



**IMPROVING STUDENTS' ABILITY AT WRITING NARRATIVE TEXT
BY USING OUTLINE TECHNIQUE AT THE FIRST GRADE OF MAL
UIN SU MEDAN IN ACADEMIC YEAR 2016/2017**

THESIS

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU
Medan as a Partial Fulfillment of the Requirements for the Degree of
Educational Bachelor S.1. Program*

By:

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERAMEDAN**

2017

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Assalamu'alaikum Wr. Wb.

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n. **Agusnidar Gajah** yang berjudul: **“IMPROVING STUDENTS’ ABILITY AT WRITING NARRATIVE TEXT BY USING OUTLINE TECHNIQUE AT THE FIRST GRADE OF MAL UIN SU MEDAN IN ACADEMIC YEAR 2016/2017”**, maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan.

Demikian kami sampaikan, atas perhatian saudara kami ucapkan terimakasih. Wassalamu'alaikum Wr. Wb.

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YEAR 2016/2017.

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar yang diberikan Universitas batal saya terima.

Medan, 20 April 2017

Yang membuat pernyataan

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ABSTRACT

This research was aimed to know the students' ability at writing narrative text by using outline technique. The research was conducted by using classroom action research. The subjects of this study were 36 of the tenth grade students of MAL UIN SU Medan in academic year 2016/2017. In doing this research, the technique of analyzing data was applied by using qualitative and quantitative approach. The qualitative data was taken from interview, observation, diary notes and documentation. The quantitative data was taken from the test. The result of the data analyzing showed that there was an improving on the students writing narrative text by using outline technique from each cycle. It was showed from mean of pre test was 51.41 and the mean of the students' score for the post test I was 71.86, and the mean of the students' score for post test II was 75.33. And based on interview, observation sheet, diary notes result and documentation showed that the students' response at writing narrative text by using outline technique was good. It was found that teaching writing narrative text by using outline technique could improve the students' ability.

Keywords: Writing Ability, Narrative Text, Outline Technique.

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In the name of Allah, the beneficence the merciful. Price to be Allah SWT by the whole modest heart, all praise and strength that enable me to complete this thesis. Peace and blessing be upon to Prophet Muhammad SAW, his families, his relatives and his followers.

As we know in most college, university like UIN, each student who will finish the study should write the thesis to fulfill one of the requirements to get S1 degree. And my thesis was conducted by title: “IMPROVING STUDENTS’ ABILITY AT WRITING NARRATIVE TEXT BY USING OUTLINE TECHNIQUE AT THE FIRST GRADE OF MAL UIN SU MEDAN”.

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The writer realizes this thesis still has some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this thesis better.

Medan, 20 March 2017.

Agusnidar Gajah

NIM. 34133146

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CHAPTER I

INTRODUCTION

1.1. The Background of The Study

English includes four basic skills, they are: listening skill, speaking skill, reading skill, and writing skill. Writing is a complex activity that involves the constant thinking through ideas and searches for the best wording and phrasing put on the paper. It is considered as a means of training the students to think logically in doing writing. The function of writing is as means of conveying ideas, feeling and intention to other people and it is very important skill on a daily life.

Writing as a process of expressing ideas or thoughts in words. Writing can be very enjoyable as long as we have the ideas and the means to achieve it.¹ In writing, we need to know many of vocabulary, arrangement of words, proficiency in grammar, and mastering the paragraph is needed. That is why the teacher must help the students to make a good writing.

Then, based on the writer's experience in teaching practice at Madrasah AliyahLaboratoriumUniversitas Islam Negeri Sumatera Utara, the writer found that the students were not interesting in writing. They found it hard and very difficult to write what is on their mind into written language. Most of them do not like doing this activity and they always try to avoid it. Some of the students feel that writing is

¹Sutanto Leo, dkk. 2007. *English for Academic Purpose Essay Writing*. Yogyakarta: Andi Offset. p. 1

difficult to learn because they need basic skill to express what they want to write. Some weaknesses and failures factors are vocabularies and grammar. The students are not able to compose their thoughts and ideas because they have limited number of words and also they often make mistake when they are arranged the sentences and write the words. Moreover, they do not develop their ability by making the writing as a habit because according to them writing is not necessary and it was needed in examination only.

In addition, the teacher does not use effective techniques in teaching learning process. The impact is that student does not have interest to the lesson. Without interest, students would have no attention to the material that given. They would get boring whenever the teacher describes the lesson. In this case the writer wants to use outline technique. One of the ways to help students in writing is making the outline. An outline is a tool to make the writing easier, because the main point is listed as the topic to discuss. In the other words, the writer will be led by the main point, and will focus on the topic, from the first until the last paragraph. According to Stanley, the definition of outline is the pattern of meaning that emerges from body of you taken. After you have given much thought to your notes and the main ideas under which you arranged these notes. You will begin to see how the main ideas are related to another and which main ideas should precede or follows others.²

²L. C. Stanley and A. H. Lanner. 1998. *Ways to Writing: Purpose, Task and Process (3 rd)*. New York: Macmillan Publishing Company. p. 286

There are many kinds of text in writing, one of them is narrative. The writer chooses narrative text because in narrative text the students have to illustrate and explain their ideas. It means that the students use illustrate to explore their particularly ideas making the good story and entertain the readers.

From the explanation above, the writer wants to conduct a research entitled: “IMPROVING STUDENTS’ ABILITY AT WRITING NARRATIVE TEXT BY USING OUTLINE TECHNIQUE AT THE FIRST GRADE OF MADRASAH ALIYAH LABORATORIUM UNIVERSITAS ISLAM NEGERI SUMATERA UTARA”

1.2. The Identification of The Study

Based on the background of the study mentioned above, some problems are identified as follows:

1. The students have less interest in writing especially narrative text.
2. The students have less of vocabulary.
3. The students worry about the vocabularies and the tenses.
4. The studentsdo not know how to transfer their idea into a piece of paper
5. The teacher does not use effective technique in teaching learning process.

1.3. The Limitation of The Study

Based on the identification of the study, the writer focuses the study on two factors, namely: students’ ability at writing text by using outline technique and writing narrative text.

1.4. The Formulation of The Study

In relation to the limitation of the study above, the problems of research can be formulated:

1. Can Outline Technique improve the students' ability at writing narrative text?
2. How is the students' activity at writing narrative text when taught by outline technique?

1.5. The Objective of The Study

1. To know outline technique improve the students' ability at writing narrative text.
2. To know the students' activity at writing narrative text after taught by outline technique.

1.6. The Significance of The Study

The result of this study would be very useful for:

1. Researcher or writer

For the researcher of herself, it is to know the improving students' ability at writing narrative text by using outline technique. And the result of this study can enrich knowledge and experience about teaching writing.

2. Students

The students to improve their writing ability.

3. Teacher

The result can encourage the English teacher in creating effective ways in teaching English especially teaching writing. So, the result can be used feedback to improve their ability to conduct a better and interesting approach in teaching writing.

4. Reader

For the reader, they get inside about writing and the way how to teach writing. And for the interest of doing further research.

5. For another researcher

The result of this study is hopefully able to give inputs for them who want to conduct a similar research especially on the same topic and as resourceful information how to write a narrative text.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

In conducting this research, theories are needed to explain some concepts or terms, to avoid misunderstanding and to make the same perception between the researcher and the reader, The terms need to be clarified. The terms function is to give limited concept, which specially meant in particular context. Theoretical framework of this research is presented and discussed as the following:

2.1.1. Definition of Improving

As the title of the research namely Improving Students' Ability at Writing Descriptive Text by Using Outline Technique, the research need to talk about the definition of the term improving itself. The following are some definitions of improving, they are:

- a. To rise to a more desirable or more excellent quality or condition; make better.
- b. To increase the productivity or value.
- c. To become better.
- d. To make beneficial additions or changes.³

³ Houghton Mifflin Harcourt Publishing Company. The American Heritage® Dictionary of the English Language. *Definition of improve*. (<http://www.thefreedictionary.com/improve>) at Sunday, 18 December 2016

According to above definitions, the writer concluded that improving is a process to make something or somebody better than before.

2.1.2. Definition of Ability

Ability is the quality of being able to perform; a quality that permits or facilitates achievement or accomplishment.⁴

General ability can be defined as potential (capability) of power (to do something physical or mental) or special natural power to do something well. It is also defined as intelligence. Super and Cities appear a definition of intelligence that always used by some people as: “intelligence has frequently been defined as the ability to adjust to the environment or to learn from experience.”⁵

SarlitoWirawanSarwana said that ability can be divided into two parts:

1. Generally ability

It is the basic specific ability, example: two people who have ability in mathematics and the other is physics these things depend on motivation, experience had a change.

2. Specific ability

It is real thing, such as: mathematics, business, administration, group and to make a rule in many activities.⁶

⁴<https://www.vocabulary.com/dictionary/ability>. Accessed 18 December 2016

⁵WastySoemanto. 1998. *Psikologi Pendidikan (Landasan Kerja Pemimpin Pendidikan)*. Jakarta: Rineka Cipta. p. 141

⁶SarlitoWirawanSarwana. 1974. *Pengantar Umum Psikologi*. Jakarta: Bulan Bintang. p. 79

The students' ability is related to the student. Effect of getting into their cognitive system. The ability is the result of learning process which involve teachers with students which is reflected from the knowledge the students' have. Ability which is achieved by the students then is realized in the form of the score, so that it will be acknowledge by the certain position of the students in the classroom because the score they have reflected their ability in learning process.

In getting the ability in learning itself, the students should concentrate their mind to the subject. Besides, the teacher should use the appropriate strategy or technique to make the students interest to learn what taught by teacher.

2.1.3. Definition of Writing

Writing is a psychological activity of the language user to put information in the written text.⁷ Writing is the expression of language in the form of letters, symbol, or words.⁸ Writing as a process of expressing ideas or thoughts in words.⁹

According to Harmer writing is one of the four skills in English. Writing is considered as the productive skill since it allows the language user to produce texts. Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.¹⁰ Writing is one of the skills which must be acquired in language learning. Experience, events, stories and

⁷SanggamSiahaan. 2008. *Issues in Linguistic*. Yogyakarta: GrahaIlmu. p. 215

⁸UtamiDewi.2013. *How to Write*. Medan: La-Tansa Press. p. 2

⁹Sutanto Leo, dkk. 2007. *English for Academic Purpose: Essay Writing*. Yogyakarta: Andi Offset. p. 1

¹⁰Jeremy Harmer. 2007. *How to Teach Writing*. Malaysia: Longman. p. 31

ideas can be expressed through writing. Writing is very important by the reason that is helps us to communicate with other. Moreover, writing as a process of communication. In the process writing, people give full shape to their thoughts, their feelings and even their values. Writing is also a process of self-discovering of what we are and what you are thinking.

