

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The Implementation of the Curriculum 2013, English language skills were formed through continuous learning. It starts with improving the knowledge competency of the types, rules and context in a text followed by competency skills that present a written and spoken text. The both planned and spontaneous with the correct pronunciation and intonation. They leads to the formation of language politeness and respect for the language. Then, the governments sets Competency Standart of Graduates (SKL) through Permendikbud No. 54 of 2013. Competency standart of Graduates have three qualifications abilities that include attitude, knowledge and skills.

To make the teaching writing succesful, the teacher should give their attention about the way in making the teaching writing effective. Such as strategy, method, technique and matery for teaching writing. Teacher also should pay attention to the other skills that the students need before because teaching writing was a complex.

In the reality, activities in teaching and learning process in tenth grade of MAS Al-Washliyah 30 Binjai, English teacher used the old stretegies, method and technique such writing was ussually done in long time. But students could not procedure enough words and sentence in their writing. Based on the reseacher's preliminary study and observation through interviewed to the English teacher in that school , the problem can see in the following phenomena. Some students were not interesting in writing, some students did not have enough ability to write, some of students could not express their ideas in written form, some of students often wrote ungrammatically, and a teacher was always monotouns in his teaching

performance, which was the teacher still use lecture method in the class, the teacher always ordered the students to do the exercwase in text book without using another way to make the students be more interest, active and creative.

Based on preliminary data of students' score in students' writing, the students' score of writing descriptive text in semester 1 in academic year 2020/2021 still did not fulfill the minimum passing grade (KKM) that was 75.

The score of the students in the both of classess (XA and XB) still low. In the class XA there were 34 students. In that class the students who get the passing grade were 12 students, then there were 22 students who get under paasing grade. In class XB there were also 34 students. In that class the students who get passing grade were 11 students. Then, there were about 23 students who get under passing grade.

Based observed reseracher to the English teacher on the total score of making descriptive text by students before. The mean score of those classes were :

Table 1.1The Mean Score of Descriptive Text by Tenth Grade Students of MAS Al-Washliyah 30 Binjai

Class	Mean Score	Percentages
XA	52.94	17.9
XB	50.88	17.2

From Table 1.1 shown the scores of both classes based on the total number of students that average score from both classes still under KKM. Based on the previous data Yenita,Fatimah and Adzani(2016) states that descriptive text was usually used in daily life such as, describing place to someone new, describing a person, or describing thing. Many students find difficulties in writing descriptive text. To solve the problems that have been mentioned above, the writer tries to give easy way to write descriptive text by using collaborative technique. In The technique ,students usually work in groups of two or more , mutually searching for understanding ,solutions, meaning, or creating the product.

Rahmawati (2019:2) states that brainstorming technique give some positive effect on students writing achievement especially in descriptive text. Those five aspect were content, organization, grammar, vocabulary and mechanic. It was show in mean score in pre-test was 62,48 then mean score in post-test was 73,50. It means that the students mean score improved about 11.02.

Based on the phenomena mentioned above. It was clear that most of students had alot problems in processing of writing. especially in writing on descriptive something. In solving problems encountered by students, using techniques was one of the solution. In The era, there were so many wassues developing and develop by some experts. Some expert claim that collaborative writing technique and brainstorming technique can solve the problem above. Because those techniques were way of learning process in production of ideas in writing. So that, there were two techniques in writing skill will be dwascussed to help students developing their ability to write and rawase their acievement. Those were collaborative writing technique and brainstorming technique.

Collaborative writing. was a process of writing that was done by a group or pair. It has many adventages such as writers can shwere experience and knowledge, give support and help to the members of the group and finwash writing work faster,

Brainstorming was the simples method of generating ideas, the most versatile, and probably the most commonly used by students. Essentially, brainstorming was just what the word s suggest. It makes ideas flow and appear easily in students' mind when they begin to write.

Beside teaching technique factor above, another factors that influence of writing in the students own personality. On of the personality that includes and related in learning process was curiosity. Curiosity was define as a desire for new information aroused when a person become awwere of uncertainty in the environment and of novel, complex and/ r

ambiguous stimuli that can lead to exploration and learning. In learning, curiosity provides the motivational fuel for learning at each step of the educational process. When students have curiosity, they learn more and more about their lesson and as a result, were closer connected to it.

So, based on explanation above, The study was interested to find out whether the student's achievement in writing by applying collaborative writing technique and brainstorming writing technique and the level of students' curiosity toward the students achievement in writing.

1.2 The Problems of Study

The problems of the study were formulated as follows :

1. Are students' writing achievement taught by using Collaborative Writing Technique significantly higher than that taught by using Brainstorming Technique?
2. Is students' writing achievement with high curiosity significantly higher than that low curiosity?
3. Is there any significant interaction between collaborative writing technique and brainstorming technique with students' curiosity in writing achievement?

1.3 The Objectives of Study

The research was aimed at answering the following questions:

- 1) To describe the students' writing achievement taught by using Collaborative Writing Technique Significantly higher than those taught by using Brainstorming Technique.
- 2) To describe the students' achievement with high curiosity significantly higher than those low curiosity.
- 3) To explain the significant interaction between collaborative writing technique and brainstorming technique with students' curiosity in writing achievement.

1.4 The Scope of Study

The research was limited to the use of collaborative writing technique and brainstorming technique in writing achievement based on student competence. Collaborative and brainstorming give effect to the achievement students in writing through students competence in writing. the type of text used in The study was Descriptive text. Students' achievement was acquired by the student based on students' competence. The techniques will use in tenth grade semester one.

Dealing these technique, the curiosity of the students will be also investigated. By knowing high and low curiosity of students, The research was expected to give clear description on the effect of teaching techniques and curiosity on students achievement in writing

1.5 The Significances of Study

Based on the facts that happened in the classroom explained above, the researcher chooses both of writing techniques namely collaborative writing technique and brainstorming technique. Which were these techniques can help learning English process in the class especially for the students. They were be able to increase their project especially in writing through descriptive text as writing test of them.

Then, The study was expected to be beneficial for :

Theoretically, the result of the study was expected to be able to widen the creativity of teacher in teaching writing in using technique writing in order to improve students' writing skill. As a reference to other researchers who wants to study writing techniques (collaborative writing technique and brainstorming technique) more intensively in teaching writing.

Practically, the study was useful for English teachers in particular. English teachers can use appropriate technique writing in English language teaching, especially in descriptive

text. Students also benefit from the use of writing technique used by teachers so that the learning process can be done effectively.



CHAPTER II

LITERATURE RIVIEW

2.1 Theoretical Framework

2.1.1 Students Achievement

Brown (2004) states an achievement was a process of developing skills or knowledge. The most common type of achievement was a standarized progress indeveloping the measurable skills and knowledge learned in the given level, usually through planned instructions, such as training or classroom instruction.

In most research concern with the effectiveness of instructional methods or techniques, the dependent variable was achievement. Therefore, achievement test were widely used in educational research, as well as in university systems. They measure the mastery and proficiency of individuals in different wereas of knowledge.

Achievement test was related directly to classroom lesson, units or even a total curriculum (Brown, 2004). Achievement test were (or should be) limited to particular material addressed in a curriculum within a particular time frame and were offered after a course has focused on the objectives in questions. Achievement test can also serve the diagnostic role of indicating what a student needs to continue to work on in the future, but the primary role of an achievement test was to determine wether course objectives have been met and appropriate knowledge and skill acquired by the end of a period of instruction.

Travers (1970:447) states that achievement was the result of what an individual has learned from some education experience. Additionally, Yelon, Weinstein, and Weener (1977:301) express achievement as the successfulness of individual, while another source

Smith and Hudgins (1964:95) says that achievement was to do one's best, to be successful to accomplish tasks requiring skill and effort and to be recognized by authority.

Based on the opinions above, it can be concluded that achievement was the result, the successfulness, the extent or ability, the progress in learning education experiences that the individual indicates relation with his/her educational learning. Achievement concerns with what someone has actually learnt whereas aptitude was the potential for learning something. In other words, achievement was a success in reaching particular goal/status or standard, especially by effort, skill, courage, and so on.

2.1.2 The Nature of Writing

Writing as one of four language skill was the most difficult skill to master for foreign language learners. Writing was one of the productive skills which were closely bound up with the receptive skill work (Harmer, 2001:250). Writing due not only to the need to generate and organize ideas using appropriate choice of vocabulary, sentence, grammar, and paragraph organization but also to turn such ideas into a readable text. (Richard and Renandya, 2002: 303).

Williams' writing process model consists of eight processes of writing: prewriting, planning, drafting, pausing, reading, Revising, editing and Publishing. Each process comprises various activities that were associated with effective writing and the recursive nature of the writing process (Williams, 2003).

1. Prewriting, Prewriting activities take place before starting on the first draft of a paper.

They include discussion, outlining, free writing, journaling, talk-writing, and metaphor building.

2. Planning involves considering the writer's rhetorical stance, rhetorical purpose, the principal aim of the text, how these factors were interrelated and how they were connected to the information generated during prewriting. Planning also involves

selecting support for the writer's claim and blocking out at least a rough organizational structure.

3. Drafting occurs over time. Successful writers seldom try to produce an entire text in one sitting or even in one day. Moments when the students were not writing but instead were reflecting on what they have produced and how well it matches their plan; The usually includes reading
4. Moments during pausing when the students read what they have written and compare it with their plan
5. Revising almost always includes getting suggestions from friends or colleagues on how to improve the writing .
6. Editing occurs after revision of the work. The goal was to give the paper a professional appearance.
7. Publishing was not limited to getting a text printed in a journal. It includes turning a paper into a teacher, a boss or an agency.

2.1.3 Teaching Writing

Byrd (2011) states that the teaching writing was frequently seen as a way of finwashing the homework and assignments, especially at the elementary and intermediate levels. The learning activity in the classroom was spent by the teacher in explaining the lesson, whereas the learners take note and listen to the teacher. To teach writing successfully, the teacher should know some approaches can help and affect the successfull of teaching writing in the class because the teacher be able and apply to the appropriate approach learning yo teach material. there were two kind of approaches, namely Teacher-center approach and Student-centre approach (Al-Zu'Be:2013)

2.1.4 Assessment of Writing Aspect

Brown (2001: 335) says product assessment focuses on assessing the students' final composition, while Hyland (2003: 226) states that writing product can be assessed through employing some methods of scoring. There were three types of rating scales generally used in scoring writing. They were holistic, analytic, and trait-based scoring. In this study, the researcher choose the trait-based scoring. The coring focuses on whether or not each paper shown evidence of the particular trait or feature you want students to demonstrate in writing. Trait-based instruments were designed to clearly define the specific topic and genre features of the task being judged (Hyland, 2003: 229). Therefore, the advantage of The approach was in focusing on specific aspects of instruction that most reflect the objectives being covered when the writing assignment was given. The scale includes "Content, Organization, Vocabulary, Grammar and Mechanics.

Table 2.1 Scoring Rubric for Aspects of Writing

Aspect	Score	Qualification
Content	30 – 27	Excellent to Very Good: Knowledgeable, Substantive through development of topic sentences relevant to assigned topic.
	26 - 22	Good to Average: Some knowledge of subject-adequate range-limitde development of topic sentences – mostly relevant to topic, but lacks detail.
	21 – 17	Fair to Poor: Limited knowledge of subject – little substance – inadequate development of topic.
	16-13	Very Poor: Does not show knowledge of subject – nonsubstantive – not pertinent – or not enough to evaluate.
Organization	20 – 18	Excellent to Very Good: Fluent expression – ideas states/supported – succinct – well organized – logical sequencing – cohesive.
	17 – 14	Good to Average: Somewhat choppy –loosely organized but main ideas stand up – limited support – logical but incomplete sequencing.
	13 – 10	Fair to Poor: Non fluent – ideas confused or dwasconnected – lacks logical sequencing and development.
	9 - 7	Very Poor: Does not communicate – no organization – or not enough to evaluate.
Vocabulary	20 – 18	Excellent to Very Good: Sophisticated range – effective word/idiom choice and usage/word form mastery – appropriate regwaster.
	17 – 14	Good to Average: Adequate range occational errors of word/idiom form, choice, usage but meaning not obscured
	13 – 10	Fair to Poor: Limited range – frequent error of word/idiom forms, choice, usage – meaning confused or obscured.

Table 2.1 Scoring Rubric for Aspects of Writing

Aspect	Score	Qualification
Language Use	9 – 7	Very Poor: Does not communicate – no organization – or not enough to evaluate.
	25 – 22	Excellent to Very Good: Effective complex construction – few errors of agreement, tense, number, word order/function, articles, pronoun, preposition
	21 – 18	Good to Average: Effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order /function, articles, pronouns, preposition but meaning seldom obscured
	17 – 11	Fair to Poor: Major problems in simple/complex construction – frequent errors of nigetions agreement, tense, number, word order/function, articles, pronouns, preposition, and/or fragments, deletion – meaning confused or obscured.
	10 – 5	Very Poor: Virtually no mastery of sentence construction rules – dominated by errors – does not communicate – or not enough to evaluate.
Mechanwasm	5	Excellent to Very Good: Demosntrate mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average: Occasional errors of spelling, punctuation, paragraphing but meaning not obscured.
	3	Fair to Poor: Frequent errors of spelling, punctuation, capitalization, parapgraphing , poor handwriting – meaning confused or obscured.
	2	Very Poor: No mastery of conventions dominated by errors of spelling, punctuation capitalization, paragraphing – handwriting illegible – or not enough to evaluate

2.1.5 Technique of Writing

There were some techniques of writing which the purpose was as a references for the teacher to teaching writing in classroom to developt the students writing. These techniques were collaborative writing technique and brainstorming technique.

