THE EFFECTIVENESS OF COLLABORATIVE WRITING METHOD IN TEACHING WRITING VIEWED FROM STUDENTS' MOTIVATION

(An Experimental Study to the Eleventh Grade Students of
SMK Negeri 4 Klaten
in the Academic Year of 2015/2016)

A THESIS

Presented as Partial Fulfillment of the Requirements

for the Magister Degree of Language Education Programme

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MAGISTER PROGRAMME
**UNIVERSITY OF WIDYADHARMA KLATEN**
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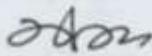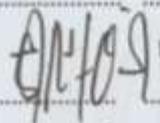
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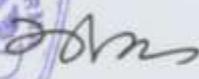
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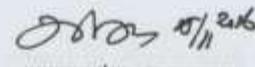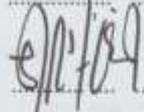
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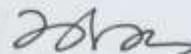
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Klaten, Oktober 26th 2016

The Writer,

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P

DEDICATION

To :

1. Toni Wijaya Endardjito, S.E., My beloved husband

2. Ghifari Rizqy Wijaya and Ghaitzan Rafif Wijaya, my lovely sons

3. Kadarwanto and Nasilem, my beloved father and mother

4. Alm. Sutrisno and Murti Partinah, my father and mother in low

5. The big family of SMK Negeri 4 Klaten

MOTTO

"My life may not be going the way I planned. But it's going exactly the ways Allah as planned. Indeed Allah is a better planner, the guide. So just keep praying and trying."

(Author)

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Klaten, Oktober 26th 2016

The Writer,

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The research aims to find out whether (1) Collaborative writing method is more effective than Peer Editing method to teach writing to the eleventh grade students of SMK Negeri 4 Klaten in the academic year of 2015/2016. (2) the student with high motivation have better writing mastery than those with low motivation. (3) there is an interaction between the teaching method and students' motivation in teaching writing.

This experimental study was carried out to the eleventh grade students of SMK Negeri 4 Klaten in the academic year of 2015/2016. This research was quasi-experimental with factorial design. Population in this research was all students of grade XI second semester office Administration Study Program SMK Negeri 4 Klaten. Sampling in this research used a purposive sampling tecnique, the selected class were class XI AP 1 as an experimental class and class XI AP 2 as control class. The experimental class treated by using Collaborative writing mothod; while the control class was treated by using Peer Editing method. The instruments used to collect the data are a test on writing mastery and a questionnaire on motivation. The data were analyzed by using *t-test for Independent Sample*

Reffering to the summary of t-test-, it can be concluded that: (1) the students who are taught by using Collaborative writing method have better writing that those who are taught using Peer Editing. In other word, the use of Collaborative writing is more effective than Peer Editing to teach writing. (2) the students having high motivation have better writing than those having low motivation. (3) there is interaction between teaching method and motivation toward students' writing.

Based on the research findings, it can be concluded that Collaborative writing method is an effective teaching method to teach writing for the eleventh grade students of SMK Negeri 4 Klaten in the academic year of 2015/2016. However, in the implementation of the method, a teacher must consider about the students' level of motivation, teachers are suggested to the teaching and learning process in the classroom which increase students' motivation.

Key words: Collaborative writing method, Peer Editing method, Writing mastery, motivation, experimental study

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah (1) Metode *Collaborative writing* lebih efektif daripada metode Peer Editing dalam pembelajaran menulis pada siswa kelas XI SMK Negeri 4 Klaten tahun pelajaran 2015/2016. (2) siswa dengan motivasi tinggi mempunyai kemampuan menulis lebih baik daripada mereka yang motivasinya rendah. (3) ada interaksi antara metode mengajar dan motivasi siswa dalam pembelajaran menulis.

