CHAPTER IV
RESEARCH FINDING AND DISCUSSION

4.1. FINDINGS

4.1.1. Research Instrument Data

Before the research is carried out, the researcher must prepare a research instrument in the form an essay test. The instrument question are used to see the effect of collaborative writing technique on student's ability in writing descriptive text. This question will be tested in class VIII SMP Islam Terpadu Al Ulum Medan. While the purpose of the trial is to determine the validity, reliability, normality and homogeneity and test the hypothesis.

A. Validity Test Result

Validity is the extent to which an instrument measures what it promises to measure (Kimberlin & Winterstein (2008). The criterion used in this validity test is if $r_{count} < r_{table}$. In this study, respondents (n) were 56 students with a significant level of $\alpha = 0.05$.

Table 4.1

Validity Result

Item	r_{count}	r_{table}	Valid
P1	0,433	0,22	Valid
P2	0,951	0,22	Valid
P3	0,924	0,22	Valid
P4	0,933	0,22	Valid
P5	0,484	0,22	Valid

Based on the test results, the description test questions were obtained. Before the research was carried out, an instrument trial was carried out with a description test. The validator stated that the essay test could be used because it match the required instrument criteria.

B. Reability test instrument

Reliability is a trustworthy and consistent test. According to (Sugiyono, 2012), an instrument of reliability is one that delivers consistent results when used to measure the same item multiple times. Testing the reabiliy of the test using the SPSS 22 program for windows with the Cronbach's Alpha reability statistics test. The level of reability with the Cronbach Alpha method is measured based on an alpha scale of 0 to 1 and can be seen in the following table.

Table 4.2

Reability Result
Reliability Statistics

Cronbach's Alpha	N of Items
,818	5

Based on the result of table 4.2 show that calculation the reability Cronbach's Alpha is 0,81 with a significant level of $\alpha = 0,60$, so the reability level of the essay test is reliable category.

4.1.2. Data Description

Before carrying out on the learning process, the initial activity is to provide a pretest to determine students' initial abilities. After that, learning is carried out for each class. The individual technique in the control class and the collaborative writing technique in the experimental class can be compared throught an analysis of the description of student writing ability from the two learning method applied. At the end of the learning process a post test was given to both classes to find out the learning outcomes of class VIII students of SMP Islam Al Ulum Medan through descriptive text material.

1. The Control Class Score

The table 4.3 below demonstrates the controlled class scores. The controlled class had 28 students'.

Table 4.3

Control Class Score

No	Initial Name	Pre Test	Post Test
1	AS	34	37
2	AZ	60	66
3	AA	45	50
4	DP	45	50
5	DS	38	40
6	FK	38	40
7	HA	48	50
8	IL	58	59
9	IS	60	63
10	HN	55	60
11	MZ	45	70
12	MA	44	65
13	MN	55	60
14	MR	48	50
15	MP	50	52
16	NF	45	60
17	NA	34	42
18	NI	37	60
19	PA	48	51
20	QK	48	53
21	AA	34	50
22	RA	35	45
23	AL	65	68
24	RN	48	50
25	SQ	49	50
26	VA	50	60
27	ZY	55	58
28	RS	60	65
	SUM	1331	1524
	MIN	34	37
	MAX	65	70
	MEDIAN	48	52,5
	MEAN	47,53571	54,42857
	STDEV	8,821196	8,958458

C. The Experimental Class Score

The table 4.4 below demonstrates the experimental class scores. The experimental class had 28 students'.

Table 4.4

Experimental Class Score

No	Initial Name	Pre Test	Post Test
1	AN	61	90
2	NA	53	89
3	DS	50	89
4	DA	62	89
5	DL	58	88
6	DI	58	88
7	FM	40	90
8	GZ	54	85
9	HR	50	94
10	JA	55	88
11	KQ	60	85
12	KB	58	81
13	KG	58	90
14	RA	52	85
15	MS	42	80
16	MA	43	90
17	MF	60	88
18	MI	52	94
19	ND	50	80
20	RR	56	94
21	RR	52	80
22	RA	55	94
23	SA	55	81
24	SM	60	80
25	SN	52	81
26	HR	52	81
27	UN	57	85
28	WS	63	89
	SUM	1518	2428
	MIN	40	80
	MAX	63	94
	MEDIAN	55	88
	MEAN	54,21429	86,71429
	STDEV	5,807767	5,807767