In holy Al Qur’an, writing also one of the important skills that should be learned. And there is verse that states the existence of writing that be stated in Al - Qur’an that is:

Surah Al – Alaq: 4 – 5



Meaning:

“Who taught (to write) with the pen. Taught man what he knew not.”¹¹

Surah Al – Qalam: 1



Meaning:

“Nun. By the Pen and the (Record) which (men) write”.¹²

¹¹ M. HabibShakir. The Only Quran.Accessed 24 February 2017.
(http://www.theonlyquran.com/quran/Al-Alaq/English_M_Habib_Shakir/)
¹²Abdullah Yusuf Ali. The Only Quran.Accessed 24 February 2017.
(http://www.theonlyquran.com/quran/Al-Qalam/English_Abdullah_Yusuf_Ali/)

From some of the verses above, we can conclude that the people should study to look for the knowledge. Pen is not a creature but what can be written by the pen are many things that can be understood by human.

Allah teach human by using pen. After they are good and smart in using the pen, then many knowledge which are given by Allah. And one of that knowledge is writing. So, in writing, the writer should have self-confidence and should know what they will write. Then, get more practice since to write effectively is now become fundamental skill in the world of education.

Writing is procedure or reproduces written message. It means that writing is one of language skill use hand to transform what we think in our mind writing is within form in expressing idea, feeling and opinion. We combine our ideas into sentences and then into the text/paragraph, and the text has the meaning, so the reader can understand the meaning of the text.

2.1.4. Writing Ability

Writing refers to ability of someone to use and organize the lexical items to express the ideas in the form of written production. Heaton divided that skill of writing into five general components.

1. Grammatical skills: the ability to write correct sentences;
2. Stylistic skills: the ability to manipulate sentences and use language effectively;

3. Mechanical skills: the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling;
4. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.¹³

Writing has various kinds, it can be used as a means to express the writers' idea based on her experience, thoughts, and feelings. And in many schools, writing is principally conducted to demonstrate knowledge of decontextualized facts with little awareness of a reader beyond the teacher examiner.¹⁴

According to Hammer, in producing a writing matter, there is process involved and the process can be affected by the content (subject matter) of the writing, the type of writing, and the medium it is written in. there are four elements of the writing process, they are:¹⁵

1) Planning

Experienced writer plans what he/she is going to write before starting to write or type. He/she tries and decides what he/she is going to say. For, some writers, this may involve making detailed notes. For others and a few jotted words may be enough. When planning, the writer has to think about three main issues. In the first place he/she has to consider the purpose or his/her writing since this will influence (among other things) not only the type of the type of the text he/she wish to produce,

¹³J. B. Heaton. 1984. *Writing English Language Test*. London: Longman Group. p. 138

¹⁴Ken Hyland. 2002. *Teaching and Researching Writing*. England: Pearson Education. p. 7

¹⁵Jeremy Harmer. 2007. *How to Teach Writing*. Malaysia: Longman. p. 4

but also the language that is used, and the information that is chosen to writing for, since this will influence not only the shape of the writing but also the choices the language. Whether, for example, it is formal and informal in tone. Then, the writer has to consider the content structure of the piece that is how best to sequence the facts, ideas, or arguments which help he/she has decided to include.

2) Drafting

We can refer to first version of piece of writing as draft. That first go at a text is often done in the assumption that will be amended later. As the writer process proceeds into editing, a number of drafts may be produced on the way to final version.

3) Editing (Reflecting and Revising)

Once the writer has produced a draft he/she, then, usually reads through what he/she has written to see where it works and where it does not work. Perhaps the order of the information is not clear and the way something is written is ambiguous or confusing reflecting and revising are often helped by other readers or editors who comment and make suggestions. Another reader's reaction to piece of writing will help the author to make appropriate revisions.

4) Final Version

Once the writer has edited their draft, making the change he/she considers being necessary, he/she produces their final version. This may look considerably different from both of the original plan and the draft, because things we have changed

in the editing process. But the writer is known ready to send the written text to its intended audience.¹⁶

5) Publishing

The final step of the writing process is publishing. This means different things depending on the piece you're working on.

- Bloggers need to upload, format and post their piece of completed work.
- Students need to produce a final copy of their work, in the correct format. This often means adding a bibliography, ensuring that citations are correct, and adding details such as your student reference number.
- Journalist need to submit their piece (usually called “copy”) to an editor. Again, there will be a certain format for this.
- Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure you follow them. If you've written a novel, look for an agent who represents your genre.¹⁷

Every written text (essay, article, and research papers) must have: (1) opening paragraph; (2) content paragraph; (3) closing paragraph.¹⁸

According to Langan, writing a paper is a process that can be divided into the following steps:

Step 1 : Getting started through prewriting

Step 2 : Preparing a scratch outline

¹⁶Ibid.,p. 4

¹⁷UtamiDewi. 2013.*How to Write*. Medan: La-Tansa Press. p. 23

¹⁸ Pardiyono.2006.*12 Writing Clues for Better Writing Competence*. Yogyakarta: AndiOffest. p. 192

Step 3 : Writing the first draft

Step 4 : Revising

Step 5 : Editing and Proofreading¹⁹

2.1.5. The Genre in Writing

The genre perspective covers two distinctive dimensions in teaching and learning writing. First, genre is a kind of text or writing work itself. It views that the language (writing form) must be related to social function. Second, genre as a process or strategy of how the writing work is developed, taught, and learned. In this case, there is a certain process of production and reproduction.

Basically, teaching and learning writing through genre based approach is a matter of mixture among the process, the text of writing, and social practice. Genre writing as a new approach to teaching and learning truly combines two things – the product of the writing and the way or technique or strategy of how the product is produced.

According to IWy.Dirgeyasa, there are some genre of text in writing, they are:

1) Descriptive text

Description or descriptive is a text that describe or illustrate the object, person or idea by his/her eyes physically.

¹⁹ John Langan. 2004. *Sentence Skills a workbook for Writers*. New York: McGraw-Hill Companies. Seventh Edition.p. 16

2) Recount text

Recount is a text that retelling or recounting of an event or an experience or
recount is a text that retells events or experiences in the past.

3) Narrative text

Narrative is a text that amuse, entertain and to deal with actual or vicarious
experience in different ways. Narratives deal with problematic events which
lead to a crisis or turning point of some kind, which in turn find a resolution.

4) Procedure text

Procedure is a text that discusses and explains how something works or how
something is done. Procedure text is a text that designed to describe how
something is achieved through a sequence of actions or steps.

5) Report text

Report is a text to describe the way things in around of our environment are
described. Usually tells the natural or non-natural phenomena or even social
phenomena.

6) Explanation text

Explanation is a text that explaining a process of formation. This genre
explain why an object exists as it is or to describe how an object works.

7) Discussion text

Discussion is a text which presents a problematic discourse. This problem
will be discussed from different points of view.

8) Hortatory exposition text

Hortatory exposition is a type of English text that belongs to the class of argumentation.

9) Analytical exposition text

Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. This genre will often involve the writer comparing opposite points of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument.

10) News item text

News item is a text that informs the daily and real factual happenings in human life.

11) Spoof text

Spoof text is text that tells a funny incident or event that has happened in the past

12) Anecdote text

Anecdote is a text that shares with others an account of an unusual or amusing incident.

13) Commentary text

Commentary is a text that uses analysis and interpretation to find patterns of meaning in events, trends, and ideas

14) Book review text

Book review is both a description and an evaluation of a book. It should focus on the book's purpose, contents, and authority.

15) Critical review text

Critical review is the summarization and evaluation of the ideas and information in an article.²⁰

2.1.6. The Assessment of Writing

Tests of language are something that must be done by teachers in language learning. Through the assessment will be known objectively student learning outcomes. Assessment will get good results if aspects are assessed in writing presented in more detail.

Writing activities involving aspects of the use of punctuation and spelling, use of diction and vocabulary, phrasing, paragraph development, processing ideas and development models essay (Slamet, 2007: 209). In connection with it, according to ZainiMachmoed in Nurgiyantoro (2009: 305) states that the categories subject matter in the composing include:

- a. The quality and scope of content.
- b. Organization and presentation of content.
- c. Style and form of the language.
- d. Mechanics: grammar, spelling, punctuation, writing neatness and cleanliness.
- e. Teachers' effective response to the paper.

Correspondingly with this, Harris and Amran in Nurgiyantoro (2009: 306) argues that the elements composing assessed is the content (content, the ideas

²⁰I Wy.Dirgeyasa. 2014. *Collage Academic Writing: A Genre-Based Perspective*. Medan: Unimed Press. p. 3

presented), form (organization of contents), grammar (grammar and sentence patterns), style (style: the choice of structure and vocabulary) and mechanics (spelling). When viewed from both these opinions can be concluded that the main elements in composing assessed are the quality of essay content which is followed by the organization, style, spelling, and punctuation.²¹

2.1.7. Narrative Text

2.1.7.1. The Definition of Narrative Text

The function of narrative genre is to amuse, entertain and to deal with actual or vicarious experience in different ways. In some cases, narratives are set in historical ones. In writing this historical narrative, writer perhaps lead readers to think about social issues of a particular period of time. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

There are many types of narrative. They can be imaginary, factual or a combination of both. They many include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, and personal experience. However, narratives can also be written to teach or inform, to change attitudes/social opinions e.g. soap operas and television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through the

²¹<http://www.zakymedia.com/2013/06/kajian-teori-hakikat-kemampuan-menulis.html>. Accessed at Sunday, 05 February 2017

sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

The purpose of this genre is to entertain through storytelling and to engage the reader in an imaginative experience. Typical examples of narratives that children will encounter take the form of fairy tales, myths and legends. In addition, the children's creative writing experiences will often take the form of narrative writing.

2.1.7.2. The Social Function of Narrative Text

In line with the concept above, the social function or purpose of narrative writing is to amuse, to entertain and to deal with actual or vicarious experience in different ways. Then, the narrative is also to gain and hold a readers' interest.

