

A COMPARATIVE STUDY OF WRITING COMPETENCE BETWEEN EXTROVERT AND INTROVERT STUDENTS AT MTS MIFTAHUL ULUM SUMBERMANJING WETAN MALANG

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Abstract

The purpose of this research was to find out the significant difference on writing competence between extrovert and introvert students at the second grader of Junior High School Miftahul Ulum Sumbermanjing Wetan Malang. There were 25 students as the samples chosen by using Purposive Sampling. This research used quantitative approach and the type of the research was a causal comparative. In conclusion, there is a significant difference on students writing competence between extrovert and introvert students. The result showed that introvert students better than extrovert students in writing competence. Because the result of this research was in line with the theory stated that introvert is better in writing skill, so the researcher gives suggestions in order to the teachers apply different method, technique or strategy in teaching writing that is suitable for both of them. So, it is not only focus to introvert students who tend to be superior in writing but also to extrovert students too

Keywords: Comparative Study, Extrovert, Introvert, Writing Competence.

INTRODUCTION

English has played an important role in various aspects such as in business, education, science, technology, media and so on. In education, English is taught and studied at every level of education, from kindergarten to university. In practice, no one students who be able to excel in every language skill. Every student had different levels of their proficiency. But, there are many factors that can affect student achievement, especially in terms of writing. These factors can come from teachers and students. Seen from the teacher's point of view, there are several factors that can affect students' writing skills, such as teacher quality, teacher teaching methods and teacher performance. From the student side, motivation, life background, the environment where students live and student personality can have an influence on their achievement. In this case, the researcher just focuses on personality factor.

Since 1990, there has been an interesting discussion about how personality is related to academic performance. This is supported by Murray and Mount in Erton¹ who stated that personality can affect student's achievement in acquiring and learning foreign languages. Unfortunately, in education, student personality is not considered in the learning process.

¹ Erton, "Relation Between Personality Traits, Language Learning Styles And Success In Foreign Language Achievement", *Journal of Education*, (2010), p. 16.

According to Layeghi² there is a significant relationship between student personality, learning styles and student learning strategies in their academic achievement. Therefore, trying to learn more about student profile will certainly provide further benefit for language learner and teacher to reach the goal and objective of a program.

Futhermore, there are many models and taxonomies in defining human personality. One of them is the theory of three factors according to Eysenck³ stated that human personality has three dimensions which are a form of bipolar dimension and it has a direct opposite. Then these dimensions are divided into extroversion and introversion. Extroverts would rather get their energy from the outside group or crowd than being alone, whereas introverts prefer solitary activities to get their ideas as a source of energy and inspiration for them.⁴ Furthermore, extroverts are more interested in enhancing the image, self-esteem, and energy recovery of others. Likewise, the term extrovert is defined as a person whose life prefers to work, interact and communicate enthusiastically with other people. On the other hand, introvert has a stronger character, like to save their energy rather than interacting or relating with others people and they like unique things and enjoy several activities such as writing, reading, or drawing.⁵

It is same with personality, writing is also a very important skill to consider. Siahaan stated that writing was mentioned in psycholog activity.⁶ According to Bryne⁷ "Writing is a form of expression expressed through symbols, representations on paper that provide meaning and content to be communicated to others by the author". In general, writing can be defined as the act of forming or arranging graphic symbols on a sheet of paper or other surface suitable with a pen or pencil.⁸

Then, in particular, a person's personality can be seen through their writing. In other words, personality has great contribute to one's writing, because writing is one of the ways to produce a language. When a person is writing, he or she also communicates with others in a non-verbal way. Murray and Mount in Erton⁹ stated that there is a significant relationship between student personality and their achievement in acquiring and learning foreign languages. It means, between Extrovert and Introvert students, there is a difference in their achievement based on their respective personality types. According to Crew and Crow¹⁰, Extrovert students are better in speaking while introvert students are better in writing.

Based on the theories mentioned above, the researcher finds interesting things about how personality factors can contribute to student success in learning foreign languages, especially in English writing skill. Hence, the researcher want to know the truth of the theories above. However, before conducting the research, preliminary study was carried out to strengthen the assumptions.

