

THE IMPLEMENTATION OF OUTLINE TECHNIQUE TO TEACH WRITING RECOUNT TEXT TO EIGHTH GRADERS OF SMP NEGERI 43 SURABAYA

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Abstrak

Penelitian ini dilaksanakan untuk mengetahui bagaimana siswa SMP Negeri 43 menggunakan outline dan kemampuan menulis mereka setelah menggunakan outline. Namun, sulit bagi siswa untuk mencapai target pembelajaran. Untuk menyelesaikan masalah ini, guru harus memiliki kegiatan yang kreatif, dan menggunakan teknik outline dapat digunakan sebagai teknik pembelajaran alternatif yang akan membuat siswa lebih menikmati kegiatan menulis. Dalam penelitian ini, menggunakan outline merupakan teknik yang disarankan untuk mengajar menulis teks recount. Maka, terdapat beberapa hal yang akan dianalisa: 1) Bagaimana guru mengimplementasikan outline untuk mengajar teks recount pada siswa kelas delapan di SMP Negeri 43 Surabaya? 2) Bagaimana kemampuan siswa dalam menulis teks recount setelah penggunaan outline? 3) Bagaimana respon siswa dalam kegiatan menulis teks recount setelah implementasi outline?. Berkaitan dengan rumusan masalah tersebut, penelitian ini dilakukan secara kualitatif dan hasil penelitian dijelaskan dalam bentuk kata-kata. Selain itu, data dikumpulkan melalui catatan lapangan, wawancara, dan tugas menulis siswa. Penelitian ini dilakukan dalam tiga observasi di SMP Negeri 43 Surabaya untuk mengetahui implementasi penggunaan outline untuk mengajar menulis teks recount pada siswa kelas delapan dan kemampuan siswa setelah penggunaan outline. Hasil penelitian ini menunjukkan bahwa siswa menggunakan outline untuk mengarahkan siswa dalam menulis. Implementasi penggunaan outline dapat menstimulasi ide siswa. Hal ini juga dapat meningkatkan kemampuan siswa dalam menulis paragraf teks recount yang baik dengan menggunakan bahasa mereka sendiri. Berdasarkan tugas menulis siswa dalam observasi, dapat dilihat bahwa banyak siswa yang telah memenuhi kriteria menulis teks recount karena mereka telah memahami materi dengan baik. Kemampuan menulis siswa menjadi lebih baik setelah implementasi teknik outline. Hal ini dapat dilihat dari tugas menulis siswa. Guru mengarahkan siswa menulis teks recount dengan menggunakan teknik outline dengan baik. Dapat disimpulkan bahwa outline dapat digunakan untuk mengajar kemampuan menulis teks recount. Hal ini dapat membantu siswa dalam menstimulasi ide mereka dalam menulis teks recount.

Kata kunci: teknik outline, teks recount, menulis

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Abstract

This study was conducted to know how using outline by the students in SMP Negeri 43 Surabaya and their ability in writing after using outline. However, writing is difficult for students to achieve the teaching and learning target. In order to solve this problem, the teacher should have creative activity, and the using outline can be an alternative way as a learning technique that will make students enjoy and easy to write. In this study, using outline is offered to teach writing recount text. Thus, there are three things that would be analyzed: 1) How does the teacher implement outline to teach writing recount text to eighth graders of SMP Negeri 43 Surabaya? 2) How is the students' ability in writing recount text after implementation of outline to eighth graders of SMP Negeri 43 Surabaya? 3) How is the students' response in writing recount text after implementation of outline to eighth graders of SMP Negeri 43 Surabaya?. Dealing with those questions, this study was conducted qualitatively so that the result would be described in the form of words. Moreover, the data were collected through field note, interview, and students' task in writing. This study was done during three observations in SMP Negeri 43 Surabaya to find out the implementation of using outline to teach writing recount text for the eighth graders and the students' ability after being taught by using this technique. The result of the study revealed that the students used outline to guide the students to write their ability in writing. The implementation of using outline can stimulate the students' idea. It also can make the students' ability in making a good paragraph writing of recount text using their own language. Based on the students' tasks writing result in the observation, it could be seen that there were many students who had already fulfilled the criteria of writing recount text since they master their material well. The students' ability gets better after the implementation of using outline. It could be seen from their task in writing. The teacher also was quite good when guiding the students to use outline as their way in writing recount text. In short, using outline can be implemented to teach writing recount text. It can help the students to stimulate their ideas more in writing recount text.

