



Enhancing Descriptive Writing Skills in Junior High School Students through Effective Outlining Strategies

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Received: 2024-08-27 Accepted: 2025-06-29

DOI: 10.24256/ideas.v13i1.5523

Abstract

This study investigates the effectiveness of the outlining strategy in teaching descriptive text writing to seventh-grade students, within the context of English language learning at MTsN 8 Kediri. With the challenge of mastering productive skills such as writing in a second language, this research identifies the need for engaging and systematic instructional strategies to facilitate students' learning process. A quasi-experimental design involving 55 seventh graders was employed, comparing the outcomes of an experimental group taught using the outlining strategy against a control group utilizing mind mapping techniques. Data were collected through pre-test and post-test measures and analyzed using ANCOVA in SPSS 25. Results indicated a significant improvement in the experimental group's writing skills, with mean scores rising from 48.57 to 82.75, compared to the control group's increase from 48.22 to 81.37. Furthermore, ANCOVA results confirmed the outlining strategy's effectiveness with a value of $p=0.009$ ($p < \alpha 0.05$). The study's findings align with Vygotsky's theory on the development of written language, highlighting the outlining strategy's role in enhancing cognitive development through internal organization of thoughts (inner speech), utilization of socio-cultural tools, and operation within the learners' Zone of Proximal Development (ZPD). These outcomes underscore the importance of structured, supportive instructional strategies in teaching practices, illuminating the outlining strategy's potential to significantly improve written language acquisition among junior high school students.

Keywords: *Outlining Strategy, Writing, Descriptive Text*

Introduction

Writing, an essential academic skill, often poses significant challenges for junior high school students, particularly those learning English as a foreign language (EFL) (Styati, Parwati, and Vendityaningtyas 2021). The students frequently struggle with formulating and expressing their ideas coherently in written form, a dilemma accentuated by their limited vocabulary and grammatical proficiency (Puryanto and Kusmayanti 2023). Moreover, an equally pressing issue is the prevalent teaching methodologies that fail to captivate students' interest or encourage their active participation (Anggraeni, Januarius, and Ahmad 2018).

Studies reveal that student failure rates in English writing tasks are alarmingly high. For instance, according to (Rahmawati and Rini 2024), approximately 43% of EFL students in junior high schools fail to achieve the minimum passing grade in writing assessments. This failure is often attributed to their limited vocabulary and grammatical proficiency. Furthermore, a survey conducted by (Erlina, Devitasari, and Marzulina 2020) highlighted that 68% of students reported feeling disengaged and unmotivated during English writing lessons.

This lack of interest is largely due to conventional teaching methodologies that fail to captivate students or encourage their active participation. At MTsN 8 Kediri, these issues manifest vividly among seventh graders, who struggle significantly with writing tasks. Their difficulties primarily revolve around vocabulary deficiencies, grammatical inaccuracies, and a general disinterest in English writing assignments. Consequently, the pressing need arises for an innovative and effective teaching strategy to enhance learners' writing abilities, particularly in producing descriptive texts.

Acknowledging these hurdles, this study pivots towards the outlining strategy as a promising solution to improve students' writing proficiency. Outlining, as proposed by Hornby (2003) and cited in (Tarigan et al. 2021), serves as a scaffolding tool that systematically organizes and relates ideas, helping students articulate their thoughts more coherently in written form. This investigation aims to examine the impact of the outlining strategy on teaching descriptive writing to EFL learners by comparing its effectiveness with the mind mapping technique.

The primary research question thus explores the potential differences in writing proficiency between an experimental group taught via the outlining strategy and a control group taught through mind mapping. This inquiry supports the overarching goal of the research: to discern a significantly effective strategy for teaching descriptive writing. The hypothesis posits two possibilities: the null hypothesis (H_0) suggests no significant difference in the effectiveness of both strategies, whereas the alternative hypothesis (H_a) anticipates a notable disparity.

