

CHAPTER I

INTRODUCTION

1.1 The Background of Study

Writing is one of the language skills beside listening, speaking, and reading that must be mastered by English learners. Writing is categorized as the productive skill together with speaking. They are called as productive skills because students are required to produce their own ideas which are expressed in written and spoken form. The rest of skills, listening and reading skills are classified as receptive skills. It means that the learners receive the ideas which are produced by speaker and writer in spoken and written form.

As one kind of the skill in English language, Nunan (2003:88) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. Writing text has a number of rules which separate it out from spoken one such as grammar and vocabulary includes word and text formation like handwriting, spelling and punctuation. This statement shows that writing has clear and structured convention. It will be a good writing if the writer does according to the convention correctly. In addition, writing is a process which expects students to learn strategies for invention. It means that writing skill need to be practiced not only once but also repeated more often. In other word, more practices will make better quality of writing.

The basic skills of English are instructed in the English teaching – learning process. All subject books are designed with the certain topic to support student's

achievement to master the skills and get the learning goals. The skills are instructed through genre text. As in the 2004 Curriculum (KBK), which is then enhanced with Curriculum in 2006 (KTSP) subject of English at Junior High School expects students should be competent on expressing meaning in written text on Narrative, Descriptive, Procedure, Report and Recount.

Based on the current School-Based Curriculum that writing is one of the language skills that must be taught at Junior High School. The teaching of writing aims at enabling students to master the functional texts and monologue texts or paragraph in the form of descriptive, narrative, recount, procedure, and report. In addition, based on Competency Standard – *Standar Kompetensi* (SK) and Basic Competency – *Kompetensi Dasar* (KD), the second year students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of *descriptive* and *recount* to interact with people in their nearest environment. The work of writing is presented in the form of text types, usually known as genres, which are closely related to the purpose of each type. Descriptive writing is one of the text types that is taught at the eight grade.

Description writing is a written text in which the writer describes an object through the sensory experience – how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception (Kane, 2000). In describing an object, a writer may use some grammatical features in description writing. While the way descriptive text is elaborate is describing things from a technical or factual point of view, the present tense is predominantly used; for example: has, eats, sings, lays, swim. Although present tense may be

used in literary descriptions, it is past tense that tends to dominate. Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have). Action verbs are used when describing behaviours/uses (Knapp, 2005).

Meanwhile, most of the students find it is difficult to develop ideas in their minds as Campbell (cited in Budiarta, 2011) claims. Actually, they might have something to state in their mind, but they are often confused to express and develop their ideas into a good writing. Further, one of the students' problems is that they have difficulty in arranging information or ideas logically to achieve coherence in their writing, which is the foremost requirement in writing.

This matter also happens to the students in SMP GKPI Padang Bulan Medan. As the researcher has observed the students in that school, the researcher found that many students think that writing is often considered as the most difficult and boring activity among the four language skills in English. There were still many students who have difficulties in writing. The problems are caused by several things. They are limited vocabulary, difficulty in organizing to write about something, no motivation to write, and lack of confidence in grammar and inappropriate models used by the teachers to teach the materials. This condition was happened by some factors. They did not enjoy study writing. In addition, most English teachers have so far used traditional approach based on the researcher's experiences. The EFL students frequently get difficulties in writing. Sometimes, there are many errors in students' writing. Some of them write fragments, run-on sentences and misplaced modifiers. The students also have low

motivation and can not interest in the writing clas. Another difficulties is that they can not manipulate the language well, they lack confidence, and lack of vocabulary. Most of them do not know what to say if they do, they do not know how to say it. They can not organize their ideas accurately in the written form. In this case, they confront with the two main problems. They are content and expression. The writer found the students' score of writing course was under the *Kriteria Ketuntasan Minimal (KKM)*. It can be seen from the English result study of the students in two semesters of final tests.

Table 1.1 The Writing Scores of English Test in SMP GKPI Padang Bulan Medan

No	Academic Year	High Score	Low Score	The Average	KKM
1	2014/2015				
	1 st Semester	73	62	65.7	73
	2 nd Semester	73	60	66.6	
2	2015/2016				
	1 st Semester	75	62	68.7	73
	2 nd Semester	72	60	66.4	

Based on the table above, the scores of the students' achievement in English writing are not good enough or still cannot pass the passing grade. As the writer has also observed, the students' score in writing course is also low. It can be seen that, the highest score on the academic year 2014/2015 in 1st semester is 73 and the lowest score is 62 and in 2nd semester the highest score is 73 and the lowest score is 60. And in the academic year 2015/2016 in 1st semester the highest score 75 and the lowest score is 62 and in 2nd semester the highest score is 72 and the lowest score is 60. It means that the students' achievement in writing at the eight grade of SMP GKPI Padang Bulan Medan is still low. This is regarded as

low because the standard score in writing must be 73 which is specified by the teacher in SMP GKPI Padang Bulan Medan.

There are many factors that can cause the low achievement in writing, namely internal and external factors. The internal factors are intelligence, motivation, including personality. The external factors are material, environment, parents, including teaching method and technique.

Considering the difficultness of mastering writing skill, many methods and techniques are used in teaching and learning of writing. These methods and strategies are used to help students have good ability in writing. Certain methods or techniques are used to improve students' achievement. By having some facts related to descriptive writing, students need methods in order to overcome their lack desire of writing descriptive. In line with this background, this study used two major types of methods. The first type is Project-Based Learning (PjBL) and the second is Problem-Based Learning (PBL).