2.1.7.3. The Generic Structure and Textual Elements

Actually, every genre has its own characteristic in terms of the rhetorical structure and textual elements; the narrative writing also has its own rhetorical structure and textual elements. Then, each element of textual element has its own function. It states what the element is for. The rhetorical structure and textual elements of narrative writing consists of: (1) orientation; (2) complication; and (3) resolution. In detail, the rhetorical structure and textual elements function as follows:²²

²²IWy.Dirgeyasa. 2016. *College Academic Writing: A Genre-Based Perspective*. Jakarta: Kencana. p. 16-17

Table 2.1 Generic Structure of Narrative Text

Textual Elements	Functions
Orientation	<ul style="list-style-type: none"> a. It consists of theme or topic to be informed. b. Introducing the characters of the story, the time and the place the story happened (who, what, when and where). c. It enables to attract and to provoke the reader so that he/she is willing to continue reading the whole text.
Complication	<ul style="list-style-type: none"> a. A series of events in which the main character attempts to solve the problem. b. The complication usually involves the main characters (often mirroring the complications in real life).
Resolution	<ul style="list-style-type: none"> a. The ending of the story containing the problem solution. b. The complication may be resolved for better or worse/happily or unhappily. c. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

In some references about the narrative text, there are additional generic structures in the Narrative Text, namely the addition of Coda after resolution. So the composition of Narrative text is Orientation, Complication, Resolution and Coda.

Coda is the last part of the structure Narrative Text that contains changes in the character and lessons to be learned from the story.²³ This is a closing/conclusion remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

2.1.7.4. The Linguistic Features

1. The Relevant Grammatical Patterns

The grammatical patterns or language usages of certain genre writing have their own distinct or specific features. This may occur because different genre writing states different and distinctive communicative purpose, readers, and contexts in terms of when it happens, how it happens, or why it happens. The common grammatical features of narrative writing are:

- a. It mostly often uses the past tense, but may be in the immediate present for effect.
- b. It varies in sentence lengths: simple, compound, or complex.
- c. It tends to use short sentences to increase tension; longer sentences provide contrast and detail.
- d. The use of dialogue will develop action and characters.

²³DidiSuryadi.Written on Saturday, 19 October 2013.
(<http://didisuryadi38.blogspot.co.id/2013/10/narrative-text.html>)Accessed 25 February 2017.

- e. Tense may change within the dialogue.
- f. Active nouns: make nouns actually do something, e.g. “It was raining” could become “Rain splashed down” or “There was a large cabinet in the lounge could become “A large cabinet seemed to fill the lounge”.
- g. Careful use of adjectives and adverbs: Writing needs judicious use of adjectives and adverbs to bring it alive, qualify the action and provide description and information for the reader.
- h. Use of the senses: where appropriate, the senses can be used to describe and develop the experiences, setting, and character:

What does it smell like?

What can be heard?

What can be seen – details?

What does it taste like?

What does it feel like?

In many cases, to make the story more stressful and stronger, the imagery language may be used. The types of imagery language may vary and it depends on the story itself and the writer’s style. It sometimes shows the stylistics such as:

- a. Simile: A direct comparison, using likes or as or as though, e.g. *The Sea looked as rumpled as a blue quilted dressing gown. Or, the wind wrapped me up like a cloak.*
- b. Metaphor: An indirect or hidden comparison, e.g. *She has a heart of stone or He is a stubborn mule or the man barked out the instructions.*

- c. Onomatopoeia: A suggestion of sound through words, e.g. *crackle, splat, ooze, squish, boom*, e.g. *The tyres whir on the road. The pitter-patter of soft rain. The mud oozed and squished through my toes.*
- d. Personification: Giving nonliving things (inanimate) living characteristics, e.g. *The steel beam clenched its muscles. Clouds limped across the sky. The pebbles on the path were grey with grief.*

2. The Related Vocabulary Usages

In general, the related vocabulary usages of the narrative text are:

- a. Action verbs: action verbs provide interest to the writing. For example, instead of the old man was in his way and you can say the old man barred his path. Instead of she laughed you might choose she cackled.
- b. It is written in the first person (I, we) or the third person (he, she, they).
- c. It uses material processes (behavioral and verbal).
- d. It uses temporal conjunction and temporal circumstances.
- e. It uses relational processes and mental processes.
- f. It focuses on specific and usually individualized participant.
- g. It uses circumstances of time and place.
- h. Setting – when and where the story occurs.
- i. Characters – the most important people or characters in the story.
- j. Initiating event – an action or occurrence that establishes a problem and/or goal.
- k. Conflict/goal – the focal point around which the whole story is organized.

- l. Events – one or more attempts by the main characters to achieve the goal or solve the problem.
- m. Resolution – the outcome of the attempts to achieve the goal.
- n. Time words connect events (e.g. After that....; Then....; A few moments later....)
- o. Specific nouns: Strong nouns have more specific meanings, e.g. oaks opposed to tree.²⁴

2.1.7. Technique

Technique must be consistent with a method, and therefore in harmony with an approach as well.²⁵ Based on the statement above, it can be said that technique is a way of doing something by preparing some technique or strategies in conveying the material concern with the students' behavior, classroom and teacher skill in teaching. Furthermore, every teaching technique that used by the teacher should be appropriate with the material that will be taught. So the purpose that we want can be reached.

2.1.8. The Outline

An outline is an arrangement of the topics or ideas in the form of a numbered list. This list shows the order and relationship of the ideas. Outlining will help lead to writing better compositions, as the subject of the composition and its purpose are clearly stated. It will help the writer stick to the subject and force the writer to list all

²⁴I Wy.Dirgeyasa. 2016. *College Academic Writing: A Genre-Based Perspective*. Jakarta: Kencana. p. 18-20

²⁵Jack C. Richard and Theodore S. Rodgers. 1986. *Approach and Methods in Language Teaching*. New York: Cambridge University Press. p. 15

the ideas that are to be presented. Thus, outlining assures that the composition will be complete and in logical order. It will help to eliminate ideas that are not related to the subject and to avoid repetition. In addition, the writer will see the relation of each part to the whole composition.

Most of all, outlining will tell how many paragraphs the writer will need to write: a paragraph for the introduction, at least one paragraph for each main point in the body of the outline, and one paragraph for the conclusion. Outlines should not be so rigid and complex that they become barriers rather than aids to writing. The form usually is as follows:²⁶

<p>Title</p> <p>I. Introduction</p> <p>II. First main point</p> <p> A. First division of II</p> <p> 1. Subdivision of A</p> <p> a. Subdivision of 1</p> <p> b.</p> <p> c.</p> <p> B. Second division of II</p> <p> 1.</p> <p> 2.</p>
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²⁶George E. Wishon and Julia M. Burks. 1980. *Let's Write English*. New York: Litton Educational Publishing International. p.371

3.
III. Second main point
A.
1.
a.
b.
2.
B.
IV. Conclusion

The outline starts off with the title centered at the top. All main headings are identified by Roman numerals (I, II, etc.). Subheadings, identified by capital letters (A, B, etc.) are indented under the main heads. The sub-subheadings are again indented and follow Arabic numerals (1, 2, etc.). Any items under the sub-subheadings would be indented again and would follow lower-case letter (a, b, etc.). All letters and numerals are followed by periods.

A topic outline consists of brief phrases or short clauses for all heads. Notice that the first word of each heading and subheading, as well as any proper noun is capitalized. There are no periods after the phrases. Here is an example of a topic outline:

Why I like to read

I. A method of satisfying my curiosity

A. About people

1. In ages past
2. In the present
3. In the future

B. About things

1. Historical events
2. Scientific discoveries
3. Language development
4. Current happenings
5. Art happenings

II. A major form of entertainment

- A. Allows me to experience adventure
- B. Shows me the beauty of life
- C. Cheers me with humor
- D. Thrills me with humor
- E. Thrills me with mystery

III. A help to me as person

- A. Keeps me up to date
- B. Increase my vocabulary
- C. Broadens my understanding

D. Interest me in more things

A sentence outline is divided and organized in much the same way as a topic outline, but each heading is a complete sentence. Such an outline takes more time because you must put your information into specific statements. But it has several advantages:

1. It helps you to state your points more clearly and completely;
2. It saves time later when you transfer the sentences in your outline to your final presentation; and
3. The main heads can serve as your topic sentences.

Here is a sentence outline:

Why be a coin collector?

- I. Coin collecting is a hobby people of all ages and both sexes can enjoy.
 - A. It satisfies the collecting urge of young people.
 - B. It provides entertaining pastime for older people.
 - C. It is an interesting hobby for those who are ill or disabled.
- II. Today the number of coin collectors in this country reaches into the millions.
 - A. Many people have been collecting for years.
 - B. Each day, probably as many as a thousand new people begin to collect coins.
 - C. Numismatic clubs are forming rapidly.
- III. Coin collecting is a rewarding hobby.

- A. The value of a coin rarely decreases.
 - 1. Often you can sell the coin to another hobbyist at a profit.
 - 2. Frequently coins are in such demand that the collectors' price goes up several dollars each year.
- B. You can learn much about history, art and business from this hobby.
- C. The association with other collectors – people of all ages with different experiences and backgrounds – help your personal and social development.
- D. Your investment of time and money may pay large dividends.²⁷

2.2. Related Study

1. AnijarSimanullang (2013) has done research on the title “Using Pictures as Media to Improve The Students’ Ability in Writing Descriptive Paragraph at EleventhGrade of MA Al WashliyahIsmailiyah Medan. The subject of this study was students class XI MA Al-WashliyahIsmailiyah Medan 2013/2014 academic year. Consist of 31 students. To collect the data, the instruments used were quantitative data and qualitative data (diary notes, interview, photo, and observation sheet). In analyzing the data, the mean of the students’ score for test II was (70.87). Based on diary notes, interview, photos and observation sheet, it showed that the expression and excitement of the students were also improved.

