

II. LITERATURE REVIEW

In relation to this study, there are several points of theories and previous studies which should be reviewed. Some concepts are described in order to give similar understanding. Thus, this chapter discusses about concept of writing, concept of recount text, concept of recount text based on aspects of writing, concept of outlining strategy in relation to recount text, concept of teaching writing, procedure of teaching writing through outlining strategy, advantages and disadvantages of outlining strategy. By referring to those concepts theoretical assumption and hypothesis can be concluded.

2.1 Concept of Writing

Writing is a process of communication that uses conventional graphic system to convey a message to readers (Linderman, 1983:11). Writing skill deals with the ability to arrange the graphic system such as letter, words, and sentences of certain language being used in written communication in order that reader can understand the message or information. This also means that writing is used for communicating ones idea in written form to readers. In other words, the form of communication by using written language such as: words, sentences, and punctuations is so that the readers can understand the information.

Moreover, 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. Thus, writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer's idea as means of communication. All of these activities can be done without face to face communication.

In addition, Finnocchiaro and Bonomo (1973:120) established the definition of writing as follows:

“When we say writing we mean primarily the carefully guided marks on paper that we assist our students in making unless we are teaching a course in creative writing or advanced composition”.

Based on the definition above, it can be suggested that writing is an activity in which a person express his or her ideas, thought, expressions, and feelings which is used for communicating to the readers in the form of written words. Hence, the teacher must guide the students in learning writing carefully, because the students are creative in expressing their ideas, thoughts, experiences, and feelings. Murcia (1978:129) said that there are principles of writing in order to write. They include what to say, how to sequence what to say and how to express what we say. Referring to the statement, it can be said that in writing, students must be able to express their idea and describe it in sequence and communicative way.

In short, it was concluded that writing is a way to produce language that comes from our thought in the written form. By using writing, we can share our idea, feeling or anything that exist in our mind to the others.

2.2 Concept of Recount Text

According to Derewianka (1990), the focus of recount text is on the sequence of the events, all of which relate to a particular occasion. Recount text is one of the texts that recalls and reconstructs events, experiences and achievements from the past in a logical sequence. All recounts reconstruct the past, but the purpose, audience and focus will vary according to the form used.

Recounts generally follow similar structure, but the students should be guided by the purpose for an audience of their text in their use of the following structure:

1. Orientation

The orientation provides all necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, the *wh-* questions *who*, *what*, *when*, *where*, and *why* are used. The author needs to gives information about what happened, who or what was involved, when and where the events occurred and why. An awareness of audience and purpose will assist the writer in selecting the amount of detailed information needed.

2. Series of events

Series of events relate to the set of what actually happened written chronologically based on the ideas given in the orientation. It begins from the first event, followed by the second event to the last event. The number of events depends on the creativity of the writer. Events should be selected carefully to provide the reader understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninteresting. A recount, in most cases, is more than a 'shopping list' of every possible detail. Students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

3. Re-orientation (optional)

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can be also look to the future by speculating about what might happen next. Nevertheless, not all of recount text was closed by re-orientation. It is optional.

According to Derewianka (1990) quoted by Miranti (2008: 16), there are five types of recount text as follows:

1. Personal Recount

It tells about activities whereas the writer or speaker involves or do by her or himself (e.g., oral anecdote, diary entry). This kind of recount uses the first pronouns (e.g. *I, we*). Personal responses to the events can be included, particularly at the end. Details are often chosen to add interest or humor. The following is the example of personal recount:

A Terrible Railway Station

This morning with my hands full of bags, I went to the railway station to catch my train at 10:00. I went there with a cab. To my surprise, when I just stepped my feet outside the cab, I could see a terrible huge crowd inside the railway station. As soon as I got myself into the crowd, I could smell millions of odor smells that were really horrible. I could not help myself to get rid of that because my hands were full with luggage. I just squeezed myself between two Chinese people and managed to pull myself out of the crowd onto the bridge to the railway station. I was luck as I have booked the ticket to Alor Seter. So I did not bother to queue up for a ticket.

Taken from (<http://www.text-types.com/2011/03/example-of-recount-terrible-railway.html>)

2. Factual Recount

It records the particulars of an incident (e.g. report of science experiment, police report, news report, historical account). A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as school accident report to a formal, structured research tasks such as a historical recount. The emphasis is on using language that is precise, factual, and detailed, so that the reader gains a complete picture of the event, experience or achievement.

