II. LITERATURE REVIEW

Theories underlying extraversion will be elaborated in this chapter. Since relation between personality and language learning has become interest for so many years, this chapter mentions some research and their findings as well. Additionally, theories on personality in general, on second language learning, and writing skill are also presented in this chapter.

A. Psychological Aspects in Language Learning

Human beings are emotional creatures. All thought and meaning as well as action are emotions. In second language learning we have to see the domain which is important and has a big role in second language learning. It is called the Affective domain (emotional). The affective domain includes many factors: empathy, self-esteem, extroversion, inhibition, imitation, anxiety, and attitudes. Affective refers to emotion or feeling. The affective domain is emotional side of human behavior. The development of affective or feeling involves a variety of personality factors, feeling of about ourselves and about others with whom we come into contact (Brown, 1980 cited in Purwati, 1997:8).

Language is a phenomenon in humanity that cannot be separated from the whole person. As it is mentioned by Pike (1967) in Purwati (1997: 9) who states that language is behavior that is a phase of human activity which must not be treated in essence as structurally divorced from the structure of non verbal human activity. The activity of a person constitutes a structural whole in such a way that it cannot be divided into "neat" parts, or "level", or "compartment" with language in behavioral compartment insulted in character, content, and organization from other behavior.

Furthermore, it is very important to understand how human beings feel and respond. It is as the aspect of the second language learning. Brown, cited in Purwati (1997:9) in his consideration of specific personality factors in human behavior, and how they relates to second language learning, states three general categories as the following:

1. Egocentric factor   : it is based on one view of self and its relevance to language learning.
2. Transactional factor : it is the self transacted to others.
3. Motivational factors : it is commonly thought as an inner drive, impulse, emotion, or desire that moves one to particular action.

B. Personality

Personality is one of the main topics in psychology. There have been many scientists who tried to make discussion about the meaning of personality. Until recently, there is no definition which is agreed by all scientists as the standard definition to explain the meaning of personality according to their point of views.

One of the definitions which has been known by psychologist and is able to explain the term of personality is stated by Allport (1937) in Lester (1995: 131) who says that personality is a dynamic organization from the psychophysics in individual, which can also determine his adaption uniquely toward his environment.

From the definition above, it is clearly explained by Allport, the dynamic organization here is the dynamism of the individual personality itself. Allport emphasizes on the reality that an individual's personality always develops and changes even if there is a system ties and leads some components of personality. The personality organization consists of psycho – physic, that is body's movement and soul which cannot be separated. Thus, personality is not merely dealing with mental or neutral.

The organization implies the work of body and soul, which is united and cannot be separated, becomes the unity of personality. 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. Allport explains that there are

no two individuals who are really alike in adapting themselves toward the environment. That is why there are no individuals who share the same personality.

There are several variables that will influence the way a person adapt himself to the environment, thus, creating a unique personality within oneself. Two experts of Educational Psychology field confirm this. Brown (2000: 142-154) mentions that personality has several features; they are:

1. Self esteem: the way a person sees himself
2. Inhibition: to adapt the language ego
3. Risk-taking: how to 'gamble' in learning new language
4. Anxiety: associated with uneasiness, frustration, or worry
5. Empathy: relation between language and society
6. Extroversion

Brown chooses the term 'extroversion' with 'o' rather than 'extraversion' with an 'a' to contrast with introversion. So this actually represents similar item/ relation that are extrovert and introvert. Almost similarly, Ellis (1989) in Qomarudin, (2010: 27) explains several variables in personality i.e. anxiety, risk-taking, tolerance of ambiguity, empathy, self-esteem, and inhibition and extraversion.

Therefore, from the opinion of two experts above, we can then understand that Extraversion exists in personality.