2.1.5.1 Collaborative Writing Technique

Collaborative writing involves learners interacting in pairs or small group on a writing task. Thus the two key components in collaborative writing were verbal interaction and writing. verbal interaction hasbeen identified as fundamental in both cognitive and sociocognitive theories of second language (L2) learning. The act of writing also has language learning

potentials. The cognitive process that occurs in the production of written language (Storch, 2013)

Collaborative writing technique has been becoming a current issue in writing and pedagogical studies in the twenty-first century. It has emerged from Vygotsky's social-cultural theory, which states that every function in the child's cultural development appears twice: first, on the social level, and later on the individual level; first, between people (interpsychological), and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relations between human individuals as learners were social beings, cognitive development takes place in social interaction (Vygotsky, 1978:57).

From the definition of collaborative writing above, the researcher can conclude that collaborative writing technique was one of the techniques in writing which the students work together to write with their ideas in one writing. Then, the point of collaborative writing was the process of producing a written language in a pair or group where all members cooperated and contributed to the writing process to produce a better text and also create social interaction between student-student to achieve a goal. It refers to a project where a composition was created by the pair together rather than individually. It may be in a pair or group of students working together on a piece of writing who can respond to each other's ideas (both in terms of language and content), making suggestions for changes and so contributing to the success of the finished product.

Clark (2003 : 17) states that the following were suggestions for maximizing the value of collaborative activities in the writing class:

- 1) Model the activity by first engaging in it yourself in front of the class. Before putting students into groups for peer editing, ask students to volunteer a paper to be edited, or

use one from another class. Make copies for the class and demonstrate how you expect students to proceed.

- 2) Determine the procedures for group work, such as whether students should read papers silently or aloud, how many copies of the paper students should bring in, how much time should be allotted for each paper, and the sort of comments that should be encouraged.
- 3) Assign the groups yourself through random selection. If students choose their own groups, they may spend the time socializing instead of working. To enable the groups to develop a productive working relationship, keep the groups constant throughout the semester, unless there was a good reason for changing them.
- 4) For peer editing, develop assignment specific questions (see the following "For Writing and Discussion" for an example).
- 5) When possible, require students to report their discussion results to the class. The works well when students engage in group research because it requires them to take responsibility for their work. They should be aware that they will be standing in front of the class and that inadequate preparation will be apparent to everyone!

2.1.5.1.1 The Procedure of Collaborative Writing

Before starting the writing activity, the teacher divides students in pairs. Students who have better abilities were paired with students who were somewhat weak in ability. These smart students act as Helper (H) and students with low ability as Writer (W) / writers.

Alwasilah (2000) states there were some steps of collaborative writing, as follows :

- 1) Ideas, To help students understand the importance of components in text essays such as characters, settings, problems, and solutions, students were given the following complete questions, the majority of which begin with the question word "WH". The aim was to build on the writer's ideas. Questions that can be asked were as follows:

- Who did what?
 - What happened?
 - Where did it happen?
 - When did it happen?
 - Who were the main characters in the story?
 - Why did he / she / they do that?
 - What was the problem?
 - How did he / she / they solve the problem?
 - What happened next?
 - Then what?
 - Did anyone learn anything at the end?
 - What was the lesson the characters learned?
- 2) Drafting, the keywords that have been written in the first step were then developed into a draft essay.
 - 3) Reading, writer reads the draft writing aloud. When reading a pronunciation / reading error, the helper was allowed to correct the error if he was able.
 - 4) Editing, the helper and writer look back at the draft that has been prepared. At this stage they can make improvements that were felt necessary by both. Errors of words, phrases, or sentences should be marked by using a color pen or stable to facilitate subsequent repairs. There were five things that must be considered in editing the initial draft, which were: meaning, order, style, spelling, and punctuation.
 - 5) Final Draft, after that the writer rewrites the edited text in accordance with the advice and input from the helper. The helper can provide assistance when

needed. The final results of The paper become the results of group work which was then submitted to the teacher.

- 6) Teacher Correction, in The stage students will get instructive comments and feedback from the teacher. Students should face the teacher together to get the teacher's correction in grammar and feedback related to meaning / ideas, orders, style, spelling, and punctuation (punctuation)

2.1.5.1.2 The Advantages and Dwasadvantages of Collaborative Writing Technique

Lai (2011) says that collaborative or cooperative learning structures were argued to trigger critical thinking skills and likewise, students with strong critical thinking skills and dwaspositions may be better collaborators.

Alwasilah (2000), states that collaborative writing has advantages as follows:

- (a) Instill cooperation and tolerance for the opinions of others and increase the ability to formulate and express ideas;
- (b) Instilling the attitude of writing as a process because group work emphasizes revision, allowing students who were weaker to recognize the writings of friends;
- (c) Encourage students to learn in group work, and present the work situation they will experience in the professional world in the future
- (d) Getting used to self-correction and writing drafts repeatedly, where students as writers were the most loyal readers.

In addition to the advantages above, the collaborative writing has weaknesses, as follows :

- (1) The difficulty of getting colleagues who can work together,
- (2) In group work often there were too many alternatives or suggestions for improvement that were confusing
- (3) Spent a lot of teacher and student time

2.1.5.2 Brainstorming Technique

Brainstorming can be defined as a technique of thinking process. Brown (2001: 184) states brainstorming as a technique which helps someone initiate some sort of the thinking process. Brainstorming was often put to excellent use in preparing students to read a text, discuss a complex issue, or write on a topic. Scarry and Scarry (2008: 8) define brainstorming as a technique in which a student uses free association to discover ideas that come to mind on a given topic. It was a mental exercise in which a student writes down ideas about a topic. It can be a powerful method in the development of ideas.

Brainstorming makes the students start with general ideas and find many details of information about the ideas. Students of all ages will get benefits from involving in a brainstorming session. It can be concluded that brainstorming was a useful technique in writing because it permits the students to approach a topic with an open mind. It helps students to find the topic to be written and the content to be involved to support the topic itself.

2.1.5.2.1 The Procedures of Brainstorming Technique

Blanchard and Root (2003: 41) mentions the steps of brainstorming.

- 1) Brainstorm list. In this step, the writer quickly makes a list of every word, every phrase, every idea that comes into the writer's mind about the topic.
- 2) Edit brainstorming list. In this step, the writer includes in the final paragraph and what he/she wants to omit by combining ideas.
- 3) Organize the list. Here, the steps should be in time order.
- 4) Making an outline. Here, the title was centered at the top. The topic sentence was placed below the title and the five steps listed under the topic sentence and have capital letters.

5) Writing the paragraph. The last step was to write the paragraph based on the outline made.

By following the steps and rules of brainstorming, students will find it easier to write paragraphs. Many writers prefer brainstorming because the resulting list was easy to work with in terms of separating ideas. With little effort, they have an informal outline that can guide them in organizing their draft. Brainstorming can be done individually or in group.

2.1.5.2.2 The Advantages and Dwasadvantages of Brainstorming Technique

Using brainstorming technique in teaching writing has advantages and dwasadvantages. According to Roestiyah (2012) states that the following were the advantages and dwasadvantages of using brainstorming technique in teaching writing:

a. Advantages using brainstorming technique:

- 1) The students think actively to express opinion.
- 2) Training the students to think fast and logically systematic.
- 3) Stimulating the students should always be ready to argue that relate to the problem given by the teacher.
- 4) Increasing the student's participation in accepting the lesson.
- 5) The active/less students get help from their smarter friends or from the teacher.
- 6) Create a fair competition.
- 7) The students feel free and happy.
- 8) The atmosphere of democracy and dwascipline can be grown.

b. Dwasadvantages using brainstorming technique:

- 1) The teacher was not giving time to the students to think well.
- 2) Sometimes the conversation was just monopolized by smart students.
- 3) The teacher simply holds opinion, but never said the conclusion.
- 4) The students do not immediately know whether his opinion was true or false.
- 5) Problems can develop in ways that were not expected.

Thus, the aim of writing technique hopefully there was achievement in writing for students. Which the definition of achievement means the students' mastery of a particular syllabus or the material taught in the class (Heaton, 1975: 163). Writing achievement was the students' mastery on writing or performance by student in learning writing. The writing achievement was defined as the student's success in achieving English writing achievement through certain learning process. The result of the achievement presented in a list of students' writing scores in one of instructional objectives of writing skill from syllabus senior high school to write a simple paragraph.

2.1.6 Curiosity

Curiosity was defined as a disposition to inquire, investigate or seek after knowledge. It was simply a frame of mind in which you want to learn more about something. It also provides the source of internal motivation that comprises the foundation of education.

Jonathan (2012:11) proposed four theories related to the nature of curiosity. His further explanation of related theories can be seen in the following table :

Table 2.2 The Nature of Curiosity

No.	Theory	Summary
1	Drive	Curiosity was human drive, comparable to hunger and thirsty
2	Incongruity	Curiosity was evoked by incongruity between something (an event, object, etc) and person's existing knowledge
3.	Gap	Curiosity arises when someone becomes aware of a gap between his or existing set of information and some other desired information
4.	Tactile	Curiosity arises from physical engagement with things we believe we might change

From the table above it was clear that Drive Theory was almost biological in nature. Curiosity was exemplified by the need of food and water to struggle life. It means that drive

theory help to explain that someone's curiosity will be satisfied by the acquisition of knowledge and experiences.

The second theory was more cognitive in nature. It seems that a person tries to make sense of the world around him or her and when an expectation about the way the world works was violated, curiosity was provoked. In Incongruity theory, curiosity was extremely affected by one's violation. When the violations were minor, a person will accept them easily without much thought and he or she will not be very curious. On the other hand, when violations to his or her existing expectations were enormous, a person will pay much attention to them and he or she will be very curious.

The third theory interprets curiosity as the reaction of losing something that arises from the perception of a gap in knowledge or understanding. Curiosity, in the theory, was provoked when a person begins to feel that gaps, for instance after he or she asked a question or after learning some sequences of events without knowing the conclusion.

The fourth theory links curiosity to the environment. It means that environmental really affect the decision of a person's physical engagement in changing the condition. Shortly, the concept of the theory was related to motivation concepts. When there was a thing that makes people curious, they will provoke their vigorous motivation to search and explore it. That was why curiosity was considered as the nature of exploratory behaviour. It often produces impulse behaviour and attempts at self control.

2.1.6.1 Low and High Curiosity on Students' Learning

Kashdan (2009) identified some characteristics of students with high curiosity toward learning, they were ; 1) students always interested in new things and processing an open and receptive attitude toward whatever was the target of attention, 2) students will devote more attention to an activity, process information more deeply, remember information

better, and were more likely to persevere on tasks until goals were met, 3) students will have the ability to effectively cope with or make sense of the novelty, ambiguity and uncertainty being confronted during explorations, 4) students like to express the exploration as the willingness to embrace the novel, uncertain and unpredictable nature of everyday life, 5) students like in spending time with novel stimuli was exposed to some degree of information and experiences, 6) students actively seeking understanding about something that unknown.

Meanwhile, characteristics of students with low curiosity toward learning were ; 1) students have sequencing difficulties were evidenced in a failure to grasp time concepts, 2) students will lose track of assignments and attendance and struggle to concentrate, 3) students have experience cognitive confusion in the presence of distracting stimuli, demonstrate poor organizational skill, and find it hard to refocus after losing concentration, 4) students have low interest in detail and non participation in class activities, 5) students have difficulty to solve the problem that puzzle them, 6) less of these sense of wondering and challenging to explore an uncertainly.

2.1.6.2 The Measurement of Students' Curiosity

Researcher has to select or develop scales and instruments that can measure characteristics such as intelligence, achievement, personality, motivation, attitudes, aptitudes, interest, and so forth. Different devices were used for qualifying different qualities. One way of obtaining was simply to ask questions. The questionnaire utilizes the approaches.

Written questionnaire was used to obtain data of students' curiosity. The type was typically more efficient and practical and allows for the use of larger sample. To measure the students' curiosity, the questionnaire was constructed based on the curiosity's indicator. In

The research were attention in learning, motivation as learning desire to have the competition to succeeded in learing, and the desire to have books related to the lesson), the willingness (willingness in doing the task and the students' absence in learning activity), and enjoying in the process of learning

2.1.7 Descriptive Text

According to Oshima and Hogue (1997:50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In additon, a good description was like a “word picture”; the reader can imagine the object, place, or person in his or her mind.

I Wy. Dirgeyasa (2016 : 58) states that the genre based descriptive writing also has its own rhetorical structure or gereneric structure and textual elements. Then, each element has its own fuction and pupose.

a. The generic structures and textual elements:

Table 2.3 The Generic Sturures and Textual Elements

Textual Elements	Functions
Identification	<ul style="list-style-type: none"> • It was a statemnet describing and illustrating about the topic/ theme to be decribe • Statement must be interesting and was able to attract and to provoke the reader so that the reader becomes interested in reading the complete description • The use of adjective and degree of comparwason of adjective was advwasible
Description	<ul style="list-style-type: none"> • It was a complete description about the topic/theme proposed in identification text. • Description was the detai description or elaboration of the topic or theme as described in the identification

b. The generic features of description were:

1. Verb in the present tense
2. Adjective to describe the features of the subject

3. Topic sentences to begin paragraphs and organize the various aspects of the description.

c. The factual description scaffold

1. A general opening statement in the first paragraph : The statement introduces the subject of the description to the audience.