Key words: Outline Technique, Recount Text, Writing



THE IMPLEMENTATION OF OUTLINE TECHNIQUE TO TEACH WRITING RECOUNT TEXT TO EIGHTH GRADERS OF SMP NEGERI 43 SURABAYA

INTRODUCTION

English has four skills. As Spratt (2005) stated that writing is one of the four language skills. Moreover, writing skill is more complicated than other skills in English language. Writing is not only about grammar and vocabulary, but also about conceptual and judgment elements (Heaton, 1975). In writing, a teacher should encourage students to produce a text as a medium to communicate their ideas or opinions to others through written form. However, there are some problems found by the teacher. The first problem is the students try to avoid writing because it needs a long process to create a good writing and it is too complicated. It is supported by Pirangelo (2006), who stated that students in educational technique feel that writing process takes a long time, so they dislike or avoid writing activity. Moreover, writing process will make students easily get bored. Hence, teachers need to maintain their students by giving motivation in order to keep the students interested in writing. The teachers' role in writing class are to motivate the students, to create the right condition for generating ideas, and to encourage them to practice more to get the benefit (Harmer, 2004)..

The other problem is that students cope with difficulties in organizing their ideas. In this case, the teacher is needs to teach students how to manage their ideas and to write them a good order, so the students will produce a good writing. According to Knapp and Watkins (2005) stated that, it is important for the teacher and the students to have basic understanding of how English operates and functions as writing and the ways in which writing is different from speech. Besides two problems above, lack of vocabularies is also a problem for students to write, particularly for beginner writer. It is often that students cannot create a good writing because they do not know appropriate vocabulary for their writing. Since vocabularies make the students frustrated, the teacher should help the students by giving vocabulary preparation as their guided writing.

Concerning the problems that the students face when they try to express their ideas in the written form, a teacher should choose an appropriate technique to teach writing recount text. One of the techniques, which can be applied in teaching

writing of recount text, is "Outline". An outline can help the teacher organize their material (Nunan, 2004). Besides, an outline can help the student to connect pieces of information and lead the students' ideas to find the whole things in writing recount text (Wilhelm, 2007). According to Elianor (1999), many people define outline differently. These are some of them; a logical and general description, a schematic summary, an organizational pattern concept or design of what you are writing. Some researchers who conducted study found that using outline is one of good alternative techniques in teaching learning activity of writing. There are some previous studies related to the use of outline in writing recount text. The first previous study talked about how outline could be used well in teaching narrative text for eleventh graders. Rosi (2010) managed that study; she found that students were more enthusiastic in learning narrative when the teacher applied outlining as a technique. The second previous study came from other thesis with the entitled "*The Implementation of Outline in Teaching Writing Descriptive Text for Tenth Graders*". This study shows that students in tenth grade felt more facilitated to produce descriptive text by using outline based on the teacher instruction.

However, there are only few teachers who implement outline in classroom activity particularly in teaching writing. One of them is an English teacher of Junior High School in Surabaya. The teacher uses outline in teaching writing recount text for eighth grade students. Moreover, outline only needs simple passage and recount text for the eighth grade students of junior high school must be the simple one. Thus, outline found useful to help teacher to teach writing recount text. Outline can help the students to write the recount texts in chronological order. Outline can be applied to write a paragraph easily. The writer hopes that by giving the outlines, the students can be more interested in writing recount text and they will be able to write it well. Therefore, the writer conducted other variant of outline implementation and focused on writing recount text. Here, the researcher observed how the teacher and students apply outline in teaching and learning process, especially in writing recount text.

THE IMPLEMENTATION OF OUTLINE TECHNIQUE TO TEACH WRITING RECOUNT TEXT TO EIGHTH GRADERS OF SMP NEGERI 43 SURABAYA

By looking at the background of the study above, the researcher can design two research questions to help the research administer this study. The research questions are formulated as follows:

1. How does the teacher implement outline to teach writing recount text to eighth graders of SMP Negeri 43 Surabaya?
2. How is the students' ability in writing recount text after implementation of outline to eighth graders of SMP Negeri 43 Surabaya?
3. How is the students' response in writing recount text after implementation of outline to eighth graders of SMP Negeri 43 Surabaya?