²⁷Sheila Singh. 2008. *Teacher’s Handbook of Practical English*. New Delhi: Ajay Verma. p.237-239

2. LisdaYanti (2014). Improving The Students' Ability in Writing Descriptive Text by Using Guided Note Taking Technique at Tenth Grade Students at Madrasah AliyahSwasta (MAS) PAB SampaliKecamatanPercutSei Tuan Medan in the academic year 2013/2014. The aim of the research was to find out the use of Guided Note Taking Technique in improving the students' ability in writing descriptive text. The researcher collected the data from the classroom action research, which was carried out through four step, they are planning, action, observation, and reflection. The subject of this study were 30 students at Grade X of MAS PAB Sampali in academic year 2013/2014. In doing this research, the technique of analyzing data was applied by using qualitative and quantitative data. The qualitative data was taken from text, interview, observation, diary notes and test. The quantitative data was taken from the score.
3. Marta RiaNobersi (2009). "Improving Students Comprehension in Reading Narrative Text through Sociogram Strategy at SMA Methodist 8 Medan". This study attempts to improvestudents' comprehensionthroughsociogram strategy. The objective of this study is to find out whether students reading comprehension improved through the application of sociogram strategy. This study deals with classroom action research which was done in 7 meetings. The subject of this study was the second year students of SMA Methodist 8 Medan. One class was taken as the subject of this study. The number of students was 40 students. The data of this research were obtained from multiple choice tests, diary notes, observation sheet, and interview sheet. The

findings indicate that sociogram strategy improved students reading comprehension. The students score show significant improvement, the mean of second cycle (75.75) was higher than the mean of the first cycle (61.5).

2.3. Conceptual Framework

Writing is the process of thinking to represent the ideas or thought in form of arranged symbols. It is a skill that should be practiced many times to create a good writing since it is a complex process. Writing is not only to share your ideas into the paper but also to develop it become a good text.

There are many kinds of genres in writing that should be learned by the students. One of the genre is descriptive. Students feel difficult to write a descriptive text. They lack of vocabulary and confuse to determine what they should write. By applying outline technique in writing text, the students will be motivated to find many vocabularies or knowledge that related to the subject in their writing. They can write and arrange all of the information, so that they will be helped in making the descriptive text.

2.4. Hypothesis

From the taught of framework above, the hypothesis of the study is:

The students' ability in writing narrative text can be improved by outline technique.

CHAPTER III

METHODOLOGY OF RESEARCH

3.1. Research Setting

This research was conducted at Madrasah AliyahLaboratorium UIN SU, which is located on Jl. IAIN No. 1 Medan. The writer choose this location because some reasons, namely: (1) it wasfinding that most students in X-3 of MAL UIN SU still had low ability in writing narrativetext; (2) it was accessible in terms of time and fund so that the data can be collected easily.

3.2. The Subject of The Study

The subject of this research is the first year students of MAL UIN SU academic year 2016/2017. This participant of the class consists of 36 students. There are three parallel classes. The writer chosen class X-3 which consists of 36 students, namely 22 girls and 14 boys.

3.3. Research Design

This study is design as the principle of classroom action research. Classroom action research is the name given to the series of procedures teachers should engaged because teachers wish to improve aspect of their teaching or they want to evaluate their success or appropriate of certain in activities and procedures.

According to Kemmis in Chandra and Syahrum: action research as a form of self-reflective inquiry undertaken by participant in a social (including educational)

situation in order to improve the rationality and justice of (1) thereon social or educational practices, (2) their understanding of these practice, and (3) the situation in which practices are carry out.²⁸

The process in this research was continuous and cyclical. Classroom action research is portrayed as a cyclical with each of these activities being systematically and self critically implemented and interrelated. Thus, it involved four steps, namely: planning, action, observation, and reflection. This research applied by Classroom Action Research. It only took one class in which the treatment will be given action, observation, and reflection with each of these activities being systematically and self critically implemented and interrelated.

3.4. The Technique for Data Collection

To collect the data, the writer uses writing test as the instrument. The writer asks the students to write a narrative text. Teacher gives only 40 minutes for students to write a good text. In scoring the writing, the writer uses five categories; there are the content, organization, vocabulary, language use, and mechanism.

Beside the writing test, the writer also uses interview and diary notes or field note to record everything about the observation, feeling, comment, and certain behavior that happen during the observation.

²⁸CandraWijayaSyahrum. 2012. *PenelitianTindakanKelas*. Medan: Latansa Press. p. 3-4

3.5. The Procedure of Data Collection

The procedure of data collection in this research is conducted by two cycles. Each cycle will be done in three meetings. Every meeting includes four steps or cycle namely, planning, action, observation, and reflection. Before conducted this research, the writer meet the headmaster and the English teacher to get the permission for doing the research and to get the information about the school and the English teaching.

The procedure of data collection is conducted by administrating two cycles. Each cycle consist of three meetings. There are six meetings all together. In the first cycle there will be a pre-test to know the students' ability in writing. After knowing their ability the writer can go to the cycles. In each cycle, consist of four steps, they are planning, action, observation, and reflection.

1. CYCLE I

After doing the orientation test and getting the problem, the writer start doing the cycle I.

a. Planning

In this step, the writer makes some preparations, such as making lesson plans, preparing the teaching media such as paper, prepares research instrument to record and analyze the data.

b. Action

The writer applies The Outline Technique based on the lesson plan. Building knowledge by giving an example of the narrative text and explain the social function, generic structure and linguistic feature to the students. After doing the learning process, writer asks the students to make a narrative text and the result before and after using the outline technique can be seen.

c. Observation

The writer observes the situation of teaching process, records every action, comment, feeling, and certain behavior that appears during writing narrative text.

d. Reflection

Reflection is the feedback process from the action. In this step, the action during the process will be evaluated. Based on the data, the writer can draw the conclusion and construct the cycle.

2. CYCLE II

In this cycle, the researcher uses the same steps as in cycle I. There are also four steps, they are:

a. Planning

In this step, the writer makes some preparations, such as making lesson plans, preparing the teaching media such as paper, prepares research instrument to record and analyze the data.

b. Action

The writer applies The Outline Technique based on the lesson plan. Building knowledge by giving an example of the narrative text and explain the social function, generic structure and linguistic feature to the students. After doing the learning process, writer asks the students to make a narrative text and the result before and after using The Outline Technique can be seen.

c. Observation

The writer observes the situation of teaching process, records every action, comment, feeling, and certain behavior that appears during writing narrative text.

e. Reflection

Reflection is the feedback process from the action. In this step, the action during the process will be evaluated. Based on the data, the writer can draw the conclusion and construct the cycle.

If the result in this cycle is satisfied, the researcher will continue to the next cycle.

3.6. Instrument for Data Collection

1. Observation

The researcher conducted the observation to find out any related information to this study, they were: the location, facilities, teaching learning process, the condition of the students at the location of research. The researcher observed about the situation in the classroom while teaching-learning processes taking place.

2. Test

The test will be Pre-Test and Post-Test. Pre-Test will be the first test before the writer applied the outline technique and Post-Test will be the second test after the writer applied the outline technique, to know how far the distinction of developing students' ability in writing. The test will make to measure students' writing ability.

3. Document

Document is anything written that contains information serving of proof. The research has to take the documentation of the research. The research collected some photos and diary notes during teaching-learning process.

4. Interview

Interview is a conversation aimed get information, usually it consist of two person or more. Interview was conduct to get information about students' ability in writing narrative text before giving treatment.

The researcher did the interviews to the English teacher and the students by asking some question listed in the interview guide. The purpose of interview was to collect the data about the students' difficulties in mastering writing narrative text. So, interview was only conducted an analyzing situation. The English teacher and some students had been interviewed.

3.7. The Scoring System of The Test

There are five indicators in scoring the writing.

Table 3.1 Scoring System of Test

CONTENT	30-27	Excellent to Very Good: Knowledgeable, Substantive through development of topic sentences relevant to assigned topic.
	26-22	Good to Average: Some knowledge of subject – adequate range – limited development of topic sentences – mostly relevant to topic, but lacks detail.
	21-17	Fair to Poor: Limited knowledge of subject – little substance – inadequate development of topic.
	16-13	Very Poor: Does not show knowledge of subject – no substantive – not pertinent – or not enough to evaluate.

ORGANIZATION	20-18	Excellent to Very Good: Fluent expression – ideas stated/supported – succinct – well organized – logical sequencing- cohesive.
	17-14	Good to Average: Somewhat choppy – loosely organized but main ideas stand up – limited support – logical but incomplete sequencing.
	13-10	Fair to Poor: Non fluent – ideas confused or disconnected – lacks logical sequencing and development.
	9-7	Very Poor: Does not communicate – no organization – or not enough to evaluate.
VOCABULARY	20-18	Excellent to Very Good: Sophisticated range – effective word/idiom choice and usage/word form mastery – appropriate register.
	17-14	Good to Average: Adequate range occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	Fair to Poor: Limited range – frequent error of word/idiom forms, choice, usage – meaning confused or obscured.
	9-7	Very Poor: Does not communicate – no organization – or not enough to evaluate.

LANGUAGE USE	25-22	Excellent to Very Good: Effective complex construction – few errors of agreement, tense, number, word order/function, articles, pronoun, preposition.
	21-18	Good to Average: effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured.
	17-11	Fair to Poor: Major problems in simple/complex construction – frequent errors of negationsagreement, tense, number, word order/function, articles, pronouns, preposition, and/or fragments, deletion – meaning confused or obscured.
	10-5	Very Poor: Virtually no mastery of sentence construction rules – dominated by errors – does not communicate – or not enough to evaluate.
MECHANISM	5	Excellent to Very Good: Demonstrate mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average: Occasional errors of spelling,

		punctuation, paragraphing but meaning not obscured.
	3	Fair to Poor: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting – meaning confused or obscured.
	2	Very Poor: No mastery of conventions dominated by errors of spelling, punctuation capitalization, paragraphing – handwriting illegible – or not enough to evaluate.

3.8. The Technique for Analyzing The Data

The technique of data analysis of this study is using qualitative and quantitative data. The qualitative data is analyzed from the interview sheet and diary note during the teaching-learning process. In addition, quantitative data is analyzed from the score of the students that will be given to them. The criteria of the test are content, organization, vocabulary, and language use.

In finding the mean of the students' score, the writer uses the following formula:

$$X = \frac{\sum x}{N} \times 100 \%$$

Where:

X = The mean of the students

x = The total score

N = The number of students

Further, in categorizing the number of students who got score up to 75, the writer uses the following formula:

$$P = \frac{R}{T} \times 100 \%$$

P = Thepercentage of students who get 75

R = The member of students who get 75 up

T = The total number of students who will do the test.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

4.1 Data Analysis

This data was applied by qualitative and quantitative data. The qualitative data were taken from interview, observation sheet, diary notes and documentation. The quantitative data were taken from the mean of students' score in taking test. This research was conducted in one class with 36 students. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pre-test conducted in three meetings. The second cycle was conducted in two meeting. In the last meeting of each cycle, the students were taken the test as the post test.

