

**THE EFFECTIVENESS OF OUTLINE TECHNIQUE ON THE
STUDENTS' WRITING ABILITY AT THE ELEVENTH GRADE OF
SMAN-4 PALANGKA RAYA 2014/2015 ACADEMIC YEAR**

THESIS

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Pendidikan Islam (S. Pd.I)



by:

FITRIA ANGGRAINI
SRN. 1001120584

**THE STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
THE FACULTY OF TARBIYAH AND TEACHER TRAINING
THE DEPARTMENT OF LANGUAGE EDUCATION
THE STUDY PROGRAM OF ENGLISH EDUCATION
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APPROVAL OF THE THESIS ADVISORY COMMITTEE

Title : **THE EFFECTIVENESS OF OUTLINE TECHNIQUE ON
THE STUDENTS' WRITING ABILITY AT THE
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Name : Fitria Anggraini
SRN : 1001120584
Faculty : Tarbiyah and Teacher Training
Department : Language Education
Study Program : English Education
Level : (S-1)

Palangka Raya, May 11, 2015

Approved by:

Advisor I,

Advisor II,



Rahmadi Nirwanto, M.Pd
ORN. 19700131 200212 1 002

Sabarun, M.Pd
ORN. 19680322 200801 1005

Legalized by:

Vice Dean in Academic Affairs,

The Head of the Department
Language Education,



Dra. Hj. Rodhatul Jennah, M.Pd
ORN. 19671003 199303 2 001

Ahmadi, M.S.I.
ORN. 19721010200312 1 006

LEGALIZATION OF THESIS EXAMINING COMMITTEE


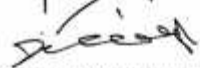

This thesis entitles **THE EFFECTIVENESS OF OUTLINE TECHNIQUE ON THE STUDENTS' WRITING ABILITY AT THE ELEVENTH GRADE OF SMAN-4 PALANGKA RAYA 2014/2015 ACADEMIC YEAR** in the name of **Fitria Anggraini**, and her Students Registration Number is 1001120584. It has been examined in the board of examiners of the State Islamic Institute of Palangka Raya on:

Day : Monday

Date : 01 June 2015

Palangka Raya, June 2015

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1. **Santi Erliana, M. Pd** (.....) 
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Member
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Secretary/Member

The State Islamic Institute of Palangka Raya
The Dean of Faculty of Tarbiyah and
Teacher Training,



Dr. Fauzi, M. Pd

SRN: 19610520 199903 1 003

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In the name of Allah,

I myself make declaration that this thesis entitles The Effectiveness Of Outline Technique On The Students' Writing Ability At The Eleventh Grade Of Sman-4 Palangka Raya 2014/2015 Academic Year is truly my own writing. If it is not my own writing, so it is given a citation and shown in the list of references.

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Palangka Raya, May 11, 2015

My own declaration,



FITRIA ANGGRAINI
SRN. 1001120584

THE EFFECTIVENESS OF OUTLINE TECHNIQUE ON THE STUDENTS' WRITING ABILITY AT THE ELEVENTH GRADE OF SMAN-4 PALANGKA RAYA 2014/2015 ACADEMIC YEAR

ABSTRACT

The study was aimed at measuring the effect of outline technique on the students' writing ability at the eleventh grade of SMAN-4 Palangka Raya 2014/2015 Academic year. The type of study was experimental design using pretest and posttest design. The writer used quantitative approach to find out the problem of the study.

The study used purposive sampling technique to take the sample of the study. The XI IIS 5 class as the sample of study with the total number was 29 students. The subject was given pretest before treatment. Then, the student of experiment group was assigned to write a paragraph using outline technique. Finally, the writer gave posttest to students to gain the final score of writing.

The writer analyzed the data using t-test calculation with manual and SPSS 16 program to test the hypothesis. The result of analysis using manual calculation of t_{observe} was 15.78 and t_{table} was 2.05. It meant $t_{\text{observe}} > t_{\text{table}}$. Next, The result of analysis using SPSS 16 program of t_{observe} was 15.82 and t_{table} was 2.05. It meant $t_{\text{observe}} > t_{\text{table}}$. It could be interpreted based on the result of calculation that alternative hypothesis (H_a) stating that the students who are taught by outline technique have better writing achievement than the students who are taught by non outline technique was accepted and null hypothesis (H_o) stating that the students who are taught by outline technique do not have better writing achievement than the students who are taught by non outline technique was rejected. Based on the result of testing hypothesis using manual calculation, it was found by the value of t_{observe} was higher than t_{table} , either at 1% and 5% significant level or 2.76 15.78 2.05. Furthermore, the result of testing hypothesis using SPSS program calculation, it was found by the value of t_{observe} was higher than t_{table} , either at 1% and 5% significant level or 2.76 15.82 2.05. It meant that teaching writing using outline technique gave significant effect on the students' writing ability at the eleventh grade students of SMAN- 4 Palangka Raya.

