# The Effect of Teaching Methods and Students' Personalities on Students' Achievement in Descriptive Writing

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**Abstract**

The objectives of this experimental research were to investigate whether: 1) students' achievement in descriptive writing taught by using Project-Based Learning method was higher than taught by using Problem Based Learning method, 2) students' achievement in descriptive writing with introvert personalities was higher than those with extrovert personalities, 3) there was interaction between teaching methods and students' personalities on students' achievement in descriptive writing. The population of this research was the students in grade VIII of SMP GKPI Padang Bulan Medan 2016/2017 school academic year. The total number of population were 72 students. There were 51 students selected as sample of this research by applying Teaching Methods. The research design was experimental research by using 2×2 factorial design. The students were divided into two experimental groups. The experimental group I was treated by using Project-Based Learning and experimental group II was treated by using Problem Based Learning. The questionnaire was conducted for classifying the students upon the introvert and extrovert personalities. Students' achievement in descriptive writing was measured by using writing test. The data were analyzed by applying two-way analysis of variance (ANOVA) at the level of significance $\alpha = 0,05$. The result reveals that 1) students' achievement in descriptive writing taught by using Project-Based Learning method was higher than taught by using Problem Based Learning with total mean scores $67,97 > 64,6$. 2) students' achievement in descriptive text with introvert personalities was higher than that with extrovert personalities with total mean score $76,52 > 56,28$. 3) there is interaction between teaching methods and students' personalities on students' achievement in descriptive writing with the total average scores $80,47>56,96$. After computing the Scheffee-test, the result showed that introvert students got higher achievement if they were taught by using Project-Based Learning method while extrovert students got higher achievement if they were taught by using Problem Based Learning method.

**Keywords:** Teaching methods, students personalities, descriptive writing

## 1. Introduction

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 writen 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, speling and punctuation. This statement shows that writing has clear and stuctured convention. It will be a good writing if the writer does acording 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 skils 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 Englsih 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 from of descriptive, narative, 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.

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. Therewere 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 writen 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 | | | | |
| | 1st Semester | 73 | 62 | 65,7 | 73 |
| | 2nd Semester | 73 | 60 | 66,6 | |
| 2 | 2015/2016 | | | | |
| | 1st Semester | 75 | 62 | 68,7 | 73 |
| | 2nd 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 pasing 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).

Based on all the explanation above, the writer is interested to analyze a study on the effect of two teaching method, 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 related to extrovert and introvert personality traits.

## 2. Theoretical Framework
### 2.1. Students' Achievement in Writing Descriptive
Students' achievement in writing can be identified in cognitive, psychomotor, and affective domain. First, in writing a composition cognitive domain makes students to recall their memory and comprehend it to put the word at the appropriate position and apply in the process then produce a good writing and finally evaluate or revise the writing product. Cognitive domain revolves around knowledge, comprehension, and critical thinking of a particular topic. Traditional education tends to emphasize the skills in this domain, particularly the lower-order objectives (Weigle, 2009).

In the standards for test construction (APA, 1999) achievement is viewed basically as the competence a person has in an area of content. Algarabel (2001) noted the same point about achievement, that achievement is the competence of a person in relation to a domain of knowledge. In context of teaching learning process, the ability or the competence that the students have in relation to a domain knowledge being taught by the teachers is considered as the students' achievement in the academic core content areas of knowledge.

A descriptive text must be rated on such features as content, organization, vocabulary, language use, grammar or mechanics. Content refers to the ideas which have to be expressed and how they are related to each

other. Organization refers to how well the ideas are organized, it means that the ideas should clearly stated/supported. Vocabulary refers to the effective choice of word or appropriate register used in the text. Whereas, language use refers to the effective construction of word order, the tenses, articles, pronoun ect, and finally the mechanics refers to the effectiveness of spelling, punctuations, capitalization used in a text. Writing process should draw upon clear understanding of the organization of a good writing.

In conclusion, students' achievement in descriptive writing is a result of a process of developing and mastering the concept, principles and skills in descriptive writing about how to identify and describe an object by considering its content, organization, vocabulary, language use and mechanics.

## 2.2. Writing

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. It indicates that the learners are expected to explore the ideas and make them into good paragraph. The good paragraph means should be designed through the process of writing. According to Harmer (2004:6) there are four the process of writing they are: Planning, Drafting, Editing, and Final Version. So it can be proven that the good writing can be classified if it designed through the process of writing. Besides it Nunan adds that writing is both a physical and a mental act. It is the physical act of commiting words or ideas to some medium, whether it is an object or a symbols or an email message.

