



**THE IMPLEMENTATION OF OUTLINING IN ARGUMENTATIVE
ESSAY WRITING FOR UNIVERSITY STUDENTS**

SKRIPSI

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ENGLISH EDUCATION DEPARTMENT

JULY 2023



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Presented to

**Faculty of Teacher Training and Education
Islamic University of Malang**

**in partial fulfilment requirements for the degree of
Sarjana in English Language Education**

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ABSTRACT

Salsabilah, Wardah. 2023. *The Implementation of Outlining in Argumentative Essay Writing for University Students*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. Atik Umamah, S.Pd., M.Pd. Advisor II: Eko Suhartoyo, S.Pd., M.Pd.

Keywords: Argumentative essay, outlining, writing

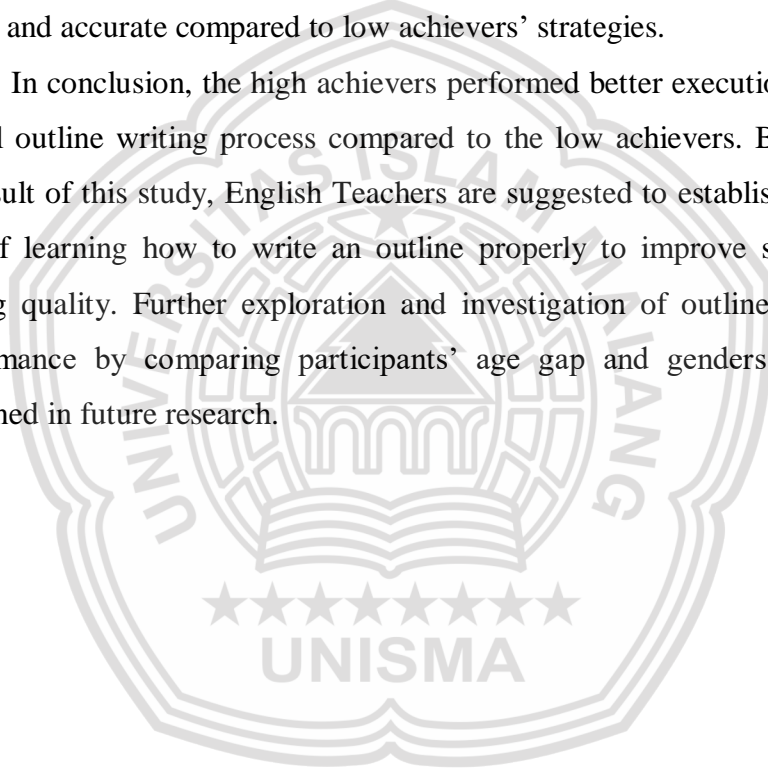
Outlining is commonly used by students before they start to write an argumentative essay. Previous studies in outlining also reported that outlining is beneficial to improve the quality of students' writing. However, there is still much to be learned about the process itself. This study aimed to analyze how students perform outlining in argumentative essay writing including the outline writing process, challenges faced by students, and strategies they developed to cope with such challenges.

This research used a qualitative multiple case study design and conducted semi-structured interviews to collect the data. The participants were selected from the third-semester students at the English Department University of Islam Malang using their final scores in writing class to decide on four participants: two high achievers and two low achievers. The student's outline documents were also used as the source of the data to be presented in the findings along with the interviews' transcripts. The data in this study were analyzed through three stages including data reduction, data display, and conclusion drawing and verification. The interview was conducted twice to ensure the data's validity and trustworthiness.

The result of this study reported that during the outline writing process, students revealed two important points including outline structure and sources. Further, students encountered challenges in the outline

writing process: generating ideas, discovering sources, and arranging words. To overcome the challenges, students revealed some strategies: finding relevant sources, word arrangements strategy, outline writing practice, peer learning, and time management. After analyzing the data, it is indicated that high achievers performed better than low achievers in the outline writing process. The high achievers also faced fewer challenges during the outline writing process compared to the low achievers. Furthermore, strategies developed by high achievers are more effectively solved and accurate compared to low achievers' strategies.

In conclusion, the high achievers performed better execution in the overall outline writing process compared to the low achievers. Based on the result of this study, English Teachers are suggested to establish a new way of learning how to write an outline properly to improve students' writing quality. Further exploration and investigation of outline writing performance by comparing participants' age gap and genders can be examined in future research.



