INCREASING STUDENTS' WRITING SKILL IN WRITING PARAGRAPH THROUGH OUTLINE TECHNIQUE OF SECOND GRADE AT SMPN 35 MAKKASAR

SKRIPSI

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

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Submitted to the Faculty of Teacher Training and Eduction in Partial Fulfillment of the Requirements for the Sarjana Degree

By

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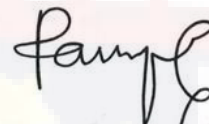Had been defended in front of Skripsi Examination Committee
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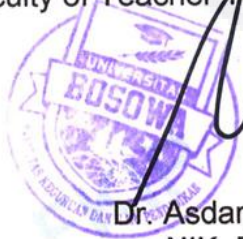NIDN. 0919128201

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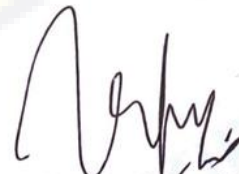Under the cognizance of,

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PERNYATAAN KEASLIAN SKRIPSI

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Makassar, 23 September 2021
Yang membuat pernyataan

Murniati Bongga

ABSTRACT

MURNIATI BONGGA.2021. *Increasing Studensts Writing Skill in Writing Paragraph Through Outline Technique of Second Grade at SMPN 35 MAKASSAR (*Supervised by Hj. Nurfaizah Sahib, S.Pd., M.Pd. and Rampeng, S.Pd., M.Pd.)

The research aimed to find out whether the use of outline techniques can increase students' writing skill in writing paragraph descriptive text of second grade at SMPN 35 Makassar.

Design of the research was pre experimental method with three steps such as pre-test, treatment and post-test one class. This research was conducted at SMPN 35 Makassar by deciding second grade as population and choosing class VIII.3 which amount 25 students as a sample. Technique of collecting data was done by giving test. In analyzing the numerical data the writer used SPSS.16

Based on the data analysis, the writer can concluded that use outline technique can increasing students writing skill. It can be proved by the mean score of the students in pre-test and post-test. The results of the research showed that the use of outline technique in writing paragraph significantly increased students writing skill in writing paragraph descriptive after did treatment. The mean score increased from 47,52 in pre-test to 69,80 inpost-test. The writer can conclude that the use of the outline technique can increase students' writing skill of Second Grade of SMPN 35 Makassar.

Keywords: Writing, outline technique, paragraph, descriptive text

ABSTRAK

MURNIATI BONGGA.2021. *Meningkatkan Kemampuan Menulis Siswa Dalam Menulis Paragraf Melalui Teknik Garis Besar Kelas Dua di SMPN 35 Makassar. (*Dibimbing oleh Hj. Nurfaizah Sahib, S.Pd.I., MPd. dan Rampeng, S.Pd., M.Pd.)

Penelitian ini bertujuan untuk mengetahui apakah penggunaan teknik garis besar bisa meningkatkan keterampilan menulis siswa dalam menulis paragraf text deskriptif pada siswa kelas dua di SMPN 35 Makassar.

Desain penelitiannya adalah metode pra eksperimen dengan tiga langah yaitu pre-test, treatmen dan post-test dalam satu kelas. Penelitian ini dilakukan di SMPN 35 Makassar dengan menetapkan kelas VIII sebagai populasi dan memilih kelas VIII.3 yang berjumlah 25 siswa sebagai sampelnya. Teknik pengumpulan data dalam penelitian ini dilakukan dengan memberikan tes. Dalam menganalisis data yang telah diperoleh penulis menggunakan SPSS.16.

Berdasarkan dari hasil analisis, maka penulis menyimpulkan bahwa penggunaan teknik garis besar dapat meningkatkan keterampilan menulis siswa. Hal ini dapat dibuktikan dengan nilai rata-rata yang diperoleh siswa dari hasil pretest dan postest. Dari hasil penelitian menunjukkan bahwa penggunaan teknik garis besar dalam menulis paragraf secara signifikan meningkatkan kemampuan menulis siswa terutama dalam menulis paragraf deskriptif setelah dilakukan treatment. Nilai rata-rata siswa meningkat dari 47,52 pada pre-test menjadi 69,80 pada post-test. Penulis dapat menyimpulknan bahwa pada penggunaan teknik garis besar bisa meningkatkan kemampuan menulis siswa kelas 2 SMPN 35 Makassar.

Kata Kunci: Menulis, teknik garis besar, paragraf, deskriptif teks

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Makassar, 23 September 2021

The Writer

Murniati Bongga

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CHAPTER I

INTRODUCTION

This chapter contains the background of the reseaarch, identification of problem, scope of the research, formulation of the problem, objective of research and significance of the research.

A. Background of The Research

Language is a tool that we use to communicate with other people verbally, both with people around us and with those who are far away in this case so that language has an important role in human life. According to Spicer & de Jonge (2014: 243) states that English has become to the global language that has influenced the whole world. There are several countries use English as a mother tongue, there are several countries use English as a second language and there are several countries use English as foreign language. Indonesia is one of the countries that uses English as a foreign language and learns about English language. Furthermore, nowadays people can learn English even though it sounds like learning English is tricky. Therefore the people can access information wherever and whenever anytime they can find information with network in internet.

In human life inseparable from education and also education is inseparable from the activities of the teaching and learning process. In this case the main actors are educators and students the attunement of the intelligence attitude of the mind and the behavior of a person or group and will continue to run as long as human life continues both formally and informally.

English is very important because English as an international language and also English as a foreign language which has four skills namely writing, listening, speaking, and reading skills. From four language skills are classified into oral skills, which involve listening and speaking skills. However, seen by function they are classified into receptive skills which involve listening and reading skills, and productive skills which involve speaking and writing skill. Writing is one of the most important skills in teaching learning English because it facilitates students to master the written skill. Writing as a tool for communication to convey our opinions and also writing is a productive skill in the written mode. The role of writing as one of communication devices between the writer and the text is used to express their thoughts in the written form.

Suparno and Mohammad Yunus (2013: 13) say that writing an activity to convey messages (communication) by using language writing as a medium or tool. In written communication there are at least the four elements involved are (1) The author as the messenger, (2) The content writing or message, (3) The channel or media in form of writing and (4) Readers as the recipient of the message.

In the process of writing it is inseparable from using symbols (letters of the alphabet, punctual and spaces) to communicate thoughts and ideas in a readable form. Actually, all of the people can speak English depend on which environment their live in, so a persons environmental conditions can also affect their ability to speak including English. In English this case includes

knowledge of grammar, punctuation and sentences structure and also vocabulary is necessary as is correct spelling and formatting. Through writing process student can show their ideas , process information and learn actively. On the other hand, Harmer (2001: 206) explain that "Writing whether a part of a long process or as part of short process. Writing skill is particularly very important for students in fact in their schooling days, they are very often needed to write reports and some other kinds of writing. For them writing is a learning activity they cannot avoid and they even never study without writing therefore students need to have a good writing skill.

According to Himawan (2014: 2) states that writing is the whole series of one's activities in writing expressing ideas and conveying them through written language to the reader as intended by the author. On the other hand Yarmi Gusti (2014) says that writing is not just an activity motoric but also involves a person's mentality. Writing is one of the mediums for communication, through writing a person can convey meaning, ideas, thoughts and feelings through a series of written words. Writing is a skill that can be learned and is necessary training, because it is a skill that will be more skilled if you practice often.

Among the four language skills, writing skills are the focus of attention of this study because they appear to be the most useful language skills for all people at all levels of education. Today it is true that speaking skills can be realized for long distance communication media such as telephone television radio mobile TV etc. We need to remember, but not everyone has the

opportunity to take advantage of these media. Writing skills in particular are very important for students. In their school days, they were often required to write reports and several other types of writing. For them writing activities cannot be avoided even if they never learn without writing. Therefore students need to have good writing skills and it is the responsibility of the teacher to improve their ability to write. Aldino Benny (2016: 2).

In this research the researcher will use an outline technique. Outline is a writing framework to present the main and supporting ideas of a particular subject/ theme. In the likeness this outline is like the outline of our writing and if the manuscript is a human body then the outline is the skeleton of the bones. According to Tardiff & Brize (2010) there are two main reasons for making an outline, the first to help the students in the process of writing and to make a good to organize the idea.

The process of writing means when they want to make an essay and the second is they can start by making an outline then after that the result of their essay will have a good organization. So, an outline is a sympli technique that can help writers to keep their ideas in good order. This outline briefly describes what sections contain what,as well as the order in which they are placed so that all sections are coherent. An outline is a plan for or a summary of a writing project or speech. Outlines are usually in the form of a list divided into headings and subheadings that distinguish main points from supporting points . Most word processors contain an outlining feature that allows writers to format outlines automatically. A sentence outline is a tool for composing a

document, such as an essay, a paper, a book, or even an encyclopedia. It is a list used to organize the facts or points to be covered and their order of presentation by section. Topic outlines list the subtopics of a subject arranged in levels and while they can be used to plan a composition they are most often used as a summary such as in the form of a table of contents or the topic list in a college course's syllabus. Outlines are further differentiated by the index prefixing used or lack thereof. Many outlines include a numerical or alphanumerical prefix preceding each entry in the outline to provide a specific path for each item, to aid in referring to and discussing the entries.

Based on the according others expert the researcher try to give a conclusion that writing is a skill that people in all walks of life must perform almost daily that writing is expressing ideas, facts, felling, experience and through in written form and in other words writing is a process to think deeply and to convey the message to the reader by producing a sequence of sentences arranged in particular order and linked together in certain ways. In writing the aspects include the use of vocabulary, structure of the sentence, spelling and puctuation. These aspects are important to master in order to be able to produce good writing. Based on the explanation above, the researcher is interested to conduct a research with title **"Increasing Students' Writing Skill in Writing Paragraph Through Outline Technique of Second Grade at SMPN 35 Makassar"**

B. Identification of Problem

Based on the above background, the question of this study was formulated as the researcher stated as follows:

1. Students are still confused about where to start writing an essay or paragraph.

2. The students find it difficult to compile or organize their ideas in writing form.

C. Scope of the Research

In this research, researcher observed only focus on Increasing Students' Writing Skill in Writing Paragraphs Through Outline Technique of second grade at SMPN 35 Makassar.

D. Problem Statement

Based on the explanation above, the researcher formulated the following research question: Can writing paragraphs through outline technique increase student's writing skill of second grade at SMPN 35 Makassar?

E. Objective of the Research

In connection with the problem formulation above, the objective of this research is to know whether or not there is an increase of using outline technique in writing skills of second grade students at SMPN 35 Makassar.

F. The Significant of the Research

The significance of the research can be stated as follows:

1. For Students

   Students can use this technique to memorize and understand the lesson in their mind so that they will study harder and master the writing skill well.

2. For Teachers

   Teacher can use this technique as reference when they teach English skill specially in writing.

3. For the Writer

   The writer can use this technique when she is a real teacher in the future and to increase her skill in masters writing through outline technique.

4. For the Readers

   It is hoped that the technique can give more information and contribute to the readers the knowledge in the study technique outline.

5. For the School

   Hope can be one alternative method to increase the teaching in the learning process.

CHAPTER II

REVIEW OF LITERATURE

This chapter concerns the theoretical review, previous related research findings, conceptual framework, and hypothesis.

A. Theoritical Riview

1. Writing

Writing is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the other skill. But here, students are expected to be able to write well. Because by writing, the writer can expess what happens in their mind, so that the readers will know about it. Writing as a way of learning to focus your mind on important matters, and learning about them. By writing, a person can find the solution to a difficult problem.Then the person expresses it by writing Lindblom in Amin (2009: 8).

