THE EFFECTIVENESS OF OUTLINING STRATEGY

IN TEACHING WRITING RECOUNT TEXT TO THE TENTH GRADE

STUDENTS OF SMAN 1 JETIS PONOROGO

THESIS

By:

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STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

NOVEMBER 2022

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Presented to

State Institute of Islamic Studies Ponorogo

In Partial Fulfillment of The Requerement

For The Degree of Sarjana In English Education

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Writing Recount Text to The Tenth Grade Students of
SMAN 1 Jetis Ponorogo

Has been approved by the board of examiners on:
Day : Tuesday
Date : 15th November 2022

and has been accepted as the requirement for the degree the sarjana in English Education on:
Day : Monday
Date : 21st November 2022

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ABSTRACT

SULISTIYOWATI, DWI. 2022, *"The Effectiveness of Outlining Strategy in Teaching Writing Recount Text at The Tenth Grade of SMAN 1 Jetis Ponorogo".* Thesis, English Education Department of State Institute of Islamic Studies Ponorogo. Advisor Dr. Tintin Susilowati, M.Pd.

Key Words: Outlining Strategy, Writing Skill, and Recount Text

This research deals with The Effectiveness of Using Outlining Strategy in Teaching Recount Text at The Tenth Grade of SMAN 1 Jetis Ponorogo. The objective of the research was to find out the differences of effectiveness between student who using outlining strategy and student who does not using outlining strategy in writing recount text.

The problem that the researcher found that, almost of every students of tenth grade of SMAN 1 Jetis has a same problem on their writing activity. Students sometimes find a lot of difficulties, for example, they do not know how to start writing, how to organize ideas, how to combine one sentence into another, and so on. Generally, some students have problems when they want to write well and correctly. They are afraid wrong writing.

The researcher used Quasi Experimental and used Nonequivalent (Pre-test and Post-Test) Control- Group design. This study carried at The Tenth grade of SMAN 1 Jetis in March 2022. This research assigned two classes, they are class X IPA 1 AND XIPA 2. The cluster in this research are X IPA 1 class which consist 20 students foe experiment group which using outlining strategy and X IPA 2 which consist of 19 students for control group which does not using outlining.

Based on the statistical analysis, it could be seen that the results of the independent sample t test in the post test of the experimental and control groups show a Sig value of 0.000 <0.05 it means that Ho is rejected and Ha is accepted, so it can be concluded that there is a significant difference between the scores of students writing recount text in the experimental group (students who are taught using the outlining strategy) and the control group (students who are not taught using the outlining strategy). It can be concluded that the outlining method is effective for teaching students' writing, especially in writing recount text.

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of language skills, that is regarded as the most challenging and convoluted skill as compared to other skills. Writing is the nature of the composing process of writing. Written works frequently come from thinking, composing, and revising processes that call for particular talents, which not every speaker naturally acquires.[1] The act of developing ideas, thinking through how to convey them, and putting them into words and paragraphs with the aim of subtly communicating with other people can be summed up as writing, according to the explanation given above. Based on the experience of researchers when carrying out internship activities, that is teaching training at SMAN 1 JETIS, researchers see students occasionally encounter numerous challenges when engaging in writing tasks, such as not knowing how to begin writing, how to organize ideas, how to combine sentences, and so on. Generally, some students have problems when they want to write well and correctly. They are afraid wrong writing. Therefore, it is necessary solve these problems to guide the students to bring to be able to write well.

Meanwhile in language lesson, writing becomes one of the important parts to learn. There are several texts learned in English, recount text is one of them. One sort of text that recounts historical events is recount text. A recount, in Anderson's definition, is atextual account of past occurrences. Thus, the unique characteristics of recount texts can be seen in the order in which the past event is written chronologically.

Usually, the text's goal is to describe an event to the reader. Additionally, its primary goals are to inform and entertain. An effective approach is required to help

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[1] Brown, H.D. (2004). Language Assessment: *Principles and Classroom Practices*. New York: PearsonEducation

students readily receive and comprehend the information offered in order to overcome the writing challenges they encounter, particularly when producing recount texts. The outlining approach is one that can be used.

The outlining technique may be the most popular way for college students to take notes; an outline automatically organizes the information more logically and structure, creating a framework of the lecture or chapter's subject that works wonders as a study guide for exams. In his book A Personal approach to Academic Writing, Toby Fulwileer claims that outlining offers justification, making it the most useful in the writing process. If the outline is sound, immediately assimilate its key components and move forward from there. It's simpler and more efficient to write solid and accurate outlines while creating detailed ones.[2]

On the other hand, According to Reinking and Hart, writing will focus on a topic by employing an outline that identifies the sections and subdivisions of the writing, the order in which your ideas are presented, and the relationship between ideas and supporting details.[3]

In Addition, the Journal "Improving Students' Writing Skill in Writing Paragraph through an Outline Technique" is also a base for the researcher in compiling this study. In the journal written by Kartawijaya discusses the improvement of students' skills in writing paragraphs through the use of outlining strategies. In his research he said that outlining strategy is effective to improve students''s writing skill.[4]

Meanwhile, based on previous research, the first journal written by Islamiah and Sari showed positive response of students during the application of outlining. The journal

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[2] Toby Fulwiler, A Personal Approach to Academic Writing,(Amerca: Boyton/ Cook Publisher1988)

[3] Reinking , J.A. & Hart, A.W (2006) Strategys for Successful Writing . New Jersey: Prentice Hall.Page 86

[4] Kartawijaya , S . (2018). Improving Students „ Writing Skill in Writing Paragraph through anOutline Teqchnique.CURRICULA :Journal of Teaching and Learning. 3(3) p155

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entitled "Using Outlining Strategy in Essay Writing for ELT Students" is also one of the previous studies that researchers used in this study. The first research instrument, the researcher used a checklist observation form for implementation assessment by observing the essay writing class and participating in learning activities from beginning to end whose data was described in a table with the class to improve their ability to write essays through outlines. strategy. The following tool was a questionnaire for response assessment. Using a Google form with 15 yes/no questions, the researcher requested information from ELT students. According to the survey's findings, 90% of students selected "yes," while only 10% selected "no." The implementation and student responses during the essay writing learning activities using the ELT student outlining technique were extremely pleasant and good, according to the results.[5]

The second, written journal by Kamilah Tazky, This research was carried out to investigate use of outlines to develop writing components such as content and an organization in descriptive text. Action research was chosen as the research design. This focused on writing student work in terms of content and an organization in use of outlines. One class as participation because the class is a class that has problem. The first and second tests were used to collect student data. After find the results of the first test, the outline is immediately given to students. The results of the first test and secondly, there is a significant difference where the second test has a higher score than the results of the first test. The total of mean posttest is superior to the mean pretest. The table also displays the significant difference between the pre- and post-treatment test results of the children. t.value exceeds the threshold of significance at the 0.5 level by 23.36.mean posttest is better than mean pretest.

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[5] Islamiah & Sari.Using Outlining Strategy in Essay Writing for IELTS Students", Vol 8 No 1 tahun 2021 Jurnaln BASIS bahasa dan sastra inggris UPB (Universitas Putera Bahasa)

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The writer concludes that there are considerable differences between their essays and that the usage of an outline by students results in major modifications to their essays, particularly in terms of their organization and content.[6]

Related to the previous studies, the researcher uses outlining strategy to support the learning process to create recount text. Outlining is a technique in writing , student designtheir writing in outline form or plane a paragraph before writing it to make sure that all of the ideas fit.[7] With this outlining strategy, students can express their ideas in writing recount text in a directed manner. If students make a good outline before writing the recount text, it will be easy for students to develop their ideas well.

B. Scope and Limitation of The Study

The issue that explored in this study is confined to the efficiency of applying the outlining approach in instructing students to write recount texts in order to deepen the study. Students from SMAN 1 JETIS in the tenth grade participated in this study.

C. Research Question

In line with the background of the study, the writer formulates the research question as follows: "Is outlining method effective to be used in teaching recount text to the tenth grade students of SMAN 1 Jetis Ponorogo?

D. Research Objective

The objective of this study is to find out the effectiveness of using outlining stratey in teaching recount text to the tenth grade students of SMAN 1 Jetis Ponorogo.

E. Significances Of The Study

In this study researcher placed hope on several implications, especially for:

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[6] Kamilah Tazky. The Effect of Using Outline Technique to Improve Students" Ability in Writing Descriptive,
RETAIN. Volume 6 Nomor 3 Tahun 2018, 202-210

[7] Oshima, A and Hongue, A. (2009). Writing Academic English,3rd Edition New York: Addison Wesley Longman
page 35

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1. For students

    SMAN 1 JETIS students to improve themselves ability in writing text especially in telling text and they can transfer what they know cognitively about the language features of the recount text especially in participants and processes.

