

THE EFFECTIVENESS OF OUTLINING IN IMPROVING STUDENTS' PARAGRAPH WRITING SKILL

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ABSTRACT

This is classroom action research. The objective of this research is to find out the effectiveness of outlining in improving students' paragraph writing skill for English Department Students, Teacher Training and Education Faculty, University of Muhammadiyah Banjarmasin. There are 6 students as the respondent of this research. The researcher took them as the respondent when they studied Writing 2 subject. The researcher got the data from the treatment in 2 cycles that were conducted in this research, the questionnaire that was distributed to the respondents above and also the observation during the cycles.

The descriptive analysis in cycle 1 shows that the mean score is 71.3333, the minimum score is 63.00, the maximum score is 80.00 and the standard deviation is 5.85377. Meanwhile cycle 2 shows that the mean score is 76.6667, the minimum score is 70.00, the maximum score is 85.00 and the standard deviation is 5.16398. The research result explains that there is significant improvement in students' paragraph writing skill by using outlining. The student's paragraph writing skill is improved. Beside that the result of questionare and observation shows that outlining really works to improve students' paragraph writing skill.

Keywords: *improvement, paragraph writing, outlining*

INTRODUCTION

There are four language skills. One of them is writing. By writing, we can express our idea, share the messages, and also have communication with others. Nunan (2003) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Writing is as productive skill also needs to be improved. When the students' writing skill gets improvement, it can support the student's English competency. Patel and Jain (2008) states that writing skill must be taught and practiced. This idea also supported by Nunan (2003). Nunan states that writing almost always improves with practice. It means that the students must be taught what the writing skill is and gives some opportunities to have practices in writing so they will get improvement in their writing skill. Or in otherword, the students will get improvement in writing when they have more practices in writing and it can be taught also at the class.

The previous study conducted by Kartawijaya (2018) shows that the students

should get sufficient writing practices to stimulate the student's skill in writing and expressing thought in a good passage.

So there is no choice, if we want to improve the student's writing skill, it is just giving them some writing practices.

According to the lesson plan for the third semester student's of English Department, Teacher Training and Education University of Muhammadiyah Banjarmasin, teaching writing for the student is emphasized to paragraph writing. In this case, the student is given the knowledge of paragraph writing, kinds of paragraph and more practices in paragraph writing.

According Oshima and Hogue (2006) paragraph is a group of related sentences that discuss one main idea. The idea explains more in the paragraph. There are three parts of the paragraph, namely topic sentence, supporting sentences and also concluding sentences. Beside that a good paragraph must reflect a unity and a coherence. All of them should be given first before they study about kinds or genre of

paragraph and write a paragraph. They need to master how to develop a paragraph better before giving kinds or genre of the paragraph and asks them to have a paragraph writing.

Meanwhile giving knowledge of kinds or genre of paragraph writing is also important for the students. As Syahri (2008) states that presenting a various genres of written text to rouse their motivation to write is a paramount importance in teaching writing at the present time. It means that student's motivation in writing can be driven by giving some genres of paragraph writing in their writing practices. It is natural, because every paragraph genre has different goal in writing, and also different writing product. So it can avoid student's bored in writing and gives a challenge to write for the students. At last, it will give them motivation to write.

It is not a secret anymore that some of the students have lack writing competency. It is because there are some aspects deal in writing. They are punctuation, vocabulary, spelling, word choice, word arrangement, grammar and time management to write, etc. Those aspects influence the student's ability in producing a paragraph writing even for the respondents of this research. Some of the respondents have low competency in writing skill. To cover those problems, the lecturer should have a better technique in teaching paragraph writing, so it can help the student to cover the process of writing paragraph.

One of the techniques to improve the student's ability in paragraph writing is by using outlining. An outline is like an architect's plan for a house (Oshima & Hogue.1998). It designs what we are going to write in our paragraph writing. We can write our ideas that we want to explore in a paragraph outline. The ideas that we write in the outline must be written systematically.

Brandon & Brandon (2005) also states that outlining is the tool that most people think of in connection with organizing.

It means that the outline must be well organized. It should in good order or good structure that connects one to others. Furthermore the outline also must show the connection with the paragraph writing. The ideas that we write in an outline should be presented also in the paragraph writing.

The sentences that we write in the paragraph that are as outline development must be related with the outline. In conclusion, there must be a connection between both of them.

Oshima & Hogue (1998) explained more that outlining will help us to improve our writing skills. It will help us organized our ideas. Our ideas will come in good ordering and hierarchical. Indeed, we will strict on the topic sentence. We won't write anything that doesn't have correlation with the topic in our paragraph writing. Because the things that we will write in our paragraph writing has been planned in our outline before.

