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Teme: The outline technique and the writing skill

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With love

Jessica Carolina Lezano

DEDICATION

This research project is dedicated to my family my beloved parents Liseña and Cesar, my brothers Eduardo y Esteban and my few friends who support me in this hard process.

Additionally, this research project was done with love and dedication for my uncle and grandpa Augusto and Alfonso, although they are not with me anymore, they will be always in my heart.

All my dreams and goals will be dedicating for all of them, because they are my support.

Carolina

UNIVERSIDAD TÉCNICA DE AMBATO

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MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

TEMA:

TÉCNICA OUTLINING Y LA HABILIDAD EN LA ESCRITURA

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LÍNEA DE INVESTIGACIÓN:

- Estrategias y medios para la enseñanza

FECHA: agosto 16, 2021

RESUMEN EJECUTIVO

El presente proyecto de investigación tuvo como objetivo determinar la efectividad de la técnica del esquema en la habilidad de la escritura en los estudiantes de primero de bachillerato de la Unidad Educativa Ricardo Descalzi. Además, este proyecto de investigación se realizó para verificar si la técnica del esquema ayuda a los estudiantes a mejorar sus escritos. The way in which an outlinig tecnique works to improve writing coherence and cohesion. Additionally, outlining technique is a guide to connect ideas and write in organize way. También, se incluyeron enfoques mixtos cuantitativos y quasi experimental, utilizando una prueba previa y una prueba posterior basada en la prueba internacional FCE. Además, T- Chart fue el instrumento estadístico para comparar datos. La población fue adolescentes de 15 a 16 años, de dos grupos de primero de bachillerato, grupo control y grupo experimental cada uno con 15 alumnos. En el grupo de control no se aplicó la técnica outlining, mientras que en el grupo

experimental se implementó dicha técnica. El grupo experimental muestra un valor t (14) = -7,12 y un valor p = 0,00. Entonces se puede observar que el nivel de significancia del grupo experimental es menor que el valor $\alpha = 0,05$ ($p < \alpha$). Finalmente, los resultados mostraron que la técnica del esquema ayuda a los estudiantes en sus escritos especialmente a mejorar la escritura. Después de la aplicación de la técnica del esquema, los puntajes de los estudiantes han mejorado. Los estudiantes se dieron cuenta que al utilizar la técnica outlining, pueden conectar mejor las ideas, así evitar perder el tiempo al momento de escribir. Todo este proceso para obtener información real se desarrolló a través de una enseñanza virtual, o educación virtual. Además, los estudiantes se dieron cuenta de que la técnica de esquematización no solo ayuda a los estudiantes a organizar ideas, sino que también mejora la coherencia y la cohesión.

Descriptores: coherencia, conexión de ideas, cuasi- experimental, cualitativo, estudiantes de primero de bachillerato, educación virtual, grupo de control, grupo experimental, habilidad de la escritura, instrumento T – chart, técnica outlining.

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MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

THEME:

OUTLINE TECHNIQUE AND WRITING SKILL.

AUTHOR: Licenciada Jessica Carolina Lezano Anchaluisa.
DIRECTED BY: Licenciada. Cristina Jordán, Magister.
LINE OF RESEARCH:

- Strategies and means for teaching

DATE: August 16, 2021

EXECUTIVE SUMMARY

The current research project aimed to determine the effectiveness of outline technique in writing skill in student on first of bachillerato at Unidad Educativa Ricardo Descalzi. Moreover, this research project was done to explain if the outline technique helps students to improve students´ writings skill. Furthermore, mixed approaches were included quantitative and quasi- experimental using pre- test, and post- test based on FCE international test. Also, T- chart was the statistic instrument to present the difference. So, the population was teenagers from 15 to 16 years old, from two groups of first of bachillerato, control and experimental group each one with 15 students. In the control group, the outline technique was not applied, while in the experimental group outline technique was implemented. The experimental group shows a value t (14) = -7,12 and a value p = 0.00. Then it can be observed that the significance level of the experimental group is less than the value $\alpha = 0,05$ ($p < \alpha$). Finally, the results

showed that the outline technique helps students in their writings specially to improve writing skills. After the application of the outline technique, students´ scores have been improved. Additionally, the improvement was in time. Students realize that using an outline technique, they can connect ideas better, so avoid wasting time at the moment to write. All this process to get real information about this project was developed through a virtual teaching or virtual education. Furthermore, students realized that the outlining technique not only helps students to organize ideas, it also improves coherence, cohesion. Although, the improvement of writing.

Key words.

Coherence, connection ideas, quasi- experimental, qualitative, first – year high school students, virtual education, control group, experimental group, writing ability, T- chart instrument, outlining technique.

CHAPTER I

RESEARCH PROBLEM

1.1. Theme**: Outline technique and the Writing skill.**

1.1. Introduction

English is a power language, it is included in many fields around the word, English has become as a second language with more speakers around the world. In business and in global issues the English languages is presented. Moreover, it is a real language to connect countries as international trade expands every day, many programs business are developed in English, so it is necessary to speak in English to communicate. In some cases, companies require personal who have certain degree of English proficiency. To conclude people in order to get more money or get a better job, English can be an option to change their reality. English has converted in a language for improving people´s life.

English language has been teaching for many years in Ecuador. English demonstrates power because it is a language not only for business but also for Education, this language has been reformed in Education system and Specially in Ecuador people has improved English during these years. As well, it is mandatory to teach in schools, high schools and universities. Students have to study since they are 5 years until they finish a career. To finish a career, students need to acquire a proficiency or B1 level in four language skills in the English language.

At Unidad Educativa Ricardo Descalzi English language is part of the learning,

children, teenagers are learning English as a second language. The level of English is higher rather than others institutions. U.E Ricardo Descalzi has English labs and others technological resources. Additionally, there are around 4 teachers, who cover students 'needs in the English language acquisition.

On the other hand, English as a foreign language has four skills, and different sub skills, necessaries for acquiring the English language; one of them is writing skill. This skill is considering a productive skill, due to students have to produce the language. While they are writing students may express their feelings and their thought (Deborah McCutchen, 2011) Nowadays, the reality in education is that students don't like to write, neither in Spanish nor in English. However, what are the causes why students don't like to write, it is necessary to create new ideas to enhance students to write, or may stablish ideas in which facilitate student`s skill

1.2. Justification

The research project is of great interest to students, educators, and anyone, who is involved in teaching field at Universidad Técnica de Ambato and also for students from Unidad Educativa Ricardo Descalzi. In addition, the project has a great interest for students, who want to write essays and write compositions in an organized way. naturally organizes the information in a highly structured, logical manner, forming a skeleton of the textbook chapter or lecture subject that serves as an excellent study guide when preparing for tests. The current project can be useful for future researchers related to this topic as a future reference who are involved in the teaching field of Universidad Técnica de Ambato and also for students. This study is significant because it intends to demonstrate that part of learning a language is not only to use vocabulary, lexical and grammatical items separately, it is also necessary to encompass all of these devices to communicate in an adequate manner in different social contexts. After all, people learn the English language with specific purposes that will link them with others in the community. Therefore, it is imperative that students know how to write properly according to social situations.

The data will make teachers aware of the level of development that students have in order to improve this productive skill as well. At Unidad Educativa Ricardo Descalzi, many studies about writing skill have been made, however none of these are related to a specific strategy to organize ideas to create writing compositions. All the information and data exposed in this study will be a helpful source of information. Apart from this, students will be encouraged to continue researching more aspects of registers and their role in the development of productive skills.

Moreover, the originality of this project involves the capacity to write own ideas but using reference from the internet about the topic. Although there are different research projects related to strategies to improve writing skills. The beneficiaries of this study are the students and teachers from the Unidad Educativa Ricardo Descalzi, as well as the community. Students will be conscious language bonds every member of a community and how people should use language registers appropriately to exchange ideas with others in the right manner in a written way. Teachers will be motivated to teach students the variations of language according to different social contexts as well.

Finally, the present research project does not count with a very high inversion because information about outlines is found on the internet and all of them are free, so people can use technology without problems and they have high availability for all.

1.3. Objective

1.3.1 General Objetive

To determine the effectiveness of the outline technique in the writing skill in students on first of Bachillerato at Unidad Educativa Ricardo Descalzi.