Studi eksperimen di terapkan kepada siswa kelas sebelas SMK Negeri 4 Klaten tahun pelajaran 2015/2016. Penelitian ini merupakan penelitian *quasi-experimental* dengan *factorial design*. Populasi dalam penelitian ini adalah semua siswa kelas XI sementer genap program Administrasi Perkantoran SMK Negeri 4 Klaten. Pengambilan sample dalam penelitian ini menggunakan teknik *purposive sampling*, dan kelas yang dipilih adalah kelas XI AP 1 sebagai kelas eksperimen dan kelas XI AP 2 sebagai kelas kontrol. Instrumen dalam pengumpulan data dalam penelitian ini menggunakan tes, dan kuesioner. Teknik analisis data yang digunakan adalah *t-test for Independent Sample.*.

Berdasarkan kesimpuan dari *t-test*, dapat disimpulkan bahwa (1) siswa yang diajar dengan metode *Collaborative writing* mempunyai kemampuan menulis lebih baik dibandingkan menggunakan metode *Peer Editing*. Dengan kata lain, penggunaan metode *Collaborative writing* lebih efektif dibandingkan dengan metode peer Editing dalam pembelajaran menulis; (2) siswa dengan motivasi tinggi mempunyai kemampuan menulis lebih baik daripada mereka yang motivasinya rendah. (3) ada interaksi antara metode mengajar dan motivasi siswa dalam pembelajaran menulis.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa *Collaborative writing* adalah metode yang efektif dalam pembelajaran menulis pada siswa kelas sebelas SMK Negeri 4 Klaten tahun ajaran 2015/2016. Bagaimanapun, seorang guru harus mempertimbangkan level motivasi siswa dalam penerapan metode ini. Seperti dalam penelitian ini, motivasi mempengaruhi kemampuan menulis siswa. Guru disarankan untuk dapat meningkatkan motivasi siswa dalam proses pembelajaran.

Kata kunci: Collaborative writing method, Peer Editing method, Writing mastery, motivation, experimental study

CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is the most powerful weapon that can be used in all purposes. In this era, if people want to follow the phase of modernism, they must get information as soon as possible. People must use language, it means that language is an important tool for communication. It is also very important to maintain relationship among people.

In Indonesia, English has an important role, especially in education. There are two languages taught in most school in Indonesia, namely Indonesian and English. Indonesian is taught due to the establishment as our national language since our independence's day. Meanwhile English is chosen as the first foreign language to be taught in Indonesian schools for the reason that we recognize the important role to play in the International world.

Learning English to Indonesian is not easy because many factors that influenced it such as culture, habitual, the condition of educational environment etc. We are faced, then, with a situation where English varies between and within those countries where it is spoken widely. There is, then, a multiplicity of varieties, and this makes it difficult to describe English as any one thing (Harmer, 2001:7). From the statement above, we know that to expose English needs a certain situation so the learner is to be able to understand and use it. In Indonesia, the English teacher has to

facilitate and guide the learners, making the situation in learning process as near as possible with the culture of English itself so the learners enjoy it. This what makes teaching English is interesting and challenging. The purpose of teaching English will be reach.

As stated above, one of the reasons why people learn English is because of the school curriculum. The school curriculum in Indonesia includes English as a compulsory subject which is taught not only to the Junior High School but also to the Elementary School students up to the University and College.

There are two forms of language: spoken and written. People start learning spoken language since they are still kids. At that time, they just listen to other persons' speech and try to imitate them. When they want to learn a foreign language, in this case, English, they will have to learn to speak it. They have to try to speak in the way the native speakers speak the language. This can be achieved by closely imitating and mimicking them untirelessly until their pronunciation is satisfactory and acceptable to them. So if they have had their old habit of speaking their first language, their efforts to learn the new language would meet with strong opposition from their old established habits. On the contrary, written language is more difficult to learn. Writing is one of the important skills after listening, speaking and reading skills, because in writing, they have to deal with lot of things. Some of those things are writing, grammar and the arrangement of sentences they make. So writing is not only a matter of expressing ideas in

written form but also concerns with grammar, writing, knowledge about punctuation, conjunction, preposition and so on.

