

**STUDENTS' PERCEPTIONS ON USING OUTLINING FOR
WRITING ARGUMENTATIVE ESSAY**

(A Study at Department of English Language Education UIN Ar-Raniry)

THESIS

Submitted by

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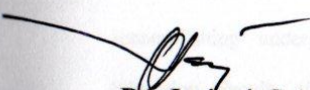
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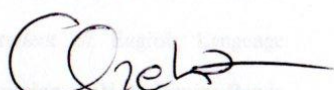
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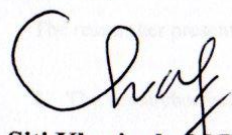
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The researcher

(Silvie Fitria)

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Surat Pernyataan

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **“Students’ Perceptions on Using Outlining for Writing Argumentative Essay”** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya seluruhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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writing

Writing an argumentative essay is a challenging task for most English language learners. To support them in writing their essay, it is suggested to plan it by developing an outline. However, whether one uses an outline or not depends on their perceptions. This study is aimed at exploring the PBI students' perceptions on the use of outline as a plan in writing an argumentative essay. To collect data, questionnaire with closed-ended questions and interview with open-ended questions were used. The participants were purposively selected from 3 units of PBI students year 2015. The criteria of the purposive sampling in this research is the students who are taking Academic Writing Course. The data were analyzed by calculating the means of the students' reactions to the outlining in the stages of concern question. The results show the highest means are 3.44, 3.43 and 3.39. Generally most questions have high means that show PBI students view outline is beneficial in helping them in writing argumentative essay. But, two statements which have highest means state that some students are not using outline yet and interest to know more about outline. It can be suggested for lecturers to teach outline, and students can use outline to help them in writing. For interview, the interviewees were randomly chosen from the participants and every single answer was analyzed based on theme of difficulties, the way they dealing with the difficulties, aspects outline helps them and differences outline give in their writing. The findings are the outline has good impact in avoiding students' difficulties, and as problem solver to face the difficulties in writing argumentative essay.

CHAPTER I

INTRODUCTION

A. Background of Study

Writing is one of English skills that is challenging to do. This is because writing involves many complex steps. Nunan (2003) states, “Writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statement and paragraph that will be clear to readers”. Besides, Meyers (2005) states that writing involves a series of activities ranging from finding ideas, writing them on paper, to revising them.

Writing an argumentative essay is different from writing other types of essay. According to Oshima and Hogue (2006:142), “Argumentative essay is a kind of essay that presents arguments or opinions of the writer, not simply give some information.” Commonly, there will be pro opinion that supports the issues, or contrast opinion that opposes them. The writer must take one side to stand and write strong argument and provide some reasons to persuade the readers to agree with his or her side, to change reader’s belief or not to change their belief about the issues. In addition, *argumentative essay* requires students to be critical in evaluating an issue. Students must have clear position and give their opinion. They must have supporting ideas with such facts and authority that there should not be room for any doubts. Among the general complications in writing an *argumentative essay* are ability to develop ideas, to make a relation between topic and content, to have strong arguments, and to develop a well-organized essay.

To overcome the complication in writing an essay, it is helpful to make a plan to organize and guide the essay (Bailey, 2011). Because writing an essay is more complicated than writing a paragraph, the plan must also be completed. Additionally, an essay is longer than a paragraph. Draft an *outline* form is one way to guide in the writing process (Langan, 2005). An *outline* help the writer in categorizing the main points and to not getting stuck in wondering what comes next or how to expand upon the idea in writing process (Oshima & Hogue, 2006). To conclude, *outline* provides a map of what to talk and where to go with the essay. A good *outline* shows the thesis statement of the essay, the main idea of each body paragraph, with supporting idea, evidences and concluding sentence, and conclusion.

Many studies have been carried out on using *outline* for writing, such as by Juzwiak (2009) and Fauzy (2015). Juzwiak (2009) found that outline is so useful for us because of some reasons: 1) it orders the idea, start from general to specific and details; 2) it groups relation items; and 3) it eliminates any items that do not fit well. Additionally, Fauzy (2015) found that *outlining* activity is effective in teaching writing. It is proved by the result in her research finding through using pre-test and posttest.

However, this research is quite different from the previous studies. This research just focuses on students' perceptions towards using *outline* in the process of writing. This research took place at English Department of UIN Ar-Raniry Banda Aceh, where students are required to undertake writing courses, ranging from Writing I to Academic Writing. Given the writing courses, students are

expected to have good competencies in writing. The problem in writing, especially in writing argumentative essay, based on my experience and another students' experiences, are getting stuck in the middle of writing process, losing idea, and hard in producing a well-organized essay and making relation between topic and content.

B. Research Question

This research is guided by a main research question. The research question is: How do PBI students perceive the use of outline in writing argumentative essay?

C. The Aim

This study is aimed to know the student's perceptions on the use of outline in developing ideas for writing an argumentative essay. Given this understanding, it can be anticipated how to support them in using outline properly in writing essay.

D. The Scope of the Study

The study focuses on students' perceptions about using outlining to develop their ideas in writing an argumentative essay.

E. The significance

This research is expected to give positive significance for several people as follows:

- a. For students: this research makes student know that outline is a good way in planning an essay, hence, they can make and use a good outline as a map in writing.

- b. For lecturers: this research makes lecturers know that outline is a good way in planning an essay , hence, they can teach their student how to make a good outline before writing.
- c. For researcher: this research makes her know outline influences our writing essay in time to finish, in developing ideas, and in structuring ideas.

F. Terminology

In this research, many main terms need to be clarified in order to contextualize to this research problem. They are argumentative essay, and outlining.

a. Argumentative Essay

Writing *Argumentative essay* is a skill to produce a personal point of view essay. *Argumentative essay* itself is an essay in which you are pro or contrast with an issue. The goal is to convince the reader that your opinion is right (Oshima & Hogue, 2006). The writer must has clear statement in which side she or he stands, in favour or against the issue and must has strong reason to support or to oppose the issue, and strong evidence to support the reason. The writer does not just give the reason to support his or her point of view, but also discuss about the other side's opinion to prove that the other side reason is not a good opinion (Jordan, 1980). This is to make the readers know that the writer considers to all side reason.

In this research, argumentative essay is an essay that produced by students who are taking Academic Writing course. The essay contains personal opinion of a certain topic, which is pro or contrast with the topic, by providing a clear thesis statement and evidence to support the reason.

b. Outlining

Outlining is a step in writing process. It is used to structure our ideas and to lead us along the path of the essay (White, 1986). *Outline* commonly list the idea and the reason that will be discussed in the essay. The list contains a clear thesis statement, topic sentence and supporting evidences in each body paragraph, and conclusion. *Outlining* is a map that directs the writer about where to go with the essay (Oshima & Hogue, 2006). *Outline* also helps writer to not getting stuck about what comes next while the writing process. This research focuses on how outline can influence students in improving their ideas in writing argumentative essay.

In this research, outline is a map which contains a thesis statement, topic sentence and evidence for each body paragraph. This map is used by students who are taking Academic Writing course to help them in organizing a well-organized argumentative essay, avoiding getting stuck and wondering what comes next in essay, and in developing ideas.

CHAPTER II

LITERATURE REVIEW

This chapter consists main theories related to the research, there are brief introduction about writing, the purpose of writing, types of writing, writing process, brief introduction about argumentative essay, part of argumentative essay, brief introduction about outline, and classical pattern of an argumentative essay.