1.3.2 Specific Objetives

- To diagnose the influence an outlining technique in writing skill.
- To analyze an outlining technique influence in writing skill
- To evaluate the level of students´ writing skill.

CHAPTER II

RESEARCH BACKGROUND

2.1 State of the art

A study conducted Kartawijaya1, (2018) titled the improving Students´ writing skill in writing paragraph through an outline technique to investigate the way in which an outline technique helps students` writing skill. The author mentioned the following questions: Could an outline help you to organize your ideas? An outline will help you write more quickly? It will improve students in their grammar. This research project was applied a qualitative method to collect data. The mentor used observation notes, test and field notes in the process in this research. The result in the project test was augmented in cycle two. In cycle one, the mean score was 58.25% and it increased to 76.87%, it increased 18.63%. Additionally, this research was evaluated at grade VIII B of SMP Negeri 6 Sungai Penuh in academic year 2017/2018. Therefore, at the end of the research project the students` writing skill improve through outline strategy.

A paper study directed Wicaksono & Riwayatiningsih, (2019) titled the effect of using Outline technique to students` wriitng ability shows important features about outline technique to improve writing ability. The most indispensable question taken

from the author who said that if the effectiveness of outline strategy to writing ability. Furthermore, the researcher chose a second grade students from University. The population of this current project were 30 students, there are 17 females and 13 males. Additionally, the present project applied a quantitative approach, and pre-test and post- test are used to get the data. Furthermore, in order to collect data, the researcher used a test as instrument and after the result of the writing collected, a rubric outline helps the author to check the students' outline before they start to write full essay. The most important point by using rubric outline to score student´s writing, the researcher knew students' comprehension in making outline, before to applied the outline technique, the researcher mentioned that there are limited into students writing component especially content and organization.

A paper study claimed Gajah & Agusnidar (2017) titled the improving students´ ability at writing narrative text by using outline technique at the first grade of Mal Uin Su Medan in academic year 2016/2017 wanted to know the students 'ability at writing narrative text by using outline technique. The principal idea to use outline technique is to know the improvement of using it in the writing narrative text. In addition, the sample of this project were 36 students from the tenth grade of the MAL UIN SU Medan in academic year 2016/ 2017. Moreover, the technique of the analyzing data was used a qualitative, it means information from interview, documentation, diary notes and observation, and quantitative approaches. Also, the pre- test used in the project helps the author to know the before apply am outline technique and the post test was the evidence to know the results if the outline helps students to improve in the writing narrative text.

The research project title the improving students´ achievement in writing descriptive paragraph using outline technique (Sabrina & Sianipar,2015). The author in this research project applied classroom action research in two cycles. The subject of this research was one of a class in the first-year student of SMU Yayasan Pendidikan Sultan Iskandar Muda. Furthermore, the population in the study were 35 students that participated in this research. In addition to collect information the researcher used quantitative and qualitative approaches The result of quantitative data obtained that the score of the students improved from cycle I to cycle II which the mean of the pre-

test was 70.6, the test of cycle I was 75.8, and the test of cycle II was 85,2. The result of the qualitative data described that the using of the Outline technique helps to improve the students´ achievement in writing descriptive paragraph.

The effectiveness of using technique toward the students' ability in writing descriptive text at the eighth graders of MTs An-Nur Palangka Raya as the tittle focuses on the application of "The quiz Game" as a gamification strategy to learn German as L2. 31 students participated in this investigation (2015). The researcher, as well as the other investigations this project was applied in a mixed method. According to the results, the strategy that was applied help students learn new vocabulary actively (Amrullah,2015). It recommended to continue doing more research applying other gamification strategies.

Also, she recommended that the following researches should be conducted with not only an experimental group but a control one to have better results. The information provided in this paper will be very useful for my research project since I realize the importance of gamification to learn vocabulary in any foreign language.

According to Agusnidar Gajah (2016) explain the tittle the improvement of students' ability at writing narrative text by using outline technique at the first grade of Mal Uin Su Medan in academic year 2016/2017. It is related about the using of outline technique to improve students' ability at writing narrative text. The current project was applied around 36 of the tenth-grade students of MAL UIN SU Medan in academic year 2016/2017. In addition, qualitative and quantitative approach were the technique of examining data in the project, it means that qualitative were taken by using interviews and observation and documentation. In the same way quantitative approach was taken from a text. Finally, after all the process in order to take information, the results show that there is an improvement of applying an outline technique on the student writing narrative text from the pre- test to the post test.

The effects of rough draft and outline strategies in the attentional overload and writing performance analyzed by Kellogg (2018). The study based on the examined the effectiveness of using an outline as a prewriting in a draft in the writing process and

writing product. In other words, the main idea of using outline strategy is to promote and organize better the ideas. The results showed that there were two explications for example the first one, according to Kellogg (1998) explain that both mental and written outlines eased attentional overload by allowing the writer to focus processing time on the single process of translating ideas into text. Additionally, the second explanation shows that the mental outline helps to improve the writings documents.

The effect of using outlines on idea development quality of student´s essay writing explained the study compares 2 writing studies in this way using and without using an outline and then to construct an idea about both writing studies (Salija, 2017). Additionally, students from the subjects of the study were 36 university students at one of the state universities in Makassar. experimental with factorial and repeated measure design. The study was experimental research which has a factorial design with repeated measures. The instrument used to collect data was direct writing tests—expository writing tests using and not using an outline. The test consisted of directions and topics to be selected one and to be developed into a composition. In conclusion, aimed of finding out that pre-writing strategy was extremely central to have good writing product.

Teaching recount text writing through outlining strategy to improve students' writing achievement at the second grade of junior high school directed by Mawami (2019). In the current research project is about to find if outline technique improves students' writing achievement and to investigate what aspect of writing improve the most after being taught by outlining strategy. According to Mawarni, (2019) teaching recount text writing through outlining is the key for success to write in a coherent way and avoid spending time. Furthermore, the population was around 25 students of second-grade students of SMPN 1 Katibung in the academic year 2018/2019. Additionally, pretest and posttest designs were applied as a method. In this way, the score of pre-tests was 49.660 and the mean score of post-tests was 80.24. In others words the learners` mean score improved about 30.58. In conclusion, in this study the researcher states that there is an improvement in the students writing achievement using an outline technique.

Learners writing paragraph to improve coherence is study research (Sungai& Panuh, 2018). This study was implemented by a teacher to find solution to the learning

process. The main idea is to find a way to improve writing coherence, the useful technique that it could improve learners 'writing paragraphs, and find factors that influenced to students in writing descriptive paragraphs. Descriptive writing enhances informal writing in teenagers, (Sungai& Panuh, 2018). The present study was done in Negeri 6 Sungai Penuh at seven grade B. In addition, in order to acquire real information, the researcher include two cycles, the first one score 58.25 % and it increased to 76.87%, it means that there is 18.63% points. In contrast, in the second cycle from the increment was from 76.87% to 86 40 %. In conclusion, each time it is increasing, when students are applying the outlining technique.

Depicting and Outlining as Pre-Writing Strategies: Experimental Results and Learners' Opinions as the tittle guided by Bui, Phu & Hung (2018). The present Pre-writing stage has been considered very significant as it enhances writing performance in that learners can have discussions with the teacher and/or their peers. They can also outline and

organize their ideas individually to prepare themselves for writing. This study investigated the effects of using pictures and interactions in the pre-writing stage. A cross-intervention research design was implemented on two experimental groups exposed to either strategy. The data were collected from 8 tests on writing performance, 21 questionnaires and 6 case-study interviews. The findings showed that there was no big difference in the development and organization of ideas between the two groups' writing performances. In fact, the participants' writing performance depended on the assigned topics and required subskills. In detail, depicting was found to assist generating ideas, but outlining was found useful in helping organizing ideas. Regarding the participants' preferences, nearly half of the participants preferred outlining and slightly over one third preferred depicting. A small number liked both strategies equally. An implication from this study is that the choice of prewriting strategy should depend on the target skill: form (organization) or fluency (idea generation).