² Layeghi, "Form and Content in The Argumentative writing of Extroverted and Introverted Iranian EFL Learners", *Iranian EFL Journal*, (2011), p. 4.

³ Eysenck, *The Biological Basis of Personality* (California: Transaction Publisher, 1997), p. 131.

⁴ Ibid., p. 133.

⁵ Dornyei, *The Psychology Of The Language Learner : Individual Differences In Second Language Acquisition* (NJ: Lawrence Erlbaum, 2005), p. 82.

⁶ Siahaan, S, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p. 215.

⁷ Byrine, *Teaching Writing Skill* (London: Longman, 1981), p. 20.

⁸ Ewald, *Writing as Process* (Colombus: A Bell & Howell, 1983), p.33.

⁹ Erton, "Relation Between Personality Traits, Language Learning Styles And Success In Foreign Language Achievement", *Journal of Education*, (2010), p. 16.

¹⁰ Crow and Alice Crow, *Educational Psychology* (NY: American Book Company, 1958), p. 121.

Next, related with three theories mentioned above, the researcher decides to prove whether there is a difference in writing competence based on their respective personality types or not. The researcher also wants to compare which group of students who has a better writing skill. Therefore, the researcher is interested in conducting a research entitled: "A Comparative Study of Writing Competence between Extrovert and Introvert Students' at the Second Grader of MTs Miftahul Ulum Sumbermanjingwetan Malang".

Concept of Personality

The term of personality has been put forward by Allport in Lester which stated that personality is a dynamic system of psychological which determine its unique adaptation to circumstances and their environment. In addition, personality is the structure of an organization consisting of biological, psychological, and sociological factors that underlie and influence the behavior of individual. Biological factors come from physical condition, nervous system, character, sexual and other. The psychological factors include things related to temperament elements, feelings, skills, abilities and learning processes, desires, and much more.¹¹

Furthermore, Hamdi¹² stated that personality is a system of character induring, individual inner characteristic that contribute to the consistency in covering person thought, feeling and behavior. It can be assumed that personality is the characteristic of an individual can be determined of how they have desire, the way of think and feel about something and behave toward others. Next, Hajimohammadi¹³ also mentioned that personality traits have types of result on the students' language learning. It traits refer to students' behave, they have interest in a subject and own respond with an activity in learning.

Based on the definitions above, it can be inferred that personality is the most decisive factors of someone, because it involves a style of thinking, feeling something, behavior and self adaptation.

Types of Personality

Related to the same thing, Eysenck¹⁴ classified the human personality into three parts which are part of the bipolar dimension. These dimensions are Extrovert and Introvert, neuroticism and emotional stability and the last one is psychotic and Self-Control. The first dimension, extrovert and introvert is the degree of a person's dimensions related to interests and energy.

The second dimension, neuroticism and emotional stability are dimensions related to the stability of humans in their actions. A neurotic person tends to be unstable in doing something, while an emotionally stable person will still do his job constantly or continuously.

The last dimension, psychoticism and self-control are dimensions related to whether a person is perceived to be able to control the actions or not. Although there are other variables of the personality dimension, the most interesting ones to focus on are extrovert and introvert. The next section will focus on the relationship between both of them and language learning.

¹¹ Allport, "The General and Unique in Psychological Science", *Journal of Prsonality*, 1995, p. 44.

¹² Hamdi, *Analisis Inventori Minat dan Kepribadian* (Jakarta: Rineka Cipta, 2016), p. 23.

¹³ Hajimohammadi, "Impact of Self Correction on Extrovert and Introvert Students in the EFL Writing Progress", *Journal of Educational Studies*, 2012, p. 12.

¹⁴ Eysenck, *The Biological Basis of Personality* (California: Transaction Publisher, 1997), p. 131.

Extrovert and Introvert

. Extroverts would rather get their energy from the outside group or crowd than being alone, whereas introverts prefer solitary activities to get their ideas as a source of energy and inspiration for them.¹⁵ A typical extrovert tends to talk a lot, active and not afraid to take risks and opportunities in his life, and an introvert prefers solitary activities rather than having to interact with people or be in a crowd. Therefore, Cervone and Pervin¹⁶ said that extrovert and introvert are a continuum in which two personality types on opposite sides of each other.

