

**THE USE OF SENTENCE OUTLINE TO IMPROVE STUDENTS'  
WRITING ABILITY**  
*Penggunaan Kerangka Kalimat Untuk Meningkatkan Kemampuan Menulis  
Siswa*

**Nur Qalby\*, Adil Ivery\*\***

\*English Education Department, Faculty of Teacher Training and Education  
Muhammadiyah University of Makassar

\*\*English Education Department, Faculty of Teacher Training and Education  
Muhammadiyah University of Makassar  
qalbynur@gmail.com

**ABSTRACT**

*The research questions of this research were how does sentence outline improve the students of the second year of SMP Negeri 4 Sungguminasa ability to write paragraph? The researcher used A Classroom Action Research (CAR). The aims of this research are to find out the improvement of students' writing skill and their activeness in learning process through Writing Process Approach. Two cycles had been conducted, where each cycle consisted of four meetings. It employed writing test as instrument. A number of subjects of the research were 42 students in the second grade conducted of 31 women and 11 men. The researcher took real data from the school to know the students' writing ability. The results of the student's writing test in cycle 1 and cycle 2 had increased in different scores. There was increasing by students at the end action of second cycle. The research findings indicated that use of writing process approach could increase the students' writing skill. The means scores of students in Diagnostic test was 59.84 became 66.64 in cycle 1, and after revision in the cycle 2 the mean score in cycle 2 was 70.79 by implemented of sentence outline. The successful of minimal criteria (KKM) was 65 while cycle 1, there were 2 (4.76%) students get poor, 27 (64.29%) get fair, and 13 (30.95%) get good meant that students who achieved the successful minimal criteria (KKM) more than a half of them. In cycle 2 there was 25 (59.52%) get fair and 17 (40.48%) get fair.*

**Keyword:** Sentence, outline, improve, ability.

*Pertanyaan penelitian pada penelitian ini adalah bagaimana kalimat garis meningkatkan kemampuan siswa SMP Negeri 4 Sungguminasa untuk menulis Paragraf. Peneliti menggunakan Penelitian Tindakan Kelas (PTK). Tujuan dari penelitian ini adalah untuk mengetahui peningkatan kemampuan menulis siswa dan keaktifan mereka dalam proses belajar melalui Pendekatan Menulis Proses. Dua siklus telah dilakukan, di mana setiap siklus terdiri dari empat pertemuan. Ini digunakan tes menulis sebagai instrumen. Sejumlah subyek penelitian adalah 42 siswa di kelas dua yang dilakukan dari 31 perempuan dan 11 laki-laki. Peneliti mengambil data ril dari sekolah untuk mengetahui kemampuan menulis siswa. Hasil tes menulis siswa pada siklus 1 dan siklus 2 meningkat dinilai yang berbeda. Ada meningkat siswa pada tindakan akhir siklus kedua. Hasil penelitian menunjukkan bahwa penggunaan pendekatan proses menulis dapat meningkatkan kemampuan menulis siswa. Skor siswa dalam tes diagnostik adalah 59,84 menjadi 66,64 pada siklus 1, dan setelah revisi pada siklus 2 nilai rata-rata pada siklus 2 adalah 70,79 dengan menerapkan kalimat garis besar. Kriteria Keberhasilan Minimal (KKM) adalah 65 sedangkan siklus 1, ada 2 (4,76%) siswa mendapatkan kurang, 27 (64,29%) mendapatkan cukup, dan 13 (30,95%) mendapatkan baik berarti bahwa siswa yang mencapai Kriteria Keberhasilan Minimal (KKM) lebih dari setengah dari mereka. Dalam siklus 2 ada 25 (59,52%) mendapatkan cukup dan 17 (40,48%) mendapatkan cukup.*

**Kata Kunci:** Kalimat, garis besar, meningkatkan, kemampuan.



It has been generally believed that writing in English means the ability to express idea, feeling, opinion, imagination, and knowledge into written form more freely. Although it seems to be more freely, in fact, writing process is still considered as one language skill that is most difficult to perform. Many complicated requirements should be included to produce good writing result. A writer must master such an enough vocabulary even though synonym or antonym of the word to express good and understandable thought or idea. Furthermore, as we know that some words or vocabularies have different meaning when they used in different occasion.