The improving students' ability in writing descriptive text by using outline technique at the first grade of MAS TPI Sawit Seberang in academic year 2018/2019 exposed

by Sipahutar (2018). This research project the author explains the use of improving Students' descriptive writing text by using the outlining technique in academic year 2018- 2019 in Grade of MAS TPI Sawit Seberang the population was based on 30 students. Taking about descriptive writing, it is necessary to include key element for writing. The research consisted of two cycles. Each cycle consisted of two meetings. The object of this research was to improve students' ability in writing descriptive text by using the outline technique. Additionally, classroom Action Research was used in this research. Moreover, qualitative and quantitative were used in this project to collect data, using Pre-Test, Post-Test I, and Post-Test II. The most significant part of this research is that the author uses a post-test II, it means to collect clear information for a second time after applying the outlining technique, there were 80% of students whose score up 75 (24 students). To conclude, the data analysis showed that the outlining implementation advanced student´s writing description. It refers that Post-Test II was 80.07 gradually at the end of the research project.

According to Dewi, (2019) in the using outlining strategy in the form of word webs to increase students writing ability at SMP 10 Malang/ Kartini Sari Dewi. The main objective of this researcher to increase students` writing ability generating and organizing their ideas for writing recount compositions using outlining strategy and to solve the idea to generate ideas and how to organize them well. Talking about the objective the project based on students` interview. The technique used to overcome the problems is the outline at Junior high school level in 35 students of class VIII.G of SMP 10 Malang which consisted of 35 students. Additionally, Classroom Action Research CAR methodology is included, and in two cycles, each cycles covers planning an action, implementing the action, observing the action, and reflecting on the observation. At the end of this research project the author suggests to use the outlining strategy in the form of word webs to organize ideas at moment of writing paragraphs.

Moh and Hanafi (2015) explain the outlining technique to foster students' ability to write a descriptive paragraph. Also, the main objective of this research project determines how an outlining technique helps students to improve coherence in writing,

by doing in four stages, planning, implementing, observing, and reflecting. In addition, according to Moh and Hanafi, 2015) the procedure reflects the steps to follow in order to use the outlining to improve writing. Talking about the stages, the author mentions the procedures of outlining techniques were as follows: 1.) learners write short sentences using the simple present tense. 2.) learners need to write topic sentences, supporting sentences, and concluding sentences in each paragraph, and how to develop supporting sentences from subtopics. 4.) learners need to connect sentences by using conjunction and form paragraphs Additionally, the result in the second cycle showed that 75% of students had passed the passing grade of 7.5. It means that most of the students have good results using an outline. At the end of this research project, students improve their writing skills.

Toward an Intercultural Rhetoric: Improving Chinese EFL Students` Essay Writing through Outline Writing focus on if outlines can raise students' awareness of different audience expectations embedded in the rhetoric of the target language (English) and culture and can improve their English academic writing (Fang Li, 2019). Additionally, the research study was applied in four-week long case study at the College of Translation Studies participated in Xi'an, China, around 24 Chinese EFL students. To collect the data, the researcher use comparing chats and interviews. Thus, outlining learning would help scaffold the EFL students to understand L2 (English) writing convention better and improve their English essay writing. Finally, outlining helps to improve the use of related, logical, and specific detailed examples to support the main ideas in essays.

The way of electronic outlining as a writing strategy: Effect on students` writing products, mental effort, and writing process was the title in which explain addresses to what extent and how electronic outlining enhances students` writing performance. The principal objective is to find ways to improve students' final writing. In addition, Milou J.R de Smetab, (2018) mentions electronic outlining, which was ideal to write sentences and organize sentences. Moreover, 93 students from the 10th-grade were the population for this research paper. The results show that the electronic outlining enhances the presentation of the argumentative structure in students writing, in the

way of organizing the ideas with coherence and cohesion. Also, the conclusions showed that electronic outlining helps students to don't waste time writing increase total writing time and the most important part is that this technique improves mental effort and organization.

States the main ingredients for success in L2 Academic Writing: Outlining Drafting and Proofreading is the tittle of the research project guided by Muñoz & Luna (2015) This current paper explains the extra linguistic side of second language (L2) academic writing. According to Muñoz & Luna, (2015) state keys to for success in L2 in academic writing. The population is around undergraduates conveys group of 200 Spanish undergraduates of English Studies. The present population were fourth year in proficient in English academic writing and learners don't acquire a good writing coherence. Also, the mentor uses a pre writing in this case strategies as outlining, drafting and proofreading. On the other hand, to collect data, the author use methodology focus on qualitative and quantitative approaches in metalinguistic items, which are statistically measured. Additionally, the results were contrasted with an interview. After contrasting the results, students mention that unconsciously they organize sentences in a proficient way, using transitions words in a coherence way. Finally, learners feel comfortable using an outlining is to write paragraphs essays.

Hung, Phu, Van, Thi (2018) explained as the tittle Depicting and outlining as pre-writing strategies: Experimental results and learners` Opinions. This paper focus on specific objectives to investigated the effects of using pictures and interactions in the pre- writing states. Pre- writing is consider a significant step to have a final writing (Hung, Phu, Van, & Thi, 2018). In order to collect information, the author implement two experimental groups exposed to either strategy, the data was collected about, 21 questionnaires, 6 case – study interviews and 8 tests on writing activities. In this research project the author uses pre- writing, in which the outlining is applied and using an outlining students organize ideas individually how the author mentioned. Although, the author mentions that there was no useful of using an outline technique, due to most of the students have a clear idea about how writing in a logical way, it depends on the assigned topics and required subskills learned before.

According to Smet, S.Brand-Gruwel, H.Broekkamp, & P.A.Kirschner (2012) in the title the write between in the lines: Electronic outlining and the organization of text ideas. The main objective that the author establishes is the way to exanimate the effect of (repeated) in this case electronic outlining on the quality of students 'writing product and acquire mental effort (Smet, S.Brand-Gruwel, H.Broekkamp, & P.A.Kirschner, 2012). In this case is outlining tool, a little complicated but using a computer and internet. The population is around 58 ninth-grade students. At the first time, the results of this research project have no relevant effect on the students` writing products and perceived mental effort. Although, the basic idea about this research project is to implement in students` writing product in argument texts which are scored for total text Structure and structure presentation and Hierarchical Elaboration of Arguments.

In this article the author explains the main definition about outline, tittle exposed how to write an essay outline. It is a planning structure before to write a complete essay about any the topic. The outline consists in sentences or phrases for every point that a writer will cover in each paragraph. (Caulfield, 2020) The author mentions three types of outlines for different types of essays; literary, argumentative, and expository. The first one, in argumentative outline presents a short evaluating, using short phrases to summarize each point. Its body is into three paragraphs in each one represents arguments about different aspects. The expository essay outline describes how to summarized in short phrases, similar to the argumentative essay outline. On the other hand, literary analysis essay outline is divided into three main themes each of which is explored through examples from the book.

As a conclusion, the outline technique helps writer to create a better and clear essay, the author suggests look critically at categories and main points. In addition, stablishing every topic you cover will be clearly related to the thesis statements.

2.2 Literature Review

2.2. 1 Independent Variable:

Rapid changes in the modern world has caused the Higher Education System to face overabundance of challenges. Teaching is key component in educational planning, which is one of the most important factor in steering educational plans. Despite the importance of good teaching, the outcomes are far from ideal. Moreover, research and exploration to figure out effective teaching and learning methods are one of the most important necessities in the modern educational systems. Professors have a determining role in training eager and thoughtful individuals. Universities and colleges are the places where new ideas sprout; roots strike deep and grows tall and sturdy. These places embrace the entire universe of knowledge. These are the spaces where creative minds converge, interact with each other and construct visions for noble realities.

A number of different teaching techniques have emerged due to this change in education. Many of these teaching techniques are not actually new! The use of technology in the classroom has simply given education a new lease of life allowing us to approach old ideas in new ways. Teaching, learning and evaluation method plays an important role and continuous changes and modification as per requirement enhance the education system. A systematic approach towards planning and execution of educational program is essential for overall development and growth of students, teachers as well as the educational programs.

Outline Technique

On the internet, people can find different ways to improve writing skill, after looking on internet. It is necessary to find techniques and strategies to improve pre- writing.