This type uses the third person pronouns (i.e. *he, she, it and they*). Details are usually selected to help the reader reconstruct the activity or incident

accurately. Sometimes the ending describes the outcomes of the activity (e.g. science experiment). Details of time, place and manner may need to be precisely stated (e.g. at 2.45 pm., between *Kartini street* and *Sudirman street*, the man drove at 95 km/h). The passive voice may be used (e.g. *the book was returned by him*), it may be appropriate to include explanations and justifications. Here is the example of factual recount :

Bali Bomb

The bomb, in the resort of Kuta, destroyed the Sari Club and a crowded nightspot. Many people have fallen victims to this blast. Many of them were foreign tourists, especially from Australia. They were burned beyond recognition. Some tourist who were at the scene of the blast said there were two explosions around the nightclub. One bomb had exploded outside Paddy's Bar before a Bar bomb hit the Sari Club which was located some meters away.

Hundred were injured in the explosion and about 220 Australians remain unaccounted for. The U.K. Foreign Secretary, Jack Straw, said that 33 Britons were among those killed in the Bali attack. The Australian Prime Minister, John Howard, called its borders, saying it had been a problem for a long time.

Lists of missing people have been posted in Bali and official said that it could take days to identify all the victims, some of whom were trapped in the Sari Club by a wall of flames. A notice board at the hospital in Bali includes a section called "Unknown Identity" and detailed list on victims such as : "Young girl in intensive care, 11-14 years old, face burned, income, Causation," or "Girl in intensive care, about 5 years old, 130 cm, fair skin, Caucasian with reddish brown hair. She has a purplish belly button ring."

Many embassies, including the British and the American, are advising their people to cancel spending their planned holidays in Indonesia, and all U.S. citizens in the country have been told to leave including diplomats and non-essential government staff.

Taken from (<http://type-of-text.blogspot.com/2010/10/contoh-recount-text-bomb-in-bali.html>)

3. Imaginative Recount

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real. Emotive language, specific detail and first person narration are used to give the writing impact and appeal. The following is the example of an imaginative recount:

A Day in My Life without Feminism

To imagine a day in my life without feminism is nearly impossible. I was born in 1991, and by the time I became an adult, decades had already passed since women in the United States gained their rights. I've been fortunate enough that I have not had to experience the full extent of the oppression of women. I'm a very opinionated, outspoken woman, and if I did not have feminism, there would be many limitations on my means of self expression. No female in this country would have any of the rights they have today.

As strong-willed as I am, I value my right to vote dearly. Not only am I pleased that I can vote, but also that I'm able to engage in serious political conversations or run for a political office, if I'd like. If the Women's Rights Movement had not occurred, I would not be eligible to vote or run for office. Moreover, any opinions I may offer regarding politics would be instantly dismissed. I imagine that I would feel as if my government thinks I am not important, which would likely cause me to rebel, after which I would be imprisoned, as so many women were.

Taken from (<http://community.feministing.com/2011/09/13/a-day-in-my-life-without-feminism/>)

4. Procedural Recount

A procedural recount records the steps taken in completing a task or procedure. The use of technical terms, an accurate time sequence and first person narration (I and we), give credibility to the information provided. Examples include a flow chart of the actions required for making bread, a

story board of videotaped script or advertisement, the steps taken to solve mathematical problem. Here is the example of procedural recount:

Planting Beans

We wanted to grow beans, so we went to the shop and bought a packet of bean seeds. Then we brought them home and planted them in the garden. We watered them every few days and when they grew wee picked them. Then we sent them to the fruit market. Someone bought them and took them home and ate them.

Taken from (<http://www.linglit.tu-darmstadt.de/fileadmin/linglit/teich/hs-reg-session3.pdf>)

5. Biographical Recount

A biographical recount tells the story of person's life by using third person pronouns (*he, she and they*). In the case of an autobiography, first person pronouns (*I, we*) are sometimes used. It is factually accurate and it records specific names, times, places, and events. A purely factual, informative biography, however, would lack the appeal provided by personal responses and memorable anecdotes. There is often an evaluation of the subject's achievements in the final section. Here is the example of biographical recount:

Biography of Marion Barber

Marion Barber was born on June 9, 1983, and growing up in Minnesota. He attended Wayzata High School in Minnesota, and excelled in football, baseball, and track. Then, he attended the University of Minnesota, where he majored in Business Marketing.

In his college football career, Marion Barber would earn myriad honors and broke numerous records to boot. Marion Barber's 3,276 yards and 14 100-yard rushing games ranked third in Minnesota Golden Gophers history.

Marion Barber hit the big time when the Dallas Cowboys selected him as the fourth round of the 2005 NFL Draft. Fans with Dallas Cowboys tickets

watched Marion Barber emerge as a starter, rushing for 95 yards against the Seattle Seahawks and 127 yards against the Arizona Cardinals, which was the first 100-yard rushing game of the season for the Dallas Cowboys. He and the Dallas Cowboys agreed to a six-year contract extension worth \$45 million. His stats will continue to improve and impress his teammates, coaches, and fans with Dallas Cowboys tickets.

