

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is the important part of human existence and social process that has so many functions to perform the life activities of human beings. One of the functions of a language is as a tool of communication. The purpose of communication is to send a message or information from a writer or speaker to reader or listener. The fact that human beings are social mankind; they are certainly realizing that they cannot survive without interacting with other people. Because of that, people start to make their own way to interact, and then a language is being used.

In Indonesia, English has become the first foreign language which is taught from Elementary school level up to university. English is also intensively used in international communication, in written as well as in spoken communication. In addition, many books of science and technology, art, and other published issues are written in English.

In English language, there are four skills to be mastered. They are listening, Speaking, Reading and writing. Speaking and writing are grouped into productive skills while listening and reading are included into receptive skills. Writing is one of the four language skills which is very important to be learnt. In fact, writing is not easy. Among those skills, writing is the most difficult skill to be mastered, because it needs hard thinking in producing words, sentences, and paragraph. Especially in this study, the writer focuses on the writing skill.

Writing is one of the language skills that should be taught besides the other three skills. It is regarded as a productive skill which assists students in expressing their ideas in written skill

form. Schoen. *et al* (1982) as quoted by Harmenita and Tiarina(2013:2) defines that the concept of writing as a “process” that remain our primary concern. It is not easy to translate concept in our brain to be a written language, and we must be clever to choose and to combine the vocabulary to create meaningful sentences. We also must pay our attention to the grammar,so it is normal if the students think that writing is a difficult subject because of their paying to many attention such as idea, concept , vocabulary and grammar . In addition, writing in English is considered as the most important part to be learnt by every student, especially in high school. it is stated that in Educational Unit Curriculum (KTSP or *KurikulumTingkatSatuanPembelajaran*) high school at grade seventh in writing, students must have ability to develop and their idea in writing, there are descriptive and procedure

So, based on the statements in advance, Purwanti 2013:44) claims that descriptive contains descriptive or explanation about person, animal, place, or thing specifically. It means that the students use their imagination and knowledge in their writing. A paragraph is a distinct unit of thought which may contain a topic sentence (Chitravelu, rt.al 2005 :165). In conclusion, descriptive paragraph is a paragraph that describe about person, animal, place, or thing specifically.

Based on the preliminary observation of grade x of SMA Swasta HKBP Sidorame Medan on February 22th 2020 that was by asking the students thought that writing is difficult. Researcher found that the students still did not understand clearly what a descriptive paragraph is. They do not understand how to transfer their ideas, even how to arrange a sentence. So, the teacher should teach by other methods or techniques which can intimate the students to write.

When the researcher asked the teacher about the students’ score list for writing test in two semesters, it was found out that, the minimum criteria mastery (*KKM or KriteriaKetuntasan*

Minimum) was applied 75 meanwhile the scores of the students are lower . Many students couldn't exceed the Minimum Criteria of Mastery Learning (*KKM*) which was applied by school for English lesson. And the data of two semesters are follows:

Table 1.1
Table preliminary of Students' Observation Scores of SMA Swasta HKBP Sidorame Medan.

No	Students' Initial Name	Total score
1	TrisonMarpaung	30
2	Elsa OktavianiPurba	40
3	KeziaAgustina.S	30
4	Lewi MalezkhiRitonga	30
5	DancelRonsekaSianipar	40
6	SahputraRumapea	30
7	Emi Elisa Purba	40
8	Rosalina Sinaga	50
9	Ayu	50
10	Lina Siahaan	60
11	Naomi	50
12	RifanLaoli	40
13	Jessica	25
14	Rison Sianturi	25
15	Frans Erikson. M	40
16	Adya Putra Purba	30
17	Rikki Sibarani	40
18	LidyaNapitupulu	50
19	ElmimaSitumorang	50
20	Abed	40
	Total	790
	Mean	39,5

$$\text{Mean of } t\text{-Test} = \frac{\text{Sum of Deviation}}{\text{Total number of the students}}$$

$$My = \frac{\sum d}{Ny} My = \frac{790}{20} = 39,5$$

From the previous data, it can be concluded that the students' ability in writing in that class is still low. It can be seen from the mean of students' score where the mean is still under the *KKM*.

The researcher also found some problems in the teaching and learning processes. First, students felt bored when they learnt because of unchangeable method from the teacher. In this case, teacher used lecturing method. Next students were only asked to write without any clear instruction and guidance, those were the problems facing by students in writing.

The teacher said that most of students had difficulties in writing descriptive paragraph because they less of vocabulary so, they didn't understand what their teacher had explained. So, the students thought that English is not fun and do not want to be serious in learning English.

Based on the problem, according to previous studies, Harmer(2007:148) as quoted by Harmenita and Tiarina (2013:30) explains that writing can be defined as writing- for-writing . writing-for-learning means writing as a tool to practice the language they have leaned, and in writing-for-writing, It is a tool to develop the students' ability as writer. The previous researcher, found that An outline is a helpful guide for you to use as you write a paragraph.(Oshima 1999:80). By using outline, the writer will focus on topic. In an outline, you will list your ideas in the order in which you will write about them. Sianipar and Sabrina(2004:40) found that the students can increase their knowledge and achievement to write and develop their idea into writing by using outline technique, because an outline is a tool to make the writing easier, because the main point is listed as the topic to be discussed .Muirhaid,(2005:117) found that writing an outlines provide opportunities for students to refine their outlining skills and increase

their understanding of critical thinking. Teachers can develop instructional plans that assist the student's cognitive information processing skills. The researcher offers the teacher to apply outlining technique to solve the problem. Tardy (2010) found that the teacher can use the outlining as the teaching writing technique and the students can be easier and more focus on the topic. Coffin ,et al (2003:37) explains that outlines may be drawn up to match the expectations set by certain text types, such as an argument essay in social science, for example, For inexperienced researchers such plans can help identify gaps in the development of ideas, arguments, and sources of evidence. After seeing the explanation in advance, the researcher offers outlining technique to repair the student's in writing especially in descriptive paragraph as an expectation,it can help students in writing descriptive paragraph and students are able to focus more in writing easily and well by applying this technique.

From the previous explanation, the research is conducted to see how the **Effect of outlining technique affects students' achievement in writing, particularly writing descriptive paragraph.**

1.2 The Problem of the Study

The problem of the study is formulated as follows:

“Does the Use of Outlining Technique Affect on Students' Achievement in Writing Descriptive Paragraph”?

1.3 The Objectives of the Study

In line with the problem, the objectives to investigate the use of outlining technique affect on students' achievement of Tenth grade senior high school in writing descriptive paragraph.