In conclusion, writing is the process that involve the brain as the tol to think the idea through the written form, where the idea should be developed to be a good paragraph that completed by the good content, organization, vocabulary, language use, and mechanics based on the process of writing.

## 2.3 Assessment of Descriptive Writing

The term assessment is generaly used to refer to all activities teachers use to help students learn to gauge students; progress. The purpose of assessment is provide fedback to students and to serve as a dignostic tool for instruction. By giving assessment to the students after the teaching learning process, the teachers know exactly whether the materials and teaching techniques used are workable. The results of the assessment are shared to both of students and teachers. The assessment should indicate a need for improvement (McAndrews, 2008).

Assessment is an integral component of learning and teaching. It refers to all processes employed by tecahers to make judgments about the achievement of students in units of study and over a course of study. These processes include making decisions about what is relevant evidence and how to communicate it to intended users (Cordiner, 2011).

Based on all explanation above, it could be concluded that assessment is an integral component of learning and teaching which refers to all activities and all processes of evaluating (and grading) the learning of students against a set of pre-specified qualities or criteria toward what someone has achieved in an area of content employed by teachers use to gauge students' progress and to make judgments about the achievement of students in units of study and over a course of study.

Therefore, the assessment of descriptive writing is processess of evaluating (and grading) the learning of students against a set of pre-specified qualities or criteria toward what someone has achieved oin descriptive writing employed by teachers to make judgments about the achievement of students in units of study and over a descriptive writing. According to Dirgeyasa (2016) The assessment or the evaluating of writing descriptive is based on the relevant grammatical patterns ( present tense and present perfect tense, adjective to describe the condition of topic, passive sentences, attribute and identifying process) and the related vocabulary usages.

## 2.4. Teaching Methods

There are three terms in language teaching, they are *approach*, *method*, and *technique*. The definition are offered with some differences. Popham & Eva (2003:20) state that the term approach as a set of correlative assumption dealing with the nature of language and the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. It states a point of view, a philosophy, and an article of faith – something, which one believes but cannot necessarily prove.

Harmer (2001:78) stated that method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of materials which will be helpful, and some model of syllabus organization. According to Popham & Eva (2003:22) technique is a way of doing something or the way to convey the idea in teaching. The way in teaching English can be concluded as a technique in teaching English. For example, a common technique when using video material is called 'silent viewing'. This is the teacher plays the video with no sound. Silent viewing is a single activity rather than a sequence, and as such is a technique rather than a chole procedure. Likewise the 'finger technique' is used by some teachers who hold up their hands amd give each of their five fingers a word, e.g. *he is not playing tennis*, and then by bringing the *is* and the *not* fingers together, show how the verb is contracted into *isn't*.

In process of teaching, teacher is the person who has the responsibility to educate the students. According to Popham & Eva (2003:9) teaching is the process to appear the changes in the students' perception and capability that can be done by the teacher. In teaching the teacher should have to consider many aspects of teaching learning process, such as teaching methods used by teacher. Over the years, many different teaching have been created; some were developed by educational researchers investigating how children learn. Others were developed by classroom teachers in order to solve specific classroom problems. There are many teaching methods, namely lecturer/presentation, direct instruction, concept teaching, contextual teaching and learning, cooperative learning, task-based-learning, problem-based-learning (PBL), project-based-learning (PjBL), and ect. In this study, the writer focuses on project-based learning (PjBL) and problem-based learning (PBL) will be applied.

## 2.5. Project-Based Learning

Project-based learning is a method that allows students to investigate issues and topics in real world problems, fosters abstract, intellectual tasks to explore complex issues (Boss & Krauss, 2007). Another definition from Blank (1997) states that project-based learning is an authentic instructional model or strategy in which students plan, implement, and evaluate projects that have real-world applications beyond the classroom. More comprehensive definition of project-based learning are stated by The George Lucas Educational Foundation (2005) are as follows:

1. Project-based learning is curriculum fuelled and standards based. Project-based learning is a learning approach that requires the availability of content standards in the curriculum. Through project-based learning, the process of inquiri begins by generating a guiding question (a guiding question) and guiding the leraners in a collaborative project that integrates a variety of subject (matter) in the curriculum. At the time of unanswered questions, direct students can see the various major elements as well as various principles in a discipline that is being discussed.

