

## Outline Technique in Teaching Writing Skill at MTS Negeri 1, Morotai Island

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### ABSTRACT

Writing is one of the skills in English. It should be learned for the students because they have to produce the text in English. Some students face any problems in learning and practice of writing skill. For this case, the researchers found the solution in students writing. the teacher should be creative and innovative in teaching writing because in this part, the teacher has the big role to make the students know how to write in a good way. The researchers applying the outline technique in teaching writing. Outline technique is the technique that used for the students to organize the idea and arrangement of the idea and pour into the text. The aim of this research is to know whether the students improve their writing skill in using outlining technique or not, and what is the problem that face by the students when applying this technique. This research is happened in MTs State 1 of Morotai Island. This research is quantitative research using T-test which is the result show that the score was 0.755 and it was higher that r table 0.367. it can be said that the data is accepted. The result of this result is the application of outline technique improve the students' writing skill.

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## **INTRODUCTION**

English is a part of language as the international language. (Sa'adah, 2020) importance of language contains all the aspects of life because experience, feeling, and the idea of someone can only be known by other people by using language. It means that language is used for communication. For this reason, why the students in Indonesia should learn English as the communication skill for the second language in their school. There are fourth skill in English that should be master by the students, they are listening, speaking, reading and writing. By the fourth of skill mention, writing is the difficult skill that students have to comprehend. It is the part of the teacher to deliver the material for the students. The process of teaching is not only delivering the material. It is more than that. According to (Viridyna, 2016) Teaching is about how to inspire the learners to achieve their goals and other times it requires that we actually facilitate resources and foster experiences so students can learn, continue learning and love the process. For thus idea, in the teaching process the students also have to be enjoy following the process of learning because they have to get some of experience and love in learning.

(Najafi Karimi, 2016) said that writing is as productive skill also needs to be improved. When the students' writing skill gets improvement, it can support the student's English competency. (Ismiati & Pebriantika, 2020) state that, in the process of teaching and learning English writing skill, some strategies which are considered appropriate for a certain group of learners, may not suitable for other groups as each group has its own problems and needs in writing. For this argument, the researcher agrees with those argument because the students have different knowledge in the learning, so that in the teaching and learning process the teacher also have to increase the students learning interest. According to (Wahyuni, 2020) Interest in learning English is an important thing to the students. The students will be active in following the subject that each by teacher. In connection with this all the factors both of internal factor and external factors as the main component in students' interest in learning English. Their interest in learning it can easy to the students to get good achievement. To increase the students' interest in learning English, there are some important roles. (Mulya Sari, 2018) that classroom activities, teacher's role, and student's role become important components viewing the demands of achieving students' communicative competences in this education era. The activities given to students should be designed to enrich the fluency and accuracy in using the target language specially to increase the students' writing skill.

Writing English is one of skill that should be a learning focus of the students. (Najafi Karimi, 2016) writing was limited to structuring sentences, often in direct answers to questions, or by combining sentences to form short pieces of discourse. Students have to know how to write English text in correctly order. According to (Wicaksono & Riwayatiningasih, 2019) writing skill in English is the activity that push the students to focus not only the content of the text but also structure of the text, punctuation, vocabulary, organization, and spelling. It can be sees that writing is the complect and difficult for the students. It adds by the argument of (Qalbi & Ivery, 2013) Thus, writing is a

skill that should be having by the writer. A writer must master such an enough vocabulary even though synonym or antonym of the word to express good and understandable thought or idea. Furthermore, as we know that some words or vocabularies have different meaning when they used in different occasion.

In writing, students sometimes found many obstacles when they are learning. According to (Qalbi & Ivery, 2013) There are at least two factors that many affect the difficulty in writing, namely (1) the lack of knowledge to express the writers' ideas in a form of writing, and (2) the lack of background knowledge about what the writers have to present to their readers. In responding to this, therefore, teachers are required to be more available in providing the students with an effective, efficient, and comprehensible technique, especially in teaching writing in short duration time. Another, they do not know how to begin to write, how to combining the idea of the sentences and how to organize the idea (Wicaksono & Riwayatningsih, 2019). The researcher believes for this case. Because in writing the students have to create and make sense about the text. For this case, the researcher uses the way to look for the solution of the students' problems.