This research aspires to contribute valuable insights for educators, students, and future scholars. It aims to highlight an effective strategy that can potentially revitalize English writing instruction in junior high school settings, rendering it more engaging and productive for students. Furthermore, by offering a comprehensive evaluation of the outlining strategy's utility in teaching descriptive

texts, this study endeavors to be a resourceful reference for subsequent research endeavors in similar educational contexts.

Method

This study employs a quasi-experimental design within the framework of quantitative research to assess the effectiveness of the outlining strategy for teaching descriptive writing to junior high school students. According to Creswell in (Saadatuddaroini and Rufaidah 2022), experimental research aims to evaluate the impact of a specific intervention on an outcome while controlling for external variables. Likewise, (Purnamasari, Hidayat, and Kurniawati 2021) define a quasi-experimental design as one that does not randomly assign participants to groups

To mitigate potential biases or confounding variables, the selection criteria for students in both the experimental and control groups were carefully considered. Specifically, the following criteria were applied: grade level and age, initial writing proficiency, interest in learning English, and attendance and participation. Only seventh-grade students (typically aged 12-13) were included to maintain uniformity in cognitive and developmental stages.

Pre-tests were administered to assess students' initial writing skills, and only those demonstrating similar proficiency levels were selected to ensure comparable baseline capabilities. A preliminary survey gauged students' interest in learning English, ensuring that both groups had a similar motivational baseline. Consistent attendance and active participation in previous English classes were also considered to ensure reliability and engagement.

Table 1. Research Design

Class	Pre-test	Treatment	Post-test
Experimenta l (Y)	Pre-test	Using Outlining Strategy	Post-test
Strategy	Post-test	Using Mind Mapping Strategy	Post-test

Students from two seventh-grade classes at MTsN 8 Kediri—Class VII-B (experimental group) and Class VII-C (control group)—were selected based on these criteria. The experimental group received instruction through the outlining strategy, while the control group was taught using the mind mapping strategy. However, using non-randomized groups introduces specific limitations. Without random assignment, students in each group may have inherent differences that could affect the study's outcomes, despite attempts to match groups based on initial proficiency and interest. Factors such as classroom environment, teacher-student interaction, and peer influence might differ between the groups, potentially impacting the results.

Therefore, the findings may not be as generalizable as those derived from

randomized controlled trials, given the specific context and non-random selection. To ensure the robustness of the findings, this study incorporates several methodological details. Both groups will undergo pre-tests before the intervention and post-tests afterward to measure improvements in their writing skills accurately. The study spans three instructional sessions focusing on enhancing students' comprehension and ability to write descriptive texts.

Test validity is ensured through content, construct, and face validity, aligning the tests with the 2013 curriculum standards to guarantee that they accurately measure descriptive writing abilities. Data will be collected through structured tests assessing writing skills, including pre-tests administered before the intervention to establish a baseline for each student's proficiency and post-tests administered afterward to evaluate the effectiveness of each teaching strategy. The difference in performance between pre-tests and post-tests will indicate the effectiveness of the outlining and mind mapping strategies.

Table 2. The Interpretation of Coefficient Value

Class	Pre-test
1,000-0,80	Very Strong
0,799-0,60	Strong
0,599-0,40	Middle
0,399-0,20	Low
0,199-0,00	Very Low

Construct validity involves expert evaluations to ensure the tests measure the intended abilities. Face validity means providing clear instructions tailored to seventh-grade students regarding descriptive text writing. Reliability will be ensured through inter-rater reliability, with the researcher and the English teacher using a consistent scoring rubric. A preliminary trial with Class VII-D was conducted to refine the evaluation process. Using Pearson Product Moment in IBM SPSS 25 for inter-rater reliability analysis showed a significant correlation at the .000 level, with a coefficient of .956, indicating a very strong correlation.