Writing can also be stated as how to arrange the symbol, that is letter or combination of letters that related to the sound when people speak, according to certain convention into words form, and word has to be arranged into sentence form. It is logical due to that writing is one of the communication tools. Most communication is done orally or through spoken way. Although speaking and writing are the same, in terms of communication tools, but they are sharply different. Spoken or oral communication is considered to be easier because the speakers can choose and use words or sentences to express their thought freely. They may be allowed to use sentences informally. In another side, writing communication requires. Communicant (or writer) to be more bounded. They have to follow the suitable agreed procedures in expressing ideas in order that they are understood by the receiver.

Besides, speaking and reading, in teaching and learning English, especially for students in SMP or SMA, the comprehension towards the writing paragraph form is also responded as the main goal, but the fact shows that the majority of them are not, at least, competent in paragraph writing ability. It is reasonable that they do not only learning English but also some other subject matters. Even English subject is only taught for twice every week.

In English writing activities, the students or learners sometimes find many difficulties. There are at least two factors that many affect the difficulty in writing, namely (1) the lack of knowledge to express the writers' ideas in a form of writing, and (2) the lack of background knowledge about what the writers have to present to their readers. In responding to this, therefore, teachers are required to be more



available in providing the students with an effective, efficient, and comprehensible technique, especially in teaching writing in short duration time. Writing is very important to learn, because we can absorb, organize our ideas, and process some of information through writing. Meanwhile, some recent research shows that a majority people, including students, lack the expected reading and writing skill necessary to cope with the information explosion. In this sense, before writing anything, one way to prepare is outlining what is going to write. An outline will help to keep the writer thinking in order. It is necessary to seek outlining as a writing technique in the classroom. Through outlined ideas, the students will practice how to write precisely and clearly. They will practice how to write and say what they mean and choose the right words.

Many linguists perhaps suggest outlining before starting writing anything. A strong outlines give structures before begin writing. It doesn't only list our ideas or section headings, but also subsection heading or detail ideas. It also structures notes about each section, and any sentences or phrases we might use in writing process. Outlining is a really helpful technique for the teacher and learning strategy that can be expected to make the students more active in writing particularly in paragraph writing ability. Generally, almost all of the students' have high motivation in learning English, including the students of SMP Negeri 4 Sungguminasa, especially of the second year students (academic year 2011/2012), because this school is considered as one of the most favorite schools in Sungguminasa. Therefore, the researcher would like to conduct a research at this school, especially in writing activity through sentence outline. The research is then entitled "The Use Sentence Outline to Improve Students' Writing Ability at the Second Year Students of SMPN 4 Sungguminasa Gowa".

Based on the background described earlier the writer formulates one major problem statement as follows: "How does sentence outline improve writing ability the students to write paragraph of the second year of SMP Negeri 4 Sungguminasa?"

The objective of the research is to find out the sentence outline in improving the ability of the second year students of SMP Negeri 4 Sungguminasa to write paragraph. The results of the research are expected to be useful for the improvement



of the students' writing skills and become alternative method for teacher of English subject in general and, particularly those who teaching English in SMP Negeri 4 Sungguminasa Gowa.

## **REVI EW OF RELATED LITERATURE**

### **A. Concepts of Paragraph**

Producing a good writing or composition is considered as hard work. Many inter correlated writing components should be understood, such as how to build a good paragraph and its pattern. Paragraph is one the essential parts in a writing composition or essay. It will be very difficult for a writer to express his ideas or thought well and clearly without understanding what paragraph actually. In many books, many experts have defined paragraph in different sentences. But generally their sentences almost have the same purpose in giving definition of the paragraph. According to Webster's Basic English Dictionary (1990:356), paragraph is defined as a part of piece of writing that is made up of one or more sentences and has to do with one topic or gives the words of one more sentences and has to do with one topic or gives the words of one speaker. Similar with this, the New Grolier Webster International Dictionary (1976:687) defines paragraph as a distinct portion of written or printed matter dealing with a particular point or quotation the words of one speaker and usually beginning with an indentation of a new line.

A paragraph is a series of sentences that develop an idea. That idea is usually stated in general form in one sentence, called topic sentence. The rest of the sentences in the paragraph provide the reader with specific explanations or proof (evidence, support) of the general topic sentence. The supporting sentences help the reader understood more clearly what the writer means and show that the topic sentence is valid (Reid, 1982:8). However, one way to define the paragraph is to describe it as a series of carefully connected sentences presenting relevant ideas on a single subject.

