

**EFL STUDENTS' PERCEPTIONS OF THE USE OF OUTLINING IN
ESSAY WRITING AT THE THIRD SEMESTER STUDENT OF THE
ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF
KERINCI ACADEMIC YEAR 2025/2026**

A THESIS



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
2025/2026**

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A THESIS

*Submitted as a Partial Fulfillments of The Requirements For
Undergraduate Degree at English Education Program in Faculty
of Education and Teacher Tarining State Islamic Institute of
Kerinci*

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**INSTITUT AGAMA ISLAM NEGERI
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STATE ISLAMIC INSTITUTE OF KERINCI
2025/2026**

CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled ("EFL STUDENTS' PERCEPTIONS OF THE USE OF OUTLINING IN ESSAY WRITING AT THE THIRD SEMESTER STUDENT OF THE ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI ACADEMIC YEAR 2025/2026") is the researcher's own work and that, to the best of the researcher's knowledge and beliefs, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgment is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the result of the researcher's own work, except to the extent that assistance from other parties in the design and conception of the project or the style, presentation and linguistic expression is acknowledged.

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Ilmu Keguruan IAIN Kerinci
di
..... Sungai Penuh

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TANGGAL :	29 04 2026
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Assalamualaikum Wr, Wb.

Dengan hormat, setelah membaca dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa skripsi mahasiswa **NAUVAL ZALMI NEZFI, NIM 2210203005** yang berjudul **EFL STUDENTS' PERCEPTIONS OF THE USE OF OUTLINING IN ESSAY WRITING AT THE THIRD SEMESTER STUDENT OF THE ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI ACADEMIC YEAR 2025/2026** dapat diajukan untuk dimunaqasahkan guna memperoleh Sarjana Pendidikan (S.Pd.) Jurusan Tadris Bahasa Inggris fakultas Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Kerinci. Maka dengan ini kami ajukan skripsi tersebut, kiranya diterima dengan baik.

Demikian disampaikan, sernoga bermanfaat bagi agama, bangsa dan negara.

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APPROVAL AND ACCEPTANCE

This thesis with entitled of Students' Perception of the Use of Outlining in Essay Writing At the Third Semester Student Of the English Department of State Islamic Institute of Kerinci Academic Year 2025/2026 by NAUVAL ZALMI NEZFI with student's number 2210203005 has been examined in the viva voice held by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

This thesis is submitted as a Partial Fulfillments of the Requirements for Undergraduate Degree at English Education Program in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

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ABSTRACT

Nauval Zalmi Nezfi, 2026 : "Students' Perception of the Use of Outlining in Essay Writing At the Third Semester Student Of the English Department of State Islamic Institute of Kerinci Academic Year 2025/2026"

Advisor : Musdizal, M.Pd.

Key Words : outlining, descriptive writing, students' perception, EFL students, writing process

This study investigates EFL students' perceptions of the use of outlining in writing descriptive essays, focusing on its benefits, challenges, and alignment with actual writing practices. The study aims to explore how third-semester students understand and apply outlining in their writing process. A qualitative descriptive method was employed, involving third-semester students of the English Education Department at the State Islamic Institute of Kerinci. The sample consisted of ten students selected through purposive sampling. The instruments used were semi-structured interviews and document analysis, including students' outlines and descriptive essays. Data were collected through interviews and documentation, and analyzed using the interactive model of data analysis, including data condensation, data display, and conclusion drawing. The findings reveal that students generally have positive perceptions of outlining, as it helps them organize ideas, maintain focus, and increase confidence. However, students also face challenges in generating ideas and developing details. The study further shows that not all students are able to apply outlining effectively, indicating a gap between perception and practice. The findings indicate that students have positive perceptions toward outlining, experience both benefits and challenges in its use, and show partial alignment between perception and practice. In conclusion, outlining is a useful strategy, but its effectiveness depends on students' ability to apply it in actual writing. Therefore, teachers are encouraged to provide more guidance and practice in applying outlining effectively.

ABSTRAK

Nauval Zalmi Nezfi, 2026 : "Students' Perception of the Use of Outlining in Essay Writing At the Third Semester Student Of the English Department of State Islamic Institute of Kerinci Academic Year 2025/2026"

Advisor : Musdizal, M.Pd.

Key Words : outlining, descriptive writing, students' perception, EFL students, writing process

Penelitian ini bertujuan untuk mengkaji persepsi mahasiswa EFL terhadap penggunaan outlining dalam penulisan esai deskriptif, meliputi manfaat, tantangan, serta kesesuaian antara persepsi dan praktik menulis. Penelitian ini menggunakan metode deskriptif kualitatif dengan melibatkan mahasiswa semester tiga Program Studi Pendidikan Bahasa Inggris di IAIN Kerinci. Sampel penelitian terdiri dari sepuluh mahasiswa yang dipilih melalui teknik purposive sampling. Instrumen yang digunakan adalah wawancara semi-terstruktur dan analisis dokumen berupa outline dan esai deskriptif mahasiswa. Data dikumpulkan melalui wawancara dan dokumentasi, kemudian dianalisis menggunakan model analisis data interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa memiliki persepsi positif terhadap outlining karena membantu mengorganisasi ide, menjaga fokus, dan meningkatkan kepercayaan diri dalam menulis. Namun, mahasiswa masih menghadapi kesulitan dalam menghasilkan ide dan mengembangkan detail. Penelitian ini juga menunjukkan bahwa tidak semua mahasiswa mampu menerapkan outlining secara efektif, sehingga terdapat kesenjangan antara persepsi dan praktik. Hasil penelitian ini mengindikasikan bahwa mahasiswa memiliki persepsi positif terhadap outlining, mengalami manfaat dan tantangan dalam penggunaannya, serta menunjukkan kesesuaian yang parsial antara persepsi dan praktik. Secara keseluruhan, outlining merupakan strategi yang bermanfaat, namun efektivitasnya bergantung pada kemampuan mahasiswa dalam menerapkannya dalam penulisan. Oleh karena itu, dosen disarankan untuk memberikan bimbingan dan latihan yang lebih intensif dalam penggunaan outlining.

DEDICATION AND MOTTO

DEDICATION

I dedicated this thesis for

My beloved father and mother

This work stands as a token of deep respect, gratitude, and endless appreciation for those who have continuously offered prayers, support, and boundless love that cannot be measured by anything. The author never imagined reaching this stage, nor ever thought of attaining the bachelor's degree that had long been the dream of beloved parents. Alhamdulillah, for all the sacrifices made by my father and mother, it turns out that your youngest child has been able to get through everything. Thank you for all the hopes and trust you have placed in me.

My big family who always support and prayer

Who always motivated and give me inspiration

And spirit during the process to finish this thesis

I thanks very much to you all

MOTTO

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَىٰ (٣٩) وَأَنَّ سَعْيَهُ سَوْفَ يُرَىٰ (٤٠)

Artinya : Dan bahwasanya manusia hanya memperoleh apa yang telah diusahakannya, dan bahwasanya usahanya itu kelak akan diperlihatkan (kepadanya) (Q.S. An-Najm 39-40)

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Then, this thesis is one of requirements to get undergraduate degree at English Education Program of faculty Education and Teacher Training at state Islamic Institute of Kerinci. As long as accomplish this thesis entitle **“Students' Perception of the Use of Outlining in Essay Writing At the Third Semester Student Of the English Department of State Islamic Institute of Kerinci Academic Year 2025/2026”**. In this connection, the researcher would like to express his sincere thanks to:

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The researcher realize that this thesis is still far from perfect but the researcher hope that this thesis will be useful for everyone who wants to learn more about Team Based Learning in Reading ability. At least the researcher prays to Allah SWT may that this thesis is useful and may God bless us

Sungai Penuh, 2026
The Researcher

NAUVAL ZALMI NEZFI
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TABLE OF CONTENTS

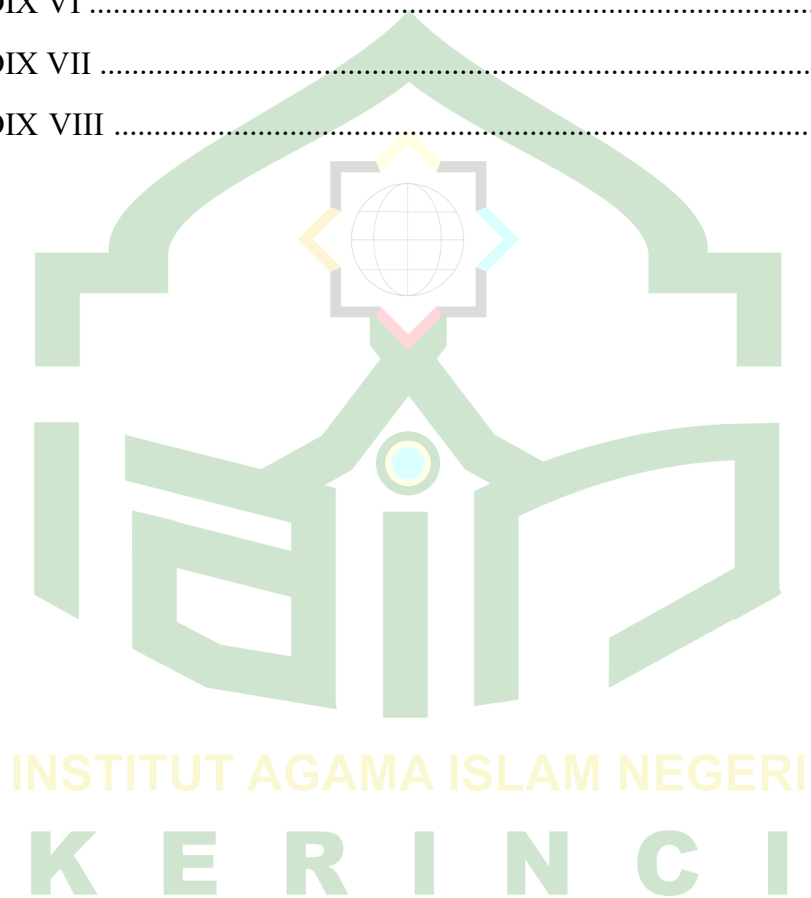
A THESIS	i
CERTIFICATE OF ORIGINALITY.....	ii
OFFICIAL NOTE.....	iii
APPROVAL AND ACCEPTANCE.....	iv
ABSTRACT.....	v
ABSTRAK.....	vi
DEDICATION AND MOTTO.....	vii
ACKNOWLEDGMENTS.....	viii
TABLE OF CONTENTS.....	xii
LIST OF APPENDICES.....	xiv
CHAPTER I : INTRODUCTION.....	1
A. Background of the problem.....	1
B. Identification of the problems.....	6
C. Limitations of the research.....	6
D. Research Question.....	7
E. Purpose of the Research.....	7
F. Significanses of the Research.....	7
G. Definition of the Key Terms.....	9
CHAPTER II : REVIEW OF RELATED LITERATURE.....	11
A. Review of Related Theoris.....	11
1. The Writing Process.....	11
3. Descriptive Essay.....	20
4. Outlining.....	22
5. The Purpose of Outline.....	29
B. Review of Related Findings.....	32
C. Conceptual Framework.....	35
CHAPTER III : METHODOLOGY.....	37
A. Research Design.....	37

B. Setting and Informants of the Research	37
C. Instrument of the Research	39
D. Data Collection	43
E. Technique of Data Analysis	45
F. Trustworthiness	47
CHAPTER IV : FINDINGS AND DISCUSSION.....	49
A. Research Findings	49
1. Students' Perceptions toward the Use of Outlining.....	50
2. Benefits and Challenges of Using Outlining	53
3. Alignment between Students' Perceptions and Their Writing Practice	56
B. Discussion.....	59
1. Students' Perceptions toward the Use of Outlining.....	60
2. Benefits and Challenges of Using Outlining	62
3. Alignment between Students' Perceptions and Their Writing Practice	64
CHAPTER V : CONCLUSION AND SUGGESTIONS	68
A. Conclusion	68
1. Students' Perceptions toward the Use of Outlining.....	68
2. Benefits and Challenges of Using Outlining	68
3. Alignment between Students' Perceptions and Their Writing Practice	69
B. Suggestions	69
BIBLIOGRAPHY	71

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

LIST OF APPENDICES

APPENDIX I	75
APPENDIX II	96
APPENDIX III	108
APPENDIX IV	129
APPENDIX V	130
APPENDIX VI	131
APPENDIX VII	132
APPENDIX VIII	133



CHAPTER I

INTRODUCTION

A. Background of the problem

In the era of rapid globalization and digital transformation, English communication skills have become a primary requirement, particularly in academics and the workplace. For English as a foreign language (EFL) learners, writing is one of the most challenging skills to achieve, as writing involves more than simply stringing words together; it also involves expressing ideas logically and descriptively. Writing is a complex skill that requires students to manage multiple aspects such as grammar, vocabulary, organization, and meaning simultaneously. Many EFL students still experience difficulties in producing accurate and well-structured writing due to a lack of awareness of writing rules and processes (Suhaimi & Musdizal, 2022). Descriptive essay writing, as one form of academic writing, requires higher order thinking skills and systematic organization of ideas. This presents a challenge for EFL students, who must master not only language structure but also the structure of content development within their writing, which is often difficult due to problems in organizing ideas and expressing them clearly (MUSDIZAL & Hartono, 2020). Therefore, it is crucial to find techniques or strategies that can assist students in solving problems in academic writing.

In descriptive essay writing, the pre-writing stage plays a critical role because it helps students plan and organize ideas before drafting. One of the most

frequently recommended strategies is outlining. Oshima and Hogue explain that an outline functions as a structural plan that enables writers to identify the main idea, determine supporting points, and arrange them in a logical sequence before drafting (Oshima & Hogue, 2006). Through this structured approach, outlining helps writers maintain direction, avoid unnecessary repetition, and stay focused on the content they aim to develop.

A number of international studies report that outlining significantly improves the quality of EFL students' writing. Research in China found that students who learned and applied outlining were better able to understand rhetorical structures and organize their content more systematically (Li & Liu, 2019). Similarly, a study conducted in Vietnam showed that the use of outlining contributed to substantial improvements in organization, grammar, and cohesion in students' writing (Huynh et al., 2024). These findings reinforce the notion that outlining is an important factor in helping learners produce coherent and well-organized written texts.

Although many studies highlight the benefits of outlining, most of them focus primarily on writing outcomes such as scores or final drafts and pay less attention to how students perceive and experience the outlining process itself. Yet, students' perceptions are vital because they shape their willingness to adopt and consistently use learning strategies. Fitria (2018) found that although students considered outlining useful, many were still unfamiliar with how to apply it effectively. This suggests that positive perceptions alone are not enough; a deeper

exploration of students' experiences is needed to develop instructional approaches that are responsive to their actual needs.

In the context of the English Language Education Department at the State Islamic Institute of Kerinci, the use of outlining has not been fully implemented effectively in descriptive essay writing. Although outlining has been introduced in writing classes, many third-semester students still experience difficulties in applying it properly. Some students are unable to create a structured outline, organize ideas logically, or transform their outline into a coherent descriptive essay. In addition, several students tend to produce outlines in the form of unstructured lists, while others skip the outlining stage entirely and begin writing directly. As a result, their essays often lack unity, coherence, and clear organization. These conditions indicate that there is still a gap between the theoretical understanding of outlining taught in the classroom and students' actual writing practices.

These difficulties occur because writing requires students to control multiple components simultaneously, including content, grammar, vocabulary, organization, and coherence. In EFL writing contexts, students frequently experience problems in organizing ideas logically and maintaining coherence throughout their essays, which affects the overall quality of their writing (Mudizal et al., 2022). In descriptive essay writing, students are expected not only to generate ideas but also to organize them systematically using an appropriate organizational pattern such as spatial or chronological order. Effective academic writing requires writers to present ideas coherently and logically so that

readers can easily follow the flow of information (Hyland, 2019). However, many students still misunderstand outlining as merely listing ideas rather than using it as a strategy to structure a coherent text. Some students academic also experience difficulties in selecting relevant details and transforming their outline into a complete draft. Consequently, outlining is often considered time-consuming and is not fully integrated into students' actual writing practices.

Similar issues have been documented in previous studies conducted in Indonesia. Fitria (2018) reported that although students recognized the potential benefits of outlining, they often applied it inconsistently and without sufficient depth. Islamiah and Sari (2021) further found that the outlines produced by many students resembled simple lists rather than structured writing plans. These findings highlight a persistent gap between what is taught theoretically and what students actually practice in their writing.

The decision to focus on third-semester students is intentional because this stage represents a transitional phase in the writing curriculum. Students at this level are moving from basic paragraph writing toward more complex academic essays. Mastery of outlining at this point is crucial, as it prepares them for upcoming writing tasks such as argumentative essays that require stronger analytical and organizational skills. Without a proper understanding of outlining at this stage, students may face greater challenges in subsequent writing courses.

Students' perceptions therefore become an essential component of this research. Perceptions influence motivation, engagement, and the strategies

learners choose to adopt. Eccles and Wigfield (2020) emphasize that learners' beliefs shape how they respond to academic tasks and determine the strategies they employ. Understanding how students perceive outlining can therefore provide valuable insights into why the strategy is or is not used effectively.

To obtain a rich and contextual understanding of students' perceptions, a qualitative descriptive approach is highly appropriate. This approach allows the researcher to capture participants' experiences as they naturally occur and present their views without imposing heavy theoretical interpretations. Kim, Sefcik, and Bradway (2017) explain that qualitative description produces low-inference accounts that accurately represent participants' perspectives.

Therefore, it is important to investigate not only whether outlining is theoretically beneficial, but also how students actually perceive and apply outlining in their writing practices. Understanding students' perceptions and real experiences can help identify why outlining is not always implemented effectively in descriptive essay writing.

Given these considerations, this study focuses on exploring third-semester EFL students' perceptions of the use of outlining in descriptive essay writing at the State Islamic Institute of Kerinci. Specifically, this study investigates students' perceptions toward outlining, the benefits and challenges they experience when using outlining as a pre-writing strategy, and the alignment between their perceptions and their actual outlining practices in writing descriptive essays. To obtain a deeper understanding of these issues, this research employs a qualitative

descriptive design. This approach is considered appropriate because it allows the researcher to explore students' perceptions and experiences directly within their natural classroom context and to produce practical, experience-based insights relevant to EFL writing instruction (Hall, 2024). The findings of this study are expected to contribute to more effective writing instruction and strengthen the role of outlining as a foundational strategy in the pre-writing stage.

B. Identification of the problems

Based on the background, the main problem in this study relates to the difficulties third-semester students of the English Language Education Department at State Islamic Institute of Kerinci face in applying outlining as a pre-writing strategy. Although outlining is taught, many students are still unable to create a structured outline, organize ideas logically, or transform their outline into a coherent descriptive essay. Some produce unstructured lists, while others skip outlining entirely, resulting in writing that lacks unity and coherence. Differences in students' perceptions ranging from finding outlining helpful to viewing it as confusing or time-consuming also contribute to inconsistent use of the strategy. These issues show a clear gap between the outlining concepts taught and students' actual writing practices, prompting the need for further investigation.

C. Limitations of the research

This research is limited to students' perceptions of the outlining stage in essay writing in the third semester in the English Department of State Islamic Institute of Kerinci 2025/2026.

D. Research Question

1. What are the perceptions of third-semester EFL students at State Islamic Institute of Kerinci toward the use of outlining strategies in writing descriptive essays?
2. What benefits and challenges do these students experience when using outlining as a pre-writing strategy?
3. How are students' perceptions of outlining aligned or misaligned with their actual outlining practices in producing coherent and structured descriptive essays?

E. Purpose of the Research

1. To find out third-semester EFL students' perceptions of the use of outlining in descriptive essay writing at State Islamic Institute of Kerinci.
2. To find out the perceived benefits and challenges students experience when using outlining during the pre-writing stage for descriptive essays.
3. To find out whether students' perceptions of outlining are in line with how they actually use it in writing descriptive essays.

F. Significanses of the Research

1. Lecturers.

Grounded in classroom realities at State Islamic Institute of Kerinci, this qualitative descriptive research shows how third-semester students actually

perceive and enact outlining when composing descriptive essays. The results can be translated into concrete teaching moves: modeling outline shapes suited to descriptive tasks spatial or chronological sequencing, inserting brief, low-stakes outline checkpoints before drafting, and calibrating rubrics to value both process planning, organization, coherence mapping and product clarity, paragraph unity, selection of salient details. The findings also suggest practical supports exemplars, guided prompts, and time allocation for pre-writing so planning becomes visible, routine, and assessable.

2. Students.

The research reframes outlining as a usable thinking tool rather than a formality. With clearer “why–when–how,” students can select attributes purposefully, choose an ordering principle that fits the description, and keep paragraphs unified and coherent. In practice this strengthens self-regulation, lowers drafting anxiety, and reduces cognitive load, yielding clearer descriptive texts. The planning habits cultivated here are transferable to other academic genres and help learners monitor their own progress more independently.

3. Research

Situated in an underrepresented Indonesian EFL setting, the study links learners’ perceptions to observable outlining practices for the descriptive genre. It contributes a replicable set of analytic themes and classroom procedures outline draft alignment checks that can inform comparative studies with other pre-writing

strategies, longitudinal tracing of planning habits, or design-based interventions. In doing so, it advances practice-oriented scholarship on pre-writing in EFL writing and offers a grounded reference point for future inquiries.

G. Definition of the Key Terms

1. EFL Students

They are students studying English as a foreign language. They are undergraduate students at the Department of English Language Education at State Islamic Institute of Kerinci. They study English where it is not used as a main language of communication (Hyland, 2019).

2. Perception

Perception means students' thoughts, feelings, and beliefs about using an essay scaffold in writing an essay. Perception also includes their thinking about the good things that come from the scaffold and the difficulties they face when using it during the process of writing; such beliefs affect engagement and strategy use (Eccles & Wigfield, 2020; Wang, 2022).

3. Essay Scaffold (Outlining)

The essay scaffold is what students do prior to writing. They do it to plan and organize their ideas before writing an essay. The essay scaffold helps them arrange main ideas and supporting ideas in an easy-to-follow way so they can stay

focused and keep their writing on track (Hyland, 2019; Islamiah & Sari, 2021; Huynh, Le, & Nam, 2024).

4. Essay Writing (Descriptive Essay)

Writing in this study refers to the process of creating a series of academic texts specifically descriptive essays that students compose when they write, using salient details and clear ordering (e.g., spatial/chronological) so readers form a clear picture (Oshima & Hogue, 2013; Hyland, 2019).

5. Writing

To write means to generate, organize, and express ideas in written form. In this study, it refers to the act of academic writing that EFL students do to communicate their views, opinions, and explanations in the form of an essay; process-oriented instruction and planning support coherence (Graham, 2020; Hyland, 2019).

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theoris

1. The Writing Process

Writing is one of the most complex productive skills in language learning, especially in the context of English as a Foreign Language (EFL). Writing involves not only linguistic skills, but also critical thinking, argument organization, and coherent and logical expression of ideas. In EFL learning, writing skills are challenging because students have to convey ideas in a language that is not their mother tongue, which means they are dealing with different aspects of grammar, vocabulary, discourse structure, and academic rhetorical conventions (Hyland, 2019).

a. Definition of Writing

According (Heffernan and Lincoln 1986), writing is a communication process that enables writers to convey ideas, information, or opinions in written form that readers can understand. Furthermore, (Elbow 2011) emphasizes that writing is not only a communication tool, but also a thinking tool-where the writing process allows individuals to structure, revise, and deepen their understanding of an idea.

In the context of education, writing cannot be separated from the thinking process. Therefore, many experts refer to writing as a concrete form of critical

thinking. Effective writing requires writers to think analytically, organize information logically, and evaluate and revise their own ideas.

b. Writing as a Process

Traditional approaches to writing tend to view writing as product-oriented, but modern approaches emphasize writing as a process. (Flower and Hayes 1981) introduced a cognitive model of writing which states that writing is a thinking activity that involves three main processes: planning, translating, and reviewing. This model influenced the development of the process approach in writing instruction.

c. Writing in EFL Contexts

In EFL contexts, the writing process faces additional challenges as students write in a language they do not naturally master. According (Hyland 2003), EFL students tend to have difficulties in organizing ideas, structuring arguments, and using appropriate rhetorical conventions in English. Therefore, the application of the writing process becomes increasingly important to help them overcome the language barrier and improve the quality of their writing.