It can give the audience brief details about the when, where, who, or what of the subject.
2. A series of paragraphs about the subject : Each paragraph usually begins with a topic sentence, the topic sentence previews the details that will be contained in the remainder of the paragraph, each paragraph should describe one feature of the subject, these paragraphs build the description of the subject
3. A concluding paragraph (optional) : the concluding paragraph signals the end of the text. Here was the example of Descriptive Text about The national monument.

The National Monument

The National Monument (or Monument Nasional) was a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consists of a 117,7 m obelisk on a 45 m square platform at a height of 17 m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It was topped by a flame covered with gold foil. The monument and museum was opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument was close. (Mulyono, 2010)

Table 2.4 Generic structure and Textual Elements of “Steven Spielberg”

No.	Language Features	Example from the story
1.	Verb in the present tense	<ul style="list-style-type: none"> • The National Monument (or Monument Nasional) was a 132 meters tower in the center of Merdeka Squwere, Central Jakarta. • It was topped by a flame covered with gold foil • The monument and museum was opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument was close
2.	Adjective to describe the features of the subject	The monument conswast of a 117,7 m obelwask on a 45 m squwere platform at a height of 17 m.
3.	Topic sentences to begin paragraphs and organize the various aspects of the description.	In The text conswasts of 3 paragraphs. The first paragraph contains informations about physic in general. The second paragraph describe about the symbol in national monument. The three describe about the information of the building.

2.1.7 Relevant Studies

Based on the results of studies from another researchers as relevant study, the researcher found the researchs that have similarities with The research that the researcher did but have differences in the substance of their contents. the result of the previous studies were as follows.

Ajideh (2016) states that grouping the participants of the dyads over the entire writing process provided them with an opportunity to co-construct the texts from the beginning of the process to the end. Such a possibility may have given them a sense of ownership of what they were co-constructing in that they had latitude to create a meaning that was their own, within a micro-social context defined by the peers themselves, while being cognizant of their shwered responsibility of working for a common goal (co-producing a text).

Backer and friends (2018) The journal states that working in groups has a positive impact on student learning and fostering social skills on the environment. with collaborative learning shows the increasing three components in students namely emotional, cognitive and behavior.

The journal contributes to the relevance of understanding the explanation of the social impact of collaborative learning.

Crwastina (2019) states that for beginners or students who were still in the process of developing insight into writing was also very suitable for learning by collaborating with friends. because collaborating will produce a wider text than writing individually. So collaborative writing can benefit students because it encourages them to be more interested in learning language

Mirazi (2016) says that the learners performed better in writing posttests suggests that planning before a writing activity was effective in leading the learners to produce linguistically more accurate and appropriate texts. The effect of individual planning on the students' writing in The study proved to be slightly better than collaborative planning which goes against the findings of some researchers who found superior effect for collaborative planning. So, The study contributed the importance of planning in facilitating writing process and enhancing written texts quality.

Susanti (2018) states that effect of collaborative writing to writing quality have focused more on accuracy rather than on complexity and fluency. Then, there were two factors contribute to the process and outcome of collaborative writing task. The factors were motivation, learning style. Then, collaborative writing in interaction in EFL context within non English speaking countries might contribute to broader understanding of collaborative writing interaction pattern. But, to understand the role of individual difference in engaging web-based CW seems weighty to elaborate how advance technology has a place in EFL writing skill development.

Irawan (2019) states that there was significant effect of using Brainstorming Technique on students' achievement in writing. Before using brainstorming technique in descriptive

writing the score of student's were low, and after using the technique the score of the student's better

Minawati (2018) says that the use of Brainstorming Technique can improve both of the students' process and achievement in writing. It can be seen from the students who got more active and enjoyed in joining the class activities, for example like in group discussion. They enjoyed working in group task, they can work cooperatively. They were also solved the difficulties in writing a descriptive text by a group discussion. It show on the mean score test from the students. From the pre-test was 4.80 and the result of t-test show 12.381.

Mardhikaningrum (2016) says that brainstorming could improve the the students' writing ability. Brainstorming activities could encourage the students to create as many ideas as possible. It facilitated the students to activate their prior knowledge before they practiced their writing. Furthermore, brainstorming also improved the students' motivation and involvement to build their confidence to generate ideas in writing. Moreover, the findings were also strengthened by the quantitative data. The mean scores of pre-test was 4.93 while the mean scores of the post-test was 6.24.

Rahmawati (2019) says that brainstorming technique gives a positive effect on students' writing achievement in five aspects of writing; content, organization, grammar, vocabulary, and mechanic. Students need the process of writing a text where they were guided step by step that covers each aspect of writing. Brainstorming was a technique that can improve students' writing skill effectively. The technique helps students to get their ideas down on a piece of paper fast.

Irwandi (2016) states that collaborative writing technique was simple game and more fun for the students in teaching and learning process. Collaborative writing was that generation of ideas was lively with two or more students' involved than it was when the writers work on their own. It has proved from The research, especially for students have gotten treatment by

using collaborative writing technique. They had progress especially in their content, organization, vocabulary, grammar, and mechanics.

Asfani (2016) states that Students' competence can be measured by observing their performance in terms of task finalwasation based on their expertwase.The level of student competence can be influenced by many factors. These factors can come from teachers as instructors, students as learners and the environment as a supporter. They were contribute to improving the students' competence.

Rwaswanto (2017) states that achievement or often called learning outcomes was the capability of a person caused by the stimulus coming from the external environment and cognitive processes performed by the students. Gauge in The case believes that learning was influenced by factors in students and factors outside the student itself where the two interact. Besides learning conswasts of three main component's namely surface conditions that stimulus from the environment where he was in the process of learning, the interior condition that describes the interior state of the students themselves and the conscious process of students, as well as learning outcomes that describe verbal information possessed by students, intellectual skills, motoric skills, attitudes and conscious finesse students. Internal conditions will interact with the surface conditions during the process of learning and of the interaction, it will behold the learning outcomes.

Bertolini (2016) states that student achievement was impacted on numerous levels including students' personal factors, their interactions with others such as pwerents, teachers, and adminwastrators, and lastly the larger systems that surround the student e.g. school dwastricts, neighborhoods, local economy, political policy, and multicultural relations.

Norseha (2016) states that brainstorming was one of the ways to approach SCL because it was an open sharing activity, which was usually conducted in small groups to encourage participation. Brainstorming contributes to the increase in students' motivation, confidence,

and participation as reflected by the positive students' behaviour during classroom observations. The students were more confident and motivated to express their ideas when brainstorming in small groups.

Herlwasya (2019) states that the writer found that the students often make mistakes in grammar. But, through the technique, the students can learn from each other so they still feel positive although they have made mistakes. Collaborative technique can motivate the students to keep writing, to learn how others write and read more references so they can learn from their friend's mistakes. Collaborative technique also can make students more respectful and more responsible because in the technique, the students have roles as a writer, a reader, and a collaborator.

2.2 Conceptual Framework

The research conceptual framework was formed based on the theoretical reviews and the theories of the research. To conduct the research, the researcher uses the theories of Collaborative writing, Brainstorming writing, curiosity and writing descriptive. The research using both of two techniques to be implemented in writing lesson, especially writing descriptive text. Besides teaching techniques, there were some internal factors that influence students in learning. One of them was curiosity. As the student's curiosity in learning plays a very important role in the process of teaching English in the classroom.

1. The Effect of Collaborative Writing Technique and Brainstorming Writing Technique on Students Writing Achievement

Writing was not easy for the students that should be acquired, because it combined some language components. For example the students have to write the text in correct grammar, have a clear and understandable idea, also they need to have many vocabularies and give correct punctuation in their writing. Then in writing text, the students need to have background knowledge about the topic, the students also need to use appropriate words

or dictation in order to make their reader interested to read about the topic and understand their writing. Hence, using language components such as grammar, vocabulary and mechanics will help them in making good writing. Good writing was not only about free writing the words and sentences randomly, but it has series of activity make it proper to be read.

While the teacher realizes that students got difficult in producing a written text as a good teacher should find out the better and suitable techniques in teaching writing. There were many techniques in teaching writing among of them were collaborative writing and brainstorming writing. The researcher belief that both techniques were the best alternative to help and improve the students' achievement in writing.

Collaborative writing was a way to write in groups. which writing technique produces an writing from a set of ideas from several students. The can increase intelligence and the emergence of a sense of responsibility and work together with fellow students. Collaborative writing technique give some benefits to the students such as help the student to write, increase the students motivation , provides students' critical thinking, improve the students' creativity, reduce students' writing apprehension , and improve students' writing performance. The research present the result of students' writing achievement which uses collaborative writing technique. The research can be developed fo further research to solve the writing problems happen in the classroom. It can be a hint to make new effective writing technique, throwback to the writing teaching techniques which were sometimes ineffective and bored.

While the brainstorming technique was a way of writing that initially produces bright ideas from students. The technique can be done individually or in groups. However, in The study the researchers chose individual brainstorming techniques. When individual brainstorming, students tend to generate more ideas than group brainstorming. students do not

need to worry about the ego or the opinions of others, therefore students can more freely create and fantasize. When individual brainstorming, mind maps can help organize and develop ideas.

2. The Effect of Higher and Lower Curiosity of Students on Students' Writing Achievement

Curiosity was defined as a need, thirst or desire for knowledge. The concept of curiosity was motivation. Why learning was even more important today's intensely competitive and complex society. It was curiosity that provided the motivational fuel for learning at each step of educational process. When students have curiosity they learn more and more their world and as a result, were closer connected to it.

To identify the curiosity of students. The writer identified from the both of high curiosity and low curiosity. From the both of them will influence to students' achievement. To measure the case the students will answer the some questions from the questionnaire. From the questionnaire will show the high score it means have high curiosity and the students get low score it means have low curiosity.

3. There was significant interaction between writing techniques with students' curiosity in writing achievement

If the students that have high curiosity will be taught by using collaborative writing technique was more effective and efficient, because the students' curiosity can be more developed than before. In other hand, the students will get the new ideas, vocabularies and experience about the topic from his or her friend then they will be cooperate in writing descriptive text. It indicate can improve the quality of students' achievement. Meanwhile, in brainstorming writing, the students only develop his or her ideas individually. The students write with himself or herself. The ideas that present will seem monotonous and it was seem not more developed than in collaborative writing. In order to the students that have low curiosity

that will be taught by brainstorming technique will be less effective so they will get higher achievement.

Through these techniques, the students will write descriptive text about the most influential figures in the world as writing product by students. Scoring of The writing will use scoring by Trait Based Instrument.

Based on the explanation above, it can be predicated that there was interaction between teaching techniques and curiosity on students' achievement in writing

2.2.1 Research Hypothesis

In The research, the writer would like to find :

1. There was or no effect of collaborative writing technique and brainstorming technique on the students writing achievement
2. There was or no effect of higher or lower students curiosity on the students writing achievement
3. There was or no interaction between collaborative writing technique and brainstorming technique with students'curiosity in writing achievement.

Based on the objective, the writer proposed these hypothesis to be tasted :

1. The First Hypothesis

There was effect of collaborative writing technique and brainstorming technique on the students writing achievement

2. The Second Hypothesis

There was effect of higher or lower students'curiosity on the students writing achievement

3. The Third Hypothesis

There was interaction between collaborative writing technique and brainstorming technique with students'curiosity in writing achievement.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research used experimental design by applying factorial design 2 x 2 ways used. Latief (2016:94) states that experimental research measures the effect of one manipulated and controlled (independent) variable to another (dependent) variable, like the effect of different methods of teaching to students achievement. Variable Factorial design was experiment design where whole variables from independent variable combine with all the variables. Ary (2010: 310) states that the designs presented thus far have been the classical single-variable designs in which the experimenter manipulates one independent variable X to determine its effect on a dependent variable Y.

The design was chosen to compare between teaching techniques; collaborative writing and brainstorming writing also considered from students that have high curiosity and students' have low curiosity. That affected on students achievement in writing. The design can be seen in The Table 3.1 below :

Table 3.1 The 2 x 2 Factorial Design of Study

Teaching Techniques (A)	Collaborative Writing (A1)	Brainstorming (A2)
Curiosity (B)	(A1)	(A2)
High (B1)	A1B1	A2B1
Low (B2)	A1B2	A2B2

Notes :

A : Teaching Techniques

B : Curiosity

A1 : Collaborative writing technique

A2 : Brainstorming writing technique

B1 : Students that have high curiosity

B2 : students that have low curiosity

A1B1 : the students who have high curiosity and that was taught by collaborative writing technique

A2B1 : the students who have high curiosity and that was taught by brainstorming writing technique

A2B1 : the students who have low curiosity and that was taught by collaborative writing technique

A2B2 : the students who have low curiosity and that was taught by brainstorming writing technique

3.2 The Population and Sample

3.2.1 Population

Syahrum (2007 : 113) states that population was the whole object to be examined in which members of population were living object, inanimate living, and humans. The population of The study was the tenth grade of MAS AL-Washliyah 30 Binjai in academic year of 2020/2021. The total number of all students were 109 students which were divided into 3 classes (XA, XB and XC).

