IMPROVING TENTH-GRADE STUDENTS' WRITING SKILLS BY USING THE OUTLINING TECHNIQUE AT SECONDARY SCHOOL IN LAMPUNG

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ABSTRACT

This research investigates the impact of an outlining strategy on improving students' descriptive writing skills. A mixed-methods approach was used, with a quasi-experimental design in two classes and qualitative interviews. Data were collected through pretests, treatment, and post-tests. The research involved two samples of tenth graders: the experimental group (33 students) and the control group (34 students). Post-test results revealed an average score of 69.82 for the experimental group and 62.41 for the control group. The experimental group showed a gain of 16.82 points compared to 7.18 points in the control group, with a t-observe value of 5.197, exceeding the t-table value of 1.670. The findings highlight challenges in writing descriptive texts, such as limited grammar and vocabulary knowledge, difficulties in sentence construction, and low enthusiasm for learning. Outlining helps students focus on idea development, plan paragraph structures, expand vocabulary, and refine grammar in later drafts. Teachers play a critical role in motivating students by providing appropriate challenges, celebrating achievements, and using engaging teaching methods like games and discussions. With well-trained, enthusiastic teachers, students can build confidence, find learning enjoyable, and improve their English skills effectively.

INTRODUCTION

Language is crucial in our lives as it enables us to communicate with others, both near and far. English has become a global language, influencing international communication (Ecalante et al., 2016). It is widely used in various professions and is essential for global competence. Many countries adopt English as a primary, secondary, or foreign language. In Indonesia, English is taught as a foreign language, particularly in secondary schools, to develop students' skills in listening, speaking, reading, and writing. Among these, writing is considered the most challenging due to the cognitive demands of forming coherent sentences, paragraphs, and ideas (Brown & Lee, 2007). Writing requires thought and organization, and many students face difficulties, such as poor vocabulary, grammar issues, and lack of clarity (Qalby et al., 2013)

As per *Curriculum Merdeka*, Grade 10 students must master narrative, procedure, recount, and descriptive texts. However, students often struggle to use correct English structures and grammar, leading to unstructured and incoherent writing. They fear making mistakes, have limited vocabulary, and fail to organize ideas effectively. Writing descriptive texts, for example, requires the use of the simple present tense, adjectives, and linking verbs, which many students find challenging (Yenita et al., 2014). These struggles highlight the need for effective teaching strategies to improve writing skills.

The outlining technique is proposed as a solution to address these challenges. Outlining helps students organize their thoughts and structure their writing systematically (Brandon & Brandon, 2008). Several studies support its effectiveness. (Basri et al., 2023) conducted a quantitative study involving pre-tests, treatment, and post-tests with 29 students. The results showed that outlining improved students' proficiency in writing recount texts. Similarly, (Murtiningsih, 2019) used classroom action research with six participants and found that outlining enhanced paragraph-writing skills among English Department students. (Ramzan & Hafeez, 2021) demonstrated that outlining improved paragraph writing for 15 primary-level students through a pre-experimental design. (Rizqiyani, 2023) conducted a quasi-experimental study with 50 students and found that outlining significantly improved paragraph coherence. While these studies share similarities in using the outlining technique and quantitative methods, differences exist in sample sizes and focus. Unlike prior research, this study has broader objectives: (1) to investigate the role of outlining in improving writing skills and (2) to identify challenges students face in writing descriptive texts in English. Addressing these challenges can enable students to produce structured, clear, and grammatically correct writing, ultimately enhancing their overall language proficiency.

Concept of Writing

Writing is often considered the most challenging language skill but can still be learned and mastered (Grabe & Kaplan, 1997). (Hughes, 2020) notes that writing expresses ideas that cannot be conveyed through speech, such as gestures and tone. Similarly, (Andayani, 2015) describes writing as a means of indirect communication, allowing writers to share messages, ideas, experiences, or information. Writing helps students grasp grammar and exchange vocabulary, spelling, and sentence patterns, making it essential for language learning.

According to (Grenville, 2001), writing serves three primary purposes: (1) to entertain by engaging and delighting the audience; (2) to inform by presenting facts or events; and (3) to persuade by convincing readers to accept the writer's viewpoint. Effective writing requires attention to components such as organization (idea presentation), content (clarity and relevance), vocabulary (appropriate word choices), grammatical skills (coherent sentences), and mechanical skills (correct spelling and punctuation) (Jacobs et al., 1981). Mastery of these elements enables writers to communicate effectively and achieve their intended purpose.

