

**TEACHING RECOUNT TEXT WRITING THROUGH OUTLINING
STRATEGY TO IMPROVE STUDENTS' WRITING ACHIEVEMENT AT
THE SECOND GRADE OF JUNIOR HIGH SCHOOL**

(A Script)

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2019**

ABSTRACT

TEACHING RECOUNT TEXT WRITING THROUGH OUTLINING STRATEGY TO IMPROVE STUDENTS' WRITING ACHIEVEMENT AT THE SECOND GRADE OF JUNIOR HIGH SCHOOL

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The aims of this research were to find out whether the use of outlining strategy in writing recount text could improve students' writing achievement and to investigate what aspect of writing improve the most after being taught by outlining strategy.

This research used writing test as an instrument to collect the data. The subjects of this research were 25 students of the second grade students of SMPN 1 Katibung in academic year 2018/2019. This research employed one group pretest and posttest design. The tests were given to see how far the students improve their writing recount text achievement after the treatment. The data were analysed using *Repeated Measure Test in SPSS* version 16.0.

The result showed that there was statistically significant improvement of the students' writing achievement after the treatment with the significant level 0.05. Therefore, the hypothesis of the research which stated that there is positive effect of outlining strategy in improving their writing achievement was accepted. The mean score of pretest was 49.660 and the mean score of posttest was 80.24. It means that students' mean score improved about 30.58. From each aspects of writing, the aspect that improve the most was content from 16.88 to 24.68 which means the score improved about 7.8. At last, according to the findings, it can be concluded that outlining strategy improve students' writing achievement and the research question of this research was being answer clearly.

Keywords: *writing, recount text, outline, outlining strategy*

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THE SECOND GRADE OF JUNIOR HIGH SCHOOL**

**By:
Wia Mawarni**

A Script

**Submitted in a Partial Fulfillment of
the requirements for S-1 Degree**

in

**The Language and Arts Department of
Teacher Training and Education Faculty**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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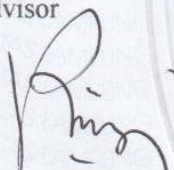
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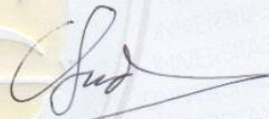
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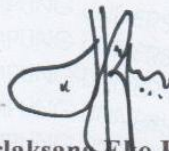
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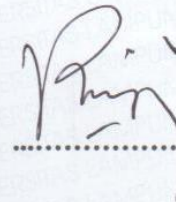


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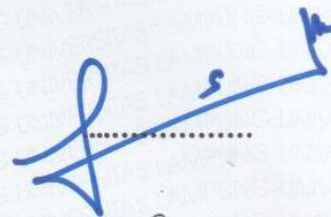
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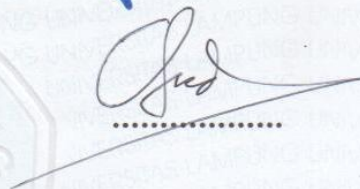
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Strategy to Improve Students' Writing Achievement at
The Second Grade of Junior High School

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 23 Oktober 2019
Penulis,



Wia Mawarni

CURRICULUM VITAE

Wia Mawarni was born in Kota Dalam, South Lampung on June 8, 1997. She is the second child out of three children in the family of Listiono and Suparni. She has two brothers named Ria Sutiono and Tio Septian.

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From July to August 2018, she did KKN in Pugung, Tanggamus and conducted PPL at SMK Darul Fikri. To complete her study, she undertook a research related to teaching recount text writing through outlining strategy at the second grade of Junior high school from March 20, to March 30, 2019.

DEDICATION

The writer dedicates this work to:

Her beloved parents – The late Listiono and Suparni

Her brothers – Ria Sutiono and Tio Septian

Her Almamater – Lampung University

Her friends in English Education Study Program

All English Teachers

MOTTO

You only live once, but if you do it right, once is enough.

(Mae West)

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Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and determination to finish this script. This script, entitled “Teaching Recount Text Writing Through Outlining Strategy to Improve Students’ Writing Achievement at The Second Grade of Junior High School”, is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfilment of the requirements for S-1 degree. Among many individuals who gave generous suggestion for improving this script, first of all the writer would like to express her sincere gratitude and respect to:

1. Drs. Huzairin, M.Pd. and Drs. Sudirman, M.Pd. as the writer advisors, who have been willing to spend time to assist her in accomplishing this script.
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Thank you for the time, love and laugh we had together.

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Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and to those who want to conduct further research.

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I. INTRODUCTION

In this chapter, there are several points which give explanations of why this study should be conducted and how important it is. To be clearer, this chapter is divided into sub-points; they are background of the problem, formulation of research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problem

Broadly speaking, writing is not an easy skill to do, because the writer should pay attention to the correct vocabulary, making coherence among sentences, unity of the paragraphs, and also punctuation and grammar. In line with those complex activities, students tend to deem that writing is a difficult thing to do, especially when writing in a foreign language. In Indonesia, English is a foreign language that students feel it difficult to learn.

According to Curriculum 2013, there are some texts which have to be mastered by the students at Junior High School; they are recount text, narrative, procedure, and descriptive. According to the syllabus that made by the ministry of culture and education, writing recount text is one of the texts that must be learned and taught in the second grade of Junior High School. So, the students have to be able to write recount text correctly and coherently.

The problem is that the students get difficulty to apply the English structure in their writing. It is because there are many rules in grammar that they have to remember. In reference with the pre-observation that the researcher did by asking the English teacher in one Junior high school, many students still confused when they want to write good paragraph. The students just waste their time by doing nothing when they want to start writing. It can be occurred because

the students confused and do not know what to do or what to write. First, students lack of variety in vocabulary choices, therefore they do not know how to express their idea in writing. This problem also can obstruct students in organizing their idea about what they want to write because they are anxious of making mistakes in their writing. Second, they cannot compose a sentence correctly and also put the right words down to become a good sentence because many students have low ability in grammatical structure. They are also still confused how to organize sentences into coherence paragraph.