Based on the two tables above which include pre-test and post-test scores regarding students' writing abilities, the highest and lowest results were found as follows.
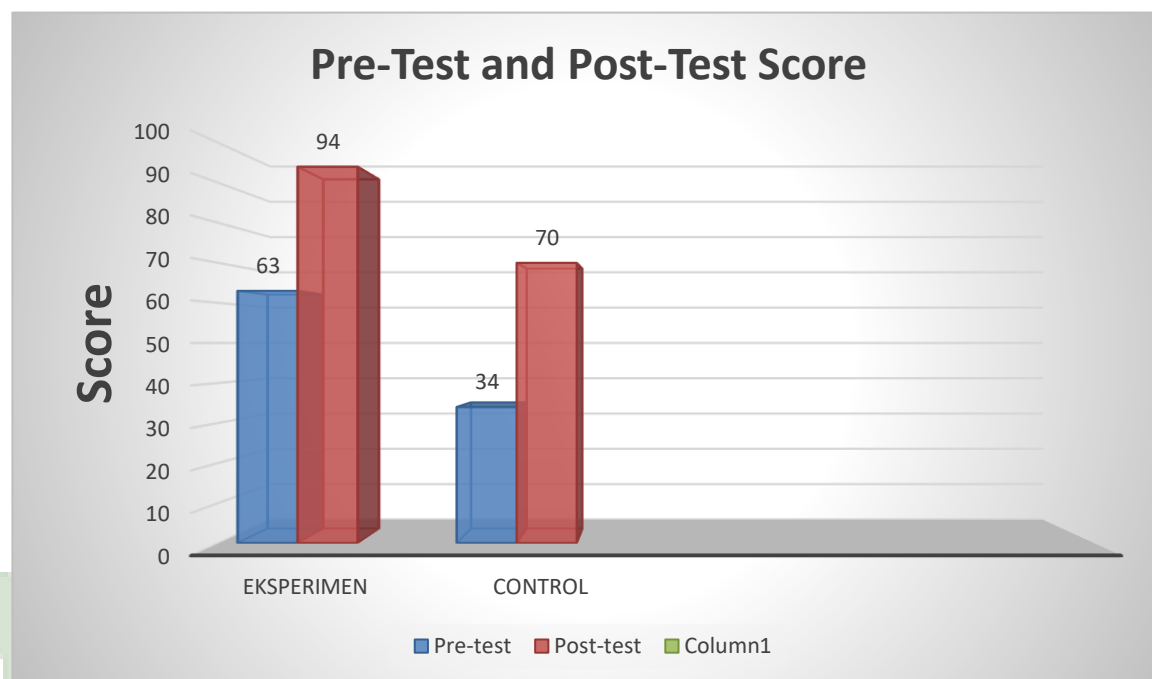

Figure 4.1

Pre-test and post-test score

Based on Figure 4.1, it is described the analysis of the posttest and pretest scores between the two classes that were given different treatments, the highest score was 94 in the experimental class and 70 in the control class. The lowest score is 63 in the experimental class and 34 in the control class.

4.1.3. Data Analysis

In this study, the writer analyzed and calculated the data in three main steps. Initially, the writer examined the data analysis using the normality and homogeneity test. Then the writer counted the independent T-test. The statistical hypothesis is the last step in determining the study results.

A. Normality Test

To find out wheter the variable under study is normal or not, you can can use the Kolmograv-Smirnov test. This test is based on the Kolmograv-Smirnov Test on the variable tested by 56 respondents. This test is done by making a hypothesis:

Ha: if the data is normally distributed, so *sig.2-tailed* > a+0.05

H$_0$: if the data isba not normally distributed, so *sig.2 tailed* < a+ 0.05

After that, a normality test was carried out using the SPSS 22 program for windows, the resulting significant value from tyhe Kolmograv-Smirnov test can be seen in table 4.4. as follow:

Table 4.5

Test of Normality

		Kolmogorov-Smirnov[a]		
	Class	Stati stic	df	Sig.
Writing Ability	Eksperi men	,303	28	,070
	Control	,132	28	,200[*]

Based on table 4.4 above, the result of normality test with Kolmogrov-Smirnov can be seen that in this study the distribution is normal, because the value of the collaborative writing technique variable has exceeded the sig value (0,05) and it can be concluded that the sample in this study comes from the population the same one.