2. Project-based learning asks a question or process a problem that each student can answer. Project-based learning is a learning model which requires teachers and learners to develop questions or a guide (a guiding question). Given that each learner has different learning styles, then the project-based learning provides an oppurtunity for learners to explore the content (materials) using a variety of ways that are meaningful to him, and conduct collaborative experiments. This allows individual learners in the end capable of guiding to answer question.

3. Project-based learning assigns students to investigate issues and topics addressing real-world problem while integrating subjects across the curriculum. Project-based learning is an approach that requires students to make a bridge that connects among the various subject matter. Through this way, learners can view knowledge holistically. More than that, project-based learning is an in-depth investigation of a topic the real world, this would be valuable for the attention and effort leraners.

4. Project-based learning is a method that fosters abstarct, ,intellectual tasks to explore complex issues. Project-based learning is a learning approach that takes into account the understanding. Learners carry out exploration, appraisal, interpretation, and synthesize information in ways that are meaningful.

Based on the prior description, it can be conluded that project-based learning developed based constructivism approach to expand learning atmosphere requiring students to arrange their knowledge. Project-based learning is a strategy to provide freedom for students to plan learning activities, apply project collaboratively, and finally produce a project product presented to others.

## 2.6. Problem Based Learning

According to Schmidt (1993), PBL is grounded on Jerome Bruner's notion that epistemic (intrinsic) motivation acts as an internal force driving people to better understand the world and on John Dewey's principle of autonomous learning and emphasis on learning in answer to – and in interaction with – real-life events. Indeed, PBL is based on the assumption that learning is not a process of reception, but of construction of new knowledge. It is supported by cognitive science theory that spouses that previous knowledge about something can determine the nature and the amount of information students can process and elaborate in order to be internalized (Regehr & Norman, 1996). In addition, PBL is supported by cognitive research results that suggest that meta-cognition and social factors have a strong influence on learning (Gijselaers, 1996).

Further, instructor scaffolding is considerably less direct in Problem Based Learning than in other constructivist models such as anchored instruction. Students are allowed to strugke and induct their own mental model of course processing falls off-track. Problem Based Learning is most similar to case-based instruction, but in its purest from, PBL is more open-ended.

An operational defenition of Problem Based Learning is as follows:

1. First students are presented with a problem.
2. Students discuss the problem in a small group PBL tutorial. They clarify the facts of the case. They define

what the problem is. They brainstorm ideas based on the prior knowledge. They indentify what they need to learn to work on the problem. They specific an action plan for working on the problem.

3. Students engage in independent study on their learning issues outside the tutorial. The information sources they draw on include: library, databases, the web and resource people.

4. They come back to the PBL tutorial (s) sharing information, peer teaching and working together on the problerm.

5. They present and discuss their solution to the problem.

6. They review what they have learnt from working on the problem. All who participated in the process engage in self, peer and tutor review of the PBL process and each person's constribution to that process.

Moreover, PBL is a way of motivating students to integrate diverse sources of the knowledge to solve the real-world problems Bound & Felleti (1997). This strategy is effective for providing information or developing step-by-step skills. It also works well for introducing other teaching methods, or actively involving students in knowledge construction.

What makes Problem Based Learning unique is its core focus on learning through solving real, open-ended problems to which there are not fixed solution. Students work alone or in groups first to understand a particular problem and then to find possible solutions to it. The acquisition and structuring of knowledge in PBL is thought to work through the folowing cognitive effects:

1. Initial analysis of the problem and activation of prior knowledge through small-group discussion.

2. Elaboration on prior knowledge and active processing of new information.

3. Restructuring of knowledge, construction of a semantic network.

4. Social knowledge construction.

5. Learning in context.

6. Stimulation of curiosity related to presentation of a relevant problem.

**2.7. Personality**

Personality is defined by Brody and Ehrlichman (1998) as "those thoughts, feelings, desire, intentions, and action tendencies that contribute to important aspects of individuality. Personality comprises the psychological preferences, temperaments, and predispositions that, in part, motivate and govern people's behaviour. Whether they attend social functions, pursue creativeendeavors, or follow a regimented schedule is determined, in part, by their personality. Personality is a major force behind individual differences in behavioral tendencies.