Data analysis will include grading the tests according to established guidelines and conducting statistical analysis with SPSS. This includes calculating mean scores, assessing inter-rater reliability, performing normality and homogeneity tests, evaluating the interaction between covariates and independent variables through homogeneity regression, and examining the linear relationship between covariates and the dependent variable. ANCOVA tests will be applied to determine the effectiveness of the teaching strategies, with significance levels indicating whether the outlining strategy improves students' descriptive writing skills.

This research will be guided by Vygotsky's theory of written language development. Vygotsky, as cited by (Melinda 2020), asserts that written language evolves from spoken language and plays a crucial role in the transmission of

knowledge. This theory emphasizes "inner speech" and the functional use of written symbols as opposed to auditory elements, framing the investigation into the relationship between oral language proficiency and written language acquisition.

Results

The core of the research findings highlights a comparative study between an experimental group, which utilized an outlining strategy for teaching writing, and a control group, which employed a mind mapping technique. In order to gauge the writing proficiency of students in both groups before the application of these teaching strategies, a pre-test was conducted. This preliminary examination tasked students with composing a descriptive text about a classmate, structured into three paragraphs.

Evaluation of these texts was carried out according to five-part criteria encompassing content, organization, vocabulary, language use, and mechanics, facilitating a comprehensive assessment of each student's writing capabilities. The summarized results of this initial testing phase for both the experimental and control group are systematically presented in subsequent tables.

Table 3. The Result of Pre-Test

Descriptive Statistics						
N		Minimu m	Maximu m	Mean	Std.Deviatio n	Varianc e
Pretest_Experimenta l	28	33.00	60.00	48.571 4	6.40271	40.995
Pretest_Control	27	35.00	60.00	48.222 2	6.86313	47.103
Valid N (listwise)	27					

Table 3 illustrates disparities in student numbers between the classes, with 28 in the experimental class and 27 in the control class. Both classes had a highest pre-test score of 60. The experimental class's lowest score was 33, while the control class's was 35. The mean scores were close, with the experimental class at 48.57 and the control at 48.22. The standard deviation was 6.402 for the experimental class and 6.863 for the control class, and variances were 40.995 and 47.101, respectively.

The post-test was conducted after implementing the outlining strategy in the experimental class and the mind mapping strategy in the control class, aimed at assessing the differences in students' writing abilities before and after the treatments. For the post-test, students were tasked with writing a descriptive text about "One of My Family Members" in three paragraphs. The evaluation maintained the use of a five-aspect scoring rubric. The summary results of the post-test for both experimental and control classes are tabulated and discussed in the

subsequent sections.

Table 4. The Result of Post-Test

Descriptive Statistics					
N	Minimum	Maximum	Mean	Std.Deviation	Variance
Posttest_Experimental	28 78.00	91.00	82.7500	3.06262	9.380
Posttest_Control	27 77.00	89.00	81.3704	2.74770	7.550
Valid N (listwise)	27				

Table 4 reveals disparities in the number of students and their scores between the experimental and control classes. The experimental class scored between 78 and 91, with an average of 82.75, a standard deviation of 3.062, and a variance of 9.830. The control class scored between 77 and 89, with an average of 81.37, a standard deviation of 2.747, and a variance of 7.550. Analysis of pre-test and post-test results highlights a significant improvement in students' writing abilities post-treatment. Initially, students struggled with vocabulary and sentence structuring.

However, both classes showed marked improvement in vocabulary use and the ability to construct coherent descriptive paragraphs after the treatment. In the study, scoring of students' writing tests was performed by two raters: the researcher and an English teacher from MTsN 8 Kediri. To ascertain the level of agreement and consistency between these raters, data from both the pre-tests and post-tests were analyzed. The Pearson Product Moment correlation, facilitated by the use of SPSS version 25, was employed to determine the inter-rater reliability.

The specific findings related to the inter-rater pre-test reliability for the experimental class are detailed in the following section, presented in a tabulated format.