1.4 The Scope of the Study

According to Gerrot and Wignel (1994: 192-218) defines that there are many kinds of text writing, such as Descriptive paragraph, Narrative paragraph, Expository paragraph, persuasive paragraph and. But the scope in this study is describe the use of outlining technique affects students' achievement in writing, particularly writing descriptive paragraph hand problem in writing a descriptive paragraph related to generic structure. In this research, the researcher limits the study only to focus on students' achievement in writing and their problems in writing descriptive paragraph specifically on describing object (human, animal, place.) and determine Generic structure and language features of Descriptive Paragraph.

1.5 The Significance of the Study

Results of this study are expected to be giving out the theoretical and practical significance. Theoretically, the expected of this research is to enrich the learning of science writing descriptive paragraph by using outlining technique.

Practically, the result of the study is important and useful for those:

1. Teacher, to increase their own professionalism in teaching writing by using outlining Technique and the result of the study would be very useful for teachers of English and others who are concern with assessment of teaching English.
2. Students, giving in information to increase their writing ability and to motivate the students to be better in writing descriptive paragraph.
3. The readers, to have interest research to enlarge their understanding about writing descriptive paragraph.
4. The researcher, to use the result of this research as a comparative study
5. Other Researchers, this research can be used as a reference.

1.6 Hypothesis of the Study

The hypothesis set the recent study is as tentative answer of the research problem.

It comprises alternate hypothesis (Ha) and null hypothesis (Ho). Alternate (Ha) as the hypothesis that states the relationship between the experimental treatment that the researcher expects to emerge. In this case the alternative hypothesis as read follows:

Ha : There is a significantly effect of applying Outlining technique on students' achievement in writing descriptive paragraph.

Ho. : There is no effect of applying Outlining Technique on students' achievement in writing Descriptive Paragraph.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This study was basically related to the accumulated ideas from various theories in the area of writing. Some terms which was used in this study need to be clarified to avoid misunderstanding between the writer and the readers, In this part, the writer clarified the terms used in this study, so that the writer and the readers had the same perception about the concepts in this research.

2.2 Writing

2.2.1 Definition of Writing

Writing becomes the general for us. Writing is one of the four language skills in English. In doing writing, we transfer idea into words, as Ruggles (1985:12) defines that writing skill to develop the thinking. It means writing is representation of what we think to communicate by using the words. So, we describe the subject based on our point of view to other people, explaining all about the object to make readers understand and got the purpose of the writing.

According to Harry (1981 :430) “Writing refers to the skills in using graphic symbols (letter, word, phrase, sentences), which has to be arranged to certain convention”. It means in writing we have to be able to use and organize the lexical items, to express our ideas in the form of written production. There are some certain arrangement element of paragraph, they are:

- a. Unity: every sentence contributes to develop one central idea concerning in topic sentence
- b. Completeness: The writing has enough information, the facts, details, examples, quotation, and reason

- c. Order: The organization of the information is presented in a desirable sequence
- d. Coherence: The relation of each paragraph to make the reader can take the ideas logically and smoothly.

In teaching learning process, the teacher has to give some exercise to practice the students' ability in writing. The teacher also gives the student one topic and asks them to make a short composition, and then checks their work, based on elements above.

Beside the elements there are some components of writing they are:

- a. Grammatical Skills: The ability to write correct sentences
- b. Mechanical Skills: the ability to use correctly those conventions peculiar to write language e.g. function and spelling
- c. Stylistic Skills: the ability manipulate sentences, paragraph, and the use of language effectively
- d. Judgment Skills: The ability to write in appropriate manner for particular audience in mind together with an ability to select, organize, and other relevant information.

To make students have these skills, the teacher has to give them many exercises to make their writing be better. Even though they have found many information but if they do not understand the skill, they will confuse when they arrange their writing. So, the teacher has to explain and practice how to use the skill in making good writing.

2.2.2 Genre of Writing

According to Raison et. al,(2004:13) suggest that in introducing various written text types in teaching writing, there are 13 text type in learning writing that is narrative, report, recount, procedure, descriptive, news item, review, explanation, analytical exposition, hortatory, discussion, spoof, and anecdote. The more explanation as follows:

A. Narrative Text

Narrative text is a piece of text which tells a story that entertains or informs the reader or listener. Narrative text has a social function, generic structure, language features and type of narrative.

1. Social Function:

Social function of narrative text is to amuse or entertain and to deal with actual or vicarious experience in different ways, narrative with problematic events which lead to crisis or luring point of some kind, which in turn finds a resolution.

2. Generic Structure:

a) Orientation: introduction into characters or participants and also the setting.

b) Complication: the rising of problems.

c) Resolution: the problem is solved for better or for worse.

d) Re-orientation: in the ending of the story.

3. Language Features:

a) Past Tense: long time ago, one day, etc

b) Action Tense: run, walked, etc

c) Saying Tense: said, told, etc

d) Thinking Tense: felt, thought, etc

4. Type of Narrative: adventure, mystery, science fiction, fantasy, historical fiction, contemporary fiction, dilemma stories, dialogue, legends, fairy tales, fable.

B. Report Text

Report is text type used to store or provide information about class of things accurately rather than a sequence. It has a social function, generic structure and language features.

1. Social Function:

Social function of report is to describe the way things are in general inference/to report something.

2. Generic Structure:

- a) General Classification: starting classification of general aspect of thing like animal, public space, plant, which is will be discussed in general.
- b) Description: describing the thing which will be discussed in detail, part by part, customs or need for living creature and usage for materials, Usually the general fact of the subject.

3. Language Features:

- a) Using action verb.
- b) Using conditional logical connection: when, so.
- c) Using simple present tense.

C. Recount Text

Circumstances time and place Recount text are type of text, which has the social function, generic structure and language features.

1. Social Function:

Social function of recount is to retell something that happened in the past and to tell a series of past event.

2. Generic Structure:

- a) Orientation: provides the setting and introduces participants. b) Events: tell what happened, in what sequence.
- b) Re-orientation: optional-closure of events.

3. Language Features:

- a) Focus on specific participant
- b) Use of material processes
- c) Use of past tense
- d) Focus on temporal sequence

D. Procedure Text

Procedure is commonly used to describe how to make something which is close to our daily activity. For example: how to make a cup of tea, how to make a good kite, is the best example of the procedure text. It is such word: first boil water, secondly prepare the cup, and so on.

1. Social Function:

Social function of procedure is to describe how something is accomplished through a sequence of actions or steps.

2. Generic Structure:

- a) Goal: showing the purpose to be accomplished.
- b) Material: telling the needed materials.
- c) Step 1, step 2: describing the steps to achieve the purpose or what has to be done.