Moreover, Juwitasari (2005: 2) pointed out that nowadays, most of English teachers only emphasized teaching writing by using traditional method like grammar-translation method, in which the students were not encouraged to apply the theories given by the teacher on the paper. This made the students not to know how to express their ideas properly in written form. In addition, many English teachers only gave students some topics without giving any guidelines and the words as hints related to the topics in order to help the students in writing paragraph. Consequently, the students were always confused when they are asked to write and could not express their ideas into good written form.

In order to solve the problem above, logically, the students should be taught how to plan and organize their ideas and supporting information before they start to write a paragraph or composition so that they are able to make effective paragraph writing. In this case, the students should be given such kind of frame of ideas as the guideline to help them not only making a coherent sentence and paragraph but also monitoring their errors in grammar and the selection of word. Furthermore, it also needs the creativity of teachers to use the suitable technique in teaching writing of recount text.

Referring to the description of the problem above, the researcher thinks that outlining strategy is an appropriate technique to solve the problem and improve the students' writing achievement. Theoretically, outlining strategy can facilitate the students to plan their ideas in systematical way (Oshima, 2006:155). An outline provides students a frame of idea that guides the students to write. Moreover, outlining strategy can help the students to focus the idea that they intend to write in relation to the content and to link sentences into coherent ideas in the target language. In addition, making outline was an active process that also gave the students opportunities to monitor their writing in order to minimize grammar errors and inaccuracy of selection of words. This technique is an effective tool for the writing process.

Regard to the background of the problem above, the researcher tried to apply outlining strategy in teaching writing recount text. The researcher wanted to find the improvement of students' writing achievement by using this technique. Therefore, the researcher conducted a research to prove the assumption that outlining strategy as an appropriate technique in learning writing recount text, under the title "Teaching Recount Text Writing Through Outlining Strategy to Improve Students' Writing Achievement at The Second Grade of Junior High School".

1.2. Research Questions

In reference to the background of the research, the formulations of research problem are:

1. Is there any significant improvement of students' recount text writing achievement after being taught by using outlining strategy at the second grade of Junior high school?
2. What aspect of writing improves the most after being taught through outlining strategy of students' recount text writing achievement?

1.3. Objectives of the Research

In relation to the formulation of the problem, the objectives of this research are:

1. To find out whether there is an improvement of students' recount text writing achievement by using outlining strategy in teaching learning process.
2. To investigate what aspect of writing that improves the most after being though through outlining strategy of students' recount text writing at the second grade of junior high school.

1.4. Uses of the Research

The result of this research can be used as follows:

1. Theoretically, the result of this research is expected to be useful for the English teaching particularly and also to the English teachers because students had a problem to produce an effective paragraph of recount text.
2. Practically, the result of this research will be used to give additional contribution in case of education and it may support or verify the previous research or theory.

1.5. Scope of the Research

In reference to the problems above, the researcher focuses on improving the students' achievement in writing recount texts in five aspects of writing by implementing the outlining strategy in the writing class. In this study, the researcher wanted to know how outlining strategy as a technique that could be used to improve students' achievement of writing recount text. The outlining strategy is referred to one of the prewriting techniques in writing which in this

research the reference of the technique is by Oshima and Hogue (2006). The topics used in the text were unforgettable moment and holiday experience. This research was conducted at SMPN 1 Katibung. The subject of the research was one class of second grade students in academic year 2018/2019 in the second semester.

1.6. Definition of Terms

In relation to the use of this study, there are some definitions clarified in order to have similar understanding. The terms can be described as follows:

1. Writing skill is a skill which deals with the ability to arrange the graphic systems such as, letter, word, and sentences of target language being used in writing communication in order that the reader can understand the message or information intended.
2. Paragraph is a group of sentences which develop one main idea containing five elements, i.e., a topic sentence, supporting sentences, a concluding sentence, unity and coherence.
3. Recount is a kind of writing paragraph process that describes event or events in accordance to time or chronological order.
4. Outlining strategy is prewriting technique that is like an architect's plan to organize thought in making writing that consists of parts of paragraphs.
5. Improvement is the process of making something better or of getting better, in this case from the score of pretest to the posttest.

II. LITERATURE REVIEW

This chapter reviews the theories that support the research. It consists of Review of previous research, writing, teaching of writing, recount text, outlining strategy, outlining strategy in teaching of writing, advantages and disadvantages of outlining strategy, procedure of teaching writing recount text through outlining strategy, theoretical assumption, and hypothesis.

2.1. Review of Previous Researches

In the recent time, many researchers have conducted research to find out the benefits of using outlining technique in the process of teaching writing.

A study on outlining technique was conducted by Ambasari (2011) in State Islamic University of Sultan Syarif Kasim Riau entitled *The Effect of Using Outlining Technique toward Ability in Writing Narrative Text at the Second Year Students of SMAN I RETEH Indragiri Hilir Regency*. The research was conducted to find out significant difference of writing ability between students who are taught by using outlining technique and those who are taught by using conventional technique. She used narrative text as the subject because the students still have problem in writing narrative text. In the end, based on the analysis of the data, it shows that using outlining technique has positive effect toward students' writing ability in narrative text.

Another study was conducted by Zakia (2017) in State Islamic University (UIN) Imam Bonjol Padang entitled *The effect of Outlining Technique to Students' Writing Ability in Recount Text at Senior High School 1 Gunung Talang*. This research is intended to prove that students who were taught by using Outlining technique would have better score in recount text. Statistically, the

result of data analysis is showed that teaching writing by using Outlining technique improved students' writing skills at Class XI IIS₅ of SHS 1 Gunung Talang. Furthermore, she stated that not all of writing components are improved significantly. So, it is suggested that the English teachers have to consider outlining technique in teaching writing with appropriate way and material to achieve the better result.

Regard to the explanations above, the researcher interested to implement outlining technique in teaching writing in second grade of junior high school. Further, the difference of this study with the previous studies are on the text that used and on the grade of the students. This study mostly focused on giving an alternative way of effective writing to students' writing in junior high school that can be implemented by the teacher for future teaching learning process.

2.2. Concepts of Writing

Writing is one of the human's ways to communicate. Communication is not only achieved through speaking, but it can also be obtained through writing. Someone can express their idea that they want to share in a written form. According to Tarigan (1987:7), writing is the language skill that is used in the indirect communication. It implies that the students can communicate their ideas to the others through written form such as letter, message, or invitation for communication.