Writing is a way of expressing thoughts or telling something to others in the form of words or writing that is composed of several sentences to form a paragraph or several paragraphs in other words through the process we communicate with other people indirectly. Basically the goal of the writing is a means of communication in written form. According to Amalia (2010: 13) Writing is the presentation of language in a textual medium through the use of the set of signs or symbols (known as writing system). Writing may use abstract characters that represent phonetic element of speech as in indo European languages, or it may use simplified representations of object or concepts as in east-Asian and ancient Egyptian pictographic writing forms.

However, it is distinguished from illustration such as cave drawing and painting, and non-symbolic preservation of language via non-textual media such as magnetic tape audio.

Lorc (2002: 20) States that writing is a kind of activity where the writer expresses all the ideas in his mind in the paper from word to sentences, sentences to paragraph and paragraph to essay. Any definition according to Boardman (2002: 11) States in the writing continuous proces of thinking and organizing, rethinking and reorganising. Writing is a power full to organize over wheeling events and make them manageable. Writing is really a form of thinking using the written word.

Writing is a way to produce language which you do naturally when you speak. Writing is communicating with others in a verbal way. Writing is also an action, a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them (Meters 2005: 2). Harmer in How to Teach Writing states Writing is a process that what we write is often heavily influenced by the constraints of genres then these elements have to be present in learning activity.

Writing process is becoming more and more difficult for English learners where they have to construct a framework of ideas, organize them, and use proper grammar and vocabulary. One of thing another important aspect in learning to write is show students come up with ideas for writing put in writing. By generating ideas students will be able to develop an outline of writing Basheer Nomass (2013).

In writing activities the students sometimes find many difficulties, for example they do not know how to begin to write, how to combine one sentence to another, how to organize the idea and so on. Commonly, some students have a problem when they want to write well, such as they are afraid of making mistakes. Therefore, to solve those problems a teacher has to be more creative so that the students will easily to catch the material well. They can use various appropriate techniques so that the students can comprehend the material easily and quickly, especially teaching writing in a short duration of time. Meanwhile, the process of writing is very necessary to be mastered since the students can learn how to share their ideas and how to organize them into a good essay in writing.

Yundiyani (2017) states that writing is productive language skill because it will produce a product, namely writing. Through writing someone will become more creative and critical. Iskandarwassid (2010) argues that writing skills as one of these productive language skills it encourages someone to convey, ideas, thoughts, desires and feelings to others through written language. Zulkarnaini (2011: 145) stated that when compared to other language skills it is often writing is considered to be the most difficult skill. Writing is a process lowering graphic symbols and activities giving birth to ideas, thoughts, feelings, to readers through the medium of language in the from of writing. Good writing can be understood and understood content ideas or thoughts to the reader. Regarding gathering ideas even if given a topic. In writing students find it difficult to develop ideas. Students admit that

it's really hard for them to find anything to write and pour it into a good writing. In addition students also find difficulties in organizing the sentences they write, what to write first and what to write after participants feel they still need a guide to collect ideas and organize them into good paragraphs good and solid. Referring to the above conditions the author sees the need to apply an appropriate technique to improve students' writing skills. From several existing writing techniques the researcher chose to apply the outline technique. According to Qalby & Adil Ivery (2013: 52), writing is a tool of communication to transmit messages which are produced in written form in sequence of sentences in a particular order and linked together in certain ways. In writing language is the way that words are used language is wod choice the arrangement of phrase the structuring of sentences and paragraphs and more your language used must be precise.

Kellog (2013: 5) states that faithful composing relies upon the ability of the essay ist to recover and apply relevant strategies, outlines, realities and scenes through working memory. Writing requires the journalists to observe certain guidelines and techniques to fulfill the guideline of good composing synthesis. Furthermore, composing additionally expects them to think about how the thoughts are explained and associated with one another. Writing is an activity which needs more time to do it. It needs more preparation than the other skills such as thinking about how the topic will be written, searching for information more, knowing how to write any text well, and so on. Moreover, writing is skill which needs more time to do it since it is an activity to

organize some ideas by writing. Wicaksono & Rika Riwayatiningsih (2019: 353). Writing is important because writing can be a means to find something, come up with a new idea, practice skill, organize and clear various concepts or ideas, train attitudes and objectivity in a person helps to absorb and process information as well as training to think actively. Thus it is clear that writing very useful , even though behind it the writing process seems still difficult Suadnyani (2009: 2)

a. Process of Writing

Writing an essay or paragraph requires a process Ulfiaty (2010: 17-18) states that the writing process is generally divided into three stages: planning, drafting and revising.

1. Planning.

   Planning is any order used to bring about desired results. As the first stage in the writing process, panning is a series of strategies designed to find andproduce information in writing. When you begin any writing projects you need to discover what is possible. You need to locate and explore a variety of subject and you need to invent alternative ways to think and write about each subject and you need to consider all ideas.

2. Drafting

   Drafting is procedure of drawing up a preliminary sketch. As the second stage in the writing process, drafting is a series of strategies designed to organize and develop a sustained place of writing. Once planning has enabled someone to identify several subjects and encourage someone to

gather information on those subjects from different perspectives then you need to find connections among these clutters and this cover relationship that links the connections.

3. Revising

Revising is a procedure to improve or connect a writing progress. As the third and final state in the writing process, revising is a series of strategies designed to re-examine and re-evaluate the choice that has created a piece of writing.

In this follows there are kinds of writing divided writing into four kinds namely, narration, description, exposition and recount.

1. Narration

Narration is the form of writing used to relate the stay of the act of events. Narration places occurrences in time and tells what happens according to the natural time sequence. One thing happens and then another thing happens and the events are told in the same order. A narration tells a story series of conducted incidents or an action process on actions.

2. Description

Description is a form of writing that describes something. It reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods such as happiness, loneliness, or fear. It is used to create visual images of people's places, event of units of time or reason.

3. Eksposition

Eksposition is the form of writing that explanations something. It often answer to the question of what whom and why. It used to give informations making explonation and meanings. It purpose is to present ideas and to make the ideas clear and possible.

4. Recount

Recount is the text which retells events experienced in the past. Its purpose is to retell events. The generic structures of recount are orientation-event-reorientation. It has a similarity with the generic structure of narrative.

From the discussion above researcher try to draw the conclusion that in writing a paragraph there are several types of paragraphs as discussed above, so it will make it easier for writers to write paragraphs by looking at the topic and adjusting into the type of paragraph because each paragraph has a different structure and purpose.

b. Component of Writing

Writing has some of the following according to Oshima & Hogue (2006) define that there are five components of writing. They are content, organization, grammar, vocabulary and mechanics.

a. Content

The content tends to be relevant, clarity, originality, logic,ect. The content itself must be clear for the readers so they can get the information from it. To have good content in a piece of writing, the content should be unifying and complete.

1. Unity

   The writing regards to have good unity if it has some main ideas and the sentences contained in it developed that idea. The main idea is stated in the topic sentence and each or every supported sentences and related to that idea of the topic sentences. If a writer wants his writing to be unified, he or she should not include the sentences that do not support the main idea of the topic sentences.

2. Completeness

   Writing is said to have completeness if the main idea has been explained and developed fully completeness. The controlling idea will develop thoroughly by this particular information. It is relative to know how complex or general the topic sentences are by having a complete writing.

b. Organization

   Organization cocerned with the way how the writer arranges and organizes their ideas and their messages in writing from which consist of some partial order. In writing the writer should know about what kinds of paragraph that they want to write and what topic that they want to tell to the readers. In addition Byrne (2015: 150) states that the writer should be take care for the organization in their writing because it will help them communicate successfully with the readers.

1. Coherence

Coherence means that sticking together and in coherent essays all the ideas stick together. A coherent paragraph is each idea in supporting sentences related to the topic or the idea.

2. Spatial Order

If the purpose of the paragraph is to tell how something looks, most effective organization patterns are usually spatial.

c. Language Use

Language use in writing description and other forms of writing involve correct usage and points of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, nouns, and agreement. Specific nouns and strong verbs used modifiers or adjectives, adverbs, and participle in the writing.

d. Vocabulary

A good writer should be mastery vocabulary and idioms as the language aspect dealing with the process of writing. The writer has to consider about how to put the words into paragraph until they can build a piece of writing. Most of the students are lack of vocabulary therefore they are fail to compose a good piece of writing because they are difficult to choose words.

e. Mechanics

It deals with capitalization, punctuation, spelling etc. It is a very important part in writing because it will lead the reader to recognize

immediately what the writer means. Punctuation is important as a way to clarify meaning. In English writing capital letters have two principles. First, they used to distinguish between particular things. Second first word in quotations, a formal statement and proper adjectives etc. The use of favorable mechanics in writing will make the reader easy to group the confeying ideas and messages towards the written text.

c. The Characteristic of Good Writing

If a paragraph has good characteristics or arrangement it can make it easier for us or the reader to understand the content. In this below there are some characteristic of good writing according to Nunan (2010: 37)

1. Mastering the mechanic of letter information

2. Mastering and obeying conventions of spelling and punctuations

3. Using the grammatical system to convey one's intended meaning

4. Organizing content at the level of the paragraph and the complete text

5. Polishing and revising one's initial efforts

6. Selecting and appropriate style for one's audience

Good writing skills are essential for effective communication. Learning to write well of course takes time and practice. There are at least five stages in constructing a good written text James (2010: 29)

1. Estabilshing topic

2. Organizing ideas

3. Writing first draft

4. Revising first draft

5. Proofreading the final draft

2. Outline Technique

a. Concept of Outline Technique

Based on the problems in the above description, the researcher describes that the outlining techniques is one of technique that can solve the problem especially in the problem of students writing skill and it is hoped that this technique can increasing student writing achievement. Theoretically, outlining techniques can facilitate students to plan their ideas systematically in writing. According to Oshima (2013: 155) states that outline provide students with a framework of ideas that guide students to write. Even outline technique can help students to focus on the ideas they want to write about in relation to content and to link sentences into coherent ideas within the target language. In addition, making an outline is an active process that also provides opportunities for students to monitor their writing to minimize grammatical errors and inaccurate word choice. This technique is an effective tool for the writing process. An otline is a plan for or a summary of a writing project or speech. In other hand Bahls (2012) in Outlining and The Writing Skill by Juan Carlos (2019: 8) defines outlining is a prewriting activity that helps students to organize and connect their ideas. This strategy represent roadmap that is followed by the writers during the whole writing process and allows them to keep the hierarchical order of ideas. In other words, outlines provide a simple hierarchical structure of topics and subtopics that will be part of a text.

An outline is a form of a structure in writing consisting of topic and then followed by supporting sentence that distinguish main points from supporting points. An example of use an otline is in writing a book, the table of contents as an outline is used to limit the the discussion in compiling the contents of the book so that it does not out of the main topic or title. It is a list used to organize the facts or points to be covered, and their order of presentation, by section. Topic outlines list the subtopics of a subject, arranged in levels, and while they can be used to plan a composition, they are most often used as a summary, such as in the form of a table of contents or the topic list in a college course's syllabus. Moreover, Reinking & Hart (2011: 86) state that by using outline the writing will focus on the topic. An outline is the blueprint that shows the divison and subdivision of your paper, order your ideas and relationship between the idea and supporting details. Oshima and Hogue (20014: 35) says an outline is a technique in which students design their writing in outline form or plan a paragraph before writing in to make sure that all of the ideas fit.

