CHAPTER IV
FINDING AND DISCUSSION

This chapter presents three topics related to research findings. These are the description of data (a), hypothesis testing (b), and discussion (c).

A. The Description of Data

In this research, the researcher wants to know the effectiveness of using outlining technique towards student's writing achievement in recount text. The effectiveness can be seen from the significant difference scores of the student's writing achievement before and after being taught by using outlining technique. The presentation of data is also to answer the research problems presented in chapter I.

To investigate the student's writing achievement in recount text before and after being taught by using outlining technique, the researcher conducted pretest and posttest in a group of sample consisted of 40 students in VIIIB class. After getting the data, the researcher analyzed the data by using paired sample *t-test* though SPSS 16.0 to find out the significance difference scores of students' writing achievement before and after being taught by using outlining technique. Mentioned below is the presentation of data in this research.

1. **Students Writing Scores Before Being Taught by Using Outlining Technique**

    In this section, the researcher presents the students writing scores before being taught by using outlining technique. That is called pretest score. The pretest was done before a treatment process that was teaching writing by using outlining technique was being conducted. The pretest was given to students to know their basic competence and earlier knowledge before got the treatment. Table 4.1 shows the students' scores resulted from the pretest. The students' names were identified based on the initial name of students.

Table 4.1 Students' Writing Scores Before Being Taught by Using Outlining Technique

No	Student	Pretest's Score
1.	AM	52
2.	AQA	56
3.	AK	52
4.	AWD	60
5.	ANW	92
6.	DAM	52
7.	FR	60
8.	FFF	60
9.	FAP	64
10.	FLA	72
11.	IF	80
12.	IHB	60
13.	IPB	72
14.	ITA	64
15.	IA	72
16.	IC	60
17.	IN	64
18.	JAIP	76

19.	KRN	68
20.	LSA	72
21.	MFA	76
22.	MCR	68
23.	MAAF	72
24.	MRS	84
25.	MIRHR	74
26.	MNF	74
27.	MKU	80
28.	MIM	76
29.	MDIW	72
30.	MDDB	68
31.	MRI	60
32.	MSARW	64
33.	NN	56
34.	PW	60
35.	RSF	60
36.	RJI	72
37.	SZ	80
38.	SAFA	76
39.	YYES	72
40.	ZK	80

The pretest was followed by 40 students of VIIIB class that was taken sample. The researcher allocated 45 minutes for administered. The pretest contained 1 questions in the form of an essay. It was administered on Saturday, February 27th 2016.

2. Students Writing Scores After Being Taught by Using Outlining Technique

In this section, the researcher presents the students writing scores after being taught by using outlining technique. That is called posttest score. The posttest was done after a treatment process that was teaching writing by using outlining technique was being conducted. The posttest

was given to students to know their writing scores after getting the treatment. Table 4.2 shows the students' scores resulted from the posttest

Table 4.2 Students' Writing Scores After Being Taught by Using Outlining Technique

No	Student	Posttest's Score
1.	AM	72
2.	AQA	72
3.	AK	76
4.	AWD	64
5.	ANW	96
6.	DAM	72
7.	FR	80
8.	FFF	84
9.	FAP	88
10.	FLA	88
11.	IF	92
12.	IHB	80
13.	IPB	92
14.	ITA	80
15.	IA	84
16.	IC	76
17.	IN	80
18.	JAIP	92
19.	KRN	84
20.	LSA	84
21.	MFA	94
22.	MCR	80
23.	MAAF	80
24.	MRS	84
25.	MIRHR	88
26.	MNF	84
27.	MKU	92
28.	MIM	84
29.	MDIW	80
30.	MDDB	76
31.	MRI	72
32.	MSARW	88
33.	NN	72
34.	PW	72
35.	RSF	80

36.	RJI	84
37.	SZ	94
38.	SAFA	84
39.	YYES	80
40.	ZK	96

The posttest was followed by 40 students of VIIIB class that was taken sample. The researcher allocated 45 minutes for administered. The posttest contained 1 questions in the form of an essay. It was administered on Saturday, April 09th 2016.

