CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing has significant roles in human life. It is indispensable in various aspects such as education, science, technology, and others. Writing is mostly needed in playing the important role in education especially in English class. The students must be familiar with writing because it is important in order to complete many tasks of their studies. Furthermore, through a lot of practicing in writing, it can help students develop their skills in writing so that they can apply it well in many aspects of life especially in education.

Writing is an activity to convey an idea to other people in form of symbols, which need to be learned. Basically, writing is transforming idea into written form of group of sentences, as stated by Nunan, writing was taught as a process of self-discovery; writers expressed their feelings in a climate of encouragement.[1]Writing needs to be studied and to be practiced because it is a process of expressing the feeling, as stated by Oshima, it is important to note that writing is a *process*, not a *product.*[2] It means that the writer should realize that writing needs process to be done to produce the best writing which consists of the idea of the writer.

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[1]Nunan, Ronald.(2001).*Guide To Teaching English To Speakers Of Other Language*s. Cambridge.p.29
[2]Oshima, Alice. Writing Academic English.3rd ed. Longman, 1993. P. 3

There are many factors that influence successful in writing process. It is not only by cognitive factor, but also psychological factor, such personality. Generally, personality gives great influence to the students to get successful in language learning especially in writing. As stated by Gas and Slinkers in Yan Zhang that a number of theories hold that personality factor significantly influence the degree of success that individual achieve in learning English.[3] Furthermore, it cannot take one single factor that influence successful in language learning especially in writing.

Getting down the case of personality, people are usually familiar with introvert and extrovert person. In term of introvert, person who less interact with others and spend the time for reading book, meanwhile the person who interact often with other people not just because of his job but of his willingness, extrovert he might be. Some theories say that extroverts are found to be generally more fluent than introverts in both the L1 and L2. They are not; however, necessarily more accurate in their L2, which reinforced the view that fluency and accuracy are separate dimensions in second language proficiency.[4] Furthermore, another finding shows that although extroverts are assumed to be good at expressing themselves through speaking, the finding of it reveals that they are not as successful as introvert in writing. Introverts

[3] Zhang,Yan. (2008). The Role of Personality in Second Language Learning. Retrieved: www.ccsenet.org/journal.html

[4]Dewaele JM and Furnham A (1999).Extraversion: The unloved variable in applied linguistic research. *Language Learning* **49** 509-544. Retrieved: http://www.google.com/search?q=Dewaele+JM+and+Furnham+A+%281999%29.....

outperform their extrovert counterparts in most of writing subsets, such as content, language, mechanics, and vocabulary.[5]Hence, there are many researches deal with the person personality and it's correlation with English skill.

Based on preliminary observation on learning process in the classroom at the first grade of SMAN 1 Matur , the researcher found the problem that the classroom was dominated by certain students in each of the class. Those certain students were active in responding teacher's explanation and question directly. They seemed enthusiastic while English learning process.

In addition, by observing the learning process in the classroom, the researcher saw that there were some students who were passive in learning process and it was the same students in three times observation done by the researcher. Those students had low participation in learning English due to they seldom responded to the teacher's explanation. However, it was hoped that all students in the classroom were active and participate in learning process.

At last but not least, based on researcher's preliminary observation and information by the teacher, it was indicated that the students in each class could be categorized into extroverts and introverts. Extrovert students tend to

[5] Akbar, Ali. *The Impact of Extroversion and Introversion Personality Types on EFL Learners' Writing Ability*. Retrieved: www.academypublication.com/ojs/index.php/tpls/article/.../60 the impact of extraversion..iran

be sociable, are interested to interact with their environment, and get energy from outer experience, while the introvert students tend to need time for keeping save and far from activities, have solitary learning style, and get energy from inner experience.

Based on the information by the teacher, the introvert students did not always get low mark in writing test although they were not active in the class. On the other hand, the extrovert students, although they were active, they did not always get high mark. Furthermore, there was a tendency that the introverts had good ability in writing.

Based on the phenomenon above, the researcher is interested to conduct the research under the title "**COMPARATIVE STUDY BETWEEN INTROVERT AND EXTROVERT STUDENTS IN WRITING SCORE AT THE FIRST GRADE OF SMA N 1 MATUR.**

B. Identification of the problem

Based on the background above, so the researcher identified some problems were:

1. The class was dominated only by certain students
2. Some students in the classroom were passive in learning process.
3. There was an indication that the students in the class could be separated into two categories, which were extroverts who did not always have high score

in writing, while introvert students who did not always have low ability in writing.

C. Limitation of The Problem

In this research, the researcher limited the scope of the problems to be researched about comparison between introvert and extrovert students in writing score by the first grade students of SMA N 1 Matur.

D. Formulation of the problem

In accordance with the limitation of the problem above, the problem in this research formulated in the following question: is there any significant difference between introvert and extrovert students in writing score?

E. Purposes of the study

The general purpose of this research was to see which personality got high achievement in writing. However, the specific purpose was: To know whether introvert students of the first grade of SMAN 1 Matur got higher score in writing than extrovert ones.

F. Significance of The Study

The study was expected to be beneficial for many parties such English lecturers, students and other researchers. For lecturers, it was hopefully that the result of this research gave the information about the different achievement of

different personality by the students in writing. Then, for students, by knowing the different personality, hopes it could make the students aware of their personality and their ability in writing. Furthermore, for the next researchers, it was expected that the result of this research would help them in finding references or resources for the further research. The last, for IAIN Bukittinggi, it also could be a source for the next researcher.

G. Definition of the key terms

Based on background of the problem above, there are definitions of key terms relate with the title of this research:

1. Writing is transforming idea into written form.
2. Personality is the sum total of an individual's characteristics which make him unique and those relatively stable and enduring aspects of individuals which distinguish them from other people, making them unique, but which at the same time allow people to be compared with each other.
3. Introvert is a person who is more interested in his own thought and feelings than in things outside himself, and is often shy and unwilling to speak or join in activities with others.[6]
4. Extrovert means a person more interested in what is happening around him than in his own thoughts and emotions.[7]

[6]Sangkala, Ismail.*The Correlation Between Students' Extraversion Personality And Their Writing Skill***.** Muhammadiyah University of Makassar

CHAPTER II

REVIEW OF THE RELATED LITERATURE

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[7]Sangkala, Ismail. *The Correlation Between Students' Extraversion Personality And Their Writing Skill At Muhammadiyah University Of Makassar*. Muhammadiyah University of Makassar

A. Review of the Related Theories

1. Personality

a. The Definition of Personality

Personality is a part of psychology study which comes by the aim of developing theory of human behavior phenomenon. So, the object of the personality discussion is human behavior. The discussion of personality causes several questions appear to be answered through the right method which are related with the question of what, why, and how that behavior.

Personality is one of the main topics in psychology. There have been many scientists who tried to make discussion about the meaning of personality. Bitchener, Young, and Cameron in Hajimohammadi try to point out a definition of personality which is one of the individual differences which is broadly established to have an outcome on learning generally and second language especially.[8] Hence, it sounds that personality traits have types of result on the learners' language learning.

People are differentiated by their own characteristics such thoughts, attitude, etc. which are belong to the personality, where personality as stated by Narotama is the relatively enduring pattern of thoughts, emotions, and behaviors that characterize a person, along with

[8]Hajimohammadi, Reza..”Impact of Self-Correction on Extrovert and Introvert Students in EFL Writing Progress”(2010)….. Retrieved: *files.eric.ed.gov/fulltext/EJ1080758.pdf*

the psychological processes behind those characteristics.[9] It is, in essence, the bundle of characteristics that make people are similar to or different from other people. Narotama estimates an individual's personality by what he or she says and does, and he infers the person's internal states—including thoughts and emotions—from these observable behaviors. Furthermore, a basic premise of personality theory is that people have inherent characteristics or traits that can be identified by the consistency or stability of their behavior trough time and situations.

One of the definitions which has been known by psychologist and is able to explain the term of personality is stated by Allport in Lester who says that personality is a dynamic organization from the psychophysics in individual, which can also determine his adaption uniquely toward his environment.[10]

From the definition above, it is clearly explained by Allport, the dynamic organization here is the dynamism of the individual personality itself. Allport emphasizes on the reality that an individual's personality always develops and changes even if there is a system ties and leads some components of personality. The personality organization consists of psycho – physic that is body movement and soul which cannot be separated. Moreover, determine means showing motivational role which

[9]httpebooks.narotama.ac.idfilesOrganizational%20Behavior%20%285th%20Edition%29Chapter%202%20%20%20Individual%20Behavior,%20Personality,%20and%20Values.pdf

[10]Lester, David. *Theories of Personality: A Systems Approach*. (Washington, DC: Taylor & Francis.1995)

base the certain activity; meanwhile, unique refers to the various individual behavior as expression of psycho-physic pattern system. Thus, personality is not merely dealing with mental or neutral.

Above all definitions, it can be concluded that personality is one's characteristic which causes feelings consistency, thought, and behavior. Science exploration of personality include systematical attempts to describe and explain regular pattern of one's thought, feeling, and behavior that influence daily life and how to adapt with the environment.

b. Aspects of Personality

Each aspect is a different view of personality. Each aspect gives a different insight into an individual and to things that people may never have noticed. There are some aspects of personality according to Yusuf, they are:[11]

1) Character

Character is one's consequence in obeying behavioral rule and opinion. It can also be defined as the combination of mental characteristics and behavior that distinguishes a person or group.

2) Temperament

Temperament is how one's reaction to face the stimulation. Besides, temperament can be defined as the combination of

[11] Yusuf, Syamsu. *PsikologiPerkembanganAnakdanRemaja*. (Bandung: PT. RemajaRosdakarya, 2007) p. 126-128

mental, physical, and emotional traits of a person; natural predisposition.

3) Attitude

Attitude is one's reaction to objects such people, things, events, etc. a predisposition or tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards (together called stimuli). Four major components of attitude are (1) affective: emotions or feelings; (2) cognitive: beliefs or opinions held consciously; (3) conative: inclination for action; (4) evaluative: positive or negative response to stimuli.

