**THE EFFECTS OF OUTLINE TO IMPROVE STUDENTS’ WRITING ABILITY AT THE SECOND YEAR STUDENTS OF SMAN 3 MAMUJU**

**SYAHBAN MADA ALI, NURUL HASANAH**

*(English Education Department, Tomakaka University, Indonesia)*

*(English Education Department, Tomakaka University, Indonesia)*

Corresponding Author. E-mail: [syahbanali88@yahoo.co.id](mailto:syahbanali88@yahoo.co.id), [nurul.hasanah1@gmail.com](mailto:nurul.hasanah1@gmail.com)

|  |  |  |
| --- | --- | --- |
| *Receive: 16/12/2019* | *Accepted:18/02/2020* | *Published: 03/03/2020* |

Abstrak

Pengaruh *outline* untuk Meningkatkan Kemampuan Menulis Siswa Kelas Dua SMAN 3 Mamuju. *Outline* adalah alat yang berguna untuk membantu para penulis menjadi lebih mudah dalam mengembangkan ide-ide mereka. *Outline* dapat melakukan dua hal: pertama, dapat menghindaripenulisan yang berulangdan kedua, memungkinkan para penulis memeriksa dengan cepat kesatuan paragraf mereka. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan *outline* dapat meningkatkan kemampuan menulis siswa dalam paragraf deskriptif. Metode yang digunakan adalah desain *true-eksperimental*. Subjek penelitian ini adalah siswa kelas XI A SMAN 3 Mamuju. Data yang dikumpulkan berasal dari tes yang diberikan kepada siswa dan dianalisis melalui metode kuantitatif. Untuk memperoleh nilai siswa, peneliti menggunakan skala penilaian yang meliputi konten, organisasi, kosa kata, penggunaan dan mekanismebahasa. Skor rata-rata, standar deviasi, dan uji-t antara *pre-test* dan *post-test* dihitung dengan menggunakan rubrik penilaian Jacob. Analisis data menunjukkan bahwa siswa mendapatkan skor rata-rata mereka lebih besar di *post-test* daripada di *pretest*, di mana skor rata-rata siswaadalah 51,8 dan 68,5. Selain itu, nilai uji-t (25,064) juga lebih tinggi dari nilai tabel-t (2,045), yang berarti perlakuan strategi *outline* memberikan peningkatan yang signifikan terhadap kemampuan menulis siswa di SMAN 3 Mamuju.

Kata Kunci = kemapuanmenulis, paragraph deskriptif, *outline*

Abstract

The Effects of Outline to Improve Students’ Writing Ability at the Second Year Students of SMAN 3 Mamuju. Outline is a useful tool to help writers get easier in developing their ideas. An outline can do two things: first, it can save a lot of rewriting and second, it allows writers to check quickly their paragraph’s unity. The aim of this research is to find out whether the use of outline can improve the students’ writing ability in a descriptive paragraph. The method used was true-experimental design. The subject of this research was class XI A students of SMAN 3 Mamuju. The data collected was from the test given to the students and was analyzed through quantitative method. To get the score, the researcher used scoring scale which includes the content, organization, vocabulary, language use and mechanics. The mean score, standard deviation, and t-test between the pre-test and post-test was calculated by using Jacob’s scoring rubric. The data analysis showed that the students’ got their mean score greater in the posttest than in the pretest, in which the mean score was 51.8 and 68.5. Moreover, the t-test value (25.064) was also higher than the t-table value (2.045), which is meant the treatment of outline strategy gave a significant improvement to the students’ writing ability of SMAN 3 Mamuju.

***Keywords:*** *Writing ability, descriptive paragraph, outline*

Background

As the most used international language, English is used on many aspects of human life such as technological, economic, social, and political. In Indonesia, it has been being a way to communicate not only by and with people from other countries but also some people in Indonesia has already been using it as a daily conversation. It for students, English is as a foreign language.

In writing, it includes several components of language; spelling, grammar, vocabulary, and punctuation. The purposes of writing activities for students are to be able to express ideas, opinions, and knowledge possessed in writing. It is not an easy job and not everyone can write well. The skill cannot be mastered in a short time, it takes training and practicing much and continuously.

