THE CORRELATION BETWEEN PERSONALITY TYPES AND WRITING ACHIEVEMENT OF THE UNDERGRADUATE EFL STUDENTS OF UIN RADEN FATAH PALEMBANG

UNDERGRADUATE THESIS

This thesis was accepted as one of the requirements to get the tittle of Sarjana Pendidikan (S. Pd.)

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        Demikian terima kasih.

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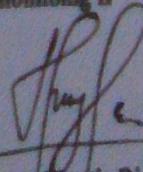
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THE CORRELATION BETWEEN PERSONALITY TYPES AND WRITING ACHIEVEMENT OF THE UNDERGRADUATE EFL STUDENTS OF UIN RADEN FATAH PALEMBANG

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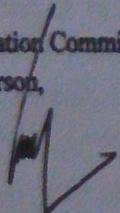
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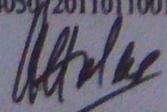
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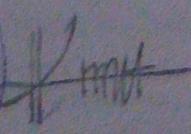
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DEDICATIONS

With all of my love, I dedicate this thesis to:

- ❀ Thanks to Allah, who has given health, opportunity, blessing and mercy to complete this thesis.
- ❀ My dearest parents as the most valuable people in my life (Muhammad Amilin and Sabaria Tul Asni), I really felt a sincerely of your unconditional love, attention, motivation, pray, and kindness to me. Thank you very much for million things.
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Jika Allah menolong kamu, maka tak adalah orang yang dapat mengalahkan kamu; jika Allah membiarkan kamu (tidak memberi pertolongan), maka siapakah gerangan yang dapat menolong kamu (selain) dari Allah sesudah itu? Karena itu hendaklah kepada Allah saja orang-orang mu'min bertawakkal (Ali Imran: 160)

STATEMENT PAGE

I hereby,

Name	: Okta Azzuhria
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Study Program	: English Education Study Program
Student Number	: 12250105

state that

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.

2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if none day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of cancellation of my magister degree that I have received through this thesis.

Palembang, Maret 2017

The writer

Okta Azzuhria
NIM. 12250105

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ABSTRACT

The aim of the present study was to investigate the relationship between personality types and writing achievement of the undergraduate EFL students of UIN Raden Fatah Palembang in the 2016/2017 academic year. 78 students of English majors of the fifth semester took part in the study as the sample by using purposive sampling. The data of this study were collected by administering a questionnaire of Eysenck Personality Inventory (EPI) to assess personality types of the students and writing test to know students' writing achievement. Pearson product moment correlation was applied to find out the correlation between personality types and writing achievement. In addition, the regression analysis was also used to find out the significant influence between personality types and writing achievement. The correlation coefficient or the r-obtained (-.037) was lower than r-table (.226). Then the level of probability (p) significance (sig.2tailed) was .747 higher than .05. It means that there was no significant correlation between personality types and writing achievement. Therefore, personality types is not the factor that affects students' writing achievement.

Keywords: *Personality Types, Writing Achievement*

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background; (2) research problems; (3) research objectives; and (4) significance of the study.

1.1. Background

In this world of industrialization and globalization, writing is totally important as part of human life that cannot be separated. Monaghan (2007, p. 1) argues that writing is a principal form of communication, necessary in everyday life, business, creativity, scholarly pursuits. In short, it is not a just tool of living, it is a tool of survival. Furthermore, writing is necessary to keep a sharp mind (Sabarini, 2011), and to make the world a better place (Rajaguru, 2008). It means that writing plays so many contributions in human life.

In the academic context, writing is one of the four skills of English that has to be achieved by the students in order to develop their skills and to express themselves into written form. Tok and Kandemir (2015, p. 1636) assert that writing has an important contribution to the development of other skills and also becomes a tool to express person's feelings, thoughts and information. Moreover, writing is also one of the subject courses as the factor to support students' academic success such as their achievement and to support their cognitive skill, to make a paper, letter, journal, and their assignment. Furthermore, Coffin, Curry, Goodman, Lillis, and Swann (2003, p. 20) point out that the purpose of writing

include as assessment; as an aid to critical thinking, understanding and memory; to extend students' learning beyond lectures and other formal meetings; to improve students' communication skills; and to train students as future professionals in particular disciplines. Then, writing is a fundamental language skill that is vital to academic success and a basic requirement for participation in civic life and global economy (Graham & Perin, 2007, p. 3). Therefore, mastering writing well is imperatively needed by the students.

Among other skills, writing is the hardest one (Choudhury; 2013, p. 27, Mohammadnia & Ayaz; 2015, p. 169). Students faced many problems in writing such as grammar rules (Tang, 2012, p. 578), organized and intelligible thought (Sugiharto, 2006), spelling (Megaiab, 2014, p. 187), and lack of vocabulary (Hiew, 2010 p. 28). Furthermore, since writing activities still put a heavy emphasis on theory, students often find difficulty to develop their ideas logically and coherently in a paragraph. As a result, when they write, their work is characterized by the flow of disorganized and unintelligible thought (Sugiharto, 2006).

Furthermore, writing becomes the most challenging because English is a foreign language and for some people, they are less in writing activity. To write well is really a big challenge for both native and non-native students especially with the students of English as a foreign language (Muslim, 2014, p. 105). Furthermore, writing is the lowest that adults spend of time in their activity. A study conducted by Ali (2012, p. 1) toward the Iranian adult revealed that

statistical data shows that adults spend 45% of their time in listening, 30% in speaking, 16% in reading, and 9% in writing.

Over time, many investigators (such as researcher, educator and linguists) have tried to look for the solution and various approaches and to overcome the difficulty in writing in order to enhance writing achievement. But in fact, the problems still become obstruction in writing. Sugiharto (2006) said that in the academic context, it is saddening that many students, even lecturers, still perceive writing as a daunting task. Tang (2012, p. 578) argues that writing ability is rather difficult to be developed; although teachers and students have invested a lot of time and energy, the result is not always satisfactory. For example, in the daily teaching activity, it is not unusual for the teachers to find that despite having mastered a large quantity of grammar rules and vocabulary, some students still use simple words, phrases and sentences, or translate word for word to express themselves.

Personality types related to writing may contribute in students' writing achievement. Zainuddin (2016, p. 163) asserts that there could be a correlation between the personality types of a student and their writing competence and performance. A different personality types might manifest in different results for writing competence. Personality as one of the factors which affected students' achievement (Erton, 2010, p. 115) and it is also influenced their writing achievement (Revola, 2016, p. 2). Nejad, Bijami and Ahmadi (2012, p. 145) discuss the role of personality traits in predicting the academic performance has

been extensively studied, the relationship between affective factors, extraversion and introversion, and academic writing has been a neglected area of research.

Furthermore, many agree with Eysenck and Eysenck (1985) who suppose that an extrovert acts more quickly but less correctly in compound cognitive tasks such as writing, while introverts are slower but more precise (cited in Sanjaya , Mokhtar, and Sumarsih (2015, p. 7).Then, Sanjaya, Mokhtar, and Sumarsih (2015, p. 17) added that both extrovert and introvert EFL learners have an equal chance to be proficient on their writing skill. Moreover, Ali (2012, p. 13) said that extroverts students learn to express themselves through words, both written and spoken. It is because extraverts are perceived as good learners who usually have something to say (HemmatNezhad, Jahandar, & Khodabandehlou, 2014, p. 119). Meanwhile, Layenghi (2011, p. 178) point out that introverts enjoy on focusing goals and have ample amount of writings as they are better at expressing themselves through writing rather than speaking. Moreover, the introvert characteristics which are thoughtful, careful, and passive support them to have better performance in writing (Revola, 2016, p. 11).

Consequently, teachers are suggested to acquire knowledge on students' personality in order that the students will be treated differently and overcome the problems easily in order to achieve the goal in teaching and learning process, especially to enhance students' writing achievement.

Preliminary study was conducted by interviewing the fifth semester students of UIN Raden Fatah Palembang. It was found that students are used to write messages, diary, and social media. For academic purpose, they write only if

they are assigned to. The students admitted that they have difficulties to express their ideas, they had a lot of things to say, but they did not know how to develop in paragraph. They also admitted that they are lacked of vocabulary and grammar organization. Some of them felt satisfied with their writing achievement but some were not. They still hope would be better in writing.