RESEARCH METHOD

The writer used descriptive research as the research design. Descriptive research was used to examine the events or the phenomena that happened in teaching and learning process especially to get data about certain phenomena. In which descriptive research studies are designed to obtain concerning the status of phenomena (Ary et al, 1985). The researcher used descriptive qualitative in this study because the researcher want to analyze and describe the phenomenon in forms of words, phrases, or sentences in using outline. The aim of this study is to describe how the teacher implement outline in writing recount text, to know the students' writing ability toward the implementation of using outline in writing recount text in Junior High School, and to describe the students' response after the implementation of using outline to eighth graders of SMP Negeri 43 Surabaya.

In conducting research, the researcher selected the samples of the study purposively because descriptive qualitative research is purposeful in selecting participants and also settings Ary et al 2010 p.428)the researcher did the observation in SMP Negeri 43 Surabaya. Then, the researcher chose all students at Class VIII F of SMP Negeri 43 Surabaya as the subject of this study. In this case, the researcher took 15 participants from Class VIII F as a representative. It is supported by Ary et al (2010 p.429) stated that in descriptive qualitative research also sought small purposive samples because it analyzes the information in depth analysis. That is why the researcher chose the

students who were got good score in English Mid-Test as the sample. Besides, outline was applied in the learning process managed in this class. Thus, the researcher believed that this class was appropriate to get involved in this study. The researcher also believed that the technique were the ones that helped the students easy to write the material given well. Moreover, the researcher hope that those students could understand the teachers' explanation and instruction of using outline for writing recount text. Related to that, the researcher analyzed the students' writing ability based on writing rubric proposed by Jacobs (1981) from the journal entitled "Assessing Writing" by Sara Chusing Weigle and also chose three students who had different ability such as excellent to very good, good to average, and fair to poor of tasks in writing. Here, the researcher did so because the researcher wanted to know the difference of students' writing of recount text ability. Meanwhile, the data were collected to answer the research question related to the implementation of outline in writing recount text to eighth graders of SMP Negeri 43 Surabaya.

The sources of data for the first research question were the researcher field note about teacher's roles. The researcher gained the information on how the teacher conducted the teaching writing activity by using outline. The second source of data was the student's ability in writing recount text. Moreover, the last source was the students' response.

In this research, the data was collected by utilizing field notes, interviews, and students' task results since those instruments were regarded as sufficient to investigate how the implementations of outline in teaching writing recount text. The researcher took three observations to collect data concerning the implementation of outline technique in teaching writing recount text, which was done twice week. The researcher observed the conditions that truly occurred. The researcher became a non-participant observer that paid attention to the students' learning process, gathered data from the students' task, and took a note on the field notes without participating in the lesson. The researcher noted activities from the beginning to the end of the class, so that the researcher was able to know the detail of the students' writing in teaching recount

THE IMPLEMENTATION OF OUTLINE TECHNIQUE TO TEACH WRITING RECOUNT TEXT TO EIGHTH GRADERS OF SMP NEGERI 43 SURABAYA

text. Those observations were conducted by filling field notes to gain the data for each meeting. To answer the second research question, the data collected were through students' writing task result and also through interviews to the teacher and some students after the end of the class.

Then, in order to know the students' writing task results in writing recount text, the researcher collected the students' tasks. Later on, those students' tasks were analyzed by using Jacob's (1981) rubric.

The researcher identified data from those three instruments. The data from observation sheet were explained in detail based on the teaching and learning process. Then, the researcher described the implementation of using outline to teach writing recount text. The interpretation of all data concluded into a conclusion. Besides, the result of students' tasks would be analyzed by using the rubric ESL Composition Profile by Jacobs (1981) from the journal entitled "Assessing Writing" by Sara Chusing Weigle.

RESULT OF THE STUDY

The researcher conducted three observations on February, 11th, 18th, and 20th 2015. Here, the teacher implements outline technique in the third meeting.

