

**THE EFFECTIVENESS OF OUTLINING TECHNIQUE TO IMPROVE  
STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT CLASS  
VIII OF JUNIOR HIGH SCHOOL 23 PADANG**

**THESIS**

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APPROVAL PAGE

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## ABSTRACT

### **SAUMIGA (2018): The Effectiveness of Outlining Technique to Improve Students' Writing Ability in Descriptive Text at Class VIII of Junior High School 23 Padang.**

This study was based on the phenomenon that most students at class VIII Junior High School 23 Padang had some problems in writing, they got difficulties in expressing their ideas, and they did not know how to start their writing. Then, they were also still confused to organize their ideas by considering the five components of writing skill so that the writing becomes a better writing. This research used Outlining technique to solve the problems. Outlining technique helped students to organize their ideas in a good sentences and organization. The purpose of this research is to determine whether outlining technique effective towards writing ability. So it was necessary to describe aspects of writing components that improved through the implementation of the technique.

The population of this research was students at class VIII of Junior High School 23 Padang that consisted of 160 students distributed in five classes. The sample was chosen through cluster random, consisted of 33 students distributed in one class. VIII2 was decided to be pre-experimental class. The data of this research was collected by using writing test. The researcher gave pre-test to students' writing ability before doing the treatment. After doing the treatment in six meetings, that class was given post-test to know the effect of Outlining technique to students' writing ability.

The research showed that in post-test mean score (75.1) was higher than mean scores of pre-test (46.8). Aspects of writing components that improved significantly were content, organization and language use. From the calculation of the result of the test, it was indicated that the  $t_{\text{calculated}}$  was 14.26 and  $t_{\text{table}}$  was 1.68 with  $p=0.05\%$  and degree of freedom 32. So, it means that  $t_{\text{calculated}}$  was bigger than  $t_{\text{table}}$  ( $14.26 > 1.69$ ). it means that the hypothesis was accepted.

Based on the analysis of the data above. It is concluded that there was a significant difference between pre-test and post-test. Statistically, it was showed that teaching writing by using Outlining technique improved students' writing skill at class VIII2 of Junior High School 23 Padang. Although not all of writing components that improved significantly. So, it is suggested that the English teacher should consider Outlining technique in teaching writing with appropriate way and material to achieve the better result.

## ABSTRACT

**SAUMIGA (2018): *The Effectiveness of Outlining Technique to Improve Students' Writing Ability in Descriptive Text at Class VIII of Junior High School 23 Padang.***

Penelitian ini di dasari oleh fenomena bahwa siswa di kelas VIII SMPN 23 Padang mempunyai beberapa masalah dalam menulis, mereka mengalami kesulitan dalam mengekspresikan gagasan mereka, dan mereka tidak tau bagai mana memulai tulisan mereka. kemudian, mereka juga masih bingung untuk memulai tulisan mereka dengan mempertimbangkan lima komponen keterampilan menulis sehingga tulisan menjadi lebih baik. Penelitian ini menggunakan teknik **Outlining** untuk menyelesaikan masalah. Teknik **Outlining** membantu siswa menyusun ide-ide mereka dalam susunan paragraph yang bagus. Tujuan dari penelitian ini adalah untuk mengetahui apakah teknik **Outlining** efektif terhadap kemampuan menulis. Sehingga penting untuk menjelaskan aspek-aspek menulis yang di tingkatkan oleh teknik ini.

Populasi dari penelitian ini adalah siswa kelas VIII SMPN 23 Padang yang terdiri dari 160 siswa dalam 5 kelas. Sampel penelitian ini dipilih secara acak. Maka kelas VIII2 didapatkan untuk menjadi sample yang berjumlah 33 siswa. Data dari penelitian ini di peroleh dengan menggunakan tes menulis. Peneliti memberikan *pre-test* sebelum di berikan treatment. Setelah selesai mengadakan treatment selama enam kali siswa kembali diberi tes (*post-test*).

Penelitian ini menunjukkan bahwa dalam *post-test* peneliti menemukan bahwa nilai rata-rata (75.1) lebih tinggi dari pada nilai rata-rata *pre-test* (46.8). Komponen menulis yang meningkat secara signifikan adalah **content, organization and language use**. Dari hasil pengolahan data tersebut di peroleh bahwa  $t_{hitung}$  adalah 14,26 and  $t_{table}$  adalah 1.69 dengan  $p=0.05$  dan derajat kebebasan 32. Itu berarti bahwa  $t_{hitung}$  lebih besar dari  $t_{table}$  ( $14.26 > 1.69$ ). itu berarti hipotesis diterima dan penelitian berhasil.

Berdasarkan hasil analisis diatas dapat disimpulkan bahwa ada perbedaan yang signifikan antara nilai *pre-test* dengan *post-test*. Secara statistic, hal itu menunjukkan bahwa mengajar menulis dengan menggunakan teknik **Outlining** meningkatkan kemampuan menulis siswa di kelas VIII SMPN 23 Padang. Walaupun tidak semua komponen menulis yang meningkat secara signifikan. Jadi, disarankan kepada guru bahasa inggris untuk menggunakan teknik **outlining** dengan cara yang tepat dan materi yang tepat untuk mencapai hasil yang lebih baik.