### **B. Concepts of Writing**

One of the most prevalent definition of writing is suggested by Morris et al (1999: 22) that writing is a form of conversation, a way of building a relationship — you do not speak in a level monotone; you modulate your words for the listener's benefit- you emphasize certain words, raise and lower your voice, and pause-every



now and then, either for emphasis, or simply to take a breath. Good writing is about more than good use of language. It is about presenting your words in an attractive and eye-catching manner. The most beautiful piece of writing skill will not work if it looks dense or hard to read. (Morris et al, 1999: 33)

In summary, it is clear that the above statements suggest that writing is a tool of communication to transmit message which are produced in written form in sequence of sentences in a particular order and linked together in certain ways. In writing, language is the way that words are used-language is word choice, the arrangement of phrase, the structuring of sentences and paragraphs and more-your language used must be precise. You must say what you mean. Your language must also be clear. While precision means choosing the right words; clarity means not choosing any wrong ones.

### **C. Concepts of Outline**

Before start writing anything, make an outline of what you are going to include in your message. It may be brief or comprehensive. You will probably modify it as you gather information. But an outline will help to keep your thinking in order. In the simplest terms, an outline is a list of topics to be written about in the order in which they will be presented. Usually, an outline has major topics, and within each major topic there are minor topics (Wilcox, 1995:18). The new Grolier Webster international dictionary of English language (1976: 673), defines outline as a drawing showing only lines of contour, systematic account of the plan or content of a book, speech, or the like. Similar with this, Webster's Basic English dictionary, defines outline as a line that traces or forms the outer limits of an object or figure and shows its shape (1990:350).

Seeking the concepts above, it can be cited that, simply, outline is a summary of what writer plan to say in his essay? The outline tells what is going to do, where is to go, and when we have gotten there. When someone tends to get sidetracked by details of bogged down in vast quantities of information outlining is a handy way of composing structure on an essay's.



## RESEARCH METHOD

This research used classroom action research (CAR) that consisted of planning, action, observation and reflecting. It conducted in two cycles each cycle comprises four meetings. Cycle 1 was to observe the students' competence in writing by using writing process approach. After finding the result of cycle one, the researcher would continue to the second cycle to improve the prior cycle.

### A. Variables and Indicators

#### 1. Variables

In this research, there were two variables those are:

- a. Sentence Outline is the independent variable.
- b. The dependent variable of the research was the students' writing ability that focuses on writing paragraph.

#### 2. Indicators

The following are main indicators of each variable:

- a. The indicator of the students' writing ability is introductory paragraph.
- b. The indicator of the students' journalistic paragraph was the telling narration.

### B. Procedures

#### *Cycle I*

This research was carried out in two weeks in four times meeting and then has stages as follows:

#### *Planning*

- a. Making lesson planning based on the curriculum, and arranges material of lesson panning.
- b. Making pre material or pre test.
- c. Making the observation paper for observation the condition of learning process.

#### *Action*

In this action, the researcher conducted two cycles, where each cycle consisted of four meetings. Each meeting the researcher gave the writing material by using sentence outline in action. Each action in the meeting described as follow:



#### The first meeting

- a. The teacher explained to the students about sentence outline which was used in learning process.
- b. The teacher introduced the topic of the writing.

#### The second meeting

- a. The teacher distributed a written test and the gave two topics to students.
- b. The students were asked to make outline based on the topic that is given by the teacher.
- c. The students made sentence based on the outline.

#### The third meeting

- a. The students were given opportunity to make paragraph writing based on their outline.
- b. The teacher checked the students' activity.

#### The fourth meeting

- a. The teacher gave evaluation to the students.
- b. The teacher gave general correction.

#### *Observation*

- a. Identification and making note all the problems that need when teaching and learning process based on observation paper that was arranged.
- b. Doing the evaluation to know the result of the study to know how far they have improvement.
- c. Giving the students' chance for giving suggestion in action research.

#### *Reflection*

After finishing at the process, the teacher rechecked the result of evaluation whether the students had improvement in writing ability. Which meant the result of the data analysis will be reflected in cycle II, in cycle II weakness in cycle I will be repaired.

### **Cycle II**

In cycle was conducted four times meeting include one time for test in cycle II.

The main activities are:

#### *Planning*

The way that was done:



- a. Continuing the activities that was done in first cycle.
- b. Improving the weakness in the first cycle.
- c. Making planning against in the scenario learning process from the result of cycle I reflection.
- d. Action research repairing.

#### *Action*

In the stage, action was done to improve the result based on the cycle I reflection; the stages were done as the same with the previous cycle but repaired the weakness of the cycle II.

