THE EFFECT OF COLLABORATIVE WRITING TECHNIQUE ON STUDENT'S WRITING ABILITY AND LEARNING MOTIVATION AT SMP N 3 BULIK TIMUR

THESIS

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2020/ 1441 H

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Assalammu'alaikum Wr. Wb

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Thank you for the attention.

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MOTTO AND DEDICATION

" pray (ask) to me, surely I grant you."

(Q.S Al-Mukmin:60)

This thesis is dedicated to :
My beloved father Ukin, Mother Entin and My brother Ujang Dodi for their valuable endless prayer, support, suggest and happiness in conducting this research.
My advisors Sabarun M.Pd and M. Zaini Miftah M.Pd who gave suggestion and guidance.
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declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Yours Faith fully

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ABSTRACT

Yuliana 2020. *The Effect of Collaborative Writing Technique on Students Writing Ability and Learning Motivation At SMP N 3 Bulik Timur.* Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Sabarun M.Pd ; (II) M.Zaini miftah M.Pd.

Key Words: *Collaborative, writing ability, Motivation*

This study was aimed at investigating: the significance Collaborative writing technique on students writing ability and learning motivation at SMP N 3 Bulik Timur.

This study used quantitative approach with Quasi- Experimental design to find out the answer of problem of the study. The population of this study consisted the seven grade students at SMP N 3 Bulik Timur. The sample was determined by using cluster random sampling . the reseacher took all the students of two classes as the sample. They were VII-a class which consisted of 21 students (Using collaborative writing technique) and VII-b class which consisted of 20 students (without collaborative writing technique). For the data collection, it was used the instruments such as writing test and questionnaire.

The result based on analyzed by using SPSS program 21 statistic calculated, there were showed that score Experiment class based on mean statistic calculated before taught by using collaborative (58.57) and after taught by using collaborative writing technique was (79.14). It meant that there were significant effect on students writing ability by using collaborative writing technique. Then, the score from calculated questionnaire learning motivation showed that 81% with strong categorized, it meant that there were interaction effect of collaborative writing technique and learning motivation on students writing ability. Based on the result validity in Experiment class by using pearson product moment showed that N 21 with level significant 5%=0.443 and result pearson correlation was 0.853.>0.443. And based on sig. 0.000>0.05. It meant that the test was valid and include at level high validity.

Based on calculated testing hyphotheses it showed that collaborative writing and learning motivation give effect on students writing ability with value sig (0.00) it was lower than alpha (0.05), it meant there were significant effect of using collaborative writing and learning motivation, then Ha was accepted and Ho was rejected.

ABSTRAK

Yuliana. 2020. Pengaruh Teknik Menulis Kolaboratif Pada Kemampuan Siswa dalam Menulis dan Motivasi belajar di SMP N 3 Bulik Timur.
Pembimbing (I) Sabarun M.Pd, Pembimbing (II) M.Zaini miftah M.Pd

Kata Kunci: *kolaboratif, kemampuan menulis, motivasi*

Penelitian ini bertujuan untuk menginvestigasi: Pengaruh Teknik Menulis Kolaboratif Pada Kemampuan Siswa dalam Menulis dan Motivasi belajar di SMP N 3 Bulik Timur

Penelitian ini menggunakan pendekatan kuantitatif dengan jenis kuasi-eksperimen untuk menemukan jawaban dari pertanyaan penelitian. Populasi dalam penelitian terdiri dari siswa kelas VII SMP N 3 Bulik Timur. Sampel dipilih dengan menggunakan teknik cluster random sampling. Peneliti memilih dua kelas sebagai sample Kelas VII-a terdiri dari 21 siswa(menggunaka teknik menulis kolaboratif) dan kelas VII-b terdiri dari 20 siswa (tanpa menggunakan teknik menulis kolaboratif). Untuk pengumpulan data digunakan instrumen berupa tes menulis dan mengisi kuesioner.

Hasil dari analisis menggunakan statistik SPSS program 21. Menunjukan nilai dari hasil kelas eksperimen berdasarkan hitungan nilai rata-rata dari sebelum menggunakan kolaboratif (58.57) dan setelah menggunakan perlakuan teknik kolaboratif menjadi (79.14). Sehingga ada pengaruh signifikan yang terlihat dari kemampuan siswa menulis menggunakan teknik kolaboratif. Kemudian hasil dari penghitungan kuesioner menunjukan hasil 81% dengan kategori yang kuat, sehingga ada hubungan yang signifikan antara teknik kolaboratif dengan motivasi siswa dalam belajar. Hasil dari validitas untuk kelas eksperimen menggunakan pearson product moment menunjukan 21 siswa dengan level signifikan 5% =0,443, dan hasil pearson 0,853> 0,443 dan berdasarkan hasil signifikan 0,000<0,05. Sehingga tes yang di gunakan adalah valid dan dengan validitas yang tinggi.

Berdasarkan hasil tes hipotesis menunjukan bahwa teknik menulis kolaboratif dan motivasi belajar memberikan pengaruh kepada siswa dalam menulis dengan nilai signifikan (0,00) lebih kecil dari (0,05). Sehingga ada perubahan signifikan dari menggunakan teknik menulis kolaboratif dan motivasi belajar.

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LIST OF ABREVIATION

Ha	: Alternative Hyphothesis
Ho	: Null Hyphothesis
SPSS	: Statistical Package for the social sciences
SMP	: Sekolah Menengah Dasar (Junior High School)
E	: Experiment Group
C	: Control Group

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CHAPTER I

INTRODUCTION

In this Chapter, The Researcher described background of the study, Research problem, objective of the study, Scope and limitation, hypothesis, assumptions significance of the study, and definition of key term.

A. Background of Study

Language as one of social aspects of human life is the most important means of communication in any society. Language is a human system of communication ideas comprehensibly from one person to another that uses arbitrary signals, such as voice sounds, gestures, and written symbols. English is one of the most and important language because it is an international language for any requirements to get your goal in this era.

Writing is also somethi ng that very important and indispensable for the students because the success of their study based on the greater part of their ability to write. If the writing skill is poorly they are to fail in their study or at least they will have to difficulty in making the progress. In other think, if they have a good ability in writing, they will have a better opportunity to succeed in their study (Pramono, 2014).

The teaching of writing is aimed at enabling students to master the functional texts and monologue texts or paragraphs in the form of descriptive, narrative, recount, procedure, and report (Depdiknas, 2006). The work of writing is presented in the form of text types, usually known as genres, which are closely related to the purpose of each type. For especially the eighth grade, it is limited

on descriptive, recount, and narrative. In writing descriptive text, the eighth grade students are expected to be able to write a simple descriptive text correctly. They should be able to make sentences in the form of present tense and develop main idea into short descriptive text.

Collaborative writing is strategy in a teaching writing which students are asked to work together in pair or group in order to produce a good writing. This strategy is to facilitate students to write a certain text with their peers. In other word, the students will work together to produce a good writing. It is usually too considered as two or more students for writing (Sukirman, 2016,p.33).

Motivation is something that can get people going to keep them working, and help them to complete task. Surprisingly, most of them agreed with the comments, I have previously heard. These facts motivate me much to the effort of investigating students learning motivation at the faculty of teacher training and education from the perspective of lectures (Yustinus, 2015).

Learning motivation is one of the most important factors to students' learning achievement. A few months ago I heard some uncomfortable comments among lecturers about students' learning motivation. In the following day I had an opportunity to discuss with several lecturers, out of those who have commented in a day before, on the topic of students' learning motivation (Werang, 2018,p.1039).

The reason the researcher choose this topic of the study as:

1. The most important to improve students skill in writing because if we have a good ability in writing, we will have a better opportunity to succeed in their study.
2. The use collaborative writing technique in writing descriptive text can help the students to interest and easily, then the students have a big motivation to learning.
3. Support the development of students writing skill. Graduated from this school, and then will give contribution for SMP N 3 BULIK TIMUR. Then to make students At SMP N 3 Bulk Timur interested and motivated in learning writing by using collaborative writing technique.
4. Based on the related study Collaborative writing technique is success to improve students writing ability.

B. Research Problem

1. Does Collaborative writing technique give effect on the students writing ability at SMP N 3 BULIK TIMUR ?
2. Does Learning motivation give effect on descriptive text by using collaborative writing approach at SMP N 3 BULIK TIMUR ?
3. Does any interaction effect of collaborative writing on students learning motivation and students writing ability descriptive text at SMP N 3 Bulik Timur ?

C. Objective of the study

In general the study aim to improve the students writing skill specifically it is to:

1. To Find out the Effect of students' writing ability on descriptive text by using collaborative writing approach at SMP N 3 BULIK TIMUR.
2. To Find out the significant effect on students learning motivation on descriptive text by using collaborative writing approach at SMP N 3 BULIK TIMUR.
3. To Find out the effect on students writing ability descriptive text by using collaborative writing and learning motivation at SMP N 3 BULIK TIMUR.

D. Hypothesis

1. Alternative Hypothesis (Ha)
   a. Students Writing ability give effect on Descriptive text by using collaborative writing approach at SMP N 3 BULIK TIMUR
   b. Students learning motivation give effect on writing descriptive text by using collaborative writing approach at SMP N 3 BULIK TIMUR
   c. Collaborative writing and learning motivation give effect on students writing ability descriptive text at SMP N 3 BULIK TIMUR
2. Null hypothesis (H_o)

a. Students' writing abil ity does not give effect on Descriptive text by using collaborative writing approach at SMP N 3 BULIK TIMUR
b. Students learning motivation does not give effect on writing descriptive text by using collaborative writing approach at SMP N 3 BULIK TIMUR
c. Collaborative writing and learning motivation does not give effect on students writing ability descriptive text at SMP N 3 BULIK TIMUR

E. Assumptions

In this research, the researcher assumes that learning motivation and students writing ability will improve better using Collaborative writing approach in teaching English, if we use collaborative writing approach, especially in writing skill.

F. Scope and limitation

Based on the Problem above, this research is limit on the students writing ability and learning motivation on descriptive text by using collaborative writing technique on seven grades SMP N 3 BULIK TIMUR. The number of subject is two class one classes consist of 21 students and one class again 20, the total is 41 students.

G. Significance of the Study

There are two significance of the study in theoretically and practically.

Theoretically, it gives improved data about collaborative writing strategies will support the concept of implementing appropriate teaching strategies to answers student's needs. It helps teachers have the overview to determine suitable teaching and learning activities in teaching descriptive text writing.

Practically, the result of the present study can be useful information for teaching learning, especially to increase easier in writing.

H. Definition of Key Term

Some important terms are needed to define in order to avoid misunderstanding. The definition of the key terms which to be used in the study presented as the following;

According to Richard effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables. In this research there are three variable, the first is Collaborative writing technique, the second is ability in writing Descriptive text paragraphs and the last is learning Motivation. Effect in this study means to look the students writing ability in descriptive text and the learning motivation in writing by using collaborative writing method then effect is change because of treatment.

Collaborative writing strategy is a teaching writing strategy in which students are asked to work together in pair or group in order to produce a good writing. It is generally considered as two or more persons writing (Sukirman, 2016,p.33). Collaborative writing in this study means to give easy for understanding in writing by using collaborative strategies because in writing we need to work together to share about something that we do not know.

Ability is the power or the strength to do something physical or mental. In this research, it means the respondents should have good

understanding of Descriptive text. Ability in this study means to know so far the strength students in the writing descriptive text.

Descriptive is a write English text in which the writer describes an object. In this text, the object can be concrete or abstract object For example to create a particular mood, atmosphere or to describe a place so that the reader can create vivid pictures of characters, place, object, etc (Sipayung, 2016, p.91). Descriptive text in this study means to give information about the text that students write in the paper.

(Harmer, 2007) say that, extrinsic and intrinsic motivation and importantly factors influencing each motivation. He believes that intrinsic motivation comes from inside the individual, such as someone's enjoyment to a learning process and wish to make him/her feel better. Motivation in this study means to know their motivation for learning writing in the class.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher described related studies, component of writing, process of writing, the purpose of writing, advantages and disadvantages of collaborative writing, and descriptive text.

A. Related Studies

In order to provided strong foundation of the present study, in this section the researcher presented some studies those closely related to the study. A related study from Sipayung (2016) "the implementation of collaborative writing method to Improve students' writing of descriptive genre at SMP negeri 3 Percut sei tuan on grade viii at the academic year 2015/2016", the research study was analyze the improvement on students to write descriptive through collaborative writing method. The research design in this study is classroom action research with qualitative and quantitative approach. The population of this research is all students grade eight at junior high school; they are 360 students and as a sample of this research consist of ten percent from the population. There were two kinds of data on this research namely qualitative and quantitative. Qualitative data showed that students' interest in writing descriptive because they can write collaboratively, knowledge sharing and critical thinking in teaching and learning process.

Secondly, the study has finish from Pramono (2014), studies investigated the effectiveness of collaborative writing, the sample of this research is the eighth grade students of MTS Assafi'iyah gondang consisted of one class. The instruments of this study is test, the Findings to know the students writing achievement, the researcher gave pre-test and post-test in order to know their writing ability before and after being taught by using collaborative writing method.

The Third, (Tai, 2015) This research about the Effect of collaborative students writing a comparison between individual, pair and group work, the sample of this research 41 students in Oman school were exposed by Interviewee and questionnaire, the findings show that there is a positive impact of collaborative writing on learners' performance.

Hoseein & Farideh (2018) Investigate about The Effect of Collaborative Writing on Iranian EFL Learners' Task Achievement in Writing and Their Perception.40 learners were chosen to pursue the purpose of the study. These learners formed an experimental group and a control group with 20 participants in each. Collaborative writing was implemented in the experimental group and individual writing was used in the comparison group. The participants in the experimental group were later interviewed and their perception toward collaborative writing was investigated. The findings is writing effective in terms of motivation, peer feedback, comprehensive view over the topic, changing ineffective writing habits, and vocabulary

learning; though peer authority and teacher authority were considered as inhibiting factors.