Table 5. Inter-Rater Pre-Test of Experimental Class

Correlations			
	Rater1_Pretest_Experimental	Rater2_Pretest_Experimental	
Rater1_Pretest_Experimental	Pearson Correlation	1	.642**
	Sig. (2-tailed)		.000
	N	28	28
Rater2_Pretest_Experimental	Pearson Correlation	.642**	1
	Sig. (2-tailed)	.000	
	N	28	28

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table 5 above, it showed that the correlation between the experimental class's variable pre-test and the two raters' scores was significant at the level of 0.000 with the coefficient of 0.642. It means that the correlation

between the raters is strong. Meanwhile, the result of inter-rater pre-test of control class was analyzed by using SPSS 25 is presented in the table below:

Table 6. Inter-Rater Pre-Test of Control Class

Correlations			
	Rater1_Pretest_Control	Rater2_Pretest_Control	
Rater1_Pretest_Control	Pearson Correlation	1	.808**
	Sig. (2-tailed)		.000
	N	27	27
Rater2_Pretest_Control	Pearson Correlation	.808**	1
	Sig. (2-tailed)	.000	
	N	27	27

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table 6 above, it showed that the correlation between the experimental class's variable pre-test and the two raters' scores was significant at the level of 0.000 with the coefficient of 0.808. It means that the correlation between the two raters is very strong. Furthermore, the result of inter-rater post-test of experimental class was analyzed by using SPSS 25 is presented in the table below:

Table 7. Inter-Rater Post-Test of Experimental Class

Correlations			
	Rater1_Posttest_Experimental	Rater2_Posttest_Experimental	
Rater1_Posttest_Experimental	Pearson Correlation	1	.771**
	Sig. (2-tailed)		.000
	N	28	28
Rater2_Posttest_Experimental	Pearson Correlation	.771**	1
	Sig. (2-tailed)	.000	
	N	28	28

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table 7 above, it showed that the correlation between the experimental class's variable pre-test and the two raters' scores was significant at the level of 0.000 with the coefficient of 0.771. It means that the correlation between the two raters is strong. Also, the result of inter-rater post-test of control class was analyzed by using SPSS 25 is presented in the table below:

Table 8. Inter-Rater Post-Test of Control Class

Correlations			
	Rater1_Posttest_Control	Rater2_Posttest_Control	
Rater1_Posttest_Control	Pearson Correlation	1	.546**
	Sig. (2-tailed)		.003
	N	27	27
Rater2_Posttest_Control	Pearson Correlation	.546**	1
	Sig. (2-tailed)	.003	
	N	27	27

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table 8 above, it showed that the correlation between the experimental class's variable pre-test and the two raters' scores was significant at the level of 0.003 with the coefficient of 0.546. It means that the correlation between the two raters is middle. In this study, ANCOVA (Analysis of Covariance) was utilized with SPSS version 25 to determine the impact of the outlining strategy on teaching descriptive writing. Prior to analysis, three key assumptions needed to be verified: normal distribution of data, homogeneity of variance between classes, and a linear relationship between pre-test and post-test scores.

For normal distribution, a critical precondition for ANCOVA, the Kolmogorov-Smirnov test was employed. This test checks the data's distribution; a significance value (p) greater than 0.05 indicates normal distribution, while a value less than 0.05 suggests a deviation from normality. The outcomes of the normality test are documented in the subsequent table.

Table 9. Normal Distribution

Statistic	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		df	Sig.	Statistic	df	Sig.
Pretest_Experimental	.145	27	.149	.944	27	.152
Pretest_Control	.154	27	.101	.941	27	.129
Posttest_Experimental	.139	27	.192	.943	27	.148
Posttest_Control	.146	27	.144	.946	27	.176

a. Lilliefors Significance Correction

From Table 9, the Kolmogorov-Smirnov test results indicate that the pre-test and post-test data for both the experimental and control classes are normally

distributed, with p-values greater than 0.05. Regarding the homogeneity of variances, Levene's Test was employed to examine whether the variances between the experimental and control classes were homogeneous. A p-value greater than 0.05 in this test signifies homogeneity in variances across the groups, while a p-value less than 0.05 would indicate non-homogeneity. The results of Levene's Test are shown in the following table.