C. Extroversion/Introversion and Its Characteristic

Eysenck in Purwati (1997: 14) divides individuals' personality through the
classification of typology. Personality types according to him can be divided into
two types, they are extroversion and introversion. Each type has its own
indication, such as sociality, activity, expansiveness and etc.
Personality types according to Eysenck are as follow:

Figure 2.1 Types of Personality

Eysenck, H.J and Eysenck, M.W. *Personality and Individual Differences.* Plenum Publishing, 1958.
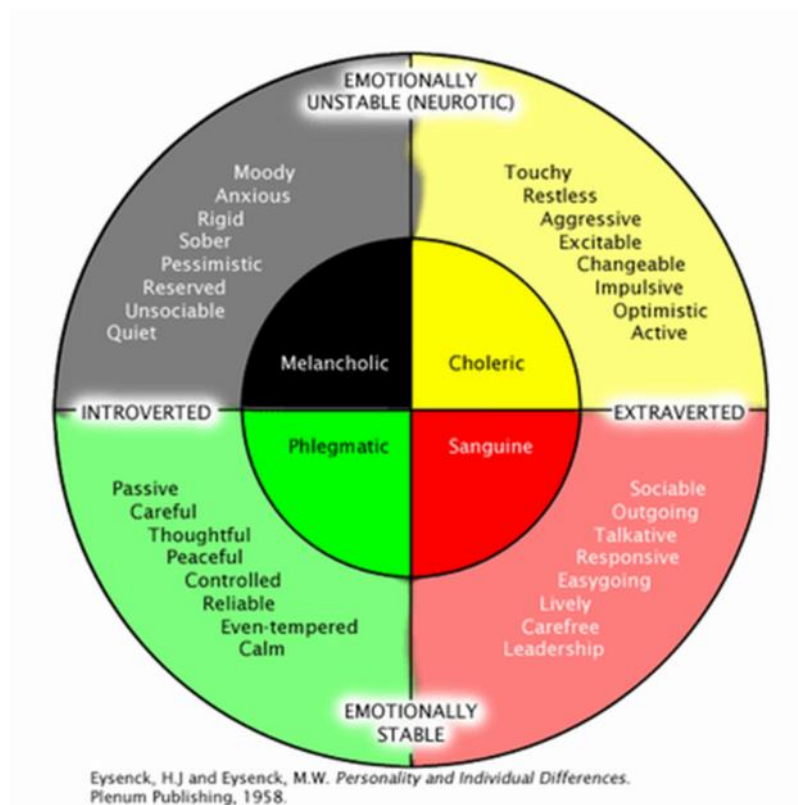
The two dimensions, extroversion-introversion, and emotional stability-instability,
define those four quadrants. These are made up of:

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).

Then Eysenck expresses that the four personality types are separated based on the continuum scale. Thus, the division always plays every individual to extreme position. Eysenck cited in Purwati (1997: 15) says: "… it is implied that everyone must either a raving extrovert or withdrawn introvert, but nearly that away one can find on this particular continuum or dimension …."

Referring to that statement, Eysenck 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.

Eysenck states the character of someone who is extroversion are easy to socialize, love making friend, make much interaction with others, active, optimistic, aggressive, not always someone who can be trusted, emotional, the deed is often without previous thinking, easily lose control, need other people to chat, does not

like to read or study alone, wishy-washy, cheerful, like kind of works which full of challenge.

The characters of someone who is introversion are like to stay alone, not really friendly but to close friends, does not like interaction with other people, passive, pessimistic, not aggressive, like reading than chatting, shy typed, considerate, does not like crowd, calm, stable, love monotonous work.

Furthermore, Crow and Crow (1958: 187) explain some more details of the characteristics of extroversion and introversion. They state that extrovert people are usually fluent in speaking, free of feeling worry and not easily get ashamed and awkward, love to work with others, and good at adapting with their surroundings. They also put interest in athletic. In the other hand, introvert people are more fluent in writing than speaking, tend to be serious and anxious, like working alone, often find difficulty in behaving, and love to read.

