



A THESIS

The Effect Of Teaching Methods and Communicative Competence On
Students' Achievement In Writing

By

Yunita Mutiara Harahap
Registration Number: 072188330023

English Applied Linguistics Study Program
The State University of Medan

This thesis was examined on 6th May 2010 by Board of Examiners

Approval by
Adviser Commission

Adviser I



Prof. M. Silitonga, Ph.D.

Adviser II



Prof. Dr. Busmin Gurning, M.Pd

The Head of English Applied
Linguistics Study Program



Prof. Dr. Busmin Gurning, M.Pd.
NIP: 1959013071986011001

The Director of School of
Postgraduate Studies



Prof. Dr. Belferik Manullang
NIP: 19471015.197412.1001

APPROVAL

This thesis was examined on 6th May 2010 by Board of Examiners

Board of Examiners

Prof. M. Siitonga, Ph.D.

Prof. Dr. Busmin Gurning, M.Pd.

Prof. Tina Mariany Arifin, M.A., Ph.D.

Dr. Didik Santoso, M. Pd.

Dr. Eddy Setia, M.Ed., TESP

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]



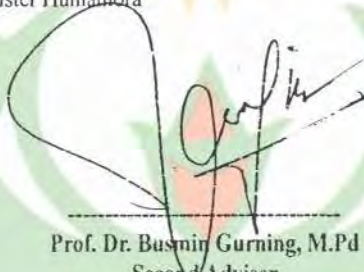
ADVISERS' STATEMENT

I certify that I have read this thesis and that in my opinion it is fully graduated in scope and quality as a thesis for the Degree of Magister Humaniora



Prof. M. Silitonga, Ph.D
First Adviser

I certify that I have read this thesis and that in my opinion it is fully graduated in scope and quality as a thesis for the Degree of Magister Humaniora



Prof. Dr. Busmir Gurning, M.Pd
Second Adviser



ACKNOWLEDGEMENTS

The writer's endless gratitude is primarily expressed to Allah SWT for His forever Blessings and Mercy that has enabled her to finish writing this piece of academic work.

In the process of writing this thesis, the writer has to confess that many people have given her the care, attention and bright ideas. In this connection, she would like to express her very special gratitude to Prof. M. Silitonga, Ph.D. being her First Adviser and Prof. Dr. Busmin Gurning, M.Pd being his Second Adviser, her excellent advisers, their understanding efforts in sharing their valuable time specially for comments, advices, correcting, and suggestions.

She would like to thank her whole-hearted gratitude to the reviewers and examiners, Prof. Tina Maryani Arifin, M.A., Ph.D., Dr. Didik Santoso, M.Pd, Dr. Eddy Setia, M.Ed., TESP, Prof. Dr. Lince Sihombing, M.Pd., and for their valuable inputs for completion of this thesis. She also wishes to express thanks to all lecturers who have given her the valuable knowledge and science during her study at the English Applied Linguistics Study Program of Postgraduate School, State University of Medan.

Then, she would also like to express her sincere appreciation and love to her parents and her brother, especially her beloved father and mother, M. Harahap and T. Nasution who always shows their power to give her motivation and pray never endless to finish the study. Next, she also thanks especially her beloved brother, Rizal Abdillah Harahap S.S, who has given love, support, advice, and sense of humor has helped her more than he can know. Special thanks to Syarifuddin S.Si as her husband, who have given her love, spirit, motivation and encouragement in writing her thesis as soon as possible. Next, she would like to thank Wiki, Nani, Yanti, B. Mahyudin, B. Hasyimi, K. ozi, Sari, Asrulaningtyas S.Pd who have supported her.

She also thanks the headmaster of SMK MULTI KARYA Medan. Drs. Sutasman, who permits her to conduct the research in the school and those teachers and students of SMK MULTI KARYA Medan who gave

supports to this study should deserve her sincere gratitude for their cooperative attitude and work during the research.

Finally, the writer must admit that the content of this thesis is still far from being perfect, she warmly welcomes any constructive ideas and critics that will improve the quality of the thesis. She also hopes this thesis would be useful for those who read it, especially majoring in English.