Table 10. Result of Homogeneity Test

Levene's Test of Equality of Error Variances ^a			
Dependent Variable: Posttest			
F	df1	df2	Sig.
1.477	1	53	.230
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			

a. Design: Intercept + Class + Pretest + Class * Pretest

Table 10 indicates that the Levene's Test significant value was 0.230, which is above the threshold of 0.05, confirming that the variances between the experimental and control classes are equal and thus deemed homogeneous. Regarding the homogeneity of regression, this assumption ensures no interaction exists between the covariate and the independent variable for ANCOVA to be valid. The required condition is a p-value greater than 0.05. The results of the homogeneity regression test are detailed in the subsequent table.

Table 11. Test of Homogeneity Regression

Tests of Between-Subjects Effects					
Dependent Variable: Posttest					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	325.897 ^a	3	108.632	36.981	.000
Intercept	4079.143	1	4079.143	1388.647	.000
Class	.385	1	.385	.131	.719
Pretest	299.592	1	299.592	101.989	.000
Class * Pretest	1.566	1	1.566	.533	.469
Error	149.812	51	2.937		
Total	370952.000	55			
Corrected Total	475.709	54			

a. R Squared = .685 (Adjusted R Squared = .667)

From Table 11, the significant value for the interaction between the class and

pre-test is 0.469, which is above the threshold of 0.05. This indicates there is no significant interaction between the covariate (pre-test) and the independent variable (outlining strategy), thus satisfying the homogeneity regression assumption of ANCOVA. The final assumption for ANCOVA involves testing the linear relationship between the covariate (pre-test) and the dependent variable (post-test).

This test aims to verify their correlation and control for the independent variable. A significant value (p) less than 0.05 would confirm a correlation between them. The results of the linear relationship test are outlined in the following table

Table 12. The Test of Liner Relationship Between Covariate and Dependent Variable

Tests of Between-Subjects Effects

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	324.331 ^a	2	162.165	55.705	.000
Intercept	4099.520	1	4099.520	1408.226	.000
Class	21.625	1	21.625	7.428	.009
Pretest	298.168	1	298.168	102.424	.000
Error	151.378	52	2.911		
Total	370952.000	55			
Corrected Total	475.709	54			

a. R Squared = .682 (Adjusted R Squared = .670)

From Table 12, the significant value for the interaction between the class and pre-test is 0.469, which is above the threshold of 0.05. This indicates there is no significant interaction between the covariate (pre-test) and the independent variable (outlining strategy), thus satisfying the homogeneity regression assumption of ANCOVA. The final assumption for ANCOVA involves testing the linear relationship between the covariate (pre-test) and the dependent variable (post-test).

This test aims to verify their correlation and control for the independent variable. A significant value (p) less than 0.05 would confirm a correlation between them. The results of the linear relationship test are outlined in the following table.