Concept of Descriptive Text

(Gerot & Wignell, 1994) define descriptive text as a type of writing that explains a specific person, place, or thing through detailed descriptions. It aims to inform readers about the appearance of something or persuade them to view it from

the writer's perspective. According to (Knapp & Watkins, 2005), descriptive writing includes grammatical features such as tense, verbs, adjectives, and adverbs. (Gerot & Wignell, 1994) outline its generic structure: (1) Identification, which introduces the subject and provides background information, and (2) Description, which details the appearance, traits, or attributes of the subject. In *Curriculum Merdeka*, Grade 10 students must master texts like narrative, procedure, recount, and descriptive. A key objective is to produce precise and well-organized descriptive texts. However, frequent curriculum changes often overwhelm students, disrupting focus and hindering progress. Many students struggle to meet basic competencies while being introduced to new, advanced topics. Additionally, teachers lacking expertise in certain subjects can negatively impact student interest, especially in English. According to the 2024 English Proficiency Index, Indonesia ranks 80th out of 116 countries, with a low proficiency score of 468. Well-trained teachers using thoughtful strategies and practical methods are crucial to improving students' interest and ability in learning English.

Concept of Outlining Technique

Outlining is a prewriting technique that helps students organize their ideas systematically before writing. According to (Oshima et al., 1998), an outline functions like an architect's blueprint, arranging thoughts in a clear order. Students often struggle with the initial stages of writing, making the outlining approach a valuable tool in teaching. (Wicaksono & Riwayatiningsih, 2019) emphasize that an outline aids in organizing ideas step-by-step, ensuring a logical flow in the writing process. For English educators, it is crucial to adopt strategies that enhance students' writing skills, particularly in descriptive texts. The outlining technique motivates students by fostering engagement and helping them structure their essays effectively. It guides students in organizing main ideas and supporting details, structuring paragraphs, and selecting appropriate evidence to strengthen their arguments. This method is particularly useful for descriptive texts, which require clear organization, vivid descriptions, and proper vocabulary—areas where many students face challenges.

This research applies the outlining technique to improve descriptive text writing among secondary school students in Lampung. It aims to answer two key questions: (1) Does outlining significantly enhance students' writing skills? (2) What challenges do students face when writing descriptive texts? The study investigates whether the outlining technique improves writing skills and identifies the difficulties encountered by tenth-grade students in descriptive text composition.

RESEARCH METHOD

Research Design

This research was conducted to determine the impact of the outlining technique as a learning strategy in improving students' writing skills at secondary school in Lampung and the difficulties students face when writing descriptive text. This research used a mixed-method method to answer research questions that require numerical data by using the SPSS statistics software and interviews to answer the second research query. This research used a quasi-experimental design to obtain the numerical statistics. It was conducted in class tenth Merdeka 2 and

tenth Merdeka 3. Both groups took a pre-test and post-test. Only the experimental group received the treatment by using the outlining technique. The selected classes are tenth graders as the experimental group is tenth Merdeka 2 with a total of 33 students while tenth Merdeka 3 is the control group with a total of 34 students. The population for each class by gender was 11 male students and 22 female students in the experimental class. Meanwhile, there were 12 male and 22 female students in control class. Then, the interview segment was carried out to examine the difficulties of students in writing descriptive text at secondary school through voice record and live interviews taken at the second lunchtime in the school library. The criterion for deciding who was eligible to be interviewed is the student's score. By taking four students from each class that had the lowest score representatives.

Data Collecting Technique

Experimental

A quasi-experiment is one experiment wherein the position of the smallest unit into experimental and control groups is not finished through non-random assignment (Hastjarjo, 2019). On this design, the researcher used classes as the sample; control class and experimental class. Only the experimental class acquired the treatment through using outlining technique. At the same time the control class used conventional approach. The participants in this study are tenth grade students. The participants of the research would not choose randomly. The selected classes are tenth graders as the experimental group is tenth Merdeka 2 with total 33 students while tenth Merdeka 3 as the control group with total 34 students. After that, statistical analysis was used the IBM Information SPSS version 25 to check the normality test and paired sample t-test to find out the significant improvement of students' writing ability after being taught through outlining technique.