A. The importance of perceptions in writing

Perception is very important in understanding human behavior, because every person perceives and approaches something differently. One person may be viewing the facts in one way which may be different from the facts as seen by another viewer and the way a person see something influences the way to react about it. Hong (2003) stated that perception is someone thought about something that they learn to measure how their attitude toward using something, whether they agree or disagree about something that they learn. It means that students have their own opinion or point of view and their own way to react about something that may be different each other. Glover (1990) stated that background knowledge of people affect perception and subsequent learning. Students who have different background knowledge and experience may see about something differently. Even though they get same information about something but they will interpret and react it in different way.

In writing, the importance of perceptions is in the way a writer writes. The way a writer writes depends on the way he/she perceives something. Writing is associated with thinking process and thinking process is associated with perception. Egen and Kauchak (2001) see the perception from cognitive dimension as the process by which people attach meaning to experiences. It means that, the perception comes after people attend to certain stimuli in their sensory memories. Also Menary (2007) stated that writing forces the interaction of neurons involved in the thought process with the physical act of writing. It can be stated that everything which is written by someone is the output of thinking process.

B. Brief introduction about writing

Writing is the proses of using letters of the alphabet, punctuation and space to communicate thoughts and ideas in a readable form. Writing give the writer time to think, to try out the ideas on paper, to choose words, to read what the writer has written, to rethink, revise and rearrange it, and the crucial one is to consider its effect on a reader (Heffernan & Lincoln, 1986). Writing is not a spontaneous activity. It is always associated with the process of thinking and the best way to communicate with readers. Writer needs much time to think before write to produce a good writing.

Hyland (2002) claimed, "Writing as a textual product, a coherent arrangement of elements structured according to a system rules." Different from speaking which is all the words are spoken, the writer communicate with the readers in written form and express anything in a text. Writing is always

associated with grammatical rules, structured, and good arrangement to make the writing become unity, cohesive, and coherent. It helps readers understand the writing if the ideas are presented in a good way. Furthermore, Elbow (2011) defined "Writing is the skill to develop the thinking." Writing is always associated with the process of thinking. The writer needs time to think what will he/she write, think it is a good idea or not, how to presents it in a good way, choose what word that suitable to use, read again and revise if it has mistake, and also think about the structure.

A study by Nor Shidrah (2012) shows writing is a skill which critical thinking is required. In writing, writer needs to think clearly, rationally, and understanding the logical connection between the ideas. Thinking clearly and systematically can improve the way the writer identify, expresses, and construct the ideas.

There are a lot of methods and techniques in developing idea and improving writing ability, one of them is by using outline. A study conducted by Amrullah (2015) about the effectiveness of using outline techniques toward the student's ability in writing descriptive text. The researcher does experimental research and compares a class that is given treatment and a class which is not. Researcher uses pre-test and post-test to see the impact. And the result shows there are significant effect of using outline in teaching writing ability of eighth grades in a Junior High School.

Similar study conducted by Qalby and Ivery (2013) which the result shows that outline can improve student ability in writing. The good result is reached by apply the outline techniques in writing class and uses writing test as instrument.

Another study by Sinaga (2015) is about implementation of outline in teaching recount text in eighth grade in a Junior High School. The result shows the implementation of using outline can stimulate the students' idea. It also can make the students' ability in making a good paragraph writing of recount text using their own language.

To conclude, writing is an important media for writer to communicate with readers. Trough writing, the writer can share his/her thought, share a new knowledge, even give the readers important information such as events, fact, and others on written language. The readers can get the transferring information by reading the writing.

C. The purposes of writing

When the writer writes something, surely she/he has purposes. He/she knows what kind of information will be needed in his/her writing when he/she have determined the purpose of his/her writing. Angelo (1980) stated that every kind of teacher of writing has some purposes, but the purpose so numerous that for the less experienced writer it would be helpful if his/her could be reduces to a few categories, that are : to inform or instruct, to convince or persuade, to entertain or to express strong feeling and emotion.

a. Writing to inform

Giving the information and knowledge to readers is the main purpose of writing. The readers can get the information by reading kinds of writing, such as

articles, journal, newspaper, and so on. The information and knowledge are various based on what the readers are eager to know.

b. Writing to convince or persuade

To persuade readers, the writer can use persuasive text. In persuading readers, the writer must write his/her thoughts or opinion why the readers must stand in same side, and giving the reasons and evidence to confirm that what the writer says or thinks is right. By using logical arguments and reasons, the readers may think that they agree and support the writer's ideas. Kinds of persuasive writing are advertisement and argumentative essay.

c. Writing to explain

Explanatory writing usually explains about something. It can be the answer of 5W1H question. The writing may explain about the process of something happens, how something works, and others. Basically, this kind of writing is similar to informative writing.

d. Writing to entertain

Kinds of this writing are romance, mystery, fable, and etcetera. The purposes of these writing are to entertain the readers and to make the readers enjoy the story. The way the writer provides the story can attract the readers to read and enjoy along the story.

Additionally, John Langan (2002) stated that there are four basic principles to write effectively, those are:

a) Start with a clearly stated point

b) Provide logical, detailed support for your point

- c) Organize and connect your supporting material
- d) Revise and edit to make your writing error-free.

Broadly, the purposes of writing are determined by the writer, which is to inform, to persuade, to explain, or to entertain. The writer writes the writing based on the purposes. In the writing, writer can share any thought, information, events, and feelings to readers.

D. Types of writing

Broadly, writing is divided in two types, academic writing and freewriting. Academic writing means the writer write his/her writing in academic purpose (Oshima& Hogue, 2006). It can be as a task in college, or something that the writing consider to several things such as grammatical structure, well-organized, and word choice. Grammatical structure means that the writer must pay attention to grammar rules like punctuation, tenses, conjunction, et cetera. The writer must write a well-organized writing, consider to unity, coherence, and cohesion. While word choice means the writer must selecting the words to put in his/her writing. The word should be academically. It could not be daily speaking words, and forbidden to use slang. Meanwhile freewriting is informal writing. The writer should not worry about using the grammatical rules, spelling or punctuation correctly, organizing the materials, just writing without stopping. Kinds of freewriting are diary note and informal letter.

E. Writing Process

Writing is not as simple as it is heard. It has numerous steps or stages that must be followed to get the best writing. Here are steps in writing that can be helpful for writer to make a writing such as paper or essay based on Oshima and Hogue (2006).

1. Prewriting. In this step, the writer should choose a subject to become a main topic of paper. The writer must make sure that the topic is a good and interesting topic. Then, opening up the topic. The writer will gather any information regarding the topic. The last in this step, limiting the topic. The writer must focus on the key ideas of the topic and also avoid any contradictions as much as possible related to the topic.
2. Writing an outline. This is a crucial part that will help the writer to avoid getting stuck in the middle of writing process. The step is about organizing the information, the facts, the evidences related to the topic.
3. Writing the first draft. In this step, the writer develops the first draft according the outline. In this step, writer can make some changes or improvement to the draft.
4. Revising. Revise means looking again. Because the first draft is not a final draft, it can be developed can be revised anytime if it necessary to remove the errors. The writer can also check for the grammatical devices and structure.
5. Writing the final draft and proofreading it. After the first draft has been checked for any mistakes and revised, the writer can make the final draft.