Taken from (<http://understandingtext.blogspot.com/2011/07/example-of-recount-text-biohraphy-of.html>)

From five types of recount text above, the focus of the research is on personal recount since it was considerably suitable for Junior High School level and fit to the recent Curriculum. In relation to this, the language features that are used in recount text can be described as follows:

1. Simple past tense is used in most recounts, but present tense may be used to create immediacy. For example in diary and journal. Future tense is sometimes used in the conclusion of an imaginative or biographical recount to predict what might happen in the future, for example, “This great football team will no doubt win many more tournaments”.
2. Subject-specific terms (i.e., topography, economic, larva, etc.) are used to record facts and events accurately. They also add authenticity and credibility to the tone of writing.
3. Specific descriptive words (i.e., the use of adjectives and adverbs) help the audience visualize or imagine events. For instance, “The luxurious red car moved very slowly”. In a factual recount or accident report, adjectives provide necessary detail for an accurate recount.

4. A range of conjunctions (e.g., because, although, and, or) is used to link clauses within sentences.
5. Time connectives or transition signals (firstly, secondly, then, next, after, finally) are used to link separate events or paragraphs into cohesive whole text.
6. Passive voice is used, particularly in factual recounts, to give objectivity to the text. For example, “The girl was hit by car”.
7. Adverbs (yesterday, outside, slowly, quickly, etc.) and adverbial phrases. For instance, “In 1990, on top of the mountain”. Adverbs are used to indicate specific times and places.
8. Specific participants (nouns and pronouns; i.e., Laguna Beach, Mr. John, Susi, etc.).

Here is another example of personal recount text:

Hi, every body. Let me tell you something. Last night I went to my neighbour's wedding party with my family. You know, it was the wedding party of my dad's boss' son.

Well, in the party I had rawon and sate madura. It's really nice to have them in a traditional wedding like this one. Then I had, you know what, some dawet ayu. After that, I sang for the happy couple.

At about 09.15 we went home. We arrived home rather late. I felt really very happy.

(Taken from from Bahasa Inggris Book for Junior high School)

The general structure of the recount text above is as follows:

Orientation:

Hi, every body. Let me tell you something. Last night I went to my neighbour's wedding party with my family. You know, it was the wedding party of my dad's boss' son.

Series of events:

Event 1:

Well, in the party I had rawon and sate Madura. It's really nice to have them in a traditional wedding like this one.

Event 2:

Then I had, you know what, some dawet ayu.

Event 3:

After that, I sang for the happy couple.

Event 4:

At about 09.15 we went home. We arrived home rather late .

Re-orientation:

I felt really very happy.

Apparently, recount text has some aspects of an essay such as introduction as seen in the orientation, supporting details reflected in the series of events, and then conclusion as seen in re-orientation.

2.3 Concept of Effective Writing in Recount Text

In the process of writing, the writer can be concluded successful if their writing contains some aspects of writing. Cali and Bowen (2003) highlighted that there

are five features which determine the effective writing. The five features can be represented in the following biographical recount text:

Biography of Sigmund Freud

Sigmund Freud was born on May 6, 1856, in a small town, Freiberg, Moravia. When he was four or five, the family moved to Vienna, where he lived most of his life. Freud founded the discipline of psychoanalysis. An early neurological researcher into cerebral palsy, aphasia and microscopic neuroanatomy,

After spending a short time as a resident in neurology and director of a children's ward in Berlin, he came back to Vienna, married his fiancée of many years Martha Bernays, and set up a practice in neuropsychiatry, with the help of Joseph Breuer.

Freud later developed theories about the unconscious mind and personality development. Freud's theory of personality development involved 5 stages, the oral period, the anal period, the phallic period, the latency period and the genital period, each of which the child must pass through in order to fully develop and if they did not pass through each stage successfully then they might become fixated, which can later be manifested as immature behaviour.

Taken from (<http://writingworkshop.edtec.unsw.edu.au/style.html>)

1. Focus is the foundation for constructing a piece of writing. Focus involves more than just knowing what people story is about, but understanding why people are writing it in the first place. The focus of the biographical recount above is *Sigmund Freud*.
2. Organization is the structural framework of writing. It deals with the logical progression and the completeness of ideas in a text. The paragraphs above have a good coherence in which it is indicated by the transitional signal such as *after*, and *later*.
3. Support and Elaboration consists of the specific details and information writers use to develop their topic. The topic sentence of *Sigmund Freud's*

Theory on the last paragraph is supported and elaborated well as it's seen in the next sentences,

“Freud’s theory of personality development involved 5 stages, the oral period, the anal period, the phallic period, the latency period and the genital period, each of which the child must pass through in order to fully develop and if they did not pass through each stage successfully then they might become fixated, which can later be manifested as immature behavior”.

