

**A COMPARATIVE STUDY OF WRITING COMPETENCE AND STRATEGIES
BETWEEN EXTROVERT AND INTROVERT STUDENTS AT THE SECOND
GRADE OF SMAN 1 TERBANGGI BESAR**

(A Script)

**By
Gilang Ramadhan**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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2019**

ABSTRACT

A COMPARATIVE STUDY OF WRITING COMPETENCE AND STRATEGIES BETWEEN EXTROVERT AND INTROVERT STUDENTS AT THE SECOND YEAR OF SMAN 1 TERBANGGI BESAR

By

Gilang Ramadhan

Writing skill is considered to be the most difficult skill to be mastered. It is reasonable since mastering writing requires the students to organize their ideas first before putting it in written form. Specifically, there are five aspects that should be taken into account when it is concerning with writing, they are: content, organization, vocabulary, language use and mechanic. Consequently, the students experiences crucial problem in mastering writing. As a result, they have different writing competence level. In addition, a personality type is also one of the factors for that difference. Personality also contributes to students' writing competence because it leads one to think, act and respond to stimuli differently from other people. Furthermore, personality also decides the strategies used by the students while organizing their ideas. Therefore, the teacher has an important role to find out the relationship among their writing competence, personality and writing strategies.

Hence, the current research was aimed to find out the better group in writing competence and strategies between introvert and extrovert students, and the correlation between writing strategies and competence. The subjects of the research were thirty-two students of SMA Negeri 1 Terbanggi Besar. Before the research was conducted, the subject was divided into two categories, introvert and extrovert, using Eysenck Personality Inventory. The data were collected by using writing strategies questionnaires and a writing test. *Independent class T-Test* and *Pearson's Product Moment for Correlation* were used to analyze the results of the writing test and writing strategies questionnaires. The result showed that the introvert students were better in both writing strategies and competences than the extrovert students. The positive correlation was also concluded between writing strategies and competence. Therefore, this finding suggests that the better a student applies writing strategies, the better his/her writing competence is.

Keywords: writing strategy, writing competence, introvert, extrovert

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**By:
Gilang Ramadhan**

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

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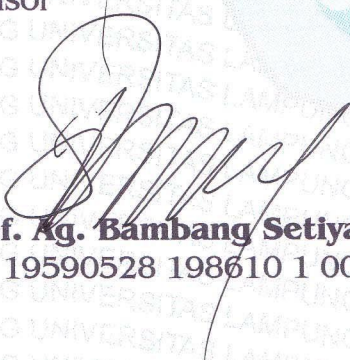
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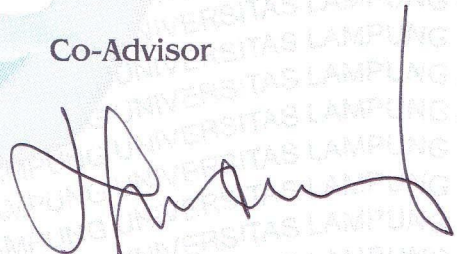
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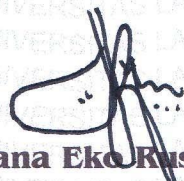
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To pursue his dream, he registered and was accepted in English Education Study Program of the Faculty of Teacher Training and Education in University of Lampung in 2014. He carried out the research from March 8th 2018 to March 21st 2018 in SMA Negeri 1 Terbanggi Besar.

DEDICATION

This undergraduate thesis is entirely dedicated to:

My mother

Maryani

My father and step father

Aris Kurniawan and Dedi Suwanto

Myself

The loved one

My sister and brother

Annisa Azzahra and Dika Rizki Suharto

My friends in English Education Study Program 2014

My almamater

Lampung University

MOTTO

“A bruise is a lesson, and each lesson makes us better”

(George R.R. Martin, 1996)

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In this opportunity, I would like to express my deep gratitude and respect to those who have made valuable contributions to this work.

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Hopefully this work will give positive contribution to the educational development and also to those who want to carry out further research. The writer believes that his writing is still far from perfection. There

might be weaknesses in this research. Thus, comments, critics, and suggestions are highly appreciated for better future improvement.

Bandar Lampung, May 14th 2019

Gilang Ramadhan
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I. INTRODUCTION

This chapter explains the background of the research, the research question, the objectives of the research, the uses of the research, the scope of the research, and the definition of terms.

1.1. Background of Problem

English is taught in every level of education, from kindergarten to university. English is also taught in senior high school (SMA). The English curriculum of SMA requires SMA/MA students to be able to use language in a communicative way. This indicates that they are expected to be able to access knowledge and information from the target language (English) with their language skills. To achieve this, there are four skills of language that should be learnt by them, listening, speaking, reading, and writing.

However, in practice, no students excel in every language skill. Based on the writer's pre-observation in SMA Negeri 1 Terbanggi Besar, he found that every student had different levels of proficiency in those four Language skills. While some were better at a certain skill, the rest were better at other skills. It can be confirmed that even in similar learning environments, students from the same or similar background may experience great differences in how quickly they learn and what skill they learn best.

On the other hand, recent studies showed that not only cognitive factors have an effect on successful foreign language learning but affective, motivational, personality and other external factors also have significant effects on this complex process (Ehrman and Oxford, 1995). It has been questioned that even in similar learning environments, students from the same or similar background may experience great differences in how quickly they pick up and reach proficiency in a language (Roberts & Meyer, 2012). Therefore, studying individual differences in foreign language learning can contribute to a better understanding of foreign language learning, especially in Indonesia which has a lot of different cultures, ethnic groups, and social backgrounds.

Naturally, individual differences, according to Dörnyei (2005), refer to the variation in gender (one's sex and their role in the society), age (how old one is), family background (one's family condition), socio-psychological factors (the impact of social factor in one's condition, like motivation and attitude), cognitive styles (the way one thinks and processes information), or personality (one's personal pattern of thought, feeling, and behavior). All those variables can make the learning pattern widely different and so is the learning outcome.

For this reason, taking a look at individual differences, personality is one of the important aspects. Funder (2007) states that personality refers to an individual's characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms, hidden or not, behind those patterns. It means that personality is an individual's unique pattern that leads one to think, act, and respond to stimuli differently from other people. In other words, personality is one's nature that differs them from one another.

Basically, there are a lot of models and taxonomy in defining human personality. One of which is the three-factor theory. Eysenck and Eysenck (1964) state that

human personality has three dimensions and each of them is a bipolar dimension, meaning that each has a direct opposite. Those dimensions are extroversion and introversion, neurotic and emotionally stable, psychotic and self-controlled.

Specifically, extroversion/Introversion is the degree of the orientation of one's interests and energies, the extroverts' orientation is toward the outside world including external aspects such as food, party and sport and other people in this case are friends, spouse and roommates, while introverts prefer their energy and interest inside their thought and feeling, neuroticism and emotionally-stable deals with the stability of a human being in their act, and psychoticism and self-controlled deals with the ability of human beings to control act. Among those three dimensions, the writer focused this research on the extroversion and introversion dimensions.

This stands to reason for extraversion and introversion deal with the way people prefer to attain energy and focus their attention. In this category, there are two types of personality, extrovert and introvert. Extrovert people prefer to get energy from outside sources or outer world, but introverts prefer solitary activities and the inner world of ideas as the source of their energy (Eysenck & Chan, 1982). Furthermore, Jung (1971 as cited in Purwati, 1997) classifies that extrovert persons have the ability to socialize better than the introvert ones due to the ability to build a better communication.

In point of fact, several studies have been done by previous researchers dealing with extroversion/introversion and language learning. Strong cited in Davies (2004: 541) states that out of eight studies that employ oral language test, six of them show that extroverts perform better than introverts. Meanwhile, Dewaele and Furnham (1999:532) analyze 30 researchers' studies and their conclusion shows that extroverts were found to be generally more fluent than introverts in

both the first and second language. This implies that extroverts are more fluent, although it does not necessarily mean that they are more accurate.

Despite the fact that personality – in this case, extroversion/introversion – is the most individual characteristic of a human being and really important in the learning process of English as a foreign language, it does not receive as much attention in foreign studies in the education field as other factors such as teaching method and teaching media, there is even less research that focuses on extroversion and introversion. Similarly as personality, writing is also a crucial skill to be considered. Particularly, one's personality can be seen through their writing. In other words, personality contributes to someone's writing.

Owing to the fact that writing itself is a crucial language skill to master, most academic institutions, including formal schools, make writing an important part in the curriculum that when students graduate, they will have been trained to write decently. This is due to the fact that in professional level, writing is the most fundamental requirement. Writing is actually a way to produce language, which one does orally when he/she speaks. But in writing, one communicates with others in a non-verbal way. Writing is also an action, a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. In other words, writing is a process of constructing ideas on a piece of paper from nothing.

Furthermore, Walters (1990) states that writing is a complex process since it is made of a large number of skills, not only one element that is used but also all of language elements need to be considered such as spelling, grammar, diction, punctuation, etc. Certainly, without all of these elements, it is difficult to write in a good composition of this language skill. Due to its difficulty, it is obvious that everyone has their own process in writing.