The reasons the researcher chose The location as a research place as follows :

- 1) The teacher still uses traditional teaching so that it looks monotone and not interesting learning for students. Even though the school has used curriculum 2013, where teacher should have used varied teaching method and made students be centre in class.
- 2) In The school have more one English teacher
- 3) The location was not too far from the researcher's house so that the process of research was easier.

- 4) after the researcher observed these classes the students still have less knowledge about descriptive text especially in generic structure and they still lack of vocabulary.

3.2.2 Sample

Arikunto (2006 : 131) states that sample was part or as a representative of population to be studied. If the research was carried out part of the population, it can be said that the research was sample research. The sample of The reserach were 68 students found in 2 classes randomized from tenth classes. The was taken based on the random sampling. Which was like lottery. The researcher prepwre three pieces of paper in a box and then select two piece paper. Those paper wwere class XA and XB.

3.3 Treatment by Using Teaching Writing Techniques

In order to get some data that were needed to suppoet The research. The researcher applied the technique of collecting data, writing test and questionnaire. The test was about writing English which was appropriate with their in-use curriculum. The instrument was used to collect the data in order to find out di diffrence between collaborative writing and brainstorming techniques on write descriptive text as a product by students. The researcher used writing test by giving some the name of place famous in the Indonesia. Then the students would describe the place. Then, questionnaire was used to collect the data to support the data, so that the students compatence would appropriate with the result of the writing test as students performance.

Table 3.2 the Procedures of the Treatment in the Two Groups

Collaborative Writing Technique	Brainstorming Technique
<ul style="list-style-type: none"> • Teacher : He/ She instructed the students to form the group (5 people) • Students : mention the number from number 1 until 5 consecutively. 	<ul style="list-style-type: none"> • Teacher : He/ she show some pictures about famous places in Indoensia. Then instructed the students to write down lwast about things in the picture • Students : start to make outline based on the lwast that they write

Table 3.2 the Procedures of the Treatment in the Two Groups

Collaborative Writing Technique	Brainstorming (Individually)
<ul style="list-style-type: none"> • Teacher : He/ she show the some of pictures about famous places in Indonewasa then instruct the students to think about the picture. • Students : they see the picture then write down the important things in the picture. 	<ul style="list-style-type: none"> • Teacher : instructed the student to make outline based on the lwest • Students : see the picture while write down lwest things in the picture
<ul style="list-style-type: none"> • Teacher : instructed the student to sit with their members group • Students : they can shwere their ideas and imagine about the figure in their group. After all the ideas was conducted from their friends in group. One of the member group can unite the all ideas then writing in the paper. Each group can perform their writing in front of class and another group give the suggest 	<ul style="list-style-type: none"> • Teacher : instructed the students to make the simple paragraph in descriptive form based on the students outline • Students : making the simple paragrap in descriptive form based on their outline. The student perform his/her writing in front of class.

3.4 Control of Treatment

Ary (1979:228) states that it was imposible to evaluate ambiguosly the effect of an independent variable without conduction of control. The significant contributions to the evaluation of research design, i.e internal validity and external validilty.

3.4.1 Internal Validity

Ary (1979: 239) states that internal validy refers to the control of variables. The design of appropriate control was finding ways to eliminate extraneous variables, i.e variables that can lead to alternative interpretation.

The treats of internal validity that were suitable in The reserach were (1) history of specific event was controlled by the treatment conducted in short time, (2) maturation refers to changing that was controlled by treatment in short time, (3)measuring instruments was controled by research instrument that was tested and it cannot be change of replaced, (4) statwastical regression was controlled by the experimental group, (5) diffrential selection of subject controlled by various students' intellegence, (6) experimental mortality was controlled by checking the students attentent lwest strictly, (7)selection maturation

interaction was controlled by avoiding interaction between the students in the two groups during the experiment.

3.4.2 External Validity

External validity refers to the generalizability or representation of the findings. Bracht and Glass (1968) identified two types of external validity, these must be controlled to avoid mistaken effect of the experimental treatment, they were: (1) population validity was controlled by choosing the sample that should be representative, randomly selected and sufficiently big, (2) ecological validity was controlled by the students were not told they were the research subject, the class situation was like usual with the same teacher.

3.5 Instrument for Collecting the Data

The instrument that was used to measure the instrument used as facilitation in a research. In The study, there were two kinds of the data, they were: curiosity questionnaire and writing test.

3.5.1 Curiosity Questionnaire

Best (2003:300) states that questionnaire was a written instrument consisting of questions to be answered or statements to be responded by respondents. It was used to gather information about fact or about opinion/attitude.

The instrument that was used to measure the curiosity of students in The study was questionnaire. The questionnaire was used to measure the students' curiosity. The study would use Likert Scale to clarify the students into two groups; high curiosity students and low curiosity students.

To measure the students' curiosity, The study the researcher borrows from Trait Curiosity with an improved version of the Curiosity and Exploration Inventory -11 (CEI: Kasdan, T.et all :2009). The was used because it has been valid and tested. It conducted Item Response Theory analysis (IRT). It can be useful to understand whether curiosity captures the

full continuum of scores or was circumscribed to extremely high and low scores. Each statement consists of ten items from the lowest statement to the high statement, they were very slightly or not at all, a little, moderately, quite a bit, quite a bit. Each item was given 1 = very slightly or not at all, 2 = a little, 3 = moderately, 4 = quite a bit, 5 = quite a bit

The questionnaire consists of 10 items which was based on the curiosity indicators (CEI: Kasdan, T. et al :2009). The description of students' learning curiosity can be seen in the table 3.2 as follows.

Table 3.3 Question to measure of students' Curiosity

No	CEI-11 Items	1	2	3	4	5
1.	I actively seek as much information as I can in new situation					
2.	I am the type of person who really enjoys the uncertainty of everyday life					
3.	I am at my best when doing something that was complex or challenging					
4.	Everywhere I go, I am out looking for new things or experiences					
5.	I view challenging situations as an opportunity to grow and learn					
6.	I like to do things that were a little frightening					
7.	I am always looking for experiences that challenge how I think about myself and the world					
8.	I prefer jobs that were excitingly unpredictable					
9.	I frequently seek out opportunities to challenge myself and grow as a person					
10.	I am the kind of person who embrace unfamiliar people, events, and place.					

3.5.2 The Category of Students' Curiosity

Table 3.4 Categoration of Students Curiosity

No	Score Interval	Category
1	$T \geq X + SD$	High
2.	$T < X + SD$	Low

Notes :

T = Curiosity Score

X = Mean Score of Curiosity

SD = Standard Deviation of Curiosity

(Arikunto, 2001 : 264)

3.5.3 Writing Descriptive Test

As a part of regular course requirements, students were instructed to write about the famous places in Indonesia in descriptive text. They should write at least 150 words. In this case, the assessment that was administered to measure students' achievements in writing a short essay.

In evaluating the students' product, the researcher uses an analytic scoring rubric. Weigle (2014) states that components of writing were scored separately based on the scoring purpose of composition, such as content, organization, vocabulary, language use, and mechanics as indicators on an analytic method.

Dirgeyasa (2016:67) states that in getting the score, the students would be evaluated based on the performance indicators as follows:

Table 3.5 Performance Indicators of Writing Descriptive Text

No.	Performance Indicators	Scores				
		5	4	3	2	1
1.	The identification part of introduces the topic clearly and grabs the reader's attention					
2.	The content/idea of the text was in line with the topic/title					
3.	Overall writing makes sense/has clear message					
4.	The text/ structure/ generic structure meets the nature of descriptive generic structure					
5.	All paragraphs flow cohesively and coherently					
6.	The structural patterns follow the conventions of English language and in line with the descriptive text					
7.	The vocabulary and word choices were correctly and properly used					
8.	It uses correct spelling and it was legible writing					
9.	The text mechanics were correctly and properly used					

The final score were the students' scores based on the performance indicator for evaluating the students writing product which were obtained by the students, divided by the maximum score and multiplied with 100 %.

3.6 Instrument Validation

Before the two instrument administered to collect the data, each of them was tried out to find their validity. The purpose of tryout was to know to which an instrument measures what was intended to measures that was called validity., and to know the extend to which a measures procedure produces the same result, the stability or consistency of scores that was called reliability.

3.6.1 Validity

3.6.1.1 Validity of Writing Test

To examine the validity, the pearson Product Moment formula wouldl be employed.

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}}$$

where :

r_{xy} = coeficient correlation between x and y variables

$\sum x$ = total score of x variable

$\sum y$ = total score of y variable

n = number of students

$\sum x^2$ = total squwere of x variable

$\sum y^2$ = total squwere of x variable

3.6.1.2 Validity of Competence Questionnaire

To examine the validity, the pearson Product Moment formula wouldl be employed.

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}}$$

where :

r_{xy} = coeficient correlation between x and y variables

$\sum x$ = total score of x variable

$\sum y$ = total score of y variable

n = number of students

$\sum x^2$ = total squwere of x variable

$\sum y^2$ = total squwere of x variable

3.6.2 The Reliability

Reliability refers to an understanding that an instrument can be trusted enough to be used as a data collection tool because the instrument was already good. A good instrument would not be tendentious in directing respondents to choose certain answers. Reliable, reliable instruments would produce reliable data as well. If the data was true in accordance with reality, then the adventure was taken, it would still be the same. Reliability refers to the level of reliability of something. Reliability means, can be trusted, so it's reliable. (Suharsimi Arikunto. 2006: 178).

3.6.2.1 Reliability of Writing Test

To examine the validity, the Pearson Product Moment formula would be employed.

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

where :

- r_{xy} = coefficient correlation between x and y variables
- $\sum x$ = total score of x variable
- $\sum y$ = total score of y variable
- n = number of students

3.6.2.1 Reliability of Questionnaire

According to Best (2006) "a test was reliable to the extent that was measure whatever it was measuring consistently". In The study the reliability test used the Questionnaire Cronbach Alpha formula as follows:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum s_i^2}{s_t^2} \right)$$

Where

- n = number of items
- S_i^2 = variance of the total score
- S_t^2 = sum of score variance of each item

r_{11} = the reliability of the questionnaire

If the instrument was reliable, the criteria for interpretation of the index were seen correlation (r) as follows:

Table 3.5 The Criteria for interpretation of Index

The value r	Interpretation
Between 08.00 until 1.00	High
Between 0.600 until 0.800	Quite high
Between 0.400 until 0,600	Rather low
Between 0,200 until 0,400	Low
Between 0,000 until 0,200	Ver low (uncorrelated)

3.7 Technique of Data Analysis

Data analysis technique used for hypothesis testing was by two-way variant (anova) analysis technique. The rationale for anova engineering was the total variation of all subjects in an experiment can be analyzed into two sources namely variance between groups and variance in groups. Anova caused to test two or more means (Furchan Arief, 2005: 220).

Before analyzing the data by using ANOVA, there was analyzing requirement testing, they were: (1) normality of the data was computed by using Komogorov Smirnov test on $\alpha = 0.05$ significant level s , and (2) homogeneity of the data was tested by using Levene test for mean of all the data. The test criterion was $\text{sig} > 0.05$ then the variance was homogeneous.

3.8 Stastitical Hypothesis

The Hypothesis of the study were statistically formulated and states as the following below ;

1. The first Hypothesis

$$H_0 : \mu_{A1} = \mu_{A2}$$

$$H_a : \mu_{A1} > \mu_{A2}$$

2. The second Hypothesis

$$H02 : \mu B1 = \mu B2$$

$$Ha2 : \mu B1 > \mu B2$$

3. The third Hypothesis

$$H03 : \mu A \times \mu B = 0$$

$$Ha2 : \mu A \times \mu B \neq 0$$

Notes

$\mu A1$: The mean of students writing achievement that would be taught by using Collaborative Writing Technique

$\mu A2$: The mean of students' writing achievement that would be taught by using Brainstorming Technique

$\mu B1$: The mean of students' writing achievement that have high curiosity

$\mu B2$: The mean of students' writing achievement with have low curiosity

A x B : Interaction of Writing Technique (Collaborative and Brainstorming) and the students' curiosity in writing descriptive.



CHAPTER IV

DATA ANALYSIS AND DISCUSSION

4.1 The Data Description`

Data research was conducted in four meetings. From all meetings conducted, it was found that the students' score from pre-test and post-test. The improvement of the students' score in each test can be seen from differences among mean, median, and mode could be seen in Table 4.1

Table 4.1 Summary of Pre-Test and Post-Test of Students' Achievement in Writing Achievement.

Statwastical Value	Collaborative Writing Technique		Brainstorming Technique	
	Pre-Test	Post Test	Pre-Test	Post-Test
N	34	34	34	34
Mean	52.94	84.15	50.88	83.44
Median	50	85	50	84
Mode	75	90	45	80

From the Table 4.1 shows that teaching techniques significantly improve the students' achievement in writing. Collaborative Writing Technique was more effective to be used as a technique than Brainstorming Technique because the students who taught by using Collaborative Writing Technique got higher mean score than taught by using Brainstorming. It caused the students more active in the learning with collaboratively than individually. The students can develop their knowledge from another friend in group discussion.

After given treatment to class XA that taught by using Collaborative Writing Technique, there was an increase in the mean score in learning English especially in descriptive text learning. It can be seen in Table 4.1 above was 84.15. before given treatment to students the mean score was 52.94.