Broadly, the writing process above will make the writer easier to make a good paper. But, no single method of writing works for all writers. Every writer needs to find own method in writing that will work best. It does not matter, as long as the method can help the writer in the process.

F. Argumentative Essay

Argumentative essay is a kind of essay in which the writer tries to persuade the readers in agreeing the writer's position and argument (Oshima & Hogue, 2006). The writer takes a clear position towards the topic, in pro position or in contra position. The writer must give strong arguments in making the readers agree with his/her opinion. Also, the writer must provide logic evidences to support his/her arguments. An argumentative essay should contain some elements such as an explanation of the issue, a clear and strong thesis statement, a summary of the opposing arguments, rebuttals to the opposing arguments, and the writer's own arguments. The purpose of providing opposing argument is to convince the readers that the writer's arguments are right and the opposite is not.

G. Part of Argumentative Essay

1. Introductory Paragraph

Introductory paragraph of argumentative essay starts with some interesting sentence to attract reader to read whole essay. It should consist the central idea, or thesis, of the essay. Moreover, it should supplies any background information that the reader may need to understand the essay. Sometimes, an introductory paragraph can indicate a plan development that list in the order in which they will

be presented in the essay. Here are the purposes of introductory paragraph (Langan, 2006).

- a) Attract readers' interest. The readers may be attracted to the essay by the way the writer provides introductory paragraph. The writer can use hook or interesting question.
- b) Present a thesis statement. The writer should provide a clear and strong thesis statement of the central idea that will be develop in essay. The writer can use keywords reflecting he/she attitude about the subject.
- c) Indicate a plan of development. Plan development is a preview of the major points that will support thesis statement, which is listed in in order they will be presented. In some cases, the thesis statement and plan development may appear in same sentence. In some cases, the plan of development may be omitted.

Langan (2006) also stated some common methods of introduction, those are:

- a) Broad statement. The writer can begin with broad, general statement of the topic, and narrow it down to thesis statement. The writer can provide the background to make it more interesting
- b) Contrast. The writer can start with ideas that will be the opposite side of what he/she will stand in the essay. This approach works because the readers will be surprised. They will think that the writer will argue the side at the first, but actually, the writer is arguing the opposite.

- c) Relevance. The writer must explain the importance of the topic. The readers will continue reading if the writer can convince them that the subject applies to them in some way, or is something they should know about.
- d) Anecdote. An anecdote will grab readers' attention right away by using an incident or brief story. Stories are naturally interesting because they appeal to a reader's curiosity.
- e) Question. Asking question to readers can catch readers' interest and making them want to read on.
- f) Quotation. Using a quotation in introductory paragraph lets the writer add someone else's voice to his/her own.

Shortly, an introductory paragraph must be interesting to attract the readers to read the whole essay. The way the writer present the idea and make a strong thesis statement can make the readers curious and eager to know what the essay informs about.

2. Thesis statement

Thesis statement states the main idea advanced in the essay. It also defines the purpose of an essay and unifies a writer's thoughts by making a single claim about the topic. A thesis statement for argumentative essay will answer the "So what?" question and motivate the intended audience to read the paper. The thesis statement includes a plan development, or preview, of the major points that will support the essay.

A good thesis statement will probably has some characteristics, such as clearly and forcefully supported by the rest of paper and all of the evidence pertains to it, precise and can be understood on its own before one has read the essay, and not so general and vague that is do not express an arguable position.

3. Body Paragraph/ Supporting Paragraph

Essays have two or more supporting paragraphs based on topic and the opinion of the writer. Each of supporting paragraphs has topic sentence in the beginning that states the point to be detailed in paragraph. Also, supporting paragraphs have supporting details and evidence to support the topic sentence. Just as the thesis statement provides a focus for the entire essay, the topic sentence provides a focus for each supporting paragraph. In supporting paragraph, the opinions of the writer will be explained one by one. One reason will need one body paragraph. Sometimes it can be two paragraphs per reason if the writer wants to provide many evidences to support the idea.

4. Counter attack

Counter attack is the opposite argument of the writer argument. The purposes of adding counter argument are to make a comparison between the writer's side and another side, and to prove to readers that the writer's argument is more logic and better.

5. Concluding Paragraph

Concluding paragraph is the last paragraph in argumentative essay and generally summarize the whole essay by briefly restate the thesis statement with supporting details, presents main idea of the essay, or give some suggestion or

solution to a problem stated in essay. Also, the conclusion brings the paper to a natural and graceful end, sometimes leaving the readers with a final thought on the subject.

H. Outlining

Outlining is part of writing process. Outline is used as a map for writer which consist list of essay elements, which are thesis statement, topic sentence and supporting details for each body paragraph, opposites argument or counter attack, and conclusion of the essay. Outlining may help the writer to not getting stuck in the middle of writing process, because before starting to write essay, the writer had has point of view and the opinion about the topic.

An outline is a formal system used to think about and organize paper. There are two kinds of outlines: the topic outline and the sentence outline (University of Washington, 1997).

- a) The topic outline consists of short phrases. It is particularly useful when you are dealing with a number of different issues that could be arranged in a variety of ways in your paper.
- b) The sentence outline is done in full sentences. It is normally used when your paper focuses on complex details. The sentence outline is especially useful for this kind of paper because sentences themselves have many of the details in them. A sentence outline also allows you to include those details in the sentences instead of having to create an outline of many short phrases that goes on page after page.

I. The Purpose of Outline

Outline has some purposes (The Writing Center at GULC, 2003), those are:

- a) Outlining is an important stage in writing a scholarly paper because it helps writers move from the research-gathering and idea-forming step to the organization step or a preliminary outline can help writers move from a hypothesis to guide research.
- b) This process helps many writers identify gaps in research or arguments.
- c) It also helps some writers work through “writer’s block” or other challenges to moving ideas from mind to paper.
- d) Once a writer has an outline in place, it can function as a guide to help the writer organize ideas and information before beginning to draft.

To conclude, outline has several purposes to help the writer in writing. It can be as a map or a guideline that ease the writer to go with the essay.

J. Classical pattern outline of an argumentative essay

I. Introduction

- A. Background information: basic information about the issue and the position being argued.
- B. Thesis statement: states the position and points to be argued in the essay. Thesis statement usually appears at the end of introductory paragraph. The thesis statement should be clearly stated.

II. Reasons or evidences that support the thesis statement

The writer must provide the evidences that will support his/her position. Generally, the writer will start with general statement that he/she stands with specific details or examples.

III. Conclusion

Conclusion can be served by restate thesis statement, present main points of essay, or give solution of the problem stated in essay.

Shortly, in making an outline, the writer starts from making an interesting introductory paragraph, which contain a clear and strong thesis statement. Then provides some evidences to support the idea in body paragraph. Last, the writer can choose the way to present conclusion, should be restate the thesis statement or give suggestion to readers.

CHAPTER III

METHODOLOGY

This chapter explains the methodology of the research. The explanation includes research design, population and sample, writing curriculum, data collection, and data analysis.