4.1.1. The Quantitative Data

The data was taken from test that gave to the students in the last of each cycle. Based on the result of every meeting and the tests in every cycle which have been conducted, it was found that the students score kept improve since the first until the last meeting. It can be seen from the students' score increased from the pre-test, post-test in cycle I until the post-test in cycle II. The students' score in post-test of cycle I was higher than the pre-test, and the post-test of cycle II was higher than the post-test of cycle I.

4.1.1.1. The Students' Score in Pre-Test

Table 4.1

The Students' Score in Pre-test

NO	INITIAL NAME OF STUDENTS	SCORE	
		Pre-Test	Criteria of Success 75
1	ASK	55	Unsuccess
2	ARM	34	Unsuccess
3	AM	42	Unsuccess
4	ANS	55	Unsuccess
5	CAIL	48	Unsuccess
6	DRH	73	Unsuccess
7	DSU	63	Unsuccess
8	FAR	55	Unsuccess
9	FZ	50	Unsuccess
10	HK	55	Unsuccess
11	IS	55	Unsuccess
12	ISFA	66	Unsuccess
13	KIS	69	Unsuccess
14	KA	34	Unsuccess
15	LH	34	Unsuccess
16	MIMB	54	Unsuccess

17	MSRS	54	Unsuccess
18	MT	45	Unsuccess
19	MRS	48	Unsuccess
20	MK	45	Unsuccess
21	MSP	34	Unsuccess
22	MI	55	Unsuccess
23	MR	58	Unsuccess
24	NA	53	Unsuccess
25	NM	69	Unsuccess
26	NSP	56	Unsuccess
27	RAP	57	Unsuccess
28	RAPI	49	Unsuccess
29	RA	50	Unsuccess
30	RRA	34	Unsuccess
31	SDN	69	Unsuccess
32	SY	58	Unsuccess
33	SA	36	Unsuccess
34	SK	34	Unsuccess
35	TF	50	Unsuccess
36	ZYI	55	Unsuccess
	TOTAL	X = 1851 $\bar{X} = 51.41$	

From the table of pre-test, the total score of the students was 1851 and the number of the students who completed took the pre-test were 36 of students, to see the mean of the students in this test the researcher applied the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where \bar{X} : The mean of the students

$\sum x$: The total score

N : The number of students

So, the mean of the students was: $\bar{X} = \frac{1851}{36} = 51.41$

From the analysis above knew that students' writing ability were very low. The mean of the students was 51.41 and the student categories still in poor level. And the number of the students who were competent in writing in was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

P = Thepercentage of students who get 75

R = The member of students who get 75 up

T = The total number of students who do the test.

$$p1 = \frac{0}{36} \times 100\% = 0\%$$

$$p2 = \frac{36}{36} \times 100\% = 100\%$$

Table 4.2 The Percentage of The Students' Score in Pre-Test

	Criteria	Total of Students	Percentage
P₁	Success	0	0%
P₂	Unsuccess	36	100%
Total		36	100%

From the percentage above known that the students who competent in writing were very low.

4.1.1.2. The Students' Score in Post Test I

Table 4.3

The Students' Score in Post Test I

NO	INITIAL NAME OF STUDENTS	SCORE	
		Post-Test I	Criteria of Success 75
1	ASK	61	Unsuccess
2	ARM	60	Unsuccess
3	AM	81	Success
4	ANS	71	Unsuccess
5	CAIL	65	Unsuccess
6	DRH	87	Success
7	DSU	70	Unsuccess

8	FAR	65	Unsuccess
9	FZ	71	Unsuccess
10	HK	65	Unsuccess
11	IS	66	Unsuccess
12	ISFA	70	Unsuccess
13	KIS	70	Unsuccess
14	KA	68	Unsuccess
15	LH	60	Unsuccess
16	MIMB	68	Unsuccess
17	MSRS	70	Unsuccess
18	MT	75	Success
19	MRS	73	Unsuccess
20	MK	84	Success
21	MSP	76	Success
22	MI	79	Success
23	MR	80	Success
24	NA	75	Success
25	NM	82	Success
26	NSP	71	Unsuccess
27	RAP	77	Success
28	RAPI	75	Success
29	RA	77	Success

30	RRA	74	Unsuccess
31	SDN	79	Success
32	SY	60	Unsuccess
33	SA	60	Unsuccess
34	SK	61	Unsuccess
35	TF	80	Success
36	ZYI	81	Success
	TOTAL	X = 2587 $\bar{X} = 71.86$	

From the table of post-test I, the total score of the students was 2587 and the number of the students who completed took the test were 36 of students, to see the mean of the students in this test the researcher applied the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where: \bar{X} : The mean of the students

$\sum x$: The total score

N : The number of students

So, the mean of the students was: $\bar{X} = \frac{2587}{36} = 71.86$

From the analysis above knew that the students' writing ability got increasing. The mean of the students was 71.86 and include fair level. And the number of the students who were competent in writing test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

P = Thepercentage of students who get 75

R = The member of students who get 75 up

T = The total number of students who do the test.

$$p1 = \frac{15}{36} \times 100\% = 41.6\%$$

$$p2 = \frac{21}{36} \times 100\% = 58.3\%$$

Table 4.4 The Percentage of The Students' Score in Post-Test I

	Criteria	Total of Students	Percentage
P₁	Success	15	41.6%
P₂	Unsuccess	21	58.3%
Total		36	100%

From the analysis above knew that the students' writing ability got increasing.

The mean of the students was 71.86. From the score who got 75 up were 15 students or it was 41.6 % and 21 students got the score fewer than 75 or it was 58.3 %. It could be concluded that the students' writing ability in got higher in post-test in cycle I than pre-test. But, the students' achievement in the post-test of cycle I was categorized unsuccessful. Because the percentage of the students who pass the passing grade only 41.6%, the researcher wanted the percentage of students who pass the passing grade was 75%. Therefore the next action continued on the cycle II.

4.1.1.3. The Students' Score in Post Test II

Table 4.5

The Students' Score in Post Test II

NO	INITIAL NAME OF STUDENTS	SCORE	
		Post Test II	Criteria of Success 75
1	ASK	75	Success
2	ARM	76	Success
3	AM	72	Unsuccess
4	ANS	75	Success
5	CAIL	80	Success
6	DRH	79	Success
7	DSU	78	Success
8	FAR	80	Success
9	FZ	71	Unsuccess
10	HK	75	Success
11	IS	80	Success
12	ISFA	75	Success
13	KIS	75	Success
14	KA	77	Success
15	LH	79	Success
16	MIMB	75	Success

17	MSRS	75	Success
18	MT	75	Success
19	MRS	75	Success
20	MK	79	Success
21	MSP	75	Success
22	MI	76	Success
23	MR	75	Success
24	NA	75	Success
25	NM	75	Success
26	NSP	70	Unsuccess
27	RAP	75	Success
28	RAPI	76	Success
29	RA	75	Success
30	RRA	73	Unsuccess
31	SDN	70	Unsuccess
32	SY	75	Success
33	SA	76	Success
34	SK	70	Unsuccess
35	TF	75	Success
36	ZYI	75	Success
	TOTAL	X = 2712 $\bar{X} = 75.33$	

From the table of post-test II, the total score of the students was 2712 and the number of the students who completed took the test were 36 of students, to see the mean of the students in this test the researcher applied the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where: \bar{X} : The mean of the students

$\sum x$: The total score

N : The number of students

So, the mean of the students was: $\bar{X} = \frac{2712}{36} = 75.33$

From the analysis above knew that the students' writing ability increased. The mean of the students was 75.33. And the number of the students who were competent in writing test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

P = Thepercentage of students who get 75

R = The member of students who get 75 up

T = The total number of students who do the test.

$$p1 = \frac{30}{36} \times 100\% = 83.3\%$$

$$p2 = \frac{6}{36} \times 100\% = 16.6\%$$

Table 4.6 The Percentage of The Students' Score in Post-Test II

	Criteria	Total of Students	Percentage
P₁	Success	30	83.3%
P₂	Unsuccess	6	16.6%
Total		36	100%

From the percentage, the students' writing ability was classified on good level when doing the action research on cycle II.

The students' score showed the increasing which could be determined that they showed the progress little by little. They got the increasing score in each cycle.

Table 4.7**Students' score from Pre-Test, Post Test I, and Post-Test II**

NO	Initial Name	Pre-Test	Post Test I	Post Test II
1	ASK	55	61	75
2	ARM	34	60	76
3	AM	42	81	72
4	ANS	55	71	75
5	CAIL	48	65	80
6	DRH	73	87	79
7	DSU	63	70	78
8	FAR	55	65	80
9	FZ	50	71	71

10	HK	55	65	75
11	IS	55	66	80
12	ISFA	66	70	75
13	KIS	69	70	75
14	KA	34	68	77
15	LH	34	60	79
16	MIMB	54	68	75
17	MSRS	54	70	75
18	MT	45	75	75
19	MRS	48	73	75
20	MK	45	84	79
21	MSP	34	76	75
22	MI	55	79	76
23	MR	58	80	75
24	NA	53	75	75
25	NM	69	82	75
26	NSP	56	71	70
27	RAP	57	77	75
28	RAPI	49	75	76
29	RA	50	77	75
30	RRA	34	74	73
31	SDN	69	79	70

32	SY	58	60	75
33	SA	36	60	76
34	SK	34	61	70
35	TF	50	80	75
36	ZYI	55	81	75
TOTAL		X = 1851 $\bar{X} = 51.41$	X = 2587 $\bar{X} = 71.86$	X = 2712 $\bar{X} = 75.33$

Table 4.8

The Mean Score of Cycle I (Pre-Test and Post Test I) and Cycle II (Post Test II)

\bar{X}	Pre-Test	Post Test I	Post Test II
Mean	51.41	71.86	75.33

The mean of the students' score in the post-test of cycle II was highest, so it could be said that the students' writing ability by using outlines technique improved from 51.41 to 75.33.

The number of competent student was calculated by applying the formula:

$$P = \frac{R}{T} \times 100\%$$

P = Thepercentage of students who get 75

R = The member of students who get 75 up

T = The total number of students who do the test.

