

## Outlining Technique on Students' Ability to Write Recount Text

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### ABSTRACT

This research aims at finding out the effectiveness of outlining technique toward students' ability to write recount text. The research design of this study is quasi-experiment. The subject of this research is the tenth-grade students of SMKN 2 Boyolangu. The researcher takes two classes, namely experimental group and control group. The number of students from the experimental group is 36 students and control group is 36 students. Then, the total of students is 72 students. The results of the research showed that: the tenth-grade students before using outlining technique shows that the mean score is 22.17 and after being treated by using outlining technique the mean score is 62.58. There is a significant difference between the students before being taught by using SMKN 2 Boyolangu and after being taught by using outlining technique. Then, the result of statistical computation Independent Sample Mann Whitney U Test by using SPSS shows that outlining technique method is effective. The significant value of the data is 0.000. It means that 0.000 lower than 0.05. Therefore, the null hypothesis is rejected. It can be concluded that outlining technique is effective to be implemented to the students at tenth grade of SMKN 2 Boyolangu. Because, those who are taught using outlining technique shows better writing skill than those who are not taught using outlining technique. From the research findings, there are some suggestions recommended by the researcher. For teachers, the teachers get new technique especially in teaching writing. The future researchers can get additional information about outlining technique.

**Keywords:** writing, recount text, outlining technique.

In learning English, students or learners need to master four skills, they are: listening, speaking, reading and writing, listening and reading are categorized as the receptive skills, while speaking and writing are categorized as the productive skills (Johnson, 2009).

Writing is one of language skills that should be mastered by students in school. And also one of the most difficult and hardest skills and also subject for students or learners because they have to text using English with a correct grammatically and organize their ideas into phrases, sentences, and paragraphs. According to Nation & Affairs that writing is a process of sharing information, message, ideas, or thoughts in grammatically correct sentences (Nations & Affairs, 2000) It strengthens by Brown states that writing is more difficult, because students or leaners have not only to create accurate and complete sentences

and phrases but also produce whole communication for instance they organize and enlarge their knowledge, ideas, or notions for audiences or readers (Ede et al., 2008). Thus, it can be said that organizing English texts is not easy and needs hard work and more practice because writing has its own characteristics based on its analytical scale such as content (development of ideas), organization (introduction, body, and conclusion), vocabulary, grammar, and mechanics (Brown, 2003).

English as a subject matter that should be taught in school, also has writing skill in syllabus. Based on Indonesian curriculum, there are many text types that taught such as descriptive, recount, narrative, report, procedure, etc. Each text type has difference either its own generic structure or language feature in its writing, including recount text. Recount text has its own generic structure for instance orientation (introduction which tells background information of a story such as how many people involved), events (activity that done and happened), and re-orientation (closing or conclusion of a story) (Syafii, 2016). Recount is a text that retells events or experiences in the past (Astuti, Zainil, & Kusni, 2014). It purposes to inform or to entertain the audience. It is same as narrative text that also retells an event happened in the past time. But, the difference is that the story in narrative text has not been proved while the story in recount text has been proved. However, writing a recount text is not easy in fact. Thus in learning writing, students or learners need to practice not only one time learning to develop and improve the skill.

Here, students need solutions in dealing with those problems. It needs teacher's creativity to solve the problem by using suitable technique in teaching writing of recount text. There are many techniques in teaching learning process that can motivate students and the teacher to have the English teaching effectively, one of them is outlining technique. Outlining is a necessary step to help students organizing their ideas (Oshima & Hogue, 1997). Thus making an outline is even more than necessary when students are planning an essay, because here they have many ideas and details to organize.

Several studies dealing with this problem of writing in which outlining technique method is used to solve the problem have been conducted by some researchers. One of the studies is entitled Using Outlining Technique to Improve The Ability of The Students of The Islamic Education Study Program in Writing A Recount Text (collaborative CAR (classroom action research) in English course one at Islamic Education Study Program of Muhammadiyah University of Metro conducted by Latif (2017). In this previous study the researcher wants to describe the technique to improve students writing skill in recount text. This previous research want to know that there is the effectiveness in outlining technique method for influencing students' writing skills in the level of senior high school.

Based on the explanation above, the researcher wants to know the effectiveness of outlining technique method applied in tenth grade of the students of SMKN 2 Boyolangu.

That is why the researcher highly motivated in conducting the present research entitled Outlining Technique on Students' Ability to Write Recount Text.

### RESEARCH METHOD

The research of this research is experimental research. It is a procedure of testing the hypothesis by setting up a situation in which the strength of the relationship between variable can be tested (Nunan, 1999). The researcher wants to know differences of the achievement between experimental and control group after being given the treatment, because the quasi-experimental design does not provide full control. So, it does not need to randomly assign the group. Instead, the researcher takes existing classes. This design involves two groups, in which for one group (experimental class) is given the treatment and the other group (control class) is not given treatment. The treatment is made to experimental class in order to find out the effect of given treatment that is Outlining Technique.