4. Mechanics is considered as a style in which the way composition is written to fit the specific context, purpose or audience. For examples, In order to write an effective paragraph the writer should avoid excessively long sentences by means of applying appropriate punctuation. Here is the following passage that consists of long sentences:

“Freud’s theory of personality development involves 5 stages, the oral period, the anal period, the phallic period, the latency period and the genital period, each of which the child must pass through in order to fully develop and if they do not pass through each stage successfully then they may become fixated, which can later be manifested as immature behavior”.

By shortening the sentence, and therefore writing separate sentences for each of the ideas, the above paragraph can be rewritten as follows:

“Freud’s theory of personality development involves 5 stages. These are the oral period, the anal period, the phallic period, the latency period and the genital period. The child must pass through each stage in order to fully develop. If they do not pass through each stage successfully then they may become fixated, which can later be manifested as immature behavior”.

5. Convention is the surface features of writing. It refers to usage and sentence formation. Usage refers to convention of both written and spoken language that includes word order, verb tense, and subject-verb agreement. It can be seen from the paragraph above that every sentence has a correct subject-verb agreement for example: Sigmund Freud was born May 6, 1856, in a small

town. Sentence formation refers to the structure of sentences, the way that phrases and clauses are used to form simple and complex sentence.

Meanwhile, Jacobs et al (1981:90) pointed out that there are five aspects that should be considered in assessing a composition. The five aspects can be described as follows:

1. Content refers to the substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.
2. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.
3. Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he or she can. As a general rule, clarity should be his or her primary objective. The selection of words that expresses his or her meaning precisely is considered much rather than skews it or blurs it.
4. Language use refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words phrases, clauses, and sentences to bring out logical relationship in paragraph.

5. Mechanics refers to the use graphic conventional of the language. For instance, the steps of arranging letters, words, sentences, paragraphs, punctuation and capitalization.

Furthermore, Hedge (1999: 5) established the most important aspects that should be considered in order to make effective paragraph writing. Hedge stated:

“... effective writing requires a number of things: a high degree of organization in the development of ideas and information, a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns and sentence structures to create a style which is appropriate to the subject matter and the eventual readers.”

In other words, a successful writing is decided by organization deals with development ideas and information, vocabulary refers to high degree of accuracy of word choice, and grammar deals with appropriate sentence structure.

Referring to the explanation above, It was decided that the evaluation of student's paragraph writing are based on the idea suggested by Hedge (1999) because it's considerably suited for Junior High School level. There were three aspects of writing that is considered as the criteria to evaluate students' ability in writing recount text. To be clearer, here is the example of a recount text that reflects three aspects of writing proposed by Hedge (1981):

*Dear Grandpa and Grandma,
Yesterday, we had an International day at my school. We had performances, food stalls, displays, raffle ticket draw, and some of us were dressed in costumes.*

First of all, we started our day off with performances but the one I liked best was the one from fourth grade. We played games. The performance I was in was Labamba.

Straight after our performances we had our lunch. There were food stalls. They came from Australia, Asia, Arab, and Greece. Everyone had a job. These people were from sixth grade. I did my job after I had lunch. My job was to sell International Day Books.

Then, we had displays in the hall. These displays were good but I did not get to see them. The displays came from a lot of countries. There was also a Trash and Treasure stall where they sold toys. The school got these things by asking the children to bring them in.

Although I did not win anything, International Day was still fun.

(Adopted from Bahasa Inggris Book for Junior high School)

Referring to the example above, the reader can identify the three aspects of writing. Firstly, the term organization is related to the sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas. Smooth flow refers to how well the one idea or sentence leads into another. Smooth flow can be gained through combination of sentence and the use of certain expression called transitions which provide the links between the ideas. Some transitional expressions include for example, *first of all, after, then*. These bridge the gaps between the paragraphs. Some of the sentences have been combined as well. Combining sentences and adding transitions make the ideas and sentences easier to flow.

The second aspect is vocabulary which refers to suitable words choice or diction in order to convey ideas to the reader. The words choice used in the paragraph above communicate effectively and make favorable impression on the readers for instance: the word *performances, display, stalls, dressed and so forth*.

The last aspect is grammar. It is identified from the construction of well-formed sentences. All sentences that used in the paragraph above grammatically correct and understandable in the means of verb agreement and conjunction. For example: *“These displays were good but I did not get to see them”*.

In brief, it can be confirmed that in order to have an effective writing in the term of recount paragraph, the paragraph should contain three aspects of writing that is considered as the most important. They are organization, vocabulary, and grammar.