#### *Observation*

In the reality the observation done at the cycle II was almost same with the observation at cycle I.

#### *Reflection*

According to the result of the achievement of the observation was collected and analyzed. From the result of the research, the researcher could drawn that teaching writing ability through sentence outline method can improve the students' achievement in writing ability.

### **RESEARCH SUBJECT & INSTRUMENT**

The research was done at the second year of SMP Negeri 4 Sungguminasa in 2012/2013 academic year.

There were two instrument used in collecting data:

1. Test  
Test aimed to get information about students' improvement after teaching learning process ends.
2. Observation; it aimed at finding out the students' participation during the teaching and learning process.

### **DATA COLLECTION**

To collect the data the researcher carried out as the following procedures:

1. Data source: The researcher got data source in this research from the students' achievement in writing before getting the writing material through Sentence Outline.



2. The researcher gave test to the students. It was done after implementing of the Sentence Outline in the class or in the observation of classroom action research that was done in every cycle.
3. There were three components that to be concern of the researcher in this research to measure the writing proficiency. To measure the writing narrative text.

*a. Narrative*

1) Orientation

Table 1. Score of Orientation Criteria

Criteria	Score	Specification
Complete to Identify and set the scene and introduce the participant (it answer the questions: who, when, and where)	95-100	Excellent
Identify and set the scene and introduce the participant enough (it answer the questions: who, when, and where incomplete)	80-89	Very Good
Cannot incomplete to Identify and set the scene and introduce the participant.	70-79	Good
Not relevant to Identify and set the scene and introduce the participant.	60-69	Fairly Good
No answer of concept	50-59	Fair

Depdikbud in Saleha. (2008)

2) Complication

Table 2. Score of Complication Criteria

Criteria	Score	Specification
Complete to Identify the crisis' of problem arises. When the problem developed.	95-100	Excellent
Identify the crisis' of problem arises. When the problem developed is enough	80-89	Very Good
Cannot incomplete to Identify the crisis' of problem arises. When the problem developed.	70-79	Good
Not relevant to Identify the crisis' of problem arises. When the problem developed.	60-69	Fairly Good
No answer of problem.	50-59	Fair

Depdikbud in Saleha. (2008)

3) Resolution

Table 3. Score of Resolution Criteria

Criteria	Score	Specification
Complete to find a way or solution to solve the problem	95-100	Excellent
To find a way or solution to solve the problem is enough.	80-89	Very Good
Cannot incomplete to find a way or solution to solve the problem	70-79	Good



Not relevant to find a way or solution to solve the problem	60-69	Fairly Good
No answer to solve the problem.	50-59	Fair

Depdikbud in Saleha. (2008)

## DATA ANALYSIS

The data were analyzed through quantitative analysis. The research used analyzed by scoring the writing from viewpoint of three components of writing paragraph as stated below: Content, Organization and Vocabulary.

1. The data collected are analyzed by using the formula:

$$\text{Score: } \frac{\text{Students point}}{\text{Total Point of Items.}} \times 10$$

2. Classifying the students' score

The score achieved by the students in the test are classified into seven Classifications:

9.6 - 10 is classified as excellent.

8.6 - 9.5 is classified as very good

7.6 - 8.5 is classified as good

6.6 - 7.5 is classified as fairly good

5.6 - 6.5 is classified as fair good

3.6 - 5.5 is classified as poor

0 - 3.5 is classified as very poor

3. Calculating the mean score

To find out the mean score of each test using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$  = Means Score

$\sum$  = Total Score

$N$  = Number of students (Gay, 1981:298)



## FINDINGS AND DISCUSSION

This chapter consists of the finding of the research and discussion that contains of data analysis in detail. The findings of the research cover the result of the data from D-test to cycle I and cycle I to cycle II about students' improvement in writing and the improvement of the students' activeness in teaching and learning process.

### A. Findings

#### 1. Orientation

Table 4. The Students' Mean Score and Improvement in Orientation

Indicators	Writing views of Grammar			Improvement (%)	
	D- Test	Cycle I	Cycle II	D-test to CI	CI to CII
Mean score	59.14	64.90	70.09	9.74	7.99

The table above indicates that there is improvement of the students' mean score of orientation from D-Test to cycle I and cycle II, where the result of D-Test students' mean score in grammar is 59.14 after evaluation in cycle I it becomes 64.90 so the improvement from D-Test to cycle I is 9.74. The research findings from the table above, indicates that there is improvement of the students' score in orientation from cycle I to cycle II, where in cycle I the improvement of students' score is 9.74. After analyzed the difficulties that the students faced in writing sentence outline technique and repaired the weakness in cycle I then applying writing process approach and then giving them evaluation in the end of cycle II the improvement of the students' mean score is 7.99.