Interview

The second objective of this study is to examine the difficulties of students in writing descriptive text among tenth grade students. For this purpose interview approach was adopted to collect data. The method employed involved narrative inquiry, focusing on examining an individual's experiences presented in the form of a story. Using this method, the researcher examines the participants' experiences related to their challenges in composing descriptive text and documents it in a narrative format (Kim & Hee, 2015) eight students of the tenth grade at one of secondary school in Lampung were not randomly selected from these students as a sample for the interview. The respondents have been choosen by selecting the students from both experimental class and control class that has lowest score after conducting the posttest.

Procedure of Experimental

The pretest aims to assess the students' paragraph writing proficiency before the intervention, while the posttest seeks to evaluate the improvement in their skills following the treatment.

1. Pretest, a pre-test will be administered to students to assess their writing ability knowledge. In the pretest, a topic about an influential person will be presented, and participants will be asked to select one and compose a descriptive paragraph. This test aims to assess their paragraph writing skills before the individual application of the treatment, with a time limit of 90 minutes.

2. Treatment, after administering the pre-test, the treatment was applied using the outline technique. In the next step, the researcher guides students on how to organize a topic within descriptive text. The students learn to write paragraphs using outline techniques to enhance their writing skills and also learn how to create proper descriptive texts for describing individuals. The process of implementing an outlining technique in producing a descriptive paragraph

    1) Creating Sub lists. To begin creating an outline, it is essential to categorize the ideas into sub-lists, ensuring that all related concepts are grouped together, while also eliminating any items that are irrelevant or unusable. For instance, "The Individual Who Shaped My Perspective"

        He is the most selfless, kind-hearted, and wise individual I have ever known

        One of the qualities that I admire most about my dad is his sense of humor

        ~~He can't sing in a higher pitch~~

        My father knows what to say or do to lift my spirits

        My father is also incredibly intelligent

        ~~The things I hate from my father is how he managed his temperamental trait~~

        I am really grateful for the lessons he has taught me.

Identification	Description
He is the most selfless, kind-hearted, and wise individual I have ever known	*One of the qualities that I admire most about my dad is his sense of humor*
	My father knows what to say or do to lift my spirits
	My father is also incredibly intelligent
	I am really grateful for the lessons he has taught me

        Continue creating a draft paragraph outline once all of the points have been sorted into the proper sub-list.

    2) Producing the Topic Sentence. The topic sentence serves as the overarching statement within a paragraph, articulating its primary focus. At this stage, the students formulate a topic sentence that encapsulates all the ideas outlined under the topic. Creating a Framework. Students create an outline by listing the primary points and supporting details in the sequence they intend to develop a paragraph.

    3) Structuring a Framework. In an outline, students systematically document the primary points and supporting details in the sequence they intend to develop a paragraph.

Example of Descriptive Text using Outlining Technique

Structure	Texts
Title	*My favorite person in the world*
Topic Sentence	*My favorite person in the world is my dad.*
Supporting Sentence 1	*He is the most selfless, kind-hearted, and wise individual I have ever known. From the moment I was born, he has been there for me, always putting my needs before his own. His unwavering dedication to our family is something that I admire.*
Supporting Detail 1	*One of the qualities that I admire most about my dad is his sense of humor. He has a way of making me laugh, even on my worst days. His jokes are always dull, but they never fail to put a smile on my face.*
Supporting Sentence 2	*He has an ability to find humor in any situation, and his laughter is the best. Whenever I'm feeling down, he knows just what to say or do to lift my spirits.*
Supporting Detail 2	*My dad is also incredibly intelligent. He has a way of fixing anything that's broken, whether it's a toy, a piece of furniture, or even a broken heart.*
Conclusion	*In conclusion, my dad is more than just a family member; he is my role model and a source of inspiration. His unwavering dedication, kind heart, and wisdom have shaped me into the person I am today. I am really grateful for the lessons he has taught me, and I will continue to admire and cherish him for all the wonderful qualities he possesses. He truly is my favorite*

3. Posttest, after administering the treatment to the students, a post-test will be conducted to assess their writing abilities. The test will remain consistent with the pre-test, where participants were assigned a topic regarding a student's influential figure to elaborate on in a descriptive paragraph. Students will work independently for 90 minutes.

4. The writing test is the primary instrument in this research, requiring evaluation for validity and reliability to ensure credible data (Hatch et al., 1982). Validity includes content and construct validity. Content validity ensures the test aligns with the English Curriculum Merdeka, covering language proficiency and structure. Construct validity uses scoring criteria by (Jacobs et al., 1981), assessing mechanics, vocabulary, grammar, content, and organization. The test is designed for second-grade senior high school students and is valid as it reflects curriculum objectives and relevant language skills.