Generally, PjBL is one of the teachers' method in teaching. Project-Based Learning is a dynamic method to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying. Project is an attempt to create new instructional practices that reflect the environment in which children now live and learn. And, as the world continues to change, so does our definition of Project. The most important recent shift in education has been the increased emphasis on standards, clear outcomes, and accountability.

Nevertheless, the prior research of PjBL by Neumont University (2006) indicates learners' positive views on PjBL, the use of strategies, confidence building and improvement in language skills. So Project-Based Learning is particularly pertinent in Teaching English as Foreign Language (TEFL) environments because as learners gain confidence, they are able to see the power of language and how to use it for their purpose. It is like a person discovering that he can walk without a crutch. He will never want to use a crutch again and give up freedom to walk independently.

In teaching learning process of Problem-Based Learning in classrooms, a teacher acts as a coach for facilitator of activities that students carry out themselves. The teacher provides students with appropriate problem to work on, assist them in identifying and accessing the materials and equipment necessary to solve the problems, give necessary feedback and support during the problem solving process, and evaluates student's participation and products, with the goal of helping them develop their problem solving as well as their language and literacy skills. According to Sanjaya (2006:220), PBL is good teaching in understanding, increasing, critical thinking, developing and interesting.

Besides teaching methods, personality traits are specific characteristics individual students which must be taken into account by the teacher to design their instructional activities and to judge the failure and the success of their students. As Guthrie (2004:56) states that there must be serious attention from the instructor to see the personal behavior of the learners to read to activate their motivation. Usually, these personal behavior of the learners are named as learning

style. There are some kinds of personality traits, two of them are extrovert and introvert learning style. The learners who have extrovert learning style tend to depend on outer condition to get the understanding of the learning and teaching, while introvert tends to be dependent on oneself to understand any knowledge.

It is believed that appropriate traits which have been implanted in the personality of the learners both by parental behavior and by environmental influence will significantly work to any. That is why in this research, learning method of “project-based learning” and “problem based learning” will be connected to the “extrovert” and “introvert” personality traits.

Based on all the explanation above, the writer is interested to analyze a study on the effect of two teaching methods, PjBL and PBL to find out which of the teaching methods have the most significant effect on students' writing achievement in descriptive which are going to be related to extrovert and introvert personality traits.

1.2 The Identification of Problems

According to the explanation presented in the background of study, the identification of the problems is stated as follows:

1. Students have difficulties in writing because they can not manipulate the language well, they were lack of confidence, and lack of vocabulary, it can be seen in writing scores that they have is low and not appropriate with Criteria Minimum Completeness (*KKM*) standard.
2. Students' motivation and interest in doing writing task is low because the teacher tend to apply the teacher-centered activities in the class.

3. Students are not feeling joyful when doing writing task is given because there are many students think that writing is often considered as the most difficult and boring activity among the four language skills in English.
4. The variation of teaching method in teaching writing is very low.

1.3 The Problems of Study

This study explores the effect Project-Based Learning and Problem-Based Learning on students' achievement in writing descriptive text. Thus, this study attempts to find the answer to the following questions:

1. Is the students' achievement in descriptive writing taught by using Project-Based Learning higher than taught by using Problem-Based Learning?
2. Is the students' achievement in descriptive writing with introvert personality higher than students with extrovert personality?
3. Is there any interaction between teaching methods and students' personality on students' achievement in writing descriptive?

1.4 The Objectives of Study

In line with the research problems above, the objectives of the study are to find out whether:

1. To find out whether the students' achievement in descriptive writing taught by using Project-Based Learning is higher than taught by using Problem-Based Learning.
2. To find out whether the students' achievement in writing with introvert personality is higher than students with extrovert personality.

3. To find out whether there is an interaction between Teaching Methods and Students' personality on students' achievement in writing descriptive text.

1.5 The Scope of Study

This research is confined in using Project-Based Learning and Problem-Based Learning as teaching models in teaching writing. And they will be related with the personality of students in the classroom which is limited to only extrovert and introvert on students' writing achievement. The writing genre observed in this study focuses on descriptive writing especially in describing people and place which should be achieved by the students of grade eight as what is required to be learnt in curriculum in SMP GKPI Padang Bulan Medan.

1.6 The Significances of Study

The result of this research is significant theoretically and practically, for both students and teachers. For teachers, this research provides whether using the teaching method can improve the achievement of writing and also to offer the more effective teaching method and suitable for students learning style. For students, this research can be used to increase their achievement on writing based on their own personality.

Theoretically, the result of this research was expected to strengthen Project-based learning and Problem based learning as a theory of teaching methods and also to verify the method. Moreover, this research wanted to prove the theories through empirical evidence.

Practically, this research aimed to give alternative for English teachers to apply the method of teaching that are suitable for the students' personality, to provide the steps by steps of teaching methods in teaching English writing. It also gives a lot of positive contribution to the improvement of teacher's professionalism and the educational institution. It would also be useful for headmaster to improve their teachers' quality in teaching writing. Finally, the researcher hopes that the result of this research can be used as a vehicle to develop theories in teaching and learning in English.