2. For teachers

    The results of this study help teachers to better know their students. Weaknesses in writing and understanding recount texts so they can take the same steps to improve students` ability to write recount texts.

3. For readers

    It is worthy to enrich the reader's knowledge of the text, genre, especially the features of recounts text.

F. Organization of the Thesis

In this study, the researcher arranges the five chapters that make up the thesis The background of the study, the problem's identification, its limitations, a problem statement, the study's aim, its significance, and its organization are all included in Chapter I: Introduction.Theoretical writing, outlines, narrative texts, theoretical frameworks, and hypotheses are included in the review of related literature in Chapter II. Research design, population and sample, research tools, data collection and analysis techniques are all, covered in Chapter III's discussion of research methodology. Data description, analysis, discussion, and interpretation are all included in Chapter IV: Findings and Discussion. Conclusion and a proposal are included in Chapter V: Closing.

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CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter presents and discusses the theories related to this research. The discussion focuses on writing recount texts and outlinning strategies. In writing, this discuss the definition of writing, and component of writing. In the recount text, discuss about thedefinition of recount text, the type of recount text and schematic structure of the recount text. In the outlinning discuss about the definition of outlinning, key feauture of outlining, and thesteps of making outlinning. Besides it also discusses about previews study and hypothesis.

A. Literature Review

1. Writing

a. The Definition of Writing

Writing is most complex composing skills that are valued academies involving training, instruction, practice, experience, and destination. Writing is often considered the most difficult skill compared to other language skills but still able learned and mastered.[8] According to Tricia Hedge, writing is about expressing the idea that a writer cannot express what a speaker can express, such asgestures, facial expressions, tone of voice and others. Thus, a writer must be able to write an effective writing to make the reader understand by developing and organizing ideas, careful choice of vocabulary, grammatical patterns, and sentence structure to make it suitable for the material to be conveyed and the reader.[9]

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[8] Grabe & Kaplan, *Theory and practice of writing*. (England: Pearson Ed.1996)

[9] Tricia Hedge, *Resource Books for Teachers Writing*, (Hongkong: Oxford universitypress, 1988), p. 5

Based on the experience and observations made by the researcher, writing is indeed the most difficult skill in English. The first reason is because the writer must master English grammar, and the use of written language is very different from the use of spoken language. Another reason is because the choice of words in the writing is chosen strictly to make the author's ideas make sense. The author is also required to be able to make the reader understand what has been written.

b. Component of Writing

In writing, there are many things that must be considered, including the components that make up the writing. To write good writing, a writer must pay attention to these components. Based on content, grammar, organization, and also mechanical skills. Jacob et.al. (1981) stated that writing has five components:

1. Organization: how the idea is presented. The students should focus how well the arrangement details information.

2. Content: the ability to write some ideas in a good appropriate manner by selecting, organizing, and clear information and the number details of description that are relating to the purpose of theessay.

3. Vocabulary: the students should use appropriate word choices and usage which are related to the subject itself.

4. Grammatical skills: the ability to construct meaningful sentences. The students should know how to use correct language assessment which consists of effective construction of simple present tense, effective usage of an action verb, pronoun, preposition, conjunction and adjective.

5. Mechanical skills: the writers should know how to use correct spelling, punctuation, neatness and so on.

There are five components that have to be concerned but this study only focuses

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on two components, organization and content because outline helps the students or writers how the writersorganize their idea into an essay.

2. **Outlining Strategy**

   a. **The Definition of Outlining Strategy**

   Outlining is one of the prewriting strategy activities in which the materials collected are gathered or organized.[10] Reinking and Hart state that by using outline, the writing will focus on the topic. An outline shows the division and subdivision of your writing, order your ideas, and relationship between the idea and supporting details.[11]

   Outline is a plan before writing to think and organize some ideas which will be arranged into a good writing. By using outline, the students could recognize further about the subject that they will be discussed. As Crème and Lea said that, writing outline is presumed to have written seventy five percent of the writing and with it writing will be very smooth.[12]

   From some of the definitions above, it can be concluded that the outline is a strategy that is carried out to get a good writing by focusing on the topic and ideas that will be poured into writing in an organized manner. Outline will lead to writing a better composition, as the subject of the composition and its purpose are clearly stated. It will help the writer stick to the subject and force the writer to list the ideas that will be presented. And it will make it easier for students to make good writing.

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   [10] Salja, K.. The Effect of Using on Idea Development Quality on Students Essay Writing. (International Journal of Language Education 2017), page 12

   [11] (Reinking, J.A. & Hart, A.W. "Strategys for Successful Writing". (New Jersey: Prentice Hall.2006) Page 86

   [12] Crème, Phyllis & Lea, Mrary, *Writing at University,* second Edition, Philladephia :Open University Press 2003)

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b**. Features of outlines**

When the writer makes an outline to make it easier for the writer to compose a text the writer must know and understand the features in an outline. when a writer can make a good outline, it will be easier in the process of compiling the text that will be compiled from the outline. Juzwiak, C State that there are three key features of outlines: the main idea, the support points, and the related example as following:[13]

1) Features 1 : The main idea

In writing text, each paragraph must contain a main idea that responds directly to an assigned topic

2) Features 2 : The Support Point

In the outline, there are supporting points that support the main idea and need to be concluded. Often, these are drawn from big ideas in groups and lists. and must state the points of support as complete sentences.

3) Features 2 : Related Examples

For each supporting point in the outline, it is necessary to provide a related example to illustrate the point. In outline, related examples may be expressed as short phrases or even as single words. it must be ensured that the example corresponds to the point to be developed.

Thus, it can be concluded that the features that a writer must understand in making an outline are the main idea, support points and also related examples.

c. **Steps to Make an Outline**

Outline is one of the steps to make it easier to compose an article, but in compiling an

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[13] Juzwiak,C. *Stepping Stones: A Guide Approach to Writing Sentences and Pharagraphs.* Second Edition (New

York : Bedford/St.Martin's. 2012)

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outline you must also pay attention to the steps for compiling the outline.

There are some step in making an outline according to Oshima and Hogue as follows:[14]

1) Think the topic.

   The first thing that has to do is to find the topic and try to sum up the point of the paper or essay in one sentence or phrase. It can help students to focus on the main point.

2) Start the introduction and body.

   The students have to write them with Roman numerals: I, II, and III. In introduction, they can write two or more general statements while, in thesis statement, they only write one sentence.

3) Make the topic sentence of each subsection is written in a upper case.

   In this stage, the students write the topic sentence one or more than based on the purpose of the essay.

4) Each supporting sentences are written in a lower case.

   In this stage, the students can write two or more than sentences to support the topic sentence itself.

   So, the steps that must be taken to compile an outline are to think about the topic of the writing to be made, begin to introduce what will be discussed along with the content of the discussion, make the main sentence in each sub- discussion and the last one in supporting sentences that will support each sub- discussion.

3. **Recount text**

   a. **The Definition of Recount Text**

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[14] Oshima , A and Hongue, A. "Writing Academic English,3rd Edition"(New York: Addison Wesley Longman

2009). page36

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Recount text is kind of genre text which the purpose is to amuse and entertain the readers or listener about past events. It is about past activities or experiences so to tell the story it uses simple past tense. According to Anderson, a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. In this study, students are assigned to write a recount text.[15] On the other hand, recount text is one type of texts that retells some events in the past in order to inform and entertain the reader. Recount text includes eyewitness account, newspaper report, letter, conversation, television interviews, and speeches.[16]

Meanwhile, writing recount text the does who relates with the event will be known. To stimulate the students" writing skill, especially writing recount text, teacher can use several sources such as student experience, book, magazine, television or movie. Teacher can also use different teaching technique for example outlining strategy.

b. The Kinds of Recount Text

Recount text is a text that tells an event in the past. there is a biography text which is a text about a person's biography which tells the story of that person from childhood to adulthood. Even until the character dies. besides that, texts about someone's experiences that have happened in the past are retold. There is also an event or news that tells an event that has already happened. There are many examples of recount text examples, this shows that there are several types of recount text. According to UC High School Kaleen Writing Handbook 2011, recount text is classified into three; they are personal recount, factual recount, and

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[15] Mark Anderson and Katy Anderson, *Text Types in English 2,* (South Yarra: Macmillan 1997), p. 48

[16] Ibidem 49

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imaginative recount.[17]

1) Personal Recount

A personal recount is where the writer is recounting the personal event that they were involved directly. It means that the writer is actively involved in the activity of the event. The purposes of personal recount are to inform and to entertain the reader.

2) Factual Recount

A factual recount is a list of record of a certain event. It can be used to retellthe particular incident or event, such as an accident report, eyewitness, science experience, historical events, and newspaper report. Its purpose is just to informthe reader about what was going on in the past.