The correlation between personality types and writing is still debatable. Sanjaya, Mokhtar, and Sumarsih (2015) found that there was a significant difference between extroverts and introverts in their essay writing achievement. The personality of an extrovert or an introvert had no impact on their organization, discourse or vocabulary, but there was a significant difference in terms of content, syntax and mechanics in their essay writing. On the contrary, Nejad, Bijami and Ahmadi (2012) revealed that there was no significant relation between personality and writing ability. Therefore, in this study, the researcher is interested to try investigating the correlation between personality types and writing achievement.

1.2. Research Problems

Based on the background, the research problems are formulated in the following questions:

1. Is there any significant correlation between personality types and writing achievement of the undergraduate EFL students of UIN Raden Fatah Palembang?

2. Do personality types significantly influence writing achievement of the undergraduate EFL students of UIN Raden Fatah Palembang?

1.3. Research Objectives

In accordance with the problems above, the objectives of this study are:

1. to find out if there is a significant correlation between personality types and writing achievement of the undergraduate EFL students of UIN Raden Fatah Palembang.

2. to find out if personality types significantly influence writing achievement of the undergraduate EFL students of UIN Raden Fatah Palembang.

1.4. Significance of the Study

For students, the findings are expected to help extraverts and introverts learners to improve their ability in writing and enhance their achievement in writing through realizing their personality types and their difficulties in writing. Then, this study is expected that the lecturer(s) can apply this knowledge to motivate students who are extraverts and introverts to write more and to adjust the classroom dynamism such as choose activities or strategies in learning process in order to improve their writing achievement. For researcher, this study is expected to improve her knowledge and experience in educational research. For other researchers this study is expected to be reference for further studies.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) concept of correlational research; (2) concept of personality; (3) concept of writing; (4) the relationship between personality types and writing achievement; (5) previous related study; (6) hypotheses; and (7) criteria of testing hypotheses.

2.1 Concept of Correlational Research

Cohen, Manion, and Morrison (2007, p. 265) argue that correlation involves the collection of two sets of data, one of which will be retrospective, with a view to determining the relationship between them. Moreover, Creswell (2012, p. 338) declare that in correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. There is correlation coefficient when the variables are correlated. It gives information about degree and strength of correlation.

Based on Schultz and Schultz (2009, p. 32), the primary statistical measure of correlation is the correlation coefficient, which provides precise information about the direction and strength of the relationship between two variables. The direction of the relationship can be positive or negative. If high scores on one variable accompany high scores on the other variable, the direction is positive. If high scores on one variable accompany low scores on the other variable, the

direction is negative. Fraenkel, Wallen, and Hyun (2012, p. 340) said that when variables are correlated, a correlation coefficient is produced. This coefficient will be a decimal, somewhere between 0.00 and +1.00 or -1.00. The closer the coefficient is to +1.00 or -1.00, the stronger the relationship. Coefficients that are at or near .00 indicate that no relationship exists between the variables involved. The meaning of a given correlation coefficient can be seen below:

Table 1
Correlation Coefficient

Interval Coefficient	Level of Correlation
0.20 – 0.35	Slight
0.35 – 0.65	Moderate
0.65 – 0.85	Strong
Over 0.85	Very Strong

Source: Cohen, Manion, and Marisson (2007, p. 536)

There are two primary types of correlational research design; explanation and prediction (Creswell, 2012, p. 340). The explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Creswell (2012, p. 340) describe the characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group—one for each variable, report the use of the correlation statistical test (or an extension of it) in

the data analysis, and make interpretations or draw conclusions from the statistical test results.

In a prediction design, researcher seeks to anticipate outcomes by using certain variables as predictors. This design is useful because it helps anticipate or forecast future behavior. The purpose of this design is to identify variables that will positively predict an outcome or criterion. In this form of research, the investigator identifies one or more predictor variables and a criterion (or outcome) variable. A predictor variable is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted. Creswell (2005, p. 328) shows that the characteristics of this design are that the researchers typically include the word "prediction" in the title or research questions, measure the predictor variable(s) at one point in time and the criterion variable at a later point in time, and forecast future performance.

Therefore, this study used explanatory research design because the researcher seeks to investigate the relationship between variables not to identify certain variable as the predictor.

2.2 Concept of Personality

Personality derives from the Latin word *persona*, which refers to a mask used by actors in a play (Schultz & Schultz, 2009, p. 8). In addition, today's personality researchers study the basic dimensions of personality, the biological roots of these basic dimensions, and the interaction of persons and environments (Myers, 2010, p. 553). Therefore, it can be inferred that personality means

individual dissimilarities how she/he interact and adapt with different people and situation.

There are several models of personality types; however, the most famous theory of personality types is Jung theory of psychological types (Abdorreza, Hoda, Fatemeh, 2014, p. 22). Carl Gustav Jung who first formulated the concepts of introversion-extraversion (Holstein; 1945, Geyer; 2012, Arif, Rashid, Tahira, & Akhter; 2012, Leung; 2015). Moreover, Jung introduced his idea of introversion and extraversion in 1913 (Geyer, 2012, p. 2). Jung wrote about his contribution the study of psychological types entitled "Analytical Psychology", Jung (1916, p. 288). proposed to use the terms of two personality types namely extraversion and introversion. Furthermore, Jung said that he is extraverted when he gives his fundamental interest to the outer or objective world, and attributes an all-important and essential value to it: he is introverted, on the contrary, when the objective world suffers a sort of depreciation, or want of consideration, for the sake of the exaltation of the individual himself, who then monopolising all the interest, grows to believe no one but himself worthy of consideration. Furthermore, introversion and extraversion are not measures of social grace; they are ideas about one's characteristic stance or preference in mediating between our subjective or inner life and the outer world (Weinstein, 2015, p. 443).

Knowing about personality is quite important for everyone especially for the students and educator (teachers or lecturers). As general, if they are able about it, they will treat other people differently also it will improve their ability to success in life. Khorshidi (2013, p. 31) when people are aware of their personal

capabilities, they can utilize their abilities in communications, learning and even in their jobs. By the knowledge about their own and others' personality, they get to know that how they can understand others, and how to respond to the others' personalities and behaviors.

The benefits of knowing personality types toward the students, it gives influence on how students learn and it may affects their learning outcome. Abbot and Chen (2011, p. 2) point out that individual academic performance may be greatly influenced by an individual's personality type. Then, Boroujeni, Roohani, and Hasanimanesh (2015, p. 212) argue that people have different characteristics which affect their life affairs; even the way they learn is influenced by these personal characteristics. Moreover, Alavinia and Hassanlou (2014, p. 167) said that through reliazing individual differences in learners as a highly determining factor in producing desirable learning outcomes. The contention that introverts and extroverts have different priorities in selecting their favorite activity to learn the language skills is now endorsed by educationalists. While extroverts are inclined toward having more social interactions with the others, introverts have an appeal toward concentration and self-sufficiency. Sanjaya, Mokhtar and Sumarsih (2015, p. 6) state that personality is a unit of individual dissimilarities, which is widely constructed to have a net result on learning generally and SLA/EFL particularly. Hence, by realizing their personality it can help them to choose the way they learn as well. Furthermore, since personality affects the way the students learn and learning outcome, it is vital for educators (the lecturers or teachers) to know about students' personality.

The benefits of knowing personality types toward educators (lecturers or teachers), it can help them to recognize about the differences of their students in order to achieve the goal and to support students achievement because it is as one of the way to choose the appropriate strategy in teaching and learning process. Hakimi, Hejazi, and Lavasani (2011, pp. 836-837) state that students have distinctive personality characteristics which makes them prepared for having different worldviews, and thus for behaving differently in various social and educational settings. Taking these differences into account can help educators recognize their students' individual differences. It is one of predictors that can help them to attain academic achievement. Then, Erton (2010, p. 115) states that in order to develop strategies for learning and teaching purposes, personality should be studied by the language teachers to provide a more fruitful learning and teaching environment both for himself and the learners, because there is a close connection between the personality of the student, the style and the strategy that the student develops in order to learn and the success (academic performance) achieved from a particular course at the end of the semester. As stated by Abbott and Chen (2011, p. 2), an individual's personality type may be greatly influenced individual academic performance. Moreover, Ali (2012, p. 4) point out that teachers and educationists should be aware of the personality factors which either facilitate or hinder students' performance in acquiring language skills.