Additionally, there are different names to identify pre- writing for instated; outlining,

and planning, in others words, ways to create a clear draft. The way in which a person organizes the ideas and phrases, to write a good essay. Planning is the first pre- writing, in this technique learners have to find the clear topic and thesis statement and the sub-topics. Planning talks about and responds the principal questions. What is the writing about? a clear topic can show interested in people. Also, the clear subtopics mentioned in the paragraphs are necessary to understand the writing. Brainstorming is the key at the moment to planning.

Another technique is outlining, it is a scheme to follow in order to organize ideas and phrases. One of the most important idea used is to improve coherence, in the way that the teacher what a learner what to say in the paragraph (Kartawijaya, Improving Students' Writing Skill in Writing Paragraph through an Outline Technique, 2018). According to Kartawijaya, (2018) Outlining technique is defined in the process of pre-writing, in which the learner makes mistakes and write main sentences to include in the paragraph. Additionally, there are two kinds of outlining, for example: reading outlining, and writing outlining.

2..2 2 Reading Outlining

The first one refers to get the main ideas from a text, which it is already written. in order to get the principal idea and sub ideas the reading outlining is essential, for example, a reading outlining is used to understand the topic of the reading, also all the information included in the text (Dorothy E Zemach, 2018). According to Dorithy & Zemach mention that readers can use two types of outlining when breaking down the information in a reading; informal and formal outlines.

The formal outlines are more structured and traditional. It means that formal outlines stablish patterns, with a combination of Roman numerals and letters. Also, it shows the hierarchy of information since major details to minor details. The formal outlines help readers to understand the principal concepts included in the text. Most of the time the details are included in the text but it not easy to identify, but using formal outlines could be easier. There are well structure and it is use more in long readings. It is form in the following schedule;

Main idea	**Parts of the plant**
A.- Major supporting details i.- Minor Supporting details ii.- Minor supporting details **B.- Major supporting details** i.- Minor Supporting details ii.- Minor supporting details **C.- Major supporting details** i.- Minor Supporting details ii.- Minor supporting details	

Table 1: Reading Outline in writing skill
Elaborated by: Lezano, J. (2021)

In the formal outlines there are 4 categories used in articles.:

1. The Classical outlining the main idea and sub ideas are written in roman numerals numbers for headings and sub heading and specific letters. This category is to create a blueprint which divides in main ideas and sub ideas at the same time coordinating ideas into a cohesive and clear way.
2. The summary outlining is created to identify and summarize in chapters, in sequence events or ordered of plot events in a linear nature. The main idea is to define characters and principal ideas in each chapter.
3. Index Card Outlining it allows for a clear reorganization of ideas but in short scenes synopses. This outline is useful for readings that which nonlinear – style.
4. The clustering style is like a mind mapping, to create web ideas, in order to start stories. It consists in create a central bubble, in which include the main idea, then form more bubbles around it to write the second ideas.

These categories help readers to choose one depending on their needs, the most significant part is that using formal and informal outlines are useful techniques to improve writing skill.

2.2.3 Informal Outlines

Informal outlines are less structured. It refers that the informal outlines help readers to understand the main idea and the three or two sub ideas. Moreover, they are used in short readings, only to know the most important information in the text. Sometimes, this kind of outline helps to determine the differences between the principal idea and secondary ideas The scheme is redacted in the following example or informal outlines look like this:

Main Idea	Parts of the plant
- Supporting idea - Supporting idea - Supporting idea	

Table 2: Reading outline in writing skill
Elaborated by: Lezano, J. (2021)

On the other hand, the second one is a skeletal overview used as a writing draft. These kind of outlining are used for learners, and people who like to write books or essays. Most of the time, informal outlines could be for teenager learners. I mean who just are learning a second language. They are just learning to read.

2.2.4 Writing Outline

Outlines need to be detailed and simple and depending on the writer´s needs (Kartawijaya, 2018). Probably, the trick is to use the essential information and the most helpful details without going overboard. Moreover, before to write an outline, it is necessary to think about the purpose of your essay. To demonstrate what do you want your reader to understand? Also, it is essential to define the audience, it can be for children, teenagers or adults and ending write the thesis statement, the clear statement of the significance of the subject matter after explaining in the paragraphs.

CHARACTERISTICS OF AN OUTLINE

Pat attention in the following characteristic to understand better and be more clearly to write using an outline.

1. Parallelism, the way in which headings should match in form
2. Subordination, this part the headings need to be more general than the subheadings.
3. Coordination all the headings should be important
4. Division, in this part each heading need to be divided in 2 o3 subheadings.

2.2.5 Steps in an Outlining

After you choose the thesis statement and have a clear purpose of your writing it is necessary to pay attention in some steps:

1. Brainstorm all the ideas related with the topic in a logical way.
2. Write the ideas with headings and subheadings. (Each label idea need to be precise enough which help to develop the topic sentences for each paragraph.
3. Finally, write a draft of your outline

2.2.6 Outline structure

Thesis statement:

1. Introduction
    a. What is the controversy? Who? What? Why? When? Where?
    b. What analytical tool(s) will be used to analyze it?
    c. What claim(s) will be defended?
2. Body
    a. Evidence from science/methodology
    b. Evidence from the theoretical literature
    c. Evidence from parallel fields
    d. Relevance to the analytical model
3. Conclusion
    a. Review and synthesis of the evidence
    b. Appropriateness of the research on specific areas.
    c. Call for additional research in specific areas

Sample taken from: https://library.prescott.edu/writing-center/organization-outlines.php

Table 3: Outlining example
Elaborated by Lezano J (2021)

2.3 Dependent Variable: Writing skill

Writing is one of the four languages skills. It is the process of use words and phrase to communicate ideas or thoughts. Writing is not only accumulating sentences; it is also communicating but in a logical and coherence way. Writing is the human's communication by using symbols and letter to form ideas (Halim khan, 2018). The most significant part in an essay is the thesis statement, it familiarizes the argument of the essay and then included in the structure of the essay.

2.3.1 Steps to write in a coherence way.

The process of writing is not including sentences and ideas. It includes thoughts and opinions but using coherences or in a logical way. There are 4 steps to follow in order to write essays or compositions correctly.

1. Pre – writing
   Choose the topic according to the audience
   Gather ideas paying attention with the topic
   Organize the ideas, decide the ideas and in the position, first, second and third
2. Drafting
   Write the paragraphs using your ideas or notes. In this step try to use transition words to connect sentences. To write in coherence way, it is necessary to read after you finish writing each paragraph
3. Reviewing and revising
   Review content and structure, for example read in silence and think about where you need to include or eliminate information. The coherence is the principal part.

4. Rewriting

   Revise the content if you need to include examples or add more details.

   Proofread the content it means the spelling and grammar punctuations.

   Make final corrections with the paragraph, in this case pay attention the words

   that you chose, if the need to be changed.

2.3.2 Parts and types of a writing

There are principal sections in writing; introduction, body and conclusion, even the writings are shorter or longer. Introduction contains the thesis statement, the principal idea and it make the essay sound interesting. The thesis statement states the aim of the essay and may give insight into the writer´ examples. The intro refers from the general to specific related to the topic. Talking about the body part, it includes the evidences and support mentioned in the intro and related to the thesis statement with clear examples in a coherence way. Also, each body paragraph needs to have a topic sentences the first line of it. For general the body part consists in 2 or 3 paragraphs or depending on the length of the essay. The conclusion is a section to write the author´s points and arguments about the essay in a simplified manner, in this section the author mentions as a brief summary including real idea about the essay. It can be shorter and specific. According to Thaiss, Brauer, Carlino, Williams & Sinha, (2019) explain types of writings; narrative, analytical, expository, persuasive and argumentative.

The narrative writing focus on a main character who is engaging with an event in a setting. It interacts between author´s structure, tone and purpose. As he above, the narrative writing can be personal narrative or fiction. Also, the elements included in the narrative are a theme, a main character, a setting in the story, literary elements and particular structure for the writing using extravagant vocabulary. Eventually the end of the narrative writing can be the impact for readers.

Analytical writing based on analytical writing skills and critical thinking. The main perspective to construct and evaluate arguments in a coherence way with the ability to

articulate and support complex ideas. The analytical writing is not good for description or explanation in writing, just for analyzing and interpatient with people point of view in the case supporting the main idea and summarizing. Talking about analytical way is to enhance students understanding while they give opinion based.