Outline is one way that can be prepared before starting to write since it helps to organize some ideas in partial order. Therefore, outline is one technique that can be used by the students in the writing classroom. It is a plan that helps to organize the arrangement of ideas in good order. By making outlining the student's writing will be good order and also the readers can catch the information easily. So the benefits will be gotten by two subjects, the writer and the readers. Therefore the students need to learn

and practice to make it. Furthermore outline is also a toll to help the students to arrange the main idea and the supporting details in writing.

Dalman (2016) in Desi P. (2019: 955) states that an outline is a plan work that contains the main provisions of how a topic should be detailed and developed as well as enabling an author to distinguishes the main ideas of additional ideas. Outline is a plan before writing a paper or essay or a form plan to think and organize some ideas which will be arranged into a good writing. By using outline, the students could recognize further about the subject that they will be discussed. Furthermore the format of outline consists of subject and detailed information about the subject that will be discussing. Not only that, they can identify which supporting ideas have a relationship or not with the main topic.

A correct outline will give impact to the writing itself therefore a good writing depends on how the students make an outline based on the process of making the outline. Nehiley (2010) mentions that using an outline allows the students to write rapidly and fluently. He also adds that an outline can improve the quality of the writing by providing a skeleton of the writing, serving as a road map, stimulating new ideas and ensuring the unity of topic. They will start to look at how the main ideas are related to another. That main ideas should be written first or the next. In other hand according to Tadiff &Brize (2010: states there are two main reasons for making an outline, the first is to help the students in the process of writing and to make a good organization of the idea. The process of writing means when they

want to make an essay, they can start by making an outline then after that the result of their essay will have a good organization. So, an outline is a simple technique that can help writers to keep their ideas in good order.

Learning outlines will improve students' writing ability for three reasons. First of all it will help students organize their ideas. In particular, outlines will ensure that they won't include irrelevant ideas, that you won't leave out any important points, and that your sentences will be in a logical order. Second, learning the outline will help them faster. The last it may take some practice at first but once they get used to outlining their ideas before starting to write, they will be surprised at how fast they can actually write. In writing through outline technique there are two primary reasons according to Elyssa Tardiff and Allen Brizw (2010: 11) the first is, aids in the process of writing and the second is helps you organize your ideas.

The actual writing becomes easier because you don't have to worry about what you are going to say; you already have a well-organised plan to follow. Finally, your grammar will improve because you will be able to concentrate on it, not on your thoughts nor organization. Improved organization, speed, and grammar make learning to outline well worth the effort. According to Creme & Lea (2003) in Kalima Salija (207: 11) writing an outline it is presumed to have written senventy-five percent of the writing and with it writing will be very smooth. In addition Kisman (2017: 12) in his thesis states the usefulness of outlining as mentioned above, another reason to make an outline for writing is due to the limited capability

of working memory. In order to understand the environment or to have perception on something people use senses. Therefore it is through formal outline can a writer express things perceived logically and systematically.

In this follow there are steps of outline technique according to Yunus at al.(2017)

1. Pre-writing stage at this the teacher gives a theme of the same essay for every students. This theme is the main part of the whole essay.

2. Writing stage students are assigned to make an essay framework according to the theme provided. Outlines created by students contain topics that will later be discussed in the essay, the topics it meant is the problem which describes the entire essay.

3. Drafting, students are tasked with developing the framework of essays that have been made and compiled regularly. Then the draft includes compiling and developing the framework essay, developing the main sentence and explanatory sentences.

4. Stage post-writing, stage post-writing is the stage of refinement and completion of essays. Post stages have two types of writing namely: Editing and Improvement.

   a. Editing stage the teacher rereads, checks and assesses the accuracy of content presentation and language in an essay. The goal is to find information about the elements of the essay that still need to be improved.

b. Improvement stage, in this stage students are assigned to reread essays that have been made to check again clarity of the outline and details of the essay by edding, replacing, removing, changing, or exchanging ideas.

5. Publication in this stage students are asked to publish their writings. The teacher will provide direction to students so that they can produce a good essay both in terms of content and language as well as in terms of writing and interesting appearance. Until the instructions it helps students to complete tasks and do it individually and make students more independent.

After seeing the steps in the outline technique, now below there are some kinds of outline as follows:

1. Rude outline

A rough outline is like note taking which includes some thoughts. So, it is not a formal outline since it is just graffiti used by the students in the learning process.

2. The topic outline

The topic outline is the short phrases. It is very useful for some different topics that can be arranged in several ways in the paper. It is like point by point so the writers just need to write important words that can help them in writing their paper.

3. The sentence outline

The antonym of topic outline, full sentences. It is usually used for paper that has complex details. The writers have to write full sentences such as in the first paragraph they have to write topic sentences and also be followed by controlling ideas. While in supporting sentences they have to write detail information in full sentences also

This research only focuses on the sentence outline because it can make the students easy to move from outline to the full essay. They just copy the topic sentence and support into their essay, not to think again to make a sentence. According to Oshima and Hogue (2012: 160) the process of writing outline has four steps, namely: The first thing that has to do is to find the topic and try to sum up the point of the paper or essay in one sentence or phrase. It can help students to focus on the main point. Start the introduction and body. The students have to write them with Roman numerals: I, II, and III. In the introduction, they can write two or more general statements while, in the thesis statement, they only write one sentence. Make the topic sentence of each subsection written in upper case. In this stage, the students write the topic sentence one or more than based on the purpose of the essay. Each supporting sentences is written in a lowercase. In this stage, the students can write two or more than sentences to support the topic sentence itself. As for the process of making outline in accordance with Mutia (2015: 11) states before making the subject firstly the students have to find many information, because in outline all of the

information found must be arranged based on the hierarchical relationship. The students have to find a lot of details to support the outline and make the writing understandable. Secondly, it will be easy for the students to arrange the composition which part will be explained at the first, middle or the last paragraph. Because outline is only a tool to help the students to arrange the main idea and the supporting details in writing.

b. The Aims of using Outline Technique:

Desi P. (2019: 956) states that somes of aims from using outline technique in writing paragraph as follows:

a. To guarantee writing is conceptual, comprehensive, and directed

b. To arrange essays regularly, The outline helps the writer to see ideas at a glance, so that it can be ascertained whether the arrangement and the interrelationships between the ideas are correct, and whether the ideas are well presented.

c. Make it easy for writers to create different climaxes. Each article is developed to a certain climax. But before reaching the climax of the entire essay, there are a number of different parts of importance to the main climax.

d. Avoiding working on the topics twice or more. It is possible that a section needs to be discussed, twice or more according to the needs of each part of the essay. But working on a topic twice or more is unnecessary, because it will only have an unfavorable effect.

Oshima and Hogue (2015: 35) says an outline is a technique in which students design their writing in outline form or plan a paragraph before writing in to make sure that all of the ideas fit.

After seeing some of the aims of using outline technique but in use it is also inseparable from disadvantages as following :

a. Writing can be less creative, specially if the author uses a too standard outline such as introduction, content, closing.

b. It takes a harder effort from the author to structure his writing from the beginning. This is usually not easy and takes practice.

c. Repetitive or possibly contradictory passages are found if the writer is not careful in dividing the writing structure.

d. It is necessary to read or look for more supporting material to strengthen the argument in the less mastered structure.

e. It is necessary to connect each section with a connecting sentence or paragraphs, so that the writing becomes more readable. The flow is connected and does not look like separate pieces of writing or stand alone.

So that based on the explains about, the researcher can conclude that in writing paragraph through outline technique still have a disadvantages, but in other hand have somes aims to make your easy to organize your ideas in writing process.

3. Descriptive Text

Fikri (2011: 19) says descriptive text is a part of factual genres. Its social function is to describe a particular person, thing and place. Description in writing is the process of creating visual images and sensory impressions through wods. More often description is a part of another piece of writing is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view. Furthermore description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things.

Boardman & Frynberg (2012: 21) states in writing descriptions students are expected to be able to use several components in it such as grammar, adjectives, pronouns and possessive pronouns. In addition they must be able to present it in sequence (rhetorical structure) including identification and description. Things that can be described between other people. The use of vocabulary plays a significant role in writing especially in writing English where students interpret a word from language to another. Depdiknas (2014: 136) explains that a descriptive text is a text that gives information about a particular person, thing or animal.

B. Previous Related Research Finding

In this section from the some resesarcher have conducted some studies relating to the Increasing students writing skill through outline technique, they are follows:

1. Sukarta Kartawijaya in "Improving students' writing skill in writing paragraphs through an outline technique" the researcher explains that writing is one of the communication tools. Which one can express their idea, thought, feeling through writing. Writing is also a medium for sharing information. According to Nunan (2012: 86) states that writing as a process and it moe focuses on various classroom activities which are believed to promote the development of skilled language use. Nunan (2012: 86) also adds writing is clearly a complex process and competent writing is frequently accepted as being the last langage skill to be acquired. Few feel comfortable with a formal writing task intended for the eyes of someone else and also the effectiveness of using outline technique in improve students writing skill as one of techniques or strategies needed to improving students writing skill.

2. Haryanto Syaputra Sinaga in "The implementation of outline technique to teach writing recount text to eighth graders of SMP negeri 43 surabaya" in His researcher says the implementation of using outline in three meetings showed good results. It could make the students organize what they are writing through outline. The students applied the step of using outline in writing recount text, the use of outline facilitates the students to organize their ideas in writing. The students' writing ability after the implementation outline will be satisfying and well constructed. Most of the students have already fulfilled the criteria of the writing scoring since they could deliver their writing and master the material well.

3. Desi Permata Sari in (Perbedaan Keterampilan Menulis Karangan Narasi Dengan Menggunakan Teknik Outline (kerangka karangan) Siswa Kelas V SD Negeri 161 Pekanbaru" From Her researcher explain that the implementation of learning by applying the outline technique proved to be effective in improving narrative writing skills of fifth grade student, due to the outline technique assist students in planning essay and help students distinguish main ideas and additional ideas so as to prevent repeating the same idea.

From the findings of several previous researchers regarding the use of the outline technique in writing paragraphs, researcher try to conclude that this research proves that the outline technique is a technique that can help students express their ideas in written form and can improve their abilities, especially in writing skills.While the difference in my research is improving students' writing skills through the use of outline techniques, especially in writing descriptive paragraphs using descriptive paragraphs, especially about animals.

C. Conceptual Framework

Table 2.1 Conceptual Framework

The conceptual framework underlaying this research in diagram as follows:

```
┌─────────────────────┐
│  TEACHING WRITING   │
│       SKILL         │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│  OUTLINE TECHNIQU   │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│      ANALYSIS       │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│      FINDINGS       │
└─────────────────────┘
```
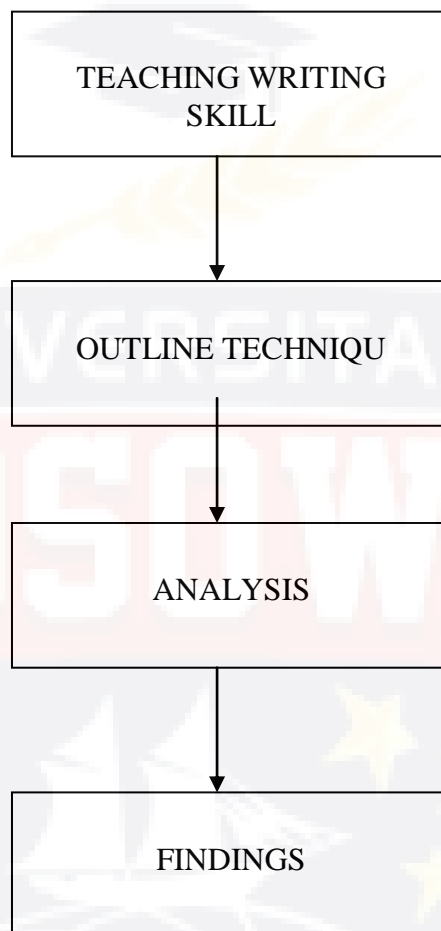
From the diagram above describe about using outline technique in learning and teaching process. In this part the researcher use the method because there are student still confused to organize their ideas in writing speacially in writing paragraph. In the first part about teaching writing skill, the writer teaching to the students' what is writing and how to start in writing and how to make good writing. Therefore in second part the writer

applied outline technique before students' start in writing paragraph in the pre-test and post-test in writing paragraph. In the third part is analysis tell about analysis from the result of the students' and the last is finding describe about the result obtained after conducting research the pre-test and post-test.