Werang (2018) Studied about learning motivation at the Faculty of Teacher Training and Education, Musamus University of Merauke, Papua, Indonesia. As aforementioned, quantitative data were analyzed descriptively using Statistical Package for the Social Sciences (SPSS) version 21 for Windows. This finding might be worthwhile for the head of all departments and the dean at the faculty level as well to make an effort of creating strategies to enhance students' learning motivation in order to address the need of having qualified graduates.

The last, this research from Banu (2016), Studied investigated about the effectiveness of collaborative Think-Write-Pair-Share Compared to Peer-editing Strategy for Teaching Descriptive Writing to Students of High and Low Self-efficacy, There were 28 students of the fourth semester of English Department of STKIP Soe in the participated in this study. The study applied some instruments like self-efficacy statements, test and observation checklist. Shortly, both teaching strategies are effective to improve students‟ writing achievement although TWPS is better than Peer-editing strategy.

This research different with the study above is a related study above have two variable, and in this study have three variables, then this study focus on students writing ability on descriptive text by using collaborative technique and to measure learning motivation of the students in SMPN 3 Bulik Timur.

B. Writing

Writing is one of the important skills that students need to develop. In the academic context, this ability is used to measure the students' writing proficiency such as composing academic essays or writing some texts which are included in the curriculum. In the business context, the ability to write is important for those who make business relation with others across the nations by sending email or composing business report. Writing a letter or message is also a means of communication which can connect the relationship between people indirectly (Soraya, 2016,p.63).

Writing is not an easy job, because there are many components that everyone should know to make in the effort of producing writing. According to Reid, writing is a complex skill, because some components should be focused on writing, such as the purpose of writing.

1. Component of writing

In writing activity, the writer has figured out some writing components in order to produce good writing. If writing contains full of components of writing, it will make the readers easily comprehend the whole content of the text and acquire the massages delivered by the writer in printed language. According to Jacob, there are five components of writing as follows;

1. Content. The writer has an ability to think creatively to develop his ideas.

2. Organization. The writer has fluent flowing expression to express the ideas, clearly stated or supported well relationship between paragraph, logical and sequencing.
3. Vocabulary. The writer has a lot of words and idioms to convey intended information, attitudes and feeling. Besides, he can use the appropriate word including prefix and suffix and also idioms.
4. Language use. The writer can apply the basic agreement between sentences, tenses, numbers, words order or functions, articles, pronouns and preposition.
5. Mechanics. The writer is able to write in appropriate spelling, punctuation, and capitalization.

2. Process of writing

In developing writing, writer should do some processes. Because writing is an effort of processing and producing a written forms. Arlov states five processes in producing a written product, they are;

1. *Prewriting* is thinking. It is the way to get ideas, in this section writers will make an illustration in their head what the writer will write about.
2. *Planning* is a process of finding the main idea that will lead the writer in the process of writing. In this stage, a writer should have a thesis statement because the thesis statement contains the main idea.

3. *Drafting* is a main process of writing. In this stage, writers will make their writing. They will compose their sentence in this section and make it into a paragraph draft.
4. *Revising* is an activity done in writing process to revise the result of paragraph arranged in the preview processes. Revising is to correct the wrong things written in the draft. So, it is very important for writers in order to avoid mistakes in their writing.
5. *Proofreading is a final process in writing*. This stage will be very crucial for writers because in this stage writers will finalize their writings. In this stage writers will see all things written in their writing such as grammar, spelling, and word choice, not only grammar, spelling, and word choice, but also the connection of among sentences, the ideas expressed, and so forth. Writers should pay much attention to their writings in order to make good paper.

3. The Purpose of writing

The purposes of writing as follows:

a. To express the writers felling

   The writer wants to express his felling and thought in written forms, as in a diary or a love letter. It is what is so called as expressive.

b. To entertain the readers

The writer intends to entertain the reader though written form, and he usually uses authentic materials. It is called as literary writing.

c. To inform the readers

It is used to give information or explain something to readers. It is a kind of informative writing.

d. To persuade the readers

The writer wants to persuade or convince the readers about his opinion or concept or idea. It is called as persuasive writing. In addition, (Byrne,1997: 2) in this book *Teaching Writing Skill* says about the purpose of writing: "it is helpful to keep in mind some of the many uses we are likely to make of writing". On the personal level, people use writing to make a note of something, for example shopping list, diaries, etc., a ND used to keep records of things to be remembered. Writing is also used to send messages in the forms of letters, memos, and many kinds of writing to deliver the messages from one to others.

C. Collaborative Writing Technique

Collaborative teaching has become a requirement for most special education and general education teachers. General education and special education teachers are asked to cooperate to successfully meet the needs of all students their classroom and to ensure the execution of differentiated instruction in the inclusive classroom. Collaborative learning is expected to fulfill the need of both teacher and students. Collaborative writing is two or more persons working together to produce a written document (Wahyuni, 2017,p.14).

(Banerjee, 2000,p.3) points out that in the collaborative learning process knowledge can be pooled and shared among group members .As a result, each student is a dynamic contributor to both the learning and the teaching process.

It has been emphasized that collaborative writing effects overall writing performance and improvements of students' writing. Students' writings can be more grammatically accurate, more linguistically complex and had better content, organization and vocabulary (Wigglesworth and Storch, 2009 p.451). Collaborative practices are being increasingly advocated in second language classrooms largely in response to the collaborative potential tools. The literature reveals a noticeable increase in interest in collaborative writing (Elola & Oskoz,2010).

1. The Procedure of collaborative writing

Based on (Wahyuni, 2017, p.16) Basically, the procedures of collaborative writing approach can be implemented as follows;

1. Teacher divides students into pairs (one students becomes helper and another becomes writer).
2. The helper asks the writer by using WH questions to develop idea.
3. The writer answers and takes notes based on helper's question.
4. The writer can add things that are not in helper's question.
5. The helper and the writer develop first draft.
6. The writer reads draft out loud and makes it good sound.
7. The helper corrects incorrect word if he/she can.
8. The helper and the writer look at the draft together.
9. The helper and the writer correct their draft (*idea and meaning, order, style, spelling and punctuation*) by using color pen.
10. The helper and the writer develop their draft into Descriptive paragraphs
11. The writer writes the best writing.
12. The students collect their writing to the teacher

1. The Advantage and Disadvantage of Collaborative writing

Based on Rosdiana, There are many advantages and disadvantages in collaborative writing. Three advantages that come to mind are having a wider knowledge base. Teams of experts have a

wider base of knowledge than a single writer. Similarly, there is a wider range of expertise. Collaboration offers a wider range of expertise and skills that one writer may possess. Divergent opinions play a factor in the advantages of collaborative writing by the group offering divergent opinions, raise more questions, and point out more problem areas than a single writer. Thus, there are a few more advantages in collaborative writing such as; wider responsibilities and respect for co-workers.

Another advantage of the collaborative process is having multiple pairs of eyes to proofread the writing. Having a fresh perspective is vital when proofreading, so the more people looking at the writing, the higher the likelihood that mistakes will be identified and improvements will be made. Creativity can be fueled when multiple writers brainstorm with each other. That is another great advantage to the collaborative writing process. One writer can propose an idea, and another can expand on it and complement it.

Some of the disadvantages may be workload disparities. The workload may have disparities and some people may have to work harder than others that will lead to resentment that will need to be addressed and mollified. In contrast, a disadvantage of this process is the possibility of opposing opinions on how best to represent the given information. If some members of the collaborative process are unwilling to compromise, this can be a serious obstacle. Additionally,

conflicting schedules of a writing team can make it hard for a project to be completed.

Table 2.1 The Advantages and Disadvantages of Collaborative Writing Strategies (Adopted from Sukirman **2016; 44**)

Writing Strategy	**Advantages**	**Disadvantages**
Single-author writing	Efficient and style Consistency.	May not clearly represent group's intentions and fewer consensuses produced.
Sequential single writing	Easy to organize and simplifies planning	Lose sense of group, subsequent writers may invalidate previous work, lack of consensus, version control problems, inefficient, and one person bottlenecks
Parallel writing – horizontal division	Efficient and high volume of output	Writers can be blind to each other's work, redundant work can be produced if poorly planned, stylistic differences, potential information overload, and does not recognize individual talent Differences well.
Parallel writing Stratification	Efficient, high Volume of quality output, less redundancy, and better use of individual talent	Writers can be blind to each other's work, redundant work can be produced if poorly planned, stylistic differences, and potential information overload

Reactive writing	Can build creativity and Consensus	Extremely difficult to coordinate, problems with version control, and most software does Not effectively support this strategy.

D. Descriptive text

Descriptive is a written English text in which the writer describes an object. In this text, the object can be concrete or abstract object (Sanggam 2011, p.44). Description is a text containing two components identification and description. The identification is to identify the object to describe while description is to describe parts, qualities and characteristics of the parts of the object. The social function of descriptive to describe a particular person, place or thing (Gerot and Wignel, 1994, p. 221).

Description is kind of writing that tries to put a picture in the reader mind. It tells how something looks or sounds or tastes or smell or even feels. A good way for the writer to learn how to write descriptive text is to start with a definition is really a brief description in answer to the questions. "What do you mean"? It is share experience. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character of personality. Descriptive writing always has a primary purpose, either to present an accurate description of something real or a picture that reveals the authors' feelings or belief. Writing is one of the language skills that should be known when someone is learning a language. Writing has

some important to be presented which will be informed to the reader. (Wahyuni, 2017,p.12)

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing.

Language Features Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore. Significant Grammatical Features:

- Focus on specific participants (My English teacher, Andini's cat, My favorite place)
- Use of Simple Present Tense

  Use of Simple Past Tense if Extinct.
- Verbs of being and having 'Relational Processes'. (My mum is really cool, She has long black hair)
- Use of descriptive adjectives (strong legs, white fangs)
- Use of detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur)
- Use of action verbs 'Material Processes' (It eats grass, It runs fast)

- Use of adverbials to give additional information about behavior (fast, at tree house)
- Use of Figurative language (John is as white as chalk.)

1. Generic structure of descriptive text

Adopted from wahyuni (2017,p.13) The generic structures of a description are as follows;

- Identification : identifies the phenomenon to be described
- Description of features: describes features in order of importance.

2. Type of descriptive text

Adopted from wahyuni (2017) there are some types in descriptive writing;

a. Physical description may focus on the appearance of the person, place or thing.
b. Descriptions of ideas use concrete images or an analogy to help readers understands abstract or complicated concepts.
c. Functional description illustrates memorable parts of the writer's past by describing a person, place, thing or event.
d. Character sketches illustrate the appearance and personality of real character.

E. The Nature of motivation

Motivation is an important factor in writing, Students who lack motivation to write will not readily engage in academic writing activities.

These students may exhibit high anxiety about writing, low self-efficacy for writing, and a lack of self-regulation and self-determination when writing (Payne, 2012).

(Riswanto & Ariyani, 2017, p.42) said that, motivation is one of the thing increasing students achievement in education process. There are namely of internal and external motivation.

Motivation is very important in teaching and learning activity. Motivation can be said as arrangement of efforts to prepare to certain condition. Motivation can be stimulated by outside/internal factor but it increases inside the people. In teaching and learning process motivation can also be said as everything of the activator inside the students who growth in learning activity (Saefurrohman, 2004, p.14).

In this case, the role of teacher is very important, how the teachers have done increase and to give motivation in order the students can learn well, its need to a process and good motivation as well. Learning is a process of activity to change the behavior of the learner; there are many factors that influence both internal and external factor of the learners. It is very clear that one problem that is faced by a teacher to prepare out her teaching is how to motivate or increasing the motivation to the learner effectively. The success in one teaching is influenced by motivator.

(Werang, 2018 p.1039) said that, Learning motivation is one of the most important factors to students' learning achievement. A few months ago I heard some uncomfortable comments among lecturers about students'

learning motivation. In the following day I had an opportunity to discuss with several lecturers, out of those who have commented in a day before, on the topic of students' learning motivation. Surprisingly, most of them agreed with the comments I have previously heard. These facts motivate me much to the effort of investigating students' learning motivation at the faculty of teacher training and education from the perspectives of lecturers.

In the discussion of motivation (Harmer, 2007) said that, between extrinsic and intrinsic motivation and importantly factors influencing each motivation. He believes that intrinsic motivation comes from inside the individual, such as someone's enjoyment to a learning process and wish to make him/her feel better.

5. Kinds Of motivation

Talking about kinds of motivation, every psychologist gives his own opinion that is different from others. Based on Saefurrohman (2004) kind of motivation such as;

a. Cognitive motives. This motive is show in indicate intrinsic, that is relation with the satisfaction of individual. There is satisfaction of individual intern of human and usually shape into process mental product. This motive is very primary in learning activity in school.

b. Self-expression. Self-expression is a part of human behavior. It needed by creativity, full of imagination. So, in this case somebody wants to show the self-actualization.

c. Self-enhancement. Through the self-actualization and the development of potential will increase the progress of somebody herself. The progress of man or woman is wanted by people. So, competition is very important to students to get achievement.

There are two state divided motivations such as;

1. Internal motivation

   Internal motivation is motivation that emerges from him/her without any compulsions from outside. For example, a student interests in studying English because of he is very interested in mastering the skills, and able speak English fluently.

2. External motivation

   External motivation is a kind of motivation that emerges in studying activity. It is started and continued based on the stimulus which has not relationship with study activity. It means that the students study unmotivated by the eager to be able in the lesson, or the stimulus that emerge aim at to get something. For example, a student studies because of he will get praise and his parents will be glad to him.

