

CHAPTER I

INTRODUCTION

This part presented background of the study, problem of the study, objective of study, hypothesis of the study, variable of the study, assumption of the study, significance of the study, scope and limitation of the study, operational definition and framework of discussion.

A. Background of the Study

Language is a unique human inheritance that plays the very important role in human's life, such as in thinking, communicating ideas, and negotiating with the others.¹ Language is a set of rules that is used by its native speakers as the tool of their communication.² Language is system of communication in speech and writing that is used by people of a particular country or area.³

English is an international language which is used many aspect of life such as science, art, technology, culture, economy and educations. Improving English is the important one for every country to get prepared in global competition. Therefore, many people in the world where English is not a native language needs to learn of this language. The students in every school and university have to learn

¹ Sanggam Siahaan, *Issues in Linguistics*, Yogyakarta: Graha Ilmu, 2008, p. 2.

² *Ibid.*, p. 214.

³ Hornby, *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press, 2010, p. 834.

English in order to get prepared to face global competition because they are agent of changes and transformations for their countries.⁴

Megawati stated that to support in mastering English, the students have to master four language skills, namely, are listening, speaking reading and writing. Beside that, grammar, pronunciation, and vocabulary must have been mastered by them. They will help students in mastering the language. All of skills are acquired at school. The students must master the four language skills so they can communicate well.⁵

Writing as a part of the language skills, besides listening, speaking and reading must be taught maximally by the teacher to the student. Writing is also one of communication media. Writing is very important as can help us to have a good socialization, express our idea, feeling, and our opinion so that we can have a good interaction with our society. Writing is a psychological activity of the language user to put information in the written text.⁶

According to Byrne why writing is commonly a difficult activity for most people, both in mother tongue and in foreign language. It can be seen by problems which are caused by writing under three headings they are: 1.) Psychological problem. Writing, on the other hand, is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. 2.) Linguistic

⁴ Eka Sri Utami, *The Eleventh Grade Students' language Learning Strategies in Writing Descriptive Paragraph Using the Pictures at SMA Muhammadiyah 1 Palangka Raya*, Unpublished Thesis, Palangka Raya: Islamic State College of Palangka Raya, 2011, p. 1.

⁵ Megawati, *The Effectiveness of Questioning Strategy in Prewriting Technique Toward the Students' Ability in Writing Narrative Text at MAN Model Palangka Raya*, Unpublished Thesis, Palangka Raya: State Islamic College of Palangka Raya, 2007, p. 1-2.

⁶ Sanggam Siahaan, *Issues in Linguistics*, p. 215.

problems. In writing, the writers have to compensate for the absence of these features. The writers have to keep the channel of communication open through our own effort and to ensure, both through our choice of sentence. Structure and by way our sentences are linked together and sequenced, that the text that produced can be interpreted on its own. 3.) Cognitive problems. Writing, on the other hand, is learnt through a process of instruction. The writers have to master the written form of the languages and to learn certain structures which are less used in speech, or perhaps not used at all, but which are imp[ortant for effective communication in writing. The writers also have to learn how to organize their ideas in such a way that can be understand by a readder who is not present and perhaps by a reader who is not known to us.⁷

From the four language skills learned, writing is the most difficult one to master because it involves some activities. It requires other skills and needs special preparation. It is the subject that students are not interested because they have to think and write at the same time.⁸

Students are also interested in writing particularly because they are afraid of making mistakes and the teachers seldom encourage them to write in English. They also worry about expressing their ideas within the boundaries of correct usage of grammar, spelling and punctuation. By using an uninteresting technique as a writing strategy the students are not motivated to write in English. The techniques, which are used by most students, only focus on grammar, spelling and

⁷ Donn Byrne, *Teaching Writing Skills*, England: Longman, 1984, p. 3-5.