In class XB that taught by using Brainstorming Technique after given treatment there was increase in the mean score in descriptive text learning in English. It can be seen in Table 4.1 above was 83.44. Before given treatment the mean score in that class was 50.88. it was proved by the score of experimental by using both of techniques in the following table below:

Table 4.2 The Experimental Scores of Students Who Have High Curiosity and Low Curiosity Taught by using Collaborative Writing Technique.

No.	Experimental	High Curiosity	Low Curiosity
1.	Experimental 1	60,94	60.73
2.	Experimental 2	65.45	63.56
3.	Experimental 3	78.89	75.77
4.	Experimental 4	92.27	83.50

Based on the table 4.2 the experimental scores of students who have high curiosity with Collaborative writing technique in experimental 1 was 60.94. Then, in the experimental 2 it increased with the score was 65.45. In the experimental 3, the score increased until 78.89. and in the experimental 4 was 92.27. From these score concluded that each experimental increased because of the treatment by using Collaborative writing technique. By using this strategy students can help each other in learning process. They work together in group so it make easier to discuss each other. Also they can share everything with their friend.

Then, the experimental score of students who have low curiosity with Collaborative writing technique in experimental 1 was 60.73. Then in experimental , it increased with the score was 63.56. In the experimental , the score increased until 75.77, and the experimental 4 was 83.50. From these score, the students who have low curiosity score increased by Collaborative writing technique. Students who have low curiosity were helped by students who have high curiosity. The students were more enthusiastic in the process of learning and they were more responsible in their working group.

The experimental score of students who have high curiosity and low curiosity taught by using Brainstorming technique available in this table 4.3

Table 4.3 The Experimental Scores of Students Who Have High Curiosity and Low Curiosity.

No.	Experimental	High Curiosity	Low Curiosity
1.	Experimental 1	60,50	60.00
2.	Experimental 2	65.45	64.56
3.	Experimental 3	75.77	70.76
4.	Experimental 4	77.50	72.86

Based on the experimental score of students who have high curiosity with Collaborative writing technique in experimental 1 was 60.50. Then, in experimental 2, it increased with the score was 65.45. in the experimental 3, the score increased until 75.77 and the experimental 4 was 77.50. From these score, it concluded that the process of treatment increased in every experimental by using Brainstorming technique. Students who have high curiosity looked enthusiastic in the process or learning. Each student wrote herself as freedom without think another feeling of their friends.

Then, the experimental score of students who have low curiosity with Brainstorming technique in experimental 1 was 60.00. Then, in experimental 2, it increased with the score was 64.56. In experimental 3, the score increased until 70.76 and the experimental 4 was 72.86 . From these scores concluded that students who have low curiosity were helped by students who have high curiosity. They helped each other.

The data of students' achievement in writing from every interaction between techniques and curiosity which obtained the highest score and lowest score, range, mean, median, mode, standart deviation and variance. The tabulation of data program used SPSS 2.0 program. The values were shown in Table 4.2

Table 4.4 Summary of Data Description

Statwastical Value	A1	A2	B1	B2	A1B1	A2B1	A1B2	A2B2
N	34	34	34	34	29	5	27	7
Highest Score	96	95	95	84	95	90	95	85
Lowest Score	63	60	70	64	75	60	70	60
Mean	84.15	83.44	83,35	82,29	92,27	83,50	77,50	72,86
Median	85	80	86	84	95	80	80	72
Mode	85	75	74	74	95	80	80	70
Std. Deviation	9.567	9.561	8.886	9.081	3.355	4.323	9.170	5.789
Variance	91.523	73.284	78.963	82.456	11.255	18.684	84.091	33.516

Notes :

- A1 : Group of students taught by using Collaborative Writing Technique
- A2 : Group of students taught by using Brainstorming Technique
- B1 : Group of students with high curiosity
- B2 : Group of students with low curiosity
- A1B1 : Group of high curiosity students taught by using Collaborative Writing Technique
- A1B : Group of low curiosity students taught by using Collaborative Writing Technique
- A2B1 : Group of high curiosity students by using Brainstorming Technique
- A2B2 : Group of low curiosity students by using Brainstorming Technique

4.1.1 Students Writing Descriptive Achievement Taught by Collaborative Writing Technique

The score on the students writing achievement in writing descriptive taught by using Collaborative writing technique can be explained that the highest score was 96 and the lowest score was 63. The calculation indicates that means was 84.15. The score were shown in Table 4.3

Table 4.3 Frequency Distribution of the Score of Students Taught by Using Collaborative Writing Technique.

		A1			
		Frequency	Percent	Valid Percent	Cumulative Percent
	63	1	2.9	2.9	2.9
	70	4	11.8	11.8	14.7
	73	3	8.8	8.8	23.5
	77	1	2.9	2.9	26.5
	80	4	11.8	11.8	38.2
	83	2	5.9	5.9	44.1
Valid	85	4	11.8	11.8	55.9
	90	5	14.7	14.7	70.6
	93	2	5.9	5.9	76.5
	94	2	5.9	5.9	82.4
	95	4	11.8	11.8	94.1
	96	2	5.9	5.9	100.0
	Total	34	100.0	100.0	

Table 4.3 indicates that the average score of students taught by Collaborative Writing Technique were in interval 85 with 4 students or 11.8 %. Students who got below the average were 15 or 44.1% and who got above average were 19 students or 55.9 %.

The clear description of the scores Distribution on students taught by using Collaborative Writing Technique were presented in figure 4.1.

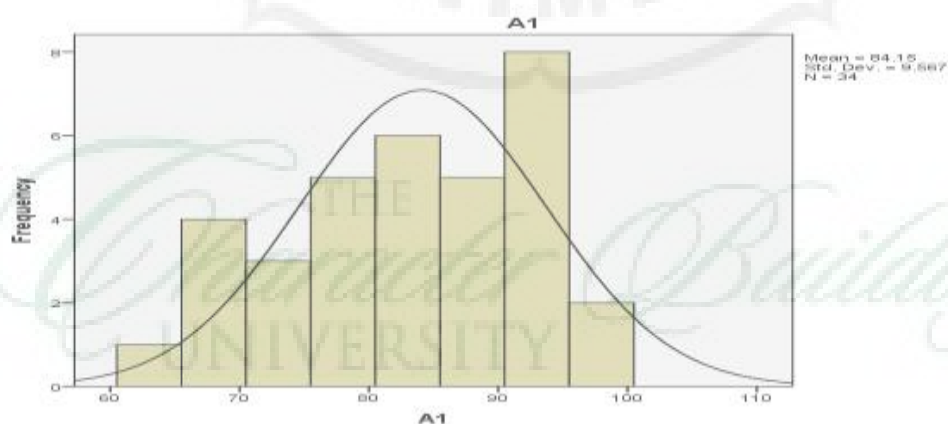


Figure 4.1 Histogram of students' Writing Achievement taught by Collaborative Writing Technique.

4.1.2 Student Writing Descriptive Achievement taught by using Brainstorming Technique

The score on the students writing achievement in writing descriptive taught by using Brainstorming Technique can be explained that the highest score was 95 and the lowest score was 60. The calculation indicates that means was 83.44. The score were shown in Table 4.4.

Distribution Table 4.4 Frequency of the Score of Students Taught by Using Brainstorming Technique.

		A1			
		Frequency	Percent	Valid Percent	Cumulative Percent
	60	1	2.9	2.9	2.9
	70	2	5.9	5.9	8.8
	75	4	11.8	11.8	20.6
	77	1	2.9	2.9	23.5
	80	7	20.6	20.6	44.1
	83	1	2.9	2.9	47.1
Valid	84	2	5.9	5.9	52.9
	85	5	14.7	14.7	67.6
	90	4	11.8	11.8	79.4
	94	1	2.9	2.9	82.4
	95	6	17.6	17.6	100.0
	Total	34	100.0	100.0	

Table 4.4 indicates that the average score of students taught by Collaborative Writing Technique were in interval 84 with 2 students or 5.9 %. Students who got below the average were 16 or 47.1 % and who got above average were 18 students or 52.9%.

The clear description of the scores distribution on students taught by using Collaborative Writing Technique were presented in figure 4.2.

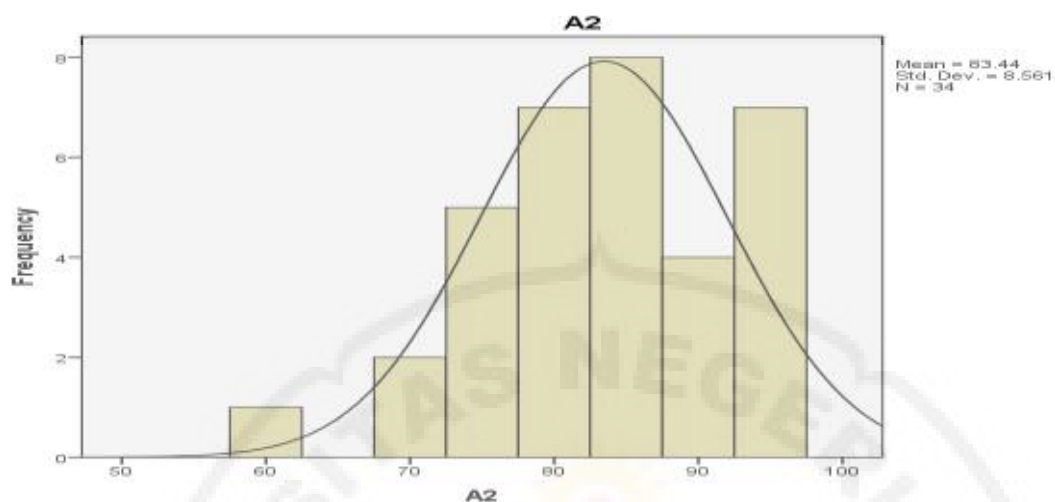


Figure 4.2 Histogram of students' Writing Achievement taught by Brainstorming Technique.

4.1.3 Students' Writing Achievement of Group of Students with High Curiosity

Based on the data, the score on students' achievement in writing with high curiosity can be explained that the highest score 95 and the lowest score was 70. The calculation of scores indicates that mean was 83.35. the score were shown in Table 4.5

Table 4.5 Frequency Distribution of the Score of Students with High Curiosity

	Frequency	Percent	Valid Percent	Cumulative Percent
	64	1	2.9	2.9
	68	2	5.9	8.8
	70	1	2.9	11.8
	74	5	14.7	26.5
	76	1	2.9	29.4
	78	1	2.9	32.4
	80	1	2.9	35.3
Valid	82	2	5.9	41.2
	84	2	5.9	47.1
	86	2	5.9	52.9
	88	5	14.7	67.6
	90	3	8.8	76.5
	92	3	8.8	85.3
	94	5	14.7	100.0
Total	34	100.0	100.0	

Table 4.5 indicates that the average scores of students' achievement in writing with high curiosity were interval 86 with 2 students or 5.9%. From 34 students, 16 students or

47.1% got score below average and 18 students or 52.9 % got scores above the average scores.

The clear description of the scores Distribution can be seen in figure 4.3

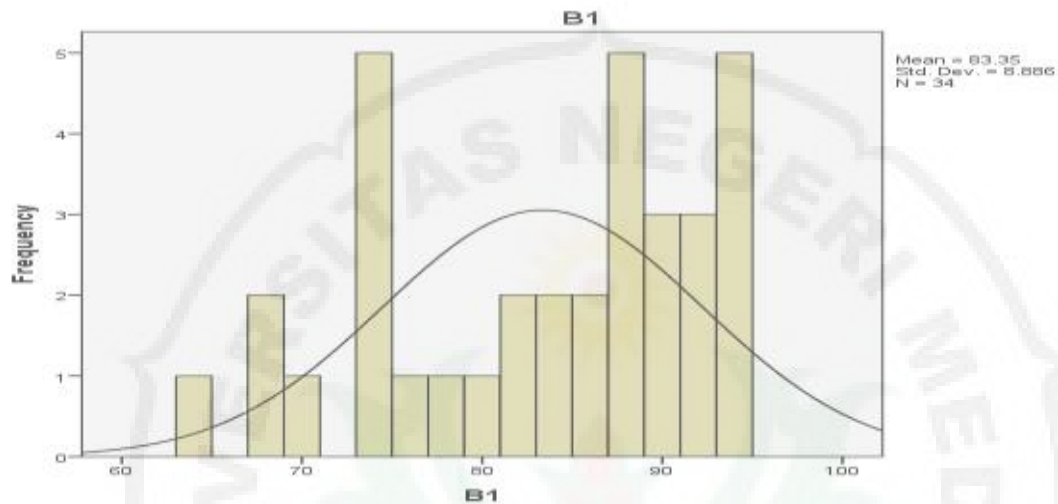


Figure 4.3 Histogram on Students' Writing Achievement with High Curiosity

4.1.4 Students' Writing Achievement of Group of Students with Low Curiosity

Based on the data, the score on students' achievement in writing with low curiosity can be explained that the highest score was 84 and the lowest score was 64. The calculation of scores indicates that mean was 82.29. the score were shown in Table 4.6

Table 4.6 Frequency Distribution of the Score of Students with High Curiosity

B2				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	1	2.9	2.9
	68	2	5.9	5.9
	70	2	5.9	5.9
	74	6	17.6	17.6
	76	1	2.9	2.9
	78	1	2.9	2.9
	80	2	5.9	5.9
	84	3	8.8	8.8
	86	1	2.9	2.9
	88	5	14.7	14.7
	90	3	8.8	8.8
92	3	8.8	8.8	

	94	4	11.8	11.8	100.0
Total	34		100.0	100.0	

Table 4.6 indicates that the average scores of students' achievement in writing with low curiosity were interval 84 with 3 students or 8.8 %. From 34 students, 2 students 15 or 44.1 % got score below average and 19 students or 55.9% got scores above the average scores.

