

INCREASING STUDENTS' WRITING SKILL IN WRITING PARAGRAPH THROUGH OUTLINE TECHNIQUE OF SECOND GRADE AT SMPN 35 MAKKASAR

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ABSTRACT

The research aimed to find out whether the use of outline techniques can increase students' writing skill in writing paragraph descriptive text of second grade at SMPN 35 Makassar. Design of the research was pre experimental method with three steps such as pre-test, treatment and post-test one class. This research was conducted at SMPN 35 Makassar by deciding second grade as population and choosing class VIII.3 which amount 25 students as a sample. Technique of collecting data was done by giving test. In analyzing the numerical data the writer used SPSS 16. Based on the data analysis, the writer can concluded that use outline technique can increasing students writing skill. It can be proved by the mean score of the students in pre-test and post-test. The results of the research showed that the use of outline technique in writing paragraph significantly increased students writing skill in writing paragraph descriptive after did treatment. The mean score increased from 47,52 in pre-test to 69,80 inpost-test. The writer can conclude that the use of the outline technique can increase students' writing skill of Second Grade of SMPN 35 Makassar.

Keywords: Writing, outline technique, paragraph, descriptive text

INTRODUCTION

Language is a tool that we use to communicate with other people verbally, both with people around us and with those who are far away in this case so that language has an important role in human life. According to Spicer & de Jonge (2014: 243) states that English has become to the global language that has influenced the whole world. There are several countries use English as a mother tongue, there are several countries use English as a second language and there are several countries use English as foreign language. Indonesia is one of the countries that uses English as a foreign language and learns about English language. Furthermore, nowadays people can learn English even though it sounds like learning English is tricky. Therefore the people can access information wherever and whenever anytime they can find information with network in internet.

In human life inseparable from education and also education is inseparable from the activities of the teaching and learning process. In this case the main actors are educators and students the attunement of the intelligence attitude of the mind and the behavior of a person or group and will continue to

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run as long as human life continues both formally and informally. English is very important because English as an international language and also English as a foreign language which has four skills namely writing, listening, speaking, and reading skills. From four language skills are classified into oral skills, which involve listening and speaking skills. However, seen by function they are classified into receptive skills which involve listening and reading skills, and productive skills which involve speaking and writing skill. Writing is one of the most important skills in teaching learning English because it facilitates students to master the written skill. Writing as a tool for communication to convey our opinions and also writing is a productive skill in the written mode. The role of writing as one of communication devices between the writer and the text is used to express their thoughts in the written form.

Suparno and Mohammad Yunus (2013: 13) say that writing an activity to convey messages (communication) by using language writing as a medium or tool. In written communication there are at least the four elements involved are (1) The author as the messenger, (2) The content writing or message, (3) The channel or media in form of writing and (4) Readers as the recipient of the message.

In the process of writing it is inseparable from using symbols (letters of the alphabet, punctual and spaces) to communicate thoughts and ideas in a readable form. Actually, all of the people can speak English depend on which environment their live in, so a persons environmental conditions can also affect their ability to speak including English. In English this case includes knowledge of grammar, punctuation and sentences structure and also vocabulary is necessary as is correct spelling and formatting. Through writing process student can show their ideas , process information and learn actively. On the other hand, Harmer (2001: 206) explain that "Writing whether a part of a long process or as part of short process. Writing skill is particularly very important for students in fact in their schooling days, they are very often needed to write reports and some other kinds of writing. For them writing is a learning activity they cannot avoid and they even never study without writing therefore students need to have a good writing skill.

According to Himawan (2014: 2) states that writing is the whole series of one's activities in writing expressing ideas and conveying them through written language to the reader as intended by the author. On the other hand Yarmi Gusti (2014) says that writing is not just an activity motoric but also involves a person's mentality. Writing is one of the mediums for communication, through writing a person can convey meaning, ideas, thoughts and feelings through a series of written words. Writing is a skill that can be learned and is necessary training, because it is a skill that will be more skilled if you practice often.

Among the four language skills, writing skills are the focus of attention of this study because they appear to be the most useful language skills for all people

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at all levels of education. Today it is true that speaking skills can be realized for long distance communication media such as telephone television radio mobile TV etc. We need to remember, but not everyone has the opportunity to take advantage of these media. Writing skills in particular are very important for students. In their school days, they were often required to write reports and several other types 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: 2).