CHAPTER I

INTRODUCTION

This chapter introduces this study. To provide a clear explanation of the problem, this chapter discusses the background of the study, research problems, research objectives, scope and limitations of the study, the significance of the research, and the definition of key terms by supporting the title of this research. A detailed explanation of each section is provided below:

1.1. Background of The Study

Writing is a fundamental skill for mastering this advanced civilization. Good writing skills are extremely important for academic and professional success (Kellogg & Whiteford, 2009). By mastering writing skills, students can elevate in some aspects during their academic activities in the classroom or outside the class. Writing, which requires complex skills to produce good writing, has several steps commonly mentioned as the writing process that help students to write. One of the theories in the writing process was developed by Hayes and Flower (1980). They stated that to produce good writing, there are four stages that should be followed during the writing process: collecting information, planning ideas, translating ideas into text, or reviewing ideas and text. These steps created by Hayes and Flower (1980) have covered all the giant and tiny details writers should pay attention to. Collection information involves searching bibliographic indices, reading source materials, and experiencing events such as hearing a lecture. Planning includes creating and organizing ideas and setting goals to achieve during composition, such as choosing an appropriate tone for a given audience. Translating ideas into text refers to the lexical selection and sentence construction which is the actual language production. Finally, reviewing involves reading the evolving text, evaluating the text or plans for the text, and editing errors.

However, some problems arise when writers begin their writing. Kellogg (1988) stated in his previous study that writing could suffer when the writer is overloaded and unable to adequately attend to any one process. If such writing is inefficient with the writer fails to produce text fluently, the resulting product may be poor in quality. Among students, writing is considered a complex and demanding skill (Widiati, 2016; Setyowati, 2017; Shekarabi, 2017), especially when they must write in English.

University students who have been trained to perform well in academic writing also show signs of writing problems during the writing process (Anaktototy, 2019). Students face many challenges in the writing process, including planning ideas that require attention to detail and setting goals to achieve during composition. With this in mind, many researchers have conducted studies to find strategies to solve students' difficulties in writing. Kellogg (1988) found out that outlining strategy has a prominent role in resulting in good writing. It is said that writers should prepare written outlines to enhance their writing performance. Setyowati (2017) reported that the provision of planning is beneficial to improve the student's writing performance in argumentative essays. A study by Shekarabi (2017) indicated that using an outlining strategy resulted in higher-quality texts overall. These studies in outlining strategy were then supported by Baaijen and Galbraith (2018), Limpo and Alves (2018), and Rijn (2021). They accepted that outlining significantly affects essay writing and results in better writing performance.

Previous research has demonstrated that outlining strategy is an effective way to improve the quality of students' writing. However, while the benefits of outlining are well established, there is still much to be learned about the process itself. For example, what are students' most common challenges while outlining? What strategies do students use to overcome these challenges? These questions have not yet been fully explored in the literature. The current study aims to address this gap by providing a more comprehensive view of students'

performance during the outlining stage of argumentative essay writing. By understanding the outlining process more deeply, we can identify new strategies and techniques that may be useful for students struggling with this important step in the writing process. Ultimately, this research has the potential to improve writing outcomes for students in the future.

1.2. Research Problems

Based on the above explanation, several problems were identified in this study. The researcher intended to determine the students' outlining performance in writing an argumentative essay. This research focuses on answering the following questions:

1. How do students perform the outlining stage of argumentative essay writing?
2. What are the students' challenges when performing the outlining stage of argumentative essay writing?
3. What are students' strategies used in the outlining stage of argumentative essay writing?

1.3. Research Objectives

Based on the problem composition above, this research has several research objectives, which are as follows:

1. To describe the process of the outlining stage in argumentative essay writing.
2. To discover students' challenges in writing an argumentative essay using the outlining strategy.
3. To discover the outlining strategies used by students during argumentative essay writing.

1.4. Scope and Limitation of Study

To make the discussion more specific, the researcher wants to limit the topic and discuss students' writing process in outlining stage. The type of essay written by students is an argumentative essay. The subjects of the research are third-semester students at English Department Universitas Islam Malang, who enrol Writing III. The main reason the researcher chose the students as the subjects of this study is that they had learned to write an argumentative essay and how to use the outlining strategy in the Writing III course.

