CHAPTER I
INTRODUCTION

1.1. BACKGROUND OF THE STUDY

This study focussed on the holistic teaching model, students' personality traits (extroversion/introversion) in learning, and students achievement in writing of analytical exposition text.

The researcher found problems in students learning in class as seen from writing analytical exposition text. The students' writing of analytical exposition text results could have been more profound even though they were given the same test several times. At the same time, the teacher has explained the material for writing analytical exposition text before being tested. This phenomenon always occurred whenever the teacher gave students a test of writing analytical exposition text.

As a teacher, the researcher reflected on the students' poor test results and reviewed the teaching model used in the classroom. The researcher assumed that the teaching model, teaching method, teaching strategy, and teaching technique might not be appropriate to students' condition, character, cognitive, affective, and psychomotor abilities, or the teacher's teaching approach pattern to students still needs to be higher. After reading and studying various models, methods, strategies, and teaching techniques, the researcher was interested in one of the existing teaching models, namely the holistic teaching model. The researcher saw that the holistic teaching model was appropriate for classroom learning because holistic prioritized students' readiness, class readiness, mental and physical readiness, and student character readiness. All of these explanations were the reasons for the researcher to conduct this research using the topic: "The Effect of Teacher's Teaching Models and Students' Personality Traits on Students' Achievement in Writing."

The preceding study, "The Effect of Blended Learning Model To Improve Students' Writing Achievement During Covid-19 At MAN 1 Aceh Tenggara," was conducted by Ramadiah (2022). She concluded that the blended learning paradigm

influenced students' writing achievement in class XI MAN 1 Aceh Tenggara during the academic year 2021-2022. A quantitative study was employed in this study to assess the effect of the Blended Learning Model on students' writing achievement. This study was carried out at MAN 1 Aceh Tenggara, located on Iskandar Muda Street, Student Complex No. 5 Babussalam Kutacane, Gumpang Jaya, Babussalam District, Southeast Aceh District, Aceh.

Another study was "Application of a Problem-Based Learning Model to Improve the Ability to Write Response Texts of Grade IX Students of SMP Negeri 4 Surabaya," which Fajrin (2022) investigated at Surabaya State University. This study found that using the appropriate theory, the use of the problem-based learning model to develop the capacity to produce answer text for class IX students at SMP Negeri 4 Surabaya was successful. The application of the problem-based learning approach resulted in an improvement in comprehension and capacity to compose answer text based on structure and language. The objective of this study was to describe the use of the problem-based learning model to enhance the ability to write response texts for SMP Negeri 4 Surabaya class IX students, as well as to characterize students' responses to problem-based learning models in increasing the capacity to write response texts.

The following study was "The Impact of Personality Types on Students' Writing Ability" by Zaswita (2020), an Indonesian student at STKIP Muhammadiyah Sungai Penuh. Personality was discovered in this study, and it was deemed one of the internal characteristics that influenced pupils' writing talents. This study looked into the effect of personality type on people's ability to write. Two personality types were used: extrovert and introvert. This was an experimental study, utilizing class XI students from SMKN 1 Sungai Kunci as participants. There were two types of samples (experimental and control). Students in this study were given a personality questionnaire to determine their personality type. Then, in each session, a writing test was given to measure the students' writing ability. The results showed that students with introverted personalities had better writing scores than extroverted ones.

The researcher discovered gaps in earlier study that distinguished previous research from the research that the researcher undertook. The current researcher used a holistic learning model and students' personality attributes to achieve the students' writing of the expository text, which is a difference between earlier and later research. Furthermore, in this study, the researcher put the control class against the experimental class in order to demonstrate that the experimental class utilizing a holistic learning model is more significant than the control class using a problem-based learning model. Previously, the researcher employed a project-based learning paradigm and problem-based learning to achieve writing findings in earlier investigations.