This approach also provides opportunities for students to learn from mistakes through revision, as well as develop metacognition in thinking and writing. Writing process not only produces better texts, but also helps students form the habit of critical and systematic thinking.

d. Importance of the Pre-writing Stage

Of all the stages, pre-writing is considered an important foundation in the writing process. This stage allows students to explore and plan their writing content before starting to write. One of the main strategies in this stage is the use of outlining, which will be discussed in more depth in a separate section in this chapter. Outlining helps to organize ideas in a logical manner and provides an initial framework for the arguments that will be developed in the writing.

2. Perception

a. Definitions of Perception

Perception is a process through which an individual receives, interprets, and assigns meaning to stimuli captured by the five senses. Each person may form different impressions of the same object or situation due to variations in experience, psychological conditions, and other personal factors. Wibowo in Ayub (2023, p.666) explains that perception is formed through the activity of organizing information and interpreting impressions that emerge from the environment.

Perception is also viewed as a cognitive process through which individuals process the sensory information they receive. Erin and Maharani (2018, p.343) state that perception develops through three primary stages: selection, interpretation, and response. Fieldman in Sudrajat (2018, p.489) adds that perception involves sorting, analyzing, interpreting, and connecting stimuli that enter through sensory organs into the nervous system.

Morgan in Manlea (2024, p.41) suggests that perception is influenced by internal factors such as occupation, mood, and personal appearance. In other words, perception arises from the way individuals view and interpret their experiences. Otter in Ghadirian, Ayub & Salehi (2017, p.2) emphasizes that perception is the way individuals understand events or information from their environment, and that positive or negative responses may reflect their view of an object.

Schacter in Mahmudi (2022, p.65) describes perception as the process of organizing and interpreting sensory data so that individuals can understand their surroundings. This aligns with Slameto in Rohmah (2015, p.30), who notes that perception consists of a series of mental activities through which an individual receives and processes information until it forms a particular understanding. Robbins in Sudrajat (2018, p.489) defines perception as the mechanism through which individuals organize and make sense of sensory impressions to give meaning to their environment.

Tampubolon in Rafisya (2023, p.11) asserts that perception involves a mental image of an object or situation, shaped by experience and the context of the problem being faced. Therefore, perception is subjective and can differ from one individual to another.

Gitosudarmo and Sudita in Masri (2022, p.55) view perception as a process consisting of the stages of selecting, organizing, and interpreting sensory information. In the selection stage, individuals choose stimuli they consider

relevant. The selected information is then organized into certain patterns to make it easier to understand, and finally interpreted based on a person's experience, knowledge, and background.

Sarwono in Soraya (2022, p.186) further explains that perception includes the abilities to differentiate objects, group information, and focus attention on certain aspects of a stimulus. These abilities enable individuals to recognize, understand, and evaluate a phenomenon more meaningfully.

In the context of your research, students' perceptions of outlining reflect how they evaluate, understand, and experience the benefits or challenges associated with using this strategy in writing descriptive essays.

b. Types of Perception

Irwanto in Shandi (2020, p.14) categorizes perception into two forms:

1) Positive Perception

Positive perception occurs when an individual holds a favorable judgment, accepts, and is willing to apply a strategy or object being learned. This attitude is reflected through enthusiasm, openness, and belief in the usefulness of the strategy.

2) Negative Perception

Negative perception emerges when individuals express rejection, passivity, or resistance toward a strategy. In learning contexts, negative perception may hinder the application of certain techniques, including the use of outlining.

In your study, these two forms of perception help determine whether students consider outlining a helpful strategy or a burdensome one.

c. Factors Affecting Perception

According to Walgito (2004, p.89), perception is influenced by three main factors:

1) Stimulus or Perceived Object

The stimulus or object observed produces signals received by the senses. Strong, clear, or attention-grabbing stimuli are more easily perceived.

2) Sensory Organs and Nervous System

Sensory organs act as receptors that capture stimuli, which are then processed by the nervous system. Biological conditions may influence how individuals sense and interpret stimuli.

3) Attention

Attention serves as the gateway to perception. Individuals can only perceive stimuli when they direct their focus toward them. Pareek in Dahlan (2018, p.10) further categorizes perception factors into internal and external factors:

- a) Psychological needs: A person's psychological needs can affect their perception. Sometimes there are things that are "visible" (which are not actually there) because psychological needs are not visible.
- b) Background: A person's background also affects how things are selected in perception. For example, someone who has a higher education will have a

certain way of selecting information compared to someone who has a lower education.

- c) Experience: This is the same as background, experience allows a person to look for people, things or symptoms that may be similar to what they experience.
- d) Personality: A person who has an introverted personality may be more attracted to introverted people. This can be interpreted that various factors in personality can affect how a person selects in perception.
- e) General values and beliefs: This is the basis of a person's perception which can affect their perspective and attitude.
- f) Self-acceptance: This is an important trait that affects perception. Self-acceptance enhances perception by fostering a positive self-image, reducing negative biases, promoting emotional resilience, improving relationships, and encouraging open-mindedness, leading to more accurate and favourable interpretations of oneself and the environment.

Meanwhile, factors that influence the selection of external stimuli or from outside the object of perception are:

- a) Intensity: In general, if someone gets more intensive stimulation, they will get more responses than those that are less intense.
- b) Size: Larger objects are often more attractive.

- c) Contrast: In general, things that are commonly seen will quickly attract attention because of the principle of difference.
- d) Movement: Moving objects can attract more attention than still ones. Like television advertisements that use this principle by creating the illusion of movement.
- e) Repetition: Things that are repeated can attract attention. Therefore, advertisements are often repeated.
- f) Familiarity: Something that is familiar attracts more attention. This is part of human nature that is easier to understand and choose what is familiar.
- g) Something new: This factor is contrary to familiarity but this element also influences someone in selecting information.

d. Indicators of Perception

Indicators of perception describe how individuals receive, interpret, and respond to a learning strategy. Drawing on the theoretical perspectives of Schacter in Mahmudi (2022), Robbins in Sudrajat (2018), Walgito (2004), Sarwono in Soraya (2022), and Gitosudarmo & Sudita in Masri (2022), students' perceptions can be assessed through several key dimensions:

1) Cognitive Indicator

This indicator reflects the extent to which students understand the concept, purpose, and benefits of the strategy. Schacter in Mahmudi (2022, p.65) explains that perception involves organizing and interpreting information so that individuals can recognize and make sense of stimuli. When students possess a

clear understanding of how a strategy works, they are more likely to develop positive perceptions toward it.

2) Affective Indicator

The affective component captures students' feelings or emotional reactions toward a strategy. Robbins in Sudrajat (2018, p.489) notes that perception is shaped by emotional evaluation. Feelings of interest, comfort, or perceived usefulness often indicate positive perceptions, while confusion, frustration, or discomfort suggest negative perceptions.

3) Conative Indicator

This indicator relates to students' readiness to use or apply the strategy in practice. According to Slameto in Rohmah (2015, p.30), perception influences the actions a person takes. Students who willingly try, adopt, or consistently apply a strategy demonstrate stronger and more positive perceptions.

4) Selective Attention

Perception begins with attention. Walgito (2004, p.89) emphasizes that individuals only perceive stimuli to which they direct their focus. In a learning context, selective attention may appear in how students concentrate on particular elements such as structure, sequence of ideas, or steps of a strategy reflecting what they consider meaningful.

5) Interpretation

Interpretation involves assigning meaning to information based on prior knowledge and personal experience. Gitosudarmo & Sudita in Masri (2022) describe interpretation as the final stage of perception, producing individualized understanding. Thus, two students may interpret the same strategy differently depending on their background and learning experiences.

6) Organizational Ability

Sarwono in Soraya (2022, p.186) explains that perception includes the ability to differentiate and organize information into meaningful patterns. This indicator appears when students demonstrate the ability to arrange ideas logically, group information appropriately, or see relationships among elements of a strategy.

3. Descriptive Essay

a. Definition

A descriptive essay is an academic text that represents a person, place, object, or event through carefully selected and well-ordered details so readers can form a clear mental image. In EFL writing, the purpose is representational rather than argumentative; the writer must decide what details are most salient and how to stage them so unity and coherence are maintained. (Hyland 2019) underscores the need for an explicit organizing principle, while recommend planning the sequence in advance so the description reads smoothly (Oshima and Hogue 2013). Common organizing options are spatial order and chronological order. Spatial

order may move from near to far or from left to right; chronological order suits processes and events.

b. Parts of a Descriptive Essay

a) Introduction

The opening introduces the subject, defines the scope, and sets a dominant impression that will guide the choice of detail. It also signals the organizing principle so readers know how the description will unfold. Langan (2002) and Oshima and Hogue (2013) advise concise, scene-setting leads that orient the reader without slipping into argument.

b) Body

The body develops the description according to the chosen pattern. A paragraph typically begins with a clear topic sentence, then presents salient attributes with specific, academically appropriate details. Coherence is supported by cohesive cues of order and relation such as “first”, “next”, “beyond”, and “in the background”. Notes that unity is preserved by excluding stray details and by keeping the selected order consistent; writers should not jump from a spatial route to a time line unless the shift is clearly signaled (Hyland 2019).

c) Conclusion

The closing section reaffirms the dominant impression and synthesizes the most telling details to leave a stable mental picture. It offers closure rather than a claim, as emphasized by (Hyland 2019) and (Oshima and Hogue 2013).

4. Outlining

In the academic writing process, especially in complex types of writing such as descriptive essays, the use of pre-writing strategies is essential. One strategy that has proven effective in helping students plan their writing is outlining. Outlining helps the writer to organize ideas systematically, structure the writing, and ensure that the description is logically ordered and coherent.

a. Definition of Outlining

Outlining is the process of compiling an outline in the form of a list of main and supporting points before the writer starts writing a draft of the essay. (The University of Washington 1997) calls outlining a formal system used to design the structure of writing. It helps writers see the connections between ideas and avoid losing focus in writing.

Outlining is not just a list of points, but a thinking tool that helps writers build a logical framework for their argument. As stated by The Writing Center at Georgetown University Law Center (2003), an outline serves as a "mind map" that guides direction while writing.

b. Types of Outlining

In academic writing, there are two major types of outlines commonly used to assist writers in structuring ideas: topic outlines and sentence outlines. Although both serve the same function to guide the development of an essay they differ in their level of specificity and depth.

1) Topic Outline

A topic outline uses keywords or short phrases to represent the main ideas and supporting details. This type of outline is especially useful during the early planning stage, when writers are still generating ideas. According to OWL Purdue (2019), topic outlines allow writers to identify the foundation of their texts efficiently without immediately formulating complete sentences.

The primary advantage of a topic outline is its flexibility. Writers can easily rearrange, remove, or expand points without disrupting the overall structure. However, because the points are expressed only in brief phrases, topic outlines may lack detail, particularly for writers who require more explicit guidance. Phillips (2018) notes that topic outlines work best when the writer already has a general sense of their argument but has not yet refined the details.

2) Sentence Outline

A sentence outline uses complete sentences to present the main points and subpoints in a more detailed and explicit manner. This format provides a clearer preview of how each paragraph will be developed. The University of Richmond Writing Center (2015) explains that sentence outlines are highly effective for examining the clarity, precision, and logical flow of ideas before drafting begins.

Sentence outlines are commonly used when writers already have a solid grasp of their ideas or when academic tasks demand a more explicit structural plan. Although more time-consuming, this type of outline offers stronger control over coherence and paragraph development. According to Hacker & Sommers (2016), sentence outlines help writers anticipate potential gaps in reasoning, making them particularly useful for academic essays that require careful analysis.

c. Components of an Outline

1) Topic

The topic represents the central focus of the essay and establishes the boundaries of discussion. A topic that is too broad makes it difficult to organize ideas, while a topic that is too narrow limits content development. Oshima & Hogue (2006) emphasize that the choice of topic directly influences the writer's ability to construct well-developed paragraphs. For this reason, topics should be specific yet flexible enough to support the expansion of ideas.

2) Thesis Statement

The thesis statement conveys the core message or controlling idea of the essay in a single clear sentence. According to Langan (2011), a thesis functions as the guiding principle for the entire text and must align with the supporting points presented in the body paragraphs. Including a thesis statement in the outline ensures that the overall structure remains focused and thematically consistent.

3) Main Points

Main points are the key ideas that form the structural backbone of the essay. Kane (2000) emphasizes that main points must be arranged in a balanced and logical manner to help readers follow the writer's reasoning. Including main points in an outline ensures that each paragraph serves a distinct and purposeful role.

4) Supporting Details

Supporting details strengthen the main points by adding depth and clarity. According to Oshima & Hogue (2006), relevant details contribute significantly to paragraph coherence and quality. Harmer (2007) adds that appropriate elaboration through examples, descriptions, or explanations helps writers maintain engagement and strengthen argumentation.

5) Logical Order

Logical order refers to the systematic arrangement of ideas within the outline. Kane (2000) identifies three principal organizational patterns:

- a) Spatial order, arranging information based on physical layout
- b) Chronological order, following the sequence of time or events
- c) Emphatic order, moving from least to most important ideas

Fowler & Aaron (2010) note that a clear framework of logical order enhances readability and supports coherence throughout the essay.

d. Indicators of Effective Outlining

The following indicators explain how an outline can be assessed for its effectiveness before being transformed into a full essay draft:

1) Clarity of the Central Idea

A clear thesis or main idea directs the development of the entire essay. Writers and readers should be able to easily identify the central focus. According to Langan (2011), clarity in the main idea prevents digressions and ensures that every supporting point contributes meaningfully to the thesis.

2) Relevance and Accuracy of Supporting Details

Effective outlines include supporting details that strengthen and develop the main idea. Zemach & Rumisek (2005) assert that relevance and precision in supporting details determine the strength of paragraph development. Harmer (2007) reinforces that details must remain tightly connected to the central idea to avoid weakening coherence.

3) Logical and Coherent Structure

Ideas should be arranged in a pattern that is easy to follow. Coherence is achieved when points flow naturally from one to another. According to Fowler & Aaron (2010), coherence results from consistent sequencing, appropriate transitions, and logical relationships among ideas.

4) Predictability of Unity and Coherence

An outline should clearly signal the unity and cohesiveness of the essay. Unity is achieved when all points relate to the central idea, while coherence

involves the clear and smooth flow of ideas. Langan (2011) explains that writers can anticipate coherence by structuring ideas in a unified pattern within the outline.

5) Draft Feasibility

An effective outline must be practical to develop into fully written paragraphs. Langan (2011) emphasizes that overly vague or abstract outlines make drafting difficult, whereas outlines with concrete details facilitate smoother writing.

6) Completeness of Essay Structure

A complete outline includes all essential essay components introduction, body, and conclusion. Oshima & Hogue (2006) argue that completeness ensures balance in content development and prevents disproportionate emphasis on certain sections.

7) Effective Transitions and Flow

Indications of transitions either explicit or implied show that the writer has considered the flow of ideas. Graff & Birkenstein (2014) explain that transitions are essential for guiding readers through the writer's reasoning in a coherent manner.

8) Consistency in Organizational Pattern

A consistent organizational pattern ensures that ideas do not shift unpredictably. Kane (2000) stresses that sudden changes in sequencing (e.g.,

switching from spatial to chronological order) disrupt coherence and weaken overall structure. Consistency maintains readability and strengthens the logic of the essay.

e. Functions and Benefits of Outlining in Writing

Outlining has many important functions in the writing process, especially in the EFL context:

- 1) Organizing ideas logically: Students often have many ideas but struggle to organize them systematically. Outlining provides a reasonable order for those ideas.
- 2) Saves time when drafting: With a structure already in place, students don't have to rethink when writing a draft.
- 3) Improves writing coherence: Outlining helps maintain continuity between paragraphs and between arguments.
- 4) Avoid writer's block: Outlines provide concrete guidance so that writers do not feel lost.

According to (Winiharti 2017), students who use outlines tend to produce more coherent writing, with a better paragraph structure than those who write without an outline.

f. Outlining in the Context of EFL Learning

In learning English as a foreign language, EFL students face additional challenges such as limited vocabulary, complex sentence structures, and

differences in rhetorical styles. Therefore, outlining serves as a scaffolding-supportive structure that helps them build their writing more effectively.

The research by (Huynh et al. 2024) showed that EFL students who were guided with outlining techniques were able to compose more coherent and topic-oriented paragraphs. Similarly, a study by (Islamiah & Sari 2021) found that the use of outlining as part of the pre-writing stage improved the focus and flow of ELT students' writing.

In addition, outlining can be adapted to individual learning styles. Students who have a visual or reflective learning style usually respond more positively to this strategy because it helps them visualize the overall structure of the text before writing.

g. Challenges and Barriers in Using Outlining

Despite its many benefits, not all students use outlining optimally. Some common obstacles include:

- 1) Students feel that outlining is time-consuming and prefer to write directly.
- 2) Lack of training from lecturers in implementing outlining systematically.
- 3) The perception that outlining is only suitable for novice writers.

5. The Purpose of Outline

Outlining has a very important role in the writing process, especially in the context of academic writing which demands a neat and systematic organization of ideas. In the context of EFL (English as a Foreign Language) learning, outlining is not only a structural tool, but also a thinking strategy that helps students organize ideas logically and reduce cognitive load when writing. This section will outline the various purposes of outlining and its benefits in descriptive essay writing.

a. Systematically Designing the Structure of the Writing

One of the main purposes of outlining is to help writers structure their writing before they start writing. According to The Writing Center at Georgetown University Law Center (2003), an outline allows the writer to organize the important parts of the essay, such as the introduction, body, and conclusion, while logically positioning the main parts and supporting details.

This structure is especially important in descriptive essays, where the writer must construct consistent, mutually supportive, and non-contradictory arguments. The outline provides an initial framework to avoid deviating from the topic and keep the focus on the dominant impression.

b. Organizing Ideas and Ensuring Coherence

Outlining helps students to group main ideas and sub-ideas into a coherent structure. In EFL contexts, students often have good ideas but struggle to connect them logically. By using an outline, writers can see the connections between ideas from the start and ensure that the transition between paragraphs is smooth.

One of the indicators of good academic writing is coherence, which is the integration of ideas that are logically arranged. The outline serves as an initial tool to build such coherence (Hyland 2019).

c. Helps Focus on the dominant impression

The dominant impression is the centerpiece of an descriptive essay, and the entire essay should support this statement. The outline allows the writer to organize the main points that support the thesis in a sequential and balanced manner. If the writer goes out of the framework, then the outline can be a reminder and a guide to get back on track.

According to (Langan 2002), a good outline should reflect not only the logical sequence of ideas, but also the hierarchical relationship between ideas. This will prevent the writer from including irrelevant information or going too far from the overall focus.

d. Identifying Gaps in Logic or Information

Before writing a full draft, an outline is also useful as an initial evaluation tool to detect potential problems in the logic of the argument. The writer may realize that some ideas do not yet have enough supporting evidence or that the sequence of arguments is illogical. Thus, the outline serves as a reflective stage in the critical thinking process before writing begins.

Research mentioned that students who use outlines show improvement in terms of argument consistency and structure clarity (Dewi 2021). They were also

better prepared for the writing task because they had gone through a systematic initial thinking process.

e. Increase Efficiency and Reduce Writer's Block

For many writers, the biggest difficulty in writing is not knowing where to start. Outlining provides a roadmap for writers, making the drafting process faster and more focused. This is especially helpful for EFL students who may experience anxiety when writing in English . Outlining gives them a sense of security because they know what to write in each section of the essay.

The research found that students who were used to outlining felt more confident when writing, as they already had a clear guide (Islamiah & Sari 2021). This shows that outlining is not only helpful from the technical side of writing, but also has an impact on affective aspects such as self-confidence and motivation to learn.

B. Review of Related Findings

Findings from related studies provide a strong foundation for this research. (Silvie Fitria 2018), focusing on argumentative essays and using a mixed-methods approach, shows that explicit instruction in outlining through modeling outline forms, providing clear examples, and giving targeted feedback is associated with neater organization, stronger coherence, and more positive attitudes toward writing tasks. A similar pattern appears in Indonesian ELT classrooms: when outlining is integrated into routine instruction, students report it is easier “to see

the sequence before writing” and to keep paragraphs focused, resulting in more directed drafts (Islamiah & Sari, 2021).

A more detailed picture emerges from other studies. (Radjaban and Humanika 2024) note that most students find outlines helpful, but some struggle to transform outline points into full paragraphs when examples and feedback are not sufficiently genre-specific; they therefore recommend staged modeling from plan to paragraph. In a Vietnamese context with novice writers, (Huynh, Le, and Nam 2024) find that quick sketching (depicting) is effective for surfacing details, while outlining is superior for ordering and coherence; a combination of the two is advised for descriptive tasks. Meanwhile, research on descriptive texts about local places in Indonesia identifies organization as a weak point; after brief training, improvements are observed in the dominant impression and in the consistency of spatial or chronological ordering, though limited vocabulary remains a constraint (Mulyasin et al., 2023). Taken together, these findings underscore the importance of genre-specific exemplars, light but regular outline checks, and guided transitions from plan to paragraph.

In terms of similarities, the literature widely indicates that preparing an outline before drafting enhances idea selection, paragraph unity, and overall coherence. When teachers model outline forms and conduct brief checks prior to submission, novice writers are better able to maintain a stable focus and to sequence details logically (Hyland, 2019; Oshima & Hogue, 2013; Graham, 2020). Indonesian studies are consistent with this pattern and are often accompanied by increased student confidence (Islamiah & Sari, 2021).

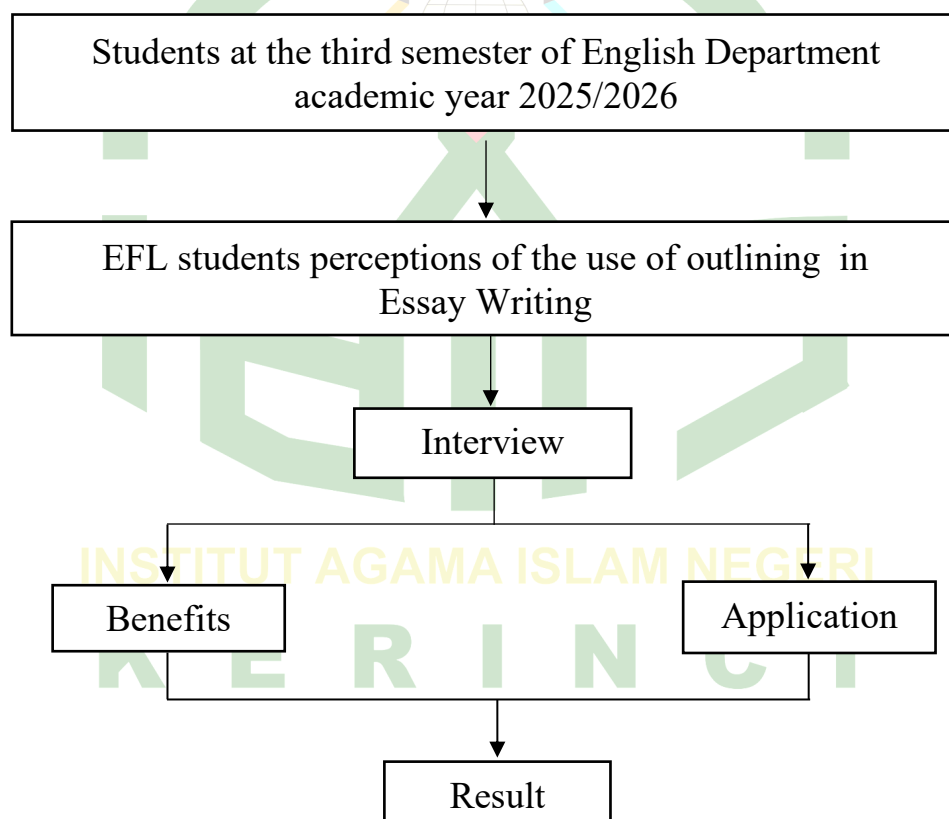
As for differences, many earlier investigations evaluate outlining in argumentative or expository genres, where quality is judged by claim, support, and refutation; in descriptive essays, however, quality rests on the dominant impression, the selection of salient attributes, and a consistent spatial or chronological order (Oshima & Hogue, 2013; Hyland, 2019). Training intensity also varies: some studies provide genre-specific modeling with staged practice, while others leave outlining as an independent task, resulting in uneven adoption. Measurement approaches differ as well some focus on final product scores, whereas others examine process, including the fit between plan and draft. Student perceptions are not entirely uniform: many find outlining helpful, yet some view it as time-consuming or rigid when examples and feedback do not align with classroom realities.