If teachers were not really aware about students dissimilarities especially students' personality, it could be a trouble to achieve the better result in teaching and learning process. Being understand about students' personality types was as

pre-judgment. Some cases students personality types, extraversion and introversion, that researcher believes these cases also happen in teaching and learning in Indonesia. In Iran language teachers, like their colleagues in other countries, admire garrulous and extravert as problem (Nejad, Bijami & Ahmadi, 2012, p. 149). Shokrpour and Moslehi (2015, p. 43) assert since foreign language writing classes in Iran are mostly teacher centered and individualistic teaching cannot be practiced due to crowded classes and also in spite of the results of the present study, by knowing the students' personality type, teachers can have a better understanding of the classroom dynamism and follow the activities, strategies and techniques which best suit their learners who have different personality traits. Meanwhile, the introvert students who tend to be silent in the class can be judged as poor, passive learners (Zainuddin, 2016, p. 169). Automatically, the teachers or lecturers should understand about students' personality types, extraversion and introversion, so that they will treat their learners differently and overcome the problems easily in order to achieve the goal in teaching and learning process.

In brief, the researcher assumes that become understand about personality, it is the way to success in whole aspects of this life such as in social and in education. It is the nature of human as a socialist. In social life someone can adapt with different people in society. Especially in the content of education, the ability of personality types should be known not only for the students but also for the teachers or lecturers. It is important in order to make teaching and learning

atmosphere more interesting because both of them have close relation and it happens because they understand each other.

2.2.1 Extraversion Personality

The researcher uses the word extraversion rather than extroversion because the original spelling that Jung is used Extraversion. Although occasionally one will see extroversion-introversion, the preferred spelling in psychological research is extraversion-introversion (Wilt & Revelle, 2008, p. 1).

Some researchers have defined the characteristics of extraversion personality. Rothmann and Coetzer (2003, p. 69) argue extraversion includes such as sociability, assertiveness, activity and talkativeness. Extraverts are energetic and optimistic. Schultz and Schultz (2009, p. 106) defined extraverts are open, sociable, and socially assertive, oriented toward other people and external world. Based on Khorshidi (2013, p. 36) extroverts tend to use language and are not afraid to make mistakes and are not easily offended if people laugh at them for their mistakes and appear to be relaxed and confident. Kour and Sharma (2013, p. 1670) debate extroverts tend to enjoy human interactions and tend to be enthusiastic, talkative, assertive, and gregarious. Alavinia and Hassanlou (2014, p. 168) consider extraverts are sociable, like parties, have many friends and need excitement; they seek sensation and take a lot of risks, like practical jokes and are lively and don't like to be passive. In a nut shell, extraversion personality characteristics are sociable around other people, energetic, more in communication and do not like alone.

2.2.2 Introversion Personality

The characteristics of introversion personality according to Jalili and Amiri (2015, p. 830), introverts prefer spacious interactions with fewer people. Leung (2015, p. 17) asserts that introverts spend more time in their own minds. Introverts are withdrawn and often shy, and they tend to focus on themselves, on their own thoughts and feelings (Schultz & Schultz, 2009, p. 106). Rothmann and Coetzer (2003, p. 69) introverts are reserved rather than unfriendly, independent rather than followers, even-paced rather than sluggish. Then, Khorshidi (2013, p. 32) informs that introverts are oriented to the inner world i.e. they are motivated from "within" and they are oriented towards the inner world of ideas, imagery, and reflection. Introverts get their energy from within rather than from the outside world. These people tend to be independent in decision from conditions, culture, people and things around them. In brief, introversion personality characteristics are focus on themselves, stolid, less in communication, passive, like being alone and independent.

Meanwhile, someone may be has in the middle of extravert and introvert. It is called an ambivert. Based on Corr and Matchews (2009, p. 168), an individual who is near the high end of either the Introvert or Extravert classification might be less well suited to normal everyday functioning than someone at the midpoint of the distribution (i.e., an 'Ambivert'). Revolla (2016, p. 6) states the ambivert very easy to adapt to environmental conditions that can make an extrovert, or the introvert. From the study also made clear that an

ambivert at a time will be very happy sociable, while at other times, too comfortable living alone.

2.2.3 Factors Affecting Personality Types

People are unique, look different and sound different. It is caused people have varying personalities, interests, and cultural and family backgrounds (Myers, 2010, p. 133). Personality is as one of the factors affecting individual differences. It happens because some factors including genes and environment. Both genetic and environmental have contributions to personality (Bouchard and McGue, 2003, pp. 26-27 & Steinmayr, Dinger, and Spinath, 2010, p.538). Supported by Kandler and Bleidorn (2015, p. 1) pointed out that genetic factors represent the primary source of long-term continuity of individual differences in personality but also account for change – particularly in younger ages. Environmental factors represent the primary source of personality change in every period of life, but also contribute to the relatively high stability of personality differences throughout the adult life span.

1. Genetic

Myers (2010, p. 142) states that genes have much to say about the temperament and behavioral style that help define our personality. Furthermore Bouchard and McGue (2003, pp. 26-27) said that genetic influences account for approximately 40–55% of the variance in personality.

2. Environmental

People live and interact with others in a society. They cannot deny it because people as social creature for example the social environment (such as

parenting styles, age expectations, and young adult life experiences (Costa and McCrae 2006, p. 27). Moreover, Myers (2010, p. 577) argues that three specific ways in which individuals and environments interact include different people choose different environments, our personalities shape how we interpret and react to events, and our personalities help create situations to which we react.

2.3 The Concept of Writing

Writing is one of the ways in which we explore our understanding of the world and discover the meaning of our experience (Nik, Hamzah, & Rafidee, 2010, p. 54). It is used as one medium to communicate with others, in academic field, as well as in daily life (Mettaningrum, Dantes & Suarnajaya, 2013, p. 1). Then, based on Salem and Mosaad (2014, p. 128), writing helps people to express their ideas, emotions and feelings. Writing also helps them to promote the sense of ownership. Thus, from this definition it is inferred that writing is the process of understanding of the world and how someone shows about feeling and thought into words and it needs amazing thinking in order to communicate, to convey his/her ideas such as opinion to others. As stated by Sangkala (2012, p. 39), sometimes people cannot verbalize their opinion, ideas, or feeling orally but they can express them through writing. Moreover, students are required to do their writing tasks such as assignment, reports, thesis and dissertation (Abas & Aziz, 2016, p. 21).

Writing can be on the paper and on the computer. For example of writing on the paper, writing can form in many shapes such as notes, diaries, memo, and love letters (Qomarudin, 2010, p. 30). In this technological era someone can write

to express in many kinds of social media. Writing could become a popular activity for Indonesians, especially with burgeoning social media such as blogs and social networking sites (Asrianti, 2011) for example varied spaces of writing in websites, blogs, wikis, online forums, discussion boards, and social networking sites (Boudjadar, 2015, p. 9).

2.3.1 Writing achievement

In terms of writing achievement, students have to improve themselves with good achievement in order to be easier for them to reach a good academic, a good position in society, without it they can be left behind in today society. Moreover, it impacts the quality of students graduated and placed in the workforce and community. Based on Muslim (2014, 105), the continual disappointment of students due to their failure to express themselves well in writing may lead to loss of creativity. This may concern not only the subject of composition writing but also all the other academic subjects which definitely require students to achieve good academic writing in order to succeed.

Susilowati (2015, p.19) defines achievement is something which becomes the students' target and goal that can be reached at a good level at the end of learning. In this study, students' writing achievement was the result of writing test in the form of writing an academic essay. Essay academic writing is mostly used in the purpose of education in college or university (Septarini, 2015, p. 28; and Bogazici University SFL, 2006, p. 2). Writing an essay has three parts: introduction (including general statement and thesis statement); body (topic sentence, supporting sentences and concluding sentences); and conclusion. It

consists of three topics *(The Role of Teacher in Students' Life, The Benefits of Learning English* and *Teaching and Learning in Technological Era)*. The participants may choose one of them in order to make their writing more pleasant for them. They could be shocked to discover that topics that they thought they cared about were not they wanted to write about after all (Morgan, 2010, p. 185). Layeghi (2011, p. 180) claims in choosing writing topic should consider learners' personality to make writing prompts.