4) Emotional stability

Emotional stability means the stability degree of emotional reaction toward the stimulation from the environment, such easy being offended, angry, sad or despondent. Emotional stability refers to a person's ability to remain calm or even keel when faced with pressure or stress. Someone who is emotionally unstable is more volatile, which means the person faces an increased risk of reacting with violent or harmful behaviors when provoked.

People who recognize stress triggers and build healthy coping skills tend to maintain emotional stability better than those who do

not. Irrational thinking, impulsiveness, and certain medications contribute to increase levels or emotional stability. Methods used to moderate emotional responses include religious practices, meditation, exercise, proper nutrition, and healthy sleeping habits. A lack of emotional stability means someone feels more emotional highs and emotional lows.

5) Responsibility

Responsibility means a duty or obligation to satisfactorily perform or complete a task (assigned by someone, or created by one's own promise or circumstances) that one must fulfill, and which has a consequent penalty for failure. Responsibility is one's readiness to accept the risk of his action; such wash hand or break away from the risk that should be taken.

6) Sociability

Sociability is private things which is relate with interpersonal relationship. Sociability traits encourage effective communication in the workplace. Sociability traits are characteristics people posse that encourage effective relationship. Many individuals naturally display sociability traits such as a friendly and outgoing attitude, self-control, adaptability, integrity, and team spirit.

All the aspects above are related with the way someone adapts with the environment. An important part of understanding individual's

personality is learning its components and its essential aspects. Individual's personality comprises of different fundamental characteristics and constituents that make up the totality of an individual's whole being.

c. Factors Affect Personality

Personality is affected by some factors which are individual itself, heredity, and environment. Factors affect personality is explained as the following:

1) Physics and physical environment

Physics that may be affect personality development such body shape, beautifulness, healthy, etc. physical environment also determines the personality of the an individual. Environmental factors include lands, river, mountain, area, etc which affect the personality to be good or bad, healthy or weak.

All the feelings, emotions, ideas, attitudes, habits, and behavior as well as body structure is the result of physical environment of to which and individual belongs. For example, body structure, physique, and health of the rural people are different from urban people. These people have different environment due to which they develop variety of personalities. The people who are living in cities have facilities and modern ways of life which creates to develop delicate

bodies and minds as compare to the rural people who are deprived of these facilities.

2) Intelligence

Intelligence refers to intellectual functioning. It has been defined in many different ways including as one's capacity for logic, understanding, self-awareness, learning, emotional knowledge, planning, creativity and problem solving. It reflects a broader and deeper capability for comprehending the surroundings; make sense of things and figuring out what to do. Individual who has good intelligence is able to do the adaptation well and conversely.

3) Biological factors

Biological factors of personality are very important for the formation of human personality. Children are born in a family, condition of a family is essential for children personality development. A child who grows up in a harmonic family will have positive personality development. Children inherit many traits and features from their parents. Children get physical and psychological characteristics from their parents which becomes a part of their personalities. Some of the inherited traits are courage, coward, intelligence, weakness, etc.

4) Peer group

A peer group is both a social group and a primary group of people who have similar interests, age, background, or social status. Peer group contain hierarchies and distinct patterns of behavior. Eighteen-year-olds is not in a peer group with 14 year olds even though they may be in the same school together. Through interpersonal relationship with peer group, a child tries to appraise himself and his position in a group. There are positive attributes of peer group are: (1) serve as a source of information: peer groups provide perspective outside of the individual's viewpoints; (2) teach gender roles: trough gender role socialization, group members learn about sex differences, social and cultural expectations; (3) teach unity and collective behavior in life: peer groups provide an influential social setting in which group norms are developed and enforced through socialization processes that promote in-group similarity; (4) identity formation: peer group can help individuals form their own identity.

On the contrary, peer groups also have negative attributes, which are: (1) peer pressure: it describes instances where an individual feels indirectly pressured into changing his behavior to match that of his peers. For example, taking up

smoking and underage drinking on negative side; nevertheless, encourage other peers to study on positive side; (2) aggression and prosocial behavior;

5) Culture

The influence of culture to personality can be seen through the differences between modern society and primitive. Culture of any society determines the behaviors and personality of an individual and he is expected to act according to the culture. A person follows all the social norms of a culture which results in the formation of good personality while non-conformity to the cultural rules develops abnormal or bad personality. So, the culture in which an individual seeks satisfaction adjusts himself and develops personality.

d. Characteristics of Personality

One of key words of personality definition is adjustments. According to Schnelders in Yusuf, adjustments can be defined as an individual respond process which is behaviorally or mentally in overcoming self-needs, emotional pressure, frustration, and keep the harmonization between fulfillment of needs and the environment norm or demands. In fact, not all of individual can show a natural way or well adjustment in solving the problem or fulfilling the needs. Furthermore,

individual who is able to do well adjustment can be categorized of healthy personality.

Hurlock in Yusuf proposes healthy personality is signed by some characteristics where:[12]

1) Able in assessing self realistically

   The individual can assess their physics, health, and ability by themselves.

2) Able in assessing situation realistically

   Situation when the individual accept the life in imperfectly condition. Individual approaches situations with a realistic attitude, accepting the bad with the good. He realizes that there must be rules to conduct which protects the right of others and himself. An individual who has healthy personality recognizes that success comes only by hard work, the willingness to make personal sacrifices and pass up immediate pleasure in favor of the long term gains he is striving for.

3) Able in assessing performance and achievement realistically

   A condition when the individual can assess the performance and expression rationally. A well-adjusted person is able to evaluate his achievements realistically and to react to them in a rational way.

4) Settle for responsibility

[12]Yusuf, Syamsu. *PsikologiPerkembangan……p. 130-131*

The individual has conviction of his ability in overcoming the problems. The well-adjusted person is enough of a realist to recognize that he should not accept responsibilities that he is unprepared to carry out successfully. The individual knows that by doing so he will not only win social disapproval for his failures but will undermine his self-confidence to the point where he will be hesitant to accept future responsibilities.

5) Autonomy

An autonomous person does not depend on others when he is capable of being independent. The well-adjusted person shows his autonomy in several ways. Individual is autonomous in thinking, acting, be able in taking decision, direct and develop self and adapt with the norm which exist in the environment constructively. In decision making, he is able to make important decisions with a minimum worry, conflict, advice seeking and other types of running away behavior. A healthy personality allows a person to function well independently and as part of a team.

6) Able in controlling emotion

A situation when the individual can face frustration, depression, or pressure positively. When faced by personal tragedy, a healthy personality allows a person to overcome the tragedy without falling prey to depression and contempt. The person must

assume the responsibility for keeping his emotions under control so that they will not hurt others or himself. A well-adjusted person can live comfortably with his emotions. This is possible because he had developed, over a period, a degree of stress tolerance, depression tolerance, anxiety tolerance and pain tolerance.

7) Objective orientation

Condition when the individual can concept the objective through rational consideration and tries to achieve it by developing personality or insight and capability. A person who has healthy personality sets realistic objective while those who are bad personality set more unrealistic objectives. A healthy personality individual is well organized one. He integrates his various functions and roles in life according to a consistent, harmonious pattern. He is thus able to make the best use of his time and effort and this increases his chances of reaching his objectives.

8) Extrovert or outer orientation

In case where the individual is tolerant, empathy, and think flexibly in solving environment problems. He is unselfish about his time, effort and materials possessions. He is willing to respond in any way he can to the needs of others and does not regard it is as an imposition. The ability to empathize with others, to understand and

to sympathize with them in happiness and sorrow without feeling envious of their successes or scornful of their failures

9) Social acceptance

A situation when the individual is assessed positively by the others and willing to participate in social activity. The well-adjusted person see himself as adequate to meet social challenges, demands, and expectations and so they are willing to participate in social activities and are highly capable of identifying with other people. A person with a healthy personality has the ability to adapt to his social environment. He can be natural, at ease and friendly in his relationships with others and all this increases his social acceptance.

10) Have philosophy of life directed

As healthy personality person is objective oriented, so does he direct his lives by a philosophy which helps them to formulate plans to meet his objective in a socially approved way. This philosophy may be based on religious beliefs, or may be based on what he believes is right because it is the best for all concerned or it may be based on personal experiences.

11) Being happy

One of the outstanding characteristics of a healthy personality is happiness. The happiness is supported by some factors such, achievement, acceptance, and affection.

Healthy people differ significantly in their overall personalities, moods, and behaviors. A healthy personality tends to make someone achieves success in his life because it brings advantages to person who has healthy personality.A healthy personality is usually well accepted by society and he is hopped to change the society into advancement.

A person with healthy personality is cheerful and does not get stressed easily. A healthy personality will enable a person to think clearly and with reason when everyone else is following a convention. People with a healthy personality have strength of character and have individuality of their own. If a person displays a healthy personality, it indicates that he is in good mental health and can be trusted to conduct himself in a respectable manner and set good example to be followed.

On the contrary, some characteristics sign an unhealthy personality, they are:

1) Bad-tempered, when someone usually cannot control their emotion.
2) Showing worry and anxiety, seems when someone cannot think positively in every situation.
3) Often feeling under pressure, someone cannot set his mind positively that just thinking that he is too weak.
4) Act savageness, tend to disturb young person and bother animals.

5) Cannot avoid the wrong way, when someone is trapped in unhealthy environment and influenced by negative allurement.
6) Mendacity, lying becomes a habitual in each side of life.
7) Over-active, when someone acts actively in every situation, he cannot act appropriately in certain place and situation.
8) Used to critic and mock others, where someone never do introspection to himself and often think about other's deficiency.
9) Insomnia and often get headache although it is not an organic cause.
10) Irresponsible, this behavior often make disadvantage for himself and his environment.
11) Have no awareness in obeying religion's rule and face the life unenthusiastically.