2.3 Concept of Outlining Strategy in Relation to Recount Text

An outline is an organizational strategy that provides a frame of the ideas one wants to communicate (Reid, 1994:86). Referring to this statement, it can be said that an outline facilitates writers to express ideas in written form. Thus, making an outline has a strong relationship with one's writing ability in which this strategy is considered to improve one's ability in writing.

Furthermore, Smalley and Reutten (1986: 154) stated about a concept that an outline is a skeleton of the essay; it is the structure around which the details and explanations are organized. Outlines are essentially topic sentences in general with the supporting sentences written out in separated lines. It can be said that making outline before writing is important in order to guide the paragraphs to be

well organized and each paragraph discusses only one topic sentence. In other words, the supporting sentences should be in line with the topic sentence.

In addition, Reid (1994:87) stated that there are two purposes of outlining the materials (fact, example, experience) for paragraph. First, the outline makes the focus and evidence of the paragraph clearer for the writer; it is therefore easier to determine whether or not the support for the opinions and/or information in the paragraph is sufficient. Second, organizing paragraph by using an outline makes the actual paragraph easier for the reader to comprehend.

In relation to the concept of outlining strategy, Oliver et al (1962: 129-131) defined two basic types of outline. They are:

a. Topical Outline

As its name implies, states all the points in the outlines as the topics, words, or phrases. This type of outline is adequate when the subject is not complex and the word or phrase readily makes clear the idea you are dealing with.

b. Complete-Sentence Outline

The complete-structure outline states all main points, major sub-points, and sometimes subsidiary sub-points as complete sentences. It represents the best structure for many ideas as well as the best means for analyzing the support relationship between your ideas.

This study focused on the use of topical outline as the strategy to improve students' recount text writing ability since it is adequate to be used by junior high school students. Topical outline was considered suitable for beginner and intermediate level of foreign language learners.

In relation to the outline, again the use of recount text as the media was based on the reasonable consideration. Recount text consists of the structures which are called orientation, series of events, and re-orientation. Those are similar with the structure of outline form for the essential paragraph or an essay. Here is a suggestion for a topical outline form for planning a paragraph:

I. Topic Sentence: (The central idea that is stated in one sentence in paragraph. It has a function of introduction at the beginning of paragraph)

II. Supporting points: (They clarify, describe and explain the topic sentence)

- A. First Supporting Points*
- B. Second Supporting Points*
- C. Third Supporting Points*

III. Concluding Sentence: (To signal the end of the paragraph, it summarize the main point of the paragraph)

(Oshima et al, 1981 quoted by Saraka. 1988: 154)

Here is a suggestion for an outline form for planning as essay:

Introduction: Write out the general thesis statement in a complete sentence.

- I. Write out the first developmental paragraph topic sentence*
 - a. Identify the support. This can be detail or an idea that the paragraph will discuss.*
 - b. If you have another details or example you are going to discuss in this paragraph. Mention it here.*
- II. Write out the second topic sentence.*
 - a. Support*
 - b. Support*

III. Write out the third topic sentence.

- a. Support*
- b. Support*

Conclusion: restate or summarize the thesis statement

(Smalley and Reutten, 1986:154)

Here is the generic structure of Recount text:

I. Orientation : (the introduction of identifying person or thing acted or got involved in the event including the time, a certain place, the situation, etc. It is giving the reader the background information needed to understand the text (i.e., who was involved, where it happened, when it happened)

II. Series of Events :

- a. Event 1 (They explain what actually happened on*
- b. Event 2 the incident and they are ordered in*
- c. Event 3 chronological sequence)*

III. Re-orientation : (it contains personal comments on the incident. It has a function as the conclusion of the text)

(Derewianka, 1990)

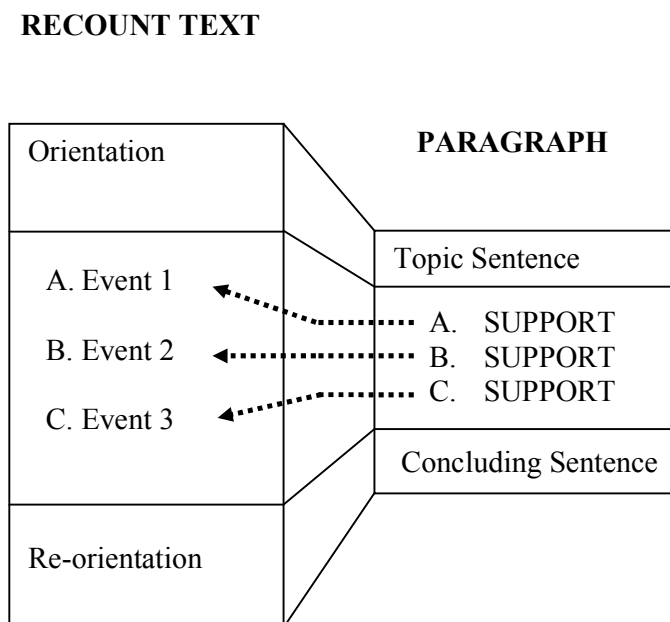
The principles of paragraph organization are similar to those for essay and recount text organization. If a paragraph contains a topic sentence, supporting sentences and concluding sentence, then an essay may consist of introductory paragraph, body paragraphs and a concluding paragraph, while recount text conveys orientation, series of events, and re-orientation in similar way. In essence, the paragraph, essay and recount text have the closely related structure.

