

TEACHING RECOUNT TEXT WRITING THROUGH OUTLINING STRATEGY TO IMPROVE STUDENTS' WRITING ACHIEVEMENT AT THE SECOND GRADE OF JUNIOR HIGH SCHOOL

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Abstrak. Penelitian ini dilakukan untuk mengetahui apakah penggunaan teknik *outlining* dalam kegiatan menulis teks *recount* dapat meningkatkan pencapaian menulis siswa dan untuk mengetahui aspek apa dalam writing yang paling meningkat setelah pengajaran menggunakan teknik *outlining*. Populasi dari penelitian ini adalah 25 siswa kelas 2 SMP N 1 Katibung, Lampung Selatan tahun ajaran 2018/2019. Selanjutnya, penelitian ini menggunakan metode *one-group pretest and posttest*. Data dalam bentuk nilai dianalisis menggunakan formula *Repeated Measure Test* di *software* SPSS versi 16.0. Dari hasil test yang diperoleh dari penelitian ini, hasil menunjukkan adanya peningkatan dari nilai pretest ke posttest. Kemudian, hipotesis dari penelitian ini dengan taraf signifikan berada di level 0.05., yang berarti adanya efek positif dari penerapan teknik *outlining strategy* dalam meningkatkan prestasi menulis siswa di teks *recount*. Nilai rata-rata siswa di pretest sebesar 49.660 sedangkan di posttest sebesar 80.24. Hal itu berarti nilai rata-rata siswa meningkat sebesar 30.58. Dari lima aspek dalam menulis, aspek yang paling meningkat adalah aspek konten, dengan nilai rata-rata 16.88 menjadi 24.68 yang mana meningkat sebesar 7.8. Terakhir, berdasarkan penelitian yang telah dilakukan, dapat disimpulkan bahwa teknik *outlining strategy* meningkatkan kemampuan menulis siswa dalam menulis teks *recount* dan rumusan masalah di penelitian ini telah terjawab.

Abstract. This research was done to find out whether the use of outlining strategy in writing recount text can improve students' writing achievement and to investigate what aspect of writing improve the most after being taught by outlining strategy. The subjects of this research were 25 students of the second grade students of SMPN 1 Katibung in academic year 2018/2019. Furthermore, this research employed one group pretest and posttest design as the research method. The data were analysed using *Repeated Measure Test* in SPSS version 16.0. From the result of the test in this research, the result was increased from the pretest to posttest. In addition, the hypothesis of the research showed that the significant level is 0.05, which stated that there is positive effect of outlining strategy in improving their writing achievement. The mean score of pretest was 49.660 and the mean score of posttest was 80.24. It means that students' mean score improved about 30.58. From each aspects of writing, the aspect that improve the most was content from 16.88 to 24.68 which means the score improved about 7.8. At last, according to the research that have held, it can be concluded that outlining strategy improve students' writing achievement and the research questions of this research were being answer clearly.

Keywords: *writing, recount text, outlining*

INTRODUCTION

Broadly speaking, writing is not an easy skill to do, because the writer should pay attention to the correct vocabulary, making coherence among sentences, unity of the paragraphs, and also punctuation and grammar. In line with those complex activities, students tend to deem that writing is a difficult thing to do, especially when writing in a foreign language in this case is English.

According to Curriculum 2013, there are some texts which have to be mastered by the students at Junior High School; they are recount text, narrative, procedure, and descriptive. According to the syllabus made by the ministry of culture and education, writing recount text is one of the texts that must be learned and taught in the second grade of Junior High School. So, the students have to be able to write recount text correctly and coherently.

In reference with the pre-observation that the researcher did by asking the English teacher in SMP N 1 Katibung, many students were still confused when they wanted to write good paragraph. First, students lack of variety in vocabulary choices, therefore they do not know how to express their idea in writing. This problem also can obstruct students in organizing their idea about what they want to write because they are anxious of making mistake in their writing. Second, they cannot compose a sentence correctly and also put the right words down to become a good sentence because many students have low ability in grammatical structure. They are also still confused on how to organize sentence into coherence paragraph.

