

Teachers' Perceptions of Using the Outlining Technique in Teaching Writing

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ABSTRACT

Writing remains a challenging skill for many students, particularly in generating and organizing ideas. Although the effectiveness of outlining techniques has been widely investigated, teachers' perceptions of their use remain underexplored despite their importance for effective classroom implementation. Understanding teachers' perspectives is essential for informing pedagogical practices and supporting the effective use of outlining techniques in writing instruction. This study explored teachers' perceptions of outlining techniques and identified their benefits and challenges in writing instruction. Using a basic interpretative qualitative design, this study involved five English teachers from schools in Sidoarjo and Surabaya. Data were collected through open-ended questionnaires and observations and analyzed thematically through coding, theme identification, and interpretation. The findings revealed that teachers perceived outlining positively because it helped students organize ideas and supported a more systematic writing process, although several implementation challenges were identified. Overall, the findings provide insights for optimizing outlining techniques in writing instruction.

Keywords: *Teachers' Perceptions, Teaching Writing, Outlining Technique, High School Students*

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INTRODUCTION

Writing is a fundamental skill in an academic environment, requiring the presentation of ideas clearly and logically (Radjaban & Humanika, 2024). According to Bongga (2022), one of the most important skills in teaching English is writing. Writing is a means of communicating in writing and is a productive skill. Writing is a tool used for communication, such as expressing opinions or ideas. This is also supported by Rashid et al. (2021), who state that writing is a method to express thoughts, feelings, and experiences in the form of words and writing is not a natural activity. Kartawijaya (2018) stated that writing is not a skill that is acquired naturally because this ability cannot be obtained automatically and easily. This is because writing is a gradual thinking process and is the result of communicative language skills (Yamin, 2019).

Writing encourages students to integrate various aspects such as language, grammar, organization, vocabulary, and writing mechanics, thereby helping to improve language proficiency (Brown, 2007). Writing skill plays a crucial role in language learning because through writing activities, students not only learn to express their ideas but also develop critical thinking skills, organize their ideas logically, and use appropriate linguistic elements. Therefore, writing skill is one of the key indicators of success in language learning.

According to Wijayanti (2021), a teacher is someone who can be trusted and emulated through their words and attitudes. Teachers are also figures who can shape the personality or character of students. Therefore, teacher plays a very important role in every educational process. One of the primary roles of teachers is in teaching writing. Teaching writing covers various aspects starting from preparing materials to other important processes such as

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reading, editing, and providing feedback on student results. Teaching writing has several stages, such as pre-writing, during writing, and post-writing (Amalia et al., 2025). To produce good writing, there are five main components that writers need to pay attention to, namely content, organization, vocabulary, language use, and mechanics (Brown, 2007).

In the writing process, one of them is composing ideas, many students experience difficulties. This statement is supported by Nawawi et al. (2024), students are not confident enough in writing because they do not have anything to write. In addition to difficulties in generating ideas, students also face challenges in organizing their ideas logically, developing main ideas into supporting ideas, and maintaining coherence between sentences and paragraphs so that their writing can be easily understood by readers. These difficulties cause students to feel confused and uncertain during the writing process. Consequently, students' low self-confidence can affect the quality of their writing, resulting in writing that is less than optimal.

According to Oshima & Hogue (2007), Outlining helps students organize their ideas in a structured manner, making it a crucial step in the writing process. Creating an outlining online becomes very important when students start planning their writing, because students can find more ideas and information that they need to organize (Rizqiyani, 2023). Apart from that, Basri et al. (2023) state that outlining can be used as a planning tool before the writing process begins, because it makes it easier to organize ideas in a structured order. This statement is further strengthened by Bongga (2022), who stated outlining can also be a writing technique that can be used for students. Outlining is a summary of what the author plans to say in essay.

To support this research, the researchers found several previous studies. A previous study was conducted by Rizqiyani (2023), in this study researcher conducted quantitative research using quasi-experimental design (post-test only) on high school students at one school in Jember in 2023. Researcher focused on the extent to which differences in results were seen between students who applied outlining in their writing process and students who used conventional teacher methods when writing coherent paragraphs. From the research results, there were striking differences in student writing results between students who applied the outlining technique and those who did not.