F. Experiment Study

(Ary, 2010, p.36) said that, quasi-experimental design are similar to randomized experimental research in that involve manipulation of an independent variable but differ in that subjects are not randomly assigned to

treatment group. There are many situations in educational research in which in not impossible to conduct a true experiment. Neither full control over the scheduling of experimental conditions nor the ability to randomize can be always realized.

(Ross and Morrison, 2004, p.1026) stated that there are 7 steps to conduct quasi experiment.

1. Select a Topic This step is self-explanatory and usually not a problem, except for those who are "required "to do research. The step simply involves identifying a general area that is of personal interest and then narrowing the focus to a researchable problem
2. Identify the Research Problem

   Given the general topic area, what specific problems are of interest? In many cases, the researcher already knows the problems. In others, a trip to the library to read background literature and examine previous studies is probably needed. A key concern is the importance of the problem to the field. Conducting research requires too much time and effort to be examining trivial questions that do not expand existing knowledge. Experience researchers will usually be attuned to important topics, based on their knowledge of the literature and current research activities.
3. Conduct a Literature Search

   With the research topic and problem identify, it is now time to conduct more intensive literature search. Of importance is

determining what relevant studies have been performed; the designs, instruments, and procedures employed in those studies; and, most critically, the findings. Based on the review, direction will be provided for (a) how to extend or complement the existing literature base, (b) possible research orientations to use, and(c) specific research questions to address. Helpful information about how to conduct effective literature reviews is providing in other sources.

4. State the Research Questions (Hypotheses)

   This step is probably the most critical part of the planning process. Once stated, the research questions or hypotheses provide the basis for planning all other parts of the study: design, materials, and data analysis. In particular, this step will guide the researcher's decision as to whether an experimental design or some other orientation is the best choice.

5. Determine the Research Design

   The next consideration is whether an experimental design is feasible. If not, the researcher will need to consider alternative approaches, recognizing that the original research question may not be answerable as a result.

6. Determine Methods.

   Methods of the study include (a) subjects, (b) materials and data collection instruments, and (c) procedures. In determining

these components, the researcher must continually use the research questions and/or hypotheses as reference points. A good place to start is with subjects or participants.

7. Determine Data Analysis Techniques.

Whereas statistical analysis procedures vary widely in complexity, the appropriate options for a particular experiment will be defined by two factors: the research questions and the type of data.

G. Analysis of variance (ANOVA)

Simple or one-way analysis of variance (ANOVA) is a statistical procedure used to analyze the data from a study with more than two groups. The null hypothesis is that there is no difference among the group means. It is called one-way ANOVA because there is only one independent variable and one dependent variable. In analysis of variance, as in the t test, a ratio comparing observed differences to the error term is used to test hypotheses about differences among groups. This ratio, called the F ratio, employs the variance ($\sigma 2$) of group means as a measure of observed differences among groups. The F ratio is named for R. A. Fisher, the ear statistician who developed it. Because ANOVA can be used with more than two groups, it is a more versatile technique than the t test. A t test can be used only to test a difference between two means (Ary, et.al.2010, p.178-180).

(Ary, et.al.2010, p.185) said that, ANOVA can test the difference between two or more means. The general rationale of ANOVA is that the

total variance of all subjects in an experiment can be subdivided into two sources: variance between groups and variance within groups. Variance between groups is incorporated into the numerator in the F ratio. Variance within groups is incorporated into the error term or denominator, as it is in the t test. As variance between groups increases, the F ratio increases. As variance within groups increases, the F ratio decreases. The number of subjects influences the F ratio: The larger the number, the larger the numerator becomes. When the numerator and denominator are equal, the differences between group means are no greater than would be expected by chance alone. If the numerator is greater than the denominator, you consult the table of F values to determine whether the ratio is great enough to let you reject the null hypothesis at the predetermined level. Computing the F Ratio (simple analysis of variance) Suppose you have the three experimental conditions of high stress, moderate stress, and no stress, and you wish to compare the performance on a simple problem-solving task of three groups of individuals, randomly assigned to these three conditions.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher described research design, Population & sample, Research Instrument, Data collection procedure, Validity & Reliability and Data analysis procedure.

A. Research design

In this study, this research was a kind of an experimental research because measured the students writing ability by test; pretest and posttest. In this study, the researcher used quasi-experimental design because there were many situations in educational research in which it was not possible to conduct a true experiment (Ary, 2010, p.317).

A Quasi-experiment was simply defined as not a true experiment. Since the main component of a true experiment was randomly assigned groups, this mean a quasi-experiment does not have randomly assigned groups.

The pretest given to the students by asking them to write a descriptive text individually. It was done before treatment process by teaching learning process by using collaborative writing as method. This test was intended to know the basic competence of the students before the students got treatment.

The posttest given to the students by asking them to write a descriptive text individually. It was done after treatment process by teaching learning process by using collaborative writing as method. This test was intended to know the basic competence of the students after the students got treatment.

Two classes became samples in this research. Where, one was called the experimental class, while another was the control class. Both of the classes were given a pre-test and a post-test. Only the experimental class received the treatment by using Collaborative Writing Approach. However, the materials taught to each group were similar with Descriptive text.

The research design of the study was a quasi-experimental design using one-way ANOVA.

B. Population and Sample

1. Population

(Ary, et.al.2010, p.311) said that, A population was defined as all members of any well-defined class of people, events, or objects.

The population of this research were all students at seven grade of SMP N 3 Bulik Timur. Total population were 64 students at seven-grade of SMP N 3 Bulik Timur.

Table 3.1 Total population of eight grades at junior high school 3 Bulik Timur

No	Class	Men	Woman	Total
1.	VII.A	12	9	21

2.	**VII.B**	**9**	**11**	**20**
3.	**VII.C**	**11**	**13**	**23**
Total number of population				**64**

2. Sample

(Ary, 2010) said that, Sample was a group selected from a population for observation in a study. Sample was a part of population that will be investigated; the writer took the sample freely, also based on the student's number in class.

In this research, the researcher using cluster random sampling to take a sample. Cluster sampling was the sampling method where differents groups within a population were used as a sample. Essentially, each cluster was mini-representation of the entire population. In this research there were two classes at seven grades of SMP N 3 Bulik Timur as sample. VII-A Experiment class and VII-B Control class. Total sample in this research were 41 students.

Table. 3.2 Total sample of this research

No	Group	Class	Men	Woman	Total
1	**Experimental**	**VII.A**	**12**	**9**	**21**
2	**Control**	**VII.B**	**9**	**11**	**20**
Total number of sample					**41**

C. Research Instrument

1. Writing Test

Test was procedure or step to measure the skill. In This research using pretest-posttest instrument. Frist, pretest given before doing an experimental research or before teaching by using collaborative writing method. And posttest given after doing the treatment or after teaching by using collaborative writing method with the same theme in Descriptive text.

The test will be used in this study were pre-test and post-test. The pre-test will be conducted before implementing Collaborative writing strategy. It was to measured students' understanding in learning descriptive text at first. Meanwhile, the posttest will be conducted after giving treatment by using Collaborative writing strategy.

In this research, the students will write descriptive text, then the time is limit only 60 minutes, and students must got 150-200 Word.

2. Questionnaire

A questionnaire was a number of researcher questions which are used to gain information from, respondents about their knowledge, belief, etc. Questionnaire was used to measure the students in English teaching learning process and to know their motivation of it (Saefurrohman, 2004,p.32).

At this research adopt Writing Motivation Questioner from, (Ashley, 2012) there are 37 questions for the students in order to know about the feel students in writing. Respondents are asked to indicate the extent to which they agree or disagree with these items, one of the

responses ranging from ‘strongly agree’ to ‘strongly disagree’. For the first questionnaire, the scales ranges from ‘strongly agree’ to ‘strongly disagree’ and they were code as (strongly disagree= 0, disagree= 1, uncertain= 2, Agree= 3, strongly Agree=4)

Table 3.3 Specification question for learning motivation Questionnaire

No	Intrinsic	No. Item
1	Preference for challenge	1,2,10,
2	Students interest	7,8,18,26,28,33
3	Independent mastery	3,7,9,24,31
4	Independent judgment	4,6,11,12,17,27,34
5	Internal criteria for success	5,9,19,37
	Extrinsic	**No. Item**
6	Preference for easy work	15,22,25,35,36
7	Pleasing a teacher/getting grades	13,21,23,32
8	External criteria for success	14,16,20,29,30

Based on the table 4 above, the researchers will measure the students learning motivation in writing ability on descriptive text.

D. Scoring of Writing Test

In Scoring the test, adopted from Jacobs was used. The profile itself contains five components. They are:

1. Content: The ability to think creatively and develop thoughts including all relevant to assigned topic.
2. Organization: The ability to write in appropriate manner for particular purpose with a particular audience in mind together with an ability to select, organize and other relevant information.
3. Vocabulary: The ability to write the word effectively and appropriate register.
4. Language use: The ability to write correct and appropriate sentences.
5. Mechanical Skills: The ability to use correctly those convention peculiar to written language e.g. punctuation, spelling.

The five aspects are differentially weight to emphasize

1. The content (30 point)
2. Organization (20 point)
3. Vocabulary (20 point)
4. Language use (25 point)
5. Mechanic skills(5 Point)

Therefore, for all components students would get points. The specific criteria are described in details as the following.

Table 3.4 Writing Score and Criterion Adopt from (Wahyuni,2017)

1. Content

Score	**Criteria**

27-30	Very good to excellent: knowledge, substantive, through development of topic sentence, relevant to assigned topic
22-26	Average to good: some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but luck detail.
17-21	Fair to poor: limited knowledge of subject, little substance, inadequate of topic.
13-16	Very poor: does not show the knowledge of subject, not substantive, not pertinent, or not enough to evaluate.

2. Organization

Score	**Criteria**
18-20	Very good to excellent: ideas clearly stated/supported, cohesive, time, sequence, spatial, particular to general to particular.
14-17	Average to good: somewhat copy, loosely organized but main ideas stand out, limited support, logical sequencing and development.
10-13	Fair to good: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
7-9	Very poor, does not communicative, no organization, or not enough to evaluate.

3. Vocabulary

Score	**Criteria**
18-20	Very good to excellent, exact words, effective words idioms choices and usage, words form mastery

	appropriate register.
14-17	Average to poor, adequate range, occasional errors of words/idioms for, choices, usages, but meaning not obscured.
10-13	Fair to poor limited range, frequent errors to words/idiom form, choice, usage and meaning obscured.
9-7	Very poor, essentially translation, little knowledge of English vocabulary, idioms and forms, not enough to evaluate.

4. Language use

score	**Criteria**
22-25	Very good to excellent, effective complex, construction few errors of agreement tense, number, word order/function, articles, pronouns, preposition.
18-21	Average to good: simple construction minor problems in complex instruction several errors of agreement, tense, number of words order/function, articles, pronoun preposition and meeting seldom obscured.
11-17	Fair to poor: major problem in simple complex construction frequent errors of negotiation, tense, number of words order/function, articles, pronoun preposition and or fragments meaning confused or obscured.
5-10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicated, and not enough to evaluate

5. Mechanical skills

Score	**Criteria**
5	Very good to excellent: demonstrated mastery of convention, few errors of spelling punctuation, capitalization, writing sentences
4	Average to good, occasional errors of spelling punctuation, capitalization, writing sentences, But meaning not obscured.
3	Fair to poor : frequent errors of spelling punctuation, capitalization, poor hand writing, Meaning obscured or confused.
2	Very poor, no mastery convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate

Because this kind of writing is descriptive, and descriptive has 3 generic structures, and it needs a good grammatical sequence, we also may score the achievement of students based on generic structure and grammatical itself. There was no book which proofs this scoring, but it was appropriate to use.

Table 3.5. Assessment and criteria adopted from (Wahyuni, 2017)

Assessment		**Criteria**	**Maximum**
	Orientation	Topic and Introduction	20
	Events	Content	30

	Re-orientation	Concluding Sentence	10
Grammatical feature	Textual language	Grammar	40
Total			100

The indicator of success for student's descriptive writing score 70 which were graded using the criteria above considering the school standard competency.

Table 3.6 Criteria of student's Achievement

No	Quantitative	Qualitative
1.	85-100	Excellent
2.	70-84	Good
3.	60-69	Fair
4.	50-59	Poor
5.	0- 49	Fail

E. Validity and Reliability

(Ary, et.al.2010, p.400) said that, Validity was a measurement which showed the grade of number of an Instrument. A valid Instrument must have high validity, it means that an Instrument which lacks validity was said to be Invalid instrument.

1. Instrument Validity

A test is a tool to measure the ability, knowledge, achievement or performance of person. It is pertaining to the statement stated by Brown

that a test is a method to measure a person's ability, knowledge, or performance in a given domain (Brown, H. Douglas 2004, p.3).

The more explanation explained also by Brown that one of criteria for testing a test was validity. A valid test should be appropriate, meaningful, and useful in terms of the purpose of the assessment. The validity has three kinds, they are content validity, criterion validity, and construct validity (Gay, L.R., and Peter Airasian, p.163-167).

In this research, the writer used three kinds of validity, Face, content and the construct validity, to prove the validity of the test.

a. Face Validity

The type of Face Validity as follow;

1. The test is using writing test
2. Kind of the paragraph was descriptive text
3. The language of item was English language
4. The written test was suitable with syllabus of English writing for second year in seven grade students of SMP N 3 Bulik Timur.

b. Content validity

Content validity demands the appropriateness between the ability to be measured and the test being used to measure it (Ridwan, 2004, p.110).