In addition, writing process includes listing ideas, making an outline, writing a draft, correcting and improving the draft, and writing the final version. Furthermore, Richards and Renandya (2002:316) state that there are four stages of writing process. Those stages are planning, drafting, revising, and editing. Each stage of the writing process needs to be done correctly in order to make a decent writing and one way to do the process correctly is by having thorough writing strategies.

Considering the difficulty of generating a good writing, it is not surprising that students' competence in writing specifically in senior high school is unsatisfactory. Based on the writer's pre-observation, there are still a lot of students who cannot write an acceptable writing. Most of them lacked of vocabularies resulting in the repetition of same vocabularies over and over again. They also had difficulties in spelling; for example, they wrote the word "skillful" instead of "skillful". In contrast, some of them were able to organize the ideal sufficiently regardless of how insufficient the number of vocabularies and knowledge of both grammar and spelling that they had. But still, difficulty should not be an excuse to students' low competence because in the end, they all should be able to make a good writing to compete in the globalization era.

Particularly, there are some factors that influence the classroom situation such as the teacher, teaching media, and teaching method. Teaching media and methods have been widely researched thus generating more and more new findings. However, there are other individual aspects that play similar, if not more, role in second and foreign language learning. Ellis (1985 as cited in Khasinah, 2014) claims that there are many general factors that influence second language acquisition such as age, aptitude, intelligence, cognitive style, attitudes, motivation, and personality. All of which differs greatly and widely among individuals.

With regards to the rationalization above, the writer filled the gap by conducting research to find out which group of students – introverts or extroverts – has a better writing skill. In addition, the writer also looked at their differences in writing process. Hopefully, the findings of this research, in the future, will be used as a reference to create a suitable method or media that can deal with both introvert and extrovert students.

1.2. Research Questions

Concerning the problems explained above, the writer addressed the following research questions:

1. Which group of students at the second-grade of SMA Negeri 1 Terbanggi Besar has a better writing competence?
2. How different are the writing strategies applied by extrovert and introvert students at the second-grade of SMA Negeri 1 Terbanggi Besar?
3. Is there any relationship between students' writing strategies and their writing competence at the second grade of SMA Negeri 1 Terbanggi Besar?

1.3. Objectives

In line with the formulation of the research problems above, objectives of the research are as follows:

1. To find out which group of students at the second-grade of SMA Negeri 1 Terbanggi Besar has a better writing competence.
2. To find out the difference of the writing strategies applied by extrovert and introvert students at the second-grade of SMA Negeri 1 Terbanggi Besar.
3. To find out if there is any relationship between students' writing strategies and their writing competence at the second-grade of SMA Negeri 1 Terbanggi Besar.

1.4.Uses

The findings of this research are beneficial for students, teachers, researchers, and other parties, both theoretically and practically as follows:

1. Theoretically, this research may give contribution and also verify previous research and theories. This research may also provide some information about understanding of language learning. Furthermore, this research can be used as logical consideration for future research.
2. Practically, writer expects the result of this research can be used as reference and consideration for English teachers concerning with writing strategies and personality types which play important role to increase students' writing competence. While for the students, they will understand one more factor that causes them to struggle in writing.

1.5.Scope

Talking about personality within individuals, there are several aspects such as extroversion and introversion, emotional stability, and self-control. However, this research explored only one dimension of personality that is extrovert and introvert. This paper focused on the differences between introvert and extrovert students in their writing competence as well as their strategy in the process of writing. The research was conducted at SMA Negeri 1 Terbanggi Besar and the population was 168 students at the second grade. The sample of the research was 32 students. The writer used a purposive sampling. The sample was divided into two groups according to students' personality type – extrovert and introvert – using Eysenck Personality Inventory developed by Hans Eysenck (1961). Then, the groups then were compared according to their competence and writing

process. Furthermore, the result of their writing test and writing strategies were correlated to find out whether there is any relationship between two of them.

1.6. Definition of Terms

In order to avoid ambiguity, some terms used in this research are comprehensively defined as follows:

1. Individual differences. These items refer to the variation in gender, age, family background, socio-psychological factors, cognitive styles and personality (Dörnyei, 2005).
2. Personality. This element is a dynamic organization from the psychophysics in individual, which can also determine his adaptation uniquely toward his environment (Allport in Lester, 1995).
3. Extroversion. This term is a shorter expression referring to extroversion-introversion (Qomarudin, 2010).
4. Extrovert. This component is a personality super factor that prefers to attain energy from outside sources or outer world (Eysenck and Chan, 1982).
5. Introvert. This aspect is a personality super factor that prefers solitary activities and the inner world of ideas as the source of their energy (Eysenck and Chan, 1982).
6. Writing. This essential activity is a process of organizing the ideas, opinions, and feelings into written form. It is complex activity with the control language both of the sentences level (grammatical, structure, vocabulary, punctuation, spelling and later information) and beyond the sentence rank (organizing and integrating information into cohesive and coherent paragraph or text). Therefore, what we want to write should have something meaningful to convey (Pincas, 1998).

7. Writing Process. This crucial part of writing is the entire process of writing which consists of planning, drafting, revising and editing (Yrne in McDonough and Shaw, 2003:163).
8. Writing Competence. This attribute refers to the skill to write a good composition which meets the following criteria: (a) Purpose and clarity, (b) Organization, (c) Specificity and evidence, and (d) Usage, mechanic, and grammar (Hermanto, 2008).

This chapter already reviewed introduction of the research, including the explanations about the background of research, the research questions, the objectives of the research, the uses, the scope, and the definition of terms which were discussed in order to provide an insight to this research. The next chapter deals with the literature review of this research.

II. LITERATURE REVIEW

This chapter discusses personality, extroversion, concept of writing, aspect of writing, writing competence, writing process, theoretical assumption, and hypotheses.

2.1. Individual Differences in Language Learning

As stated earlier, individual differences can be defined as anything that marks a person as a distinct and unique human being (Dörnyei, 2005). This difference varies from gender to human action. Although basically this definition can be true in many aspects, but in terms of second language studies, it is better to narrow this definition down in order to understand and give more insight to these differences.

In addition, Ellis (2008) identified the key factors in individual difference studies and grouped according to whether they constitute abilities (i.e., cognitive capabilities for language learning), propensities (i.e., cognitive and affective qualities involving preparation or orientation to language learning), learner cognitions about second language learning (i.e., conceptions and beliefs about second language learning), or learner actions (i.e., learning strategies).

Table 2.1: Factors Responsible for Individual Differences in Second Language (L2) Learning

Category	factors
1. Competence	a. Intelligence b. Language aptitude c. Memory
2. Propensities	a. Learning style b. Motivation c. Anxiety d. Willingness to communicate
3. Learner action	a. Learning strategies

Ellis (2008)

With regards to the table above, it can be seen that there are four categories of key factors. The first one is students' ability which is constructed by students' intelligence, their aptitude or willingness to learn, and also their memory level. In other words, their cognition is the factor to students' competence.

On the other hand, propensities are the students' tendency in learning the language. This includes their preference in how they learn the target language. The factors responsible for that are students' learning style, their motivation and anxiety, also their willingness to communicate their problem. In brief, students' affection influences their language learning in form of propensities/tendencies.

Furthermore, learner's action is shaped by the students' learning strategies. Different students have different strategies thus resulting in different action. Their psychomotor is the key factor to their action in learning the target language.

In point of fact, many researchers did not include age and gender in their research as individual difference factors (Dörnyei, 2005). The reason for this separation is age and genders are seen as important factors in affecting language learning success and affect not only individual difference variables but also every aspect of the second language learning process. Because of the entirely different treatment requirements, age and gender are excluded in individual difference research.

Although significant studies have been conducted on the factors identified by Ellis (2008) however, there has not been much research on personality until recently. For example, it is believed that extroversion and introversion are significant predictors for success in learning foreign languages (Griffiths, 1991; Muranoi, Chiba and Hatanaka, 2002).

In the following section, the writer outlines relevant previous studies on personality, especially extroversion and introversion, in relation to foreign language learning.

2.2. Concept of Personality

Principally, personality is one of the main topics in psychology. A personality type is therefore regarded as the essential factor which influences the second or foreign language acquisition. It is also a complicated notion which can be affected by different factors, such as ethnic background, culture, and environment. Although many investigators, as mentioned before, have made a lot of attempts to study this issue, the results of so many experiments are unclear, and that a very definite and absolute conclusion may not be drawn (Omidvari, 2016).

Nonetheless, regardless of one of the definitions which has been known by psychologists and is able to explain the term of personality is stated by Allport (1937) in Lester (1995) who says that personality is a dynamic organization from the psychological systems in individual, which can also determine his adaption uniquely toward his environment. Personality can drive one's action toward the stimuli he/she receives from the outer world, thus resulting in various actions and opinion done toward one phenomenon.

With reference, it is clearly explained by Allport that 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. In addition, the personality organization consists of psychophysics, that is body's movement and soul which cannot be separated. It should be noted that personality does not forge itself in one person but rather of a result from respond towards the stimuli that develops personality inside a person resulting in a unique pattern.

Additionally, Allport explains that personality is called as a factor which determines, it means that personality consists of determinant tendencies which play active roles in behavior of an individual. The tendencies are like the algorithm inside a person that defines his/her action toward this world. And there are more to be noted that no two individuals who are really alike in adapting themselves toward the environment. Apparently, there are no individuals who share the exact same personality or in other words, everyone is different in term of personality.