Graham and Perin (200, pp. 5-6) argue there are eleven elements of current writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning.

1. Writing Strategies, which involves teaching students strategies for planning, revising, and editing their compositions.

2. Summarization, which involves explicitly and systematically teaching students how to summarize texts.

3. Collaborative Writing, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions.

4. Specific Product Goals, which assigns students specific, reachable goals for the writing they are to complete.

5. Word Processing, which uses computers and word processors as instructional supports for writing assignments.

6. Sentence Combining, which involves teaching students to construct more complex, sophisticated sentences.

7. Prewriting, which engages students in activities designed to help them generate or organize ideas for their composition.

8. Inquiry Activities, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task.

9. Process Writing Approach, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing.

10. Study of Models, which provides students with opportunities to read, analyze, and emulate models of good writing.

11. Writing for Content Learning, which uses writing as a tool for learning content material.

2.3.2 Factors Affecting Writing Achievement

At a time when education is being viewed through a magnifying glass, educators, administrators, parents, and politicians are all focused on ways to increase student achievement (Waring, 2007, p. 4). It is important to prepare themselves for future opportunities in their career at the same time to fulfill the employer's demand (Alos, Caranto, & David, 2015, p. 60). Along the process of writing, students are influenced by external and internal factors (Mettaningrum, Dantes & Suarnajaya, 2013, p. 2). Motivation as considered as the internal factor has significant role on students' achievement. Supported by Li and Pan (2009, p. 123) stated that among the factors influencing students' learning, motivation is thought to be a very important reason for different achievement. For example if

the students have lack or high motivation to write as consider as internal factor. Then, the other factors such as anxiety while doing the writing tasks within the set time limits are liable to have tampered with the results (Alavinia and Hassanlou, 2014, p. 174). Added by Henter (2014), out of the effective factors motivation and anxiety were strongly linked to English performance.

Moreover, the role of classroom environment influenced students' achievement (Ziegler, Cheryan, Plaut & Metzoff, 2014, p. 4). It might be considered as external factor. The finding of study done by Ziegler, Cheryan, Plautand & Metzoff (2014) showed that the physical classroom environment such as inadequate lighting, noise, low air quality, and deficient heating in the classroom are significantly related to worse student achievement. Such as in the writing activity, when the situation of class is noisy some students were difficult to write. Inadequate lighting probably makes them easily feel sleepy. Personal condition, the indicator with the highest mean was 'feeling sleepy in class' with high impact as one of the factors affecting students' academic performance (Alos, Caranto, & David, 2015, p. 62).Then teacher strategies also took part as external factor. There are various strategies in teaching in learning which always develop by investigators. It is one of the ways that can affects students achievement.

2.4 The Relationship between Personality Types and Writing Achievement

Shokrpour and Moslehi (2015, p.35) argue that many studies in the literature have shed light on the relationship between personality types in general and extraversion/introversion in particular with different aspects of language

learning and teaching. Zainuddin (2016, p.171) said that the personality of learners may contribute to differences in language skills.

In the context of the relationship between personality types and writing, Zainuddin (2016, p. 163) asserts that there could be a correlation between the personality type of a student and their writing competence and performance. A different personality type might manifest in different results for writing competence. In addition, many agree with Eysenck and Eysenck (1985) who suppose that an extrovert acts more quickly but less correctly in compound cognitive tasks such as writing, while introverts are slower but more precise (cited in Sanjaya , Mokhtar, and Sumarsih (2015, p. 7).

Some researchers have difference ideas about extraversion-introversion related to writing. Ali (2012, p. 13) expected that extroverts would show better language skills than introverts. Because extraverts like to interact with people; they also tend to have more exposure through social gatherings and active schedules, so they are more expressive than the introverts who avoid such exposure. Media's role is crucial too. Students are getting ample opportunities for this interaction. So the students learn to express themselves through words, both written and spoken. It is because extraverts are perceived as good learners who usually have something to say (HemmatNezhad, Jahandar, & Khodabandehlou, 2014, p. 119). Moreover, extrovert students tend to participate and show their performance more in the language classroom because they are less worried and less shy (Margareta, 2012, p. 3; Kour & Sharma, 2013, p. 1666).

In contrast, some scholars claimed that an introvert is much better than an extrovert when it comes to writing (Marefat, 2006). Nama and Moini (2013, p. 163) argue that introverts write better in general, no matter what the topic is, or even no matter what level of writing proficiency they have. Then, Zafar and Meenakshi (2012, p. 3) claim that who underscore the differences between extroverts and introverts, and hold that introverts do better than their extrovert counterparts on writing and reading skills.

In the terms of personality types and writing achievement, extraversion-introversion personality can positively contribute in students' writing achievement. Based on Schultz and Schultz (2009, p. 3), personality influenced human achievement such as expectations for the future. Personality as one of the factors affected students' achievement (Erton, 2010, p. 115) and personality might be another variable that mediates the relationship with scholastic achievement (Steinmayr, Dinger, & Spinath, 2010, p. 536). Then, it is also influenced their writing achievement (Revola, 2016, p. 2). Therefore, personality types (extraversion and introversion) related to writing may contribute in students' writing achievement.

2.5 Previous Related Studies

There are some previous studies that the researcher considers closely related to the study that would be conducted. First of all, a study conducted by Sanjaya, Mokhtar, and Sumarsih in 2015 aimed of the study exploring the role of personality (extroversion/introversion) on the essay writing achievement of

Indonesian EFL learners at the Universitas Negeri Medan. It was found that there was a significant difference between extroverts and introverts in their essay writing achievement. The personality of an extrovert or an introvert had no impact on their organization, discourse or vocabulary, but there was a significant differences in terms of content, syntax and mechanics in their essay writing.

The second previous study was conducted by Revolla in 2016 who investigated the significant difference among extrovert, introvert, and ambivert personality in students' writing achievement of English Department of IAIN Bengkulu. The result revealed that introverts student had better in writing achievement. Meanwhile, extrovert and ambivert students had no significance difference in writing achievement.

Other study conducted by Nejad, Bijami and Ahmadi in 2012 who investigated the relationship between affective factors, extraversion and introversion, and academic writing of EFL students of junior level at Ilam University, Iran. The results revealed that there was no significant relation between personality and writing ability.

A study conducted by HemmatNezhad, Jahandar, and Khodabandehlou in 2014 who investigated the role of individual differences in terms of extraversion and introversion on writing ability of EFL learners in some English language institutes in Rasht, Iran. The finding revealed that extraversion and introversion was no significant impact on writing ability. Moreover, there was no significant effect of gender differences' extraverts/introverts on their writing proficiency.

In addition, Shahravanmehr in 2010 who investigated the relationship between introversion/extroversion tendencies of Iranian BA students of English major and their proficiency in English writing as a foreign language (EFL). It was found that there was no significant difference between introversion/extroversion and content/organization. But there was a more noticeable negative relationship between extroversion and vocabulary/language use/mechanics and the overall writing proficiency according to the correlation results.

Alavinia and Hassanlou (2014) investigated the relationship between academic Iranian EFL learners' extroversion/introversion and their essay writing performance. The result revealed that there was no significant correlation between the participants' personality types and their writing performance with all those types of essays (argumentative, narrative and descriptive).

Shokrpour and Moslehi (2015) investigated the relationship between two personality types (extroversion and introversion) and two types of correction in writing skill (self-correction and teacher correction) at Shiraz University of Medical Sciences, Shiraz, Iran. The results showed that there was no statistically significant difference between the two personality types and the two types of correction.

Another study is conducted by Zainuddin (2016) who investigated the impact of personality (extrovert vs. introvert) on the ability in syntax in essay writing. It was found that there was a significant difference between extrovert EFL learners and introvert EFL learners in the accuracy of constructing sentences.