Table 13. Test of Between-Subject Effect

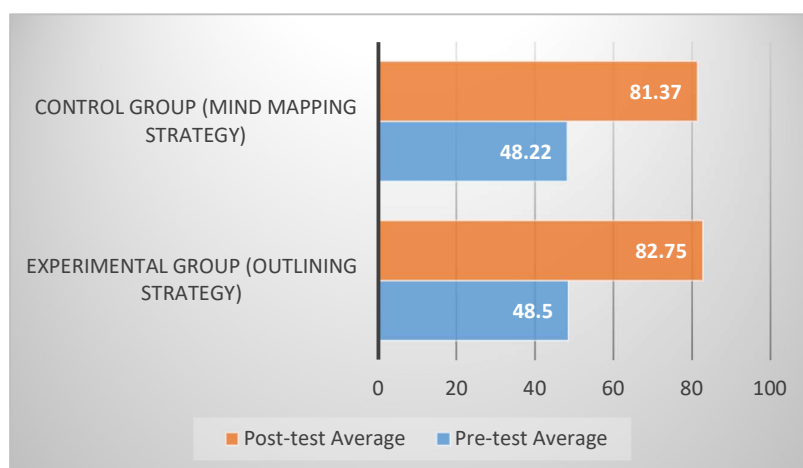
Tests of Between-Subjects Effects

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	324.331 ^a	2	162.165	55.705	.000
Intercept	4099.520	1	4099.520	1408.226	.000
Class	21.625	1	21.625	7.428	.009
Pretest	298.168	1	298.168	102.424	.000
Error	151.378	52	2.911		
Total	370952.000	55			
Corrected Total	475.709	54			

a. R Squared = .682 (Adjusted R Squared = .670)

The analysis presented in Table 13 indicates a significant value of 0.009 for the variable class, which is below the threshold of 0.05. This outcome supports the alternative hypothesis and leads to the rejection of the null hypothesis. Consequently, it can be concluded that there is a statistically significant difference in the performance of students taught using the outlining technique compared to those taught using the mind mapping strategy. This finding underscores the effectiveness of the outlining strategy in teaching descriptive text writing to seventh-grade students at MTsN 8 Kediri.



In light of the research conducted to ascertain the comparative effectiveness of outlining and mind mapping strategies in teaching descriptive text writing, the findings reveal noteworthy outcomes. The analysis of scores from pre- and post-tests demonstrates a tangible improvement in student performance. The

experimental group, employing the outlining strategy, showed a marked improvement in their scores, increasing by over 34 points. The control group, using the mind mapping strategy, also improved but to a slightly lesser extent, with an increase of approximately 33 points.

The statistical analysis, specifically the ANCOVA, yielded a p-value of 0.009. This value indicates a statistically significant difference between the two teaching strategies, with the outlining strategy proving to be more effective. In statistical terms, this means we can confidently say the outlining approach is superior to mind mapping in teaching descriptive text writing to seventh-grade students at MTsN 8 Kediri.

Discussion

The objective of this research is to assess the efficacy of the outlining strategy in teaching descriptive text writing to seventh graders at MTsN 8 Kediri. By examining the mean scores from both experimental and control groups, a clear picture of the strategy's effectiveness emerges. Initially, the pre-test mean scores were nearly identical, with the experimental class at 48.57 and the control class close behind at 48.22. Post-test results, however, reveal a distinct difference: the experimental class boasted a mean score of 82.75, surpassing the control class's 81.37.

This indicates a higher performance in the experimental group compared to the control group. To ensure the reliability of these results, the normality of the data was verified using the Kolmogorov-Smirnov test, yielding significant values well above the 0.05 threshold (experimental pre-test class at 0.149, control pre-test class at 0.101, experimental post-test class at 0.192, and control post-test class at 0.144). This confirms that the distribution of data for both classes is normal. Further statistical checks included a homogeneity test, which also supported the study's integrity with a p-value of 0.230, suggesting equal variances among the groups.

Additionally, the homogeneity regression yielded a p-value of 0.469, indicating no significant interaction between the covariate and independent variable. A crucial aspect of ANCOVA, the linear relationship between the covariate and dependent variable, was confirmed to be significant ($p < 0.05$), illustrating a clear correlation. The definitive ANCOVA results, showing a significant value of 0.009 ($p < 0.05$), underscore the conclusion of this study: the outlining strategy is significantly effective in improving the descriptive text writing skills of seventh-grade students at MTsN 8 Kediri.

This research suggests that implementing the outlining strategy in junior high school curriculum, especially for seventh graders, can enhance writing proficiency in a meaningful way. Connecting the foundation of Vygotsky's theory of written language development with the outcomes of the outlined research regarding the

efficacy of the outlining strategy in teaching descriptive text writing offers a comprehensive insight into the mechanisms at play in the acquisition of new literacy skills among learners.