Likewise, Eysenck and Chan (1975:153) specifically classify human personality into three dimensions and each of them is a bipolar dimension, meaning that each has a direct opposite. Those dimensions are: 1) Extroversion and Introversion; 2) neuroticism and emotionally stable; 3) Psychotics and Self-Controlled.

First of all, extroversion/introversion is the degree of the orientation of one's interests and energies; the extroverts' orientation is toward the outside world including things and other people. For example: an extrovert will feel bored and stressed if he/she does not meet and talk to people in certain time thus they need to keep meeting people and do some activity with them. On the other hand, introverts prefer their energy and interest inside their thought and feeling. For example, an introvert is fine to be alone and do activities by him/herself. They even find it exhausting to always talk to people and need a break from it.

Second of all, neuroticism/emotionally-stable deals with the stability of a human being in their act. A neurotic tends to be unstable in doing things also in their traits while emotionally-stable person will do his/her things constantly. For example: we can see that two people can be both introverts, but the stability of their act is different. One person can have a weekly meeting with only 1 person and find it absolutely fine, while the other one would feel bored in the third week and decides to go to a party.

Last of all, psychoticism/self-controlled deals with whether or not a human being is able to control his/her act. Eysenck explains that everyone has some qualities commonly found in a psychotic and they may be capable, in some occasion, of being psychotic.

It now reveals that personality variables and their relationships with foreign language learning have been examined by many researchers. Although there are other variables of personality, extroversion and introversion dimension is the most interesting to focus on. The following section will focus on extroversion and introversion and its relationship with language learning.

2.3. Extroversion

This typical human personality deals with the way people prefer to attain energy and focus their attention. Extroverts prefer to get energy from outside sources or outer world, but introverts prefer solitary activities and the inner world of ideas as the source of their energy (Eysenck and Chan, 1982). A typical extrovert is talkative, active and is not scared to take risks and chances (Ahmadian and Yadegari, 2009).

On the contrary, an introvert prefers solitary activities to being in a crowd, likes planning ahead and keeps to the familiar. "Extroversion and introversion can be

thought of as a continuum where the two personality types are on the opposite ends” (Cervone and Pervin, 2014: 251).

In accordance with Eysenck, Myers (2003) explains that extroversion and introversion are two characterizations of how people relate to the outside world. Extroverts are more interested in what is happening around them than in their own thoughts and emotions. Specifically, extroverts inevitably seek stimulation outside themselves, and their orientation of energy is toward the outer world (Myers, 2003).

Conversely, introvert people are more interested in their own thoughts and feelings than in things outside themselves and are often shy and unwilling to speak or join in activities with others. In other words, introverts do not need extra stimulation because they have sufficient internal stimulation, so their orientation of energy is toward an inner world (Myers, 2003).

As pointed out earlier, in the personality theory by Eysenck, the introversion-extroversion continuum is called a “super factor” that organizes lower-level personality traits, including sociability, activity and excitability (Cervone and Pervin, 2014). The possession of certain personality traits thus depends on the person’s position on the continuum. In practice, the secondary traits are what distinguish people from another.

In addition, Eysenck in Purwati (1997) divides extrovert and introvert personality traits through the classification of typology. Each type has its own indication, such as sociality, activity, expansiveness and etc. Personality types are described as follow:

1. Stable extroverts (sanguine qualities such as - outgoing, talkative, responsive, easygoing, lively, carefree, leadership)
2. Unstable extroverts (choleric qualities such as - touchy, restless, excitable, changeable, impulsive, irresponsible)

3. Stable introverts (phlegmatic qualities such as - calm, even-tempered, reliable, controlled, peaceful, thoughtful, careful, passive)
4. Unstable introverts (melancholic qualities such as - quiet, reserved, pessimistic, sober, rigid, anxious, and moody).

Eysenck, in this case, explains the degree of an individual in behaving according to his position in that scale. According to him, there is no pure extroversion or introversion of one's personality. The personality can move from one pole into another one. In order to see one's personality, we can only see the type that is more dominant, whether the type is extroversion or introversion, so that we can classify the individual to the type of extroversion or introversion.

Typically, in case of social life, extrovert people are considered more desirable. It is due to their open minded characteristic to communicate with many people; in parties, offices, neighborhood, etc. However, this does not necessarily signify that introvert tend to be least person to converse with, since they are bad people for instance. It is just the way they express themselves differ from those who are extrovert.

Regardless of the difference between these two types of personality, no scholars mention anything about 'good' or 'better' attitude. Anyway, by knowing the characteristics of extroversion and introversion, we may be able to predict the tendency of someone in giving response, giving us advantage when dealing with each type. That is the elaboration of extroversion and introversion. The next section will elaborate the studies about extroversion and introversion and writing skill.

2.4. Previous Studies of Extroversion-Introversion and Writing

There are actually several studies results in this field. The first one is Wulandari's work (2000) one of which is related to extraversion. In her conclusion, it is stated that extrovert students are better to achieve higher grade.

On top of that, Qomarudin (2010) conducted a similar research on English literature students of Diponegoro University batch 2006. He found that there is a positive correlation between extroversion and English writing skill. He suggested that writing skill is positively correlated with extroversion. The other study was Revola's (2016). The subjects of the research were the third semester students of IAIN Bengkulu English Department. She found that the introvert students have better writing achievement than the extrovert and ambivert students.

Basically, the studies above show that extroversion/introversion has been researched in writing area. But all of those studies were conducted in higher learning constitution such as university. Henceforth, most of the previous researches hardly touched the lower level of learning constitution such as Senior High School in Indonesia.

This section already explains the studies carried on extroversion/introversion in writing area, now the next section will talk about the concept of writing.

2.5. Concept of Writing Competence

According to Concise Oxford English Dictionary, 'competence' shares similar meaning to 'skill'. Both express the quality, ability, or knowledge to do something successfully. According to Byrne (1991), on basic level, writing competence refers to forming or producing graphic symbols on the surface of some flat thing. On the upper level, writing is not merely arranging those graphic symbols without any rule. It should be in accordance with certain convention to form words and then sentences, to form them into particular order and linked together.

For this reason, Hermanto (2008) states that writing competence refers to the ability to write a good composition which meets several criteria: the first one is

purpose and clarity, the degree to which the students has demonstrated an understanding of the position taken in the article and has established a reasoned response and critical interpretation. For example, when the students are instructed to write a descriptive passage, they understand the notion and write a descriptive text with all the function and role in English language.

The next criterion is organization, which is the degree to which the student has produced a unified and coherent composition. A coherent composition can be spotted from the logical arrangement of the sentences. For example: *My brown leather shoe is so comfortable! I had to buy new shoes for work, and because I stand for most of the day, I knew I'd need a shoe that would feel nice. It's size 6W and fits perfectly. It has attractive, decorative stitching around the rubber sole and over the soft leather upper. The stitching makes is nice and even, like train tracks across a field.*

The last criteria are specificity and evidence, the degree to which specific evidence from the article is documented, integrated, and used to support arguments in the student's writing; the degree to which counter arguments are supported through evidence and also usage, mechanic, and grammar, are the degree to which the student has exhibited corrected usage (tense, word choice), spelling, punctuation, and grammar.

As a matter of fact, in order to measure the student's competence, we need to give a test to the students. The purpose of the test is to measure how far they mastered the information or the knowledge that has been given. According to Harris (1974), a competence test indicates the extent to which an individual has mastered the specific in a formal way. In this research the writer administered writing competence test in order to compare the writing competence between those of extrovert students and those of introvert students.

2.6. Concept of Writing

Generally speaking, writing can be interpreted as the act of forming or tracing a character on a piece of paper or other suitable materials with a pen or pencil. Rivers (1968) distinguishes writing from other skills according to the form; it was from the simplest form to the most highly developed one. The simplest form of writing can be conceived as the act of putting down in conventional graphic form something that had been spoken.

Likewise, Meyers (2005:2) says that writing is a way to produce language, which you do naturally when you speak. In other words, writing is communicating with others in written form. In fact, writing is an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. In more details, Macdonald and Macdonald (1996) state specifically that writing process is a creative act of construction that seems to begin with nothing (blank page) and ends with coherent structures that express feelings, emotions, attitudes, prejudices, and values.

Taking everything into account, there are many views about how to define the nature of writing. Overall, those views explain that writing as a product of written language has some characteristics that can differ it from the spoken one. Therefore, writing can be defined as an act that not only involves deep thinking in arranging the ideas and converting them into some words and sentences, but also making them suitable with the context, purpose, and audience.

2.7. Aspects of Writing

Initially, a writer is said to be successful in writing if their writing contains some aspects of writing. According to Heaton (1991), there are five aspects of writing:

1. **Content** refers to the substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraphs do the work of conveying ideas rather than fulfilling special functions of transition, restatement, and emphasis. e.g. “. Katie is the most beautiful cat in my eyes. *Everything about her always makes me smile and makes me want to hug her. I like to hug her because she has very soft fur colored orange and white. She also has beautiful-brown eyes.*”

As can be noticed, the italic sentences are the content of the supporting sentences. Those sentences elaborate and provide the reason to why the writer sees his/her cat as the most beautiful cat.