In addition, Harmer (2004:31) states that writing is a way to produce language and express ideas, feelings and opinions. It means that if someone is able to share his/her message in right order to the reader, there will be a communication between them. In writing we are expected to be able to write about the information that we want to share to the reader effectively, so that the communication will be meaningful and understandable. Oshima & Hogue

(2006:2) state that writing is a progressive activity which is open with the result of thinking what the writer going to say. After finished writing a text, the writer should read the draft of writing and make corrections. In line with this, Spratt (2005:27) describes that the nature of writing has a number of stages such as brainstorming, making notes, planning, writing a draft, editing, producing another draft, and proof-reading or editing again. Those stages can help the students in writing process. Oshima & Hogue (2006:265) also states that writing is a process of creating, organizing, writing, and polishing. In the first step of the process is creating ideas. In the second step is organizing the ideas. Then in the third step is writing a rough draft. In the final step is polishing rough draft by editing it and making revisions. According to the definitions above, it can be stated that writing is an activity to express the idea, feeling and thought on a piece of paper. The process of writing also done through some stages. The writers need to explore and transmitting ideas, thought and feeling in order to write what in their minds.

2.2.1. Aspects of Writing

In order to make a good writing, there are five aspects that should be considered in the process of making a composition according to Jacobs et.al. (1981:90) that are content, organization, language use, vocabulary, and mechanics. So, a writer should pay attention to those aspects in order to achieve a good writing. To make more clearly, here is the example of recount text that reflects five aspects of writing:

One morning I got up with the feeling that the day was going to be an unlucky one for me. How right it was! Found that it was already 06:15 a.m. I rushed into bathroom. I did not see a piece of soap lying on the floor. I stepped on it and slipped, almost breaking my back in the process. Unfortunately, I just missed the bus. My heart sank and I knew that I would be late for school. When I reached school, my name was taken down by the teacher. The teacher scolded me for being late. To my humiliation, I was made to stand outside the class. I was so upset by the

incidents that I could not study properly. But worse come. After school, I was on my way home when something hard hit me on the head. Someone had thrown a bag of fish bones out of the window and it landed on me! I was boiling with rage but could do nothing. However, luckily for me, this only raised a small lump on my head. I managed to reach home safe and sound, and did not dare to go out again for the rest day.

(source: <http://recounttext.blogspot.com/2011/04/recount-text>)

Referring to the example above, the reader can identify the five aspects of writing in term of recount text:

1) Mechanics

It refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation, and capitalization within the paragraph. The paragraph above uses necessary and appropriate spelling i.e. feeling (f-e-e-l-i-n-g), punctuation (comma and full stop) and capitalization (the first letter at the beginning sentence and name of the place).

2) Vocabulary

It refers to the selection of words that are suitable to the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it. The words choices used in the text above communicate effectively and make favorable impression on the reader for instance: the word “unfortunately, humiliation, safe and sound”.

3) Grammar/Language use

It refers to the use of correct grammatical forms and syntactical pattern. It is identified from the construction of well-formed sentence. All sentences that are used in the text above are grammatically correct and understandable. For example: “*I was so upset by the incidents that I could not study properly*”.

4) Content

It refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis. Content refers to the substance of recount text writing. Content provides the unity. The unity can be identified by seeing the topic sentence and controlling idea. Here, the topic sentence in the first paragraph is *“One morning I got up with the feeling that the day was going to be an unlucky one for me”*. And the controlling idea is *“How right it was! Found that it was already 06:15 a.m.”*

5) Organization

It refers to the logical organization of content (coherence). It is related to the ideas that stick together so that ideas run smoothly within paragraph. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose. On the text above there are some transitional expressions include for example, *when I...., after school, I....*

In line with the explanation above, it can be concluded that writing is a process of transferring one's idea into written form. In this case, the students are expected to make a good paragraph. Then, to make the text or paragraph meaningful, the students or writer must give attention to those aspects or components of writing, there are content, organization, grammar, vocabulary, and mechanic. Writing is also a valuable activity in order that the language be communicative.

2.3. Teaching of Writing

The target of teaching English in Junior High School students are able to solve the problems in terms of spoken and written language. Based on the Standard of Competency and Basic Competency of Curriculum 2013 the capability to communicate is the capability to produce oral and written text. There are several purposes of learning English at Junior High School. These are the purposes of learning English at Junior High School according to curriculum 2013:

- a) Developing the communication competence in the form of oral and written texts to achieve the functional literacy level.
- b) Having senses about the importance of English to increase the nation competitive ability in the goal society.
- c) Developing the students' understanding about the relationship between language and culture.

In addition, there are scopes of learning English at Junior High School such as:

- a) Discourse competence, is the ability to understand or create oral or written texts based on the basic language skills.
- b) The ability to create and understand various short functional texts, monolog, and essays in the form of procedure, descriptive, recount, and report.
- c) Supporting competence which is linguistics competence, socio cultural competence and discourse forming competence.

In line with the explanations above, the researcher decided to focus on one scope which is teaching writing of a recount text related to standard of competence and basic competence based on the Ministry of Culture and Education for grade eight students.

Teaching writing is to teach the students how to express an idea or imagination in written form. In order to be successful in writing, the material presented should be relevant to their needs, interest, capacities, and ages until they

are able to make composition with view or even no errors (Finnochiaro, 1964: 129). In other words, it is clear that the teacher should guide the students to write or how to express the ideas in written form. In the writing class, the students usually need something to motivate them to take it on. Besides that, there are some components that should be develop in writing skill such as content, organization, discourse, syntax, vocabulary, and mechanics.

To have an effective performance-oriented teaching program would mean that we need to systematically teach students problem-solving skills connected with the writing process that will enable them to realize specific goals at each stage of the composing process. Thus; process writing in the classroom may be construed as a program of instruction which provides students with a series of planned learning experiences to help them understand the nature of writing at every point. Process writing as a classroom activity incorporates the four basic writing stages which are planning, drafting (writing), revising (redrafting) and editing. The description of each stage is shown as follows:

1) Prewriting

In this stage, students involve the activities, such as reading, brainstorming, mind mapping, discussing, fast writing, questioning, interviewing and encouraging them before they write their sentences in the first draft. A typical prewriting activity in the process approach would be for learners to brainstorm on the topic being provided. By this way, students would get motivation to write because they feel that they have something matter to say.