Unhealthy personality often makes disadvantages for the society. It often brings problems to himself and his environment. Society cannot give trusty and responsibility to the person who has characteristic of unhealthy personality.

e. Types of Personality

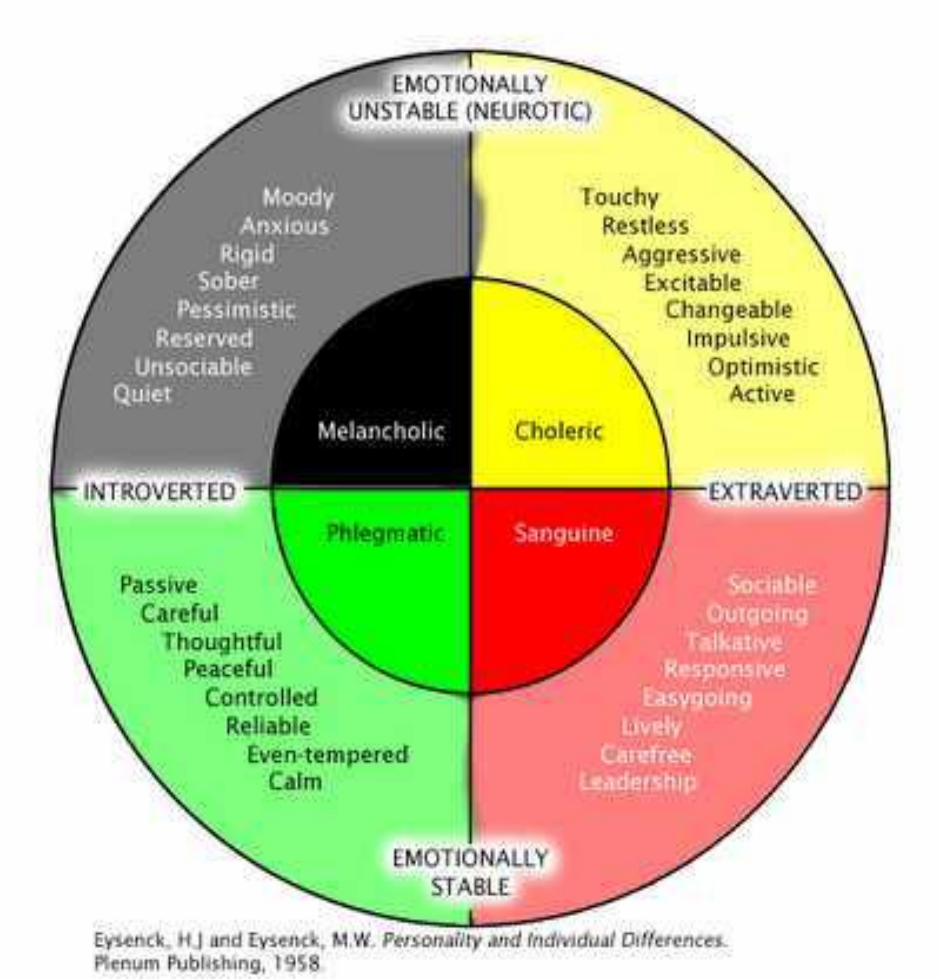
All around the world, students of all ages are learning to master the English, but their ways in study English can differ greatly. It may cause of their reasons for wanting to study, some students only learn English because it is on the curriculum at primary or secondary level, but for others, studying the language reflects some kind of a choice. The

different ways of their study also may cause of their personality where they are explore themselves outside dominantly or just keep themselves only for them.

Typically, learners fall into two large groups – introverts and extrovert – and as a teacher, his primary concern is making sure the material in his lesson plan can be easily taught, understood, and applied. Eysenck in Herdawan divides individual's personality through classification of typology. Personality types according to him can be divided into two types, they are introversion and extroversion.[13] Each type has its own indication, such as sociality, activity, expansiveness and etc. Personality types according to Eysenck are as in Figure 2.1.

Figure 2.1: Types of Personality

[13]Herdawan,Deri. *A Comparative Study Of Students Writing Achievement Between Extrovert And Introvert Student's Personality At The Second Year Of Sman 7 Bandar Lampung.* 2012



Eysenck, H.J and Eysenck, M.W. *Personality and Individual Differences.* Plenum Publishing, 1958

In addition, Kant in Suryabrata classifies people based on psychology aspect into four types, they are;[14]

1) Sanguine

[14]Suryabrata, Sumadi. *PsikologiKepribadian*. (Jakarta: PT. Raja GrafindoPersada, 2011) p. 56-58

This type is signed by characteristic that the individual can accept an influence easily. He usually called as a superstar. The characteristic of this type are:

a) He always have a hope, everything is seemed to be important in one time but it is not in another time, he often promise something but seldom make it true;
b) He likes helping others but he cannot be an assistant;
c) Easy going and friendly;
d) Commonly, he is not a coward, but if making mistake, he asks forgiveness hardly;
e) He tends to concern about games or entertainment. He requires constant entertainment and will complain about being bored if he is not sufficiently entertained. It is often at another person who is falling to entertain him;
f) He very likely cannot be discipline. He often forgets of appointment;
g) The more people he is surrounded by, the better he feels, and he is not picky about who he gets to know. He enjoys having many, many friends. While sanguine enjoys being around other people, it’s largely because he enjoys the attention of others and feels good about the fact that he is not lonely;

h) Sanguine is talker more than he is listener.

i) He may move away from friends that he consider to be boring or dull;

j) He enjoys social situations, and believes that everyone else would too. He is likely to convince people to come along with things like ‘come on, you will enjoy it!’.

k) He is quick to ‘’forgive and forget’ and expect others to do the same because he lives in the moment rather than dwelling in the past;

l) Sanguine can be a great motivator, as he will enthusiastically encourage others towards actions. He sees things positively, optimistically, and will convince others to see things that way too;

m) He is naturally physical with others, very ‘touchy-feel’, openly expressing his affection through hugs and grabbing shoulders and things like that;

People with sanguine personality are extreme optimists who make their job to seek joy and find a way to be happy. These are sensation seekers that derive pleasure from highly arousing experiences and it could almost be stated that they “drink life” and enjoy it to the fullest.

2) Melancholic

Melancholic person is emotionally sensitive and perfectionistic introverts. The characteristics of this type are:

a) The defining features of melancholic attitude is perfectionism. He is idealist who wishes for things to a certain way and he get distressed when he is not. He holds himself and others to unrealistically high standards, and get distressed when these standards are not met;

b) He is very stubborn because he tries very hard to stick to his own carefully considered views and standards of perfection, and is not easily shifted from this path. He does not go with the flow;

c) He thinks and plans before he acts, he is not the type who will resort to rash, impulsive behavior, and will be panic if he is unable to plan in advance;

d) It is easier for him to reject and hate things than it is for him to love and embrace them. His interests and tastes are picked carefully and he gives a lot of attention to each one. He holds them close to their hearts, rather than having many fleeting interests that change quickly and often;

e) He looks everything about him is important and always feeling anxious;

f) He cannot promise anything easily because when he promise something he tries to fulfill the promise; he cannot accept one's friendliness easily.

g) He can enjoy spending time with others, but this drains his energy, and he needs alone time in order to recharge.

h) Once he has someone to talk to in a quiet and relaxed environment and he can talk a lot and will enjoy sharing thoughts and ideas;

i) he can be seen as selfish, because he prefers to be alone with his thought and to have his own things rather than sharing time or possessions socially with others;

j) he can be described as 'intense' rather than 'easy-going';

k) he can become very 'moody' and difficult to interact with because he is so easily hurt;

l) he is not aggressive and wishes to flee from thingsthat cause him distress;

Incurrent society, he often tends toward analytical roles such as scientist, analysts, programmers, logicians, and so on.

3) Choleric

Choleric person is leader and director. He seeks to be in control of situations, to be on top, and to be the best. The characteristics of this type are:

a) Easy to burn and easy to fade away, there is no cattiness;
b) Has quick action but it is not constant;
c) Prefer to give command than make things done by his own self. He uses imperative, commanding language and wording things as orders rather than requests;
d) Like to get compliment in front of the public;
e) His confidence and demanding nature makes him natural leader, through this does not mean that he will necessarily enjoy leadership positions; he is just more likely to take charge if necessary rather than fumbling around worrying;
f) He may take pleasure in the pain, misfortune, or humiliation of people he is not on good term with. This is because it brings him pleasure to feel superior to others;
g) He blames others for his own mistake and often to the point of lying to save face;

h) He prides and drives for dominance, as well as his open expression of emotion, naturally leads to out right aggression with challenges. He will raise his voice and gets angry to show that he is the biggest and strongest, and to assert superiority;

Choleric has similarity to the melancholic in that both are stubborn and opinionated, but the choleric is more forceful and tough while the melancholic is uncertain and sensitive. In society, he often tends towards leadership roles, such as managers, politicians, captains, team leaders and so on.

4) Phlegmatic

Phlegmatic person is meek and submissive introverts who lives to please others. The characteristics of this type are:

a) Forgiveness: he is quick to apologize for any mistakes that he may make and will sacrifice his own happiness to ensure that others are happy;
b) Compatible with science project.
c) He has no desire to be a winner, but he only wishes for peace;

d) He has tremendous difficulty saying no, and will go along with things that they dislike to make others happy;
e) He is natural followers, and work best when he is told what to do;
f) His language is generally full of uncertain phrases such as ‘ I think’, ‘maybe’, ‘perhaps’, ‘or something’;
g) He is however excellent and attentive listener, who will quietly and politely take in and absorb the conversations of his friends;

In conclusion, phlegmatic is introvert and enjoy time alone. However, he is much nicer and more friendly and social than the melancholic, as he is unburdened by perfectionism and such does not judge others. He takes the path of least resistance whenever possible. He so desperately wishes for peace, for everyone to get along, and to avoid conflict at all costs.

All the students in all education level must have different personality, especially in learning process. Since personality of each student vary, many experts have point out that those students or teachers should take into account this aspect in the purpose of skill improvement in foreign language learning. Both students and teachers have to recognize the difference in each of person’s personality. Moreover, by understanding the students’ personality, it

allows the teachers to have an opportunity to accommodate it to the teaching programs or teaching strategies in order to get a satisfaction of learning result.