Writing a paragraph writing by using outlining also gives us effective time management. We will write our paragraph writing smoothly, because we have prepared our ideas in our outline before. As Nehiley (2004) in Latief (2014) mentioned that an outline allows the students to write rapidly and fluently.

Since outlining is useful in developing paragraph writing. We can chose which outlining that we want to write in writing paragraph outline. There are two main outline form, namely : sentence outline (complete sentence) and topic sentence (key word or phrases) in a paragraph outline. So we can format our outline in anyway that we think is suitable for processing our paragraph writing.

RESEARCH METHOD

This research is classroom action research (CAR). The subject of the research is The students of English Department, Teacher Training and Education of University of Muhammadiyah Banjarmasin who took writing 2 subject at that time. There were 6 students as the respondent.

The research problem is : How is the effective outlining in improving students' paragraph writing ?

This research tries to describe the process of outlining in improving students' paragraph writing skill. In this research, the researcher assessed the effectiveness of outlining in improving students' paragraph writing.

According to Latief (2012), Classroom Action Research is done by the teacher to solve their classroom problems or to improve the quality of their classroom practices to get students' better English achievement. The researcher did two (2) cycles for this research. Every cycle has 4 steps. Briefly, it discusses below :

	Planning	<ul style="list-style-type: none"> Selecting the topic that will be given to the students to
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Cycle 1		develop paragraph outline
	Action	<ul style="list-style-type: none"> • Give introduction about paragraph outline and paragraph writing. • Give the topic to the students and asked them to develop the topic into paragraph outline • Then ask them to write their outline to paragraph writing
	Observation	<ul style="list-style-type: none"> • Monitoring the action • Answer some question related to subject • Collecting the data
	Reflection	<ul style="list-style-type: none"> • Evaluating and analyzing the data
Cycle 2	Revised Plan	<ul style="list-style-type: none"> • electing the topic which is helpful for the students to develop paragraph writing by using outlining
	Action	<ul style="list-style-type: none"> • Review of developing paragraph outline • Give the topic to the students and asked them to develop the topic into paragraph outline • Then ask them to write their outline to paragraph writing
	Observation	<ul style="list-style-type: none"> • Monitoring the action • Answer some question related to subject • Collecting the data
	Reflection	<ul style="list-style-type: none"> • Evaluating and analyzing the data

The researcher got the data by collecting the students' writing score from both of the cycles above, observation during the research and also give them the questionnaire.

The research analysis is about the success, the failure and the obstruction during the research. Based on the analysis, the researcher can decide whether continue or not for the next cycle.

RESULT AND DISCUSSION

Cycle 1

a. Planning

According to the lesson plan, the students must be taught about descriptive paragraph writing. This paragraph described about places or scenes. In line with this rule, the

researcher planned to explain about descriptive paragraph outline more detail first. So they had paragraph background knowledge.

b. Action and observation

In this step, the researcher told about outlining and how to develop the theme into an outline by giving an example.

In this step, the researcher also explained about paragraph writing.

After that, the researcher gave the students some themes and asked them to choose one. Those themes were about places or scenes. After the students choose one, then the researcher asked them to develop it into descriptive paragraph outline in fifteen minutes. There were some questions comes from them when they started to develop the outline. The question were about how to organized their idea into the outline and even about some vocabularies related to their own theme.

For the question about outline organizing, the researcher answered it in detail. But for the question about vocabulary, the researcher asked them try to find out by them selves.

After they finished to write the outline, the researcher asked them to give their outline to the researcher for checking it. In this step, the researcher gave feedback for their paragraph outline.

Some of the students had mistake in writing the outline form. They mix between complete sentence and phrases in developing their outline. It is forbidden in writing paragraph outline. There was discussion between researcher with the students about their paragraph outline one by one.

After the researcher finished to check, she gave back the outline to the students and asked them to develop their paragraph outline to descriptive paragraph writing.

When the students finished to write their descriptive paragraph, then the researcher tried to check their work again. The researcher checked the paragraph by using writing scoring rubrics. There are some element in writing scoring rubrics, namely: format of writing, mechanics, content, organization and also grammar and sentence structure (Oshima & Hogue.2006). The result of Cycle 1 as written in the table below :

No	Score	Freq	%	Valid %	Cum %
1	50-55	-	-	-	-
2	56 – 60	-	-	-	-
3	61 – 65	1	16,7	16,7	16,7
4	66 – 70	2	33,3	33,3	50,0
5	71 – 75	2	33,3	33,3	83,3
6	75 – 80	1	16,7	16,7	100,0
7	81 -85	-	-	-	-
8	86 – 90	-	-	-	-
	Total	6	100,0	100,0	-

According to the table above, there was no student who got 50-60. 16,7% of students got 61-65. 33,3 % of students got 66-70. 33,3 % of students got 71-75 and 16,7 % of students got 75-80.

c. Reflection

Based on the result above, we can conclude that:

- There was still a student who got a problem in paragraph writing by using an outline.
- There were some students who got fair understanding in paragraph writing by using an outline.
- During the discussion, the researcher knew that they still have a problem in vocabulary and outlining structure.

