CHAPTER I

INTODUCTION

This chapter consists of background of the study, previous of study, problem of the study, hypothesis of the study, delimitation of study, assumption of the study, objective of the study, significant of the study, operational definition and theoretical framework.

A.   Background of the Study

Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enables members or a given community to communicate intelligibly with another.[1]

Writing is an important productive skill that can be used in learning other receptive and productive skills.[2] Most language learners at all levels believe that writing is one of the most difficult language skills.[3]

Writing is one of the important ways to expressing people's thoughts, and communicating ideas and views to others. Some have the innate ability to put their thoughts into words. Writing is more beneficial, specifically for those who are emotional, and do not express verbally. This tool allows they to express their ideas, thoughts or existing mental condition, which otherwise, may not be possible. People

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[1]Brown H. Douglas, *Principles of Language Learning and Teaching Fourth Edition,* New York: Longman, Inc, 2000, p. 5.

[2] Wei Zhu,' Faculty Views on the Importance of Writing', 'The Nature of Academic Writing, and Teaching and Responding to Writing in the Disciplines', *Journal of Second Language Writing*, 2004, p. 29.

[3] Gokce Kurt & Derin Atay, 'The Effects of Peer Feedback on the Writing Anxiety of Prospective Turkish Teachers of EFL',*Journal of Theory & Practice in Education (JTPE)*, Vol. 3 Issue 1, 2007, p. 12.

express themselves by writing novels, short stories, biographies, and even personal diaries.

Written expression is a crucial part of communication and critical thinking. For high school students, developing strong writing skills not only helps their high school grades but also prepares them for their academic and professional futures. Whether writing essays, taking notes or applying for scholarships, high school students must learn to develop their ideas and proofread their written work before sharing it.

Endang Fauziati states that as one of four language skills, writing hasalways accupied a place in most English languange course. One of the reasons is that more and more people need to learn to write in English for accupational or academic purposes. English department students especially need to learn to write and to prepare themselves for the final academic assigment thesis writing. Thus, in terms of students' needs, writing accopies an equal role with the other language skills.[4]

Writing can be great tool to know more about the way of thinking. It can solidify ideas and thoughts, and allow to reflect on them better than if the ideas remained evolving in our head. It is also one of the ways translate thought for other people. Some people are better at expressing themselves in writing than any other

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[4] Endang Fauziati, *Teaching of English As A Foreign Language (TEFL)*, surakarta: Muhammadiyah University Press, 2002. P. 147.

way, and will have more clear information when read other people writing than hear their speaking.[5]

Although, writing is very important, it is a difficult subject especially for the student. The reason is because writing is a mixture of idea, vocabulary and grammar; according to Heaton that writing skill is more complex and difficult to teaching, requiring, and mastering, because of difficulties of writing, some efforts have been done to solve the problem. The main objective is to make writing become easier to learn for the students.[6]

There aresomeproblems faced by studentswhentheywant to startapaperin essay formare asfollows. First, studentslack of confidenceintheirownwriting skills. second, the inability ofstudentsto assemblethe compositionofanessayparagraphsproperly, the third. student difficultieswhen they want tostartanessay, itis because thestudents are nottogather ideasto be written.

Based on students' problem above , there is a way that writer could think to solve the problem of students in developing their writing skills .The solution is to create an outline or list before writing begins .An outline is a general idea or plan that shows the essential features of something but not the details . students are asked to make a picture of their ideas preformance outline form . this will assist them in

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[5]The importance of writing (http://wiki.answers.com/Q/what_is_the_importence_of_writing, accesed on Mei 12,2013)

[6]J. B. Heaton, *writing English Language test*, unuted stated of America,Logman Group UK Limited,1987, P, 134.

developing their ideas . they can start their outline with questions regarding the topics they will discuss .

In the prewriting technique, the students take time to think about their topic and generic ideas. They also spend some time focusing and planning the piece of writing. Sometimes the students are frustrated because they cannot think of any think to say about a topic. In this section, the student will learn a number of strategies and technique for generating ideas. Use this technique when the students begin to think about their topic and then anytime they feel their flow if ideas drying up.[7]

From the Heaton's opinion, the researcher can conclude that writing is a very important subject because in writing we must share idea from our brain, it is not easy to translate concept in our brain to be a written language, and we must also be clever to choose and to combine the vocabulary to create something that is meaningful. We also must pay attention to the grammar, so it is normal if the student think that writing is a difficult subject because the must pay attention to many think (idea, concept, vocabulary, and grammar). Beside reason, there is another factor that makes writing more difficult, the other reason is that there are a lot of many kinds of texts in English, such as;[8] Exposition, argumentation, description, and narration.

There are generic social function, structure and lexicon grammatical features. Usually the student can differentiate each text from another and they mix all kinds of

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[7]Jerry G. Gebhard, *Teaching English as a foreign or secong language*, Ann Arbor: The University of Michigan Press, 1996, p.3-4.

