THE EFFECT OF USING OUTLINING TECHNIQUE TOWARD ABILITY IN WRITING NARRATIVE TEXT AT THE SECOND YEAR STUDENTS OF SMAN I RETEH INDRAGIRI HILIR REGENCY

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PEKANBARU

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ABSTRAK

Heny Ambarsari (2011) :"Dampak Penggunaan Teknik Outlining terhadap Kemampuan Menulis Teks Narasi pada Siswa Kelas Dua SMAN I Reteh Kabupaten Indragiri Hilir."

Penelitian ini mempunyai tiga rumusan masalah yaitu; bagaimana kemampuan menulis siswa yang di ajar dengan menggunakan teknik outlining, bagaimana kemampuan menulis siswa yang di ajar dengan menggunakan teknik konvensional, dan apakah ada perbedaan yang signifikan antara kemampuan menulis siswa yang di ajar dengan menggunakan teknik outlining dan siswa yang di ajar dengan menggunakan teknik konvensional.

Penelitian dilaksanakan di SMAN 1 Reteh. Ini dilaksanakan pada tanggal 30 April s/d 4 Juni 2011. Jumlah populasi dari penelitian ini adalah 216 siswa dari 6 kelas dan sampelnya berjumlah 64 siswa dari 2 kelas karena jenis penelitian yang digunakan adalah penelitian quasi-eksperimental *(nonrandomized control group pretest-posttest design).*

Dalam pengumpulan data, penulis menggunakan observasi dan tes, observasi digunakan untuk mengumpulkan data dari penggunaan teknik outlining dan test digunakan untuk mengumpulkan data tentang kemampuan siswa dalam menulis text narasi. Ada dua macam tes: *Pretest* digunakan untuk menentukan kemampuan menulis siswa sebelum mendapatkan perlakuan dan *posttest* digunakan untuk menentukan kemampuan menulis siswa setelah mendapatkan perlakuan. Dalam menganalisis data penulis menggunakan *ESL Composition Profile.* Untuk mengetahui perbedaan yang signifikan antara kemampuan siswa dalam menulis yang di ajar dengan menggunakan teknik outlining dan siswa yang di ajar dengan menggunakan teknik konvensional, maka nilai yang diperoleh dianalisis menggunakan rumus T-test kemudian dibandingkan dengan T-table dengan mempertimbangkan *degree of freedom (df).*

Berdasarkan hasil temuan penelitian, nilai dari $t_0 = 7.047$ dan penulis membandingkan dengan t_{tabel} pada taraf signifikan 5% dan 1%, (df = 62); 2.00 < (7.047) > 2.65. Sehingga bisa disimpulkan bahwa Ho ditolak dan Ha diterima. Bisa diartikan ada perbedaan yang signifikan pada kemampuan siswa dalam menulis teks narasi antara siswa yang di ajar dengan menggunakan teknik outlining dan siswa yang di ajar dengan menggunakan teknik konvensional pada siswa kelas dua SMAN 1 Reteh Kabupaten Indragiri Hilir. Dengan kata lain, terdapat dampak yang signifikan dari penggunaan teknik outlining terhadap kemampuan menulis teks narasi pada siswa kelas dua SMAN 1 Reteh Kabupaten Indragiri Hilir.

ABSTRACT

Heny Ambarsari (2011) :"The Effect of Using Outlining Technique toward Ability in Writing Narrative Text at the Second Year Students of SMAN I Reteh Indragiri Hilir Regency".

The research has three formulations of the problems that how writing ability of the students who are taught by using outlining technique is, how writing ability of the students who are taught by using conventional technique is, and whether or not there is a significant difference of writing ability between students who are taught by using outlining technique and those who are taught by using conventional technique.

The research was carried out at SMAN 1 Reteh. It was conducted from April 30, to June 4, 2011. The subject of the research was the second year students of SMAN 1 Reteh. The population of this research was 216 students from six classes and the sample was only two classes of the total classes that consisted of 64 students, because this research was assigned by using non random assignment in Quasi-Experimental research.

In collecting data, the writer used observation and tests, observation was used in order to collect the data of using outlining technique and test was used in order to collect the data of ability in writing narrative text at the second year students of SMAN I Reteh. The tests consisted of two tests: Pretest was used to determine student's writing ability before getting the treatment and Posttest was used to determine student's writing ability after getting the treatment. In analyzing the data, the writer used ESL Composition Profile. In order to know the significant difference on students who are taught by using outlining technique and those who are taught by using conventional technique, the scores were analyzed by using test "T" formula. The students' score was compared with T-table which considered with degree of freedom (df).

From the research findings, the score of $t_o = 7.047$ and the writer compared t_{table} at 5% and 1%, ($df = 62$); $2.00 < 7.047 > 2.65$. It can be concluded that H_o is rejected and H_a is accepted. It means that there is a significant difference of writing ability in narrative text between students who are taught by using outlining technique and those who are taught by using conventional technique at the second year students of SMAN 1 Reteh. In other words, there is a significant effect of using outlining technique toward ability in writing narrative text at the second year students of SMAN I Reteh.

هيني أمبرساري (   ): تأثير استخدام أسلوب الإجمال إلى القدرة على كتابة النصوص القصية لطلبة الصف الثاني بالمدرسة المتوسطة العليا الحكومية   ريتيه منطقة إندرا غيري هيلير.

لهذا البحث ثلاث صيغ المشكلة وهي: كيف كانت قدرة الطلاب الذين يدرسون ب الإجمال على كتابة النصوص القصية، كيف كانت كيف كانت قدرة الطلاب الذين يدرسون باسخدام أسلوب التقليد على كتابة النصوص القصية، وهل هناك فرق هام بينمها.

وقد تم أداء هذا البحث بالمدرسة المتوسطة العليا الحكومية   ريتيه منطقة إندرا غيري هيلير في التاريخ الثلاثين من أبريل إلى التاريخ الرابع من يونيو   .
مجموع الأفراد في هذا البحث نحو   دس و العينات في هذا   طالبا من الفصلين باعتبار أن نوع هذا البحث هو شبه التجربة.
استخدمت الباحثة في جمع البيانات الملاحظة و الاختبار.   الملاحظة لجمع البيانات عن استخدام أسلوب الإجمال و يستخدم الاختبار لجمع البيانات عن قدرة الطلاب على كتابة النصوص القصية. ويكون الاختبار في هذا البحث من الاختبارين: هما الاختبار القبلي الذي يستخدم لتعيين قدرة الطلاب على الكتابة قبل العملية ثم الاختبار البعدي لتعيين قدرة الطلاب على الكتابة بعد العملية. في تحليل البيانات استخدمت الباحثة الإنجليزية كلغة ثانية. الفرق بين قدرة الطلاب الذين يدرسون باستخدام أسلوب الإجمال والطلاب الذين يدرسون بأسلوب تقليدي، فتحلل النتائج المكتسبة بصيغة ت-الاختبار ثم تميز ب ت- الدرجة الحرية.
بناء على استنباط الباحثة فأدركت النتيجة أن to =   .   و تميز ال   = df)   ) :   (.   >   )   .   < (.   . ويكون الاستنباط أن الفرضية الصفرية مرفوضة و الفرضية البديلة مقبولة. وقد يستنبط أن هناك فرقا هاما الطلاب الذين يدرسون باسخدام أسلوب الإجمال على كتابة النصوص القصية و قدرة الطلاب الذين يدرسون باسخدام أسلوب التقليد على كتابة النصوص القصية الصف الثاني بالمدرسة المتوسطة العليا الحكومية   ريتيه منطقة إندرا غيري هيلير. ذلك، وجد في هذا البحث تأثير هام من استخدام اسلوب الإجمال إلى قدرة الطلاب على كتابة النصوص القصية لطلبة الصف الثاني بالمدرسة المتوسطة العليا الحكومية   ريتيه منطقة غيري هيلير.

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CHAPTER I
INTRODUCTION

A. The Background of the Problem

Writing becomes a problem for some students because writing is a complicated production skill. To write well, students must have good capabilities in writing. Moreover, someone who wants to write the essay or story must know the steps in writing process and aspects of writing. There are many aspects should be considered in writing, such as, developing ideas, grammatical devices, choices of words, writing strategy and so on. A writer should know how to build his messages in writing. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts. Yet, not all people can write well, some of them find difficulties in writing.

In order to accomplish students' needs toward writing, School Based Curriculum (KTSP) provides writing as one of the skills that must be taught and learned in senior high school. Based on KTSP[1], the purposes of teaching English are as follows:

1. Developing communicative competence in oral and written form to achieve informational level

2. Having awareness about the sense and the significance of English in order to increase national competence in global society

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[1]Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. (Jakarta: Unpublished, 2006), p. 307

3. Developing understanding of students about the relationship between language and culture

SMAN I Reteh Indragiri Hilir Regency is one of the schools that also use School Based Curriculum (KTSP) as a guidance in teaching and learning process. In SMAN I Reteh Indragiri Hilir Regency, English has been taught since the first year of English teaching period. English has been taught twice a week with time duration 45 minutes for one hour. According to syllabus 2009-2010 at the second grade, for the second semester, the based competence of writing English refers to capability of students in expressing the meaning in monologue text or essay which uses written form accurately, fluently, and contextually in the form of text such as *narrative, spoof and hortatory exposition*.[2]

Based on the preliminary research at SMAN 1 Reteh, the teacher used conventional technique. Usually, the teacher has taught writing through the types of genre available in students' textbook. The textbook will help the teacher explains to the students about the types of the text, the purpose of the text, and generic structure of the text. Narrative text is one of the genres of the text that is learned by the students. Then, teacher asked students to write a simple essay individually based on the time given. After writing a simple essay, the teacher would give feedback toward students' writing. Based on the descriptive above, the students have been taught writing maximally. This condition, possibility describes that ideally students in SMAN I Reteh should be able to write an essay based on

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[2] *Syllabus of SMAN I Reteh 2009/2010.* 2009. Unpublished: p. 24

the genre. In short, students in SMAN 1 Reteh have no problem with their abilities in writing essay text. But in fact, what is expected is still far from the target of the school. The teacher found that many students got low score in writing. The problem of the students can be seen in the following phenomena:

1. Some of the students could not develop their ideas to write narrative text well.

2. Some of the students are still confused where to put the orientation, complication, and resolution even they have studied about narrative text.