These patterns reveal a research gap. There are still few studies that specifically examine EFL students' perceptions of outlining in the descriptive genre, particularly among third-semester students in Indonesia. Even fewer employ a qualitative descriptive design to capture students' voices and planning routines as they occur in class and to link them in detail to how plans are realized in drafts.

The novelty of this study lies in four aspects. First, it centers on descriptive essays with genre-appropriate indicators: dominant impression, the selection of salient details, and consistent spatial or chronological ordering. Second, it employs a qualitative descriptive design to portray students' perceptions and experiences as they occur in class, rather than relying solely on product scores.

Third, it focuses on the local context of third-semester students at State Islamic Institute of Kerinci, a formative stage when writing habits can still be shaped. Fourth, it maps perceptions alongside observable outlining practices by examining plan draft correspondence. The expected practical contributions include genre-specific outline modeling, brief but regular outline checks, and assessment that values both process and product (Hyland, 2019; Oshima & Hogue, 2013; Graham, 2020).

C. Conceptual Framework



This research is based on the assumption that students' perceptions of the use of outlining in third-semester students in the English Department (academic year 2025/2026) perceive the use of outlining strategies in essay writing. Using

interviews as the primary data collection method, the study explores student perceptions across two key areas: the benefits of outlining and its application in actual writing practice.

The data collected from students' reflections is analyzed to generate the result, which represents how outlining influences writing quality in terms of coherence and paragraph unity. This framework aims to capture not only students' attitudes but also their real-world use of outlining, providing insights for improving writing instruction in EFL contexts.



CHAPTER III

METHODOLOGY

A. Research Design

This research employed a qualitative descriptive design to portray third-semester EFL students' perceptions of using outlining in the pre-writing stage of descriptive-essay writing at State Islamic Institute of Kerinci. As Creswell explains, qualitative research is an approach for exploring and understanding the meaning that individuals or groups ascribe to a social or human problem (Creswell, 2014). This orientation was aligned with the research's aim to stay close to students' classroom experiences rather than test causal relations.

Operationally, the inquiry focused on how students talk about and enact outlining during regular instruction and presents the patterns that emerge from those accounts. Consistent with Creswell's description of qualitative procedures questions and procedures that emerge from the field, data that the researcher gathered in participants' settings, and inductive analysis that builds from particulars to themes the data come from semi-structured interviews and documentation of paired outlines and descriptive drafts and were collected in situ (Creswell, 2014).

B. Setting and Informants of the Research

1. Location

This research was carried out at the State Islamic Institute of Kerinci (IAIN Kerinci), particularly within the Tadris English Department of the Faculty of Tarbiyah and Teacher Training. This location was chosen because it represents the academic environment in which students actively engage in writing courses such as Paragraph Writing and Essay Writing. These courses introduce pre-writing strategies, including outlining, making this setting highly relevant to the focus of the study. Conducting the research in this natural learning environment allows the researcher to obtain authentic data regarding how students understand, perceive, and apply outlining in descriptive essay writing. The location also provides direct access to students' written documents and enables the researcher to explore their writing experiences based on real classroom conditions.

2. Informants

The informants of this research consisted of ten third-semester students of the English Education Department at State Islamic Institute of Kerinci. The informants were selected using purposive sampling because this study required participants who had relevant experience related to outlining in descriptive essay writing. The selected students had completed basic writing courses and had experience using outlining in writing classes. They were also willing to participate in interviews and provide their outlines and descriptive essay drafts for document analysis. Third-semester students were specifically chosen because they are in a transitional stage from paragraph writing to more complex academic essay writing, where outlining becomes increasingly important in the writing process. These criteria were determined to ensure that the informants could provide rich

and relevant information related to students' perceptions and the actual use of outlining in descriptive essay writing. The selection also considers variations in writing ability to ensure a comprehensive representation of students' experiences and perspectives. Thus, purposive sampling was deemed the most suitable technique to support the study's aim of exploring how students perceive and apply outlining in descriptive essay writing.

C. Instrument of the Research

The first instrument used in this study was a semi-structured interview designed to explore students' perceptions of outlining as well as the benefits and challenges they experience during the pre-writing stage. Patton (2002, p. 341) explained that semi-structured interviews allow researchers to follow up on participants' responses flexibly, enabling the collection of richer and more authentic data. The interview guide in this study was developed based on theoretical indicators such as students' understanding of outlining, its perceived functions, the relevance of supporting details, and the cognitive and affective difficulties they encounter. Through this approach, the interview did not merely gather opinions but provides insight into the students' real experiences in using outlining when producing descriptive essays.

The interview instrument in this study was developed based on the theoretical indicators discussed in Chapter II. The indicators of students' perceptions were adapted from the theories of perception proposed by Schacter in Mahmudi (2022), Robbins in Sudrajat (2018), Walgito (2004), Sarwono in Soraya (2022), and Gitosudarmo and Sudita in Masri (2022), which include cognitive,

affective, conative, interpretation, and organizational indicators. Meanwhile, the indicators related to outlining and descriptive essay writing were adapted from the theories of Oshima and Hogue (2006), Kane (2000), Hyland (2019), and Zemach and Rumisek (2005), particularly concerning clarity of ideas, logical organization, coherence, and supporting details. These theoretical indicators were then used as the basis for constructing the interview questions and document analysis criteria.

Table 1 research question 1

Indicator	Interview Question
Cognitive Indicator	How do you define outlining in the context of writing descriptive essays?
Completeness of Essay Structure	What do you think is the main purpose of using an outline before writing?
Interpretation	In what ways does outlining help you plan your ideas?
Clarity of the Central Idea	Does outlining make your writing clearer or more focused? Why?
Relevance and Accuracy of Supporting Details	What difficulties do you experience when creating an outline?
Affective Indicator	Do you like or dislike using outlines? Can you explain your reasons?
Interpretation	Have you used outlining before entering Writing class?
Affective Indicator	Does outlining make you feel more confident when writing?
Conative	Do you think outlining is necessary for descriptive writing?
Conative Indicator	How do you feel about your ability to make an effective outline?

Table 2 research question 2

Indicator	Interview Question
Cognitive Indicator	What benefits do you experience when using outlining as a pre-writing strategy?
Logical and Coherent Structure	Does outlining help you organize your ideas more easily?
Draft Feasibility	Does outlining make your writing process faster or slower? Why?
Clarity of the Central Idea	In what ways does outlining improve your descriptive essay?

Cognitive Indicator	What is the most challenging part of creating an outline?
Consistency in Organizational Pattern	Do you find it difficult to choose details or sequence ideas?
Affective Indicator	How do you feel when you are required to create an outline?

The second instrument is document analysis, which examines students' outlines and descriptive essay drafts using an alignment matrix rubric adapted from the evaluative principles of Oshima and Hogue (2006), Zemach and Rumisek (2005), and Kane (2000). This rubric evaluated aspects such as unity, coherence, detail relevance, and the degree of alignment between the outline and the final draft. Miles and Huberman (1994, p. 278) emphasized that structured analytic frameworks strengthen the credibility and dependability of qualitative findings. By applying this rubric, the researcher was able to determine how well students' stated perceptions of outlining correspond to their actual application in writing, ensuring that the resulting data is both systematic and academically reliable.

Criterion	0 (Not Aligned)	1 (Partially Aligned)	2 (Strongly Aligned)
Order Consistency (Spatial/Chronological)	The draft does not follow the planned ordering; multiple segments are scrambled/contradict the plan; ordering markers/transitions do not reflect the intended order.	Partially follows the plan; minor re-ordering/insertions; ordering markers/transitions are inconsistent.	The outline's ordering is clearly realized in the draft; ordering markers/transitions are supportive and consistent.
Paragraph Unity	Paragraphs carry more than one controlling idea; many details are	Focus is partial: a controlling idea exists but several sentences/details	One clear controlling idea; all details are relevant and

	irrelevant; topic sentences do not reflect the plan.	drift from it.	supportive; topic sentences match the plan.
Coherence / Transitions	Flow is jumpy; transitions are missing or inappropriate; sentence-to-sentence links are weak.	Some transitions exist but are sporadic or imprecise; there are noticeable logical jumps.	Smooth flow; transitions are appropriate and consistent (e.g., 'on the left...'; 'after that...'); lexical cohesion assists readability.
Salient Details (Dominant Impression)	Details are vague/generic; they do not build a dominant impression; many details are irrelevant.	Mixed: some details support the impression, others are irrelevant or too general.	Selected details are specific and salient (often sensory/concrete) and clearly build the dominant impression.

D. Data Collection

This research collects data from two complementary sources interviews and documentation so the description rests on what students say and on what they actually produce in class. All data are gathered in participants' settings and organized inductively, consistent with qualitative procedures described by Creswell (2018).

a. Interview

The interview was employed as the primary technique for exploring students' perceptions of outlining in descriptive essay writing. In qualitative research, semi-structured interviews were particularly effective because they allow informants to express their experiences, beliefs, and reflections in depth. Kvale (1996) emphasizes that semi-structured interviews enable researchers to uncover subjective meanings that cannot be obtained through structured instruments. This aligns with the purpose of the present study, which sought to understand how students interpret and experience outlining as a pre-writing strategy.

Creswell (2018) notes that interviews serve as an important tool for obtaining participants' views directly, especially when the focus of the study involves personal attitudes, perceptions, and internal reasoning processes that are not observable. Since students' perceptions of outlining involve cognitive and emotional dimensions, interviewing becomes a suitable method for capturing

nuanced insights into how they understand, value, and respond to the outlining process.

Patton (2002) adds that qualitative interviewing allows researchers to explore phenomena “from the participants’ perspectives,” making it possible to understand the rationale behind their preferences, challenges, and writing behaviors. In this study, the interview questions were designed to explore four major indicators of perception: cognitive understanding, affective responses, behavioral tendencies, and students’ interpretation of outlining’s usefulness and challenges. Thus, the interview serves as a bridge for understanding not only what students think about outlining but also why they perceive it in certain ways.

b. Document Analysis

In addition to interviews, this study employs document analysis as a secondary data collection technique. The documents include students’ outlines and descriptive essay drafts, which were used to assess how outlining is actually applied in practice. Creswell (2018) highlighted that documents offer valuable evidence because they represent naturally occurring data produced by participants in real learning situations. Meanwhile, Bowen (2009) explained that document analysis enables researchers to verify or cross-check information obtained from interviews, strengthening the credibility of the findings.

By analyzing the outlines, the researcher can observe how students structure their ideas, formulate main points, select supporting details, and apply organizational patterns such as spatial or chronological order. The descriptive

essays, on the other hand, allow for the evaluation of coherence, unity, logical flow, and descriptive elaboration. This dual analysis made it possible to examine whether students' stated perceptions align with their actual writing practices.

Ary et al. (2010) affirm that documents can reveal aspects of behavior and learning outcomes that may not be accessible through interview data alone. In this study, document analysis helps identify whether students who report positive perceptions toward outlining demonstrate stronger organizational skills in their written work, and whether negative perceptions correlate with weaker application of outlining principles. In this way, document analysis complements the interview data and contributes to methodological triangulation, enhancing the reliability and richness of the study's findings.

E. Technique of Data Analysis

The data in this study are analyzed using the interactive qualitative data analysis model proposed by Miles, Huberman, and Saldaña (2014), which consists of three interconnected stages: data condensation, data display, and conclusion drawing. These steps allow the researcher to systematically organize, interpret, and verify the data collected from interviews and documents, ensuring that the findings accurately reflect participants' experiences and perceptions.

In the first stage, data condensation, all interview transcripts and documents were carefully read and reduced into meaningful units. This process involved selecting significant statements, applying thematic coding to identify recurring ideas, and grouping them into broader categories that represent the indicators of

students' perceptions toward outlining. During this step, the researcher focused on identifying patterns related to students' understanding, emotional responses, behavioral tendencies, and interpretations of outlining as a pre-writing strategy. For document analysis, outlines and essay drafts were examined to extract evidence of how students structured ideas, applied organizational principles, and translated their planning into written text. Relevant segments were highlighted to support and triangulate the emerging thematic categories.

The second stage, data display, involved organizing the condensed data into coherent visual and narrative formats to facilitate interpretation. Codes and categories are arranged into thematic clusters to show connections between students' perceptions and their actual writing practices. Displays such as matrices, thematic summaries, and pattern mapping were used to compare interview findings with features identified in students' outlines and essays. This process enabled the researcher to observe consistencies, discrepancies, and gaps between what students reported and what they demonstrated in their written work.

In the final stage, conclusion drawing and verification, the researcher reviewed all themes and patterns to develop interpretations that directly address the research questions. The emerging conclusions were repeatedly compared against the raw data to ensure their accuracy and credibility. Verification was conducted throughout the process by checking the stability of patterns, examining contradictory evidence, and cross-referencing interview data with students' outlines and essay products. Through this process, the study aims to generate findings that are both meaningful and trustworthy.

The document analysis in this study was expected to yield detailed insights into how outlining is realized in students' writing. The outlines were analyzed in terms of the clarity of main ideas, relevance of supporting details, and logical organization, while the descriptive essays were examined based on coherence, unity, and content development. By interpreting these written products alongside interview data, the researcher can determine whether students' perceptions correspond with their actual use of outlining in producing descriptive essays. This integrative analysis strengthens the depth and validity of the research findings.

F. Trustworthiness

Ensuring trustworthiness is essential in qualitative research because it strengthens the accuracy and credibility of the findings. To achieve this, the present study applies methodological triangulation as a strategy to verify the data. As stated by Moleong (2007), triangulation is a technique used to examine the validity of data by comparing information from different sources or approaches. Through this process, the researcher can reduce potential bias and obtain a more dependable representation of the phenomenon being studied.

In this research, trustworthiness is enhanced by combining data obtained from semi-structured interviews with documents in the form of students' outlines and descriptive essay drafts. Using more than one method allows the researcher to cross-check students' perceptions with their actual writing practices. According to Patton, as cited in Moleong (2007), triangulation involves verifying the consistency of information collected at different moments or through different

tools. Therefore, the alignment between students' verbal explanations and their written products becomes an important indicator of data credibility in this study.

Transparency also plays a significant role in maintaining trustworthiness. This refers to the clear and systematic documentation of each stage of the research process, including the development of interview questions, participant selection, data collection procedures, and analytic decisions. Creswell (2018) explains that transparent reporting enables readers and other researchers to follow the logic of the study and evaluate the soundness of its findings. In this research, transparency is ensured by keeping detailed notes of the interview process, maintaining accurate transcriptions, organizing document data carefully, and describing analytic steps explicitly.

By integrating methodological triangulation and transparent reporting, this study aims to produce findings that are credible, dependable, and confirmable. The combination of interview data and document analysis provides a comprehensive picture of how students perceive and apply outlining in writing descriptive essays, thereby strengthening the overall trustworthiness of the research outcomes.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of the data analysis based on the research questions formulated in Chapter I. The findings are derived from two primary sources of data, namely interviews and document analysis, including students' outlines and descriptive essays. The purpose of this chapter is not only to describe the data obtained from the participants but also to interpret and connect the findings in order to provide a deeper understanding of students' perceptions toward outlining, the benefits and challenges they experience, and the alignment between their perceptions and actual writing practices. Therefore, this chapter is divided into two main sections: research findings and discussion.

A. Research Findings

This section presents the findings of the study based on the analysis of interview data and document analysis. The findings are organized according to the three research questions of the study. The first part discusses students' perceptions toward outlining, the second part explains the benefits and challenges experienced by students, and the third part analyzes the alignment between students' perceptions and their actual writing practices as reflected in their outlines and essays.

1. Students' Perceptions toward the Use of Outlining

Based on the interview data and document analysis, several themes emerged regarding students' perceptions toward the use of outlining in descriptive essay writing. The findings indicate that students generally perceive outlining as a helpful strategy for organizing ideas, maintaining focus and coherence, and increasing confidence during the writing process. However, some students also perceive outlining as challenging, particularly when developing ideas and transforming outlines into complete descriptive essays. These themes reflect students' cognitive understanding, emotional responses, and actual experiences in applying outlining during the pre-writing stage.

Based on the results of the interviews, it was found that students have generally positive perceptions toward the use of outlining in writing descriptive essays. Most students understand outlining as a structured framework that helps them organize their ideas and guide their writing process. This perception can be seen from the explanation given by Student 1:

S1: "Outlining dalam essay deskriptif itu dibagi menjadi tiga bagian, yaitu introduction, body paragraph, dan conclusion. Introduction itu untuk menjelaskan subject dan membuat first impression atau hook, kemudian body paragraph berisi sensory details seperti sight, sound, smell, taste, dan touch, lalu diakhiri dengan conclusion sebagai kesimpulan dari paragraph tersebut." (S1: "*The outline in a descriptive essay is divided into three parts: the introduction, the body paragraph, and the conclusion. The introduction explains the subject and creates a first impression or hook. The body paragraph then contains sensory details such as sight, sound, smell, taste, and touch. Finally, the conclusion concludes the paragraph.*")

This response shows that the student does not only recognize outlining as a general concept, but also understands its detailed structure in descriptive writing.

The student is able to explain each part clearly, which indicates that outlining is already internalized as a guide in constructing an essay. Similar perceptions are also expressed by other students. For instance, Student 2 stated:

S2: “Outlining membantu saya mengetahui apa saja yang akan saya tulis sebelum mulai membuat essay, jadi lebih terstruktur.” (S2: “*Outlining helps me know what I will write before starting the essay, so it becomes more structured.*”)

This statement indicates that outlining functions as a planning tool. Students use outlining to prepare their ideas in advance, which helps them reduce uncertainty when starting the writing process. In line with this, Student 3 also mentioned:

S3: “Dengan outlining, saya bisa menyusun ide terlebih dahulu sehingga tidak bingung saat menulis.” (S3: “*With outlining, I can organize my ideas first so I do not feel confused when writing.*”)

This response reinforces the idea that outlining helps students manage their thoughts before writing. It suggests that outlining reduces cognitive load, allowing students to focus more on developing their ideas rather than thinking about what to write next. These responses show a consistent pattern that students perceive outlining as a planning tool that helps them organize ideas before writing.

Furthermore, students also perceive outlining as helpful in maintaining focus during the writing process. As expressed by Student 1:

S1: “Outlining membantu saya untuk membuat tulisan saya lebih fokus.” (S1: “*Outlining helps me make my writing more focused.*”)

This statement indicates that outlining plays a role in controlling the direction of writing. Students are less likely to deviate from the topic because they already have a clear structure to follow. This perception is reinforced by Student

4, who stated:

S4: “Dengan outline, saya tidak keluar dari topik karena sudah ada urutan yang jelas.” (S4: “*With an outline, I do not go off-topic because there is already a clear sequence.*”)

This response highlights that outlining helps students maintain coherence in their writing. By following a sequence, students can develop their ideas more systematically and logically.

In addition, students also show positive attitudes toward the use of outlining.

As stated by Student 1:

S1: “Saya rasa sangat suka, karena dengan begitu saya lebih mudah membuat teks.” (S1: “*I really like it because it makes it easier for me to write a text.*”)

This indicates that outlining reduces the difficulty of writing. Students feel that the process becomes more manageable because they already have a clear plan before writing. Similarly, Student 5 expressed:

S5: “Saya lebih nyaman menulis kalau menggunakan outline karena sudah tahu arah tulisan saya.” (S5: “*I feel more comfortable writing when using an outline because I already know the direction of my writing.*”)

These findings demonstrate that students generally have positive perceptions toward outlining because it assists them in organizing ideas, maintaining focus, and supporting the writing process more effectively.

In conclusion, the findings reveal that students generally have positive perceptions toward the use of outlining in descriptive essay writing. The emerging themes indicate that outlining is perceived as a helpful strategy for organizing ideas, maintaining focus and coherence, and supporting students throughout the

writing process. Students also demonstrate positive emotional responses toward outlining because it makes writing feel easier, clearer, and more structured. However, some students still experience challenges in applying outlining effectively, particularly when developing ideas into complete essays. Overall, these findings suggest that outlining plays an important role in supporting students' writing practices during the pre-writing stage.

2. Benefits and Challenges of Using Outlining

Based on the interview data and document analysis, several themes emerged regarding the benefits and challenges of using outlining in descriptive essay writing. The findings show that outlining provides various benefits for students, particularly in helping them organize ideas, maintain coherence, manage the writing process more systematically, and increase confidence while writing. However, the data also reveal several challenges experienced by students, including difficulties in developing ideas, selecting relevant details, arranging information logically, and transforming outlines into complete descriptive essays. Some students also perceive outlining as time-consuming, especially when they are not familiar with how to apply it effectively.

Most students stated that outlining helped them organize their ideas before starting to write. Students felt that outlining made it easier for them to determine the sequence of ideas and avoid confusion during the writing process. This perception can be seen from Student 2's statement:

S2: "Outlining membantu saya menyusun ide sebelum menulis sehingga saya tidak bingung saat membuat essay." (S2: "*Outlining helps me organize*

my ideas before writing so that I do not feel confused when composing the essay.”)

This statement indicates that outlining functions as a planning strategy that supports students in arranging ideas systematically. Students become more prepared before drafting because they already have a framework to guide their writing. Similarly, Student 3 explained:

S3: “Dengan outline, saya tahu apa yang harus ditulis terlebih dahulu dan apa yang harus dijelaskan berikutnya.” (S3: “*With an outline, I know what should be written first and what should be explained next.*”)

This response demonstrates that outlining helps students maintain logical sequencing in their essays. The students are able to follow a clearer direction in presenting information, which contributes to better organization and coherence.

In addition to organizing ideas, students also reported that outlining helped them maintain focus while writing. Student 4 stated:

S4: “Outline membantu saya tetap fokus pada topik dan tidak keluar dari pembahasan.” (S4: “*The outline helps me stay focused on the topic and not go beyond the discussion.*”)

This finding suggests that outlining reduces the possibility of irrelevant information appearing in students’ essays. By following the outline, students are more aware of the main topic and supporting details that should be included in their writing.

Furthermore, several students expressed that outlining increased their confidence during the writing process. Student 5 mentioned:

S5: “Saya merasa lebih percaya diri ketika menulis menggunakan outline karena saya sudah memiliki gambaran tulisan saya.” (S5: “*I feel more*

confident when writing using an outline because I already have an overview of my writing.”)

This statement indicates that outlining reduces students’ anxiety and uncertainty during writing. Having a clear structure before drafting helps students feel more prepared and comfortable when developing their essays.

Despite these benefits, students also experienced several challenges in applying outlining. One common difficulty was developing ideas into complete paragraphs. Student 6 stated:

S6: “Kadang saya sudah membuat outline, tetapi masih bingung mengembangkan ide menjadi paragraph lengkap.” (S6: “*Sometimes I have already made an outline, but I am still confused about developing the ideas into complete paragraphs.*”)

This response suggests that although students understand the basic structure of outlining, they still struggle with elaborating supporting details and expanding ideas into coherent texts.

Another challenge identified from the findings was selecting relevant information and arranging it appropriately. Student 7 explained:

S7: “Saya bingung menentukan detail mana yang harus dimasukkan ke dalam outline.” (S7: “*I am confused about deciding which details should be included in the outline.*”)

This indicates that students still face difficulties in identifying and organizing supporting details effectively. In descriptive essay writing, students are required to present details clearly and logically, which can become challenging when they lack sufficient experience in outlining.

In addition, some students considered outlining time-consuming. As stated by Student 8:

S8: “Menurut saya outlining membutuhkan waktu lebih lama karena harus membuat rencana sebelum menulis.” (S8: “*In my opinion, outlining takes more time because we have to make a plan before writing.*”)

This perception shows that although students recognize the usefulness of outlining, some of them still see it as an additional task rather than an essential part of the writing process. This may occur because students are not yet fully accustomed to applying outlining consistently in their writing activities.