The result showed that extrovert EFL learners did worse than introvert EFL learners in language construction for essay writing.

In contrast, there have been other studies in Indonesia setting which found positive correlation between extraversion personality and writing skill. Qomarudin (2010) investigated the correlation between extraversion personality and writing skill. He conducted the research in Semarang. The results showed that there had a positive relationship between extroversion and writing skill. Sangkala (2012) investigated the correlation between students' extraversion personality and their writing skill in Makasar. It was found that there was correlation between extraversion personality and writing skill. It was also found that the level of the students' ability in their personality was in "Balance" classification and the level of student's skill in writing skill test was "Good".

The last, Nama and Moini (2013) investigated the effects of writing proficiency and personality factors of introversion and extroversion. It was found that there was significant difference between writing proficiency of extrovert/introvert high/low writing proficient EFL learners in general. The effect of personality factors of extroversion and introversion on the writing scores of the students was significant.

In short, the role of personality types, extraversion-introversion, persuades the present researchers to investigate the study focusing on EFL learners' personality types and its effect on their writing. Because of the inconsistencies in

terms of result above, so the researcher is interested to investigate the correlation between personality types and writing achievement.

2.6 Hypotheses

The hypotheses of this study were proposed in the forms of null and research hypotheses below:

1. H_o: there is no significant correlation between personality types and writing achievement of the undergraduate EFL students of UIN Raden Fatah Palembang.

   H_a: there is a significant correlation between personality types and writing achievement of the undergraduate EFL students of UIN Raden Fatah Palembang.

2. H_o: personality types do not significantly influence writing achievement of the undergraduate EFL students of UIN Raden Fatah Palembang.

   H_a: personality types significantly influence writing achievement of the undergraduate EFL students of UIN Raden Fatah Palembang.

2.7 Criteria for Testing Hypotheses

There are some criteria in testing hypotheses provided from Cohen, Manion, and Marrison, (2007, p. 519), Creswell (2012, p. 188-189), and Fraenkel, Wallen, and Hyun (2012, p. 228-232), as follow:

1. If *p-value* is higher than 0.05 (p>0.05), H_0 is accepted and H_a is rejected

2. If *p-value* is less than 0.05 (p<0.05), H_0 is rejected and H_a is accepted

CHAPTER III

METHODS AND PROCEDURES

This chapter presents: (1) research design, (2) research variables, (3) operational definitions, (4) population and sample, (5) data collections, and (6) data analysis.

3.1 Research Design

The aim of this study is to find out whether or not there is a significant correlation between the two variables and to explain and interpret the results, the correlational research was applied. The research design is as follow:

Figure1.
Research Design
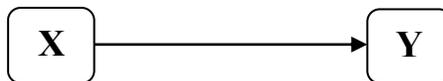
X = Personality types

Y = Writing achievement

There were some procedures in conducting this study. The first procedure, the questionnaire of Eysenck Personality Inventory (EPI) was distributed to the students and asked them to answer it willingly. It is used to classify them based on their types of personality. In this study, the researcher identifies those who are extraversion and introversion personality by using questionnaire. The second, by using writing test, the students' writing achievement was obtained. The next step, that the researcher found the correlation between variables through pearson

correlation in SPSS based on the results of the questionnaire and writing test, and influenced between variables through regression analysis. The last, the researcher explained and interpreted the result.

3.2 Research Variables

Based on Fraenkel, Wallen, and Hyun (2012, p. 80), a common and useful way to think about variables is to classify them as *independent* or *dependent*. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable while a dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable (Creswell, 2005, p. 115-116).

In this study, there are two variables as research variables that were analyzed. The first, personality types which refers to the independent variable of the study. Therefore, writing achievement refers to the dependent variable.

3.3 Operational Definition

Correlational research means the researcher try to find the correlation or association between two variables. In the context of correlation, the researcher will be correlated between personality types and writing achievement.

Personality types include extraversion-introversion personality as individual dissimilarities the way she/he think, feel and act that distinguish them from other in which how she/he interact and behave with different people and situation, as measured by EPI (Eysenck Personality Inventory).

Writing achievement is student ability in writing that they achieve from writing test. Students writing achievement was assessed from the rubric of Diablo Valley College.

At last, *undergraduate EFL students* refer to the undergraduate students whose major is English Education of UIN Raden Fatah Palembang.

3.4 Population and Sample

3.4.1. Population

Population is the large group to which a researcher wants to generalize the sample results (Jhonson & Christensen, 2012, p. 218). The population of this study was all the students of English education study program of UIN Raden Fatah Palembang in the academic year 2016-2017. The distribution of population of the study can be seen below:

Table 2
Distribution of Population

No	Semester	Number of Students
1	I	153
2	III	133
3	V	101
4	VII	95
5	XI	157
Total		**639**

(*Source: English Education Study Program in Academic Year 2016-2017)*

3.4.2. Sample

The sample of this study was taken by using purposive method. In purposive sampling (sometimes called judgemental sampling), the researcher specifies the characteristics of the population of interest and locates individuals with those characteristics (Johnson & Christensen, 2012, p. 231). The students were selected based on the same characteristics (they have passed all writing course include writing I, II, III, and IV) and those who have extraversion and introversion personality. Then, they were chosen because those who were the seventh semester or higher than it (doing their own research and were not actively go to campus as they did not have any courses to attend and some of them did not attend to class when the researcher distributed the questionnaire and writing test).The sample of this study was the fifth semester of English department of UIN Raden Fatah Palembang. The distribution of sample of the study can be seen below:

Table 3
The Sample of the Study

Class	Number of Students	Gender	
		Male	Female
PBI A	26	11	15
PBI B	21	8	13
PBI C	26	4	22
PBI D	28	3	25
Total	101		

3.5 Data Collection

To collect the data, the two various instruments that the researcher were used to present in this study. They were EPI questionnaire and writing test.

3.5.1   Questionnaire

In this study, EPI questionnaire was given to know students personality. It was created by H. J. Eysenck and S. Eysenck in 1964 (Doyle, 2015, p. 13). It retrieved from Heinemann Educational Publishers (2004). EPI consisted of 57 items in form of yes or no question. In this study, 33 items ('E score' and 'Lie score') was given to the students since Neuroticism is out of scope of the research. To avoid missunderstanding, the questionnaire has been translated into Bahasa Indonesia. The researcher guided all the participants through read the questionnaire one by one loudly so that they would answer it together and asked them if they had problems in understanding the questionnaire. The following table below is the original specification of Eysenck personality inventory.

Table 4
Eysenck's Personality Inventory Specification

Indicator	Items in the Questionnaire
Extraversion-Introversion	1, 3, 5, 8, 10, 13, 15, 17, 20, 22, 25, 27, 29, 32, 34, 37, 39, 41, 44, 46, 49, 51, 53, and 56
Neuroticism	2, 4, 7, 9, 11, 14, 16, 19, 21, 23, 26, 28, 31, 33, 35, 38, 40, 43, 45, 47, 50, 52, 55, and 57
Lie	6, 12, 18, 24, 30, 36, 42, 48, and 54

Source: Heinemann Educational Publishers (2004)

Then, the fifth table below is after change of the numbers. Since in this study only use 33 items ('E score' and 'Lie score') because only measure the 'E score' would be measured to know students extraversion-introversion personality and the 'Lie score' was used to know students being honest or dishonest answering the questionnaire. Therefore, the researcher adopt the questionnaire only the items number randomly without changed the answer key.

Table 5
Eysenck's Personality Inventory Specification

Indicator	Items in the Questionnaire
Extraversion-Introversion	1, 2, 3, 5, 6, 7, 9, 10, 11, 13, 14, 15, 17, 18, 19, 21, 22, 23, 25, 26, 27, 29, 31, and 33
Lie	4, 8, 12, 16, 20, 24, 28, 30, and 32

3.5.2 Writing Test

To obtain the students' writing achievement, writing test was conducted. The students were asked to write an academic essay that they choose one of some topics, *The Role of Teacher in Students' Life, The Benefits of Learning English* and *Teaching and Learning Process in Technology Era*. The time allocation consists of 45 minutes.

3.6 Validity and Reliability

The researcher firstly considered the validity and reliability before the questionnaire and writing test were administered.