Data Analyzing Technique

Normality Test, the normality test determines whether data distribution is normal, which is crucial for selecting statistical tests (Hamdi et al., 2014). Using Kolmogorov-Smirnov and Shapiro-Wilk tests in SPSS, data is normal if the significance (2-tailed) > 0.05 and not normal if < 0.05. Homogeneity Test, this test assesses data similarity between experimental and control groups using SPSS (version 25). It examines homogeneity in posttest results. Independent t-test and Hypothesis Test, the independent t-test evaluates differences in writing skills between experimental and control groups after confirming normality and homogeneity. Using SPSS, hypotheses are assessed:

- **t-observe < t-table**: H_o accepted, H_a rejected.
- **t-observe > t-table**: H_a accepted, H_o rejected.

Hypotheses

Null (H_o): Outlining does not significantly improve students' descriptive writing skills.

Alternative (H_a): Outlining significantly improves students' descriptive writing skills.

FINDING AND DISCUSSION
Finding

The study was conducted at the tenth grade, the researcher chose class tenth Merdeka 2 as the experimental class consisting of 33 students, and class tenth Merdeka 3 as the control class consisting of 34 students.

Table 1. 3 Result of Students' Pretest

Group	Score	Category	Number of Students	Mean Score	Average Gained Score
Experimental	91-100	Excellent	0	53.00	16.82
	76-90	Good	1		
	61-75	Average	6		
	51-60	Poor	8		
	<50	Very Poor	18		
Control	91-100	Excellent	0	55.24	7.18
	76-90	Good	0		
	61-75	Average	14		
	51-60	Poor	9		
	<50	Very Poor	11		

The table shows that most students in the experimental class scored "Poor" (8 students, 51-60) or "Very Poor" (18 students, below 50), indicating significant challenges. Similarly, the control class had 9 "Poor" and 11 "Very Poor" students,

with neither class achieving "Excellent" or "Good" scores. The experimental class mean pretest score was 53.00, with a gain of 16.82, while the control class mean was 55.24, with a gain of 7.18. The gain was calculated by dividing the pretest and posttest results. This highlights greater improvement in the experimental class despite initial lower performance.

Table 1. 4 Result of Students' Posttest

Group	Score	Category	Number of Students	Mean Score	Average Gained Score
Experimental	91-100	Excellent	0	69.82	16.82
	76-90	Good	3		
	61-75	Average	28		
	51-60	Poor	2		
	<50	Very Poor	0		
Control	91-100	Excellent	0	62.41	7.18
	76-90	Good	1		
	61-75	Average	19		
	51-60	Poor	12		
	<50	Very Poor	2		

The posttest results show that the experimental class had 28 students in the "Average" category (61-75), 3 students in "Good" (76-90), and 2 in "Poor" (51-60), indicating overall better performance. The control class had 19 students in "Average" and only 1 in "Good," suggesting lower performance. The experimental class, with treatment using the outlining technique, had higher scores, with a mean of 69.82 and a gain of 16.82, compared to the control class's mean of 62.41 and gain of 7.18. This indicates the experimental class's significant improvement in writing skills. Normality tests were conducted using SPSS version 25.

Table 1. 6 Normality Test of Students' Pretest

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig	Statistic	df	Sig
Experimental Class	.200	33	.002	.899	33	.050
Control Class	.133	34	.134	.945	34	.089

a. Lilliefors Significance Correction

The table above indicates that the normality scores for the experimental and control classes show a significant difference, with the experimental class scoring 0.050 and the control class scoring 0.089. The data was considered normally distributed when the significance level α is set at 0.05. The data was normally distributed, as the significance levels for both classes are above 0.05.

Table 1. Normality Test of Students' Posttest

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig	Statistic	df	Sig
Experimental Class	.176	33	.011	.956	33	.200
Control Class	.119	34	.200	.959	34	.225

a. Lilliefors Significance Correction

The results of the normality tests for the post-test scores of the experimental and control classes indicate that the significance level for the experimental class was 0.200, while for the control class it was 0.225. The data is normally distributed if

the significance level α = 0.05 is exceeded. The researcher concluded that the data is normally distributed, as the significance levels for both classes exceed 0.05.

