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

Basically, writing is the most complicated language skill to master. This is reasonable because writing involves fives aspects that should be considered. They are content, organization, vocabulary, language use, and mechanics. Content is an aspect of writing that refers to unity of the paragraph, organization refers to the coherence, vocabulary deals with word selection, language use focuses on grammar, and mechanics refers to spelling, punctuation and capitalization.

It is clear that, this learning objective is really hard to achieve. Most of students' writing ability is far away from the target language. It was noticed that students did know what they were going to write but they did not know how to put them into words. The students often got difficulties to express their ideas into appropriate words or sentences (Diharyono, 1990: 1). When their teacher asked to

make a composition, they were confused about expressing their ideas in written form because they were lack of vocabulary. Therefore, the students often did a kind of error in the selection of word on their composition. This indicated that students' writing ability was still low in the aspect of vocabulary.

In addition, Yuniarsih (2008: 65) found that many students could not express their ideas smoothly in written form. Most of students tended to express their ideas in illogical order. Therefore, the ideas within sentences and paragraph were not closely related. The absence of transitional signals was moreover often noticed in the students paragraph writing. This made the transition unsmooth between one sentence to another. As the result, the students' paragraph writing cannot achieve the good aspect of organization in writing paragraph because their ideas and thoughts were not presented in logical order. Many students complained that they did not know how to organize their ideas and link sentences into coherent ideas in the target language.

Furthermore, Wiliyanti (2007: 2) found that most students did not express their ideas properly in writing. The students often did errors of verb agreement, tense, pronoun, articles, and prepositions. The example of student's error in the structure of the sentence can be seen in the following sentence, *"In holiday, I with my family went to Bandung for visited my sister"*. The underlined phrase shows the student has a problem in prepositional phrase. This kind of error indicates the student's writing ability is still low in the aspect of grammar.

Moreover, Juwitasari (2005: 2) pointed out that nowadays, most of English teachers only emphasized teaching writing by using the traditional method in which the students were not encouraged to apply the theories given by the teacher on the paper. This made the students did not know how to express their ideas properly in written form. In addition, many English teachers only gave the 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. As the result, the students failed to reach the objective of the learning.

Thus, all of the issues above were still indicating that writing is still the most difficult skill among the others. Considering the importance of writing skill for students to master, this study tried to find a strategy that was able to help students improving their writing ability by expressing their ideas and their prior knowledge about the topic given into written form coherently and accurately. It was therefore defined that the three aspects of writing, organization, grammar and vocabulary would be evaluated in this study since those aspects became the problems mostly faced by the students nowadays.

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 an 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.

Referring to the description above, it was assumed that outlining strategy was an appropriate strategy to solve the problem and improve the students' writing ability. Theoretically, outlining strategy could facilitate the students to plan their ideas in systematical way (Oshima, 1983:155). An outline provided students a frame of ideas that guide the students to write. Therefore, outlining strategy could 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. Hence, it is assumed that outlining strategy can improve student's writing ability specifically in terms of organization, grammar, and vocabulary.

In relation to outlining strategy, it was necessary to choose related text which would be used as the media to measure students' writing ability. Due to its similar structure with the essential paragraph, recount text was chosen. The use of recount text was reasonable since the recent curriculum stated that recount text was the one of the texts that should be learnt by the second year students of Junior High School. It pointed out that the students should be able to understand and create a recount text coherently and accurately based on the social function and generic structure of the text. In this case, outlining strategy is considered as an alternative

strategy that can be used to develop students' recount text writing ability in terms of organization, grammar and vocabulary.

Finally, this study was intended to find out the effect of outlining strategy in teaching recount text writing in terms of organization, grammar, and vocabulary in order to prove the assumptions above.

1.2 Formulation of Research Questions

In reference to the background of the research, the formulation of research questions can be presented as follows:

1. Is there any significant improvement of students' recount text writing ability after being taught by using outlining strategy in term of organization?

2. Is there any significant improvement of students' recount text writing ability after being taught by using outlining strategy in term of grammar?

3. Is there any significant improvement of students' recount text writing ability after being taught by using outlining strategy in term of vocabulary?

1.3 Objectives of the Research

In relation to the formulation of the research questions, the objectives of the research are as follows:

1. To find out whether outlining strategy can improve student's recount text writing ability in term of organization.

2. To find out whether outlining strategy can improve student's recount text writing ability in term of grammar.

3. To find out whether outlining strategy can improve student's recount text writing ability in term vocabulary.

1.4 Uses of the Research

It is expected that this study can have the following uses:

1. Theoretically, the result of this study is supposed to give contribution to the theories in which outline strategy could be applied to improve students' paragraph writing in term of effective paragraph.

2. Practically, the result of this study can also be used to inform readers, English teacher, language researcher, and other practitioners, about the effect of outlining strategy in improving students' writing ability in order to develop English teaching method further.

1.5 Scope of the Research

This research was conducted at SMPN 13 Bandar Lampung. The subject of the research was one class of second year students in academic year 2011/2012 in the even semester where a class consists of 30 students. The class of 8G was chosen as the subject of the research. This subject was taken as the sample since they have studied grammar, vocabulary, and recount text in the previous semester. Hence, this study was focused on improving students' ability in writing recount text through outlining strategy.

Furthermore, in teaching learning activities, the students were given instructions to make an outline before they write a simple personal recount paragraph. They were also directed how to make an effective paragraph. In this case, the student's ability in writing recount text was evaluated based on three aspects of writing: organization which mainly deals with paragraph coherence, grammar which relates to the sentence struture, and vocabulary which refers to the word choice. In addition, the materials were adopted from the School Based Curriculum /Kurikulum Tingkat Satuan Pendidikan Junior High School 2006. The topics discussed by the students in writing recount text were an *unforgettable moment, vacation, and visiting special place*.

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:

- 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.

- Paragraph is group of sentences which develop one main idea containing five elements, i.e., a topic sentence, supporting sentences, a concluding sentence, unity and coherence.

- Recount paragraph is a kind of writing paragraph process that describes event or events in accordance to time or chronological order.

- Outlining strategy is an organization strategy in paragraph writing that provides a frame of ideas in order to make a well arranged paragraph.

- Effective paragraph is a paragraph that consists of correct constructs of the aspects of writing such as content, organization, vocabulary, language use (grammar), and mechanics.