Furthermore, Murray and Mount in Erton¹⁷ stated that there is a significant relationship between student personality and their achievement in acquiring and learning foreign languages. According to Crew and Crow¹⁸, Extrovert students are better in speaking while introvert students are better in writing. Beside it, Raymodn Moody¹⁹ stated that Extroverts learn with spesific facts, social interact and they are superior in speaking, while introverts learn about ideas and concept, thus they are superior in writing.

Concept of Writing

In general, writing can be defined as the act of forming or arranging graphic symbols on a sheet of paper or other surface suitable with a pen or pencil.²⁰ Based on its form, writing skills are distinguished from other skills, ranging from the simplest form to the most advanced or modern. The simplest form of writing can be understood as the act of laying down and constructing a graphic symbol of something that has been disclosed.²¹ Likewise, Meyers²² said that writing is a non-verbal speaking medium and also a way of producing language.

Then, there are many views on how to define the meaning of a writing word. In essence, writing can be interpreted as an act that not only involves the process of mind processing in compiling ideas, but also makes it fit with the context, purpose, and audience.

Concept of Writing Competence

According to the Concise Oxford English Dictionary, the word 'competence' has a similar meaning to the word 'skill'.²³ These two words express the quality, ability and knowledge to do something well. Basically, writing refers to the formation or arrangement of graphic symbols on paper or flat surfaces. At a higher level, writing is not just a graphic symbol, it contains a number of rules. It must be based on certain conventions to form and arrange words, sentences then paragraphs into a certain order and combined into one.²⁴

¹⁵ Eysenck, *The Biological Basis of Personality* (California: Transaction Publisher, 1997), p. 133.

¹⁶ Cervone and Pervine, *Personality Psychology* (Singapore: John Wiley and Sons Singapore, 2014), p. 192.

¹⁷ Erton, "Relation Between Personality Traits, Language Learning Styles And Success In Foreign Language Achievement", *Journal of Education*, (2010), p. 16.

¹⁸ Crow and Alice Crow, *Educational Psychology* (NY: American Book Company, 1958), p. 121.

¹⁹ Raymodn Moody, "Cognition Plus : Correlates Of Language Learning Success", *Modern Language Journal*, (1995), p. 139.

²⁰ Ewald, *Writing as Process* (Colombus: A Bell & Howell, 1983), p.33.

²¹ Ewald, *Writing as Process* (Colombus: A Bell & Howell, 1983), p.33.

²² Meyers, *Gateways to Academic Writing* (New York: Longman, 2005), p. 41.

²³ Alan, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 1983)

²⁴ Byrine, *Teaching Writing Skill* (London: Longman, 1981), p. 20.

Furthermore, Hermanto²⁵ explained that writing competency refers to the ability to compose a good composition in a piece of writing and must comply with several criteria. They are purpose and clarity, organization, specificity and evidence, and the last are usage of mechanics and grammar.

Previous Studies

There are two previous studies that are related to this research. The first one is a research belonging to Yashori Revola (2016). She conducted the research with the topic: "An Analysis of Writing Achievement Among Personality Types At The Third Semester Students of English Department IAIN Bengkulu".²⁶ The design of this research is ex post facto design. The result showed that there was difference among the mean score of each personality. Then, the results between introvert and extrovert types were computed with statistic analysis and it showed that $t_{count} = 5,80$ and $t_{table} = 2,02$, $t_{count} > t_{table}$, so she stated that the alternative hypothesis (H_a) was accepted. It also means that the students of introvert personality had better result than extrovert in writing skill

The last one, Deri Herdawan²⁷ also conduct the research by using the similiar title: "A Comparative Study Of Students Writing Achievement Between Extrovert And Introvert Students Personality At The Second Year Of Sman 7 Bandar Lampung." The research design was ex post facto. The result showed that skill in writing differs from both extrovert and introvert students. The difference in mean score of writing was 4.3 which the mean of extrovert students, 70.3, is higher than the introvert students, 66.0.