Successfully or whether an educational process strongly influenced by learning activity which takes place. Learning is an effort that was done purposely by educators to convey knowledge, organize and create a system environment with a various of methods so that students can learn effectively and efficiently and to obtain the optimal results (Sugihartono, 2007 : 81). In the learning activities there is interaction process between teachers and students to achieve learning objectives.

The teacher in the learning process has a very important role. Therefore, a teacher needs to have the ability in designing and implementing a various of learning strategies that are appropriate with students interest, talent, and students development level including utilizing a various of sources and learning media to ensure the effectiveness of learning (Sanjaya, 2013).

Nowdays, there are many teachers who have yet apply the learning models that can achieve the learning effectiveness. The learning model is a plan or a pattern that is used as a guide to plan a learning in the classroom and tutorial (Suprijono, 2013). A learning model that is used by teachers should precised to convey the subject matter. The inconsistency in use of learning model will take students not really interest in the material that presented by the teacher, so the material that should be mastered by students not absorbed properly. This can affect students' writing mastery.

The learning process which take place at SMK Negeri 4 Klaten is good enough. Teachers use group discussion method in the learning so, learning activities is not centered on the teacher. However, on the review session teacher still use lecture method with the help of powerpoint media. Lecture method that is used by the teachers causing to be passive and make the learning atmosphere being bored, students are not really interest in what is delivered by the teacher even though teachers already used powerpoint media to help in convey the important points of the material review activities is still done by teacher, not students. The leads to a lack of tinking activity in self-student to remember the material that has been studied, so that impact on the low of students' learning outcome of grade XI Administration Study program are still low.

Lecture method that is used by the teacher in the review sesion led students to be passive. Students just scrutinize when the teacher convey the important points of the material that has been studied. Only a few students who takes notes while the teacher convey the important points of the material. Students are rarely ask or giving opinion in the learning review sesion. Students are also less attention when the teacher was explaining the important points of the material that has been studied. There are some students who are busy chatting with other friends or play mobile. Learning on the review session by using this lecture method make the learning atmosphere being bored, students are not really interest in what is delivered by teachers even though teachers already used powerpoint media to help in convey the important points of the material that has been studied. In

addition, material review activities is still done by teachers, not students, this leds to a lack of thinking activity in self-students to remember the material that has been studied.

Because writing is one of the four skills which is the most complex skill to learn, teachers should take seriously the writing exercises in the textbook that they use in the classroom. The teacher should examine whether the writing exercises in the textbook could improve the writing skills. So the teachers should be selective in choosing the textbook that will be used in the classroom. The teachers should select the available textbook that is relevant to the curriculum.

Learning writing has often been a complex and challenging task for students. As Harmer (1998:79) points out, the writing skill has finally been recognized as an important skill for language learning. He lays stress on the essentiality of the writing skill saying "The reinforcement, language development, learning style, and most importantly, writing as a skill in its own right. Writing is indeed becoming necessary not only in L2 in school setting, but also in our daily life, particularly owning to the prevalence of information technology, such as writing e-mail, or bussiness letters overseas".

Based on the problems that exist in learning activities, then the teacher are required to be more creative in planning, organizing and managing the learning process that will be implemented. One form of learning that can be used by the teacher in cooperative learning. Cooperative learning is a learning activity that is done by groups. Slavin in Isjoni and

Ismail (2008:152) said that cooperative learning is a learning model were students learn and work in small group in a collaborative, whose members consist of 4-6 people with a heterogeneous group structure. Cooperative learning involves students actively in developing the knowledge, attitudes, and skills.