In line with earlier findings, there is previous study was conducted by Basri et al. (2023), in this study researchers used quantitative research on junior high school students in the Lampung area in 2023. Researchers focused on applying outlinings as a technique to help students organize their ideas to express them in text. Researchers also want to know whether students' writing skills improve after implementing the outlining technique. From the results of research using the T-test, it is stated that there is an increase in students' writing skills.

Apart from that, there is a previous study by Bongga (2022), in this study researchers applied a pre-experimental method with three implementation phases including pre-test, treatment, and post-test in one class of junior high school students at one of the schools in Makassar in 2022. The researcher focused on finding out the effect of the outlining technique on junior high school writing skills. school students when writing descriptive text. From the research results, there was an increase in the scores obtained by students after treatment. Students who have applied the Engineering outlining get higher grades than before applying the Engineering outlining.

As for the previous study on teachers' perceptions conducted by Hanggrasawani et al. (2024), in this study, the researchers focused on exploring students' perceptions regarding the use of mind maps to improve their writing skills. In addition, this study also aimed to find the advantages of applying mind maps. This study used a qualitative method and involved 28 sixth-semester students in an academic writing course as research participants. Data collection in this study used closed and open-ended questionnaires. The results of this study show that students have a positive perception of mind maps, especially in writing learning. Mind maps can also help students organize ideas, develop ideas, and structure texts to be more structured and coherent.

From several previous studies above, there are several shortcomings. For instance, many of previous studies have focused on the effectiveness of outlining techniques in improving

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students' writing skills, and most have employed quantitative approaches, such as experimental studies. Although there were some qualitative studies, these lacked diversity in terms of perspective. Previous studies only focused on the student's perspective and did not include various perspectives or input from various parties such as teachers, to provide deeper insight of the effectiveness of using the technique in general. Not only that, previous studies did not specifically address the difficulties teachers face when using this technique. In addition, previous studies did not explain the benefits that teachers can get from implementing the outlining technique. Therefore, this study addresses these gaps by answering the following research questions: (1) How do teachers perceive the application of the outlining technique in writing classes? (2) What are the benefits of using the outlining technique in teaching writing? (3) What challenges do teachers face when implementing the outlining technique in teaching writing?

METHOD

In this study, the researchers use a basic interpretative study. Ary et al. (2014) define a basic interpretative study as a research approach that focuses on a phenomenon derived from data such as interviews, observations, and document analysis in the form of descriptive explanations or reports. This design was chosen because the study did not aim to develop new theories or conduct an in-depth exploration of the participants' personal experiences, but rather to understand and interpret the meanings teachers ascribed to the use of outlining techniques based on their experiences in the context of writing instruction. Thus, basic interpretive qualitative research was deemed the most appropriate approach for exploring the perceptions, benefits, and challenges experienced by teachers in their classroom teaching practices.

The participants in this study are five English teachers from Sidoarjo and Surabaya. The researchers determine research participants using purposive sampling. Based on the sampling, the researchers determined that the participants in this study are English teachers who met the criteria necessary to fulfill the objectives and focus of this study. The researchers determine the first criterion is English teachers who teach at the high school level. Second, English teachers apply the outlining technique to teach writing.

The researchers used two different instruments to collect data for this study. Research data were collected through open-ended questionnaires and observations to gain an in-depth understanding of teachers' perceptions regarding the use of the outlining technique in teaching writing. The open-ended questionnaire consists of nine questions designed based on the research focus, namely teachers' perceptions of the use of outlining techniques, as well as the benefits and challenges they face when applying these techniques in writing instruction. In addition, the open-ended questionnaire was used as the primary instrument to obtain more comprehensive and detailed responses. The researchers used Google Forms as media to create the questionnaire and distributed it to teachers via WhatsApp. The researchers also used an observation sheet as the secondary instrument. The observation sheet focuses on how teachers implement outlining techniques in the classroom, explain the use of outlining, guide students in creating outlines, and students' responses and engagement during the learning process. The observation also aims to support data triangulation, thereby enhancing the credibility of the research findings.