⁸ Lilia Indriani, *The Effectiveness of Clustering Technique in Improving Writing of the Third Year Students of SLTP Kristen 3*, Unpublished Thesis, Magelang: FKIP University Tidar Magelang, 2006, p. 77.

punctuation. The focus is on the creative aspects of writing. The techniques which are used by most students also develop their fear of writing and what they write is riddle with errors. These fears hinder them and frequently make their writing process slow and also unsuccessful.⁹

An outline can be used either to organize ideas effectively when we write or to organize ideas carefully when we read. An outline is an organization of related ideas. An outline is also useful in uncovering the organization of writing. Preparing an outline is essentially a problem of classifying and organizing. It is necessary to understand in what ways objects, facts, or ideas are related to each other.¹⁰ An outline is like an architect's plan for a house. Having a plan not only helps the students to organize their thoughts but it also ensures that the students do not leave out anything important.¹¹ It develops the ability to think clearly and logically. Outlining provides a quick check on whether the paper will be adequately supported. And it shows how to plan a paper that is well organized.¹²

The writer chose SMAN-4 Palangka Raya as study research because the writer ever taught teaching practice (PM) 2 at SMAN-4 Palangka Raya before. Its help the writer to search the deep information of data related the study. Furthermore, paragraph writing has been taught in tenth grade. Here the focus of paragraph is analytical exposition because it was appropriated by syllaby of english

⁹ *Ibid.*, p. 78.

¹⁰ Richard C. Yorkey, *Study Skills for Students of English (second edition)*, New York: McGraw Hill Book Company, 1970, p. 81.

¹¹ Alice Oshima and Ann Hogue, *Introduction to Academic English (third edition)*, New York: White Plains, 2007, p. 54.

¹² John Langan, *College Writing Skills with Readings*, New York: McGraw-Hill, 1942, p. 44.

at SMAN-4 students. So, its make the writer easier to teach by using outline technique.

Based on result of pre eliminary study was conducted by writer to the teacher through interview on Saturday, October 11, 2014 that average students have difficulties in making a paragraph. The most difficult problem who are students' felt is about vocabulary and tenses. The students must be guidance to develop their writing ability related vocabulary and structuring of a paragraph. In this case, the student knew setting in a text like plot but in composing paragraph they did not. So, the writer interest to held a research about the usage of outline technique.

This study tried to discuss one teaching technique that might be able to overcome the writing problem to the students. The writer chose the topic entitled: **“The Effectiveness of Outline Technique on the Students’ Writing Ability at the Eleventh Grade of SMAN-4 Palangka Raya 2014/2015 Academic Year.”**

B. Problem of the Study

Considering the important of the identification problem, the writer formulate the problem as follow: Do the students who are taught by outline technique have better achievement than the students who are taught by non outline technique?

C. Objective of the Study

The objectives of the study is to measure the effect of outline technique on the students' writing ability at the eleventh grade of SMAN-4 Palangka Raya 2014/2015 Academic Year.

D. Hypothesis of the Study

Hypothesis is an idea or explanation that is based on a few known facts but that has not yet been proved to be true or correct.¹³ The hypothesis was divided into two categories; They were Alternative Hypothesis and Null Hypothesis.

The hypothesis of this study were:

1. Alternative Hypothesis (Ha)

The students who are taught by outline technique have better writing achievement than the students who are taught by non outline technique.

2. Null Hypothesis (Ho)

The students who are taught by outline technique do not have better writing achievement than the students who are taught by non outline technique.

E. Variable of the Study

Variable is a construct or a characteristic that can take on different values or scores.¹⁴ The variable was divided into two categories. They are Independent variable and dependent variable. Independent variable is a cause variable or operational variabel that influenced other variable. Meanwhile, dependent

¹³A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, New York: Oxford University Press, 2010, p. 740.

¹⁴ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education (eight edition)*, United States: Wadsworth Cengage Learning, 2010. p. 63.

variable is variable effect or that is caused independent variable.¹⁵ There were two variables on this study, they were independent variable and dependent variable. Independent variable is outline technique and dependent variable is students' writing ability.

F. Assumption of the Study

Outline is effective technique to improve the students' writing ability.