Based on the purposes of writing, students can get many advantages when they can write well or master it, especially for students of Mamuju. Through writing, the students can promote the city to the world. As a regency of a new province, Mamuju is still not familiar for the people around the world whereas this place owns many tourism places that spread in many districts. So, by writing well in any kinds of Medias such as web, article, journal, blog or other social medias, Mamuju can be more known in abroad.

Students should study more how to write well. It is caused that the students are still lack when they write such in vocabulary, grammar, confuse to organize one sentence to others and also less ideas. Most of them just write their own way without regard to the use of grammar and vocabulary in English.

Based on the problem in previous paragraphs, the researcher is interested to solve this problem encountered in the learning process, including the low ability to write. One of methods that can be used is *Sentence Outline.* In the simplest terms, an outline is a list of topics to be written about in the order in which they will he presented. Usually, an outline has major topics, and within each major topic there are minor topics (Wilcox in Ivery, 2012:22).

The objective of the research is to find out whether the sentence outline can improve the ability of the second year students of SMAN 3 Mamuju to write a descriptive paragraph.

Method

This research was pre-experiment research. This research consists of two variables, namely dependent variable and independent variable. The independent variable is outline strategy. It is used to facilitate the students to improve their writing. The dependent variable of this research is writing ability in a descriptive paragraph.

***Instrument***

The instrument used to collect data was writing test. The test consisted of pretest and posttest made by the researcher.

***Procedure***

This research will be Pre-experiment research. The instrument used to collect data will be writing test. The test will consist of pretest and posttest made by the researcher. The theme will be about tourism places in Mamuju. Students will write descriptive in a paragraph then this will be measured by using Jacobs’ scoring rubric.

Finding and Discussion

***Finding***

To collect data, this research is done two mounths that including pre-test, treatment and post-test. The researcher did this research started on July 2019 until August 2019. The researcher chose class XI A to be sample tht consiste of 30 students.

Students’ Scoring Classification

The rate percentage of the students’ score was measured through the test. The researcher determines the writing ability of student use of writing in outline to improve the students’ writing ability, rate percentage and score classification as follows:

* + - 1. TheRate the Frequency and Percentage of the Writing ability in Pre–Test

*Table 3.The Frequency and Percentage of Pre-test*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Classification | Score | Post-test | |
| Freq. | Perc. |
| 1 | Excellent | 96-100 | 0 | 0% |
| 2 | Very Good | 85-95 | 0 | 0% |
| 3 | Good | 76-85 | 0 | 0% |
| 4 | Failrly Good | 66-75 | 0 | 0% |
| 5 | Fair | 56-65 | 25 | 83.3% |
| 6 | Poor | 36-45 | 5 | 16.7% |
| 7 | Very Poor | 0-35 | 0 | 0% |
| Total | | | 30 | 100% |

The table above shows that the first greatest frequency in fair classification is 25 (83.3%) students, then followed by poor classification with the score is 5 (16.7%) students, no one students are in very poor, fairly good, good,very good and excellentclassification.

Based on the result of pre-test, non students passed the test. The standard score for English subject at the SMAN 3 Mamuju is 75. By seeing the result of pre-test, the researcher concluded that before gives treatment to students, the result of pre – test was still low, it means that students’ writing ability is still low.

* + - 1. The Rate The FrequencyandPercentage of the Writing ability in Post–Test

*Table 4.The Frequency and Percentage of Post-test*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Classification | Score | Post-test | |
| Freq. | Perc. |
| 1 | Excellent | 96-100 | 0 | 0% |
| 2 | Very Good | 85-95 | 0 | 0% |
| 3 | Good | 76-85 | 6 | 20% |
| 4 | Failrly Good | 66-75 | 17 | 56.7% |
| 5 | Fair | 56-65 | 7 | 23.3% |
| 6 | Poor | 36-45 | 0 | 0% |
| 7 | Very Poor | 0-35 | 0 | 0% |
| Total | | | 30 | 100% |

The table above shows that the first greatest frequency is 6 (20%) students in good classification, then it is followed by fairly good 17 students (56.7%), the lastfrequency is 7 (10%) students in fair classification.