Considering the method in teaching writing, one of the cooperative learning techniques that can be used by the teachers is Collaborative writing method. Barklay (2005:251-261), says that in collaborative writing method, student pairs or triads write a formal paper together. Each student contributes at each stage of the writing process; brainstorming ideas; gatering and organizing information; and drafting, revising, and editing the writing. Working together can help students to learn and perform the stages of writing more effective. Additionally, student typically write better and take more pride in their writing when they are writing for an audience; the collaborative element of this CoLT gives them such as audience. Finally, since many profession require collaborative writing method, this technique can help prepare students for tasks they will have in their careers. To know which one is more effective in teaching writing, collaborative writing method will be compared with Peer editing method that is used in teaching learning process. The characteristic of teaching and learning activity is student- centred. In writing, the students should have an effort to makes a good writing. If there were many mistakes in their writing, the students should be able to correct and improve their writing. However, it is not easy for many students to identify their mistakes in writing.

By looking at such condition, it is necessary to solve the problem through their knowledge, attitudes, and skills. One of the learning model is Collaborative writing method. Collaborative method create an active learning and fun that is used review material that has been given previously. Collaborative method can train the tinking spend of students in learning a concept or topic of learning.

Motivational beliefs also help students form an intention to learn. Individuals who are very interested and pay any particular attention to certain events will involve whole-heartedly in those event and if they do so they will have an intention to learn more and more. Ely in Brown (2007:161) says that motivation will yield positive result in second language. To achieve this, one has to create climate of acceptence that will stimulate self-confidence and encourage participant and to discover the target language. Students can be motivated to perform well because of factors such as interest, curiosity, the need to obtain information or solve a problem or the desire to understand.

Based on the description that has been described above, the researcher intents to conduct an experimental research with the title " The Effectiveness of Collaborative writing method in Teaching Writing viewed from Students' Motivation. (An Experimental Study at the Eleventh grade students of SMK Negeri 4 Klaten in the academic Year 2015/2016)". The researcher will try to experiment of two methods, Collaborative writing method and Peer editing method. The researcher assumed that using Collaborative writing method is more effective in improving students' writing mastery.

B. **Identification of the Problem**

Based on the background of the study, there are some problems identified. There are:

1. Teacher still use the lecture method with the help of powerpoint media on the review session. Lecture method that is used by teacher causing students to be passive and make the learning atmospere being bored, students are not really interest in what is delivered by teachers even though teachers already used powerpoint media to help in convey the important points of the material that has been studied.

2. Students just scrutinize when the teachers convey the important points of the material that has been studied. Only a few students who take notes while the teacher convey the important points of the material.

3. Students are rarely ask or give opinion in the learning review session.

4. Students gives less attention when the teacher was explaining the important points of the material that has been studied. There are some students who are busy chatting with other friends or play mobile.

5. Material review activities is still done by teacher, not students, this leads to a lack of thinking activity in self-student to remember the material that has been studied.

6. The students tend to have low writing mastery. Generally, most students lack of motivation to write. When the students believe they cannot write, or have a defeatist attitude toward writing activities, they disengage themselves from the writing process

C. Limitation of the Problems

Realizing that there are a number of the problems that have to be answered, the writer is concerned only with some of those problems to be investigated. The limitation, however, is taken because there is not enough ability for writer to investigate all of the problems, including time allotment and financial allocation.

The problems of the study are limited to some related variables. The researcher only focuses on Collaborative writing method on the experimental variable, and Peer editing method as the control variable. Both of the teaching methods are applied in teaching writing to the eleventh grade students of SMK Negeri 4 Klaten in the academic year of 2015/2016. Meanwile, Motivation is as the attribute variable that affect students' writing mastery.

D. Problem Statements

Based on the background of the study, identification of the problem, and the limitation of the problem, the researcher formulates the problem as follows:

1. Is the use of Collaborative writing method more effective than Peer editing method to teach writing to the eleventh grade students of SMK Negeri 4 Klaten in the academic year of 2015/2016?
2. Do the students with high motivation have better writing mastery than who have low motivation to the eleventh grade students of SMK Negeri 4 Klaten in the academic year of 2015/2016?
3. Is there an interaction between teaching method and the levels of motivation in teaching writing, to the eleventh grade students of SMK Negeri 4 Klaten in the academic year of 2015/2016?

