

THE IMPLEMENTATION OF OUTLINING IN ARGUMENTATIVE ESSAY WRITING FOR UNIVERSITY STUDENTS

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Abstract

This study aimed to analyze how students perform outlining in argumentative essay writing including the outline writing process, challenges faced by students, and strategies they developed to cope with such challenges. This research used a qualitative multiple case study design and conducted semi-structured interviews to collect the data. The participants were selected from the third-semester students at the English Department University of Islam Malang using their final scores in writing class to decide on four participants: two high achievers and two low achievers. The student's outline documents were also used as the source of the data to be presented in the findings along with the interviews' transcripts. The data in this study were analyzed through three stages: data reduction, data display, and conclusion drawing and verification. The interview was conducted twice to ensure the data's validity and trustworthiness. The result of this study reported that during the outline writing process, students revealed two important points: outline structure and sources. Further, students encountered challenges in the outline writing process: generating ideas, discovering sources, and arranging words. To overcome the challenges, students revealed some strategies: finding relevant sources, word arrangements strategy, outline writing practice, peer learning, and time management. After analyzing the data, it is indicated that high achievers performed better than low achievers in the outline writing process. The high achievers also faced fewer challenges during the outline writing process compared to the low achievers. Furthermore, strategies developed by high achievers are more effectively solved and accurate compared to low achievers' strategies. In conclusion, the high achievers performed better execution in the overall outline writing process compared to the low achievers.

Keywords: Argumentative essay, outlining, writing

INTRODUCTION

Writing is an essential skill that is used in a variety of contexts. It is a process of creating and organizing written content, and it involves developing ideas and using language to express them (Elbow, 1998). Writing can communicate ideas (Baaijen & Galbraith, 2018), inform, persuade, and entertain. According to experts in writing, the key to good writing is clarity and conciseness. A well-written text should be easy to understand and convey the intended message. Good writing is also organized and logical, and it should flow naturally. Additionally, good writing should be engaging and exciting and capture the reader's attention. Producing good writing also requires strong grammar (Widiati, 2016) and punctuation skills and knowledge of the conventions of writing in different contexts. To create good writing, there are four stages of writing known as the writing process introduced by Hayes and Flower (1980) that are required to follow. The four stages in the writing process refer to collecting information, planning ideas, translating ideas into text, and reviewing ideas and text.

Academic writing encompasses a variety of different types of writing, each with its own purpose and characteristics. They are expository, narrative, persuasive, descriptive, and

argumentative essays. By understanding the different types of writing, writers can craft pieces that are appropriate for their intended audience and that are effective in conveying messages.

Among different types of writing, argumentative essay writing is reported as the most complicated essay to write (Peloghitis, 2017; Anaktototy, 2019; Rijn, 2021) as it involves some research, acquisition, analysis, and organization of the issues briefly before writing the essay (Suhartoyo, 2021). The problems in writing an argumentative essay occur while generating an idea to argue logically based on facts and finding match references to develop logical coherent and logical arguments (Anaktototy, 2019). Moreover, cohesion has been a prevalent issue in argumentative essay writing (Rokhaniyah, 2022). According to Zhuu (2001), writing an argumentative essay also poses rhetorical difficulties for second-language writers. Therefore, writing an argumentative essay for university students has never-ending discussions among researchers since then.

To overcome students' argumentative writing problems, outlining is chosen to be applied in the teaching and learning process. As Kellogg (1988) has mentioned in his study that creating an outline during the writing process is presumably a good deal of planning. A number of studies on outlining also mentioned that outlining improved the quality of the product of writing (Kellogg, 1988; Kellogg, 1990; Shekarabi, 2017; Baaijen & Galbraith, 2018; Limpo & Alves, 2018). Outlining helps to organize ideas, provide structure to the essay, and improve the writing process. Outlining allows students to break down their ideas into smaller parts (Torrance & Galbraith, 2006), which can then be developed, expanded, and rearranged in a logical order (Rijn, 2021). Outlining also ensures that all necessary information is included in the essay, prevents repetition, and allows for a more efficient writing process. According to Rijn (2021), outlining may enable the writer to translate the complicated intellectual frameworks of arguments into linear language, which is especially important when writing an argumentative essay. Therefore, outlining may be especially beneficial when writing an argumentative, as it could help the writer with translating the complicated mental structures of arguments into a linear text.

Several studies have consistently indicated the effective result of outlining strategy in the essay writing process (Kellogg, 1988; Kellogg, 1990; Shekarabi, 2017; Baaijen & Galbraith, 2018; Limpo & Alves, 2018). Most of these studies focused on the effect of outlining in argumentative essay writing. They agree that students can successfully produce good essay writing with the help of the outlining strategy. Outlining has influenced students' essay writing performance in many aspects, such as idea development (Setyowati, 2017), text quality (Shekarabi, 2017; Baaijen & Galbraith, 2018), writing dynamic (Limpo & Alves, 2018), and many more.

