

**THE EFFECT OF OUTLINING TECHNIQUE
TOWARD STUDENTS' WRITING
IN PROCEDURE TEXT**

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Abstrak: Penelitian ini bertujuan untuk menemukan pengaruh *Outlining Technique* terhadap kemampuan menulis siswa pada teks prosedur. Penelitian ini merupakan penelitian eksperimen. Populasinya adalah kelas delapan SMPN 4 Sungai Penuh yang berjumlah 85 siswa. Dan sampel diambil dengan teknik "random sampling" yang terdiri dari 28 siswa kelas VIII A sebagai kelas eksperimen dan 29 siswa kelas VIII B sebagai kelas kontrol. Instrumen yang digunakan untuk mengumpulkan data adalah tes menulis. Dengan demikian, hasil penelitian ditemukan dengan persentase nilai siswa setelah test. Kelas eksperimen memperoleh 65,57% dan kelas kontrol 62,21%. Sedangkan hasil tersebut dibuktikan dengan menguji hipotesis *t*-tes, yang mana $t_{hitung} (0,79) < t_{tabel} (1,67)$. Dari hasil tes ini dapat disimpulkan bahwa tidak ada pengaruh penggunaan teknik uraian terhadap kemampuan menulis siswa pada teks prosedur.

Keyword : *Outlining Technique, Procedure Text, Students' Writing*

INTRODUCTION

Writing is a mean of communication in which the writer uses the language to express his ideas, thought and feeling. It gives student's time to shape what they want to say, to go over until it seems to reflect what they want to say, think and feel. This is supported by Oshima and Hogue (1998: 3) that writing is a process, not a product where it is never complete; that is, it is always possible to review and revise, and review and revise again what we write.

In the context of language teaching, writing is the natural outlier for the student's reflection on their speaking, listening and reading experiences. Unlike with the three language skills, it lets the students have a control over linguistic components to convert their meaning in English language teaching. Furthermore, writing is as a support skill sometimes also called as "Skill Getting" emphasized on the practice of grammatical forms and structure, vocabulary and spelling.

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Based on observation to the English teacher and students, the researcher saw some problems faced by the students in learning activity in writing, they are difficult to express their ideas, opinions, feelings and emotions. They also cannot write very well, because the writing material in the text book did not make them interested. They are not interested to attend in the classroom; there are many students who made noise when the teacher explained the lesson. Their attitude and motivation toward the English lesson also showed that the writing achievement is still low.

In other side, the problem faced by the students and the teachers are caused by some factors such as media, method, or technique used in teaching learning English process. They are not so interested in learning English because English is just considered as a foreign language and not used in daily conversations. Those all make them have low motivation in learning English. There are also some problems that come from the teacher, such as no media and creative method or technique is used in exploring the students' writing skill. So, the teacher should be able to make conducive class by using creative method, technique, and strategy of learning in presenting the material, motivating the students, giving reinforcement, and using variety of methods and technique to get the learning goal.

For this reason, variations in teaching writing are needed; the teacher should find an effective technique and method to encourage students' interest and to build their self confidence in writing. According to Marsh (2004: 42) the teachers are often urged to use a variety of method or technique to ensure that diverse student interests and abilities can be accommodated and implemented. English teacher can interact with students well and help them to achieve their learning goal by using the effective learning technique. So, it can make the writing materials can more understandable.

Learning through some attractive and effective method or technique is the way to make the lesson more interesting enjoyable, effective, and also easy to understanding. One of the technique is outlining. In line with Hornby (2003: 310) states that outline is giving and showing a short general description of a paragraph. It is a document that briefly summarizes the information that will be included in a paper, book, speech, or similar document. Therefore outlining is used as a technique to help the teacher to improve and develop students' motivation and students' score in learning writing. Outlining is easier to develop a paragraph by using an outline. In writing, especially paragraph writing the first step to write is with making an outline first, where it should be relatively easy to write paragraph. Outlining allow students to develop their ideas in their writing process. An outline is a formal plan for a paragraph writing where in an outline we write down the main points and sub points in the order in which us plan to write about them. It is hoped that by

using outlining in paragraph writing skill, the students will be more interested in learning writing in the class room.