Personality psychology concerns itself with variation across individuals and how the individual differences shape people's live and society's structures. Personality is clearly a multifaceted system and can be conceptualized at many different levels of analysis (Robins and Pervin, 2008).

There are many types of personalities argued by psychologists. Robert (2009) states that currently, most personality psychologists accept the Big Five (extraversion, agreeableness, conscientiousness, emotional stability/neuroticism, and openness to experience) as an adequate working taxonomy of personality traits. Traits grow to some extent out of the individual's temperament, or characteristic emotional or behavioral pattern. Twin studies of the Big Five dimensions confirm a high heritability. In the case of extraversion, genetic influences may depend on each individual's level of central nervous system reactivity, with introverts more reactive than extraverts. A similar logic has been used to explain sensation seeking and inhibited temperament.

Jhon and Srivastava (1999) state that there are Big Five dimensions of personality trait namely extraversion/introversion, agreebleness/antagonism, consciteousness/lack of direction, neuroticism/emotional stability, openness/closedness to experience. Table 2.5. provides detail Big Five dimension argued by Jhon & Srivastava (1999).

**Table 2.5 Big Five Dimensions of Personality Trait**

| Big Five Dimensions | Facet (and Correlated trait adjective) |
|---|---|
| Extraversion vs. Introversion | • Gregariousness (sociable)<br>• 35Assertiveness (forceful)<br>• Activity (energetic)<br>• Excitement-seeking (adventurous)<br>• Positive Emotions (enthusiastic)<br>• Warmth (outgoing) |
| Agreeableness vs. Antagonism | • Trust (forgiving)<br>• Straightforwardness (not demanding)<br>• Altruism (warm)<br>• Compliance (not stubborn)<br>• Modesty (nor show-off)<br>• Tender-mindedness (sympathetic) |
| Conscientiousness vs. Lack of direction | • Competence (efficient)<br>• Order (organized)<br>• Dutifulness (not careless)<br>• Achievement striving (thorough)<br>• Self-discipline (not lazy)<br>• Deliberation (not impulsive) |
| Neuroticism vs. Emotional stability | • Anxiety (tense)<br>• Angry hostility (irritable)<br>• Depression (not contented)<br>• Self-consciousness (shy)<br>• Implusiveness (moody)<br>• Vulnerability (not self-confident) |
| Openness vs. Closedness to experience | • Ideas (curious)<br>• Fantasy (imaginative)<br>• Aesthetics (artistic)<br>• Actions (wide interests)<br>• Feelings (excitable)<br>• Values (unconventional) |

Personality trait discussed in this study is limited to extraversion. *Extraversion* means having an energetic approach toward the social and physical world. Extraversion is divided into extrovert and introvert personalities which are believed as the most significant personalities affecting writing performance.

**2.8. Conceptual Framework**
2.8.1 Students' Achievement in Writing Taught by Using Project-Based Learning and Problem Based Learning
In learning English, students need to obtain the four basic skills in language learning, namely: listening, speaking, reading and writing. Nowadays, the ability to read and understand written materials in a foreign language is very important. It indicates that writing ability is one of the requirements to succeed not only in academic life but also in occupation, since most information and references are written in English.

Based on the description students' problem, project-based learning are dominant in language learning, especially for writing descriptive, so it can be assumed that students'achievement in writing descriptive text taught by using Project-Based Learning higher that taught by using Problem Based Learning.
2.8.2 Students' Achievement in Descriptive Writing between Students with Introvert and Extrovert Personal Traits.
Students with extrovert or introvert significantly affect the product of their writing. and it will influence how they interpret something, this will create different perspective to the same topic on the writing. As the result, the students' achievement in writing is influenced by the personal traits of the students. That is why introvert is better in writing than that of extrovert. It is because introvert is a subjective, sensing, thinking and judging type of person who is valuable characteristics of good writer.

Concernsto the ways of judging extrovert and introvert are distinguished into thinking versus feeling type. Extrovert person makes decision on the basis of principles and regard the process as highly objective, whereas the introvert person emphasizes the highly subjective nature of decision making and enters personal values into the process. Extrovert person presumably depend on structure in the composition process and are most likely to

turn to mental or written outlines. The introvert person can overdo such structuring, worrying more about grammatical and logical format than about communication, they will write better when the topic interests them greatly.