3. Some of the students did many mistakes in using past tense and choosing vocabulary.

4. Some of the students do not know how to write a paragraph based on the text given by the teacher.

To improve the students' ability in writing narrative text needs an appropriate strategy and technique helping them as solution for their problems. There is actually a technique that can help students in writing narrative text, called Outlining technique. Outlining is one of the prewriting techniques used to generate ideas. The writer considers that outlining can help the students in developing their writing especially for narrative text.[3] Besides, the sentence outline helps the organizational process by forcing students to think through the

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[3]Joy M Reid, *Teaching ESL Writing*. (New Jersey: Prentice Hall Regent, 1993), p. 5.

structure of their writing.[4] Therefore, the students understand how to write a good narrative text because there is a clear sketch based on the components of each genre text. In addition, Oshima and Hogue say that outlining is like architect's plan. Meaning that, before developing a paragraph, the writer should have a plan to guide in the process of writing. It will help the writer to avoid leave out the important thing related to the topic.[5]

Based on the explanation and the problem above, the writer is interested in conducting a research entitled "The Effect of Using Outlining Technique toward Ability in Writing Narrative Text at the Second Year Students of SMAN I Reteh."

B. The Problem

1. The Identification of the Problem

Based on the background has been explained above, we know that most of the students of SMAN 1 RETEH in the second year of RETEH still have trouble in learning English especially in writing narrative text. To make it clearer, the problems of this research will be identified as follows:

a. Why could not some of the students develop their ideas to write narrative text well?

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[4]Randall S. Hansen, Ph.D., and Katharine Hansen, Ph.D. *MyCollegeSuccessStory.com: The Power of Outlining When Writing College Papers.[Electronic Version]*. Retrieved on June 23, 2010. http://www.mycollegesuccessstory.com/academic-successtools/outlining-papers.htm

[5]Alice Oshima and Ann Hogue, *Introduction to Academic Writing*. (New York: Pearson Longman, 2007), pp. 54.

b. What factors make some of the students unable to put the orientation, complication, and resolution even they have studied about narrative text?

c. How is students' ability in using past tense and choosing vocabulary?

d. Why are some of the students unable to make a paragraph based on the text given by the teacher?

e. How is writing ability of students who are taught by using outlining technique?

f. How is writing ability of students who are taught by using conventional technique?

g. Is there any significant difference of writing ability between students who are taught by using outlining technique and those who are taught by using conventional technique at the second year students of SMAN I Reteh?

2. The Limitation of the Problem

Because of consideration of fund and limited time, the writer only focuses on The Effect of Using Outlining Technique toward Ability in Writing Narrative Text at the Second Year Students of SMAN I RETEH Indragiri Hilir Regency.

3. The Formulation of the Research

Based on the limitation of the problem depicted above, the problems of this research will be formulated in the following research questions:

a. How is writing ability of the students who are taught by using outlining technique?

b. How is writing ability of the students who are taught by using conventional technique?

c. Is there any significant difference of writing ability between students who are taught by using outlining technique and those who are taught by using conventional technique at the second year students of SMAN I Reteh?

C. The Reason for Choosing the Title

There are some reasons why the writer chooses this title as follows:

1. The writer is very interested in carrying out this research to know the effect of using outlining technique toward ability in writing narrative text.

2. The topic is relevant to the writer as an English student of English Education Department of State Islamic University of Sultan Syarif Kaasim Riau.

3. As far as the writer concerned, the topic has not been raised to be a bachelor paper in State Islamic University of Sultan Syarif Kasim Riau.

D. The Objective and Significance of the Research

1. The Objective of the Research

For general, objective of the research is the description of the research, and it can be called as the purpose of the research. Based on the formulation of problem previously, the objectives of this research are as follows:

a. To find out writing ability of the students who are taught by using outlining technique.

b. To find out writing ability of the students who are taught by using conventional technique.

c. To find out whether or not there is significant difference of writing ability between students who are taught by using outlining technique and those who are taught by using conventional technique at the second year students of SMAN I Reteh Indragiri Hilir Regency.

2. The Significance of the Research

a. To give information to the teachers, and the institutions about outlining technique in writing narrative text.

b. To give some contribution to the students in order to improve students' ability in writing narrative text.

c. To enhance the writer's knowledge about teaching writing by using outlining technique.

E. The Definition of the Terms

In order to avoid misunderstanding and misinterpretation about this title, it is necessary to explain the terms used in this research; the terms are as follows:

1. Effect

   Effect is a change produced by an action or a cause a result, an outcome.[6] In this research, it means an action to write a narrative text through outlining.

2. Outlining

   Outlining is prewriting technique that is like an architect's plan to organize thought in making writing that consists of parts of paragraphs.[7] Outlining gives chance to the students to reconstruct their ideas in organizing form of outline. Because it is structured format and yet flexible, students can be easily revised or reworked it.

   In this research, the outlining means a technique used by writer to know its effect toward students' ability in writing narrative text.

3. Ability

   Ability is skill or powers. According to Hornby, ability means special nature power to do something well, it is called talent.[8]

   In this research, ability refers to special nature or power of students in writing narrative text.

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[6] Hornby. *Oxford advanced Learner's Dictionary*. (New York: Oxford University Press, 2000), p. 422.
[7] Alice Oshima and Ann Hogue. *Loc. Cit*.
[8] Hornby, *Op. Cit.,* p. 2

4. Writing

   Writing is the ability to put pen and paper to express ideas through symbols. This way, representations on the paper will have meaning and content that could be communicated to other people by the writer.[9]

   Writing in this research means the students' ability in expressing their ideas in written form.

5. Narrative

   Narrative is defined as spoken or written account of events; story.[10]

   In this research, the writer only focuses on students' experiences.

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[9]Hedda Tan. *What is Writing and Why is There a Need to Learn it?*. Retrived on February 20, 2011. http://www.A Definition of Writing Teaching English Literacy in Asia.htm
[10]Hornby, *Op. Cit*., p. 881

CHAPTER II
LITERATURE REVIEW

A. The Theoretical Framework

1. Ability in Writing Narrative Text

Writing is one of the language skills that is important in mastering English. It is also an essential subject that should be taught in senior high school level. Besides, writing is one of that skills that can improve the students' language and stimulate the students' cognitive which is useful for students who learn a language. In addition, Reid says that writing is a complex skill because there are some components that should be focused in writing, such as the purpose of writing and writer's knowledge of writing (paragraph's component and pattern organization).[1]

The term of ability is defined as skill or power. Consciously, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.[2] Besides, writing ability means specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.[3] According to Nunan, the learners' purposes for writing, which transcend, are producing text from teacher. However, the students' concerns and interests are acknowledged

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[1]Joy M Reid. *Op. Cit.*, p. 28
[2]Admin. *Defenition of Writing Ability*. Retrieved on February 16, 2011. http://teachingenglishonline.net/definition-of-writing-ability/
[3]SIL International. *What are Writing Skills*?. Retrieved on February 16, 2011. www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm.

that can be developed rapidly through writing skill in which it can be practiced by forming words to be a coherent sentence in a paragraph.[4]

Writing activity produces words to become a sentence and create sentences into a paragraph. According to Reid, a paragraph is a series of sentences that develop one idea. Idea is usually stated in general form in one sentence, called the topic sentence. The sentence tells your audience what to express in the paragraph. The rest of the sentences in the paragraph provides the reader with specific explanation or proof of the general topic sentence. The supporting sentences helps the reader understand more clearly what the writer means.[5]

According to Brown, writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts.[6] In addition, Paulston and Bruder say that writing is one way of providing variety in classroom procedures, and also makes possible individualized work in large classes. Writing tends to increase retention and makes available a source for later reference.[7]

According to Sullivan, writing is like a painting. Instead of using color and brushes to paint the picture we use words. Sentences and paragraphs flow out to form a solid picture in the mind of the reader. By using as few words as possible to provide the setting for the story you can allow the reader's imagination to take flight. Getting our ideas down on paper is not the easiest thing in the world

[4]David Nunan, *Language Teaching Methodology a Textbook for Teachers*. (New York: Prentice Hall International UK Ltd, 1991), p. 88

[5]Joy M Reid. *The Process of Composition*. (Englewood cliffs, New Jersey: Prentice Hall Regents, 1988), p. 8

[6]H. Douglas Brown. *Teaching by principles: An Interactive Approach to Language Pedagogy*. (Englewood cliffs, New Jersey: Prentice Hall Regents, 1994), p. 328.

[7]Christina Bratt Paulston and Mary Newton Bruder. *Teaching English as a Second Language: techniques and Procedures*. (Cambridge: Winthrop Publishers inc, 1976), pp. 203.

sometimes, editing and re-reading can get so confusing.[8] In addition, writing is the process of expressing the idea or what we want to others know in written form. Dealing with penny, the purpose of the writing is to express the ideas; it means the writer will convey the ideas in written form; so the ideas must be understandable by the reader.[9]

The ideas generated will determine the quality of writing itself. Normally, the readers will be interested in reading a writing because of ideas generated. Therefore, generating ideas can be called as a prominent key to be successful in writing. In other words, the better the idea is, the better the writing will be. No matter of kind of writing produced, generating ideas is required very much, including writing narrative text.