Cycle 2

a. Revised plan

Revised planning was taken to develop a better outcome in paragraph writing. In this cycle, the researcher still focused on descriptive paragraphs but it described about a person who they know. To make the writing process easier, the researcher asked them to bring a picture of someone in the class.

b. Action and observation

In this step, the researcher reviewed some vocabularies related to someone's performance first at the class. It was given to develop students' vocabulary. So it could drive them easily in the writing process. Next, she asked the students to write a paragraph outline to describe someone in the picture. It was given in fifteen minutes. They seemed focused on the picture and outlining. When the time ended, the

students gave the outline to the researcher for checking.

As in cycle 1, here the researcher also gave some feedback for their outline. There wasn't any fundamental mistake in their outline. It means that they got a better understanding in developing paragraph outlines.

Next, the students tried to develop the paragraph outline to descriptive paragraph writing again. When they finished, they gave it to the researcher to check. In this cycle, they needed short time to write the paragraph.

It seemed the paragraph outline really worked to develop in the writing process. Next, the researcher checked the paragraph by using scoring rubrics as in cycle 1 before.

The result of descriptive paragraph by using outlining in cycle 2 is as follows:

No	Score	Freq	%	Valid %	Cum %
1	50-55	-	-	-	-
2	56-60	-	-	-	-
3	61-65	-	-	-	-
4	66-70	1	16,7	16,7	16,7
5	71-75	3	50,0	50,0	66,7
6	75-80	1	16,7	16,7	83,3
7	81-85	1	16,7	16,7	100,0
8	86-90	-	-	-	-
	Total	6	100,0	100,0	-

According to the table above, 16,7 % of students got 66-70. 50,0 % of students got 71-75. 16,7 % of students got 75-80. And 16,7 % of students got 81-85.

Descriptive Statistics

	N	Min	Max	Mean	Std Deviation
Cycle 1	6	63,00	80	71,3333	5,85377
Cycle 2	6	70,0	85,00	76,6667	5,16398

When we try to compare between cycle 1 and cycle 2, it seemed that there was improvement in the mean scoring from the data above. It proves that there was improvement in students' paragraph writing skill by using an outline. Developing writing outlines before writing the paragraph really works. Based on the

result above, we know that outline is useful in paragraph writing.

c. Reflection

Based on the result above, we can conclude that :

- There was no student anymore who got a problem in paragraph writing by using outline. It showed that no student got score 61-65.
- The students' understanding in paragraph writing by using outline increases.

To establish the result of this research, the researcher also shared the questionnaire to the respondents above. The result of the questionnaire is listed in the table below :

No	Statement	Number of student as the respondent		
		Yes	No	Sometimes
1	Develop an outline before develop the paragraph	5	1	
2	Know the function of paragraph outline	6		
3	Know the parts of paragraph	6		
4	Paragraph outline is so helpful to develop the paragraph	6		
5	Paragraph outline help to focus on the theme	6		
6	Paragraph outline gives limitation to write other idea except the idea which is written in the outline	1	2	3
7	Paragraph outline lose me out to develop the imagination		6	
8	Developing paragraph outline spends much time		5	1

9	Developing paragraph outline helps to write some ideas	6		
10	My idea rarely comes out when I must develop paragraph writing first		5	1
11	Paragraph outline gives much positive point in my paragraph	6		
12	Paragraph outline gives much negative point in my paragraph		6	

The result of this questionnaire :

- All of the students really know about the function of paragraph outline and parts of paragraph.
- All of the students agree that paragraph outline is helpful , to help them to focus on the theme and help them to write some ideas.
- No students agree that paragraph outline will give bad effect to develop their imagination and paragraph.
- Some students agree that they will have idea easily through paragraph outline
- Developing paragraph outline doesn't spend much time for them

CONCLUSION

The result of this research shows that there is significant improvement to students' paragraph writing skill by using outlining for English Department Students, Teacher Training and Education University of Muhammadiyah Banjarmasin. It shows that the mean score in cycle 1 is 71.3333 and the mean score in cycle 2 is 76,6667. It means that the mean score in cycle 2 is higher than the mean score in cycle 1. Beside that the data from the questionnaire and observation during the research shows that most of the students support that outlining gives the positive feedback for their paragraph writing skill. The idea of the paragraph is organized. The

paragraph writing becomes systematic, good ordering and hierarchical, well planned and strick on the topic sentence. Beside that outlining offers writing more rapidly and fluently. It gives us more effective in time management when writing. Outlining really works to improve paragraph writing skill.

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