According to (Wicaksono & Riwayatningsih, 2019) outline is one way that can be prepared before starting to write since it helps to organize some ideas in partial order. Also, outline is one of technique that can be used by the students in writing classroom. It is a plan that helps to organize the arrangement of ideas in good order. (Qalbi & Ivery, 2013) outline is a summary of what researcher plan to say in his essay? The outline tells what is going to do, where is to go, and when we have gotten there. When someone tends to get side tracked by details of bogged down in vast quantities of information outlining is a handy way of composing structure on an essay. base on the two arguments above, it can be said that the outline technique is the technique that used in teaching writing ability who help the students to create and arrangement in form of writing.

From those elaboration, in this research, the researchers wants to know whether the implementation of outline technique to improve the students' writing skill at MTs State 1 in Morotai Island and what are the problem face by the students during the implementation of outline technique.

## **METHODOLOGY**

The researchers conducted this research at Mts Negeri 1 Morotai Island. This research was conduct in eighth grade 2020/2021 academic year and started from March to June 2021.

### ***Data Collection Techniques***

This research used the Outline technique in developing student's skills especially in writing Recount texts. This research using quantitative research by using a form of research method; True experimental design which was focus on pre-test and post-test control design. Pre-test and post-test control design is in this design there are two groups that are randomly select and then give pre-test

to find out the initial state was there a difference between the experimental group and the control group

**RESULTS**

Several tables and figure are presented below. The first table shows the statistic descriptive in pre-test and post-test.

Table 1. Descriptive of Pre-Test and Post-Test

Classification	Max			
		Min	Mean	Std.Dev
Pre-Test				
experimental	2	45	14.93	10.219
Post-Test				
experimental	31	70	41.93	8.631
Pre-Test Control	4	38	16.14	8.408
Post-Test Control	2	22	13.38	5.010
<b>Number of Individuals</b>				<b>58</b>

This table displayed the maximum, minimum, mean and standard deviation score both pre-test and post-test in experimental and control class. It showed that the pre-test experimental was 14.93 to be higher than the mean score of pre-test control (16.14), while the mean score post-test control 13.38 to be lower than post-test experimental (41.93). it means, experimental class is effective when used outline than control class without used it.

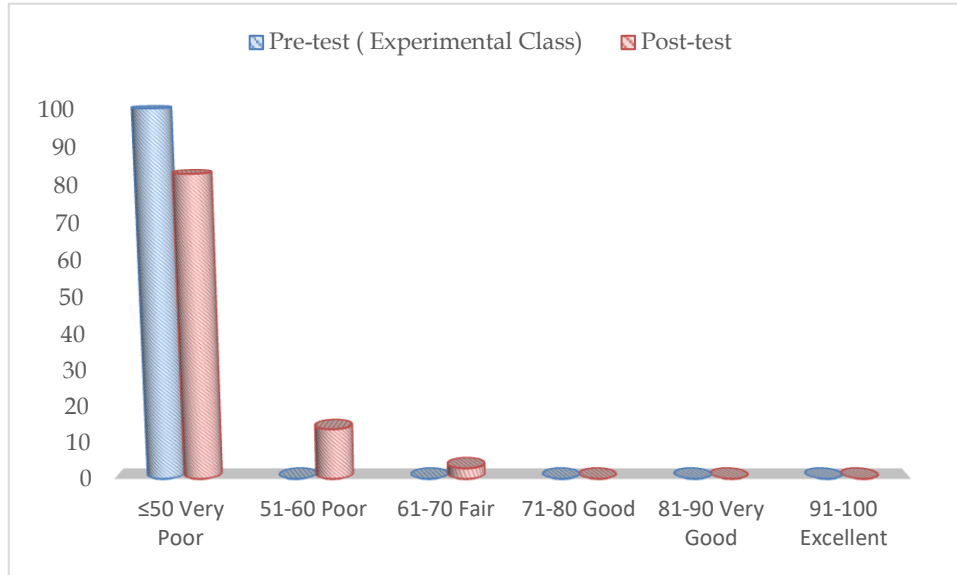


Figure 1. Experimental Class's Result

This figure reflected the implementation of the outline technique, the results of the pre-test all students (29) were 100% in the very poor category with a score of <50. and there was an increase in the experimental class after the outline technique was implemented. This can be seen from the experimental class figure where 3% of students got the fair category with a score (61-70), 14% of students got the poor category with a score (51-60) and 83% got the very poor

category with a score (< 50). From the results above, it can be concluded that there was an increase in experimental class students after the outline technique was implemented.