Baygell says that narrative tells fiction and non-fiction, it can be called as a story that is based on a chronological order in events, where the events that were experienced by the subject (someone) that experienced a conflict.[10] It means that narrative tells about past, where it always tells about story to be told orally or written text. Baygell also states that a narrative typically contains action, dialogue, elaborates details and humor. The narrative is not typically of most paragraphs because it does not require the standard thesis sentences stating your main idea, nor it requires the traditional introduction, body, or conclusion. Generally, all narrative essays have certain elements.

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[8]Sullivan, Denise. *Writing - Expressing Your Ideas. [Electronic Version]*. Retrieved on   January 11, 2011. http://ezinearticles.com/?Writing---Expressing-Your-Ideas&id=5366296
[9] Penny, ur. *A Course in Language Teaching*. (United State of America: Cambridge University, 2003), p. 163.
[10]Ruth Baygell. Education Program Newsweek: *Essay Writing Step-By-Step*. (New York: Simon & Schuster, 2003), p.139.

a. Chronological Order

Events or experiences are listed in sequence of how they happened. Set in time and place have to be created for the readers.

b. Display Emotion

A good narrative connects readers to some sort of emotion felt by the essay's subject. When you read the header display emotion above, anger, sadness, pain, or joy may have come to mind.

c. Center on events.[11]

A narrative tells a story. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.[12]

Horn also states that narration tells what happened. He says that in narration the sentences usually organized according to time order. When someone is writing a narrative text, he or she should consider with the plot or the structure of the event. He or she should tell from the beginning until the end of the event.[13]

According to Siahaan et.al, narratives have a purpose, which may be to entertain, amuse, and to deal with actual or vicarious experience in different ways. It means narrations deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. They also point out that

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[11] *Ibid.*, p. 140-146.
[12] Abisamra, Nada Salem. *Teaching Writing Approaches & Activities. [Electronic Version].* Retrieved on January 9, 2011. http://www.nadasisland.com/writing
[13] Vivian Horn, *Composition Steps.* (Massachusetts: Newbury House, 1977), p. 6.

narrative text has a particular organizational structure that consists of five components, they are:

    a. Orientation: sets the scene and intriduces the participants.

    b. Evaluation: a stepping back evaluate the plight.

    c. Complication: a crisis arises.

    d. Resolution: the crises is resolved, for better or for worse.

    e. Re-orientation; optional.[14]

According to Jaka Priyana et. Al, narrative is stories that consists of several parts. They are the beginning, the problem that occured, how the problem is solved, and the ending of the story. The parts of story:[15]

    a. The beginning of the story has the function of introducing the characters of the story, where and when the stories occured (Orientation).

    b. How the problem starts until its crisis point (climax) of the problem, in which the character (s) have to face (Complication).

    c. How the problem is solved or ended (Resolution).

    d. The ending of the story which may consist of closing remark to the story, moral lesson, advice or teaching from the writer (Re-orientation).

In addition, Kalayo and Fauzan state the feature of narrative clearly sees below:[16]

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[14] Sanggan Siahaan and Kisno Shinoda. *Generic Text Structure*. (Yogyakarta: Graha Ilmu, 2008), pp. 73-74.
[15] Joko Priyana et. Al. *Interlanguage: English for Senior High School Students XI*. (Jakarta: Pusat Perbukuan Departemen Pendidikan nasional, 2008), pp. 94.

Ssocial Purpose	Framework	Language Features
To entertain, create, stimulate emotions, motivate, guide, teach	1. Orientation (introduce main characters in a setting of time and place) 2. Complications/problems (main characters find ways to solve the problem) 3. Resolution	1. Defined charactes 2. Descriptive language 3. Dialogue 4. Usually past tense

In conclusion, ability in writing narrative text means the ability of a person to express his or her ideas, feeling, experience, or something to others by using written language in narrative form.

2. The Factors Influencing Ability in Writing Narrative Text

There are some factors that influence writing ability; one of them is lack of practice. This is the dominant factor that can obstruct writing ability. If the students are lack of practice on their writing, they will not be able to write English well although they have good techniques and good teacher. Furthermore, lack of self-confidence can also obstruct writing ability.

The influential factors of students' writing ability may not be separated with the influential factors of learning. According to Purwanto, there are two big factors that influence students in learning process. They are as follows:[17]

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[16] Kalayo and Fauzan. *Teaching English as a Foreign Language (TEFL).* (Pekanbaru: Alaf riau Graha UNRI Press, 2007), pp. 130

[17] Ngalim Purwanto. *Psikologi Pendidikan.* (Bandung: Rosdakarya, 2004), p. 107.

a. Internal factors, which include psychological aspects, such as interest, motivation, attitude, and talent.

b. External factors, which include environment factors (natural and social factors) and instrumental factors (curriculum, teacher, facilities, management, and administration).

Based on the explanation above, teacher has a role in influencing students' ability in writing narrative text. In teaching and learning process, the teacher should plan what strategy, technique or method and material will be used. Reid states that there are stages of writing to help generate ideas in written form that is prewriting techniques. There are some steps to get starter through prewriting: brainstorming, free writing, outlining, cubing, clustering, and listing. All of them can help the students to generate ideas about a topic that has to be developed.[18] All of the techniques can be used in teaching and learning process like writing narrative text.

3. The Nature of Outlining Technique

Outlining is one of the prewriting techniques that can help students to generate ideas in mind in written form. Oshima and Hogue say that outlining is like architect's plan. Meaning that, before developing a paragraph, the writer should have a plan to guide in the process of writing. It will help the writer to avoid leaving out the important thing related to the topic.[19]

[18]Joy M Reid, *Loc. Cit.*
[19]Alice Oshima and Ann Hogue. *Loc. Cit*.

An outline is a kind of graphic scheme of the organization of your paper. It indicates the main arguments for your thesis as well as the subtopics under each main point.[20] Besides, an outline is a general plan of the material that is to be presented in a speech or a paper. The outline shows the order of the various topics, the relative importance of each, and the relationship between the various parts.[21]

An outline is viewed as a plan for a paragraph. In an outline, you have to write down the main points and sub-points in order in which you plan to write about them. Working with an outline will be relatively easier to develop a paragraph about the topic intended. In this case, of course, you will be guided by an outline related to the topic sentence.[22] Moreover, Outlining is the arrangement of sections within documents. The process of outlining includes re-positioning paragraphs and making decisions about what level in the hierarchy a heading should be.

According to Langan, outlining is an organizational skill that will develop our ability to think in a clear and logical manner. It means an outline lets us work to see the bare bones of our paper without distraction of a clutter of words and sentences.[23] Besides, a scratch outline can often be the most helpful single technique for writing a good paper. It help us to think carefully about the exact

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[20]Indiana University. *Writing Tutorial Services. [Electronic Version].* Retrieved on   January 9, 2011. http://www.indiana.edu/~wts/pamphlets/outlines.shtml.

[21]Courtesy of Marion Cushman, Los Angeles City College Library. *[Electronic version].* Retrived on January 9, 2011. http://www.lavc.edu/Library/outline.htm

[22]Syafi'i., et al. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings.* (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007). pp. 129

[23] John Langan. *College Writing Skills with Readings.* (New York: McGraw-Hill, Inc, 1986). p. 100

point we are making, about the exact items that we want to support that point, and about the exact order in which we want to arrange those items. [24]

In addition, Hughey., et.al illustrate outline as follows: [25]

Working outlines	Used For	Characteristics
	Finding a focus, relating and ordering ideas	Structured; group or individual

They stated that working outlines are pictures of writing or graphics which help writers see the basic skeleton or form of what they plan to write. It means using outlines, writers tie ideas together; they can manage and order main ideas, see where main points need further development, and realize where supporting information needs to be added. These outlines are structured and yet flexible, so that they can be easily revised or reworked completely. Besides, these outlines contain elements of rhetorical structure that involved some of the conventional form for organizing ideas, including development of a thesis; beginning, middle, and end of a paper. [26] In short, the universality of the graphic or picture form helps us visualize the parts of writing more easily.

Suggestions for using outlines:

a. At the top of the page write a tentative purpose atatement and identify the audience.

b. Use key words or phrases to record ideas.

c. Write the controlling idea (thesis).

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[24] *Ibid*., p. 96

[25] Hughey Jane B.,et al, *Teaching ESL Composition*. (Rowley: Newbury House Publishers 1983), pp. 65

[26] *Ibid*., pp.72

d. List in order of importance, chronology and supporting ideas in the middle.

e. Write a tentative conclusion in the bottom.

f. Check all ideas to see that they are related to each other.[27]

According to Wirawan, an outline represent a plan work when someone wants to write something either fiction or nonfiction, outline is needed so much. The intention of making outline is to put down ideas of the topic in an organized draft. The steps to make an outline are as follows:

a. Outlining begins by writing down a theme in the center of the page.

b. Then, write down numbers of Romawi I, II, and III by the side of page.

c. At each numbers of Romawi, write down fundamental ideas which you have about the topic.

d. After that, write down A, B, and C below of romawi's numbers includes the information or fact supporting fundamental idea of each word.[28]

Wirawan also states that there are three reasons why we should make an outline: (1) An outline will make our writing is more beautiful because outline will help us in doing choice of words. While, the choices of words are very influenced in writing. (2) To make our writing is more perfect. If we use an outline, absolutely there is no information or data will be lose. An outline will help us to create more complete writing structure. Besides, an outline make our writing more focus in problem that we discuss. (3) An outline can make our writing more effective. It means our writing will give effect to the readers based

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[27] *Ibid.*, pp. 73

[28] A. Bimo Wirawan. *Menjadi Penulis Mahir dalam 7 Langkah.* (Yogyakarta: Pelangi Multi Aksara, 2008), p. 63 – 64.

on the first purpose and the readers will catch what we want to say to them from our writing.[29] Based on the reason, the writer can conclude that the using of outlining technique will give a big influence in making writing.