B. **Homogeneity Test**

Homogeneity test is carried out to determine whether the sample has the same variance or not. The result of testing the homogeneity of the data using the Levene Test technique can be seen in table 4.5:

Table 4.6

Test of Homogeneity

		Levene Statistic	df1	df2	Sig.
Students writing ability	Based on Mean	17,160	3	108	,321
	Based on Median	16,894	3	108	,501
	Based on Median and with adjusted df	16,894	3	76,424	,411
	Based on trimmed mean	16,897	3	108	,340

Based on the results of the homogeneity test using the Levene Test in table 4.5 above, it shows tht the value of the Collaborative Writing Technique variable is more than sig (0.05), so the data in this study is homogeneous and means that the sample data studied have the same variance.

After the completion of the prerequisite test of validity, reliability, normality analysis, hypothesis testing using Independent sample T-Test analysis is performed.

C. **Hypothesis Statistics**

After the researcher knew that the data are normal and homogeneous, the data analyzed by using independent sample t-test to know the significance of the treatment effect.

The hypothesis as follow:

Ha:There was a significant effect of collaborative writing technique on students' ability in writing descriptive text.

H$_0$: There was no a significant effect of collaborative writing technique on students' ability in writing descriptive text.

While the criteria for acceptance or recection of the hypothesis are:

H$_0$: is accepted if significant value $> \alpha = 0.05$

Ha: is accepted if significant value $< α = 0.05$.

Table 4.7.

Hypothesis Statistics result

Independent samples Test

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
		t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Learning Outcomes	Equal variances assumed	14,724	54	,000	29,464	2,001	25,452	33,476
	Equal variances not assumed	14,724	45,526	,000	29,464	2,001	25,435	33,494

Based on the results obtained in the table 4.6, it is clear that the value of significant generated Sig. (P_{value}) = $0.000 < α = 0.05$, hence, the data is clarified by $t_{count} > t_{table}$ with the value $14,724 > 1,67$, so H_0 is rejected and Ha is accepted. Based on the computation, it can be concluded that there was a significant effect of collaborative writing technique on students' ability in writing descriptive text.

4.2. Discussion

The purpose of this research is to find out if there is a significant effect or not

when the use of collaborative writing technique on students' ability, especially in narrative writing. The result of this study indicate that the independent variable Collaborative Writing Technique (X) on the dependent variable Student Writing Ability (Y) with a significant value (0.000< 0.05) is obtained based on the results of testing the learning model hypothesis Independent sample t-test analysis with the IBM SPSS program version 22 for windows at a significant level = 0.05.

This shows that the hypothesis is accepted. This show that the collaborative writing technique has an impact on student ability in writing descriptive text.

Based on previous research from (Theresia et al., 2020) which states that there is the effect of collaborative writing technique on students' writing recount text.

Another previous research by (Ghufron & Hawa, 2015) the results of his study concluded that the Collaborative Writing Technique is more effective than Direct Instruction in teaching writing.
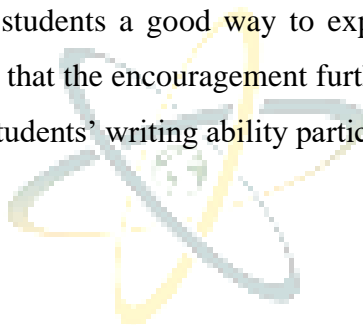
Another research from (Rezeki & Rahmani, 2021) the result of his data, it is suggested that collaborative writing techniques be used with higher secondary students to improve both writing performance and soft skills.

Another research conducted by (Anggarini et.al., 2020) the result of his study concluded collaborative writing strategy has helped students in generating their writing ideas and activating the students' background knowledge of the topics assigned to them to develop in their writings.

In addition, another previous research by (Ernawati et al., 2019) which states that there is an effect of collaborative writing on the ability in writing descriptive text of the first year students' of SMP Kartika 1-5 Pekanbaru.

From the research finding above, it is clear that the effect of collaborative writing technique on students ability in writing descriptive text is particularly in the experimental class. The research also found the increased from students writing

descriptive text like more describe about person and animal in write descriptive text after using collaborative writing technique, because the material connected with the object to be told by study group. On the other hand, this method is effective toward students' ability in writing descriptive text. It means that the collaborative writing technique is expressing ideas as well as transmitting the message from the writer to the reader, can be used to improve students' ability in writing descriptive text. Those benefits give the students a good way to explore their writing ability, the students will be attracted that the encouragement further writing become the reason for the improvement of students' writing ability particularly in post test.