

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

English as one of the subjects in schools has an important role because English is language which widely used in many countries around the world. The students are expected to master the four language skills namely listening, speaking, reading, and writing in order to prepare them to face any changes and challenges in the global era. It is interrelated from one skill to the others skill and the students will learnt communicatively and interrogatively. In this case, the researcher will focus on writing skill.

Among the four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find idea and express them into writing. The difficulty is not only in generating or organizing idea, but also in translating these ideas into texts.

Writing is one of the English skills that is taught to the students of Junior High School this skill is learned by all levels of students. Thus, the teaching writing is not an easy job. It needs many skills that the teachers should have, because writing is not such a simple process, but a complex activity with some problems that make it difficult. In writing, the writer will consider a number of aspects such as content, organization, vocabulary, language use, and mechanics. The complexity of the writing makes writing seem difficult for most English learners.

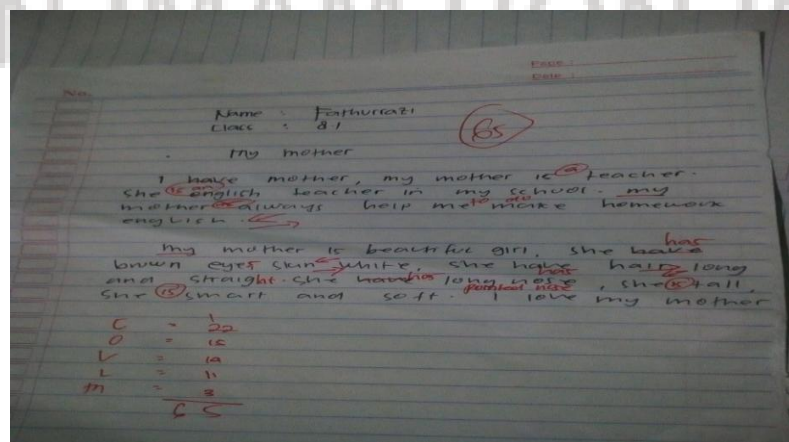
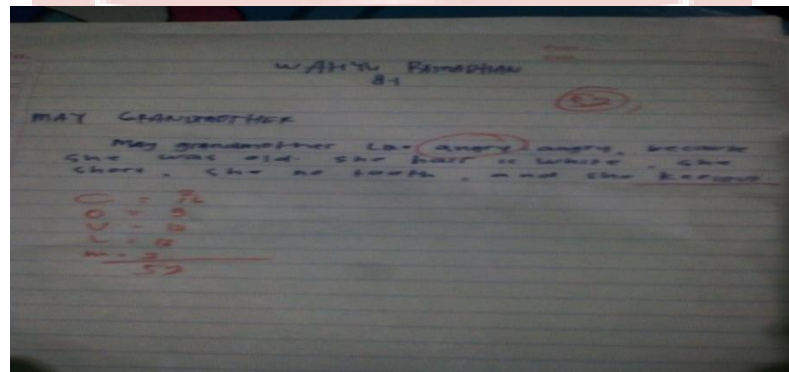
For teaching writing, there are some kinds of genres that can be used by Junior High School 23 Padang English teachers at class VIII. They are descriptive, recount, and narrative. Writing is a complex process, because there are many aspects and stages that will be gone through by students.

Based on the preliminary study, observation and interview on November 2017 at Junior High School Padang at class VIII during the lesson, the researcher found that most of the students cannot write. They had less idea and difficulties combine their ideas to produce the sentences correctly. Other problems were felt by the students that writing skill seldom to practice in teaching English and cause the students difficult to master writing skill. They were not interested if they were asked to write. The proof is not all of the students collect their own writing; it takes several weeks to collect their writing.

They seemed a lack of motivation to write something, because they usually studied Reading, and speaking before. In other words, writing skill had been far behind. The students were also lack of vocabularies and sometimes they just imitated the teacher's example before. They did not know where they begin their writing and they felt difficult to develop ideas in their sentences. Then the teacher did not motivate the students to create the same texts and the teacher did not explain how to start writing to the students, then the teacher did not involve the students in writing process such as prewriting, writing, and revising, also the teacher did not involve the students in evaluate the writing result, teacher collected the students writing and evaluating it by

herself. As stated by brown (2000:340) in writing process the role of a teacher must be one of facilitator and coach, not an authoritative director and arbiter. The teacher also must design a writing approaches tend to be framed in three stages of writing they are pre writing or writing and revising. A teacher should not ask the students to write based on the sample text because the students had some difficulties to write.

Based on the problem above, the writer asks the students at class VIII<sup>2</sup> to make a text about descriptive text. The writer analysis of students' writing descriptive text use Jacob's criteria (1981:90) they made mistakes on *Language use, organization, vocabulary, content, and mechanics.*



On content students were fair to poor, it was because the students' sentences just written in a simple sentence and they made aware of different points of view. In organization, students were very poor, because they did not know how to organize the text. They just write simple and wrong, for example, the teacher asked them to make a descriptive text. They just wrote, "*my grandmother like angry-angry, because she was old she short, she no tooth, and she keriput*". They did not explain clearly about the detail of her grandmother, they just write simple text. In vocabulary the students were fair to poor, it was because there are some words that make confuse and hard to understand and wrongs. Example She skin white, she has hair long etc, and they also use, Indonesian word. Example *and she keriput*. In language use students make mistakes they are very poor. Students' did not describe the paragraph in detail.