A. Research design

This research uses mix methods to answer the research question. For answering the research question, the researcher uses mixed method because she needs both the qualitative data which are categorical measurement and the quantitative data which can be analyzed statistically. Also, mixed method provides a better understanding of the research problem than either of each alone, and gains in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself. According to the explanation, the researcher uses mixed method in order to get better understanding about the research. After get the data from quantitative, the qualitative data will strengthen the result. Also, because the data from mixed method are more comprehensive and significant than from only qualitative or quantitative, and will answer the research problem which can not be solved by only use qualitative or quantitative. According to John (2003) qualitative research is used to gain an understanding of underlying reasons, opinions, and motivations of the respondents. In this research, qualitative research means students' opinion on the use of outline in developing idea in writing Argumentative essay. Hence,

quantitative research is used to quantify the problem by way of generating numerical data and transforming it into usable statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables and general result (Brannen, 1992). Quantitative data uses measurable data to formulate facts and uncover patterns in research. In this research, quantitative method is used to formulate the percentage of the result of questionnaire from the students.

B. Population and Sample

In this research, the population is the active students in English Department of UIN Ar-Raniry year 2015. The researcher chooses them as her research population because they are taking Academic Writing course. And the sample of this research is 3 unite of 6 unite active students year 2015. The population is 176 students, and the sample is 87 students. In selecting students to become sample, the researcher uses purposive sampling for respondents who receive questionnaire. According to Arikunto (2006), in selecting the sample by using purposive sampling, researcher must consider to the certain characteristic. In this research, the characteristic of the sample is they are taking Academic Writing course. For interview, the researcher uses random sampling to choose the respondents among the sample (8 respondents).

C. The writing curriculum

In English Department, students are required to take all of writing class, which are Writing-I, Writing-II, Writing-III, and Academic Writing (Prodi Bahasa Inggris, 2017). The writing class that the researcher wants to observe is Academic

Writing class. The objectives of this course are to improve students' academic English Writing and required students to be able to write academically.

D. Data collection

Data were collected in several ways. The table below briefly describes how the techniques were used in the research related to the research question.

Research Question	Instrument	Data
How are students of English Department' perceptions towards the use of outline in writing argumentative essay?	Questionnaire and interview	Perceptions

The techniques of data collection can be explained as in the following ways:

1. Questionnaire

Questionnaire is one of the techniques of collecting data about something using some questions (Nasution, 2011). Giving the questionnaire is aimed to collect the data by asking related question of the research. The respondents react to questionnaire by writing out their answers or choose the multiple answers that are provided in the questionnaire (Brown, 2001). In this research the answer of the questions were provided in multiple choices answer to facilitate respondents in answering the questions. The type of question the type of question that asked in questionnaire depends on research question being addressed in the study (Macky

& Gass, 2005). It can be open-ended question, close-ended question, or blend both of them depending on the purpose or the research.

The questionnaires were given to approximately 87 respondents. The researcher adopted the questionnaire from Concern- Based Adoption Model (CBAM) and combined it with the problems faced by students in writing argumentative essay (Hall & Hord, 2006). There 7 stages in CBAM, namely awareness, informational, personal, management, collaboration, consequence, and refocusing.

Table 3.1 Stage of Concern

Stage of Concern	Expression of Concern
6. Refocusing	I have some ideas about something that would work even better.
5. Collaboration	How can I relate what I am doing to what others are doing?
4. Consequence	How is my use affecting learners? How can I refine it to have more impact?
3. Management	I seem to be spending all my time getting materials ready.
2. Personal	How will using it affect me?
1. Informational	I would like to know more about it.
0. Awareness	I am not concerned about it.

Retrieved from: www.nas.edu/rise/backg4a.html

Awareness stage looks at the involvement with the outline. In this stage, the students are not sure about using outline in writing. In informational stage, students show their interest in learning more details about outline. This stage

focuses on gaining information about outline such as general characteristic, effects, components, and requirements to the use. Then, in personal stage, students begin to think something will affect or work on them. In this stage, students do not use outline yet, but they are curious about how outline will affect them. Management stage involves the mechanics or process of using and implementing outline. Collaboration stage involves coordinating effort in using the outline with the essay itself. This stage sees how the collaboration between outline and essay. Consequence stage focuses on the impact of outline, see how outline work and has effect on them. In this stage, students have used outline in writing essay. Last stage is refocusing stage, where this stage emphasizes the exploration of the outline in writing argumentative essay.

The kind of questions in questionnaire were close-ended questions by giving four optional answers (strongly agree, agree, disagree, strongly disagree) and by adopting from stages of concern. The researcher chose close-ended question because it is easier to analyze. In selecting the respondents for answering the questionnaire, the researcher used purposive sampling. Then the researcher took 3 units to be observed. The criteria of sample was the students who were taking Academic Writing course.

2. Interview

There are three types of interview. In structured interview, the researcher uses list of questions as interview guide. In semi-structured interview, the researcher also uses the list of questions but also has freedom to digress and probe for more information. On the other hand, in unstructured interview, no list of questions id

used (Mackey & Gass, 2005). In this research, the researcher did interview to answer the research question. The researcher used semi-structured interview questions and used interview guide as the instrument. The purpose of interview is to find problems explicitly, where the sample are invited to interview the requested opinion and ideas (Esterberg, 2002). In this research, interview was aimed to ask several important questions which correlated to the research topic directly to students and, to know deeper about their perceptions using outlining to help them in writing argumentative essay and to know their problems which might be not asked in questionnaire. The researcher provides open-ended questions that give the participant freedom in answering. There are 8 students who got the interview. The researcher used random sampling in selecting respondents for interview.

E. Data analysis

Data for this research were analyzed in several ways.

1. Data from questionnaire were analyzed by measuring the mean of the answers. Based on the mean, the researcher ranked the questions and analyzed them by seeing the calculation. For the questionnaire, the researcher used Likert questionnaire. It is kind of questionnaire which relevant to use for perceptions and appropriate for questions that have four or five optional answers (Djaali, 2008). In the questionnaire, because the researcher provides four optional answers, the researcher gave score for the answers.

Strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1. It was aimed to calculate the answers of the student in number.

2. For the data from interview, the researcher used note taking and recording in collecting the answers during interview session, then made a summary about the answers and concluded it to become the result. Interview was aimed to ask some important questions to students and also to know deeper about their perceptions using outlining to develop their ideas in writing argumentative essay. It was also aimed to know student's problem in writing an argumentative essay the researcher used semi-structured interview question.

CHAPTER IV

THE RESULTS AND DISCUSSION

This chapter describes about how the data were collected and analyzed (data results from questionnaire and interview). A discussion is also done at the end of this chapter.