Overall, the findings indicate that outlining provides important benefits in helping students organize ideas, maintain coherence, stay focused, and increase confidence during the writing process. However, students also continue to experience challenges related to idea development, organization of supporting details, and the practical application of outlining. These findings suggest that although students generally perceive outlining positively, they still require guidance and practice to apply it more effectively in descriptive essay writing.

3. Alignment between Students’ Perceptions and Their Writing Practice

Based on the interview data and document analysis, several themes emerged regarding the alignment between students’ perceptions of outlining and their actual writing practices in descriptive essay writing. The findings indicate that although most students expressed positive perceptions toward outlining, the implementation of outlining in their actual writing practices was not always fully consistent. Some students were able to apply outlining effectively by organizing ideas systematically and maintaining coherence in their essays, while others still

produced incomplete outlines, unstructured lists, or essays that lacked clear organization. These findings reveal a gap between students' theoretical understanding of outlining and their practical application of it in writing.

The document analysis showed that several students were able to use outlining appropriately in organizing their essays. Their outlines contained clear structures, including introductions, body paragraphs, and conclusions, which helped them develop their ideas systematically. This can be seen from Student 1's outline and essay draft, where the student successfully arranged ideas in logical order and maintained coherence throughout the text. During the interview, Student 1 also explained:

S1: "Saya menggunakan outline supaya ide saya lebih teratur dan lebih mudah dikembangkan saat menulis essay." (S1: "*I use an outline so that my ideas become more organized and easier to develop when writing an essay.*")

This response is consistent with the student's actual writing practice. The outline and essay demonstrate that the student was able to apply outlining effectively as a planning strategy before drafting.

Similarly, Student 3 showed consistency between perception and practice.

The student stated:

S3: "Outline membantu saya mengetahui urutan ide sehingga tulisan saya lebih jelas." (S3: "*The outline helps me know the sequence of ideas so that my writing becomes clearer.*")

The document analysis also revealed that Student 3's essay followed a logical sequence and contained supporting details that matched the outline. This

finding suggests that positive perceptions toward outlining can contribute to more organized and coherent writing practices.

However, the findings also revealed that some students experienced inconsistency between their perceptions and actual writing practices. Although they acknowledged the importance of outlining, their essays did not fully reflect the structure presented in their outlines. For example, Student 6 stated:

S6: “Saya tahu outlining penting, tetapi kadang saya langsung menulis tanpa mengikuti outline yang sudah dibuat.” (S6: “*I know outlining is important, but sometimes I write directly without following the outline that has been made.*”)

This statement indicates that the student understands the theoretical value of outlining but does not consistently apply it during the writing process. The document analysis further showed that the student’s essay lacked clear organization and contained several unrelated ideas that were not included in the outline.

Another inconsistency was found in the outlines produced by some students. Several outlines appeared more like simple lists of ideas rather than structured writing plans. Student 7 explained:

S7: “Saya membuat outline hanya poin-poin singkat supaya lebih cepat.” (S7: “*I make outlines only in short points so that it is faster.*”)

This response reflects that the student perceives outlining as useful but still applies it superficially. The outline did not provide sufficient guidance for developing coherent paragraphs, which affected the organization of the essay.

Furthermore, some students demonstrated partial alignment between perception and practice. They used outlines during the early stages of writing but did not consistently follow them while developing their essays. Student 8 stated:

S8: “Biasanya saya membuat outline di awal, tetapi saat menulis saya sering menambah ide baru di luar outline.” (S8: “*Usually I create an outline at the beginning, but while writing I often add new ideas outside the outline.*”)

This finding suggests that students may understand the function of outlining but still experience difficulties in maintaining consistency during the drafting process.

Overall, the findings indicate that there is both alignment and inconsistency between students’ perceptions of outlining and their actual writing practices. Students who applied outlining more systematically tended to produce essays that were clearer, more organized, and more coherent. In contrast, students who used outlining only partially or inconsistently often produced essays with weaker organization and less coherence. These findings reveal that positive perceptions alone are not sufficient to ensure effective implementation of outlining in descriptive essay writing. Students still require continuous practice and guidance in applying outlining as a meaningful pre-writing strategy.

B. Discussion

This section discusses the findings of the study by interpreting and relating them to relevant theories and previous research. The discussion focuses on three main aspects, namely students’ perceptions toward the use of outlining, the benefits and challenges experienced by students, and the alignment between students’ perceptions and their actual writing practices. Through this discussion,

the researcher aims to provide a deeper understanding of how outlining is perceived and applied by students in writing descriptive essays.

1. Students' Perceptions toward the Use of Outlining

The findings revealed that students generally have positive perceptions toward the use of outlining in descriptive essay writing. Several themes emerged from the findings, including outlining as a strategy for organizing ideas, maintaining focus and coherence, and increasing students' confidence during the writing process. Most students perceived outlining as a structured framework that helped them plan their essays before drafting. The interview data showed that students felt outlining made it easier to arrange ideas systematically and reduced confusion when writing descriptive essays.

These findings indicate that students recognize outlining not only as a theoretical concept but also as a practical strategy that supports the pre-writing process. Students who used outlining tended to feel more prepared because they already had a clear direction before starting to write. This finding supports Hyland's (2003) view that writing is a recursive process involving planning, organizing, and revising ideas. In this context, outlining functions as an important planning strategy that helps students manage their thoughts before developing them into complete paragraphs.

Furthermore, the findings showed that outlining helped students maintain focus and coherence while writing. Students explained that outlining allowed them to follow a clear sequence of ideas and prevented them from going beyond

the topic. This finding is consistent with the theory proposed by Oshima and Hogue (2006), who state that outlining helps writers identify main ideas, arrange supporting details logically, and maintain coherence throughout the essay. The students' responses and document analysis demonstrated that those who applied outlining more systematically were generally able to produce essays with clearer organization and more coherent development of ideas.

The findings also revealed that outlining contributed positively to students' emotional readiness during writing. Several students expressed that they felt more comfortable and confident when writing with an outline because they already had an overview of what they wanted to write. This suggests that outlining not only supports cognitive organization but also reduces students' anxiety and uncertainty during the writing process. In qualitative terms, this finding reflects that students' positive perceptions toward outlining are closely related to their actual experiences while writing descriptive essays.

In addition, these findings are consistent with previous studies conducted by Li and Liu (2019) and Huynh et al. (2024), which reported that outlining helps students organize ideas more systematically and improve coherence in writing. Similarly, Fitria (2018) found that students generally viewed outlining positively because it helped them structure their essays more effectively. However, the present study further reveals that students' positive perceptions are also influenced by their personal experiences in applying outlining during the pre-writing stage.

Therefore, the findings imply that outlining should be consistently integrated into writing instruction, particularly in descriptive essay writing. Teachers should not only introduce outlining theoretically but also provide guided practice and continuous support so that students can apply outlining more effectively in their actual writing practices.

2. Benefits and Challenges of Using Outlining

The findings revealed that outlining provides several important benefits for students in descriptive essay writing. Several themes emerged from the findings, including outlining as a tool for organizing ideas, maintaining focus and coherence, improving writing efficiency, and increasing students' confidence during the writing process. Students generally perceived outlining as a helpful strategy that simplified the writing process because it provided a clear structure before drafting. The interview data showed that students felt outlining made it easier to determine the sequence of ideas and reduced confusion while writing.

These findings indicate that outlining helps students manage the complexity of writing by guiding them to organize their thoughts systematically before developing them into complete paragraphs. Students who used outlining were generally able to arrange ideas more logically and maintain clearer organization in their essays. This finding supports the theory proposed by Oshima and Hogue (2006), who state that outlining functions as a structural framework that helps writers organize main ideas and supporting details systematically. In addition, the findings are also consistent with Li and Liu (2019), who found that outlining

supports students in understanding rhetorical structure and improving organization in writing.

Furthermore, the findings showed that outlining contributed positively to students' writing efficiency and confidence. Several students explained that outlining helped them know what to write first and guided them throughout the writing process. This suggests that outlining reduces uncertainty during writing because students already have a clear direction before drafting begins. As a result, students feel more comfortable and confident in developing their essays. This finding reflects Hyland's (2003) perspective that planning plays an important role in helping writers organize and control their writing process more effectively.

However, despite these benefits, the findings also revealed several challenges experienced by students when using outlining. One of the major difficulties was developing ideas into complete descriptive paragraphs. Although students were able to create outlines, some still struggled to elaborate supporting details and transform ideas into coherent texts. This finding suggests that outlining alone is not sufficient if students lack idea development skills and adequate vocabulary. In this context, the findings support Harmer's (2007) view that writing requires the integration of multiple components, including content, organization, grammar, and vocabulary.

Another challenge identified in the findings was students' difficulty in selecting and organizing relevant details. Some students were uncertain about which information should be included in their outlines and how ideas should be

arranged logically. These findings are consistent with Musdizal et al. (2022), who reported that EFL students often experience difficulties in organizing ideas and maintaining coherence in writing due to limited language proficiency and insufficient experience in developing ideas.

In addition, some students perceived outlining as time-consuming because they had to prepare and organize ideas before writing. This finding indicates that although students generally recognize the usefulness of outlining, some of them still see it as an additional task rather than an essential part of the writing process. This may occur because students are not yet fully accustomed to applying outlining consistently in their writing activities.

Therefore, the findings imply that teachers should not only teach outlining theoretically but also provide continuous guidance in brainstorming, selecting supporting details, and developing ideas into coherent paragraphs. Students need sufficient practice in applying outlining so that they can use it more effectively as a meaningful pre-writing strategy in descriptive essay writing.

3. Alignment between Students' Perceptions and Their Writing Practice

The findings revealed that there was both alignment and misalignment between students' perceptions of outlining and their actual writing practices in descriptive essay writing. Several themes emerged from the findings, including successful implementation of outlining, partial application of outlining, and the gap between theoretical understanding and actual writing performance. The document analysis and interview data showed that some students were able to

apply outlining effectively by organizing ideas systematically and producing coherent essays that followed their initial plans. However, other students still produced incomplete outlines, unstructured lists, or essays that lacked clear organization, even though they expressed positive perceptions toward outlining.

The findings indicate that students who applied outlining more consistently tended to produce essays with clearer organization and more logical sequencing of ideas. These students were able to transform their understanding of outlining into practical writing performance. Their outlines functioned effectively as planning tools that guided them throughout the writing process. This finding supports Oshima and Hogue's (2006) theory that outlining helps writers organize ideas systematically and maintain coherence in their essays. In addition, the findings also reflect Hyland's (2003) view that planning is an important part of the writing process because it helps writers control and organize their ideas before drafting.

Furthermore, the findings showed that alignment between perception and practice was influenced by students' ability to apply outlining consistently during writing. Students whose essays closely followed their outlines generally demonstrated better coherence and clearer paragraph development. This suggests that outlining becomes more effective when students actively use it as a guide throughout the drafting process rather than merely creating it as a formal requirement.

However, the findings also revealed several forms of misalignment between students' perceptions and their actual writing practices. Although many students

recognized the importance and usefulness of outlining, some still struggled to apply it effectively in their essays. Several students admitted that they often wrote beyond the outline, ignored the structure they had prepared, or created outlines only in the form of simple lists. As a result, their essays sometimes lacked coherence and systematic organization.

This finding suggests that understanding the concept of outlining does not automatically lead to successful implementation in writing practice. Students may understand the theoretical function of outlining but still face difficulties in applying it consistently while developing ideas into complete descriptive texts. This interpretation supports Graham's (2020) perspective that writing is not only a cognitive activity but also a complex skill that requires continuous practice and strategy application. Similarly, Flower and Hayes (1981) explain that writing involves multiple cognitive processes, including planning, organizing, and translating ideas into text, which can become challenging for students during actual writing performance.

In addition, the findings revealed that some students applied outlining only partially. Although they prepared outlines before writing, they frequently added unrelated ideas during drafting or failed to elaborate supporting details systematically. This indicates that students still require guidance in maintaining consistency between planning and drafting stages. The gap between perception and implementation may also be influenced by limited experience, insufficient practice, and difficulties in idea development.

Overall, the discussion highlights that outlining is generally perceived as a useful and supportive strategy in descriptive essay writing. Students recognize its role in organizing ideas, maintaining focus, and supporting coherence during the writing process. However, the findings also demonstrate that positive perceptions alone are not sufficient to ensure effective implementation. The existence of both alignment and misalignment indicates that students still need continuous practice and guidance in applying outlining meaningfully in their actual writing practices. Therefore, writing instruction should focus not only on conceptual understanding of outlining but also on practical application so that students can use outlining more effectively as a pre-writing strategy in descriptive essay writing.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion presented in Chapter IV, several conclusions can be drawn regarding students' perceptions toward outlining in writing descriptive essays.

1. Students' Perceptions toward the Use of Outlining

The findings show that most third-semester students have positive perceptions toward outlining in writing descriptive essays. They understand outlining as a structured framework that helps organize ideas, maintain focus, and guide the writing process. It also increases students' confidence and reduces confusion. This indicates that outlining is recognized not only conceptually but also as a practical and supportive strategy in the pre-writing stage, contributing to both cognitive and affective aspects of writing.

2. Benefits and Challenges of Using Outlining

The study reveals that outlining helps students organize ideas, improve writing efficiency, and develop descriptive texts more systematically. However, students still face challenges in generating ideas, selecting relevant details, and developing them into complete paragraphs. This shows that although outlining provides structure, its effectiveness depends on students' ability to elaborate their ideas. Therefore, outlining is helpful but requires sufficient writing skills and continuous practice.

3. Alignment between Students' Perceptions and Their Writing Practice

The findings indicate both alignment and misalignment between students' perceptions and their writing practices. Some students successfully apply outlining, as seen in well-organized essays that follow their outlines. However, others show inconsistencies, where positive perceptions are not reflected in their writing. This suggests that understanding outlining does not always lead to effective implementation, highlighting the need for more guidance and practice.

Overall, outlining is an important strategy that helps students organize ideas and improve confidence. However, its effectiveness depends not only on students' perceptions but also on their ability to apply it in practice.

B. Suggestions

Based on the findings of this study, several suggestions are proposed for lecturers and future researchers.

1. For Lecturers

Lecturers are recommended to integrate outlining more consistently into writing instruction, particularly in the pre-writing stage. It is important not only to introduce outlining as a concept but also to provide clear examples, guided practice, and feedback on students' outlines. Lecturers should also support students in developing their ideas by incorporating activities such as brainstorming and detail expansion. By doing so, students can better understand how to transform their outlines into well-developed essays.

2. For Students

Students are encouraged to use outlining regularly as a strategy to plan and organize their writing. They should not view outlining as a time-consuming task but as a helpful tool that can make writing easier and more structured. In addition, students need to practice developing ideas and adding relevant details to their outlines so that they can produce more coherent and meaningful essays. Continuous practice will help students improve both their understanding and application of outlining.

3. For Future Researchers

Future researchers are suggested to explore the use of outlining in different contexts, such as other types of essays or different levels of students. Further studies can also examine the effectiveness of outlining through experimental or mixed-method approaches to provide more comprehensive insights. In addition, future research may focus on combining outlining with other pre-writing strategies to enhance students' writing skills more effectively.

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APPENDIX I

Interview transcript

Narasumber 1

Writer : Bagaimana Anda mendefinisikan outlining dalam penulisan esai deskriptif?

Narasumber 1 : Oke, menurut saya outlining dalam Essay Deskriptif itu dibagi menjadi 3. Yang pertama itu ada opening paragraph atau introduction. Yang bertujuan tentang menjelaskan subject dan membuat first impression atau hook. Lalu contohnya seperti Peaceful beach in sunset. Selanjutnya ada body paragraph atau sensory details, itu tuh bertujuan untuk menjelaskan menggunakan 5 sense Seperti sight, sound, smell, taste, touch. Seperti itu. Yang ketiga ada conclusion. Yaitu kesimpulan dari paragraph tersebut yang memberikan impression terakhir.

Writer : Apa tujuan utama penggunaan outline sebelum menulis?

Narasumber 1 : Oke, tujuan menggunakan outline menurut saya untuk mempermudah saat akan membuat sebuah teks.

Writer : Bagaimana outlining membantu Anda merencanakan ide?

Narasumber 1 : Bagi saya, dengan menyusun outline, saya bisa berpikir apa yang harus saya buat di dalam teks tersebut.

Writer : Apakah outlining membuat tulisan Anda lebih jelas atau fokus? Mengapa?

Narasumber 1 : Tentunya itu sangat membantu dan membuat saya lebih fokus. Karena dengan membuat outline, saya rasa jika kita akan membuat sebuah teks dan kita sudah tahu runtunan apa yang akan kita buat, itu akan sangat mempermudah kita dalam membuat teks.

Writer : Kesulitan apa yang Anda alami saat membuat outline?

Narasumber 1 : Mungkin dalam brainstorming, itu akan sedikit menguras pemikiran menjadi lebih kritis, karena tanpa adanya brainstorming, saya rasa outline tidak akan terbentuk.

Writer : Apakah Anda suka atau tidak suka menggunakan outline? Mengapa?

Narasumber 1 : Saya rasa sangat suka, karena dengan begitu saya lebih mudah membuat teks.

Writer : Apakah Anda pernah menggunakan outlining sebelum masuk mata kuliah Writing?

Narasumber 1 : Saya rasa belum pernah, karena di saat pelajaran essay writing, saat itulah saya belajar tentang adanya outline.

Writer : Apakah outlining membuat Anda lebih percaya diri saat menulis?

Narasumber 1 : Tentu saja, dikarenakan saya sudah tahu apa yang akan saya buat, karena saya sudah mempunyai kerangkanya tersebut.

Writer : Menurut Anda, apakah outlining diperlukan dalam penulisan deskriptif?

Narasumber 1 : Sangat perlu

Writer : Bagaimana penilaian Anda terhadap kemampuan Anda membuat outline yang efektif?

Narasumber 1 : Menurut saya untuk membuat outline-nya efektif itu harus mengikuti struktur outline secara urutannya yang benar. Dari awal hingga akhir, jangan dilompat-lompat.

Writer : Manfaat apa yang Anda rasakan ketika menggunakan outlining sebagai strategi prapenulisan?

Narasumber 1 : Manfaatnya seperti yang sudah saya jelaskan tadi, tentu saja mempermudah saya saat membuat sebuah teks deskriptif tentunya.

Writer : Apakah outlining membantu Anda mengorganisasi ide dengan lebih mudah?

Narasumber 1 : Ya, karena di outline saya memperjelas detail-detail atau hal-hal kecil yang akan saya tuangkan ke dalam sebuah teks.

Writer : Apakah outlining membuat proses menulis lebih cepat atau lebih lambat? Mengapa?

Narasumber 1 : Sangat cepat, dikarenakan saya rasa saya lebih terarah dalam membuat teks.

Writer : Bagaimana outlining meningkatkan kualitas esai deskriptif Anda?

Narasumber 1 : Dengan adanya outlining, saya rasa membantu saya untuk menjabarkan sebuah descriptive text

Writer : Bagian apa yang paling menantang dalam membuat outline?

Narasumber 1 : Dalam mencari hal-hal detail yang ada atau diperlukan untuk membuat sebuah text.

Writer : Apakah Anda kesulitan memilih detail atau menyusun urutan ide?
 Narasumber 1 : Kalau menentukan hal-hal kecilnya mungkin akan sedikit kesulitan, tetapi jika mengurutkan sesuai dengan aturannya, tidak.

Writer : Bagaimana perasaan Anda ketika diwajibkan membuat outline?
 Narasumber 1 : Saya sangat setuju karena dengan adanya outline sangat membantu dalam membuat deskriptif teks.

Narasumber 2

Writer : Bagaimana Anda mendefinisikan outlining dalam penulisan esai deskriptif?

Narasumber 2 : Outlining itu kayak proses membuat kerangka atau rencana struktur sebelum menulis esai secara lengkap. Kayak ada introduction-nya, terus body paragraph-nya, ada conclusion-nya.

Writer : Apa tujuan utama penggunaan outline sebelum menulis?

Narasumber 2 : Tujuannya itu untuk mempermudah kita supaya saat menulis esai itu lebih terstruktur.

Writer : Bagaimana outlining membantu Anda merencanakan ide?

Narasumber 2 : Itu mempermudah aja sih, kayak lebih terstruktur.

Writer : Apakah outlining membuat tulisan Anda lebih jelas atau fokus? Mengapa?

Narasumber 2 : ya, lebih jelas karena dengan outlining saya sudah mengetahui urutan ide yang akan ditulis sehingga tidak keluar dari topik

Writer : Kesulitan apa yang Anda alami saat membuat outline?

Narasumber 2 : kekurangan vocabulary

Writer : Apakah Anda suka atau tidak suka menggunakan outline? Mengapa?

Narasumber 2 : sangat suka karena mempermudah kita dalam membuat essay

Writer : Apakah Anda pernah menggunakan outlining sebelum masuk mata kuliah Writing?

Narasumber 2 : tidak pernah

Writer : Apakah outlining membuat Anda lebih percaya diri saat menulis?

Narasumber 2 : Membuat lebih percaya diri.

Lebih percaya diri di bagian apa?

Bagian membuatnya itu kayak lebih terstruktur Itu

Writer : Menurut Anda, apakah outlining diperlukan dalam penulisan deskriptif?

Narasumber 2 : Iya, sangat diperlukan

Dalam kondisi apa outlining paling dibutuhkan?

Saat brainstorming.

Writer : Bagaimana penilaian Anda terhadap kemampuan Anda membuat outline yang efektif?

Narasumber 2 : Lumayan bagus

Writer : Manfaat apa yang Anda rasakan ketika menggunakan outlining sebagai strategi prapenulisan?

Narasumber 2 : Manfaatnya itu lebih mempermudah kita dalam membuat essay.

Writer : Apakah outlining membantu Anda mengorganisasi ide dengan lebih mudah?

Narasumber 2 : iya

Apa yang terjadi jika Anda menulis tanpa menggunakan outlining?

Bingung, lebih kayak bingung, nggak terstruktur gitu.

Writer : Apakah outlining membuat proses menulis lebih cepat atau lebih lambat? Mengapa?

Narasumber 2 : Lebih cepat, karena sudah terstruktur tadi.

Writer : Bagaimana outlining meningkatkan kualitas esai deskriptif Anda?

Narasumber 2 : Jadi itu lebih mempermudah dalam membuat essay. Kayak lebih struktur dari introduction, body paragraph, dan conclusion-nya.

Writer : Bagian apa yang paling menantang dalam membuat outline?

Narasumber 2 : Body paragraph.

Writer : Apakah Anda kesulitan memilih detail atau menyusun urutan ide?

Narasumber 2 : gak juga karena saya biasanya mengikuti struktur outline yang sudah dibuat sebelumnya

Writer : Bagaimana perasaan Anda ketika diwajibkan membuat outline?

Narasumber 2 : Senang

Narasumber 3

Writer : Bagaimana Anda mendefinisikan outlining dalam penulisan esai deskriptif?

Narasumber 3 : Outlining itu dalam kata lain adalah kerangka atau step awal yang kita buat untuk mempersiapkan Essay Descriptive.

Writer : Apa tujuan utama penggunaan outline sebelum menulis?

Narasumber 3 : Menggunakan outline sebelum menulis itu untuk mempermudah per section-nya misalnya di bagian introduction, lalu di paragraph, dan diakhiri dengan conclusion.

Writer : Bagaimana outlining membantu Anda merencanakan ide?

Narasumber 3 : Outlining sangat membantu saya membuat ide karena saya dapat membedakan bagian topik sentence dan juga supporting sentence nya.

Writer : Apakah outlining membuat tulisan Anda lebih jelas atau fokus? Mengapa?

Narasumber 3 : Ya, outlining membantu saya untuk membuat tulisan saya lebih fokus karena di setiap bodi paragraph Topic sentence harus disupport dengan supporting sentence, minimal 3 supporting sentence lalu dikonfusikan sehingga tidak kemana-mana

Writer : Kesulitan apa yang Anda alami saat membuat outline?

Narasumber 3 : Kesulitan yang utama itu di bagian introduction, khususnya di bagian background karena kita dibaksa untuk mencari tahu latar belakang dari judul esai kita. Lalu di bagian yang lain itu di segi grammatical dan juga vocabulary. Karena banyak kata-kata yang kurang saya ketahui untuk menulis sebuah esai.