The data were analyzed using the thematic analysis method proposed by (Braun & Clarke, 2012). The first is familiarizing data. At this stage which consists of six steps: familiarizing the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. In the initial stage, the researchers read and understood all the data obtained from the open-ended questionnaires and observations. Next, the researchers conducted the coding process by assigning codes to each relevant data point based on the research focus. The five English teachers in this study were coded as T1, T2, T3, T4, and T5. This study identified three main themes: teachers' perceptions, benefits, and challenges of using the outlining technique in teaching writing. After that, codes

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with similar meanings were grouped into these themes based on the results of the data analysis. The next stage involved reviewing the alignment of the themes with the data and research questions before the researcher finally interpreted and reported the research results systematically.

FINDINGS AND DISCUSSION

This section presents the findings from the open-ended questionnaires and observations regarding the research questions, namely: (1) How do teachers perceive the application of the outlining technique in writing classes? (2) What are the benefits of using the outlining technique in writing classes? (3) What challenges do teachers face when implementing the outlining technique in teaching writing? The following is a detailed explanation and some statements from participants

Positive Perceptions on the Use of the Outlining Technique in Teaching Writing

The findings reveal that all participant hold positive perceptions of the outlining technique. Based on data collected through a questionnaire, there are five perceptions among teachers regarding the use of outlining techniques, including: (1) pedagogical guidance or as scaffolding in learning, (2) organization and coherence, (3) structural awareness, (4) cognitive and focus enhancement, (5) skill development and writing facilitation.

Pedagogical Guidance

Teachers view the outlining technique as a form of pedagogical guidance or scaffolding in the writing learning process. This perception indicates that the outlining technique helps provide clear, step-by-step, and systematic guidance to students in developing their writing. Additionally, the outlining technique serves as a tool to guide students so they do not experience confusion when they begin writing and helps simplify the writing process into steps that are easier to follow. Below are statements from several participants based on the questionnaire results.

T1: *"It helps students to feel more guided, prevents jumping in unrelated points."*

T2: *"Outlining is very important. It directs the early students, at senior high school in composing a certain genre of the text"*

T4: *"An outlining breaks the intimidating task into manageable chunks."*

T5: *"I see outlining not merely as a prewriting activity, but as a thinking framework that helps students organize their ideas logically and confidently."*

These statements are supported by classroom observations showing that teachers provide initial guidance to students by explaining the function of outlining before the writing process begins. This is recorded in the observation sheet as follows.

"The teacher clearly explains the function of using an outlining before writing"

In addition, the teacher also provided direct guidance to the students as they worked together to develop an outlining. This was recorded in the observation sheet as follows.

"Teacher provides example outlining and teacher guides students to create outlining together and write it on the board"

This finding aligns with research conducted by Putri & Wahyudin (2025), who stated that the use of outlining helps students identify key ideas and build relationships between concepts by breaking down complex texts into manageable components. This is because, with several steps or stages in the writing process, students can more easily develop ideas and write entire paragraphs step by step effectively.

Organization and Coherence

Based on the questionnaire results, the second finding concerns teachers' perceptions of outlining techniques in improving the organization and coherence of students' writing. This perception refers to the view that outlining can help students organize their ideas logically, resulting in a coherent and easily understandable flow of writing. The following are statements from several participants emphasizing that outlining serves as an important step in organizing ideas and building a systematic train of thought before students put their ideas into writing.

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T1: "It helps a lot. It provides clear roadmap before drafting so their writing Will be more coherent and focus."

T2: "Outlining technique is to organize ideas, establish logical flow, and streamline the writing process by breaking down projects into manageable section."

T4: "It Creates a "Logical Flow" for Technical Minds for students are often very logical and practical."

T5: "The outlining technique supports them in developing clarity, unity, and coherence before they begin drafting."

From the statements above, it can be concluded that teachers view outlining as an important strategy for improving the organization and coherence of students' writing. These statements are also supported by classroom observations showing that teachers ask students to create an outlining first to organize their ideas. Teachers then ask students to develop their ideas and continue writing the entire paragraph based on the outlining they have created.

This finding aligns with research conducted by Wicaksono & Riwayatningsih (2019), who stated that students showed improvement when using an outlining. Students have a clearer picture of what they will write and are better able to organize their ideas in a logical sequence. These findings clearly confirm that technical outlining play a significant role in the organization and coherence of students' writing.