The percentage of the increasing of students' writing ability could be seen as follows:

- a. The percentage of competent students in the pre-test was:

$$P_1 = \frac{0}{36} \times 100\% = 0\%$$

- b. The percentage of the competent students in the post test I was:

$$P_1 = \frac{15}{36} \times 100\% = 41.6\%$$

- c. The percentage of the competent students in the post test II was:

$$P_1 = \frac{30}{36} \times 100\% = 83.3\%$$

Table 4.9

The Percentage of Students' Writing Ability

Cycle		The Competent Students	Percentage
Cycle I	Pre-Test	0	0%
	Post Test I	15	41.6%
Cycle II	Post Test II	30	83.3%

From the table above, the result showed the increasing of the students' scores from the pre-test to the post-test of cycle I, post-test of cycle I to post-test cycle II. In the first test (pre-test) the students who got the score 75 up were 0 students of 36 students (0%). In the second test (post-test cycle I) the students who got the score 75 up were 15 students of 36 students (41.6%). In the third test (post-test cycle II) the

students who got the score 75 up were 30 students of 36 students (83.3%). The increasing of the pre-test to the post-test of cycle I was about 41.6% and the increasing of post-test of cycle I to the post-test of cycle II was about 41.7%.

4.1.2. The Qualitative Data

Qualitative data were taken from the diary notes, interview, observation sheet and documentation. This was carried out in two cycles. There were four meetings were conducted. The researcher was conducted in two cycles and each cycle consisted of two meetings.

1) Observation Sheet

Observation sheet was used to write down the situation when teaching and learning process. Observation sheet was useful for recording students and teacher activity for identifying all the condition in teaching learning process. The result of observation during the research can be seen in the appendix X and XI.

From the result of observation sheet of teacher's activity in cycle I can be seen that teacher are comes on time, explains about writing, explain the material about narrative text and outline technique, explains how to write down a narrative text by applying outline and give the example, asks the students to write down a narrative text based on outline, and close the lesson. It is categorized on point 4 that is very good. And on activity open the lesson by greeting and gives motivation, observes students' activities and behaviors during teaching-learning process, give opportunity to the students to ask/answer question and feedback, teacher got point 3 that is good.

In cycle II the teacher's activity got improved in open the lesson by greeting and gives motivation, observes students' activities and behaviors during teaching-learning

process, and give opportunity to the students to ask/answer question. It has become 4 that is very good. While gives feedback, it is still categorized in good.

From the result of observation sheet of students' activity in Cycle I can be seen that students are listen and pay attention to the teacher's explanation and instruction, ask/answer the teacher's question, and ask some question to the teacher. It is categorized on point 3 that is good. While students ability in understand the teacher's explanation and instruction, control their manner and voice in classroom, create narrative text based on the outline, do all tasks actively and cooperatively, and collect their papers on time are still low. They got point 2 that categorized in enough.

In cycle II the students' ability got improved. It can be seen that students categorized in good on their ability in listen and pay attention to the teacher's explanation and instruction, ask/answer the teacher's question, understand to the teacher's explanation and instruction, able to control their manner and voice in classroom, ask some question to the teacher, create narrative text based on the outline, and do all tasks actively and cooperatively. While the students' ability in collecting their papers on time still same, not got improved, that is categorized on enough.

2) Interview

The interview was done before conducting the first cycle. The researcher interviewed the teacher and the students. This interview also done after implemented the technique. From the students and teacher's answer in interview, showed that there were differences feeling before and after the implemented of the technique. The result of interview during the research can be seen in the appendix VI, VII, VIII, and IX.

From the teacher answer in interview, showed that before implemented the technique the teacher said that he has do all his best to help the students' ability in writing. But according to the students' spirit in learning English, there are some students have no spirit and negative view about English. After implemented the technique teacher felt the students' ability was increasing.

From the students' point of view, before implemented the technique they said that they have difficulties in English, they have less of vocabulary and their teacher never teach them about narrative text. After implemented the technique they felt better and easier in learning writing narrative text by using outline technique.

3) Diary Notes

Diary notes was used as an instrument to record all things that happened in teaching and learning process. This is also used to record all progress of students in achieving the material given by the teacher. The result of diary notes during the research can be seen in the appendix XIII.

4) Documentation

Photography is one of source as documentation or responding observation for researcher to catch every moment which considered important. The photography was taken while the teacher taught the students in front of the classroom. It was taken when the students did the test, and during the teaching-learning process in the classroom. From the photo will be found that the students were active and focus during the teaching-learning process. The result of documentation during the research can be seen in the appendix XIV.

4.1.2.1. The Activity of The First Cycle

In this cycle, there were two meetings were conducted to the students. First meeting was used as pre-test. A test was administrated in the end of teaching learning process. The steps of this action research where:

1. Planning

The plan was arranged before doing research. All the preparation that was needed in the process of research was prepared, such as made lesson plan, observation sheet, material about narrative text and outline, camera to get documentation, and exercise as the instrument of collecting data writing ability.

2. Action

In this phases, there were some activities done by the researcher, they were:

- a. Teacher provided the pre-test to the students. In pre-test the researcher observed the situation of the class by asking the students about narrative text. Researcher also asked the students about the problem which they faced in doing writing.
- b. The researcher explained what is narrative text, what is function, generic structure. After that the researcher taught the students about narrative text by using outline technique which help in writing.
- c. After that researcher gave the explanation about narrative text and the outline technique, and researcher give the students the example of narrative text by using outline. Then, researcher asks them to make a narrative text by using outline.

3. Observation

In this observation the researcher recorded every action, comment and certain behavior of students during teaching learning process in the class by using documentation, photos and diary notes. There were many things that had been observed as follow:

- a. Many students were confused about the procedure to make outline.
- b. Many students still confused to determine the ideas in the text.
- c. Many students were lack of vocabulary.
- d. Many students were not active in doing the task and some students were serious in class but there were some students still made noise, imitated their friend and disturb their friend when teaching learning process.

4. Reflection

The researcher evaluated the teaching learning process in the end of meeting of first cycle. The researcher as the teacher asked the students about their difficulties and problems understanding the lesson. The evaluation of two meetings became the reflection to the researcher in making second cycle. From the data the researcher decided to continuous to second cycle in order to get better result.

The evaluation could be from on the students' result test and observation of the attitude and also from the diary notes. From the data, the researcher decided to continue to the second cycle in order to get the better result.

4.1.2.2. The Activity of The Second Cycle

The second cycle was done by the researcher in order to get the better improvement of students' result. The similar step to the first cycle, researcher conducted to the second cycle with the same steps as follow:

1. Planning

The researcher as the teacher designed the lesson plan for second cycle, and got other them for post-test I.

2. Action

The first thing that the researcher did in the second cycle was to ask the students about things or parts or they had not understood yet from the teacher's explanation before.

They replied that they still confused about generic structure of narrative text. Based on the students' question, the teacher explains again about generic structure based on the narrative text. And in the end of second cycle, the researcher asked the students to write a narrative text by using outline technique. The theme of narrative text different with the theme of cycle II.

3. Observation

The observation was done for cycle II. From the last result it indicates that the students had able to write a narrative text by using outline. Some students got score up 75.

4. Reflection

In this case, the feedback of teaching learning process was taken from the result of the observation. As the observation and result test, the researcher could be concluded as follow:

- a. The researcher could be increased on the students' ability in writing especially in writing narrative text by using outline technique. Based on observation sheet that showed the improved every meeting.

- b. Students' score had improvement too. It was based on the percentage of the students score in pre-test were 0%, and post-test I were 41.6% at the first cycle. And the total of the improvement of the students score in post-test II were 83.3% at cycle two.

4.2. Research Finding

The result was indicated that there was an improvement on the students' ability in writing narrative text by using outline technique. The mean of the first cycle was 71.86. It was still low, because the students still have difficulties. The mean of second cycle was 75.33. From the data could be seen that the students' score and the mean in second cycle were better than first cycle. The percentage of students who got point up to also grew up. In the pre-test, students who got up 75 were 0 students of 36 students (0%). In the post test of cycle I, students who got up 75 there were 15 students of 36 students (41.6%). In post-test II, students who got up 75 there were 30 of 36 students (83.3%). In other words, the students' ability was become well in the first meeting to the next meeting.

The research also analyzed qualitative data to support the research finding besides the quantitative data. The qualitative data were organized from the interview, observation, and documentation sheet in diary notes and pictures. All of these was data indicated that the students given their attitude and response during teaching learning process. Based on the result of the quantitative and qualitative data. It was indicated that the action and applying of outline as the technique was improving.

4.3. Discussion

This research was conducted to find out the implementation of outline technique in improving the students' ability in writing narrative text. The result of researcher was from the cycle I, cycle II and the analysis showed that the mean of the first cycle was about 71.86. It showed that the students were still lack of writing narrative text. In cycle II the improvement was about 73.25. Based on the standard of English subject, the students got score up 75 were 30 of 36 students (83.3%). It was caused the teacher used outline technique in teaching process.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the result and discussion of the researcher, it could be concluded that:

1. The students' ability in writing narrative text got improvement by using outline technique. It was showed from the mean of the students score in three test: pre-test 51.41, post-test I 71.86, post-test II 75.33. And also score improvement who got score up to 75 pre-test in first cycle were 0 of 36 students (0%), post-test I in first cycle were 15 of 36 students (41.6%), post-test II in second cycle were 30 of 36 students (83.3%). Therefore, the implementation of outline technique as technique in teaching learning process can improved the students' ability at writing narrative text.
2. The students' respond in language teaching when they were being taught by using outline technique was good. It could be seen from first cycle until the second cycle. The first cycle the researcher got the point that they still difficult in writing narrative. Beside that the students did not gave attention to the teacher. They were not understood to make a narrative text. The students responses in learning process in cycle II was good it could be seen on the students responds in cycle II in qualitative data.

5.2 Suggestions

Having seen the result of this study, the following suggestions are offered to be considered:

1. The researcher, after conducting this research many experiences is gotten. The researcher could know the teaching learning process in class. It is important for the researcher to know the appropriate technique in teaching English.
2. The English teacher to use outline technique to teach the English writing narrative text.
3. To the students, to improve their ability to write narrative text, have a challenge and make the students easier in study.