Table 1. Homogeneity Test

Leneve Statistic	df1	df2	Sig.
1.684	1	65	.199

This is the result of posttest homogeneity between the experimental and control classes demonstrated a high level of significance, with a value of 0.199. Consequently, the posttest data was homogeneous due to its value exceeding 0.05.

Table 1. Result of Hypotesis (Independent T-test)

Levene's test for Equality of Variances					t-test for Equality of Means						
F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**			**95% Confidence of Interval of the Difference**		
						Lower				**Upper**	
Students writing Score	Equal variances assumed	1.684	.199	5.197	65	.000	7.406	1.425		4.560	10.153
	Equal variances not assumed			5.218	61.479	.000		7.460	1.419	4.568	10.244

The data indicates that the average score improvement for the experimental class was 16.36, while the control class saw an average improvement of 7.18. The degree of freedom (df) is 65, with a significance level of 5% yielding a t-table value of 1.670 and a t-observed value of 5.197. The comparison yielded a result where t-observe was 5.197, which was greater than t-table at 1.670, indicating that t-observe exceeds t-table. Based on the hypothesis, the degrees of freedom are 65, and at a significance level of 5%, the critical value was 1.670 (derived from df = 65 and α = 0.05). The comparison shows that the observed t-value of 5.197 exceeds the critical t-value of 1.670, leading to the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho). Significant differences can be demonstrated in the results of employing the outlining technique on the writing skills of tenth-grade students in descriptive text.

The Students' Difficulties in Writing Descriptive Text

The interview data reveals a range of specific challenges students encounter when learning to write descriptive texts in English. Many students struggle with foundational elements of writing, including grammar, vocabulary comprehension, and sentence structure. Several students expressed that they often do not understand how to construct sentences effectively, lack sufficient vocabulary, and feel confused about word meanings and proper sentence composition. The students' respond are in the table below:

"Apa saja kesulitan yang kamu alami saat belajar menulis atau memahami teks deskripsi dalam bahasa Inggris?"

Belum paham cara menyusun kalimatnya dan belum mengetahui kosa kata yang cukup. (The challenge is lacking enough vocabulary and not knowing how to build the sentences.) Students 30

Kata-katanya yang sulit diitulis miss, saya ga faham bahasa inggris karena susah. (The words are difficult to write miss, I don't understand English because it's difficult) Student 17

Saya saat mempelajari teks deskriptif adalah bingung dan kurang memahami karena guru saat itu. (My uncertainty and lack of knowledge of the teacher's explanation throughout our lessons made the learning of descriptive text difficult.) Student 25

Saya kurang begitu antusias Miss, karena menurut saya teks deskripsi membingungkan. (My answer is not too passionate since I believe the text of description is unclear.) Student 20

Jujur Miss, kalau disuruh menulis, saya sering merasa bingung banget harus mulai dari mana. Apalagi harus pake bahasa inggris itu bikin pusing, dan kadang-kadang buat mengungkapkan apa yang saya pikirkan itu susah dan malah nggak nyambung. (Honestly Miss, when I'm told to write, I often feel really confused about where to start. Moreover, having to use English makes me dizzy, and sometimes it's hard to express what I think and it doesn't even connect) Student no 11

Tahu sih mau nulis apa, tapi susah bikin kata-katanya apa lagi detailnya pas. (I know what I want to write, but it's hard to come up with the words, let alone the right details) Students 3

Saya nggak terlalu antusias dan berminat buat belajar menulis deskriptif apalagi harus pake bahasa inggris nulisnya. Rasanya susah, dan penjelasannya kadang sulit dimengerti. (I'm not very enthusiastic and interested in learning descriptive writing, especially if I have to use English to write it. It's difficult, and the explanations are sometimes hard to understand) Students 19

Bagian paling susah dari menulis deskriptif itu memilih kata yang bisa menggambarkan sesuatu dengan jelas. Kosakata saya kurang, jadi susah bikin tulisanya. (The most difficult part of descriptive writing is choosing words that can describe something clearly. My vocabulary is lacking, so it's hard to write about it) Students 6

The students who were interviewed claimed that they had trouble producing descriptive texts because they were unable to generate the ideas into written text, comprehend grammar, lacked vocabulary varieties, and had trouble putting sentences together. The students also said that the aforementioned challenges were brought on by their distaste for studying English, their indolence in picking up

vocabulary and grammar, and their inability to read and translate the words they intend on using. In addition, when asked about descriptive texts, students could typically respond that they were texts that described something. Nevertheless, they were not excited to learn how to write descriptive texts since they found the instructional materials hard to follow, the teaching strategies dull, and the exercises are mundane.

