN 2 Jember?

1.3 Purpose of the Research

The purpose of the research is to find out whether or not there is an effectiveness of using outline technique on students writing skills in coherent paragraphs.

1.4 Operational Definition

1.4.1 Outline Technique

Outlining is a pre-writing technique for organizing writing consisting of several paragraphs. Outlining gives ideas to students before starting to write text in paragraphs. In this research, outlining means a technique used by writers to know the effect on students in writing descriptive text in coherent paragraphs.

1.4.2 Writing Skills in Coherent Paragraphs

In this research, students will write a descriptive text, here students will write descriptive text in coherent paragraphs. This study uses quasi-experimental design where the students score will be taken from writing tests. There will be 5 aspects assessed from students writing, namely content, organization, grammar, vocabulary, and mechanics.

1.5 Significance of the Research

1.5.1 Theoretical

The results of this research can be useful and provide an overview for researchers who wish to conduct this research on the application of outline writing techniques in improving students' writing skills in integrated writing.

1.5.2 Practical

Learning outcomes through outline writing techniques can be useful for students in improving writing in integrated writing. The results of improvements through outline writing techniques can be used by teachers to improve students' writing skills and apply outline writing techniques in actual learning

1.6 Scope and Limitation of the Research

In this research, the researcher will focus on writing descriptive text in coherent paragraphs to improve writing skills using the outline technique. This research will be conducted on tenth grade students at MAN 02 Jember.