To make the data set meaningful, the researcher organized the frequency and the percentage of score in pre-test and post-test by using SPSS 16 IBM. Table 4.3 and Figure 4.1 represent the statistical result:

Table 4.3 Frequency of Score in Pre-test

Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 52	3	7.5	7.5	7.5
56	2	5.0	5.0	12.5
60	8	20.0	20.0	32.5
64	5	12.5	12.5	45.0
68	3	7.5	7.5	52.5
72	9	22.5	22.5	75.0
74	2	5.0	5.0	80.0
76	3	7.5	7.5	87.5
80	4	10.0	10.0	97.5
92	1	2.5	2.5	100.0
Total	40	100.0	100.0	

Figure 4.1 The Percentage of Score in Pre-test
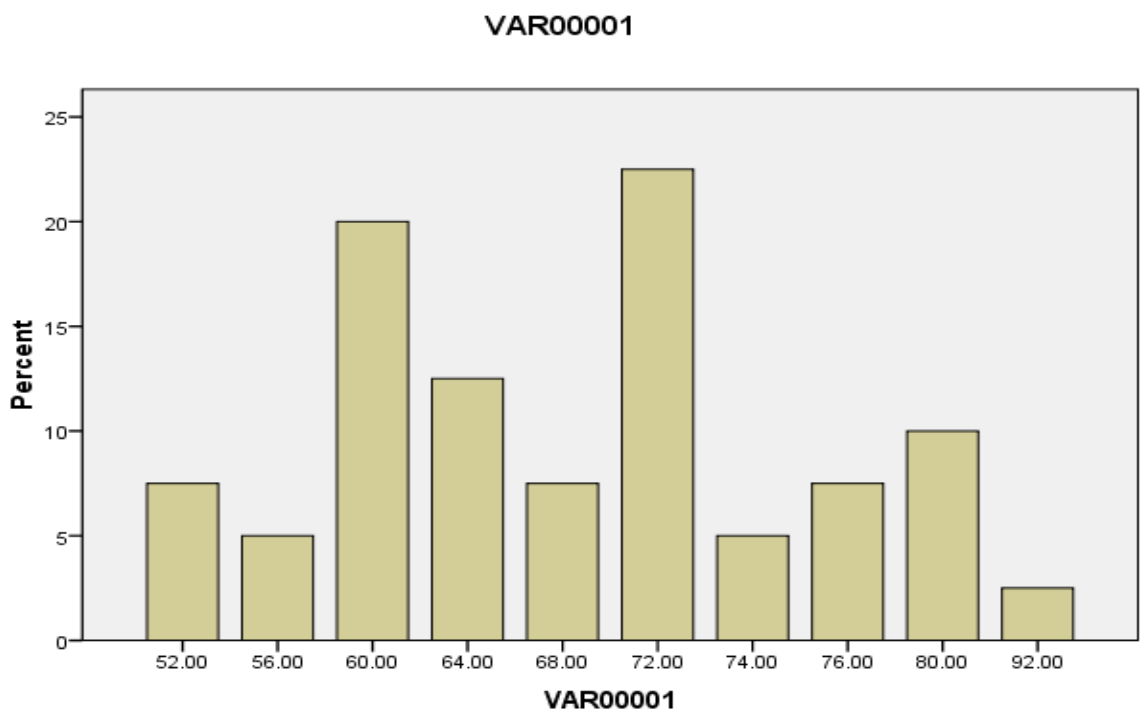
As can be seen from the Table 4.3 and further explained by Figure 4.1, 3 students (7.5%) got 52, 2 students (5.0%) got 56, 8 students (20.0%) got 60, 5 students (12.5%) got 64, 3students (7.5%) got 68, 9 students (22.5%) got 72, 2 students (5.0%) got 74, 3 students (7.5%) got 76, 4 students (10.0%) got 80, and 1 student (2.5%) got 92.

This is not a surprising finding considering that students only used paper-pencil way in composing a recount text. The students seemed a bit difficult to develop their ideas into a good and interesting text. Then, after accepting the treatment (using outlining technique), the students showed good improvement. As can be seen from the Table 4.4 and further explained by Figure 4.2, 1 student (2.5%) got 64, 6 students (15.0%) got 72, 3 students (7.5%) got 76, 9 students (22.5%) got 80, 9 students (22.5%) got 84, 4 students (10.0%) got 88, 4 students (10.0%) got 92, 2 students (5.0%) got 94, and 2 students (5.0%) got 96.