2. **Organization** refers to how ideas are presented. Typically, organization refers to the larger parts of a piece of writing, although it also refers to how paragraphs and sentences are written. e.g. “.**Katie is the most beautiful cat in my eyes.** Everything about her always makes me smile and makes me want to hug her. I like to hug her because she has very soft fur colored orange and white. She also has beautiful-brown eyes. They are so beautiful that I cannot say no every time she comes to me asking to play. In addition, she is also an excellent mouse hunter. Ever since she is in my house, I have no more mouse problem. *To sum up, I really love my cat due to its beauty and its important role in the house.*”.

It can be viewed that the organization of the text is logic and consistent. This is because one sentence to other sentences is relating to the topic sentence. As we know, “.**Katie is the most beautiful cat in my eyes**” is the topic sentence of the paragraph. From that topic sentence, the next sentences are closely related and support it; the writer explains the physical superiority of the cat

(coherent with topic sentence). And in the end of the paragraph, there is “*To sum up, I really love my cat due to its beauty and its important role in the house.*” This serves as the concluding sentence of the paragraph.

3. **Vocabulary** refers to the selection of words that are suitable to the content. It begins with assumption that the writer wants to express the ideas as clearly and directly as he can. There are eight word-classes that can be used in writing, they are:

- a. **Nouns** – The items are used to name a person, place, thing, or idea.

The girl in the red coat is named Lisa. (Person, thing, specific person)

The principal works at Smithfield Elementary School. (Person, specific place)

I believe in freedom for all people. (Idea naming a “thing” in which I believe, plural person)

- b. **Pronouns** – The elements are applied to take the place of a person, place, thing, or idea. The word to which the pronoun refers is called the *referent* or *antecedent*.

Tammy left her book bag on the bus, but I found it for her. (References to a girl, the person speaking, and a thing)

They left for the camping trip an hour before we did. (References to two groups of people)

- c. **Adjectives** – these aspects are implemented in a sentence to describe a noun or pronoun.

The beautiful princess found her family again, and she was very happy. (*Beautiful* describes the noun *princess*; *happy* also describes the princess. *Very* is not an adjective because it is describing *happy*, which is not a noun or pronoun.)

- d. **Verbs** – the particular items’ usage is to express action or link the subject to the rest of the sentence. (Note: the subject in a sentence is the noun or pronoun performing the action of the verb or being linked to the descriptors in the predicate.)

Mary *walked* home every day after piano practice. (Action verb: Mary is performing the action of walking.)

She *is* nice. (Linking verb: The pronoun subject *she* is being linked to the adjective *nice*. There is no action being performed in this sentence. However, a sentence must always contain a verb, so if you cannot see direct action, you probably have a linking verb.)

A linking verb connects the subject with a word that identifies or describes it. The forms of the verb ***be*** are the most common linking verbs. The verbs that have more than one word are called ***verb phrases***. They consist of a ***helping verb*** and a ***main verb***. The helping verbs add tense (present, past, future) forms to the base verb. Here are the forms of the verb *to be*: *am, be, will be, had been, is, can be, could be, shall have been, are, may be, should be, will have been, was, might be, would be, could have*.

- e. **Adverbs** – these components function to describe a verb, adjective, or another adverb by telling how, why, when, or in what way or to what extent something exists or is done.

The *very* noisy boy ran *quite* loudly through the new store. (*Very* describes how noisy the boy is. Since *noisy* describes the boy—a noun—it is an adjective, so the adverb *very* describes an adjective. *Loudly* describes how the boy ran, so it is an adverb describing a verb. *Quite*

describes how loudly the boy ran. You already know *loudly* is an adverb, so *quite* is an adverb describing another adverb.)

- f. **Conjunctions** – these features join words, phrases, or sentences together. (There are several types of conjunctions, each with its own rules of punctuation. Specifics for the different forms of this part of speech will be discussed later in this chapter and in the direct writing section dealing with sentence combining.)

I would love to go shopping, *but* I have no money. (A word joining two complete sentences)

For my birthday, I would love a new coat *and* a new pair of leather gloves. (A word joining two phrases)

- g. **Preposition** – the items are utilized to form a *prepositional phrase*, which consists of a preposition and a noun or pronoun. Prepositional phrases show a relationship between items in a sentence.

A prepositional phrase contains a preposition (first word), possibly an adjective or adverb combination, and then a noun or pronoun (required, last word). The noun/pronoun at the end of a prepositional phrase is called the *object of the preposition*. A prepositional phrase may contain as few as two words, or it may contain several.

The child is playing *in the* yard. (The preposition *in* is connected to the noun *yard* with the article *the* in between.)

My mother, who was *at the store in Atlanta*, found a new scarf. (Two prepositional phrases occur side by side: *at the store* and *in Atlanta*.)

- h. An **interjection** is a word or phrase that expresses emotion (light or heavy) and is usually at the beginning of the sentence.

Wow! I just won twenty dollars in the raffle!

No way! I can't believe you won the first-place trophy.

4. **Language Use** refers to the use of the correct grammatical form of syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing. e.g. “. Katie is the most beautiful cat in my eyes.”

It can clearly be seen from the example above that it is a grammatically correct sentence of descriptive paragraph. It is because descriptive paragraph uses simple present tense. We can also see that since the sentence does not have an action verb, so “is” is used as the linking verb. “is” is also used because the subject is singular so is “is” used instead of are.

5. **Mechanic** refers to the use of graphic conventional of the language and punctuation marks, i.e., the steps or arranging letters, words, sentences, paragraphs by using knowledge of structure and some others related to one another.

e.g. “.Katie is the most beautiful cat in my eyes.”

The example of mechanic in the structure of the sentence can be seen in the underlined words and markers. It can be seen that the first word after the sentence, the writer uses capital letter. Besides, the example of markers, full stop (.), is used in the end of the sentence.

In this research, the writer applied those aspects of writing stated above in evaluating the students writing score because it provides a well-defined standard and interpretive framework for evaluating a compositions' students' communication effectiveness which is suggested to be used in evaluating students' writing.

2.8. Paragraph

Theoretically, according to Oshima and Hague (1993: 3) a paragraph is a basic unit of organization in writing in which a group of related sentences develop one main idea. This means that in writing a paragraph, we just develop one main idea by using one up to ten sentences, because a paragraph can be as short as one sentence or as long as ten sentences. In paragraph, there are three parts: the topic sentence, the supporting sentence, and the concluding sentence.

Along with that, Donald (1983) points out that the first paragraph is the topic sentence that states the main idea of paragraph. In topic sentence of the paragraph, the writer tells us what she/he is going to tell us. Then the writer tells us what she/he has decided to tell us. It is considered as the supporting sentences. It develops the topic sentence and explains the topic sentence by giving reason, fact, statistic, and quotation. The last part of paragraph is concluding sentence. It signals the end of paragraph and there leaves the reader with the important ideas to memorize. In concluding sentence, the readers were asked get to the main point in their mind.

Moreover, Oshima and Hague (1993) say that a good paragraph has element of unity and coherence. Unity means that there is only main idea in a paragraph that will be discussed. Then, coherence means that the paragraph is easy to read and understand because the supporting sentences are in some kinds of logical arrangement. Besides, the ideas are considered and those developed by using transition signals.

In accordance with those statements from the experts, the writer concludes that, paragraph is a piece of writing which consists of several parts, such as: topic sentence, supporting sentences, and also concluding sentence to leave a strong

idea to remember. Besides, a good paragraph has several elements including unity, coherence, and proper transition signals.

2.9. Descriptive Paragraph

Keraf (1982: 93) defines a descriptive writing as drawing important part of writing subject very clearly and in details. Description in which describes something according to its appearance or details. Descriptive paragraph is a paragraph which says what a person or a thing is like according its appearance or details. Its purpose is to describe and reveal a particular person, place or thing. Therefore, descriptive paragraph should consider the readers in order to catch their mind about what we have described in form of descriptive paragraph. It can be stated that descriptive paragraph is a paragraph that explains about person or thing and it can be explained by its forms, characteristics, and amount of its thing.

Here is an example of descriptive paragraph dealing with pet:

Katie

I have a cat in my house. Her name is Katie. Katie is the most beautiful cat in my eyes. Everything about her always makes me smile and makes me want to hug her. I like to hug her because she has very soft fur colored orange and white. She also has beautiful brown eyes. They are so beautiful that I cannot say no every time she comes to me asking to play. In addition, she is also an excellent mouse hunter. Ever since she is in my house, I have no more mouse problem. To sum up, I really love my cat due to its beauty and its important role in the house.

(Keraf, 1982)

Additionally, Keraf (1982) also states that concerning the way the arguments are presented, there are two types of descriptive paragraph. These are objective and subjective description as elaborated in the following:

Objective Scientific Description is like a picture or diagram. It is unopinionated, factual and concise. It is used in transactional writing, such as in

science text books, technical manuals, or police records. Here is an example of objective paragraph:

Brown Leather Shoe

My shoe is a dress shoe made of soft brown leather. Its size is 6W; about 25cm long and 9cm across at its widest point. There is printing on the inside of the back heel that says, "Made in China" in August of 2012. It has a rubber sole on the outside, and a fabric insole on the interior. There is decorative light brown stitching running all around the sole and an even pattern around the leather upper. There's also a small square of brown elastic on either side of the top. There are some scuff marks in the leather, and some of the stitching is becoming frayed, showing that the shoe has some wear and is not brand new. Despite its age, the shoe still smells of leather, although sometimes when I walk my shoe makes a squeaking noise.