3.6.1. Validity

3.6.1.1 Validity of the Questionnaire

Fraenkel, Wallen, and Hyun (2012, p. 340) state that validity refers to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect. The validity of a

personality questionnaire, questions that the tool is actually measuring what it purpose to measure (Holmes, 2010, p. 5). The instrument used in this study was ready-made questionnaire. Eysenck and Eysenck (1964, p. 5) mention that EPI is a valid descriptive instrument of the behavioral manifestations of personality. It was conducted on two kinds of sample (normal and abnormal). The normal sample consists of 1931 people. For instance students, teachers, nurses, army, and others who were took part as the normal sample. Then, the abnormal sample consists of 483. It included female prisoners, depressive, anxiety, and others (Eysenck and Eysenck (1964, p. 10). Based on Mohammady (1998), concerning the validation of the abridged form of the EPI (the 57-item one), the distribution of the scores for the three criteria was reported to be normal (cited in Razmjoo & Shaban, 2008).

Ramos, Aragay, Goma`, Valero, and Vallès (2013, p. 46) said that the EPI test of personality has a high level of validity since it is based on several previous studies about personality; also, this is well known among psychologists who use it in their efforts. For example, it has been used in many research studies Razmjoo and Shaban (2008) conducted the study to 142 students in Guilan University, Iran within the range of 18-28 years of age. Then, Qomarudin (2010) conducted the study to 30 students of the eighth semester of Diponegoro University, Indonesia. Next, Sarani, Abusaeedi and Ahmadian (2011) conducted the study to 80 students of Sistan and Baluchestan University, Iran within the range of 20 to 25 years of age. After that, Nejad, Bijami and Ahmadi (2012) conducted the study to 30 students within the range of 20-24 years of age in Illam University, Iran. The last,

Baradaran and Alavi (2015) conducted the study to 60 students within the range of 20-30 years of age in Tehran University, Iran. In order to avoid misunderstanding and misinterpretation, the researcher translated the questionnaire into *bahasa* Indonesia by having expert judgment. The criteria of expert judgment include: 1) they have got Master's degree of English Education Study Program, 2) have TOFL score up to 500, 2) have teaching experience at least five years. Three raters evaluated the appropriateness of the test, JN, AH, and SA who are the lecturers of UIN Raden Fatah Palembang. EPI questionnaire was translated with the hole its items (57 items) but the researcher only used 33 items ('E' score 24 items and 'L' score 9 items). As the result, all validators accepted the questionnaire translation with some revisions based on EYD (Indonesian spelling).

3.6.1.2 Validity of the Writing Test

The content validity was used to find out the validity of the writing test by having expert judgment. There were also three raters who evaluated the level of appropriateness of writing test including instruction: instruction, topic, time allocation, content, and rubric. As the result, two of three validators agreed that the instruction, time allocation, content, and rubric in appropriate level meanwhile the topic in moderate level. They gave some revision especially the writing essay consists of at least 250 - 300 words, and the allocation time 45 minutes. Therefore, the writing test was appropriate to use.

3.6.2. Reliability

To get the reliability of the writing test, inter-rater reliability was used. By using *pearson product moment correlation coefficient*, the reliability of the test can be obtained since the results from each raters was correlated.

The questionnaire will be reliable if the coefficient is 0.70 or higher. Eysenck and Eysenck (1964, p. 15) found the reliability scores of EPI from .84 and .94 using test-retest method and .74 to 0.91 using split-half method. Then, Knowles and Kreitman (1965, p. 757) also found the reliability of EPI 0.866 for Neuroticism, 0.832 for Extraversion, and 0.749 for Lie. Moreover, Chapman, Weiss, Barrett, and Duberstein (2013, p. 481) reported the reliability of the EPI questionnaire and the result were adequate to good (.7–.8). Baradaran and Alavi (2015, p. 17) claim that the reliability of the administration of the EPI questionnaire was calculated to be 0.72. In short, the EPI questionnaire is reliable.

3.7 Data Analysis

In analyzing the data the researcher focused on two kinds of data questionnaire and writing test.

3.7.1 Analysis of the Questionnaire

The students were asked to answer "yes" or "no" to each question and their response with a score of 1 (one) being given to the keyed response. Eysenck and Eysenck (1964, p. 5) said that it measured extraversion – introversion (E) and neuroticism – stability (N). Chapman, Weiss, Barrett, and Duberstein (2013, p. 480) argue that the lie score is an item set tapping responsibility and prosocial

behavior. In this study, the data was calculated from EPI scoring systems. In this study, there are two kinds of score; 'E score' is out of 24 to determine the extraversion level, 2) 'Lie score' is out of 9 to assess how socially desirable the respondents are trying to be in their answers.

To know E score, the researcher checked through all answers in the questionnaire and place an 'E' by the side of any answers which match those given in the E score if the answer matches. For example, the answer of question number 1 is 'Yes', put 'E' beside it. If 'No', leave it out without writing anything. Then, the researcher counted up the number of 'E level'. The participants who scored high on extraversion are perceived to be extoverts, while those with low scores are perceived to be introverts (Gordon, 2012, p. 9). Corr and Metchews (2009, p. 168) stated that students with the medium score (twelve) are considered as neutral (ambivert).

Furthermore, the lie score is also used to know the students answer the questionnaire honest and dishonest. Those who are dishonest would be eliminated. The students with a score 5 (five) or more would be unacceptable. Eysenck and Eysenck (1964, p. 20) said that the Lie scale is useful detecting individuals 'faking good', and they suggest that a score on this scale of 4 or 5 be considered to constitute the cutting point where the inventory answers cease to be acceptable. Then, in a cutting score of 4 were used and subjects with a score of 5 or more would be eliminated (Knowls & Kreitmann, 1965, p. 758).

The sixth table below is the original specification 'E' score and its numbers of items. Then, seventh the table is after change of the numbers and without change the key answer.

Table 6
E Score Table

Question	Answer	Question	Answer
1	Yes	29	No
3	Yes	32	No
5	No	34	No
8	Yes	37	No
10	Yes	39	Yes
13	Yes	41	No
15	No	44	Yes
17	Yes	46	Yes
20	No	49	Yes
22	Yes	51	No
25	Yes	53	Yes
27	Yes	56	Yes

Source: Heinemann Educational Publishers (2004)

Table 7
E Score Table

Question	Answer	Question	Answer
1	Yes	17	No
2	Yes	18	No
3	No	19	No
5	Yes	21	No
6	Yes	22	Yes
7	Yes	23	No
9	No	25	Yes
10	Yes	26	Yes
11	No	27	Yes
13	Yes	29	No
14	Yes	31	Yes
15	Yes	33	Yes

Meanwhile, 'Lie score' is use to assess how socially desirable the respondents are trying to be in their 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 (Heinemann Educational Publishers, 2004).Table 8 below is the original specification 'L' score and its numbers of items.

Table 8
Lie Score Table

Question	Answer
6	Yes
12	No
18	No
24	Yes
30	No
36	Yes
42	No
48	No
54	No

Source:Heinemann Educational Publishers (2004)

Then, table 9 below provided information after the changes in the numbering.

Table 9
Lie Score Table

Question	Answer
4	Yes
8	No
12	No
16	Yes
20	No
24	Yes
28	No
30	No
32	No

3.7.2 Analysis of the Writing Test

The students' writing test were analyzed by the three raters, they were lecturers of UIN Raden Fatah, 1) JN, 2) M, and 3), SA. The raters scored the test based on the rubric for essay writing assessment from Diablo Valley College (see appendix 5). The test was in the form of academic essay writing with the indicators; ideas, organization, sentences, mechanic, and vocabulary. The scale of each aspect is from one to six. As a result, the highest point of all is 30. Since there are three raters, the total points from them determined the students' writing achievement. The following is the category of the students' writing achievement.