A. The results of questionnaires

The research involved 87 students of English Department year 2015. The research was done on January 4th to January 7th 2018. The researcher adopted the questions of the questionnaire from Concern- Based Adoption Model (CBAM) (Hall & Hord, 2006) and combined it with the problems faced by students in writing argumentative essay. The researcher used Likert questionnaire and used close-ended question by providing 4 multiple answers named strongly agree, agree, disagree, and disagree. The total of questions is 16 which start from stage awareness, informational, personal, collaboration, consequence, and refocusing. Totally, the answers are described in Table 4.1 below:

Table 4.1 The stages of Students' Concern on Using Outline for Writing Argumentative Essay

Rs	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16
1	2	3	3	2	4	3	3	3	3	3	3	3	3	3	3	3
2	3	3	3	2	3	2	3	4	4	4	3	3	3	3	3	3
3	4	3	2	2	3	3	3	3	2	4	2	2	3	3	3	3
4	4	4	3	3	4	4	4	4	4	4	3	2	3	3	3	3
5	2	4	3	3	3	3	3	4	2	3	2	2	2	2	2	3
6	3	4	4	2	4	3	3	4	4	4	3	3	2	3	3	3
7	2	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3
8	2	3	4	2	4	3	3	3	3	3	4	3	3	3	3	3
9	2	2	3	2	3	2	3	3	3	3	3	3	2	2	2	3
10	3	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3

11	2	4	3	3	3	2	3	3	4	2	3	3	3	3	2	3
12	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
13	1	4	4	3	3	3	3	2	2	3	1	2	4	3	3	3
14	2	4	4	4	3	3	2	3	4	3	3	3	3	3	3	3
15	3	4	4	2	4	3	3	3	3	3	3	3	3	3	3	3
16	2	4	3	2	3	2	3	3	3	3	2	2	3	3	3	3
17	3	4	4	4	3	2	3	4	3	2	3	3	3	4	3	3
18	3	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4
19	1	3	3	3	3	3	3	3	3	3	2	2	2	2	3	3
20	2	3	3	3	3	3	3	3	3	3	2	2	2	2	3	3
21	2	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3
22	3	4	3	2	3	2	2	3	3	3	2	2	3	2	3	3
23	3	4	4	3	1	3	3	4	4	4	3	3	4	2	3	4
24	3	4	4	3	1	3	4	4	4	4	3	3	4	2	3	4
25	3	4	4	4	3	3	4	3	4	3	3	3	3	3	3	4
26	3	4	4	4	3	3	4	4	4	3	3	3	3	3	4	4
27	3	4	4	3	4	3	3	4	4	3	3	4	3	3	2	4
28	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	2
29	1	3	4	3	4	3	3	3	4	4	3	3	4	3	3	3
30	2	4	4	3	4	3	3	4	4	4	4	3	3	4	4	3
31	1	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4
32	1	3	3	3	4	2	3	3	4	3	2	2	3	2	3	3
33	3	3	4	3	4	3	3	3	3	3	2	2	3	2	3	3
34	3	3	4	3	4	3	3	3	3	3	2	2	3	2	3	3
35	3	3	3	3	4	2	3	3	3	3	3	3	3	3	3	3
36	2	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3
37	3	3	4	3	4	3	3	3	3	3	2	2	3	2	2	2
38	3	4	3	2	4	3	3	3	3	3	4	4	3	2	3	2
39	2	3	3	2	3	2	4	3	3	4	4	3	4	4	4	2
40	3	3	3	3	2	3	3	3	3	3	3	3	2	3	3	3
41	4	2	3	3	3	2	1	3	3	3	3	3	2	3	2	3
42	3	3	4	2	3	3	3	3	3	3	3	2	3	2	3	3
43	2	4	4	2	4	3	4	4	4	3	2	4	3	2	4	3
44	1	3	4	2	3	2	2	3	3	2	3	2	3	3	3	2
45	3	4	4	3	4	3	3	4	4	4	3	3	4	4	3	4
46	4	3	1	2	3	2	4	3	3	2	4	3	4	2	2	4
47	2	3	3	3	2	4	3	4	4	4	4	4	3	4	4	4
48	4	4	4	2	4	3	3	4	4	4	3	4	3	4	4	4
49	2	4	3	2	4	3	3	3	3	3	4	4	3	2	3	2
50	2	3	3	2	3	2	3	3	3	3	3	2	3	4	3	3
51	2	3	3	2	3	4	3	4	3	3	4	3	2	2	3	3
52	3	3	3	2	3	2	2	3	3	3	2	2	3	2	3	3
53	2	3	3	2	3	4	3	3	4	3	4	3	3	3	3	2
54	1	3	4	2	3	2	3	3	3	3	2	2	4	2	3	3
55	2	3	4	3	4	3	3	3	4	4	3	3	4	3	3	3
56	2	3	3	2	2	2	3	3	3	3	3	3	3	3	3	2

57	1	4	4	2	4	4	4	4	4	4	4	4	4	4	4	3
58	1	4	4	4	3	2	3	4	3	2	3	3	3	3	3	3
59	2	3	3	2	3	3	3	3	3	3	2	2	2	2	3	3
60	2	3	3	2	3	3	3	3	3	3	2	2	2	2	3	2
61	2	4	3	2	4	4	4	4	4	4	3	2	3	3	3	2
62	2	4	4	3	4	3	3	4	4	3	4	4	3	3	2	4
63	1	4	4	4	3	3	4	4	4	3	3	3	3	3	4	1
64	2	3	3	3	4	2	3	3	4	3	2	2	3	3	3	2
65	3	3	3	3	4	2	3	3	3	3	3	3	2	3	3	2
66	2	4	4	4	3	3	4	3	2	3	3	3	3	3	4	1
67	3	4	3	2	3	2	3	3	3	3	2	2	3	3	3	2
68	2	4	4	2	4	4	4	4	4	4	4	4	4	4	4	2
69	1	3	3	2	3	4	3	4	3	3	4	3	3	2	3	2
70	2	3	3	2	3	2	3	3	3	3	4	3	3	3	3	2
71	1	4	4	2	1	3	3	4	4	4	3	3	4	2	3	2
72	2	3	3	2	2	3	3	3	3	3	3	3	2	3	3	2
73	1	3	3	2	3	2	3	4	4	4	4	3	3	3	3	3
74	2	3	3	2	3	2	4	3	3	4	4	3	4	4	4	2
75	2	4	3	3	4	3	3	4	4	4	4	3	3	4	4	3
76	1	4	4	2	4	4	4	4	4	4	4	4	4	4	4	1
77	1	4	4	3	1	3	4	4	4	4	3	3	4	2	3	1
78	2	3	4	2	3	3	3	3	4	3	4	2	3	2	3	3
79	2	3	3	2	3	4	3	4	4	3	4	3	3	3	3	2
80	1	3	3	2	3	2	4	3	3	2	4	2	4	2	2	2
81	2	4	3	3	3	2	3	3	4	2	3	3	3	3	2	3
82	2	3	4	2	3	2	2	3	3	2	3	2	3	3	3	4
83	2	3	4	2	3	2	3	3	3	3	2	2	4	2	3	3
84	2	4	4	2	4	3	3	4	4	4	3	4	3	4	4	3
85	2	3	4	2	4	3	3	3	3	3	2	2	3	2	3	3
86	3	3	4	3	4	3	3	3	3	3	3	2	3	2	3	3
87	3	4	3	3	3	2	2	3	3	3	3	3	2	3	2	3
M	2. 2 1	3. 43	3. 44	2. 54	3. 24	2. 80	3. 13	3. 36	3. 39	3. 21	3. 03	2. 85	3. 09	2. 86	3. 08	2. 82

Note:4= Strongly Agree; 3= Agree; 2= Disagree; 1= Strongly Disagree

Rs = respondents; M = means

Table 4.1 describes the students' agreement and disagreement to the questions that represent their perception on using outlining in writing argumentative essay, based on stage of concern. It can be seen from the table, the most appeared scales are 3 and 4 and the rarely chosen option is scale 1 and 2.

That means students agree and strongly agree with the statements, such as for the statement “will outline affect me “ in personal stage that has mean 3.44, statement “I would like to know more about outline” in informational stage that mean 3.43, and for statement “an outline also helps me to stay in line and not go far from outline” in consequence stage that has mean 3.39. It can be concluded students’ view about outline are good.

In order to easily understand the data, the 16 question items are ranked based on their means in Table 4.2 below.