(Keraf, 1982)

As can be seen, there are several points that can be analyzed, they are:

1. The paragraph utilizes third person pronoun, linking verbs, nouns, adjectives, and some phrases in this paragraph

For example:

- *It has* a rubber sole on the outside. (*it* is the example of pronoun, and *has* is the example of linking verb)
- There is decorative light brown *stitching running all around the sole*. (*stitching running all around the sole* is the example of gerund phrase used in the paragraph)

2. The writer uses objective description from the sentences he/she uses in that paragraph. The writer solely describes the shoes without being subjective and shows his compassion toward the shoes. Rather, he describes the shoes properly.

For example:

"It has a rubber sole on the outside and a fabric insole on the interior"

“Despite its age, the shoe still smells of leather although sometimes when I walk my shoe makes a squeaking noise

That everyone reading that paragraph will be able to imagine about the object being described accurately.

Subjective Impressionistic Description is found in creative writing, such as poetry and prose. It is opinionated and the writer selects the information he or she would like to include. The focus of the description is the writer’s attitude toward the subject/his or her feelings and personal observations.

Comfortable Work Shoe

My brown leather shoe is so comfortable! I had to buy new shoes for work, and because I stand for most of the day, I knew I’d need a shoe that would feel nice. It’s size 6W and fits perfectly. It has attractive, decorative stitching around the rubber sole and over the soft leather upper. The stitching makes is nice and even, like train tracks across a field. Although it is getting a little worn, and some of the stitching is coming loose and there are scuff marks, it still looks pretty good for its age. My shoe even still smells nice like leather, not like stinky, dirty feet. I also love my shoe because I remember when I bought it – while shopping with my sisters at the Upper Canada Mall in New market, Ontario. We had a great day shopping together and when I see my shoe I remember the time I got to spend with my sisters last July. The only part of my shoe that I don’t really like is that sometimes it squeaks when I walk, like I’m being followed but a duck! All in all, though, I’m quite happy and comfortable when I’m wearing my brown work shoe.
(Keraf, 1982)

The paragraph above includes several key points. They are as follows:

1. The paragraph utilizes pronoun, linking verbs, nouns, adjectives, and some phrases in this paragraph

For example:

- *I* remember when I bought *it*. (*I* and *it* are the examples of pronouns used in this paragraph)
- *Andover the soft leather upper*. (*over the soft leather upper* is the example of prepositional phrase)

2. The writer describes his/her shoes in a rather narrative way. He/she also shows his/her feeling towards the shoes by showing more pros than the cons about the shoe. It can be seen from these sentences:

- *“It has attractive, decorative stitching around the rubber sole and over the soft leather upper.”*
- *“Although it is getting a little worn, and some of the stitching is coming loose and there are scuff marks, it still looks pretty good for its age.”*

From the sentences above, it can be seen that the writer uses the play of vocabulary to emphasize the condition of the shoe. This is the characteristic of subjective impressionistic paragraph to convince the reader to agree with the writer.

Functionally, descriptive paragraph is a style of writing than can be useful for a variety of purposes. It can be to engage a readers' attention, create characters, set a mood or create an atmosphere, and bring writing to life. Furthermore, it aims to show rather than tell the readers what something/ someone is like, relies on precisely in chosen vocabulary carefully in chosen adjectives and adverbs. It focuses and concentrates only on the writing aspects that add something to the main purpose of the description. Description is what is heard, seen, smelled, felt and tasted.

Moreover, descriptive paragraph has structure of text that must be followed. This is to make sure that the paragraph is organized correctly. The general structure and characteristic of descriptive paragraph as stated by Knapp and Watkins (2005) are explicated as follows:

a. The general Structure of Descriptive Paragraph

This is the structure of descriptive paragraph (*general structure*) is:

1. Topic sentence. This element consists of a topic or subject matter and a restricting statement. It can be said also the summary of all information in the paragraph.
2. Supporting sentence. This component is the control of following information that related to the topic sentence.
3. Concluding sentence. This aspect includes the end part of the paragraph that tells us what the writer has told.

b. The Characteristics of Descriptive Paragraph

These are the characteristic of descriptive paragraph:

1. Descriptive paragraph is using *simple present tense*. *Simple present tense* is a type of sentence that is used for daily activity and facts.
2. Descriptive paragraph is using *linking verb*, such as *be (am, is, are)*. A linking verb connects the subject with a word that identifies or describes it.
3. Descriptive paragraph only focuses in one certain object.

In accordance with the explanation above, the author concludes that descriptive paragraph writing uses careful diction (word choice) to create images of people, places, and objects. Besides, there are two extremes to descriptive writing: Objective Scientific Description and Subjective Impressionistic Description.

2.10. Writing Strategy

As a matter of fact, writing is a complex process since it is made of a large number of skills, not only one element that is used but also all of language elements need to be considered such as: spelling, grammar, diction, punctuation, etc. Certainly, without all of these elements, it is difficult to write in a good composition of this language skill. Hence, a thorough set of strategies is required in the process of writing, Walters (1990).

In the same way, Yrne in McDonough and Shaw (2003:163) mention that the writing process includes: listing ideas, making an outline, writing a draft, correcting and improve the draft, and writing the final version. Also, Richards and Renandya (2002:316) state that there are four stages of writing process. Those stages are planning, drafting, revising, and editing. Every stage of writing process is explained below:

1) Planning

Planning which is also called as pre-writing is an activity to prepare the students to write. In this stage, there are some activities that can be done to encourage the students to be able to write. Those activities include brainstorming, clustering, rapid free writing, and by using WH questions. For example: brainstorming about one topic, clustering the ideas into categories, and writing those ideas into separate sentences.

2) Drafting

In this stage, the focused activity is on the fluency of writing. It means that the students must write fluently without taking the consideration of grammatical accuracy or the neatness of the sentences. In this stage, the students have the chance to write everything that comes into their mind according to the topic that they want to write. For example: writing the ideas

into a rough paragraph and combining the sentences from planning stage into paragraph.

3) Revising

In revising stage, the students recheck and reexamine what they have written in order to see how effectively they have communicated their idea to the readers. It is not merely checking for language errors but also to improve global content and the organization of ideas. For example: reshaping and combining the sentences within the paragraph using transition words to form semi-final product of writing.

4) Editing

At this stage, the students are engaged in tidying up their texts as they prepare the final draft for evaluation. The activities done by the students at this stage are editing their mistakes on grammar, spelling, punctuation, sentences, diction, sentence structure, etc. For example: editing the punctuation and capitalization in the paragraph to form the final product of writing.

Nevertheless, there is also an expert who states that sometimes writing does not have to follow such an ordered sequence. According to Nunan (2003), the process of writing includes organize, drafts, edits, reads, and rereads. This process of writing is often cyclical and sometimes disorderly. It can be said as disorderly because sometimes after the writers reach the next step, they have to repeat the previous step. Hyland (2003) also has the same ideas that planning, drafting, revising, and editing do not occur in a neat linear sequence, but are recursive, interactive, and potentially simultaneous, and all work can be reviewed, evaluated, and revised, even before any text has been produced at all. This in line with Tribble (1996: 37-39) in Harmer (2007: 326) who states that “in reality, the writing process is more complex and the stages of writing are done recursively.

Thus, at editing stage, sometimes writers may feel to go back at the pre-writing stage and rethink about what they have written”.

In brief, the process of writing consists of planning, drafting, revising and editing. These processes are done in a cycle but sometimes recursively, even disorderly. The important point is each stage of the writing process can help and guide the students to be able to write effectively.

2.11. Theoretical Assumption

In classroom, a student needs to be able to master exercise, drills, and other analytical oral and written activities. Considering the characteristics of introvert students which is thoughtful and tend to be analytical, it is speculated that an introvert student performs better in writing rather than an extrovert student does.

Certainly, this assumption is made regarding the fact that introverts possess the characteristics that are in line with writing necessities. While the extroverts often begin performing tasks with little planning and rely on trial and error to complete the task, the introverts tend to consider and contemplate and are more cautious and anticipative to avoid errors. In other words, extroverts' characteristics are more suitable for speaking skill while introverts' are for writing.

On the basis of the previous paragraphs, the writer assumed that introvert students would perform better in writing. The fact that introvert students have those characteristics which are in line with writing process supports this assumption. In order to produce a good writing, one needs to consider many principles in order for the writing to be understandable by the readers. In brief, writing is a complicated process which requires a lot of individual efforts, something that extrovert people do not really like.

2.12. Hypotheses

In line with the theoretical assumption above the researcher made hypothesis as follows:

H₀₁ refers to introvert students do not perform better in writing.

H₁₁ denotes introvert students perform better in writing.

H₀₂ recalls there is no significant difference between introvert and extrovert students' writing strategies.

H₁₂ indicates that there is significant difference between introvert and extrovert students' writing strategies.

H₀₃ cites that there is no significant correlation between writing strategies and writing competence.

H₁₃ means that there is significant correlation between writing strategies and writing competence.