Discussion
The result of Students' Writing Skills by Using Outlining Technique
The aim of this research is to determine whether or not the usage of the outline technique has an effect on the writing ability of secondary school pupils when it comes to descriptive text. A month of study had been carried out between the end of August and the beginning of September in the year 2024. Both the experimental class, which consisted of 33 students, and the control class, which consisted of 34 students, participated in this study. The degree of freedom (df) is (33+34) – 2 = 65, for the degree of significance of 5% or 0,05 (2-tailed). Based on the t-distribution table, the result of the t-table is 1,670 (df = 65 at α = 0.05). Therefore, the t-observe calculated from the data table of the independent t-test result above (t) is 5,197. In short, t-observe is 5,197 which is higher than the t-table while the t-table is 1,670. Since the observed t-value of 5.197 exceeds the critical t-value of 1.670, the alternative hypothesis (Ha) is considered valid while the null hypothesis (Ho) is declined.

This researh shows that using the outlining technique significantly improves students' skills in writing descriptive texts at the secondary school level. (Wicaksono & Riwayatiningsih, 2019) an outline serves as a valuable tool to prepare before writing, as it aids in organizing ideas in a structured manner. The concepts outlined must be articulated in a systematic manner. Furthermore, this discovery reaffirms a comparable outcome to the earlier study carried out by (Rizqiyani, 2023) the research findings demonstrated a strong effect of the outline strategy on students' writing skills. The researcher found that implementing the outlining strategy in teaching writing for descriptive texts is highly beneficial. This discovery indicated a result that corresponds with (Basri et al., 2023) who found the finding showed that the use of an outline technique in writing technique improves the students' writing skills. Thus, it can be concluded that the outlining technique supports students in selecting appropriate vocabulary and details, which are essential for descriptive writing. By implying outlining technique, encourages students to think carefully about word choices and the specific details that will best describe the subject. This suggests that, particularly in the current research that employed descriptive texts, outlining is a beneficial approach for improving students' writing. Students must convey material in a clear and logical order when writing descriptive writing, which can be difficult. Students might organize their thoughts sequentially with the help of an outline, assisting in the orderly organization of relevant details. Their writing is more thorough and cohesive as a result of this organized technique. Apart from that, the outlining strategy eliminates students the pressure of managing several writing-related tasks at once by assisting them in focusing on one at a time. Students find it simpler to stay on the subject and

steer clear of irrelevant information when they first acquire details, then organize the concepts they have, and finally compose sentences. Students in the experimental group consequently generated descriptive paragraphs that were clearer and more effective

This research reveals the positive effects of employing the outlining strategy to enhance secondary school students' descriptive writing abilities. The latest research shows that outlining is a useful technique for providing students with descriptive text structure and improvement, enabling them to communicate concepts more clearly and systematically.

The Students' Difficulties in Writing Descriptive Text

From the results of the interviews, it is clear that students encounter a variety of difficulties when composing descriptive texts. These issues, which all add to the student's overall problem, include poor vocabulary, a lack of motivation in studying English, particularly writing, and a limited grasp of the script written. The clear distinctions between writing and pronunciation caused the students to show perplexity with English, which further reduced their motivation to learn the language. This research supports the idea that writing challenges are frequently caused by a number of fundamental problems, including a lack of proficiency with fundamental abilities, a lack of understanding of content and organization, and a lack of efficient writing techniques (Glynn et al., 2006) one major barrier is the first issue, which is a lack of proficiency in fundamental writing techniques. Students reported frequently having trouble with punctuation, spelling, and capitalization. The students said that their inability to comprehend syntax and sentence structure was the root of their problems. One may argue that their inability to produce text effectively was the root of their problems. Students might produce a strong descriptive paragraph if they had a solid understanding of grammar. Grammar was the most challenging aspect of learning English because it required the least amount of extra work. The second aspect, which is a lack of subject-matter expertise and reader interest, also seems to affect students' ability to write descriptive texts well. The students' challenges stemmed from their inability to comprehend the descriptive text's content. The other could suggest that their lack of comprehension of the subject matter of the script they needed to write was the root of their problems. Students in the tenth grade frequently struggle with descriptive texts, which call for organized explanations from identification to description. The main cause of this is that students' writing habits were not fully formed at this point; they are not used to structuring paragraphs in a methodical manner, which is a basic ability in generating of descriptive texts. Writing tasks containing more intricate text structures, such as descriptions, are rarely practiced extensively because they were primarily centered on vocabularies and grammar oriented. In line with (Muslim & Rohmah, 2022)underlined that a writing educator should prioritize teaching and learning approaches rather than solely concentrating on passing on of writing concepts.