Table 4.2 The Stages of Students’ Concern on Using Outline based on Their Means

Number	Stage of Concerns	Questions	Means
3	Personal	Will using outline affect me?	3.44
2	Informational	I would like to know more about how to use outline	3.43
9	Consequence	An outline also helps me to stay in line or not go far from main topic	3.39
8	Consequence	Making an outline in writing argumentative essay can help me to develop my idea	3.36
5	Collaboration	I can relate the topic and the essay well if I use outline	3.24
10	Consequence	Outline can be a map that directs me about where to go with the essay	3.21
7	Consequence	Using outline has significance impact to me	3.13
13	Consequence	There are significant differences between using outline and not	3.09
15	Consequence	Outline is very useful in writing an argumentative essay in test within time limit (time writing)	3.08
11	Consequence	I can avoid “getting stuck in	3.03

		the middle of writing process”when I do outlining activity	
14	Consequence	The advantage of making outline is I do not face any problem in writing because it consists main topic and evidences or supporting details of each single paragraph	2.86
12	Consequence	Outlining activity makes me finish my essay faster	2.85
16	Refocusing	I have some ideas about how to use outline in writing an argumentative essay	2.82
6	Consequence	I always write an outline when writing an argumentative essay	2.80
4	Management	I seem to be spending all my time using outline in writing	2.54
1	Awareness	I am not concerned about using outline in writing an argumentative essay	2.21

Table 4.2 shows the means’ ranking of students’ answers. The highest mean is for question number 3”Using outline will affect me” belong to personal stage. In this stage, students begin to think about using outline will affect them in writing argumentative essay. This means they are not using outline yet. The mean is 3.44 which indicates the students think the using of outline in writing argumentative essay has affection on their writing. While for the question 2 “I would like to know more about how to use outline”, belongs to informational stage, where in this stage, students show their interested in some information about the outline. This stage focuses on gaining information about outline such as general characteristic, effects, components, and requirements to the use. The table shows the mean 3.43. The mean is quite high and shows that most of students

agree and some are strongly disagree with the statement. It indicates that the participants want to know more about the outline and the using in writing essay.

Meanwhile, the question 8 “Making an outline in writing argumentative essay can help me to develop my idea” belong to consequence stage where this stage focuses on the impact of outline, see how outline work and has effect on them. This question has mean 3.36. It indicates most of students agree and strongly disagree with the statement. It is one of outline function in helping students in writing an argumentative essay. Question number 9 “An outline also helps me to stay in line or not go far with the topic” also belongs to consequence stage. This question also has high mean. The mean is 3.39 that indicate most of the students agree and strongly agree with the statement. Go far from the topic is one of the common problems students face in writing an argumentative essay. Sometime, the ideas in body paragraphs do not have any relation at all with the topic. The outline gives time to writer to think what the writer needs to write before writing the whole outline.

The mean for question number 5 “I can relate the topic and the essay well if I use outline” which belong to collaboration stage is 3.24. This stage involves coordinating effort in using the outline with the essay itself. Most of students agree with the statement. Students can make a good relation between topic and outline they made. Question number 10 “Outline can be a map that directs me about where to go with the essay” also states about good impact of essay. The mean of this statement is 3.21. Most of them choose agree and some choose strongly agree. Just few of them choose disagree.

Meanwhile question number 7 "Using outline has significance impact to me" the mean is 3.13. This question is included into consequence stage. It indicates most of them agree and with the statement. The students who choose disagree said the outline has impact to them, but not significance. The mean of question number 13 "There are significant differences between using outline and not" has mean 3.09 that indicates most of them agree with the statement. Just few of them disagree with the statement.

The mean of question number 15 "Outline is very useful in writing an argumentative essay in test within time limit/time writing" which belong to consequence stage is 3.08. The mean indicates that most of them agree outline helps them in writing within time limit like task or test. For question number 11 "I can avoid getting stuck in middle of writing process when I use outline" has mean 3.03. This question belongs to consequence stage. The mean indicates most of students agree with the statement. Getting stuck in the middle of writing process is one of the difficulties that face by students in PBI. They agree about outline makes them avoid the difficulties because what they need to write in essay has been written on planning.

Meanwhile the mean of question number 14 "The advantage of making outline is I do not face any problem in writing because it consists main topic and evidences or supporting details of each single paragraph" which belongs to consequence stage is 2.86. Some of students choose agree and some choose disagree. The students who choose disagree stated they still face some problem in writing, but some can be avoided. Question number 12 which also belongs to

consequence stage “Outlining activity makes me finish my essay faster” has mean 2.85. The students who choose agree said, because they already have a planning, they can finish the essay faster. In other hand the others who choose disagree said it does not work on them in finishing the essay faster.

Even though the perceptions of the participants are quite good toward outline, the mean of question 16 “I have some ideas about how to use outline in writing an essay” is 2.82. This question belongs to refocusing stage, where this stage emphasizes the exploration about the using of outline in a more effective and efficient way, and reap more universal benefits of using outline. The mean indicates some of them agree with the statement. For the question number 6 “I always write an outline when writing an argumentative essay” which belongs to consequence stage, the mean is 2.80. Most of them said that they always write an outline before writing an essay because of some good impact like mentioned in question number 5. The others who not write outline can be referred to question number 4, which some of them think it spends time.

The mean of question 4 “I seem to be spending all my time using outline in writing” is 2.54. This question belongs to management stage. This stage involves the mechanics of using and implementing outline. Most of students choose disagree and agree. It can be concluded that some of them think making outline spend their time, and it can be a problem if they follow time writing task because they do not have much time in designing the plan. And for the question 1 “I am not concerned about using outline in writing argumentative essay”, the table shows the mean is 2.21, which means half of the students agree about the

statement and half is not. This question belongs to awareness stage which looks at the involvement with the outline.

B. The results of interview

There were some steps in the data analysis process. The first step was to organize and prepare the data for analysis. This involved interviewing the participants, taking notes, and arranging the important data depending on the purpose of this study.

There are 8 participants involved as interviewees in conducting this research. The participants were chosen randomly among the students who got the questionnaire. They came from 3 units, and had the different Academic Writing lecturers.

The interview was held on 3 times. The first interview was done on Thursday January 4th 2018, when the researcher gave the questionnaire to the first sample unit. In this unit, the researcher took 3 students to have interview. The researcher recorded the interview and transcribed the interviewees' answers into the transcription. Each of them got the same questions that were made by the researcher and designed on purpose as easily possible to respond. To get the deeper information, the researcher added several additional questions based on interviewees' answers related to the topic.

The researcher applied semi-structure interview and used interview guide as instrument. To avoid misconceptions was the purpose of applied it. There were 5 questions in interview guide. The questions were about their difficulties in

writing an argumentative essay, how they deal with them, do outlines help them in writing an argumentative essay, and the differences between using outlines and not.