Having the phenomena above, the researcher is interested in conducting an experimental research at the Eighth Grade of SMPN 4 Sungai Penuh. The research is about the effect of outlining technique toward students writing in procedure text.

From the problems above, the research is formulated about : Is there a significant effect of outlining technique in writing of procedure text toward students' writing? And it is aimed to find out whether there is a significant effect of outlining technique in writing of procedure text toward students' writing.

To avoid misunderstanding of the terms in this research, there are some definitions of key terms that are defined by experts. First term is defined by Oshima and Hogue (1998: 3), they state that writing is a process, not a product where it is never complete; it is always possible to review and revise; and review or revise again what it is written. Then, Weissberg and Suzanne (1990: 86) supported that writing is a process written is often heavily influenced by the constraints of genres, also these elements have to be presented in learning activities. It is also an action of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. And this statement supported by Erinovera in Marina (2006) says that writing is communication in which the writer uses the language to express his ideas, thoughts, and feelings.

From the explanation above, it can be concluded that writing is a process to produce and express language that comes from idea, feeling, thought or opinion and it is told in written language. So, writing is an important things in learning especially in English, because students can use grammar, vocabulary, punctuations, and writing system in accurately.

Besides, writing has some types. According to Brown (2004: 220), there are four types. They are namely: first, imitative, it produces written language that includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. Second, intensive, it is skill in producing appropriate vocabulary within a context, collocation and idioms, and correct grammatical features up to perform at a sentence. Third, responsive, it performs at a limited discourse level, connected sequence into a paragraphs and creating a logically connected of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Last, extensive, it implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically.

Next term is about outlining technique. An outline is like an architect's plan for a house. An architect plans a house before it is built to make sure that all the parts will fit. Like an architect, it should be planned a paragraph before writing it to make sure that all of ideas will fit. So, an outline is important and it's the first step to start writing. In the line with Heaps (2004) argues that outlining is a way that give short general description of paragraph that shows the order in which the information will be presented and indicates the relationship of the pieces of information to each other.

Oshima and Hogue (1998: 9) state that an outline is a formal plan for a paragraph. It is written down the main points and sub points in the order to plan what it will be written. This is supported by Hornby (2003: 310) states that outline is giving and showing a short general description of a paragraph. It is a document that briefly summarizes the information that will be included in a paper, book, speech, or similar document. It is also explained that outline shows the order in which the information will be presented and indicated the relationship of the pieces of information to each other. Then, Brown (2004: 220) mentions that outline includes in responsive writing of the writing assesment as a guide of assesment tasks that require to perform at a limited discourse level, conecting sentences into a paragraph and creating a logically connected sequence of paragraph.

Oshima and Hogue (1998: 8 – 9) devide that there are three process of outlining they are : Making sub lists, Writing the topic sentence, and Outlining. The processes will be guided the students to write well.

Based on the explanation above, it can be concluded that outline is very important to start writing in paragraph. Outline is easier way in writing process, it shows the general description of something that will be written. Writing an outline is also a great remedy to writer's block, as it allows to express the ideas briefly without getting thought in deeply down in the details or in correct grammar or word choice to early on the teaching writing process.

In additional term, there is procedure text. Some definitions are defined by experts. Kurniawan (2010: 48) states that procedure text is the text that explains or give instructions/steps on how to make or to do something. Its purpose is to provide instructions for making something, doing something or getting somewhere. Furthermore, writing procedure text is very important that must be taught by teacher in English lesson as one of the skill, especially in writing. Procedure texts could be implemented in daily life context. The kinds of procedure text in daily such in recipes, instruction manuals, directions and so on.