Writer : Apakah Anda suka atau tidak suka menggunakan outline? Mengapa?

Narasumber 3 : Saya sangat suka menggunakan outline karena teks esai saya menjadi lebih jelas kesimpulannya.

Writer : Apakah Anda pernah menggunakan outlining sebelum masuk mata kuliah Writing?

Narasumber 3 : belum pernah

Writer : Apakah outlining membuat Anda lebih percaya diri saat menulis?

Narasumber 3 : Iya, karena ketika menggunakan outline, saya dapat membedakan tiap bodi paragraph yang saya tuliskan di essay saya. Misalnya di bodi paragraf pertama, bodi paragraf kedua, dan bodi paragraf tiga.

Writer : Menurut Anda, apakah outlining diperlukan dalam penulisan deskriptif?

Narasumber 3 : Iya, sangat diperlukan apalagi di konteks deskriptif harus disupport dengan beberapa aspek seperti taste, sight, dan lain-lain. Sehingga itu sangat membantu saya dalam membuat tiap paragraph secara rinci dan jelas.

Writer : Bagaimana penilaian Anda terhadap kemampuan Anda membuat outline yang efektif?

Narasumber 3 : Saya sangat percaya diri bisa membuat outline yang baik, karena template-nya di beberapa essay itu sama. Selalu ada intro, selalu ada paragraph, dan juga selalu ada conclusion. Sehingga saya sangat percaya diri ketika menulis essay.

Writer : Manfaat apa yang Anda rasakan ketika menggunakan outlining sebagai strategi prapenulisan?

Narasumber 3 : Ya, sangatlah bermanfaat bagi saya membuat outline sebelum menulis, karena saya lebih tahu apa topiknya, apa urgensinya, dan apa saja aspek topik sentence yang harus saya tuangkan di bagian tesis statementnya.

Writer : Apakah outlining membantu Anda mengorganisasi ide dengan lebih mudah?

Narasumber 3 : Iya, setiap outlining saya selalu membrainstorming kata-kata lalu saya tuangkan sehingga saya lebih gampang mengorganisasikan tiap kata ke dalam kalimat di outline dengan sangat jelas.

Writer : Apakah outlining membuat proses menulis lebih cepat atau lebih lambat? Mengapa

Narasumber 3 : Membuat outline sebenarnya agak membuat waktu lebih lama, tetapi ketika membuat esainya dipermudah waktunya karena sudah memiliki kerangka yang jelas. Sehingga di bagian teks itu hanya perlu untuk menambahkan beberapa kata yang lain atau kalimat yang lain.

Writer : Bagaimana outlining meningkatkan kualitas esai deskriptif Anda?

Narasumber 3 : Ketika sudah mengenal Outlining, saya memiliki panduan yang jelas dalam membuat teks deskriptif yang fokus utamanya adalah untuk mendeskripsikan sesuatu sehingga tidak out of context

Writer : Bagian apa yang paling menantang dalam membuat outline?

Narasumber 3 : bagian yang paling menantang ketika membuat outline itu adalah bagian menambahkan supporting sentence dan juga mengkonklusikan dan mentransisikan satu paragraf ke paragraf yang lain

Writer : Apakah Anda kesulitan memilih detail atau menyusun urutan ide?

Narasumber 3 : Jika menggunakan outline, saya tidak kesulitan menambahkan beberapa ide, tapi kesulitannya di bagian vocabulary atau kata-kata sinonim yang harus saya masukkan di essay saya.

Writer : Bagaimana perasaan Anda ketika diwajibkan membuat outline?

Narasumber 3 : Saya merasa sangat senang dan sangat Mengapresiasi jika selalu ada outline sebelum esai, menulis esai karena lebih mempermudah dalam penulisan esai.

Narasumber 4

Writer : Bagaimana Anda mendefinisikan outlining dalam penulisan esai deskriptif?

Narasumber 4 : Outlining itu kayak kerangka atau rencana awal tulisan yang berisi poin-poin utama yang akan dikembangkan menjadi paragraf.

Writer : Apa tujuan utama penggunaan outline sebelum menulis?

Narasumber 4 : Agar mempermudah pembuatan essay.

Writer : Bagaimana outlining membantu Anda merencanakan ide?

Narasumber 4 : Membantu saya untuk membedakan introduction, body paragraph, dan conclusion.

Writer : Apakah outlining membuat tulisan Anda lebih jelas atau fokus? Mengapa?

Narasumber 4 : iya karena saya sudah memiliki gambaran isi tulisan dari awal hingga akhir.

Writer : Kesulitan apa yang Anda alami saat membuat outline?

Narasumber 4 : kekurangan vocabulary

Writer : Apakah Anda suka atau tidak suka menggunakan outline?
Mengapa?

Narasumber 4 : Suka karena lebih terarah nantinya.

Writer : Apakah Anda pernah menggunakan outlining sebelum masuk mata kuliah Writing?

Narasumber 4 : Belum, karena saya belum menal di mata kuliah itu tersebut.

Writer : Apakah outlining membuat Anda lebih percaya diri saat menulis?

Narasumber 4 : Lebih percaya diri karena nanti akan terarah membuat essay.

Writer : Menurut Anda, apakah outlining diperlukan dalam penulisan deskriptif?

Narasumber 4 : perlu

Writer : Bagaimana penilaian Anda terhadap kemampuan Anda membuat outline yang efektif?

Narasumber 4 : bagus meskipun masih perlu latihan agar lebih detail dalam menyusun ide

Writer : Manfaat apa yang Anda rasakan ketika menggunakan outlining sebagai strategi prapenulisan?

Narasumber 4 : Manfaatnya mempermudah saya untuk Membuat esai yang terstruktur

Writer : Apakah outlining membantu Anda mengorganisasi ide dengan lebih mudah?

Narasumber 4 : Sangat membantu
Apa yang terjadi jika Anda mengorganisasikan ide tanpa menggunakan outline?
Mungkin kalau nggak pakai outline itu dia jadi berantakan itu nggak terstruktur nantinya

Writer : Apakah outlining membuat proses menulis lebih cepat atau lebih lambat? Mengapa?

Narasumber 4 : Lebih cepat, kan dia udah dijadiin satu ide-idenya. Nah terus, dia bisa dijabarkan dan itu bisa membuat essay lebih cepat.

Writer : Bagaimana outlining meningkatkan kualitas esai deskriptif Anda?

Narasumber 4 : lebih nyambung dan lebih panjang

Writer : Bagian apa yang paling menantang dalam membuat outline?

Narasumber 4 : mengumpulkan ide

Writer : Apakah Anda kesulitan memilih detail atau menyusun urutan ide?

Narasumber 4 : iya,

Apa yang membuat kesulitan dalam memilih detail?

Karena tidak boleh terlalu banyak pengulangan kata yang sama

Writer : Bagaimana perasaan Anda ketika diwajibkan membuat outline?

Narasumber 4 : senang, karena itu mempermudah kita membuat esai

Narasumber 5

Writer : Bagaimana Anda mendefinisikan outlining dalam penulisan esai deskriptif?

Narasumber 5 : Outlining itu adalah rencana sederhana yang kita buat sebelum menulis esai deskriptif, supaya kita tahu apa saja yang harus kita jelaskan dan detail apa saja yang harus kita bahas di dalam esai tersebut.

Writer : Apa tujuan utama penggunaan outline sebelum menulis?

Narasumber 5 : Tentunya agar ide yang kita tuangkan lebih teratur sebelum kita memulai menulis.

Writer : Bagaimana outlining membantu Anda merencanakan ide?

Narasumber 5 : Outlining dapat membantu saya dalam merencanakan ide karena dapat membuat tulisan lebih terstruktur.

Writer : Apakah outlining membuat tulisan Anda lebih jelas atau fokus? Mengapa?

Narasumber 5 : Ya tentunya outlining membuat tulisan saya lebih jelas karena saya tahu di mana letak kalimat-kalimat yang harus saya letakkan.

Writer : Kesulitan apa yang Anda alami saat membuat outline?

Narasumber 5 : kesulitan saya dalam membuat outline itu yaitu dalam mencari ide karena sering buntu

Writer : Apakah Anda suka atau tidak suka menggunakan outline?

Mengapa?

Narasumber 5 : saya suka menggunakan outline karena mempermudah saya dalam menulis esay

Writer : Apakah Anda pernah menggunakan outlining sebelum masuk mata kuliah Writing?

Narasumber 5 : belum pernah

Writer : Apakah outlining membuat Anda lebih percaya diri saat menulis?

Narasumber 5 : Ya, membuat outline sebelum menulis membuat saya lebih percaya diri. Karena saya tahu apa yang harus saya tulis.

Writer : Menurut Anda, apakah outlining diperlukan dalam penulisan deskriptif?

Narasumber 5 : ya Diperlukan karena saya tahu bagian mana yang harus saya tuangkan Misalnya di bagian introduction ada hook, background, dan test statement Di body balance craft tentunya ada topic sentence, supporting sentence, dan terakhir ada conclusion Jadi itu memudahkan saya

Writer : Bagaimana penilaian Anda terhadap kemampuan Anda membuat outline yang efektif?

Narasumber 5 : Cukup bagus, karena saya sudah bisa

Writer : Manfaat apa yang Anda rasakan ketika menggunakan outlining sebagai strategi prapenulisan?

Narasumber 5 : Manfaat yang saya dapatkan ketika saya membuat Outlining terlebih dahulu bisa membantu saya dalam mentransisi kalimat yang akan saya tuangkan di dalam essay tersebut.

Writer : Apakah outlining membantu Anda mengorganisasi ide dengan lebih mudah?

Narasumber 5 : iya karena outline membantu saya menyusun ide secara sistematis sebelum ditulis.

Writer : Apakah outlining membuat proses menulis lebih cepat atau lebih lambat? Mengapa?

Narasumber 5 : Outlining membuat saya menulis lebih cepat karena sebelum menulis saya sudah membuat kerangka sebelum menulis.

Writer : Bagaimana outlining meningkatkan kualitas esai deskriptif Anda?

Narasumber 5 : Saya merasa dengan membuat outlining, membuat tulisan saya lebih teratur, jelas, dan terstruktur.

Writer : Bagian apa yang paling menantang dalam membuat outline?

Narasumber 5 : Bagian body paragraph Karena di sana ada topic sentence dan supporting sentence.

Writer : Apakah Anda kesulitan memilih detail atau menyusun urutan ide?

Narasumber 5 : ya dengan kesulitan dalam menyusun kalimat

Writer : Bagaimana perasaan Anda ketika diwajibkan membuat outline?

Narasumber 5 : Perasaan saya sangat senang karena dapat memudahkan kita dalam menulis esai

Narasumber 6

Writer : Bagaimana Anda mendefinisikan outlining dalam penulisan esai deskriptif?

Narasumber 6 : Menurut saya, proses outlining yaitu membuat garis besar yang telah kita dapatkan melalui proses brainstorming. Setelah kita mendapatkan hasil yang sesuai yang kita inginkan melalui brainstorming, maka proses outlining tersebut membuat ke mana arah esai yang akan kita tulis selanjutnya.

Writer : Apa tujuan utama penggunaan outline sebelum menulis?

Narasumber 6 : Tujuan utamanya yaitu untuk menentukan paragraf-paragraf serta isi yang terdapat di dalam esai tersebut. Seperti outline untuk paragraf pertama yang berisi tesis, hook dan sebagainya. Dan paragraf kedua yang berisi main poinnya.

Writer : Bagaimana outlining membantu Anda merencanakan ide?

Narasumber 6 : Outlining membantu saya untuk merancang esai yang sempurna. Dengan outlining yang bagus, maka proses penulisan esai akan terasa sangat mudah.

Writer : Apakah outlining membuat tulisan Anda lebih jelas atau fokus? Mengapa?

Narasumber 6 : Iya dengan menggunakan outlining, maka tulisan saya akan lebih jelas dan berfokus terhadap topik yang dibahas.

Writer : Kesulitan apa yang Anda alami saat membuat outline?

Narasumber 6 : Kesulitan yang saya alami dalam proses pembuatan outline yaitu pada bagian hooknya. Kadang saya merasa kesulitan menentukan kalimat mana yang bisa menarik membaca karya yang akan saya tulis.

Writer : Apakah Anda suka atau tidak suka menggunakan outline? Mengapa?

Narasumber 6 : Sejauh ini, saya lebih condong ke arah suka terhadap penggunaan outline dalam penulisan essay. Karena, menurut saya, essay itu seperti kerangka bangunan, yang mana jika kerangka tersebut tidak bagus, maka essay tersebut kemungkinan besar akan jelek atau tidak bagus.

Writer : Apakah Anda pernah menggunakan outlining sebelum masuk mata kuliah Writing?

Narasumber 6 : belum pernah

Writer : Apakah outlining membuat Anda lebih percaya diri saat menulis?

Narasumber 6 : Menggunakan outlining membuat saya lebih percaya diri dalam membuat esai

Pada bagian apa yang biasanya membuat Anda lebih percaya diri?

Pada bagian pembuatan paragraf-paragrafnya. Karena disitu saya bisa menuangkan ide-ide yang telah saya simpan sebelumnya.

Writer : Menurut Anda, apakah outlining diperlukan dalam penulisan deskriptif?

Narasumber 6 : Menurut saya sangat perlu Karena seperti jawaban saya sebelumnya, Outlining itu seperti kerangka bangunan.

Writer : Bagaimana penilaian Anda terhadap kemampuan Anda membuat outline yang efektif?

Narasumber 6 : Pada pandangan saya terhadap diri saya sendiri, saya merasa cukup puas dalam kemampuan saya untuk membuat outlining dalam penulisan essay.

Writer : Manfaat apa yang Anda rasakan ketika menggunakan outlining sebagai strategi prapenulisan?

Narasumber 6 : Perasaan yang saya dapatkan yaitu tentu saja lebih nyaman serta lebih lega dalam penulisan essay.

Writer : Apakah outlining membantu Anda mengorganisasi ide dengan lebih mudah?

Narasumber 6 : Tentu saja, outlining membantu saya mengorganisasi ide yang akan saya kembangkan.

Writer : Apakah outlining membuat proses menulis lebih cepat atau lebih lambat? Mengapa?

Narasumber 6 : Berdasarkan pandangan saya sejauh ini, proses outlining malah membantu saya membuat lebih cepat essay yang akan saya tulis.

Writer : Bagaimana outlining meningkatkan kualitas esai deskriptif Anda?

Narasumber 6 : Dengan penggunaan outlining, maka kualitas tulisan yang saya tulis lebih tertata. Maka jika tulisan tertata, lebih berkualitas tulisan tersebut dihasilkan.

Writer : Bagian apa yang paling menantang dalam membuat outline?

Narasumber 6 : Bagian paling menantang dalam penulis pembuatan online, yaitu pada bagian conclusion. Di mana saya perlu melakukan cross-check serta para pressing untuk menentukan apa kesimpulan yang paling bagus dari essay yang telah saya tulis.

Writer : Apakah Anda kesulitan memilih detail atau menyusun urutan ide?

Narasumber 6 : tidak

Writer : Bagaimana perasaan Anda ketika diwajibkan membuat outline?

Narasumber 6 : Perasaan saya lebih kebiasaan saja karena menurut saya itu adalah hal yang wajib diperlukan dalam pembuatan essay.

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Narasumber 7

Writer : Bagaimana Anda mendefinisikan outlining dalam penulisan esai deskriptif?

Narasumber 7 : Outlining itu adalah sebuah struktur dasar dari pembuatan esay, dimana itu bertujuan untuk memberi kita arahan dalam pembuatan esay.

Writer : Apa tujuan utama penggunaan outline sebelum menulis?

Narasumber 7 : Seperti yang sudah saya sampaikan tadi, itu sebagai petunjuk utama atau arahan dalam pembuatan sebuah esai

Writer : Bagaimana outlining membantu Anda merencanakan ide?

Narasumber 7 : Outlining dapat membantu saya karena saat membuat outline saya menjadi lebih tahu hal-hal atau ide-ide yang harus saya sampaikan melalui tulisan saya

Writer : Apakah outlining membuat tulisan Anda lebih jelas atau fokus? Mengapa?

Narasumber 7 : Iya, dikarenakan sudah memiliki tujuan dan arahan yang sudah jelas, tulisan saya menjadi lebih jelas dan lebih fokus.

Writer : Kesulitan apa yang Anda alami saat membuat outline?

Narasumber 7 : Biasanya saya menentukan urutan dari setiap paragrafnya. Itulah kesulitan saya.

Writer : Apakah Anda suka atau tidak suka menggunakan outline? Mengapa?

Narasumber 7 : Saya sangat suka menggunakan outline dikarenakan itu bisa mempermudah dalam penulisan esay.

Writer : Apakah Anda pernah menggunakan outlining sebelum masuk mata kuliah Writing?

Narasumber 7 : Sebelum pada mata kuliah esay writing, saya tidak pernah menggunakan outline. Saya baru mempelajarinya pada saat mengikuti mata kuliah esay writing.

Writer : Apakah outlining membuat Anda lebih percaya diri saat menulis?

Narasumber 7 : Ya, dikarenakan ada arahan dan tujuan yang jelas dari outline. Berdasarkan outline tersebut membuat saya lebih percaya diri dalam menulis esai.

Writer : Menurut Anda, apakah outlining diperlukan dalam penulisan deskriptif?

Narasumber 7 : Tentu sangat diperlukan. Jika ingin kualitas dari esai deskriptif itu lebih bagus.

Writer : Bagaimana penilaian Anda terhadap kemampuan Anda membuat outline yang efektif?

Narasumber 7 : Untuk penilaian saya terhadap kemampuan saya sendiri, saya rasa biasa saja. Meskipun saya mampu untuk membuatnya, tapi mungkin ada beberapa bagian yang masih perlu untuk ditingkatkan.

Writer : Manfaat apa yang Anda rasakan ketika menggunakan outlining sebagai strategi prapenulisan?

Narasumber 7 : Manfaat yang saya alami yaitu kejelasan arah dan membantu untuk menghilangkan blank pada saat penulisan essay.

Writer : Apakah outlining membantu Anda mengorganisasi ide dengan lebih mudah?

Narasumber 7 : Ya, karena kan kita sudah menuangkan ide-ide kita pada outlining, kita akan lebih tahu dan ide-ide yang akan kita tulis itu lebih terorganisir.

Writer : Apakah outlining membuat proses menulis lebih cepat atau lebih lambat? Mengapa?

Narasumber 7 : Menurut saya lebih cepat dikarenakan kita sudah tahu bagaimana cara bagaimana apa saja paragraf pertama yang akan kita buat dan paragraf-paragraf selanjutnya daripada tidak menggunakan itu yang kadang kita harus berhenti sebentar untuk berpikir jadi saya rasa ya mempercepat

Writer : Bagaimana outlining meningkatkan kualitas esai deskriptif Anda?

Narasumber 7 : Outlining itu memang meningkatkan kualitas essay deskriptif saya, dikarenakan dengan penuangan ide dan di konsep outline tersebut membuat hal yang ingin saya sampaikan melalui tulisan itu menjadi lebih jelas dan tentu saja lebih berkualitas.

Writer : Bagian apa yang paling menantang dalam membuat outline?

Narasumber 7 : Itu menurut saya hook, karena saya sedikit kesulitan dalam menentukan kalimat yang bisa menarik membaca.

Writer : Apakah Anda kesulitan memilih detail atau menyusun urutan ide?

Narasumber 7 : Saya lebih kesulitan dalam menyusun urutan ide

Writer : Bagaimana perasaan Anda ketika diwajibkan membuat outline?

Narasumber 7 : Saya justru merasa senang. Biasa saja lebih tepatnya. Karena itu memang sudah kewajiban dari memang itu adalah sebuah hal yang harus dilakukan sebelum membuatnya saya.

Narasumber 8

Writer : Bagaimana Anda mendefinisikan outlining dalam penulisan esai deskriptif?

Narasumber 8 : Outlining dalam penulisan esai itu saya bisa definisikan sebagai hal yang sangat penting karena dapat membantu untuk mengerjakan esai

Writer : Apa tujuan utama penggunaan outline sebelum menulis?

Narasumber 8 : Penggunaan outline sebelum menulis tentu saja untuk ide yang sudah ada di brainstorming dari outlining lalu di outlining kali itu agar nanti mempermudah dalam esainya.

Writer : Bagaimana outlining membantu Anda merencanakan ide?

Narasumber 8 : Jadi Outlining itu kan berdasarkan ada formatnya, Introduction, Body Progress, dan Conclusion. Nah, karena sudah diformat, sudah teratur, maka itu nanti pas waktu bikin esainya itu mempermudah saya dalam menyimpulkan kata-katanya lagi.

Writer : Apakah outlining membuat tulisan Anda lebih jelas atau fokus? Mengapa?

Narasumber 8 : Outlining sebenarnya membuat tulisan saya lebih spesifik ya, maksudnya tidak keluar dari topik yang akan dibahas.

Writer : Kesulitan apa yang Anda alami saat membuat outline?

Narasumber 8 : Dalam membuat outlining, tentu saja tuh pada bagian body paragraph, karena ada bagian topik, subtopik, dan itu tuh harus berkaitan ya, jadi itu lumayan susah buat saya.

Writer : Apakah Anda suka atau tidak suka menggunakan outline? Mengapa?

Narasumber 8 : Jawabannya suka, karena sesuai jawaban saya yang pertama itu mempermudah saya dalam membuat essay saya, juga itu merapikan format-formatnya itu lebih menyenangkan bagi saya.

Writer : Apakah Anda pernah menggunakan outlining sebelum masuk mata kuliah Writing?

Narasumber 8 : Pernah, tapi tidak selengkap itu. Mungkin saja hanya beberapa kayak awalan paragrafnya seperti ini, topiknya ini, dan sub topiknya ini

Writer : Apakah outlining membuat Anda lebih percaya diri saat menulis?

Narasumber 8 : Kalau menghilangkan kepercayaan diri tidak, tapi menimbulkan kepercayaan diri saya dalam menulis. Maksudnya karena saya sudah punya outlining, saya sudah punya kosa katanya untuk membuat essaynya nanti.

Writer : Menurut Anda, apakah outlining diperlukan dalam penulisan deskriptif?

Narasumber 8 : kalau menurut saya itu berguna karena outline-nya untuk descriptive ya salah berguna sih karena dengan mendeskripsikan kan kita perlu bagian-bagian tertentu gitu.

Writer : Bagaimana penilaian Anda terhadap kemampuan Anda membuat outline yang efektif?

Narasumber 8 : Mungkin belum begitu bagus tapi setidaknya sudah ada peningkatan dari yang saya nggak tahu nulis apa jadi tahu gitu.

Writer : Manfaat apa yang Anda rasakan ketika menggunakan outlining sebagai strategi prapenulisan?

Narasumber 8 : Mempermudah saya mengingat tujuan dan interest saya. Terus juga nanti saya tahu bagaimana format yang ada di essay saya, apa saja yang akan saya tuliskan.

Writer : Apakah outlining membantu Anda mengorganisasi ide dengan lebih mudah?

Narasumber 8 : iya karena ide-ide yang sudah disusun dalam outline menjadi lebih terarah saat ditulis

Writer : Apakah outlining membuat proses menulis lebih cepat atau lebih lambat? Mengapa?

Narasumber 8 : Tidak terlalu cepat dan juga tidak terlalu lambat.

Writer : Bagaimana outlining meningkatkan kualitas esai deskriptif Anda?

Narasumber 8 : Oh, itu karena tadi sudah dibagi bagian-bagiannya. Jadi tahu nanti bagian ini, bagian ini biasanya di paragraph ini. Jadi tidak tercampur berurutan

Writer : Bagian apa yang paling menantang dalam membuat outline?

Narasumber 8 : Body paragraph.

Mengapa body paragraph yang sulit?

karena dibawah-bawah itu dia saling berkaitan, terus juga kita harus menentukan topiknya dulu kalau misalnya topiknya, subtopiknya itu atau supporting topiknya itu melenceng dari topik yang akan kita bahas itu nanti esai kita jadi kurang enak untuk dibaca

Writer : Apakah Anda kesulitan memilih detail atau menyusun urutan ide?
 Narasumber 8 : menyusun urutan ide

Writer : Bagaimana perasaan Anda ketika diwajibkan membuat outline?
 Narasumber 8 : dibilang senang juga engga, dibilang kesel juga engga.
 jadi lebih suka diwajibkan atau tidak?
 kalau untuk essay, saya lebih suka diwajibkan sih

Narasumber 9

Writer : Bagaimana Anda mendefinisikan outlining dalam penulisan esai deskriptif?