To sum everything up, this chapter is the elaboration of the previous chapter. This Chapter has discussed personality, extroversion, concept of writing, aspect of writing, writing competence, writing process, theoretical assumption, and hypotheses. Furthermore, this chapter portrays the results possibilities of this research as written in hypotheses. Next chapter deals with the methods of the research.

III. METHODS

How the research was carried out is discussed in this chapter. Everything related to the model of research, such as: design, data, instruments, data collecting technique, data analysis, and hypothesis testing will be described below.

3.1. Designs

This research attempted to find out: (1) which group of students does better in writing; (2) whether there is a significant difference in their writing strategy; (3) whether there is a significant correlation between writing strategies and writing achievement. To answer those research questions, an ex-post facto design was applied in this research.

To answer research question number one, a causal comparative of ex-post facto design was used in this research. In this design, two groups of students – introvert and extrovert – were compared to find out which group of students does better in writing. The design is formulated as follows:

G1 T

G2 T

As illustrated above, we can see that:

G1 refers to the extrovert students group

G2 denotes the introvert students group

T points to writing test

Afterwards, to answer research question number 2, the writer used a causal comparative of ex-post facto design. In this design, two groups of students – introvert and extrovert – were compared to find out whether there was significant difference in their writing strategy. The design is formulated as follows:

G1 T

G2 T

As illustrated above, it can be interpreted that:

G1 indicates the extrovert students group

G2 is concerned with the introvert students group

T deals with writing strategy questionnaire

Finally, to answer the research question number 3, the design used was co-relational study of ex-post facto to find out whether there was a significant correlation between students' writing achievement and their writing strategy. The design was formulated as follows:

X Y

As illustrated above, it can be interpreted that:

X recites the students' learning achievement

Y refers to the students' writing strategy

In brief, the writer used three designs to answer three research questions using causal comparative design and co-relational study; all of which is ex-post facto design.

3.2. Population and Sample

The population of this research was 156 science major students in the second-year of SMAN 1 Terbanggi Besar. The subjects needed in this research were the students who were mature enough to have stable strategies in writing and consistent modes in perceiving and processing information. Sample is part of population of the research. Based on the population above, the researcher determined the sample by using purposive sampling in which the sample was selected based on research's requirement. They had to fill out Eysenck Personality Inventory questionnaire to classify them as introvert or extrovert. Furthermore, introvert and extrovert students were taken as the sample in this research. In the end, 32 students were taken as sample of the research.

3.3. Instruments

In gaining the data, the researcher employed two kinds of instruments, they were questionnaires and writing test. According to Setiyadi (2006: 54), "questionnaire is an instrument which is very effective to measure aspects and variables associated with personality, psychology aspect or sociology". Each instrument is explained below:

1. Questionnaires

There were basically two kinds of questionnaire that were used in this research. Those questionnaires are listed below:

a. Eysenck Personality Inventory (EPI)

The questionnaire for personality test was taken from the test that had been used many times to measure personality. The standardized personality test was Eysenck Personality Inventor (EPI), by Eysenck and Eysenck (1975). There was no doubt of this test because it was a standardized personality test. The questionnaire was originally written in English. For the purpose of the research, it was taken and translated into Bahasa Indonesia in order to minimize the misinterpretation by the students.

This questionnaire consisted of 36 items. The following is the specification of questionnaire items.

1. There are 12 items of 'lie score'. It measures how socially desirable you are trying to be in your answers. Those who score 5 or more on this scale are probably trying to make themselves look good and are not being totally honest in their responses.
2. There are 12 items of 'E score'. It measures how much of an extrovert you are.
3. There are 12 items of 'N score'. These items measure how neurotic you are.

In order to interpret the scores, the author only considers the extroversion items since the neuroticism was not included in this research.

b. Writing Strategy Questionnaire

The writing strategy questionnaire was used to determine the students' strategy in writing regarding to their writing process. It was a validated version of the questionnaire previously put forth by Petric and Czar (2003). The questionnaire was then taken and translated into Bahasa Indonesia in order to minimize the misinterpretation by the students. The questionnaire consisted of 30 items which had 5 options in each question. The scoring rubric will be 1: never or almost never true of me, 2: usually not true of me, 3: somewhat true of me, 4: usually true of me, 5: always or almost always true of me.

Further insight can be seen by looking at the following table:

Table 3.1. Specification of Questionnaires

No	Name	Scale	Variable	Total Items	Note
1	Eysenck Personality Inventory	Yes/no	Extrovert	12	The more respondent answers yes, the more extroverted he/she is
			Neurotic	12	The more respondent answers yes, the more neurotic he/she is
			Lie	12	The more respondent answers yes, the more likely he/she is being dishonest when answering the questionnaire
2	Writing Strategy Questionnaire	Likert	Planning	12	The more points that a respondent gets, the better his/her writing strategy is
			Drafting	14	
			Editing and Revising	15	

2. Writing Test

A writing test was administered in the research in order to get data from the students since it was more reliable than simply looking at students' report card. It was done to avoid subjectivity of the teacher in relation with the data that gathered. The students' works were scored based on the criteria of writing competence evaluation.

a. Criteria of Evaluating Writing Competence

According to Heaton (1991:146), there are five aspects or criteria as follows:

- 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.

While the percentage of scoring from the writing components is derived as follows:

- | | |
|-----------------|-------|
| 1. Content | : 30% |
| 2. Organization | : 20% |
| 3. Language use | : 20% |
| 4. Vocabulary | : 15% |
| 5. Mechanic | : 15% |

The English as a Second Language (ESL) composition by Heaton (1991) 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 English as Second Language (ESL) composition profiles by Heaton (1991):

Table 3.2. Criteria of Writing Test

Aspect	Score	Description	Weighting
Content - Topic - Details	4	The topic is relevant and clear and all the details is related to the topic	3x
	3	The topic is relevant and clear, but not all the details are related to the topic	
	2	The topic is relevant and clear, but the details do not relate to the topic	
	1	The topic is irrelevant, and the details do not relate to the topic	
Organization -Sequencing -Coherence	4	Organization is developed fluently, ideas flow smoothly, well-organized, and has logical sequencing.	2x
	3	Organization is sometimes developed stagnantly, loosely organized but main idea stands out, and has logical but incomplete sequencing.	
	2	Organization is developed non-fluently, ideas disconnect from each other, lacks of logical sequencing.	
	1	There is no communication, no organization, or not enough to evaluate.	
Language Use - Use proper tense - Agreement	4	There are hardly any grammatical and agreement inaccuracy (<5).	2x
	3	There are some grammatical and agreement inaccuracy (5-10)	
	2	There are numerous grammatical and agreement inaccuracy (10-20).	
	1	There are frequent grammatical and agreement inaccuracy (>20)	
Vocabulary - Diction Accuracy	4	Using effective and accurate choice of words.	1.5x
	3	There are few misuses of vocabularies and word forms.	
	2	Using limited range and confusing words and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics - Spelling - Punctuation - Capitalization	4	Using correct spelling, punctuation, and capitalization.	1.5x
	3	Having occasional errors of spelling, punctuation, and capitalization.	
	2	Having frequent errors of spelling, punctuation, and capitalization.	
	1	Dominated by errors of spelling, punctuation,	

		and capitalization.	
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The possible score gained by students based on the criteria above ranked from 0 - 100. To help the scorer in giving students' score, the arrangement of the score can be seen in the table below:

Table 3.3. Scoring System

No	Students Name	C (7.5-30)	O (5-20)	LU (5-20)	V (3.75-15)	M (3.75-15)	Total
1							
2							
3							
4							
5							

As illustrated above, it can be interpreted that:

C stands for content

O denotes organization

LU symbolizes language use

V represents vocabulary

M exemplifies mechanics

3.3.1. Validity of the Instruments

Validity is a matter of relevance; it means that the instrument measures what is claimed to measure. To measure whether the instrument has a good validity, it can be analyzed from its face validity, content validity and construct validity. Face validity concerns with how the instrument looks. Content validity is concerned whether the instrument is sufficiently representative for the rest of instrument or not, while

construct validity focuses on the relationship between indicators within the instrument.

1. Validity of EPI questionnaire

To measure whether the questionnaire has a good validity, it could be analyzed from its content validity and construct validity. Content validity is concerned whether the questionnaire is sufficiently representative for the rest of the questionnaire or not. While construct validity focuses on the relationship between indicators within the questionnaire.

Since purpose of the questionnaire is to measure as well as to investigate students' personality, the writer chose a questionnaire that deals with the students' personality questionnaire developed by Eysenck and Eysenck (1975) named Eysenck Personality Inventory. It was used to classify the students to the type of extrovert and introvert. There was no doubt toward to this standardized questionnaire, because it was already constructed by the expert and it has been used to classify personality many times.

2. Validity of Writing Strategy Questionnaire

Fundamentally, validity is related with the relevance of the questionnaire, since it is not a standardized questionnaire, the writer made some considerations to make sure that the questionnaire was valid to assess students' writing strategy.

Legitimately, face validity of the questionnaire was achieved by arranging the questionnaire into the form of multiple choice-like arrangements. The writer consulted this matter to his advisor and he drew conclusion that making multiple choice-like arrangement made it easier for the students to understand when they are trying to answer the questionnaire.