D. Hypothesis

The hypothesis of the research is formulated as follows:

1. H_0: There is no incrase of using outline technique in increase student's wtiring skill in writing paragraph through outline technique of second grade at SMPN 35 Makassar in 2021/2022 academic year.

2. H_1: There is a significant increase of using outline technique in increase stedent's writing skill in writing paragraph through outline technique of second grade at SMPN 35 Makassar in 2021/2022 academic year.

CHAPTER III

METHOD OF THE RESEARCH

This chapter presents a description of the research methods used in this research. Contains research design, location of the research, population and sample, instrument of the research, procedure of data collection and technique of data analysis.

A. Research Design

In this research, researcher used quantitative research with the experiment method. The design used in this research is pre-experimental design which involves only one class as an experimental class without there being a control class. In this research applied a test that would used pre-test and post-test which involves one group. The design write as follows:

Table 3.1

Research Design

Pre-Test	Treatment	Post-Test
O1	X	O2

Where:

O1= Pre-Test

X= Treatment

O2= Post-Test

(Gay 2017)

B. Location and Time of the Research

The location of the research consists of the second grade at SMPN 35 Makassar. Jl.Telegraf utama No.1 Paccerakkang, Kec.Biringkanaya Kota Makassar. The researcher took fourth meetings on September-October.

C. Population and Sample

1. Population

The population in this research is second grade students of SMPN 35 Makassar consisting of 289 students in the first semester in 2021/2022 academic year.

2. Sample

In this research, researcher chose one class as a samples from VIII.3 the students of second grade at SMPN 35 Makassar. The first semester consist 25 students.

D. Research Variable and Oprational Defenition

1. Variable of the Research

This research has two kinds of variables, namely independent variable and dependent variable. In this research, the independent variable is Outline Technique while, the dependent variable is students writing skill.

2. Operational Definition of Variables

To prevent interpretation especially related to the terms use in this study, operational definitions of the involve variables are formulate as follows:

a. Writing Skill

Writing skill is a important skill in learn English that learnrs should develop. It's a communication too aims to speak for the reader. Therefore, writing as a tool to communicate with other people orally must be clear so that it can be easily understood by others, therefore writing skills need to be mastered. Writing skill in this study mean students skill to describe their thoughts by using several language components related to grammar, spelling, punctuation, and the use of of capitaal letters.

b. Outline Technique

Outline technique is a technique to help students in compiling a paragraph based on it's outlines so that students' writing can be well directed. It was showed the order of your information, what each paragraph would discuss. After they understand about the outline technique expected that it can help the students to easy write the idea and developing the idea in writing paragraph.

E. Instrument of The Research

The instrument of the research is a writing test in writing paragraphs to collect the data from the research subject which would organize one group in pre-test, and post-test. Pre-test intends to find out the exent of their writing ability in writing paragraphs before applying the treatment, and the post-test would intend to find out the increase in their abilities after giving treatment.

F. Procedure of Collecting Data

The procedure of collection data in this research present as follows:

1. **Pre-test**

   The researcher gave student pre-test that used to identify students knowledge in writing ability. In the pre-test the researher would given a topic about favorite animal and ask them to chose one animal their favorite and write in a descriptive paragraph in order to know their ability to write a paragraph before applying the treatment.

2. **Treatment**

   After gave pre-test, the researcher applied treatment by use outline technique. In the next step researcher explain to students how to arrange a topic in descriptive text. The procedure of treatmen scarried out in two meetings explain in steps as follows:

   a. The first meeting the researcher observe the class and start to teach and guide students on what is writing and how to write and arrange the structure of a paragraph. After that the researcher re-evaluated by asking some questions about the use of the outline technique and discussing together from the using outline technique in the writing paragraph.

   b. And in the second meeting the researcher observed the activity of the students in the class. Finally, the researcher evaluates the students worksheet, and discusses with the student errors in their writing and gives students an opportunity to ask about the material that has been understood.

3. **Post-test**

After gave the treatment to the students, the researcher gave post-test it was conducted to find out of their ability in writing. The test still the same with pre-test, researcher gave a topic about animal favorites to describe in a descriptive paragraph and students work individually with a time of 30 minutes.

G. Technique of Data Analysis

1. Rubric Assessment

   To analyze the writing test, the researcher used a writing assessment rubric. Baharudin (2016: 22) It was in accordance with the five components of good writing.

   There are somes point of writing assessment that was used as scoring scale in this research as follows:

a. Conten

Table 3.2
The researcher tabulated the classifications of content as follows:

Score	Level	Criteria
27-30	Very good-Excellent	Knowledge, substantive, relative to assigned topic
22-26	Average-Good	Some knowledge of subject mostly relevant to the topic, but luck detail
17-21	Poor-Fair	Limited knowledge, of subject, little substance
13-16	Very Poor	Non-substantive not pertinent, not enough to evaluate

b. Organization

Table 3.3

The reseracher tabulated the classifications of organization as follows:

Score	Level	Criteria
18-20	Very good-Excellent	Fluent expression, cohesive, well organized
14-17	Average-Good	Limited support, logical but incomplete sequencing
10-13	Poor-Fair	Non-fluent, ideas confused or disconnected
7-9	Very Poor	No organization, not enough to evaluate

c. Vocabulary

Table 3.4

The researcher tabulated the classification of vocabulary as follows:

Score	Level	Criteria
18-20	Very good	Sophisticated range effective word/idiom
14-17	Good	Adequate range, occasionl errors of word/idiom choice and usage out meaning not occured
10-13	Fair	Limited range frequent errors of word/idiom from choice usage
9-7	Poor	Essential translation little knowledgement of English

d. Grammar

Table 3.5

The researcher tabulated the classification of grammar as follows:

Score	Level	Criteria
22-25	Very good	Effective complex construction
18-21	Good	Effective but simple construction
11-17	Fair	Major problems in sample/complex construction
5-10	Poor	Virtually no mastery of sentence construction rule

e. Mechanic

Table 3.6

The resercher tabulated the classification of mechanic as follows:

Score	Level	Criteria
5	Very good-Excellent	Demonstrate mastery of conviction
4	Average-Good	Occasional errors of spelling, punctuation, capitalization
3	Poor-Fair	Frequent errors of spelling, Punctuation , capitalization
2	Very Poor	No mastery of connections, dominated by errors of spelling, capitalization and paragraphing

2. Classifying the students score of the test

Table 3.7 Scoring Classification

Score	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	Poor
< 50	Very poor

(Depdiknas, 2017: 13)

3. To know the score classification of each components of the students pre-test and post-test the writer converted the students' score using the formula:

$$\text{Score classification of students} = \frac{frekuensi}{Total\ of\ Students} \times 100\%$$

4. In this researach to formulate the mean score the researach used the following formula. The formula of the mean of the test can be calculate as follows:

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

where: x   = Pre-test

$\sum x$ = Total score of pre-test

N   = Total number of student

Burns (2010:14)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the finding of the research and discussion. The findings present of the research cover the description of the result of data collected through the test. In the discussion part, the writer analyzed the data obtained from the students with only one group pre-test and post-test.

A. Findings

The finding of the research deals with the answer the problem statement which it aims was to find out the increasing of the students writing skill in writing paragraph. The result of data analysisi found that teaching writing ability through outline technique can increasing students writing skill of second grade at SMPN 35 Makassar. The following the writer describe the students' score in the pre-test and post-test.

1. The Students' Score and Classification in Pre-test

The students score and classification in pre-test is showed in the following table.

Table 4.1: Students Pre-test Score

No.	Initial Name	Score					Total	Classification
		C	**O**	**V**	**G**	**M**		
1.	ASR	12	10	6	7	2	37	Very Poor
2.	AK	19	18	19	16	3	75	Good
3.	ADY	13	10	9	11	3	46	Poor
4.	NFD	10	7	15	8	2	42	Very poor

5.	S	17	16	14	17	3	67	Average
6.	BD	18	13	15	14	2	65	Average
7.	DNP	12	10	8	9	2	40	Very poor
8.	DAS	20	17	16	18	5	75	Average
9.	DPR	12	8	9	7	3	39	Very poor
10.	NM	10	13	11	8	2	44	Very poor
11.	G	16	15	16	13	4	64	Average
12.	IAR	11	10	9	7	2	39	Very poor
13.	KS	20	18	16	13	3	70	Average
14.	KB	15	8	7	11	3	40	Very poor
15.	AAR	12	11	13	11	2	50	Very poor
16.	SWE	13	14	9	14	5	55	Poor
17.	MA	9	10	14	12	2	47	Very poor
18.	MFYD	13	10	4	6	2	35	Very poor
19.	MKB	10	7	6	5	2	30	Very poor
20.	MA	11	9	12	11	1	43	Very poor
21.	MA	10	10	10	7	3	40	Very poor
22.	MY	10	8	11	6	2	37	Very poor
23.	NT	9	11	7	11	2	40	Very poor
24.	NFR	8	5	7	8	2	30	Very poor
25.	RAK	12	11	4	8	3	38	Very poor
	Total						1.184	
	Mean Score						47.52	

(Source : SMPN 35 Makassar)

From the table showed the students writing skill in writing paragraph there
is nothing students can write a paragraph perfectly. Based on the results on the
pre-test we can see from the table 4.1 where the total of the students is 25
students and the total score is 1.184 with the mean score 47,52. From this table
of the students pre-test there are various categories. There are 17 students got

very poor category, there is 2 students got poor category and there is 5 students got average category while 1 students got good category.

After giving pre-test, researcher got results based on the rubric assesment as follows:

Rate Frequency (F) and Percentage (P) of the Students Score in Pre-test and Post-test in Content.

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very Good-Excelent	27-30	-	-	-	-
2	Average-Good	22-26	-	-	6	24%
3	Poor-Fair	17-21	5	20%	13	52%
4	Very-Poor	13-16	20	80%	6	24%
	Total			100%	25	100%

Based on the table above showed that the results of students' pre-test were 20 (80%) students are classified as very poor, and 5 (20%) students were classified poor-fair. In the post-test there was 6 (24%) sudents classified as average-good, 13 (52%) students' classified poor-fair and 6 (24%) students classified very-poor.
 From the results the writer found that in pre-test the students had difficult how to organize their ideas in writing paragraph, but in post-test after using outline technique students score has increased in writing skill in content.

Rate Frequency (F) and Percentage (P) of the Students Score in Pre-test   and Post-test in Organization.

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very Good-Excelent	18-20	-	-	14	56%
2	Average-Good	14-17	4	16%	7	28%
3	Poor-Fair	10-13	12	48%	4	16%
4	Very-Poor	7-9	7	28%	-	-
	Total			100%	25	100%

Based on the table above showed in pre-test there was 4 (14%) students got average-good classified, 12 (48%) students were classified poor-fair and 7 (28%) students classified very-poor. While in post-test 14 (56%) students classified very-good-exceelent, 7 (28%) stdents classified average-good and 4 (16%) students classified poor-fair. From the result showed in the pre-test students had difficult in organizing their ideas, but in post-test the after using outline technique the students can organizing and arranged their ideas into paragraph.

