



The Effectiveness of Outline Technique on Students' Writing Skills in Coherent Paragraphs

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Abstract: Writing is the activity of expressing and communicating ideas in words. People write letters, text his messages, e-mails to communicate and may also express their feelings by writing diaries. By writing, people create and express their ideas in an organized process. The more they write, the better their thinking skill will be. This research is quantitative research using quasi-experimental design (post- test only). Re- searchers conducted research on students at MAN 02 Jember. There are two research variables, the independent variable is an outline technique, the dependent variable is writing skills. The researcher took two classes as samples, X Agama 1 consist of 25 students (experimental group) and X Agama 2 consist of 25 students (control group). The research instrument used in this method is essay questions. Based on the results, the average value of the experimental class for the post- test was 82.80. The average value of the experimental group is higher than the average value of the control group. The sig- nificance value based on the analysis on the test is $0.000 < 0.05$. The alternative hy- pothesis (H_a) is accepted because there is a significant difference in writing skill between students who are taught with an outline technique and students

who are taught with teacher conventional method. From the results, can be concluded that there is a significant effect of the Outline Technique on Students' Writing Skills in Coherent Paragraphs at MAN 02 Jember in the 2022/2023 academic year.

Keywords: outline technique, writing skill, coherent paragraphs

Introduction

English has four skills and they have divided into two parts, receptive and productive skills. Writing is one of the productive skills. Brown (2010) states that the most complicated activity is writing skills, where the writer or the student has to arrange several sentences into an essay. In writing, the important things that have to be focused on the content, grammar, vocabulary, organization, and mechanics. Writing skills in particular are very important for students. In their school days, they were often required to write several texts of writing. For them, writing activities cannot be avoided even if they never learn without writing (Y. S. G. Kim, 2020; Lei, 2019; Mao, 2019; Zhang, 2021). The primary goal of writing instruction is to help students develop the capacity to write well. Therefore, it is necessary to write a coherent paragraph. On the other hand, for the impact of good writing, the text must be cohesive and coherent (Lin, 2019; Zou, 2019). It is because cohesion denotes the act or state of cohering, while coherence refers to the act or state of being logically consistent and connected. Grammar and language are used to represent the conceptual aspect of coherence Wang et al. (2014). Therefore, coherence is an important thing in writing that students must focus on. Generally, most students like writing activities because they can share what is in their mind expressively. Although required to be well structured. Writing requires the decent organization as well as coherence and consistency (Karjono, 2020). But several students do not understand a good way to write.

Some previous studies related to this, the first previous study, Primayanti (2018) entitled Cohesion and Coherence on the 9th Grade Students Writing at SMP Medan finds that the teachers be able to teach and make use of knowledge about cohesion and coherence to their students in their writing texts. In the second previous study, Rahman (2021) indicated that cohesion and coherence must be emphasized in teaching writing, the teacher must be competent in evaluating the coherence of students' writing and have a solution or method for the students writing in coherent paragraphs.

Since students were generally confused in their early step of writing, emphasizing the outlining technique would be best applied in the teaching-learning process according to Oshima and Hogue (2007) outlining is an important step in the writing process because it helps students organize their ideas. It is even more important to make an outline when students are planning writing because they have many more ideas and details to organize (Y. J. Kim, 2020; Teng, 2020). This will be best for students that are capable of planning and organizing their ideas by writing.

The process that students faced while writing seemed burdensome because it included deciding what one wanted to write and how to put the ideas onto paper in a way that is intelligible to others, Brownie (2007). Since students were generally confused in their early step of writing, emphasizing the outlining technique would be best applied in the teaching-learning process according to Oshima and Hogue (2007) outlining is an important step in the writing process because it helps students organize their ideas. It is even more important to make an outline when students are planning writing because they have many more ideas and details to organize (Aizawa, 2023; Zainuddin, 2019). This will be best for students that are capable of planning and organizing their ideas by writing. In fact, there are a lot of techniques and methods in the teaching-learning process that could foster students' writing

learning, but the most suitable one to be applied to the situation the researcher had explained was outlining technique.

From the problem above, this research focuses on investigating the effectiveness of the outline technique on students writing in coherent paragraphs. This technique should help the students to organize their ideas before they develop a paragraph of descriptive text.

Methodology

This research used a quantitative method with an experimental design, the researcher used a quasi-experimental design (Post-test only). So, quasi-experimental is conducted to see the effect of treatment and tries to control some relevant variables.