Based on the theories above, it can be stated that outlining is a technique used to make easier in making a paragraph like in narrative text. It contains sketch of story that we want to tell the reader, so that, there is no missing story if someone uses it. Based on the explanation about outlining technique above, the writer will focus on the outlining technique, as follows:

a. Write the topic in the center on a piece of paper.

b. Use key words or phrases to record ideas.

c. Write down numbers of Romawi such as I, II, and III beside of page.

d. At each numbers of Romawi, write down the fundamental ideas which you have about the topic.

e. Write down A, B and C below of Romawi's numbers includes the chronological events and supporting ideas that support fundamental ideas.

f. Write a tentative conclusion in the bottom.

g. Check all ideas to see that they are related to each other.

h. Write all of the points in scratch an outline, then develop a complete composition.

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[29]*Ibid.,* p. 61 - 62

4. Using Outlining Technique toward Ability in Writing Narrative Text

There are some possible steps that might be applied in using Outlining technique in teaching narrative. Based on the writer's understanding to the theories discussed in this research and the writer's experience in teaching narrative, the writer notices some steps as follows:

a. Explain the students the meaning of narrative text.

b. Explain the generic structure of a narrative text and past tense.

c. Explain the meaning of outlining technique, its function and the way to use it.

d. Choose one topic and write it down in scratch an outline.

e. Ask the students to think the chronological events that include main point and sub point related to the topic.

f. Change the topic and ask the students to make an outline in a group. After that, ask the students to develop a complete composition.

Example of Outlining:

A Lane Going up the Hill
I. In Kampung Sepang
    A. Jabri and Halil have dinner
    B. Coffe and conversation   Orientation
    C. Heavy rainstorm
II. The Downpour was not stop
    A. Spend night in jabri's house   Complication
    B. About work tomorrow
III. Halil got into the car ⟶ Resolution
IV. The lane going up the hill
    A. Shortest way home   Orientation
    B. No lights, no cars and people
V. In the middle of the lane
    A. A white shape
    B. Long haired and dress woman   Complication
    C. A crimson eyes
VI. Consciousness and sped away
    Spend night in jabri's house.   Resolution

A Lane Going up the Hill

It was a heavy rainstorm in Kampung Sepang. Jabri and Halil had just finished their dinner together at jabri's house. They were sitting in the living room for coffee and conversation, hoping the rain would stop soon. It was half past eleven at night and the downpour was showing no signs of stoping. "lokks like you'll have to spend the night here, Halil." Said Jabri. "No way," halil said, "I've to be at work early tomorrow morning." A few moment later Halil got into the car, started the engine, and said good night to Jabri. Something told him that he shouldn't have turned off the lane going up the hill, but it was the shortest way home. He knew that lane. It ran across from an old Chinese cemetery. There was no lights, no cars, no people, just Halil and his old car. All of sudden a white shape appeared in the middle of the lane. Halil shone his beam of light in that direction. The white shape turned to Halil. He saw a pair of crimson eyes staring at him. It was a long-haired woman in a long white dress. She grinned at Halil. At once, Halil felt his blood freeze. His heartbeat stopped. His mouth opened but he was speechless. His eyes opened wide in terror. Suddenly, consciousness came into his mind. He quickly reversed his car and sped away just in time. "I think I'll take up your offer to spend the night here after all." Halil told Jabri as his legs trembled.[30]

5. The Difference between Using Outlining Technique and Conventional Technique in Teaching Writing Narrative Text

Based on the theories above, the writer can give some differences between using outlining technique and conventional technique in teaching writing narrative text as follows:

a. Conventional technique means technique of writing which was used by the second year students in writing paragraph. In conducting this research, this technique is also used by the control class. In chapter I the writer explained about the technique used by English teacher in SMAN I Reteh Usually, the teacher introduced one genre and then teacher asked students for practice by writing an essay based on the title given in peer or group. At the end of the class, the students will get feedback toward their writings from teacher and submit their writings. It means the teacher gave

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[30]Th. M. Sudarwati and Eudia Grace. *Look Ahead 2 An English Course for Senior High School students year XI.* (Jakarta: Erlangga, 2007), pp. 70

the lesson by using expository. According to Sanjaya[31], expository means the strategy that emphasis to the process of conveying the material as verbal from the teacher to the students in order to make students understand about the material optimally. Through activity that was done by the control class, the students were asked to write accurately without knowing the ways and activities that will help them to write accurately to achieve the standardized writing ability. In this class, the students are not taught the ways to develop the basic form of what they plan to write or ordering ideas.

b. In outlining technique the teacher taught students the ways to help them compose their writing accurately. To reach a qualified writing product, of course, it needs an adequate preparation. According to Syafi'i[32], there are four main stages in the process of writing: prewriting, planning, real writing, revising the drafts, and writing the final draft as the product of writing work. Outlining technique includes in Prewriting. It means using outlining technique is very useful in teaching writing especially in narrative text. In teaching narrative by using outlining technique, the teacher not only explaines about types of genre and asks the students to write composition but also explains to them how to make an outline. An outline will help the students to avoid leaving out the important thing in their writing and will help them to see the basic skeleton of their writing.

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[31] Wina Sanjaya. *Strategi Peembelajaran berorientasi Standar Proses Pendidikan.* (Jakarta: Kencana Prenada, 2006), p. 179.
[32] M. Syafi'i.,et al. *The Effectiveness Paragraph Developments: The Process of Writing for Classroom Settings.* (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007), pp. 114.

B. Relevant Research

1. A Journal by Ronald T. Kellogg University of Missouri-Rolla[33] entitled "Effectiveness of Prewriting strategies as a function of task demands." This journal is aimed to find out the effect of prewriting in writing process. He tried to compare between outlining and clustering. The results showed that outlining significantly improved the overall quality of documents and the fluency of drafting the text. The research conducted by Kellogg is different from this research in which in this research, the writer tried to find the significant difference between students' ability in writing narrative text taught by using outlining technique and students' ability in writing narrative text taught by using conventional technique.

2. The research was conducted by Fauziah[34] entitled "The Influence of Picture Stories in increasing Student's Writing Ability at the Second Year of MTS YPUI Teratak. She tried to find out whether there is a significant effect of picture stories toward students' writing ability or not at the second year students of MTS YPUI Teratak. From the research, she found that there is a significant of picture stories toward students' writing ability at the second year students of MTS YPUI Teratak. It is different from this research. In this research, the writer used outlining technique to give effect

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[33]Ronald T. Kellogg. "The American Journal of Psychology." *Effectiveness of Prewriting Strategies as a Function of Task Demands.* Vol. 103, No 3, Autumn 1990 p. 327-342. *[Electronic Version]*. Retrieved on january 18, 2011. http://jstor.org/pss/1423213.
[34]Fauziah.*The Influence of Picture Stories in Increasing Students' Writing Ability at the Second Year of MTS YPUI Teratak*. (Pekanbaru: Unpublished, 2006), pp. i

toward students' ability in writing narrative text at the second year students of SMAN 1 Reteh.

C. The Operational Concept

Operational concept is the concept used to give limitation to the theoritical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify briefly the variable used in analysing the data. In this research, there were two variables; they were (1) the effect of using outlining technique as X variable or independent variable and (2) student's ability in writing narrative text as Y variable or dependent variable. Because the type of this research is experimental research, the writer used two classes to observe as: experimental and control classes. The data were taken by using the test. Furthermore, the writer was also as the teacher involved in teaching the students in both experimental and control classes during her research time. For experimental class, the students were taught and treated with outlining technique in teaching writing and for control class, the students were taught with usual technique, frequently used by their teacher. The materials taught to both experimental and control classes were of course the same. The difference was only the use of technique. All of the techniques applied were for students' ability in writing narrative text.

Here are the indicators of the effect of using outlining technique for experimental class.

1. a. Experimental Class

1) The teacher writes the topic in the center on a whiteboard.

2) The teacher uses key words or phrases to record ideas.

3) The teacher writes down numbers of Romawi such as I, II, and III then at each numbers of Romawi, teacher writes down the fundamental ideas which she has about the topic.

4) The teacher writes down A, B and C below of Romawi's numbers included the chronological events and supporting ideas that support fundamental ideas.

5) The teacher writes a tentative conclusion in the bottom.

6) The teacher checks all ideas to see that they are related to each other.

7) The teacher writes all of the points in scratch an outline.

8) The teacher changes the topic and asks the students to make an outline in a group.

9) The teacher asks several group to show their outline.

10) Finally, the teacher asks them to develop a complete composition based on their own scratch outline.

1. b. Control Class

Control class is one of the classes in experimental research used to look at the different results from the experimental class in applying a technique, strategy, way, method of a research. This class was served by using the conventional technique, of course different from the experimental class. The materials and the purpose of the teaching were the same. The results obtained in both experimental class and control class will be a consideration for writer to look at the succesful or unsuccesful technique applied to the students.

2. The Indicators of Ability in Writing Narrative Text

    a. The students are able to write character/s (introducing the participants) and setting the scene in orientation of narrative text.

    b. The students are able to write the problem which leads to the crisis (climax) of the main participants in complication of narrative text.

    c. The students are able to write ending story (resolving the crisis) in a resolution of narrative text.

    d. The students are able to use the correct tense (past tense) that includes vocabularies in their writing.