G. Significances of the Study

This study has practical and theoretical significances. Practically, the result of this study is expected to give significant contribution to the English writing teachers namely outlining is a technique of the prewriting strategies that can be used by teachers an alternative way to be applied in writing classes. Moreover, the result of research is expected to give empirical data about writing using outline technique and writing without using outline technique. In addition, the study can also help the students to solve their problem in generating ideas when they are writing paragraphs. In this case, they can make outline before starting to write.

Theoretically, it is expected that the results of the study can give contribution to support the theory of cognitive processing on teaching English as a foreign language, especially for the writing teachers. Therefore, it is expected that writing is not only be seen as a product, but also more as a process.

¹⁵ Nana Sudjana and Awal Kusumah, *Proposal Penelitian di Perguruan Tinggi*, Bandung: Sinar Baru Algensindo, 2007. p. 10.

H. Scope and of Limitation of the Study

The study belongs to an experimental study. Scope of this study is uses outline technique to write a analytical exposition paragraph. Using outline technique to write paragraph is one of the prewriting strategies in writing process. This study is concentrate on investigating the effectiveness of using outline technique and without using it in writing paragraph.

I. Operational Definition

1. An effect is a change that results when something is done or happens.¹⁶ In the present study, outline technique is said that have effect if the qualities of the writing using outline are different from the qualites of the writing without using outline.
2. Experimental Research is a study done by manipulating the object of the study and also controlling the certain variable.¹⁷ In the present study, the writer will discuss the effect of outline technique on the paragraph writing.
3. Outline is a written vertical list of ideas or information in the sequence that the writer intends for the final piece of writing.¹⁸ In the present study, outline refers to students' writing in prewriting strategies in which they make visual draft of their critical thinking before into paragraph.

¹⁶Merriam Webster, *Definition of effect*, 2014. (online) <http://www.merriamwebster.com/dictionary/effect>. Accessed on February 18, 2014.

¹⁷Zulida Arifa, *Using Authentic Materials in Teaching Procedural Text at MAN Model of Palangka Raya*, Unpublished Thesis, Palangka Raya: State Islamic College of Palangka Raya, 2006, p. 9.

¹⁸M. J. R. de Smet, H. Broekkamp, P. A. Kirschner, S. Brand-Gruwel, *Effects Of Outlining on Students' Argumentative Writing Performance*, Unpublished Thesis, Netherlands: University of Amsterdam, p. 4.

4. Paragraph is a group of related statements that a writer develops about a subject.¹⁹ In the present study, paragraph refers to analytical exposition paragraph.
5. T test is a statistical procedure for testing hypotheses concerning the difference between two means; also used for other purposes.²⁰ In the present study, T test is applied to measure the effect between the students' writing score that will be taught by outline techniques and without outline technique.
6. Writing ability refers to the students' competence in applying the components of writing were content, organization, vocabulary, language use (grammar) and mechanic.²¹ In the present study, students' writing ability refers to writing product of the students.
7. Writing is piece of a written text about a topic in a writer in a context.²² Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals. In the present study, writing refers to students' writing on paragraph.

J. Framework of Discussion

The framework of discussion of this study as follows:

Chapter I : This chapter consisted of background of the study, problem of the study, objective of the study, hypothesis of the study, variable of

¹⁹Alice Oshima and Ann Hogue, *Introduction to Academic English (third edition)*, p. 3.

²⁰Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education (eight edition)*, p. 652.

²¹ Shinta Ari Herdiana, *The Effect of Peer Correction and Teacher Written Feedback on the Paragraph Writing Ability at the Third semester Students of English Study Program Palangka Raya*, Unpublished Thesis, Palangka Raya: State Islamic College of Palangka Raya, 2014, p. 12.

²² Sanggam Siahaan, *Issues in Linguistics*, p. 215.

the study, assumption of the study, significance of the study, scope and limitation of the study, operational definition and framework of discussion.

Chapter II : This chapter consisted of previous studies, writing, outline, teaching writing through outlining, scoring method, an experiment study, and the t test.

Chapter III : This chapter consisted of research design, population and sample, research instrument, data collection procedure and data analysis procedure.

Chapter IV : This chapter consisted of data presentation, the result of data analysis, interpretation and discussion.

Chapter V : This chapter consisted of conclusion and suggestion.