In this research the researcher will use an outline technique. Outline is a writing framework to present the main and supporting ideas of a particular subject/ theme. In the likeness this outline is like the outline of our writing and if the manuscript is a human body then the outline is the skeleton of the bones. According to Tardiff & Brize (2010) there are two main reasons for making an outline, the first to help the students in the process of writing and to make a good to organize the idea.

The process of writing means when they want to make an essay and the second is they can start by making an outline then after that the result of their essay will have a good organization. So, an outline is a simple technique that can help writers to keep their ideas in good order. This outline briefly describes what sections contain what, as well as the order in which they are placed so that all sections are coherent. An outline is a plan for or a summary of a writing project or speech. Outlines are usually in the form of a list divided into headings and subheadings that distinguish main points from supporting points. Most word processors contain an outlining feature that allows writers to format outlines automatically. A sentence outline is a tool for composing a document, such as an essay, a paper, a book, or even an encyclopedia. It is a list used to organize the facts or points to be covered and their order of presentation by section. Topic outlines list the subtopics of a subject arranged in levels and while they can be used to plan a composition they are most often used as a summary such as in the form of a table of contents or the topic list in a college course's syllabus. Outlines are further differentiated by the index prefixing used or lack thereof. Many outlines include a numerical or alphanumerical prefix preceding each entry in the outline to provide a specific path for each item, to aid in referring to and discussing the entries.

Based on the according others expert the researcher try to give a conclusion that writing is a skill that people in all walks of life must perform almost daily that writing is expressing ideas, facts, feeling, experience and through in written form and in other words writing is a process to think deeply and to convey the message to the reader by producing a sequence of sentences arranged in particular order and linked together in certain ways. In writing the aspects include the use of vocabulary, structure of the sentence, spelling and

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punctuation. These aspects are important to master in order to be able to produce good writing.

METHOD OF THE RESEARCH

In this research, researcher used quantitative research with the experiment method. The design used in this research is pre-experimental design which involves only one class as an experimental class without there being a control class. In this research applied a test that would used pre-test and post-test which involves one group. The location of the research consists of the second grade at SMPN 35 Makassar. Jl.Telegraf utama No.1 Paccerakkang, Kec.Biringkanaya Kota Makassar. The researcher took four meetings on September-October. The population in this research is second grade students of SMPN 35 Makassar consisting of 289 students in the first semester in 2021/2022 academic year. In this research, researcher chose one class as a samples from VIII.3 the students of second grade at SMPN 35 Makassar. The first semester consist 25 students. The instrument of the research is a writing test in writing paragraphs to collect the data from the research subject which would organize one group in pre-test, and post-test. Pre-test intends to find out the extent of their writing ability in writing paragraphs before applying the treatment, and the post-test would intend to find out the increase in their abilities after giving treatment.

FINDINGS AND DISCUSSION

The finding of the research deals with the answer the problem statement which it aims was to find out the increasing of the students writing skill in writing paragraph. The result of data analysis found that teaching writing ability through outline technique can increasing students writing skill of second grade at SMPN 35 Makassar. The following the writer describe the students' score in the pre-test and post-test.

Table 1 Rate Frequency (F) and Percentage (P) of the Students Score in Pre-test and Post-test in Content.

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very Good-Excellent	27-30	-	-	-	-
2	Average-Good	22-26	-	-	6	24%
3	Poor-Fair	17-21	5	20%	13	52%
4	Very-Poor	13-16	20	80%	6	24%
	Total			100%	25	100%

Based on the table above showed that the results of students' pre-test were 20 (80%) students are classified as very poor, and 5 (20%) students were classified poor-fair. In the post-test there was 6 (24%) students classified as average-good, 13 (52%) students' classified poor-fair and 6 (24%) students classified very-poor. From the results the writer found that in pre-test the students had difficult how to organize their ideas in writing paragraph, but in post-test after using outline technique students score has increased in writing skill in content.

Table 2 Rate Frequency (F) and Percentage (P) of the Students Score in Pre-test and Post-test in Organization.

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very Good-Excellent	18-20	-	-	14	56%
2	Average-Good	14-17	4	16%	7	28%
3	Poor-Fair	10-13	12	48%	4	16%
4	Very-Poor	7-9	7	28%	-	-
	Total			100%	25	100%

Based on the table above showed in pre-test there was 4 (14%) students got average-good classified, 12 (48%) students were classified poor-fair and 7 (28%) students classified very-poor. While in post-test 14 (56%) students classified very-good-excellent, 7 (28%) students classified average-good and 4 (16%) students classified poor-fair. From the result showed in the pre-test students had difficult in organizing their ideas, but in post-test the after using outline technique the students can organizing and arranged their ideas into paragraph.