Additionally, persuasive writing is an oral debate but in a written form about any topic. It can be interesting and fun for readers, due to the writer need to express ideas get interested in others. The principal idea is to convince others what the writer needs to express, including well versed in words selection, constructing logical and coherence arguments. Moreover, another characteristic about persuasive writing is to express view, in order to catch people attentions. The way in which give writers the opportunity to research and interact in the classroom. The author mentions that the teacher needs to teach key element for persuasive writing for example persuasive words, for newspapers or audios- clips of speeches or lectures.

On the other hand, argumentative writing is similar with persuasive writing but with some different aspects. The argumentative writing refers more about adding scientific arguments, related with scientific studies, quotes from experts and statistics. In this kind of writing students have to include real information taken from others investigations which include questionnaires and surveys as instruments to collect information. To conclude the argumentative writings are more academic to evaluate statistics for real topics.

2.3.3 Key elements for writing

There are different elements to create an effective communication in which the audience can understand without problem. So, using devices to join ideas in logical understanding to connect words, sentences and paragraphs. After reading different papers about writing. According to Amperawaty & Warsono, (2018) there are 9 key elements for writing, syntax; content, writer´s process, audience, purpose, word choice, organization, mechanics and grammar.

First syntax about sentences boundaries, sentence structure, and stylistic choices. Second, content refers to the relevance and originality of the essay. Third, the writer´s

process for getting ideas, to writing process and drafting and revising. Fourth, how the audience can have interpreted the content. Fifth, purpose, involves the reason of writing. Then, word choice is based on the vocabulary and idioms, and tone included in the text. At the same time, the organization is an important part, the coherence and cohesion included between paragraphs. Also, mechanics implemented the punctuation and spelling of words and sentences. Finally, grammar is an essential part of rules for verbs, agreement, articles, and pronouns.

First, coherence between words can demonstrate by parallel structure, which means between words using grammatical construction in a sentence. Secon. Second, coherence between sentences, includes transitional devices and though repetitions. For example, if a sentence is explaining something, and it is not finished yet, include a transition word to add information. The last one is coherence between paragraphs, which means to include transitions words between paragraphs and also to connect sentences inside it, for example; therefore, however, yet, later, first, second, depending on needs. Each paragraph needs to include a topic sentence, which is the first sentence in the paragraph focusing on the main idea.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Location

The current project was developed at Unidad Educativa "Ricardo Descalzi" Ambato, -Ecuador. The applicants were students from this institution. The participants were students from first of bachillerato and all of them were among 15 to 16 years old. Furthermore, the present study was applied thought internet, at the morning, according to the schedule during English classes. Additionally, it is a private institution, that is why all the students have had all the necessary resources for their learning such as computers, smart phones, and Internet connection.

3.2 Equipment and materials

This study was developed through internet connection using the following materials.

- **Laptops and computers**

The importance of technology specially the use of computers and laptops, which were the one important way to interact with students and the same time significant part for this this investigation, the application was online by using video conferencing tools as Zoom.

- **Smartphones**

The mobile applications were very important because most of the students use this kind of the devices to connect to their classes. These kind of the resources help students in a real time interaction between teacher-student and student-student.

- **Internet connection**

The most important part is the internet connection, due to without internet it can be impossible to stablish a video meeting to interact with students.

- **Tests**

The pre-test, post-test are the instruments to collect information for this present investigation.

- **Technological tools**

To interact with students for acquiring data:

Materials	Function
YouTube platform	Video about researching process
Google Forms	To write the essays
Whatsapp app	To send messages
Zoom	Is a modern enterprise video communications.
Google scholar	Look for innovative papers

Table 4: Technological tools
Elaborated by: Lezano, J. (2021)

3.3 Research Method

In the present project applied qualitative research with an experimental design. According to Daniel, 2019 states that quantitative method is based on statistical analysis and measurements and which the main thing is to collect data using. The significant part of qualitative research is evaluating a test applied to establish and generalizable facts about any topic. The pre- test and post-test useful instrument in order to acquire confident data.

According to Daniel (2019), states that "The simplest evaluation design is pre- test and post-test, defined as a before & after assessment to measure whether the expected changes took place in the participants in a program" Furthermore, this present project is evaluated in experimental and control groups, both groups of 15 students are the population used in the project. Experimental group evaluates through pre- test, the outline technique and the post- test to analyze writing coherence. At the same time, pre- test and post- test were taken and adapted from the FCE, international exams.

The pre-test helps students improve their level in writing skills, what are students´ writing weaknesses. This kind of test measured individually before the application in

some treatment can demonstrate the population in the research project.

Treatment focus on a strategy or technique to applied for enhancing any language skills.

The post- test is a measure experiment applied after the application of a treatment. It can be in both experimental and quasi- experimental research. The quasi - experimental research work is represented in the following chart:

Figure 1: Procedure.
Elaborated by: Lezano, J. (2021)
Taken from: https://www.statology.org/pretest-posttest-design/

- The first square represents a pre- test applied to a group in order to obtain evaluate student´s scores.
- The second refers the application of a treatment designed in order to improve scores individually in the same group.
- The last one represents a post- test applied to the same group or individual to
  demonstrate if the treatment transforms an improvement.

After the application, analyzing the differences into pre- test and post- test grading

3.4 Hypothesis test - scientific question - idea to defend

In this study, the implementation of a new strategy like outline technique to develop the students' writing skill guided two research questions:

1) Are there statistically significant differences between the pre-test and post-test scores of the students, before and after the application of the writing skill

productions based on the outline strategy?

2) What are the students' perceptions about the use of the outline technique to develop the writing skill?

In fact, the first research question focused on a Null Hypothesis (H0) and an Alternative Hypothesis (H1), applying a test T-student to sustain one of them.

H0: Outlining technique does not develop students' English writing skill.

H1: Outlining technique develops students' English writing skill.

On the other hand, the second research question proposes to know the students' perceptions about the implementation of the outline strategy to improve their writing skill, so the author applied the Chi-Square statistical test.

3.5 Population or sample

This research project was applied at Unidad Educativa "Ricardo Descalzi" in Ambato. The main idea of this investigation was to study the development of the students' writing skill, so 40 students of first of bachillerato took part in this study.

Participants	**Population**
Women	16
Men	14
Total	30

Table5: Population
Elaborated by: Lezano, J. (2021)

3.6 Data Collection

This study used a pre-test, a post-test, and a survey as instruments to collect data and were validated by qualified English teachers from Universidad Técnica de Ambato. The collection data plan and the instruments are detailed in the tables below.

BASIC QUESTIONS	EXPLANATION
1. For what?	In order to carry out information based on the objectives of the research.
2. To whom?	First of Bachillerato
3. About which aspects?	The outline strategy and the writing coherence
4. Who?	The researcher
5. When?	2020
6. Where?	Unidad Educativa Ricardo Descalzi.
7. How many students?	30
8. What kind of instruments?	Pre-test, Outline strategy application, post-test, Rubric
9. In what situation?	Virtual application.

Table: Data collection plan
Elaborated by: Lezano, J. (2021)

This project used a survey, pre-test, and a post-test, as instruments to collect data and these instruments were validated by qualified English teachers of the different modules of this master program who are from Universidad Técnica de Ambato. These instruments are detailed in the table below.

Techniques	Instruments
Testing	Pre-test (Based on the FCE writing exam of Cambridge)
Technique implementation	Outline Writing Rubric
Testing	Post-test (Based on the FCE writing exam of Cambridge)

Table 6: Techniques and instrument
Elaborated by: Lezano, J. (2021)

Additionally, the validated instruments were attached in the Annexes section.

Definition:

Test: in education is a measuring instrument to collect students' scores. According to Dick Adom & Jephtar Adu – Mensah & Dennis Atsu Dake (2020), testing is how a student or a person works in order to advance in a specific area. Additionally, the testing reflects the level of knowledge or skills that has been acquired. In this research project was used pre-test –post-test, which are taken and adapted from the FCE tests. It is important to say that the tests were taken individually using ideal rubrics.

Test: it refers the valuable measuring instrument used in educational field to get results in group or individual about the learning process. According to Nitko (2020), states that test is a systematic procedure for observing people and analyzing them with either and numerical scale about knowledge procedure. The test can be qualitative and quantitative research. This research project was taken and adapted from the FCE sample tests A2.