The key theoretical assumption of this study is that the teacher's holistic teaching ability is positively related to teaching quality, which affects student learning outcomes (Fauth, 2019). This wonderful notion serves as the foundation for this research on teacher knowledge (Fortsch, 2016), professional confidence (Fauth, 2019), excitement for teaching (Keller, 2014), characteristics and self-efficacy (Koomen, 2016). A comprehensive evaluation of teaching quality can give light on the processes underlying the link between teacher competence and student development (Janina Roloff, 2020). More specifically, the impact of the holistic technique on the outcomes of exposition text writing is mediated by the conduct of students, whether introverted or extroverted. On the other hand, the capacity to teach the correct teacher to students can be an important lever that can be utilized to accomplish student writing results that are influenced by student characteristics (Kleickman, 2016).

The researcher conducted this research on students to create an analytical exposition text and the researcher directly watched the activity of writing an analytical exposition text within the time frame chosen by the researcher. This study was discovered that students' writing results in one class were different; of course, this has significant reasons why students learning achievement may change while the teacher's material and the learning model was similar. In terms of teaching quality, the teacher offered competent instruction that was tailored to the derivative curriculum in order to avoid deviating from the core competency requirement in

learning. The teacher also had treated students in educating by adjusting to the personality of students in studying, particularly for students with introverted and extroverted personalities. The standard of teaching has been described in the learning process as an interaction between the teaching model and students' personality traits, such as the achievement of producing an analytical exposition text. As a result, students' learning achievement from writing analytical exposition text is affected by a range of factors, including the teacher's capacity to provide high-quality instruction. The researcher decided to focus on teaching quality aspects with a holistic model, which has been experimentally related to learning and students learning results; efficient classroom management with low levels of distraction and maximum use of time, cognitively challenging teaching offered to students, the formation of a social atmosphere where students feel safe and personally valued (Mainhard, 2018), and an appropriate learning environment.

The researcher administered an initial test to identify students' abilities and temperament, whether introverted or extroverted. The subject matter in the initial assessment is to fill out a questionnaire produced by the researcher. The researcher will map the student's personality based on the findings of this initial exam so that the researcher has the correct strategy to deliver reasonable solutions to students in the course of learning. Following that, the researcher will administer an analytical exposition text writing test. The findings of the writing test will provide the researcher with an accurate image of whether the teacher's teaching model is successful with students. The success of students' exams will be determined by the minimal passing grade criterion score, as referenced by the authorities through the Ministry of Education and Culture. The objective is that if a student's score is higher than the minimum passing grade established by educators, the student will be declared to have passed, and vice versa. If a student's test score falls below the passing grade, he or she is said to have failed. The learning mastery criteria defined by the education unit are the minimal passing grade criterion. For topic groups, the proficiency criterion is the minimum passing grade at the conclusion of the education unit level. The passing grade for English class XI (eleven) is shown below.

Determination of the Minimum Passing Grade Format

Subject   : English
Class   : XI (Eleven)
Semester   : 2 (Two)

Core Competencies:

KI-1 and KI-2: They live and practice the teachings of the faith to which they belong. Living and practicing honest, disciplined, polite, caring (mutual cooperation, cooperation, tolerance, peace) behavior, responsible, responsive and pro-active in interacting effectively in accordance with the development of children in the environment, family, school, community and natural environment surroundings, nation, state, regional area, and international area.

KI 3   : Comprehending, making use of and critically evaluating factual, conceptual in nature, procedural, and cognitive information based on a desire about technological developments, art, culture, and humanities, as well as understanding of human beings, ethnic background, a state, and societies related to the reasons for phenomenon and events, as thoroughly as applying operational expertise in specific fields of study based on their skills and passions to solve problems

KI 4   : Processing, conceiving, and presenting in tangible and abstract realms relevant to the independent growth of what they learn at school, acting effectively and creatively, and being able to employ procedures based on scientific principles

Table 1.1
The formula to determine KKM (Passing Grade)