The writer used writing test for students. The students in this study composed descriptive text from paragraph test

instruction, so the test really measures the writing ability. The instrument in this research was test; the testing of content validity was done by students writing descriptive text.

c. Construct Validity

(Ary, 2010 p. 638) stated that, construct validity (measurement) was extented to which a test or other instrument what the researcher claims it does, the degree to which evidence and theory support the interpretations of test score entailed by the proposed use the test.

The students writing descriptive text based on the syllabus of second year students at seven grade of SMP N 3 Bulik Timur. To measure the validity of collaborative writing technique. The writer will use the formulations of the product moment by using SPSS program 21.

2. Instrument Reliability

(Ary, 2010, p.236) claimed that, the reliability of a measuring instrument was the degree of consistency with which it measured whatever it's measuring. This quality was essential in any kind of measurement. It was used to prove that the instrument approximately believe that use as tool of collecting the data because it was regard well.

In this part, the researcher tried to measure the reliability of the test through the rater reliability, specifically in inter-rater reliability. The writer chose inter-rater reliability because the scores gotten from the test is evaluated by two raters, of course, the scores given were different. So that, the writer wanted to find out the reliable of the test through the scores scored by two raters, the writer used the SPSS program 21.

To know the reliability of the instrument test, the researcher using normality test, homogenety test, and testing hyphothesis.

F. Data Collection Procedure

The aim of this study was to measure the Effect of collaborative writing in student writing ability of descriptive text and learning motivation in junior high school by experimental group of students. To collect the data, the researcher divided the subject into two groups; the two groups were experiment group and control group. Both of groups were given pre-test then teach the experiment group by using collaborative writing and control group witout collaborative writing, and gave post-test to experiment and control group. The steps of data collection procedure as follow:

1. The researcher ask permission to head of education departement in Nanga Bulik on January, 6th 2020
2. The resaercher ask permission to head of the school on January 8th 2020 for do the research in SMP N 3 BULIK TIMUR

3. The researcher divided into two groups (Experiment groups and control groups)
4. The pre-test was given to both classes that would be assigned as the sample of the study. Pre-test was conduct on January ,9th 2020 for Experiment class and control class.
5. The researcher gave treatment to the Experiment group. Teaching english by using collaborative writing technique and control group without collaborative writing technique.
6. The reseacher gave post-test to both of classes after giving the treatment. It conducted on January, 30th 2020.
7. The researchers gave questionnaire to both of classes after giving the treatment. It conducted on January, 30th 2020.
8. Collect the data, check and give score

   After giving pre-test, treatment, and post-test the researcher is collecting the data and recheck the data.
9. Analyzed data

   After giving the score, the researcher analyzed the data by using SPSS, to know the result from this research.
10. The researcher discussed and concluded the data

G. Data Analysis

The data of this study was students writing ability and motivation. Therefore, the data was quantitative data. The data was analyzed by meant of

inferential statistics. This statistical analysis was suitable to answer the research problem (Ary, 2010 p.566). In this case, the researcher applied one way ANOVA to examine the student' writing ability and motivation that taught descriptive text by using collaborative On Writing Ability And learning Motivation at Seven grade.

1. Techniques of Data Analysis

Before analyzing data using ANOVA Test, the researcher must fulfill the requirements of ANOVA Test. They were Normality test, homogeneity test and hypothesis test.

a. Normality Test

It was used to know the normality of the data, that is going to be analyzed whether both groups have normal distribution or not. In this study to test the normality, the researcher applied SPSS 21 program using Kolmogorov Smirnov with level of significance =5%. Calculation result of asymptotic significance was higher than **α** (5%) so the distribution data was normal. In the contrary, if the result of an asymptotic significance was lower than **α** (5%), it meant the data was not normal distribution (Ary, et.al., 2010, p.555)

b. Homogeneity Test

(Ary, 2010, p.342) stated that, Homogeneity was used to know whether experimental group and control group, that were decided, come from population that has relatively same variant or not. To calculate homogeneity testing, the writer applied SPPS 21.

If calculation result was higher than 5% degree of significance so H_a was accepted, it meant both groups had same variant and homogeneous.

c. Testing Hypothesis

The writer applies the one-way ANOVA statistical to test hypothesis with level of significance 5% one-way ANOVA could be applied to test a difference mean or more.

2. Data Analysis Procedures

In order to analyze the data, the writer did some procedures below:

1. Collected the students‟ written scores of Pre-test and posttest.
2. Arranged the obtained score into the distribution of frequency of score table.
3. Calculated the score from the students by using SPSS Program 21.
4. Measured the normality and homogeneity.
5. Analyzed the data by using one-way analysis of variance to answer the problem of the study. In addition, the SPPS program 21 was applied.
6. Interpreted the result of analyzing data.
7. Made discussion to clarify the research finding.
8. Collected the student's scores questionnaire.
9. Arranged the obtained score into the distribution of frequency of score code in the questionnaire.
10. Gave conclusion.

Experiment group assigned to write a descriptive text using collaborative technique and contro group without collaborative writing technique. Second step, the students writing both using collaborative writing technique or without collaborative writing technique will be scores by two raters. To analyze the data of writing score, one way ANOVA test will be employee. ANOVA test was a statistical computation used to test significant difference between within group and between groups.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the Researcher presented the data which had been collected from the research. The data were obtained from the students pre-test and post-test scores in writing descriptive text with treatment by using collaborative writing technique on students writing ability.

A. Data Presentation

1. The Result of Experimental Group

The data obtained of this research were taken from the test result of writing descriptive text of VIIA grade students in second semester in SMP N 3 Bulik Timur academic year 2020/2021. The test was held twice in both of groups, Experimental and control group. There were 21 students in Experimental group. The result pre-test and post-test of each group will be analyzed to prove hypothesis.

The first meeting was conducted on January 9th 2020 in VIIA at 07.00-09.00, and 09.15-10.35 in VIIB. In first meeting the researcher conducted pre-test in Experiment class and control class. The purpose of pre-test is to measure so far the students know about writing descriptive text.

During the test, the students were write descriptive text with choose one of theme that researcher gave. There were 21 students who followed this test. After the researcher conducts the research, the researcher tried to score the students achievement in their writing descriptive test by follow the five

components of writing there were content, organization, vocabulary, language use and mechanical skill.

The last meeting was conducted on January 30th 2020 in VIIA at 07.00-08.20. The researcher conducted post-test to measure VIIA students of SMP N 3 Bulik Timur in academic year 2020/2021 who taught by using collaborative writing technique

In the case the data of experimental group consisted of pre-test score, and post-test score. The data of pre-test and post-test experimental group were explained as follows:

a. The Result of Pre-test and Post-test in Experiment group and Control group

In this section, the researcher would be described obtained the data of improvement students writing scores before and after taught by using collaborative writing technique.

a) Distribution of Pre-test in Experimental Group

Table 4.1 Pre-test score by Experiment class

Code	Rater	Content	Organi Zation	Voca bulary	language use	Mechani Cal	Total score	final score
E1	I	15	10	10	10	2	47	45
	II	13	9	9	10	2	43	
E2	I	25	15	15	20	3	78	76
	II	24	14	16	17	2	73	
E3	I	23	13	13	12	2	63	63
	II	21	15	14	11	2	63	
E4	I	20	13	13	11	2	59	58
	II	18	10	13	13	2	56	
E5	I	26	15	15	14	2	72	69
	II	22	13	14	15	2	66	
E6	I	20	13	10	11	2	56	54

	II	17	13	10	10	2	52	
	I	25	17	17	20	3	82	
E7	II	22	15	15	17	3	72	77
	I	21	14	10	14	2	61	
E8	II	20	13	10	11	2	56	59
	I	15	10	10	10	2	47	
E9	II	13	9	9	9	2	42	45
	I	15	13	10	10	2	50	
E10	II	13	10	10	10	2	45	48
	I	25	14	13	15	2	69	
E11	II	22	13	13	11	2	61	65
	I	15	13	10	10	2	50	
E12	II	13	10	9	9	2	43	47
	I	21	15	14	11	2	63	
E13	II	18	13	13	10	2	56	60
	I	21	13	13	10	2	59	
E14	II	20	11	10	9	2	52	56
	I	21	15	13	15	2	66	
E15	II	20	13	10	11	2	56	61
	I	22	14	14	15	2	67	
E16	II	22	14	14	17	2	69	68
	I	17	14	14	13	2	60	
E17	II	16	13	10	11	2	52	56
	I	21	14	14	15	2	66	
E18	II	19	10	10	11	2	52	59
	I	20	14	13	11	2	60	
E19	II	17	13	13	10	2	55	58
	I	21	15	13	13	2	64	
E20	II	19	11	13	11	2	56	60
	I	17	10	10	10	2	49	
E21	II	13	9	9	10	2	43	46

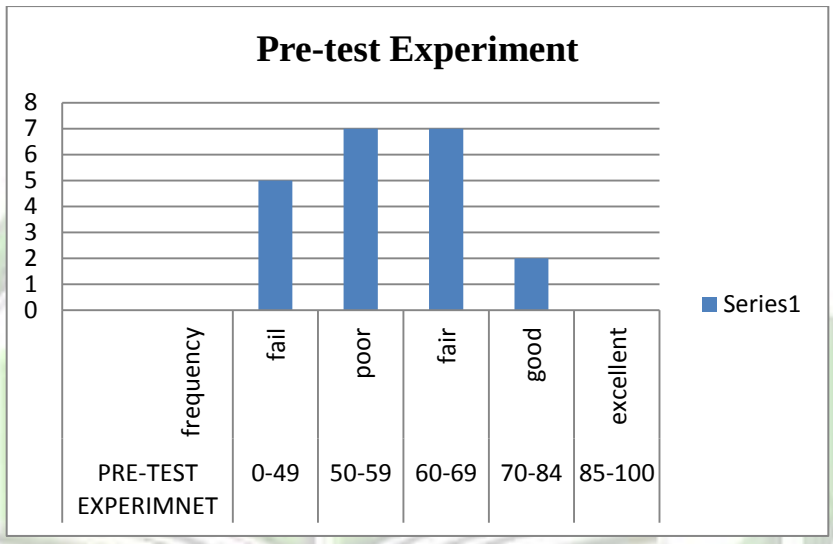
The table above was combination each components of pre-test score by frist rater (R1) and second rater (R2). There were 21 students in experiment class.

Table 4.2
The combination of pre-test score Experimental group

Code	R1	R1	Total score	Final score
E1	47	43	90	45
E2	78	73	151	76
E3	63	63	126	63
E4	59	56	115	58
E5	72	66	138	69
E6	56	52	108	54
E7	82	72	154	77
E8	61	56	117	59
E9	47	42	89	45
E10	50	45	95	48
E11	69	61	130	65
E12	50	43	93	47
E13	63	56	119	60
E14	59	52	111	56
E15	66	56	122	61
E16	67	69	136	68
E17	60	52	112	56
E18	66	52	118	59
E19	60	55	115	58
E20	64	56	120	60
E21	49	43	92	46
SUM	**1288**	**1163**	**2451**	**1230**
Average	**61**	**55**	**117**	**59**
Lowest	**47**	**42**	**89**	**45**
Higest	**82**	**73**	**154**	**77**

Based on the data from combination pretest score of frist rater (R1) and second rater (R2). It shows the highest score was b77, the lowest score were 45 and average 59.

Table 4.3
The Frequency distribution of pre-test score in Experiment group



This table above, showed the frequency distribution from post-test in experiment group. There were 21 students and this table showed 5 students were got fail score, 7 students were got poor score, Then 7 students were got fair score and 2 students were got good score.

b) Distribution of Post Test Experimental Group

Table 4.4 Post-test score by Experiment class

Code	Rater	Content	Organiza Tion	Vocabu Lary	Language use	Mechani cal	total score	final score
E1	I	22	17	17	15	3	74	73
	II	21	16	17	15	2	71	
E2	I	27	20	17	23	4	91	90
	II	26	18	18	22	4	88	

	I	21	13	17	17	3	71	
E3	II	22	13	17	16	3	71	71
	I	27	17	17	18	3	82	
E4	II	27	17	17	19	4	84	83
	I	27	20	17	18	4	86	
E5	II	26	18	17	18	4	83	85
	I	26	17	17	20	4	84	
E6	II	25	17	16	17	3	78	81
	I	27	17	20	20	3	87	
E7	II	26	17	17	17	3	80	84
	I	25	17	15	17	3	77	
E8	II	23	17	13	17	3	73	75
	I	24	17	15	17	3	76	
E9	II	22	15	15	17	3	72	74
	I	23	16	17	16	3	75	
E10	II	22	17	16	16	3	74	75
	I	25	17	17	18	3	80	
E11	II	23	17	15	15	3	73	77
	I	25	16	15	17	3	76	
E12	II	23	16	16	17	3	75	76
	I	26	17	17	17	3	80	
E13	II	25	17	17	17	3	79	80
	I	25	14	15	17	3	74	
E14	II	25	15	17	16	3	76	75
	I	27	17	17	17	4	82	
E15	II	26	17	17	17	4	81	82
	I	25	17	16	16	3	77	
E16	II	24	17	17	17	3	78	78
	I	25	17	17	17	3	79	
E17	II	24	17	17	16	3	77	78
	I	27	18	17	20	3	85	
E18	II	26	17	17	17	3	80	83
	I	25	17	17	20	3	82	
E19	II	24	17	17	18	3	79	81
	I	25	17	17	20	3	82	
E20	II	23	17	17	18	3	78	80
	I	26	17	17	20	3	83	
E21	II	25	17	17	17	3	79	81

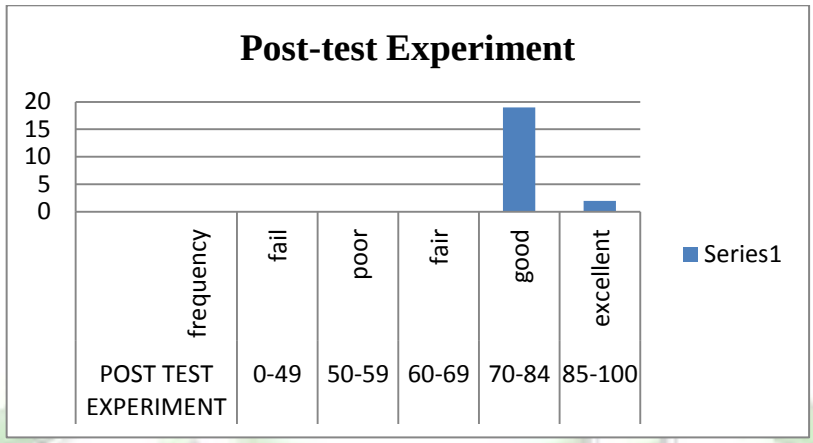
The table above was combination each components of pre-test score by frist rater (R1) and second rater (R2). There are 21 students in experiment class.