D. The Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that the better using outlining technique will be the better ability in writing narrative text.

2. Hypothesis

Based on the assumption above, hypothesis of this research can be forwarded as follows:

    a. The Alternative hypothesis (Ha)

There is a significant difference of ability in writing narrative text between students who are taught by using outlining technique and those who are taught by using conventional technique at the second year students of SMAN I Reteh.

b. The Null Hypothesis (Ho)

There is no significant difference of ability in writing narrative text between students who are taught by using outlining technique and those who are taught by using conventional technique at the second year students of SMAN I Reteh.

CHAPTER III
RESEARCH METHOD

A. The Research Design

The type of this research is experimental research. According to Cresswell, "Experiment is that you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable."[1] The design of this research is quasi-experimental *non-randomized control group pretest-posttest*.[2] In this design, the researcher used two classes as the sample; control group and experimental group. Those classes were not chosen randomly. Both groups took a pretest and posttest. Only the experimental group received the treatment by using Outlining technique. While control class used conventional technique. However, the materials given and purpose of the research to each group were the same.

According to Cresswell the type of this research can be designed as follows:[3]

Table III.1
The Research Design

Group	Pre – test	Treatment	Post – test
E	Test 1	X	Test 2
C	Test 1		Test 2

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[1] Jhon. W. Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* (New Jersey: Pearson Education, 2008), p. 229.
[2] *Ibid*., p. 313
[3] *Ibid*., p. 314

E   = Experimental Group

C   = Control Group

T1   = Pre – Test to experimental Group and Control Group

X   = Receive the treatment using outlining technique

T2   = Post – Test to Experimental and Control Group

B. The Location and the Time of the Research

The location of this research was SMAN 1 RETEH, which is located on H. Sanusi street Kec. RETEH. The research was done from April 30 until June 4, 2011.

C. The Subject and the Object of the Research

The subject of this research was the second year students of SMAN 1 RETEH. The object of this research was the effect of using outlining technique toward ability in writing narrative text.

D. The Population and the Sample of the Research

The population of this research was the second year students of SMAN 1 RETEH. The total population of this research was 216 students from the six classes. There were three classes for science class (SIA) and three classes for social class (SIS). The specification of the population can be seen on the table below:[4]

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[4]Data Source from SMAN 1 Reteh, Indragiri Hilir Regency.

Table III. 2

The Population of the Second year Students of SMAN 1 Reteh

No	Classes	Population		Total
		Male	**Female**	
1	XI IPA 1	20	12	32
2	XI IPA 2	25	7	32
3	XI IPA 3	30	6	36
4	XI IPS 1	12	26	38
5	XI IPS 2	30	10	40
6	XI IPS 3	7	31	38
	Total	**124**	**92**	**216**

The population above was large enough to be all taken as sample of the research. Based on the design of the research, the researcher took only two classes as the sample of this research. Here, the writer took the science class (SIA) as a sample. The reason why the writer took this class was because the students' ability in writing was homogenous. Both groups were selected without random assignment. It was class XI IPA 1 for experimental class and XI IPA 2 for control class.

E. The Treatment Procedures

1. Planning

This research was conducted in SMAN I Reteh. The participants of this research were the students of XI IPA 1 as experimental class and XI IPA 2 as control class which consisted of 64 students. The research had been done from

April up to June 2011. The purposes of this research were to know the students' ability taught by using outlining technique and taught by using conventional technique and to know the difference of writing ability between students who are taught by using outlining technique and those who are taught by using conventional technique. During this research, the writer acted as the teacher for both classes. The material given during this research was narrative text. In experimental class, the writer collaborated with the observer in order to observe the process of teaching and learning and to check and to ensure whether all stages of teaching outlining technique procedure had been accomplished or not. In control class, the writer taught the students alone in the class without collaborated with the observer by using conventional technique as follows; (1) The teacher gave the students explanation about narrative text. (2) The teacher gave the students an example of narrative text. (3) The students were asked to make a narrative text based on the topic given.

2. Implementation

It consisted of 10 meetings which focused on the topic of narrative text. The first meeting was used to conduct pretest in the form of extensive writing test (composition test) for both classes. They wrote a full length of narrative essay individually. The second to ninth meetings were used to conduct the treatment for experimental group only. The treatment was using outlining technique in teaching writing narrative text. During treatment, they had practiced to write a full length of narrative essay collaboratively. While the control class used conventional technique. The tenth meeting was used to conduct posttest for both classes.

3. Evaluation

In this stage, the teacher gave posttest for both classes in the form of extensive writing test (composition test). In accomplishing posttest, the students were given 90 minutes to write a full lenght of narrative essay independently. The topic of narrative essay was chosen by the students freely.

F. The Technique of Data Collection

In this research, the writer used observation and test as instrument to collect data. Observation was used to get the data about the implementation of using outlining technique in teaching writing. In this case, the writer used observation checklist and asked one of the English teacher at SMAN I Reteh as an observer. The test was used to collect the data on students' writing ability of narrative text. The tests were divided into two series as follows:

1. Pre-test was used to determine students' writing ability before getting the treatment.

2. Post-test was used to determine students' writing ability after getting the treatment.

G. The Technique of Data Analysis

1. In analyzing the data, the writer used score of pre-test and post-test of the experiment and control class. The different mean was analyzed by using T-test formula by using software SPSS 16.

Statistically the hypotheses are:

H_a: $t_o \geq$ t-table

H_o: $t_o <$ t-table

H_a is accepted if $t_o \geq$ t table or there is a significant difference of ability in writing narrative text between students who are taught by using outlining technique and those who are taught by using conventional technique.

H_o is accepted if $t_o <$ t table or there is no significant difference of ability in writing narrative text between students who are taught by using outlining technique and those who are taught by using conventional technique.

2. In scoring student writing ability, the writer used the ESL composition Profile: in Hughey.,et al. The profiles consist of five components; they are content, organization, vocabulary, language use, and mechanics. The following measurement scales were used:[5]

Table III. 3
Content

Range	Criteria
30-27	Exellent to very good: Knowledgeable, subtantive, through development of thesis, and relevant to assigned topic.
26-22	Good to average: some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
16-13	Very poor: does not to show knowledge of subject, nonsubstantive, not pertinent or not enough to evaluate.

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[5] Hughey Jane B.,et al. *Op. Cit*., pp. 140

Organization

Range	Criteria
20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, well organized, logical sequencing, and cohesive.
17-14	Very good to average: some what choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
9-7	Very poor: does not communicate, no organization or not enough to evaluate.

Vocabulary

Range	Criteria
20-18	Exellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
17-14	Good to average: adequate range, occational errors of word/idiom form and usage but meaning not obscured.
13-10	Fair to poor: limited range, frequent errors of word/idiom form; choice and usage, meaning confused or obscured.
9-7	Very poor: essentially translation, little knowledge of English vocabulary; idioms; word form, not enough to evaluate.

Language Use

Range	Criteria
25-22	Excellent to very good: effective complex constructions, few errors of agreement; tense, number, word order/functions; articles; pronouns; and prepositions.
21-18	Very good to average: effective but simple constructions, minor problems in complexconstructions, several errors of agreement; tense; number; word order/functions; articles; pronouns; prepositions but never obscured.
17-11	Fair to poor: major problems in simple/complex constructions, frequent errors of negotion; agreement; tense; number; word order/functions; articles; pronouns; prepositions; and or fragments, deletions, meaning confused or obscured.
10-5	Very poor: virtually no mastery of sentence constructions rules, dominated by errors, does not communicate, or not enough to evaluate.

Mechanics

Range	Criteria
5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling; punctuation, capitalization; and paragraphing.
4	Very good to average: occational errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
3	Fair to poor: frequent errors of spelling; punctuation; capitalization; paragraphing, poor handwriting, meaning confused or obscured.
2	Very poor: no mastery of conventions, dominated by errors of spelling; punctuation; capitalization; paragraphing, handwriting illegible, or not enough to evaluate.

Table III. 4

The Specifications of the Test

No	Writing Skill	The Highest Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language Use	25
5	Mechanics	5
	Total	100

3. In determining the percentage of increase and decrease of students' ability used the following formula:

$$\frac{\text{Gain Score}}{\text{Pretest Score}} \times 100\%$$

H. Evaluators Team

In evaluating students' writing performance, the writer cooperated with two raters. In order to produce consistent judgment on students' writing ability in Narrative text. In discussing about raters, Jacobs et.al in Sulasmi say that raters are persons who participate in cooperative evaluation of written composition tests, and their cooperation is as a part of school testing program.[6] The raters that have evaluated students' score were as follows:

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[6]Sulasmi karim, *An Experiment on the Effectiveness of Using Brainstorming Technique in Increasing Student's Writing Ability at the Second Year of English Education Department State Islamic University of SUSKA RIAU*. (Unpublished, 2007). p. 30.

1. Jonri Kasdi, S. Pd.I. He graduated from English Education department of UIN SUSKA RIAU in 2006. Besides being an English teacher in SMP 1 Kampar and instructur at Language Center of UIN SUSKA RIAU, he is also a lecturer of the second year student in writing course.

2. Kurnia Budiyanti, M. Pd. She graduated from English Education of University Riau (S1) in 2006 and postgraduate (S2) in University of padang in 2010. She is one of the English teacher in UIN SUSKA Riau for some subjects.