2) Drafting

In this stage, students would select among ideas during prewriting and structure. The result of brainstorming session provides a plan of description of topic. The content might be written without considering the grammatical aspect first. In this stage, the researcher input the technique to make the drafting better which is using outlining strategy. The writer, in this case students, make an

outline for their draft of the text.

3) Revising

In this stage, the students review a draft to check content and organization based on the feedback from him or herself and teacher or peers. Revision is a process in which writers not only polish their style, but also develop their ideas. In this stage, the teacher helps the students through the revision to shape and reshape the text into final form.

4) Editing

In this stage, the students check their final text for some mistakes they have made based on the feedback given, such as spelling, punctuation, grammar, and all presentation. Referring to the process of writing above, outlining strategy plays the important roles in the four stages of writing in this study.

2.4. Concepts of Recount Text

Recount text is one of text types that should be learned by the students. It also has been included in the 2013 Curriculum, especially for second grade students of junior high school. According to Derewianka (2004:14), a recount is the unfolding of a sequence of events or times. The focus of recount text is to reconstruct past experience on a sequence of events, all of which relate to a particular occasion. Meanwhile, Anderson et al (1997) states that recount text is a text that tells about something that happened or retells past events or activities and has a purpose to give detailed information about what and when of that events.

The purpose of recount text is to provide a description and when it occurred with sequence of events. There are some features of a recount. Anderson (1997:29) describes the generic structure of a recount text. A recount text has three main sections. The first is orientation. It consists of what, where and when the story are happened. The second is sequence of events. It retells the events in

the order in which they happened. And the last is reorientation. It consists of conclusion.

To be clearer, here is the example of recount text that reflects the generic structure:

Last Holiday to Kuta Beach

Orientation:

Last month, I went to Bali by plane with my family for three days and stayed in the hotel near Kuta Beach. We chose Bali because we thought that Bali was the most beautiful place and it was the island of the God.

Events:

At the first day, my family and I walked along the beach. My sister and I built a sandcastle, while our parents sat and enjoyed the scenery around the beach. There were many tourists at the beach. Next day, I swam on the beach and dived under the sea. The view was beautiful; there were many little fishes and other sea creatures. I enjoyed my adventure in the sea. On the last day, I sunbathed in the beach like other tourists. Then my family and I rowed a boat around the beach. The wind blew and we felt really relax. Kuta beach was really beautiful.

Reorientation:

I will never forget it. And I am proud of being an Indonesian because my country is one of the most famous places in the world.

A recount usually includes the following grammatical features:

- a. The use of past tense to retell the events.
- b. Words that show the order of the events.
- c. Descriptive words to give details about who, what, when, where and how.
- d. Proper nouns to identify those involved in the text.

The focus of the research is personal recount since it tells the activities whereas the writer involves or does by her or himself. Personal recount is also closer to the daily life of the students.

2.5. Outlining Strategy

According to Zemach and Rumisek (2003: 63) an outline is a list of the

information you will put in your essay. An outline begins with the essay's thesis statement, shows the organization of the essay, tells what ideas you will discuss and shows which ideas will come first, second and so on, ends with the essay's conclusion. Outlining have some function in writing process. Writing an outline before you write an essay will show you what to write before you actually begin writing, an outline also help make your essay well organized and clearly focused, and outline keep you from forgetting any important points (Zemach and Rumisek, 2003: 63).

Outlining is one of the prewriting techniques that can help students to generate ideas in mind in written form. Oshima and Hogue in Ambarsary (2011: 16) state that outlining is like architect's plan. Meaning that, before developing a paragraph, the writer should have a plan to guide in the process of writing. It will help the writer to avoid leaving out the important thing related to the topic. Outlining has some purposes in writing process. Writing an outline before you write a text will show you what to write before you actually begin writing. The purpose of outline is to make your text well organized and clearly focused. Outline keeps you from forgetting any important points.

The outlining strategy is one of the existing writing techniques. The outlining strategy consists of several steps (Oshima, 2006: 271-272):

1) Making Sub lists

The first step toward making an outline is to divide the ideas into sub-lists, to group all ideas related to the same ideas, and to cross out any items that do not belong or that are not usable. For example, the topic is "Fishing", the writer will list further the keyword into sub lists and cross out any items that don't belong or that aren't useable.

Prepare the necessities

bought the bait

~~bring the bike~~

got a big fish

start fishing

cook the fish

find the spot

invite some friends

~~using net~~

The ideas listed under "fishing" could be divided further into two sub lists, those that describe before the event and those that describe during the event. Two items, (1) *prepare the necessities* and (2) *start fishing*, can serve as titles for the sub lists. *bring the bike* and *using net* didn't fit in either sub list, so they were crossed out. When the points already grouped all into their appropriate sub list, continue to create a preliminary outline for a paragraph.

A. prepare the necessities

B. start fishing

- bought the bait

- got a big fish

- find the spot

- cook the fish

- invite some friends

2) Writing the Topic Sentence

The topic sentence is the most general sentence in a paragraph and it expresses the central focus of the paragraph. In this stage, the students develop a topic sentence to cover all the ideas listed under the topic. For example, I was going to a lake for fishing.

3) Outlining

An outline is a formal plan for a paragraph. In an outline, the students write down the main points and sub-points in the order in which they plan to write about their paragraph. Example of the outline:

Topic Sentence : I was going to a lake for fishing

Supporting Sentence 1: I woke up earlier to prepare the necessities

Supporting detail 1 : bought some bait

: looked best spot to fish

Supporting sentence 2: I started waiting for the fish eating my bait

Supporting detail 2 : got a big fish

: would cook the fish

: would invite my friends

Concluding sentence : I was very happy because I enjoy the moment with my friends

With this outline, it should be relatively easy to write a text or paragraph. There is a topic sentence, two main supporting points, two supporting details for the first main point and three supporting details for the second main point.