Table 4.5
The combination of post-test score experimental group

Code	R1	R1	Total score	Final score
E1	74	71	145	73
E2	91	88	179	90
E3	71	71	142	71
E4	82	84	166	83
E5	86	83	169	85
E6	84	78	162	81
E7	87	80	167	84
E8	77	73	150	75
E9	76	72	148	74
E10	75	74	149	75
E11	80	73	153	77
E12	76	75	151	76
E13	80	79	159	80
E14	74	76	150	75
E15	82	81	163	82
E16	77	78	155	78
E17	79	77	156	78
E18	85	80	165	83
E19	82	79	161	81
E20	82	78	160	80
E21	83	79	162	81
SUM	**1683**	**1629**	**3312**	**1662**
Average	**81**	**76**	**158**	**79**
Lowest	**71**	**71**	**142**	**71**
Higest	**91**	**88**	**179**	**90**

Based on the data from combination post-test score of frist rater (R1) and second rater (R2), it shows the highest score is 90, the lowest score were 71 and the average 79.

Table 4.6 the ferquency distribution of post-test
In experiment group



This table above, showed the frequency distribution from post-test in experiment group. There were 21 students and this table showed 19 students were got good value. Then 2 students were got Excellent value.

Table 4.7
Descriptive statistics score for calculating mean,standard deviation pre-test and post-test in experimental class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment class	21	45	77	58,57	9,271
Post-test Experiment class	21	71	90	79,14	4,607
Valid N (listwise)	21				

This table showed the result Descriptive statistic from the Experiment class, minimum, maximun, mean and standart deviation score in Experimental class. There were 21 students and Minimum score pre-test (45), Minimum score in post test (71), Maximum score in pre-tes (77) and (90) in post-test. Mean in pre-test (58) and (79) in post-test.

2. The Result of Control Group

`The data obtained of this research were taken from the test result of writing descriptive text of VIIB grade students in second semester in SMP N 3 Bulik Timur academic year 2020/2021. There are 20 students in control group.

The frist meeting was conducted on January 9th 2020 in VIIB at 09.15-10.3. In frist meeting the researcher conducted pre-test in control class. The purpose of pre-test is to measure so far the students know about writing descriptive text.

In the test, the students were write descriptive text with choose one of theme that researcher gave. There were 20 students who followed this test. After the researcher conducts the research, the researcher tries to score the students achievement in their writing descriptive test by follow the five components of writing there are content, organization, vocabulary, language use and mechanical skill.

The last meeting was conducted on January 30th 2020 in VIIB at 09.15-10.35. as mentioned in previous chapter in spite as both of classes giving test, experiment and control group. The researcher conducted post-test in the last meeting.

In the case the data of control group consisted of pre-test score, and post-test score. The data of pre-test and post-test control group are explained as follows;

c) Distribution of Pre-test Control Group

Table 4.8 Pre-test score in Control class

Code	Rater	Content	Oraniza Tion	Vocabu Lary	Language use	Mechani Cal	total score	Final score
	I	16	10	10	10	2	48	
C1	II	13	10	10	10	2	45	47
	I	16	13	10	10	2	51	
C2	II	13	10	10	10	2	45	48
	I	24	17	17	17	2	77	
C3	II	22	15	17	15	2	71	74
	I	20	14	15	13	2	64	
C4	II	20	13	13	13	2	61	63
	I	20	15	13	15	2	65	
C5	II	20	13	13	13	2	61	63
	I	20	13	13	14	2	62	
C6	II	20	14	14	14	2	64	63
	I	20	13	13	11	2	59	
C7	II	20	13	13	13	2	61	60
	I	17	9	9	9	2	46	
C8	II	19	11	13	10	2	55	51
	I	21	17	17	17	2	74	
C9	II	20	14	14	14	2	64	69
	I	22	15	17	17	2	73	
C10	II	20	14	14	14	2	64	69
	I	22	17	17	15	2	73	
C11	II	20	14	14	14	2	64	69
	I	16	13	13	10	2	54	
C12	II	17	10	10	10	2	49	52
	I	16	13	13	10	2	54	
C13	II	15	10	10	10	2	47	51
	I	13	10	10	10	2	45	
C14	II	13	9	9	9	2	42	44
	I	14	10	10	10	2	46	
C15	II	13	10	10	10	2	45	46
	I	22	17	17	17	2	75	
C16	II	20	15	15	15	2	67	71
	I	22	16	15	15	2	70	
C17	II	21	15	14	14	2	66	68
C18	I	15	13	13	10	2	53	54

	II	16	13	13	10	2	54	
	I	16	13	13	10	2	54	
C19	II	17	14	13	11	2	57	56
	I	17	13	13	13	2	58	
C20	II	17	14	14	11	2	58	58

The table above is combination each components of pre-test score by frist rater (R1) and second rater (R2). There were 20 students in control class.

Table 4.9

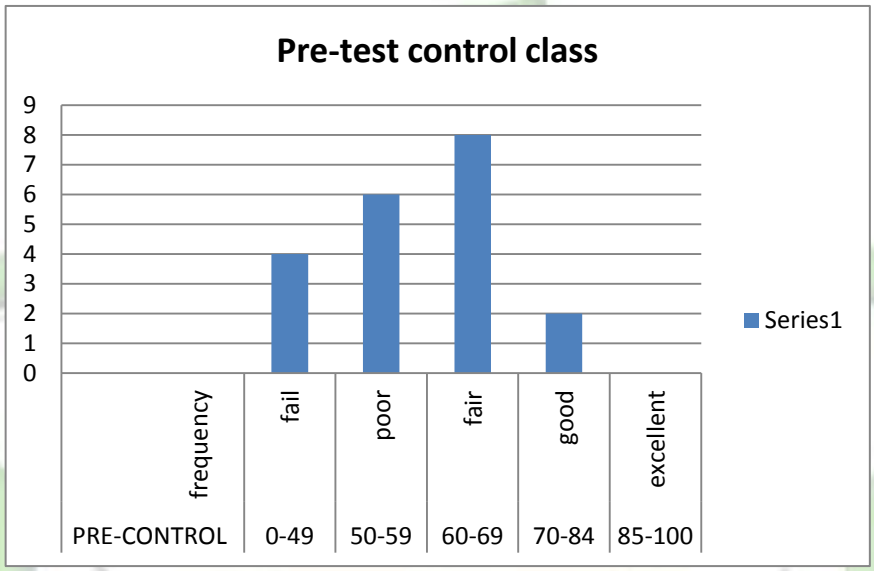
The combination score pre-test in control group

Code	R1	R2	Total score	Final score
C1	48	45	93	47
C2	51	45	96	48
C3	77	71	148	74
C4	64	61	125	63
C5	65	61	126	63
C6	62	64	126	63
C7	59	61	120	60
C8	46	55	101	51
C9	74	64	138	69
C10	73	64	137	69
C11	73	64	137	69
C12	54	49	103	52
C13	54	47	101	51
C14	45	42	87	44
C15	46	45	91	46
C16	75	67	142	71
C17	70	66	136	68
C18	53	54	107	54
C19	54	57	111	56
C20	58	58	116	58
SUM	**1201**	**1140**	**2341**	**1176**
Average	**60**	**57**	**117**	**59**
Lowest	**45**	**42**	**87**	**44**
Highest	**77**	**71**	**148**	**74**

Based on the data from combination post-test score of frist rater (R1) and second rater (R2), it show the highest score was 74, the lowest score were 44 and the average 59.

Table 4.10 the frequency distribution of pre-test

in control group



This table above, showed the frequency distribution from pre-test in control group. There were 20 students and this table showed 4 students were got fail score, 6 students were got poor, 8 students were got fair, and 2 students were got good score.

d) Distribution of Post-test Control Group

Table 4.11 Post-test score in control class

Code	Rater	Content	Oraniza Tion	Vocabu lary	language use	Mechani Cal	total score	final score
C1	I	22	17	15	15	2	71	75
	II	25	17	17	17	3	79	
C2	I	21	17	15	15	2	70	66
	II	17	15	14	13	2	61	

	I	26	17	17	17	3	80	
C3	II	26	17	17	17	3	80	80
	I	23	17	17	18	3	78	
C4	II	20	15	15	17	3	70	74
	I	26	17	17	18	3	81	
C5	II	24	17	15	17	3	76	79
	I	26	17	17	18	3	81	
C6	II	25	17	17	18	3	80	81
	I	21	17	17	17	2	74	
C7	II	20	15	15	15	2	67	71
	I	25	17	17	17	2	78	
C8	II	22	16	15	16	3	72	75
	I	24	17	17	17	3	78	
C9	II	23	17	17	17	3	77	78
	I	26	18	18	17	3	82	
C10	II	25	17	17	17	3	79	81
	I	26	18	18	18	3	83	
C11	II	24	18	18	18	3	81	82
	I	22	17	17	17	2	75	
C12	II	20	15	15	15	2	67	71
	I	23	17	17	17	2	76	
C13	II	20	16	16	16	2	70	73
	I	20	17	17	17	2	73	
C14	II	17	15	15	15	2	64	69
	I	17	10	10	10	2	49	
C15	II	17	10	10	10	2	49	49
	I	21	17	15	17	2	72	
C16	II	18	16	16	16	2	68	70
	I	24	18	17	20	3	82	
C17	II	23	17	17	17	3	77	80
	I	21	14	15	15	2	67	
C18	II	18	13	13	13	2	59	63
	I	21	15	16	15	2	69	
C19	II	18	13	14	14	2	61	65
	I	21	15	15	15	2	68	
C20	II	19	14	14	13	2	62	65

Table distribution obove show the result of control class in pre-test and post-test. There were 20 students in control class.

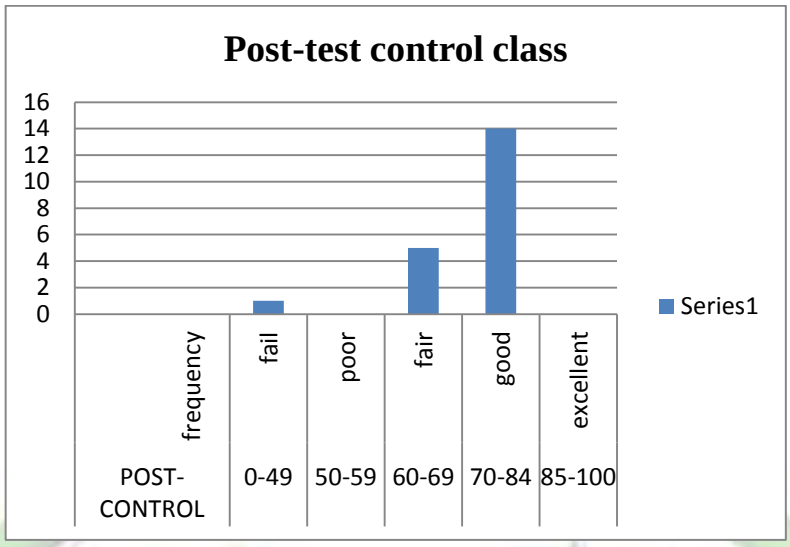
Table 4.12

Combination score post-test control group

Code	R1	R2	Total score	Final score
C1	71	79	150	75
C2	70	61	131	66
C3	80	80	160	80
C4	78	70	148	74
C5	81	76	157	79
C6	81	80	161	81
C7	74	67	141	71
C8	78	72	150	75
C9	78	77	155	78
C10	82	79	161	81
C11	83	81	164	82
C12	75	67	142	71
C13	76	70	146	73
C14	73	64	137	69
C15	49	49	98	49
C16	72	68	140	70
C17	82	77	159	80
C18	67	59	126	63
C19	69	61	130	65
C20	68	62	130	65
SUM	**1487**	**1399**	**2886**	**1447**
Average	**74**	**70**	**144**	**72**
lowest	**49**	**49**	**98**	**49**
highest	**83**	**80**	**164**	**82**

Based on the data from combination post-test score in control group of frist rater (R1) and Second rater (R2), it shows the highest score 82, the lowest score were 49 and the average score 72.

Table 4.13 the frequency distribution of post-test in control group



This table above, showed the frequency distribution from post-test in control group. There were 20 students and this table showed 1 students was got fail score, 5 students were got fair score, and 14 students were got good score.

Table 4.14 Descriptive statistic in control class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Control class	20	44	74	58,80	9,373
Post-test Control class	20	49	82	72,35	8,126
Valid N (listwise)	20				

This table showed the result descriptive statistic from the control class there are minimum, maximum, mean and standard deviation in controll class. Minimum score in pre-test (44) and minimum in post test (49), then

Maximum score in pre-test (74) and maximum in post-test (82). Mean in control class show that, pre test (58) and post test (72).