Table 10
Writing Score Categories

No	Score Interval	Category
1	25 – 30	Very Good
2	19 – 24	Good
3	13 – 18	Average
4	7 – 12	Poor
5	1 – 6	Very Poor

Source: Wijaya (2012, p. 35)

3.7.3 Correlation Analysis

The result from the instruments of both questionnaire and writing test were calculated to find any potential correlation between variables through Pearson Product Moment Coefficient. If the significance value (Sig. 2-tailed) was less than alpha=0.05, it is reported that there is a significance correlation between personality types and writing achievement. Then, the significance of the correlation coefficient is used to determine by comparing the data of the

coefficient (*r* data) in the level of significance of 5% in the table of product moment (*r* table). The correlation coefficient is significant if *r* table in the level of significance of 5% less than *r* data.

When the result shows positive *r* value, it means that there is a significant positive correlation, but if the result shows negative *r* value, there is a significant negative correlation.

3.7.4 Regression Analysis

In order to know the contribution of personality types and writing achievement of the under graduate students of UIN Raden Fatah Palembang regression analysis was applied to examine whether or not students' personality types influence their writing achievement. Furthermore, to answer the reasons why the correlation and influence between variables may occur, descriptive analysis was used.

CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter presents: (1) research findings, and (2) interpretations

4.1 Findings

There are five kinds of research findings in this research: (1) the result of students' personality types, (2) the result of students' writing achievement, (3) normality test, (4) linearity test, and (5) the correlation between students' personality types and their writing achievement

4.1.1. The Result of Students' Personality Types

In this study, the 33 items ('E score and 'Lie score') of Eysenk personality inventory (EPI) questionnaire was distributed to the participants. EPI provided two different scores: 1) 'E score' which consist of 24 items was used to determine extraversion level, and 2) 'Lie score' which consist of items 9 to know if the students responded honestly or not.

The participants of this study were the fifth semester students of UIN Raden Fatah Palembang which consists of 101 students. However, only 93 students participated in this study. The results refer to the responses of the samples to the questionnaire. Based on the result of questionnaire, 56 students were classified into extraversion personality, 22 students were classified into introversion personality. Those who have extraversion and introversion personality were chosen as the sample. Meanwhile others were not included as

sample because 6 students were ambivert, they were out of scope of the research. Moreover, 8 students were absent when conducting the study. Furthermore, since there were 2 students identified to make themselves look good in responding the questionnaire. Then, since 7 students were attend on the questionnaire test but they were absent when conducting the writing test. They were also not included as a sample. It happened because the differences of their available time. Therefore, the sample of this study was 78 students.

As shown in table 11, the maximum score is 22, and the minimum score is 5. The mean scores for the participants is 14.32 and the standard deviation is 4.053. The descriptive statistical analysis of students' personality type is shown in the table below.

Table 11
Descriptive Statistics of Personality Type

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EXT_INT	78	5	22	14.32	4.053
Valid N (listwise)	78				

The result showed that there are 56 students (71.8%) who are indicated as extraversion personality. Then, there are 22 students (28.2%) who are indicated as introversion personality. In short, it was revealed that from the questionnaire, extraversion was the most perceived type of personality.

Table 12
Distribution of Personality Type

No	Category	Frequency	Percentage
1.	Extraversion	56	71.8%
2.	Introversion	22	28.2%
	Total	78	100%

4.1.2. The Result of Students' Writing Achievement

Table 13 shows that the minimum score of students' writing achievement was 12 while the maximum score was 27. The mean score was obtained 19.23 with the standard deviation was 3.263. The researcher analyzed 78 students' writing achievement. The result of descriptive statistics of writing achievement can be seen below:

Table 13
Descriptive Statistics of Writing Achievement

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Writing_Achievement	78	12	27	19.23	3.263
Valid N (listwise)	78				

As shown in table 14, 6 students obtained in very good category (7.7%) while 44 students (56.4%) were in good category, 27 students (34.7%) were in average category, 1 student obtained in poor category (1.2%) and no students (0%) obtained in very poor category.

Table 14
Distribution of Students' Writing Achievement

No	Score Interval	Category	Number of Students	Percentage
1.	25 – 30	Very Good	6	7.7%
2.	19 – 24	Good	44	56.4%
3.	13 – 18	Average	27	34.7%
4.	7 – 12	Poor	1	1.2%
5.	1 – 6	Very Poor	0	0%
	Total		78	100%

4.1.3. Normality Test

The purpose of the normality test of the data was used to find out whether the distribution of the data from EPI questionnaire and writing test was normal or not. *One-Sample Kolgomorov-Smirnov* was used. If probability score was more than .05, the two variables were normal. It was revealed that the deviation from normality of personality types .229>.05 and writing achievement was .345>.05. Therefore, the distribution of the data was normal. The result of the distribution can be seen on the table below:

Table 15

**Tests of Normality**

One-Sample Kolmogorov-Smirnov Test

		EXT_INT	Writing_Achievement
N		78	78
Normal Parameters[a]	Mean	14.32	19.23
	Std. Deviation	4.053	3.263
Most Extreme Differences	Absolute	.118	.106
	Positive	.088	.070
	Negative	-.118	-.106
Kolmogorov-Smirnov Z		1.041	.936
Asymp. Sig. (2-tailed)		.229	.345
a. Test distribution is Normal.			

The normal Q-Q plot of each variable was illustrated in the following figures:

Figure 2.
Q-Q Plot Personality Types

Normal Q-Q Plot of EXT_INT
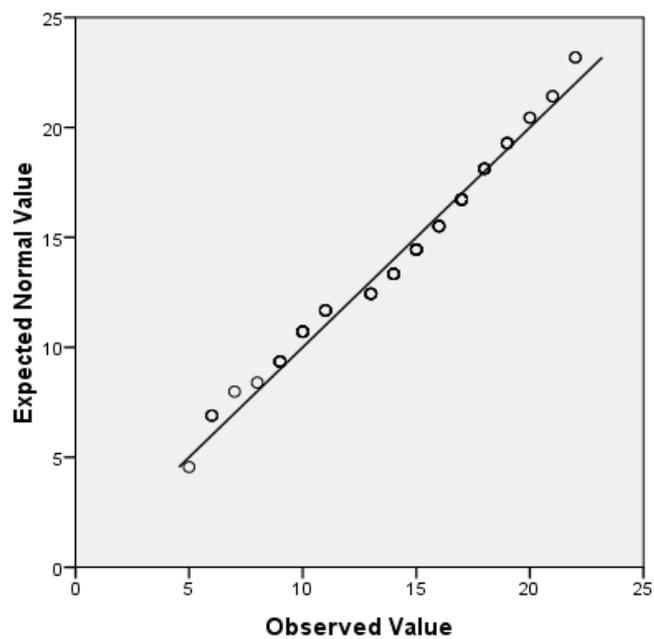
Figure 3
Q-Q Plot Writing Achievement

Normal Q-Q Plot of Writing_Achievement
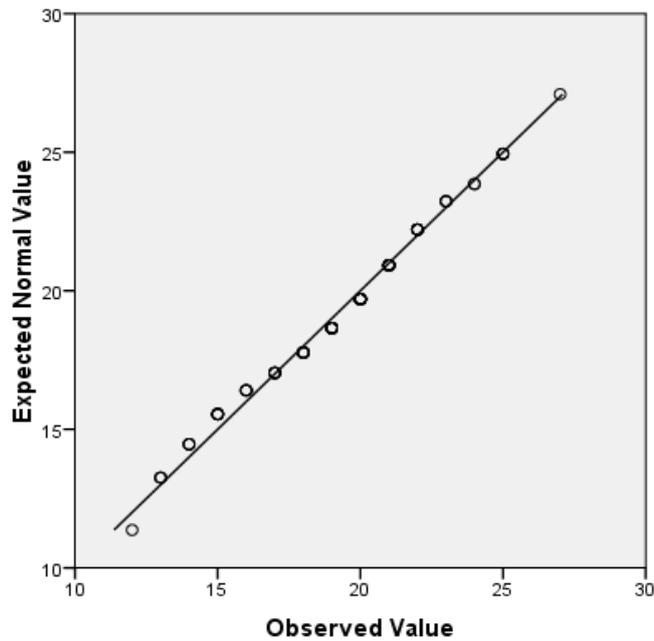
4.1.4. The Result of Linearity Test

The purpose of the linearity test of the data is to find out whether the distribution of the data is linear or not. If probability score was more than .05, the two variables were linier. It was revealed that the deviation from linearity between personality types and writing achievement was .825>.05. Therefore, the distribution of the data was linier. The result of the distribution can be seen on the table below:

Table 16

Tests of Linearity

ANOVA Table

	Writing_Achievement * EXT_INT				
	Between Groups				
	(Combined)	Linearity	Deviation from Linearity	Within Groups	Total
Sum of Squares	113.342	1.128	112.214	706.504	819.846
Df	16	1	15	61	77
Mean Square	7.084	1.128	7.481	11.582	
F	.612	.097	.646		
Sig.	.862	.756	.825		

4.1.5 Correlation between Personality Types and Writing Achievement

To answer the first research problem, Pearson Product Moment Correlation was used to find out the correlation between personality types and writing achievement.