This study indicate that introvert students are better in their achievement in descriptive writing that is shown by total mean of both personal traits on the average. In addition, the data analysis shows that students with introvert personal tarit have higher achievement than students with extrovert personal trait. It means that students with introvert personal trait have higher achievement in descriptive writing than those students with extrovert personal trait.

2.8.3 The Interaction between Teaching Methods and Personality Traits towards Writing Achievement

The students who have introvert personality taught by using Project-Based Learning will be more easily compose a better writing. The students feel comfortable to learn since their critical thinking is stimulated until the learning process become more enjoyable by having group. Project-based learning assigns students to investigate issues and topics addressing real-world problem while integrating subjects across the curriculum. Project-based learning is an method that requires students to make a bridge that connects among the various subject matter. Through this way, learners can view knowledge holistically. More than that, project-based learning is an in-depth investigation of a topic the real world, this would be valuable for the attention and effort leraners.

The students who have extrovert personality taught by using Problem Based Learning will be better in writing. This method is effective for providing information or developing step-by-step skills. It also works well for introducing other teaching methods, or actively involving students in knowledge construction. Problem Based Learning unique is its core focus on learning through solving rea, open-ended problems to which there are not fixed solution. Students work alone or in groups first to understand a particular problem and then to find possible solutions to it.

Thus, it is conceptualized that there is interaction between Teaching Methods in this line Project-Based Learning and Problem Based Learning and students' personality to the students' achievement in writing.

**2.9. Hypotheses**

Based on the elaboration of the theories and conceptual framework, the hypotheses of the study are formulated as follows:

1. Students' achievement in descriptive writing taught by using Project-Based Learning is higher than taught by using Problem Based Learning.

2. Students' achievement in descriptive writing with introvert personality is higher than with extrovert personality.

3. There is interaction between teaching methods and students personality on students' achievement in descriptive writing.

**3. Research Methodology**

**3.1. Research Design**

This research deals with the experimental research design by using Factorial Design 2×2. The reason to choose this design are: (1) to prove the hypothesis in one experiment, (2) to recognize the interaction between the dependent and independent variables. There were two variables in this study, they were: independent variables: project-based learning and problem based learning; moderator variables: students' personalities (Introvert and Extrovert personality); and dependent variable: students' descriptive writing achievement.

**Table 3.1 Factorial Research Design 2×2**

| Teaching Method (A) Personality (B) | Project-based Learning ($A_1$) | Problem based Learning ($A_2$) |
|---|---|---|
| Introvert ($B_1$) | $A_1B_1$ | $A_2B_1$ |
| Extrovert ($B_2$) | $A_1B_2$ | $A_2B_2$ |

Notes    :
$A_1B_1$    : Students who have introvert personality and are taught by using Project-based learning.
$A_1B_2$    : Students who have extrovert personality and are taught by using Project-based learning.
$A_2B_1$    : Students who have introvert personality and are taught by using Problem based learning.
$A_2B_2$    : Students who have extrovert personality and are taught by using Problem based Learning.

**3.2 Population**

According to Ary, at all (1997 : 129), population is defined as all members of any well – defined class of people,

events or objects. The population of this research is all grades eight students in SMP GKPI Padang Bulan Medan consisting of 3 classes. Each class consist of 24 students and it means that 72 students was used as the population of this research. This school located in on Jln. Djamin Ginting, Komplek GKPI Padang Bulan Medan.

### 3.3. Sample

According to Ary, at all (1997 : 129), sample is the small group that is observered. The students were randomly assigned to a survey by using cluster random sampling technique. The sample of this research are 51 students which were divided into two groups. The first group that consisted of 24 students was given a treatment using project-based learning (PjBL) method and the second group that also consisted of 27 students was given the treatment using problem based learning (PBL) method. The questionnaire was given to the students to classify them into introvert and extrovert personality students before giving the treatment to them.

### 3.4. Experimental Procedures

Before the treatment was carried out, the similarities that influence the teaching and learning activities of both experimental groups was observed first. The purpose was to ensure that both classes suppose to have the same characteristics except the teaching methods and personality. The students are in the same school, grade and range of age. They also have the same length of time for the treatment that was $2 \times 45$ minutes. The treatment was conducted in twelve meetings. The test was given twice; the first test is the questionnaire of personality that have been administered before the treatments. It is ensured that the students do not know that they were treated in an experiment. The two groups were given the same materials, which were taught by different teaching methods. The first group was taught by Project-Based Learning and the second group was taught by using Problem Based Learning. In the teaching procedure, the teaching learning process was divided into three steps pre activity, while activity, and post activity.