The way students reflect their personality can be in two ways such extraversion and introversion. Extraversion (E) and introversion (I) dichotomy deals with the way students prefer to attain energy and focus their attention. Eysenck proposes types of personality in two dimension, they are extroversion and introversion.

a. Introvert

The way students interact with their environment is different from one student to another. Some students is called introverts where the students tend to spend their time with inner experience such observing, reflecting or analyzing something which is happen around them. Eysenck also state that introverts prefer solitary activities and the inner world of ideas as the source of their energy[15]. Introverts show inclination to develop fear indication and depression, it is signed by they are pettishly. According to their own statements, they are condescending; are easy to be hurt; and tend to get insomnia.

Introverts have high intelligence, good vocabularies, and tend to be stubborn. They act accurately but slowly. When they called upon in class to answer a problem, it may take them a bit longer as they are

[15] …… Eysenck, S., & Chan, J.*A comparative study of personality in adults andchildren*: Hong Kong vs. England. *Personality and Individual Differences* 3, 1982, 153–160.

probably carefully assessing and evaluating their response. Giving them the appropriate time to think quietly will help encourage the student's logical learning style. Besides they show little intra-personal variability. They do not like joke, moreover it is about sex.

The same opinion is also stated by Jensen and Ditiberio that introverts mostly focus their energy inward; they tend to consider and contemplate. More cautious about the outer world; they anticipate and reflect before becoming involved in action to avoid errors. When they are alone and uninterrupted by people and incidents, they think best and develop more ideas.[16]

Another addition, introverts put out their energy by acting, they prefer reflecting then acting. The same thing when they build up their energy, introverts need time for keeping save and far from activities, although they can enjoy interaction with their close friends. Introverts often take the pleasure in solitaire activities such reading, writing, using computer, walking and fishing. Introverts are not identical with shyness or avoid social process. Introverts prefer solitaire activities upon social needs, but mousy people avoid any social meeting. Introverts can be act as extroverts in other places.[17]

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[16] Jensen, G. H., &Ditiberio, J. K. Personality and individual writing processes. *College Composition and Communication* 35.3 (1984)., 285–300

[17] Kuswana, S.W. Biopsikologi, pebelajaranprilaku…….p. 69

Hence, the introverts keep their expression only for themselves. Introverts generally have a shy nature, and students who are introverted have solitary learning style, as they often prefer to solve problems on their own. Introverted learners like to brainstorm and seek theoretical exploration. They like to think out problem and weigh options before moving forward.

b. Extrovert/extravert

Another trait of the students' personality is more sociable and are interested to interact with their environment as stated by Eysenck that the students who prefer to get energy from outside sources or outer world are called extrovert.[18] Outer experience such talking and acting is so highly important for them. According to Jensen and Ditiberio, it is the first dimension of Jung's system identified a person's general orientation toward life where the extrovert mainly focus their energy outward and tend to interact with people and things.[19] Extrovert tend to begin performing tasks with little planning, then rely on trial and error to complete the task. Since they spend more time dealing with outer experience rather than inner experience such observing, they think most clearly and develop more ideas in action or in conversation.

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[18]Eysenck, S., & Chan, J.. A comparative study of personality in adults and children: Hong Kong vs. England. *Personality and Individual Differences*(1982)3, 153–160.

[19] Jensen, G. H., &Ditiberio, J. K. Personality and individual writing processes. *College Composition and Communication* (1984).35.3, 285–300

Another finding, Canli stated that extrovert shows the bigger brain activity to positive stimulus than negative stimulus.[20] Extroverts show preference to develop hysterical indication. Their intelligences are relatively low; their vocabularies are not good enough, they prone not to stand ground. Commonly, they are active and work quickly but tend to inaccurately. They are not clumsy and show a big intra-personal variability.[21]

In addition, Kuswana states that people who are extrovert, they tend to act, then reflect and act further. If they are not active, their motivations tend to decrease. To build more energy, they need to take a rest by the time for reflection. Extroverts tend to spend the time with others and find the present and compliment.[22]

In conclusion, the extrovert makes the environment or outer world as their needs and the source of their strengths. In foreign language learning, extroverted learner prefers working with others and bouncing ideas back and forth. Social and learning activities that benefit them include problem-solving with others, group projects, and learning trough mimicking experiences. Extroverted learners possesses a social learning style. In addition, they have acute verbal learning styles as well, often

[20]Friedman,S.H,. & Schustack,W.M,..*KepribadianTeoriKlasikdanRiset Modern*. (Jakarta: P. Erlangga ,2006)

[21]Suryabrata, Sumadi. *PsikologiKepribadian*. (Jakarta: PT. Raja GrafindoPersada, 2011) p. 294

[22]Kuswana, W.S. *Biopsikologi, PembelajaranPrilaku.* (Bandung: alfabeta,cv,2014) p. 69

communicating through stories or being the first to volunteer for assignments and projects.

Thus, the contrastive between extrovert and introvert are:

1) Extroverts look for the measurement and the influence of knowledge, but introverts look for the knowledge in depth and its influence.
2) Extroverts usually prefer to do interaction rather frequently, but introverts prefer to interact wider.
3) Extroverts recharge and get the energy by spending the time with people, but introverts recharge and get the energy by spending the time alone.
4) According to a research as stated by Kuswana, extroverts tend to wear decorative clothes, but introverts are more practical and comfortable clothes.[23]
5) Introverts are better than extroverts in the school, especially in more advance subject. Extroverts tend to drop out from high school with academic reasons, but introverts drop out from high school due to psychiatry reasons.
6) Extroverts prefer vacation that is much interaction with other peoples, while introverts tend to prefer vacation by themselves and be aloof.

[23]Kuswana, W.S. Biopsikologi, Pembelajaran Prilaku. ……p. 73

7) Introverts are more stubborn than extroverts.

f. Personality in Language Learning

As learning is the matter of change can be attributed to affective domain, it seems important that affective domain be investigated to dig out reasons for learning like language learning. As Brown in Nejad et.,al stated that affective domain is the emotional side of human behavior. Thus, it is a kind of fault to discard emotion from language learning. In language learning the role of affection is so crucial that it can make a learner withdraw from learning or in opposite pole engrossed in learning. Stern also confirmed that the whole "learning experience" involves emotional reactions and personality of persons.[24]

Busch in Nejad et.,al tried to determine whether there would be any relationship between extroversion/introversion and English proficiency among the EFL students in Japan. The study came out to reject the hypothesis that the extraverts are more proficient than the introverts. The study clarified that extroversion had negative correlation with proficiency and the introverts had better reading comprehension and grammar proficiency than the extraverts. Pazhuhesh explored the relation between extroversion/introversion and reading comprehension among

[24] Nejad, Ali Mansouri, et, al.,(2012). Do Personality Trait Predict Academic Writing Ability?. : Malaysia

EFL Iranian students. According to the study the introvert students were more successful than their extravert counterparts.

Many studies have tried to investigate the impact of different personality types on different aspects of life including: vocation, education, sports, business, and psychology, etc. Regarding education, much works have been done on the relationship between personality types and language learning. Revola found that the introvert student has better achievement in writing than the extrovert. It is probably related more to their characteristics as an introvert. Since the introvert characteristics which are thoughtful, careful, and passive support them to have better performance in writing while the extrovert characteristics which are talkative, sociable, and active. In the other hand, the extrovert people can build better communication with other people since they are sociable and open-minded whereas the introvert people who are passive and just liking solitary activity made them to be used to listen other people speaks. This statement is supported by Muharrami in Revola that extrovert people are usually fluent in speaking, free of feeling worry and not easily get ashamed and awkward, love to work with others, and good at adapting with their surroundings. Introvert people, in contrast, tend to be serious and anxious, like working alone, often find difficulty in behaving and love to read. So, introvert people like the activity which is not involved many

people, i.e., listening, writing, reading. They can enjoy the situation and focus on their own activity.

2. **The Nature of Writing**

a. Definition of Writing

Writing is one of English language skill has an important role, not only formal situation, but informal one. Sometimes people cannot verbalize their opinion, ideas, or feeling orally can but they can express them through writing. Writing is a process allowing writer to explore thoughts and ideas, and make them visible and concrete.[25] Writing encourages thinking and learning. It motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged and changed. The other reason why people need to write is that writing can help to sort and organized, clarify what they think, develop their ideas to make other people understand easily.

Writing is one of the essential skills in learning English which most of the students get difficulties in mastering this skill. Bell and Burnaby point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of

[25]Sangkala, ismail. "The Correlation Between Students' Extraversion Personality And Their Writing Skill"…..retrieved: *journal.unismuh.ac.id/index.php/exposure/article/view/15*

variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.[26] Hence, the students have to complete several aspects in writing.

b. The purpose of writing

Based on the explanation above, writing has defined as the expression of thought, feeling and emotions in concrete or written form. The experts said that there are three purposes of writing as follows:[27]

> "In the modern world, written language serves a range of purpose in everyday life, include: (1) Primarily for action: public signs, e.g. on roads and stations; product labels and instructions, e.g. on food, tools or toys purchased; recipes; maps; television and radio guides; bills; menus; telephone directories; ballot papers; monitors and printouts. For social contact: personal correspondence; letters, postcards, greetings cards. (2) Primarily for information: newspaper and current affairs magazine; hobby magazines; nonfiction books, including textbook; public notices; advertisement; political pamphlets; scholastic, medical, etc. reports; guidebooks and travel literature. (3) Primarily for entertainment: light magazines, comic strips; fiction books, poetry and drama; newspaper features; film subtitles; games, including computer games."