Table 4.4 Frequency of Score in Posttest

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	1	2.5	2.5	2.5
	72	6	15.0	15.0	17.5
	76	3	7.5	7.5	25.0
	80	9	22.5	22.5	47.5
	84	9	22.5	22.5	70.0
	88	4	10.0	10.0	80.0
	92	4	10.0	10.0	90.0
	94	2	5.0	5.0	95.0
	96	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

Figure 4.2 The Percentage of Score in Posttest

VAR00002
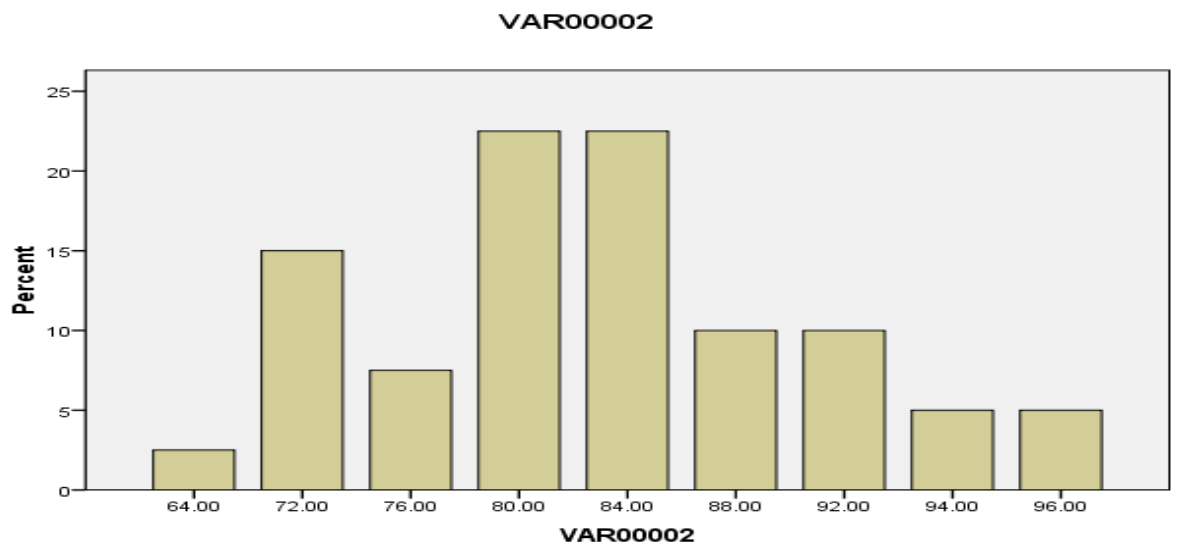
This finding shows that after accepting the treatment, students' score significantly increased. Comparing to the result of pre-test, the result of post-test shows a significant progress. In pre-test, there was no student who got >92 (0%), while in post test, the percentage of sample who got >92 increased by 10.0% (0% - 10.0%). Moreover, the lowest score in post-test (64) is larger than pre-test (52), and the highest score in post-test (96)

is also larger than pre-test (92). This finding indicates that after using outlining technique, the students' skill in writing significantly increased proven by the progress of score from pre-test to post-test.

After organizing the frequency and the percentage of score from pre-test and post-test, the means, the medians, the standard deviations, the variances, the minimum and the maximum of the writing pre-test and post-test scores of the sample were calculated respectively by using IBM SPSS Statistics 16. Table 4.4 represents the result.

3. **The Significance Difference Scores Before and After Being Taught By Using Outlining Technique.**

After getting the data, the researcher need to find out the differences of pretest and posttest scores to know the effectiveness of using outlining technique towards students writing achievement. Then, the researcher analyzed the descriptive statistics of the scores by using SPSS 16.0. Table 4.5 shows the result of descriptive scores.

Table 4.5 The Descriptive Statistics of Students' Pretest and Posttest Scores

Descriptive Statistics

Maximum	Sum	Mean	Std. Deviation	Variance
92.00	2712.00	67.8000	9.13489	83.446
96.00	3300.00	82.5000	7.70947	59.436

As Table 4.5 shows, the mean of post-test scores (82.5) is larger than the mean of pre-test scores (67.8). It indicates that on average, the use of Outlining Technique caused the improvement of students' scores, but it is important to know that such a conclusion is only a descriptive conclusion. It should be tested about being meaningful this progress.

Therefore, to investigate whether Outlining Technique is effective to increase students' skill in writing recount text, the researcher tested the result of pre-test and post-test by using Paired Sample Test in IBM SPSS Statistics 16. As what previously mentioned that there are two hypotheses in this study; (1) Null hypothesis stating that there is no any significant difference on students' writing skill in recount text before and after using Outlining Technique, and (2) Alternative hypothesis stating that there is any significant difference on students' writing skill in recount text before and after using Outlining Technique, the testing was done to investigate whether the null hypothesis could be rejected or not. Table 4.6 shows the result of the test.