Table 4.15
Descriptive statistics in Experiment class and control class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment class	21	45	77	58,57	9,271
Post-Test Experiment class	21	71	90	79,14	4,607
Pre-Test Control class	20	44	74	58,80	9,373
Post-Test control class	20	49	82	72,35	8,126
Valid N (listwise)	20				

This table above showed the result from pre-test and post test both of classes Experiment and control group. Its show that mean in pre-test experiment class (58) and mean in post-test (79), then mean in pre-test control class (58) and mean in post-test (72).

d. Comparison result of pre-test and post test of Experimental group

Table 4.16

Comparison Result of Pre-test and post-test of experiment group

No	Score			Improvement
	subject	pre-test	post-test	
1	E1	45	73	28
2	E2	76	90	14
3	E3	63	71	8
4	E4	58	83	25
5	E5	69	85	16
6	E6	54	81	27
7	E7	77	84	7
8	E8	59	75	16

9	E9	45	74	29
10	E10	48	75	27
11	E11	65	77	12
12	E12	47	76	29
13	E13	60	80	20
14	E14	56	75	19
15	E15	61	82	21
16	E16	68	78	10
17	E17	56	78	22
18	E18	59	83	24
19	E19	58	81	23
20	E20	60	80	20
21	E21	46	81	35
	sum	**1230**	**1662**	
	average	**58**	**79**	
	Lowest	**45**	**71**	
	higest	**77**	**90**	

It can be seen in the table above, based on the result in Experiment class before giving treatment, the highest pre-test score of students in experiment class were 77, And the lowest score were 45. The result of students in experiment class after taught by using collaborative writing technique were 90 the highest post-test score of students in experiment and the lowest score were 71.

e. Comparison result of pre-test and post-test in control group

Table 4.17

Comparison result of pre-test and post-test control group

No	Score			improvement
	subject	pre-test	post-test	
1	C1	47	75	28
2	C2	48	66	18
3	C3	74	80	6

4	C4	63	74	11
5	C5	63	79	16
6	C6	63	81	18
7	C7	60	71	11
8	C8	51	75	24
9	C9	69	78	9
10	C10	69	81	12
11	C11	69	82	13
12	C12	52	71	19
13	C13	51	73	22
14	C14	44	69	25
15	C15	46	49	3
16	C16	71	70	-1
17	C17	68	80	12
18	C18	54	63	9
19	C19	56	65	10
20	C20	58	65	7
	Sum	**1176**	**1447**	-
	Lowest	**44**	**49**	-
	higest	**74**	**82**	-

It can be seen in the table above, based on the result of control class by students without using collaborative writing technique. The highest pre-test score of students in experiment class were 74 and the lowest score 44. Then the result of post-test in control class after taught without collaborative writing technique, the higest post-test score were 82 and the lowest score 49.

f. Validity and reliability Pre-test and post-test

a. Validity

In this study, the reseacher calculated validity of pre-test and pos-test using peason product moment correlation using SPSS program 21.

Table 4.18
Pearson product moment correlation of pre-test in Experimental group

Correlations

		Rater 1	Rater 2
Rater 1	Pearson Correlation	1	,935**
	Sig. (2-tailed)		,000
	N	21	21
Rater 2	Pearson Correlation	,935**	1
	Sig. (2-tailed)	,000	
	N	21	21

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

Based on the result correlation pearson product moment pre-test in experimental group. If pearson correlation > r table it means there are correlation, but if peason correlation< r tanle it means there are not correlation. Based on the table above pearson correlation 0.935 and r table with N 21 with level signifcant 5% 0.443. Its mean that 0.935> 0.443. Then based on Sig. 0.000<0.05 , it meant that the test was valid and include at level of very high validity.

Table 4.19
Pearson product moment correlation of post-test in Experiment group

Correlations

		Rater1 Ex	Rater2 Ex
Rater1 Ex	Pearson Correlation	1	,853**
	Sig. (2-tailed)		,000
	N	21	21
Rater2 Ex	Pearson Correlation	,853**	1
	Sig. (2-tailed)	,000	
	N	21	21

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

Based on the result correlation product moment of post-test in experiment group. It show that If pearson correlation > r table it means there are correlation, but if peason correlation< r table it means there is no correlation. Based on the table above pearson correlation 0.853 and r table with N 21 with level signifcant 5% 0.443. The result pearson correlation 0.853> 0.443 and based on Sig. 0.000<0.05 it meant that the test was valid and include at level high validity.

Table 4.20

Pearson product moment correlation of pre-test in control group

Correlations

		Rater1 Ctrl	Rater2 Ctrl
Rater1 Ctrl	Pearson Correlation	1	,897**
	Sig. (2-tailed)		,000
	N	20	20
Rater2 Ctrl	Pearson Correlation	,897**	1
	Sig. (2-tailed)	,000	
	N	20	20

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

Based on calculation SPSS program 21 pearson correlation product moment in pre-test control group. It show that If pearson correlation > r table it means there are correlation, but if peason correlation< r table it meant there is no correlation. In the table above show the result pearson correlation 0.897 and r table with N 20 with level significant 5% is 0.444. The result pearson correlation 0.897>0,444 and based on Sig. 0.000<0.05. It meant that the test was valid and include at level high validity.

Table 4.21
Pearson correlation product moment post-test control group

Correlations

		Rater1postCtrl	Rater2PostCtrl
Rater1postCtrl	Pearson Correlation	1	,879**
	Sig. (2-tailed)		,000
	N	20	20
Rater2PostCtrl	Pearson Correlation	,879**	1
	Sig. (2-tailed)	,000	
	N	20	20

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

Based on the calcualting SPSS program 21 pearson correlation product moment post-test control group. It show that If pearson correlation > r table it means there are correlation, but if peason correlation< r table it means there is no correlation. In the table above show that pearson correlation 0.879 and r table with N 20 with level significant 5% is 0.444. The result of pearson correlation 0.879> 0.444 then Sig. 0.000<0.05. It meant that the test was valid and include at level high validity

b. Reliability of Test

Table 4.22
The Reliability statistic of pre-test in Experiment class

Reliability Statistics

Cronbach's Alpha	N of Items
,967	2

Based on the table above, r_{table} of product moment 21 students in control class with N=21, the level of significant 5%, so r_{table} = 0.433. Clearly at the criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating reliability statistic SPSS program 21, the result is $r_{11} = 0.967 > r_{table} = 0.433$, it concluded that the frist item (pre-test) was reliable.

Table 4.23

The reliability statistic of post-test Experiment class

Reliability Statistics

Cronbach's Alpha	N of Items
,917	2

Based on the table above, r_{table} of product moment 21 students in experiment class with N=21, the level of significant 5%, so r_{table} = 0.433. Clearly at the criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating reliability statistic SPSS program 21, the result is $r_{11} = 0.917 > r_{table} = 0.433$, it concluded that the frist item (post-test) was reliable.

Table 4.24

The reliability of pre-test Control class

Reliability Statistics

Cronbach's Alpha	N of Items
,935	2

Based on the table above, r_{table} of product moment 20 students in control class with N=20, the level of significant 5%, so $r_{table} =$ 0.444. Clearly at the criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating reliability statistic SPSS program 21, the result is $r_{11} = 0.935 > r_{table} = 0.444$, it concluded that the frist item (pre-test) was reliable.

Table 4.25

The reliability of post-test control class

Reliability Statistics

Cronbach's Alpha	N of Items

,932	2

Based on the table above, r_{table} of product moment 20 students in control class with N=20, the level of significant 5%, so r_{table} = 0.444. Clearly at the criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating reliability statistic SPSS program 21, the result is r_{11} = 0.932 > r_{table}=0.444 , it concluded that the frist item (post-test) was reliable.

3. Questionnaire

In this study, the researcher measured the students "Learning motivation score".

Table 4.26

1. Validity Result of learning motivation questionnaire

No	Item	Value	Critical Value	Validity
1	Item 1	0,136	0,308	Tidak Valid
2	Item 2	0,373	0,308	Valid
3	Item 3	0,157	0,308	Tidak Valid
4	Item 4	0,580	0,308	Valid
5	Item 5	0,528	0,308	Valid
6	Item 6	0,552	0,308	Valid
7	Item 7	0,574	0,308	Valid
8	Item 8	0,524	0,308	Valid
9	Item 9	0,408	0,308	Valid
10	Item 10	0,340	0,308	Valid
11	Item 11	0,616	0,308	Valid
12	Item 12	0,370	0,308	Valid
13	Item 13	0,434	0,308	Valid
14	Item 14	0,470	0,308	Valid
15	Item 15	0,480	0,308	Valid

16	Item 16	0,584	0,308	Valid
17	Item 17	0,646	0,308	Valid
18	Item 18	0,400	0,308	Valid
19	Item 19	0,341	0,308	Valid
20	Item 20	0,537	0,308	Valid
21	Item 21	0,463	0,308	Valid
22	Item 22	0,490	0,308	Valid
23	Item 23	0,548	0,308	Valid
24	Item 24	0,616	0,308	Valid
25	Item 25	0,316	0,308	Valid
26	Item 26	0,535	0,308	Valid
27	Item 27	0,603	0,308	Valid
28	Item 28	0,684	0,308	Valid
29	Item 29	0,502	0,308	Valid
30	Item 30	0,464	0,308	Valid
31	Item 31	0,422	0,308	Valid
32	Item 32	0,545	0,308	Valid
33	Item 33	0,593	0,308	Valid
34	Item 34	0,571	0,308	Valid
35	Item 35	0,170	0,308	Tidak Valid
36	Item 36	0,606	0,308	Valid
37	Item 37	0,462	0,308	Valid

Based on validity result using SPSS program 21 pearson product moment for questionnaire learning motivation, there were three question which un-valid. So the total items are 34 items.

The questionnaire data was taken on January 30th 2020 at SMP N 3 Bulik Timur. The sample used in this study were 41 students of SMP N 3 Bulik Timur. The sample were gave 34 items question which the result was summarized as follows;

2. Reliabilty questionnaire learning motivation

Table 4.27

Reliability Statistics

Cronbach's Alpha	N of Items
,914	34

Based on calculated by using SPSS progran 21, for calculating the reliabilty of questionnaire it can be seen from the table above, if cronbach alpa > **0.6** it meant that questionnaire reliable. The result showed that **0.914 > 0.6 it** it meant that questionnire was reliable.

Table 4.28
Students' motivation item 1

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2,4	2,4	2,4
	Uncertain	5	12,2	12,2	14,6
	Agree	24	58,5	58,5	73,2
	strongly agree	11	26,8	26,8	100,0
	Total	41	100,0	100,0	

Item 1, "aku suka menulis" there were 1 students (2,4%) disagree, 5 students (12,2%) uncertain, 24 students (58,5%) agree, 11 students (26,8) strongly agree. The calculating students' motivation item 1 were 77% with the categorized strong. Disagree (1), uncertain (2), agree (3), strongly agree (4). Frequency (x) categorized.

The calculating of analysis students motivation 1 ;

Score =($\frac{\text{total score}}{4xN}$) x 100

Score =($\frac{127}{4x41}$) x 100

Score = (127/164) x 100 = 77 %

Table 4.29
Students' motivation item 2

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	8	19,5	19,5	19,5
	Agree	15	36,6	36,6	56,1
	strongly agree	18	43,9	43,9	100,0
	Total	41	100,0	100,0	

Item 2, " aku menyelesaikan tugas writing walaupun itu sulit". There were 8 students (19,5 %) uncertain, 15 students (36,6%) agree, and 18 students (strongly agree). The calculating students' motivation item 2 was 80% with the categorized very strong.

Table 4.30
Students' motivation item 3

Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	8	19,5	19,5	19,5
	Agree	21	51,2	51,2	70,7
	strongly agree	12	29,3	29,3	100,0
	Total	41	100,0	100,0	

Item 3, "menjadi seorang penulis yang baik akan membantu aku melakukan yang terbaik di dalam pendidikan". There were 8 students (19,5%) uncertain, 21 students (51,2%) agree, and 12 students (29,3%)

strongly agree. The calculating students motivation item 3 was 77% with categorized strong.

Table 4.31
Students motivation item 4

Q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	7	17,1	17,1	17,1
	Agree	10	24,4	24,4	41,5
	strongly agree	24	58,5	58,5	100,0
	Total	41	100,0	100,0	

Item 4, "aku menulis yang terbaik seperti yang lain" there were 7 students (17,1%) uncertain, 10 students (24,4%) agree, and 24 students (58,5%) strongly agree. The calculating students motivation item 4 was 85% with categorized very strong.

Table 4.32
Students motivation item 5

Q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	6	14,6	14,6	14,6
	Agree	19	46,3	46,3	61,0
	strongly agree	16	39,0	39,0	100,0
	Total	41	100,0	100,0	

Item 5, "aku menulis lebih banyak dari minimal tugas", there were 6 students (14,6%) uncertain, 19 students (46,3%) agree, 16 students (39%) strongly agree. The calculating students motivation item 5 was 81% with categorized very strong.

Table 4.33
Students motivation item 6

Q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	5	12,2	12,2	12,2
	Agree	16	39,0	39,0	51,2
	strongly agree	20	48,8	48,8	100,0
	Total	41	100,0	100,0	

Item 6, "aku berupaya banyak di dalam menulis", there were 5 students (12,2%) uncertain, 16 students (39%) agree, and 20 students (48,8%) strongly agree. The calculating students motivation item 6 was 84% with categorized very strong.