### 3.5. Control of Treatment

It is impossible to evaluate ambiguously the effect of an independent variable without the conduction of control (Ary, 1997:228). The significant contributions to evaluation of research design, i.e internal validity and external validity.

### 3.6 Instrument of Collecting Data

An instrument is very useful in research because the instrument was used as facilitation to the research. In this research, there were two kinds of data; they are: Students' with different personalities was collected by using questionnaire and students' achievement in writing descriptive by using writing test.

### 3.7 The Technique of Analyzing Data

Before hypotheses are test, the requirements of the data analysis were tested first. The normality testing was computed by using Kolmogrov Smirnov test and the homogenity testing was computed by using Levene test by using Statistical Package for the Social Sciences (SPSS) version 21. Two way ANOVA (Analysis of Variance) technique with F test at the level of significance $\alpha = 0.05$ was employed. To find the location of significantly different effect between PjBL and PBL and between students' personality on students' achievement in writing descriptive, Scheffe test was applied.

### 3.8 Statistical Hypotheses

The statistical hypotheses is tested and formulated as follows:

Hypotheses 1     : Ho : $\mu A_1 = \mu A_2$
                                  Ha : $\mu A_1 > \mu A_2$
Hypotheses 2     : Ho : $\mu B_1 = \mu B_2$
                                  Ha : $\mu B_1 > \mu B_2$
Hypotheses 3     : Ho : $A \times B = 0$
                                  Ho : $A \times B \neq 0$

Where :

$\mu A_1$     : The mean of students' achievement in writing descriptive of students taught by using PjBL method.
$\mu A_2$     : The mean of students' achievement in writing descriptive of students taught by using PBL method.
$\mu B_1$     : The mean of students' achievement in writing descriptive of students with introvert personality.
$\mu B_2$     : The mean of students' achievement in writing descriptive of students with extrovert personality.
$A \times B$     : The interaction between teaching methods and students' personality.
A     : Teaching methods
B     : Student Personality
$\mu$     : The mean of achievement in writing.

**4.3 Discussions**

4.3.1 Students' Achievement in Descriptive Writing Taught by Using Project-Based Learning is Higher than Students' Achievement in Descriptive Writing Taught by Using Problem Based Learning.

The result of first hypotheses test shows that Project-Based Learning (PjBL) method is more effective than clustering to teach descriptive writing for the grade eight of students of SMP GKPI Medan. It can be known from a significant difference on student's writing competence between those who are taught using Project-Based Learning and those who are taught using Problem Based Learning (PBL). It can be proved from the result of analysis shows that the mean score of students taught by using PjBL method is 67,97 is higher than those students taught by using PBL method is 64,6. Thus, it can be conluded that the students who are taught by using PjBL method have better writing competence than those who ae taught by using PBL method.

The same finding was found by Natalia Imanuella (2016) and Affandi and Sukyadi (2016). Natalia Imanuella (2016) found that te Project-Based Learning is effective to the students' writing descriptive text ability. The results showed that: 1) The effectiveness of PjBL in the Evaluation Study, based on the results of data processing, showed that there is an increase in students' learning achievement which further means that PjBL was implemented effectively. It was supported by indicators that show increasing understanding of theories: (a) preparing lay out (b) writing about, (c) organizing matter, (d) establishing a score, (e) reproduction tests and (g) an empirical analysis of the achievement test. 2) The ability of the students in identifying evaluation problem, based on data processing, results indicates an improvement in students' learning achievement which further means that PjBL were effective, which was supported by the indicator on increasing students' ability to identify the problem of evaluation of learning outcomes. 3) The ability of the students in planning project evaluation study, based on the results of data processing that authors analyze and interpret the level of students' ability to plan project evaluation, before and after implementing PjBL apperently increased. 4) The ability of students to analyze and reflect linkages between Theory to Practice Evaluation, based on the results of data processing authors analyze and interpret the level of students' ability to plan project evaluation, before and after implementing PBL apperently increased. 5) Students' perceptions of the PjBL, based on the data processing that the author analyze and interpret the direction of positive change in the students' perceptions of the PjBL before and after implementing the activities in the field. It shows that PjBL is effective to be implemented to improve students' achievement in the subjects Learning Outcomes Evaluation

The use of various teaching method is very important for students. It also occurs in teaching writing from the data result it was concluded that Project-Based Learning method is higher than Problem Based Learning. Theoretically, PjBL developed based constructivism approach to expand learning atmosphere requiring students to arrange their knowledge. Project-based learning is a strategy to provide freedom for students to plan learning activities, apply project collaboratively, and finally produce a project product presented to others (The George Lucas Educational Foundation, 2005).