Basic competencies	Indicator	Complexity			Carrying capacity			Intake			KKM
		High 50 - 64	Medium 65 - 80	Low 81 -100	High 81 -100	Medium 65 - 80	Low 50 - 64	High 81 -100	Medium 65 - 80	Low 50 - 64	
3.1 Adapt the social functions, text structures, and linguistic features of oral and written transactional interaction texts that entail giving and receiving information about	Identify expressions of giving and asking for information regarding suggestions and offers	64			82				79		75
	Identify differences in the way of disclosure from each context		80		80				78		79

suggestions and offers to the situation. (Take note of the language aspects should, can.)	Understanding the textual structure of expressions of offering and requesting for information in terms of ideas and offers	70			80				79		76
	Mastering the linguistic components of offering and requesting for associated data	78		82					78		79
……………..	……………..	….	….	…..	…..	…	….	….	….	….	…
……………..	……………..	….	….	…..	…..	…	….	….	….	….	…
4.10 Capturing meaning from song lyrics that are contextually tied to social functions and linguistic aspects related to the daily lives of secondary school/MA students	• Analyze song lyrics.	70		85					78		80
	• Understand the definition and meaning of phrasal verbs.	70		85					78		78
	• Using phrasal verbs.	70			80				78		76

Notes:
- The range of scores is based on Permendikbud 81a of 2013
- Variety (recognizing indicators as evidence of fundamental competency). Carrying capacity (focused on educational resources).
- Intake (average ability of students) The KKM indicator score is the average of the values of the three specified criteria. For example: moderate complexity (80), low carrying capacity (60), and high intake (85), then the KKM indicator value:
- $(80 + 60 + 85): 3$
- The KKM score for semester 2 is the total KKM indicator score: Number of indicators, then the KKM score for semester 2 is 79

1.2. THE PROBLEMS OF THE STUDY

Based on the foregoing, the concerns that can be addressed were as follows:

1. Is the achievement of introverted students in writing analytical exposition text higher than the extroverted students in the holistic teaching model?

2. Is students' achievement in writing analytical exposition text in the holistic teaching model class higher than the problem based learning model?

3. Is there a significant interaction between the teaching model and students' personality traits on students' writing achievement?

1.3. THE OBJECTIVE OF THE STUDY

The objectives to be answered from this research were as follows:

1) To find out whether the achievement of introverted students in writing analytical exposition text is higher than the extroverted students in the holistic teaching model

2) To find out whether students' achievement in writing analytical exposition text in the holistic teaching model is higher than the problem based learning model

3) To explain whether there is a significant interaction between teaching models and students' personality traits on students' writing achievement.

1.4. THE SCOPE OF THE STUDY

Teachers employ a variety of approaches to help students learn to write. The researcher will concentrate on two teaching approaches in this study: holistic and problem-based learning. As a result, the model employed in the writing learning process will be based on the two learning models, with an emphasis on analytical exposition writing.

Addressing this strategy, the personality traits of students will also be investigated. By knowing the level of student personality traits, This study is designed to provide a clear picture of the effect of instructional styles and student personality on student writing achievement.

1.5. THE SIGNIFICANT OF THE STUDY

The benefits of this research are:

1. Theoretical Use

The findings of this study are intended to give the following theoretical and practical benefits:

1) Theoretically, it is helpful to add to the body of knowledge for other researchers, especially dealing with "The Effect of Teacher's Teaching Model and Personality Traits on Student Achievement in Writing".

2) Theoretically, the findings of this study give ideas and knowledge materials to the schools where the research is being done, as well as to educational institutions in general.

3) Theoretically, the results of this research provide input to teachers to improve students' achievement at SMA RK Bintang Timur.

2. Practical Uses

1) For Teachers

Practically, The findings of this study can assist teachers have a better understanding of how to employ the holistic teaching model in direct learning in class by paying attention to student traits (introverts and extroverts) so that students' learning successes are more fulfilling.

2) For Researchers

Practically, This study's findings may provide alternative knowledge ideas for other researchers to improve teacher competence and holistic learning models by paying attention to student characteristics (introverts and extroverts) to improve student learning outcomes in schools in general.