Structural Awareness Of Paragraph Writing

Another finding is teachers' perceptions regarding the use of outlining in developing students' awareness of paragraph structure. This perception refers to teachers' understanding that outlining techniques help students understand and organize the key components of a paragraph. Outlining is considered to help students identify the main elements of a paragraph and understand the relationship between the writing objective and the paragraph structure that must be created. Below are statements from several participants.

T1: "It plays a significant role. It makes the structure visible before students begin drafting. When students create an outlining, they must first identify the main point of the paragraph."

T3: "Outlining technique really helps students to concern in detail writing ability related to the purpose, topic sentence, supporting details n conclusion."

T4: "Students often think a paragraph is just a random collection of sentences. Outlining forces, them to identify the Topic Sentence as the "Header" or the "Master"."

T5: "In my opinion, outlining functions as a mental roadmap that guides them in arranging their topic sentence, supporting details, and concluding idea in a logical sequence."

T5: "The outlining technique helps students understand paragraph structure by making each component of a paragraph visible and purposeful. When students create an outlining, they clearly identify the topic sentence as the main idea, list the supporting sentences as detailed explanations or evidence, and plan the concluding sentence as a reinforcement of the main point."

This is supported by classroom observations showing that teachers directly explain and teach students about paragraph structure. The following notes were recorded in the observation sheet.

"The teacher explains and writes on the board about paragraph structure."

Based on the statements above, this finding is in line with research conducted by Batubara (2015), who stated that students can organize main ideas and supporting ideas logically and in a well-organized manner. Outlining also demonstrates smooth transitions between ideas in students' writing.

Cognitive and Focus Enhancement

Based on the questionnaire data, the next finding concerns teachers' perceptions of the use of outlining techniques to improve students' focus and cognitive regulation during writing instruction. These perceptions indicate that outlining helps students better organize their ideas, maintain relevance, and avoid repetition. Below are statements from several participants who noted that outlining helps students focus more on developing ideas, avoid repetition, and shift their thinking from initially feeling confused about what to write to

becoming more focused and knowing exactly what to write through the creation of the outlining.

T3: *"I think my students can focus easily and they rarely do repetition in their vocabularies."*

T4: *"It shifts the focus from "I don't know what to write" to "I just need to fill in this specific box.""*

The results of this questionnaire are supported by observational findings showing that teachers actively help students maintain focus and control their ideas. Teachers explicitly remind students to organize their ideas logically and avoid repetition. These findings are recorded in the observation sheet as follows.

"The teacher reminds students to organize their idea logically to avoid irrelevant ideas and repetition of arguments."

Based on the participants' statement, this finding aligns with the findings of Salija (2017), who stated that an outlining can maintain focus on relevant material while setting aside and filtering out irrelevant ideas or details. This demonstrates that outlining helps make the writing process more efficient and controlled. Thus, the use of outlining significantly contributes to simplifying and directing the writing process, thereby reducing students' cognitive load.

Skill Development and Writing Facilitation

The final finding in this section concerns teachers' perceptions of the use of outlining techniques as a tool to facilitate students' writing process and develop their writing skills. These perceptions refer to teachers' views that outlining can make the writing process easier and help students improve the quality of their writing. Creating an outlining aid in the development of writing skills, particularly in enhancing clarity, detail, and confidence when composing paragraphs. Below are several statements from participants in the questionnaire results indicating that students find it easier to begin writing and to develop the content of their writing into complete paragraphs.

T2: *"A good outlining truly guides students in writing paragraph easier."*

T3: *"Outlining technique really helps students to concern in detail writing ability."*

T5: *"Outlining helps students organize their ideas logically and confidently."*

The results of this questionnaire are also supported by classroom observations, where during learning activities, most students were able to develop their ideas more easily using the outlining they had created, and their written work received good grades from their teachers.

This finding aligns with research conducted by Sabrina & Sianipar (2014), who stated that the outlining technique has been proven to improve students' performance in writing descriptive paragraphs and simplify the writing process. Thus, the outlining technique is considered an effective strategy in writing instruction, particularly in developing writing skills and facilitating the writing process.