Rate Frequency (F) and Percentage (P) of the Students Score in Pre-test and Post-test in Vocabulary.

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very Good	18-20	1	4%	10	40%
2	Good	14-17	7	28%	6	24%
3	Fair	10-13	6	24%	7	28%
4	Poor	7-9	11	44%	2	8%
	Total		25	100%	25	100%

The table above showed the result of the students in pre-test and post-test in vocabulary 1 (4%) students classified very good, 7 (28%) students classified good, 6 924%) student clssifued fair and 11 (44%) students got poor classified. In post-test 10 (40%) students classified very good, 6 (24%) students were classified good, 7 (28%) srudents got fair classification and 2 (8%) students clssified poor. It means in pre-test their vocabulary still lack but in post-test their vocabulary incrased.

Rate Frequency (F) and Percentage (P) of the Students Score in Pre-test and Post-test in Grammar.

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very Good	22-25	-	-	9	36%
2	Good	18-21	4	16%	3	12%
3	Fair	11-17	12	48%	8	32%
4	Poor	5-10	9	36%	5	20%
	Total		25	100%	25	100%

From the table above showed, the results of the pre-test conducted by students showed that in the pre-test none of the students were classified as good, 4 16%) students classified as good, 12 (48%) students classified fair and 9 (36%) students classified poor, but in te post-test 9(36%) students got very good, 3 (12%) students got good category, 8 (32%) students classified fair and 5 (20%) students got poor categor. Th writer found the the most of the students had no mastery of sentences construction rules, so that the students difficult to make a good paragraph but in the post-test the students increased in grammar.

Rate Frequency (F) and Percentage (P) of the Students Score in Pre-test   and Post-test in Mechanic.

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very Good-Ecelent	5	2	8%	3	12%
2	Average- Good	4	3	14 %	10	40%
3	Poo- Fair	3	8	32%	8	32%
4	Very-Poor	2	12	48%	4	16%
	Total		25	100%	25	100%

Based on the table above showed in the pre-test, 2 (8%) students got very good category, 3 (14%) students classified average-good, 8 (32%) students were classified por-fair and 12 (48%) students got very poor category. While in post-test 3 (12%) students were classified very good, 10 (40%) students got average-good category, 8(32%) students classified poor fair and 4 (16%) sudents got very poor category. The writer found most of the students' writing was dominated by errors of spelling, but in the post-test, the writer found some of the students can mastery of conviction. This result showed that can enhance students' writing skill in mechanics. As being stated earlier that after tabulating and analyzing the students scores into percentage. The table below is classification in pretest score.

Table 4.2.The Percentage of Students Pre-test Score

Score	Classification	Frequency	Percentage
90- 100	Excellent	0	0
76-90	Good	1	4%
61-75	Average	5	20%
51-60	Poor	2	8%
<50	Very Poor	17	68%
Total		25	100%

(Source: Students Pre-test Score)

From the table 4.2 showed that in the pre-test there is nothing of students classified as excelent, 1 (4%) students classified as good, 5 (20%) students classified average, 2 (8%) students classified poor and 17 (68%) students classified very poor.

2. The Mean score and Standard Deviation of Students Pre-test

Before the treatment applied, the writer was given students pre-test to know the students ability in writing paragraph. Furthemore, the purpose of the test was to find out there is increasing or not. After calculating the results of the students pre-test, the maen score and standard deviation are presented in the table following.

Table 4.3 Mean Score and Standard Deviation of the Students in Pre-test and Post-Test

Mean Score	Standard Deviation

47.52	**13.77**

Based on the classification above, the mean score of the pre-test was considered by very poor with the standar deviation 13,77. It indicates that the score of the classification reached by the students are still low.

3. Scoring Classification of Students' Post-test Score

The students score and classification in post-test is show in the following table.

Table 4.4 Students Post-test Score

No.	Initial Name	Score					Total	Classification
		C	O	V	G	M		
1.	ASR	22	21	21	20	4	88	Good
2.	AK	20	23	20	22	5	90	Excelent
3.	ADYJ	23	22	19	20	3	87	Good
4.	NFD	20	21	18	17	4	80	Average
5.	S	23	22	22	20	4	91	Excelent
6.	BD	21	20	22	18	4	85	Good
7.	DNP	19	16	13	14	4	66	Average
8.	DAS	22	21	19	22	5	89	Good
9.	DPR	19	18	11	9	3	60	Poor
10.	NM	11	14	12	9	2	48	Very poor
11.	G	20	18	17	18	5	78	Good
12.	IAR	13	12	11	9	2	47	Very poor
13.	KS	22	20	19	20	4	85	Good
14.	KB	18	20	18	20	4	80	Good
15.	AAR	15	19	12	14	3	63	Average

16.	SWE	19	16	14	17	4	70	Average
17.	MA	11	10	14	13	2	50	Very poor
18.	MFYD	20	13	14	7	2	56	Poor
19.	MKB	17	19	16	8	3	63	Average
20.	MA	13	10	11	12	3	49	Very poor
21.	MA	15	16	18	17	4	70	Average
22.	MY	17	15	18	14	3	67	Average
23.	NT	16	18	10	13	3	60	Poor
24.	NFR	18	15	9	13	4	59	Poor
25.	RAK	19	15	14	13	3	64	Averge
	Total						1.745	
	Mean Score						69.80	

(Source : SMPN 35 Makassar)

The data in the table 4.4 above showed the students on the post-test. The total of the students was 25 students and the total score was 1.745 with the mean score 69.80. From the table of the students post-test there are various categories. There is 2 students classified as excelent, 7 students got good cetegory, 8 students got averge category and 4 students got category poor while 4 students got very poor category.

As being stated earlier that after tabulating and analyzing the students scores into percentage. The table below is classification post-test score.

Table 4.5 The Percentage of Students Post-test Score

Score	Classification	Frequency	Percentage
90- 100	Excellent	2	8%
76-90	Good	7	28%

61-75	Average	8	32%
51-60	Poor	4	16%
<50	Very Poor	4	16%
Total		25	100%

(Source: Students Post-test)

From the table 4.5 above shows that in the post-test there is 2 (8%) students clssified as excelent, 7 (28%) students classified as good, 8 (32%) students classfed as average, 4 (16%) students classified as poor and 4 (16%) students classified very poor.

4. The Mean Score and Standard Deviation of Students' Post-test

The result of the post-test was defined the way to know the mean score and standard deviation. Table in the following present the mean score and the standard deviation of post-test.

Table 4.6 The Mean Score and Standard Deviation of Students Post-test

Mean Score	Standard Deviation
69.80	14.51

From the standard deviation it can be observed in the table above that the post-test was valued 69,80 with the standard deviation obtained 14,51. It show that in the post-test produces a better increasing improvement or a higher achievement that turns from the pre-test 47,52 with the standard deviation 13,77 while on the post-test 69,80 with standard deviation 14,51. From the research finding it means that the using outline technique in writing paragraph can enchance students' writing skill in English at the

second grade of SMPN 35 Makassar at the first semester 2021/2022 academic year.

B. Discussion

In this section discuss about research findings both of the pre-test and post-test. The discussion aimed at describing the student' achievement based on the results of research that has been obtained. The research question proposed in this study about can writing paragraph through outline technique increase sudents writing skill of second grade at SMPN 35 Makassar.

This study conducted at SMPN 35 Makassar, the writer choose one class as a sample namely VIII.3 with the total sample were 25 students of the second grade SMPN 35 Makassar.

In the first meeting, the writer introduced to the students the title and the aims of the research. After that the writer exlained to the sudents about the test in the pre-test. In the pre-test the writer gave students test to writing descprive test about their favorite animal into paragaph to know their writing ability and their organze thir idea into paragraph before applied the treatment.

After doing the pre-test to the students the writer applied treatment furthermore in the second meeting the writer showed to the students the treatment example descriptive text about favorite animal with title "My Pet is Cat" and the writer explained to the students. While on the second treatment, the writer explained how to start in writing through used outline

technique based on the examples that have given in the first meeting, as for the steps among others the first is determine the title and the second make a topic sentence, the third make supporting detail and the last is make conclussion.

At the last meeting, the writer applayed post-test. In the post-test the writer gave the same test when the writer cunducted pre-test. From the computation of the mean score of the pre-test and post-test it was found that the mean score of the pre-test was 47,52 but after appliyed the treatment the maean score in the post-test increased to 69,80.

In addition after doing research the writer found that the use outline technique as one of techniques to increas students'writing skill can enchance students writing skill in writing paragraph of second grade SMPN 35 Makassar.

In the using outline technique also inseparable from the adventages and disadventages, there are somes adventages among others the first adventage make it easer for students' to writing paragraph structure. In other hand it means in using outline technique the framework has been determained like title, topic sentences, supporting sentences, supporting detai and the last make conclussion.

The second adventages was make writing conceptual focused and avoid working on the topic twice or more. It means in writing paragraph focus in important points so that can avoid discussing topics repeatedly. Its

evidence by students' learning outcomes that enchance after applied treatment by the use outline technique.

However using outline technique in taeching writing skill also has disadventages the first disadventages, is it takes a harder effort from the students' to structure their writing from the beginning. It means before starting to write a paragraph firstly students must prepare some important points before starting in writing. This not easy and takes more practice and its necessary to read or look for more material to streghthen the argument.

Second disadventges of using outline technique the writer its takes more practice and it's necessary to read or look for more material to streghthen the argument.

Therefore it was conclude that the use of outline technique can give the contribution to the students for increase their skill in writing paragraph it is evident from the results obtained in the post-test. Based on the experience and observation during doing research the research find out there are various characters, background and eager to learn of students.

Based on the finding of the research above the writer may point out that before applied the treatment, the students' feel confused how to organize or describe their ideas ad arrange into good paragraph. In this case the result of the post-test indicates that the use of outline technique in writing paragraph gives process significantly to toward students' achievement.

It means all students could enchance their achivement in understanding writing skill in writing paragraph. It is preved by the students' result of mean score before and after the treatment get increase as stated before. The students' achievement showed in the post-test better.

Based on the result of the research with sample 25 students' the writer chose 3 of them to explain their result in the pre-test and post-test. In the first students worksheet in pre-test with students name Novrialdo Tandi got value 40 with Content 9, Organization 11, Vocabulary 7, Grammar 11 and Mechanic 2. The writer gave score very poor category actually the content of the paragraph is quite good but not clear by not writing the title and still lacking in detail about the parts of the bird and advisable before writing in paragraph form, write a clear title first and then explain in detail about the topic being discussed.

Therefore in the second students worksheet namely Arya Anugrah He got score 62 with Content 18, Organization 13, Vocabulary 15, Grammar 14 and Mechanic 2. Although without title but He explained in sufficient detail about the topic such as the parts of rabbit, the types of rabbit food and He makes coclussion at the end of paragraph. The last students worksheet namely Gita She got 64 score with Content 16, Organization 15, Vocabulary 16, Grammar 13 and Mechanic 4. From the result She got average score although also without the title but in the content already enough related to the She discussed in detail the parts of the dog and also She always does do the task on time.

Therefore the writer would explain about the result of the students in post-test the first students worksheet namely Novrialdo Tandi got 60 as classification average score in post-test who previously got 40 in the pre-test but after the writer applied treatment using outline technique the result increase in post-test equipped with the title, content and conclussion from the topic which He discussed. Then the second students worksheet namely Arya Anugrah previously got 62 score in pre-test but after the writer applied treatment about using outline technique in the post-test He got 86 as good classification after being completed with the title and in the comntent more detail and He make conclussion of the topic in the end of paragraph.