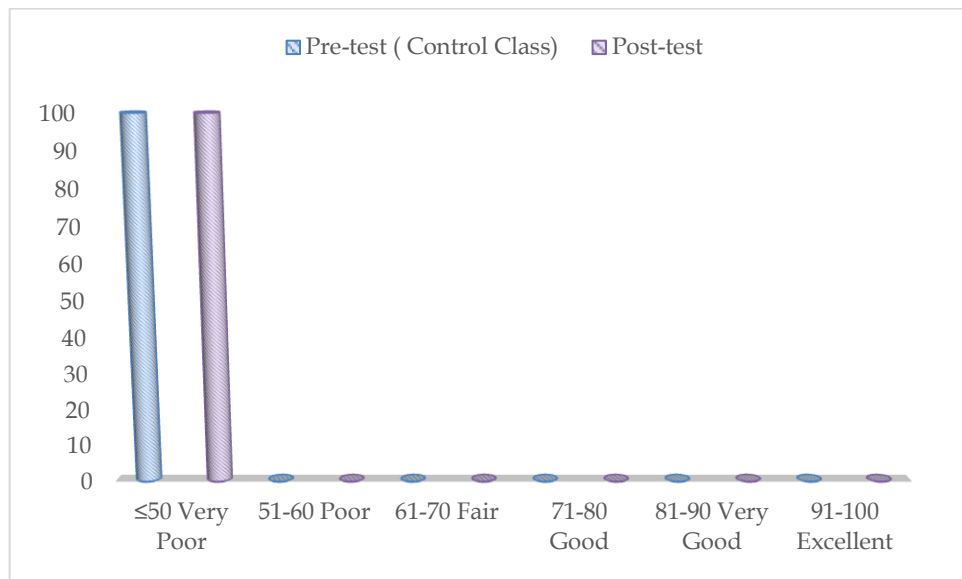


Figure 2. Control Class's Results.

The pre-test and post-test control class figures above, it shows that all students (29) did not improve after being taught using conventional methods. This can be proven from the results of the pre-test that 100% of students were in the very poor category and in the post-test results, 100% of students were still in the very poor category with the post-test results of all students in the control class <50 and nobody students in the excellent category, very good, good, fair, and even in poor category.

Table 2. Normality Test

Class		Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	Df	Sig.
Learning Result (Outline)	Pre-Test Experimental	.157	29	.066
	Post-Test Experimental	.164	29	.045
	Pre-Test Control	.162	29	.051
	Post-Test Control	.076	29	.200*

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the Sig value of the experimental class and the Sig value of the control, class was higher than  $\alpha = 0.05$ . It means that the pre-test and post-test data for experimental and pre-test and post-test control classes are normally distributed.

Table 3. Independent T-results

Class		Mean	Std. Deviation	Std. Error Mean	Sig. (2-tailed)
Learning Result	Post-Test Experiment (Outline)	41.93	8.631	1.603	.000
	Post-Test Control (Conventional)	13.38	5.010	.930	.000

Based on the results of the T-test above, it is known that the value of Sig = <000. These results indicate that there was binding. It can be seen from the experimental mean post-test 41.93 and standard deviation of 8.631 which was higher than the control class used the conventional method with a post-test mean value of 13.38 and a standard deviation of 5.010. In other words, there was an increase in the experimental class after the outline technique was implemented compared to the class that did not used the outline technique.

Table 4. Reliability Test

Cronbach's Alpha	N of Items
0.755	31

The table revealed that the Cronbach Alpha score was 0.755 and was higher than the r table 0.367. Then it can be said that the research item was stated to be consistent or reliable.