3) Imaginative Recount

An imaginative recount retells an imaginative story through the eyes of a fiction character. It means, the event that happened in the text do not occurin the real life. Its purpose is usually to entertain, andit usually can be found in textbook.

So it can be said that the type of recount text is divided into three, namely personal recount, factual recount, and imaginative recount. From those three kind of recount text, it can be seen that there is one typical characteristic that is the text is retell the event in the past chronologically.

c. **The Generic Structures of Recount Text**

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[17] University of Canberra, *UC High School Kaleen Writing Handbook*, (Canberra:University ofCanberra, 2011),

p.26

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To make an effective recount text needs standard that is used to guide a writer to make a good writing. Recount text has several significant characteristics which the writer may use. The generic structures of recount text consist of: orientation, sequence of events, and reorientation.[18]

1) Orientation

Recount begins by telling the reader who was involved, what happened, where the event took place, and when it happened. Orientation gives reader background information needed to understand the text, and the reader will recognize about scene setting and context of the text.

2) Sequence of Events

Event is the main activities that occurred in the story of the text. In writing recount text, events are ordered in a chronological sequence. Sometimes, additional detail is added to the text to give some information for reader.

3) Reorientation

Reorientation is a closing statement that may include elaboration. Some recount texts also have a concluding paragraph. In this concluding paragraph, the writer can give his/ her personal comment or statement, but it is optional one.

So the generic structure of the recount text is divided into three, namely orientation which is a general introduction to the contents of a text, the second is the sequence of events which is a part of the body and contains a detailed and coherent discussion of the events or events being told,

and the last is reorientation which is the last part that is closing and contains closing sentences

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[18] Lancashire County Council, *Primary Framework Support for Writing, non-fiction,* (Lancashire County Council, 2008) p.6-7

such as the conclusion of the whole discussion.

B. Previews Study

In this chapter contains about the theory of theory that will be the reference of researchers in conducting research. In addition, there are also previous research studies that researchers make as a foothold in the preparation of this study. There are several studies that researchers use as a reference in this study. The first is "The Effect of Using Outline Technique to Improve Students' Ability in Writing Descriptive" this study is a journal written by Kamilah Tazky. This research was carried out to investigate use of outlines to develop writing components such as content and an organization in descriptive text. Action research was chosen as the research design. This focused on writing student work in terms of content and an organization in use of outlines. One class as participation because the class is a class that has problem. The first and second tests were used to collect student data. After find the results of the first test, the outline is immediately given to students. The results of the first test and secondly, there is a significant difference where the second test has a higher score than the results of the first test. The total of mean posttest is better than mean pretest. Furthermore, the table shows the significant different between students" pretest and posttest scores after treatment. t.value is 23.36 more than that required for significance at the 0.5 level, the writer concludes there is significant difference of their essay also indicates that outline shows significant changes before the students use outline and after they use outline technique especially in content and organization of their essay. In this study there are similarities of one of the same variables using outlining strategy. The study also tested the effectiveness of the outlining strategy itself. It's just that one of the other variables is different. If the researcher focuses on teaching writing this purchase is slightly different because the variable is descriptive text while the author uses recount text it self as the second variable.

The second   study that is still related is "Enhancing student's writing ability in

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paragraph writing through an outline strategy at primary level" this journal was written by Ramzan and Hafeez. The obtained data was analyzed in percentage. Pre-Test and Post-Test used as an instrument in this research. In both Pre-Test and Post-Test required items like paragraph title writing, grammar, spelling and total sentences (length) of paragraph were same. In Pre-Test, outline strategy in paragraph writing was not employed but in Post-Test such strategy was used. According to findings, in Pre-Test students writing paragraph were 20.00%, 26.66%, 20.00%, 26.66% (Good), 46.66%, 20.00%, 33.33%, 33.33% (Average), 33.33%, 53.33%, 46.66%, 40.00% (Weak) in paragraph writing title, proper use of grammar, correct spelling and total sentences (length) of paragraph, respectively. After Pre-Test, instructor taught participants about writing paragraph through an outline strategy for a period of 4 weeks and then conducted Post-Test. In this test, participants writing paragraph through an outline strategy were 46.66%, 53.33%, 60.00%, 53.33% (Good), 40.00%, 26.66%, 33.33%, 40.00% (Average), 13.33%, 20.00%, 6.66%,6.66% (Weak) in paragraph writing title, proper use of grammar, correct spelling and total sentences (length) of paragraph, respectively. This action-based research demonstrated that outline strategy can improve the students writing skills. The discussion in this journal is almost the same as the one the researchers will discuss. The same uses outlining strategy and also recount text. Although many of the journal's similarities differed with this study, the differences seen included the study subjects who were first intermediate students while the study was a late middle school student. The journal used a follow-up research method or CAR while in this study it used quantitative research.

The third study is, "Improving Students' Writing Skill in Writing Paragraph through an Outline Technique" is also a foothold of researchers in compiling this study. In the journal written by Kartawijaya discusses the improvement of students' skills in writing paragraphs through the use of outlining strategies. This research was done at grade VIII B of SMP Negeri 6 Sungai Penuh in academic year 2017/2018. From the result of the test in this

research, the result was increased in cycle and two. In cycle one, the mean scorewas 58.25% and it increased to 76.87%, it increased 18.63% point. It meant that teaching writing through outline improved the students" writing skill. The improvements were also improved on the result of each sub-indicators of writing test between cycle 1 and 2. . In this study there are similarities of one of the same variables using outlining strategy. The study also tested the effectiveness of the outlining strategy itself. It's just that one of the other variables is different. If the researcher focuses on teaching writing this purchase is slightly different because the variable is writing phararaph while the author uses recount text it self as the second variable.

The fourth study is "Using Outlining Strategy in Essay Writing for IELT Students" written by Islamiah and Sari showed positive response of students during the application of outlining. The journal used qualitative research and this study used quantitative research. The first research instrument, the researcher used a checklist observation form for implementation assessment by observing the essay writing class and participating in learning activities from beginning to end whose data was described in a table with the class to improve their ability to write essays through outlines strategy. The instrument was a questionnaire for response assessment, the researcher asked for data from ELT students through a google form containing 15 yes or no questions. The results of the questionnaire showed that 90% of students answered yes, and 10% of students answered no. The results showed that the implementation and student responses were very positive and good during the essay writing learning activities using the ELT student outlining strategy. This journal has the same variable that is the outlining method. The difference between the journal and this study lies in the second variable, if in this study focused on recount text, it is different from the journal that focuses on essay writing.

The fifth study is "The Effect of Using Outline Technique to Students' Writing Ability" written by Wicaksono and Riwayatiningsih. The focus is limited into students

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writing component especially content and organization and the use of outline in writing descriptive paragraph. One class of second grade ist is the participant of the research, since that class is the one which has a problem in developing ideas in writing process. Pre-test and post-test are used to p get the data The outline technique is given directly after getting the results of pre-test scores The findings indicates that there is significance changes between pre-test and post test scores where the post-test has higher scores than pre-test. It is also found that outine helps students writing especially in the content and organization of their essay . The same as this study which aims to test the effectiveness of outlining methods against students' writing skills. However, in the journal only the ability to write in general, while in this study focused on recount text.

So, previous research is very important to be used as a reference to facilitate the process of preparing research, if a study has been done and done a similar research or is still close, can be developed again not repeating the existing ones but developing existing ones and which certainly have their own differences.

C. Theoritical Framework

In this study there are two variable bound and free variable. Writing skills in recount text as bound variables and outlinning strategies as free variables. The ability to write recount text will be influenced by outlinning strategies that will be applied to treatment classes. The researchers took two classes as research, one class as a control class that was not given treatment and one class as a trial class that received treatment. Both will be compared to see the effectiveness of outlinning strategies.

D. Hypothesis

In this study, researchers used two variables, namely, outlining strategy as variable

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a n d recount text as variable B. Researchers made hypotesis that variable A affects variable B.

H0. ρ=0 (there is effectiveness of outlining strategy in writing recount texts)

H0. ρ≠0 (there is no effectiveness of outlining strategy in writing recount)

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CHAPTER III

RESEARCH METHOD

This chapter contains a discussion of research design, research place and time, research population and samples, operational definitions of research variables, data collection techniques and instruments, validity and reliability, and data analysis techniques.

A. Research Design

In this study, the researcher used quantitative research method. Quantitative research is a type of research that is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods or in particular statistics.[19] Its mean, to analyse the data the researcher used statistical calculation, and the researcher used SPSS 25 version.