In order to solve the problem above, logically, the students should be taught how to plan and organize their ideas and supporting information before they start to write a paragraph or composition so that they are able to make effective paragraph writing. In this case, the students should be given such kind of frame of ideas as the guideline to help them not only making a coherent sentence and paragraph but also monitoring their errors in grammar and the selection of words. Furthermore, it also needs the creativity of teachers to use the suitable technique in teaching writing of recount text.

Referring to the description of the problem above, the researcher indicates that outlining strategy is an appropriate technique to solve the problem and improve the students' writing achievement. Theoretically, outlining strategy can facilitate the students to plan their ideas systematically (Oshima et al, 2006:155). An outline provides students a frame of idea that guides the students to write. Moreover, outlining strategy can help the students to focus the idea that they intend to write in relation to the content and to link sentences into coherent ideas in the target language. In addition, making outline was an active process that also gave the students opportunities to monitor their writing in order to minimize grammar errors and inaccuracy of selection of words. This technique is an effective tool for the writing process.

In regard to the background of the problem, the researcher tried to apply outlining strategy in teaching writing recount text. The researcher wanted to find out the improvement of students' writing achievement by using this technique and also the aspect that can improve after the implementation of outlining strategy in writing recount text.

METHODS

The population of the research was the second grade students of SMP N 1 Katibung, South Lampung and the sample was Class VIII A that consisted of 25 students. The class was chosen randomly as the sample of the research using lottery. The instrument used for collecting data in this research was writing test. The writing test was used to gain the data related to the implementation of outlining strategy in the treatments. This research used content and construct validity to measure validity of the test. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there was an inter-rater reliability. The first rater was the researcher and the second rater was English teacher of the students. In addition, to measure how reliable the scoring is, this study used *Spearman Rank (Rank-Order) Correlation*. This research was a quantitative research that used a one group pretest-posttest design which proposed by Setiyadi (2006). In measuring the improvement of students' writing achievement, the result of the pretest and the posttest were compared by the researcher. After being compared, the data were analysed by using *Repeated Measure T-Test* run in SPSS 16.0 for Windows.

RESULT AND DISCUSSION

RESULT

After administering the pretest and the posttest, the researcher analysed the improvement of students' writing achievement by comparing the results of the pretest and the posttest. It can be seen from the table below:

Table 1. The Improvement of Students' Writing Achievement

	Pretest	Posttest	Improvement
N	25	25	-
Mean	49.66	80.24	30.58
Total Score	1240	2006	766

Table 1 shows the improvement of the students' writing achievement. Based on the table, the total score of the pretest to the posttest improved from 1240 up to 2006. There was an improvement of 766 points. The mean in pretest was from 49.66 up to 80.24 in posttest. There was an improvement of 30.58. To make sure that the improvement is a significant, the researcher did a hypothesis testing as follows:

Table 2. Hypothesis Testing

Paired Samples Test									
		Paired Differences					t	Df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest - pretest	30.5800	10.1445	2.0289	26.3926	34.7674	15.072	24	.000

Repeated Measure T-Test was run to address the first research question. The table above showed that sig. (2-tailed) was 0.000. It means that the students' writing achievement had increased significantly since sig. (2-tailed) $< \alpha$ ($p < 0.05$; $p = 0.000$). In this case the value of two tailed significance was 0.000. It can be concluded that H_0 is rejected and H_1 is accepted. In other words, there is a significant improvement of students' writing achievement after being taught through outlining strategy. Furthermore, this research used to find out the aspect of writing improved the most after the implementation of outlining strategy. The improvement of each aspect from the pretest to the posttest is presented in the following Table 3:

Table 3. The Improvement of Aspects from the Pretest to the Posttest

No.	Aspects of Writing	Mean score of Pretest	Mean score of Posttest	Gain
1.	Content	16.88	24.68	7.8
2.	Organization	10.3	17.62	7.32
3.	Vocabulary	10	16.74	6.74
4.	Grammar	9.76	17.36	7.6
5.	Mechanic	2.64	3.84	1.2

According to Table 3, it can be seen that there is an improvement in each aspect of writing after the implementation of outlining strategy in teaching writing recount text. In reference to the results above, it showed that the highest improvement of students' writing achievement is on the content aspect since it has the highest improvement with a gain 7.8. While, the least improvement is on the mechanic aspect since it has the lowest improvement with a gain 1.2. From the table above, it can be seen that all aspects of writing achievement improved after being taught by using outlining strategy.