The clear description of the scores was distribution can be seen in figure 4.3

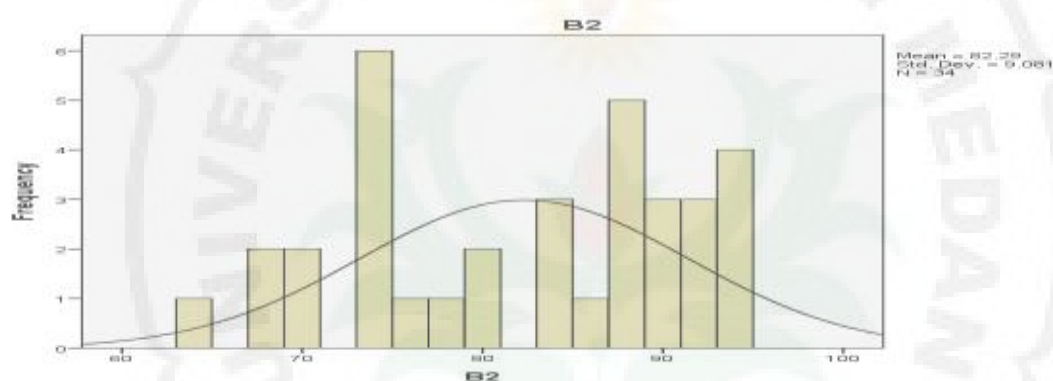


Figure 4.4 Histogram on Students' Writing Achievement with Low Curiosity

4.1.5 Students' Writing Achievement taught by Collaborative Writing Technique with High Curiosity

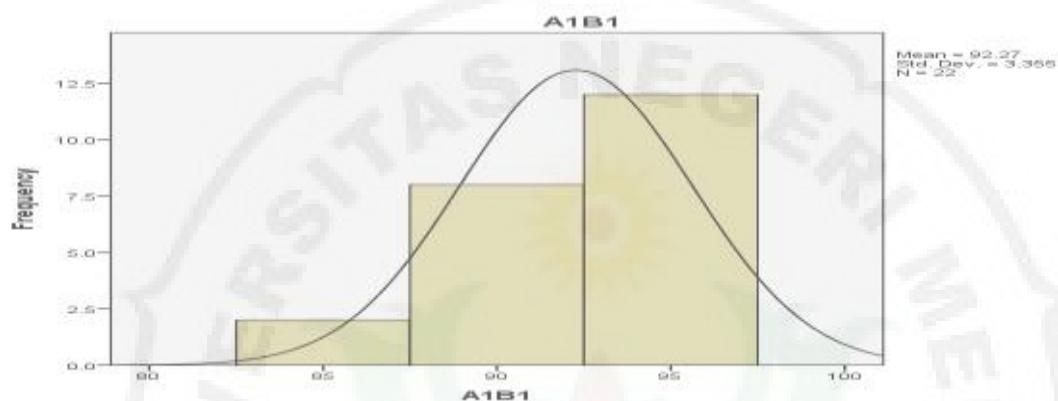
Based on the data, the score on students' achievement in writing descriptive of students taught by using Collaborative Writing Technique with high curiosity can be explained that the highest score was 95 and the lowest score was 85. The calculation of the scores indicates that mean 92.27. the scores were shown in Table 4.7

Table 4.7 Frequency distribution of the Scores of Students Taught by using Collaborative Writing Technique with High Curiosity

		A1B1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	85	2	5.9	9.1	9.1
	90	8	23.5	36.4	45.5
	95	12	35.3	54.5	100.0
Total		22	100.0	100.0	

Table 4.7 indicates that the average scores of students' achievement in writing with high curiosity were interval 95 with 12 students or 35.3%. from 22 students, 10 students or 36.4 % got below average and 12 students or 63.6 % scores above the average score.

The clear description of the scores Distribution can be seen in figure 4.5



Figur 4.5 Histogram on Students' writing Achievement Taught by using Collaborative Writing Technique with High Curiosity

4.1.6 Students' Writing Achievement taught by Collaborative Writing Technique with Low Curiosity

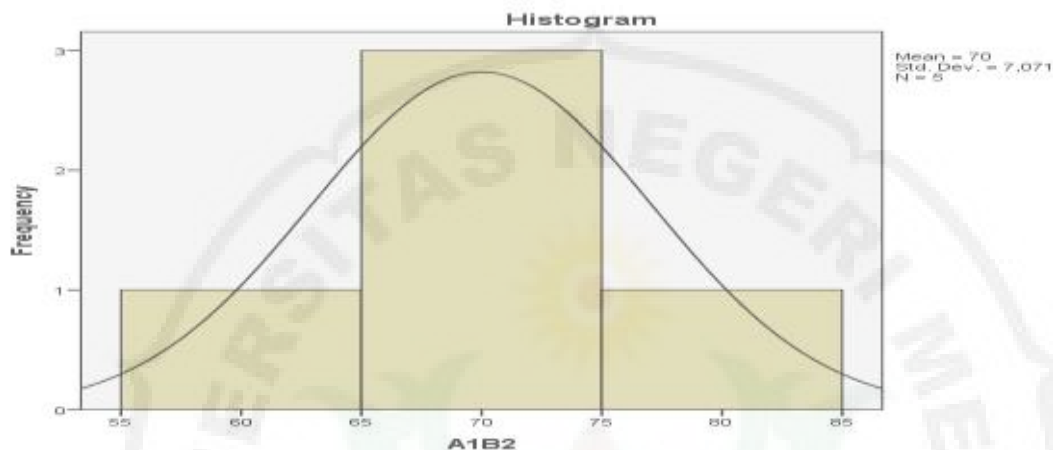
Based on the data, the score on students' achievement in writing descriptive of students taught by using Collaborative Writing Technique with low curiosity can be explained that the highest score was 90 and the lowest score was 80. The calculation of the scores indicates that mean 83.50. the scores were shown in Table 4.8.

Table 4.8 Frequency Distribution of the Scores of Students Taught by using Collaborative Writing Technique with Low Curiosity

		A2B1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	11	32.4	55.0	55.0
	85	4	11.8	20.0	75.0
	90	5	14.7	25.0	100.0
Total		20	100.0	100.0	

Table 4.8 indicates that the average scores of students' achievement in writing with low curiosity were interval 80 with 11 students or 32.4 %.

The clear description of the scores Distribution can be seen in figure 4.6



Figur 4.6 Histogram on Students' writing Achievement Taught by using Collaborative Writing Technique with Low Curiosity

4.1.7 Students' Writing Achievement taught by Brainstorming Technique with High Curiosity

Based on the data, the score on students' achievement in writing descriptive of students taught by using Brainstorming Technique with high curiosity can be explained that the highest score was 95 and the lowest score was 60. The calculation of the scores indicates that mean 77.50. The scores were shown in Table 4.9

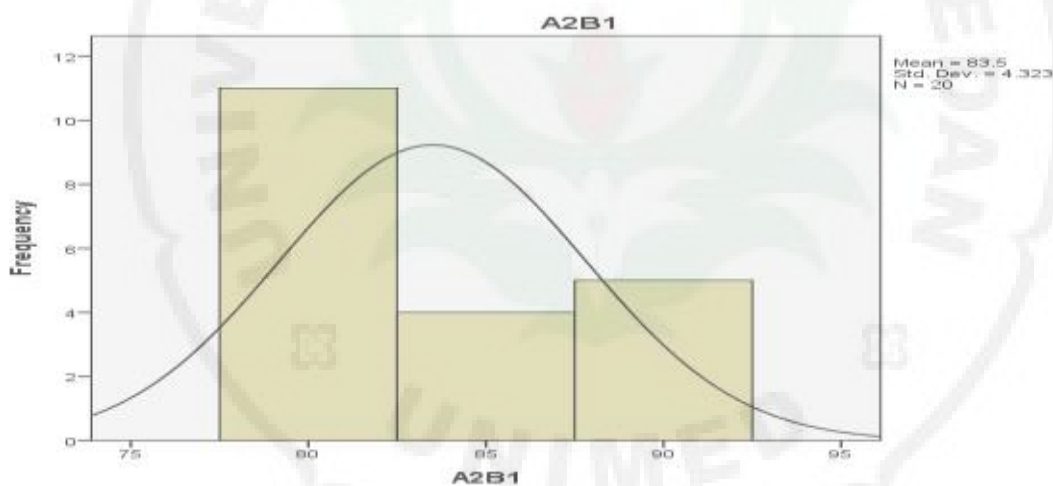
Table 4.9 Frequency Distribution of the Scores of Students Taught by using Collaborative Writing Technique with Low Curiosity

		A1B2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	2.9	8.3	8.3
	70	3	8.8	25.0	33.3
	75	1	2.9	8.3	41.7
	80	4	11.8	33.3	75.0
	85	2	5.9	16.7	91.7
	95	1	2.9	8.3	100.0

Total	12	100.0	100.0
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Table 4.9 indicates that the average scores of students' achievement in writing that taught by Brainstorming Technique with high curiosity were interval 80 with 4 students or 11.8%. From 12 students, 5 students or 41.7 % got below average and 7 students or 58.3% scores above the average score.

The clear description of the scores Distribution can be seen in figure 4.7



Figur 4.7 Histogram on Students' writing Achievement Taught by using Brainstorming Technique with High Curiosity

4.1.8 Students' Writing Achievement taught by Brainstorming Technique with Low Curiosity

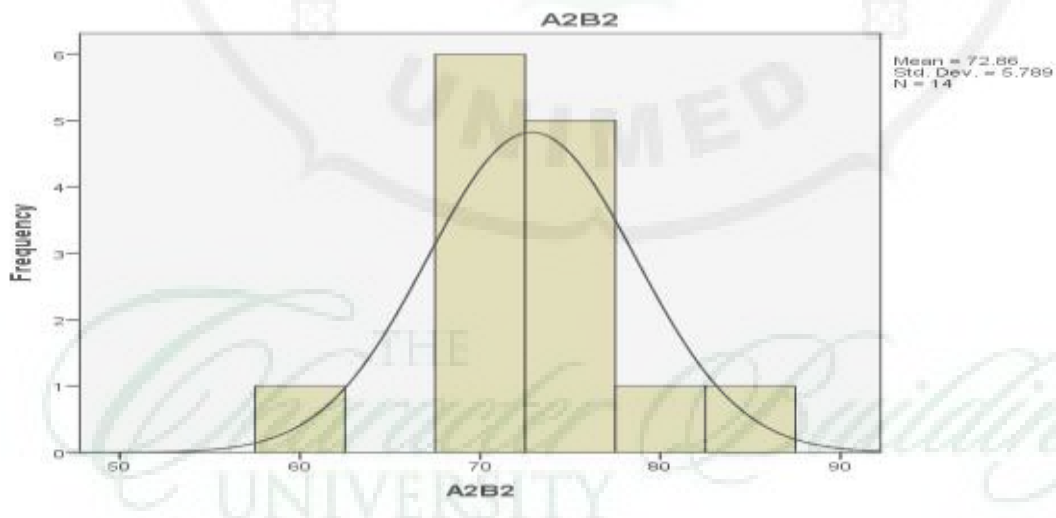
Based on the data, the score on students' achievement in writing descriptive of students taught by using Brainstorming Technique with high curiosity can be explained that the highest score was 85 and the lowest score was 60. The calculation of the scores indicates that mean 72.86. The scores were shown in Table 4.10

Table 4.10 Frequency Distribution of the Scores of Students Taught by using Collaborative Writing Technique with Low Curiosity

		A2B2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	2.9	7.1	7.1
	70	6	17.6	42.9	50.0
	75	5	14.7	35.7	85.7
	80	1	2.9	7.1	92.9
	85	1	2.9	7.1	100.0
Total		14	100.0	100.0	

Table 4.10 indicates that the average scores of students' achievement in writing that taught by Brainstorming Technique with low curiosity were interval 73. From 14 students, 7 students or 42.9 % got below average and 7 students or 57.1 % scores above the average score.

The clear description of the scores Distribution can be seen in figure 4.8



Figur 4.8 Histogram on Students' writing Achievement Taught by using Brainstorming Technique with Low Curiosity

4.2 Requirement of Analysis of Variance (ANOVA)

4.2.1 Result of Validity Test

Theoretically, validity test was only done for questionnaire in which study has 20 items of curiosity of Collaborative Writing Technique and Brainstorming Technique. The result of validity test of all that twenty items of questionnaire of curiosity can be shown in Table 4.11.