Furthermore tha last namely Gita got score 64 in pre-test but after the writer applied the treatment about using outline technique She got score 78 in post-test after being completed withe title, the the contents of the paragraph are explained more detail and ended with the conclussion in the end paragraph.

The result obtained by researcher during research starting from the first meeting students lack of understanding how to make good structure and directed paragraph, so still confused about where to start writing, it can be seen from the average value obtained by students' at the pre-test. However after applying the treatment, many students' got scores above the average this can be proven by the post-test result they got. On the other hand there are also students' who are actively taking pretest-treatment and postest so that they get added value. Based on the finding and discussion the writer can

conclude that the using outline technique in writing paragraph can increase students' writing skill especially in writing descriptive text of second grade at SMPN 35 Makassar.

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter consists of two sections. The first deals with the conclusion of the finding and the second deals with the suggestion for the research.

A. Conclussion

In conlussion the writer find out the impact of used outline technique, the writer use SPSS 16 to manage the data that writer have been obtained. These could to know the students score in the pre-test and post-test, the mean score and standard deviation. The mean score of the pre-test was 47,52 with standard deviation 13,77 and the mean score of the students post-test was 69,80 with the standard deviation 14,51 although the increase is not so high but at least there is a slight changed after applied the treatment.

Based on the students score in the pre-test and post-test, the mean score and standard deviation, the writer can make conclude that the use of outline technique in writing paragraph can increase the students' achievement in writing skill specially in writing paragraph.

B. Suggestion

Based on the finding, the writer stated suggestion as follows:

1. The teacher should motivate their students in learning English specially in writing skill as one skill from four skill in English language.

2. For the students, the students should be more interested in learning English they should changed their perspective about English that learning English is fun and easy to understand.

3. For the students they must should be respect to their teacher, and follow the instruction when the teacher gives direction, device and correction.

4. For the next researcher the result of the research can also be used as an additional reference with different discussion.

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APPENDIXES

Instrument For Testing The Students Skill In Writing Descriptive Text

1. Pre-test

   Student write descriptive text about " Favorite Animal" (each students would choose of the animal that they would like to describing).

2. Treatment

   The students learn about how to writing paragraph through outline technique to increasing writing skill and also their learn how to make descriptive text about " What animal do you like to describe into paragraph of all animals?"

3. Post-test

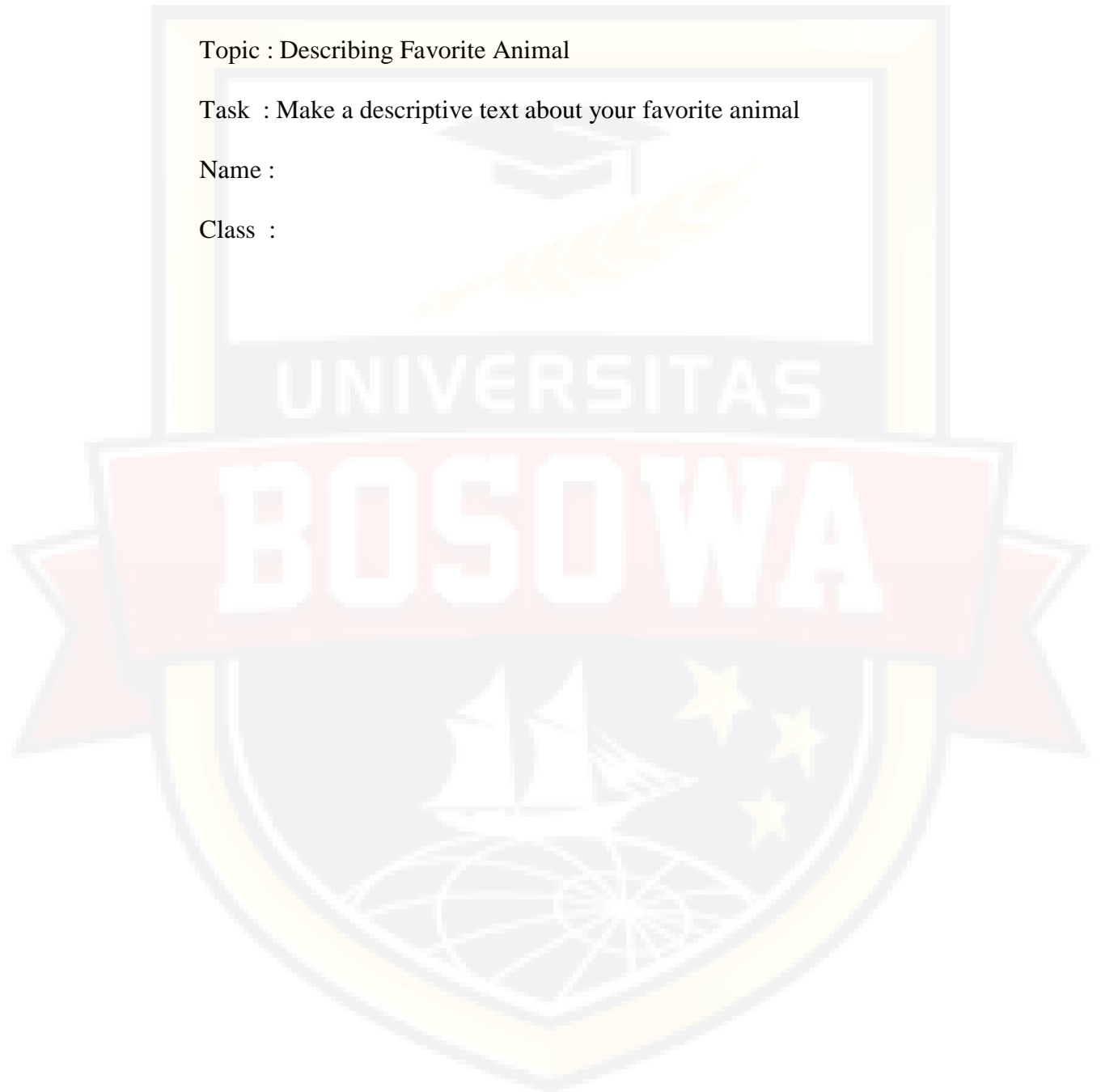   Students write descriptive text about "your favorite animal by using outline technique.

Appendix 1. Writing Test in Pre-test

PRE-TEST

Topic : Describing Favorite Animal

Task : Make a descriptive text about your favorite animal

Name :

Class :

Appendix 2. Treatment

TREATMENT

In this part the researcher will guide and teach the students to writing paragraph about the topic descrtiptive text through outline technique. The following is an example of a descriptive text about a favorite animal.

OUTLINE TECHNIQUE

Title ⟶ My Pet is Cat

Topic Sentence ⟶ This is my lovely cat, his name Derris

Supporting Sentence ⟶ Derris grew into a very healthy cat because he always eats regulary o that his body continues to grow.

Supporting Detail ⟶ He has black eyes with sharp pupils when outdoors, his eyes will look very cute when he is in the room because his pupil will turn big so he will look like a spoiled and obedient cat.

Conclussion ⟶ In conclussion this is about my pet cat namely Derris. He is a beautiful and cute cat so, whatever your pet is if you can take care of it, it will definitely grow well.

My pet is cat

This is my lovely cat, his name is Derris. I took care of him since he was a kind when I bought it at the animal market. Derris is currently 9 months old. My cat belongs to the Persian breed so it has long fur. Derris has a petite body and a funny face. Moreover, his activeness makes me want to continue playing with him. Derris grew into a very healthy cat because he always eats regularly so that his body continues to grow. He has a very beautiful long brown fur, the fur is also very soft and very comfortable to touch. Derris has black eyes with sharp pupils when outdoors. His eyes will look very cute when he is in the room because his pupils will turn big so he will look like a spoiled and obedient cat. The tails is also not too long maybe only about 10 cm. However, because the fur is very long the tail also look long. Te pads on the feet are cute because they are pink in color and are soft to the touch. The pads on this foot serve as a sense of touch for Derris. In conclussion this is about my pet cat namely Derris. He is a beautiful and cute cat so, whatever your pet is if you can take care of it, it will definitely grow well.

Appendix 3. Writing Test in Post-test

POST-TEST

Topic : Describing Favorite Animal

Task : Make a descriptive paragraph about your favorite animal

Name:

Class:

Appendix 4. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMPN 35 Makassar

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : VIII.3 / 1

Alokasi Waktu   : 3 x 45 Menit

Aspek/Skill   : Menulis

Topic   : Describing Favorite Animal into Descriptive Text

Standar Kompetensi	Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	Mengungkapkan makna dan langkah retotika dalam essai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive*.
Indikator	1. Mengidentifikasi ciri kebahasaan teks *descriptive* 2. Memahami penggunaan simple present tense 3. Memahami penggunaan huruf besar, tanda baca, dan pengejaan kata 4. Menggunakan pilihan kata yang tepat dalam menyusun kalimat 5. Menyusun kata-kata menjadi kalimat dengan benar 6. Menyusun kalimat menjadi paragraf *descriptive* dengan benar.

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Mengidentifikasi ciri kebahasaan teks *descriptive*

- Memahami penggunaan simple present tense

- Memahami penggunaan huruf kapital, tanda baca, dan pengejaan kata

- Menggunakan pilihan kata yang tepat dalam menyusun kalimat

- Menyusun kata-kata menjadi kalimat dengan benar

- Menyusun kalimat menjadi paragraf *descriptive* dengan benar.

B. Materi Pembelajaran

    a. Text Type: *Descriptive*

    b. Grammar :

        - Simple Present Tense

        - Noun Phrase

        - Adjective Phrase

        - Degree of Comparison

C. Metode Pembelajaran : Diskusi, Tanya-Jawab, dan Presentasi

D. Langkah-langkah kegiatan pembelajaran

Pertemuan Pertama

Kegiatan Awal
1. Guru memberikan salam kepada siswa, memimpin doa dan mengecek kehadiran peserta didik. 2. Guru melaksanakan warming up bersama-sama dengan peserta didik 3. Apersepsi dan motivasi siswa: guru melakukan tanya jawab untuk memancing pengetahuan siswa tentang topik yang akan dibahas. 4. Menyebutkan topik dan tujuan pembelajaran : *Our topic today is "describing favorite animal". We are going to learn how to describe animal using the appropriate noun phrases and adjectives. At the end of the class, you are expected to be able to write a simple descriptive paragraph. I hope it will be useful for you.*
Kegiatan Inti
1. Guru memberikan gambaran mengenai favorite animal setelah itu para siswa diberikan tugas untuk menulis apa saja yang mereka tahu tentang favorite animal tersebut 2. Pada pertemuan ini, guru belum memberikan penjelasan tentang apa saja

yang harus ditulis, ataupun bagaimana pola kalimat yang digunakan dalam menulis *descriptive text*.

3. Setelah selesai, guru akan mengumpulkan hasilnya.

Kegiatan Akhir

1. Guru dan siswa melakukan refleksi dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan.
2. Guru menanyakan kesulitan apa yang dirasakan selama mengerjakan tugas yang diberikan.
3. Peneliti mengucapkan salam penutup

Pertemuan Kedua

Kegiatan Awal

1. Guru memberikan salam, memimpin doa dan mengecek kehadiran siswa
2. Apersepsi dan motivasi siswa: guru melakukan tanya jawab untuk memancing pengetahuan siswa tentang topik yang akan dibahas.
3. Menyebutkan topik dan tujuan pembelajaran.
4. Guru mereview kembali materi di pertemuan sebelumnya.