However, while the benefits of outlining are well established, there is still much to be examined about the process itself including challenges experienced by students and strategies they used to cope with such challenges in the outlining stage. The current study aims to address this gap by providing a more comprehensive view of students' performance during the outlining stage of argumentative essay writing. By understanding the outlining process more deeply, new strategies and techniques can be identified, and it may be useful for students struggling with this important step in the writing process.

METHOD

This research used a qualitative multiple case study design which is aimed to obtain an in-depth understanding of students' experience in outlining stage during argumentative essay writing for both high and low achievers including the outline writing process, challenges they faced and strategies they developed and then compare their experience to discover how the high and low achievers perform during their outlining stage.

Four participants consisting of two high and two low achievers from third-semester students at the English Department University of Islam Malang participated in this study. The participants were chosen based on their final scores in Writing III gotten from the lecturers: high achievers with final scores of 87 (A) and 86 (A), and low achievers with final scores of 75 (B+) and 65 (C+). In

this study, participants were labelled with their initial names: MKXN, RN, DMP, and ENR. This research used semi-structured interviews to collect the data and was conducted twice to increase the credibility and validity of the data. Semi-structured interviews were used to gain an in-depth understanding of the process of writing an essay, the challenges faced by each student, and strategies used by students that cannot be examined only by analyzing the data from students' final scores.

The interview guideline consists of five questions: two questions for the opening and three questions for the main section of the interview. The three main questions were asked regarding students' performance in outlining stage including their challenges and strategies during argumentative essay writing. The interview guideline is self-constructed by the researcher with validation from writing experts. The interview guideline was self-constructed to obtain specific answers to the research question.

The interviews were conducted online within 30 minutes using Google Meet and were recorded. To make the participants more expressive and easier to answer the questions, the interview used Bahasa Indonesia. After wrapping out the interview session, the researcher made transcripts for both the first and the second interviews for each participant for further review and data analysis process. The data were then analyzed through three stages: data reduction, data display, and conclusion drawing and verification.

FINDINGS

The data in this study were then analyzed and categorized into three parts to answer the research questions: student's writing process, student's challenges, and student's strategies in outlining stage. The findings of this study were described as follows.

1. Student's Writing Process in Outlining Stage

Below is a table delivered with an overview of high and low achievers' performance in the outline writing process. Themes were used to represent the answers from high and low achievers based on the interview transcriptions.

Table 1 *Student's outline writing process in outlining stage*

Initial Names		Themes
High Achiever	MKXN	Outline Structure and Sources
	RN	
Low Achiever	DMP	
	ENR	

The data showed that in the outline writing process, the participants mentioned some steps and essential points needed in outlining process. The participants from both high and low achievers mentioned similar answers they believed are important in the outline writing process: outline structure and sources. The detailed explanation for both high and low achievers' performance in the outline writing process is presented below along with the interview quotes and outline documents.

1.1. High Achievers' Outline Process

To provide a wider understanding of high achievers' outline writing process, here are some quotes taken from the interviews:

MKXN: "There are several parts, there is a thesis statement first, to make a thesis statement, I look for data first that can strengthen my thesis statement or statement there then used by the body there is an opposing argument, there I try to find information first related to what is in the media or sources that are debated so related to my topic media or debated sources that are related to my topic. Then when making a refutation statement or in the outline, I further strengthen my argument by looking for research or articles to make my argument clearer and stronger. After that, I go to the conclusion. In the conclusion, of course, I usually make the essay first and then go straight to the essay, then after the essay I make the conclusion, and I put it in the outline again."

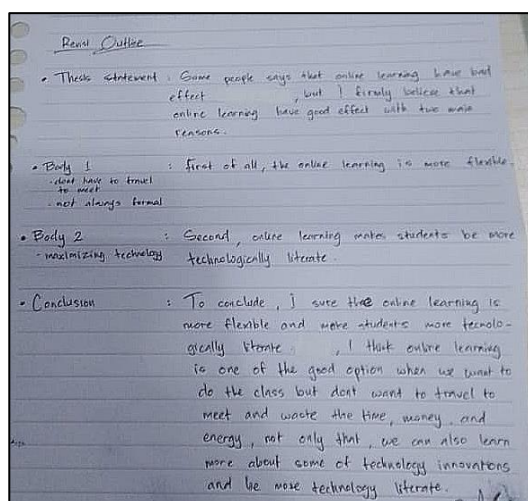
"I look for data first that can strengthen my thesis statement or statement there."