E.   **Objective of the Study**

Related to the formulation of the problem, the objectives of the study are as follows:

1. Whether Collaborative writing method is more effective than Peer editing method to teach writing to the eleventh grade students of SMK Negeri 4 Klaten in the academic year of 2015/2016.

2. Whether the student having high motivation have better writing mastery than those having low motivation.

3. Whether there is an interaction between teaching method and motivation on teaching writing to the eleventh grade students of SMK Negeri 4 Klaten in the academic year of 2015/2016.

F.   **Significance of the Study**

This result of this study migh hopefully be useful for the researcher, other researcher, teacher, students and school itself.

1. For the researcher

   It can develop researcher's knowledge on the development of various methods implemented in teaching English to the eleventh grade students of SMK Negeri 4 Klaten. It also make the researcher consider about students' motivation.

2. For other researchers

   The result of the study would be a good reference for other researchers to seek whether the effectiveness of collaborative writing compared with peer editing method to teach writing could occur in other population with different characteristics. Theories come and go

and any single theory cannot separate in isolation. Learners and learning are complex and success in influenced by a multitude of factors, social background, family background, personality, age, gender, location and so on. Theories needs to be combined, tested and challenged in order to allow us to adopt to suit local and personal environments.

Conducting more researchers can help teacher to share with colleagues on their action lead to improve pupil performance, increase motivation, commitment and better behavior. It also gives a brief knowledge to other researcher to conduct a similar research in another school and the result of this theses can be used as a starting point to conduct the next research.

3. For other teachers

It would help teachers to understand what works and why, what the short and long-term implications are, provide a justification and rationale for decision and action, help to build a repertoire to help deal with the unexpected, identify the problems, inform improvement and so forth. Specifically, it would help teacher how to determent learning objectives, the standart competences and the indicators of learning. It would also help teachers to design effective lesson plan based on individual differencies, active learning, learning habits, effective feedback and consistence.

The teacher or lecturer would also be aware that teaching method is so important in teaching learning process, especially in teaching writing that he/she would be use appropriate teaching methods. By applying Collaborative writing method, that is a method of teaching writing considered as a balance between product and process oriented,

teacher would be aware that the product of writing is after all, while process of writing is not the end, but it is a means to the end.

4. For the Students

The students may feel different atmosphere in learning writing because the students who usually work individually will have to work cooperatively and collaboratively in developing their writing mastery. By Collaborative learning they would be aware that they need to encourage themselves to be higher motivation students in learning language, particulary in writing mastery. By applying Collaborative writing method, the students are motivated to write. They explore by themselves. It is also beneficial for the students to get a meaningful strategy to overcome their problems not only in improving writing mastery but also in motivating the students to learn English.

CHAPTER V

CONCLUSION, IMPLICATIONS AND SUGGESTION

A. Conclusion

Based on the the research results and discussion in the previous chapter, it can be state as follows :

1. The use of Collaborative writing method is effective in teaching writing viwed from students' motivation in grade eleventh Office Administration Study Programme at SMK Negeri 4 Klaten in the Academic Year of 2015/2016. It is proven by the results of analysis of Independent Sample T-test. The result of the test shown that the value of t-count was -4,54 with sig. (2-tailed) 1,99. Because of the the significance value (TS) $\leq$ 0,05, so H_0 is rejected and H_a is accepted. This was supported by t-count were negative worth. T-count which is negative, showed that the average of final learning outcomes are better than the early learning outcomes. The average value of final learning outcomes,of students at the experimental class was higher than the average value of early learning outcomes, i.e 61,47 >.74,12. There was an average increase of learning outcomes, i.e 12,65.

2. The students with high level of motivation have better writing mastery than those with low level of motivation for the eleventh students os SMK Negeri 4 Klaten in the Academic Year of 2015/2016. It was proven by the results of the analysis of independent sample t-test. Whereas t-count value of Post-test after given treatment on the line of

equal variances assumed was -4,37 with sig. (2-tailed) was 1,99. Because of significance level (TS) $\leq$ 0,05, then H_0 is rejected and H_a is accepted. The average value of final learning outcomes of students at the experimental class was higer than the average the average value of final learning outcomes of the control class, i.e 74, 12> 71,18

3. There is an interaction between teaching methods and the students' motivation to teach writing for the eleventh students of the eleventh SMK Negeri 4 Klaten in the Academic Year of 2014/2015.