3. Language Features:

- a) Focus on generalized human agents.
- b) Use of simple present tense, often imperative.
- c) Use mainly of temporal conjunction (or numbering to indicate sequence).
- d) Use mainly of material process.
- e)

E. Descriptive Text

Description text is a type of text, which has the social function to give description about object or thing or people, generic structure and language features.

1. Social Function:

Social function of descriptive text is to describe a particular person, place or thing in detail.

2. Generic Structure:

- a) Identification: identifies phenomenon to be describe.
- b) Description: describes part qualities, characteristics.

3. Language Features:

- a) Focus on particular participant.
- b) Use of attributive and identifying process.
- c) Frequent use of epithets and classifiers in nominal groups. d) Use of simple tense.

F. News Item

News item has a social function, generic structure and significant Lexico grammatical features.

1. Social Function:

Social function of news item is to inform leaders, listeners or viewers about events the day which are considered newsworthy or important.

2. Generic Structure:

- a) Newsworthy events: recounts the event in summary form.
- b) Background events: elaborate what happened, to whom, in what circumstances.
- c) Sources: comments by participants in, witness and authority of experts on the event.

2. Significant Language Features:

- a) Short, telegraphic information about story captured in headline.
- b) Use of material processes to retell the events.
- c) Use of projecting verbal process in sources stage.
- d) Focus on circumstances (example mostly within qualifiers).

G. Review

Review has a social function, generic structure and language features.

1. Social Function:

Social function of review is to critique an art work, events for a public audience. Such works of art include movies TV shows, books, plays, operas, recordings, exhibitions, concert and ballets.

2. Generic Structure:

- a) Orientation: background information on the text.
- b) Evaluation.
- c) Concluding statements: judgment, opinion and recommendation.
- d) Interpretative recount: summary of an art works including characters and plot.
- e) Evaluation summation: the last opinion consisting the appraisal or the punch line of the art works being citizen.

3. Language Features

- a) Using adjective.
- b) Using long and complex clauses.
- c) Using metaphor.
- d) Focus on specific participants

H. Explanation

Explanation has a social function, generic structure and grammatical features.

1. Social Function:

Social function of explanation is to explain process involved in the formation/working in natural and cultural phenomena.

2. Generic Structure:

- a) General statement: stating the phenomenon issues which are to be explained.
- b) Sequenced explanation.
- c) Stating a series of steps which explain the phenomena.

3. Language Features:

- a) Featuring generic participants: sun, rain, etc.
- b) Using chronological connection: to begin with, next, etc.
- c) Using passive voice pattern.
- d) Using simple present tense.

I. Analytical Exposition

Analytical exposition has a social function, generic structure and language features.

1. Social Function:

Social function of analytical exposition is to persuade the reader that the idea is important matter.

2. Generic Structure:

- a) Thesis: Introducing the topic and indicating the writer's position.
- b) Arguments: Explaining the arguments to support the writer's position.
- c) Reorientation/conclusion: Restating the writer's position or conclusion of the arguments.

3. Language Features:

- a) Using evaluative language: Important, valuable, trust worthy.

- b) Using passive voice.
- c) Using causal conjunction.
- d) Using simple present tense.

J. Hortatory

Hortatory has a social function, generic structure and language features.

1. Social Function:

Social function of hortatory is a text which persuades the reader to have the addressees do something or act in certain way.

2. Generic Structure:

- a) Thesis: the background of the problem that will arise some arguments (stating writer's issues).
- b) Argument: the reason for supporting the argument about the topic which is supported by the fact and evidence.
- c) Recommendation: a statement of what should or shouldn't happen or be done based on the given argument of the writer.

3. Language Features:

- a) Using emotive words: worried, afraid, alarmed, etc.
- b) Using words that qualify the statements: usual, probably, etc.
- c) Using words that link arguments: firstly, however, therefore.
- d) Using compound and complex sentences.
- e) Using modals and adverbs: may, should, must, etc.
- f) Using subjunctive mood: I, we, etc.

K. Spoof

Spoof has a social function, generic structure and language features.

1. Social Function:

Social function of spoof is to tell an event with a humorous twist and entertain the reader.

2. Generic Structure:

- a) Orientation: the beginning of the story it contains the introduction of characters and the setting of the story.
- b) Series of events: it contains what happen to the characters.
- c) Twist: it contains unpredictable funny ending of the story.

3. Language Features:

- a) Using action verbs: walked, told, saw, ran, away, etc.
- b) Using connective verbs: first, then, after, that, etc.
- c) Using adverbs of time and place. d) Using simple past tense.

L. Anecdote

Anecdote has a social function, generic structure and language features.

1. Social Function:

Social function of the anecdote is to retell an unusual or amusing incident, not only to make people laughter but also to reveal the truth its self.

2. Generic Structure:

- a) Abstract: statement introducing the topic closely related with the title and usually inform rhetorical question at first.
- b) Orientation: is part where the writer tell who, when, where the story happens.
- c) Crisis: is a part of unusual incidence happens

- d) Reaction: tells how the subject of the story reacts to the incident. e) Coda: is the closing part of the story. The writer may tell how the subjects solve problem and the end of the incident.

3. Language Features:

- a) Using exclamations, rhetorical question or intensifiers.
- b) Using material process.
- c) Using temporal conjunction.

2.2.2 The Writing Process

Writing process very important for the writer and another people, to make a good paragraph of writing, we not only need good ideas to complete their writing but also more than just an ideas, and the process of writing consider the value of writing .so writing process can be we know in this explanation, According to Tompkins,(2014:10) the stages of writing process there are five :

1. Pre-writing (planning). Prewriting identifies everything you need to do before you start your draft. In pre-writing, you should find the idea, build on the idea, making the plan and the structure of writing your idea.
2. Writing. Now you have your plan and you are ready to start writing. Write your draft with some kind of direction and rules. Identify the best time and location to write and eliminate potential distractions.
3. Revising (organizing), clarifying and refining ideas in their compositions during the revising stages.

4. Editing (making sure that sentences their selves are sentences, the words you use are the right words, the spelling and punctuation are correct). Check for repetition, clarity, grammar, spelling and punctuation.
5. Publishing: Publishing their writing and share it in front of the class.

Harmer (2004:12) the writing process is a way of looking at what people do when they compose written text the writing process teachers and the students how do develop their ideas, and record them in written form. Each stage of the writing process is important and needs to be explicitly taught in mind. Also added, there four main elements in writing process, they are : planning, drafting, editing (reflecting and revising) and final version. All of them will be explain in the following:

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. When planning, writers have to think about three main issue.