Benefits of Using the Outlining Technique in Teaching Writing

Based on data collected from participants through open-ended questionnaires and observations, the researchers identified several benefits of using the outlining technique in writing classes. Teachers cited several benefits of using the outlining technique in teaching writing based on their experience. Outlining helps students organize their ideas, maintain topic consistency, improve the quality of their writing, and boost their confidence. The following is an explanation.

Outlining Helps Students to Organize Idea

Based on data from the open-ended questionnaire, all teachers agreed that the first benefit of using outlinings in writing classes is that they help students organize their ideas. By using outlinings, students find it easier to arrange main ideas and supporting ideas in a logical sequence, resulting in more systematic and structured writing. Below are statements from five teachers based on the questionnaire results.

T1: *"It significantly helps. It clarifies introduction, body and conclusion of their writings."*

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T2: "Students will have clear thinking of how to organize their idea by understanding the outlining."

T3: "In my experiences, outlining technique can help to limit the students' focus. it means that they know what they write based on the topic specifically. So, they feel easy to organize their ideas before writing text."

T4: "The outlining technique is the "Sorting Machine" that processes raw thoughts into a professional product. It helps Categorizing "The Useful" from "The Noise"."

T5: "The outlining technique significantly helps students organize their ideas before writing a paragraph. By outlining first, they are encouraged to brainstorm, select relevant ideas, and arrange them in a logical order."

These statements are also supported by classroom observations, which report that teachers play an active role in guiding students to organize their ideas using outlining. It is also noted in the observation sheets that teachers guide students in creating outlining and move around the classroom to help students organize their ideas.

This aligns with research conducted by Tazky (2018), who stated that students demonstrated improvements in content and idea organization after using an outlining. This clearly impacts the clarity of the resulting text. This means that outlining indeed play a crucial role in helping students, particularly during the planning stage, as they find it easier to articulate their thoughts one by one and in a more organized manner.

Outlining Can Maintain Topic Consistency During Writing

The second benefit is that using an outlining helps maintain consistency in the topic throughout the writing process. Based on the participants' experience, having an outlining provides students with a clear guide regarding the main ideas they need to develop. Thus, as they develop the main ideas outliningd in the outlining, consistency is maintained, and they do not easily stray from the predetermined topic. Below are statements from the participants.

T1: "It prevents jumping between unrelated points."

T2: "Common mistakes of for the students is having non coherence sentence. This will be reduced by outlining"

T3: "I think my students can focus easily and they rarely do repetition in their vocabularies and the students can stay focus because of their draft before."

T3: "In my perception that using outlining technique in teaching writing is really necessary and needed to develop and focus to their concern related to the topic given."

T4: "The outlining technique acts as a "Boundary Wall" (Scope Control) This is because students often have "associative" brains. If they write about Tourism in East Java, they might suddenly start talking about their favourite food in Malang, then jump to a story about their uncle's car."

T5: "Outlining helps students stay focused and on topic by providing a clear framework before they begin writing. They are less likely to include irrelevant information."

The data from the questionnaire above is reinforced and supported by the results of observations, which show that during classroom instruction, most students remained focused on the topics they had written about and avoided irrelevant ideas. This was also noted in the observation sheet as follows.

"Most students remain focused and stay on topic they have created."

This aligns with research conducted by Agustina & Widyaningsih (2026), which states that this technique helps learners maintain focus on the main topic and develop their ideas in depth without straying from the intended message. Consequently, students who use an outlining tend to focus more on the main topic and can maintain coherence between sections. Therefore, an outlining not only aids in the initial planning stage but also contributes to the overall coherence of the text

Outlining Can Improve the Quality of Student's Writing

The third benefit is that using an outlining can improve the quality of students' writing. Based on the participants' experience, having an outlining before writing the entire paragraph enables students to produce writing that is better, more structured, coherent, and easy to understand. Below are statements from participants based on the questionnaire results.

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T1: "Their writings become more coherent, more focused, and easier to assess."

T2: "Students writing in a certain text is getting improve when the apply on provided outlining such as in expressing a goal on procedure."

T4: "When we implement the outlining technique, the quality of their paragraphs shifts from "amateur storytelling" to "structured communication"."