Medan,

The writer,

Yunita Mutiara Hararap

Registration Number 072188330023



TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS.....	i
ABSTRACT	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	vi
LIST OF FIGURES	viii
LIST OF APPENDICES	x
CHAPTER 1 : INTRODUCTION	1
1.1 Background of the Study	1
1.2 The Problems of the Study	5
1.3 The Objective of the Study	6
1.4 The Scope of the Study	6
1.5 The Significance of the Study	7
CHAPTER 2 : REVIEW OF RELATED LITERATURE	8
2.1 Writing.....	8
2.1.1 Writing Skills.....	8
2.2 Writing Achievement.....	9
2.3 Principles of teaching Writing.....	10
2.3.1 The Assesment of writing.....	12
2.4 Methods of Teaching	13
2.4.1 PobleM Based Learning.....	15
2.4.1.1 The definition of Problem Based Learning	15
2.4.1.2 The characteristics of Problem Based Learning.....	16
2.4.1.3 Procedure of Problem Based Learning	18
2.4.1.4 Straightness and Weakness of Problem Based Learning.....	20
2.4.1.4.1 The Straightness of Problem Based Learning.....	20
2.4.1.4.2 The Weakness of Problem Based Learning.....	20
2.4.1.5 Direct Instruction.....	21
2.4.1.5.1 Definition of Direct Instruction	21
2.4.1.5.2 Procedure of Direct Instruction	22

2.4.1.6	Straightness and Weakness of Direct Instruction	22
2.4.1.6.1	The Straightness of Direct Instruction	22
2.4.1.6.2	The Weakness of Direct Instruction	23
2.5	Communicative competence	24
2.6	Conceptual Framework	26
2.6.1	The Students' achievement in writing taught by using Problem Based Learning is higher than taught by Using Direct Instruction.....	26
2.6.2	The Students' Achievement in writing with High Communicative Competence taught by Using PBL is higher than The Students' Achievement in writing with Low Communicative Competence taught by Using Direct Instruction.....	28
2.6.3	Interaction between teaching Method and Communicative Competence in Writing.....	29
2.7	Hypotheses	29
CHAPTER 3 : RESEARCH METHOD.....		31
3.1	The Research Design	31
3.2	Definition of Research Variables.....	33
3.3	Procedures and Implementation Research	34
3.4	Population and Sample.....	37
3.4.1	Population.....	37
3.4.2	Sample.....	37
3.5	Instrumentation and Materials.....	38
3.6	Reliability	38
3.7	Research Procedures.....	39
3.8	Data Analysis.....	40
3.8.1	Technique of Data Analysis.....	40
3.8.2	Statistical Hypotheses.....	41
CHAPTER IV : DATA ANALYSIS		43
4.1	The Data Description.....	43
4.1.1	The Students' Achievement in Writing Taught by Using	

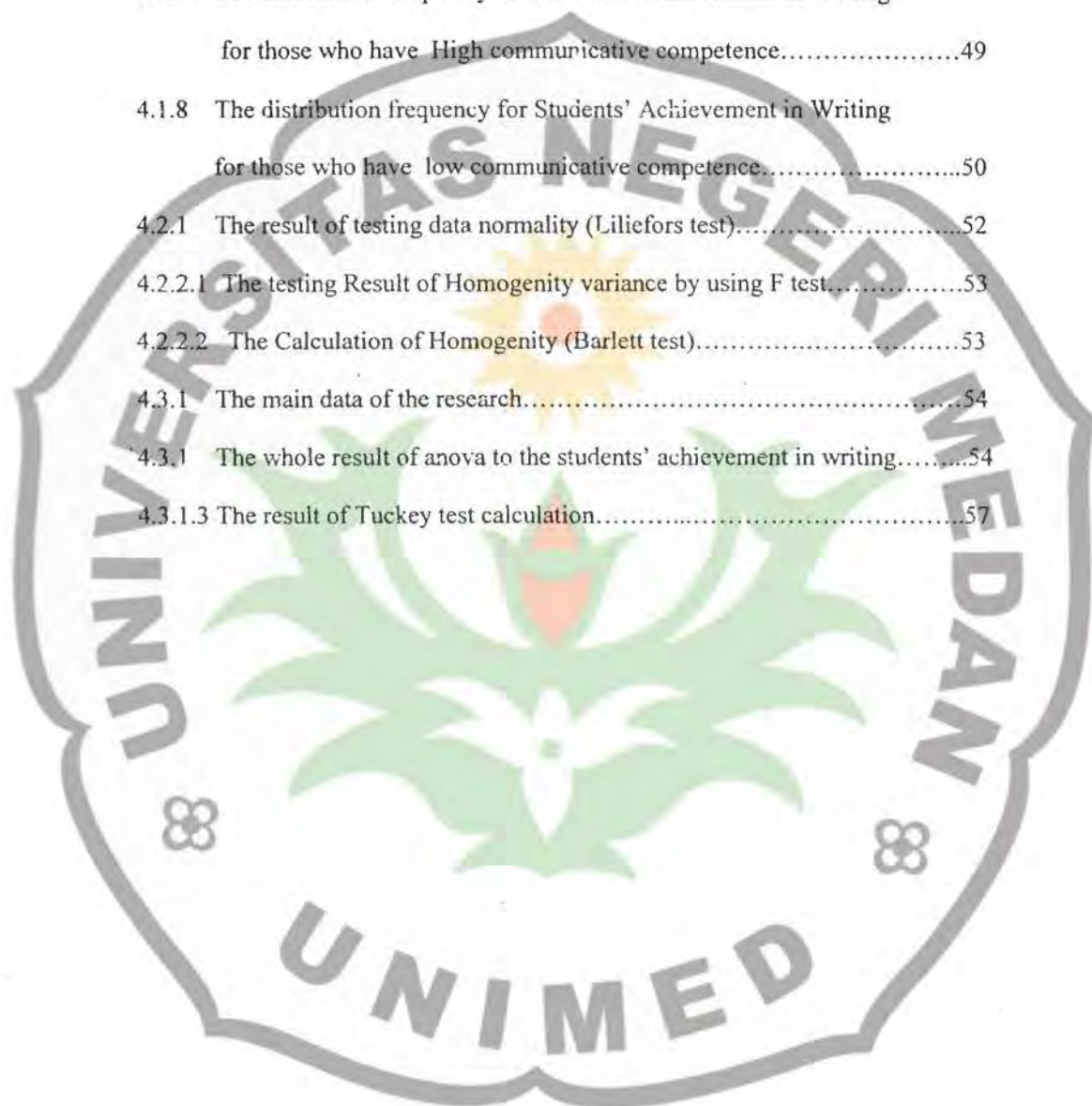
	Problem Based Learning.....	43
4.1.2	The students' achievement in writing taught by using Direct Instruction	44
4.1.3	The Students' Achievement in Writing Taught by Using Problem Based Learning for those who have high communicative competence.....	45
4.1.4	The Students' Achievement in Writing Taught by Using Problem Based Learning for those who have Low communicative competence.....	46
4.1.5	The Students' Achievement in Writing Taught by Using Direct Instruction for those who have High communicative competence.....	47
4.2	Testing of the characteristic of analysis.....	51
4.2.1	Data of Normality	51
4.2.2	The Homogeneity Variance of the Sample.. ..	52
4.3	Testing the Hypotheses	53
4.4	The Discussion of the Result of the Research	58
4.5	Limitation of the Research.....	60
CHAPTER V : CONCLUSIONS AND SUGGESTIONS.....		62
5.1	Conclusions	62
5.2	Suggestions.....	63
REFERENCES		64
APPENDICES		76