- a. Place they have to consider the purpose of their since it will influence (among other things) not only they type of the text they wish to procedure but also the language they use. And organize detail before you write..
- b. Drafting: Shaping your writing and providing elaboration
- c. Editing (Reflecting and revising)

Reflecting and revising are often helped by other readers (or editor's) who comment and make suggestion. Evaluating the overall structure of your work, revising any errors for content, then look the paragraphs, sentences and words.

d. Final version

After editing the draft, making the changes they consider to be necessary, they produce final version to Share your writing.

According to Oshima and Hogue's opinion (1991: 3) state that "there are four main stages in the writing process: prewriting, planning (outlining), and writing and revising drafts, and writing the final copy to hand in." They add a simple conclusion about some steps in the writing process, such:

- a) Step 1 (Prewriting) : brainstorming.
- b) Step 2 (Planning) : developing an outline.
- c) Step 3 (Writing) : writing a rough draft.
- d) Step 4 (Revising) : editing the rough draft for content and organization.
- e) Step 5 (Rewriting) : writing a second draft, and proofreading it for grammar and mechanics.
- f) Step 6 : writing a final copy to hand in.

Based on previous explanation above, we can conclude the process of writing that the writer argues the process writing that explain by expert is that process of writing are pre-writing, drafting, revising, editing, and publishing. It is same with process of writing is planning, drafting, editing and final version. The first is planning refers to activities before written(make a plan) what the topic, the purpose of topic and arranged the ideas. Second drafting in this process the written must be expression their idea in rough writing. third editing (revision) in this process refers to repair their ideas like try to read the draft, change or revision the writing with observe of reaction from comment and opinion and the last is final version refers to the last process that focus to make changes aspect of essay mechanics like the capital words, sentence structure , punctuation with the purpose to make the readers more understand the content of essay and after

that the essay can be publication in part of book, journal, report or writings others. so this process very important to created good writing

2.2.3 Teaching Writing

Teaching is about process how to transfer the knowledge for the people. Teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand (Brown, 2007, p 8).it means that teaching can help the students to know about they are not understand in learning process. in explanation the writer can describe about teaching writing . According to Raimes, (1983 :97) states that teaching writing is a unique way to reinforce learning and according to another expert The teacher does some actions to make the students know and understand about how to write something correctly (Brown,1999,p.7-13).

There are several techniques used in teaching writing. As stated by Harmer (2004: 44) “ the techniques such as copying and parallel writing (imitating a written model), help to give students a basic mechanical competence which they can put then to use when they write more creatively”. Then, the techniques are divided into some parts. According to Harmer (2004: 52), copying technique is classified into four types:

- (a) Disguised word copying,
- (b) Copying from the board,
- (c) Making notes, and
- (d) Whisper writing

2.2.5 Writing Achievement

The word achievement derived from, ‘achieve’ (Homy 1986 : 7) means to gain or to reach by effort then it becomes to noun word furthermore. According to Oxford, (1995:10) ‘achievement’ means a thing is done successfully, especially, with efforts and skill.

Writing achievement can be measured through the quality of writing. A good writing must have ideas, organization, word choice, sentence fluency and conventions (Carol, et, al, 2001). So, if the writing has all this qualities it means the writer has reached the achievement in writing.

2.3. Paragraph

Paragraph is one of parts in a text. A paragraph is a group of related sentences that develops one main idea, which is the topic of the paragraph (Oshima (1999:85); Kalandadze (2007:8); Chitravelu, et.al (2005:165)). As the conclusion, paragraph is a group of related sentences that develop a single main idea and supported by details and examples which is related each other. A paragraph is made up of three kinds of sentences that develop the writers' main idea, opinion, or feeling about a subject. These sentences are (1) the topic sentence, (2) supporting sentences, and (3) the concluding sentence (Oshima (1999:4); Muschla (2011:113)). *The topic sentence* may be located anywhere in paragraph, but the most common position is at the first or at the last of the paragraph. It means that specific topic and the concluding ideas or major sub division on the topic. *The supporting sentence* which develops the topic sentences is by giving specific details about the topic. The writer has to provide some division, reasons, and statements to impress the readers. There are kinds of support which can be used in writing the supporting idea of the paragraph. They are by giving descriptive details, facts, and reason to persuade. The writer needs to develop several reasons support their statements so the writing is factual reason to read. The concluding sentence is a sentence that gives the conclusion of the important point of paragraph. It usually uses a conclusion transition signal in the end of the essay such as : inn conclusion, in summary, etc.

Kalandadze (2007:9) clarifies the features of a good paragraph consist of parts that make up a paragraph. There are three features that are common to all good paragraphs. These are coherence, cohesive and adequacy of development.

a) Coherence

The entire paragraph should concern itself with single focus, as expressed in the topic sentence. If it begins with one focus or major points of discussion, it should not end with another or wonder within different ideas. The sentences should lead on from each other logically so that each one answers the question that comes into the reader's mind when they read the sentence before it. If the reader has to go back to read again two or three time to understand what you have written, this is an indication that the paragraph is not coherent and that sentence do not logically flow from one another.

b) Cohesion

In a cohesive paragraph, each sentence relates clearly to the topic sentence and to the sentences on either side of it. Cohesive devices such as transition words (first, for example, however) or reference words (this, the question, she) make clear to the reader both where the paragraph is going and how each sentence relates to the others. A cohesive paragraph also highlights the ties between old information and new information to make the structure of ideas or arguments clear to the reader. At the beginning of a new paragraph you should check that any previous pronouns (he, she, it) or definite references (this matter, the problem) which refer backwards in the text can be understood within the paragraph and do not require to go back to the previous paragraph.

c) Adequate Development

Descriptive is mentioned the explanation about the description of person, animal, place, or thing (Purwanti, 2013:44). Kane (2000:352) explains that descriptive paragraph is description about sensory experience-how something looks, sounds, tastes. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds, I this descriptive writing just focuses on its paragraph and a good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind (Oshima, 1999:48). A good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader. In a good descriptive paragraph must also use adjective and classifiers in nominal group, use simple present tense and focuses on specific participant.

A writing, need idea to describe the details of the topic, and we use words to explain it. We arrange word by word become sentences, and then we arrange them become a paragraph. It means paragraph is some sentences which has one idea as what Oshima and Hongue (1988 : 55) state “a paragraph is a group of related sentences that develop one main idea. Through a paragraph, the idea will be explained, so the reader will be more understand the topic.

Example of paragraph

SUNSET

Sunset is the time of day when our sky meets the outer space solar winds. There are blue, pink, and purple swirls, spinning and twisting, like clouds of balloons caught in a whirlwind. The sun moves slowly to hide behind the line of horizon, while the moon races to take its place in prominence a top the night sky. People slow to a crawl, entranced, fully forgetting the deeds that must still be done. There is coolness, calmness, when the sun does set.