In this study, the researcher used students' final scores in writing essays collected from lecturers in each class without conducting a test. Since the score is gotten from the lecturer and is assessed by one person, it may affect the credibility of the data.

1.5. Significance of The Study

The findings of the research are expected to have both theoretical and practical importance to the teaching and learning process in English.

a. Theoretical

The results of the research are expected to support the existing theories on students' strategies in outlining stage in argumentative essay writing.

b. Practical

1. The teachers

The results of this research give information about the students' strategies in the outlining stage in argumentative essay writing, which can serve as a reference for teachers to help students improve their writing skills through an outlining strategy to produce a well-written argumentative essay.

2. The researcher

The results of this research can help the researcher improve the knowledge about strategies used by students in their outlining stage while writing an argumentative essay.

1.6. Definition of Key Terms

To have the same idea and concept as in this study, the term used in this study is clarified as follows:

1. Outlining

Outlining is a strategy used to organize ideas, provide structure to a piece of writing, and improve the writing process. It involves breaking down ideas into smaller parts, organizing them into topics and subtopics, and creating an outline that includes all essential elements. Outlining can help writers stay focused, organized, and on-topic throughout the writing process, and can help ensure that all necessary information is included in the writing.

2. Argumentative essay

An argumentative essay is a type of essay that presents an argument in support of a particular point of view. It typically consists of an introduction, body paragraphs, and a conclusion. The Introduction should provide an overview of the main points and introduce the thesis statement, while the body paragraphs should offer evidence to support the argument, including research and analysis.

CHAPTER V

CONCLUSION

This chapter presents a summary of the research findings and suggestions. This chapter also proposes suggestions that are expected to be useful for future research and teachers.

5.1. Conclusion

This study is intended to discover and analyse students' outline writing process, challenges they faced, and strategies they developed to cope with such challenges by interviewing four third-semester students in the 2022/ 2023 academic year. The cross-case analysis found that high and low achievers performed the outline writing process in outlining stage differently. In the outline-writing process, the researcher pointed out that high achievers performed the outline-making process better than the low achievers. The high achievers can explain the step-by-step outline writing process briefly and in detail. Meanwhile, the low achievers only mentioned the main structure in the outline writing process, they did not portray the proper way of writing an outline.

Furthermore, when being asked about challenges in the outline writing process, the high achievers tended to have only a few challenges during the outline writing process compared to the low achievers. The high achievers only faced issues that appeared before the writing process begin, meanwhile, the low achievers faced various challenges including some systematic problems that were spotted in several parts of the outline. In the next results about strategies applied by high and low achievers, the researcher found out that the high achievers were more likely to have more than one strategy to use compared to the low achievers. The high achievers tended to use more strategies than the low achievers to solve one issue. The researcher inferred that it could increase the probability of fixed issues and ensure that the strategies effectively solved the problems. On the other

side, some strategies used by the low achievers seemed not clear and did not correlate with the challenges they faced. To sum up, this research showcased how high achievers performed better execution in the outline writing process compared to low achievers. Therefore, doing a lot of practice in outline writing can help low achievers improve their writing.

5.2. Suggestions

Based on the conclusion above, some suggestions are intended for English teachers and future researchers.

5.2.1. English Teachers

By providing an explanation of students' outline writing process, challenges, and strategies, the researcher hopes that this study could help English teachers in teaching and learning outlines for argumentative essays. With the results reported about how low achievers are poor in their outline writing performance, it can be an evaluation for the English teachers to establish a new way of learning how to write an outline properly. The researcher suggests that English teachers motivate students especially low achievers to perform better in the outline writing process in argumentative essay writing and deal with challenges that may occur during the writing process.

5.2.2. Future Researchers

For future researchers, the results of this study can be used as an additional reference in different discussions. Since this research is limited to a qualitative method and focuses on outlining in argumentative essay writing, future researchers are welcome to enrich this research by using another type of essay and another approach in the research to support the findings. In addition, as this research focuses on comparing high and low achievers' performance in outline writing, future researchers can expand the research on outline writing performance



by comparing through participants' age gap or genders.



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