Rubric: it is an assessment tool which indicates the achievement of a student. In other words, it evaluates the quality´s students as a scoring guide. The components are requirements focus on learning process acquired. It can be visual or orally. The rubric used in the test is taken from the FCE writing test.

Information processing and statistical analysis

In the research project IT was applied one statistical model for the information processing. The first one represents the Chi square, which helps author to demonstrate and analyze the effectiveness of using pre – test and post -test.

3.7.1 Experimental design

This section involved the following procedures:

- **First of all,** in order to know the students writing level, a writing pre-test based and adapted from FCE Cambridge test with specific a rubric, which evaluated some parameters: grammar, vocabulary, punctuation, and the most important coherence was applied in students from Unidad Educativa Ricardo Descalzi,

- **Second**, after the implementation of the pre-test and analyzing the results of it. It was used an outline technique, a scheme of words as a guide before writing again the essay. It consists of three parts.

  Part 1, focused on the explanation about the outline technique, the clear idea of how to use and apply it. The best way to introduce how to use an outline is through a video. At the end of the video students realize that outlining a technique is a good option to improve essays.

  Part 2, students have to do a draft using an outlining scheme, in which students have to

  write key ideas for each sections. In this part the student will be write the topic for student's essay, keys sentence for the introduction, the body sections and the conclusion.

  I. Introduction

  a) Introduce a topic
  b) State a thesis

  II. Body. Paragraph-1

  a) Write a topic sentence (the argument for your thesis)
  b) Support this argument: data, facts, examples
  c) Explain how they relate to your thesis

III. Body. Paragraph-2

a) Write a topic sentence (another argument for your thesis)
b) Support this argument: data, facts, examples
c) Explain how they relate to your thesis

V. Conclusion

a) Summarize all main points
b) Restate your thesis
c) Add a call to action: what you want readers to do after reading your essay

Part 3 Start to write using the outlining scheme, including ideas in each section. It has to be a draft. The principal idea is to include clear details.

Part 4 In this section student will improve their essay using coherence and cohesion

This part is will be improved.

- **Third,** a post-test based on the same Cambridge Speaking Rubric was applied but students have to use the outline technique before writing the essay using a different topic.
- **Finally**, students analyze and compare their writings before and after the outline technique.

Response variables or results achieved

3.8.1 T-Student Test

T students test was the instrument to collect information, taking into account the pre-test and post-test scores to determine the improvement of the students' English writing skill. Therefore, this study used the T-Student test for dependent samples to analyze data. Ary, Cheser, Sorensen, and Razavieh (2010) say that the t-test for dependent variables are well known as the correlated, or nonindependent, or paired t-test and it

is suitable to analyze the paired scores; that is to say, pre-test and post-test scores of each individual are an example of paired scores. Furthermore, the researcher used the Statistical Package for the Social Sciences software (SPSS) to develop the statistical analysis.

Formula:

$$t = \frac{\overline{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

Where:

t = t ratio
$\overline{D}$ = average difference
ΣD^2 = different scores squared, then summed
$(\Sigma D)^2$ = difference scores summed then squared
N = number of pairs

Figure 2: Formula for calculating the t-test
Elaborated by: Lezano, J. (2021)

On the other hand, table 7 shows the significance level of the dependent t-test.

Significance Level of the T-student Test	
Significance level	Percentage of confidence
α = **0,05**	**95%** of reliability

Table7: Significance level of the t-test
Elaborated by: Lezano, J. (2021)

Analysis of data

Statistics of paired samples

		Mean	N	Standard deviation	Mean standard error
Control group	Pre-Test	6,8333	15	1,04654	,27021
	Post-Test	6,9333	15	,79881	,20625
Experimental group	Pre-Test	6,8333	15	1,04654	,27021
	Post-Test	8,3667	15	,78982	,20393

Table8: Statistics of paired samples

Elaborated by: Lezano, J. (2021)

Table 8, shows the media of each test, both in the controlled and in the experimental groups. In the controlled group, it shows a media of 6.83 and in the pre-test and a media of 6.9. In contrast, in the post-test, with a 0.1 of increasing in the post-test. On the other hand, an average of the media 6.83 can be observed in the pre-test and an average of 8.36 in the post-test. As conclusion of that, having an increase of 1.53 in the post-test.

In this research project the idea to implement a new strategy to improve writing skill can be a great idea. The hypothesis is guided two research questions, during the pre and post- test applied on first of bachillerato students carry out a statistically significant, it means that there is an improvement in students writing skill. Students can write in a logical way, improving the understanding in student´s paragraph after the post test.

Additionally, after the post -test students mention that they feel more comfortable at the moment of using the outlining technique, they organize better the ideas using the scheme of an outline. It becomes easier to write paragraph in current way. To mention the alternative hypothesis is accepted due to the pre-test and post-test scores of the students have statically significant difference before and after the application of the writing skill productions based on the outline strategy.

CHAPTER IV
RESULTS AND DISCUSSION

4.1 Research Question

RQ1: Are there statistically significant differences between the pre-test and post-test scores of the students, before and after the application of the skill productions based on the outline strategy?

RQ2: What are the relationship between of outline technique and writing skill in the English language?

4.1.1 First group (Experimental group)

Based on that the author determine an average in each one, the application of pre-test and post-test, in order to demostrate if an outline tecnhique will be enhance writing skill. The improvement is obvious from the pre- test to post- test, taking about the final writing. The application of an outlining technique in writing skill in final product was the key to demonstrate the effectiveness of it.

The following chart shows the results and scores acquired in the pre- test and the post-test from the experimental group. It is essential to explain that after the pre- test, the author applied the outline technique treatment and the results in the post- test shows the enhancement in the student´s scores.

	Pre- test	Post test
Student 1	**6**	**8,5**
Student 2	**7**	**8**
Student 3	**6,5**	**7**
Student 4	**7,5**	**9**
Student 5	**6,5**	**8**
Student 6	**6,5**	**9**
Student 7	**5**	**8,5**
Student 8	**7**	**8**
Student 9	**8**	**8,5**
Student 10	**4,5**	**6,5**
Student 11	**7**	**8,5**
Student 12	**8**	**9,5**
Student 13	**7,5**	**9**
Student 14	**8**	**9**
Student 15	**7**	**8,5**

Table9: Pre and post test scores
Elaborated by: Lezano, J. (2021)

4.1.2 Second group (Control Group)

The following table establish that there is not an improvement from the pre- test to post- test.

The following chart shows that there is not relevant improvement in the control group. The second group demonstrates that there are no clear differences between pre- test and post- test. It is important to mention that both groups are in the same level and with the same language knowledge.

	Pre- test	Post- test
Student 1	**7**	**8**
Student 2	**7**	**5**
Student 3	**8**	**8**

Student 4	**7**	**6,5**
Student 5	**7,5**	**8**
Student 6	**8,5**	**7,5**
Student 7	**7**	**5**
Student 8	**6**	**6,5**
Student 9	**7**	**7**
Student 10	**7**	**8**
Student 11	**5**	**7**
Student 12	**9**	**7,5**
Student 13	**7**	**7**
Student 14	**5**	**6**
Student 15	**6,5**	**5,5**

Table10: Pre and post test scores
Elaborated by: Lezano, J. (2021

Pair samples tests I CAN´T SEE IT

		Matched differences							Sig. (bilateral)
		Mean	Standard desviation	Mean standard media	95% confidence interval of the difference Lower	Higher	T	gl	
Control group	Pre-Test – Post-Test	-,10000	1,03854	,26815	-,67513	,47513	-,373	14	,715
Experimental group	Pre-Test – Post-Test	-1,53333	,83381	,21529	-1,99508	-1,07159	-7,122	14	,000

Table11: Statistics of paired samples
Elaborated by: Lezano, J. (2021)

Table 11

This Table shows the significance values, both in the pre and post-tests of the controlled group, as well as in the two tests of the experimental group. The t-test give an alpha value of 0.05 with a confidence level around 95%, in which there are two alternatives to accept or reject the hypotheses.

- If the P-value is $\leq \alpha$, the Ho is rejected and H1 is accepted.
- If the P-value is $> \alpha$, the Ho is accepted.