Table 4.11. Result of Validity Test of Questionnaire of Collaborative Writing Technique and Brainstorming Technique

1. Collaborative Writing Technique

Item	r -count	r -table	Conclusion
Item 1	.551	0.33	Valid
Item 2	.369	0.33	Valid
Item 3	.779	0.33	Valid
Item 4	.668	0.33	Valid
Item 5	.881	0.33	Valid
Item 6	.559	0.33	Valid
Item 7	.404	0.33	Valid
Item 8	.632	0.33	Valid
Item 9	.105	0.33	Valid
Item 10	.275	0.33	Valid

2. Brainstorming Technique

Item	r -count	r -table	Conclusion
Item 1	.582	0.33	Valid
Item 2	.406	0.33	Valid
Item 3	.746	0.33	Valid
Item 4	.645	0.33	Valid
Item 5	.849	0.33	Valid
Item 6	.669	0.33	Valid
Item 7	.455	0.33	Valid
Item 8	.573	0.33	Valid
Item 9	.037	0.33	No Valid
Item 10	.266	0.33	Valid

Table 4.10 shown that all the twenty items of questionnaire of curiosity of both techniques have $r^{\text{count}} > r^{\text{table}}$. It can be concluded that nineteen questionnaire were valid.

While one item in the class XB that taught by Brainstorming Technique were not valid because from the table above shown that item nine that r-table was higher than t-count.

4.2.2 Result of Reliability Test

The result of reliability test of curiosity of Collaborative Writing Technique and Brainstorming Technique can be shown in Table 4.12.

Table 4.12 Reliability Test of Curiosity of Collaborative Writing Technique and Brainstorming Technique

Parameter	r ^{-count}	r ^{-table}	Conclusion
A1	.718	0.33	Reliable
A2	.726	0.33	Reliable

Table 4.12 shown that both curiosities of Collaborative Writing Technique and Brainstorming Technique have reliability.

4.2.3 Testing of Normality

Testing of normality was aimed to examine that the sample data of the study were normally distributed. The testing of normality was computed by using Kolmogrov-Smirnov on $\alpha = 0.05$ significance level. The result shown in Table 4.13.

Table 4.13. Summary on the result of Normality Test

Samples	N	Statistic	df	Sig.
Achievement by Collaborative (A1)	34	.323	12	.321
Achievement by Brainstorming (A2)	34	.253	12	.232
Achievement with High Curiosity (B1)	34	.115	12	.200*
Achievement with Low Curiosity (B2)	34	.205	12	.177
Colaborative with High Curiosity (A1B1)	22	.354	12	.132
Collaborative with Low Curiosity (A1B2)	20	.313	12	.144
Brainstorming with High Curiosity (A2B1)	12	.191	12	.200*
Brainstorming with Low Curiosity (A2B2)	14	.281	12	.152

The data called to have normal Distribution if the sig. $-p > 0.05$. The table 4.12 indicates that the scores of the students' achievement in writing for each group were normally distributed.

4.2.4 Testing of Homogeneity

The homogeneity testing was aimed to investigate whether the variance of the data homogeneous. The homogeneity testing of variance was calculated by using Levene's Test for teaching technique and curiosity and interaction group. The test criterion was sig. > 0.05 then the variance was homogeneous.

4.2.5 Group of Testing Technique

The result of the computation of homogeneity testing of teaching technique can be seen in the Table 4.14

Table 4.14. The result of Homogeneity Variances

Levene	Statistic	df1	df2	Sig.
Teaching Technique (A1 & A2)	1.143	1	66	.289

Based on the computation of the homogeneity test, it was found that sig was .289 was > 0.05 . Thus variance was homogeneous.

4.2.6 Distribution of Responses of Curiosity

4.2.6.1 Distribution of Responses Curiosity of Students' Achievement Taught by Using Collaborative Writing Technique

Curiosity of students taught by Collaborative Writing Technique was measured by using ten items of questionnaire with the Distribution of responses as follows \

Table 4.15. Response of Curiosity of Students Taught by Collaborative Writing Technique

Curiosity of students taught by Collaborative Writing Technique was measured by using ten items of questionnaire with the Distribution of responses as follows :

Resp	Questions										Total	Score	Category
	1	2	3	4	5	6	7	8	9	10			
1	4	3	3	4	4	4	3	3	4	5	37	74	Low
2	5	5	5	4	3	4	3	5	3	4	41	82	High
3	4	4	4	3	4	3	3	4	4	4	37	74	Low
4	5	4	5	4	4	5	5	5	4	4	45	90	High
5	3	3	4	5	5	5	4	4	5	5	43	86	High
6	4	4	4	4	4	4	4	4	5	5	42	84	High
7	5	5	5	5	5	5	5	3	5	4	47	94	High
8	4	5	5	5	5	5	5	5	4	4	47	94	High
9	4	4	3	3	3	3	3	3	4	4	34	68	Low
10	4	4	4	4	4	4	4	4	4	4	40	80	Low
11	4	4	4	3	3	3	3	5	5	4	38	76	Low
12	5	5	5	5	3	4	4	4	4	5	44	88	High
13	5	5	5	3	4	4	4	4	5	5	44	88	High
14	4	4	4	5	5	5	5	5	5	4	46	92	High
15	5	5	5	5	4	5	5	3	4	4	45	90	High
16	5	5	5	5	5	5	5	5	3	4	47	94	High
17	5	4	4	4	4	4	4	5	5	5	44	88	High
18	3	3	3	3	3	3	4	4	5	4	35	70	Low
19	4	4	5	5	3	3	3	4	3	3	37	74	Low
20	4	4	4	3	3	2	4	4	4	5	37	74	Low
21	4	4	4	4	4	5	3	3	3	3	37	74	Low
22	5	5	5	5	5	5	3	5	5	4	47	94	High
23	5	5	5	5	5	4	4	4	3	3	43	86	High
24	4	4	4	4	4	5	5	3	4	4	41	82	High
25	5	5	5	5	5	5	4	4	4	4	46	92	High
26	4	4	4	4	4	3	3	3	5	5	39	78	Low
27	5	5	5	5	5	4	4	5	5	4	47	94	High
28	4	4	4	4	5	5	5	5	5	5	46	92	High
29	4	4	5	5	5	5	5	4	4	4	45	90	High
30	4	5	2	1	2	4	5	1	4	4	32	64	Low
31	4	4	4	5	5	5	5	4	4	4	44	88	High
32	5	5	5	5	5	4	4	4	3	4	44	88	High
33	4	4	4	5	5	4	4	4	4	4	42	84	High
34	4	5	2	5	2	5	5	1	5	1	34	68	Low

Based on the table 4.15 above, it can be concluded that all the students in class XA that taught by Collaborative Writing Technique have been given the questionnaire. All of them also allow it. The number of students working on the questionnaire were 34 students. There were 22 students or 64.70 % who was categorized by high curiosity. Then there were 12 students 35.29 % who categorized by low curiosity.

4.2.6.2 Responses Curiosity of Students' Achievement Taught by Using Brainstorming Technique

Curiosity of students taught by Brainstorming Technique was measured by using ten items of questionnaire with the Distribution of responses as follows :

Table 4.16. Distribution of Response of Curiosity of Students Taught by Brainstorming Technique

Resp	Questions										Total	Score	Category
	1	2	3	4	5	6	7	8	9	10			
1	4	4	4	3	4	5	5	3	4	4	40	80	Low
2	5	5	5	5	5	5	4	4	4	4	46	92	High
3	4	4	4	4	4	3	3	3	5	5	39	78	Low
4	5	5	5	5	5	4	4	5	5	4	47	94	High
5	4	4	4	4	5	5	5	5	5	5	46	92	High
6	4	4	5	5	5	5	5	4	4	4	45	90	High
7	4	5	2	1	2	4	5	1	4	4	32	64	Low
8	4	4	4	5	5	5	5	4	4	4	44	88	High
9	5	5	5	5	5	4	4	4	3	4	44	88	High
10	4	4	4	5	5	4	4	4	4	4	42	84	High
11	4	5	2	5	2	5	5	1	5	1	34	68	Low
12	4	3	3	4	4	4	3	3	4	5	37	74	Low
13	5	5	5	4	4	4	3	5	3	4	42	84	High
14	4	4	4	3	4	3	3	4	4	4	37	74	Low
15	5	4	5	4	4	5	5	5	4	4	45	90	High
16	3	3	4	5	5	5	4	4	5	5	43	86	High
17	4	4	4	4	4	4	4	4	5	5	42	84	High
18	5	5	5	5	5	5	5	3	5	4	47	94	High
19	4	5	5	5	5	5	5	5	4	4	47	94	High
20	4	4	3	3	3	3	3	3	4	4	34	68	Low

Table 4.16. Distribution of Response of Curiosity of Students Taught by Brainstorming

Technique														
21	4	4	4	4	4	4	4	4	4	4	4	40	80	High
22	4	4	4	3	3	3	3	5	5	4	4	38	76	Low
23	5	5	5	5	3	4	4	4	4	5	5	44	88	High
24	5	5	5	3	4	4	4	4	5	5	5	44	88	High
25	4	4	4	5	5	5	5	5	5	4	4	46	92	High
26	5	5	5	5	4	5	5	3	4	4	4	45	90	High
27	5	5	5	5	5	5	5	5	3	4	4	47	94	High
28	5	4	4	4	4	4	4	5	5	5	5	44	88	High
29	3	3	3	3	3	3	4	4	5	4	4	35	70	Low
30	4	4	5	5	3	3	3	4	3	3	3	37	74	Low
31	4	4	4	3	3	2	4	4	4	5	5	37	74	Low
32	3	3	3	3	3	3	4	4	5	4	4	35	70	Low
33	4	4	5	5	3	3	3	4	3	3	3	37	74	Low
34	4	4	4	3	3	2	4	4	4	5	5	37	74	Low

Based on the table 4.15 above, it can concluded that all the students in class XB that taught by Brainstorming Technique have been given the questionnaire. All of them also allow it. The number of students working on the questionnaire were 34 students. There were 20 students or 58.82 % who was categorized by high curiosity. Then there were 14 students 41.17 % who categorized by low curiosity.

4.3 Testing Hypothesis

The research Hypothesis were tested by using Two Way Anova (Factorial 2 x 2). The summary of the calculation by using SPSS version 2.0 program that tested the research Hypothesis was describe in Table 4.17

Table 4.17. Summary of the Calculation Result of Two Way Anova

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2810.465 ^a	3	936.822	22.740	.000
Intercept	424726.819	1	424726.819	10309.480	.000
Techniques	40.292	1	40.292	.978	.040
Curiosity	2705.872	1	2705.872	65.680	.002
Techniques * Curiosity	165.917	1	165.917	4.027	.016
Error	2636.652	64	41.198		
Total	482906.000	68			
Corrected Total	5447.118	67			

a. R Squared = ,602 (Adjusted R Squared = .583)

4.3.1 First Hypothesis

The result score of the students learning writing descriptive through Collaborative Writing Technique was higher than the students learning score through Brainstorming Technique. With the hypothetical learning which was tested :

Ho : $\mu A1 = \mu A2$

Ha : $\mu A1 > \mu A2$

Based on the result of the testing Hypothesis from the table 4.17 above it was obtained $F_{obs} 0.978$ $F_{table} = 0.040$ with the previous of significance (Sig.) < 0.05 (α). The average score of students group which were taught by Collaborative Writing Technique = 84.15 was higher than the average score group which were taught by Brainstorming Technique = 83.44

It means that the null Hypothesis (Ho) has been successful rejected and it can be concluded that the first Hypothesis of the research which stated that the students' achievement in writing descriptive that was taught by using Collaborative Writing Technique got higher score in writing descriptive than the students' achievement in writing descriptive that was taught by using Brainstorming was really true.

4.3.2 Second Hypothesis

The result of students learning writing descriptive who have high curiosity was higher than students who have low curiosity.

Ho : $\mu B1 = \mu B2$

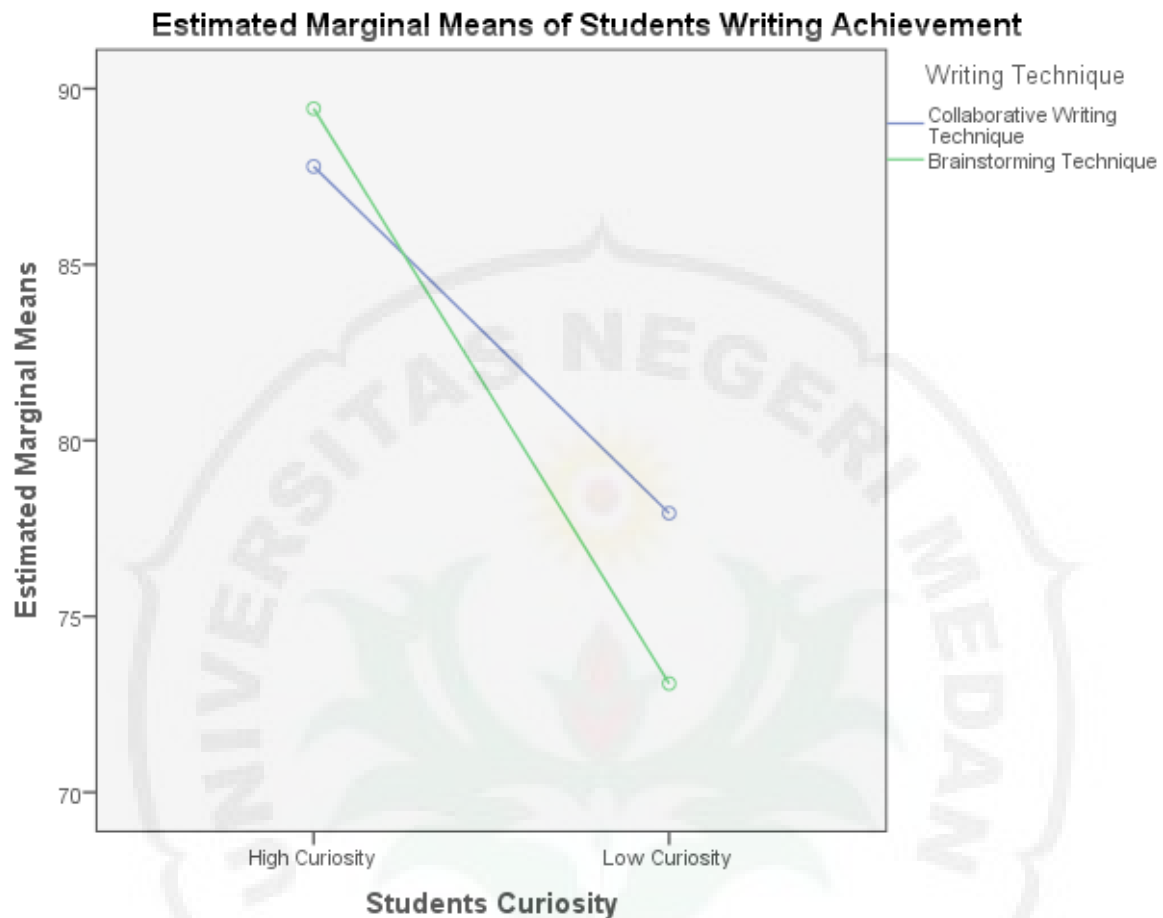
Ha : $\mu B1 > \mu B2$

Based on the Hypothesis testing from testing the table 4.17 above was obtained $F_{obs} = 65.680$, $F_{table} = 0.002$ with the previous of significance (Sig.) < 0.05 (α). It can be concluded that $H1 : \mu B1 > \mu B2$ accepted. It means that the result of learning writing descriptive to the students who have high curiosity was higher than who have low curiosity.

