

TABLE OF CONTENTS

Acknowledgement	i
Abstract	iii
Abstrak	iv
Table of Contents	v
List of Tables	vii
List of Figures.....	viii
List of Appendices.....	ix
CHAPTER I. INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 The Problems of Study	4
1.3 The Objectives of Study	4
1.4 The Scope of Study	5
1.5 The Significances of Study	5
CHAPTER II. LITERATURE RIVIEW	7
2.1 Theoretical Framework	7
2.1.1 Students Achievement.....	7
2.1.2 The Nature of Writing.....	8
2.1.3 Teaching Writing	9
2.1.4 Assessment of Writing Aspect	10
2.1.5 Technique of Writing	11
2.1.5.1 Collaborative Writing Technique	11
2.1.5.2 Brainstorming Technique	16
2.1.6 Curiosity	18
2.1.7 Descriptive Text.....	21
2.1.8 Relevant Studies	25
2.2 Conceptua Framework.....	27
2.2.1 Research Hyphotesis	30
CHAPTER III. RESEARCH METHODOLOGY	31
3.1 Research Design.....	31
3.2 The Population and Sample	32
3.2.1 Population.....	32
3.2.2 Sample.....	33
3.3 Treatment by Using Teaching Writing Technique.....	33
3.4 Control of Treatment	34
3.4.1 Internal Validity.....	34
3.4.2 External Validity.....	35
3.5 Instrument for Collecting the Data.....	35
3.5.1 Curiosity Questionnaire	35
3.5.2 Writing Descriptive Text.....	37
3.6 Instrument Validation.....	38
3.6.1 Validity.....	38
3.6.2 The Realibility	39
3.7 Technique of Data Analysis.....	40
3.8 Statistical Hyphotesis	40

CHAPTER IV. DATA ANALYSIS AND DISCUSSION	42
4.1 Data Description.....	42
4.1.1 Students Writing Descriptive Achievement Taught by Collaborative Writing Technique	45
4.1.2 Students Writing Descriptive Achievement Taught by Brainstorming Technique	47
4.1.3 Students Writing Achievemen of Group of Students with High Curiosity	48
4.1.4 Students Writing Achievemen of Group of Students with Low Curiosity	49
4.1.5 Students Writing Descriptive Achievement Taught by Collaborative Writing Technique with High Ciriosity	50
4.1.6 Students Writing Descriptive Achievement Taught by Collaborative Writing Technique with Low Curiosity	51
4.1.7 Students Writing Descriptive Achievement Taught by Brainstorming Technique with High Curiosity	52
4.1.8 Students Writing Descriptive Achievement Taught by Brainstorming Technique with Low Curiosity	53
4.2 Requirement of Analysis of Variance (ANOVA).....	55
4.2.1 Result of Validity Test	55
4.2.2 Result of Reability Test	56
4.2.3 Testing of Normality	56
4.2.4 Testing of Homogenity	57
4.2.5 Group of Testing Technique.....	57
4.2.6 Distribution of Response of Curiosity	57
4.3 Testing Hypothesis	60
4.3.1 First Hypothesis	61
4.3.2 Second Hypothesis.....	62
4.3.3 Third Hypothesis	62
4.4 Findings	63
4.4.1 The Differences of the Students' Achievement Taught by Collaborative Writing Techniqueand Brainstorming Technique	63
4.4.2 The Differences Between Students' Achievement Who Have High Curiosity and Low Curiosity in Learning Writing Descriptive	64
4.4.3 The Interaction between Teaching Techniques and Curiosity on Students' Achievement in Writing Descriptive Text.....	65
4.5 Discussion	65
4.5.1 The Effect of Teaching Techniques Significantly affect Students' Achievement in Writing Descriptive Text.....	65
4.5.2 The Effect of Curiosity on Students' Achievement in Descriptive Text	67
4.5.3 The Interaction between Teaching Techniques and Curiosity on Students' Achievement in Writing Descriptive	68
4.6 Limitation of Research	68
CHAPTER V. CONCLUSION, SUGGESTION AND IMPLICATION	70
5.1 Conclusion	70
5.2 Suggestions	70
5.3 Implication	71
REFERENCES.....	73
APPENDICES	76