Based on the explanation above, the researcher concludes that procedure text is the text that tells us about the process in making or doing something. It has an aim, material and equipments and also

steps. And its purpose gives instruction to the reader about the steps must be followed if they want make or to do something. To achieve goal, the reader must follow the detail instructions or information at the text.

RESEARCH METHOD

The design of this research used experimental research. It was found whether the effect of outlining technique in writing of procedure text toward students' writing. Weilssberg and Buker (1990: 1) state that "An experimental research is a paper written by an investigator to find out a research study that he or she has completed". The purpose of the research is to explain to other in the field what the objectives, methods, and findings of the study were. There are two classes in this research that are experimental class and control class. The researcher used random sampling technique to choose the sample of the research because the population consisted of 82 students. It is calculated by variance from all population, Barlett score and statistic Chi-Quadrate. After doing it, the researcher chose VIII A (28 students) as experimental class and VIII B (29 students) as control class.

Next, the researcher used writing test as instrument. The test was given to the students. It was a pre-test and post-test both of experimental class and control class. The test was given to the students which is a pre-test and post-test both of experimental group and control group. Arikunto (2008: 32) supported that test is any series of questions or exercises or other means of measuring the skill, knowledge, intelligence, capacities of aptitudes of an individual or group. Writing test was used by the researcher to investigate the effect of outlining to the students' English writing of procedure text.

In this research, the researcher conducted in two classes, one class as control class and experimental class. They were taught by using different way but in same material. For experimental class was applied by using outlining technique as treatment and control class was applied in common technique as treatment. Then, to collect the data, it was gotten by taking the students' score on pre-test and post-test. The researcher taught the students in different way but using the same topic for both classes.

To analyse the data, the researcher used descriptive and statistical analysis based on the quantitative data. Descriptive analysis was gotten by mean score (M), percentage (x), and standard deviation (SD). While, statistical analysis was tested hypothesis. And it was calculated normality and homogeneity of test. After that, the researcher use *t-test* to see the data from test that was given to the students in experimental and control class. In this way, it was calculated to find out the significant effect of outlining technique toward students' writing in procedure text. From data analysis was

expected to draw conclusion whether hypothesis that had been formulated was accepted or rejected.

FINDINGS AND DISCUSSION

Based on descriptive and statistical analysis of the data, the research can be described as follows:

Table 1. Mean Score of Each Test

Test	Mean	Category
Pre-test		
Experimental class	54,00	Low
Control class	53,38	Low
Post-test		
Experimental class	65,57	Sufficient
Control class	62,21	Avarage

From the table above, it can be seen that the mean score of experimental class and control class were still low in pre- test. After that, the researcher gave treatment to the class. The students were taught by using outlining technique in writing procedure text. It was given to experimental class. In the contrast, the control class was given conventional technique that English teacher used. In the end of meeting, the researcher conducted the post-test in both of the class. It can be concluded that there is no significant effect of using outlining and without outlining. The mean score of experimental class is higher than control class and control class is same improvement in the both of the class.

Table 2 bellow shows the scores of the students' test in experimental and control class. This test is given about writing procedure text by using outlining for experimental class. The scores were computed by using percentage's formula.

Table 2. The Frequency Distribution of Students' Score in Writing Procedure Text

Class	Score Interval	Grade/ Level	Frequ ency	Percentage(%)
Experimental Class	80 – 100	Excellent	0	25
	75 – 79,9	Very	5	7,14
	70 – 74,9	Good	3	3,57
	65 – 69,9	Good	2	10,71
	60 – 64,9	Sufficient	3	21,43
	50 – 59,9	Average	2	14,29

	0 – 49,9	Low Bad	13	17,86
Σ			28	
Control Class	80 – 100	Excellent	6	20,69
	75 – 79,9	Very	5	17,24
	70 – 74,9	Good	2	6,90
	65 – 69,9	Good	1	3,45
	60 – 64,9	Sufficient	1	3,45
	50 – 59,9	Average	6	20,69
	0 – 49,9	Low Bad	8	27,59
Σ			29	

From the result of students' score above, the researcher calculated testing normality. It showed that the data of distribution of the two scores were normal. The value of $L_0 < L_t$ was higher than significant table 0,05 The summary for the result of testing normality of students' writing procedure text.