"In the body, there is an opposing argument, there I try to find information first related to what is in the media or sources that are debated so related to my topic media or debated sources that are related to my topic, then when making a refutation statement or in the outline, I further strengthen my argument by looking for research or articles to make my argument clearer and stronger."

RN: "Before writing, I usually look for references first or journals, articles and so on, so that I have an idea whether I should be pro or con with the statement that has been given or the theme that has been given. So, if I've read, so I have a view, why should I choose pro and why should I choose contra in the introduction using my own language and the thesis statement why I choose pro and why I choose contra like that, or I in the body paragraph, then I describe the reasons why I am pro and why I am contra. In an argumentative essay, it means that there are other opinions or opponent statements, right? So, after reading and having references, it can be described, Oh maybe the advantages of this and the disadvantages of this. After that, just develop it again in your own language."

"Before writing, I usually look for references first or journals, articles, and so on, so that I have an idea whether I should be pro or con with the statement that has been given or the theme that has been given. so, after reading and having references, it can be described, Oh maybe the advantages and disadvantages of this."

For a more concrete explanation, the researcher presented high achievers' outline documents that showed how the outline structures and sources are portrayed in their outlines as follows.



Picture 1 High Achievers' Outline Document in Outline Writing Process (MKXN)

Topic	the achievement of maudy ayunda entering harvard was mediocre	
Sources	Title of the article that you have read	Paste the link here
	1. Riwayat pendidikan maudy ayunda, lulus 2 universitas terbaik dunia	https://www.celebrities.id/read/ntip-rwayat-pendidikan-dan-karier-maudy-ayunda-sejak-kecil-sekolah-di-tempat-elit-356d2s
	2. Riwayat pendidikan dan karir maudy ayunda sejak kecil	https://www.celebrities.id/read/ntip-rwayat-pendidikan-dan-karier-maudy-ayunda-sejak-kecil-sekolah-di-tempat-elit-356d2s
	3. Biaya pendidikan maudy ayunda, dr SD hingga S2	https://www.celebrities.id/read/ntip-rwayat-pendidikan-dan-karier-maudy-ayunda-sejak-kecil-sekolah-di-tempat-elit-356d2s
	4. Pekerjaan orang tua maudy ayunda sukses mendidik kedua anaknya	https://www.ghnews.com/wisata-hiburan/pr-583472615/inilah-pekerjaan-orang-tua-maudy-ayunda-sukses-mendidik-kedua-anaknya
	5. Sebagian orang menganggap prestasi maudy ayunda biasa saja	https://www.dictio.id/2/mengapa-sebagian-orang-menganggap-pencapaian-maudy-ayunda-yang-lolos-seleksi-di-harvard-dan-stanford-biasa-saja/161707/3
	You can add more space if you	

	read more than five resources.	
Your Position (Agree/Disagree)	Agree	
Write your arguments (argument for)	1. because in my opinion having some of the same privileges that Maudy has is a very natural thing 2. have the same starting line. most of us want to study harder but are hindered by the economy. 3. instead it must be questioned, if you already have more privileges or more capital but there are no results. where is it? what did you get in school?	
Write others' arguments (argument Against)	1. But some people think they haven't experienced it or haven't even tried it. I believe, competent people who are already at the Maudy Ayunda stage or more than Maudy Ayunda will definitely not consider it 2. Pray and believe in God's destiny. God will surely grant those who are serious about achieving their dreams 3. And finally parental education. because parents are the first teachers in the family, their role is very important to support the child's learning process	

Picture 2 High Achievers' Outline Document in Outline Writing Process (RN)

In summary, the high achievers delivered a great performance during the outline writing process as they structured the outline structures well and described how used relevant sources for each part of the outline during the outline writing process.

1.2. Low Achievers' Outline Process

To provide a wider understanding of high achievers' outline writing process, here are some quotes taken from the interviews:

DMP: "First, determine the main topic or argument question that will be discussed in the essay. Second, identify the main points that will support the argument. Third, develop each point with relevant evidence or arguments. Fourth, organize the points in an orderly fashion, starting from the most important to the most secondary. Fifth, perhaps provide sub-points or additional details for each point if needed. And finally, make sure that the outline has a logical and correct flow."
"Third, develop each point with relevant evidence or arguments."

ENR: "After being given the topic, we think about what will be in our paragraph. So, the process of making an outline is first connecting as many ideas as possible. Then we eliminate them, because it's impossible to use all those ideas, because there are too many. So, we eliminate our ideas, which one is the best of those ideas. Well, then for the next process or steps of the outline, the first is the introduction. Furthermore, in the introduction there is a thesis statement, body, and conclusion. Introduction, thesis statement, body, conclusion and what is needed in an argumentative essay is no less important than sources. The function of sources here is to strengthen our opinion. It is an argumentative essay, so we have to be stronger in our opinion than the opposition."