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[26]Nunan,David.(1989).*Designing task for the communicative classroom.* Cambridge language library.p.36

[27]Nunan,david.(1991).*language teaching methodology-a book for teachers*. P.84

All of the purposes of writing above, can be found in all daily activities. In line, some other purposes of writing are: [28]

1) Assessment, which is often a major purpose for student writing. In assessing such writing, lecturers focus on both the content and the form of the writing, that is the language used, the text structure, the construction of the argument, grammar and punctuation.
2) Learning, this can help the students to develop more general abilities to reason and critique. Students may also be asked to write texts that trace their reflections on the learning process itself, as with journals where they record thoughts, questions, problems, and ideas about readings, lectures, and applied practice.
3) Entering particular disciplinary communities, whose communication norms are the primary means by which academics transmit and evaluate ideas.

Those purposes in writing seem found in education cases, which are assessment, learning, and entering particular disciplinary communities.

c. Writing process

Writing result is not created naturally, but it needs a process. The process of writing has four steps as stated by Langan which are: begin

[28] Coffin, Carroline. *Teaching Academic Writing*. London: Rouledge. (2003).,P. 2

with a point or thesis, support the thesis with specific evidence, organize the specific evidence, write clear, and error-free sentences.[29]

Another source is dailywritingtips.com in Sarwono and Purwanto propose the process of academic writing follows some steps, which are:[30]

1) Prewriting: includes: finding an idea; building the idea and; planning and structure. Moreover, Langan stated that there are four techniques which are: brainstorming, generate ideas and details by asking as many as can be think of about a subject; free-writing, in this step, the writer may write as fast as he can for ten minutes without worrying about punctuation or spelling mistakes; making a list, write out a list of as many different items concern with the topic; preparing a scratch outline, a plan that will help to achieve a unified, supported, and organized composition.[31]
2) Writing: the process of real writing where we write down what we done in the first step.
3) Revising: this step may include adding, rearranging, removing and replacing. It is needed to add some words, phrases or even sentences to meet the required word-count. Rearranging the paragraph is important to make the argument flows more smoothly. Removing is done when

[29]Langan, John. *College Writing Skills with Readings*.McGraw-Hill. (1986). P. 11
[30]Sarwono,J., &Purwanto,Y. *English for Academic Purposes*. Yogyakarta:ANDI, 2013., p. 61-62
[31]Langan, John. College Writing Skill with Readings. McGraw-Hill, Inc, 1986., p.93-96

the, phrases, and sentences is considered over the word count. Replacing some words or phrases is also done in order to make the writing more vivid.

4) Editing: editing is different with revising in terms of detailed changes. In editing we need to go through line by line and make sure that each sentence, phrase and word is as strong as possible to express the ideas.
5) Publishing

In the same case, Harmer also state that the process of writing includes; pre-writing phases, editing, re-drafting and finally producing a finished version.[32] Furthermore, it needs to follow the steps of writing above in order to create a good writing.

d. Writing Achievement

1) Definition of writing achievement

Writing achievement means how far the students get the mark about their writing subject. When they get the high mark in writing assessment, it is indicated that they get the high mark in writing assessment. On the other side, when they get the low mark in writing assessment, it shows that they get the low achievement in writing.

[32] Jeremy Harmer. *The Practice of English Language Teaching (4th Edition).* (Longman Handbooks for Language Teachers)

Students' ability in writing can be pointed out as the students' achievement in writing. The students' ability in writing can be measured when they have mastered almost all of the writing aspects. Jacobs in Alderson and Bachman stated that there are five aspects of writing: content, organization, vocabulary, language use, and mechanics.[33] In conclusion, the students have to get the highest point in each of the assessing aspect in order to get the highest achievement in writing.

2) Assessing writing

Writing achievement will be known when the teacher has done the assessment in writing. The result of writing assessment can describe students' ability in mastering the aspects in writing. there are five aspects of writing which are content, organization, vocabulary, language use, and mechanics. The five aspects are differentially weighted to emphasize first content (30 points) and next language use (25 points), with organization and vocabulary weighted equally (20 points) and mechanics receiving very little emphasis (5 points).[34]Thus, the content of the writing become the priority in assessing the result of writing because it consists of ideas of the writer.

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[33] Alderson, J.C & Bachman, L.F,..*Assessing Writing*.Cambridge University Press. 2002., p. 115

[34] Alderson, J.C & Bachman, L.F,.*Assessing Writing*…….. P. 115

Here are the ESL composition profiles by Jacobs et., al in Weigle[35]:

1. **Content**

Points 30-27 shows that the learners are in the excellent to very good level: the content is knowledgeable, the thesis is developed properly and relevant to assigned topic in their writing.

Points 26-22 indicates that the learners are in the good to average level: the content has some knowledge of subject, the thesis has limited development, mostly relevant to topic, but lacks detail.

Points 21-17 reveals that the learners are in the fair to poor level: the content has limited knowledge of subject, and the thesis is developed inadequately.

Points 16-13 denotes that the learners are in the very poor level: the content does not show knowledge of the topic, the thesis is developed impertinently, and too little sentence to evaluate.

2. **Organization**

Points 20-18 shows that the learners are in the excellent to very good level: the organization is expressed fluently, ideas are clearly stated/supported, well-organized, has logical sequencing and cohesiveness.

[35] Weigle, Sara Cushing. *Assessing Writing*. (Cambridge University Press.2002)p. 116

Points 17-14 indicates that the learners are in the good to average level: the organization is sometimes developed stagnantly, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.

Points 13-10 reveals that the learners are in the fair to poor level: the organization is developed non-fluently, ideas are confused or disconnect each other, lacks of logical sequencing and development.

Points 9-7 denotes that the learners are in the very poor level there is no communication, no organization, or not enough to evaluate.

3. **Language Use**

Points 25-22 shows that the students are in the excellent to very good level: the sentence structure used is effective complete construction with few errors of agreement, tense, number, articles, pronoun, and preposition.

Points 21-18 indicates that the learners are in the good to average level: the sentence structure used is effective but simple construction with minor problems in complex construction, several errors of agreement, tense, number, articles, pronoun, preposition, but meaning seldom obscured.

Points 17-11 reveals that the students are in the fair to poor level: major problems are in single/complex construction, communicate or not enough to evaluate.

Points 10-5 denotes that the students are in the very poor level: virtually no mastery of sentence construction rules, dominated by errors, does not excellent to very good level: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, and paragraphing.

4. **Vocabulary**

Points 20-18 shows that the learners are in the excellent to very good level: the vocabulary used are effective word/idiom, word form mastery, and in appropriate register

Points 17-14 indicates that the learners are in the good to average level: the vocabulary used have occasional errors of word/idiom form, choice, and usage but meaning is still intelligible.

Points 13-10 reveals that the learners are in the fair to poor level: the vocabulary used have frequent errors of word/idiom form, choice, usage, meaning confused or obscured.

Points 9-7 denotes that the learners are in the very poor level: the vocabulary used are essentially translation of the first language, little knowledge of English vocabulary, idioms, word form and not enough to evaluated.

5. **Mechanics**

Points 5 shows that the learners are in the frequent errors in negation, agreement, tense, number, articles, pronoun, preposition and meaning confused or obscured.

Points 4 indicates that the learners are in the good to average level: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

Points 3 reveals that the students are in the fair to poor level: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or not obscured.

Points 2 denotes that the learners are in the very poor level: no mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

In this research the researcher takes writing achievement in order to compare the writing achievement between those of extrovert students and those of introvert students. The researcher gets the result of students writing achievement by giving writing test for the students and it is assessed by the English teacher and the researcher.

B. Review of related studies

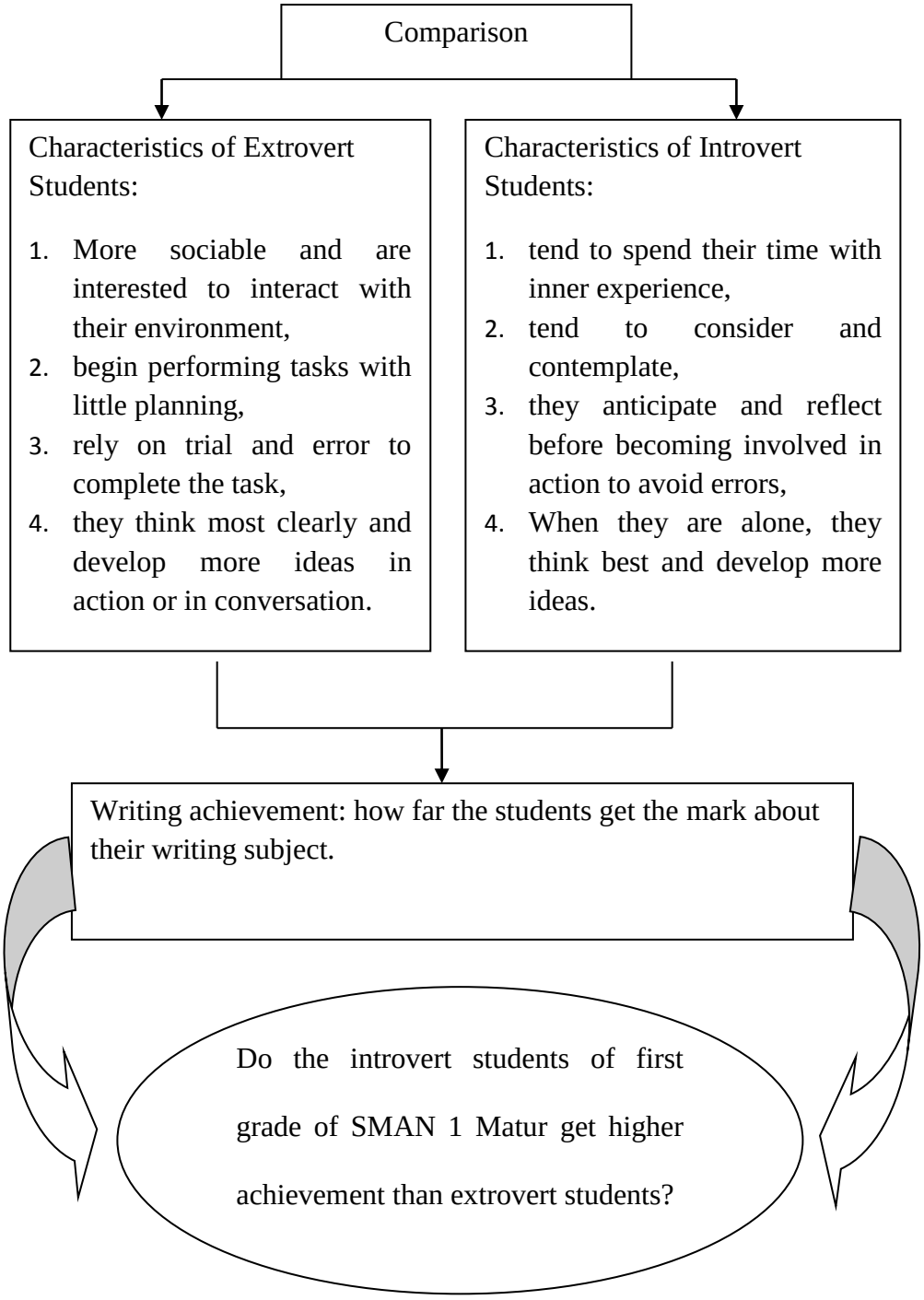
First, the research entitled “The Impact of Extroversion and Introversion Personality Types on EFL Learners’ Writing Ability”, focus on 50 writing samples, elicited from 50 extroverted and introverted university students were collected and rated by the researchers using Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey’s (1981) analytic scoring scale. Analysis of the results revealed that introverts significantly outperformed extroverts in all subsets except organization. This may be due to some of the introverts’ personal characteristics that the extroverts lack, such as being careful, having more concentration in their solitude, and ability to generate much more ideas alone.