[8]RahmadiNirwanto, *An Enrichment Material For Writing* IV, Palangka Raya, p 1.

texts. This will be a challenge for the teacher to find out how the students can distinguish each kind of the text.

Anyhow, the problem will be solved by trying to find another strategy for teaching writing in order to make an effective learning writing process. It will suppose to help student comprehend writing material well, so it can increase their writing score. Meanwhile, the main objective is to make the writing become easier to learn for the students. So the researcher is interested to apply new strategy.

Because the explanation above, the researcher is interested in doing a study entitled**The Effectiveness of using Outline Technique Toward the Students' Ability in Iriting Descriptive Text at the Eight Graders of MTs. AN-NurPalangka Raya**.

B. Problem Of the Study

The problem of this study: Does using outline technique give effect toward the students' ability in writing descriptive text at the eight graders of MTs. AN-Nur Palangka Raya.

C. Objective Of The Study

The objective of the study is to measure the effectiveness of using outline technique toward students' writing ability at the eight graders of MTs. AN-NurPalangka Raya.

D. Hypotheses of the Study

Hypotheses is temporary statement of research product: it is a research product that will be carried out.

1. Alternative hypotheses (Ha)   :

    The use of outline technique gives effect to improve students' ability in writing descriptive text at the eight graders of MTs. AN-NurPalangka Raya.

2. Null Hypotheses (Ho)   :

    The use of outline technique does not give effect to improve students' ability in writing descriptive textat the eight graders of MTs. AN-NurPalangka Raya.

E.   Limitation of The Study

According to the background and problem of the study above, the writer would like to make scope and limitation of this research. The scope and limitation are made in order to the research to more focus, effective and not go away from that topic.

The scope in this study is only done to investigate the effectiveness of a tikstrategy; especially the effectiveness of outline technique on students' ability in writing writing descriptive text.

The study is limited to the eight grade students of MTs. AN-Nur Palangka Raya.

F.   Assumption of the Study

1. Outline technique is effective to improve students' writing descriptive text.

2. The students' writing score of descriptive text will improve better when teacher teaches them using outline technique.

G.   Significance Of The Study

This study has theoretical and practical significances. Theoretically, this study enables up to understand more about the uses of outline technique in teaching learning process that can be used to improve the quality of the writing descriptive text. Practically, the study is as the alternative way to improve the students' ability in writing descriptive text at MTs. AN-Nur Palangka Raya, as one of alternative technique that can be used by English teacher in teaching writing of descriptive text, and as contribution for those who want to use outline strategy in teaching learning process.

H.   Definition of Key Terms

1. An ability is the quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something and a skill, talent, or capacity a student of many abilities. Ability is the mental or physical capacity, power skill required to do something.[9]

2. Effectiveness is the extent to which a program or a service is meeting it stated goal and objective.[10] It mean that, the effect of using outline technique toward students' ability in writing descriptive text

3. Descriptive text is a text that describes a person, place or thing, it is often used describe what a person looks and acts like, in this study, the writer focused on describing places, thing and person.

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[9]Horby, Oxford Learners Dictionary, p. 2.
[10]www.scoea.bc/glossary2001 .htm,accessed on January 26, 2015

4. Outline is a formal system used to think about and organize writer's paper. For example, writer can use it to see whether writer's ideas connect to each other, what order of ideas works best, or whether writer has sufficient evidence to support each of his points. Outlines can be useful for any paper to help writer see the overall picture.[11]

5. Writing is a series of related text- making activities: generating, arranging, and developing, ideas in sentences, drafting, shaping, reading the text, editing and revising.[12]

I.   Theoretical Framework

The frameworks of the discussion as follows:

Chapter I: This chapter consists of background of the study, previous of study, problem of the study, hypothesis of the study, delimitation of study, assumption of the study, objective of the study, significant of the study, operational definition and theoretical framework.

Chapter II: This chapter consists of writing (the nature of writing, the process of writing), prewriting (the nature of prewriting, the activities of prewriting), OutlineTechnique (the nature of outline technique, the

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[11]http://web.psych.washington.edu/writingcenter/writingguides/pdf/outline.pdf accessd on febuary, 3rd 2015

[12]Gould, E, D Yanni, R & Smith, W, *The Act Of Writing*, New York : Random Nouse. 1989, p.3.

steps of outline technique, the advantages of outline technique, the advantages of outline technique), descriptive text, and writing assessment (process assessment and product assessment).

Chapter III: This chapter consists of time and place of the study, research design, variable of the study, population and sample, research instrument, data collecting procedures, and data analysis procedure.

Chapter IV: This chapter consists of description of data analysis, test of the statistical analysis, result of the data, interpretation and discussion.

Chapter V : This chapter consists of conclusion and suggestion of the study.