The content validity of the instruments in this research was substantially achieved by looking at the table of specification. It was clear there that the questionnaire truly measured the strategies applied by the students in the writing process.

Principally, the construct validity of the questionnaire was achieved by looking at the relationship between indicators. If the indicators measure the same aspect, they would have positive association, while negative association would be shown among indicators that measure different aspects. It can be seen from the R_{value} , if it is higher than R_{table} ($R_{value} > R_{table}$) then the item is considered to be valid.

With regards to the distribution table of R_{table} , it is found that:

1. The value of R_{table} is 0,2973 at the 0.05 level (2-tailed)*
2. The value of R_{table} is 0,3843 at the 0.01 level (2-tailed) **

Thus based on the calculation done by SPSS, it shows that all of the items reached the R_{value} higher than R_{table} which as can be seen in the table below:

Table 3.4. Validity of Writing Strategies Questionnaire

Item	R_{table}		R_{value}		Status
	Level of Significance		Level of Significance		
	0.01**	0.05*	0.01**	0.05*	
1.	0.3843	0.2973	0.448**	-	Valid
2.	0.3843	0.2973	0.531**	-	Valid
3.	0.3843	0.2973	0.448**	-	Valid
4.	0.3843	0.2973	0.529**	-	Valid
5.	0.3843	0.2973	0.569**	-	Valid
6.	0.3843	0.2973	0.353**	-	Valid
7.	0.3843	0.2973	0.569**	-	Valid
8.	0.3843	0.2973	0.361**	-	Valid
9.	0.3843	0.2973	0.588**	-	Valid
10.	0.3843	0.2973	0.488**	-	Valid
11.	0.3843	0.2973	0.681**	-	Valid
12.	0.3843	0.2973	0.529**	-	Valid

13.	0.3843	0.2973	0.617 ^{**}	-	Valid
14.	0.3843	0.2973	0.537 ^{**}	-	Valid
15.	0.3843	0.2973	0.544 ^{**}	-	Valid
16.	0.3843	0.2973	-	0.395 [*]	Valid
17.	0.3843	0.2973	0.681 ^{**}	-	Valid
18.	0.3843	0.2973	0.529 ^{**}	-	Valid
19.	0.3843	0.2973	-	0.395 [*]	Valid
20.	0.3843	0.2973	0.681 ^{**}	-	Valid
21.	0.3843	0.2973	0.529 ^{**}	-	Valid
22.	0.3843	0.2973	0.526 ^{**}	-	Valid
23.	0.3843	0.2973	0.447 ^{**}	-	Valid
24.	0.3843	0.2973	0.526 ^{**}	-	Valid
25.	0.3843	0.2973	0.547 ^{**}	-	Valid
26.	0.3843	0.2973	0.526 ^{**}	-	Valid
27.	0.3843	0.2973	0.534 ^{**}	-	Valid
28.	0.3843	0.2973	.544 ^{**}	-	Valid
29.	0.3843	0.2973	-	0.395 [*]	Valid
30.	0.3843	0.2973	0.681 ^{**}	-	Valid
31.	0.3843	0.2973	0.529 ^{**}	-	Valid
32.	0.3843	0.2973	0.526 ^{**}	-	Valid
33.	0.3843	0.2973	0.537 ^{**}	-	Valid
34.	0.3843	0.2973	0.544 ^{**}	-	Valid
35.	0.3843	0.2973	-	0.395 [*]	Valid
36.	0.3843	0.2973	0.681 ^{**}	-	Valid
37.	0.3843	0.2973	0.558 ^{**}	-	Valid
38.	0.3843	0.2973	-	0.395 [*]	Valid
39.	0.3843	0.2973	0.681 ^{**}	-	Valid
40.	0.3843	0.2973	0.529 ^{**}	-	Valid
41.	0.3843	0.2973	0.526 ^{**}	-	Valid
42.	0.3843	0.2973	0.529 ^{**}	-	Valid

Simply put, all the provided items are proved to be constructively valid.

3. Validity of the Writing Test

Firstly, in order to achieve face validity, the writer needed to arrange the test instructions and directions as clear as possible. He consulted his advisors to get the writing test examined, and later by the English teacher, to make the test looks right and the instructions are easily understood and not misleading.

Additionally, the next aspect is content validity. Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. “In the content validity, the material given must be suitable with the curriculum” (Setiyadi, 2006:23). The test needed to reflect what had been taught to the students. Here, the writer correlated the test with the syllabus used by the teacher. The test was in line with Kurikulum 2013 used by Indonesian education.

KD 4.10 Composing descriptive text orally and written form about people, tourism object, and famous historical building by considering the purpose, text structure, and language features of descriptive text correctly according to the context.

To make sure whether or not the writing test was relevant with the materials that have been given to the students and has nothing to do with something that has not been taught until that semester, KD 4.10 was applied as a main consideration.

Lastly, construct validity was achieved by looking if the test measures just the competence which it was supposed to measure. In this research, the writer measures writing skill referring to the aspects of writing (content, organization, vocabulary, language use, and mechanics). To make it clear to the students, the writer arranged the sentences of the directions by mentioning what aspects are being taken into score. This is done in order to enable the students to focus on those aspects when they are doing their writing.

3.3.2. Reliability of the Instruments

Reliability refers to the consistency of the measure. “A test is said to be reliable if its scores remain relatively stable from one administration to another” (Hatch and Farhady, 1982:144).

1. Reliability of the Questionnaires

First of all, the result of the questionnaire was scored based on Likert scale ranging from 1 to 4. Then, in order to measure the consistency of items in the questionnaire, the writer used Cronbach’s Alpha Coefficient since it is the most commonly used one. The alpha ranges between 0 and 1. The higher the alpha coefficient, the more reliable the questionnaire is.

In defining the classification of reliability, 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
- d. Between 0.200 to 0.400 = low reliability
- e. Between 0.000 to 0.200 = very low reliability

(Slameto, 1998)

2. Reliability of the Test

To ensure the reliability of the writing score and to avoid subjectivity of the writer, *inter-rater reliability* is used in this research. This reliability test was used when test score are independently estimated by two or more judges or raters. The first rater was the writer himself and the second rater was the English class teacher.

To find the coefficient of the correlation between the two raters, the formula of *rank-orders correlation* is used. It is as follows:

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

(Hatch and Farhady, 1982)

- ρ : coefficient of rank correlation
 N : number of students
 D : the different of rank correlation
 $1-6$: constant number

Therefore, the standards of reliability are as follows:

- 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
- d. Between 0.200 to 0.400 = low reliability
- e. Between 0.000 to 0.200 = very low reliability

(Slameto, 1998)

3.4. Data Collecting Techniques

The procedures in administering the research were as follows:

1. Determining the Population and Sample

The populations of this research were 186 students in the second-year students of senior high school. The sample was 36 students and was taken with purposive

sampling method. The researcher gave the students some questionnaire to separate them into two groups, they were introvert and extrovert students.

2. Determining the Research Instruments

The instruments in this research were a writing test and two questionnaires. In the writing test, the participants were asked to hand-write a simple descriptive paragraph. While the questionnaires, the students had to choose among the options available in the questionnaires. The items of the questionnaire are in the form of limited statements which ranged from 1 until 5, explaining from never to always.

Here is the physical appearance of the writing test:

NAMA	:
KELAS	:
GENDER	:
WRITING TEST	
Direction:	
In this test, you are supposed to write a paragraph based on these following instructions:	
<ol style="list-style-type: none"> 1. Write a descriptive paragraph about your favourite person! 2. Insert the title of your paragraph! 3. Your essay must consist of at least 100 words! 4. Work individually and use your own words! 	

3. Administering the Questionnaires

Under this heading, two relevant questionnaires were administered in this study. First, EPI questionnaire was administered to define the introverted and extroverted students. Secondly, the writing strategy questionnaire was administered to measure the writing strategies used by the students in each stage of writing process. The items

of the questionnaire are in the form of limited statements which have range 1 until 4, explaining from never to always.

4. Administering the Writing Test

The writer administered the writing test to the students for both of groups, (Introvert and Extrovert Group). In the writing test, the students were asked to hand-write a simple descriptive paragraph of their favorite figure.

5. Analyzing the Data

The results of the writing test and writing strategy questionnaire were analyzed by using SPSS tests. The result of the writing test was compared between Extrovert and Introvert students using *Independent Groups T-Test* in order to find out whether there is a significant difference in the writing ability between the groups. Then, the result of the writing strategy questionnaire was calculated using *Independent Groups T-Test* to find out whether there is a significant difference in students' writing strategy of the two groups. And the last, the result of the writing test and the questionnaire are correlated using *Pearson-Product moment correlation* to find out whether there is significant correlation between those two variables. The data is statistically computed through the Statistical Package for Social Science (SPSS).

6. Making a Report and Discussion of Findings

After having gained all the data, the researcher made a report and discussion on findings of the comparison between introvert and extrovert students in writing and writing strategy.

3.5. Data Analysis

The data was analyzed by using ex-post facto analysis. The result of the writing test of both of the groups – extrovert and introvert – were analyzed by comparing their means through *Independent Groups T-TEST* to find out whether the difference of the writing competence between the introvert and extrovert group.