Second,Yashori revola also conducted the research under the title An Analysis of Writing Achievement Among Personality Type At The Third Semester Students of English Department IAIN Bengkulu. The objective of this research was to investigate the significance difference among personality type in their writing achievement. The research design was ex post facto design. The result showed that there was difference among the mean score of introvert group, which was (82.32), the mean score of extrovert group (74.14), and the mean score of ambient group (74.59). The conclusion is there was significance difference writing achievement between introvert and both of extrovert and ambivert types. Meanwhile, there was not significance difference writing achievement between extrovert and ambient types.

The review of the related studies above, show that the introvert students get the higher achievement in writing than extrovert one. In doing the same

research, the researcher conducts a research about The Comparative Study Between Introvert And Extrovert Students in Writing at The First Grade of SMAN 1 Matur. The researcher uses comparative quantitative research and questionnaire and writing test as instrumentation. Through this research, the researcher wants to know whether the introvert students get the higher achievement in writing.

C. Conceptual framework


Comparison
Characteristics of Extrovert Students:
1. More sociable and are interested to interact with their environment,
2. begin performing tasks with little planning,
3. rely on trial and error to complete the task,
4. they think most clearly and develop more ideas in action or in conversation.
Characteristics of Introvert Students:
1. tend to spend their time with inner experience,
2. tend to consider and contemplate,
3. they anticipate and reflect before becoming involved in action to avoid errors,
4. When they are alone, they think best and develop more ideas.
Writing achievement: how far the students get the mark about their writing subject.
Do the introvert students of first grade of SMAN 1 Matur get higher achievement than extrovert students?

D. Hypothesis

A hypothesis is a tentative for certain behavior, phenomenon, or events that have occurred or will occur. The hypothesis of this research could be formulated as follow:

H_0: there is no difference between extrovert and introvert students at the first grade of SMAN 1 Matur in writing score.

Ha: there are differences between extrovert and introvert students at the first grade of SMAN 1 Matur in writing score..

Explanation: H_a : alternative hypothesis

H_0 : null hypothesis

In conclusion, the first hypothesis states that Ho means the introvert students at the first grade of SMAN 1 Matur get low score in writing than the extrovert students. On the other side, Ha means the introvert students at the first grade of SMAN 1 Matur get higher score in writing than the extrovert students.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

The design of this research was a causal comparative research through quantitative approach. Research attempted to determine the cause for, or consequences of, existing differences in groups of individuals; also referred to as ex post facto research.[36] Thus, this research was aimed to compare writing score between extrovert students and introvert students. In other words, the researcher wanted to find out how students' writing score of extrovert and introvert and their similarity and difference in achieving good writing result. It means that the outcome of this research was the comparison of writing score between extrovert students and introvert students.

[36]Wallen.N.E&Fraenkel.J.R., *Data Definitions, how to design and evaluate research in education*.Adapted from the Glossary

B. Population and Sample

1. Population

The population and sample are two important elements in the research. The population is the whole member of the research field. According to Margono, the population is the totality of research object as a source of the data that has specific character in a research or study.[37] This research was conducted at first grade of SMAN 1 Matur. The population of this research was all of first grade students of SMAN 1 Matur. The population was described in the following table:

Table 3.1 : Total number of first grade students of SMAN 1 Matur

No	Class	Total Number
1.	X 1	24
2.	X 2	22
3.	X 3	22
4.	X 4	22
5.	X 5	23
6.	X 6	21
TOTAL		134

[37]Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: PT. Rineka Cipta, 2007), p. 118

From this Table 3.1, the population from this research was the students that were the total of the students in the first grade of SMAN 1 Matur.

2. Sampling

Sample is a part of population as stated by B. Ed. (Hons.) elementary, a sample is a smaller part of the population that has been targeted for the study.[38] Sample represents the quantity and characteristic of the population. The sample of the population is taken in certain way from the population itself. According to Arikunto, if the population is less from 100 respondents, it will take all respondents as the sample. On the other hand, if the population more than 100 respondents it will take 10% to 25%.[39]

This research would take 28 students as sample of the research. Purposive sampling technique was used for this research, because the population of the first grade students was more than 100 respondents.

C. Instrument

1) Questionnaire

Instrument is a tool that is used to collect the data. In this research, the instrument used was questionnaire to gain feedback from the students concerning the type of the personality the students belong to. It was a quick and simple way of obtaining broad and rich information from the students. Related to the

[38] B.Ed.(Hons.). (2012). *Research method in education*. Islamabad: Higher Education Commision. P. 82

[39]Suharsimi arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta,2006), p. 107

statements, the researcher arranged the questionnaire based on Eyenck personality typology.

Closed-ended questionnaire was used in this questionnaire. It specified the set of responses as well as its format. Closed-ended questions included multiple choice, dichotomous (only two choices, usually yes/no), or a scale (questions where the choices are ranked). Closed-ended questions maximize the ease of coding responses and improve respondent cooperation.[40]

Besides, the researcher used expert validity in order to make the questionnaire became valid. It means that the researcher should do the validity to judge the questionnaire is valid by consulting the content validity to the expert, in this case, the researcher's advisor.

Furthermore, to measure the consistency of items in the questionnaire, the researcher used Cronbach Alpha Coefficient since it is the most commonly used one. The alpha ranges between 0 and 1. The higher the alpha, the more reliable the questionnaire is and the following scale is used:

a. Between 0.800 to 1.00 = very high reliability

b. Between 0.600 to 0.800 = high reliability

c. Between 0.400 to 0.600 = moderate reliability

[40] Infosurv,. *Questionnaire design: an expert approach*. Retrieved: http://www.infosurv.com/wp-content/uploads/2011/01/Questionnaire_Design.pdf

d. Between 0.200 to 0.400 = low reliability

e. Between 0.000 to 0.200 = very low reliability

From the calculation of reliability analysis (excel reliability test), it is found that the alpha is 0.79 and 0.72 since there were two questionnaires were used to identify each personality, introvert and extrovert. It means that the questionnaire had high reliability. With alpha 0.79 and 0.72, the researcher reported that the questionnaire was reliable to be administered. *(see appendix H)*

2) Writing Test

Second, the data were collected through writing test in order to get primary data from the students since it was more reliable than simply looking at students' report card. After looking at the materials that have been taught to the students, the researcher decided to administer one type of text as the writing test, in which Descriptive text.

In order to achieve face validity, the researcher needed to arrange the test instructions as clear as possible. The researcher consulted it to the advisor to get the writing examined, to make the test looked right and the instructions were easily understood and not misleading. The next was content validity. The test needed to reflect what have been taught to the students. Here the researcher correlated the test with the syllabus used by the teacher.

D. Technique of Data Collection

1) Questionnaires

Before conducting the research, the researcher first received the require permission to conduct the research and informed about the research to the students. The researcher explained to the students the goal of the research and demanded an extra emphasize on persuading them to take the research seriously and respond frankly.

The steps taken by the researcher to collect the data were as follow:

1. The researcher distributed the questionnaires in one section to the students.
2. The students were asked to answer the questionnaires by identifying the characteristics of personality they had.
3. The researcher gave timing to the students to answer the questions.
4. The researcher collected the questionnaires.

2) Writing test

a. Selecting writing test

In selecting the writing test, the researcher took a look at the syllabus used by the English teacher of the first grade. Any material being taught which was corresponding with writing could be taken into the writing test to see students' score. The researcher decided to choose Descriptive as the writing test due to a different characteristics

of introvert and extrovert which abstractly and concretely in describing things. Based on the relevant studies, it showed that introvert person described things more precisely than extrovert one.

b. Conducting writing test

The next step was administering the writing test to the students to see their scores. Scoring of their writing was based on the five components of writing: content, vocabulary, organization, language use, and mechanics. The writing test was conducted in one meeting since one type of text was taken as the test.

