

## CHAPTER I

### INTRODUCTION

This chapter covers the background of the research, research problem, research objective, research hypothesis, research significances, scope and limitation of the study, and definition of key terms

#### 1.1 Background of The Research

English contains four skills those are “Speaking”, “Listening”, “Reading”, and “Writing” that have been divided into two categories: receptive and productive skills. Receptive skills include listening and reading while productive skills are speaking and writing. According to Nunan (2005), the most difficult task is writing skill, which requires the writer or student to organize multiple lines into an essay. The most significant aspects of writing include content, sentence structure, grammar, punctuation, vocabulary, organization, spelling, and etc. A writer should understand how to organize his written arguments. Furthermore, students must be able to organize their work into paragraphs and sentences that are logical and clear. However, not everyone has a good command of the English language; some people struggle to write.

Writing is a productive skill that also requires practice. When a student's writing ability improves, it can support their English language proficiency. According to Patel and Jain (2008), writing skills need to be taught and honed. Nunan (2003) adds his backing to this notion. According to Nunan, writing always becomes better with practice. In order for students to improve their writing skills, it is necessary to teach them what writing is and provide them with opportunities to practice writing. Or, to put it another way, kids will increase their writing skills as they write more, and this skill may be taught in the classroom.

In writing assignments, students can run into a number of challenges, such as not knowing where to start, how to connect sentences, how to structure a concept, etc. The fear of making mistakes is a common issue for some students when they desire to write well. A teacher must use greater creativity to find solutions to these issues in order for the pupils to easily understand the topic. When teaching writing

in a short amount of time, the teacher can utilize a variety of effective approaches to help the students understand the topic quickly and easily. Meanwhile, the important thing that should be had by the students when students want to write is that student should learn how to share their idea and how to conduct their idea into a good writing in a paragraph.

According to statement above, teacher needs to choose the alternative media to make the students understand how to improve their writing ability. In this current era, using appropriate media for teaching and learning is very useful. In order to motivate students and facilitate the teaching and learning process, it is crucial to choose the right learning resources (Fidian & Pradana, 2017). In the modern era, digital learning that can satisfy the standards of students is essential. Students must develop into capable digital citizens as part of the present educational process. so is the responsibility of lecturers to instruct their students on how to do so (Jusmaya, 2019).

An outline is one strategy that students might employ in the writing classroom. It is a strategy that can help in the organization of ideas in excellent arrangement. By creating an outline, students writing will be in right way, and readers will be able easily catch the material. A great outline will have an impact on the writing itself; therefore, good writing is dependent on how the students make outline based on the method of making outline. Stanley (1988) defines outline as "the plan of interpretation that displays from the body of the writer taken." Toby Fulwiler states in his book *A Personal Approach to Academic Writing* that outlining provides reason, making it the most helpful in the writing process. If the plan is sound, take note of its most important elements right away and continue from there. Writing concise, accurate outlines rather than elaborate ones is easier and more effective.

In supporting students to learn writing, it is very important for the teacher to choose an alternative strategy and media which can make students fix their problems easily. In developing an alternative strategy and media, digital outlining strategy can be used by the teacher to teach writing skill. Using a digital media can increase students' interest. It facilitates students to reach the material. Digital

outlining can be one technological tool that teachers can use to increase students' enthusiasm in learning and help them get beyond some of the challenges in the learning process

In a curriculum-based school (MBKM), there are some texts that should be learnt by the students, one of the texts is expository text. The concept of expository text is to describe, give explanation, and information. Expository text is employed to explain things, as noted by Oshima and Hogue (1988:55). Expository writing is any type of writing that clarifies concepts or facts and aids in comprehending something. It can also be utilized as a teaching tool.

Making an expository text is challenging. According to Roehling, J., Hebert, M., Nelson, J. R., & Bohaty, J. (2017), expository texts can be difficult since their format differs from the standard narrative system that students are likely to be familiar with it. Nevertheless, there is an alternative way that the researcher wants to prove. as a state by Murtiningsih (2019), using outlining strategy gives significant improvements in students' paragraph writing skill.