2.3.1 Parts of paragraph

A paragraph is made up of three kinds of sentences that develop the writers' main idea, opinion, or feeling about a subject. These sentences are (1) the topic sentence, (2) supporting sentences, and (3) the concluding sentence (Oshima (1999:4); Muschla (2011:113)).

1. Topic Sentence: may be located anywhere in paragraph, but the most common position is at the first or at the last of the paragraph. It means that specific topic and the concluding ideas or major sub division on the topic.

2. Supporting Sentence: which develops the topic sentences is by giving specific details about the topic. A writer has to provide some division, reasons, and statements to impress the readers. There are kinds of support which can be used in writing the supporting idea of the paragraph. They are by giving descriptive details, facts, and reason to persuade. The writer needs to develop several reasons support their statements so the writing is factual reason to read.

3. Concluding Sentence is a sentence that gives the conclusion of the important point of paragraph. It usually uses a conclusion transition signal in the end of the essay such as : in conclusion, in summary, etc

2.3.2. Types of Paragraph

There are four main types of writing: expository, descriptive, descriptive, persuasive and creative. Callella, (2001:11)

1. Descriptive Paragraph

Descriptive paragraph explains something and shows the readers see what a thing or a person is like. It also describes a character, an event or a place in great detail. It is sometimes poetic in nature in which the author is specifying the details of the event rather than just the information of what happened. The author visualizes to you what he sees, hears, tastes, smells and feels

2. Narrative Paragraph

Narrative paragraph is a type of writing in which the author places himself as a character, or not, and narrates the story. Novels, short stories, poetry and biographies can all fall into the narrative writing category. Narrative writing often has situations like disputes, conflicts, action, motivational events, problems and solutions.

3. Expository Paragraph

Expository paragraph is a subject-oriented writing style, in which the main focus of the author is to tell you about a given topic or subject, and leaves out their opinions. This is one of the most common types of writing styles, which you always see in textbooks and “How To” articles. Expository writing is usually in a logical order and sequence.

4. Persuasive Paragraph

Persuasive paragraph, unlike expository writing, contains the opinions, biasness and justification of the author. Persuasive writing is a type of writing which contains justifications and reasons to make someone believe in what the author believes in. In persuasive writing, the author takes a stand and asks you to believe their point of view.

Based on the explanation about types of writing above , the writer can concluded the simple meaning from the types , Descriptive paragraph usually like describe about something that we can think or imagination Narrative paragraph refers to explain about event or problem in history that purpose to entertain the readers. Persuasive paragraph usually refers to persuade from the content of the text , and the last is Expository paragraph usually have the meaning that

content in sentence give explanation with short information but clear for example the activities to happy independence day Indonesian 17 august and the last is.

2.4 Descriptive Paragraph.

Descriptive paragraph is one of the kinds of writing. The word descriptive paragraph can be defined as describing something. A writer in descriptive paragraph uses details to tell how a subject looks, sounds, smells, tastes, or feels. Moreover, the essay should make the reader respond to what he or she is reading. It means that writing descriptive paragraph is an activity that the students do expressing their ideas to entertain or amuse the reader. It is one kind of the paragraph that's about something describe thing, someone and the other. Thus, a descriptive paragraph is the one that describes a person, place, or object. When you describe someone or something, do it as vivid and real as possible. Its means that you can do it by observing and recoding specific details of the person place or object that attract to your reader's senses.

Further, Alice (1994: 33) explain that description gives a mental picture of something, usually according to what can be seen, but any impression of the other sense-smell, taste, hearing, and touch make description more vivid and t more effective. So, we can conclude that, descriptive paragraph is a form of paragraph which contain of the description of the subject to make the reader understand the details of subject that is explained in the paragraph

2.4.1 Types of Descriptive Paragraph

Jolly (1984:470) say that descriptive paragraph is paragraph that describe something or, we can say that descriptive paragraph is used to describe what a person looks and acts like.

Descriptive paragraph consists of five components, namely:

- 1) Describing Process

Describing a process is not only to explain how something is happened and accomplished, but also to explain on why it is done and what is needed to complete the process.

2) Describing an Event

To describe an event, a writer should be able to memorize and remember what happened in that event. As the example, people is going to write about a big flood in Bukit Lawang, she/he has to explain all details related to the event, so that the readers can imagine the real situation and condition perfectly.

3) Describing a Personality

In describing a person the first thing that we must do in describing a person is recognizing the individual characteristic. We need to describe people occurs fairly areas physical attribute (hair, eyes, skin) emotional (warm, nervous) , attributes (greedy, honest , humble, trust) and intellectual (smart clever).

4) Describing a Place

Presenting a concrete thing is the way to describe place, for example; a house, library, swimming pool, bus station, and market.

5) Describing an Object (Animal)

To describe an object accurately is done through providing the physical objects' characteristics such as color, form, shape, and so on.

2.4.2. Parts of Descriptive Paragraph

According to Blanchard (2005: 34), in writing descriptive paragraph, several things should be understood, namely social function, writing focus, generic structure, and linguistics features.

1. Social Function: the social function of writing descriptive paragraph is to describe a particular person, place, or animal by using adjectives or attributes.
2. Writing Focus: description of qualities, conditions, characters of an object.
3. Generic Structure: Gerrot (1994:208) writes generic structure of descriptive paragraph are :
 - a) Identification, which identifies phenomenon that will be described
 - b) Description, which describes about parts, qualities or characteristics of something or someone in details.

These were basic data for evaluation.

Linguistics Features: according to Knapp and Watkins(2005:98-99) write there are several language features of descriptive writing as the following:

- a) In descriptive writing, the present tense is predominantly used. The past tense is used to describe something in the past.
- b) The use of action verbs are needed in describing, especially for describing behavior.
- c) When describing feelings, mental verbs are used.

Adjective, adverb, and adverbial phrase are used often

- d) Use of specific participant.

Specific participant: has a certain object, is not common and unique (only one). For example: Bali Lestari beach, my house, Borobudur temple, Uncle Robinson.

The use of adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome boy, the famous place in Medan, etc

The use of simple present: The sentence pattern used is simple present because it tells the fact of the object described

Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc...

By knowing the concepts in writing descriptive paragraph, the students as writers can adapt the concept into their writing. It helps them in arranging their descriptive paragraph well. The more students know about descriptive paragraph, the concepts, the more they will have good ability in writing descriptive paragraph.

The Example of Descriptive Paragraph Borobudur Temple

Borobudur is Hindu – Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom, Borobudur Temple is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper there are circulars.

Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large Stupa at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and stairway. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

2.4.3 Assessment of Writing Skill in Descriptive Paragraph

To know students' ability in writing, there are some criteria that must be considered. Naegle (2002:90) states that in helping our evaluation and to decide what to each next, assessment is essentially needed. Jacobs (1981:90); Weigle, et al (2009:116) states that the skill of writing include five general components or main areas such as the following:

1. Content: The ability to think creatively and to develop thought including all of the relevant to assigned topics.

2. Organization: The ability to write correct and appropriate manner for a particular purpose with a particular audience in mind, together with ability to select, to organize and other relevant information.
3. Vocabulary: The ability to write the word effectively and to appropriate register.
4. Grammar: The ability to write correct and appropriate sentence.
5. Mechanical Skill: The ability to use correctly those convention peculiar to written language, e.g; punctuation, spelling.

While other experts said Assessment is the activities in learning process to collect the information as parameter the ability of students. According to Dalton-Puffer (2010:198).States students' written competence can be identified based on five scales. The scales are used for a general evaluation of the students' proficiency level.

There are five scales will be used to have an overall account of the written assignment:

1. Content: This category considers the development and comprehension of the topic as well as the adequacy of the content of the text.
2. Organization: several factors are considered such as the organization of ideas, the structure and cohesion of the paragraph.
3. Vocabulary: this category deals with the selection of the words, expressions, and their usage.
4. Grammar: this use of grammar categories is taken into account, tense, number, in addition to word order use of complex sentence.
5. Mechanics Skill: this category includes the evaluation punctuation, and spelling.

2.5. Outlining Technique

2.5.1. Technique

Technique is a specific manifested in the classroom (2001:14) According to Richards (2002:887) delivers that technique is a method of doing something expertly or need skills and it is an action happened in classroom. In other words, a language learning technique is an explicit procedure or strategy to accomplish a particular learning objective or set of objectives. As the conclusion, technique is strategy to make the teaching learning process can run well.

Technique is a way in learning process that use by the teachers to make the learning process to be easy and the students more active in activity. Technique is the specific activities manifested in the classroom consistently in rhyme with the former terms. (Anthony, 1963).

Based on the explanation above the writer argues technique is a way that use by the teachers in implementation teaching method or a way to inform learning materials in order to the students be active and easy to understand about materials that give by the teachers. in this research, the writer choose one technique in cooperative learning, that is give

2.5.2 Outlining

An outline is a helpful guide for you to use as you write a paragraph.(Oshima 1999:80). By using outline, the writer will focus on topic. In an outline, you will list your ideas in the order in which you will write about them. After you have given much thought to your notes and the main ideas under which you arranged these notes. You will begin to see how the main ideas are related to another and which main ideas should precede or follows others. Outlining is formal or informal listing of sentences or phrases that communicate points concerning the topic, works well when thesis statement and topic sentences are determined and supporting paragraphs need to be fleshed out. Outlining technique can be especially helpful in organizing one's thoughts for an extended piece of writing; when drafting begins, some writers prefer to start in the middle of a plan rather than with the introduction to the text (Coffin. Et al, 200:37). The more specific the

outline is at this stage, the easier it will be for students to move into the drafting stage. As students create outlines of their content, they should paraphrase any text they have kept from the original source. At this stage, they do not need to write full sentences; they can simply use phrases or fragments that capture the main content without retaining the structure and wording of the original text. From the explanation above, outlining is a helpful technique to develop important idea in writing.

2.5.3. The Advantages and Disadvantages of Outlining Technique

Tardiff, E (2010:48) clarifies that there are some advantages of outlining technique:

- a. Students are ready to begin planning the organization and content
- b. It will be easier for students to move into drafting stage
- c. Students do not need to write full sentences
- d. It reduces the time needed for editing and allows for easy reviewing

Meanwhile outlining technique also has disadvantages as follows:

- a. It requires more thought for accurate, understandable organization and, Therefore, cannot be used during lectures that move too quickly.
- b. It will be wasting time because students will take long time to make the Outline than writing itself
- c. It will not be easy to ensure if any students does not understand with the topic is given, so she/he will be difficult to make the outline of the paragraph.

Outlining technique helps the students to develop their ideas in writing descriptive paragraph, Oshima (1999:80) explain that an outline is helpful guide for you to use as you write a paragraph. In writing descriptive paragraph, it is commonly found that this technique is helpful for students in making a connection to the topic given so that the students can think more

creative. Descriptive paragraph gives us the description or details of something. In applying this technique descriptive paragraph, the first step, the teacher asks the student to choose the object that want to be described. Then, write the main idea or topic sentence on the first line. The students try to write the smaller details and examples should go under each supporting ideas. Finally, the students write the concluding sentence for the paragraph. After that, the students write a paragraph based on the ideas written in the outline. It cases the students to write, because they have the guidance of their ideas in the outline. They just write based on what they have put or outlined. Through Outlining technique, it aids the students to write completely step by step. The students will not need hard thinking to develop their ideas into writing. Outlining technique is the technique which makes students easier to write a paragraph.

2.5.4. The Procedure of Outlining Technique

In teaching learning process, there is procedure should be followed accordingly in order to maintain conductive and responsive condition, so that the goal targeted will be achieved successfully. There are three steps to apply outlining technique in classroom (Purwanti in Oshima, 2013:3) as follows:

- a. Making a list
- b. Writing the topic sentences
- c. Writing the supporting sentence and concluding sentence

Other source, the followings are the steps needed in teaching descriptive paragraph writing by outlining technique:

- a. Writing the main idea or topic sentence on the first line.
- b. Writing the supporting ideas in order under the main idea.
- c. Writing smaller details and examples under each supporting idea.

d. Writing a concluding idea for the paragraph.

Example of descriptive text

The Camel

The camel is an ugly creature, but in fact, it is a remarkable animal. The camel has a floppy hump in the middle of its back, big teeth, a strong smell, and long legs as thin as sticks. Its natural habitat is the desert, where there is little water and a lot of hot sand. Yet the camel can survive these difficult conditions because it is built for it. It can exist for long periods on the fat stored in its hump and by eating the thorny plants of the desert; it has pads on its feet, knees and chest so that it can endure the hot sand whether it is standing or sitting.

Don't be deceived by appearances. You may think the camel ugly, but its qualities go far beyond its looks.

TITLE : The Camel

A. Topic sentence: The camel is an ugly creature, but in fact, it is a remarkable animal.

B. Supporting Sentences: The camel has some characteristics.

1. Detail : it has a floppy hump in the middle of its back, big teeth, a strong smell, and long legs.

2. Detail : It can exist for long periods on the fat stored in its hump.

C. Concluding Sentence: Don't be deceived by appearance. You may think that the camel is ugly, but its qualities go far beyond its looks.