Then, the participants or respondents of this research is different from the previous study. The previous researchers tend to apply research at high school levels such as universities or collages. So, the researcher will conduct the research at the junior high school level. In addition, to get more valid results, the sample onlt takes introvert and extrovert students who are classified as stable level.

METHOD

This study seeks to determine is there any significant difference between extrovert and introvert students on their writing competence. Furthermore, a causal comparative or ex-post facto design was used in this study. Causal Comparative or ex-post facto seeks to determine the cause or reason for existing differences in a group or individual behaviour.²⁸ In this study, the population was 52 students taken from two classes from Second Grader at MTs Miftahul ulum Sumbermanjing wetan Malang. Subjects needed in this study are stable extrovert and introvert students, whose characteristics are in line with the research needs. So, the researcher determines the sample using purposive sampling where the sample is selected based on research needs only. They must complete the Eysenck Personality Inventory questionnaire which will classify them as introvert or extrovert with varying degrees of stability. Then, from a population of 52 students, 25 students were taken as the research

²⁵ Hermanto, "The Influence of Language Competence, Writing Competence, and Cultural Competence on Producing A Successful Writing", *Jurnal Sosial Humaniora*, p. 189.

²⁶ Yashori Revola, "An Analysis of Writing Achievement Among Personality Types At The Third Semester Students of English Department IAIN Bengkulu", *Jurnal Bahas Al-Lushah*, (2016), p. 2.

²⁷ Deri Herdawan, "A Comparative Study Of Students Writing Achievement Between Extrovert And Introvert Students Personality At The Second Year Of Sman 7 Bandar Lampung", *Jurnal FKIP Unila*, (2012), p. 2.

²⁸ Prof. Dr. Hamid Darmadi, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2011), p. 171.

sample. To obtain data, the researcher used two types of instruments, namely questionnaire and writing tests. A questionnaire is an instrument that is considered very effective for measuring aspects or variables related to personality, psychological or sociological aspects.²⁹

FINDING

Normality Test

One-Sample Kolmogorov-Smirnov Test

		Extrovert	Introvert
N		13	12
Normal Parameters ^{a,b}	Mean	63,4308	73,5258
	Std. Deviation	8,22985	10,81665
Most Extreme Differences	Absolute	,158	,138
	Positive	,124	,072
	Negative	-,158	-,138
Test Statistic		,158	,138
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,200 ^{c,d}

a. Test distribution is Normal.

The normality was consulted with the table of Kolmogorov-Smirnov with the level significance of Extrovert = $0,2 < \alpha = 0.05$ it could be concluded that the data was normal distribution, and the asymptotic significance normality of introvert was $0,2 < \alpha = 0.05$ it also could be concluded that the data was normal distribution.

Homogeneity Test

Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
,266	1	23	,611

ANOVA

Writing Competence Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	635,920	1	635,920	6,966	,015
Within Groups	2099,766	23	91,294		
Total	2735,686	24			

Independent Sample T-test

²⁹ Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing* (Yogyakarta: Graha Ilmu, 2006), p. 65.

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Writing Score	Extrovert	13	63,4308	8,22985	2,28255
	Introvert	12	73,5258	10,81665	3,12250

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Writing Score	Equal variances assumed	,266	,611	-2,639	23	,015	-10,09506	3,82498	-18,00764	-2,18249
	Equal variances not assumed			-2,610	20,525	,017	-10,09506	3,86782	-18,15000	-2,04013

Before the t-Test, the first step is see the F test (One-Way ANOVA) to determine whether the variance of the two data are same or not (Homogeneity test) From the table of ANOVA, it can be seen that $F = 6.966$ with $(p) = 0,015 < 0,05$. It means the determination of the t-Test uses equal variances not assumed. Furthermore, the significance is $0,017 < 0.05$ it shows that there is significant difference between introvert and extrovert students in their writing competence. 4.2.4 Interpretation of The Result Based on the statistical calculation, the tobserved is -2,610, it is lower than tuble 5% (1,1) and 1% (0,22) it can be clarified that there is significant difference between extrovert and introvert students in writing competence.