Thesis statement of an essay is similar to topic sentence of the paragraph and orientation in recount text. Those are the most important sentence of an essay, a paragraph and recount text. Those should reflect the entire essay or paragraph. Furthermore, the topic sentences of the essay are the same as the supporting

sentences of paragraph and the series of events of recount text. The difference is that topic sentences of an essay support and develop thesis statement and supporting sentences of a paragraph support and develop the topic sentence, while the series of events of a recount text explain the orientation. The last part is conclusion. Both of essay and paragraph has a conclusion and recount text has re-orientation in the same way. In short, the thought presented among paragraph, recount text, and essay is closely related.

The relationship of the outline structure between essential paragraph and recount text can be illustrated by the following picture which was modified from idea suggested by Oshima (1981: 78) quoted by Saraka (1988: 192):

Figure. 1 Relationship of the Outline Structure between Essential Paragraph and Recount Text



At a quick glance, the outline can reveal that the development of a paragraph will be coherent and unified. It can be seen from the following paragraph outline:

Topic sentence: I found three helpful people on my first day at State University.

- A. The first person was Mrs. Stanton who helped me register at the dormitory, showed me around and explained of the dormitory rules.*
- B. Another kind person was Robert Long who took me over to the administration building to help me find an advisor.*
- C. The last helpful person was Dr. Torres, my advisor who gave me all necessary information.*

Conclusion: In summary, these three people made me feel welcome and at home at my first day

The concrete paragraph based on the outline above may be like the following:

I found three helpful people who saved me from total confusing on my first day at State University. The first person was Mrs. Stanton who helped me register at the dormitory, showed me around and explained of the dormitory rules. Another kind person was Robert Long who took me over to the administration building to help me find an advisor. The last helpful person was Dr. Torres, my advisor who gave me all necessary information about registering for classes, purchasing books and International Students Association. In summary, these three people made me feel welcome and at home at my first day.

Here is the example of an outline of the essay:

Thesis statement: Three people saved me from total confusion.

- I. The first person who helped me was the director of a dormitory, Mrs. Stanton.*
 - a. Helped me register.*
 - b. Showed me around.*
 - c. Explain rules.*
- II. I met another kind person, Robert Long.*
 - a. Offered help.*
 - b. Took me to the administration building.*
 - c. Gave me his phone number.*
- III. My advisor, Dr. Torres, proved to be extremely helpful.*
 - a. Explained how to register and what to expect at State.*
 - b. Told me about the International Students Association.*
 - c. Offered his help any time that I needed him.*

Conclusion: These three people made me feel welcome and at home.

(Smalley and Reutten, 1986: 160)

The concrete essay which based on the outline above may be like the following:

Going to a new school can be exciting, but for an international student, the first day on campus can be confusing. When I first arrived at State University, I was overwhelmed by the size of the campus and the number of people I saw hurrying from building to building. I did not know what to do or where to go. Fortunately, I found three helpful people who saved me from total confusion.

The first person who helped me was the Director of the dormitory, Mrs. Stanton. She helped me register at the dormitory and took me up to my room. Since my roommate had not yet arrived, Mrs. Stanton showed me all around the “dorm” (as I soon learned it was usually called). She showed me where the bathroom was, where the recreation room was, and where the cafeteria was. She very carefully explained to me all of the dormitory rules and told me she hoped I would enjoy my stay there.

After checking into the dorm, I went down to the cafeteria where I met another kind person, Robert Long. He saw me sitting alone and came over to me to ask if I needed any help. He said that I looked a little lost. I told him that I was a new student from Honduras and that I was not lost, just overwhelmed. He told me that I should not worry; he said that he was confused and overwhelmed his first day at State, too. Then, he took me over to the Administration building to help me find an advisor. Before he left me there, he gave me his telephone number and asked me to call him if I ever needed any help in the future.