Group	Treatment	Post-test
Experiment Group	Outline Technique	✓
Control Group	Teacher Conventional Method	✓

The population of this research was the first year of students at MAN 02 Jember in the academic year 2022/2023. In this class, the total consists of two classes, class X Agama 1 and X Agama 2. Each class consists of 25 students.

This research took the eleventh-grade students of MAN 02 Jember as a sample of this research. The sampling technique in this study was *purposive sampling*. Based on the research design, in choosing the sample, the researcher took two classes as the sample. In that case, two classes that have the same mean difference is chosen control and experimental group. The two classes are X Agama 1 and X Agama 2 as the sample of the research.

In this study, the instrument used was a writing test. The test used to collect student data is a written test in the form of an essay. Students can choose one of the descriptive text topics. The scores were taken twice, namely the post-test of both classes from the experiential class and the control class. researchers conducted a post-test to determine the ability of students in the control and experimental classes after being given treatment.

There are several procedures carried out by researchers before conducting this research. First, the researcher will ask the English teacher for permission to conduct research in two classes taught by the English teacher, after getting permission, the researcher will make an expert judgment sheet and make a post-test sheet which will be validated by the English teacher. After getting validation from the teacher, in the first week the researcher gave treatment to the experimental class using the outline technique, while the control class only used conventional techniques.

After completing the post-test in each class, the researcher collected the scores from both groups and used SPSS 16.00 for data analysis. Descriptive analysis was initially conducted for each class to determine the mean scores of the experimental class taught with the outline technique and the control class taught with the conventional technique. These

mean scores were then compared to ascertain whether there was a significant difference between the two groups. Furthermore, researchers conducted a normality test to determine whether the data showed normality. Based on the results of the normality analysis, the appropriate hypothesis test was chosen, namely the parametric test with independent sample t-test. If the Sig (2-tailed) value is less than 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

Results and Discussion

The study data description describes all the data that the researcher found during the study. This study uses numerical data. Numerical data collected from post-test data. Post-test are needed to determine the ability of students in the experimental group and the control group.

Table 1. Group Statistics Post-test

Class		N	Mean	Std. Deviation	Std. Error Mean
Results	Experimental Group	25	82.8000	6.84349	1.36870
	Control Group	25	57.4000	12.75735	2.55147

The table above shows that the mean score of post-tests in experimental group is 82.80 and the mean score of post-tests in control group is 57.40.

Table 2. The Result of Normality Post-test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
EXPERIMENTAL GROUP	.146	25	.178	.943	25	.177
CONTROL GROUP	.124	25	.200*	.957	25	.356

Based on the results of the normality test on these questions, the sig. value was 0.177 in post-test (X Agama 1) and 0.356 in post-test (X Agama 2). These results are declared normally distributed because $\alpha \geq 0.05$.

The ability of students as respondent the post-test analysis, the results of the post-test analysis. The detailed analysis is elaborate as follows:

Table 3. Result Independent Sample T-test (Post-test)

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Results	Equal variances assumed	13.406	.001	8.773	48	.000	25.40000	2.89540	19.57841	31.22159
	Equal Variances not assumed			8.773	36.756	.000	25.40000	2.89540	19.53205	31.26795

The Figure 3 shows the post-test significance is 0,000. It found that is lower than the significance level of 0,005 which means that the null hypothesis (H_0) is rejected while the alternative hypothesis (H_a) is accepted. It can be concluded that the student's writing skill both in the control (X Agama 2) and experimental group (X Agama 1) in the pre-test have a significance difference.

Conclusion

Based on the explanations and results of the analysis found by researchers in the previous chapter, it appears that there is a significant effect of the using outline technique on students' writing skills in coherent paragraphs. It can be seen from the calculation of the hypothesis using the independent sample test, the Sig. (2-tailed) value of 0,000 which is less than 0,05. It can also see from the mean score of the students writing test, where the mean score of the experimental class is higher that the control class. The mean post-test score for the experimental class was 82.80 and the mean score of post-tests in control group is 57.40. So, it can be concluded that the use outline technique technique in the experimental group can be effective for student's writing skills at MAN 2 Jember. Consequently, it can be concluded that the outline technique positively effects students writing skill in coherent paragraphs. With the outline technique students have the opportunity to practice the technique before to start writing, giving ideas, and practicing writing skill.

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