2.6. Outlining Strategy in Teaching Writing

In teaching English in Junior high school in Indonesia, recount writing is one of the types of writing that should be taught and mastered not only by the English teachers, but also by the junior high school students, particularly those in Grades eight. In 2013, the Indonesian English Language Curriculum made it compulsory for the students to be able to write different types of texts and one of them is the recount text (Kementrian Pendidikan dan Kebudayaan, 2013). Language Curriculum has created much stress among EFL teachers in Indonesia since there are many components that must be mastered such as grammar, spelling, content, conjunction, choice of words, and sentence arrangement to produce a unified paragraph. Moreover, Reinking & Hart (2006: 86) state that by using outline, the writing will focus on the topic. An outline is the blue print that shows the division and subdivision of your paper, order your ideas, and relationship between the idea and supporting details.

Oshima (2006: 35) states that outlining strategy help students organize their ideas. Specifically, an outline will ensure that students will not include any irrelevant ideas, that they will not leave out any important points, and that their supporting sentences will be in logical order. The organization of recount text is the generic structure; they are orientation, event and re-orientation. When

outlining, the students were guided to divide their ideas into the generic structure of recount text. It helped the students to improve their ability in organize their text into a good organization. Also, Oshima states that outlining ideas before start to write will make students actually be able to write. When outlining ideas, the students were guided to build the topic sentence, supporting sentence, and concluding sentence in the appropriate language use. So, that their ability in language used and content can be improved.

According to Sinaga (2015) in his research, the implementation of using outline in writing class showed good result. It could make the students organize of what they are writing through outline. The students applied the steps of using outline in writing recount text. The use of outline facilitates the students to organize their ideas in writing. So, based on the previous research, the researcher surely wants to use outlining strategy in teaching writing recount text in order to make the students have a good writing. The students will be able to write recount text coherently and well organized by using the guideline based on the outline that they have made before writing.

2.7. Advantages and Disadvantages of Outlining Strategy

Technique or strategy is an important thing in teaching and learning in every skill because, technique can be used to improve students' ideas and comprehension. In addition, all techniques or strategies have advantages and disadvantages. Below are the advantages and disadvantages of outlining strategy in writing:

2.7.1. The Advantages of Outlining Strategy

Outlining strategy is considered as an alternative technique to teach writing because it has many advantages. The advantages of using outlining strategy based on Oshima (2006) and little modified by the researcher, can be described as follows:

- a) Outlining strategy can help the students to arrange their ideas in the sense that they will not include any irrelevant thought or unimportant points.
- b) It allows the students to focus to the topic when they are writing.
- c) Outlining construct an ordered overview of students writing.
- d) An outline can direct the students to write and they can move from one point to others based on the outline.
- e) An outline helps to know where the students should start their writing.

As a matter of fact, every strategy has some advantages and disadvantages. Therefore, it is important to determine each of advantages and disadvantages in order to make the implementation of the strategy in teaching process more effective.

2.7.2. The disadvantages of Outlining Strategy

The disadvantages of using outlining strategy can be described as follows:

- 1) Outlining strategy cannot stand alone in the teaching writing process.
- 2) Outlining strategy does not frame all stages of writing process.

2.8. Procedure of Teaching Writing Recount Text through Outlining Strategy

According to Zemach and Rumisek (2003: 63) an outline is a list of the information you will put in your essay. An outline begins with the essay's thesis statement, shows the organization of the essay, tells what ideas you will discuss and shows which ideas will come first, second and so on, and ends with the essay's conclusion. Oshima and Hogue (2006: 126) also stated that outlining is an important step in the writing process because it helps you organize your ideas. It is even more important to make an outline when you are planning an essay because you have many more ideas and details to organize. The researcher makes this procedure of teaching based on the essay outline that had been made by Oshima and Hogue (2006:127). The procedure of teaching writing recount text through outlining strategy may be described as follows:

1. The teacher motivates the students and conveys the learning material that has been prepared by the teacher (writing focus on recount text).
2. The teacher explains about five aspects in writing and how to write a recount text.
3. The teacher explains about outlining technique.
4. The students are given a simple quiz to make an outline based on the teacher's topic choices.
5. The teacher helps the students to find some ideas related to the topic and divides the ideas into sub-lists.
6. The teacher guides the students to build an outline
7. The teacher and the students discuss about the students' outline.
8. After the students understand about how to make an outline, they should write a recount text by making the outline that they have learned to help them writing.
9. The students write a short recount text consisting of three paragraphs: Orientation, Events, Re-orientation. They also have to considered the five aspects of writing.

In reference with the procedure above, the researcher surely thinks that it can help the teacher and the students more active, creative and also enjoyable in delivering and accepting the material by using Outlining strategy in teaching-learning process.

2.9. Theoretical Assumption

According to the theory that has been inferred, writing is counted as the difficult skill to be mastered. Students need to consider five aspects of writing; they are content, organization, grammar, vocabulary, and mechanics. While, outlining is a technique that used in prewriting step. An outline makes the process of writing easier, well organized and more coherent. In the process of writing, the

writer need a technique that help them to write easily. In line with the concept of outlining strategy, each aspects of writing had been covered in the stages of outlining. The first step is making sub list, where in this step the students learnt to use the proper vocabulary in choosing the words or phrases. The second step is making topic sentence, where in this step students learnt about the grammar and mechanic. The last step is making outline, where in this step the students learnt about organization aspect and content aspect to make well organized and coherently paragraph. Obviously, some cases show that it is difficult for students to express their ideas coherently into writing form. Some mistakes have been made in every aspect of writing. Therefore, outlining strategy can be used to alert the student about their error and give them opportunity to fix the errors themselves. It also can be used in order to minimize grammar errors and inaccuracy of selection of word. Therefore, the researcher assumes that outlining strategy has significant impact to student's recount writing achievement.

2.10. Hypothesis

In respect to the theoretical assumption, the researcher formulates hypothesis as follows:

H₁: There is a significant improvement of students' recount text writing achievement after being taught by using outlining strategy.

So, it could be inferred that there will be a difference of students' achievement in writing recount text after being taught through outlining strategy.

That is the end of literature review of this research. Then, the next chapter discusses the methods of this research.