Table 3. The Result of Testing Normality

Class	L_0	L_t	Distribution	N
Experimental Class	0,0963	0,1658	Normal	28
Control Class	0,1526	0,1634	Normal	29

Then, the result of testing homogeneity showed H_0 accepted : $\sigma_1^2 = \sigma_2^2$ if $F_{calculated} < F_{table}$. From the calculated above $F_{calculated}$ (1,072) $< F_{table}$ (1,89) so, the data comes from the homogeneity of population on $\alpha = 0,05$ on the level of real 95%. The summary for the result homogeneity of students' writing procedure text was presented in the table bellow:

Table 4. The Result of Testing Homogeneity

Sample	Experimental Class	Control Class
N	28	29
Σx	1836	1804
\bar{x}	65,57	62,21
S^2	236,254	253,241
S	15,37	15,91

To test the null hypothesis statistically, a t-test for testing the statistical significant effect of outlining technique than without it in

writing procedure text can be used. The finding of hypothesis above can be seen in the following table:

Table 5. The Statistical Analysis for Hypothesis

$t_{\text{calculated}}$	t_{table}	Note	Accepted/ Rejected
0.79	1.67	$t_{\text{calculated}} < t_{\text{table}}$	Accepted

Based on the calculated, it had been gotten result of $t_{\text{test}} = 0,79$. It can be calculated by using t - test. By taking score $\alpha = 0,05$ on the level of real 95% with $t_{\text{calculated}} = 0,79$ and $t_{\text{table}} = 1,67$. It can be concluded that $t_{\text{calculated}} < t_{\text{table}}$, so the null hypothesis can be accepted and it means that there is no significant effect of the outlining technique than without outlining technique in writing procedure text.

From the result of the research, the researcher concluded that by using outlining is not so different than without using outlining. So, it can conclude that there is no significant effect of using outlining in writing procedure text at the eighth grade students of SMPN 4 Sungai Penuh.

The result of this research was supported the hypothesis of test. It can be argued that one of technique is outlining. This technique is very support in writing of students. So that, from this technique, the students achievement is depended the technique that the teacher used in teaching writing.

Moreover, teaching writing is one of concerns by anyone who is in change to teaching English. As mentioned by Oshima and Hogue (1998: 3) that writing is a process, not product. Where there are four main stages in the writing process : Prewriting, planning, writing and revising drafts, and writing the final copy to hand in. In prewriting, the students express the ideas to obtain a topic that will be written. Then, in planning, the students organize the ideas that generated by brainstorming into an outline. After that the students make drafting based an outline of their writing and also they are revising their writing into a good writing. Finally, the students will do writing in the hand in of a paper to be good writing. This process will develop the students' ability to express their ideas in the writing skill process.

CONCLUSION

Based on the findings and data analysis, there was no significant effect of using outlining and without outlining in writing procedure text at the eighth grade students of SMPN 4 Sungai Penuh. Using outlining in teaching and learning process, especially in writing of

procedure text, students can develop and express their idea in writing paragraph based on the outline first. In other words, applying of outlining is not so different with without outlining to the students of eighth grade at SMPN 4 Sungai Penuh. It is also as effective technique or step in writing a procedure text or other paragraph. It can be seen from the result of the pre – test for experimental class was 54,00 and for control class was 53,38. And the result of post – test in both of class, for experimental class was 65,57 and for control class was 62,21. Then, it was proved by testing hypothesis by using t-test with t-table on the level of significance 0.05. The result of t-test was $t_{\text{calculated}} (0,79) < t_{\text{table}} (1,67)$. It was found that t_{table} was higher than $t_{\text{calculated}}$. Therefore, it could be concluded that its hypothesis was accepted.

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