CHAPTER IV
DATA PRESENTATION AND ANALYSIS

A. Description of Research Procedure

The purpose of the research is to obtain the students' writing ability in narrative text taught by using outlining technique and students' writing ability in narrative text taught by using conventional technique, and to know the significant difference of ability in writing narrative text between students who are taught by using outlining technique and students who are taught by using conventional technique. The data were obtained from students' post-test scores of experimental and control class. Before treatment (only experiment class), the writer gave pre test to XI IPA 1 and XI IPA 2. The writing test was about writing narrative text evaluated by concerning five components: content, organization, vocabulary, language use and mechanic of writing. Each component had its score. Then, the writer gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the writer used the same format of writing test for the post-test of experimental class. While for control class taught without using treatments, the writer used the same format of writing test for their post-test too.

The totals of pre-test and post-test in both classes were significantly different. The total score of the experimental class was 4306, while the highest score was 84.5 and the lowest was 50. The total score of control group was 3993.5 while the highest was 81 and the lowest was 48. To support data, the writer used classroom observation. It just had been used in experimental group. Based on data

analysis, the result of observation for answer "yes" was 82.5%, and for answer "No" was 17.5 %.

B. The Data Presentation

The data of the research were the score of the students' pre-test and post-test both experiment and control classes. There were two data of students' writing ability served by the writer. They were: the data of students' writing ability taught by using outlining technique and the data of the students' writing ability taught by using conventional technique, and they are as follows:

1. The Data Presentation of Using Outlining Technique (variable X)

In this research, the writer used the observation to support the writer's research in collecting the data. When the observation was done by the writer, the writer taught the students herself. The English teacher always observed the writer in the classroom. The English teacher observed the writer for eight meetings in experimental group. To obtain how to use Outlining Technique in increasing students' writing ability, the writer took data from classroom observation. It will be described in the tables that present frequency distribution of each observation. To make data clearer, it can be seen in table below:

Table IV.1

Observation Percentage Recapitulation of Using Technique in the

Classroom

No	Indicators of using Outlining Technique	Categories	
		Yes	No
1	The teacher writes the topic in the center on a whiteboard.	4	4
2	The teacher uses key words or phrases to record ideas.	6	2
3	The teacher writes down numbers of Romawi such as I, II, and III. At each numbers of Romawi, teacher writes down the fundamental ideas which she has about the topic	8	0
4	The teacher writes down A, B and C below of Romawi's numbers included the chronological events and supporting ideas that support fundamental ideas.	8	0
5	The teacher writes a tentative conclusion in the bottom.	6	2
6	The teacher checks all ideas to see that they are related to each other.	6	2
7	The teacher writes all of the points in scratch an outline.	8	0
8	The teacher changes the topic and asks the students to make scratch an outline in a group.	8	0
9	The teacher asks several groups to show their outline.	4	4
10	Finally, the teacher asks the students to develop a complete composition of Narrative based on their own scratch outline.	8	0
Total		**66**	**14**

The writer used the following formula to get the percentage of the observation:

$$P = \frac{F}{N} \times 100\%$$

Where: P: Percentage

F: Frequency of the score

N: Number of Case[1]

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[1] Sudijono Anas, *Pengantar Statistik Pendidikan* (Jakarta: PT. Rajagrafindo Persada, 2007), p. 43

$$\frac{66}{80} \times 100\% = 82.5\%$$

$$\frac{14}{80} \times 100\% = 17.5\%$$

Based on the data, the category of the observation can be seen based on

Sudijono in Jonri Kasdi below[2]:

Table IV.2
The Classification of Students' Score

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

The table IV.1 shows the result of observation of using outlining technique

in experimental group. The result of observation for answer "yes" was 82.5% and

it can be said very good and for answer "No" was 17.5%, it can be said bad.

The table above also shows some frequently implemented aspects by the

writer as a teacher in the classroom. It can be seen as follows:

a) The teacher uses key words or phrases to record ideas.

b) The teacher writes down numbers of Romawi such as I, II, and III. At

   each numbers of Romawi, teacher writes down the fundamental ideas

   which she has about the topic.

c) The teacher writes down A, B and C below of Romawi's numbers

   included the chronological events and supporting ideas that support

   fundamental ideas.

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[2] Jonri Kasdi, *A Correlation Study between Students' Passive Voice Mastery and Their Writing Achievement at the Fifth Semester Students of English Education Department of Education and Teacher Training Faculty of UIN Suska Riau* (Unpublished, 2006)

d) The teacher checks all ideas to see that they are related to each other.

e) The teacher writes all of the points in scratch an outline.

f) The teacher changes the topic and asks the students to make scratch an outline in a group.

g) Finally, the teacher asks the students to develop a complete composition of Narrative based on their own scratch outline.

While, the table above shows some frequently aspects that are not well implemented by the teacher in the classroom. It can be seen as follows:

a) The teacher writes the topic in the center on a whiteboard.

b) The teacher asks several groups to show their outline.

Based on the table IV.1, it can be seen that the most frequent treatments of using Outlining Technique had been implemented by the teacher (writer).

2. The Data Presentation of Students' Writing Ability in Narrative Text (Variable Y)

a. Students' Writing Ability for Narrative Text Taught by Using Outlining Technique

The data of students' writing ability in narrative text taught by using outlining technique were gotten from pre-test and post-test of XI IPA 1 as an experimental class taken from the sample of this class (32 students). The writer taught directly, and the English teacher observed the writer for eight meetings in the experimental class. The data can be seen from the table below:

Table IV.3
The Score of the Students' Writing Ability for Narrative Text Taught
by Using Outlining Technique

Students	Experiment Class		Gain Score
	Pretest Score	Posttest Score	
1	58.5	62.5	4
2	52	63	11
3	52	65.5	13.5
4	63	75	12
5	70.5	84.5	14
6	51.5	55	3.5
7	54.5	76.5	22
8	60.5	69	8.5
9	56	73	17
10	57.5	64.5	7
11	65	76	11
12	59	70.5	11.5
13	55.5	71	15.5
14	66	73.5	7.5
15	54.5	78.5	24
16	74	84	10
17	64	78.5	14.5
18	75.5	84	8.5
19	72	77.5	5.5
20	60	71	11
21	64	75.5	11.5
22	69	78.5	9.5
23	58.5	70.5	12
24	57.5	76	18.5
25	65	75.5	10.5
26	62.5	79.5	17
27	62	84	22
28	58.5	75	16.5
29	66	78	12
30	62	66	4
31	52	73.5	21.5
32	50	81	31
Total	**1940.5**	**2365.5**	**425**

From the table IV.3, the writer found that the total score of pre test in experimental group was 1940.5 while the highest was 75.5 and the lowest was 50, and the total score of post- test in experimental group was 2365.5, while the highest was 84.5 and the lowest was 55. It means that the students have significant increasing of their writing ability for narrative text, it proved by the total score

and the score of frequency from pretest and post test which is significantly different, and it can be seen as below:

Table IV.4
The Distribution of Frequency of Students' Pre test and Post Test Score in Experimental Class

Score of Pre-Test	Frequency	Percentage (%)	Score of Post-Test	Frequency	Percentage (%)
50	5	15,62%	55	1	3,13%
55	10	31,25%	60	2	6,25%
60	8	25%	65	4	12,5%
65	5	15,62%	70	6	18,75%
70	3	9,38%	75	12	37,5%
75	0	0	80	4	12,5%
80	1	3,13%	85	1	3,13%
Total	N=32			N= 32	

Based on the table above, it can be seen that in pretest there are 5 students got score 50 (15,62%), 10 students got score 55 (31,25%), 8 students got score 60 (25%), 5 students got score 65 (15,62%), 3 students got score 70 (9,38%), none student got score 75 (0%), and 1 student got score 80 (3,13). The highest frequency was 10 at the score of 55. The total frequency was 32. While in posttest there are 1 student got score 55 (3.13%), 2 students got score 60 (6,25%), 4 students got score 65 (12,5%), 6 students got score 70 (18,75%), 12 students got score 75 (37,5%), 4 students got score 80 (12,5%), and 1 student got score 85 (3.13%). The highest frequency was 12 at the score of 75. The total frequency was 32.

b. **Students' Writing Ability for Narrative Text Taught by Using Conventional Technique**

The data of students' writing ability in narrative text taught by using conventional technique were also taken from pre-test and post-test of XI IPA 2 as

control class taken from the sample of this class (32 students). The data can be seen from the table below:

Table IV.5
The Score of the Students' Writing Ability for Narrative Text Taught by Using Conventional Technique

Students	Control Class		Gain Score
	Pretest Score	Posttest Score	
1	54.5	59	4.5
2	56	58.5	2.5
3	50	54	4.0
4	67	71	4
5	66.5	68	1.5
6	55.5	65	9.5
7	71	58.5	-12.5
8	59	60	1.0
9	57	62.5	5.5
10	49	61.5	12.5
11	72.5	72	-0.5
12	65.5	69	3.5
13	81	72	-9.0
14	49	57	8
15	51	57	6
16	48	53.5	5.5
17	70	80	10
18	58.5	52	-6.5
19	62.5	74	11.5
20	66	63	-3
21	67.5	55.5	-12
22	69.5	70.5	1
23	62.5	56.5	-6
24	66.5	68	1.5
25	50	58	8
26	53	60	7
27	61.5	53	-8.5
28	71	76	5
29	72	66	-6
30	62	55	-7
31	60	53	-7
32	73.5	81	7.5
Total	**1973.5**	**2020**	**41.5**

From the table IV.5, the writer found that the total score of pre test in control class was 1973.5 while the highest was 81 and the lowest was 48, and the total score of post- test in control class was 2020, while the highest was 81 and the lowest was 52. It means that the students have little increasing of their writing

ability in narrative text, and it is not as experimental class. Besides, the mean of pre test and post test of control class and experimental class also have a big different. The frequency score and the mean of pre test and post test of control class can be seen as below:

Table IV.6
The Distribution of Frequency of Students' Pre test and Post Test Score in Control Class

Score of Pre-Test	Frequency	Percentage (%)	Score of Post-Test	Frequency	Percentage (%)
45	3	9,37%	45	0	0%
50	4	12,5%	50	5	15,62%
55	6	18,75%	55	9	28,12%
60	5	15,62%	60	5	15,62%
65	6	18,75%	65	5	15,62%
70	7	21,87%	70	5	15,62%
75	0	0%	75	1	3.13 %
80	1	3,13%	80	2	6,25%
85	0	0%	85	0	0%
Total	N=32			N= 32	

Based on the table above, it can be seen that in pretest there are 3 students got score 45 (9,37%), 4 students got score 50 (12,5%), 6 students got score 55 (18,75%), 5 students got score 60 (15,62%), 6 students got score 65 (18,75%), 7 student got score 70 (21,87%), none student got score 75 (0%), 1 student got score 80 (3.13%), and none student got score 85 (0%). The highest frequency was 7 at the score of 70. The total frequency was 32. While in posttest there are none student got score 45 (0%), 5 students got score 50 (15,62%), 9 students got score 55 (28,12%), 5 students got score 60 (15,62%), 5 students got score 65 (15,62%), 5 students got score 70 (15,62%), 1 student got score 75 (3.13%), 2 students got score 80 (6.25%), and none student got score 85 (0%). The highest frequency was 9 at the score of 55. The total frequency was 32.

3. **The Data Presentation of the Effect of Using Outlining toward Students'**
   Writing Ability in Narrative Text

The following table is the description of pre-test and post-test of experimental class and control class.

Table IV.7
Students' Pre-Test and Post-Test of Experimental and Control Class

No	Students	Experiment Class			Control Class		
		Pretest	Posttest	Gain	Pretest	Posttest	Gain
1	Students 1	58.5	62.5	4	54.5	59	4.5
2	Students 2	52	63	11	56	58.5	2.5
3	Students 3	52	65.5	13.5	50	54	4.0
4	Students 4	63	75	12	67	71	4
5	Students 5	70.5	84.5	14	66.5	68	1.5
6	Students 6	51.5	55	3.5	55.5	65	9.5
7	Students 7	54.5	76.5	22	71	58.5	-12.5
8	Students 8	60.5	69	8.5	59	60	1.0
9	Students 9	56	73	17	57	62.5	5.5
10	Students 10	57.5	64.5	7	49	61.5	12.5
11	Students 11	65	76	11	72.5	72	-0.5
12	Students 12	59	70.5	11.5	65.5	69	3.5
13	Students 13	55.5	71	15.5	81	72	-9.0
14	Students 14	66	73.5	7.5	49	57	8
15	Students 15	54.5	78.5	24	51	57	6
16	Students 16	74	84	10	48	53.5	5.5
17	Students 17	64	78.5	14.5	70	80	10
18	Students 18	75.5	84	8.5	58.5	52	-6.5
19	Students 19	72	77.5	5.5	62.5	74	11.5
20	Students 20	60	71	11	66	63	-3
21	Students 21	64	75.5	11.5	67.5	55.5	-12
22	Students 22	69	78.5	9.5	69.5	70.5	1
23	Students 23	58.5	70.5	12	62.5	56.5	-6
24	Students 24	57.5	76	18.5	66.5	68	1.5
25	Students 25	65	75.5	10.5	50	58	8
26	Students 26	62.5	79.5	17	53	60	7
27	Students 27	62	84	22	61.5	53	-8.5
28	Students 28	58.5	75	16.5	71	76	5
29	Students 29	66	78	12	72	66	-6
30	Students 30	62	66	4	62	55	-7
31	Students 31	52	73.5	21.5	60	53	-7
32	Students 32	50	81	31	73.5	81	7.5
	Total	**1940.5**	**2365.5**	**425**	**1973.5**	**2020**	**41.5**

From the table above, it can be seen that there is actually significant different between pre-test and post-test in experiment class and pre-test and post-test in control class. It is also can be seen from the difference of the gain in the

experimental class and control class. To make it clear, it will be analyzed in the data analysis below.

C. The Data Analysis

1. The Data Analysis of Using Outlining Technique (Variable X)

The data analysis of using outlining technique was based on the percentage of the observation list. The writer had fully implemented the outlining technique to the second year students of SMAN I Reteh. It can be seen from the total percentage of using outlining technique (82.5%).

2. The Data Analysis of Students' Writing Ability in Narrative Text (Variable Y)

a. Students' Writing Ability in Narrative Text with Outlining Technique

The data of students' pre-test and posttest scores were obtained from the result of their writing narrative text. The data can be described as follows:

Table IV. 8

Students' Pre-Test and Post-Test Scores of Experimental Class

Score of Pretest	Frequency (f)	fx	Standard Graduated	Score of Posttest	Frequency (fx)	fx	Standard Graduated
50	5	250	No Pass	55	1	55	No Pass
55	10	550	No Pass	60	2	120	Pass
60	8	480	Pass	65	4	260	Pass
65	5	325	Pass	70	6	420	Pass
70	3	210	Pass	75	12	900	Pass
75	0	0	-	80	4	320	Pass
80	1	80	Pass	85	1	85	Pass
Total	32	**1895**			32	**2160**	

Based on the data obtained in the pre-test of experimental class there were 15 students did not pass the graduated standard (SKL) or the score obtained < 60, while there were 17 students passed the graduated standard (SKL) or the score

obtained ≥ 60. The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{15}{32} x \ 100\%$$
$$= 46.87\%$$

The percentage of students who passed the graduated standard is as follows:

$$= \frac{17}{32} x \ 100\%$$
$$= 53.13\%$$

Besides, it can also be seen that the total frequency is 32 and the total scores is 1984.5 so that Mean (M_x) and Standard Deviation (δ) can be obtained by using SPPS as follows.

Table IV. 9
Mean and Standard Deviation of Students' Pre-Experiment Score

Mean	60.89
Standard Deviation	6.732

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other word, the scores obtained are normal.

Histogram IV.1
Pre-Experiment histogram
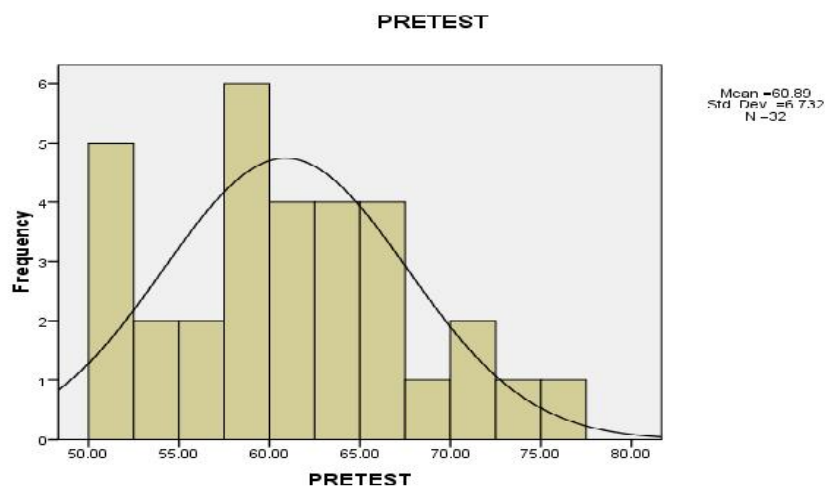
From the histogram above, it can be analyzed that the histogram almost normal even thought there are several score over the curve: 57 and 60.

In the post-test of experimental class there were 1 student did not pass the graduated standard (SKL) or the score obtained < 60, while there were 31 students passed the graduated standard (SKL) or the score obtained ≥ 60. The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{1}{32} x \ 100 \ \%$$

$$= 3.13\%$$

The percentage of students who pass the graduated standard as follows:

$$= \frac{31}{32} x \ 100 \ \%$$

$$= 96.88\%$$

Besides, it can also be seen that the total frequency is 32 and the total scores is 2366, so that Mean (M_x) and Standard Deviation (δ) can be obtained by using SPPS as follows.

Table IV. 10
Mean and Standard Deviation of Students' Post-Experiment Score

Mean	73.94
Standard Deviation	6.977

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other words, the scores obtained are normal.