III. RESEARCH METHODS

In order to answer the question and achieve the objective of the research, research method should be constructed thoroughly. The research method consists of research design, variables, data source, instruments, procedure of data collection, data analysis, and hypothesis testing.

3.1. Research Design

This research was intended to find out whether there is a significant improvement of the students' recount writing achievement after being taught through outlining strategy. It was conducted based on the pre-experimental method which applied *one group pretest-posttest design* from the idea suggested by Setiyadi (2006: 131). One class was taken as the sample which was given treatments by implementing outlining strategy. The pretest was used to find out the students' preliminary ability and the posttest was used to look how far the improvement of students' writing achievement after the treatments. The criteria whether outlining strategy can improve students' writing achievement was determined by the differences between the mean score of the pretest and posttest in each aspect of writing. The researcher used quantitative method to analyze the result of the research. The research design can be represented as follow:

T₁ X T₂

As can be noted:

T₁ means the pretest for students' writing achievement of recount text before treatment is given

X means the treatment (teaching writing through outlining strategy)

T_2 means the posttest for students' writing achievement of recount text after treatment is given

(Setiyadi, 2006)

3.2. Variables

In this research, the researcher used two variables: they are dependent and independent. The dependent variable is the main variable in which the researcher observed and measured to determine the effect of independent variable. While independent variable is the variable whose function is to influence the dependent variable. The researcher determined the variables as follow:

1. Writing achievement as dependent variable (Y)
2. Outlining strategy as independent variable (X)

3.3. Population and Sample

The population of this research was the second grade students of SMPN 1 Katibung in the year of 2018/2019. There were seven classes of second grade students. Thus, there was no leveling in the distribution of classes. In other words, second grade students of SMPN 1 Katibung had the same level of ability. The researcher only took one class to be the sample. The class was chosen randomly as the sample of the research using lottery, so all classes got the same chance to be the sample. The sample was class 8A which consisted of 25 students. The students was given three times of treatments to improve their ability in writing recount text.

3.4. Instruments

This research is aimed at gaining the data on the students' writing achievement score before the treatment (pretest) and after treatment (posttest).

Below are the instruments that used in this research.

3.4.1. Instruments of the Research

The description of pretest and posttest can be seen as follows:

1. Pretest

The pretest conducted before the treatment is administered. It is used to know the students' ability in writing simple recount text before they are being given the treatment. The students are asked to write a simple personal recount text based on the topic given. The text consists of three or more paragraphs, each paragraph consists of four or more sentences. The pretest conducted in 90 minutes. The pretest is administered once.

2. Posttest

The posttest conducted after the treatment is administered. It is used to know the improvement of students' ability in writing simple recount text. The posttest has the same item as the pretest. It is conducted in 90 minutes. The posttest is administered once.

3.4.2. Validity and Reliability

A test can be said whether it is usable or not if it has fulfilled the criteria of validity and reliability. The writing test is the decisive instrument of this research. Hence, it is important to measure validity and reliability of the test in order to get valid and reliable data.

1) Validity of the Test

A test can be considered valid if the test measures the objectives to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). According

to Hatch and Farhady (1982: 281) there are two basic types of validity; content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity were analyzed.

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material given was suitable with the curriculum. Content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982: 251). This study used recount writing test that is supposed to be comprehended by the second grade of junior high school students. The test is considered as valid in content validity since the test of writing constitutes a representative's sample of the language skill and structure and also the material used are chosen based on English Curriculum 2013 for second grade of junior high school.

Construct Validity is concerned with whether the test is actually in line with the theory of what it means to know the language that is being measured, it would be examined whether the test given actually reflect what it means to know a language. In this research, scoring criteria is based on the five aspects of writing; mechanics, vocabulary, grammar, content and organization that are suggested by Jacobs et al (1981: 90).

2) Reliability of the Test

Hatch and Farhady (1982:243) established that the reliability of a test can be defined as the extent to which a test produces consistent result when it administered under similar conditions. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there was an inter-rater reliability. Inter-rater reliability is used when score on the test is independently estimated by two or more judges or raters. In this case, the first rater is the researcher and the

second writer is the English teacher of SMPN 1 Katibung. Before scoring the student's' recount text writing, it is important to make sure that both raters used the same criteria of scoring. Hereby, the first and the second rater used scoring criteria devised from Jacobs et al (1981: 90).

To measure how reliable the scoring is, this study used *Spearman Rank (Rank-Order) Correlation* with the formula that can be described as follows:

$$r = 1 - \frac{6 \sum d^2}{N(N^2 - 1)}$$

as can be noted:

r is related to Coefficient of rank correlation

d is related to Difference of rank correlation

N is related to Number of students

(Sugiyono, 2006: 228)

In this case, the coefficient of rank correlation is analyzed with the standard of reliability as follows:

1. 0.80 - 1.0 means very high reliability
2. 0.60 - 0.79 means high reliability
3. 0.40 - 0.59 means medium reliability
4. 0.20 - 0.39 means low reliability
5. 0.0 - 0.19 means very low reliability

(Arikunto, 1998: 260)

The writing tests are considered reliable if the tests reached the range of 0.60-0.79 (high reliability).

1) Result of Reliability of the Score in Pretest

$$\begin{aligned} r &= 1 - \frac{6 \sum d^2}{N(N^2 - 1)} \\ &= 1 - \frac{6.77}{25(625 - 1)} \end{aligned}$$

$$\begin{aligned}
&= 1 - \frac{462}{15600} \\
&= 1 - 0.0296153846 \\
&= 0.9703846154 \text{ (very high reliability)}
\end{aligned}$$

2) Result of Reliability of the Score in Posttest

$$\begin{aligned}
r &= 1 - \frac{6 \sum d^2}{N(N^2 - 1)} \\
&= 1 - \frac{6.122}{25(625 - 1)} \\
&= 1 - \frac{732}{15600} \\
&= 1 - 0.0469230769 \\
&= 0.9530769231 \text{ (very high reliability)}
\end{aligned}$$

3.5. Data Collecting Technique

In collecting appropriate data, the researcher applied one data collecting techniques for answering two research questions of this research as follows:

1. Test

The test that was conducted is consisted of pretest and posttest. The pretest conducted before the treatment is administered. It is administered to the experimental class. It is to see the basic quality of students' recount writing performances before receiving the treatment. The pretest is a writing test. The pretest will be conducted in 90 minutes.