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APPENDIX I

LESSON PLAN I

A. Identity

Subject : English

School : Madrasah AliyahLaboratorium UIN SU

Class : X.3

Topic : Narrative Writing

Time : 4 x 40 Minutes (2 meetings)

B. Standard Competence

12. Expressing meaning in short functional written text and a simple essay in the form of a narrative, descriptive and news items in the context of everyday life.

C. Basic Competence

12.2. Expressing meaning in the form of short functional written text (such as announcements, advertisements, invitations, etc.) formally and informally accurately, and acknowledges that using a variety of written language in the context of everyday life.

D. Indicators

- a. To mentioning the definition of narrative text.
- b. To mentioning the characteristics of narrative text.

- c. To be able to write a narrative text.

E. Objectives

- a. Students are able to mention characteristics of narrative text.
- b. Students are able to distinguishing the narrative text from other genres of writing.
- c. Students are able to write a narrative text well.

F. Material

- a. Narrative writing.
- b. Generic structure of narrative text.

Orientation

Complication

Resolution

Coda

- c. Worksheet

G. Learning Strategy

- a. Learning strategy : Outline technique
- b. Learning method : Lecturing, discussioning, questioning and answering question.

H. Source/Media

Source : English Textbook and dictionaries.

Media : Observation sheet

I. Teaching Learning Procedure

Steps:

1. Introduction

- 1) The teacher opens the class by greeting the students.
- 2) Pray together before start lesson.
- 3) The teacher checks the attended list.

a. Apperception:

- 1) The teacher asks about the last material.

b. Motivation

- 1) The teacher motivates the student and arise their attention to the topic which will be learned.
- 2) The teacher introduces the topic and explain the purpose its topic.

2. Main Activities

a. Exploration:

- 1) The teacher asks the students about narrative text.
- 2) The teacher asks the students what they have known about narrative text.

b. Elaboration:

In this lesson the teacher uses the outline technique.

- 1) Teacher explains about outline technique.
- 2) Teacher explains the procedures of using outline technique.
- 3) Teacher explains how to write down a narrative text by applying outline technique.
- 4) Teacher gives example of narrative text.

5) Teacher asks the students to write down a narrative text by using outline.

c. Confirmation

1) The teacher asks the students about the material have not understood yet.

2) The teacher and students make conclusion together.

3) The teacher asks the students to finish the task.

3. Close Activities

1) The teacher gives homework.

2) The teacher closes the learning by greeting the students.

J. Evaluation

1) Technique : Written test

2) Form : Text

3) Instrument test : Enclosed

Writing Task

Name :

Class :

Title : Snow White

Instruction : Make a narrative text by using outline!

K. Rubric Writing Score

No	Components	Point
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanism	5
	Total	100

Medan, 2017

Known by:

Principal of MAL UIN SU

English Teacher

(Zunidar, S.Ag.,M.Pd)

(Syahrudi, SS., S.Pd. I)

Researcher

(Agusnidar Gajah)

NIM. 34133146

APPENDIX II

LESSON PLAN II

A. Identity

Subject : English

School : Madrasah AliyahLaboratorium UIN SU

Class : X.3

Topic : Narrative Writing

Time : 4 x 40 Minutes (2 meetings)

B. Standard Competence

12. Expressing meaning in short functional written text and a simple essay in the form of a narrative, descriptive and news items in the context of everyday life.

C. Basic Competence

12.2. Expressing meaning in the form of short functional written text (such as announcements, advertisements, invitations, etc.) formally and informally accurately, and acknowledges that using a variety of written language in the context of everyday life.

D. Indicators

- a. To mentioning the purpose of narrative text.
- b. To identify the language features of narrative text.

- c. To be able to write a narrative text.

E. Objectives

- a. Students are able to comprehend the generic structure, social function, and grammatical features of narrative text.
- b. Students are able to compose outline out of the teacher example.
- c. Students are able to write a narrative text well.

F. Material

- a. Narrative writing.
- b. Generic structure of narrative text.

Orientation

Complication

Resolution

Coda

- c. Worksheet

G. Learning Strategy

- a. Learning strategy : Outline technique.
- b. Learning method : Lecturing, discussioning, questioning and answering.

H. Source/Media

Source : English Textbook and dictionaries.

Media : Observation sheet

I. Teaching Learning Procedure

Steps:

1. Introduction:

- 1) The teacher opens the class by greeting the students.
- 2) Pray together before start lesson.
- 3) The teacher checks the attended list.

a. Apperception:

- 1) The teacher asks about the last material.

b. Motivation

- 1) The teacher motivates the student and arise their attention to the topic which will be learned.
- 2) The teacher introduces the topic and explain the purpose its topic.

2. Main Activities

a. Exploration:

- 1) The teacher asks the students about narrative text.
- 2) The teacher asks the students what they have known about narrative text.

b. Elaboration:

In this lesson the teacher uses the outline technique.

- 1) Teacher explains about outline technique.
- 2) Teacher explains the procedures of using outline technique.
- 3) Teacher explains how to write down a narrative text by applying outline technique.
- 4) Teacher gives example of narrative text.
- 5) Teacher asks the students to write down a narrative text by using outline.

c. Confirmation

- 1) The teacher asks the students about the material have not understood yet.
- 2) The teacher and students make conclusion together.
- 3) The teacher asks the students to finish the task.

3. Close Activities

- 1) The teacher gives homework.
- 2) The teacher closes the learning by greeting the students.

J. Evaluation

- a. Technique : Written test
- b. Form : Text
- c. Instrument test : Enclosed

Writing Task

Name :

Class :

Title : MalinKundang

Instruction : Make a narrative text by using outline!

K. Rubric Writing Score

No	Components	Point
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanism	5
	Total	100

Medan, 2017

Known by:

Principal of MAL UIN SU

English Teacher

(Zunidar, S.Ag.,M.Pd)

(Syahrudi, SS., S.Pd. I)

Researcher

(Agusnidar Gajah)

NIM. 34133146

APPENDIX III

THE INSTRUMENT TEST

Pre Test

Name :

Class :

Instruction : Make a narrative text using the title below!

Title : Snow White

APPENDIX IV

Post Test I

Name :

Class :

Title : Snow White

Instruction : Make a narrative text by using the title above and make the outline!

APPENDIX V

Post Test II

Name :

Class :

Title : MalinKundang

Instruction : Make a narrative text by using the title above and make the outline!

APPENDIX VI

Interview Sheet for the Students

Interview with the students at the first time.

1. Teacher : Hello, Good morning!
Student 1 : Morning miss!
Student 2 : Morning!
Student 3 : Morning miss!
2. Teacher : How are you today?
Student 1 : I'm fine miss.
Student 2 : I am fine.
Student 3 : I am fine miss.
3. Teacher : What is your name?
Student 1 : My name is Doviana.
Student 2 : My name is Intan.
Student 3 : My name is Dwika.
4. Teacher : Do you like English subject? Why?
Student 1 : Yes, Like. Because the way of the teacher explains
Student 2 : Yes, I like. Because it's study about language, not only Indonesian but English too.
Student 3 : Don't like it much. Because less vocabulary.
5. Teacher : Do you find difficulty to study English?

Student 1 : Yes.

Student 2 : Yes

Student 3 : Yes miss.

6. Teacher : Do you get high score in English subject?

Student 1 : Goodly.

Student 2 : Yes

Student 3 : No.

7. Teacher : Have you ever discussed your problem of difficulties to your teacher?

Student 1 : No.

Student 2 : Ever

Student 3 : Ever

8. Teacher : How does your teacher teach English in the classroom?

Student 1 : Yeah my teacher gives motivation too much, less of learning.

Student 2 : My teacher gives a lot of motivation. We don't master the vocabulary. My teacher just asks us to learn to speak.

Student 3 : My teacher always gives motivation.

9. Teacher : How does your teacher give the assignment?

Student 1 : He never give us assignment, rarely.

Student 2 : Our assignment are reading, listening and writing.

Student 3 : Just ask us to speaking.

10. Teacher : Has your teacher ever given you a writing exercise?

Student 1 : Ever.

Student 2 : Ever.

Student 3 : Yes, ever.

11. Teacher : How about narrative text? Has your teacher ever asked you to make a narrative text?

Student 1 : No.

Student 2 : No, no, no.

Student 3 : Never.

12. Teacher : What do you think about narrative text?

Student 1 : I have heard but I forgot.

Student 2 : A text that tell about..... I have forgotten.

Student 3 : I don't know.

13. Teacher : How about using outline at writing? Have you used it in writing?

Student 1 : No.

Student 2 : Never.

Student 3 : Never.

14. Teacher : Okay, thank you very much for your answer.

Student 1 : You are welcome miss.

Student 2 : Yes, you are welcome miss.

Student 3 : Yes miss.

APPENDIX VII

Interview in the last meeting of cycle II

1. Teacher : Hello, good morning!
Student 1 : Good morning.
Student 2 : Morning.
Student 3 : Morning Miss.
2. Teacher : How are you today?
Student 1 : Fine, Miss...
Student 2 : I'm fine.
Student 3 : Fine.
3. Teacher : What is your name?
Student 1 : My name is Dovi.
Student 2 : I'm Intan.
Student 3 : I'm Dwika.
4. Teacher : What do you think about English especially in writing, do you like it?
Student 1 : Yes, I like English.
Student 2 : Yes I like English and writing.
Student 3 : I like it too.
5. Teacher : How about outline technique, what do you think about it?
Student 1 : It is make me easier in writing.
Student 2 : These techniques help me in writing.

Student 3 : This technique is very helpful in writing.

6. Teacher : After you study writing by using outline, is there any improvement in doing your writing?

Student 1 : Yes miss, it is easier than before we know how to make an outline.

Student 2 : Yes miss, I can arrange the sentence and learn to find the right words to develop my idea.

Student 3 : Yes, the outline helps us to be focus on topic.

7. Teacher : So now, do you like to make outline before start to writing, especially writing narrative text?

Student 1 : Yes, I like miss.

Student 2 : Yes, miss.

Student 3 : Yes, miss.

8. Teacher : Ok, now are you happy writing in English?

Student 1 : Yes, I like miss.

Student 2 : I am really motivated.

Student 3 : Of course.

APPENDIX VIII

Interview Sheet for the Teacher

Interview with the English teacher for the first time.

1. Researcher : Hello Sir, Good morning.

Teacher : Morning.

2. Researcher : How many class do you teach?

Teacher : I have five classes for Senior High School and two classes for Junior High School.

3. Researcher : How long you havetaught English?

Teacher : I have been teaching English since 1997.