The next step was the data analysis. The researcher read the answers of the participants, reflected information that was given in the answers. Finally, the last step in data analysis was making the interpretation of the findings. This step involved summarizing and comparing the data. Here are the results of the interview section:

1. *Do you face any difficulties in writing an argumentative essay? What are they?*

Table 4.3 The difficulties' theme students face in writing argumentative essay

Respondents	Tenses	Creating and Delivering Idea	Vocabulary	Well-Structured (Make sense, good relation per each paragraph, arranging paragraph)
1	√		√	
2				√
3				√
4		√		√
5		√		√
6		√	√	
7		√		√
8		√		√

The table above codes the difficulties of students in writing argumentative essays. All participants agreed that sometimes they faced some difficulties in writing an argumentative essay. There are some difficulties faced by students in writing an argumentative essay. 1st interviewee argued his difficulties in writing

essay are in determine the appropriate and correct tenses and choosing the right vocabularies. The 2nd and 3rd interviewees argued their difficulties in writing essay are in making the essay make sense and have a good relation between one paragraph and another, and sometimes they get stuck, feel blank and don't know what they should write in the middle of writing process. Meanwhile the 4th and 5th interviewees argued their difficulties are in creating the idea from the topic and arranging it correctly. He takes long time when he has to create the idea from the topic or theme they get from the lecturer. The 6th interviewee's difficulties are in delivering the idea and choosing vocabularies. Sometimes he feels confused how to deliver the idea to become a good essay, and choosing the appropriate vocabulary based on the context he uses.

2. *How do you deal with the difficulties you face?*

Table 4.4 The way students deal with the difficulties in writing argumentative essay

Respondent	Use Outline	Use Other Techniques	Ask Someone to Check the Paper	Revise and Write Again	Critical Thinking
1			√	√	√
2	√				
3	√	√			
4				√	
5			√		
6	√				
7	√				
8	√				

The Table above codes how the participants deal with the problem in writing argumentative essay. In this question, each participant has different

opinions. 1st and 5th interviewees argued they do revision, critical thinking, and sometime ask someone to check his paper. 2nd, 3rd, 6th, 7th, and 8th interviewees use outline or other techniques like brainstorming to deal with the difficulties. On the other hand, the 4th interview said that he just tries to fix the mistake to and write again. Even he gets the difficulties, he feels that he just has to write again.

3. *Do making an outline helps you in writing an argumentative essay? If so, in what aspect it helps you?*

Table 4.5 The aspect of outline helps students in writing argumentative essay

Respondents	Creating and Developing Idea	Creating Topic Sentence and Supporting Sentence	Organizing
1	√		
2	√	√	√
3	√	√	√
4			
5	√		√
6			
7	√	√	√
8	√	√	√

Some interviewees gave similar answers. 5 of them answer yes, outline help them in writing. 1st interviewee argued outline helps him in creating and enlarging the idea. 2nd, 3rd, 7th, and 8th interviewees gave the similar answer that outline helps them in determine and develop the idea, topic sentence, supporting sentences and evidences, also in organize the essay well. Meanwhile 4th, 5th, and 6th interview said that they are rarely use outline in writing, and do not know

enough about outline, but the 6th interviewee ever did outline before and felt that outline helped him in delivering the idea and organizing the essay.

4. *Are there any differences between making outline as a guide in writing an argumentative essay and not?*

Table 4.6 The differences between using outline and not for students

Respondents	Focus on Topic	Well-organized and Structured	Finish Faster	Avoid Getting Stuck	Clear and Strong Thesis Statement
1	√	√			
2				√	
3					
4					
5					
6					√
7		√	√		
8					√

The table shows how the participants perceive question number 5. 1st interviewee argued that within outline as planning in writing an argumentative essay, he can focus on topic, and his essay is well-organized. 2nd interviewee said that he can avoid getting stuck and blank while writing. 3rd interviewee gave different answer. He said no because as long he has thesis statement, controlling idea and supporting details, within or without outline, he feels the essay will be good. The 5th interviewee answered that the difference is in structuring the essay. Because outline consists main idea and another, the outline will make the essay in well-organizes and well structured. 6th interviewee stated that outline makes her idea and the supporting details become clear, and her thesis statement is strong.

Besides, the 7th interviewee said the using of outline in writing makes her finish the essay faster, makes the essay make sense, and organizes the essay well. Even though most of them give the good opinion, the 4th and 5th interviewees gave different answer. Because they never used outline before, they do not know is there any difference or not.

In brief, the researcher conclude that in writing an argumentative essay, student have their own problem and have their own way to face the problem. Most of them use the outline and some are not. Thus, some students stated that they have difference between using outline and not.

C. Discussion

The most significant point will be arranged in this part. The discussion provides the answer of research question in the first chapter which is “How do PBI students perceive towards the use of outline in writing an argumentative essay?” This research question should be answered.

The questionnaire show students perceive questionnaire in good way. The result proves their perception about outline helps them in some aspects. For the aspect outline help them to stay in line or not go far from outline, the mean is 3.39. Go far from the topic is one of the common problems students face in writing an argumentative essay. Sometime, the ideas in body paragraphs do not have any relation at all with the topic. The outline gives time to writer to think what the writer needs to write before writing the whole outline. While in the aspect outline helps them to develop their ideas, the mean is 3.36. In the aspect relating the topic

and the essay well by using outline, the mean is 3.24. The high means indicates that most of them agree and strongly agree with the statement. Students can make a good relation between topic and essay by using the outline they have made.

Even though some students often use outline in writing, the two highest means which are 3.44 for question number 3 "Using outline will affect me" and 3.43 for the question 2 "I would like to know more about how to use outline" indicate that not all of student familiar enough with the outline and don not use outline yet. They are still in the step want to know more about outline and gaining information about it.

Meanwhile, the result of interview indicates the problems faced by students in writing argumentative essay and how the deal with them. The problem they faced such as determining the appropriate and correct tenses and choosing the right vocabularies, making the essay make sense and have a good relation between one paragraph and another, getting stuck and in the middle of writing process, creating the idea from the topic, arranging and delivering the idea.

Thus, students deal with the difficulties in several ways, like do revision, critical thinking, ask someone to check his paper, use outline or other techniques like brainstorming to deal with the difficulties.

The interview result also show in what aspects outline helps them in writing argumentative essay, such as creating and enlarging the idea, determining and developing the idea, topic sentence, supporting sentences and evidences, also in organizing the essay well. Making an outline also gives some differences in

their writing. They can avoid getting stuck, focus on the topic, their essays are well-structured and have strong thesis statement, even they can finish their essays faster.

In short, most of the students feel that making an outline can help them to develop their idea, to stay in line with the topic, to avoid getting stuck in the middle of writing process, to finish their essay faster, and to face any other problems in writing. The calculation of the answers in questionnaire is high and most of students agree with the statement. Also the interview shows that most of them use the outline to deal with the problem they face in writing. They use outline as a guide in writing, but it is also few students that use another way to deal with their problem in writing an argumentative essay.

To conclude, based on the questionnaire and interview result, outline is a good technique in helping students in writing an argumentative essay. Students can avoid some problems in writing, and a better essay.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses about conclusion and suggestion on the basis of the research finding and discussion presented in the previous chapter.

A. Conclusions

From the discussion elaborated in the previous chapter, some conclusions can be drawn as follow:

1. Outline can help students in developing the idea in writing an argumentative essay.
2. Outline can be a guide that keep the students to stay in line with the topic and can be a map that directs the students where to go with the essay.
3. Outline can be a way to face some difficulties in writing an argumentative essay like getting stuck in the middle of writing process and because it contains main things of essay.
4. The students get some significance differences after using outline in writing an argumentative essay, like they can finish the essay faster, the essay write in a good structural from and connection between each paragraph, and they can relate the topic and the essay well.

It can be seen from the results of students' perception questionnaires, most of most of students agree with the statements. That means they have a good opinion towards the outline in helping them in writing an argumentative essay.