LIST OF TABLES

Table	Page
1.1.1 The classification of six methods of teaching.....	2
1.1.2 English monthly data of SMK MULTI KARYA medan 2009/2010.....	3
2.4.1.2 the differences of problem based learning and direct instruction.....	17
2.5 Communication behavior both verbal and nonverbal as message in components of communicative events.....	26
3.1 The 2 x 2 Factorial Design of the Study.....	32
3.7 Design of the study.....	40
4.1.1 The distribution frequency for students' achievement in writing taught by using Problem Based Learning	43
4.1.2 The distribution frequency for students' achievement in writing taught by using Direct Instruction	44
4.1.3 The distribution frequency for students' achievement in writing taught by using Problem Based Learning for those who have higher communicative competence.....	45
4.1.4 The distribution frequency for students' achievement in writing taught by using Problem Based Learning for those who have lower communicative competence	46
4.1.5 The distribution frequency for students' achievement in writing taught by using Direct Instruction for those who have higher communicative competence.....	47

4.1.6	The distribution frequency for students' achievement in writing taught by using Direct Instruction for those who have lower communicative competence.....	48
4.1.7	The distribution frequency for Students' Achievement in Writing for those who have High communicative competence.....	49
4.1.8	The distribution frequency for Students' Achievement in Writing for those who have low communicative competence.....	50
4.2.1	The result of testing data normality (Liliefors test).....	52
4.2.2.1	The testing Result of Homogeneity variance by using F test.....	53
4.2.2.2	The Calculation of Homogeneity (Barlett test).....	53
4.3.1	The main data of the research.....	54
4.3.1	The whole result of anova to the students' achievement in writing.....	54
4.3.1.3	The result of Tuckey test calculation.....	57