Table 4.34
Students' motivation item 7

Q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	5	12,2	12,2	12,2
	Agree	16	39,0	39,0	51,2
	strongly agree	20	48,8	48,8	100,0
	Total	41	100,0	100,0	

Item 7, "aku suka berpartisipasi didalam diskusi", there were 5 students (12,2%) uncertain, 16 students (39%) agree, 20 students (48,8%) strongly agree. The calculating students motivation item 7 was 84% with categorized very strong.

Table 4.35
Students' Motivation item 8

Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	8	19,5	19,5	19,5
	Agree	13	31,7	31,7	51,2

	strongly agree	20	48,8	48,8	100,0
	Total	41	100,0	100,0	

Item 8, “aku suka jika mendapatkan koreksi/feedback dari instruktur penulisku”, there were 8 students (19,5%), 13 students (31,7%) agree, 20 students (48,8%) strongly agree. The calculating students motivation item 8 was 82% with categorized very strong.

Table 4.36
Students Motivation item 9

Q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	7	17,1	17,1	17,1
	Agree	21	51,2	51,2	68,3
	strongly agree	13	31,7	31,7	100,0
	Total	41	100,0	100,0	

Item 9, there were 7 students (17,1%) uncertain, 21 students (51,2%) agree, 13 students (31,7%) strongly agree. The calculating students motivation item 9 was 79% with categorized very strong.

Table 4.37
Students motivation item 10

Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	4	9,8	9,8	9,8
	Agree	16	39,0	39,0	48,8
	strongly agree	21	51,2	51,2	100,0
	Total	41	100,0	100,0	

Item 10, there were 4 students (9,8%) uncertain, 16 students (39%) agree, 21 students (51,2) strongly agree. The calculating students motivation item 10 was 91% with categorized strongly agree.

Table 4.38
Students Motivation item 11

Q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	4	9,8	9,8	9,8
	Agree	19	46,3	46,3	56,1
	strongly agree	18	43,9	43,9	100,0
	Total	41	100,0	100,0	

Item 11, there were 4 students (9,8%) uncertain, 19 students (46,3%) agree, 18 students (43,9) stongly agree. The calculating students motivation item 11 was 83% with categorized agree.

Table 4.39
Students motivation item 12

Q14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	5	12,2	12,2	12,2
	Agree	17	41,5	41,5	53,7
	strongly agree	19	46,3	46,3	100,0
	Total	41	100,0	100,0	

Item 12, there were 5 students (12,2%) uncertain, 17 students (41,5%) agree, 19 students (46,3%) strongly agree. The calculating students motivation item 12 was 83% with categorized agree.

Table 4.40
Students motivation item 13

Q15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	5	12,2	12,2	12,2
	Agree	14	34,1	34,1	46,3
	strongly agree	22	53,7	53,7	100,0
	Total	41	100,0	100,0	

Item 13, there were 5 students (12,2%) uncertain, 14 students (34,1%) agree, 22 students (53,7%) strongly agree. The calculating students motivation item 13 was 85% with categorized agree.

Table 4.41
Students motivation item 14

Q16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	10	24,4	24,4	24,4
	Agree	18	43,9	43,9	68,3
	strongly agree	13	31,7	31,7	100,0
	Total	41	100,0	100,0	

Item 14, there were 10 students (24,4%) uncertain, 18 students (43,9%) agree, 13 students (31,7%) strongly agree. The calculating students motivation item 14 was 76% with categorized strong.

Table 4.42
Students motivation item 15

Q17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	10	24,4	24,4	24,4
	Agree	13	31,7	31,7	56,1
	strongly agree	18	43,9	43,9	100,0
	Total	41	100,0	100,0	

Item 15, there were 10 students (24,4%) uncertain, 13 students (31,7%) agree, 18 students (43,9%) strongly agree. The calculating students motivation item 15 was 79% with categorized strong.

Table 4.43
Students motivation item 16

Q18

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Uncertain	5	12,2	12,2	12,2
	Agree	19	46,3	46,3	58,5
	strongly agree	17	41,5	41,5	100,0
	Total	41	100,0	100,0	

Item 16, there were 5 students (12,2%) uncertain, 19 students (46,3%) agree, 17 students (41,5%) strongly agree. The calculating students motivation item 16 was 82% with categorized strong.

Table 4.44
Students motivation item 17

Q19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	3	7,3	7,3	7,3
	Agree	12	29,3	29,3	36,6
	strongly agree	26	63,4	63,4	100,0
	Total	41	100,0	100,0	

Item 17, there were 3 students (7,3%) uncertain, 12 students (29,3%) agree, 26 students (63,4%) strongly agree. The calculating students motivation item 17 was 89% with categorized very strong.

Table 4.45
Students Motivation item 18

Q20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	10	24,4	24,4	24,4
	Agree	16	39,0	39,0	63,4
	strongly agree	15	36,6	36,6	100,0
	Total	41	100,0	100,0	

Item 18, there were 10 students (24,4%) uncertain, 16 students (39%) agree, 15 students (36,6%) strongly agree. The calculating students motivation item 18 was 78% with categorized strong.

Table 4.46
Students Motivation item 19

Q21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	9	22,0	22,0	22,0
	Agree	13	31,7	31,7	53,7
	strongly agree	19	46,3	46,3	100,0
	Total	41	100,0	100,0	

Item 19, there were 9 students (22%) uncertain, 13 students (31,7%) agree, 19 students (46,3) strongly agree. The calculating students motivation item 19 was 81% with categorized strong.

Table 4.47
Students motivation item 20

Q22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	5	12,2	12,2	12,2
	Agree	17	41,5	41,5	53,7
	strongly agree	19	46,3	46,3	100,0
	Total	41	100,0	100,0	

Item 20, there were 5 students (12,2%) uncertain, 17 students (41,5%) agree, 19 students (46,3) strongly agree. The calculating students motivation item 20 is 83% with categorized strong.

Table 4.48
Students motivation item 21

Q23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	6	14,6	14,6	14,6
	Agree	17	41,5	41,5	56,1
	strongly agree	18	43,9	43,9	100,0
	Total	41	100,0	100,0	

Item 21, there were 6 students (14,6%) uncertain, 17 students (41,5%) agree, 18 students (43,9%) strongly agree. The calculating students motivation item 21 was 82% with categorized strong.

Table 4.49
Students motivation item 22

Q24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	7	17,1	17,1	17,1
	Agree	18	43,9	43,9	61,0
	strongly agree	16	39,0	39,0	100,0
	Total	41	100,0	100,0	

Item 22, there were 7 students (17,1%) uncertain, 18 students (43,9%) agree, 16 students (39%) strongly agree. The calculating students motivation item 22 was 80% with categorized strong.

Table 4.50
Students motivation item 23

Q25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	4	9,8	9,8	9,8
	Agree	26	63,4	63,4	73,2
	strongly agree	11	26,8	26,8	100,0
	Total	41	100,0	100,0	

Item 23, there were 4 students (9,8%) uncertain, 26 students (63,4%) agree, 11 students (26,8%) strongly agree. The calculating students motivation item 23 was 79% with categorized strong.

Table 4.51
Students motivation item 24

Q26

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Uncertain	5	12,2	12,2	12,2
	Agree	14	34,1	34,1	46,3
	strongly agree	22	53,7	53,7	100,0
	Total	41	100,0	100,0	

Item 24, there were 5 students (12,2%) uncertain, 14 students (34,1%) agree, 22 students (53,7%) strongly agree. The calculating students motivation item 24 was 85% with categorized strong.

Table 4.52
Students motivation item 25

Q27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	8	19,5	19,5	19,5
	Agree	15	36,6	36,6	56,1
	strongly agree	18	43,9	43,9	100,0
	Total	41	100,0	100,0	

Item 25, there were 8 students (19,5%) uncrtain, 15 students (36,6%) agree, 18 students (43,9%) strongly agree. The calculating students motivation item 25 is 81% with categorized strong.

Table 4.53
Students motivation item 26

Q28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	9	22,0	22,0	22,0
	Agree	14	34,1	34,1	56,1
	strongly agree	18	43,9	43,9	100,0
	Total	41	100,0	100,0	

Item 26, there were 9 students (22%) uncertain, 14 students (34,1%) agree, 18 students (43,9%) strongly agree. The calculating students motivation item 26 is 80% with categorized strong

Table 4.54
Students motivation item 27

Q29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	7	17,1	17,1	17,1
	Agree	21	51,2	51,2	68,3
	strongly agree	13	31,7	31,7	100,0
	Total	41	100,0	100,0	

Item 27, there were 7 students (17,1%) uncertain, 21 students (51,2%) agree, 13 students (31,7%) strongly agree. The calculating students motivation item 27 was 78% with categorized strong.

Table 4.55
Students motivation item 28

Q30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	6	14,6	14,6	14,6
	Agree	13	31,7	31,7	46,3
	strongly agree	22	53,7	53,7	100,0
	Total	41	100,0	100,0	

Item 28, there were 6 students (14,6%) uncertain, 13 students (31,7%) agree, 22 students (53,7%) strongly agree. The calculating students motivation item 28 was 84% with categorized strong.

Table 4.56
Students motivation item 29

Q31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	4	9,8	9,8	9,8
	Agree	17	41,5	41,5	51,2
	strongly agree	20	48,8	48,8	100,0

	Total	41	100,0	100,0	

Item 29, there were 4 students (9,8%) uncertain, 17 students (41,5%) agree, 20 students (48,8%) strongly agree. The calculating students motivation item 29 was 84,7% with categorized strong.

Table 4.57
Students motivation item 30

Q32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	5	12,2	12,2	12,2
	Agree	13	31,7	31,7	43,9
	strongly agree	23	56,1	56,1	100,0
	Total	41	100,0	100,0	

Item 30, there were 5 students (12,2%) uncertain, 13 students (31,7%) agree, 23 students (56,1%) strongly agree. The calculating students motivation item 30 was 85,9% with categorized strong.

Table 4.58
Students motivation item 31

Q33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	6	14,6	14,6	14,6
	Agree	20	48,8	48,8	63,4
	strongly agree	15	36,6	36,6	100,0
	Total	41	100,0	100,0	

Item 31, there were 6 students (14,6%) uncertain, 20 students (48,8%) agree, 15 students (36,6%) strongly agree. The calculating students motivation item 31 was 80,4% with categorized strong.

Table 4.59
Students motivation item 32

Q34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	7	17,1	17,1	17,1
	Agree	14	34,1	34,1	51,2
	strongly agree	20	48,8	48,8	100,0
	Total	41	100,0	100,0	

Item 32, there were 7 students (17,1%) uncertain, 14 students (34,1%) agree, 20 students (48,8%) strongly agree. The calculating students motivation item 32 was 82,9% with categorized strong.

Table 4.60
Students motivation item 33

Q36

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	9	22,0	22,0	22,0
	Agree	15	36,6	36,6	58,5
	strongly agree	17	41,5	41,5	100,0
	Total	41	100,0	100,0	

Item 33, there were 9 students (22%) uncertain, 15 students (36,6%) agree, 17 students (41,5%) strongly agree. The calculating students motivation item 33 was 79,8% with categorized strong.

Table 4.61
Students motivation item 34

Q37

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	1	2,4	2,4	2,4
	Agree	16	39,0	39,0	41,5
	strongly agree	24	58,5	58,5	100,0
	Total	41	100,0	100,0	

Item 34, there were 1 students (2,4%) uncertain, 16 students (39%) agree, 24 students (58,8%) strongly agree. The calculating students motivation item 34 was 89% with categorized strong.

Table 4.62

Final Result of analysis students' motivation

No	Intrinsic	No item	Percentace	Total item percentace	Interpretation
1	preference for challenge	2	77%	79%	strong
		10	82%		
2	Interest	7	81%	82%	strong
		8	84%		
		18	82%		
		26	85%		
		28	80%		
		33	80%		
3	independent mastery	9	84%	83%	strong
		24	80%		
		31	85%		
4	independent judgment	4	80%	83%	strong
		6	85%		
		11	79%		
		12	91%		
		17	79%		
		27	81%		
		34	83%		
5	internal criteria for succes	5	77%	85%	strong
		19	89%		
		37	89%		
Total score			1733%	412%	
Highest score			85	85	
Minimum score			77	79	

Average	82	

Based on the table final result of analysis students motivation above the score of intrinsic motivation from the students writing ability. There were total high and minimum score. The High score intrinsic motivation from students writing ability were 85% and 77% minimum score and 82% for the average.

Table 4.63

Final Result analysis students' motivation

No	Extrinsic	No item	Percentace	Total item Percentace	Interpretation
1	preference for easy work	15	85%	82%	strong
		22	83%		
		25	79%		
		36	80%		
2	getting grades	13	83%	83%	strong
		21	81%		
		23	82%		
		32	86%		
3	external criteria for succes	14	83%	80%	strong
		16	76%		
		20	78%		
		29	78%		
		30	84%		
Total score			1058%	245%	
highest score			86	83	
minimum score			76	80	
Average			81		

Based on table final result analysis students motivation above the score of extrinsic motivation from the students writing ability. There were total high, and minimum score. The high score extrinsic motivation from students writing ability were 86% and 76% minimum score and 81% for the average

The mean of total score from extrinsic and extrinsic students motivation in writing ability was 82 % with the strong categorized.

B. Research Findings

1. Testing Normality

Testing normality was to know the normality of the data that was going to be analyzed whether both groups have normal distribution or not. In this study to test the normality, the researcher applied SPSS 21 program using Kolmogorov Smirnov with level of significance **>0.05**. Calculation result of asymptotic significance was higher than **>0.05** so the distribution data was normal. In the contrary, if the result of an asymptotic significance was lower than **<0.05**, it meant the data was not normal distribution.