It can be concluded that Collaborative writing method is an effective method to teach writing for the eleventh students of the SMK Negeri 4 Klaten in the Academic Year of 2015/2016. The effectiveness of the method is influenced by the students' level of motivations.

B. Implication

According to the research, Collaborative writing is proved as an effective method to teach writing. Since the method proved as an effective method perhaps goverment insitutional could sosialized some new methods including Collaborative writing to the school. Besides that, teachers are also demanded to be aware and be able to use some innovative methods in teaching english espesially writing taht is the basic english. Motivation is also one of important factors influencing student in learning that should be considerable in making decision about teaching learning process for all element such as the goverment, schools, teachers, and parents.

C. Suggestion

The following section discusses about the implication and suggestion written based on the conclusions of this research.

1. Collaborative writing method is an effective teaching method to teach writing considering the first conclusion of this research, there are some impication and suggestion addressed to English teachers, school, and graduate students.

   a. English teacher

   Since Collaborative writing method is an effective teaching method in writing, English teachers can implement this teaching method in teaching and learning writing to improve students' writing mastery. To be able to implement this teaching method effectively, teachers should follow some preparation. First,teachers should understand the concept as well as the strengths and the weaknesses of this teaching method. It enable them to know the right procedure of this teaching method and avoid from the abstacles which may appear in the process of teaching method is time consuming. It usually appears in the steps of discussing. It take quite longer time to gather and discuss about writing

   Second, teachers also have to analyze the syllabus in order to be able to design lesson plans covering the appropiate materials and evaluationa. It helps them to select appropriate standard competence, basic competence and indicators, which can be achieved throug the implementation of this teaching method. Designing lesson plan also

facilitate them to select materials and type of evaluation which are appropriate with the level of students' competence and the complexity in implemeting this teaching method.

Teacher should announce the time allocation to do the task in order that they will use time efficiently in discussing and presenting. In addition, teachers should also read and analyze the syllabus well in order to get better understanding on how to design lesson plen based on the appropriate syllabus. Further, they should explore the materials for teaching writing from any sources either from printed or autentic materials. The printed materials can be found in the form of books or handbooks. On the other hand the autentic materials can be found in the form of newspaper, magazine, poster, written advertisement, letters, internet articles etc.

b. School

The implementation of Collaborative writing method to teach writing assists school in creating an effective program for teaching and learning writing. Consequently, the school, all the parties involved as policy/decision maker, have an important role to facilitate the teachers to be able to implement this teaching method well. School should provide any books about teaching methods in the school library. Besides, school should also facilitate teachers to have forums that enable them to share any knowledge, information or experience in teaching English like MGMP, seminars, LPTK, workshop etc.

After the process of the implementation of this teaching method, school should also give more concern on the effects of teaching method to the students writing mastery in order to observe whether the implementation of this teaching method is done properly or not. If the implementation does not run well, the school should do some evaluation to find the reasons/problems in the process of implementing this teaching method.

c. The students of graduate school

As researchers doing some studies related to teaching and learning method, students of graduate school should be able to investigate something new and beneficial for teaching and learning improvement in Indonesia. They should be able to explain new teaching methods more easily by reading some of scientific sources, following seminar, workshop, etc. If teachers can read and understand the research report about teaching and learning English more easily, they can implement the teaching method. The findings of new teaching methods should inspire English teachers to do further study or find another method dealing with teaching English.