At last, the third factor, the lack of efficient approaches for planning, drafting, and revising, appears to further impede students' writing development. Nevertheless, the researcher identified additional factors as noted (Glynn et al., 2006) a deficiency in text production skills and an insufficient understanding of the

subject matter pertinent to the script being composed. The students faced challenges as they exhibited a limited enthusiasm for acquiring proficiency in English. A significant number of students expressed a lack of interest in acquiring proficiency in English. As students perceive the acquisition of English to be a formidable endeavor. Moreover, they asserted that composing in English presents considerable challenges. According to the interview with respondents, students most likely have stumble upon certain challenges when comes to writing descriptive text namely: refining the grammar usage and expanding variety of vocabularies. Nevertheless, from previous studies and this recent study, outlining technique have been proved significantly improved students' writing skill. In this case outlining technique is one of practical strategies. First, by using an outline, students can focus on developing their ideas first and refine grammar during later drafts, making the task less overwhelming. Second, planning the structure of a paragraph in advance allows students to anticipate where complex grammar might be required. Third, encourage students to use synonyms while brainstorming ideas for their outline. They can also create a list of alternative vocabulary to expand their lexical variety and make their writing more engaging. Lastly, outlining helps students focus on their main points and plan what they want to write in detail. This process allows them to deliberately choose vocabulary that aligns with their purpose and appeals to their intended audience.

Additionally, teachers role as educators have significant impact in building students motivation in learning English for this case, writing the written task at secondary school levels. With well-trained teachers, there are several benefits namely: first, well-trained teachers know how to build students' confidence, with providing challenges that are appropriate to their ability level and celebrating small achievements. Increased confidence will encourage students to keep learning; second, well trained teachers can influence students by showing enthusiasm for English and providing real-life examples of using the language, students will be inspired to emulate and improve their skills; lastly, well-experienced teachers tend to use a variety of interesting teaching methods, such as games, discussions, simulations or interactive approach. This makes learning more fun and relevant to students' needs.

CONCLUSION AND SUGGESTION

The results of this research reveal that secondary school students' ability to write descriptive texts is much enhanced by the outlining strategy. The benefits of the outlining technique underline how important it is for teachers to use a variety of teaching methods that accommodate different learning preferences. Teachers can assist students who might have trouble writing because of organization problems by use outlining, which helps them express their ideas more clearly. The objectives of the mixed-methods study, which used quantitative and qualitative approaches, is to find out how effective the outlining technique is at teaching descriptive texts to secondary school students. The comparison of t-observe and t-table yielded a result of $5.197 > 1.670$, indicating that t-observe exceeds t-table. The data analysis results indicate the rejection of the null hypothesis (Ho) and the acceptance of the alternative hypothesis (Ha). The results indicate a significant difference in students'

scores on descriptive texts when utilizing the outlining technique in the experimental class compared to the control class, which did not receive this treatment.

Based on the findings and discussion presented, two conclusions can be drawn: first, students' writing skills improve with the implementation of the outlining technique; second, their resistance to learning English, unmotivating instructional methods, lack of enthusiasm for grammar and vocabulary, and insufficient vocabulary knowledge are primary factors contributing to challenges in writing descriptive texts. These challenges include poor grammar comprehension, limited vocabulary, difficulties in understanding word meanings, and issues with the structure of sentences. Moreover, the findings demonstrate that outlining significantly enhances students' comprehension and organization skills. Using outlining allows students to identify key ideas and establish relationships between concepts, by breaking down complex texts into manageable components. Nevertheless, students often encounter challenges when using outlining techniques. Common difficulties include identifying main ideas, balancing detail levels, and maintaining consistency in format. These challenges suggest a need for additional training and resources to help students master the technique. This reasearch suggests future studies should examine how sustained use of outlining affects academic outcomes over time. For instance, research could track whether students who regularly employ outlining exhibit lasting improvements in writing quality, analytical skills, and academic success across disciplines. Also, how outlining performs across various text genres, such as narrative, argumentative, recount or even procedure texts. This will provide a broader understanding of its adaptability and potential benefits in diverse academic and professional contexts.

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