Histogram IV. 2
Post-Experiment Histogram
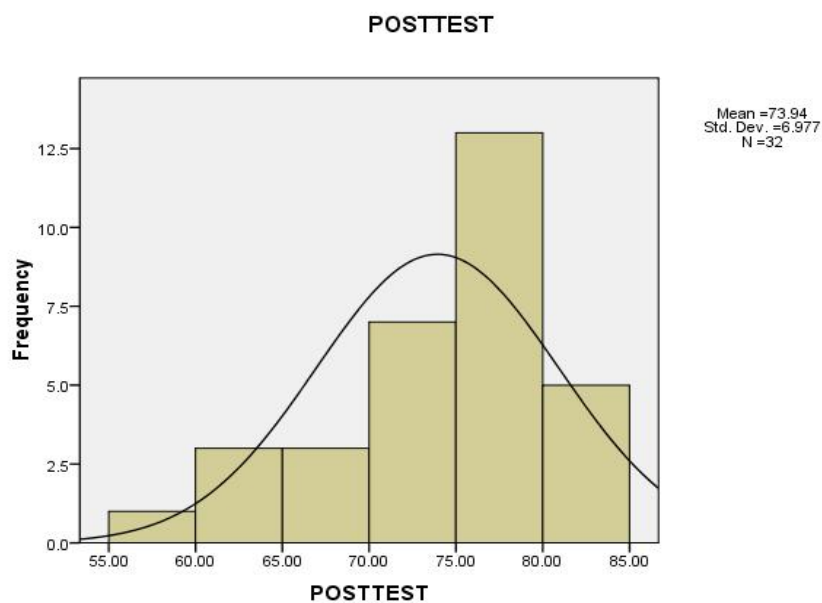
POSTTEST

From the histogram above, it can be analyzed that the histogram almost normal even thought there are several score over the curve: 75 and 80.

b. Students' Writing Ability in Narrative Text with Conventional Technique

The data of students' pre-test and posttest scores were obtained from the result of their writing narrative text. The data can be described as follows:

Table IV. 11
Students' Pre-Test and Post-Test Scores of Control Class

Score of Pre-Test	Frequency	Fx	Standar Graduated	Score of Post-Test	Frequency	Fx	Standar Graduated
45	3	135	No Pass	45	0	0	-
50	4	200	No Pass	50	5	250	No Pass
55	6	330	No Pass	55	9	495	No Pass
60	5	300	Pass	60	5	300	Pass
65	6	390	Pass	65	5	325	Pass
70	7	490	Pass	70	5	350	Pass
75	0	0	-	75	1	75	Pass
80	1	80	Pass	80	2	160	Pass
85	0	0	-	85	0	0	-
Total	N=32	**1925**			N= 32	**1955**	

Based on the data obtained in the pre-test of control class there were 13 students did not pass the graduated standard (SKL) or the score obtained < 60, while there were 19 students passed the graduated standard (SKL) or the score obtained ≥ 60. The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{13}{32} \, x \, 100\%$$
$$= 40.63\%$$

The percentage of students who passed the graduated standard is as follows:
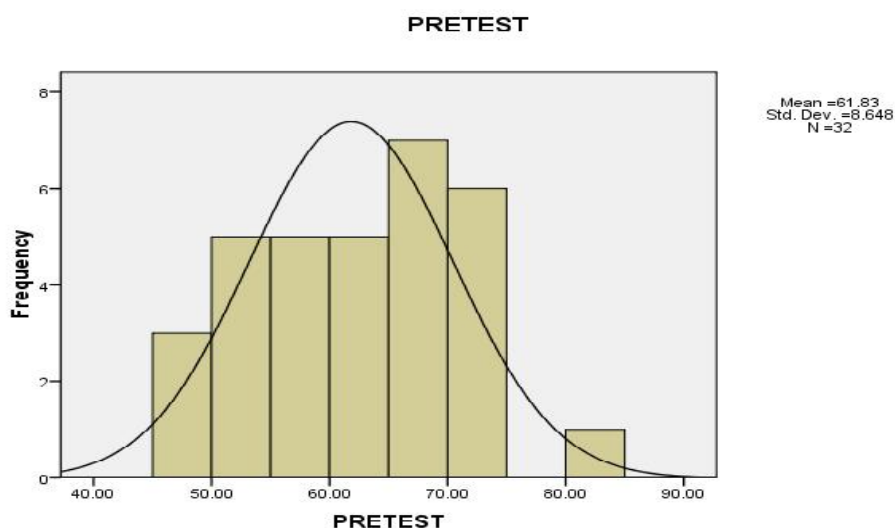
$$= \frac{19}{32} \, x \, 100\%$$
$$= 59.38\%$$

Besides, it can also be seen that the total frequency is 32 and the total scores is 1978.5 so that Mean (M_x) and Standard Deviation (δ) can be obtained by using SPPS as follows.

Table IV. 12
Mean and Standard Deviation of Students' Pre-Control Score

Mean	61.83
Standard Deviation	8.648

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other word, the scores obtained are normal.

Histogram IV.3
Pre-Control histogram

From the histogram above, it can be analyzed that the histogram almost normal.

In the post-test of control class there were 14 students did not pass the graduated standard (SKL) or the score obtained < 60, while there were 18 students passed the graduated standard (SKL) or the score obtained $\geq$ 60. The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{14}{32} x\ 100\ \%$$

$$= 43{,}75\%$$

The percentage of students who pass the graduated standard as follows:

$$= \frac{18}{32} x \, 100 \, \%$$

$$= 56{,}25\%$$

Besides, it can also be seen that the total frequency is 32 and the total scores is 1896, so that Mean (M_x) and Standard Deviation (δ) can be obtained by using SPPS as follows.

Table IV. 13
Mean and Standard Deviation of Students' Post-Control Score

Mean	63.14
Standard Deviation	8.282

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other words, the scores obtained are normal.

Histogram IV. 4
Post-Control Histogram
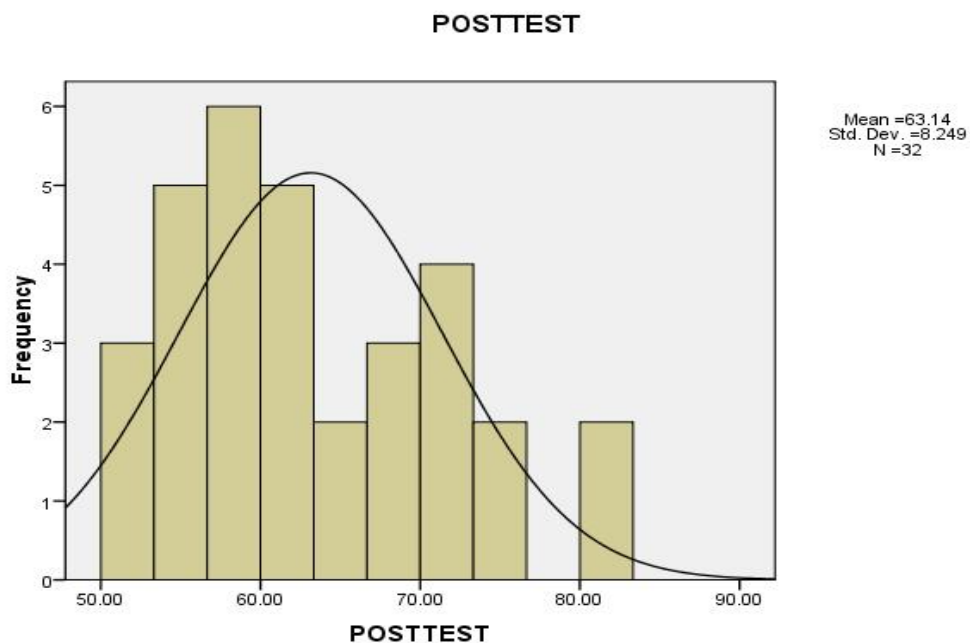
POSTTEST

From the histogram above, it can be analyzed that the histogram almost normal even thought there are several score over the curve: 55 and 60.

3. **Significant Difference on Students' writing Ability in Narrative Text those students who use Outlining Technique and who do not**

To know whether there is or not a significant difference on two technique, writer used used t-test formula by using software SPSS 16. The data were obtained through the gain of experimental group and control group.

Table IV.14

Group Statistics

	outlining_techni que	N	Mean	Std. Deviation	Std. Error Mean
gain_score	Treatment	32	13.0469	6.28793	1.11156
	no treatment	32	1.2969	7.02973	1.24269

Table IV.15
Independent Samples 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
gain_score	.996	.322	7.047	62	.000	11.75000	1.66729	8.41714	15.08286

From the table above, it can be seen that t_o is 7.047 and df is 62. The t_o obtained is compared to t table either at 5% or 1%. At level 5%, t table is 2.00 and

at level 1%, t table is 2.65. Based on t table, it can be analyzed that t_o is higher than t table either at level 5 % or 1%. In other word, we can read 2.00 < 7.047 > 2.65. So that, the writer can conclude that H_o is rejected and H_a is accepted. It means that there is significant difference between students' ability in writing narrative text taught by using outlining technique and students' ability in writing narrative text taught by using conventional technique.

In conclusion, we can also say that there is a significant effect of using outlining technique toward ability in writing narrative text at the second year students of SMAN I Reteh Indragiri Hilir Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the previous data, the writer makes the conclusion of this research as follows:

1. Mean of students' ability in writing narrative text taught by using outlining technique is 73,94 categorized into good level. The students who pass the graduated standard (SKL) is 31 (96,88%).

2. Mean of students' ability in writing narrative text taught by using conventional technique is 63.14 categorized into enough level. The students who pass the graduated standard (SKL) is 18 (56,25%).

3. Based on the analysis of T-test formula. It can be seen t_o is 7,047, It is higher than t-table either at level 5% = 2.00 or 1% = 2.65. It can be concluded that H_o is rejected and H_a is accepted. It means that there is a significant difference between students' ability in writing narrative text taught by using outlining technique and students' ability in writing narrative text taught by using conventional technique. From the significant different mean between using outlining (73,94) with using conventional (63,14) and it is also supported by the result of t-test that t_o is higher than t table either at level 5% or 1% (2,00 < 7,047 > 2,65), it shows that using outlining technique has positive effect toward students' writing ability in narrative text.

B. Suggestion

After conducting a research at SMAN I Reteh Indragiri Hilir Regency, the writer would like to propose some suggestions to make teaching and learning process at this school better than before. This suggestion is as follows:

1. Writer recommended to the English teachers to use outlining technique in teaching and learning process.

2. The teacher should build a favorable atmosphere at times of teaching-learning process conducted because the conductive condition in teaching would become one asset to carry the success of material to be taught.

3. Writer also hopes the students of SMAN I Reteh Indragiri Hilir Regency to use various technique in doing their writing exercise or task, especially; outlining technique because using it can help students to break their blockminded in writing.

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