2. Students having high motivation have better writing mastery than those having low motivation

There are some implication and sugestions addressed to parents, environment (social and school environment), English teachers, and students related to the second conclusion of this research.

a. Parents

Motivation can be defined as the view one has of himself and his abilities. Parents create a positive emotional bond with children through warm and caring interactions with a lot of eye contact and touch. This positive emotional bond with parents and caregivers promotes student's motivation. Parents must not be angry to the children when they make mistake. Let them try to do something or explore by themeselve. By mistake, they will learn more and pick the lesson. Parents should make their children to be the brave children. They teach their children to have positive thingking. Parents have the opportunity (and responsibility) to build motivation in their children. Some suggestions can be done by parents to build it:

1) Parents should be mindful of the language they use to describe their children. Parents should not give label to children with words such as 'lazy'.'naughty','aggressive', or 'stupid'. Instead, look for and point out children's strengths.

2) Parents should provide them opportunities for success. Giving children age-appropriate tasks they can complete on their own. By doing so, children will have sense of pride and improve their motivation.

b. Environment (social and school environment)

The place where one lives influences his motivation. As someone enters school, his motivation is influenced not only by her parents, but also by a growing circle of other people, including

teachers and friends. The child gets feedback from many people on his physical appearance, his life style, his family background, social abilities etc. All of this feedback influences what he thinks of himself. A high motivation is the foundation for the positif development and over-all well-being of a child. A child with a good motivation is also better able to reach his full potential. He does better in school. He is better able to set goals for himself and make decisions.

c. English teachers

English teachers should be able to teach writing for the students having high motivation using the appropriate teaching method which always increases students' motifation. Teaching starts from giving question, telling storyand brainstorming to the students can increase their motivation. In this teaching method, students can be brave to make decision, they can try to answer although they do not know. They do not care about the result will be wrong or right. If the result is right, it is better for them. If the result is wrong, it is not problem, because they think that error is the part of the learning process. They will learn more from their mistake. Teachers should treat each student' ideas with respect and help them treat others with respect also. Teachers should inspire and help children to learn how to use self-praise. It is comparing student' accomplishments to their past performance. Teachers should help students to realize that they have controlover what gets done and plans management. They can encourage children to only take on what they can reasonably

accomplish. Teacher can begin constructive criticism with a positive message of encouragement. The most important thing teachers can do for their students are establishing a warm and comfortable environment.

d. Students

Each student is potential to have high motivation. To be a high motivation person, student must have a great deal of positive thinking. Since motivation is something which should be built, students should be able to measure their own level of motivation to increase it. They also have to open their mind receiving any knowledge, critics and information which facilitate them to explore and increase their motivation. Students can increase the motivation from themselves. They must think positively. They can also join the seminar which discusses about motivation.

3. There is an interaction between teaching methods and students' motivation.

Based on the last conclusion, the researcher describes the implication and suggestion constructed for English teacher, school and other resarchers.

a. English teachers

In teaching writing, teachers should be able to select the most appropriate teaching method based on the students' condition. Students' motivation becomes one of the important considerations in

teaching writing because students are able to learn the writing material and do some tasks well if they have belief that they can do it. Thus, teachers should understand whether the selected teaching method can facilitate the students having high and low motivation to learn writing. It is better for teachers to use students-centered learning to teach students having high motivation while teacher-centered learning to teach students having low motivation.

b. School

Since motivation regarded as one of the psychological aspects to have a good writing mastery and any other subjects, school as the official institution for education should pay more attention on students' motivation level. In this case, school should involve actively testing the students' motivation level. The motivation questionnaire instrument can be design by capable teachers or psychologists. It can be conducted before the process of teaching and learning writing done in the classroom. By taking a look at the result of students' motivation level, school can decide what kinds of teaching method which is appropriate to teach writing.

c. Others researchers

The result of this research which shows the interaction between teaching methods and students' motivation can be as an additional reference for other researchers who want to do further

research related to the application of teaching writing. In addition, this research can be useful to explain more description on the process and the procedure of conducting the same kinds of research. It also beneficial for other researchers who may plan to have the similar research viewed from any different psychological point of view besides motivation which may have correlation with students' writing like intelligence, personality, self-esteem, etc.

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