“The function of the sources here is to strengthen our opinion.”

Hook : A more effective and enjoyable activity is online learning.

Thesis Statement : I have some arguments and evidence here to support my claim that online learning can lead to a better future, despite the fact that there are some who disagree with it.

Body 1

- Opposing argument: Neither teachers nor lecturers should be blamed for students' lack of concentration.
- Refutation: Even if no one is looking out for the student because the teacher is acting only as a facilitator, it can be difficult to stay more focused.

Body 2

- Opposing argument : fewer social interactions, which in this situation especially can make introverts more passive.
- Refutation: Offline learning exposes students to a variety of distractions, such as talking to their classmates or using their phone.

Conclusion

- Certain arguments against online education have unreliable supporting evidence. In addition, there are several evidence that support the idea that online learning should take precedence in all major educational initiatives.

Restating your position :

- In light of this, I think that having access to online education must be a crucial tool for obtaining a higher education and moving on in life.

Picture 3 *Low Achievers' Outline Document in Outline Writing Process (DMP)*

Topic: Online Learning

Title: Bright Future with Offline Learning

Hook: Along with development of the times, learning methods in the world of education are increasingly diverse, one of the methods used is offline learning.

Thesis statement: Although some people oppose offline learning, I have evidence of positive impact on offline learning.

Body 1

- **Opposing argument:** The opponent on online learning is
- **Refutation:** However, in online learning
- **Your argument:** In fact, teachers and students can carry out learning without having to worry about using internet quota or not having a signals.
- **Research:** Almost two-thirds (61.3%) of the respondents reported technological and Internet connectivity issues such as poor connectivity, lack of adequate devices, and lack of technology literacy. Maqableh, (2021)

Body 2

- **Opposing argument:** The opponent on online learning is more cheap fees.
- **Refutation:** However, online learning is more expensive. For example, have to buy inadequate device, internet quota, online courses, and others.
- **Your argument:** In fact, there are many lower middle who have limited fees.
- **Research:** The analysis results also show that the majority (80%) of students faced psychological issues amidst the lockdown, and almost half of them faced financial issues. Maqableh, (2021)

Conclusion: Offline learning is essential for everyone. Therefore, offline learning should be one of the alternatives to education.

Restating your position: I believe offline learning will be instrumental in developing a global education system in the future.

Picture 4 *Low Achievers' Outline Document in Outline Structure (ENR)*

After looking at low achievers' outline documents, the researcher found that low achievers make great use of sources in the outline. The low achievers' outline documents matched their statements during the interviews about the importance of sources.

Based on the explanation of the outlining process performed by high and low achievers' above, the researcher can tell that there is a difference in the outline structure of outlining process. The high achievers performed better in outline structure compared to the low achievers. However, when explained about sources in the outline writing process, the high and low achievers showed similar answers, and both performed well in the outline document.

2. Students' Challenges in Outlining Stage

Below is a table with an overview of the students' challenges in outlining stage. Challenges for every high and low achiever were presented using themes based on the interview transcriptions.

Table 2 Student's challenges in outlining stage

	Initial Names	Themes
High Achiever	MKXN	Generating Ideas
	RN	
Low Achiever		Generating Ideas
	DMP	Discovering Sources
		Arranging Words
	ENR	Discovering Sources
		Arranging Words

In the next question, the participants were asked about challenges they experienced during the outline writing process. After digging into the participants' answers, the researcher found out that each participant has various answers to the question. High achievers seemed to have fewer challenges compared to low achievers. The detailed explanation for both high and low achievers' performance in the outline writing process is presented below along with the interview quotes and outline documents.

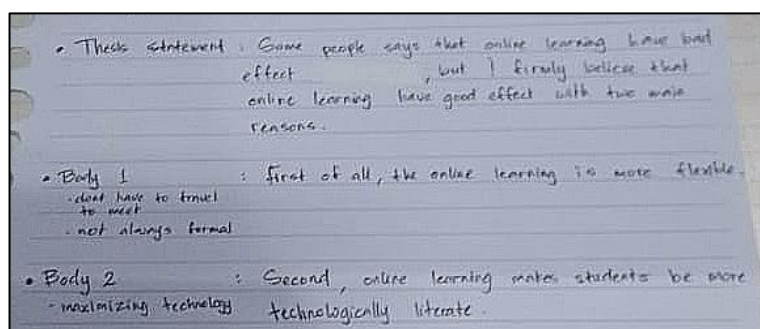
2.1. High Achievers' Challenges

Here are quotes from the interview section with the high achievers about challenges in outline writing.