Moreover, in this research the researcher employed quasi experimental and used Non equivalent (Pre-test and Post- test) control group design. Quasy experimental design is one in which there is manipulation that is controlled by the researcher but no random assignment to groups.[20] In non equivalent (pre-test and post-test) control group design, apopular approach to quasy experiment, the experimental group A and the control group B were selected without random assignment. Both group took a pre-test and pos-test but only the experiment group received the treatment.[21]

Meanwhile, in this research the researcher employed two classes. They were experiment and control class as the subject. The experiment class was taught using

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[19] Cees th smit sibinga, *ENSURING RESEARCH INTREGITY AND THE ETHICAL MANAGEMENT OF DATA*, USA, 2017, IGIGLOBAL P180

[20] Rick A. Houser. Counseling and educational research, univ2e0rsity of allabama , 2015, usa3rd edition

[21] John W Cresweel, Research design qualitative, quantitativeand mixed methods approaches third edition (uk :Sage publication, 2009)160.

outlining technique and the controlled class was taught without outlining technique. For the experiment and control class have a criteria that is the students have same capabilities in writing.

Besides that, in this research pre-test and post-test also used in the experimental and control class. Pre-test before treatment in order that to make students in same condition and to know the students' writing skill and post-test after treatment to measure the effects of thattreatment.

In the table bellow gives clear information about the design applied in this studyaccording to John

Table 1.1 Quasi Experimental Study (Creswell, 2003, p. 169)

Sample	Pre-test	Treatment	Post-test
Experimental group	X1e	T	X2e
Control Group	X1c	0	X2c

X1e   : Students" writing skill of experimental group in pre-test

X1c   : Students" writing skill of control group in pre-test

X2e   : Students" writing skill of experimental group in post-test

X2c   : Students" writing skill of control group in post-test

T   : Treatment using Outlinning strategy

The researcher tried to express phenomenon by collecting data from natural research to understand phenomenon and to get conclusion after observing the fact. The result of collecting data is used to know whether there is significant difference between students" writing skill using outlining strategy and using conventional method at the tenth grade student at SMAN 1 Jetis Ponorogo.

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B. Place and Time

This research was conducted at SMAN 1 Jetis which is located in Kutuwetan, Jetis, Ponorogo. And the time of collecting research data was carried out from 9th March to 22nd March.

C. Population and Sample

The author took an experiment in class X SMAN I Jetis. The population of this study is the tenth grade. Each class has 20 students, so the population is around 54 students. The author chose class X MIPA1 as the experimental class and class XMIPA2 as the control class. This kind of sampling is known as purposive sampling. Purposive sampling is the use of samples with several purposes that the author had.[22] The aim is to find out whether the Outlining strategy is effective for students to write Recount Text.

D. The Operational Definitions of Variable

The operational definition is the definition which is based on characteristic of things that will be defined, observed, and measured. Furthermore, Creswell 2002 states that "The variable need to be specifedin an experimental so that it is clear to readers what groups are receiving the experimental treatment and what outcomes are being measured.[23]

1. Independent Variable

Based on the understanding of each variable above, the operational definitionof the variable is as follows: An independent variable is an element which according tothe researcher may in some way relate to, or influence the dependent variable. This means the variable that is selected, manipulated, and measured by the researcher.

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[22] Nana Sudjana, *Tuntunan Penyuusnan Karya Ilmiah: Makalah –Skripsi –Tesis – Disertasi,* (Bandung:Sinar Baru, 1988), p. 73

[23] John W. Creswell, p. 157

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In this study, the independent variable is the Outlining technique. Outlining technique is a form of technique used in the process of learning to write that can be introduced to students with the aim that students are able to write well and correctly.

Besides, researchers measured the effect of using outlining techniques on students who wrote recount texts. This can be applied to students of class X SMAN 1 Jetis. In addition, the researcher measured using a test, and was given a written test in the form of compiling paragraphs of recount text and students would compose paragraphs based on the outlining technique that had been taught. So researchers get results with tests. There are several indicators that students must obtain in recount writing skills based on this variable.

2. Dependent Variable

The dependent variable is a variable that depends on the independent variable. In this study, the dependent variable is students writing recount text. Recount text is one type of text in English that contains the story of an action or activity of the author or the characters in the story. The activity or action in question is the author's experience expressed through recount text, the purpose of recount text is to entertain the reader, as well as provide information. To measure students' ability in writing recount text, the researcher used a test. The researcher gave a test, namely compiling a recount text. This can be applied to class X SMAN 1 Jetis Ponorogo. The purpose of writing this recount text is to strengthen vocabulary, use of grammar, and punctuation. Indicators that show students are able to master the purpose of writing recount text are as follows:

a.   Student are able to express their own thoughts in curiosity based on the topic.

b. Students are able to express ideas, thoughts, and facts in a well-organized structure.

c. Students are able to improve their writing skills.

E. Research Instrument and Data Collection Technique

Instrument can be defined as a toll to collect data, it has to be constructude and made to show the empirical data accurately as the real condition of the subject of the research.[24] In this case, the researcher used test as instruments on data collection.

This research instrument to collect data is test. The test was used to analyze whether any significant difference about the using of outlining strategy and using conventional method on students"writing skill at SMAN 1 Jetis. The data in this research are result of the test, the data were taken from writing test. The test is devided into two groups. They are the test for students that use outlining strategy in writing and test for the student that use conventional method in writing. The test was to gain information about the students"writing skill after teaching process is finished. The researcher analyzed the test result to know the difference of students"skill in writing and the interpreted it.

There were two kinds writing test conducted, they were pre-test and post-test. Pre-test was used to know the students"writing skill before the treatment given and to find out whetherthe two groups of students were homogenous.

Besides, post-test was administered to measure the students"writing skill after being given the treatment. The writing test was conducted by the researcher based on the syllabus of the school. The students were asked to write the recount text in fourty

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[24] Sugiyono, metode penelitian pendidikan: pendidikan kuantitative, kualitative dan R&D (BANDUNG :alfabeta, 2018) p118.

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five minuts. Then, their writing was scored by the four raters based on the two main indicators: they were the content, organization, vocabulary and grammar. The result of those test would be used as the primary data of this study.

Table 1.2 Instrument of Data Collection

Tittle of Research	Variable	Indicator	Subject	Technique	No.Item
The effectiveness of outlining strategy in teaching recount text to the tenth grade of SMAN 1 Jetis	Writing Skill	The student can write the recount text	The tenth grade students at SMAN 1 Jetis Ponorogo	Test	Paragraph

F. Validity and Reability

Validity test is used to measure the validity or validity of a questionare. The point is to measure the validity of the questionare when viewed from the questions in the questionnaire, it is able to reveal something that will be measured by the questionnaire. The validity test in this study uses the pearson product moment methods. The calculated r value from the test result will be compared with the r table value, if r arithmetic > r table then the instrument is declared valid otherwise if r arithmetic < r table then the instrument is declared invalid.[25]

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[25] Ibidem

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The formula used is

$$r_{xy} = \frac{(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_(xy) = Correlation Coefficient in search

N   = Number of Subjects with value

X   = Variable Value 1

Y   = Variable Value 2

The validity for writing test was be measured using SPSS 25 which general statistical data is often used in research. To test the validity, the researcher use sample to class X IPS. The researcher gave a sheet to wrote the recount text according to outlining technique andafter that the researcher gave a sheet of questionnaire.

The criteria r table at a level of significance 0.05 where N=15-2= 13   was obtained value r-table of 0,514. The validity test of the variable portion of the study follow:

Table 1.3 Result Validity

Item	r-hitung	r-tabel	Citeria
Q1	0,589	0.514	Valid
Q2	0,180	0.514	Invalid
Q3	0,180	0.514	Invalid
Q4	0,020	0.514	Invalid
Q5	0,714	0.514	Valid
Q6	0,563	0.514	Valid
Q7	0,518	0.514	Valid
Q8	0,097	0.514	Invalid
Q9	0,726	0.514	Valid
Q10	0,755	0.514	Valid
Q11	0,755	0.514	Valid
Q12	0,626	0.514	Valid
Q13	0,502	0.514	Invalid
Q14	0,609	0.514	Valid
Q15	0,481	0.514	Invalid

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For the validity test, the result of the questionnaire valid was 9 statements from 15 statement. So, the questionnaire that was used in experimental class 9 statements. The reability test, was conducted to test the consistency of the answer from the respondents through the questions given. Reability shows the consistency and stability of a score (measurement scale). The reability test in this study uses the Cromnbach Alpha method to determine whether each instrument is reliable or not. A constructor variable said to be reliable if it gives Cronbach"s alpha value > 0,60 accepted. The result of reability test for the questionnaire see table bellow:

Table 1.4 Result Reability

Crombach"s Alpha	N of Item
.521	15

Based on the result of reability testing, it can be seen that the questionnaire has a Cronbach"s Alpha value of 0,521 which is greater than 0,60. It can be conclude that the data from the questiomaire is reliable or data from the questionnaire is consistent if it more than 0,60.

G. Data Analysis Technique

Data analysis technique is a method for getting data into information so that the characteristics of the data become easy to understand and also useful in finding answers to the formulation of the problem in research. According to John Turkey, data analysis is a procedure for analyzing data, a technique for interpreting the results of the procedure, a way of planning data collection techniques to make the analysis easier, more precise and accurate.

