# A COMPARATIVE STUDY OF STUDENTS' WRITING ACHIEVEMENT BETWEEN EXTROVERT AND INTROVERT STUDENTS' PERSONALITY AT THE SECOND YEAR OF SMAN 7 BANDAR LAMPUNG

## (A Script)

By

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**2012**

# I. INTRODUCTION

This chapter illustrates the reason of choosing the topic; why the research was conducted. It also covers formulation of problem, objectives of the research, uses of the research, scopes of the research, and definition of term; clarified as the followings.

## A. Background of the Problem

English teaching is regarded to improve students' ability in using English as a means of communication. Students should practice intensively so that they are able to use English communicatively both in oral and written form. However, in a class, none of the students make equal improvement in all English skills in achieving the required goal although they receive the same treatment from the teacher. Based on the writer's experience in teaching English, he found that each student has different achievement level in all four English skills. Some students perform better in a certain skill while the rest do better in other skills. It happens because there are many factors that influence the result of a study beside the treatment given by the teacher or the quality of teacher.

Among the factors which have much influence in language learning are cognitive and affective factors. It is not surprising that student who poses high quality of cognitive factor, such as intelligence, will do well in language learning. However, if we take only this single factor into consideration, the most fundamental side of human behavior will be omitted. Hilgard (1963:267) writes that purely cognitive theories of learning will be rejected unless a role is assigned to affectivity. The statement above is also supported by the psycholinguistic experts Brown (1980) in Rosita (1997:1) who say that success in second language learning cannot be separated from individual psychological factors, i.e. affectivity. They state that this factor also has equal influence, if not greater, as the cognitive factor does toward students' achievement in second language learning.

Dealing with psychological factor, personality is the first facet of the intrinsic side. It is within a person that contributes in some way to one's success in language learning. There are three general categories of personality factors, egocentric factors, transactional factors, and motivational factors (Suparman, 2010:64). Furthermore, Transactional factor is influenced by some variables which come up on language learning, they are imitation, modeling, identification, extraversion, aggression, and styles of communication. Among those variables, the writer will elaborate more about extraversion.

Extraversion is one of the variables in classifying type of personality. It refers to the relationship of extrovert-introvert personality. In this category, personality can be classified into two types, they are extroversion and introversion. Jung (1971)

cited in Purwati (1997: 4) says that extrovert is type of people whose attention is directed outside himself. Whereas introvert type belongs to people whose attention are focused on themselves that is toward his ego. Furthermore, in his explanation, Jung classifies that extrovert type has the ability to socialize better than the introvert type due to the ability to build a communication.

If it is related to second language learning, the paragraph above implies that there is tendency of the extrovert students to have better achievement in speaking. Many studies have been done by researchers to prove that statement. 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, still in the same book, Dewaele and Furnham (1999:532) analyze 30 researchers' study and their conclusion shows that Extroverts were found to be generally more fluent than introverts in both the L1 and L2. They were not; however, necessarily more accurate in their L2, which reinforced the view that fluency and accuracy are separate dimensions in second language proficiency.

The conclusion above supports the study conducted by Strong and several other researchers. However, similar to Strong's and Dewaele and Furnham's, most research that the writer found show only the relationship between extraversion and speaking skill. There is less research whose focus is in "extraversion-writing", even less research in that matter was done in Indonesia. By this reason, the writer tried to conduct a research dealing with extraversion-writing relationship.

Speaking is one of the productive skills in English competence. The other one is writing. Theories and results of research in chapter II will reveal that extrovert people tend to take risk of making mistakes and interact more with people so this helps them to learn better in Second Language, especially in oral communication aspect (Erhman and Oxford, 1995). However, in writing learners may face barriers such as linguistic forms and grammars where introvert people said to be better than extrovert people (Qomarudin, 2010:16). Therefore, in this research, the writer tried to find out whether introvert students are different from extrovert students or not in their writing achievement, or introvert students are even better in their writing achievement.

**B. Formulation of the Problem**

Based on the background above, the writer formulated the problem as follow:
Do students with introvert personality have better achievement in writing than the extrovert ones?

**C. Objective of the Research**

This research was done in order to see whether there is a significant difference in writing achievement between students who are introvert and extrovert. Then, further analysis was done to find out which type of personality has better achievement in writing.

**D. Uses of the Research**

The uses of the research are:

1. Theoretically, this research may give contribution and also verify previous research and theories. This research may also contribute some information about understanding language learning. Furthermore, this research can be used as logical consideration for the next research.

2. Practically, the result of this research may give information as to the importance of understanding student's type in learning a language for all related party, especially in writing. Teachers will be able to decide what technique or method suit best for their students. While students will know one of the factors that cause them to struggle or excel in writing.

**E. Scope of the Research**

Talking about personality within individuals, we may find several aspects such as empathy, anxiety, self-stem, inhibition, aggression, and motivation. However, this research explores only one trait of personality that is extraversion.

The writer conducted the research at SMAN 7 Bandar Lampung with students at the second grade; class XI, as the population. They were categorized into three levels or degrees of extraversion, which are extrovert, mediocre, and introvert,

based on one instrument to measure personality called Eysenck Personality Inventory. Two out of the three categorizations were then compared in their writing achievement.

## F. Definition of Terms

Along the description above, the writer provided some definitions of terms that came across often during the research. The terms below will guide the readers in reading and understanding this research.

1. Personality : A dynamic organization from the psychophysics in individual, which can also determine his adaptation uniquely toward his environment (Allport in Lester, 1995:131)

2. Extrovert : The extent to which a person has a deep-seated to receive ego enhancement, self esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself (Brown, 2000:115).

3. Introvert : The extent to which a person derives a sense of wholeness and fulfillment apart from reflection of this self from other people (Brown, 2000:115).

4. Extraversion : Shorter expression refers to extroversion-introversion (Qomarudin, 2010:10)

5.  Writing : A process of discovering and organizing ideas, putting them on a paper and reshaping and revising them (Meyers, 2005:2)

6.  Achievement : How well a learner performs a required course objective or set of such objectives, usually as measured by a test (Briggs in Rosita, 1997:14).