MKXN: "When looking for ideas for the body part of the outline itself and finding the hook."

RN: "If the difficulty in the theme, in my opinion, it's sometimes confusing, or I don't understand the theme given. So inevitably I have to understand the theme, this is what is meant by this theme."

The high achievers' outline documents are presented as follows.



Picture 5 High Achievers' Outline Document in Challenges (MKXN)

Topic	the achievement of maudy ayunda entering harvard was mediocre	
Sources	Title of the article that you have read	Paste the link here
	1. Riwayat pendidikan maudy ayunda, lulus 2 universitas terbaik dunia	https://www.celebrities.id/read/ntip-riwayat-pendidikan-dan-karier-maudy-ayunda-sejak-kecil-sekolah-di-tempat-elit-3s6d2s
	2. Riwayat pendidikan dan karir maudy ayunda sejak kecil	https://www.celebrities.id/read/ntip-riwayat-pendidikan-dan-karier-maudy-ayunda-sejak-kecil-sekolah-di-tempat-elit-3s6d2s
	3. Biaya pendidikan maudy ayunda, dri SD hingga S2	https://www.celebrities.id/read/ntip-riwayat-pendidikan-dan-karier-maudy-ayunda-sejak-kecil-sekolah-di-tempat-elit-3s6d2s
	4. Pekerjaan orang tua maudy ayunda sukses mendidik kedua anaknya	https://www.agtvnews.com/wisata-hiburan/pr-583472616/inilah-pekerjaan-orang-tua-maudy-ayunda-sukses-mendidik-ke-dua-anaknya
	5. Sebagian orang menganggap prestasi maudy ayunda biasa saja	https://www.dictio.id/t/mengapa-sebagian-orang-menganggap-pencapaian-maudy-ayunda-yang-lolos-seleksi-di-harvard-dan-stanford-biasa-saja/161707/3
	You can add more space if you	

Picture 6 High Achievers' Outline Document in Challenges (RN)

Based on the high achievers' reports on challenges during the outline writing, the researcher inferred that they only faced issues before starting to write the outline, such as generating ideas and understanding the meaning behind a given theme. The high achievers did not get any structural or systematic issues in the outline writing process.

2.2. Low Achievers' Challenges

Compared to the high achievers, the low achievers seemed to have more challenges during the outline writing process. The challenges expressed by the low achievers are varied and spotted in different parts of the outline. The transcripts of previous interviews below showed the challenges faced by the low achievers in the outline writing process.

DMP: "Maybe the first is difficulty in identifying strong and relevant points to organize the outline. We have to read from other references. That's probably the difficulty for me to take or identify these points. Well, then the next one may be difficult to determine the order of the place between the points. Then the second thing, changes or the addition of new ideas when compiling the outline that can make me confused about the overall structure."

ENR: "Okay, the first difficulty is in the introduction, one of which is the thesis statement. Now sometimes I'm actually confused in the introduction too. The problem is whether in the introduction we have to make sentences that interest, that attract readers so that these readers are interested. In the thesis statement, we have to really convince the reader that we agree or disagree with the topic. In conclusion, it's a summary of our paragraphs above. I was confused about how to make other words from the words that I have made in paragraphs one to four for example. So, we have to find sources that can strengthen our opinion. Sometimes there are sources that are not suitable, sources like this, like that. So, we have to really match the sources with our opinion."

To gain more in-depth information about low achievers' challenges, the researcher presented the low achievers' outline document below.

Hook : A more effective and enjoyable activity is online learning.
Thesis Statement : I have some arguments and evidence here to support my claim that online learning can lead to a better future, despite the fact that there are some who disagree with it.
Body 1
• Opposing argument: Neither teachers nor lecturers should be blamed for students' lack of concentration. • Refutation: Even if no one is looking out for the student because the teacher is acting only as a facilitator, it can be difficult to stay more focused.
Body 2
• Opposing argument : fewer social interactions, which in this situation especially can make introverts more passive. • Refutation: Offline learning exposes students to a variety of distractions, such as talking to their classmates or using their phone.
Conclusion
• Certain arguments against online education have unreliable supporting evidence. In addition, there are several evidence that support the idea that online learning should take precedence in all major educational initiatives.

Picture 7 *Low Achievers' Outline Document in Challenges (DMP)*

Thesis statement: Although some people oppose offline learning, I have evidence of positive impact on offline learning.
Conclusion: Offline learning is essential for everyone. Therefore, offline learning should be one of the alternatives to education.