Table 5. The Students' Tabulation of Frequency in Orientation

Classification	Score	Frequency		Percentage	
		Cycle I	Cycle II	Cycle I	Cycle II
Excellent	90-100	0	0	0%	0%
Very Good	80-89	0	0	0%	0%
Good	70-79	9	16	21.43%	38.10%
Fair	60-69	30	26	71.43%	61.90%
Poor	0-59	3	0	7.14%	0%
<b>Total</b>		<b>42</b>	<b>42</b>	<b>100%</b>	<b>100%</b>



## 2. Complication

Table 6. The Students' Mean Score and Improvement in Complication

Indicators	Writing views of Organization			Improvement (%)	
	D- Test	Cycle I	Cycle II	D-test to CI	CI to CII
Mean score	61.07	67.86	71.64	11.12	5.57

The table above indicates that there is improvement of the students' mean score of complication from D-Test to cycle I and cycle II, where the result of D-Test students' mean score in complication is 61.07 after evaluation in cycle I it becomes 67.86 so the improvement from D-Test to cycle I is 11.12.

The research findings from the table above, indicates that there is improvement of the students' score in complication from cycle I to cycle II, where in cycle I the improvement of students' score is 11.12. After analyzed the difficulties that the students faced in writing sentence outline and repaired the weakness in cycle I then applying writing sentence outline and then giving them evaluation in the end of cycle II the improvement of the students' mean score is 5.57.

Table 7. The Students' Tabulation of Frequency in Complication

Classification	Score	Frequency		Percentage	
		Cycle I	Cycle II	Cycle I	Cycle II
Excellent	90-100	0	0	0%	0%
Very Good	80-89	0	3	0%	7.14%
Good	70-79	16	26	38.10%	61.90%
Fair	60-69	26	13	61.90%	30.95%
Poor	0-59	0	0	0%	0%
<b>Total</b>		<b>42</b>	<b>42</b>	<b>100%</b>	<b>100%</b>

## 3. Resolution

Table 8. The Students' Mean Score and Improvement in Resolution

Indicators	Writing views of Organization			Improvement (%)	
	D- Test	Cycle I	Cycle II	D-test to CI	CI to CII
Mean score	62.84	67.86	72.64	7.63	15.60

The table above indicates that there is improvement of the students' mean score of resolution from D-Test to cycle I and cycle II, where the result



of D-Test students' mean score in resolution is 62.84 after evaluation in cycle I it becomes 67.86 so the improvement from D-Test to cycle I is 7.63. The research findings from the table above, indicates that there is improvement of the students' score in resolution from cycle I to cycle II, where in cycle I the improvement of students' score is 7.63. After analyzed the difficulties that the students faced in writing sentence outline and repaired the weakness in cycle I then applying writing sentence outline technique and then giving them evaluation in the end of cycle II the improvement of the students' mean score is 15.60.

To see clearly the improvement of the students' writing skill views from resolution can be presented as the following chart:

Table 9. The Students' Tabulation of Frequency in Resolution

Classification	Score	Frequency		Percentage	
		Cycle I	Cycle II	Cycle I	Cycle II
Excellent	90-100	0	0	0%	0%
Very Good	80-89	0	3	0%	7.14%
Good	70-79	16	26	38.10%	61.90%
Fair	60-69	26	13	61.90%	30.95%
Poor	0-59	0	0	0%	0%
<b>Total</b>		<b>42</b>	<b>42</b>	<b>100%</b>	<b>100%</b>

#### 4. The Result of Writing Ability

Table 10. The Students' Mean Score and Improvement in Writing Ability Result

Indicators	The Result of Students' Writing Ability			Improvement (%)		
	D- Test	Cycle I	Cycle II	D-test to CI	CI to CII	D-test to CII
Mean score	59.84	66.64	70.79	11.36	6.62	18.29

The table 5 above shows the mean score and improvement of the students' writing ability result. The result of students' mean score in D-test is 59.84. Then in cycle I is 66.64 and the students' improvement in writing ability result from the D-test to cycle I is 6.62.