At the Administration Building I met my advisor, Dr. Torres, who proved to be extremely helpful. He very kindly explained to me how to register for classes and what to expect at State University. Dr. Torres gave me some information about International Student Association and suggested that I go to one of their meetings. I was pleased to know that the foreign students on campus have an organization. After Dr. Torres gave me all the necessary information about registering for classes and purchasing books, he told me to come see him any time that I have any questions.

All of these people, Mrs. Stanton, Robert Long, and Dr. Torres, were very kind to me that first day. They made me feel welcome and at home at time when I was feeling lost and lonely. I will never forget these people.

(Smalley and Reutten, 1986: 159)

Meanwhile, here is the example of topical outline of a recount text:

Orientation: On my first day at State University, I met three helpful persons

- *Event 1: The first person, Mrs. Stanton, helped me register at my dormitory*
- *Event 2: The another person, Robert Long, took me to the administration building*
- *Event 3: The last person, Dr. Torres, gave me all necessary information about registering for classes.*

Re-orientation: I felt welcome on my first day at State University

The concrete recount text based on the topical outline above can be seen as follows:

Let me remind you my experience during the first day at State University. When I came to the campus I met three helpful persons.

The first person, Mrs. Stanton, helped me register at the dormitory, showed me around and explained of the dormitory rules at the campus.

After checking into the dorm, then, I met Robert Long who took me over to the administration building to help me find an advisor when I got confused at the cafeteria.

At administration building, I met my advisor Dr. Torres who gave me all necessary information about registering for classes.

All of the three persons were very kind to me. I felt very welcome on my first day at State University.

It is clear that the outline structure of either paragraph or essay is similar with the structure of recount text. Therefore, this study applied this outlining strategy into teaching recount text in the class. The students were asked to write recount text by making outline in the earlier on before they start to write. The topics were taken from the student handbook which based on School Based Curriculum 2006.

2.4 Concept of Teaching Writing

Teaching writing is to teach the students how to express the idea or imagination in written form. In order to be successful in writing, in which the material presented is 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 practicing their writing, they have to follow the steps to make their writing more effective.

In Relation to teaching writing, Harmer (1984: 40) pointed out that there is certain particular consideration that needs to be taken account, such as sentence organization, paragraph arrangement, and coherence. Teaching writing requires the elements of writing including grammar, sentence organization, vocabulary, and mechanics (Madsen, 1989: 120) quoted by Idrus (2003). It can be said that teaching writing should guide the students not only to write sentence but also to organize their ideas into written form. Then, the teacher must give the appropriate guidance in which the students are able to express their ideas in written form properly.

Another important thing to consider is that the students should exercise themselves to practice their writing in order to be accustomed to write an effective recount text. In practicing their writing, they have to follow the steps to make their writing more effective. Crimmon (1983: 10-11) highlighted that there were three stages of the writing process:

1. Planning is a series of strategies designed to find and produce information in writing.
2. Drafting is a series of strategies designed to organize and develop a sustained period of writing and encourage one to gather information on those subjects from different perspective.
3. Revising is a series of strategies designed to re-examine and re-evaluate the choices that will create a piece of writing.

Meanwhile, Edelstein and Pival (1988: 11) suggested the three steps of teaching writing that can be described as follows:

1. Pre-writing

In, pre-writing, the writer selects the general subjects, restricts the subjects, and generates the ideas, and organizes the ideas.

2. Writing

In this step, the writer sets on paper the ideas in his or her mind into words, sentence, paragraph, and so on.

3. Re-writing

The writer evaluates his or her writing; they are correcting the content and the form, correcting the vocabularies, punctuations, and grammar, correcting writing errors, word duplications, and omission.

In addition, Pearsal and Cunningham quoted by Yuwono (1994: 19) also divided the process of writing into three steps:

1. Discovery is a process when the writer thinks about occasion, purpose, the audience, and the topic.
2. Composing is a process of planning what the writer is going to write and revise.
3. Editing is the process when the writer checks for the Standard English, the appropriate format, and the accuracy.

In brief, it can be concluded that basically, the writing process is aimed at helping students to organize and develop their ideas well, because the students have a plan about the ideas that will be expressed in written form before they come to the actual writing. Thus, the teacher can focus on three important things. Firstly, the teacher should focus on how to make the students expressing and developing their ideas into paragraph properly. Therefore, the students can understand how to choose and write the main idea and develop it coherently. Secondly, writing process requires three steps: prewriting, writing, and rewriting. The last important thing is that the teacher can think of activities which are interesting and can help the students to express their ideas in writing form in good order.

Referring to the process of writing above, outlining strategy plays the important roles in the three stages of writing in this study. As stated by Oshima (1983) quoted by Wiliyanti (2007: 16), in order to develop students' writing ability, the English teacher should ask students to practice in making outline. Therefore, this study applied the three steps above with the outlining strategy in teaching writing process.