The Instructions used for doing the pretest include:

- a. Make a recount text about an unforgettable moment in your life.
- b. Make it in three or more paragraphs. Each paragraph consists of four or more sentences.
- c. Be careful in choosing the words, especially adverb of time and connectors.

- d. Pay attention to your grammatical structure. Make sure you use the correct tense. Check them carefully before you submit it.

The posttest conducted after the treatment is administered. It is used to know the improvement of student's achievement in writing simple recount text. It is conducted in 90 minutes. The posttest is administered once. Instructions used by the researcher for the posttest are:

- a. Make a recount text about "My Holiday"
- b. Make it in three or more paragraphs. Each paragraph consists of four or more sentences.
- c. Be careful in choosing the words, especially adverb of time and connectors.
- d. Pay attention to your grammatical structure. Make sure you use the correct tense. Check them carefully before you submit it.

3.6. Procedure of Data Collection

In collecting the data, this study used the following steps:

1. Preparing the Pretest Materials

In this research, there were three topics of pretests that proper to 8th grade of Junior High School student. The topic was "unforgettable moment". The material was taken from students' handbook based on Junior high school English curriculum 2013.

2. Conducting the Pretest

The pretest is conducted to measure student's preliminary ability before treatment. Here, the students in experimental class were assigned to write recount text which consists of orientation, series of events, and reorientation. Five aspects of writing are evaluated. They were

organization, grammar, and vocabulary. The time is allocated for about 90 minutes.

3. Conducting the Posttest

In order to see the improvement of students' writing achievement, the posttest conducted in experimental class after they were being given the treatment. The students are assigned to write recount text consisting of orientation, series of events, and re-orientation. The posttest also conducted in 90 minutes to measure whether there is a significant improvement of students' writing ability after being given treatments.

4. Scoring the students' writing

Scoring the students writing is done after conducting the posttest. In this step, the students' writing scored based on five aspects of writing. In scoring, the researcher used two raters in order to avoid the subjectivity of the researcher. The first rater is the researcher and the second rater is the English teacher of the class which is Mrs. Nurmala Sari, S.Pd

5. Analyzing the Test Result (pretest and posttest)

After scoring pretest and posttest, the data will be analyzed by using SPSS 16.0 software program. The researcher input the data of students' score result into the SPSS, then using paired sample test formula which is used to find out the means of pretest and posttest and how significant the improvement was. Furthermore, to see the improvement of five aspects of writing, the researcher calculated the mean score of all students in each aspects of writing. The difference between the mean score in pretest and posttest is counted as the gain of the students' achievement.

3.7 Scoring Criteria

In evaluating the students' writing score the researcher analyzed the result of students' text writing. The researcher considered the students work per

sentences by looking at the scoring criteria. The criteria of scoring system based on the rating sheet from Jacobs et al (1981) which concerned to five aspects of writing. The researcher used computation as follows:

- 1) Content is scored as much as 30% from the total support the main idea
- 2) Organization is evaluated as much as 20% from the total sentences are written in chronological order.
- 3) Language use is scored as much as 25% from sentences use correct grammar.
- 4) Vocabulary is scored 20% as much as from vocabularies that is used.
- 5) Mechanic is evaluated as much as 5% from the use of punctuation, spelling and capitalization correctly.

According to the computation of the scoring above, the steps of giving score of the students' work as follows:

- 1) Analyzing the content of the text, which should be suitable with the topic. If the content knowledgeable, relevant to the topic and the sentences are detail so the score is at the range 27-30. But if the content is less relevant to the topic and lacks of detail, the score is at the range 26-22. If the content is not relevant and inadequate development to the topic, then the score is more minus and so on.
- 2) Analyzing the organization of the text, which should be in chronological order. If the ideas clearly stated, well organized and the sentences are logical sequencing so the score is at the range 20-18. But if the ideas loosely organized, limited support and incomplete sequencing, the score is at the range 17-14. If the ideas confused or disconnected and lacks logical sequencing, then the score is more minus and so on.
- 3) Analyzing the vocabulary of the text, which should be variative. If the words sophisticated range, effective idiom choice and master the word form so the score is at the range 20-18. But if the words adequate range,

occasional errors of word usage, the score is at the range 17-14. If the word limited range, frequently errors of word usage, then the score is more minus and so on.

- 4) Analyzing the language use of the text, which should use the correct grammar and suitable word functions. If the sentences have effective complex construction, few errors of tenses and word functions then the score is at the range 25-22. But if the sentences have simple construction, several errors of tenses and word functions, the score is at the range 21-18. If the sentences have major problem in simple construction, frequently errors of tenses and word functions, then the score is more minus and so on.
- 5) Analyzing the mechanic of the text, which should be arranged orderly. If there are few errors of spelling, punctuation, capitalization and paragraphing then the score is at the range 5. But if there are occasional errors of spelling, punctuation, capitalization and paragraphing, the score is at the range 4. If the there are frequently errors of spelling, punctuation, capitalization and paragraphing, then the score is more minus and so on.
- 6) The last, the total scores from the first rater and the second rater are calculated to the average score as the final score.

Table 3.1. Criteria for Scoring

The scoring criteria used in this research is designed by Jacobs et al (1981) as can be seen below:

Aspects	Range	Criteria
Content	30-27	Excellent to very good: Knowledgeable, substantive, through development of thesis, and relevant to assigned topic.

	26-22	Good to average: some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
	16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, well organized, logical sequencing, and cohesive.
	17-14	Very good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization or not enough to evaluate.
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14	Good to average: adequate range, occasional errors of word/idiom form and usage but meaning not obscured.
	13-10	Fair to poor: limited range, frequent errors of word/idiom form; choice and usage, meaning confused or obscured.
	9-7	Very poor: essentially translation, little knowledge of English vocabulary; idioms; word form, not enough to evaluate.
Language use	25-22	Excellent to very good: effective complex constructions, few errors of agreement; tense, number, word order/functions; articles; pronouns; and prepositions.
	21-18	Very good to average: effective but simple constructions, minor problems in complex constructions, several errors of agreement; tense; number; word order/functions; articles; pronouns; prepositions but never obscured.