The Implementation of Outline to Teach Writing Recount Text for Eighth Graders

The researcher conducted three observations on February, 11th, 18th, and 20th 2015 it could be seen that the implementation of outline technique to teach writing recount text to eighth graders could help the students to categorize the main points, to organize the paragraphs into an order that makes sense. Moreover, an outline helps the students to overcome their difficulties when writing the recount text.

In the first observation on Wednesday, February 11th 2015 the teacher started the lesson by asking recount text in general; the definition, the generic structure, the language features, and the function of recount text. In this observation, the teacher knows although there were some students who had already understood about recount text, and the others had not. The teacher reviewed the

lesson related to the material about recount text. After that, the teacher gave the handout to the students to help them to recall the material concerning recount text for the next meeting. The teacher tried to review again the lesson and discussed the example of recount text.

In this case, some of the students still had difficulties to differentiate the generic structure of recount text. So the teacher explained it once more in front of the class. At the end of the lesson, the teacher let them to write their each recount text and then read their own writing in front of the class. The teacher gave some suggestions and reminded the students related to recount text that they had already learned.

In the second observation on Wednesday, February 18th 2015 the teacher continued the lesson by reviewing the first meeting. The teacher still discussed about the generic structure and the language features of recount text to the students. Here, the teacher explained more detail about recount text and make it into an outline. The teacher explained the definition and the function outline, the steps to write recount text by using outline, and then give them an example of using outline in writing recount text.

In the third observation on Friday, February 20th 2015 it was still the same as the previous meeting on which the teacher reviewed the previous lesson, which was about using outline in writing recount text in order to remind them. The students who had a writing recount text tasks in the third meeting and the results was good enough, but some of them still have low writing ability. After all of the students had written their writing recount text, the teacher gave overall feedback to the students related to their writing in recount text so far. After implementing outline, the students' writing much was much better rather than the previous writing activity that is impromptu writing.

The Students Ability in Writing Recount Text after the Implementation of Outline

Based on the students' task in writing result in the third observation, it could be seen that there were many students who had completely fulfilled the criteria of writing since they master their

THE IMPLEMENTATION OF OUTLINE TECHNIQUE TO TEACH WRITING RECOUNT TEXT TO EIGHTH GRADERS OF SMP NEGERI 43 SURABAYA

material well. On the other hand, there were three students who had not fulfilled the criteria of writing, seven students who had quite fulfilled the criteria of writing, and five students who had completely fulfilled the criteria of writing. It means that these five students could write recount text by using outline and master the material well. They also could stimulate their idea. Meanwhile, there were three students who had not fulfilled the criteria of writing, it means that those students writing recount text by using outline was not good and they frequently made mistake especially in grammatical aspect.

The Students' Response after the Implementation of Outline

Concerning the data, for the first indicator, some of the students said that they made and wrote an outline, created outline in detail even there was a student who had planned something that they want to write and made it into an outline when writing English material. For the second indicator, some of the students write in their paper about their experience, activities, the name of people, places, number, etc. There was a student just wanted to write vocabularies that the student never heard before. For the third indicator, all of the students gave the same positive opinions about this technique, such as that this technique could help the students understand outline procedure of using outline well. For the last indicator, almost all of the students said that the outline was helpful in writing recount text and they felt happy in doing their writing using this technique. Based on the interview, students told that they had already understood about the procedure of outline to organize their writing.

Conclusion

The implementation of using outline in three meeting showed good result. It could make the students organize of what they are writing through outline. The students applied the steps of using outline in writing recount text. The use of outline facilitates the students to organize their ideas in writing. The students' writing ability after the implementation outline was satisfying and well-

constructed. It could be seen from the result of the students' task writing. Most of the students had already fulfilled the criteria of the writing scoring since they could deliver their writing and master the material well. It showed the students could apply outline well to help them learn writing, especially in writing recount text. The students' response after the implementation outline showed good result. It is proven by interviews administered towards the students and the teacher. Almost of students told that, they had already understood the procedure of outline in order to organize their writing.

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**THE IMPLEMENTATION OF OUTLINE TECHNIQUE TO TEACH WRITING RECOUNT TEXT TO
EIGHTH GRADERS OF SMP NEGERI 43 SURABAYA**

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