The controlled group shows a value t (14) = -0,37, p = 0,71. Then, it can be observed that the significance level of the controlled group is 0.71 and it is greater than the value $\alpha = 0,05$ ($p > \alpha$). Therefore, the controlled group did not improve their writing ability after they were taking the post-test, but taking into account that the outlining strategy was not applied in this group.

On the other hand, the experimental group shows a value t (14) = -7,12 and a value p = 0.00. Then it can be observed that the significance level of the experimental group is less than the value $\alpha = 0,05$ ($p < \alpha$), therefore, this hypothesis is accepted, that it says that the experimental group improve their writing skill after having applied the pre –test. So, taking into account that in this group the outlining methodology was applied.

As a results, the outline technique is effective in order to improve students` writing skills.

CHAPTER V

CONCLUSIONS RECOMMENDATIONS, REFERENCES AND ANNEXES

5.1 Conclusions.

The following research project has been conducted and recognized.

After the application of outlining technique to determine the effectiveness of the outline technique in writing skills in students on the first of bachillerato at Unidad Educativa Ricardo Descalzi, it concluded that the majority of the students improve writing skill, the scores were improved with a least 8 to 9 over 10 in their writings after applying the outlining technique. So, the final writings were more coherent and easier to understand. On the other hand, it is essential to mention that in the second group, in which the outlining technique is not used, the results didn't show any improvement. It considered that the neither pre-test, just the post-test weren´t used.

Additionally, students realized that an outlining is an effective and useful technique to improve writing. Students mentioned that they can write in organize way, paying attention coherence and cohesive. Students demonstrated that an outline is a guide in which they can write a scheme to write whole sentences. Moreover, it is to mention that student can recognize the importance of writing thesis statements in introduction, body to conclude with truthful conclusion.

Thought the results obtained, the level of students writing improve in coherence and sequence. So, students realized to improve writing skill carries out time and effort, writing skill needs essential vocabulary, using different kind of grammar structure. However, learners stated that as others skill, writing is essential to communicate. Although students don't have an excellent writing level, they liked the way in which they are improving.

5.2 Recommendations

After the results, the author mentions some recommendations, which are primordial for future researcher project.

The use of outline technique could be interesting and useful for learners who want to write essays or articles, after application of an outline as a technique, teachers need to clarify how to use it. The main reason of using outline technique is to improve writing skill and organization, so it is important to clarify student's purposes.

The current project was developed with control and experimental groups, each group from the same knowledge level. So, just the experimental group has applied the outline technique. However, after the application of post-test in both h groups. The author used a different post-test. It is important to use the same pre-test with the same topic to evaluate more the results and the effectiveness of the technique using the same test.

It is essential to recommend to apply a survey to know directly if the outline technique was really useful to increase writing skill in students. The use of a survey can obtain real information from students´ responses. The survey can be 10 direct questions about how they noticed to apply an outline technique after writing an essay.

Moreover, this global pandemic determine that educational schools need to work through internet connection, using different technological tools to connect students and teacher. So, for acquiring confident data and results in future research projects, it is necessary to use others technological resources. A good idea is to include platforms and writing tools.

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5.1.2 Pre – test

UNIDAD EDUCATIVA "RICARDO DESCLAZI "

PRE- TEST

Class: ……

Name: …… Date. ……

Instructor: Mg

Introduction: This test is based on the FCE International Test.

Objective: **To evaluate the students' writing skill before and after the application an outline technique.**

Instructions:

- ✓ The test will last 40 minutes and it will be taken online through the Zoom tool.
- ✓ The test will be individual.
- ✓ The test will have one part.

  Part 1: **Students will write information by answering the teacher's questions individually.**
- ✓ The score will be given individually based on the rubric.

PART 1

Answer the question below. Write **140** – **190** words in an appropriate style.

In your English class you have been talking about the environment. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.

Write an essay using **all** the notes and giving reasons for your point of view.
Every country in the world has problems with pollution and damage to the environment. Do you think these problems can be solved?
Notes

Write about:

1. transport
2. rivers and seas
.3. ..... (your own idea)

Adapted from cambridge-english-first-2015-sample-paper-1-writing v2.pdf
Elaborated by: Lezano, J. (2021)

5.2.3 Rubric

	A (4)	B (3)	C (2)	D/F (1/0)
Focus: Purpose	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
Main idea	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
Organization: Overall	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of Organization
Organization: Paragraphs	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Para. lack clear ideas
Content	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
Research (if assignment includes a research component)	Sources are exceptionally well-integrated and they support claims argued in the paper very effectively. Quotations and Works Cited conform to MLA style sheet.	Sources are well integrated and support the paper's claims. There may be occasional errors, but the sources and Works Cited conform to MLA style sheet.	Sources support some claims made in the paper, but might not be integrated well within the paper's argument. There may be a few errors in MLA style..	The paper does not use adequate research or if it does, the sources are not integrated well. They are not cited correctly according to MLA style, nor listed correctly on the Works Cited page.
Style: Sentence structure	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of	Sentences aren't Clear

Taken from: https://www.aur.edu/sites/default/files/University-Writing-Rubric-Approved-by

Elaborated by: Lezano, J. (2021)

5.5.4 Post test

UNIDAD EDUCATIVA "RICARDO DESCLAZI "

POST - TEST

Class: ……

Name: …… Date. ……

Instructor: Mg

Introduction: This test is based on the FCE International Test.

Objective: **To evaluate the students' writing skill before and after the application an outline technique.**

Instructions:

- ✓ The test will last 40 minutes and it will be taken online through the Zoom tool.
- ✓ The test will be individual.
- ✓ The test will have one part.
  Part 1: **Students will write information by answering the teacher's questions individually.**
- ✓ The score will be given individually based on the rubric.

PART 1

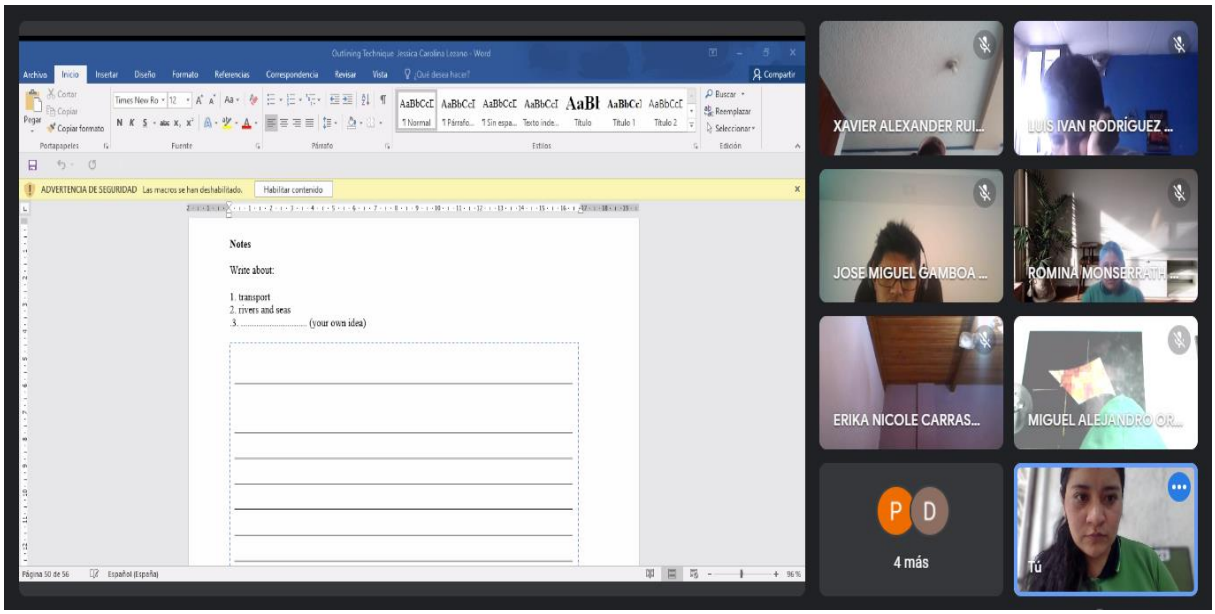
FILMS

1. What kind of films do you enjoy? Do you prefer watching them at the cinema or at home?
2. Why? Write an essay answering these questions and we will put it on our website.