The research findings from the table above, indicates that there is improvement of the students' score in writing result from D-Test to cycle II, where in cycle I the improvement of students' score is 11.36, after

implementing Writing Sentence Outline Technique and giving evaluation in the end of cycle II the improvement of the students' score is 6.62.

Table 11. The Students' Tabulation of the Students' Writing Ability Result

Classification	Score	Frequency		Percentage	
		Cycle I	Cycle II	Cycle I	Cycle II
Excellent	90-100	0	0	0%	0%
Very Good	80-89	0	0	0%	0%
Good	70-79	13	17	30.95%	40.48%
Fair	60-69	27	25	64.29%	59.52%
Poor	0-59	2	0	4.76%	0%
Total		42	42	100%	100%

Table 12. The Improvement of Students' Writing Ability from D-Test to Cycle II

Indicators	The Result of Students' Writing Ability			Improvement (%)		
	D- Test	Cycle I	Cycle II	D-test to CI	CI to CII	D-test to CII
Mean score	59.84	66.64	70.79	11.32	6.62	18.29

The table 5 shows the mean score and improvement of the students' writing ability result. The result of students' mean score in D-test is 61.07. Then in cycle I is 66.64 and the students' improvement in writing ability result from the D-test to cycle I is 11.32.

The research findings from the table above, indicates that there is improvement of the students' score in writing result from D-Test to cycle II, where in cycle I the improvement of students' score is 10.93, after implementing Writing Sentence Outline Technique and giving evaluation in the end of cycle II the improvement of the students' score is 5.75.

## 5. Observation Result

The following table and graphic show the observation result of the students' activeness in learning writing from cycle I to cycle II.

Table 13. The students' observation result during teaching and learning process

Cycles	Activeness			
	1 <sup>st</sup> Meeting (%)	2 <sup>nd</sup> Meeting (%)	3 <sup>rd</sup> Meeting (%)	4 <sup>th</sup> Meeting (%)
Cycle 1	44.64	52.98	60.12	73.81
Cycle 2	68.45	67.85	76.19	84.52



## DISCUSSION

In this part, discussion deals with the interpretation of findings derived from the result of findings about the observation result of the students' improvement in writing component of orientation, complication, resolution and the students' improvement in writing result, and also the activeness of students in learning process would explain as follows:

### **1. The Improvement of the Students' Writing Ability Writing Views from Orientation.**

The improvement of the students' skill to write good paragraphs after implementing writing sentence outline technique had effect that was effective. Where, the researcher found in the data source from D-Test result in component of orientation that the students just could get score that was 59.14, it means that it was far from the target, but after implementing the students could get score 64.90 in the cycle I. In cycle II, it became 70.09.

The researcher taught about the descriptive paragraph in the cycle 1 through writing sentence outline technique in the class. The researcher found that the students still difficult to write well, especially to use appropriate tense. There is also another problem that students face in component of orientation that is how to use preposition. The difficulty of the students in orientation had been analyzed, so the researcher had to think the solution of the problem. So, the researcher decided to do the cycle 2 by doing revision in the lesson plan which prepared in revised planning of cycle 2.

The value improvement of the students' writing achievement in orientation from D-Test to cycle I and also from cycle I to cycle II (Diagnostic-Test (59.14)  $\leq$  Cycle I (64.90)  $\leq$  Cycle II (9.74), where in D-Test the students' mean score in grammar is 59.14, after evaluation in cycle I the students' mean score achievement in grammar becomes 64.90, so the improvement of students' writing achievement in orientation from D-Test to cycle I is 9.74% while in cycle II the students' mean score in orientation is 9.74, so, the improvement of students' mean score achievement in orientation from cycle I to cycle II is 7.99%. The result above also proves that writing sentence outline technique is able to improve the students' writing skill in SMPN 4 Sungguminasa Gowa. It seen clearly the result of cycle II



(68.81) is higher than cycle I (64.90) and D-test (59.14) or cycle II (70.09)  $\geq$  cycle I (64.90)  $\geq$  D-test (59.14).

## **2. The Improvement of the Students' Writing Ability Views from Complication.**

After implementation of writing sentence outline technique in the class, the researcher found that the mean score of data source from D-Test in complication was 61.07. In the cycle 1, the students got 67.86, and in the cycle 2, the students got 71.64.

The researcher taught about the descriptive paragraph in the cycle 1 through implementation of writing sentence outline technique in the class. The researcher found that the students had difficulty to organize the idea. The students have less ability in complication element of writing.