DISCUSSION

The result of this research showed that students' writing achievement improved after the use of outlining strategy in writing recount text. This is proved by the improvement of students' posttest after they got treatment through outlining strategy. The total score of the pretest to the posttest improved from 1240 up to 2006. There was an improvement of 766 points. The mean was from 49.66 up to 80.24. There was an improvement of 30.58. This is in line with the study conducted by Ambasari (2011), Zakia (2017), Kartawijaya (2018), and Sinaga (2015).

This technique gives significant effect toward students' writing skill that refers to content, organization, vocabulary, language use, and mechanics. This technique allows students to focus on one stage of the text at a time. It helps students to organize the sentences in such a way that their readers can easily understand what they are trying to get across them. Outline can direct students to write and they can move from one point to others based on the outline. According to Zemach and Rumisek (2003: 63) an outline is a list of the information you will put in your essay. An outline begins with the essay's thesis statement, shows the organization of the essay, tells what ideas you will discuss and shows which ideas will come first, second and so on, ends with the essay's conclusion. In this case, because the sample is students so the outline was simpler. It was started with topic sentence, the list supporting sentence and conclusion.

Furthermore, according to the comparison of mean score of pretest and posttest on components of writing, it was also found that content aspect got the higher improvement than the other aspects. Content had 7.8 point of improvement between pretest and posttest. It was because during the making of outline, the students were asked to pick the phrase or word that was suitable with the topic of the paragraph. So, the students were trained to select which are the content of the paragraph that they are going to write. After deciding the phrase that suitable with the topic, they can generate their ideas into the sentences for the paragraph.

In grammar aspect, the students were guided to learn grammar. The researcher explained the rule of grammar after giving examples first, from given materials about recount text. In this case, the students were taught about the use of simple past tense and structure. In organization aspect, the students were able to organize the content of their writing coherently because they were asked to arrange the sentence in the step of making outline. In vocabulary aspects, the students were able to use some vocabularies in the process of making outline before starting the writing exercise, e.g. adjective, nouns and pronouns. The results indicated that students' vocabulary achievement increased significantly due to the fact that students were able to use the content words properly and to vary their vocabulary items.

In contrast, the minor improvement happened in aspect of mechanic. In this case, the students made little improvement among other aspects. It was because this

technique did not specifically discuss the mechanic. As a result, the students' achievement especially in terms of mechanic aspects were the lowest improvement.

This result in line with the theory from Oshima et al (2006:35) who states that outlining strategy help students organize their ideas. Each meeting the researcher asked the students to make sub lists related to the topic in order to enrich their vocabulary, after that they were asked to build an outline based on their lists, so that they could start their writing based on their outline or their planning. As they can write the text easier so, their score in writing recount text could improve significantly.

With regard to the findings of the previous studies above and in this research, the students gained significant improvement after the implementation of outlining strategy in their writing recount text scores. It was found that using outlining strategy was not only able to significantly improve the students writing achievement, but also the students' achievement in every single aspect of writing.

CONCLUSION

After conducting the research and analysing the data, the researcher concluded that there was a significant improvement in students' writing achievement after the use of outlining strategy in writing recount text. It can be seen from the value of two tailed significance which is lower than 0.05 ($0.000 < 0.05$). It is also supported by the students' mean score of the test which improved from 49.66 to 80.24. Then, the technique gave an improvement to all aspects of writing. According to the results of the test, it showed that the highest improvement of students' writing achievement is on the content aspect since it has the highest improvement with a gain 7.8. While, the least improvement is on the mechanic aspect since it has the lowest improvement with a gain 1.2. Therefore, English teachers are expected to apply this technique to help students improve their writing recount text achievement well. However, this study also has some recommendations for further researchers. Further researchers are expected to apply outlining strategy by using another type of text and in other English skills.

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