Kegiatan Inti

1. Guru memberikan penjelasan tentang materi *descriptive text*.
2. Guru memberikan penjelasan mengenai penggunaan Teknik Outline dalam menulis paragraph.
3. Guru memberikan sebuah contoh text descriptive tentang paragraph yang menggunakan teknik outline kemudian membahasnya bersama siswa
4. Guru memberikan kesempatan bertanya kepada para siswa jika ada materi yang belum dipahami atau kurang jelas.

Kegiatan Akhir

1. Guru dan siswa melakukan refleksi dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan.
2. Guru menanyakan apakah siswa mengalami kesulitan dalam menerapkan teknik outline dalam menulis paragraph
3. Guru mengucapkan salam penutup

Pertemuan Ketiga

Kegiatan Awal
1. Guru mulai mengkondisikan kelas dan mengecek daftar kehadiran siswa.   2. Apersepsi dan motivasi siswa: guru melakukan tanya jawab untuk memancing pengetahuan siswa tentang topik yang akan dibahas.   3. Menyebutkan topik dan tujuan pembelajaran.
Kegiatan Inti
1. Mereview pelajaran tentang pertemuan sebelumnya.   2. Guru memberikan tugas kepada siswa untuk membuat paragraph descriptive mengenai " your favorite animal" dengan tepat sesuai dengan langkah-langkah menggunakan teknik outline pada penjelasan pertemuan sebelumnya.   3. Siswa diberikan kesempatan untuk melakukan editing terhadap hasil tulisannya.   4. Siswa mengumpulkan hasil tulisannya.
Kegiatan Akhir
1. Guru dan siswa melakukan refleksi dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan.   2. Guru menanyakan apakah siswa mengalami kesulitan.   3. Guru mengapresiasi partisipasi siswa.   4. Penutup

E. Penilaian

Penilaian yang digunakan adalah menggunakan rubrics of writing. Aspek aspek yang dinilai adalah *content* (C), *organization* (O), *grammar* (G), *vocabulary* (V), dan *mechanics* (M).

Makassar, 23 September 2021

Teacher   Researcher

Yosep Ripi Mangallo, S.Pd   **Murniati Bongga**
NIP. 197208181998022007   **NIM. 4517101007**

Appendix 5. The Students Score in Pre-test and Post-test
Student Pre-test Score

No.	Initial Name	Score					Total	Classification
		C	O	V	G	M		
1.	ASR	12	10	6	7	2	37	Very Poor
2.	AK	19	18	19	16	3	75	Good
3.	ADYJ	13	10	9	11	3	46	Poor
4.	NFD	10	7	15	8	2	42	Very poor
5.	S	17	16	14	17	3	67	Average
6.	BD	18	13	15	14	2	65	Average
7.	DNP	12	10	8	9	2	40	Very poor
8.	DAS	19	17	16	18	5	75	Average
9.	DPR	12	8	9	7	3	39	Very poor
10.	NM	10	13	11	8	2	44	Very poor
11.	G	16	15	16	13	4	64	Average
12.	IAR	11	10	9	7	2	39	Very poor
13.	KS	20	18	16	13	3	70	Average
14.	KB	15	8	7	11	3	40	Very poor
15.	AAR	12	11	13	11	2	50	Very poor
16.	SWE	13	14	9	14	5	55	Poor
17.	MA	9	10	14	12	2	47	Very poor
18.	MFY	13	10	4	6	2	35	Very poor

19.	MKB	10	7	6	5	2	30	Very poor
20.	MA	11	9	12	11	1	43	Very poor
21.	MA	10	10	10	7	3	40	Very poor
22.	MY	10	8	11	6	2	37	Very poor
23.	NT	9	11	7	11	2	40	Very poor
24.	NFR	8	5	7	8	2	30	Very poor
25.	RAK	12	11	4	8	3	38	Very poor
	Total						1.184	
	Mean Score						47.52	

(Source: SMPN 35 Makassar)

Students Post-Test Score

No.	Initial Name	Score					Total	Classification
		C	O	V	G	M		
1.	ASR	22	21	21	20	4	88	Good
2.	AK	20	23	20	22	5	90	Excelent
3.	ADYJ	23	22	19	20	3	87	Good
4.	NFD	20	21	18	17	4	80	Average
5.	S	23	22	22	20	4	91	Excelent
6.	BD	21	20	22	18	4	85	Good
7.	DNP	19	16	13	14	4	66	Average
8.	DAS	22	21	19	22	5	89	Good

9.	DPR	19	18	11	9	3	60	Poor
10.	NM	11	14	12	9	2	48	Very poor
11.	G	20	18	17	18	5	78	Good
12.	IAR	13	12	11	9	2	47	Very poor
13.	KS	22	20	19	20	4	85	Good
14.	KB	18	20	18	20	4	80	Good
15.	AAR	15	19	12	14	3	63	Average
16.	SWE	19	16	14	17	4	70	Average
17.	MA	11	10	14	13	2	50	Very poor
18.	MFY	20	13	14	7	2	56	Poor
19.	MKB	17	19	16	8	3	63	Average
20.	MA	13	10	11	12	3	49	Very poor
21.	MA	15	16	18	17	4	70	Average
22.	MY	17	15	18	14	3	67	Average
23.	NT	16	18	10	13	3	60	Poor
24.	NFR	18	15	9	13	4	59	Poor
25.	RAK	19	15	14	13	3	64	Averge
	Total						**1.745**	
	Mean Score						**69.80**	

(Source: SMPN 35 Makassar)

Appendix 6. Data Analysis SPSS
Frequencies

Statistics

		PRE_TEST	POST_TEST
N	Valid	25	25
	Missing	0	0
Mean		47.5200	69.8000
Std. Deviation		13.77534	14.51723
Minimum		30.00	47.00
Maximum		75.00	91.00
Sum		1188.00	1745.00

PRE_TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	8.0	8.0	8.0
	35	1	4.0	4.0	12.0
	37	2	8.0	8.0	20.0
	38	1	4.0	4.0	24.0
	39	2	8.0	8.0	32.0
	40	4	16.0	16.0	48.0
	42	1	4.0	4.0	52.0
	43	1	4.0	4.0	56.0
	44	1	4.0	4.0	60.0
	46	1	4.0	4.0	64.0
	47	1	4.0	4.0	68.0
	50	1	4.0	4.0	72.0
	55	1	4.0	4.0	76.0
	64	1	4.0	4.0	80.0
	65	1	4.0	4.0	84.0
	67	1	4.0	4.0	88.0
	70	1	4.0	4.0	92.0
	75	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

POST_TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47	1	4.0	4.0	4.0
	48	1	4.0	4.0	8.0
	49	1	4.0	4.0	12.0
	50	1	4.0	4.0	16.0
	56	1	4.0	4.0	20.0
	59	1	4.0	4.0	24.0
	60	2	8.0	8.0	32.0
	63	2	8.0	8.0	40.0
	64	1	4.0	4.0	44.0
	66	1	4.0	4.0	48.0
	67	1	4.0	4.0	52.0
	70	2	8.0	8.0	60.0
	78	1	4.0	4.0	64.0
	80	2	8.0	8.0	72.0
	85	2	8.0	8.0	80.0
	87	1	4.0	4.0	84.0
	88	1	4.0	4.0	88.0
	89	1	4.0	4.0	92.0
	90	1	4.0	4.0	96.0
	91	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Descriptives

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
PRE_TEST	25	45.00	30.00	75.00	47.5200	13.77534
POST_TEST	25	44.00	47.00	91.00	69.8000	14.51723
Valid N (listwise)	25					

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE_TEST & POST_TEST	25	.625	.001

Appendix 7. Students Worksheet in Pre-Test

Pre-Test

Topic : Describing favorite Animal
Task : Make a descriptive text about your favorite animal
Name : Novriando Tandi
Class : 8.3

Benny is the name of my cockatoo in my home
every morning I feed him some corn sometime give
him Vegetable like carrots and brocoli also banana.
the white color and have beautiful yellow on
this red head I am Very happy

Content : 9
Organization : 11
Vocabulary : 7
grammar : 11
Mechanic : z

40

Pre Test

Topic : Describing Favorite Animal
Task : Make a descriptive text about your
Favorite animal
Name : Arya Anugrah
Class : 8.3

I have rabbit. His fur is white and has black.
Spots. He has long ears and short tail
he also has cute red big eyes. My rabbit
like to eat carrot and other vegetablas. when
I release my rabbit out of his cage his used
to jump everywhere and hard to cactc. So
I could Just qut him on his cage bacause
I'm afraid that he rumming away.

- Content : 10
- Orgamization : 13
- Vocabulary : 15
= Grammar : 14
- Mechanic : 2

(62)

No. _____
Date : _____

Topik : Describing favorite animal
Task : Make a descriptive text about your favorite animal
Name : Gita
class : 8.3

My dad bought me a dog on my birthday. It is a male golden retriever dog I really love him as my pet. His name is Jiji. He has brown fur. His fur is really soft and he likes to be rubbed on his belly. He has a long tail and big body I always take him for walk around because he really like it. Jiji is already as the part of our family.

Content : 16
organization : 15
Vocabujary : 16
Grammar : 13
Mechanic : 4

64

PAPERLINE

Appendix 8. Students Worksheet in Post-Test

Date :

Post - Test

Topic : Describing Favorite Animal
Task : Make a descriptive text about your
favorite animal
Name : Arya Anugrah
Class : 8.3

My Rabbit

Rabbit are mammars from the family leporidae which can be found in many Parts of the earth. Rabbits reproduce by giving birth which is cared vivi Parity. In my home I have rabbit. His fur is white and has black spots. He has long ears and a short fail. He also has cute rad big eyes, my rabbit live to eat carrot and other vegetables. When I realize my rabbit out of his cage. he use to jump everywhere and have to catc. so I could just put him on his cage because I'm afraid what that he running away. in canclussion rabbit it is ane of pet animal their food is carrot and very cute.

Content : 20
Organization : 24
Vocabulary : 19
Grammar : 19
Mechanic : 4

86
good

No.

Date :

post-test

Topic : describing favorite Animal

Task : Make a descriptive teks about your favorite Animal

Name : Gita

class : 8.3

My Dog

Dogs are one of the fumiliar and favorite pets of many people because they are andorable. dogs can also be good friends, loyal and can be protective. one day may dad bought me a dog on my birthday. It is a male golden retriever dog. I really love him for walk around because he really like it. Jul is already as the park of our family In conclusion Dogs are one of the pets that many people like because they are cute, adorable and include animals the are loyal to their master.

Content : 20
organization : 18
Vocabulary : 17
grammar : 18
mechanic : 5

78

Appendix 9. Surat Permohonan Izin Penelitian

UNIVERSITAS BOSOWA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231
Telp. 0411 452 901 – 452 789 Ext. 117,Faks. 0411 424 568
http://www.universitasbosowa.ac.id

Nomor : A.302/FKIP/Unibos/VIII/2021
Lampiran : -
Perihal : **Permohonan Izin Penelitian**

Kepada Yth,
Kepala Sekolah SMP Negeri 35 Makassar
di –
Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.
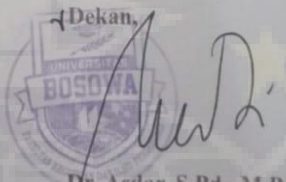
Nama : Murniati Bongga
NIM : 4517101007
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
Universitas Bosowa

Judul Penelitian :

Increasing Students Writing Skill in Writing Paragraph Through Outline Technique of Second Grade at SMP 35 Makassar

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 23 Agustus 2021
Dekan,

Dr. Asdar, S.Pd., M.Pd.
NIDN : 0922097001

Tembusan:
1. Rektor Universitas Bosowa
2. Arsip.