T5: "Yes, I have observed clear improvements in students' paragraph writing quality after implementing the outlining technique. Their topic sentences became more focused, and their supporting details were more relevant and logically arranged."

The questionnaire data above is supported by classroom observations, which reported that during learning activities, students fully utilized outlining to develop and write paragraphs in their entirety, and the final results of their writing received very high marks from their teachers.

Based on the statements above, this finding aligns with Salija (2017), who states that there is a difference in the quality of essays between students who use outlining and those who do not. Students who use outlining demonstrate a significant improvement in essay quality compared to those who do not use outlining. This proves that outlining contribute significantly to the quality of students' writing because, with an outlining, students' writing becomes more focused, coherent, and systematic.

Outlining Can Increase Students' Confidence

The fourth benefit is that outlinings can boost students' confidence. Some participants noted that students' confidence in writing increases when they use an outlining. This is because students feel they have a clear guide in the form of an outlining. This is what makes them more confident in expressing their ideas and less hesitant to begin the writing process. These are the participants' statements.

T3: "Of course, using outlining technique is better than without applying it, I have observed my students to be self-confidence in writing while I compare with my students don't t use outlining technique."

T5: "In my classroom, I observe that students who use outlining tend to write more coherent and confident paragraphs, as they already have a clear direction before drafting."

T1: "It also builds confidence since they can break writing into manageable steps."

The statement above is supported by observational findings indicating that most students were able to write a complete paragraph after first creating an outlining. During the writing process, students were more confident in developing the ideas they had outlining and encountered very few difficulties. In addition, students asked their teachers very few questions.

Based on the statements above, this aligns with Agustina & Widyaningsih (2026), who argue that by following a structured outlining, students can also enhance their confidence in writing because they have a clear guide to support their progress. This means that when students have a clear guide, they feel more prepared, bold, and confident to start writing and expressing their ideas. Thus, outlining provides significant benefits, particularly for students in terms of boosting their confidence.

Challenges of Using the Outlining Technique in Teaching Writing

In addition to the benefits identified, based on data obtained from the questionnaire, the researchers also identified several challenges associated with the use of outlining. Based on their experience, teachers reported four challenges they faced when applying this outlining technique in writing classes. These challenges relate to students' perceptions of outlining, limited class time, differences in student ability, and the need for teachers to employ additional strategies when implementing the outlining technique.

Outlining as an Extra Step

The first challenge in using the outlining technique is students' perception that outlining is an extra step, which can be time-consuming and not particularly important in the writing process. Consequently, this perception leads to students lacking motivation to follow the steps in the writing process. Some students tend to want instant results. They want to write

entire paragraphs right away without creating an outlining first. Here are statements from several participants based on the questionnaire results.

T1: *"Some students think that It's extra work, why not just write the essay directly. They tend to skip outlining."*

T4: *"They want to see results fast. Our students are used to fast-paced practical work. To them, an outlining feel like an "extra step" that slows them down."*

T5: *"One of the main challenges I face when teaching the outlining technique to high school students is their tendency to see it as an additional task rather than a helpful strategy. Some students prefer to write immediately without planning because they feel outlining takes extra time."*

Based on the observation results, no explicit resistance or opposition from students toward the use of outlinings was found. This may be due to clear and direct guidance from the teacher, ensuring that students continued to follow the outlining stage before writing a complete paragraph. Thus, although perceptions emerged from the questionnaire data, the observation results did not significantly support this phenomenon in actual classroom practice. This finding has not been extensively discussed in previous research, so it can be categorized as a new finding in this study.

Limited Class Time

The second challenge teachers face in applying the outlining technique is the limited amount of class time. The writing process involves several stages, such as brainstorming ideas, creating an outlining, and developing paragraphs. Consequently, this poses a challenge for teachers to manage their time effectively so that none of these stages are overlooked and all can be completed. Below are statements from the five participants.

T1: *"It limits teacher feedback on planning stages."*

T2: *"Teaching writing is time consuming, as a teacher we need to give individual guidance."*

T3: *"Writing ability really needs more time to develop it. 1 week in 1 meeting in 2 periods, it is really limited time to conduct writing ability, but we should adapt it as well as possible."*

T4: *"While outlining is a cornerstone of organized writing, the reality of a busy SMK schedule often turns this "ideal" step."*

T5: *"Time constraints often become practical challenges in implementing outlining activities in writing classes."*

This finding is also supported by the results of observations, which showed that not all students were able to complete the outlining stage within the allotted time. This was recorded in the observation sheet as follows.