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The data has been collected by using instrument to analyzes. Dealing with research construction, it correlates between two variables and two data were obtained are interval

1. **Assumption Test**

After the test is given to the students in the pre test and post test, it will be tested. The test is focused on student pretest and post test.the result from the test will be analyzes by assumption test. Those are, the test of normality and test of homogenity. It will be calculated which using SPSS 25 version.the formula for normality and homogenity as follows:

a) The Normality Test

Normality test is used to identify the data is normal or not. The researcher used Kolmogorov-Smirnov formula. After calculating the data, and then compare the maximum result of data analysis with Kolmogrov- Smirnov. The calculating of normality test used SPSS 25 version.

b) Hypothesis Test

After collecting data, the researcher uses SPSS Statistic 25 version to calculate data. That is hypothesis of test:

Ho : There is no significant difference score in writing recount text for student who are taught by using outlining strategy and who are not taught by using outlining strategy at the tenth grade students of SMAN 1 Jetis Ponorogo

Ha: There is significant difference score in writing recount text for students who are taught by using outlining strategy and who are not taught by using outlining strategy at the tenth grade students of SMAN 1 Jetis Ponorogo

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Ho is accepted if probabilities > 0.05, there is no significant difference score in writing recount text for students who are taught by using outlining strategy and who are not taught by using outlining strategy at the tenth grade of SMAN 1 Jetis Ponorogo

Ha is accepted if probabilities < 0.05, there is significant difference score in writing recount text for students who are taught by using outlining strategy and who are not taught by using outlining strategy at the tenth grade of SMAN 1 Jetis Ponorogo.

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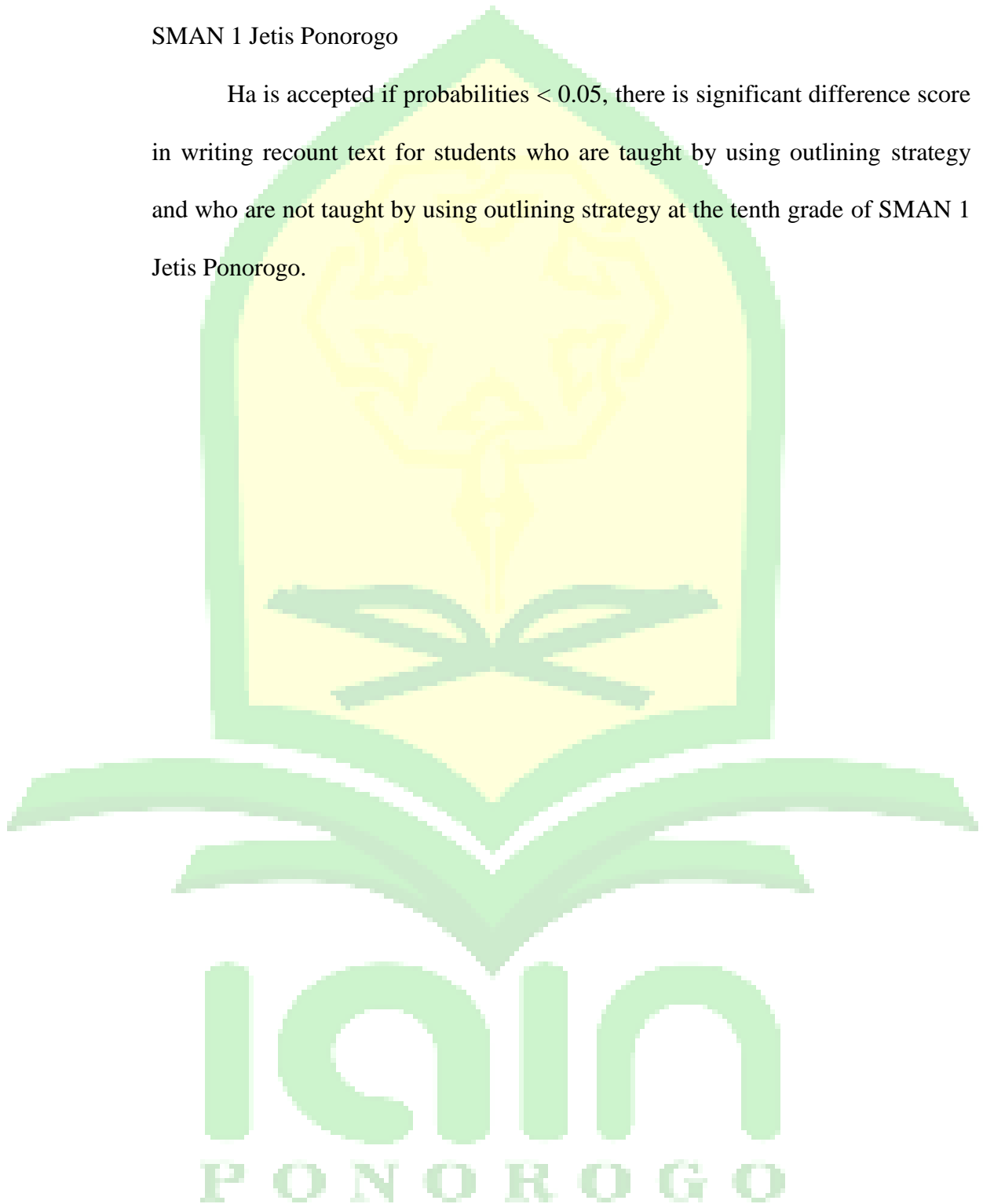
RESEARCH FINDINGS

This chapter discusses the results obtained which consist of two main parts, namely statistical descriptions and inferential statistics by testing hypotheses through statistical methods first to discuss the results of the data analysis.

A. **General Findings**

1. **History of SMAN 1 Jetis Ponorogo**

   SMAN 1 Jetis was established in 2004, the implementation of new student admissions was still a Filial at SMAN Sambit, then the Decree of the Regent of Ponorogo Number: 642.2/301.A/405.51/2004 dated June 29, 2004 meant that SMAN 1 Jetis was officially independent as the only state high school. in the Jetis sub-district, but the new Definitive Principal was in early 2005, namely Drs. Kateno, M.Pd who previously served as Head of SMAN Ngrayun Ponorogo. The number of students in the first batch is 33 students, on the way there are thosewho resign or transfer so that the number until they graduate is only 26 people. The student's desire to resign is because the school does not yet have its own building. The building is still borrowed from Kutukulan Elementary School, a small student seat. Since there are no administrative staff, the administration is still being handled by SMAN 1 Sambit. The new administrative staff (PTT) started in the second semester to be precise, starting in early 2005, after occupying a new building in Kutuwetan Village, Jetis District, Ponorogo Regency. The majority of teaching teachers borrow from SMAN Sambit.

   Over time, new arrivals/transfer teachers from within and from the city of Ponorogo and even outside Java as well as new batches of teachers

continued to arrive, so that the loan teachers were gradually returned. The current state of the number of teaching teachers is sufficient, even in some subjects the number of teachers is more. The condition of the new building in Kutuwetan Village in early 2005, if you enter the location through the river with a bamboo bridge (in Javanese: Sesek), the existing building consists of an Office building and 2 New Classrooms(Budget Development APBD II Year 2004). As soon as there was a new building for New Student Admissions (PSB) for the 2005/2006 academic year, the number of registrants immediately increased so that 3 groups were accepted. Because the number of classrooms is only 2, some borrow people's houses and some take turns in the afternoon. In the 3rd year, 2006/2007 academic year, the number of classrooms increased by 1 room, as a result of development with the 2006 RKB BIS funds, the PSB Committee received 3 groups so that the entry wasarranged for Class X to go in the afternoon and Class XI & XII to go in the morning. And so on until the 5th year, namely the 2008/2009 academic year. Meanwhile, in 2008 a 1-room RKB was also built with the 2008 RKB BIS Fund. In the 6th year, the 2009/2010 academic year in the first semester was still in the morning and evening, while 1 classroom was built with Committee Funds. Starting in 2009 SMAN 1 Jetis has been included in the category of the first year National Standard School (SSN). In the second semester of the construction of the new building, the 1 room was able to be occupied, so that all came in the morning, although some still borrowed the Chemistry Laboratory room as a classroom. In the 7th year, the 2010/2011 academic year has stepped on the implementation of the 2nd SSN. In the first semester, 2 new classrooms are being built with Central Funds and Committees, so that in

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the second semester the2 Classrooms have been used so that the Chemistry Laboratory Room can be used as its function. The logo of SMA N 1 Jetis is named Surya Alam. This name was originally extracted from local history, which was taken from the name of the title given by the Majapahit Kingdom to Ki Ageng Kutu, namely Ki Demang Suryo Ngalam, by the people it was pronounced Surya Alam Surya = the sun that illuminates nature. With this, it is hoped that SMAN 1 Jetis will become a vehicle and center for the development of knowledge that becomes a light in living life in various circles of society.