	17-11	Fair to poor: major problems in simple/complex constructions, frequent errors of negation; agreement; tense; number; word order/functions; articles; pronouns; prepositions; and or fragments, deletions, meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence constructions rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanic	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling; punctuation, capitalization; and paragraphing.
	4	Very good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor: frequent errors of spelling; punctuation; capitalization; paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor: no mastery of conventions, dominated by errors of spelling; punctuation; capitalization; paragraphing, handwriting illegible, or not enough to evaluate.

Table 3.2. Specification of Writing Aspects to be Scored

	Writing Skill	The Highest Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language Use	25
5	Mechanics	5
	Total	100

3.8. Data Analysis

The result of students' recount writing achievement in each test evaluated based on mechanics, vocabulary, language use, content and organization. The

results of students' performance in pretest compared with the result of their performance in posttest to the impact of the instruction in their writing performance. To analyze the data, the researcher treated the data through the following steps:

1. Sorting the data

In evaluating students' writing performance, the writer cooperated with two raters. In order to produce consistent judgment on students' writing ability in recount text. In discussing about raters, Jacobs et.al in Karim (2007) says that raters are persons who participate in cooperative evaluation of written composition tests and their cooperation is as a part of school testing program. Each rater scored the students' writing of pretest and posttest.

2. Calculating the data

The average scores between two raters taken to be the final score that analyzed statistically using *Repeated Measured Test* that computed through Statistical Package for Social Science (SPSS) version 16.0. The result of the *repeated measured test* formula is showed the mean score of the pretest and posttest. Also, the result showed the mean of the difference between pretest score and posttest score which is counted as the gain of the improvement of students' writing achievement.

3. Drawing conclusion

After the total of mean score of pretest and posttest had collected, the researcher drew conclusion based on the result. The result showed that there is improvement of the students' score. The gain based on the difference between the total mean score of pretest and posttest. The researcher also concluded the highest improvement in aspects of writing according to the mean score in each aspects of writing.

3.9. Data Treatment

According to Setiyadi (2006: 168-169), using *Repeated Measured Test* for hypothesis testing has three basic assumptions that can be described as follows:

- a) The data in an interval
- b) The data is taken from random sample in population

The researcher chose the class randomly since every student has the same capability

- c) The data is distributed normally

The test is used to measures whether the data is normally distributed or not.

The data was tested by One-sample Kolmogorov-Smirnov formula. The criteria or normal distribution are:

H_0 : the distribution of the data is normal

H_1 : the distribution of the data is not normal

The hypothesis is accepted if the result of the normality test is higher than 0.05 ($\text{sign} > \alpha$). In this case, the researcher used the level of significance of 0.05. To find out whether the data is distributed normally or not test normality was used as follows:

Table 3.3. Result of Normality in the Pretest and Posttest

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
posttest	.134	25	.200*	.938	25	.133
pretest	.110	25	.200*	.949	25	.232

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From table 3.2 the value of test normality in pretest (0.133) and the value of normality test in posttest (0.232) was higher than 0.05. It could be concluded that H_0 was accepted and H_1 was rejected. In other words, the data of pretest and posttest were distributed normally.

3.10. Hypothesis Testing

The hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not. Repeated Measures Test formula was used to know the significance improvement of treatment effect. The hypothesis was analyzed at significance level of 0.05 in which the hypothesis is approved if $\text{Sig} < \alpha$. It means that probability of error in hypothesis is only about 5%. The hypotheses are stated as follows:

H_0 : There is no significant improvement of the students' writing achievement after being taught by using outlining strategy.

The criteria H_0 will be accepted if alpha level was higher than 0.05 ($\alpha > 0.05$).

H_1 : There is a significant improvement of the students' writing achievement after being taught by using outlining strategy.

The criteria H_1 will be accepted if alpha level was lower than 0.05 ($\alpha < 0.05$).

This is the end of discussion in this chapter. The research method of this research which is starting from research design until hypothesis testing, have been discussed.

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for other researcher and English teachers who want to use outlining strategy in teaching writing and for those who want to conduct similar research.

5.1. Conclusion

The objective of this research was to find out whether there was an improvement of students' writing ability in recount text through outlining strategy and to investigate what aspect improved the most after being taught through outlining strategy. In relation to results and discussion of the study, it is concluded that there is improvement of students' writing achievement after the implementation of outlining strategy in the recount text writing. Statistically, it could be seen from the gain of the students' writing mean scores in the pretest and posttest. The implementation of this technique improved all aspects of writing recount text including content, organization, vocabulary, language use, and mechanics. The highest improvement is on content aspect and the lowest one is on mechanic aspect.

In addition, the reason why outlining strategy could develop the students' ability in recount text writing because it provided a process that could help them to think and develop their ideas. This technique gave them a guidance for what they should write in their writing. So, they were not confused anymore about what should be written first and next.

5.2. Limitation of The Research

In applying outlining strategy in this research, the researcher found some

obstacles in facing the students. The students had a very limit background knowledge about English. The impact was the researcher had to teach really hard and from the very basic. The students also did not usually bring a dictionary, so the researcher had to borrow some dictionaries from another class and library to provide the students in classroom.

5.3. Suggestions

In reference to the conclusion above, the researcher gives some suggestions as follows:

1) Suggestions for English Teachers

English teachers are suggested to use Outlining strategy as one of the alternative techniques to improve the students' writing ability in recount text writing. This is because the technique can help the students who still have the problems in expressing their ideas in written form to generate their ideas related to the topic and it helps the students to write a recount text well and organized. So this technique can be apply in the second grade students of junior high school or the other level of students that has the goal to write a good recount text.

2) Suggestions for Further Researchers

- a) This study applied Outlining strategy to improve the students' ability in recount text writing. Therefore, the further researchers can apply this technique with another kind of text, procedure, analytical exposition, or other kinds of text.
- b) In this research, this researcher implemented Outlining strategy to the students in junior high school. Further researchers can conduct this technique in different levels of students in junior high school or senior high school.

This final chapter has presented the conclusion of the research findings and suggestions for English teacher who want to use outlining strategy as a technique and for those who want to conduct similar research.

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