	N	Minimum	Maximum	Mean	Std. Deviation
Organization	29	17	30	20.83	3.083
Content	29	36	65	43.34	6.873
Grammar	29	18	35	23.10	2.932
Vocabulary	29	13	25	16.79	2.704
Valid N (listwise)	29				

It can be seen that many students have problems in writing in the category of content aspects where the highest average of student problems in the aspect of content was 43.34. It can be said that the majority of respondents stated that they faced many problems in the content aspect when writing. while the students sometimes have problems with grammatical aspects, it can be seen from the mean value of 23.10

The data above also shows that students have few problems in the organizational aspect which can be seen from the results of the respondent's mean value was 20.83 this shows that some students have problems in organizing ideas in writing and there are some students who also experience a little problem in the vocabulary aspect, it is shown that the mean category in the vocabulary aspect was 16.79.

## DISCUSSION

Based on the data obtained from the test, the findings of this study reveal that the outline technique was an effective learning technique to improve students' writing skills because with the outline technique it was easier for students to understand how to write correctly, with outline technique also helps students develop an idea. (Silfia, 2018) Learning through some attractive and effective method or technique is the way to make the lesson more interesting enjoyable, effective, and also easy to understanding. One of the techniques is outlining. To provide the students' skill, the researcher using outline, where (Sari, 2019) Said that outline is the process of planning in a big line from the text that will be develop to be a good writing. (Silfia, 2018) explain that after that the students make drafting based an outline of their writing and they are revising their writing into a good writing. Finally, the students will do writing in the hand in of a paper to be good writing. This process will develop the students' ability to express their ideas in the writing skill process and also student interest in their learning (Wahyuni & Nur Utami, 2022) Students learning interest are more valuable because they are aware that it was important in learning achievement. This was engaged the students in deep interaction in learning.

(Qalbi & Ivery, 2013) Outlining is a really helpful technique for the teacher and learning strategy that can be expected to make the students more active in writing particularly in paragraph writing ability. (Silfia, 2018) outline is very important to start writing in paragraph. Outline is easier way in writing process, it shows the general description of something that will be written. Writing an outline is also a great remedy to writer's block, as it allows to express the ideas briefly without getting thought in deeply down in the details or in correct grammar or word choice to early on the teaching writing process.

Thus, result is supported by the argument from (Muirhead, 2006) Creating outlines encourages students to devote more attention to organizing their ideas and make thoughtful decisions about their choices of words to communicate their ideas. Outlines can play a vital role as part of a comprehensive set of instructional strategies that can improve the quality of student writing and foster critical thinking skills. (Hafeez & Ramzan, 2022) Outline enhances students writing skill, learners feel easy to design their writing, organized idea and constructed their sentences into a good paragraph. Outlining strategy is a really beneficial for both teacher and learner which make the students more active in writing especially in writing paragraph ability.

Secondly, based on the questionnaire carried out, to answer the second research question, there are problems faced by students in writing, especially in the aspect of the content. Many students have difficulty in the aspect of content because the students do not master the content of a story that was going to be written and students found it difficult because they were not used to writing in English. Islamiah & Sari (2021) says "some students become unfocused on what they will write while writing, resulting in unfocused content in their essays. The strategy of writing an outline must be done first before writing an essay, so that the writing becomes more focused, not far from the topic of discussion, and

writing becomes easier". Besides, the second is grammar aspect, the students have difficulty in aspect grammar because the students still do not understand how to use grammar correctly and they are usually written in Indonesia sentences. Some studies had conducted to investigate the writing ability of EFL, According to Ariyanti & Fitriana (2017), Indonesian EFL university students struggled with grammar, cohesion, coherence, paragraph organization, diction, and spelling mistakes when writing essays. Hasan & Marzuki (2017) also looked at the ability of Indonesian EFL students to write by asking them to complete a writing activity in a set amount of time. Their findings revealed that the pupils' work contained grammatical issues such as plural forms, articles, verb forms, clauses, passive voice, and preposition.

## CONCLUSIONS

Concerning the above-mentioned writing problem, it is true that writing is the most difficult skill for pupils to master, as it not only generates thoughts but also allows these ideas to be transformed into text. But In MTs Negeri Pulau Morotai, applying outline writing before writing an essay is the most effective technique for students to first organize their ideas so that they are systematically ordered when the essay they have written is completed.

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