Appendix 10. Surat Keterangan Telah Melakukan Penelitian

NSS: 201196011212   NPSN: 40311920

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
UNIT PELAKSANA TEKNIS SATUAN PENDIDIKAN FORMAL
SMP NEGERI 35 MAKASSAR

Alamat :Jalan Telegraf Utama No. 1 Kompleks .perumahan Telkomas . Telp: 0411-8959567 Makassar- 90241

KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 800/036/UPT SPF SMPN 35/II/2022

Yang bertanda tangan di bawah ini, Kepala UPT SPF SMP Negeri 35 Makassar bahwa :

N a m a : **MURNIATI BONGGA**
N I M : 4517101007
Fakultas : FKIP
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa
Alamat : Jl. Biring Romang Lorong 8 Makassar

Benar yang bersangkutan tersebut di atas telah selesai melakukan penelitian di UPT SPF SMP Negeri 35 Makassar dari tanggal 3 s.d. 10 September 2021 dengan judul :

"INCREASING STUDENTS' WRITING SKILL IN WRITING PARAGRAPH THROUGH OUTLINE

TECHNIQUE OF SECOND GRADEAT UPT SPF SMPN 35 MAKASSAR"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Makassar, 17 Februari 2022
Kepala UPT SPF SMPN 35 Makassar

Parenrengi, S.Pd., M.Pd
Pangkat Pembina Tk.I
NIP. 19650915 198812 1 002

Appendix 11. Student's Full Name

No   Nama Lengkap Siswa Kelas VIII.3

1. Afgan Syafitra Rudy
2. Adelia Khairunisa
3. Alfrida Dwi Yanti
4. Nur Falendra Dewi
5. Salsa
6. Brandly Claudio
7. Deswita Natalia Paborong
8. Dhean Anggara Syaputra
9. Dwi Pasa Ramadani
10. Nurawwaliah Mayzhar
11. Gita
12. Izyan Arif Ramadhan
13. Kavin Saputra
14. Keysa Bara
15. Arya Anugrah Ramaan
16. Stephanie Wynona Elisse
17. Maulia shari
18. Maulidya Febri Yanti
19. Meilvieni Kadang Boro
20. Muhammad Adib
21. Muhammad Amran
22. Muhammad Yusril
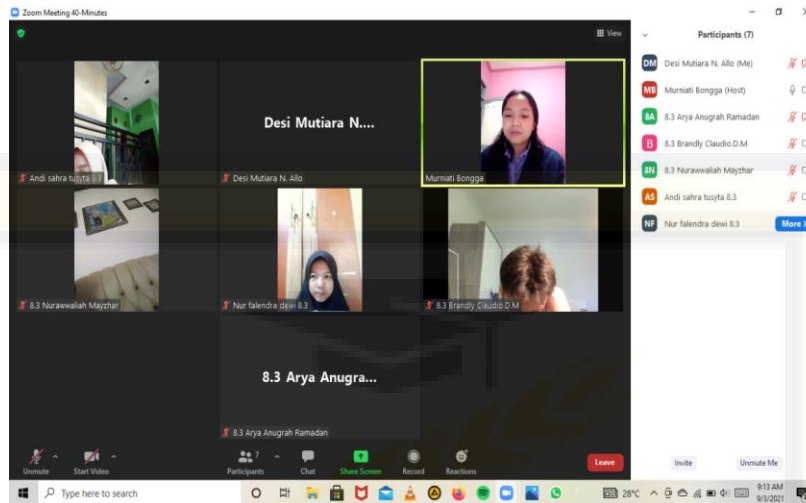23. Novrialdo Tandi
24. Nur Falisha Rafiqa
25. Ratu Amina Kartini

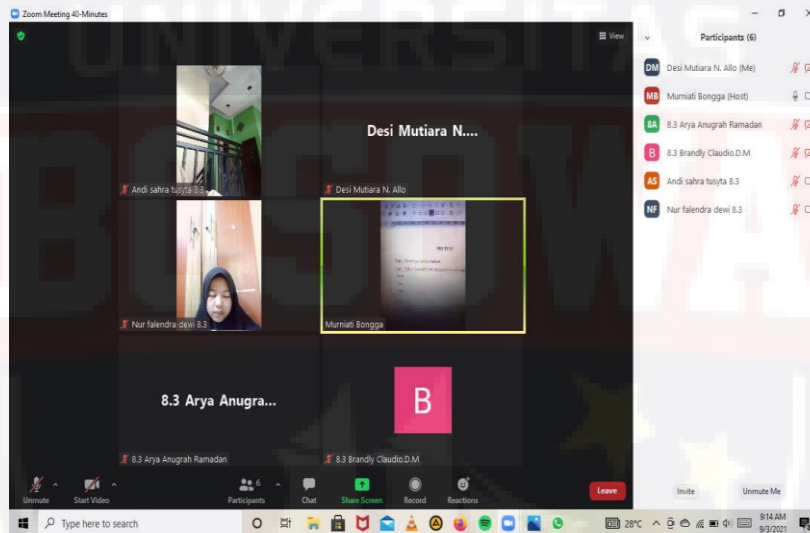**Appendix 12. Documentation**
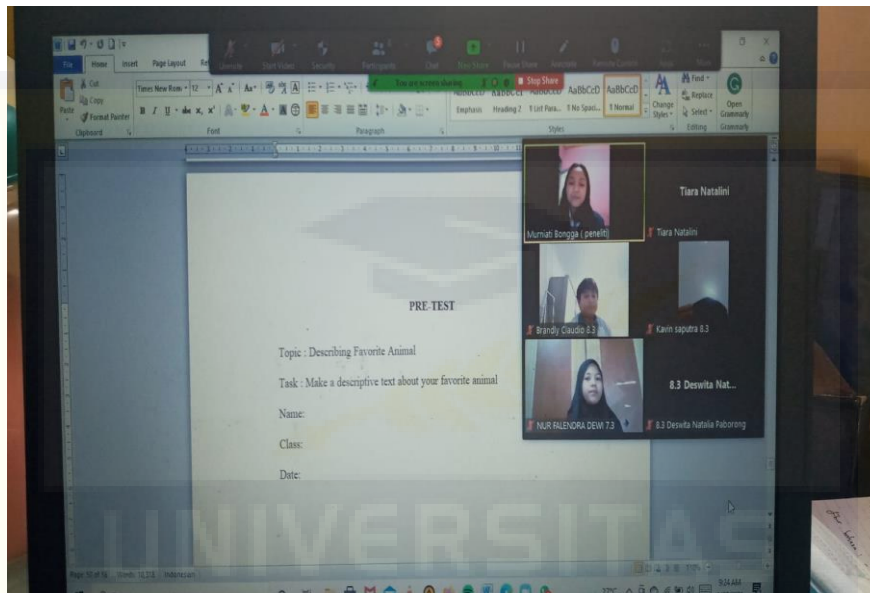
1. The researcher was guidance and giving a pre-test
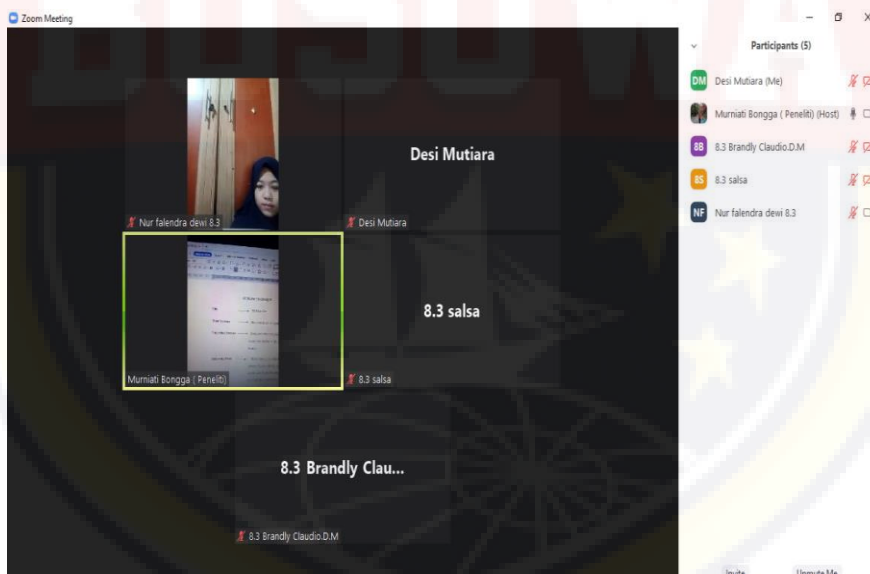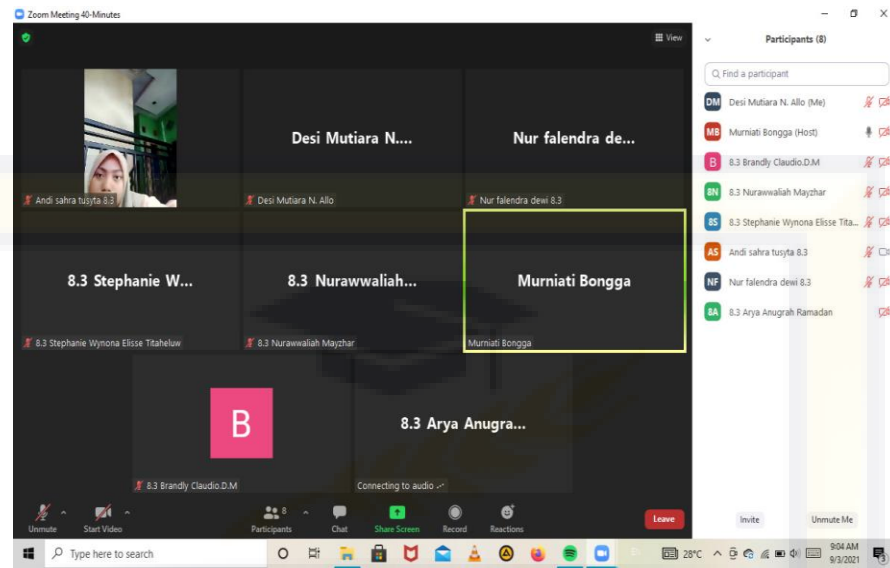

2. The researcher was giving treatment

3. Researcher explain Material in treatment

4. **Students was doing post-test**

5. Researcher discuss students' errors in writing paragraph and also explain the adventages of using outline technique.

BIOGRAPHY

MURNIATI BONGGA was born on May, 13 1998 in Lullungan, sub-district Mappak, disrtict of Tana Toraja South Sulawesi. She is the fourth child of eight siblings. Her mother is Arruan and her fatrher is the deceased Tino'. She has five sisters they are Agustina Tino, Noviana Meni, Yorva, Dalle Datu Arruan and Kherol and she has two brothers they are Elias Endi and Obeth.

She started her study in 2004 at SD Inpress 242 Kondodewata sub-district Mappak, district of Tana Toraja South Sulawesi and graduated in 2010. In the same year she continued her study at SMP 2 Simbuang sub-district Mappak, district of Tana Toraja Sout Sulawesi and and she finished her study in 2013. After that she continued her study at SMA PGRI Ge'tengan at axis road Marinding-Batualu, sub-district Mengkendek, district of Tana Toraja South Sulawesi and finished in 2017.

After graduated in senior high school in 2017, she decided to continue her study to English Eduction Study Program in Faculty Teacher Training and Education of Bosowa University. She also participated in HIMAPBING (Himpunan Mahasiswa Pendidikan Bahasa Inggris) and BEM (Badan Eksekutif Mahasiswa) she finished in 2022.