Picture 8 *Low Achievers' Outline Document in Challenges (ENR)*

As the quotes and students' outline documents presented above, the low achievers have more complex challenges during their outline writing process. Not only during generating ideas or the ideation process, but some structural issues also appeared in the outline, such as word arrangement, organizing points in the outline, and finding relevant sources to support the arguments.

3. Students' Strategies in Outlining Stage

Below is a table of high and low achievers' strategies in outlining stage. The researcher used themes to represent the data based on the interview transcriptions.

Table 3 *Student's strategies in outlining stage*

	Initial Names	Themes
High Achiever	MKXN	Finding Relevant Sources Peer Learning
	RN	Finding Relevant Sources Outline Writing Practice
Low Achiever	DMP	Finding Relevant Sources Word Arrangements Strategy Time Management
	ENR	Finding Relevant Sources Word Arrangements Strategy

Next, the explanation of high and low achievers' strategies along with the interviews' quotes and outline documents are as follows.

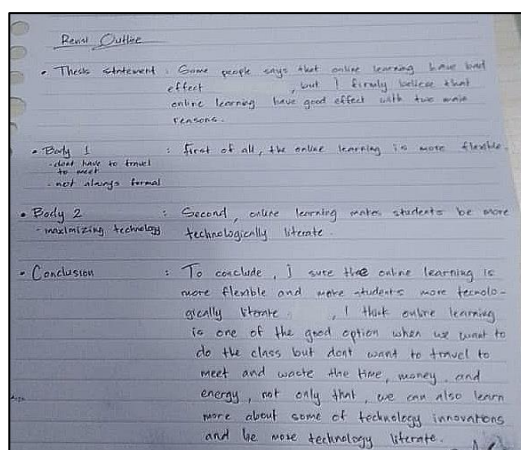
3.1. High Achievers' Strategies

The interviews' quotes on the high achievers' strategies are as follows.

MKXN: "Yes, I prefer to look for references and share knowledge with friends who do it too."

RN: "Afterwards, if I already understand, then I look for references, I have to be pro or contra the theme given. The strategy is that besides reading a lot, there is also a lot of writing practice. The practice of writing essays is right because if you just read, it doesn't work or it's useless to read or the insights are kept to yourself. But if you practice it after reading what you've read, after reading the journal in the essay, you can rewrite it or develop it by yourself like that."

Here are the high achievers' outline documents as proof that students solve their issues in the outline writing process.



Picture 9 High Achievers' Outline Document in Strategies (MKXN)

Topic	the achievement of maudy ayunda entering harvard was mediocre	
Sources	Title of the article that you have read	Paste the link here
	1. Riwayat pendidikan maudy ayunda, lulus 2 universitas terbaik dunia	https://www.celebrities.id/read/ntip-rwayat-pendidikan-dan-karier-maudy-ayunda-sajak-kecil-sekolah-di-tempat-elit-366d2s
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	3. Biaya pendidikan maudy ayunda, dri SD hingga S2	https://www.celebrities.id/read/ntip-rwayat-pendidikan-dan-karier-maudy-ayunda-sajak-kecil-sekolah-di-tempat-elit-366d2s
	4. Pekerjaan orang tua maudy ayunda sukses mendidik kedua anaknya	https://www.agtnews.com/wisata-hiburan/pc-583472616/nilah-pekerjaan-orang-tua-maudy-ayunda-sukses-mendidik-ke-dua-anaknya
	5. Sebagian orang menganggap prestasi maudy ayunda biasa saja	https://www.dicio.id/1/mengapa-sebagian-orang-menganggap-pencapaian-maudy-ayunda-yang-foto-selesai-di-harvard-dan-stanford-biasa-saja/161707/3
You can add more space if you		

	read more than five resources:
Your Position (Agree/Disagree)	Agree
Write your arguments (argument for)	1. because in my opinion having some of the same privileges that Maudy has is a very natural thing 2. have the same starting line. most of us want to study harder but are hindered by the economy. 3. instead it must be questioned, if you already have more privileges or more capital but there are no results. where is it? what did you get in school?
Write others' arguments (argument Against)	1. But some people think they haven't experienced it or haven't even tried it. I believe, competent people who are already at the Maudy Ayunda stage or more than Maudy Ayunda will definitely not consider it 2. Pray and believe in God's destiny. God will surely grant those who are serious about achieving their dreams 3. And finally parental education. because parents are the first teachers in the family, their role is very important to support the child's learning process

Picture 10 High Achievers' Outline Document in Strategies (RN)

From the quotes and outline documents presented above, it can be concluded that the strategies used by the high achievers are likely simpler yet require them to take practical action to solve the issues in the outline writing process. The high achiever, MKXN, shared about the strategy of finding relevant sources and peer learning during outline writing. Meanwhile, RN used to find relevant sources and outline writing practice to solve the issues in the outline writing process.