2. **The Profile of SMAN 1 Jetis**

   a. **Identitiy of School**

   Table 1.5 Identity of SMAN 1 Jetis

1.	School name	: SMAN 1 JETIS
2.	NPSN	: 20510156
3.	School level	: SMA
4.	School Statues	: Negeri
5.	School Address	: Jalan Sukowati
	RT/RW	: 3 / 2
	Postal code	: 63473
	Ward	: Kutuwetan
	Subdistric	: Jetis
	Regency	: Ponorogo
	Province	: East Java
	Geographical Position	: -7 Latitude
		111 Longitude
6.	School Establishment Decree	: 642.2/301.A/405.51/2004
7.	Ownership Status	: Local Government
8.	Special Needs Served	: No
9.	Account Number	: 931000233
10.	Bank Name	: BPD JAWA TIMUR
11.	KCP Branch/Unit	: BPD JAWA TIMUR CABANG JETIS
12.	Account with the name	: BOSSMAN1JETISPONOROGO
13.	MBS	: Ya
14.	Owned Land Area (m2)	: 1
15.	Non –Owned Land Area(m2)	: 50000
16.	The Name of Taxpayer	: SMA NEGERI SATU JETIS
17.	NPWP	: 2147483647
18.	Phone number	: 3140044

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19.	Email	: smansatujetisponorogo@gmail.com
20.	Website	: http:/www.sman1jetis ponorogo.sch.id
21.	Head Master	: Mukh. Aslam Ashuri
22.	Registration Operator	: Yudi Erwanto
23.	Accreditation	: B
24.	Curriculum	: Curriculum 2013

b. Vision and Mision of SMAN 1 Jetis

1) Vision of SMAN 1 Jetis Ponorogo

To produce graduates who are pious, have noble character, are cultured, knowledgeable, independent, care about the environment and have a global perspective. Vision Indicators:

a) Students carry out worship in accordance with the religious teachings of the pious and pious children.

b) The realization of behavior of mutual respect and courtesy to parents, teachers and the community.

c) The realization of the ability to develop a learning culture for self-empowerment.

d) Creating a clean and healthy environment.

e) The realization of the ability to think logically, critically, creatively and innovatively as well as the development of science and technology.

2) Mision of SMA Negeri 1 Jetis Ponorogo

The school's mission is as follows:

a) Realizing faith and devotion to God Almighty.

b) Realizing pious and pious children.

c) Realizing behavior of mutual respect and courtesy to parents, teachers and the community.

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       d) Realizing the ability to develop a learning culture for self-

         empowerment.

       e) Realizing a clean and healthy environment.

    c. The Oranization Structure

        The organization structure of SMAN 1 Jetis was listed as follows:

1. Headmaster   : Drs. M. Aslam Ashury M.M

2. Deputy of Curriculum   : Sri Muediati S,Pd.

3. Deputy of Students   : Sri Rohmatin S,Pd.

4. Deputy of Infrastructure   : Lucia Dyah Andrijati S,Pd.

5. Deputy of Public Relation : Mariyadi S,Pd.

6. Deputy of Administration : Yudi Erwanto S,Kom.

B. The Data Description

    In this research, the researcher used quasy-experimental research where the researcher took two classes as a sample. Then they were taught bye using different media to find out the effectiveness of a certain strategy. In this research, the researcher took the tenth grade students of SMAN 1 Jetis Ponorogo as a population. The researcher took two classes as sample applied simple random sampling. The researcher conducted lottery method to take sample, one class as experimental class and one another as a control class. The total number of students of experiment and control class is 40 students and each class has 20 students.

    In experimental class, the students were taught by using outlining strategy. Meanwhile, in control class the students were not taught by using outlining strategy, but by lecturing or conventional strategy.

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In the end of research, the researcher wants to compare between score on students"

writing ability who are taught by usingoutlining strategy and those who are not.

1. **The Schedule of Research**

In experimental class, the learning process consist of four meetings. They

are pre-test, first and second treatment by using outlining strategy, and the last is

post-test. Furthermore, in control class, the learning process is also consisted of

four meetings. They are pre-test, first meeting, second meeting, and the last is

post-test. The researcher conduct research in SMAN 1 Jetis based on research

schedule as follows:

Table 1.6 The Schedule of Experimental Class

No.	Date	Activities
1.	Kamis, 3rd march 2022	Pre-test
2.	Senin, 7th march 2022	1st treatment using outlining strategy
3.	Senin, 14th march 2022	2nd treatment using outlining strategy
4.	Jumat, 18th march 2022	Post-test

Table 1.7 The Schedule of Control Class

No.	Date	Activities
1.	Kamis, 3rd march 2022	Pre-test
2.	Jumat, 4th march 2022	1st treatment using conventional method
3.	Kamis, 17th march 2022	2nd treatment using conventional method
4.	Senin, 21st march 2022	Post-test

2. **The Procedure of the Research in Experimental and Control Class**

In experimental class, the researcher taught the students by using

outliningstrategy. Before describing the process of using outlining strategy, there

are some ways in conducting learning process in teaching grammar. Based on the

previous chapter (see on chapter II) whether the ways to construct a model

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teaching plan using writing on teaching recount text at the tenth grade students of SMAN 1 Jetis Ponorogo in academic year 2021/2022 is quiet complete. From those of model teaching plan, it can be summarize that the teacher should make some arrangement such as need analysis of teaching writing, formulating the specific objectives, selectingthe content, and then organizing the content, selecting and organizing the activities, giving evaluation, and the last cheking the balance an sequence. After doing this all of sequential procedures, teachers can applying the model in the teaching-learning writing within the class. In addition, to the experimental class was applied the outlining strategy in the learning process.

Before conducted the treatment, the researcher gave pre-test to the students that is consist of test focus on recount text. After conducted pre-test, the researcher conducts first treatment. In the first and second treatment, students were guided by teacher in using outlining strategy while learning process.

3. **Students" Writing Ability Score of Experimental Class**

   The table below show the result of students" writing ability achievement for students who are taught using outlining strategy in experimental class. The table show pre and post test score.

Table 1.8 The Students' Writing Ability Score for Experimental Class

No	Name	Score	
		Pre-test	Post-test
1.	Adji sumianto	42	80
2.	Alvin wahyu budi s	62	75
3.	Ayu wulandari	65	80
4.	Davin febry krisna	45	72
5.	Dimas arif nur akerom	52	84
6.	Dina fatmwati	48	65
7.	Edna restu pertiwi	58	84
8.	Fitria maratus solihah	70	75

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No	Name	Score	
		Pre-test	Post-test
9.	Ichsani pramesti hapsari	66	75
10.	Indah prastya ariani	72	82
11.	Irene anggun febiana	60	78
12.	Nurhestik handarini	42	74
13.	Reza rastian elsabella	65	82
14.	Ridwan ahmad alfauzi	45	74
15.	Riga setiawati	68	80
16.	Rizal andrian	40	82
17.	Sandi arifianto	52	72
18.	Tiana widianti putri	72	84
19.	Tio ramadhani	50	76
20.	Afrido prames s	42	65
	Total	1116	1539
	Mean	55,80	76,95

The table above show the highest and the lowest pre-test scores students"of experimental class. It can be seen that the highest score in the pre-test is 72 and the lowest score is 40. Meanwhile, the the highest score in the post test of experimental class is 84 while the lowest score is 65. The total score in the pre and post-test is 1116 and 1539. The mean of pre-test is 55,80 while the post test is 76,95. The result of students" pre-test of experimental class can be seen clearly in the following table.