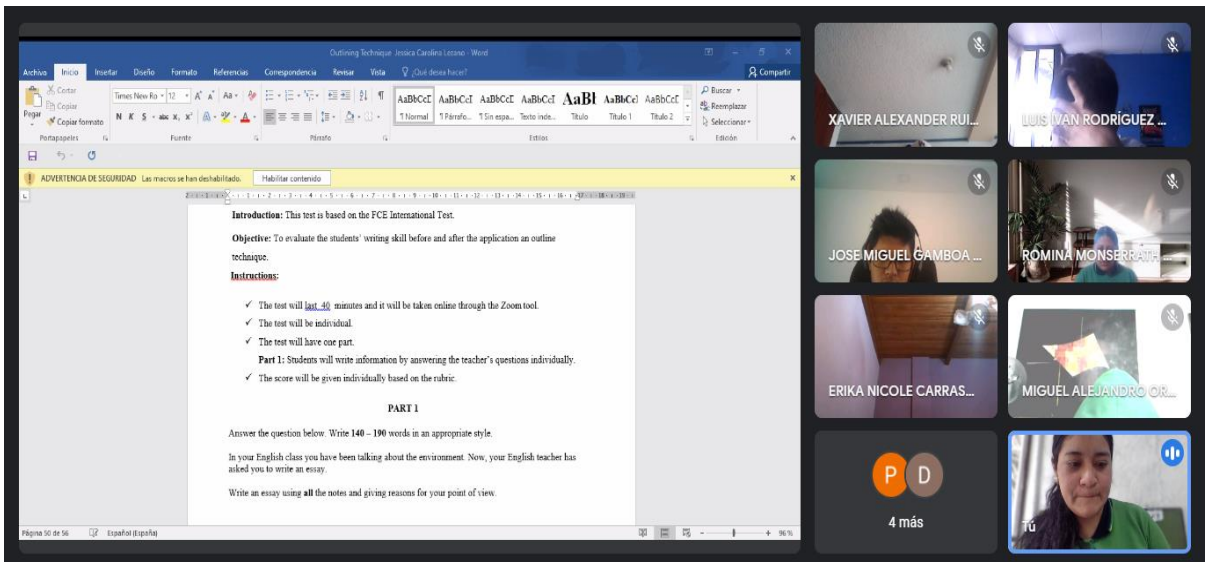
Adapted from: B1 Preliminary 2020 sample Writing - question paper.pdf

Elaborated by: Lezano, J. (2020

EVIDENCES



Taken from: Unidad Educativa Ricardo Descalzi
Elaborated by: Lezano, J. (2021)



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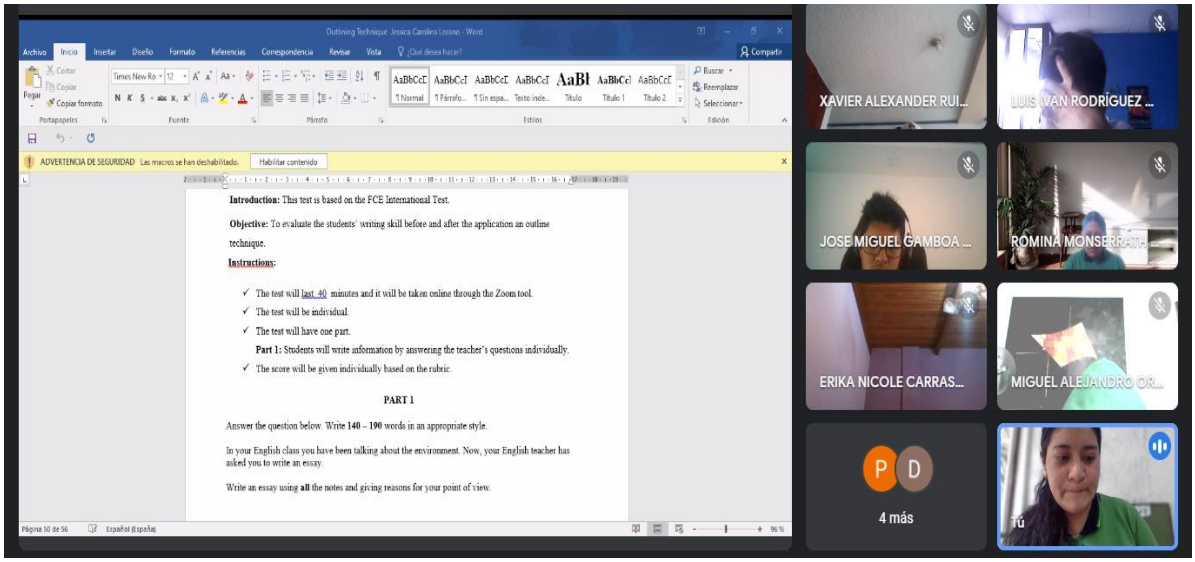

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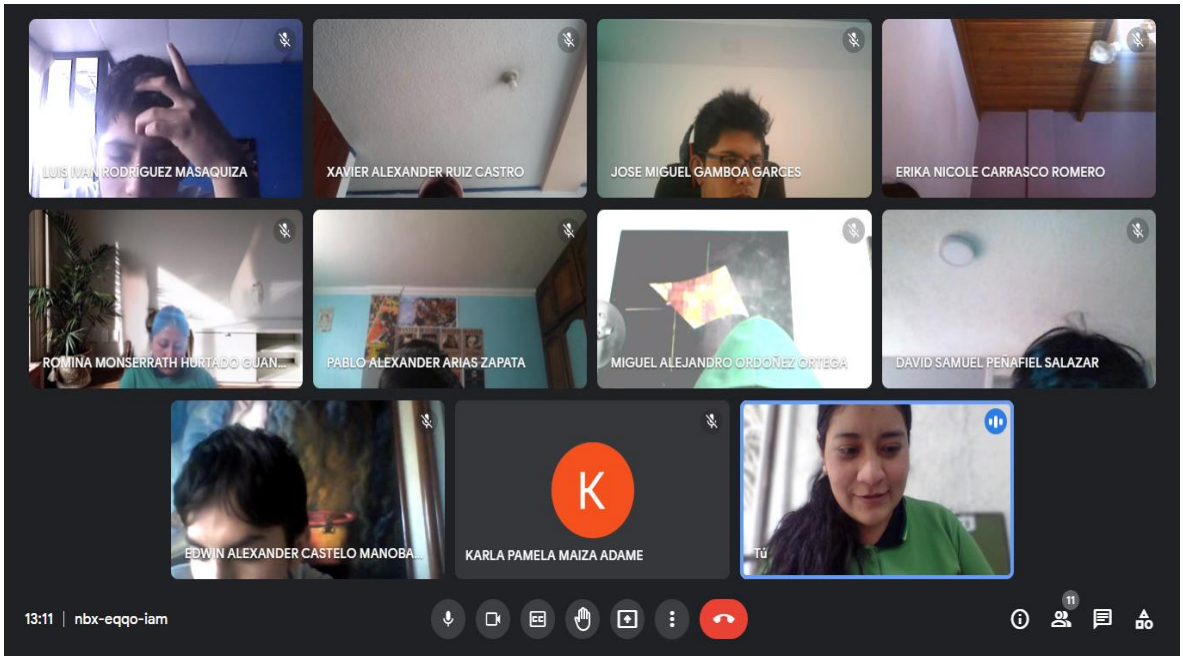

Taken from: Unidad Educativa Ricardo Descalzi
Elaborated by: Lezano, J. (2021)

UNIDAD EDUCATIVA
"RICARDO DESCALZI"

CARTA DE COMPROMISO

Ambato, 16 de julio de 2020

Doctor
Víctor Hernández del Salto
PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO
Presente.-

Lic. Byron Barriga Granja en mi calidad de **Rector de la Unidad Educativa "Ricardo Descalzi",** me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **" The outline technique and writing skill"** propuesto por la estudiante **Jèssica Carolina Lezano Anchaluisa**, portador/a de la Cédula de Ciudadanía, 1805402847, de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros Mención Inglés Cohorte 2019, de la Facultad de Ciencias Humanas y de La Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

COLEGIO PARTICULAR RICARDO DESCALZI
RECTORADO
AMBATO-ECUADOR

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