3.2. Low Achiever's Strategies

The low achievers' quotes are as follows.

DMP: "The first thing is to do research and gather strong evidence before composing the outline. Then secondly, use a word approach in compiling the outline. Then the last one might be able to use enough time like making a time division, to think about planning or compiling an outline with a period or given more time."

ENR: "For the first obstacle, it was in the introduction or one of them was in the thesis statement. So, there I did a lot of word arrangements that can convince readers like my strategy is to use a sentence like: "I believed that..." if in my thesis statement, it's like that. Then for the conclusion, in the conclusion we have to summarize what we have written from paragraphs one to four, for example. Then, my initiative is to use a paraphrase. So, for those words, I paraphrase and finally it can become a conclusion. And my third obstacle is looking for sources. So, in the search for sources, I looked for as many sources as possible, that can be English, can be Indonesian. So, I didn't go straight to Google, I went straight to Google Scholar, I searched for the topic there. So, for

the source, we really need to read it. So, my strategy is to read carefully which points can support my opinion, like that.”

Here are low achievers’ outline documents to help understand how the low achievers built their strategies during the outline writing process.

Thesis statement: Although some people oppose offline learning, I have evidence of positive impact on offline learning.
Conclusion: Offline learning is essential for everyone. Therefore, offline learning should be one of the alternatives to education.

Picture 11 Low Achievers’ Outline Document in Strategies (ENR)

From the outline documents, ENR used strategies including finding relevant sources and word arrangements strategy such as using certain phrases for the thesis statement and paraphrasing in the conclusion. Meanwhile, for another low achiever, DMP, the researcher cannot present the outline document since there is no part of the document that showed how DMP used the strategy of finding relevant sources, word arrangements strategy, and time management.

From all strategies revealed by high and low achievers, the researcher inferred that high achievers have stronger and more impactful strategies compared to strategies developed by low achievers. Although the high achievers applied simple strategies, they can execute them well and solve the issues. The strategies by low achievers are varied and were intended to solve the challenges but some strategies were not effectively overcome the issues.

To make a clear comparison of high and low achievers’ performance in the overall outline writing process, here is the table providing themes for the outline writing process, challenges, and strategies revealed by high and low achievers.

Table 4 Student’s performance in outlining stage

	High Achievers	Low Achievers
Process	Outline Structure	Outline Structure
	Sources	Sources
Challenges		Generating Ideas
	Generating Ideas	Discovering Sources
		Arranging Words
Strategies	Finding Relevant Sources	Finding Relevant Sources
	Outline Writing Practice	Word Arrangements Strategy
	Peer Learning	Time Management

Based on the table, the researcher concluded that high achievers showed better execution in the overall outline writing performance than low achievers including the writing process, challenges they faced, and strategies they developed to overcome the challenges.

DISCUSSION

The discussion was separated into three sections including the outline writing process, the challenges faced by students, and strategies they built to cope with such challenges. Further, according to the research findings, the students' outline writing process in argumentative essay writing is divided into outline structure and sources that play an important role during the writing process itself. In outline structure, students agreed that paying attention to every part of the structure such as the introduction including the hook and thesis statement, body paragraphs, and conclusion is essential. By paying attention to the detailed structure, it will be easier to organize ideas and sources to include in the outline and also will help students to develop arguments systematically. This finding is supported by Indriani's (2019) statement about plans included in the outline: organizational planning and content planning. The outline structure presented before is a part of organizational planning in outline writing. The next essential point that contributes to the majority of the outline writing process is sources. Students agreed that sources have a beneficial role in outline writing since sources support students' arguments in the outline writing process, helping students with updated information needed in the outline and developing broader ideas or insights.

While students get through the outline writing process, challenges are encountered by students that are then classified into three points to be discussed. The three challenges among the participants include difficulty in generating ideas, discovering sources, and struggling in arranging words during the outline writing process. The first challenge recognized by students is difficulty in generating ideas. Some participants in the interview reported their lack of understanding and seemed to have no idea about what the theme meant. This finding supported the study by Bae and Lee (2016) stated that the insufficiency of content in students' writing is due to limited knowledge of the topic or issue and also a lack of ideas to develop the writing. It happened because students still did not get used to outline writing and it needs more reading through sources and digging in to practice the outline writing more. Torrance (2000) also previously mentioned that writing requires familiarity with the content that they are to write about and the ability to reason with this content so as to present a coherent and convincing account to their audience. The researcher believed that this can also work for the outline writing process since understanding and getting familiar with the theme is needed to make students create the outline with ease.