E. Technique of Data Analysis

1) Questionnaire

The researcher analyzed the data of instrument to get the research result after the data were collected. Siregar explained that the data analysis include analyze and display the data, do the calculation to describe the data and do the hypothesis test by using statistics.[41] In this research, the researcher wanted to know whether introvert students got higher score than extrovert students at the first grade of SMAN 1 Matur. The data would be analyzed by incorporating a Guttman scale style. The rating scale of a Guttman scale was follows:

Yes	No
1	0

[41]Siregar, Syofian. *Statistic parametric untuk penelitian kuantitatif. (*Jakarta: PT. Bumi Aksara,2014) p. 125

The researcher conducted the following procedures to analyze the collected data:

1. The researcher gathered the data through the questionnaires regarding the characteristics of students' personality.
2. The researcher analyzed the data and separated the students who belongs to extrovert or introvert by using the type of personality of Eysenck which in Table 3.2:

Table 3.2: Eysenck Personality Types

Extroverted		**Introverted**	
Choleric	**Sanguine**	**Melancholic**	**Phlegmatic**
Touchy	Sociable	Moody	Passive
Restless	Outgoing	Anxious	Careful
Aggressive	Talkative	Rigid	Thoughtful
Excitable	Responsive	Sober	Peaceful
Changeable	Easygoing	Pessimistic	Controlled
Impulsive	Lively	Reserved	Reliable
Optimistic	Carefree	Unsociable	Even-tempered
Active	Leadership	Quiet	Calm

3. The researcher used Table 3.3 to make easy to classify the students personality:

Table 3.3: Classification of Personality

Type of Personality	score	Type of Personality	score
Extroverted		**Introverted**	
Changeable		*Rigid*	
Active		*Passive*	
Carefree *Carefree*		*Anxious* *Anxious*	
Optimistic		*Pessimistic*	
Sociable		*Unsociable*	
Talkative		*Quiet*	
Touchy		Moody	
Restless		Sober	
Aggressive		Reserved	
Excitable		Careful	
Impulsive		Thoughtful	
Outgoing		Peaceful	
Responsive		Controlled	
Easy-going		Reliable	
Lively		Even-tempered	

Leadership		Calm	
TOTAL			

2) Writing test

After knowing the personality of the students, the researcher assessed students' writing by using the criteria below:

a. Content, referring to the substance of writing, the experience of the main idea (unity). The aspects of scoring criteria are: knowledgeable, relevant to the assigned topic, and having good development of the topic.
b. Organization, the aspects that should be considered is having well organization refers to the generic structure of recount text, ideas clearly stated and supported, having logical sequencing, cohesive and coherence.
c. Language use, viewing the use of correct grammatical and syntactic pattern refers to the language features of descriptive text.
d. Vocabulary, the teacher should consider several criteria, such as the errors of the word formation, improper word choice, and idiom usage.
e. Mechanics, the criteria evaluated in these aspects are the errors of spelling, punctuation, capitalization, and paragraphing.

The ESL composition was used because it provided a well-defined standard and interpretive framework for evaluating a compositions' students'

communication effectiveness which was suggested to be used in evaluating students' writing.

Here are the ESL composition profiles by Jacobs et., al in Weigle[42]:

6. **Content**

Points 30-27 shows that the learners are in the excellent to very good level: the content is knowledgeable, the thesis is developed properly and relevant to assigned topic in their writing.

Points 26-22 indicates that the learners are in the good to average level: the content has some knowledge of subject, the thesis has limited development, mostly relevant to topic, but lacks detail.

Points 21-17 reveals that the learners are in the fair to poor level: the content has limited knowledge of subject, and the thesis is developed inadequately.

Points 16-13 denotes that the learners are in the very poor level: the content does not show knowledge of the topic, the thesis is developed impertinently, and too little sentence to evaluate.

7. **Organization**

Points 20-18 shows that the learners are in the excellent to very good level: the organization is expressed fluently, ideas are clearly stated/supported, well-organized, has logical sequencing and cohesiveness.

[42] Weigle, Sara Cushing. *Assessing Writing*. (Cambridge University Press.2002)p. 116

Points 17-14 indicates that the learners are in the good to average level: the organization is sometimes developed stagnantly, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.

Points 13-10 reveals that the learners are in the fair to poor level: the organization is developed non-fluently, ideas are confused or disconnect each other, lacks of logical sequencing and development.

Points 9-7 denotes that the learners are in the very poor level there is no communication, no organization, or not enough to evaluate.

8. **Language Use**

Points 25-22 shows that the students are in the excellent to very good level: the sentence structure used is effective complete construction with few errors of agreement, tense, number, articles, pronoun, and preposition.

Points 21-18 indicates that the learners are in the good to average level: the sentence structure used is effective but simple construction with minor problems in complex construction, several errors of agreement, tense, number, articles, pronoun, preposition, but meaning seldom obscured.

Points 17-11 reveals that the students are in the fair to poor level: major problems are in single/complex construction, communicate or not enough to evaluate.

Points 10-5 denotes that the students are in the very poor level: virtually no mastery of sentence construction rules, dominated by errors, does not excellent to very good level: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, and paragraphing.

9. **Vocabulary**

Points 20-18 shows that the learners are in the excellent to very good level: the vocabulary used are effective word/idiom, word form mastery, and in appropriate register

Points 17-14 indicates that the learners are in the good to average level: the vocabulary used have occasional errors of word/idiom form, choice, and usage but meaning is still intelligible.

Points 13-10 reveals that the learners are in the fair to poor level: the vocabulary used have frequent errors of word/idiom form, choice, usage, meaning confused or obscured.

Points 9-7 denotes that the learners are in the very poor level: the vocabulary used are essentially translation of the first language, little knowledge of English vocabulary, idioms, word form and not enough to evaluated.

10. **Mechanics**

Points 5 shows that the learners are in the frequent errors in negation, agreement, tense, number, articles, pronoun, preposition and meaning confused or obscured.

Points 4 indicates that the learners are in the good to average level: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

Points 3 reveals that the students are in the fair to poor level: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or not obscured.

Points 2 denotes that the learners are in the very poor level: no mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

The possible score gained by students based on the criteria above ranked from 0 -100. To help the researcher in giving students' score, the arrangement of the score can be seen in Table 3.4:

Table 3.4: Scoring System

no	Students name	Content (13-30)	Organization (7-20)	Language use (5-25)	Vocabulary (7-20)	Mechanics (2-5)	Total (0-100)
1							
2							
3							
4							
…							

4. Then, the researcher identified the writing achievement of each of the students. It was done by using calculation of $t_{obtained(calculate)}$ and t_{table} as stated by Siregar that it used t-calculate with two independent samples.

   a. This steps where the researcher calculated the means score $\overline{(X)}$

$$\overline{X_i} = \frac{\sum X_i}{n}$$

   b. Calculated the varian

$$S_i^2 = \sum \frac{(X_i - X_2)}{n_i - 1}$$

   c. Calculated t-obtained

$$t_{obtained} = \frac{X_1 - X_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n^2 - 1)S_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Explanation: Xi = measuring data of i-group

$\overline{X}i$ = means of measuring data of i-group

ni = number of respondents

Si^2 = Variant of i-group

d. Determine t_{table}

The formula above was used because the researcher tested the hypothesis of the difference of two averages with the sample is under 30 (n > 30).

Finally, the researcher could compare students writing score between extrovert and introvert students. If t-score was bigger than t-table, Ha would be accepted. If –t-table ≤ t_{score} ≤ t-table, Ho would be accepted. If t-score ≥t-table, Ha would be accepted.[43]

[43] Siregar, Syofian. *Statistic parametric untuk penelitian kuantitatif.*…… p. 125

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. FINDINGS

This chapter reveals the analysis of findings and interpretation of the data collected through questionnaire and writing test to answer the research question:

did the introvert students of the first grade of SMAN 1 Matur get higher score than extrovert students in writing? The researcher found the answer of the research question that the introvert students did not get higher score than extrovert students. Here is the description of how that finding found:

1. Description of the data

This research was done in SMAN 1 Matur, the researcher got the data related to the students' personality and writing score. The researcher got the data about the students' personality by distributing questionnaires and students' writing score through writing test.

The researcher selected 28 first grade students as the sample; they consisted of 14 introvert students and 14 extrovert students taken from 6 classes. It is shown by Table 4.1:

Table 4.1: Introvert and Extrovert Students

No.	Introvert students' name	Extrovert students' name	Class
1	YF	FH	X1
2	SO	SY	X1
3	AF	MP	X1
4	EOZ	RK	X2
5	RK	SFH	X2
6	AR	ARA	X2
7	AI	AAM	X3
8	RA	IFO	X3
9	REP	YI	X4

10	GRP	R	X4
11	RR	M.A	X5
12	DAR	JTA	X5
13	LF	MP	X6
14	MJ	AF	X6

Based on the result of the questionnaire which was distributed to the students at the first grade of SMAN 1 Matur, the researcher took 12 respondents of the students from class X1 and X2. Those were 6 introvert students and 6 extrovert students. Then, the researcher took 4 respondents from each of class X3, X4, X5, and X6. Those were 2 introvert students and 2 extrovert students from each of those classes. The researcher determined the respondents of each class randomly in order to avoid subjectivity in determining the respondents.

The researcher also got the data through writing test. The result of writing test which is about descriptive text is drawn as in Table 4.2.

Table 4.2 : Writing Score of the Respondents

No	Students' name (introvert)	Writing score	Students' name (extrovert)	Writing score
1.	YF	73	FH	60
2	SNO	72	SY	68
3	AF	66	MP	69
4	EOZ	64	RK	66

5	RK	68	SFH	70
6	AR	69	ARA	60
7	AI	68	AAM	73
8	RA	56	IFO	61
9	REP	51	YI	50
10	GRP	69	R	60
11	RR	62	MA	55
12	DAR	60	JTA	50
13	LFS	67	MP	52
14	MJ	50	AF	70

Based on table 4.2, the highest writing score got by the Introvert and Extrovert group is 73, meanwhile the lowest writing score got by the Introvert and Extrovert group is 50. Actually, as the information from the English teacher, the minimum criteria for good mark is 75, but there was none of the students passed the test higher than the minimum criteria. Generally, it was assumed that students' ability in writing descriptive text needed to be increased.