In carrying out this research, researchers also found several previous studies that had almost the same discussion, Kamilah Tazky (2021) conducted research with the theme "The Effect of Using Outline Technique to Improve Students' Ability in Writing Descriptive". Her research shows that using an outline strategy helps students write more detailed texts. The teacher benefits from using outline technique. It offers the chance to pick the most effective method for teaching writing. When using an outline to educate, teachers will be encouraged to develop engaging and simple techniques to engage the students' attention and involvement. In this research, the researcher used action research and the subject of the research was the first-grade students at senior high school. There were 30 students which are consist of 17 females and 13 males.

Tenny Murtiningsih (2019) conducted research with the title of the research is "The Effectiveness of Outlining in Improving Students' Paragraph Writing Skill". The result shows that following an outline helps students write paragraphs quite more effectively. The student has gotten better at writing paragraphs. In fact, outlining does help students become better paragraph writers, as indicated by

observation and test results. Creating an outline can help you write more quickly and fluidly. When writing, it helps us manage our time more effectively. In this research, the researcher used classroom action research (CAR) and the subject of the research is students of English Department.

Damayanti (2022) carried research with the title “The Effectiveness of Using Outlining Strategy in Teaching Writing Descriptive Text for Junior High School”. The result of the study showed that for junior high school students, especially those in seventh grade at MTsN 8 Kediri, implementing the outlining technique to teach writing descriptive text is helpful. The research used quasi-experimental method. The researched also used pre-test and post-test for collecting the data.

The reason why the researcher wants to conduct this research is because the researcher ever had an experience in learning writing using outlining strategy and the writer found very helpful with this strategy. The researcher could make text or paragraph easily because with this strategy the writer can make a plan before doing their work. So that, the researcher is interested and wants to prove whether this strategy can also help students at Senior high school in their writing or not.

Based on those explanation above, the researcher wants to conduct research in Senior High School at MAN 3 Nganjuk and uses quantitative method which is focused on quasi-experimental method with under the title “The Effectiveness of Using Digital Outlining Strategy in Teaching Writing Expository Text for Senior High School at MAN 3 Nganjuk”

## **1.2 Research Problem**

Based on the background that has been explained above, the researcher develops the research problems, which are;

- a. Does digital outlining strategy have effect in teaching writing expository text?
- b. Is there any difference between students that have been taught using digital outlining strategy and students who are not taught using digital outlining strategy in teaching expository text?

### 1.3 Research Objective

There are two purposes why the researcher conducts this research. Based on the research problem, the researcher concludes that the purposes of the research such as:

- a. To know the effect of using digital outlining strategy in teaching writing expository text
- b. To find out whether there is difference between students that have been taught using digital outlining strategy and students who are not taught using digital outlining strategy in teaching expository text

### 1.4 Research Hypothesis

The researcher provides the hypothesis below:

- a. Null Hypothesis ( $H_0$ ) : There is no significant difference between students that have been taught using digital outlining strategy and students who are not taught using outlining strategy in teaching expository text
- b. Alternative Hypothesis ( $H_a$ ) : There is significant difference between students that have been taught using digital outlining strategy and students who are not taught using outlining strategy in teaching expository text

### 1.5 Research Significances

The researcher expects that this research has two major benefits:

#### **Theoretically**

The result of this study can be used as a reference for the future researcher and the result of the research can be useful information and knowledge of English study, especially in teaching and learning writing.

#### **Practically**

- a. For English Teachers at MAN 3 Nganjuk

The results of this study are going to help the English teacher in developing a strategy that supports varied students with various personalities. Furthermore, it provides interest to the English teaching and learning process.

b. For Students at MAN 3 Nganjuk

The result of this study will provide them with new insights. As a result, students may provide feedback to the teacher regarding their preferences for adopting the strategy.

c. For school MAN 3 Nganjuk

The result of this study can be a way to improve the quality and effectiveness of learning in order to accomplish the school's curriculum goals, as well as devote more time and resources to improving school buildings and infrastructure.

### 1.6 Scope and Limitation of The Study

In this research, the researcher wants to focus on teaching expository text using digital outlining strategy which uses “*Canva*” application for the tool.

### 1.7 Definition of Key Terms

To minimize misunderstandings while reading this study, the researcher should define the following key terms:

Writing : Writing is categorised as a way to communicate with other people through the written word.

Digital Outlining Strategy : Digital outlining strategy is a plan that is made before making any text or paragraph by using an application.

Expository Text : Expository text is a text that is used to explain or give some arguments about a topic, issue, and problem