Based on the result above, it can be concluded that after giving treatment to students, there is significant different between the result of pre – test and post – test. The result of post – test is higher than pre – test. It means that students’ writing ability have improved where in pre-test non students that passed the test while in post-test almost their writing are improved, even though only 6 students passed the test based on the standard score for English subject.

* + - 1. The Mean Score and Standard Deviation Five Components of Writing

*Table 5. Mean Score and Standard Deviation of Pre-test and Post-test*

|  |  |  |
| --- | --- | --- |
| Test | Mean Score | Standard Dev. |
| Pre-Test | 51.8 | 5.09 |

Based on the table above, it shows that there is difference between pre-test and post-test in which the students’ mean score of the pre–test is 51.8 and post–test is 68.5. The standard deviation of pre–test is 5.09 and post–test is 5.22. The range of mean score of post-test and pre-test is 16.7 and the range of standard deviation of pre-test and post-test was 0.13. In this case, the mean score of the pre–test and post–test obtained by before giving treatment through the use of Outline is poor classification and improved after giving treatment being fairly good classification.

* + - 1. T-test Value of the Students in Writing

The t-test of the students’ writing that taught through Outline is shown through the following table:

*Table 6 T-test and T-table Value*

|  |  |  |
| --- | --- | --- |
| Variable | T-Test Value | T-Table Value |
| X2 – X1 | 25.064 | 2.045 |

The result of the t-test analysis is 25.064 than t-table value was 2.054. It shows that the t-test value is greater than the t-table value (25.064 > 2.045). The degree of freedom (df) was 30 (n-1 or 30-1=29), the level of significant (p) =0.05, the t-test value = 25.064 and the t-table value = 2.045. This result shows that there is an improvement of using outline on teaching writing significantly. It means that the Null Hypothesis (H0) was rejected while the Alternative Hypothesis (H1) was accepted.

***Discussion***

This discussion section deals with the findings derived from descriptive statistic, some theories, and interpretation of test the result.

Based on previous finding on all writing components, it showed that the writing score of the tenth grade students of SMAN 3 Mamuju improved. It was also supported by the students’ frequency and rate percentage of the students’ pre-test and post-test.

The data in students’ frequency and rate percentage of the students’ pre-test showed that there were 25 students (83.3%) in fair classification and it improved to become only 7 (23.3%) in post-test. The improvement could also be seen from the percentage of students’ pre-test in poor classification. There were five (16.7%) students in poor classification while in post-test, it was not found anymore. In post-test, there are also 17 students (56.7%) rocket to fairly classification that not found in pre-test.

On the other side, t-test is greater than t-table. It means that there is significant difference between pre-test and post-test. Based on the result among t-test of pre-test and post-test, the implementation of “outline” strategy on writing ability is successful. The result showed that t-test analysis is 25.064 than t-table value is 2.054. Based on the result, the Null Hypothesis (H0) was rejected while the Alternative Hypothesis (H1) was accepted. It can be concluded that there is an improvement of using outline on teaching writing significantly.

Besides, the five component of writing; language use, vocabulary, mechanics, form/organization, and content, became some other factors that influence students’ writing ability because the improvement of the students’ score is depending on the competence of students in these five component. The description of the students’ writing in the pre-test in term of the five components of writing can be seen as follow.

The first is content; in pre-test most of the students could not illustrate the topic well. They had limited knowledge of the subject and little substance. They also could not develop the topic well. So, that’s why the means score of content aspect was 16.3 which categorized as very poor. It is different in post-test where the students could found the ideas, mostly relevant to topic but it is still lack detail. The means score of content was 20.7 which categorized as poor to fair.

The second is organization aspect; some students have the main ideas but they were loosely organization in pre-test. Besides that, most of the students’ writings were not fluent, ideas confused or disconnected, lacks logical sequencing and development. The mean score is 11.5 which categorized as poor to fair. On the other side, the students’ organization in post-test was found that loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. The mean score is 14.1.

The third is vocabulary aspect; in pre-test most of students found difficulties in the use of suitable and correct words to convey intended information given related to the topic, it is also faced many words that were repeated by the students. The mean score is 11.1. In post-test, the students’ vocabulary was adequate range, the students still did some errors of word/idiom form and some the meaning of the words are not obscured. The mean score is 15.6 which categorized average to good.