Based on the unsuccessful teaching in the cycle 1, the researcher decided to do cycle 2. In the cycle 2, the researcher revised the lesson plan. Where, when the researcher explained about the kind of paragraph the researcher should explain more clearly, if needed gave the students occasion to ask about the material. Besides that, the researcher had to give better guidance for the student in organizing their idea.

The value improvement of the students' writing achievement in complication from D-Test to cycle I and also from cycle I to cycle II (Diagnostic-Test (61.07)  $\leq$  Cycle I (67.86)  $\leq$  Cycle II (71.64), where in D-Test the students' mean score in organization is 61.07, after evaluation in cycle I the students' mean score achievement in complication becomes 67.86, so the improvement of students' writing achievement in complication from D-Test to cycle I is 11.12% while in cycle II the students' mean score in complication is 71.64, so, the improvement of students' mean score achievement in organization from cycle I to cycle II is 5.57%.

The result above also proves that writing sentence outline technique is able to improve the students' writing skill in SMPN 4 Sungguminasa Gowa significantly. It seen clearly the result of cycle II (71.64) is higher than cycle I (67.86) and D-test (61.07) or cycle II (71.64)  $\geq$  cycle I (67.86)  $\geq$  D-test (61.07).



### **3. The Improvement of the Students' Writing Ability Views from Resolution.**

After implementation of writing sentence outline technique in the class, the researcher found that the mean score of data source from D-Test in resolution was 62.84. In the cycle 1, the students got 67.64, and in the cycle 2, the students got 72.64.

The researcher taught about the descriptive paragraph in the cycle 1 through implementation of writing sentence outline technique in the class. The researcher found that the students had difficulty to organize the idea. The students have less ability in resolution element of writing.

Based on the unsuccessful teaching in the cycle 1, the researcher decided to do cycle 2. In the cycle 2, the researcher revised the lesson plan. Where, when the researcher explained about the kind of paragraph the researcher should explain more clearly, if needed gave the students occasion to ask about the material. Besides that, the researcher had to give better guidance for the student in organizing their idea.

The value improvement of the students' writing achievement in resolution n from D-Test to cycle I and also from cycle I to cycle II (Diagnostic-Test (62.84)  $\leq$  Cycle I (67.64)  $\leq$  Cycle II (72.64), where in D-Test the students' mean score in organization is 61.07, after evaluation in cycle I the students' mean score achievement in complication becomes 67.64, so the improvement of students' writing achievement in resolution from D-Test to cycle I is 7.63% while in cycle II the students' mean score in complication is 72.64, so, the improvement of students' mean score achievement in organization from cycle I to cycle II is 15.60%.

The result above also proves that writing sentence outline technique is able to improve the students' writing ability in SMPN 4 Sungguminasa Gowa significantly. It seen clearly the result of cycle II (72.64) is higher than cycle I (67.64) and D-test (62.84) or cycle II (72.64)  $\geq$  cycle I (67.64)  $\geq$  D-test (62.84).

### **4. The Improvement of the Students' Writing Ability Result**

The effectiveness of writing process approach in improving the students' ability writing result can be seen the difference by considering the result of the students' Diagnostic Test, cycle I and cycle II.



The value improvement of the students' achievement writing result from D-Test to cycle I and also from cycle I to cycle II (Diagnostic-Test (59.84)  $\leq$  Cycle I (66.64)  $\leq$  Cycle II (70.79), where in D-Test the students' mean score in writing result is 58.84, after evaluation in cycle I the students' mean score achievement in writing result becomes 66.64, so, the improvement of students' writing achievement in writing result from D-Test to cycle I is 11.36% while in cycle II the students' mean score in writing result is 70.79, so, the improvement of students' mean score achievement in writing result from cycle I to cycle II is 6.62% and from the result of those tests namely from D-test to cycle II indicates that there is a significant improvement of students' mean score achievement in writing result from D-test to cycle II namely 18.29%.

The result above also proves that writing process approach is able to improve the students' writing skill in SMPN 4 Sungguminasa Gowa significantly. It seen clearly the result of cycle II (70.79) is higher than cycle I (66.64 and D-test (59.84) or cycle II (70.79)  $\geq$  cycle I (66.64)  $\geq$  D-test (59.84).