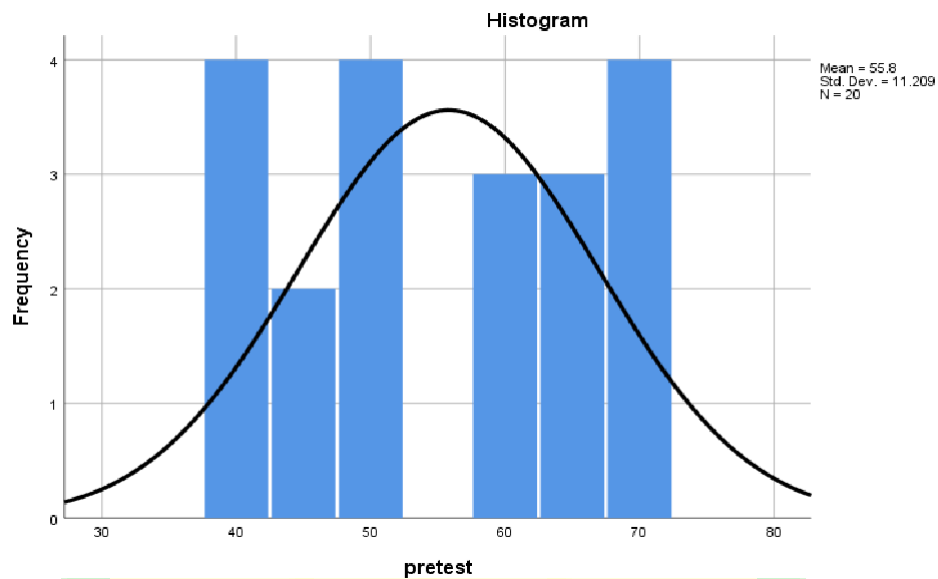Table 1.9 The Result Of Students' Pre-Test Of Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	5.0	5.0	5.0
	42	3	15.0	15.0	20.0
	45	2	10.0	10.0	30.0

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		Frequency	Percent	Valid Percent	Cumulative Percent
	48	1	5.0	5.0	35.0
	50	1	5.0	5.0	40.0
	52	2	10.0	10.0	50.0
	58	1	5.0	5.0	55.0
	60	1	5.0	5.0	60.0
	62	1	5.0	5.0	65.0
	65	2	10.0	10.0	75.0
	66	1	5.0	5.0	80.0
	68	1	5.0	5.0	85.0
	70	1	5.0	5.0	90.0
	72	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

From the table above it is describe that the score of students' grammar mastery is various. There are 1 students or 5% got score 40, 3 student or 15% got score 42, 2 student or 10% got score 45, 1 student or 5% got score 48, 1 student or 5% got score 50, 2 student or 10% got score 52, 1 students or 5% got score 58, 1 students or 5% got score 60, 1 students or 5% got score 62, 2 student or 10% get score 65, 1 students or 5% got score 66, 1 students or 5% got score 68, 1 students or 5% got score 70, 2 student or 10% got score 72.

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Based on the table above, the histogram can be seen in as follows:

Gambar 1.1 Histogram of the result of student's pre-test experimental class

From the histogram above, it is show that M= 55.80 and SD=11.209. To determine the category of the students"writing skill is good, medium or low, the researcher group scores using the standard as follows":

1. More than M+1.SD (55.80+11.209=67.009) is categorized into good.

2. Between M-1.SD (55.80-11.606=44.194) to M+1.SD (55.80+11.209=67.009) is categorized into medium.

3. Less than M-1.SD (55.80-11.606=44.194) is categorized into low

Thus, it can be seen that the score which are more than 67.009 was considered into good, the score between 44,194 – 67.009 is categorized into medium. Whilethe scores which are less than 44.194 is categorized into low, that categorizationcan be seen clearly in the following:

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Table 2.1 The Categorization of Students Pre-Test in Experimental Class

| No	Score	Frequency	Precentage	Category
1	More than 67	4	20%	Good
2	Between 44-67	12	60%	Medium
3	Less than 44	4	20%	Low
	Total	20	100%	

From the table above, it could be seen that the score of students" writing skill of experimental class in pre-test showed that 20% in the good category, 60% in the medium category, and 20% in the low category.

Table 2.1 The result of students" post-test in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	2	10.0	10.0	10.0
	72	2	10.0	10.0	20.0
	74	2	10.0	10.0	30.0
	75	3	15.0	15.0	45.0
	76	1	5.0	5.0	50.0
	78	1	5.0	5.0	55.0
	80	3	15.0	15.0	70.0
	82	3	15.0	15.0	85.0
	84	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

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From the table above it was described that the score of students''writing skill was various. There were 2 students or 10% got score 65, 2 students or 10% got score72, 2 students or 10% got score 74, 3 students or 15% got score 75, 1 students or 5% got score 76, 1 students or 5% got score 78, 3 students or 15% got score 80, 3 students or 15% got score 82, 3 students or 15% got score 84.

Based on the table above, the histogram can be seen in as follows:
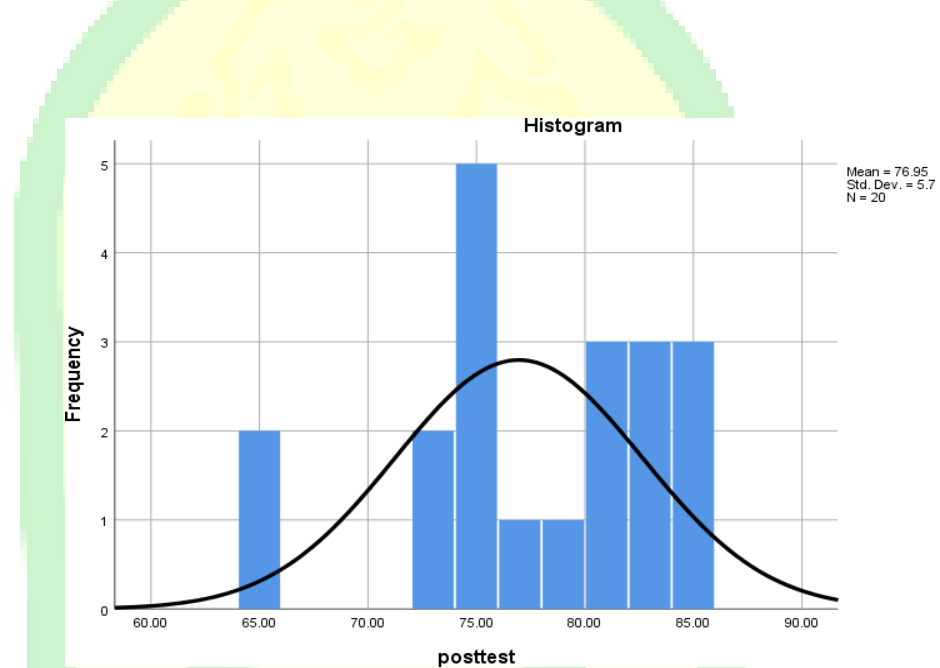
Gambar 1.2 Histogram of Student's Post-test in experimental class

From the histogram above, it was showed that M= 76.95 and SD=5.708 To determine the category of the students''writing skill was good, medium or low, the researcher grouped scores using the standard as follows'':

1. More than M+1.SD (76.95+5.708=82.658) was categorized into good.

2. Between M-1.SD (76.95-5.708=71.242) to M+1.SD (76.95+5.708=82.658) was categorized into medium.

3. Less than M-1.SD (76.95-5.708=71.242) was categorized into low

Thus, it can be seen that the score which are more than 67.009 was considered into good, the score between 44,194 – 67.009 was categorized into medium. While the scores which

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are less than 44.194 was categorized into low, that categorization can be seen clearly in the following:

Table 2.3 The Categorization of Students Post-Test in Experimental Class

No	Score	Frequency	Percentage	Category
1	More than 82	3	15%	Good
2	Between 71-82	15	75%	Medium
3	Less than 71	2	10%	Low
	Total	20	100%	

From the table above, it could be seen that the score of students" writing skill of experimental class in pre-test showed that 15% in the good category, 75% in the medium category, and 10% in the low category.

4. Students" Writing Ability Score of Control Class

The table below showed the result of students" writing ability achievement for students who are taught using outlining strategy in experimental class. The table showed pre and post test score.

Table 2.4 The table of pre and post test score in Control Class

No	Name	Score	
		Pre-test	Post-test
1.	Aril Dimas Tia	42	55
2.	Dia Nur Eliza Rahayu	60	62
3.	Diastirta Endriarto	60	70
4.	Difa Fajar Hergianti	48	50
5.	Dimas Fatur Maulana	36	40
6.	Erfian Nanda Setiabudi	45	60
7.	Febri Catur Saroni	53	68
8.	Fitriana Sulistyowati	65	73
9.	Irene Khusmaul Khasaroh	68	65

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53	1	5.3	5.3	63.2
60	4	21.1	21.1	84.2
62	1	5.3	5.3	89.5
65	1	5.3	5.3	94.7
68	1	5.3	5.3	100.0
Total	19	100.0	100.0	

From the table above it is describe that the score of students"writing skill is various. There are 1 students or 5,3% got score 32, 1 student or 5,3% got score 36, 3 student or 15,8% got score 42, 1 student or 5,3% got score 45, 1 student or 5,3% got score 48, 4 student or 21,1% got score 50, 1 students or 5,3% got score 53, 4 students or 21,1% got score 60, 1 students or 5,3% got score 62, 1 student or 5,3% got score 65, 1 students or 5,3% got score 68.