The average score of students group who have high curiosity was 83.35, while the average of students who have low curiosity was 82.29. It can be concluded that the research Hypothesis stated that the students achievement who have high curiosity was higher than students who have low curiosity. The Hypothesis was verified.

4.3.3 Third Hypothesis

The third Hypothesis of research study stated that there was interaction between teaching techniques and curiosity on the achievement of the students in writing descriptive text. It was indicates that by $F_{obs} = 4.027 > F_{table} = 0.016$ which was smaller than 0.05. From the table Anova was obtained Sig. 0.016 with the previous of significance (Sig.) < 0.05 (α). It means that Ho : $\mu A \times \mu B = 0$ "rejected" and Ha : $\mu A \times \mu B \neq 0$ "accepted". Thus it can be concluded that there was interaction between learning techniques and curiosity on students writing achievement in learning writing descriptive, and it was verified.



The average of students score which were taught by Collaborative Writing Technique with high curiosity was 92.27 and have low curiosity was 83.50, while the students which were taught by Brainstorming with high curiosity was 77.50 and have low curiosity 72.86.

4.4 Findings

4.4.1 The Differences of The Students' Achievement Taught by Collaborative Writing Technique and Brainstorming Technique

Research findings, it was obtained the average of students who were taught by Collaborative Writing Technique was 84.15 and the average of students who were taught by Brainstorming Technique was 83.44. The testing score of $F_{obs} > F_{table}$ thus first Hypothesis was accepted and can be concluded that the students who were taught by Collaborative Writing Technique was higher than Brainstorming Technique, and it was verified.

In Collaborative Writing Technique, students more easy to advance the descriptive writing form because it was did by group work. Each person in the group give their ideas each other so that the work more easy to do and the contain of the writing be more variation.

Meanwhile, the Brainstorming technique students writing descriptive one by one or individually. The contain of the writing shown not advanced and the line of the writing more smaller than using Collaborative writing. It showed that Collaborative Writing Technique more effective than Brainstorming Technique.

4.4.2 The Differences Between Students' Achievement Who Have High Curiosity and Low Curiosity in Learning Writing Descriptive

Curiosity was one of personal traits that plays very important to have by students in writing a text. The more curious the students were, the better they write the text. Kahdan (2009) identified some characteristic of students with high curiosity toward learning, one of them was students will devote more attention to an activity, process information more deeply, remember information better, they were more likely to perswast on tasks until goals were met.

The result of Two Way Anova calculation shows that curiosity significant affect students' achievement in writing a text. The total mean indicates that the students' achievement with high curiosity was higher than students those have low curiosity. It was because the students with high curiosity tend to be more active in learning, more enthusiastic with the tasks given by teacher, and never feel bored to retry in their attempt to achieve maximal result in writing a text.

On the other hand, the students with low curiosity attempt less than the students with high curiosity. They involve less in the learning process do not like challenging actions and teaching learning process that needs much thinking action. They less do attempt in achieving the maximal result in learning writing text. They have low interest in detail and

nonparticipation in class activities. The condition can be observed directly during the teaching learning process. As matter of result of their curiosity, they get lower achievement in writing than those have high curiosity. The group of students with high curiosity has higher achievement than the group of students with low curiosity. The students with high curiosity get better result in writing than students with low curiosity. Thus, it was clear that the different level of students' curiosity affect the students' achievement in writing a text.

4.4.3 The Interaction between Teaching Techniques and Curiosity on Students' Achievement in Writing Descriptive Text.

The result of Two Way Anova calculation indicates that there was significant interaction between Techniques and Curiosity. Teaching techniques and curiosity were two of several important factors that influence learning achievement. It was indicates by $F_{obs} = 4.027 < F_{table} 0.049$ which was smaller than 0.05. It was indicates the students were taught by using Collaborative Writing Technique with high curiosity and the students that were taught by using Brainstorming Technique with low curiosity have the most significant difference among others. The students that were taught by Collaborative Writing Technique with high curiosity have higher achievement in writing than the students that were taught by using Brainstorming Technique with high curiosity. On the other hand, the students with low curiosity get higher achievement in writing descriptive text if they were taught by Brainstorming Technique than they were taught by using Collaborative Writing Technique.

4.5 Discussion

4.5.1 The Effect of Teaching Techniques Significantly affect Students' Achievement in Writing Descriptive Text

The result of F_{count} reveals that teaching techniques significantly affect students' achievement in writing. Thus, it can concluded that Collaborative Writing Technique and Brainstorming Technique were effected to enhance the achievement in writing.

When teacher realizes that students were difficult to write a text, so the teacher should find better or more suitable technique in teaching writing. Among others were Collaborative Writing Technique and Brainstorming Technique. The research proposes those techniques as the best alternative in helping students to write English text.

By using Collaborative Writing Technique can make students more easy in writing descriptive text. Students can interaction and share decision making between members of a group using a common set of tools. Furthermore, The technique helped the students to write descriptive text more easy. Therefore, it was expected that by using collaborative writing technique. From The technique has improved the students achievement in writing descriptive text.

It was supported by the findings of previous research which conducted by Irwandi (2015) Collaborative writing strategy was the joint production of a text by two or more writers. Then, process can have the end result of producing writers who were more independent, as they have attained the skills necessary to self-edit and revise their own writing. It can be inferred from the above that through collaborative writing, students can learn multiple language skills more effectively. Then, Supported by Sujono (2017) The finding showed that The technique could make the students enjoyed the writing activity and generated the students' motivation to get involved in the writing process. The students were happy worked collaboratively with other student; moreover, the students could share their difficulties among the activity.

Brainstorming technique was a technique writing that can be done individually or group. Individual brainstorming tends to produce a wider range of ideas than group brainstorming, but tends not to develop the ideas as effectively, perhaps as individuals on their own run up against problems they cannot solve. Individuals were free to explore ideas in their own time without any fear of criticism, and without being dominated by other group

members. But in The research choose to apply brainstorming individually. From the result of observation in The class The technique can also able to make students develop their ideas in writing descriptive text but it appears that the students' writing result was not as much as those produced by students in Collaborative Writing Technique class. It happened because when someone write individually they do not have much experience or knowledge. Meanwhile, if in collaborative technique, the students' writing product more varied because they were collected from various opinions and ideas from several people in group about topics that wrote in descriptive text.

It was supported by the findings of previous research which conducted by Eva Rahmawati (2017) It indicates that the Hypothesis proposed was accepted. The difference could be seen by comparing the mean scores of the pre-test and posttest, 58.48 and 72.50. The increase of the mean score was 11.02. The improvement was because brainstorming was easily introduced to the students in teaching of writing particularly in generating, developing, and organizing ideas.

4.5.2 The Effect of Curiosity on Students' Achievement in Descriptive Text

The result of r_{count} test calculation reveals that there was significant difference on achievement in writing between high curiosity students and low curiosity students. The total mean indicates that high curiosity students have higher achievement in writing than low curiosity students. It means that high curiosity students have higher achievement in writing than low curiosity students.

Curiosity was an aspect of intrinsic motivation that has great potential to enhance students learning. There was evidence that curiosity has a powerful energy to stimulate students in learning. It was more powerful predictor of academic performance than more general perceptions of academic competence

In writing, curiosity was an especially aspect that stimulus their knowledge to inquire, investigate or seek after knowledge. By having The, it will make the students feel convenience to write. It because students with high curiosity more positive emotions while they work on task, which make them want to be curious to know. Students with a high curiosity tend to learn and achieve more than students with low curiosity but we can enhance by giving stimulus.

4.5.3 The Interaction between Teaching Techniques and Curiosity on Students' Achievement in Writing Descriptive

The result of Two Way Anova calculation indicates that there was significant interaction between teaching technique and curiosity on students' achievement in writing. Teaching technique and curiosity were two important aspects that influence leaning achievement.

Students with high curiosity that taught by Collaborative Writing Technique have higher achievement in writing than students with low curiosity taught by using Collaborative Writing Technique. As long as with the students with high curiosity taught by using Brainstorming have better achievement in writing than with low curiosity that taught by using Brainstorming Technique. It indicates that the interaction between teaching techniques and curiosity was the fundamental aspect in writing text since teaching techniques, curiosity was essential for the students to be acquired.

4.6 Limitation of Research

Although The research was conducted by good preparation and control of the treatment, but it will had some weakness it means that The research had some limitations. These limitations include:

1. The treatment of teaching techniques has been done for 4 weeks in 4 meetings. Which were first meeting was give questionnaire, second meeting and third meeting were

treatment and last meeting the students wrote the descriptive text to know the result of The study. So, it was probably not perfect enough to affect students' achievement in writing text.

2. In doing the treatment, the researcher was have limited time because to too pandemic covid 19 the schedule of teaching learning have limited by the headmaster of that school.
3. The research focused on the aspect of curiosity on successful of students achievement in writing descriptive. Meanwhile, still another aspect that influenced the students' achievement in writing such as attitudes, motivation toward writing, cognitive and teaching learning facilities.

Thus, for further research should examine other personality variables. The activities of the sample of the study were not controlled outside the school. So it was presumed that their learning achievement in school was affected by their knowledge obtained from English courses.

CHAPTER V

CONCLUSION, SUGGESTION AND IMPLICATION

5.1 Conclusion

Based on the finding of the study and result of the data analysis. It can be concluded that :

1. The students' achievement in writing descriptive text taught by using Collaborative Writing Technique was higher than taught by using Brainstorming Technique.
2. The students' achievement in writing descriptive text of the students who have high curiosity was higher than students who have low curiosity.
3. There was interaction between Collaborative Writing Technique and Brainstorming Technique to the students' achievement in writing descriptive.

5.2 Suggestions

1. English teachers apply Collaborative Writing and Brainstorming Technique in their attempts to improve students' achievement in writing descriptive text because the application of these techniques can improve students' achievement in writing descriptive text.
2. English teacher pay more attention to the students' curiosity for the success of students' achievement in writing descriptive. English teachers should encourage the students' curiosity.
3. Other researchers may take a further research in the werea Collaborative Writing Technique and Brainstorming technique that will improve students' achievement in descriptive writing.

5.3 Implication

Students' achievement in writing descriptive text taught by using Collaborative Writing Technique was higher than taught by using Brainstorming Technique. The result implies to the English teacher's choice of teaching technique. It was better for the teacher to apply Collaborative Writing Technique in teaching writing descriptive text because it will make the students be more creative in developing ideas to making descriptive text because it wrote by group. By working together in groups students can be actively in writing descriptive process. Students will get more knowledge because the each member of group mention their ideas each other.

Students' achievement in writing descriptive text of students with high curiosity was higher than that of students with low curiosity. It gives implication to the teacher they should consider students' learning achievement. Thus, it was better to the teacher not to be monotonous in teaching. The teacher should give chances to students to solve the problem which appeared in every lesson.

There was significant interaction between teaching techniques and curiosity on students' achievement in writing descriptive text. That shows that teaching techniques and curiosity were variables that give significant influence in students' learning achievement. Thus, it was needed to relate the teaching techniques with students' curiosity. Furthermore, The research found that by applying Collaborative Writing Technique students' were able making descriptive text be more variation. They will discuss to making the text with their group. They were mention their ideas about the topic and then developing that ideas become a descriptive text. So that high curiosity is so needed. It can be assumption that Collaborative Writing Technique was more applicable in improving students' achievement in writing descriptive text. But, Brainstorming Technique still can be used in writing descriptive text. Students with low curiosity were better taught by using Brainstorming because in the

technique still have important role in guiding the students and students cooperate each other in their cooperative learning.

Both of these techniques have the same advantages and disadvantages depending on the situation and condition of students, teacher and facilities available in the class. No techniques are good to use.



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