

CHAPTER I

INTRODUCTION

Chapter I of this thesis, that is the introduction, covers the following sub-titles: the background of the study, the statement of the problem, the objective of the study, the significance of the study, the limitations of the study, the definitions of the key terms, the methodology, and the organization of the thesis.

1.1 Background of the Study

Language consists of four skills, namely, listening, speaking, reading, and writing. These are the skills which should be learned. The fact is that writing is placed fourth in the series; however, is because it is a difficult skill for many students (Chastain, 1976:363). Based on an interview and observation, it has been found out that the students have had difficulties in writing class. One of the difficulties is in arranging ideas in composition. The cause of the problem is that, in writing, the students are not familiar with outlining skills.

According to Howell and Memering (1989:20) the use of the outline can help the writer to clarify her thoughts, identify the points she wants to make, set up a plan for her paper so that the reader will understand. The use of outline in writing is very important since through outline students are trained to arrange their ideas systematically.

Dealing with the problem above, the writer is interested in studying the teaching of writing, especially expository writing, through the use of outline. Using outline in writing is believed to serve the following advantages :

"..... an outline makes the writing of your essay easier because it allows you to focus on one stage of the essay at a time. The outline allows the writer to see relationships between items, to emphasize more important information, and to visualize the progression of ideas in a logical manner" (Reid, 1982:55).

In other words, writing could be made easier by using outline, and it is considered to be true that the students will not get the difficulty with it anymore. The students have a plan what will be written.

In addition, the students organize their thoughts in composing writing tasks, which means their difficulties are more or less solved.

1.2 Statement of the Problem

Based on the background of the study described above, the statement of the problem in this study will be as follows:

- a. How does the teaching of expository writing using sentences outline proceed ?
- b. What are the advantages of using sentence outline in expository writing for the students and for the teacher ?

1.3 Objective of the Study

Derived from the above formulated problems, the objectives of the study are intended to describe:

- a. The procedure of using sentence outline in expository writing.
- b. The advantages of using sentence outline in expository writing for the students and for the teacher.

1.4 Significance of the Study

This study can give contribution to the teaching of writing in the university, especially to Widya Mandala Catholic University about how to teach expository writing using sentence outline.

1.5 Limitations of the Study

Since there are two types of outline used in teaching learning activities - topic outline and sentence outline - the writer limits them by discussing only one, that is, sentence outline. The writer limits it because it has some advantages in making expository writing. One of them is that, it can be used to present ideas fully.

Besides using sentence outline in teaching learning activities, this study is also limited only about expository writing. It is because expository writing is considered a difficult type of writing for the students of Widya Mandala Catholic University. Expository writing is given to the fourth semester students and they have gotten narration and description in the previous or second and third semesters.

Because this study suggests one of the techniques in expository writing that is using sentence outline, the writer uses library research to support her study.

1.6 Definitions of the Key Terms

To avoid misunderstanding that might happen when reading this paper, the writer provides some definitions of key terms as follows:

A. Writing

Writing is thinking on paper. Thinking is mind at work, finding facts, seeing relationships, testing the truth of them, forming opinions, and reaching conclusions. In these ways, our minds produce a huge variety of ideas, and the facts that support them are the materials which go into any piece of writing (Dagher, 1976:3).

B. Expository Writing

Expository, from Reid's point of view (1982:76-77), means:

"....."placing forth, exposing". The writer prepares for an examination of a subject by learning about it in detail himself. Then he narrows the subject to a topic by focusing on just a part of it, and he makes notes or an outline which contains the skeleton of information he wants to communicate to his audience".

C. Outline

Outline is thinking about the thesis and the whole essay, trying to fathom how a reader will view that the writer intends to write and struggling to deploy his supporting materials smoothly (Winkler and McCuen's point of view, 1988:78).

D. Topic Outline

The topic outline is made up of noun elements. They are single words or phrases. There are no periods or any other marks of punctuation after the entries in a topic outline (Houp and Pearsall, 1980:158).

E. Sentence Outline

Sentence outline expresses ideas fully, defines the relationship between ideas, and relates ideas to complete composition (Baker, 1976:3). Sentence detailed information of each topic is clear by giving some example. It can be concluded that sentence outline is a plan which expresses ideas fully and contains many main headings, sub-headings, and supporting points as necessary for the topic.

1.7 Methodology

In this study, the writer uses library research. She describes the theories of writing, the technique of teaching writing and sentence outline. Afterwards, She applies the use of sentence outline for expository writing for classroom use.

1.8 Organization of the Thesis

This paper consists of five chapters. The first chapter or introduction contains the background of the study, the statement of the problem, the objective of the study, the significance of the study, the limitations of the study, the definitions of the key terms, and the methodology. Chapter two discusses the teaching of writing, while chapter three talks about sentence outline in expository writing. The application, which covers the preparations and steps of activities to be taken in applying the technique, will be explained in chapter four, whereas the conclusion and suggestions will be in the last chapter, that is chapter five.