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

THESIS

Presented to the Department of Education of the State Islamic Institute of Palangka Raya in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan Islam (S. Pd.I)

by:

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iv
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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 postest 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 $t_{observe} > t_{table}$. Next, the result of analysis using SPSS 16 program of $t_{observe}$ was 15.82 and $t_{table}$ was 2.05. It meant $t_{observe} > t_{table}$. 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


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 yangdiajarkan 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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Palangka Raya, May 11, 2015

The writer,

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