**Table 1. Research Design**

<b>Experimental</b>	Y1	<b>Treatment</b>	Y2
<b>Control</b>	Y1	<b>Conventional</b>	Y2

Note:

Y1 : Pre-test

Y2 : Post-test

### Population, Sample, and Sampling

The population of this research is SMKN 2 Boyolangu students. The sample of this research are class X- Tata Kecantikan Kulit dan Rambut 1 & 3 (X-KC-1&3). In this regard, class X-KC-1 (36 students) is assigned as experimental group and class X-KC-3 (36 students) is assigned as control group. The technique used to get the sample is purposive sampling

The treatment is used to know the influence of Outlining Technique in teaching writing. The experimental group is taught by Outlining Technique and control group is taught by conventional method. The procedure in giving treatment for the experimental group adopted the procedure by Sari (2016). While for the control group, the class was taught using conventional method. The lesson plan for the experimental and the control group was different only in the treatment. While for the material both experimental and control group was same.

There are two kinds of test used in this study, they are pre-test that used to measure the students' ability before the treatment and post-test that conducted in order to measure the students' ability after the treatment.

In this study, the researcher uses scoring rubric to evaluate the students' achievement in writing recount text in table 2.



**Table 2. Recount Rubric in Writing (Rohmah, 2017)**

Recount Rubric	0-10	11-20	21-30	31-40	41-50
<b>1. Structure of Recount Text</b> - Orientation - Events - Re-orientation	Absence of orientation or reorientation; no apparent organization of events; severe lack of supporting ideas; students do not give any effort to organize the recount text	Shaky or minimally recognizable orientation; organization can barely be seen; severe problems with ordering ideas; lack of supporting ideas; weak reorientation or illogical; students have inadequate effort in organizing the text.	Scant orientation or re-orientation; problems with the ordering ideas in events; the generalizations may be not fully supported by the given ideas; problems of organization interfere.	Adequate title, orientation, and reorientation; events of the text are acceptable, but some ideas may be lacking, they are not fully developed; sequence is logical but transitional expressions may be absent or missed.	Appropriate title, effective orientation paragraph, events paragraph are stated; transitional expressions used; arrangement of ideas showed (could be outlined by reader); reorientation is completely stated and logical.
<b>2. Language Features of Recount Text</b> - Proper Noun - Descriptive Words - Using Past Tense - Order of Stories	Absence of proper noun or descriptive words; severely wrong use of past tense; no apparent order of stories	Minimally unrecognizable proper noun or descriptive words; severe problems of using past tense; order of stories can barely be seen	Scant proper noun or descriptive words; problems in using past tense; order of stories are not fully stated	Adequate proper noun or descriptive words; the use of past tense is acceptable but some of the tense may be lacking; order of stories are stated but some of them may be missed	Effective proper noun or descriptive words; the use of past tense is proposed; order of stories are completely stated

The researcher uses test to get the data of the students' score in writing. The test is about recount text. There are two types of test that is pre-test and post-test to compare the result of the effectiveness of using Outlining Technique in writing ability. Further, the researcher scores the test based on the scoring rubric to know each student's score.

### Data Analysis

In this research the researcher uses Independent sample Mann Whitney U test to analyze the data from pre-test and post-test statistically. The main purpose of Independent sample Mann Whitney U test is to compare the values of the means from two samples and test whether it is likely that the samples are from populations having different mean values. Data analysis is one of the important ways to know whether learning process is successful or not.

Independent sample T-test used to calculate the effect of outlining technic on students' ability to write recount text on learning outcomes.

- Significance value is  $0,000 < 0.05$
- $H_0$  is rejected.

Thus, it can be concluded that the students who are taught using outlining technique have significantly better ability to write recount text than those who are not taught using outlining technique, because there is a significant difference in the average value of the test between the control class and the experimental class in X Tata Kecantikan Kulit dan Rambut at SMKN 2 Boyolangu. The scores are statistically analyzed using SPSS v21.

## RESEARCH FINDING AND DISCUSSION

There are two scores in each group that are pre-test and post-test scores. These scores measure the writing skill after the treatment of Outlining Technique is being given.

The result of pre-test aims at knowing the ability of student's writing skill before getting treatment. The researcher gives pre-test to the experimental and control group.

**Table 3. The Summary of Pre-test**

	Exp_pr e	Cont_pr e
N Valid	36	36
Missing	0	0
Mean	22.17	19.06
Median	22.00	19.00
Mode	22	21
Minimum	16	5
Maximum	38	37

Table 3 shows that the number of student both experimental and control group are same. Each group consists of 36 students. The maximum score of experimental group is 38. Then, for control group is 37. And the minimum score of experimental group is 16. Then, for control group is 5. Meanwhile, the mean of two groups are different. The mean of pre-test of experimental group is 22.17. Then, for control group is 19.06.

**Table 4. The Summary of Post-test**

		Exp_ post	Cont_ post
N	Valid	36	36
	Missing	0	0
Mean		62.58	26.11
Median		62.50	23.50
Mode		49*	17
Minimum		34	8
Maximum		83	74

Table 4 shows that the number of student both experimental and control group are same. Each group consists of 36 students. The maximum score of experimental group is 83. Then, for control group is 74. And the minimum score of experimental group is 34. Then, for control group is 8. The mean score of post-test of experimental group is 62.58. Then, for control group is 26.11.