Whether extrovert or introvert an individual is, no scholars mention anything about 'good' or 'better' attitude. Douglas notes that Western views about introvert people need to be 'reviewed' since extrovert people in fact need other people to be convenient, to express themselves, while introvert is enough by their own. Even Adamopulous (2004) in Qomarudin (2010: 29) describes extrovert as in need to get energy from others.

In case of social life, perhaps 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.

Either way, by knowing the characters of personality of extroversion and introversion, it can be predicted the tendency of someone in giving response, giving us advantage when dealing with each type.

D. Concept of Writing

Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil. Rivers (1968: 242) 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 from something that had been spoken.

Meanwhile, Meyers (2005:2) says that writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in a 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 more details, Macdonald and Macdonald (1996:1) 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.

In addition, Tarigan (1987:17) says that writing is a language skill that is used for indirect communication. The students can communicate their ideas and their thoughts to others through written form such as letter, message, or invitation for communication. From these statements, it can be inferred that writing refers to a process in which its activities are not produced immediately. The writer must think first about the topic and find some information about the topic. Writing involves some efforts such as trying, selecting, adding, revising, and rearranging the words into sentences that have been written.

From the definitions above the writer concluded that writing is a way to produce language that comes from our thought in the written form. By using writing, we can share our idea, feeling or anything that exist in our mind. It is influenced both by the personal attitudes and social experiences that the writer brings to his writing.

E. Aspects of Writing

A writer will be said successful in writing if their writing contains some aspects of writing. According to Heaton (1991:135), 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 paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. *Organization* refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

3. *Vocabulary* refers to the selection of words that are suitable to the content. It begins with assumption that t the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

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.

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

In this research, the writer will apply 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.

F. Concept of Writing Achievement

Achievement indicates how far the learner has mastered a body of information as a mean to achieve the required goals. Briggs (1981) cited in Rosita (1997:14) says that achievement is how well a learner performs a required course objective or set of such objectives, usually as measured by a test; performance of individuals and group can then be judged as either satisfactory or unsatisfactory, based on predetermined standard, or performance may be stated in reference to norms describing how other groups will be scored on the test.

In order to know the student's achievement, 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. Harris (1974:3) states that an achievement test indicates the extent to which an individual has mastered the specific in a formal way. In this research the writer took writing achievement in order to compare the writing achievement between those of extrovert students and those of introvert students. The writer got the result of students writing achievement by giving them writing test.

G. Theoretical Assumption

In classroom particularly, one 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 introvert student will perform better in writing rather than extrovert student does.

Above statement is supported by the result of a research done by Smart (1970) in Kezwer (1987:48). His study done to intermediate students of University of French shows that overachiever in English language learning correlate negatively with extroversion. Students with introvert personality had better grade than the extroverted ones.

Similar result can also be found in Callahan's (2000) in Kezwer (1987:49). Her study shows that extrovert student best respond to reflect about the outer world. As one might expect, they are better talkers than writers and so do not go for keeping journals or preparing portfolios, where Meta cognitive processes are involved. In a word, for these students, reflecting on their writing processes seems "awkward". In the other hand, Reflection for introvert students is pleasant and quite "natural." Their journals tend to be quite "voluminous" as opposed to their extrovert counterparts.

The finding of research above may become what most Indonesian people see about how extrovert and introvert differ. Learner who loves talking like Extrovert

person may not be good in writing, but ones who read more (Introvert) will perform excellent. This is supported by opinion of Byrne (1991) cited in Qomarudin (2010:35) that to master writing, one should read a lot because better writer tends to be better reader.

On the basis of the previous paragraphs, the writer assumed that introvert students would perform better in writing. It is due to the fact that introvert students pose those characteristics which are in line with writing process. 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 short, it is a complicated process that requires time and a lot of thought, something that extrovert people do not really like.

H. Hypothesis

Based on the theoretical assumption, the writer proposed the hypothesis that students with introvert personality have better achievement in writing than the extrovert ones.