

TABLE OF CONTENTS

	Pages
ABSTRACT	i
ABSTRAK	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
APPENDICES	x
CHAPTER I: INTRODUCTION	1
1.1. The Background of the Study	1
1.2. The Problems of the Study	6
1.3. The Objectives of the Study	7
1.4. The Scope of the Study	7
1.5. The Significances of the Study	8
CHAPTER II: REVIEW OF LITERATURE	9
2.1. Theoretical Framework	9
2.1.1. Achievement in Argumentative Writing	9
2.1.2. Writing	12
2.1.2.1. The Nature of Writing	12
2.1.2.2. Approaches to Students Writing	13
2.1.2.3. Types of Writing Performance	16
2.1.2.4. Writing Assessment	17
2.1.3. Writing Genres	19
2.1.3.1. Argumentative Writing	19
2.1.3.2. Types of Argumentative Writing	22
2.1.3.3. Structure of Argumentative Writing	22
2.1.3.4. The Grammatical Features of Arguing	25
2.1.3.5. Grammar of Arguing	26
2.1.4. Group Critiques Technique	27
2.1.4.1. The Nature of Group Critiques Technique	27
2.1.4.2. The Step of Group Critiques Technique in the Classroom	31
2.1.4.3. Group Critiques Technique Facilitates Writing	33
2.1.4.4. The Strength and Weakness of Group Critiques Technique	34
2.1.5. Exemplary Examples Technique	35
2.1.5.1. The Nature of Exemplary Examples Technique	35
2.1.5.2. The Step of Exemplary Examples Technique in the Classroom	36
2.1.5.3. Exemplary Examples Technique Facilitates Writing	38
2.1.5.4. The Strength and Weakness of Group Critiques Technique	39
2.1.6. Personality	40
2.1.6.1. The Nature of Personality	40
2.1.6.2. Personality Theories	42

2.1.6.3. The Theory of Introvert and Extrovert	42
2.1.6.4. Personality and Writing	45
2.2. The Conceptual Framework	47
2.2.1. The Students' Achievement in Argumentative Writing of the Students Taught by Using Group Critiques Technique and Exemplary Examples Technique	47
2.2.2. The Students' Achievement in Argumentative Writing of the Students who Have Introvert and Extrovert Personality	50
2.2.3. The Interaction between Group Critiques and Exemplary Examples Techniques and Students' Personality on the Students' Achievement in Argumentative Writing	51
2.3. Hypotheses	52
CHAPTER III: RESEARCH METHOD	54
3.1. Research Design	54
3.2. Population and Sample	55
3.2.1. Population	55
3.2.2. Sample	55
3.3. The Instrumentation	55
3.3.1. Writing Test	55
3.3.1.1. The Validity of Writing Test	57
3.3.1.2. The Reliability of Writing Test	58
3.3.2. Students' Personality Questionnaire	59
3.3.2.1. The Validity of Questionnaire	60
3.3.2.2. The Reliability of Questionnaire	63
3.4. The Procedure of the Treatment	64
3.5. Control of the Treatment	65
3.6. The Technique of Analyzing the Data	66
3.8. Statistical Hypotheses	67
CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION	68
4.1. Description of the Data	68
4.1.1. The Achievement in Argumentative Writing of the Students Taught by Using Group Critiques Technique	68
4.1.2. The Achievement in Argumentative Writing of the Students Taught by Using Exemplary Examples Technique	70
4.1.3. The Achievement in Argumentative Writing of the Students who Have Introvert Personality	71
4.1.4. The Achievement in Argumentative Writing of the Students who Have Extrovert Personality	73
4.1.5. The Achievement in Argumentative Writing of the Students who Have Introvert Personality Taught by Using Group Critiques Technique	74
4.1.6. The Achievement in Argumentative Writing of the Students who Have Extrovert Personality Taught by Using Group Critiques Technique	76

4.1.7. The Achievement in Argumentative Writing of the Students who Have Introvert Personality Taught by Using Exemplary Examples Technique	77
4.1.8. The Achievement in Argumentative Writing of the Students who Have Extrovert Personality Taught by Using Exemplary Examples Technique	79
4.2. The Requirements of Analysis of Variance (ANOVA)	80
4.2.1. Testing of Normality	80
4.2.2. Testing of Homogeneity	82
4.2.2.1. Groups of Teaching Techniques	82
4.2.2.2. Groups of Students' Personality	82
4.2.2.3. Groups of Interaction	83
4.2.3. The Testing of Hypotheses	83
4.2.3.1. Group Critiques and Exemplary Examples Techniques Significantly Affect Students' Achievement in Argumentative Writing	85
4.2.3.2. Students' Personality Significantly Affects Students' Achievement in Argumentative Writing	86
4.2.3.3. There is an Interaction between Teaching Techniques and Students' Personality to the Students' Achievement in Argumentative Writing	86
4.3. Research Findings	91
4.4. Discussion	92
4.4.1. The Effect of Group Critiques Technique and Exemplary Examples Technique on the Students' Achievement in Argumentative Writing	92
4.4.2. The Effect of Introvert and Extrovert Personality on the Students' Achievement in Argumentative Writing	93
4.4.3. The Interaction between Teaching Techniques and Students' Personality on the Students' Achievement in Argumentative Writing	94
4.5. The Limitation of the Research	95
CHAPTER V: CONCLUSIONS AND SUGGESTIONS	97
5.1. Conclusions	97
5.2. Suggestions	97
REFERENCES	99