2. The Analysis of the Data

According to the finding, it was clear that students could be classified into introvert based on the score of the questionnaire. Most of the students who belong to introvert said that they had rigid character in which they had difficulties to adapt with new people and new situation. It could be said that they were passive because they tended to read the book than meet with

people. They were unsociable because they preferred to have a few friends but very close. Then, the students who were introvert mostly had high anxiety in doing their activities although those were their daily activities. That was why they were always careful in doing anything and were afraid to make a little mistake.

Introvert students did not always have anything to say. They tended to keep calm and silent when joined in a meeting or gathered with other people. They had reserved characteristic because they speak up when they were only asked to speak up. In addition, the introvert students were peaceful; they did not want to argue with other people and defeatist.

On the contrary, the findings about extrovert students that they loved to work in a team. Next, they often worked quickly and restless or insomnia the consequence of their excitable in doing something and always fell lively. The extrovert students were easy to make friend with new people and always had thing to speak. Then, they liked to have vacation and they were very sociable. In brief, due to some characteristics above, the students who had few friends might be just their classmates could be said that they were introvert, conversely with extrovert who had many friends more than just their classmates.

After knowing the personality of the students, the researcher needed to assess students' writing. The arrangement of the score can be seen in Table 4.3 (see *appendixes*)

Based on the Table 4.3, the highest writing score got by YF and AAM, it was 73. The content of their writings had some knowledge of subject, but lack detail; the organization was loosely organized but main ideas stood out, limited support, logical but incomplete sequencing; the major problems in language use were in the construction, the vocabulary used had occasional errors of word form, choice, and usage but meaning still intelligible; frequent errors of spelling, punctuation, and capitalization in mechanics. Totally, YF and AAM were in average level.

On the other hand, the lowest writing score, 50 got by MJ, YI, and JTA. The content of their writings did not show knowledge of the topic, too little sentence to evaluate; organization was developed non fluently, ideas were confused and disconnected each other, and lacks of logical sequencing and development; the language use was not enough to evaluate; vocabulary used had frequent errors of word and idiom form, choice, usage, meaning confused or obscured; the mechanics was dominated by errors of spelling. Indeed, MJ, YI, and JTA were in poor level of their writing.

Furthermore, to answer the research question, the researcher compared t-table and t-obtained. The t-obtained is got by finding the mean score of each group and put into Table 4.4 (see *appendixes*) to help in finding the variant, then the researcher used the formulation below to find t-obtained.

$$t_{obtained} = \frac{X_1 - X_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n^2 - 1)S_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$\boldsymbol{t_{obtained} = 0.78}$$

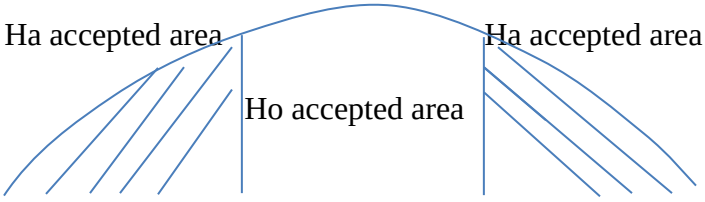
The researcher found t-obtained 0.78 and it compared with t- table to test the hypothesis.

3. The hypothesis testing

In testing the researcher's hypothesis Ha : there are differences between extrovert and introvert students at the first grade of SMAN 1 Matur in writing score. Ho : there is no difference between extrovert and introvert students at the first grade of SMAN 1 Matur in writing achievement. The researcher consulted the t-obtained to the t-table. To consult with the t-table, the researcher decided the Degrees of Freedom (df) and also the significant level (α). The degree of freedom in this research was n - 2 = 28 – 2 = 26. Then, the researcher used α = 0,05 to know the critical value of this df. To measure the whether the researcher will accept or reject the hypothesis, the researcher used this formulation:

t-hitung ≥ t- table, it means Ha is accepted and Ho is rejected.

t-hitung ≤ t-table, it means Ha is rejected and Ho is accepted.



-2.056 0.78 2.056
t-table t-obtained t-table

Since the t-table value on df = 26 an on $\alpha = 0.05$ was 2.056 and the t-obtained was 0.78, it means that the t-table was bigger than t-obtained and Ha was rejected and Ho was accepted where there was no difference between introvert students and extrovert students in writing score. It answered the research question that the introvert students did not get higher score in writing than extrovert students.

B. DISCUSSION

This research was about the comparison between introvert students and extrovert students in writing score at the first grade students of SMAN 1 Matur. It could be said that comparison between introvert students and extrovert students as X variable and writing score as Y variable. The data was achieved from questionnaire and writing test.

In this research, there were two types of personality, introvert personality and extrovert personality. Based on the theories and the fact that the researcher found in the field, introvert students tended to avoid social activities, such join the students' organization at the school and boy scouts. They did not want to be involved in the students' organization leadership. If there was an event at the

school, they seldom showed off during the event; they preferred to be the viewer to the event. The introvert students did not want to show off as the consequence of having high anxiety that made them were afraid to make mistakes while performing in front of the public.

In addition, introvert students preferred read book than meet with new friends. They tended to stay in the classroom than went outside while break time. If their close friends was their classmates, they sat close together and went everywhere only with their classmates. Moreover, if their close friends were in different class with them; they would wait their close friend of the other class to go somewhere. Introvert students were unsociable and passive because they tended to have few friends for a long time and were difficult to adapt with new people.

Furthermore, introvert students had careful, thoughtful, controlled and reliable characteristics. Those were because of the students preferred joining science Olympiad in extracurricular in the school than other activities such joining in sport team, art and dance team, or Debate club. They were thoughtful and loved spending their time by doing activities by themselves since they needed time to think and take decision. At last, they were reliable on their own activities, and that was why they avoided work in a team.

On the other hand, extrovert students were sociable. They tended to spend their time to interact with their environment. They liked to find the place which they could meet new people. They had high curiosity that made them

wanted to go everywhere, and had traveling to visit new place. Since having easy-going character, extrovert students were easy to adapt at the new place with new people and seldom faced culture shock. Hence, teachers usually chose those students to have students exchange because they would have no difficulties in adapting at the new place.

Moreover, extrovert students had high desire to talk and showed off in front of public. They were willing to be the leader of a team or organization since they had leadership of their self. They had lively character and were excited to do a lot of activities. Those students were usually involved in more than one school's organization and they also joined sport or art teams at the school. Then, extrovert students were usually optimistic and carefree like they never had a big problem.

In addition, extrovert students also had negative side, since they were impulsive, they tended to do things suddenly without thinking about them carefully first; and they were aggressive because they did things quickly and tended to be careless. Besides, they often troubled their friends or bothered other classes. Then, they would be touchy and sensitive if something bothers them. Above all, extrovert students could make some changes in their environments because they were ready to show off in the society.

Writing achievement can be influenced by personality. It needs more ideas and accuracy to get good writing result. Based on the previous related studies, introvert students could get good achievement in writing because the

theory stated that the introvert students could develop more ideas when they were alone and uninterrupted. The introvert students usually needed time to think and they needed to write things and read it for several times to make sure that there was no mistake on their writing. In addition, introvert students usually has many references on their mind since they had read a lot of books than other activities. It made them easy in developing ideas in writing.

On the contrary, extrovert students conveyed more ideas in conversation than in writing since they wanted to do things quickly and were more careless than introvert students. Another study revealed that introvert students could get good writing result because they could be lowering significantly the level of anxiety. When they do not need to retrieve the words immediately, they can better code the words from their long term memory and write it down. In fact, the researcher analyzed the data collected and found that the introvert students did not get higher achievement in writing than extrovert students.

Based on the data analysis above, the researcher found that the mean score of introvert students' writing test was 63,93 and the mean score of extrovert students' writing test was 61,71. It assumed that the introvert students got higher score than extrovert students in writing score. On the contrary, based on hypothesis testing, the researcher found different result in using t-test formulation, there was no significant difference between introvert and extrovert students in writing score since Ho was accepted that there was no difference between introvert students and extrovert students in writing score.

Furthermore, based on the finding above, the introvert students did not get higher score than extrovert students in writing, it might be due to the introvert students was shy to ask the material that they did not understand to the English teacher. Besides, they usually had no idea to be told and it made them was difficult in writing test in which write about the description of a person. Then, based on the theory, the introvert students tended to develop more ideas when they are alone, but as the condition in the classroom, they were disturbed by the activities that the other students did or by the noise of their classmates. It might impeded the ideas of the introvert students to be developed.

On the other hand, extrovert students loved to work in a group as previous theory stated. They did the writing test in group but they developed their own ideas. They needed the group to ask and share any information such new vocabulary, it might make them were good in writing. In addition, they were not feeling disturbed by the noise of their classmates and they could enjoy it. Indeed, they could do writing test without being impeded by any barriers.

In conclusion, this research did not support the findings of previous studies as the finding of this research did not reveal that the introvert students got higher score than extrovert students. Based on the hypothesis testing, the researcher got t-obtained insignificant than t-table, which is $0.78 \geq 2.056$. It means that Ho was accepted and Ha was rejected.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

This chapter discusses the conclusion drawn from the research findings in the previous chapter. These are expected to find out the comparison of introvert and extrovert students in writing score. The researcher concludes that introvert students did not get higher score in writing descriptive text than extrovert students. The characteristics of introvert students which thoughtful, careful, sober and reliable did not make them were better than extroverts in writing. The extrovert students also got good score in writing might be due to their activeness in learning process. It was proven by hypothesis testing that t-table was higher than t-obtained, and it means that Ho was accepted that there was no difference score between introvert and extrovert students in writing.

Hence, since the score of introvert and extrovert students in writing is not quite different and the finding of this research does not support the previous studies.

B. Suggestions

Having finished conducting the research, there are some suggestions that might be useful which are proposed as follows:

1. It is expected that the students can consider the influence of personality in learning process. The students aware of their personality and their strengths and weaknesses in English learning process in order to find the strategy to decrease the weaknesses and increase the strengths.
2. It is suggested to the English teacher to recognize students' personality to help the students in understanding learning materials.
3. The researcher suggests to the next researchers to do the research in other settings to have variation research as the researcher assumes that this research is conducted in different place, it will give different result.