B. Suggestion

Related to the results of the conducted research, there are some suggestions addressed to the following groups:

1. The lecturers should introduce outline well to the students because few of them do not know enough about outline, and few of them never use outline because they do not really understand how to make it.
2. The students who face any problems in writing an argumentative essay should use the outline as a guide or as planning in writing essay.

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APPENDIX I

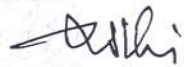
SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/836/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 November 2016
- MEMUTUSKAN**
- Menetapkan : Menunjuk Saudara:
- PERTAMA : 1. Dr. Jarjani, S.Ag.,S.Si.,M.Sc.,MA Sebagai Pembimbing Pertama
2. Siti Khasinah, M.Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Silvie Fitria
- NIM : 231324152
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Students' Perceptions on Using Outlining for Writing Argumentative Essay
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 28 Desember 2016

An. Rektor
 Dekan,


 Dr. Mujiburrahman, M. Ag
 NIP. 197109082001121001

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

APPENDIX II



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-77/Un.08/TU-FTK/ TL.00/01/2018
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

04 Januari 2018

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Silvie Fitria
N I M : 231 324 152
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl.Lingkar Kampus Lr.Gajah No.2 Rukoh Banda Aceh

Untuk mengumpulkan data pada:

Prodi Bahasa Inggris UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Students' Perceptions on Using Outlining for Writing Argumentative Essay

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,
M. Saja Farzah Ali

Kode 5055

APPENDIXIII



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-024/UN.08/KJ.PBI/TL.00/01/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-77/Un.08/TU-FTK/TL.00/01/2018 tanggal 4 Januari 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:


Nama : Silvie Fitria
NIM : 231 324 152
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

Students' Perceptions on Using Outlining for Writing Argumentative Essay

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 16 Januari 2018
Ketua Prodi Pendidikan Bahasa Inggris


T. Zulfikar

APPENDIX IV

Stage of Concern Questionnaire

No.	Stage of Concern	Questions
1.	Awareness	I am not concerned about using outline in writing an argumentative essay
2.	Informational	I would like to know more about how to use outline
3.	Personal	Using outline will affect me
4.	Management	I seem to be spending all my time using outline in writing
5.	Collaboration	I can relate the topic and the essay well if I use outline
6.	Consequence	I always write an outline when writing an argumentative essay
7.		Using outline has significance impact to me
8.		Making an outline in writing argumentative essay can help me to develop my idea
9.		An outline also helps me to stay in line or not go far from main topic
10.		Outline can be a map that directs me about where to go with the essay
11.		I can avoid “getting stuck in the middle of writing process” when I do outlining activity
12.		Outlining activity makes me finish my essay faster
13.		There are significant differences between using outline and not
14.		The advantage of making outline is I do not face any problem in writing because it consists main topic and evidences or supporting details of each single paragraph
15.		Outline is very useful in writing an argumentative essay in test within time limit (time writing)
16.	Refocusing	I have some ideas about something that would work even better in writing an essay

APPENDIX V

The Data from Stage of Concern Questionnaire

Rs	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16
1	2	3	3	2	4	3	3	3	3	3	3	3	3	3	3	3
2	3	3	3	2	3	2	3	4	4	4	3	3	3	3	3	3
3	4	3	2	2	3	3	3	3	2	4	2	2	3	3	3	3
4	4	4	3	3	4	4	4	4	4	4	3	2	3	3	3	3
5	2	4	3	3	3	3	3	4	2	3	2	2	2	2	2	3
6	3	4	4	2	4	3	3	4	4	4	3	3	2	3	3	3
7	2	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3
8	2	3	4	2	4	3	3	3	3	3	4	3	3	3	3	3
9	2	2	3	2	3	2	3	3	3	3	3	3	2	2	2	3
10	3	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3
11	2	4	3	3	3	2	3	3	4	2	3	3	3	3	2	3
12	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
13	1	4	4	3	3	3	3	2	2	3	1	2	4	3	3	3
14	2	4	4	4	3	3	2	3	4	3	3	3	3	3	3	3
15	3	4	4	2	4	3	3	3	3	3	3	3	3	3	3	3
16	2	4	3	2	3	2	3	3	3	3	2	2	3	3	3	3
17	3	4	4	4	3	2	3	4	3	2	3	3	3	4	3	3
18	3	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4
19	1	3	3	3	3	3	3	3	3	3	2	2	2	2	3	3
20	2	3	3	3	3	3	3	3	3	3	2	2	2	2	3	3
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23	3	4	4	3	1	3	3	4	4	4	3	3	4	2	3	4
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31	1	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4
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38	3	4	3	2	4	3	3	3	3	3	4	4	3	2	3	2
39	2	3	3	2	3	2	4	3	3	4	4	3	4	4	4	2

40	3	3	3	3	2	3	3	3	3	3	3	3	2	3	3	3
41	4	2	3	3	3	2	1	3	3	3	3	3	2	3	2	3
42	3	3	4	2	3	3	3	3	3	3	3	2	3	2	3	3
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52	3	3	3	2	3	2	2	3	3	3	2	2	3	2	3	3
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M	2. 2 1	3. 43	3. 44	2. 54	3. 24	2. 80	3. 13	3. 36	3. 39	3. 21	3. 03	2. 85	3. 09	2. 86	3. 08	2. 82

Note:4= Strongly Agree; 3= Agree; 2= Disagree; 1= Strongly Disagree
Rs = respondents; M = means

APPENDIX VI

Interview Guide

1. Do you face any difficulties in writing an argumentative essay? What are they?
2. How you deal with them?
3. Do making an outline helps you in writing an argumentative essay? If so, in what aspect it helps you?
4. Are there any differences between making outline as a guide in writing an argumentative essay and not?

APPENDIX VII

Interview Script

Researcher based : Ok, I am going to ask you some questions, please answer them on your true opinion.

Interviewee : Ok.

Researcher : All right. Are you taking Academic Writing Course in this semester?

Interviewee : Yap

Researcher : What kind of task you do in the course?

Interviewee : Usually we make an essay.

Researcher : What kind of essay?

Interviewee : It can be argumentative essay, sometime cause and effect essay.

Researcher : Ok for argumentative essay, do you face any difficulties in writing it?

Interviewee : Yes.

Researcher : What are they?

Interviewee : Developing idea, organizing, and making the essay make sense. Sometimes I really can't develop my idea, I feel like blank and I don't know what to write. Also I really bad in organizing the essay and make the paragraph coherent and make sense with the other paragraphs. Sometimes they do not connect each other.

Researcher : How you deal with them?

Interviewee : Using outlining as planning.

Researcher : It helps you?

Interviewee : Of course.

Researcher : In what aspects?

Interviewee : It helps me in developing my idea, organizing my essay, also I can finish my essay faster because I have done the planning before writing.

Researcher : Ok the last question, are there any differences between making outline as a guide in writing an argumentative essay and not?

Interviewee : Mmmmm, I can finish my essay faster, my essay is well-organized make sense.

Researcher : Ok, thank you for the time.

Interviewee : You are welcome Kak.

AUTOBIOGRAPHY

1. Full Name : SilvieFitria
2. Place/Date of Birth : IeDingen, 05th March 1995
3. Sex : Female
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 - a. Elementary School : SDN 2 IeDingen, Graduated : 2007
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