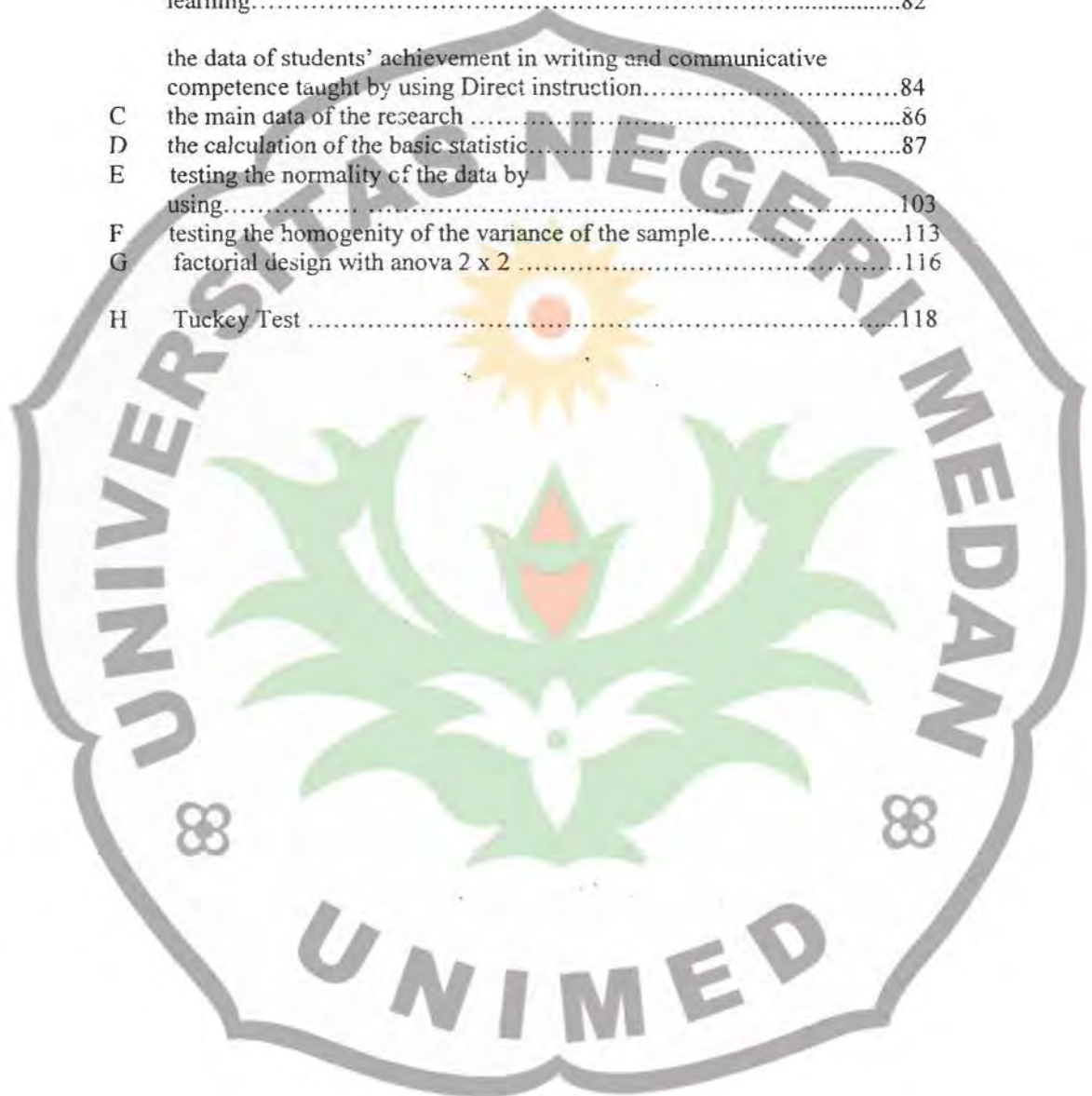


LIST OF FIGURES

Figure		Page
1	The histogram of students' achievement in writing taught by using Problem Based learning	44
2	The histogram of students' achievement in writing taught by using Direct Instruction	45
3	The histogram of students' achievement in writing taught by using Problem Based learning for those who have higher communicative competence	46
4	The histogram of students' achievement in writing taught by using Problem Based learning for those who have lower communicative competence	47
5	The histogram of students' achievement in writing taught by using Direct Instruction for those who have higher communicative competence	48
6	The histogram of students' achievement in writing taught by using Direct Instruction for those who have lower communicative competence.....	49
7	The histogram of The Students' Achievement in Writing for those who have High communicative competence.....	50
8	The histogram of The Students' Achievement in Writing for those who have low communicative competence.....	51

LIST OF APPENDICES

APPENDIX		Page
A	Writing Test.....	76
B	the data of students' achievement in writing and communicative competence taught by using problem based learning.....	82
	the data of students' achievement in writing and communicative competence taught by using Direct instruction.....	84
C	the main data of the research	86
D	the calculation of the basic statistic.....	87
E	testing the normality of the data by using.....	103
F	testing the homogeneity of the variance of the sample.....	113
G	factorial design with anova 2 x 2	116
H	Tuckey Test	118



- 9 Illustration of interaction between Teaching Methods and
Communicative Competence to the students' achievement in writing.....56