"Due time constrains during the outlining process some students finish while others did not."

This finding aligns with research conducted by Radjaban & Humanika (2024), who stated that some students also consider outlining to be time-consuming. This indicates that one of the obstacles to implementing the outlining technique is limited time allocation. This can result in the effectiveness of outlining not being maximized.

Student Skill Variation

The third challenge teachers face when applying the outlining technique in writing classes is the variation in students' abilities. Within a single class, students have varying levels of ability, such as in critical thinking. Some teachers have stated that adjustments are necessary when applying this outlining technique because students have varying abilities, meaning that each student has a different capacity to understand instructions. This is why not all students are able to apply the outlining technique effectively, and some students struggle to generate main ideas and subpoints. Below is a statement from the participants.

T2: *"Constructing an outlining based on multiple ranges of student's skill."*

T5: *"Others struggle to differentiate between a main idea and supporting details, especially when their critical thinking skills are still developing and there are differences in student abilities."*

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The questionnaire results are strongly supported by observation findings, which indicate that during instruction, a small number of students struggled to generate a main idea. These findings are recorded in the observation sheet as follows.

"Most students are able to generate main idea but only a few students have difficulty generating main idea, which may be due to differences in ability among students."

Based on the participants' statement, this finding aligns with Moses & Mohamad (2019), who argue that the challenges faced by teachers in teaching writing skills stem from students' diverse levels of ability. Different levels of writing ability require teachers to employ different approaches. Therefore, teachers need to adapt their teaching strategies to students' ability levels.

Need for Additional Strategies

The final challenge teachers face when applying the outlining technique is the need to use additional strategies in implementing it. This certainly poses a challenge for teachers to prepare additional strategies to ensure the outlining technique is implemented effectively. The following are some statements from participants regarding the additional strategies and approaches they must prepare in relation to students' perceptions of outlining.

T1: "I always grade the process of outlining, not only the final result of writing."

T2: "First, know every student English proficiency skill well in class. Second, make a simple outlining enabling student understand easily."

T3: "I am as a teacher should apply writing text in short text approximately (100 - 110 words), so the quality writing is absolutely done in limited-time given."

T4: "I always explain that writing without an outlining is like building a house without a blueprint or sewing a dress without a pattern."

T5: "I consistently model the outlining process and provide guided practice before asking them to work independently. I also provide guided templates at the beginning, especially for students who struggle with organizing their thoughts."

Based on the statements, this is further supported by observation results showing that teachers actively provided additional strategies, such as limiting the number of words in outlining, and played an active role in assisting students throughout the learning process. This is as recorded in the observation sheets.

"The teacher limits the number of sentences and words when creating outlining to adjust the time"

"Teacher moves around class to assist students."

Based on the participants' statement, this finding indicates that there is a professional demand for teachers to always be creative and innovative in the learning process. In conclusion, teachers must indeed be quick to prepare additional strategies to support the implementation of the outlining technique so that it runs smoothly during learning. So far, the researcher has not found this finding in previous studies, so this can be categorized as a new finding in this study.

CONCLUSIONS

Based on the findings, teachers viewed the outlining technique as an effective strategy for supporting writing instruction by helping students organize ideas, understand paragraph structure, maintain focus, and improve overall writing skills. Teachers also reported that outlining enhanced topic consistency, writing quality, and students' confidence throughout the writing process. Despite these benefits, several implementation challenges were identified, including students' perception that outlining is an additional task, limited instructional time, differences in students' writing abilities, and the need to combine outlining with other teaching strategies. This study contributes to writing pedagogy by providing insights into teachers' perceptions, instructional practices, and challenges in implementing outlining techniques in the classroom. The findings offer practical guidance for teachers in designing more structured and responsive writing instruction that addresses students' diverse learning needs. However, this study was limited by its small number of participants and its focus on

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only a few high schools. Future research should involve more participants from diverse educational contexts and investigate effective strategies for overcoming challenges in implementing outlining techniques in writing instruction.

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