2.

fo

relevant and

the literature

review in order to know how the other researcher analyze the topic. There are several journals related by this topic are reviewed. First, **The Effect of Using Outlining Technique on**

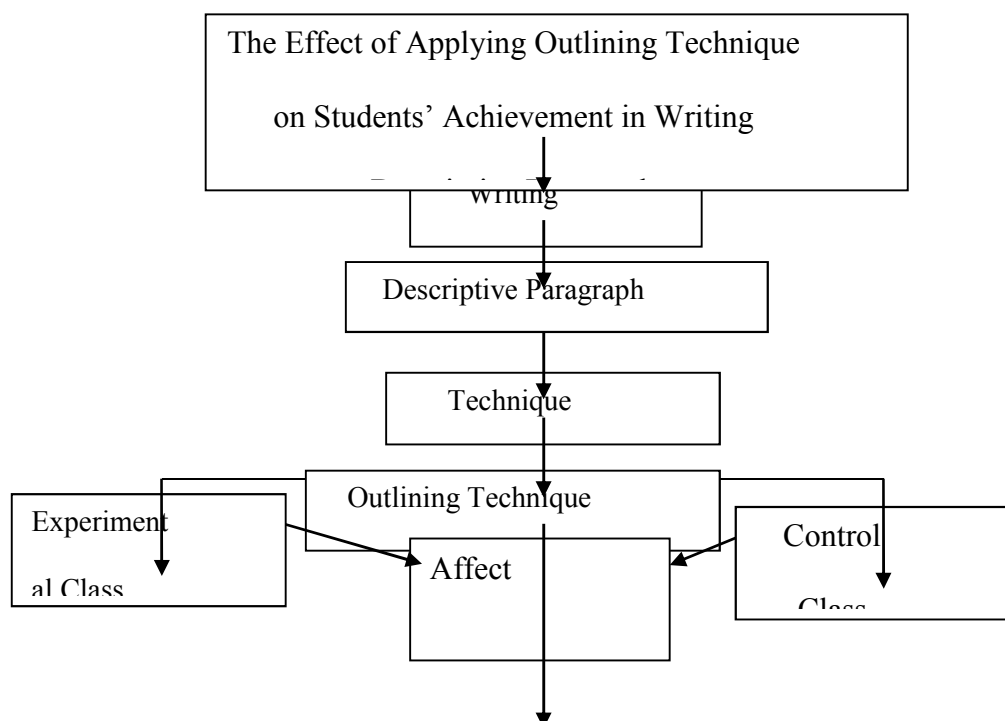
Students' Achievement in Writing Paragraph use outlining technique by Aprilza, A (2014). in this research the purpose of study find out she wants to investigate whether there significant affect or not of using outlining technique as the teaching technique on writing descriptive paragraph and in this research. The result of study found that applying outlining technique was effective on students' achievement in writing descriptive paragraph in senior high school and used experimental research. This journal almost same with my proposal but I see the difference the research problems of this journal is does outline affect on student achievement in writing paragraph while my proposal on students' achievement In writing descriptive paragraph but the similarity is the use of same technique. The second is **The Effect of Using Outline Technique to Improve Students' Ability in Writing Descriptive** by KamilahTazky (2018). the purpose of the study to what extend does outline technique improve the content of students' essay, this also wishes to study, entitled the Effect of using outline technique to improve students writing descriptive in term of content and organization, was useful for both teachers and other researchers. This also almost same with my proposal as my explanation at the first journal above, and the researcher also conducted this experimental quantitative research

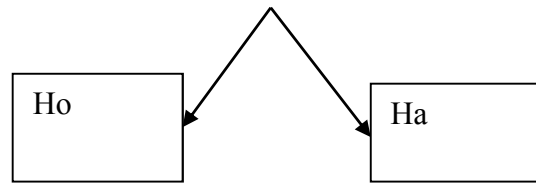
2.7. Conceptual Framework

Writing is one of our skills, besides listening, reading and speaking. Writing is the most popular and prevalent method of creating connection among people. As a means of building links between individuals and within communities, writing serves as the flexible foundation for almost every type of communication media. Print, video, audio, speech and interactive web media all begin in writing.

Outlining is a technique emphasizes in writing sequence. Outlining is formal or informal listing of sentences or phrases that communicate points concerning the topic; works well when

thesis statement and topic sentences are determined and supporting paragraphs need to be fleshed out. Writing descriptive paragraph is not an easy task to complete, especially for junior high school students. It is known that there are many students still finding difficulties in writing, even though they have learnt how to write in English for years. This is because the students had difficulties in generating ideas and organizing ideas into a good piece descriptive paragraph. There are some steps that can be used by students to write descriptive paragraph completely through outlining technique. The students can choose the object that want to be described. Firstly, the students write main idea or topic sentence on the first line. The Second, write the supporting ideas in order under the main idea. Then, smaller details and examples should go under each supporting idea. Finally, the students may also include a concluding idea for the paragraph. They will write and develop a descriptive paragraph based on the outline that has done in advance. Through outlining technique, it aids students to write completely step by step. In this technique, the students are easier to write a paragraph especially writing descriptive paragraph. Applying outlining technique, it is very useful for student's achievement in writing descriptive paragraph. The conceptual can be described as follow.





CHAPTER III

RESEARCH METHOD

3.1. Research Design

Research design of this study was applied by using experimental quantitative research design to get idea. So, the writer attempted to describe a casual relationship between independent and dependent variable. This design was applied to investigate the effect of outlining technique on students' achievement in writing descriptive text paragraph. It meant that a research was conducted to get answers of certain questions or to get solutions of the problems. A design is the general plan for carrying out the experimental research study Ary (2002:325). Research design is a plan on how to collect and process data that can be implemented to achieve the research objectives. This study was conducted in an experimental design. Experimental design is to enable researcher to estimate the effect of an experimental treatment. This study was deal with two groups, which were control group and experimental group.

Table 3.1
Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental Class	✓	Outlining Technique	✓
Control Class	✓	Without using Outlining Technique	✓

The experimental group is the group that received a treatment by using applying outlining technique, while the control group is the group that received a treatment without applied outlining technique. Both sample groups gave a pre-test. Pre-test intends to find out the students' ability in applying outlining technique on writing a descriptive paragraph. Post-test did to identify the effect of treatment on students' ability in writing descriptive paragraph.

3.2. Population and Sample

3.2.1. Population

Population is a set or collection of element (Arikunto,2017:173). In this research the population that the writer determine of the study, it was the tenth grade (X grade) of Senior high school at village in Siborongborong which consisted only 20students.