Table 3 Rate Frequency (F) and Percentage (P) of the Students Score in Pre-test and Post-test in Vocabulary.

No	Classification	Score	Pre-Test		Post-Test	
			F	P	F	P
1	Very Good	18-20	1	4%	10	40%
2	Good	14-17	7	28%	6	24%
3	Fair	10-13	6	24%	7	28%
4	Poor	7-9	11	44%	2	8%
	Total		25	100%	25	100%

The table above showed the result of the students in pre-test and post-test in vocabulary 1 (4%) students classified very good, 7 (28%) students classified

good, 6 (24%) student classified fair and 11 (44%) students got poor classified. In post-test 10 (40%) students classified very good, 6 (24%) students were classified good, 7 (28%) students got fair classification and 2 (8%) students classified poor. It means in pre-test their vocabulary still lacks but in post-test their vocabulary increased.

Table 4 Rate Frequency (F) and Percentage (P) of the Students Score in Pre-test and Post-test in Grammar.

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very Good	22-25	-	-	9	36%
2	Good	18-21	4	16%	3	12%
3	Fair	11-17	12	48%	8	32%
4	Poor	5-10	9	36%	5	20%
	Total		25	100%	25	100%

From the table above showed, the results of the pre-test conducted by students showed that in the pre-test none of the students were classified as good, 4 (16%) students classified as good, 12 (48%) students classified fair and 9 (36%) students classified poor, but in the post-test 9 (36%) students got very good, 3 (12%) students got good category, 8 (32%) students classified fair and 5 (20%) students got poor category. The writer found the most of the students had no mastery of sentences construction rules, so that the students difficult to make a good paragraph but in the post-test the students increased in grammar.

Table 5 Rate Frequency (F) and Percentage (P) of the Students Score in Pre-test and Post-test in Mechanic.

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very Good-Excellent	5	2	8%	3	12%
2	Average- Good	4	3	14 %	10	40%
3	Poo- Fair	3	8	32%	8	32%
4	Very-Poor	2	12	48%	4	16%
	Total		25	100%	25	100%

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Based on the table above showed in the pre-test, 2 (8%) students got very good category, 3 (14%) students classified average-good, 8 (32%) students were classified poor-fair and 12 (48%) students got very poor category. While in post-test 3 (12%) students were classified very good, 10 (40%) students got average-good category, 8(32%) students classified poor fair and 4 (16%) students got very poor category. The writer found most of the students' writing was dominated by errors of spelling, but in the post-test, the writer found some of the students can mastery of conviction. This result showed that can enhance students' writing skill in mechanics. As being stated earlier that after tabulating and analyzing the students scores into percentage. The table below is classification in pretest score.

DISCUSSION

In this section discuss about research findings both of the pre-test and post-test. The discussion aimed at describing the students' achievement based on the results of research that has been obtained. The research question proposed in this study about can writing paragraph through outline technique increase students writing skill of second grade at SMPN 35 Makassar.

This study conducted at SMPN 35 Makassar, the writer chooses one class as a sample namely VIII.3 with the total sample were 25 students of the second grade SMPN 35 Makassar. In the first meeting, the writer introduced to the students the title and the aims of the research. After that the writer explained to the students about the test in the pre-test. in the pre-test the writer gave students test to writing descriptive test about their favorite animal into paragraph to know their writing ability and them organize their idea into paragraph before applied the treatment.

After doing the pre-test to the students the writer applied treatment furthermore in the second meeting the writer showed to the students the treatment example descriptive text about favorite animal with title "My Pet is Cat" and the writer explained to the students. While on the second treatment, the writer explained how to start in writing through used outline technique based on the examples that have given in the first meeting, as for the steps among others the first is determine the title and the second make a topic sentence, the third make supporting detail and the last is make conclusion.

At the last meeting, the writer applied post-test. In the post-test the writer gave the same test when the writer conducted pre-test. From the computation of the mean score of the pre-test and post-test it was found that the mean score of the pre-test was 47,52 but after applied the treatment the mean score in the post-test increased to 69,80. In addition after doing research the writer found that the use outline technique as one of techniques to increase students' writing skill can enhanced students writing skill in writing paragraph of second grade SMPN 35 Makassar.