2.5 Procedures of Teaching Writing through Outlining Strategy

Based on the notion proposed by Edelstein and Pival (1998) it was concluded that this study used three steps in teaching recount text through outlining strategy. Those steps can be described as follows:

This activity was taken from students' handbook *BSE Bahasa Inggris SMP. Unit 8 : It happened like this(recount)*

TASK I : Get ready to tell your own experience to your friend. Remember that you should do the following:

1. Begin your story by telling: (Orientation)
 - a. when and where it happened
 - b. who the character was/were
2. Then, tell the happenings in order they happened, (Series of Events)
3. Finally, end your story with an ending. (Re-orientation)

a. Pre-writing activity

First, the teacher explains goals and objectives of instruction. Then, teacher gives explanation about recount paragraph and the three aspects of writing used to make an effective recount text clearly; they are, organization dealing with coherence, vocabulary which refers to the word selection, and language use dealing with grammar. Then, the teacher gives the students the topics that should be developed into simple recount text.

The students could choose anyone of the following:

1. Tell about a car accident you witnessed.
2. Tell about something that happened to your pet.
3. Tell about your holiday.

4. Tell what happened in the last episode of your favourite TV serial.
5. Tell about a special day.

In this process, the students are asked to make an outline first before their write recount text. They should decide the topic sentences and then explain it with the supporting sentences. The example of outline can be seen as follows:

Topic sentence : (Orientation)

My unforgettable experience happened when I joined study tour.

Supporting sentence : (Series of event)

1. *We went to Botanical Garden at Bogor.*
2. *We visited Taman Makam Pahlawan*
3. *We stayed at hotel*
4. *We prepared to go home.*

Conclusion Sentence : (Re-orientation)

Although it was tiring day, I was so very happy

b. Writing activity

When they finish their outline, they should start their writing based on the outline they have made. They are asked to write recount text in terms of orientation, series of events and re-orientation. The teacher still guides them to consider three aspects evaluated.

c. Rewriting.

After the students finish their writing, the teacher conducted peer correction in order to evaluate the students work. The students are asked to share their work each other to their chair mate. Each student should give

an evaluation about the organization, grammar, and vocabulary. After the teacher gives feed back to their work, the students return the work to the owner in order to rewrite their work.

2.6 Advantages and Disadvantages of Outlining Strategy

As a matter of fact, every strategy bears 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.

2.6.1 The Advantages of Outlining Strategy

Outlining strategy is considered as an alternative strategy to teach writing because it has many advantages. The advantages of using outlining strategy can be described as follows:

1. Outlining strategy can help students to arrange their ideas in the sense that they will not include any irrelevant thought or unimportant points.
2. It allows the students to focus to the topic when they are writing.
3. Outlining strategy makes their writing flow coherently because they write the paragraph by following the plan.
4. Outlining help the students to write more quickly because finishing an outline is 75% of writing done.

5. Outlining strategy makes writing paragraph easier because the students do not need to worry about what they want to say; they already have a well-organized plan to follow (Wiliyanti, 2007: 4).
6. It can help the students improve their grammar because they can focus their attention on grammar not on their thought patterns (Saraka, 1998:153).

2.6.2 The Disadvantages of Outlining Strategy

Beside of the advantages, the outlining strategy has disadvantage that should be considered. The process of making outline can consume much time if the students excessively focus on their outline since they have to write twice. Therefore, the teacher should keep guiding the students in each step of writing.

2.7 Theoretical Assumption

In teaching writing, there are many strategies that can be used by teachers to reach the goal of teaching learning process. Based on the literature review above, outlining strategy is one of the strategies that can be used to improve students' writing ability. Based on the previous description, writing is counted as the most difficult skill. Students need to consider three aspects of writing; they are organization, grammar, and vocabulary. Obviously, some cases showed that it is difficult to students to express their ideas coherently into writing form. Through outlining strategy, the students are facilitated to plan their ideas in systematical way. An outline provided students a frame of ideas that guide the students to

write. Therefore, outlining strategy can help the students to focus the idea that they intend to write in relation to the topic and to link sentences into coherent ideas in the target language. Besides, making outline is an active process that also gives the students opportunities to monitor their writing in order to minimize grammar errors and inaccuracy of selection of word. Finally, it is assumed that outlining strategy can improve student's writing ability specifically in terms of organization, grammar, and vocabulary.

2.8 Hypothesis

Concerning the theories and the assumption above, the hypotheses can be formulated as follows:

1. There is a significant improvement of the students' writing ability in term of organization after being taught by using outlining strategy.
2. There is a significant improvement of the students' writing ability in term of grammar after being taught by using outlining strategy.
3. There is a significant improvement of the students' writing ability in term of vocabulary after being taught by using outlining strategy.