Table 4.6 Paired Samples Test

Paired Samples Test

	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference			

			Mean	Lower	Upper			
Pretest - Posttest	-1.47000E1	5.42643	.85799	-16.43546	-12.96454	-17.133	39	.000

Based on Table 4.6, it seen that the $t_{obtained}$ is 17.133. The way to test whether null hypothesis could be rejected was by comparing the result of $t_{obtained}$ and t_{table}. If the result of $t_{obtained}$ is larger than t_{table} at the level of significance 0.05, the null hypothesis can be rejected. On the contrary, if the result of $t_{obtained}$ is smaller than t_{table} , the null hypothesis cannot be rejected. In consulting to t_{table} , the researcher needed to find out the degree of freedom. As can be seen in Table 4.6 that df (degree of freedom) is 39, the researcher consulted to the t_{table} , and at the level of significance 0.05, the value of t_{table} is ±2.042. Comparing to the value of t_{table} , the value of $t_{obtained}$ is larger (2.042 < 17.133). Also, the way to test whether the null hypothesis can be rejected is by comparing p-value with the standard level of significance, 0.05. The convention to reject the null hypothesis is when the p-value of the obtained statistics is less than 0.05 (Balnaves & Calputi, 2001:23). As Table 4.6 shows, the p-value is less than 0.05 (0.00 < 0.05). Thus, there was enough evidence indicating that the null hypothesis could be rejected, and it could be concluded that using Outlining Technique was effective to increase students' writing skill in recount text.

B. Hypothesis testing

The most important characteristic of a "good" hypothesis is testability. A testable Hypothesis is verifiable; that is, deductions, conclusions, or inferences can be drawn from the hypothesis in such a way that empirical observations either support or do not support the hypothesis (Ary, 2010:87). There are two kinds of hypothesis; they are null hypothesis (H_0) and alternate hypothesis (H_a). In this research the null hypothesis is there is no significant difference between student's writing achievement before and after being taught by using outlining technique at the eighth grade of MTs Negeri Ngantru, and the alternative hypothesis of this research is there was a significant difference between student's writing achievement before and after being taught by using outlining technique at the eighth grade of MTs Negeri Ngantru.

The hypothesis testing is concerned on the null hypothesis (H_0). It means that the treatment is effective if H_0 is rejected and it is not effective if H_0 is accepted. The hypotheses testing of this research is proved through the output of paired sample t-test calculated in SPSS 16.0. It is concerned both on the value of *t-count* and the significance (sig). Next, hypotheses testing are stated as follows:

1. If the value of t-count is higher than t-table (*t-count > t-table*) in *df* = 39 with significant level 0.05 and significance value lower than 0.05 (significance value < 0.05). The null hypothesis (H_o) is rejected. It means that there is any significant difference on the student's writing achievement in recount text before and after being taught by using

outlining technique at the eighth grade students of MTs Negeri Ngantru.

2. If the value of t-count is lower than t-table (*t-count < t-table*) in *df =* 39 with significant level 0.05 and significance value higher than 0.05 (significance value > 0.05). The null hypothesis (H_o) is accepted. It means that there is no any significant difference on the student's writing achievement in recount text before and after being taught by using outlining technique at the eighth grade students of MTs Negeri Ngantru.

Based on Table 4.6, it seen that the $t_{obtained}$ is 17.133. The way to test whether null hypothesis could be rejected was by comparing the result of $t_{obtained}$ and t_{table}. If the result of $t_{obtained}$ is larger than t_{table} at the level of significance 0.05, the null hypothesis can be rejected. On the contrary, if the result of $t_{obtained}$ is smaller than t_{table}, the null hypothesis cannot be rejected. In consulting to t_{table}, the researcher needed to find out the degree of freedom. As can be seen in Table 4.6 that df (degree of freedom) is 39, the researcher consulted to the t_{table}, and at the level of significance 0.05, the value of t_{table} is ±2.042. Comparing to the value of t_{table}, the value of $t_{obtained}$ is larger (2.042 < 17.133). Also, the way to test whether the null hypothesis can be rejected is by comparing p-value with the standard level of significance, 0.05. The convention to reject the null hypothesis is when the p-value of the obtained statistics is less than 0.05 (Balnaves & Calputi,

2001:23). As Table 4.6 shows, the p-value is less than 0.05 (0.00 < 0.05). Thus, there was enough evidence indicating that the null hypothesis could be rejected, and it could be concluded that using Outlining Technique was effective to increase students' writing skill in recount text.