4. Researcher : What do you think about the students in the class, sir?

Teacher : What can I say, there are many kinds of students I have, of course. Some of them having high spirits and some others less of spirit.

5. Researcher : How is their ability in English?

Teacher : Yeah as you know that English, there are some courses in Medan and some of them having course, English course I mean, and some other is not. And that's why some students who join English course outside of course, we can say it help for them for learning English in the school. If they don't of course they have negative view of knowledge about English because they don't take English course. But I try to do my best to help them especially in English communication and I hope that the effect of mind help them so

much. But sometimes they have no spirit for learning, and exactly why meanwhile I myself I have try to give them high spirited to learning English and some motivation. Some gets the influence of my motivation but some others they have nothing at all.

6. Researcher : How do you teach English, especially in teaching writing?

Teacher : In teaching writing, actually the simple I give them, the simple one I give them like basically to teach writing based on subject, predicate, object and compliment and this the pattern of writing in English. Meanwhile in Bahasa Indonesia, sometimes the arrangement of the patterns in order, for example “Kamudapatdompetinidimana?”, “Dimanakamudapatdompetini?”, “Kamudompetinidimanadapat?”. There are many arrangements of Indonesian words, that’s why, while they are going to translate into English because basically they have in order Bahasa Indonesia arrangement, of course this in order arrangement influence them to translate into English. That’s why basically I give them and not to make them difficult in arrangement and arranging in English automatically I give them, they must arrangement starting from subject, predicate, object and compliment, I think it make them easy to translate.

7. Researcher : Do you get the same problem in every class you teach?

Teacher : Yeah in teaching of course teacher must get problem, the problem such as the character of students, having high-low spirit, and then the less motivation maybe from home to school they have no target to get anything at school, for instance while they are going to school they have no

ambition I think to get knowledge, no target. That's why, while they are at school, they are getting nothing because they have no target at school, it's the problem I think.

8. Researcher : Do you think they like English?

Teacher : Yeah like other people, like you and I, because of some motivation or some target some students like English, some students of course not but I already give them some motivation the reason why they have to learn English, for instance because of job, because of maybe submit in abroad, maybe while they are touring in abroad, of course they need English for International language, right. That's why English is very important but even though I give them some motivation or spirit in learning English, in fact less having.

9. Researcher : What strategy do you use to improve their motivation in studying English, especially in writing?

Teacher : The strategy is starting from the easiest one I think, as I told you basically subject, predicate, object or compliment is basically. And I think it is the strategy. And the translating, especially for the translating. Translating is the part of writing, isn't it? Principle in writing especially for us translating the standard of translating is feeling. For instance I give them some description about the use of something, for instance I ask them what in English "Apa", they say "What", while I ask them to translate into English "Apakabarmu?" but they didn't use "what" to say "apa", "Apakabarmu they say "How are you?" right. Like "Siapa" when I ask them to translate into

English “Siapa” they say “Who”, when I ask them to translate “Siapanamamu?” they say “What is your name?”, so, why they firstly they say “siapa” is “who” meanwhile “siapanamamu” is “What is your name” right, and that’s why principle the standard of translating is feeling. In order not to make them find difficulties in translating.

10. Researcher : How was the students’ score?

Teacher : Of course it is various. If they are serious in English of course they have high score, if they don’t of course they have low score.

11. Researcher : Okay Sir, thank you very much for your time.

APPENDIX IX

Interview with the teacher in the last meeting.

1. Researcher : Good morning sir.

Teacher : Morning.

2. Researcher : I'd like to ask some questions to you, sir. What do you think about outline technique, sir?

Teacher : I think it is good technique because I found that students are easier to write by using this technique, and indeed this is one of the techniques in writing.

3. Researcher : What is your opinion about outline technique that I used in the class?

Teacher : Outline technique is a technique that used in writing. I think this technique can help students in writing. As you have done, we can see it is make them easier in writing.

4. Researcher : Will you apply this technique to improve the students ability at writing in the class?

Teacher : Why not, because it is a good for students.

5. Researcher : Thank you for your helping in this research, sir.

Teacher : Ok, you're welcome.

5	Teacher introduces and explains about outline technique.								
6	Teacher explains procedure of using outline technique.								
7	Teacher explains how to write down a narrative text by applying outline technique.								
8	Teacher gives example of outline technique.								
9	Teacher gives example of narrative text by using outline technique.								
10	Teacher asks students to write down a narrative text based on outline								
11	Teacher observes students' activities and behaviors during the teaching-learning process.								
12	Teacher gives opportunity to students to ask/answer question, and to give comments/suggestion.								
13	Teacher gives the feedback.								

14	Teacher closes the lesson.								
	Jumlah			12	40			3	52

Note:

1 = Bad, 2 = Enough, 3 = Good, 4 = Very Good

Cycle I

$$\text{Score} = \frac{\text{total of score}}{\text{number of activity}} = \frac{52}{14} = 3.71 = 4 = \text{Very Good}$$

Cycle II

$$\text{Score} = \frac{\text{total of score}}{\text{number of activity}} = \frac{55}{14} = 3.92 = 4 = \text{Very Good}$$

6	Students create narrative text based on the outline.							
7	Students do all tasks actively and cooperatively.							
8	Students collect their papers on time.							
	Jumlah		10	9			2	21

Note:

1 = Bad, 2 = Enough, 3 = Good, 4 = Very Good

Cycle I

$$\text{Score} = \frac{\text{total of score}}{\text{number of activity}} = \frac{19}{8} = 2.37 = 2 = \text{Enough}$$

Cycle II

$$\text{Score} = \frac{\text{total of score}}{\text{number of activity}} = \frac{22}{8} = 2.75 = 3 = \text{Good}$$

APPENDIX XII

Students' Name and Initial

NO	Name of The Students	The Initial of The Students
1	AlfinaSekarKesuma	ASK
2	AlifRamadhan M	ARM
3	AnjuMayang	AM
4	AsyaadatunNajila S	ANS
5	CahayaAnnisaIslamiLubis	CAIL
6	DovianaRizaHarahap	DRH
7	Dwika Sari Utami	DSU
8	FebyAntika Br Rambe	FAR
9	FitriahZahara	FZ
10	HalizaKhairunnisa	HK
11	IntanSafira	IS
12	IntanSyahdilaFebriAndini	ISFA
13	KhairulIhsan Said	KIS
14	Kiki Annisa	KA
15	LisnaHandayani	LH
16	M. IrfanMaulana BB	MIMB
17	M. SifaRizakaSiregar	MSRS

18	M. Taufiq	MT
19	M. RizkySyahputra	MRS
20	MiftahulKhairiyah	MK
21	MiftahSuhaila P	MSP
22	Muhammad Iqbal	MI
23	Muhammad Riyan	MR
24	NazarulAlif	NA
25	NazlaMaulida	NM
26	NurSyahdinaPutri	NSP
27	Ray AlbaniPulungan	RAP
28	RezekiAndiniPutri	RAPI
29	RizkiApriansyah	RA
30	RS. RabiahtuddinilAdawiyah	RRA
31	SaptaDeaNur'aini	SDN
32	SellyYawati	SY
33	SyahrizaAlamsyah	SA
34	SitiKhairunnisa	SK
35	Tiara Firnandhita	TF
36	ZikoYusrilIhza	ZYI

APPENDIX XIII

DIARY NOTES

First Meeting (Thursday, 9th March 2017)

The first meeting, the researcher applied identification. The researcher introduces herself and explained the purpose of her coming and gave pre-test to know basic knowledge of the students in writing narrative text. Many of them looked at confused with the test, and the result of the test make me surprise, there is no students got score 75. The condition of the classroom was not conducive. The students make noise by asking their friend about the answer from the pre-test. So it can be concluded that students still had difficult in writing. Because they are look confused and lack of vocabulary, so I ask them to bring their dictionary in every meeting of English.

Second Meeting (Saturday, 11st March 2017)

The teaching learning process in the second meeting was better than the first meeting. It is because they were interesting what the researcher explained in the second meeting. I began with greeting, called their name, and gave explanation to the students about the procedure of how to make narrative text by using outline technique. They listened to my explanation. The activities of the students in the class:

- a. Pay attention on my explanation about outline technique.
- b. Students tried to ask about my explanation.

- c. Some students still confused what should they do; they were crowded and disturb their friend.

At the end of teaching learning process the researcher checked the students' ability in narrative text by giving some question related material as post-test in the first cycle.

Third Meeting (Thursday, 16th March 2017)

This meeting was enjoyable. Students felt interested during teaching learning process because this meeting was to continue the evaluation for their discussion. Some of students' braveness to reveal their opinion, but some of them still shies to give their idea. In this meeting the researcher gave the test as the post test of cycle I. The result of the students' score still low. The activities of the students in class:

- a. Pay attention on my explanation.
- b. Students tried to answer my question.
- c. Students reveal their opinion in answering question.
- d. Some of students were busy in doing the test, but some of them still silent without doing anything.

Fourth Meeting (Saturday, 18th March 2017)

In the fourth meeting, the students studied narrative text by using outline technique that was conducted. Researcher re-explains the parts that are difficult and not understood by students. They all focused on the material. In the last meeting the researcher gave the test as post-test II in second cycle, and total score of each student

was satisfied. Before the class ended, the researcher gave concluded about narrative text once again and asked the students about the material. At least, the researcher could concluded that the students were able in writing narrative text well by using outline technique in teaching learning process and the researcher also said thanks with the students attention.

APPENDIX XIV

DOCUMENTATION















BIOGRAPHY

Name : Agusnidar Gajah

NIM : 34133146

Faculty/Class : Tarbiyah/PBI 5

Place/Date of Birth : Manduamas Lama, August 06th 1995

Region : Islams

Sex : Female

Address : Manduamas, Kec. Manduamas, Kab. Tapanuli Tengah.

Name of Father : Lerpun Gajah

Name of Mother : Atiahnur Tumanggor

Education Background:

1. Graduated Kindergarten School at TK Aisyiah Bustanul Athfal Muhammadiyah 2001.
2. Graduated Elementary School at SD Negeri 153042 PO. Manduamas 2007.
3. Graduated Junior High School at SMP Negeri 1 Manduamas 2010.
4. Graduated Senior High School at SMA Negeri 1 Manduamas 2013.
5. Student of English Education Department of Faculty Tarbiyah Science and Teacher Training.