### **Analysis of Independent sample Mann Whitney U test Using SPSS**

#### **a. Assumption of Normality**

The first assumption is the distribution of the data must be normal, in order to get the valid data. It is one of the tools used to test the assumption by using One-sample Kolmogorov-Smirnov test. If the significant value  $> 0.05$ , the distribution of the data is normal. The result can be seen in table 5.

**Table 5. One-sample Kolmogorov-Smirnov test**

		Exp_ Post	Con_ Post
N		36	36
Normal Parameters <sup>a</sup>	Mean	62.5833	26.1111
	Std. Deviation	12.28559	13.44147
Most Extreme Differences	Absolute	.139	.194
	Positive	.088	.194
	Negative	-.139	-.138
Kolmogorov-Smirnov Z		.836	1.165
Asymp. Sig. (2-tailed)		.486	.133

a. Test distribution is normal.

Based on the result in table 5 the distribution data in this research is normal. Because the significant value of post-test of experimental group is 0.486. It means that  $0.486 > 0.05$ . Therefore, the data is normal because it is more than 0.05.

**b. Assumption of Homogeneity**

The assumption of homogeneity is the variances between groups are homogenous. The data is cultivated by using SPSS. It can be counted by using Levene's test of Equality of Error Variance.

**Table 7. Test of Homogeneity of Variances**

Posttest			
Levene Statistic	df1	df2	Sig.
.436	1	70	.511

Based on Levene's descriptive statistic, it shows that the different ability between experimental and control group. See on the table 6 Test of Homogeneity of Variance, it can be seen that the significant of Levene's test is 0.511. It means that the significant value of 0.511 is bigger than 0.05. It can be concluded that the student's ability between experimental and control group is almost same.



**c. Assumption of Linearity**

Linearity testing aims to know the assumptions of the relationship between pre-test and post-test are linear or not. It can be seen that the *significant linearity* value is lower than 0.05 then the *significant deviation from linearity* value is bigger than 0.05.

**Table 8. Linearity Testing**

ANOVA – linearity

Posttest					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	23944.014	1	23944.014	144.411	.000
Within Groups	11606.306	70	165.804		
Total	35550.319	71			

Based on the table 8, the Sig. on linear linearity 0.000. Because The Sig. less than 0.05 ( $0,000 < 0,05$ ) thus it can be conclude that between outlining technique and writing recount text do not have linear relation, by this the assumption of linearity is not fulfilled.

**d. T-test Hypothesis Test**

Since one of the tests of assumption, linearity, is not fulfilled. Independent sample Mann Whitney U test is used to calculate the effect of outlining technic on students’ ability to write recount text on learning outcomes. The data from the result of independent sample Mann Whitney U test can be seen in the following table:

**Table 9. The Test of Hypothesis Test Summary**

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Posttest is the same across categories of Group.	Independent-Samples Mann-Whitney U Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Based on the table 9 the data can be seen that the significance value is  $0,000 < 0,05$  thus it can be concluded that  $H_0$  is rejected. Thus it can be concluded that the students who are taught using outlining technique have significantly better ability to write recount text than those who are not taught using outlining technique, because there is a significant difference

in the average value of the test between the control class and the experimental class in X Tata Kecantikan Kulit dan Rambut at SMKN 2 Boyolangu.

## CONCLUSION AND SUGGESTION

The conclusion of the research is outlining technique is effective for teaching writing recount text in tenth grade students of SMKN 2 Boyolangu. The researcher finds that there is a difference between classes who are taught by Outlining Technique and taught without it.

It is known from the mean score result in post-test of experimental and control group. The mean score of post-test of experimental group is 62.58. Then, for control group is 26.11. Therefore, the distribution of data is normal. It can be seen from the result of One-sample Kolmogorov-Smirnov that shown the significant value is 0.486. It means that  $0.486 > 0.05$ . Then, the data is normal because it is more than 0.05. Based on the Levene's test of Variance, it can be seen that the significant Levene's test is 0.511. It means that the significant value of 0.511 is higher than 0.05. Last, the test of Independent Sample Mann Whitney U test. It can be seen that the significant value is 0.000. It means that  $0.000 < 0.05$ . Therefore,  $H_a$  is accepted because the significant value of the data is lower than 0.05. So, outlining technique is effective for teaching writing recount text in tenth grade students of SMKN 2 Boyolangu.

Based on the findings of the research, the researcher provides the suggestion for the The teachers to get new technique especially in teaching writing recount text. Because, it can make the students interested in writing. The teachers can improve their capability in Outlining Technique as one of the ways to increase students writing recount text in the classroom.

By conducting this study, the future researchers can use this study on the framework to conduct the research in the future. This study is aimed at giving contribution to the next researchers who takes Outlining Technique method as the major interest in writing developing skill.

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