C. Discussion

From the data analysis, the objective of this study is to know if there is an effect applying outlining technique in teaching writing to the eighth grade students of MTs Negeri Ngantru in academic year 2015/ 2016. In order to gain the research problems are stated in Chapter I, the researcher conducted an experiment in a pretest and posttest design. The procedures done during teaching and learning process were divided into three steps. The first step was administering a pretest. It was conducted to know the students' basic competence and earlier knowledge before got the treatment The next step was applying the treatment that as using outlining technique in teaching writing. The writing chosen by researcher was recount text. The treatment was done in four meetings. The last step was giving posttest. In the posttest, the students were given a test to know their writing scores after they were treat by using outlining technique.

After the steps were conducted, the researcher got data in the form of pretest and posttest scores. Next, the researcher analyzed them by using paired sample t-test through SPSS 16.0. In table 4.5, the researcher analyzed a descriptive statistics of both pretest and posttest scores and it shows the

different mean of pretest and posttest scores. It shows that mean pretest score is lower than posttest score (67.8000 < 82.5000). From data above the researcher interpreted there is improve of students writing score from pretest to posttest. But, the researcher need to analyzed the inferential statistics of data with paired sample t-test to know the significance different both pretest and posttest scores.

Based on the results of the statistical computation using paired sample t-test, in the table 4.6 shows that t-count of data is 17.133. Then, the researcher compared score of t-count to the score of t-table with df 39 at the significance level of 5% (0.05). After compared to t-table, the researcher find t-table is 2.042. It is known that t-count is higher than t-table (17.133 > 2.042). Because that t-count is higher than t-table, so the alternative hypothesis is accepted and the null hypothesis is rejected. It means that there is difference writing score between before and after being taught by using outlining technique of the eighth grade of MTs Negeri Ngantru. Based on explanation above, there is a significant effect of using outlining technique towards students' achievement in writing recount text.

Regarding on the result of data analysis above, it is strongly related to some advantages served by outlining technique. The result of the study indicated that the result of post test seemed to be better than the pre-test ones. That is, the scores of post-test were significantly better than the scores of pre-test at the end of the study. Although the result of their post-test were not perfect, it seemed better than the result of pre-test. Unlike the result of pre-

test, the result of post-test shows that students seemed more interested to use outlining technique. They used variety of vocabularies, and the content was more interesting. They also used their personal expressions to make the readers feel like what they felt at the time. The students became more free to generate and share their ideas, something that could not be achieved when they composed a text without using any technique. This finding shows that the use of technique in writing such as outlining technique can shape students' writing myriad was including in generating ideas, composing, revising, editing, formatting, and printing anything from a single word to a lengthy essay (Purcell et al, 2013: 215).

When students are making recount text using outlining technique, teachers can give the students quite time to understand the material, and then giving response. In giving response, students have a longer time to compose a good sentence so that their response will not lead to a misunderstanding. Teachers can provide written feedback to their students, ostensibly because they believe it helps their students; students feel that such responses are of value to them. It certainly would seem important to find out if these assumptions are indeed true or whether students can learn just as much or even more if they are given adequate instruction and modeling and the opportunity to rethink and rewrite their own work with little or no textual input from their instructors (Elbow, 1973:43; Fathman & Whalley, 1990:178). One way of avoiding the 'over-correction' problem is for teachers to tell their students that for a particular piece of work they are only going to

correct mistakes of punctuation, or spelling, or grammar etc. This has two advantages; it makes students concentrate on that particular aspect, and it cuts down on the correction (Harmer, 1998:96). The other advantage of using outlining technique is that an outline helps students organize how they will present their information. It helps them see which areas of the paragraph are strong and which are weak (Folse et al, 2010:238).

All in all, the advantages above implied that the use of outlining technique gives positive effects towards students' writing achievement. It had been proven by the result of data analysis that show there is significant difference on the students' writing achievement in recount text before and after being taught by using outlining technique. Thus, it can conclude that the use of outlining technique is effective towards students' writing achievement and it suggested to be used in teaching writing, especially at the eighth grade of Negeri Ngantru