DISCUSSION

Based on the data distribution of students personality, it was known that the majority of personality in the second grader is extrovert. Where the total of unstable extroverts have a percentage of 26.92%, while stable extroverts have a percentage of 25%, and the rest are students with introverted personalities. Then, in the context of writing competence, students with extroverted personality are classified in the fair level category. On the other hand, introverted students are included in the category of good level in writing competence. This can be seen from the descriptive table comparing the scores of extroverted and introverted students.

Meanwhile, Judging from the descriptive statistical table of writing scores between both extroverts and introverts, the mean score of introverts (73.5258) is greater than the mean score of extroverts (63.4308). This means that introverts have a better ability in writing. This is in line with the theory presented by Crew and Crow that Extrovert students are better in speaking while introverted students are better in writing skills. Beside that, Dewaele et al. Cited in Brown said extrovert may be a factor in the development of general oral communication competence which requires face to face interaction, but not listening, reading, and writing. Lestari, Suha and Suhartono stated that students whom relatively active in the class, they speak English without hesitation. Then, the introvert tended to enjoy reading, lectures, and written over oral work.

In addition, the finding declared that there was significant difference between introvert and extrovert students' writing competence. The t-observed of this research was $(-2,610) < t\text{-table } 5\% (1,1) < t\text{-table } 1\% (0,22)$. It means t-table is greater than t-observed. It means that Alternative Hypothesis (H_a) was accepted and Null Hypothesis (H_o) was rejected. In other words, there is significant difference between extrovert and introvert students in

writing competence of Second Grader of MTs Miftahu Ulum Sumbermanjing wetan Malang. Therefore, students who had introvert personality were better at writing.

To be inferred, the data showed a finding that introverts had a higher score than extroverts' in writing competence. It could be because introverts had a higher concentration level than extroverts who were impulsive at solving problems and easily distracted. In other words the researcher concluded that extrovert or introvert students have their own unique learning style or strategy. This unique learning style or strategy will give effect to students success in acquiring second or foreign language.

CONCLUSION AND SUGGESTIONS

Conclusion

This research was aimed to find out if there is any significant difference between extrovert and introvert students on their writing competence at second grader of MTS Miftahul Ulum Sumbermanjing Wetan Malang Based on the result of the research, it can be inferred that:

1. Introvert students' writing competence at second grader of MTS Miftahul Ulum Sumbermanjing Wetan Malang is categorized as good level. It can be seen from the mean score of Introvert students' writing competence that is 73,5258. In other hand, the extrovert students' Writing competence is lower, It can be seen from the mean score of extrovert students that is 63, 4308.
2. There is a significant difference between extrovert and introvert students on their writing competence at second grader of MTS Miftahul Ulum Sumbermanjing Wetan Malang. In this research, extrovert student's score is lower than introvert students. It is line with the characteristic of extroverts which is outgoing in interaction which involves face to face interaction, but it is not included in activities such as listening, reading, and writing While introverts have higher concentration stability than extrovert students who was impulsive to resolve problems and can be disorganize easily.

Suggestion

1. The teachers

The researcher suggested to teachers in order to take attention with the existence of different personality, extrovert and introvert. Both of them will have different way in study and getting the knowledge Moreover, the teachers have to apply different method, technique or strategy in teaching writing that is suitable for both of them. So, it is not only focus to introvert students who tend to be superior in writing but also to extrovert students too. If knowing the type of students' personality is difficult, at least, knowing those who have problem or struggle and need help in their study will definitely do.

2. Future Researchers

For the future researchers especially for college student of English Department of Islamic Institute of Al-Qolam Malang, hopefully all of you can further deepen this research. It can conduct in different places or scope to generalize this research. This research focused in one of four English skills. Hopefully, other future researchers can try to apply it in different skills, especially the receptive ones listening or reading. Beside it, after knowing the results of this study, it is hoped that further researchers can find or test the effectiveness of a particular method technique or strategy on the writing ability of extroverted and introverted student That way, it can be known which way is suitable for both personality types

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