The difficulty of finding great sources to support arguments and opinions became the next challenge among students. Sometimes, the students do not meet the relevant sources and have to carefully look for them in a good source base. Not only the process of looking for sources, but the students again faced difficulty in sorting the sources to be their references in the outline. A strong, relevant, and up-to-date source is required to write a good outline for argumentative essay writing.

The third challenge revealed by students during their outline writing process is difficulty in arranging words. Many students who still have not gotten used to writing an outline face this problem since writing an outline requires good word arrangement. For example, in the introduction part, students have to use a suitable and strong sentence to capture readers' attention that also represents what the students want to convey in the hook and thesis statement section. Favart and Coirier (2006) cited in De Smet (2014) have previously stated that writers, or in this case students, often have problems establishing a well-ordered coherent argumentative structure. Saprina (2020) indicated four important things to remember when students develop ideas. They are constructing thesis statements, organizing paragraphs, making writing coherent, and combining ideas into correct sentences. This statement by Saprina (2020) showcased how important it is to write coherent content. So, the researcher concluded that although students have many ideas for the outline they cannot reconstruct them into coherent writing, which may end up messing up the idea and confusing the readers.

In line with those challenges, students shared that they utilized some strategies to deal with them. The researcher pointed out five strategies to overcome challenges in the outline writing process among participants. The first and most common strategy revealed by students is finding relevant sources. Before writing the outline, students need to have enough sources and information.

The sources have to be strong, relevant, and up-to-date to support students' arguments and opinions. To find great and relevant sources some students revealed that they used to look for sources in trusted source bases to prevent students from accidentally including fake sources and information in their outlines. To overcome the challenge of generating ideas, Olive and Passerault (2012) cited in Des Met (2014) suggested that structuring ideas is important for generating new ideas. So, although finding sources is a great solution to the issue, structuring ideas can also help students to find new ideas.

The second strategy used by students is the word arrangement strategy. This strategy was used differently among students in several parts of the outline: using certain phrases to convince the readers of students' arguments and opinions in the introduction part, sorting points to include in the outline, and also paraphrasing the paragraphs to make a conclusion. The strategies reported by the students above are in line with a statement about the thesis statement in the introduction part by Indriani (2019). She stated that the thesis statement must contain a brief view to the readers about what the writer is going to talk about and prove it through the writing. The thesis statement also has to use provocative words to attract readers' attention. In conclusion, she added, should clinch up the final thoughts with a powerful statement to persuade the readers to believe in the statement.

The third strategy in the outline writing process is to practice outline writing. Some students expressed that sometimes they find difficulty in understanding the theme and the student said that it happened because they still did not use to write an outline, especially for argumentative essays. By doing a lot of practice in outline writing, students feel that creating an outline becomes easier and can be familiarized with it. The fourth strategy to cope with challenges in outline writing is peer learning. Students shared that sharing knowledge with friends through peer learning can effectively help them brainstorm ideas in the outline writing process. Finally, the last strategy used by students during outline writing is the great management of time. This strategy can make the overall outline writing process run smoothly and students have divided enough time to work with each part of the writing process.

CONCLUSION AND SUGGESTIONS

This study is intended to discover and analyse students' outline writing process, challenges they faced, and strategies they developed to cope with such challenges by interviewing four third-semester students in the 2022/ 2023 academic year. The cross-case analysis found that high and low achievers performed the outline writing process in outlining stage differently. In the outline-writing process, the researcher pointed out that high achievers performed the outline-making process better than low achievers. The high achievers can explain the step-by-step outline writing process briefly and in detail. Meanwhile, the low achievers only mentioned the main structure in the outline writing process, they did not portray the proper way of writing an outline.

Furthermore, when being asked about challenges in the outline writing process, the high achievers tended to have only a few challenges during the outline writing process compared to the low achievers. The high achievers only faced issues that appeared before the writing process begin, meanwhile, the low achievers faced various challenges including some systematic problems that were spotted in several parts of the outline. In the next results about strategies applied by high and low achievers, the researcher found out that the high achievers were more likely to have more than one strategy to use compared to the low achievers. The high achievers tended to use more strategies than the low achievers to solve one issue. The researcher inferred that it could increase the probability of fixed issues and ensure that the strategies effectively solved the problems. On the other side, some strategies used by the low achievers seemed not clear and did not correlate with the challenges they faced. To sum up, this research showcased how high achievers performed better execution in the outline writing process compared to low achievers. Therefore, doing a lot of practice in outline writing can help low achievers improve their writing.

Based on the result of this study, English Teachers are suggested to establish a new way of

learning how to write an outline properly to improve students' writing quality. Further exploration and investigation of outline writing performance by comparing participants' age gap and genders can be examined in future research.

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