Table 4.64 Test of Normality

Tests of Normality

	class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Students result	Pre-test Experiment class	,111	21	,200*	,945	21	,274
	Post-test Experiment class	,101	21	,200*	,977	21	,868
	Pre-test Control class	,137	20	,200*	,941	20	,250
	Post-test Control class	,118	20	,200*	,900	20	,041

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the calculation use SPPS program 21, then the normality both of class was consulted with table (kolmogorov-smirnov) and (shapiro-wilk). Based on the table above the Significance kolmogorov-smirnov in pre-test Experiment **0.200>0.05**. Significance post-test Experiment **0.200>0.05**. Then Significance shapiro-wilk pre-test experiment **0.274>0.05**, post-test experiment **0.868>0.05**. It meant the data in experimental group was Normal distribution.

Furthermore, the calculation of Significance kolmogorov-smirnov in control group pre-test control **0.200>0.05,** Significance post-test control **0.200>0.05.** Significance shapiro-wilk pre-test control **0.250>0.05**, post-test control **0.041>0.05.** It could be said that the data in Control group was Normal Distribution.

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2. Testing Homogeneity

Testing Homogenity was to know the whether experimental group and control group, that was decided, come from population that has was relatively same variant or not. To calculate homogeneity testing, the writer applied SPPS 21. If calculation result was higher than 5% (0.05) degree of significance so Ha was accepted, it means both groups had same variant and homogeneous.

Table 4.65 Testing Homogeneity

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
students result	Based on Mean	3,960	1	39	,054
	Based on Median	3,512	1	39	,068
	Based on Median and with adjusted df	3,512	1	29,172	,071
	Based on trimmed mean	3,574	1	39	,066

Based on calculation SPSS program 21 Test homogeneity of Variance in the table above the Result Significance (Sig.) Based on mean **0.054>0.05**. The result was higher than (0.05) it meant that both of groups same variant and homogeneous.

3. Testing Hyphothesis

The reseacher used One-way ANOVA to test the hyphothesis with significant level α= 0.05. The reseacher using SPSS 21 program to test the hyphothesis using One-way Anova.

Table 4.66
Uji One-way anova

ANOVA

Result

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	33015,908	2	16507,954	206,922	,000
Within Groups	4706,931	59	79,778		
Total	37722,839	61			

Based on the SPSS 21 statistic program calculation , the result showed that degreeof freedom between group (DFb)= 2 and degree of freedom within group (DFw)= 59 (F_{value} = 206.922). It show F_{value} was higher than F_{table} (206.992 > 3.15). So h_o was refused and H_a was accepted. Based on Sig. (0.000 < 0.05) its mean there were significant differences among groups after doing treatment. So Ho was refused and Hα was accepted.

To know that there are different significant among groups, researcher need to test the hyphothesis. Because ANOVA only to know that there was significant differences among groups. Not to know where the differences among groups. To answer the reseach problems and test hyphothesis, the reseachers applied Post Hoc test.

Table 4.67
Post hoc test

Multiple Comparisons

Dependent Variable: Result

Tukey HSD

(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1. writing Desciptive by CWS	2. writing Descriptiveby SL	6,793*	2,791	,047	,08	13,50
	3. motivation	-45,095*	2,756	,000	-51,72	-38,47
2. writing Descriptiveby SL	1. writing Desciptive by CWS	-6,793*	2,791	,047	-13,50	-,08
	3. motivation	-51,888*	2,791	,000	-58,60	-45,18
3. motivation	1. writing Desciptive by CWS	45,095*	2,756	,000	38,47	51,72
	2. writing Descriptiveby SL	51,888*	2,791	,000	45,18	58,60

*. The mean difference is significant at the 0.05 level.

The criteria of Ho is accepted when the significant value is higher than alpha (α) (0.05) , and ho is refused when the significant value is lower than (α) (0.05).

a. Frist, based on the calculation above SPSS 21 Program statistic of Post Hoc test, Writing Descriptive text by using collaborative writing Technique with learning motivation show the significant value (0.00) it was lower than alpha (0.05). it means students writing ability give effect on writing descriptive text by using collaborative writing approach at SMP N 3 Bulik Timur was accepted and Ho that state Students writing ability does not give effect on descriptive text by using collaborative writing approach was rejected.

b. Second, on calculation above SPSS 21 program statistic of Post Hoc test, students writing descriptive text by using collaborative with motivation show the sig. (0.00) its lower than (0.05). it mean that there were significant effect

on students writing ability and leraning motivation at SMP N3 Bulik Timur was accepted and Ho was rejected

c. Third, on calculation above SPSS 21 Program statistic of Post Hoc tets, collaborative writing and learning motivation give effect on students writing ability in descriptive text show the significant value (0.00) it was lower than alpha (0.05). its mean that there was significant effect of using collaborative writing technique and learning motivation in writing descriptive text. Hα state collaborative writing and learning motivation give effect on students writing ability descriptive text at SMP N 3 Bulik Timur was accepted. H_o state Collaborative writing and learning motivation does not give effect on students writing ability descriptive text at SMP N 3 Bulik Timur was Rejected.

4. Interpretation

Based on the result of the research, the researcher interpreted that ;

a. Teaching using collaborative writing was more effective on the students writing ability than teaching writing without collaborative writing technique. It could be seen from the result pre-test before teaching by collaborative was (**58)** and post-test after taught by using collaborative writing technique was (**79**). It meant that collaboarative gave significant effect on students writing ability.

b. Using learning motivation and collaborative writing technique more effective on the students writing ability, it could be seen from the result of the questionnaire that gave to the students, and the result showed that students learning motivation was **81**% with strong categorized. And Based on calculated by using SPSS progran 21, for calculating the reliabilty of questionnaire, if cronbach alpa > **0.6** it meant that questionnaire reliable. The result showed that **0.914 > 0.6 it** it meant that questionnire was reliable. Then why the researcher said effective using learning motivation, because the students have a big motivation in learning it could be seen from the post-test score after taught by collaborative. It meant that there were any interaction effect by using collaborative writing technique and learning motivation on students writing ability. Furtheremore, based on testing hyphothesis showed that value (**0.000** < **0.05**) it meant that Ha was accepted and Ho was rejected.

C. Discussion

To know whether the teaching learning by using collaborative writing technique could improved students writing descriptive or not, the researcher conducted pre-test and post-test. The researcher compare the result of pre-test and post-test.

After took the data the researcher calculated the score by using SPSS program 21 to know the final score in pre-test and post-test. The result showed that Collaborative writing technique give significant contribution for students in writing descriptive text. It can be seen after taught by using collaborative writing technique.

Table 4.16 Comparison Pre-test and post-test Experiment class

No	Score			Improvement
	subject	pre-test	post-test	
1.	E1	45	73	28
2.	E2	76	90	14
3.	E3	63	71	8
4.	E4	58	83	25
5.	E5	69	85	16
6.	E6	54	81	27
7.	E7	77	84	7
8.	E8	59	75	16
9.	E9	45	74	29
10.	E10	48	75	27
11.	E11	65	77	12
12.	E12	47	76	29
13.	E13	60	80	20
14.	E14	56	75	19
15.	E15	61	82	21
16.	E16	68	78	10

17.	E17	56	78	22
18.	E18	59	83	24
19.	E19	58	81	23
20.	E20	60	80	20
21.	E21	46	81	35
	Sum	**1230**	**1662**	
	Average	**58**	**79**	
	Lowest	**45**	**71**	
	Higest	**77**	**90**	

The score from students pre-test in experiment group based on mean in calculating SPSS program 21 (**58**) and post tes in experiment group after taught by using collaborative writing technique based on mean calculating SPSS 21 (**79**). It mean there were significant effect in students writing descriptive text after taught by collaborative writing technique.

Based on result validity in experiment class pots-test r_{table} with N 21 with level signifcant **5%= 0.443**. The result pearson correlation **0.853 > 0.443** and based on Sig. **0.000 < 0.05** it mean that the test was valid and include at level high validity.

Based on the calculating reliability statistic SPSS program 21, the result is r_{11} = **0.917** > r_{table}=**0.433** , it concluded that the frist item (post-test) was reliable. Based on the calculation use SPPS program 21, then the normality both of class was consulted with table (kolmogorov-smirnov) and (shapiro-wilk). Based on the Significance kolmogorov-smirnov in pre-test Experiment **0.200>0.05**. Significance post-test Experiment **0.200>0.05**. Then Significance shapiro-wilk pre-test experiment **0.274>0.05**, post-test experiment **0.868>0.05**. It mean the data in experimental group was Normal distribution.

Based on calculation SPSS program 21 Test homogeneity of Variance in the table above the Result Significance (Sig.) Based on mean **0.054>0.05**. The result was higher than (**0.05**) it meant that both of groups same variant and homogeneous.

Based on testing hyphothesis by using SPSS program 21 (DFw)= 59 (F_{value} = **206.922**). It show F_{value} was higher than F_{table} (**206.992** > **3.15**). So h_o was refused and H_a was accepted. Based on Sig. (**0.000** < **0.05**) its mean there were significant differences among groups after doing treatment. So Ho was refused and Hα was accepted.

The finding confirm from Juang Eko pramono (2014). In specific, the study found writing descriptive text by collaborative writing technique can improve their students writing ability.

The researcher included motivation for students and to measure the strenght of students motivation in writing, the reseacher give students questionnaire there are intrinsic and extrinsic motivation. There were 37 question but only 34 question that valid to use at this research. It was calculated by using likert scale, there were 5 valuated where strongly disagree (0), disagree (1), Uncertain (2), agree (3), and strongly agree (4) by helped calculated SPSS program 21 with the result, most highest motivation was Intrinsic motivation with the point "Internal criteria for success" was **85**%, with strong categorized. Then for Extrinsic motivation with the point "getting grades" was **83**% with strong categorized. Then for the mean of total score from extrinsic and extrinsic students motivation in writing ability was **82**% with the strong categorized.

Then for the mean of total score from extrinsic and extrinsic students motivation in writing ability was **82**% with the strong categorized. On the other hand, the null hyphothesis was rejected and alternative hyphothesis was accepted.

Based on calculated by using SPSS progran 21, for calculating the reliabilty of questionnaire , if cronbach alpa > **0.6** it meant that questionnaire reliable. The result showed that **0.914 > 0.6 it** it meant that questionnire was reliable.

It supported from Werang (2018) Studied about learning motivation at the Faculty of Teacher Training and Education, Musamus University of Merauke, Papua, Indonesia. This finding said that learning motivation make an effort of creating strategies to enhance students' learning motivation in order to address the need of having qualified graduates. In other word it can be said that learning motivation was important thing in our study.

The reseacher proved students writing ability that using collaborative writing technique and learning motivation gave significant effect for teaching descriptive text and the anlaysis showed that there was an effect of using collaborative writing teachnique and learning motivation at seven grade of SMP N 3 Bulik Timur.

CHAPTER V

CONCLUSSION AND SUGGESTION

In this study, the researcher descraibed reseach findings that analysis used one-way ANOVA to know the significant different among groups. Then to answer the research problems, researcher conducted Post Hoc test. Based on the researcher finding, research would be concluded Ha or Ho which would be accepted used in conducting the research. It was purposed to answer the problem of the study.

A. Conclusion

The result of analysis show that there were significant effect of using collaborative writing technique on students writing ability and motivation At SMP N 3 Bulik Timur. The students who taught using collaborative writing technique got higher score in pre-test and post-test with mean (58) in writing test and (79) in writing ability . Moreover, after the data calculated using ANOVA one-way with 5% (**α=0.05**) level og significant, it found that H_a was accepted and H_o was rejected.

The frist result on data analysis, it was showed that teaching using collaboratve writing technique was more effective on students writing ability than teaching without giving collaborative writing tehnique. It showed that the result sihnificant value was lower than alpha (**α=0.05**), (**0.00< 0.05**). thus H_a that state students writing ability give effect on descriptive text by using collaborative writing technique at SMP N 3 Bulik Timur was accepted. And H_o that state Students writing ability does not give effet on descriptive text by using collaborative writing technique at SMP N 3 Bulik Timur was rejected.

Second, the result of testing hyphotheses show that experiment group of students motivation show the significant value (**0.00**) was lower than alpha(**α=0.05**). it mean that there are significant effect of using collaborative writing technique on students writing ability and motivation. Therefore H_a state that students learning motivation give effect on writing descriptive text by using collaborative writing technique at SMP N 3 Bulik Timur was accepted and H_o state that students learning motivation does not give effect on writing descriptive text by using collaborative writing technique at SMP N 3 Bulik Timur Was rejected.

Thrid calculation, on the calculation SPSS program 21 of Post Hoc Test, Experiment group of writing ability and motivation showed the significant value (**0.00**) was lower than alpha (**α=0.05**). it mean that there were significant effect of collaborative writing technique on students writing ability and motivation. Therefore, H_a State that using collaborative writing technique and learning motivation give effect on students writing ability in descriptive text at SMP N 3 Bulik Timur was accepted and H_o state that using collaborative writing technique and learning motivation does not give effect on students writing ability in descriptive text at SMP N 3 Bulik Timur was rejected.

The finding stated that alternative hyphothesis (H_a) was accepted, then the null hyphothesis (H_o) was rejected.

B. Suggestion

Based on the conclusion, the reseacher would like propose some suggestion for the students, teachers, and the writer. As follow for the students; the students should practice more in their writing descriptive text in term of developing and improving their writing in descriptive text. Where as the writing descriptive text is very important for in writing achievement.

For teacher English, should be creative in making enjoyable and interested situation in classroom, because if they enjoy in the study, they will do easier to understood material.

To other reseacher, as the information to get the good method to improve the students writing ability in descriptive text. As this research is not perfect yet, it was suggested for the future reseacher to conduct in similar area, especially on using collaborative method in teaching writing.

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