Vygotsky's theory posits that written language evolves from oral language, with a deep reliance on the development of inner speech. The significant improvement in the descriptive text writing skills of the experimental group, as demonstrated by the post-test mean score, can be seen as an embodiment of Vygotsky's notion. Through the outlining strategy, students likely harnessed their internal articulation processes, refining their ability to organize and present ideas in a written form—transitioning from an internal (oral/mental) plan to an external (written) manifestation (Suci, Shalihah, and Darmayanti 2019).

Outlining serves as a potent socio-cultural tool, enabling students to visually organize their thoughts and systematically approach the task of writing descriptive texts. This aligns with Vygotsky's emphasis on the role of cultural instruments in shaping cognitive development. By engaging in outlining, students not only applied a concrete tool to assist their written expression but also likely enhanced their symbolic thinking abilities, as they mapped out their ideas prior to the act of writing itself (Suparman, Amra Ariyani, and Nurul Asma 2023).

The clear instructional method provided by the outlining strategy may function within the students' ZPD, offering just enough support to push learners from what they can achieve independently to a higher level of understanding and skill that they can achieve with guidance. The notable gains in writing proficiency support the idea that when educational strategies align with learners' developmental needs and potential for growth, significant learning advances can occur (Noer Sita Pramodya, Vidya Mandarani, and Megawati 2022).

The statistical results indicating the success of the outlining strategy in improving writing scores reflect the potential for targeted, well-designed instructional interventions to facilitate literacy development (Bestari 2020). This is consistent with Vygotsky's assertion that educational methods should be informed by an understanding of the cognitive processes involved in learning tasks. The outlining strategy, by breaking down the writing process into more manageable parts, likely scaffolded the students' learning, making the task of writing less daunting and more accessible (Terbuka, Selatan, and Mulawarman 2024).

The research on outlining strategies for teaching descriptive text writing to seventh graders at MTsN 8 Kediri shows significant improvements in student performance, with the experimental group scoring higher than the control group. Educators can implement this strategy by integrating outlining into regular classroom routines, using visual aids and graphic organizers, modeling the process, ensuring consistent practice, and providing feedback. Despite benefits, challenges like time constraints and external factors affecting student performance exist, but these can be mitigated by dedicated outlining periods and supportive resources.

Aligning with Vygotsky's theory, outlining helps bridge inner speech and

written expression, functioning within the Zone of Proximal Development (ZPD) and enhancing cognitive development. Implementing structured writing strategies, such as outlining, can significantly improve students' writing skills when teachers understand and address these considerations.

Conclusion

In light of the research conducted to ascertain the comparative effectiveness of outlining and mind mapping strategies in teaching descriptive text writing, the findings reveal noteworthy outcomes. The analysis of scores from pre- and post-tests demonstrates a tangible improvement in student performance. For the experimental group employing the outlining strategy, the average pre-test score was 48.57, which significantly increased to 82.75 in the post-test. The control group, which utilized the mind mapping strategy, also improved but to a lesser extent, moving from a pre-test average of 48.22 to a post-test average of 81.37.

The statistical evidence provided by the ANCOVA, with a p-value of 0.009, firmly establishes that there is a significant difference in the effectiveness of the two teaching strategies, favoring the outlining strategy. This result validates the alternative hypothesis and leads to the rejection of the null hypothesis, confirming that the outlining strategy outperforms the mind mapping strategy in this context. In summary, based on the statistical analysis, it can be concluded with confidence that the outlining strategy is not only effective but indeed more beneficial than the mind mapping technique in teaching descriptive text writing to seventh-grade students at MTsN 8 Kediri.

Consequently, this study recommends the outlining strategy for educators aiming to enhance the writing skills of junior high school students.

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