Effective Project-Based Learning (PjBL) has the following characteristics: leads students to investigate important ideas and questions, framed around an inquiry process, differentiated according to student needs and interests, driven by student independent production and presentation rather than teacher delivery of information (student centered), requires the use of creative thinking, chritical thinking, and information skills to investigate, draw conclusions about, and create content, connects to real world and authentic problems and issues.

Meanwhile Problem Based Learning (PBL) method is a way of motivating students to integrate diverse sources of the knowledge to solve the real-world problems Bound & Felleti (1997). This strategy is effective for providing information or developing step-by-step skills. It also works well for introducing other teaching methods, or actively involving students in knowledge construction. According to Amir (2008:22) there are three primary characteristic of Problem Based Learning, they are: PBL is a set of learning activity, all the activities in PBL are tended to solve the problem, PBL uses scientific thinking in solving the problem. Problem Based Learning only focus on learning through solving real, open-ended problems to which there are not fixed solution. Students work alone or in groups first to understand a particular problem and then to find possible solutions to it.

The implementation of those steps was proven to be effective in the class. The observation done during the implementation showed the students could not play when the project was implemented. They did the project seriously and seemed they were motivated to study. It was predicted made the students' writing product that was taught with PjBL was higher than those taught by using PBL.

From the all explanation above, it is not surprising if PjBL method is higher than PBL method because in PjBL method the leads students to investigate important ideas and questions, framed around an inquiry process, differentiated according to student needs and interests, driven by student independent production and presentation rather than teacher delivery of information (student centered), requires the use of creative thinking, chritical thinking, and information skills to investigate, draw conclusions about, and create content, connects to real world and authentic problems and issues. Meanwhile, PBL method only focus on learning through solving real, open-ended problems to which there are not fixed solution. However both methods PjBL and PBL significantly affect students' achievement in descriptive writing.

### 4.3.2 Students' Achievement in Descriptive Writing with Introvert Personality is Higher than with Extrovert Personality

Students with extrovert or introvert significantly affect the product of their writing. And it will influence to how they interpret something, this will create different perspective to the same topic on the writing. As the result, the studens' achievement in writing is influenced by the personal traits of the students. That is why introvert is better in writing than that of extrovert. It is because introvert is a subjective, sensing, thinking and judging type of person who is valuable characteristics of good writer.

DiTiberio (1989) stated that concerns to the ways of judging extrovert and introvert are distinguished into thinking versus feeling type. Extrovert person makes decision on the basis of pronciples and regards the process as highly decision making and enters personal values into the process. Extrovert person presumably depend on structure in the composition process and are most likely to turn to mental or written outlines. The introvert person can overdo such structuring, worrying more about grammatical and logical format than about communication, they will write better the topic interest them greatly.

In findings of this study indicate that introvert students are better in their achievement in descriptive writing that is shown by total mean of both personal traits on the average. It can be proved from the result of analysis shows that the mean score of students' achievement with introvert personality is 76,52 is higher than those students' achievement with extrovert personality is 56,28. In addition, the data analysis shows that students with introvert personality have higher achievement than students with extrovert personality. It means that students with introvert personality have higher achievement in descriptive writing than those students with extrovert personality in descriptive writing.

### 4.3.3 The Interaction between Teaching Methods and Students' Personalities on Students' Achievement in Descriptive Writing

From the research findings and hypotheses testing, it is known that there is significant interaction between teaching methods and personality. The fact proves that teaching methods and personality are two important points which signifiantly influence the students'achievement in descriptive writing. Schefee-test is calculated in order to know which sample interaction has better achievement in descriptive writing among the cells. The result indicates that students with introvert personality is worthy if it is matched with PjBL method while students with extrovert personality is worthy if it is match with PBL method.