Narasumber 9 : Outlining menurut saya, untuk membantu saya menulis esai agar lebih terstruktur.

Writer : Apa tujuan utama penggunaan outline sebelum menulis?

Narasumber 9 : Agar esainya lebih tertata dan struktur.

Writer : Bagaimana outlining membantu Anda merencanakan ide?

Narasumber 9 : Dengan Outlining membantu saya lebih jelas dalam menulis esai. Saya tidak keluar dari jalur, tidak nyampur-nyampur idenya.

Writer : Apakah outlining membuat tulisan Anda lebih jelas atau fokus? Mengapa?

Narasumber 9 : Membantu membuat tulisan saya lebih jelas. Tanpa outlining itu saya kadang topik-topik lainnya dicampur ke dalam satu paragraf gitu

Writer : Kesulitan apa yang Anda alami saat membuat outline?

Narasumber 9 : mikirin ide

Writer : Apakah Anda suka atau tidak suka menggunakan outline? Mengapa?

Narasumber 9 : suka karena tulisan esai saya lebih jelas arahnya serta memberikan rasa nyaman saat menulis

Writer : Apakah Anda pernah menggunakan outlining sebelum masuk mata kuliah Writing?

Narasumber 9 : belum pernah

Writer : Apakah outlining membuat Anda lebih percaya diri saat menulis?

Narasumber 9 : lebih percaya diri, terlebih dalam mengembangkan tulisan

Writer : Menurut Anda, apakah outlining diperlukan dalam penulisan deskriptif?

Narasumber 9 : Tentu saja diperlukan agar sesuai dan jelas

Writer : Bagaimana penilaian Anda terhadap kemampuan Anda membuat outline yang efektif?

Narasumber 9 : kemampuan saya tidak bagus itu

Writer : Manfaat apa yang Anda rasakan ketika menggunakan outlining sebagai strategi prapenulisan?

Narasumber 9 : penulisan menjadi jelas terlebih pada bidang akademik

Writer : Apakah outlining membantu Anda mengorganisasi ide dengan lebih mudah?

Narasumber 9 : iya, jika saya menulis tanpa outline ide yang saya miliki menjadi kacau dan tidak beraturan

Writer : Apakah outlining membuat proses menulis lebih cepat atau lebih lambat? Mengapa?

Narasumber 9 : Lebih cepat, karena kan udah tau tujuannya dari outliningnya.

Writer : Bagaimana outlining meningkatkan kualitas esai deskriptif Anda?

Narasumber 9 : membantu saya dalam penulisan lebih jelas strukturnya Apa yang mau saya sampaikan itu tersampaikan dari ide-ide yang sudah saya tulis di onlining

Writer : Bagian apa yang paling menantang dalam membuat outline?

Narasumber 9 : mencari ide kerana Nanti apakah ide nya nyambung gak sama yang topik ini.

Writer : Apakah Anda kesulitan memilih detail atau menyusun urutan ide?

Narasumber 9 : menyusun ide

Writer : Bagaimana perasaan Anda ketika diwajibkan membuat outline?

Narasumber 9 : tidak terlalu berpengaruh pada perasaan, masih seperti biasanya

Narasumber 10

Writer : Bagaimana Anda mendefinisikan outlining dalam penulisan esai deskriptif?

Narasumber 10 : Menurut saya, outlining dalam penulisan esai deskriptif adalah proses membuat rencana atau kerangka tulisan sebelum mulai menulis agar ide-ide dapat tersusun dengan jelas.

Writer : Apa tujuan utama penggunaan outline sebelum menulis?

Narasumber 10 : Tujuannya agar penulis lebih mudah mengatur topik utama dan detail yang ingin dijelaskan sehingga tulisan tidak melebar ke mana-mana.

Writer : Bagaimana outlining membantu Anda merencanakan ide?

Narasumber 10 : Dengan membuat outline, saya bisa merencanakan apa yang akan ditulis di setiap bagian sehingga ide-ide lebih terarah.

Writer : Apakah outlining membuat tulisan Anda lebih jelas atau fokus? Mengapa?

Narasumber 10 : Ya, karena dengan outline tulisan menjadi lebih fokus dan tidak keluar dari topik yang dibahas.

Writer : Kesulitan apa yang Anda alami saat membuat outline?

Narasumber 10 : Saya kadang merasa kesulitan dalam menentukan detail yang paling penting dan menyusun urutan ide yang tepat.

Writer : Apakah Anda suka atau tidak suka menggunakan outline? Mengapa?

Narasumber 10 : Saya cukup suka menggunakan outline karena membantu mempermudah proses menulis.

Writer : Apakah Anda pernah menggunakan outlining sebelum masuk mata kuliah Writing?

Narasumber 10 : Sebelum masuk mata kuliah Writing, saya jarang menggunakan outline.

Writer : Apakah outlining membuat Anda lebih percaya diri saat menulis?

Narasumber 10 : Ya, outlining membuat saya lebih percaya diri karena saya sudah memiliki gambaran tentang apa yang akan ditulis.

Writer : Menurut Anda, apakah outlining diperlukan dalam penulisan deskriptif?

Narasumber 10 : Menurut saya outlining sangat diperlukan dalam penulisan deskriptif.

Writer : Bagaimana penilaian Anda terhadap kemampuan Anda membuat outline yang efektif?

Narasumber 10 : Saya merasa kemampuan saya dalam membuat outline masih perlu dilatih agar bisa lebih efektif.

Writer : Manfaat apa yang Anda rasakan ketika menggunakan outlining sebagai strategi prapenulisan?

Narasumber 10 : Manfaatnya adalah membantu saya mengorganisasi ide dan mempermudah dalam menyusun tulisan.

Writer : Apakah outlining membantu Anda mengorganisasi ide dengan lebih mudah?

Narasumber 10 : Ya, outlining membantu saya mengorganisasi ide menjadi lebih rapi dan terstruktur.

Writer : Apakah outlining membuat proses menulis lebih cepat atau lebih lambat? Mengapa?

Narasumber 10 : Di awal mungkin terasa lebih lambat, tetapi pada akhirnya outlining membantu proses menulis menjadi lebih mudah.

Writer : Bagaimana outlining meningkatkan kualitas esai deskriptif Anda?

Narasumber 10 : Outlining membantu meningkatkan kualitas tulisan karena membuat ide lebih terstruktur dan jelas.

Writer : Bagian apa yang paling menantang dalam membuat outline?

Narasumber 10 : Bagian yang paling menantang adalah menentukan detail penting yang harus dimasukkan dalam outline

Writer : Apakah Anda kesulitan memilih detail atau menyusun urutan ide?

Narasumber 10 : Ya, saya masih merasa kesulitan dalam memilih detail yang tepat dan menyusun urutan ide yang sesuai.

Writer : Bagaimana perasaan Anda ketika diwajibkan membuat outline?

Narasumber 10 : Saya merasa cukup positif karena outlining membantu saya dalam proses menulis meskipun membutuhkan waktu di awal.

APPENDIX II

No	Nara sumber	Pertanyaan	Jawaban/Kutipan	Kode Awal	Sub-tema	Tema
1	N1	Definisi outlining dalam esai deskriptif	Outline dibagi 3 bagian: introduction (subjek & hook), body paragraph (sensory details: sight, sound, smell, taste, touch), conclusion.	Pemahaman struktur outlining; sensory details	Pemahaman Konsep Outlining	Persepsi Positif terhadap Outlining
	N2		Outlining adalah kerangka/rencana struktur sebelum menulis: introduction, body paragraph, conclusion.	Pemahaman struktur dasar	Pemahaman Konsep Outlining	
	N3		Outlining adalah kerangka/step awal untuk mempersiapkan esai deskriptif.	Outlining sebagai kerangka awal	Pemahaman Konsep Outlining	
	N4		Outlining adalah kerangka/rencana awal berisi poin-poin utama yang dikembangkan menjadi paragraf.	Rencana pengembangan poin	Pemahaman Konsep Outlining	
	N5		Outlining adalah rencana sederhana sebelum menulis agar tahu apa yang harus dijelaskan.	Rencana pra-penulisan	Pemahaman Konsep Outlining	
	N6		Outlining adalah membuat garis besar dari hasil brainstorming yang menentukan arah esai.	Garis besar dari brainstorming	Pemahaman Konsep Outlining	
	N7		Outlining adalah struktur dasar esai yang memberikan	Struktur dasar; arahan	Pemahaman Konsep	

No	Nara sumber	Pertanyaan	Jawaban/Kutipan	Kode Awal	Sub-tema	Tema
			arahan dalam penulisan.	penulisan	Outlining	
	N8		Outlining sangat penting karena membantu mengerjakan esai.	Kepentingan outlining; membantu pengerjaan	Pemahaman Konsep Outlining	
	N9		Outlining membantu menulis esai agar lebih terstruktur.	Terstruktur; bantuan penulisan	Pemahaman Konsep Outlining	
	N10		Outlining adalah membuat rencana/kerangka tulisan sebelum menulis agar ide tersusun jelas.	Rencana/kerangka; ide tersusun	Pemahaman Konsep Outlining	
2	N1	Apakah suka menggunakan outline? Mengapa?	Sangat suka, karena lebih mudah membuat teks.	Sikap positif; kemudahan penulisan	Sikap Positif terhadap Outlining	Persepsi Positif terhadap Outlining
	N2		Sangat suka karena mempermudah dalam membuat essay.	Sikap positif; kemudahan	Sikap Positif terhadap Outlining	
	N3		Sangat suka karena teks esai menjadi lebih jelas kesimpulannya.	Sikap positif; kejelasan teks	Sikap Positif terhadap Outlining	
	N4		Suka karena lebih terarah.	Sikap positif; terarah	Sikap Positif terhadap Outlining	
	N5		Suka karena mempermudah menulis esai.	Sikap positif; kemudahan	Sikap Positif terhadap Outlining	

No	Nara sumber	Pertanyaan	Jawaban/Kutipan	Kode Awal	Sub-tema	Tema
	N6		Lebih condong suka; outline seperti kerangka bangunan, jika tidak bagus esai akan jelek.	Metafora kerangka bangunan; kualitas esai bergantung outline	Sikap Positif terhadap Outlining	
	N7		Sangat suka karena mempermudah penulisan esai.	Sikap positif; kemudahan	Sikap Positif terhadap Outlining	
	N8		Suka, mempermudah membuat essay dan merapikan format.	Sikap positif; kerapian format	Sikap Positif terhadap Outlining	
	N9		Suka karena tulisan esai lebih jelas arahnya dan nyaman saat menulis.	Sikap positif; kenyamanan	Sikap Positif terhadap Outlining	
	N10		Cukup suka karena membantu proses menulis.	Sikap positif; kemudahan	Sikap Positif terhadap Outlining	
3	N1	Apakah outlining membantu fokus? / Bagaimana merencanakan ide?	Membantu fokus; dengan outline sudah tahu runtunan yang akan dibuat.	Fokus penulisan; perencanaan ide	Organisasi Ide dan Fokus	Manfaat Outlining dalam Penulisan
	N2		Lebih jelas karena sudah mengetahui urutan ide sehingga tidak keluar topik.	Urutan ide; tidak keluar topik	Organisasi Ide dan Fokus	
	N3		Membantu fokus karena topic sentence disupport supporting sentence, minimal 3.	Fokus paragraf; topic-supporting sentence	Organisasi Ide dan Fokus	

No	Nara sumber	Pertanyaan	Jawaban/Kutipan	Kode Awal	Sub-tema	Tema
	N4		Tidak off-topic karena sudah memiliki gambaran isi tulisan dari awal hingga akhir.	Gambaran keseluruhan tulisan; tidak off-topic	Organisasi Ide dan Fokus	
	N5		Tahu di mana kalimat-kalimat harus diletakkan.	Penempatan kalimat; kejelasan	Organisasi Ide dan Fokus	
	N6		Tulisan lebih jelas dan fokus terhadap topik yang dibahas.	Fokus topik; kejelasan	Organisasi Ide dan Fokus	
	N7		Sudah memiliki tujuan dan arahan yang jelas sehingga tulisan lebih fokus.	Arahan; fokus	Organisasi Ide dan Fokus	
	N8		Outlining membuat tulisan lebih spesifik dan tidak keluar dari topik.	Spesifik; tidak keluar topik	Organisasi Ide dan Fokus	
	N9		Tidak keluar jalur; tanpa outline topik-topik lain bisa tercampur dalam satu paragraf.	Menghindari pencampuran topik	Organisasi Ide dan Fokus	
	N10		Tulisan lebih fokus dan tidak keluar dari topik yang dibahas.	Fokus; tidak off-topic	Organisasi Ide dan Fokus	
4	N1	Apakah proses menulis lebih cepat?	Sangat cepat, lebih terarah dalam membuat teks.	Efisiensi waktu; kecepatan menulis	Efisiensi dan Kepercayaan Diri	Manfaat Outlining dalam Penulisan
	N2		Lebih cepat karena sudah terstruktur.	Kecepatan; terstruktur	Efisiensi dan Kepercayaan Diri	

No	Nara sumber	Pertanyaan	Jawaban/Kutipan	Kode Awal	Sub-tema	Tema
	N3		Membuat outline agak lama, tapi saat menulis esai dipermudah karena sudah ada kerangka.	Trade-off waktu; manfaat jangka panjang	Efisiensi dan Kepercayaan Diri	
	N4		Lebih cepat, ide sudah dijadikan satu lalu bisa dijabarkan.	Kecepatan; penjabaran ide	Efisiensi dan Kepercayaan Diri	
	N5		Lebih cepat karena sudah ada kerangka sebelum menulis.	Kecepatan; kerangka pra-penulisan	Efisiensi dan Kepercayaan Diri	
	N6		Outlining membantu menulis lebih cepat.	Kecepatan menulis	Efisiensi dan Kepercayaan Diri	
	N7		Lebih cepat karena sudah tahu paragraf apa yang akan dibuat selanjutnya.	Kecepatan; prediktabilitas urutan paragraf	Efisiensi dan Kepercayaan Diri	
	N8		Tidak terlalu cepat dan tidak terlalu lambat.	Netral terhadap kecepatan	Efisiensi dan Kepercayaan Diri	
	N9		Lebih cepat karena sudah tahu tujuannya.	Kecepatan; kejelasan tujuan	Efisiensi dan Kepercayaan Diri	
	N10		Awalnya lebih lambat, tapi pada akhirnya membantu proses menulis lebih mudah.	Trade-off waktu; kemudahan akhir	Efisiensi dan Kepercayaan Diri	
5	N1	Apakah outlining meningkatkan	Tentu saja, sudah tahu apa yang akan dibuat karena sudah	Kepercayaan diri; kerangka sebagai	Efisiensi dan Kepercayaan	Manfaat Outlining dalam

No	Nara sumber	Pertanyaan	Jawaban/Kutipan	Kode Awal	Sub-tema	Tema
		kepercayaan diri?	ada kerangka.	panduan	aan Diri	Penulisan
	N2		Lebih percaya diri di bagian struktur esai.	Kepercayaan diri; keteraturan struktur	Efisiensi dan Kepercayaan Diri	
	N3		Percaya diri karena bisa membedakan tiap body paragraph (1, 2, 3).	Kepercayaan diri; perbedaan paragraf	Efisiensi dan Kepercayaan Diri	
	N4		Lebih percaya diri karena esai akan terarah.	Kepercayaan diri; keterarahan	Efisiensi dan Kepercayaan Diri	
	N5		Ya, karena sudah tahu apa yang harus ditulis.	Kepercayaan diri; kejelasan tujuan	Efisiensi dan Kepercayaan Diri	
	N6		Lebih percaya diri saat menuangkan ide di bagian paragraf.	Kepercayaan diri; penuangan ide	Efisiensi dan Kepercayaan Diri	
	N7		Ya, karena ada arahan dan tujuan yang jelas.	Kepercayaan diri; arahan dan tujuan	Efisiensi dan Kepercayaan Diri	
	N8		Menimbulkan kepercayaan diri; sudah punya kosa kata untuk membuat essay.	Kepercayaan diri; kesiapan kosa kata	Efisiensi dan Kepercayaan Diri	
	N9		Lebih percaya diri, terlebih dalam mengembangkan tulisan.	Kepercayaan diri; pengembangan tulisan	Efisiensi dan Kepercayaan Diri	

No	Nara sumber	Pertanyaan	Jawaban/Kutipan	Kode Awal	Sub-tema	Tema
	N10		Ya, karena sudah memiliki gambaran tentang apa yang akan ditulis.	Kepercayaan diri; gambaran tulisan	Efisiensi dan Kepercayaan Diri	
6	N1	Kesulitan apa yang dialami saat membuat outline?	Brainstorming menguras pemikiran; tanpa brainstorming outline tidak terbentuk.	Kesulitan brainstorming; berpikir kritis	Kesulitan Generasi Ide (Brainstorming)	Tantangan dalam Penggunaan Outlining
	N2		Kekurangan vocabulary.	Keterbatasan kosa kata	Kesulitan Generasi Ide (Brainstorming)	
	N3		Kesulitan di bagian introduction (background), grammatical, dan vocabulary.	Background introduction; grammatical; vocabulary	Kesulitan Generasi Ide (Brainstorming)	
	N4		Kekurangan vocabulary.	Keterbatasan kosa kata	Kesulitan Generasi Ide (Brainstorming)	
	N5		Mencari ide karena sering buntu.	Writer's block; kesulitan generasi ide	Kesulitan Generasi Ide (Brainstorming)	
	N6		Kesulitan menentukan hook yang menarik pembaca.	Kesulitan hook; daya tarik pembaca	Kesulitan Generasi Ide (Brainstorming)	
	N7		Kesulitan menentukan urutan dari setiap paragraf.	Urutan paragraf; pengorganisasian	Kesulitan Generasi Ide (Brainstorming)	

No	Nara sumber	Pertanyaan	Jawaban/Kutipan	Kode Awal	Sub-tema	Tema
	N8		Bagian body paragraph: topic, subtopic harus berkaitan.	Koherensi topic-subtopic	Kesulitan Generasi Ide (Brainstorming)	
	N9		Memikirkan ide.	Generasi ide	Kesulitan Generasi Ide (Brainstorming)	
	N10		Menentukan detail terpenting dan menyusun urutan ide yang tepat.	Seleksi detail; urutan ide	Kesulitan Generasi Ide (Brainstorming)	
7	N1	Bagian paling menantang dalam outline?	Mencari detail-detail yang diperlukan untuk membuat teks.	Pengembangan detail; kesulitan elaborasi	Kesulitan Pengembangan Detail	Tantangan dalam Penggunaan Outlining
	N2		Body paragraph.	Body paragraph sebagai bagian tersulit	Kesulitan Pengembangan Detail	
	N3		Menambahkan supporting sentence dan mentransisikan paragraf.	Supporting sentence; transisi paragraf	Kesulitan Pengembangan Detail	
	N4		Mengumpulkan ide; kesulitan dalam detail karena tidak boleh terlalu banyak pengulangan.	Pengumpulan ide; menghindari pengulangan	Kesulitan Pengembangan Detail	
	N5		Body paragraph (topic sentence dan supporting sentence); kesulitan menyusun kalimat.	Kesulitan menyusun kalimat; body paragraph	Kesulitan Pengembangan Detail	

No	Nara sumber	Pertanyaan	Jawaban/Kutipan	Kode Awal	Sub-tema	Tema
	N6		Bagian conclusion; perlu cross-check dan paraphrasing.	Conclusion; cross-check; paraphrasing	Kesulitan Pengembangan Detail	
	N7		Hook; kesulitan kalimat yang bisa menarik pembaca. Lebih kesulitan menyusun urutan ide.	Hook; urutan ide	Kesulitan Pengembangan Detail	
	N8		Body paragraph; jika subtopic melenceng, esai kurang enak dibaca.	Koherensi subtopic; keterbacaan	Kesulitan Pengembangan Detail	
	N9		Mencari ide yang nyambung dengan topik; menyusun ide.	Relevansi ide; penyusunan ide	Kesulitan Pengembangan Detail	
	N10		Menentukan detail penting; kesulitan memilih detail dan menyusun urutan ide.	Seleksi detail; urutan ide	Kesulitan Pengembangan Detail	
8	N1-N10	Apakah outlining pernah digunakan sebelum mata kuliah Writing?	N1–N7, N9: Belum pernah. N8: Pernah, tapi tidak selengkap itu. N10: Jarang digunakan.	Pengalaman pra-kuliah; novelty outlining	Pengalaman Sebelum Kuliah	Kesesuaian antara Persepsi dan Praktik
9	N2, N6	Apakah persepsi sesuai dengan praktik menulis?	N2 menyatakan outlining membantu mengorganisasi ide; esai menunjukkan struktur jelas (introduction–body–conclusion). N6 menggunakan outline agar tulisan terarah; esai mengikuti urutan yang jelas.	Alignment: persepsi positif → praktik terstruktur	Alignment (Kesesuaian)	Kesesuaian antara Persepsi dan Praktik

No	Nara sumber	Pertanyaan	Jawaban/Kutipan	Kode Awal	Sub-tema	Tema
10	N3, N7	Apakah persepsi sesuai dengan praktik menulis?	N3 berpersepsi positif namun esai menunjukkan kelemahan: ide kurang berkembang, inkonsistensi organisasi. N7 menyatakan outlining membantu, namun outline tidak lengkap dan esai kurang terorganisir.	Misalignment: persepsi positif ≠ praktik efektif	Misalignment (Ketidaksesuaian)	Kesesuaian antara Persepsi dan Praktik



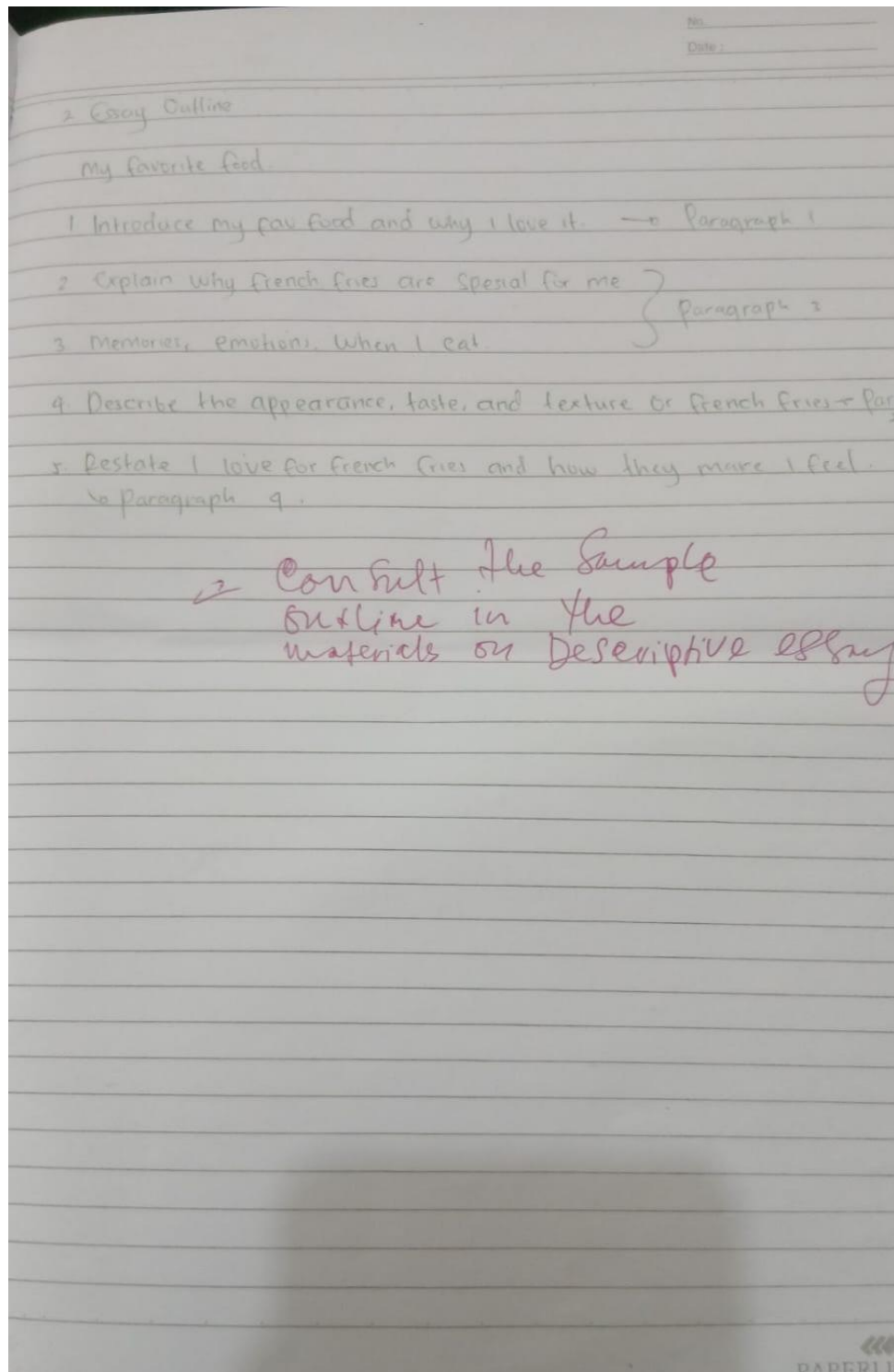
No.	Tema	Sub-tema	Deskripsi Tema	Narasumber	Bukti Kutipan
1	Persepsi Positif Mahasiswa terhadap Outlining	Outlining sebagai panduan penulisan yang efektif	Mahasiswa memandang outlining sebagai alat bantu yang memudahkan proses penulisan esai deskriptif secara menyeluruh.	S1–S10 (semua)	"Saya rasa sangat suka karena dengan begitu saya lebih mudah membuat teks." (S1)
		Peningkatan kepercayaan diri dan kenyamanan menulis	Outlining memberikan gambaran awal tulisan sehingga mahasiswa merasa lebih percaya diri dan nyaman saat menulis.	S1, S5, S6, S7, S8, S9, S10	"Saya merasa lebih percaya diri ketika menulis menggunakan outline." (S5)
2	Manfaat Outlining dalam Proses Penulisan Esai Deskriptif	Pengorganisasian ide yang sistematis	Outlining membantu mahasiswa menyusun ide secara logis dan berurutan sebelum memulai penulisan.	S1, S2, S3, S4, S9, S10	"Dengan outline, saya tidak keluar dari topik karena sudah ada urutan yang jelas." (S4)
		Pemeliharaan fokus dan koherensi topik	Outline berfungsi sebagai pengendali arah penulisan sehingga mahasiswa tidak keluar	S1, S4, S6, S7, S9	"Jika saya menulis tanpa outline ide yang saya miliki menjadi kacau."