Histogram of The Result Of Student's Pre-Test In Control Class

From the histogram above, it is show that M= 51.32 and SD=10.028 To determine the category of the students"writing skill is good, medium or low, the researcher group scores using the standard as follows":

1. More than M+1.SD (51.32+10.028=61.348) is categorized into good.

2. Between M-1.SD (51.32 – 10.02 = 41.292) to M+1.SD (51.32+10.028 =61.348) is categorized into medium.

3. Less than M-1.SD (51.32 – 10.02 = 41.292) is categorized into low

Thus, it can be seen that the score which are more than 61.34 was considered into good,the score between 41.292 – 61.348 is categorized into medium. While the scores which are less than 41.292 is categorized into low, that categorization can be seen clearly in the following:

Table 2.6 The Categorization of Students Pre-Test in Control Class

| No	Score	Frequency	Percentage	Category
1	More than 61.348	3	15,9%	Good
2	Between 41.292-61.348	14	73,5%	Medium
3	Less than 41.292	2	10,6%	Low
	Total	19	100%	

From the table above, it could be seen that the score of students" writing skill of experimental class in pre-test showed that 15,9% in the good category, 73,5% in the medium category, and 10,6% in the low category.

Table 2.7 The result of students" post -test of experimental class in control class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	5.3	5.3	5.3
	43	1	5.3	5.3	10.5
	50	1	5.3	5.3	15.8
	55	1	5.3	5.3	21.1
	56	2	10.5	10.5	31.6
	58	2	10.5	10.5	42.1
	60	3	15.8	15.8	57.9

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		Frequency	Percent	Valid Percent	Cumulative Percent
	62	1	5.3	5.3	63.2
	65	1	5.3	5.3	68.4
	68	1	5.3	5.3	73.7
	70	2	10.5	10.5	84.2
	72	1	5.3	5.3	89.5
	73	1	5.3	5.3	94.7
	78	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

From the table above it is describe that the score of students "writing skill
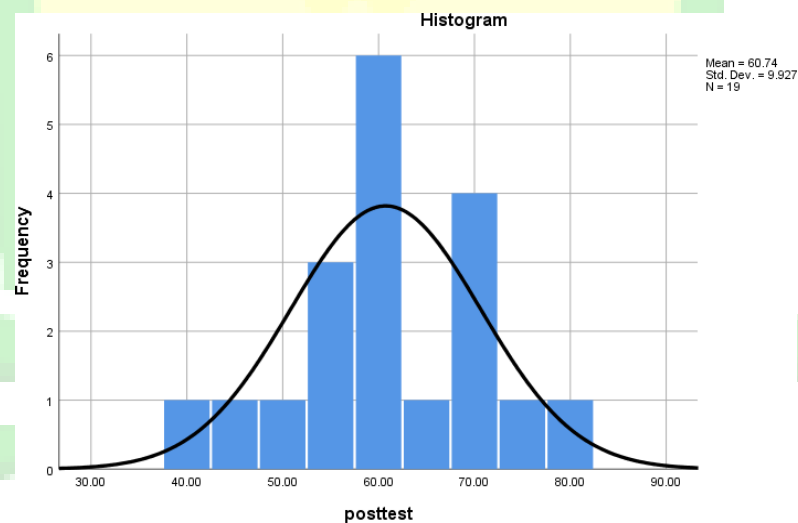
is various. There are 1 students or 5,3% got score 32, 1 student or 5,3% got score 36, 3 student or 15,8% got score 42, 1 student or 5,3% got score 45, 1 student or 5,3% got score 48, 4 student or 21,1% got score 50, 1 students or 5,3% got score 53, 4 students or 21,1% got score 60, 1 students or 5,3% got score 62, 1 student or 5,3% got score 65, 1 students or 5,3% got score 68.

Gambar 1.4 Histogram of the result of student's Pre-Test in control class

From the histogram above, it was showed that M=60.74 and SD=9.927 To

determine the category of the students"writing skill was good, medium or low, the researcher grouped scores using the standard as follows":

1. More than M+1.SD (60.74 + 9.927=70.667) was categorized into good.

3. Between M-1.SD (60.74 – 9.927 = 50.813) to M+1.SD (60.74+9.927=70.667) was Categorized into medium.

3. Less than M-1.SD (60.74 – 9.927 = 50.813) was categorized into low

Thus, it can be seen that the score which are more than 70.667 was considered into good, the score between 50.813-70.667 was categorized into medium.

While the scores which are less than 50.813 was categorized into low, that categorization can be seen clearly in the following:

Table 2.8   The Categorization of Students Post -Test in Control Class

No	Score	Frequency	Percentage	Category
1	More than 70.667	3	15,9	Good
2	Between 50.813-70.667	13	68,2	Medium
3	Less than 50.813	3	15,9	Low
	Total	19	100%	

From the table above, it could be seen that the score of students" writing skill of control class in post-test showed that 15,9% in the good category, 68,2% in the medium category, and 15,9% in the low category.

C. Data Analysis

Before testing the hypothesis, the data had fulfill the assumption for testing hypothesis. There were normality and homogenity test of the data.

1. Normality

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Assumption test analysis conducted as the prerequisite for testing hypothesis. The assumption is the data are normally distributed. It can be done by conducting normality test. Normality test is used to find out whether the data are normally distributed or not. In deciding the data are in normal distribution or not. The result of normality test using Shapiro-Wilk method because the number of sample is less than 100. . In this research, theresearcher used Shapiro wilk formula and the calculation by using SPSS 25 as follows:

a. **The normality test of Experimental Class**

Table 2.9 Normality test of Experimental Class

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre-Eksperimen	.144	20	.200[*]	.909	20	.062
Post-Eksperimen	.153	20	.200[*]	.914	20	.075

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The data obtained by the experimental group pre-test has a sig value of 0,062 > 0,05 and the data of post test experimental group has sig value 0,075 > 0,05. Therefore, it can be conclude that the experimental group"s research data pre-test is normally distribute

b. **The Normality Test of Control Class**

Table 3.1 Normality Test of Control Class

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Kontrol	.175	19	.127	.959	19	.562

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Post-Kontrol	.124	19	.200*	.967	19	.710

*This is a lower bound of the true significance.

a. Lilliefors Significance Correctio.

The data obtained by the experimental group pre-test has a sig value of 0,562 > 0,05 and the data of post test experimental group has sig value 0,0710 > 0,05. Therefore, it can be concluded that the experimental group"s research data post-test is normally distributed.

2. **Homogenity**

Homogenity test were used to decide whether a test was homogeneous or not. It was important because the similarity of both groups would influence the result of the test. Moreover, homogenity of a test was used as a requirement to calculate T-test. The calculation using SPSS 25 was cited as follows:

a. **Homogenity test of experimental group**

Table 3.2 Test of Homogenity in Experimental Group

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Pre-Test	Based on Mean	1.314	1	37	.259
	Based on Median	1.456	1	37	.235
	Based on Median and with adjusted df	1.456	1	34.656	.236
	Based on trimmed mean	1.291	1	37	.263

From the result of homogeneity test in the table above, it could be seen that the degree of significant based on mean is 0,259 >0,05. It

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means the data pre-test of experimental and control class were homogeneous.

b. **Homogenity test of control group**

Table 3.3 Test of Homogenity in Control Group

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Post-Test	Based on Mean	3.600	1	37	.066
	Based on Median	3.161	1	37	.084
	Based on Median and with adjusted df	3.161	1	26.800	.087
	Based on trimmed mean	3.703	1	37	.062

From the result of homogeneity test in the table above, it could be seen that the degree of significant based on mean is 0,66>0,05. It means the data post-test of experimental and control class were homogeneous.

3. **T-test**

The researcher calculated t-test by using SPSS 25 program to found out if there was a significant difference or not. Before calculating t-test, the data should have normal distribution and homogenity. Post-test of the control group and experimental group were normally distributed and homogeneous. The result of the calculation as follows:

Table 3. 4 Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-Test	Eksperimen	20	76.95	5.708	1.276
	Kontrol	19	60.74	9.927	2.277

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Based on the data in the table above, the result of data analyzes showed that the mean score of students writing skill who are taught by outlining strategy (experimental class) is 76.95. it was higher than the result of mean score of students' writing skill who are taught by using conventional method (control class) is 60.

Table 3.5   The Calculation of t-test Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-Test	Equal variances assumed	3.600	.066	6.293	37	.000	16.213	2.576	10.993	21.433
	Equal variances Not assumed			6.211	28.426	.000	16.213	2.611	10.869	21.557

From the table above, it could be seen that the value of significance is 0.000<0,05. Tointerpret the data above the researcher formulates the test of hypothesis as follows:

Ha : There is significant effect of teaching by using outlining strategy in teaching recount text.

Ho : There is no significant effect of teaching by using outlining strategy in teaching recount text.

The results of the independent sample t test in the post test of the experimental and

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control groups showed a Sig value of 0.000 <0.05 it means that Ho is rejected and Ha is accepted, so it can be concluded that there is a significant difference between the scores of students writing recount text in the experimental group (students who are taught using the outlining strategy) and the control group (students who are not taugh using the outlining strategy

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