The fourth is language aspect; in pre-test, the students had difficulties to make well-formed and complete sentences, tenses, and pronouns. They also got lack to use article such as *a*, *an*, and *the* correctly. While in post-test, the major problem was simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, article, and pronouns. The mean score was 15.8.

The fifth is mechanic; in pre-test, the students made frequent errors or spelling, punctuation, capitalization and the meaning confused. They also had poor writing which was not enough to evaluate. The mean score was 2. In post-test, the problems which done by the students is almost the same with pre-test, the mean score was 2.3.

Based on the data analysis in previous such as rate percentage, mean score, standard deviation, t-test and five components of writing, the researcher states that the use of outline strategy is able to give significantly improvement to the students in writing ability.

CONCLUSION

Based on the data analysis and discussion in the previous chapter, the researchergot the result of data analysis and concludethat there is significant improvement of the students’ writing ability by using outline strategy at SMAN 3 Mamuju. It had been proved by the students’ mean score in which the mean score of the pre – test was 51.8 and post – test was 68.5. It shows that the mean score of the post – test was greater than pre –test. Not only that, but also the t-test shows that the t-test value was greater than t-table value, in which t-test was 25.064 while t-table was 2.045. So this way, the researcher concluded that H0  hypothesis was not accepted while H1 hypothesis was accepted. In other word, outline strategy had been successful applied in improving students’ writingability.

REFERENCES

1. Ali, S. M. (2015)The effects of Problem-based learning to Writing Achievement of the tenth graders of SMAN 1 Enrekang. *Thesis.* Unpublished PPs UNM. Makassar.
2. Depdiknas. (2008) *Kurikulum 2006: StandarKompetensi SMK/MA.* Jakarta: DarmaBakti.
3. Gay, L.R., Mills, G. E., &Airasian, P. (2006) *Education Research, Competencies for Analysis and Application*, Eight Editin. Colombus. Ohio: Charles E, Merril Publishing.
4. Ivery, Adil. (2012) *The Use Sentence Outline to Improve Students’ Writing Ability (Undergraduate Thesis).* Makassar*:* Makassar Muhammadiyah University.
5. SumarsihandSanjaya D. (2013) TPS as an Effective Technique to Enhance the Students’ Achievement on Writing Descriptive Text. *English Language Teaching; Vol. 6, No. 12.* (Retrieved from https://files.eric.ed.gov/fulltext/EJ1078512.pdf on October 5th, 2018.
6. Yi, Jyi-yeon. (2009) Defining writing ability for classroom writing assessment in high schools. *Journal of Pan-Pacific Association of Applied Linguistics, 13(1), 53-69.* Retrieved from https://files.eric.ed.gov/fulltext/EJ921024.pdf on October 5th, 2018.

Profil Penulis

The researcher, SyahbanMada Ali was born on March 22nd, 1988 in Enrekang. He was the fourth child of three sisters (RadiyahMada Ali S.Pd.I, DewiSartikaMada Ali S.Pd.I, and NurWahidah M. Rum Mada Ali) and four brothers (Muh. Yusuf Mada Ali S.Pd.I, Ramadhan Mada Ali, S.Sos, FirmanMada Ali, S.Pd.I and Muh. Ali Akbar Mada Ali). He was born from the best couple Muh. Rum Mada Ali (Rahimahullah) and HafidahSagga.

He began his study at SDN 172 Enrekang in 1994 and finished in 2000. In the same year, he continued his study at MTs. (Madrasah Tsanawiyah) MiftahulKhair DDI Enrekang and in 2003 he continued his study at same school until finished MA (Madrasah Aliah) in 2006.

In 2006 He was accepted and continued his study in English Department of Tarbiyah and Teaching Faculty of UIN Alauddin Makassar. In 2010 he was successes to get his degree (S.Pd). In 2013, he was admitted as a student of English Education Study Program of Graduate Program State University of Makassar. Then, in 2015 he was success to get his Master degree (S-2).He is a Lecturer in Tomakaka University of West Sulawesi.

**“Good for Goodness and Bad for badness (*in Khairan fa Khairanwa in SyarranFasyarran*) is one of the principles in his life.**