In the using outline technique also inseparable from the advantages and disadvantages, there are some advantages among others the first advantages make it easier for students' to writing paragraph structure. In other hand it means in using outline technique the framework has been determined like title, topic sentences, supporting sentences, supporting detail and the last make conclusion. The second advantages were making writing conceptual focused and avoid working on the topic twice or more. It means in writing paragraph focus in important points so that can avoid discussing topics repeatedly. Its evidence by students' learning outcomes that enhanced after applied treatment by the use outline technique.

However, using outline technique in teaching writing skill also has disadvantages the first disadvantages, is it takes a harder effort from the students to structure their writing from the beginning. It means before starting to write a paragraph firstly students must prepare some important points before starting in writing. This not easy and takes more practice and its necessary to read or look for more material to strengthen the argument. Second disadvantages of using outline technique the writer it takes more practice and it's necessary to read or look for more material to strengthen the argument. Therefore, it was concluded that the use of outline technique can give the contribution to the students for increase their skill in writing paragraph it is evident from the results obtained in the post-test. Based on the experience and observation during doing research the research finds out there are various characters, background and eager to learn of students.

Based on the finding of the research above the writer may point out that before applied the treatment, the students' feel confused how to organize or describe their ideas and arrange into good paragraph. In this case the result of the post-test indicates that the use of outline technique in writing paragraph gives process significantly to toward students' achievement. It means all students could enhance their achievement in understanding writing skill in writing paragraph. It is proved by the students' result of mean score before and after the treatment get increase as stated before. The students' achievement showed in the post-test better.

Based on the result of the research with sample 25 students' the writer chose 3 of them to explain their result in the pre-test and post-test. In the first student's worksheet in pre-test with students name Novrialdo Tandil got value 40 with Content 9, Organization 11, Vocabulary 7, Grammar 11 and Mechanic 2. The writer gave score very poor category actually the content of the paragraph is quite good but not clear by not writing the title and still lacking in detail about the parts of the bird and advisable before writing in paragraph form, write a clear title first and then explain in detail about the topic being discussed.

Therefore in the second students worksheet namely Arya Anugrah he got score 62 with Content 18, Organization 13, Vocabulary 15, Grammar 14 and Mechanic

2. Although without title but He explained in sufficient detail about the topic such as the parts of rabbit, the types of rabbit food and He makes conclusion at the end of paragraph. The last student's worksheet namely Gita She got 64 score with Content 16, Organization 15, Vocabulary 16, Grammar 13 and Mechanic 4. From the result she got average score although also without the title but in the content already enough related to the She discussed in detail the parts of the dog and also, she always does do the task on time.

Therefore, the writer would explain about the result of the students in post-test the first student's worksheet namely Novrialdo Tandi got 60 as classification average score in post-test who previously got 40 in the pre-test but after the writer applied treatment using outline technique the result increase in post-test equipped with the title, content and conclusion from the topic which He discussed. Then the second students worksheet namely Arya Anugrah previously got 62 score in pre-test but after the writer applied treatment about using outline technique in the post-test He got 86 as good classification after being completed with the title and in the content more detail and He make conclusion of the topic in the end of paragraph.

Furthermore that last namely Gita got score 64 in pre-test but after the writer applied the treatment about using outline technique She got score 78 in post-test after being completed with the title, the contents of the paragraph are explained more detail and ended with the conclusion in the end paragraph. The result obtained by researcher during research starting from the first meeting students lack of understanding how to make good structure and directed paragraph, so still confused about where to start writing, it can be seen from the average value obtained by students at the pre-test. However, after applying the treatment, many students' got scores above the average this can be proven by the post-test result they got. On the other hand, there are also students' who are actively taking pretest-treatment and post-test so that they get added value. Based on the finding and discussion the writer can conclude that the using outline technique in writing paragraph can increase students' writing skill especially in writing descriptive text of second grade at SMPN 35 Makassar.

CONCLUSION

In conclusion the writer finds out the impact of used outline technique, the writer uses SPSS 16 to manage the data that writer has been obtained. These could to know the students score in the pre-test and post-test, the mean score and standard deviation. The mean score of the pre-test was 47,52 with standard deviation 13,77 and the mean score of the student's post-test was 69,80 with the standard deviation 14,51 although the increase is not so high but at least there is a slight changed after applied the treatment. Based on the students score in the pre-test and post-test, the mean score and standard deviation, the writer can

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make conclude that the use of outline technique in writing paragraph can increase the students' achievement in writing skill specially in writing paragraph.

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