The other results in students' writing are, there are some students who cheated and copied their friends' result. The worst things are some students did not write anything because they didn't know how to begin and what should they write.

Based on the observation, it was found the students got low scores in their writing mid test as pointed on the table below:

**Table 1.1**  
**The Score of Students Mid Test**

No	Class	Total of Students	Mean Score
1	VIII <sup>1</sup>	33	39.63
2	VIII <sup>2</sup>	33	33.15
3	VIII <sup>3</sup>	30	36.73
4	VIII <sup>4</sup>	29	34.59
5	VIII <sup>5</sup>	29	41.18

*Source: English Teacher's book mark at Junior High School 23 Padang*

Based on table above, Show that student' writing sore in Junior High school 23 Padang is still low. This is also an indication that the students do not only produce writing successfully but also writing is difficult for them. These facts also happen Because of same factors, whether the technique the teacher use, material or perhaps student' difficult in writing. In producing writing, there is some indicator to judge whether one's writing fulfills the criteria of good writing. They are: content, organization, vocabulary, language use, and mechanics.

Generally, the student cannot master and understand how to write well, their score is under average. The researcher found the student got difficulties in content, organization, vocabulary, language use and also mechanics. The organization of descriptive text is the generic structure, they are identification and description. In fact the student cold not generates their idea in good structure, they did not understand; about the structure and they did not know where they begin their writing. Students are difficult to know what they have learned, to produce and organize their mind into the written form, it is because their vocabulary is limited. The last problem was the language use. Student

got difficulty in language use because in descriptive text we use simple past tense, also they did not understand where to use the V1, adjective, generic, structure of descriptive text.

Based on the fact above, the writer tries to use an Outlining technique to make the students more interested and enjoy writing a lesson. Outlining technique is a technique that helps the writer to develop, to generate and to arrange the idea. Reid (1988:55) says that an outline makes the writing of your text easier because it allows you to focus on one stage of the text at a time. According to Oshima in Bustami an outline is like an architect's plans for a house. An architect plan a house before it is built to make sure that all the parts will fit. It helps students to organize the sentences in such a way that their readers can easily understand what they are trying to get across to them. Based on this opinion, outline has some advantages. Outlining can direct the students to write and they can move from one point to others based on the outlining. Besides that, they know where they should start their writing.

Outlining is easy to be understood by the students. They could write whatever they think from the outlines. They could add their ideas based on the outlining. Besides that, outlining could also add vocabulary of the students. For example, when outlining the names of flower, the students would directly think of a rose, sunflower, jasmine and so on. The use of outlining is hoped to increase students' and effective in study writing. Outlining technique helped them to be competence in writing, since this technique can improve their motivation and attention to be more active and

creative in writing learning process. According to Robert B. Taylor (2012:205) an outline is a short, organized description of what will be contained in an article.

Because of that, the researcher intended to conduct the research on the “The Effectiveness of Outlining Technique to Improve Students’ Writing ability in descriptive text at Class VIII of Junior High School 23 Padang. Through giving outline, the students are expected to be able to produce writing in descriptive text to describe something or to give information.

## **B. Identification of the Problem**

Based on the background above, most of Junior High School students still had difficulties in writing, especially in writing a descriptive text. In this case, the problem was happened at Junior High School 23 Padang , the researcher found that the students faced problem in writing because they had to consider many aspects. The first problem that was found in writing skill, especially in writing a descriptive text is dealing with the students’ difficulties in considering the components of writing such as content, organization, vocabulary, language use and also mechanics when they are writing. The students did not understand well how to consider those components in writing.

The second problem that was found in writing descriptive text was dealing with the students difficulties to produce and organize their mind into the written form, it is because their vocabulary is limited. Moreover, most of the students were not interested in learning English especially in writing; they felt difficult and confused about how to start their writing.

### **C. Limitation of the Problem**

Based on the identification above, the problem of this research was limited to identify the effectiveness of outlining technique on students' writing ability in descriptive text at Class VIII of Junior High School 23 Padang. In order to make writing process suitable with the components of writing based on Jacob's criteria such as content, organization, vocabulary, language use and mechanics, the teacher should be considered of many factors. There are some important elements that would be analyzed from a descriptive text that produced by the students; they were the components of writing, generic structures and also the language features of a text.

### **D. Formulation of the Problem**

Based on the description of the problem above, the writer formulates the problem as follow: "is outlining technique effective to improve students' writing ability in descriptive text?"

### **E. Purpose of the research**

The purpose of the research is to determine whether outlining technique is effective towards writing ability.

### **F. Significance of the Research**

The significances of the study are:

1. To give some contributions to the students in order to improve students' ability in writing descriptive text.



2. To enhance the writer's knowledge about teaching writing by using outlining technique.
3. To give information and knowledge about the effectiveness of using outlining technique in teaching writing descriptive text.

#### **G. Definition of Key Terms**

1. Writing is a thinking process because writing is the process of putting ideas down on paper to transform thoughts into words and give them structure and coherent organization.
2. A technique is a particular/special way of doing something.
3. Outlining is a method of organizing material.



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