No.	Tema	Sub-tema	Deskripsi Tema	Narasumber	Bukti Kutipan
			dari topik yang dibahas.		(S9)
		Peningkatan kecepatan dan kualitas penulisan	Meskipun outlining membutuhkan waktu di awal, mahasiswa melaporkan proses penulisan esai menjadi lebih cepat dan berkualitas.	S1, S3, S5, S6, S7, S9	"Outlining membuat saya menulis lebih cepat karena sebelum menulis saya sudah membuat kerangka." (S5)
3	Tantangan dan Hambatan dalam Penggunaan Outlining	Kesulitan generasi dan pengembangan ide	Hambatan utama yang dialami mahasiswa adalah brainstorming ide dan mengembangkannya menjadi paragraf yang lengkap.	S1, S5, S6, S9, S10	"Kesulitan saya dalam membuat outline itu yaitu dalam mencari ide karena sering buntu." (S5)
		Kendala linguistik (kosakata dan kalimat hook)	Mahasiswa mengalami kesulitan dalam aspek kebahasaan, terutama keterbatasan kosakata dan merumuskan kalimat pembuka yang menarik.	S3, S4, S6, S7	"Kesulitannya di bagian vocabulary atau kata-kata sinonim." (S3)
		Kompleksitas penyusunan body paragraph	Bagian body paragraph dinilai paling menantang karena membutuhkan keterkaitan antara topic sentence dan supporting sentence.	S5, S6, S7, S8	"Body paragraph, karena topik dan subtopik harus berkaitan." (S8)
4	Kesenjangan antara Persepsi dan Praktik Penerapan Outlining	Penggunaan outline yang tidak konsisten	Meskipun memiliki persepsi positif, beberapa mahasiswa tidak secara konsisten mengikuti outline yang telah dibuat saat proses penulisan.	S6, S7, S8	"Kadang saya sudah membuat outline, tetapi masih bingung mengembangkan ide menjadi paragraph lengkap." (S6)
		Outlining superfisial (hanya poin-poin singkat)	Beberapa mahasiswa membuat outline dalam bentuk daftar poin singkat tanpa detail yang memadai, sehingga outline tidak	S7	"Saya membuat outline hanya poin-poin singkat supaya lebih cepat." (S7)

No.	Tema	Sub-tema	Deskripsi Tema	Narasumber	Bukti Kutipan
			berfungsi optimal sebagai panduan penulisan.		



APPENDIX III



My favorite food

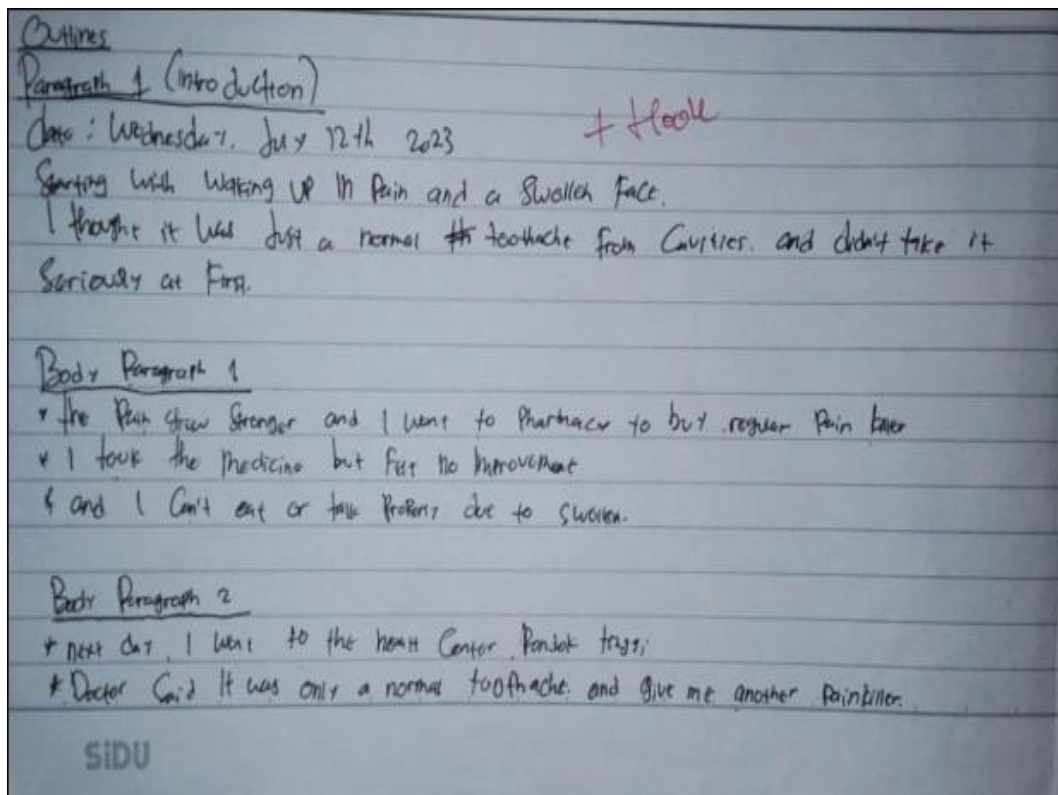
Sometimes, happiness can be found in the simplest things - like a plate of golden crispy french fries. I love french fries because they are simple, delicious, and easy to find anywhere. Whenever I feel hungry or tired or tired, a plate of french fries always makes feel better.

French fries are crispy on the outside and soft the inside. Their golden color and salty taste make them very tempting. I like to eat them with ketchup or cheese sauce. Sometimes, I also add chili sauce to make them spicy and more exciting.

For me, french fries are not just food but also a source of happiness. I often eat them with my friend when we gather and laugh together. The taste reminds me of joyful moments and warm laughter.

In conclusion, french fries will always be my favorite food. They are tasty, comforting, and full of sweet memories. I can never say no to a plate of french fries.

- good essay -
- Keep practicing
- Writing a longer essay!



* After that (next day) my condition got worse. Pus and high fever.

Body Paragraph 3

- * My family panicked after seeing my condition
- * We all went to the hospital immediately
- * The doctor said infection had spread and could reach my femur bloodstream
- * After that she got me to stay in hospital for a week for treatment.

Body Paragraph 4

- * The doctor told me to press my gums so the pus could come out
- * It was extremely painful, but necessary
- * Got medicine & infusion every day
- * Slowly started to recover, and the swelling went down

Body Paragraph 5

- * After one week, gums still swollen
- * Doctor used an incision to remove the rest
- * It was very painful but helped me ~~heal~~ heal completely
- * Finally after that I feel better and was thankful for recovery

Conclusion

- * Reflect on the experience
- * Learned that small pain can be serious
- * The importance of better health & hygiene
- * Grateful to God, family, and doctors for saving my life.

The Day I Almost Died Because
OF my Gums

K E R I N C I

The Day I Almost Died Because OF MY GUMS

It was Wednesday, July 12th, 2023, a day I will never forget, for the rest of my life. That morning, I woke up with terrible pain in my gums and noticed that my face was a little swollen. I thought it was just a common toothache caused by cavities. I didn't take it seriously and believed that it would disappear after some time. I continued my normal activities, trying to ignore the pain.

As the pain grew stronger, I decided to go to a nearby pharmacy to buy a regular pain ^{Killer} reducer. I took the medicine and tried to rest, but nothing changed. The pain only became worse, and my gums started to swell even more. I could not chew or talk properly, and the discomfort was very hard. I began to worry that something was wrong, but I still hoped it was just a simple tooth problem.

SIDU



The next morning, the pain was unbearable, so I went to the Family Center Dental Urgency. The doctor there examined me and said it was only a normal toothache. He gave me another painkiller and told me to rest at home. I followed her advice and took the medicine, but instead of improving, my condition became worse. My gums became purulent, the swelling grew bigger, and I started to have a high fever.

When my family saw my condition, they became very worried and rushed me to the hospital. When the doctor checked me, her face turned serious. She said the infection had spread and could reach my bloodstream if it wasn't treated quickly. She told me that I needed to stay in the hospital for a week to get proper treatment. I was shocked and scared. I never thought that a simple toothache could be so dangerous and life-threatening.

At the hospital, the doctor told me to press my gums so that the pus could come out from the cavity. It was extremely painful, but I had to do it to help the infection drain out. I was also given medicine and an antibiotic every day during my stay. The first few days were the hardest, but slowly, I began to feel better. The swelling started to shrink, my fever went down, and I was finally able to eat without too much pain.

However, after a week, my gums were still swollen. The doctor decided to use an injection to remove the pus from the infected area. It was another painful process, but I knew it was necessary for my full recovery. After the injection, I finally felt much better. The swelling disappeared, and I could eat and smile again. The doctors and nurses took great care of me, and my family stayed by my side, giving me love and support.

This experience became one of the most unforgettable moments of my life. I learned that even a small pain should not be ignored. Now I always take care of my teeth, visit the dentist regularly, and keep good hygiene. Most importantly, I am very grateful to Allah SWT, my family, and the doctors who saved my life. That terrible experience taught me how precious health and life truly are.

Great essay -
well done -

K E R I N C I

Outline

Title : The magic of mak tiri's noodles

I. Introduction

- Hook : Who says self-reward always means money? for me, it is about enjoying delicious food.
- Background Information : My favorite noodles is mak tiri's noodles.
- Thesis statement : It is special because of its unique taste, smell and spicy levels.

II. Body Paragraph 1 : location, background, taste & smell

- location : In belui, ^{Kecamatan} Jambi, Indonesia
- background : It is famous, homemade and local brand
- taste : It has a balanced taste (spicy, salty & sweet)
- smell : aromatic, spice & strong.

III. Body paragraph 2 : Appearance & atmosphere

- Appearance : looks bright, golden, red, rich & fresh because of the special recipe.
- Atmosphere : homely, comfortable and crowded.

IV. Body paragraph 3 : Personal feelings and experience

- Personal feelings : happy and satisfy because of their homey and comfortable place.
- experience : dine in

V. Conclusion

- own signature, balanced taste, homey place, looks great.

→ The body paragraphs should have a topic sentence.

"The magic of mak tiri's noodles"

Good work

Who says self-reward always means money? For me, it is about enjoying delicious food. Because I love to taste, it makes me feel happy and satisfied. Specifically, I am so into noodles. All of types of noodles, I love it. Like, fried noodles and boiled noodles. Usually, I eat noodles about once ~~week~~ ^{or} twice a week. I do it for self-reward and to boost my mood. And, my favorite noodles is Mak tiri's noodles. It is special because of its unique taste, smell and spicy levels.

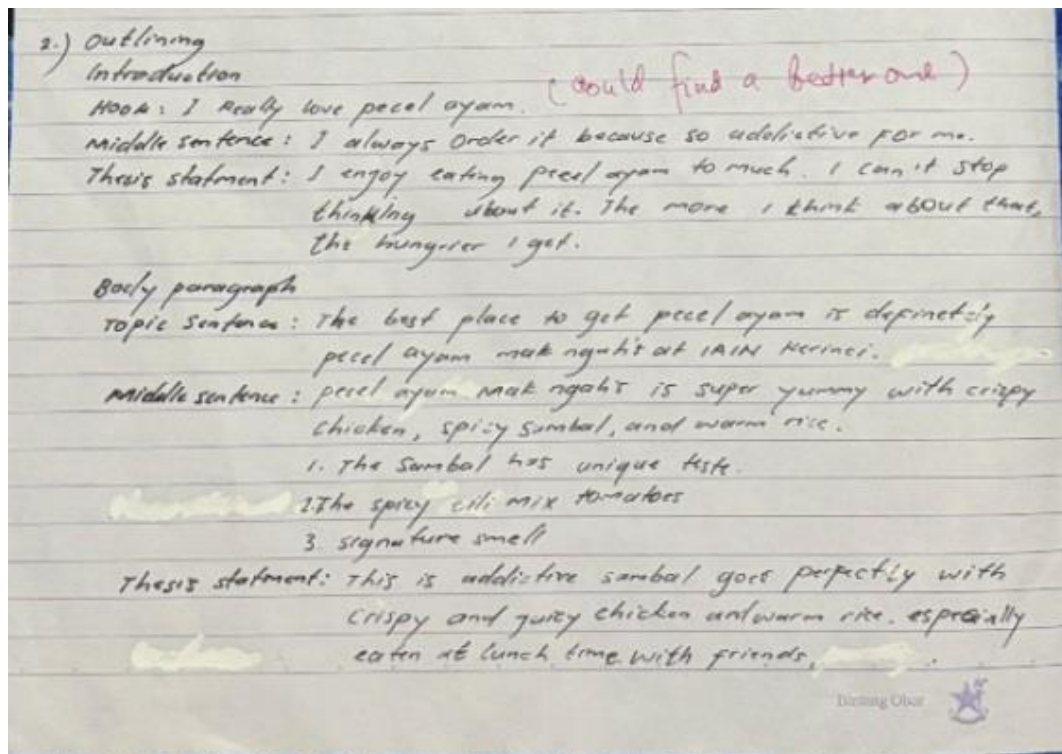
Mak tiri's noodles is a local brand that ^{sells} ~~sale~~ noodles, fried rice and many more delicious dishes. It located in Belui, Kerinci, Jambi, Indonesia. The famous menu item ^{include} ~~there is~~ fried noodles. ~~Because~~ The taste is a balance of spicy, salty and sweet. Also, their noodles is homemade. That's why the smell is really aromatic, spicy and strong. And, they have three level spiciness. Such as normal, medium and super spicy. I usually ^{have} ~~buy~~ the medium level because it tastes just right for me. Not only that, they have various toppings that we can add on our noodles. Like, sausage, nugget, chicken wings, meatball and many more. For sure, All the combinations of those items make the taste more complete and yummy. And, the best part when I eat it is the last bite because the spices mix together and give the strongest flavor.

It is not just about the delicious taste of noodles, ~~But~~, the way it looks also makes me hungry so badly. I think it is because their recipe makes it looks rich, golden and fresh. If we could eat noodles everyday, I might have them for my breakfast, lunch even dinner. But, we have to remember ^{eating} ~~eat~~ too much noodles is not good for our body. And in addition, we can also dine in or take away, ~~there~~.

They have many seats and tables for dine in. Sometimes, I dine in there because their place is so homey and comfortable, ~~to eat~~. Also, The seller is friendly to their customers. It is one of the reasons why the place is always crowded and full of seats.

Overall, The reason why I love mak tiri's noodles because it has their own signature, that the other place don't have is. And also, it has aromatic smells, a homey place and atmosphere, balanced taste and it looks great. I have eaten many noodles brand. But, my favorite one is still mak tiri's noodles.

*Great essay -
Keep practicing.*



conclusion: I've tried many pecel ayam places in sungai penuh, but pecel ayam mak ngah is still the most delicious and totally worth it for student. pecel ayam mak ngah is number one and my favorite food right now.

— Good —

3.) Descriptive Essay

"My favorite food"

I really love pecel ayam. if I ^{feel} hungry I always order it because pecel ayam is so addictive for me. I enjoy eating pecel ayam ^{to death} and I can't stop thinking about it. the more I think about pecel ayam, the hungrier I get.

The best place to get pecel ayam is definitely canteen mak ngah's at IAIN Kerinci. Pecel ayam mak ngah's is super yummy with crispy chicken, spicy sambal and warm rice. Especially, the sambal has unique taste that's different from other pecel ayam. The smell is like the spicy citrus mix with tomatoes with all it so signature smell. This ^{is} addictive sambal goes perfectly with crispy and juicy chicken with perfect sight for one serving. Especially eaten at lunch with friends.

I have tried many pecel ayam place in sungai penuh and kerinci but pecel ayam mak ngah's is still the most delicious and totally worth it for students. pecel ayam mak ngah's is number one and my favorite food right now.

1 & 2: not a sentence

Good —
keep practicing



ESSAY OUTLINE

Title : My favourite food

Introduction :

- Hook : Have you ever tasted something so spicy and delicious that it makes your heart feel warm even before the first bite?
- Background : Everyone has a favourite food that brings comfort and happiness → *Need more information.*
- Thesis Statement : For me, that food is Indomie Seblak Hot Jeletot because it is full of flavor, easy to cook, and always makes me feel better, especially on rainy days.

Body Paragraph :

- Topic Sentence : Indomie Seblak Hot Jeletot is a perfect combination of spiciness, warmth, and comfort that never fails to cheer me up.
- Supporting detail 1 : The noodles are soft and soak beautifully in bright red soup that looks as hot as fire.
- Supporting detail 2 : Its smell of chili and garlic fills the air like a spicy invitation I can't resist.
- Supporting detail 3 : I love to add toppings such as egg, sausage, and meatballs to make it even more delicious.
- Supporting detail 4 : I ~~but~~ usually eat it on rainy days, when the hot soup feels like a warm hug in a bowl.
- Supporting detail 5 : When I feel sad or tired, this spicy noodles helps lift my mood and brings back my smile.

Conclusion

- Restatement of thesis : Indomie Seblak hot jeletot is my favourite food because of its amazing taste, easy cooking process, and comforting warmth.
- Summary : Its spicy and savory soup, soft noodles, and rich toppings always make me happy and satisfied.
- Closing : For me, it's not just instant noodles. It's a small bowl of happiness that warms both my heart and my stomach.

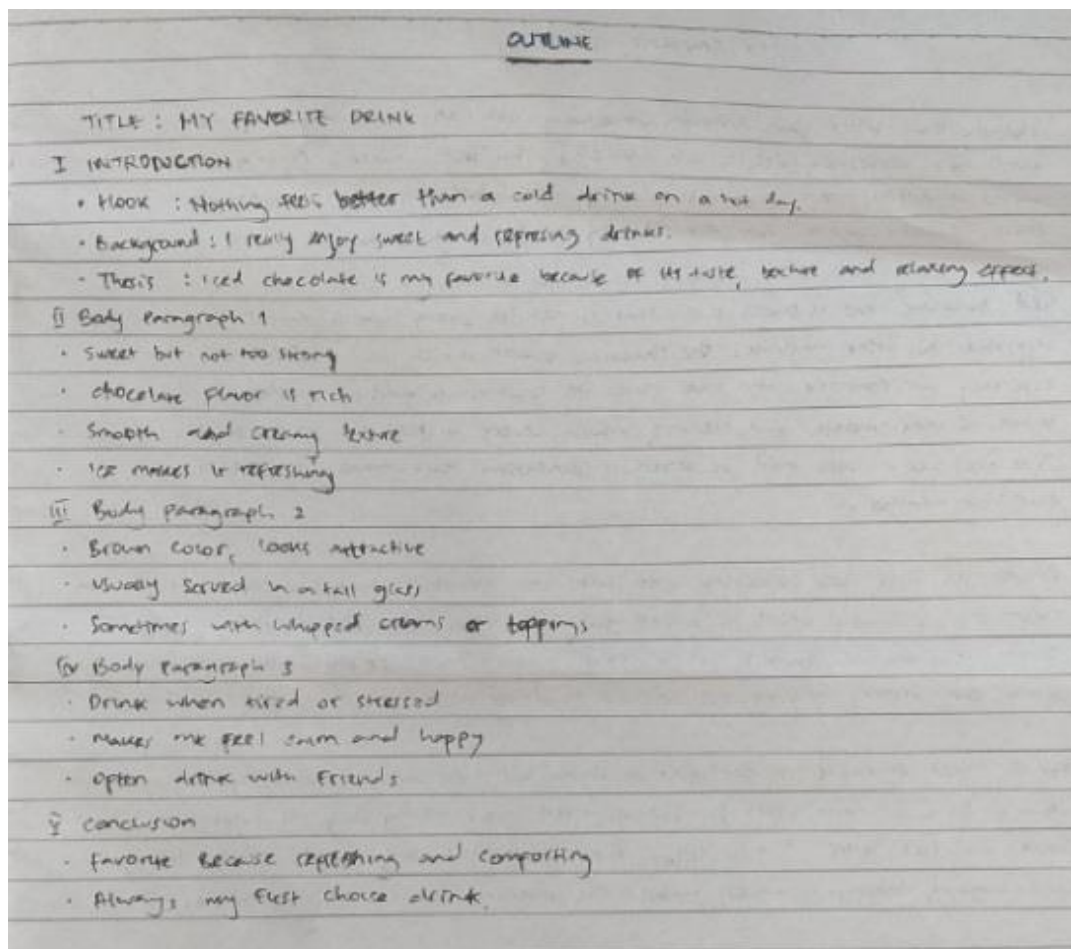
MY FAVOURITE FOOD

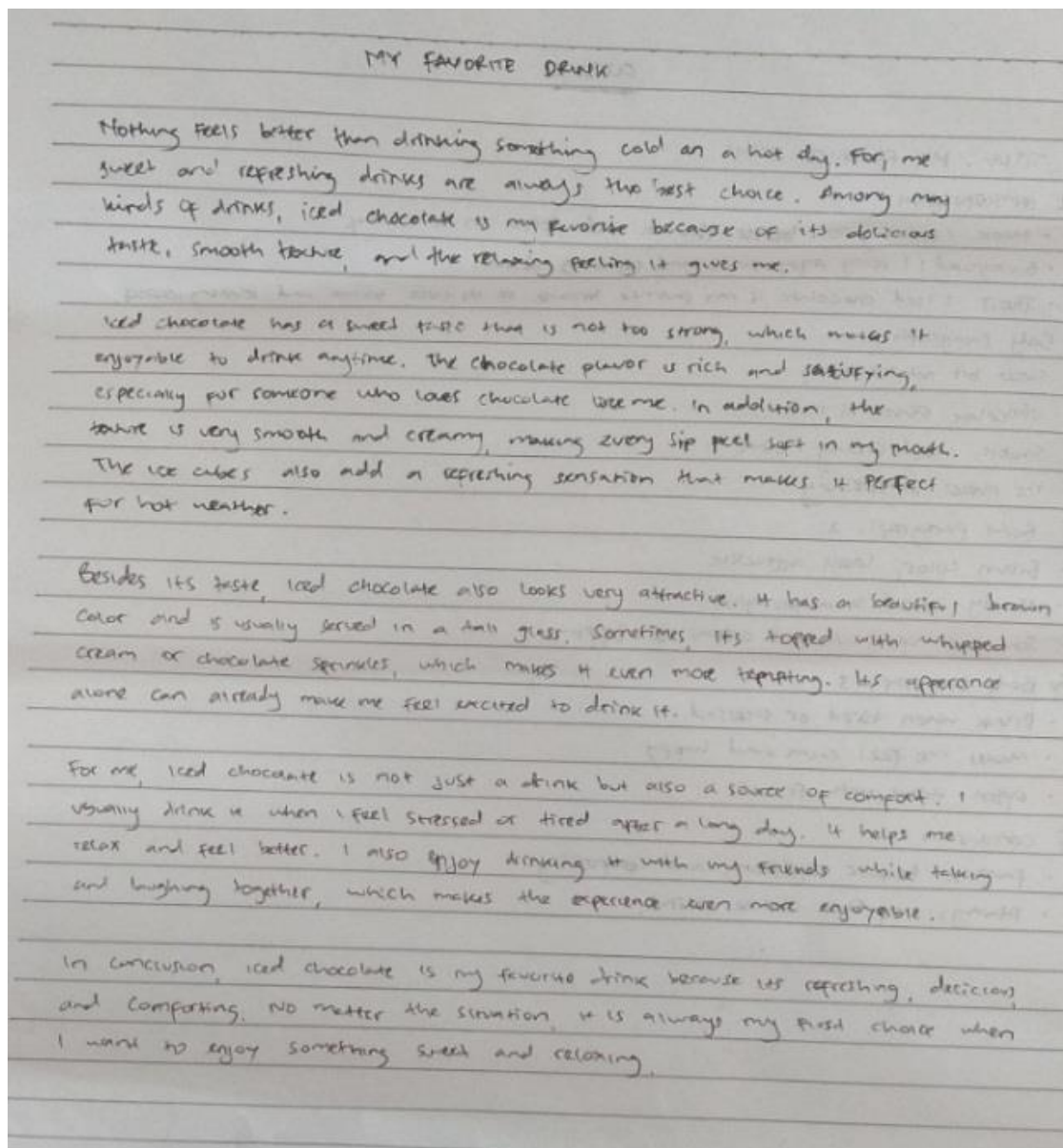
Have you ever tasted something so spicy and delicious that it makes your heart feel warm even before the first bite? For me, that magical food is Indomie Seblak Hot Jelelot. Just hearing its name already makes my mouth water and my heart excited. This instant noodles is not only famous for its spiciness but also for the comfort it brings. It's my number one choice whenever I want something hot, tasty and easy to make, especially on a rainy days.