After that, the writer analyzed the result of the students writing strategy questionnaire. The questionnaire results from both the introvert and extrovert group were analyzed using *Independent Groups T-TEST*. The writer found out whether there was a significant difference in the writing strategy of the introvert and extrovert group.

Furthermore, the writer used *Pearson product moment for correlation* to find out whether there is a correlation between students' writing strategy and their writing achievement.

In brief, the writer *applied Independent Groups T-Test* and *Pearson product moment correlation*; each of those analyses was calculated using SPSS 16.0 for Windows. And the last, the author checked whether or not the data compatible with the hypotheses.

3.6. Hypotheses Testing

Finally, the writer tested the hypotheses proposed earlier to prove the hypothesis whether they were accepted or rejected. First, the writer analyzed the data from the questionnaire to categorize the students into three groups (introvert, extrovert, and ambivert). Two groups (introvert and extrovert) were analyzed further. Their data from the writing test was analyzed to find out whether the hypothesis was accepted or

rejected by using the statistical analysis t-test with the level of significance $\alpha = 0.05$.

The hypotheses and the criteria of acceptance are described as follows:

The first proposed hypotheses were:

H_{0_1} refers to Introvert students do not do better in writing.

H_{1_1} denotes if Introvert students do better in writing.

The criteria were:

If sig (2-tailed). > 0.05 , H_{0_1} is accepted

If sig (2-tailed). < 0.05 , H_{1_1} is accepted

The second proposed hypotheses were:

H_{0_2} symbolizes there is no significant difference between introvert students' and extrovert students' writing strategies.

H_{1_2} indicates that there is a significant difference between introvert students' and extrovert students' writing strategies.

The criteria were:

If sig (2-tailed). > 0.05 , H_{0_2} is accepted

If sig (2-tailed). < 0.05 , H_{1_2} is accepted

The third proposed hypotheses were:

H_{0_3} means that there is no positive correlation between writing strategies and writing achievement.

H1₃ conveys there is a positive correlation between writing strategies and writing competence.

The criteria were:

H0₃ is accepted if sig. > 0.05 and r = 0; or there is (*).

H1₃ is accepted if sig. < 0.05 and r ≠ 0

This chapter has elaborated the methods used in this research. It also revealed how the data was going to be analyzed after the treatment. The data was taken from the questionnaires and writing test.

V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

This study is concerned with the differences of introversion/extroversion towards students' writing competence in SMA Negeri 1 Terbanggi Besar. With regards to the research findings and discussions, the writer draws some conclusions as follows:

1. A writing test was administered to find the difference between introvert and extrovert writing skill. The mean score of introvert students is 70.5 in the pretest and 75 in the posttest, while the extrovert students get 68 in the pretest and 70 in the posttest. From the mean score itself, it can be concluded that introvert students have better writing ability. However, some aspects from both of the students need attention:

- a. *The Extrovert Students*

These particular students mean score is lower than the introvert ones. The highest aspect is vocabulary while the lowest is content. The first aspect to be discussed is content. The maximum score for this aspect is 12. The extrovert group's mean score in this aspect is 6. This group only scored approximately 50% of the maximum score. The problem in this area is that the topic is relevant and clear, but the details do not relate to the topic. In this case, extrovertstend to describe a person, for example: idols, friends, and relatives.

The second aspect is organization. The maximum score in this aspect is 8. The extrovert group's mean score is 6.1 or 76.25% of the maximum score. Most problem to be found in this area is that the main ideas stand out but lack of logical sequencing.

The third one is language use. The maximum score in this aspect is 8. The mean score of extrovert group is 5.1 (63%). There were many grammar errors in their writing. Forexample, sometimes they abuse the use of present participle form of verb without adding an auxiliary verb.

The fourth aspect is vocabulary. The maximum score in this aspect is 6. The mean score of extrovert group is 5 (83%) proved that this group has sufficient vocabularies for senior high school level. Evidently, the Extrovert students are quite able to use nouns, pronouns, verbs, adverbs, adjectives, conjunction, preposition, and interjection in sentences.

And the last one is mechanic. The maximum score in this aspect is 6. The extrovert group's mean score is 5.1 (85%). They got high score for mechanic compared to the maximum score. They only had occasional errors of spelling, punctuation and capitalization. Therefore, it can be concluded that the students have sufficient knowledge about mechanic.

b. The Introvert Students

These typical students mean score is higher than extrovert ones. The highest aspect is vocabulary and the lowest aspect is content. The first aspect analyzed is content. The maximum score for this aspect is 12. The introvert group's mean score in this aspect is 6.85. The introvert group gets slightly better score in this aspect with 0.85 higher mean difference than extrovert group. Although the introvert group is proved to be better,

this group only scored 57%. The score is still pretty low from the maximum score. The problem in this area is that some sentences in the students' paragraphs are biased. In this case, introverts like to describe fictional characters such as anime or movie character rather than real ones.

The second aspect is organization. The maximum score that can be gained in this aspect is 8. The introvert group's mean score is 6.85 or 85.25% of the maximum score. Most problem to be found in this area is that sometimes the students' ideas jump of from one another.

The third one is language use. The maximum score in this aspect is 8. The mean score of the introvert group is 5.2 (65%). The introvert is once again slightly better with 0.1 higher mean difference than extrovert. The most common grammar error was the form of verb; they are often confused using past form instead of present.

The fourth aspect is vocabulary. The maximum score in this aspect is 6. The mean score of introvert group is 5.35 (89%). Apparently, the Introvert students are able to utilize nouns, pronouns, verbs, adverbs, adjectives, conjunction, preposition, and interjection in sentences. Additionally, their word choices were slightly more various than extrovert but there were few misuses of vocabularies and word forms.

And the last one is mechanic. The maximum score in this aspect is 6. The introvert group's mean score is 5.25 (87.5%). The score for mechanic is considered high based on the maximum score. The author assumes that their schemata in bahasa indonesia, which is presumably better than their English proficiency, plays a key role.

2. Introvert students use better writing strategies than extrovert students. The mean score for writing strategies questionnaire of introvert students is 120.1, while the extrovert gets 95. Hence, it can be assumed that introvert students utilize better writing strategies compared with the extrovert students in SMA Negeri 1 Terbanggi Besar.
3. There is a positive correlation between students' writing strategies and writing ability. The significance level is 0.017 and it is lower than 0.05. Therefore, it can be stated that p is lower than 0.05 ($0.017 < 0.05$). Overall, it can be assumed that the research hypothesis is accepted. There is a positive correlation between writing strategies and writing competence.

5.2. Suggestions

Considering the findings of the research, the writer would like to recommend some suggestions as listed below.

5.2.1. Suggestion for English Teacher

Extraversion/introversion has been proven to be an important variable in English as foreign language (EFL) learning in Indonesia. Thus, the teacher should take into account students personality traits in teaching. From extroversion and introversion extremes, the students have different behavior and attitude in the classroom. Hence, these differences lead to different learning outcome. Some personality traits also benefit the person to learn better in certain language skill. Therefore, an emphasis is needed on the skills where the students are weak in.

a. Extrovert Students

The lowest aspect of extrovert students is content. Their paragraph development was a little bit off and their supporting sentences were often biased from the main sentence. While not being the lowest, grammar is also worth mentioning since grammar errors were quite common in their writing. While some were harmless, some others sometimes made the sentence incomprehensible. The most common

errors were the present and past form of verb, abusing present participle as a full verb without auxiliary, and adding *is/are* to the main action verb. A fun and engaging method is needed because extrovert is a little bit reluctant when it comes to writing activity.

b. Introvert Students

While for introvert students, the lowest aspect is content. The main problem is the idea bias. They often threw ideas after ideas but sometimes, they had little or nothing to do with the main purpose of the text, which is describing a person. While not being the lowest, grammar is also worth mentioning since grammar errors were quite common in their writing. While some were harmless, some others sometimes made the sentence incomprehensible. The most common errors were the present and past form of verb, abusing present participle as a full verb without auxiliary, and adding *is/are* preceding the main action verb. Teaching writing to introverts are theoretically easier because based on their traits, they are made to express their ideas through writing instead of speaking.

To sum up, writing for introvert students is easier than to extrovert students. Although both groups made some errors in grammar, vocabulary, and mechanic, introvert students are generally more enthusiastic in practice. Therefore, an interesting teaching method or media is needed to supplement extrovert students' lack of enthusiasm in learning writing.

5.2.2. Suggestions for Future Researcher

This study shows there is a relation between introversion/extroversion and writing competence, this is a sign that any form of individual differences may have relatively huge impact in English learning in Indonesia. Further researcher can apply both other dimensions of individual differences and also different language skills. However, there are several limitations that should be acknowledged and considered in the interpretation of these findings.

First, the study only collected the data through self-reported questionnaires. A survey questionnaire is a reliable data collection tool. However, the data collected via other tools such as think-aloud interviews and observations will provide more insight into students' writing strategy use.

Secondly, the data was only collected from SMA Negeri 1 Terbanggi Besar, and the sample may not represent the whole students' population in Indonesia. Accordingly, replications of this research with different groups of EFL students from other schools are required to validate and confirm the main findings of this study.

Briefly, expansion in other schools and institutions is needed in generalizing the findings of this study to the full spectrum of Indonesian senior high school students. And instruments other than questionnaires will give more accurate and personal data from the subjects. These limitations need to be addressed in future research.

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