Key Words: Effect, Outline, Writing Ability

**PENGARUH TEKNIK KERANGKA KARANGAN TERHADAP
KEMAMPUAN MENULIS SISWA KELAS XI DI SMAN-4 PALANGKA
RAYA TAHUN AJARAN 2014/2015**

ABSTRAK

Penelitian ini bertujuan untuk mengukur pengaruh kerangka karangan terhadap kemampuan menulis siswa kelas XI di SMAN-4 Palangka Raya Tahun ajaran 2014/2015. Jenis penelitian ini adalah desain eksperimen yang menggunakan desain pra-uji dan pasca-uji. Penulis menggunakan pendekatan kuantitatif untuk menemukan jawaban dari penelitian.

Penelitian ini menggunakan teknik penarikan tanpa acak untuk mengambil sampel penelitian. Kelas XI IIS 5 sebagai sampel penelitian dengan jumlah keseluruhan adalah 29 siswa. Subjek diberikan pra-uji sebelum perlakuan. Kemudian, siswa di kelompok eksperimen ditugaskan menulis sebuah paragraf menggunakan teknik kerangka karangan. Terakhir, penulis memberikan pasca-uji kepada siswa untuk memperoleh nilai akhir dari menulis.

Untuk menguji hipotesis, penulis menganalisis data tersebut dengan menggunakan perhitungan uji-T dan program SPSS 16. Hasil analisis dengan menggunakan perhitungan manual dari t_{hitung} adalah 15.78 dan t_{table} adalah 2.05. Itu artinya t_{hitung} lebih besar dari t_{table} . Berikutnya, hasil analisis dengan menggunakan program SPSS 16 dari t_{hitung} adalah 15.82 dan t_{table} adalah 2.05. Itu artinya t_{hitung} lebih besar dari t_{table} . Ini dapat diinterpretasikan berdasarkan hasil perhitungan bahwa hipotesis alternatif (H_a) yang mengatakan bahwa siswa yang diajarkan menggunakan teknik kerangka karangan memiliki kemampuan menulis yang baik dibandingkan siswa yang diajarkan tidak menggunakan teknik kerangka karangan telah diterima dan hipotesis nol (H_0) yang mengatakan bahwa siswa yang diajarkan menggunakan teknik kerangka karangan tidak memiliki kemampuan menulis yang baik dibandingkan siswa yang diajarkan tidak menggunakan teknik kerangka karangan telah ditolak. Berdasarkan hasil pengujian hipotesis menggunakan perhitungan manual, ditemukan nilai t_{hitung} lebih tinggi dari t_{table} , antara taraf signifikansi 1% dan 5% atau 2.76 15.78 2.05. Selanjutnya, berdasarkan hasil pengujian hipotesis menggunakan perhitungan program SPSS, ditemukan nilai t_{hitung} lebih tinggi dari t_{table} , antara taraf signifikansi 1% dan 5% atau 2.76 15.82 2.05. Ini berarti pengajaran menulis menggunakan teknik kerangka karangan memberikan efek yang signifikan terhadap kemampuan menulis siswa kelas XI SMAN-4 Palangka Raya.

Kata Kunci: Pengaruh, Kerangka karangan, Kemampuan Menulis

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The writer,

FITRIA ANGGRAINI
SRN. 1001120584

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CURRICULUM VITAE



Fitria Anggraini was born on May 24, 1988 in Banjarmasin. She was the second child from three children of Mariadi and Mariana. She has a brother and a sister. They are Arif Rahman Hakim and Rima Melati. Her hobbies are fishing, traveling, jogging and watching the movie.

She began her study when she was seventh years old at SDN MBH Utara 2 Sampit and graduted in 2001. Next, she continued her study to SMPN-3 Sampit and graduted in 2004. Then, she continued her study to SMAN-2 Sampit and graduted in 2007. Last, she continued her study to STAIN Palangka Raya on English study program and graduated in 2015. She will be a good worker in all aspect after finished the study.