Indomie Seblak hot jeletot is a perfect mix of spicy, savory and comforting flavors. The noodles are soft, soaking beautifully in the bright red soup that looks as hot as burning fire. Its smell of chili and garlic spreads through the air like a delicious invitation that I can never say no to. I love to add toppings like eggs, sausage, and meatballs, making it richer and more satisfying. Every bite feels like an explosion of flavor: spicy, hot, and full of joy. When I feel sad or tired, eating a bowl of this noodle is enough to lift my mood and make me feel happy again. It's like a warm hug that comes from food.

Indomie seblak hot jeletot is more than just instant noodles to me, it's comfort and happiness in a bowl. It is easy to cook, full of strong flavor, and always perfect for any time, especially when the weather is cold and rainy. The spicy and savory soup never fails to make me smile and feel better. No matter how many kinds of food I try, nothing can replace the joy of eating my favourite Indomie Seblak hot jeletot.

K E R I N C I





K E R I N C I

Hook: I always ~~feel~~ feel hungry at night

middle: I like simple food

Thesis: fried rice is my favorite night food

body ~~Para~~ Paragraph

topic: Fried rice is delicious and easy

- Taste: Salty, little spicy
- add egg and sausage
- Small good

Next

- but near home
- cheap and fast
- eat with friends

conclusion

- Still best food at night
- make me feel happy

Fried rice at night

Sometimes, I feel very hungry at night and want to eat something simple. For me, Fried rice is the best choice. It is my favorite night food because it is delicious, easy to find, and very satisfying.

Fried rice has a tasty flavor that is usually salty and a little spicy. I like to add egg and sausage to make it more delicious. The smell of fried rice is also very good, especially when it is freshly cooked.

I usually buy fried rice from a seller near my house. The price is cheap, and the food is ready quickly. Sometimes, I eat it with my friend, and we enjoy the meal together.

In conclusion, Fried rice is still my favorite food to eat at night. It makes me feel full, happy, and satisfied.

My Favorite Place

Outline

1. Introduce favorite place and reasons (Paragraph 1)
2. Describe location and atmosphere (Paragraph 2)
3. Describe activities and experiences (Paragraph 3)
4. Explain feelings and memories (Paragraph 4)
5. Restate why it's special (Conclusion)

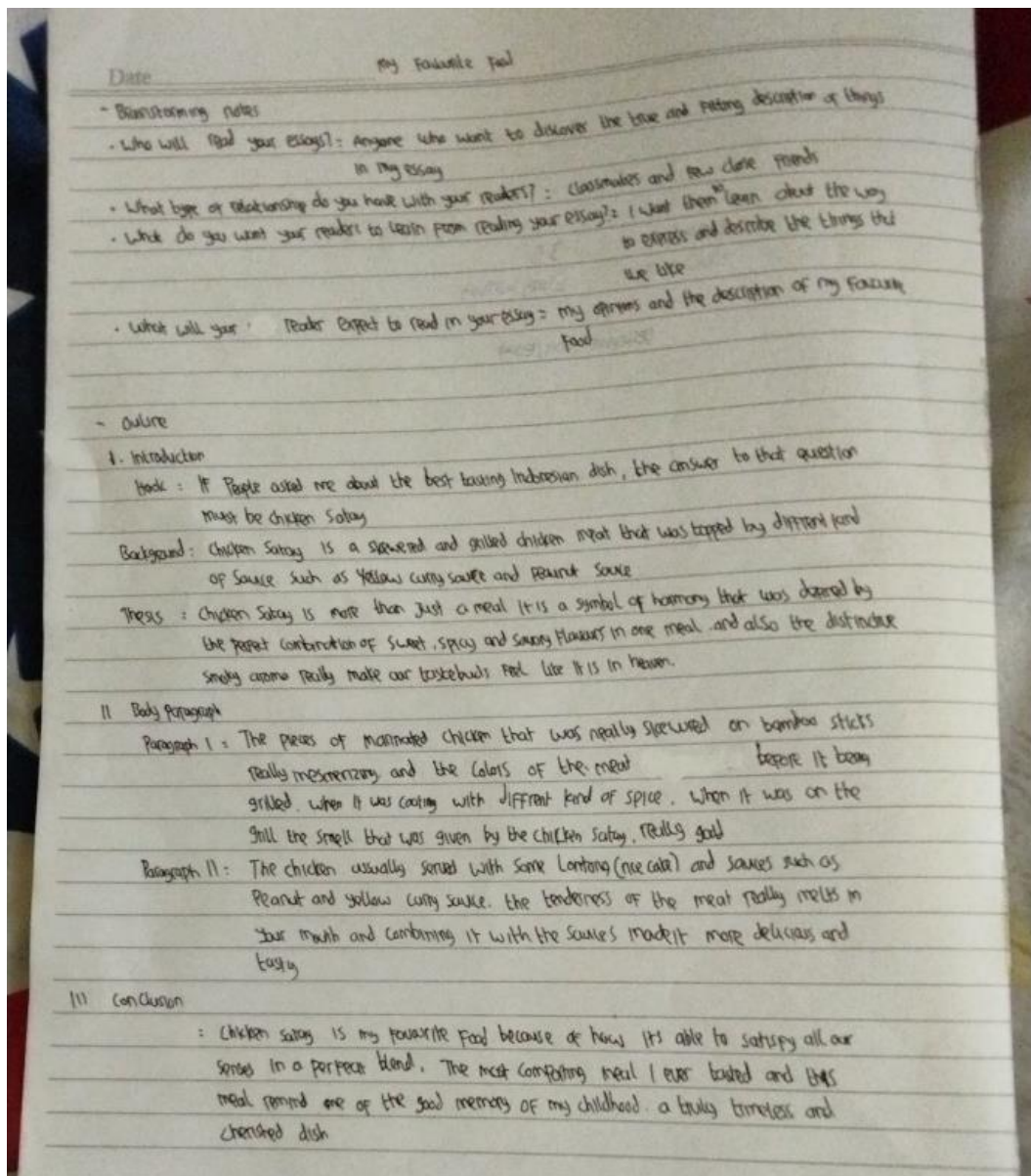
Everyone has a place where they feel comfortable and happy. For me, my favorite place is a small cafe near my house. I like this place because it is quiet, cozy, and perfect for relaxing after a busy day.

The cafe is located not far from my home, so I can go there easily. The atmosphere is very calm, with soft music playing in the background. The lighting is warm, and there are many comfortable chairs and tables. The smell of coffee fills the air, making the place feel even more relaxing.

I usually go there to study, read books, or just enjoy my free time. Sometimes, I also meet my friend there, and we spend time talking and laughing together. The cafe is not too crowded, so it is perfect for both studying and relaxing.

This place is very special to me because it gives me peace and comfort. Whenever I feel stressed or tired, going to this cafe always makes me feel better. It is not just a place, but also a part of my happy memories.

In conclusion, this cafe will always be my favorite place because of its calm atmosphere, comfortable environment, and the beautiful moments I experience there.



K E R I N C I

Date _____

My favorite Food

Have you ever tasted a dish that brings together so many flavors in one bite? If people ask me about the best Indonesian dish, my answer will always be chicken satay. Chicken satay is a popular dish made from skewered and grilled chicken served with delicious sauces such as peanut sauce and yellow curry sauce. For me, chicken satay is more than just food; it is a perfect combination of sweet, spicy, and savory flavors with a distinctive smoky aroma that makes it unforgettable.

One of the most interesting things about chicken satay is the way it is prepared. The pieces of marinated chicken are carefully skewered on bamboo sticks and coated with a mixture of rich spices. Before being grilled, the meat already looks flavorful with its yellowish and slightly reddish color. When it is placed on the grill, the aroma becomes even stronger. The smoky smell from the charcoal mixed with the spices creates a mouthwatering sensation that can make anyone feel hungry instantly.

Another reason why I love chicken satay is how it is served. Usually, it comes with lontong (rice cake) and is topped with thick peanut sauce or sometimes yellow curry sauce. The chicken is tender and juicy, and it melts in my mouth with every bite. When combined with the sauce, the taste becomes even richer and more satisfying. The balance between the sweetness of the sauce, the slight spiciness, and the savory flavor makes it a perfect dish for any occasion.

In conclusion, chicken satay is my favorite food because it satisfies all my senses through its taste, aroma, and appearance. It is not only a delicious meal but also a comforting dish that reminds me of my childhood memories. For me, chicken satay is a timeless and special food that I will always love.

Date _____

7. Outline and essay jihan

I. Introduction

- Hook: This food is so delicious that it always makes me crave it, especially at night.
- Background: Some people think burgers are unhealthy, but they can still be enjoyable in moderation.
- Thesis Statement: My favorite burger from a place near my home is special because of its taste, variety, and the memories it creates.

II. Body Paragraph 1: Place and Variety

- Location: A burger spot near my house, beside D'Besto on R.E. Martadinata Street
- Condition: Always crowded
- Variety of menu:
 - Special burger
 - Chicken burger
 - Beef burger
 - Egg burger
 - Kebab and others
- Personal choice: Special chicken burger (favorite menu)

III. Body Paragraph 2: Appearance and Taste

- Appearance:
 - Golden buns
 - Fresh lettuce and cucumber
 - Thick and juicy patty
 - Cheese, egg, and tomatoes
- Taste:
 - Soft bun
 - Tender and flavorful chicken
 - Sauce and mayonnaise add sweetness and spice
- Eating experience: messy but enjoyable

IV. Body Paragraph 3: Personal Experience and Feelings

- Often eat with friends
- Feeling happy and satisfied
- Always feel full after eating
- Emotional connection: reminds of good moments

V. Conclusion

- Restatement: The burger is still the best compared to other places
- Summary: Delicious taste, variety, and special memories
- Closing: This place will always be my favorite burger spot

My favorite food → Good house

This food is driving me crazy. I love burger so much when I feel very hungry at night. Some people might say it is unhealthy but they ~~have~~ ^{do} vegetables too, so I think it's still healthy as long as you don't eat it every day or often. I have tried burgers in many different places even outside the island, but none can compare to this one place near my home.

The best burger spot in my opinion is beside d'besto at P.E. Martadinata street. It is always crowded, so I have to order and leave it and buy anything else first then come back to pick it up. The menu is full of choices: Special burgers, chicken burgers, beef burgers, egg burgers, and not only burgers but also kebab and more.

My top favorite and always repeat order is Special burger with chicken patty. I also love when I go outside I ask my friend to accompany me and buy them food I like, so we can eat together.

The burger looks amazing. Golden buns, fresh lettuce, ripe cucumbers, thick juicy patty in the middle, cheese, egg, and tomatoes. The first bite is always the best part. The bun is soft, the chicken is tender and flavorful, and the sauce plus mayo add just the right amount of sweetness and spice. It's messy, but I don't care that is the part of the fun. One burger I eat always end up with feeling too full afterwards.

Now I still like to buy burger at that place but also I try buy burger at another place and compare them. A lot places are yummy too but not as good as that place. It has special taste and memory that I can't explain. For me that place will always be the best place to order burgers.

Great essay -

K E R I N C I

APPENDIX IV



APPENDIX V

SK Pembimbing

 KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI FAKULTAS TARBIYAH DAN ILMU KEGURUAN Jl. Kapten Muradi Desa Sumur Gedang, Kecamatan Pesisir Bukit, Kota Sungai Penuh Telp. (0748) 21065, Fax. (0748) 22114, Kode Pos.37112, Web: fik.iainkerinci.ac.id, Email: info@fik.iainkerinci.ac.id	
SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI Nomor : B-<i>346</i>/In.31/D.1/PP.00.9/02/2025	
T E N T A N G PENETAPAN PEMBIMBING TUGAS AKHIR SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN SEMESTER GANJIL TAHUN AKADEMIK 2025/2026	
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI	
Menimbang	: a. Untuk memperlancar tugas akhir skripsi mahasiswa program strata satu (S1) IAIN Kerinci, maka perlu menetapkan pembimbing tugas akhir skripsi mahasiswa. b. Bahwa nama yang tercantum dalam surat keputusan ini dipandang mampu dan cakap untuk melaksanakan tugas tersebut.
Mengingat	: 1. Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. 2. Undang-undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi. 3. Undang-undang Nomor 14 Tahun 2005 Tentang Guru dan Dosen. 4. Peraturan Pemerintah Nomor 60 Tahun 1999 Tentang Pendidikan Tinggi. 5. Peraturan Pemerintah Nomor 37 Tahun 2009 Tentang Dosen. 6. Peraturan Menteri Agama Nomor 31 Tahun 2022 perubahan atas Peraturan Menteri Agama Nomor 48 Tahun 2016 Tentang Ortaer IAIN Kerinci. 7. Keputusan Menteri Agama Nomor 12 Tahun 2017 Tentang Statuta IAIN Kerinci. 8. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 53 Tahun 2023 tentang Penjaminan Mutu Pendidikan Tinggi
Memperhatikan	: 1. Keputusan Rektor Institut Agama Islam Negeri Kerinci Nomor 084 Tahun 2024 tentang Peraturan Akademik Institut Agama Islam Negeri Kerinci 2. Surat Edaran Wakil Rektor I Nomor B-732/In.31/R.1/KP.00.1/07/2024 tentang Penyesuaian SK Pembimbing Tugas Akhir dan Ujian Komprehensif
M E M U T U S A N	
Menetapkan	: KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN TENTANG PENETAPAN PEMBIMBING TUGAS AKHIR SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN SEMESTER GANJIL TAHUN AKADEMIK 2025/2026.
Pertama	: Menetapkan Musdzal, M.Pd sebagai Pembimbing Tugas Akhir Skripsi Mahasiswa: Nama : NAUVAL ZALMI NEZFI NIM : 2210203005 Program Studi : Tadris Bahasa Inggris Judul Skripsi : EFL STUDENTS' PERCEPTIONS OF THE USE OF OUTLINING IN ESSAY WRITING AT THE THIRD SEMESTER STUDENT OF THE ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI ACADEMIC YEAR 2025/2026
Kedua	: Keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan dengan penuh tanggung jawab.
Kedua	: Keputusan ini berlaku sejak tanggal ditetapkan sampai tanggal 31 Desember 2025, dan apabila ada kesalahan maka akan dilakukan perbaikan
 DITETAPKAN DI : Sungai Penuh PADA TANGGAL : 9 Juli 2025 Dekan  Dr. Eva Ardinal, MA NIP. 198308122011011005	
Tembusan : 1. Ketua Jurusan/Program Studi 2. Dosen Pembimbing 3. Arsip	

APPENDIX VI

SK Pembahas Proposal Skripsi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Kapten Muradi Desa Sumur Gedang, Kecamatan Pesisir Bukit, Kota Sungai Penuh
Telp. (0748) 21065, Fax. (0748) 22114, Kode Pos. 37112, Web: tik.iainkerinci.ac.id, Email: info@tik.iainkerinci.ac.id

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
Nomor : **1163** Tahun 2025

TENTANG
PENUNJUKAN TIM PEMBAHAS PROPOSAL SKRIPSI
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI

Menimbang	: a. Untuk memperlancar seminar proposal mahasiswa program strata satu (S1) IAIN Kerinci, maka perlu menetapkan tim pembahas seminar proposal skripsi mahasiswa. b. Bahwa nama-nama yang tercantum dalam surat keputusan ini dipandang mampu dan cakap untuk melaksanakan tugas tersebut.
Mengingat	: 1. Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. 2. Undang-undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi. 3. Undang-undang Nomor 14 Tahun 2005 Tentang Guru dan Dosen. 4. Peraturan Pemerintah Nomor 60 Tahun 1999 Tentang Pendidikan Tinggi. 5. Peraturan Pemerintah Nomor 37 Tahun 2009 Tentang Dosen. 6. Peraturan Menteri Agama Nomor 31 Tahun 2022 perubahan atas Peraturan Menteri Agama Nomor 48 Tahun 2016 Tentang Ortaker IAIN Kerinci. 7. Keputusan Menteri Agama Nomor 12 Tahun 2017 Tentang Statuta IAIN Kerinci. 8. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 53 Tahun 2023 tentang Penjaminan Mutu Pendidikan Tinggi
Memperhatikan	: 1. Keputusan Rektor Institut Agama Islam Negeri Kerinci Nomor 084 Tahun 2024 tentang Peraturan Akademik Institut Agama Islam Negeri Kerinci 2. Surat Edaran Wakil Rektor I Nomor B-732/In.31/R.1/KP.00.1/07/2024 tentang Penyesuaian SK Pembimbing Tugas Akhir dan Ujian Komprehensif

MEMUTUSKAN

Menetapkan	: KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN TENTANG PENUNJUKAN TIM PEMBAHAS PROPOSAL SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN TAHUN AKADEMIK 2025/2026.
Pertama	: Menunjuk dan mengangkat Tim Pembahas Proposal Skripsi Mahasiswa: Pembimbing : Musdizal, M.Pd Pembahas : 1. Dr. Rodi Hartono, S.Pd, M.Pd. : 2. Okti Wilymafidini, S.S., M.Pd

Untuk melaksanakan seminar proposal atas nama:
Nama : NAUVAL ZALMI NEZFI
NIM : 2210203005
Program Studi : Tadris Bahasa Inggris
Judul Proposal Skripsi : EFL STUDENTS' PERCEPTIONS OF THE USE OF OUTLINING IN ESSAY WRITING AT THE THIRD SEMESTER STUDENT OF THE ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI ACADEMIC YEAR 2025/2026

Kedua	: Keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk di ketahui dan dilaksanakan dengan penuh tanggung jawab.
-------	---



DITETAPKAN DI : Sungai Penuh
PADA TANGGAL : **28** Oktober 2025

Dekan



Dr. Eva Ardinal, M.A

Tembusan :

1. Ketua Jurusan/Program Studi
2. Tim Pembahas
3. Arsip

APPENDIX VII

Surat Izin Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Kapten Muradi Desa Sumur Gedang, Kecamatan Pesisir Bukit, Kota Sungai Penuh
Telp. (0748) 21065, Fax. (0748) 22114, Kode Pos. 37112. Web: fik.iainkerinci.ac.id, Email: info@fik.iainkerinci.ac.id

Nomor : B-223/In.31/D.1/PP.00.9/02/2026 23 Februari 2026
Lampiran : 1 Halaman
Perihal : Permohonan Izin Penelitian

Kepada Yth,
Rektor IAIN Kerinci
Sungai Penuh
Di
..... Tempat

Assalamualaikum Wr, Wb.

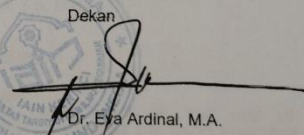
Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan melakukan penelitian, sehubungan dengan hal tersebut kami mengharapkan dengan hormat kesediaan kerjasama Bapak/Ibu untuk memberikan rekomendasi izin kepada mahasiswa berikut ini:

NAMA : **NAUVAL ZALMI NEZFI**
NIM : 2210203005
Program Studi : Tadris Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Judul Penelitian : **EFL STUDENTS' PERCEPTIONS OF THE USE OF OUTLINING IN ESSAY WRITING AT THE THIRD SEMESTER STUDENT OF THE ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI ACADEMIC YEAR 2025/2026**
Jenis Penelitian : Penelitian Kualitatif

Untuk melakukan penelitian di lingkungan instansi/lembaga Bapak/Ibu, dengan rentang waktu penelitian yang diberikan kepada yang bersangkutan dimulai pada tanggal **25 Februari 2026 s.d 25 April 2026**.

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.




Dekan

Dr. Eya Ardinal, M.A.

Tembusan:

1. Rektor IAIN Kerinci (sebagai laporan)
2. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga
3. Yang bersangkutan sebagai pegangan
4. Perlinggal

APPENDIX VIII

Surat Keterangan Telah Melaksanakan Penelitian



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS

Jalan Pelita IV Sungai Penuh Telp. 0748 – 21065 Kode Pos. 37112 web : [www. Stainkerinci.ac.id](http://www.Stainkerinci.ac.id)

SURAT KETERANGAN PENELITIAN

Nomor: B- 67/In.31/J3.1/PP.00.09/04/2026

Yang bertanda tangan dibawah ini Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci. Menerangkan bahwa :

Nama	:	NAUVAL ZALMI NEZFI
Nim	:	2210203005
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Semester	:	VIII

Telah melaksanakan penelitian di Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci. Penelitian ini dilaksanakan dari tanggal 25 Februari s.d 25 April 2026. Dengan judul **"EFL Students' Perception of the Use of Outlining in Essay Writing at the Third Semester Students of the English Department of State Islamic Institute of Kerinci academic year 2025/2026"**.

Demikianlah surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sungai Penuh, 28 April 2026

Ketua Jurusan,



MESDIZAL, M.Pd
NIP. 19840205 202321 1 011



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

CURRICULUM VITAE



Name : Nauval Zalmi Nezfi
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 Address : Betung Kuning
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 Parents Name : Nazzarudin / Eka Zelpi
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1. SD Negeri 130/III Betung Kuning (2010-2016)
2. SMP Negeri 4 Kerinci (2016-2019)
3. SMA Negeri 1 Kerinci (2019-2022)
4. Institut Agama Islam Negeri Kerinci (2022-2026)