In addition, PjBL method has higher achievement in descriptive writing because it is combined with the students having introvert personality. It is eligible combination because PjBL is a powerful method of writing encourages cooperation, critical thinking, peer learning and active participation toward an end product. There will be no talk during the discussion. Introvert person fulfill this characteristics, since introvert people are able to work independently. Until they finally come to group in order to revise idea, and put only the relevant elements of ideas. Thats why this personality is suitable for PjBL method proven by the average score 80,47.

Meanwhile, the students who have extrovert personality taught by using PBL method will be better in writing. PBL method is a powerful method of writig because it taps to the right brain of the writer which drives a creative idea. In jotting every idea, each students work by themselves. But, each member of team can sometimes talk as they revise and choose the idea they're going to write. That's why this personality is suitable for students with PBL method proven by the average score 56,96.

From the result of calculation, it is known which sample interaction have better achievement in descriptive writing among the cells. It indicates that students with introvert personality taught by using PjBL method and students with extrovert personality by using PBL method have the most significant different among others. The students with introvert personality taught by using PjBL method have better achievement in descriptive writing than students with extrovert personality by PBL method. In other word, students with introvert personality have better achievement in descriptive writing if they are taught by using PjBL method while students with extrovet personality have better achievement if they are taught by using PBL method. As the result there is an interaction between teaching methods and students' personality to the students' achievement in descriptive writing.

### 4.4 Limitation of the Research

This research had been conducted well but there are some weaknesses of this research which are difficult to avoid. They are:

1. The treatments in this research was only conducted to two group of the students based on the schedule that has been set by the school before. So, the treatment cannot be done at the same time.

2. The students' activities outside school were not controlled so that it was presumed that the students had ever obtained the material such as from english course.

3. This research is focused on only the natural personality of the students combined with the teaching methods. Actually there are many other factors which influenced the students' achievement in descriptive writing.

## 5. Conclusion, Implications, And Suggestion

### 5.1 Conclusions

Based on the data analysis and the research findings, it is concluded that:

1. Students' achievement in descriptive writing by using Project-Based Learning method is higher than that taught by using Problem Based Learning method;

2. Students' achievement in descriptive writing with introvert personality is higher than of the students with extrovert personality.

3. There is significant interaction between teaching methods and students' personalities on students' achievement in descriptive writing.

### 5.2 Implications

The finding of the study gives the implication to the students who want to improve their descriptive writing achievement and to the teachers who want to develeop descriptive writing of their students when learning and teaching process take a pat in the classroom. This research has examined two teaching method, namely PjBL and PBL. They are applied to students with introvert personality and extrovert personality in order to know which teaching method is more suitable for them to improving their achievement in descriptive writing.

The first finding of research shows that the students' achievement taught by using PjBL method is higher than taught by using PBL method espesially when it is taught for students with introvert personality. It is because the students with introvert personality presumably depend on structure in the composition process and are most likely to turn to mental or written outlines. The thinking types can overdo such structuring , worrying more about grammatical and logical format than about communication.

However, it does not mean that the PBL method is not as good as PjBL method. It is proven that the students' achievement taught by using PBL method can also achieve satisfactory score when it is taught to students with extrovert personality. It is because the way of composing a text suited for students with extrovert personality. That's why PBL method is suitable to be applied for students with extrovert personality.

The fact explained above also proves that actually all the personality of the students are good. Either introvert or extrovert had been able to achieve satisfactory score. Therefore, it cannot be argue that a personality is better than others because it comes naturally in the students' selves. What should be done is how to find eligible methods of teaching for the personality so that their ability can be explored maximally.

### 5.3 Suggestions

There are some suggestions related to the conclusions and implications at the previous page. The suggestions are:

1. Teachers

a. It is highly suggested for teachers to use PjBL and PBL methods since these two teaching methods are able to improve students' achievement in descriptive writing.

b. It is highly suggested for teachers to use PjBL method for a classroom dominated by students with introvert personality while for class dominated by extrovert personality students, teachers are recommended to use PBL method.

c. Teacher should realize that the students' characteristics such as their personality before choosing the taeching methods. Thus, the teaching methods applied are matched with what they need. As the result, their brightness is able to be explored maximally.

2. Other researchers

Other researchers may take a further research in the area PjBL and PBL methods that will improve students' acievement in descriptive writing. While still many weakness of this research, for the other research who want to conduct these methods, it is suggested to learn more about the principles of PBL and PBL principles in the application.

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