3. 2.2. Sample

Arikunto,(2006 :131) states that sample is representative of the majority or the population studies which is researched simply as a subject of the population that the writer more focused onto research. So, the sample of this research took from senior high school especially the Tenth grade consist of two groups. They were as control group and as experimental group. Here the writer used cluster randomly sampling in determining sample of experimental and

control group, Mean in a cluster sampling plan, the total population divided into two group(known as cluster) The sampling frame should include the whole population.

3.3. Instrument for Collecting the Data

The data of this study was collected by writing descriptive paragraph test. The researcher gave pre-test post-test for experimental and control group to know the effect of outlining technique in the experimental class. After that their writing result evaluated and scored.

3.4. Scoring of the Test

Jacobs (1981:90); weigle, et al (2009:116) said that the scoring of writing included five general components or main areas such as the following:

Table 3.2
Jacobs et al.'s Scoring Profile on Writing Text
Rubric to Measure Writing the Generic Structure of Descriptive Paragraph

Rubric	Score	Level	Criteria
CONTEN T	30-27	Excellent to Very Good	Knowledge, substantive, through development of thesis and relevant to assigned topic.
	26-22	Good to Average	Some knowledge of subject, adequate range, limited development of thesis, and

			mostly relevant to topic, but I lack detail
	21-17	Fair to Fair	Limited knowledge of subject, little substance, inadequate development the topic
	16-13	Very Poor	Does not show knowledge of subject, non substantive, not pertinent, or not enough to evaluate
ORGANIZATION	20-18	Excellent to Very Good	Fluent expression, ideas clearly, stated, succinct, well-organized, logical sequence, cohesive
	17-14	Good to Average	Somewhat copy, loosely organized but main ideas and stand out,

			limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, confusing ideas or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate.
VOCABULARY	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word from mastery, and appropriate register.
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured.

	13-10	Fair to Fair	Limited range, frequent errors of word/idiom form, choice, usage and meaning obscured and confused.
	9-7	Very Poor	Essentially translation, little of English Vocabulary, idioms, or word form or not enough to evaluate
GRAMMAR	25-22	Excellent to Very Good	Effective complex construction, few errors, of agreement, tense, number, word order/function, articles, pronoun, prepositions.
	21-18	Good to Average	Effective but simple construction, minor problems

			in complex construction, several errors of agreement, tense, number, word order/function, articles. Pronoun and prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun, and prepositions or fragments, deletions and meaning of obscured
	10-5	Very Poor	Virtually no mastery of

			convention rules, dominated by errors, does not communicate, or not enough to evaluate.
MECHANICS	5	Excellent/ Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, and paragraphing.
	4	Good/Average	Occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
	3	Fair to Fair	Frequent errors of spelling, punctuation, capitalization, and paragraphing, poor

			handwriting and meaning confused of obscured
	2	Very Poor	Dominated by errors of spelling, punctuation, capitalization, paragraphing, illegible handwriting or not enough to evaluate

3.5. Procedure of Research

The procedure was used to solve the problems. The procedure in collecting data in this case kind of the test was essay test. The following were the result of the pre-test and post-test of the group. The sample divided into groups namely experimental and control group which gave as the same test. The procedure clarified as follows:

1. Pre-Test

A pre-test is administrated into the sample before doing treatment. The pre-test gave into the experimental and control group. The students wrote a descriptive paragraph with topic that given by researcher.

2. Treatment

The researcher gave treatment to experimental group and control group. Experimental group applied by using outlining technique and control group applied by using conventional method or without outlining technique.

Table.3.3
The Activity of Teacher and Students in Experimental Group

Steps	Activity	Activity
	Teacher	Students
1	Teacher entered to the classroom and greeted the students	Students gave responsibility to show the politeness
2	The teacher gave pre-test to students at 30 minutes to measure students writing skill before using strategy or technique	The students did the pre-test
3	The teacher explained some steps about descriptive paragraph	- Students paid attention to the teacher's explanation and discussed the descriptive paragraph
4	The teacher explained about Outlining Technique related to writing descriptive paragraph.	Students gave paid attention to the teacher's explanation

5	The teacher asked the students to answer post-test of writing descriptive paragraph that given by teacher	The students did the test
6	The last step, the teacher collected all students' test and the teacher reflection and gave evaluation.	The students delivered their paper

Table 3.4
The Activity of Teacher and students in Control Group

Steps	Activity	Activity
	Teacher	Students
1	Teacher entered to the classroom greeted the students to start the class	The students gave the responses to the teacher
2	The teacher gave a pre-test to the students at 30 minutes to measure writing skill of students	The students did the pre-test

3	The teacher explained about descriptive paragraph without outline technique	Students paid attention to the teacher and discussed teacher's explanation
4	The teacher asked the students exercise to answer the test of writing on descriptive paragraph	Students did instruction and answer the test
5	The last the teacher collected the students paper and then teacher gave reflection and evaluation	Students collected their paper

3. Post- Test

After the treatment was completed and post-test was given to the students. The post-test was given after the treatment completed which was done in two meetings. This test meant to find the difference in mean scores of both the control and experimental group. It was used to know the effect of outlining Technique on the experimental group

3.6. Validity of the Test

According to Ary.(2002:242) Validity is the most important consideration in developing, evaluating, measuring instruments. Historically, validity defined as the extent to which an instrument measured what it claimed to measure. There are several different types of

validity; content, construct, concurrent and predictive validity. To establish the validity of the writing test, considering the nature of writing and concept validity, the concept validity was applied in this study. Construct validity is defined as the extent to which a test measurement a specific trait or construct. The most valid instrument to measure the samples' ability to write descriptive paragraph was administrating the writing test. Therefore, it fulfilled the requirement of the content validity.

3.7. Technique of Analyzing the Data

Quantitative data is a technique to analyze and count the data. It was meant that the technique of quantitative data is analysis the process of data shaped by number. In this study, the writer used the quantitative data to know the Effect of Applying Outlining Technique on Students' Achievement in Writing Descriptive Paragraph. After they applied by using outlining technique as a technique in writing descriptive paragraph, the researcher gave a test to the students and also before applied it. The test results were compared. Then the researcher saw the percentage of students' score by using frequency:

1. Calculating the data from the scoring the pre-test and post-test of experimental and control group
2. Tabulating the score of the students in pre-test and post-test of experimental and control group
3. Comparing the score of the two groups
4. Testing hypothesis by using the formula of T-test
5. Concluding the research finding

To know the differences the experimental and control group, a comparative analysis technique was used by applying the test for independent sample formula.

The Formula of t-test is presented as follow:

$$t = \frac{m_x - m_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

In which

M_x : mean of experimental group

M_y : mean of control group

D_x : the deviation square of experimental group

N_x : the total number samples of experimental group

N_y : the total member samples of control group