### **5. The Improvement of the Students' Activeness During The Teaching and Learning Process**

The observation result of students' activeness in teaching and learning process improved significantly through Writing Sentence Outline Technique in cycle I the students' activeness in the 1<sup>st</sup> meeting is 44.64% its mean that there is still the other activity that the students were done during the teaching and learning process. Next meeting researcher repair the weakness so the activeness of students in last meeting of cycle I became 73.81%. Then, in the cycle II researcher gave revision again for problem that students faced during the teaching and learning process. So, in cycle II, the students' activeness in the last meeting becomes 84.52%. Its mean that the students pay full attention during teaching and learning process and there is no another activity that the students were done. The students are joining the teaching and learning process seriously. Even if some students did not know what they would write yet they were still active in asking. It means that, the application of Writing Sentence Outline Technique could improve the students' activeness during teaching and learning process and it is successful. Based on the interpretation on the findings above, indicate that there is a significant improvement



of the students activeness during teaching and learning process from the first meeting in the cycle I until the last meeting in cycle II in SMPN 4 Sungguminasa Gowa.

### **CONCLUSION AND SUGGESTION**

Based on the findings above the researcher concludes that the use of writing sentence outline technique could increase the students' writing ability. It can be shown of the students' mean score in writing from D-Test to cycle I until cycle II. The students mean score of D-Test is 59.84, the mean Score of cycle I is 66.38 and cycle II was 70.79. The students' improvement from D-test to cycle I is 10.93%, cycle I to cycle II is 6.64% and from D-Test to Cycle II is 18.29%, so there is significant improvement of the students achievement from D-Test to cycle II in learning through writing sentence outline technique. This led the conclusion that the application of this technique is needed in English language teaching and learning in increasing their proficiency to create some ideas on their writing.

The students' activeness in cycle I is 73.81%. After repair the weakness and take action in teaching and learning process through writing sentence outline technique, the students' activeness becomes 84.52% in the last meeting of cycle II. It means that the use of writing sentence outline technique is able to improve the students' activeness in learning English especially in teaching Narrative Text. The use of writing process approach could improve the students' ability to know more about their self, and then create it on their writing especially on their Narrative Text.

### **BIBLIOGRAPHY**

- Anonymous. 1976. *The new Grolier Webster International Dictionary of the English Language*. Encyclopedia Edition Vol. II. New York: Grolier Incorporated.
- Anonymous. 1990. *Websters' Basic English Dictionary*. Massachusetts: Meriem-Webster, Inc.
- Alley, Michael. 1987. *The Concept Scientific Writing*. Englewood Cliffs, NJ. Prentice Hall, Inc.
- Alexander Hamilton Institute. 1995. *Menulis laporan dan proposal*. Semarang: Dahara Prize.



- Bacon, Marks. 1998. *Write Like The Pros: Using The Secrets of Ad Writers and Journalis in Business*. New York: John Wiley and Sons, Inc.
- Donald, Robert B., Morrow, Betty R., Wargetz, I.C & Warner, K. 1983. *Writing Clear Essay*. New Jersey: Prentice [tall, Inc.
- Gay. L, R. 1981. *Education Research: Competencies for Analysis and Applicant*, Clurles E. Marril Publishing Company, Colombus.
- Kinsela, Paul.±985. *Teaching Approach in Writing*. (the fourth edition). Sandiego: Harcourt Brace Javanivich, Publishing.
- Martin, Lee J & Krortor, Harry P. 1980. *Writing the five - hundred Word Theme*. New York: Prentice Hall, Inc.
- Memering, Dean. 1983. *Research Writing: A Complete Guide to Research Papers*. London: Prentice Flail, inc.
- Morris, Rupert & Smith, Harriet. 1999. *Business Writing: Orion Business Book*. Great Britain: Clays Ltd.
- Reid, Joy M. 1982. *The Process of Composition*. Englewood Cliffs: Prentice hall.
- Richard, J. 1997. *Approach and Method in Language Teaching*. London: Cambridge University Press. Unpublished.
- Wells, Gardin. 1993. *Writing: The Hobby About That Pays*. Singapore: EPB Publisher Ptc. Ltd.
- Wishon, George E & Burks, Julia M. 1980. *Let's Write English*. New York : Litton Educatinal Publishing. Inc.
- Wilcox, Dennis L & Nolte, Lawrence W. 1995. *Public Relations Writing and Media Techniques* (the Second edition). United States: Harpen Collins College.
- Winkler, Anthony C & MC Cuen, Jo Ray. 1988. *Rhetoric Made Plain*. The Fifth Edition. Chicago: Harcourt Brace Javanovich, Inc.