The criteria of accepting the result if it:

a. if p is less than 0.05, H_o is rejected and H_a is accepted.

b. if p is higher than 0.05, H_o is accepted and H_a is rejected.

Based on Pearson Product Moment Correlation Coefficient, the result indicated that the direction of correlation between personality types and writing achievement was negative. The correlation coefficient or the r-obtained (-.037) was lower than r-table (.226). Then the level of probability (p) significance (sig.2tailed) was .747. It means that p (.747) was higher than .05. It means that H_o was accepted and H_a was rejected. On the other words, correlation analysis

showed there was no significant correlation between personality types and writing achievement. The result of Pearson Product Moment can be seen in the table below:

Table 17
The Result of Correlation between Personality Types and Writing Achievement

Correlations

		EXT_INT	Writing_Achievement
EXT_INT	Pearson Correlation	1	-.037
	Sig. (2-tailed)		.747
	N	78	78
Writing_Achievement	Pearson Correlation	-.037	1
	Sig. (2-tailed)	.747	
	N	78	78

Since there was no significant correlation between personality types and writing achievement, there was no need to conduct the regression test which the aim was to find out the influence of the variable.

4.2 Interpretations

The result of Pearson Product Moment correlation showed that the correlation scores between personality types and writing achievement was -.037. It indicated that there was no correlation between personality types and writing achievement. Then the direction of correlation was negative. It means high scores on one variable accompany low scores on the other variable (Schultz and Schultz, 2009, p. 32). The result can be happened since personality types (extraversion and introversion) was not only one factor that affected writing achievement but also

students must good at the other factors (motivation, intelligence, anxiety and others) and external factors (teaching methods and classroom environment and others). As stated by Ali (2012) there are many factors affected student for success in language learning such as type of personality, motivation, attitude, intelligence level. This result was also in line with the research that had been conducted by Nejad, Bijami and Ahmadi (2012, p. 149) who stated that being extravert or introvert could not forecast the exact level of writing proficiency. Moreover, Shokrpour and Moslehi (2015) added that the extent to which one might be outgoing or very silent in the class is not a good criterion to judge students' academic success or failure.

Lack of significant results might be ascribed to a number of factors. The researcher noticed some uncontrolled situations and conditions which affected the results of this study. The first, when distributing questionnaire and writing test, the participants had not only distracting mind such as thinking about their assignment and final test (at that moment they were close to their final test) but also some students made noisy while doing their writing test and checking their questionnaire. Probably in such those situation made them to be unable to concentrate. Moreover, when conducting this study one classroom had inadequate lighting since this is the only classroom available to be used. Inadequate lighting made them difficult to write well and easily felt sleepy. As the result, it probably made them difficult to get ideas and to organize their paragraphs. As stated by Ziegler, Cheryan, Plaut and Metzoff (2014, p. 4), classroom environment influenced students' achievement such as inadequate lighting and noise. Then,

personal condition, the indicator with the highest mean was 'feeling sleepy in class' with high impact as one of the factors affecting students' academic performance (Alos, Caranto, & David, 2015, p. 62). The last, the researcher believed that they were too tired because they were attended from morning to afternoon, meanwhile in conducting this study most happened in the afternoon.

Nevertheless, from students' writing achievement showed various results. To see clearly the results (see appendix 8).The first, 1.2% (1) student obtained in poor category. The student conveys simplistic ideas, lack of vocabulary and transitions in their writing essay. The student used simple sentence and make mistake in structure with limited ability to organize every paragraphs. Next, 34.7% (27) students obtained in average category. It contains some common mistakes and usages in punctuation, capitalizations spelling. Then, they convey basically intelligible ideas and demonstrate ability to organize paragraphs in their writing essay although their organization unevenly developed but its transitions generally lacking. After that, 56.4% (44) students obtained in good category. It displays clear thinking and expresses ideas clearly. The students have competence in organization but lack appropriate transitions. Occasionally they make mistake and usage in punctuation, capitalization spelling. The last, 7.7% (6) students obtained in very good category. Their writing essay display originality and depth of thought and expresses ideas fluently. Their writing essay contain organization and link paragraphs with effective transitions. They also sophisticated vocabulary range.

In relation to the result of writing achievement, the whole data of students' writing achievement by using descriptive statistic in SPSS 16, the mean score was (19.23). In other words the level of students' writing achievement were in the good level category. To make them better on their score, the students can choose the best way their learning as what they really want to. The most important the students should practice writing a lot in order to make them express their ideas fluently and make their essay writing well organized and link paragraphs smoothly with effective transitions.

There were some reasons that could affect the result of students writing achievement. The first, one of the topics given is close to them and one of the topics had similar topic which is used by other researchers in conducting their study. Next, in the context of motivation as the internal factor, most of students had a good motivation in writing through realizing the importance of writing. Based on informal interview they said that having and improving their skill in writing is imperatively needed for some reasons such as to support their achievement even to make their theses later on. Supported by Li and Pan (2009, p. 123) stated that among the factors influencing students' learning, motivation is thought to be a very important reason for different achievement. Then, their learning experienced also gave contribution on the result of their writing. They were already learnt English since they were in secondary school and writing subject 1 until 4. Furthermore, the researcher believes that the other reason that influenced the students' writing achievement was the success of the lecturers while teaching them.

Based on the result of questionnaire, 28.2% (22) students were included introversion. Introversion personality characteristics are focus on themselves, stolid, less in communication, passive, like being alone and independent. Students who had this personality prefer to learn individually and independently. As stated by Abbot and Chen (2011, p. 2) who said that introverts prefer to work independently. They did not like being in crowded situation because they need to concentrate well. In conducting this study, some students sat far away from their friends. It seems that they need full concentration because they were easily distracting especially from the noisy. To teach introversion learners, the lecturers are recommended to give them the task individually because they usually do not really like work in group. However, it does not mean that they do not like to be surrounded by other people but they prefer to be independent.

Then, 71.8% (56) students were included extraversion. The result indicated that most of students had extraversion personality type. Students who were indicated have extraversion personality characteristics are sociable around other people, energetic, more in communication and do not like to be alone. These students got their energy outside of themselves and they prefer learn in group. In teaching and learning process, the lectures can divide them in groups and give them some topics to discuss with their group. It will make them more active in class. Because they enjoy social activities such as being around and working with others, it would be better for them to study in group (Abbot & Chen, 2011, p. 2).Moreover, to solve the differences between these personality types, the

lecturers should choose the best way to teach them in order to make every students get the same chance to be active in the class.

The results of the questionnaire cannot be taken for granted, as individuals tend to appear as either extraverts or introverts because these personality types as not being permanent. Stated in literature, adolescence emotions are easily or frequently changed or labile (Larson, Moneta, Richards, & Wiltson, 2002; Sheeber, Allen, Leve, Davis, Shortt, Katz, 2009, p. 3; Somerville, Rebecca, Jones, & Casey, 2010, p. 1; and Hilt, Hanson, & Pollak, 2011, p. 162).State Adolescent Health Resource Center point out that the age of late adolescence / young adulthood is around 18-24 years. It is a period of frequent change and exploration that covers many aspects of their life: home, family, work, school, resources, and role. This condition is also as one of the factors which caused the result of the research. Furthermore, Alavinia and Hassanlou (2014) who conducted the research which is similar to the researcher were found that there was no significant correlation extroversion/introversion and their essay writing performance. Since students' personality is not permanent or changeable. Personality is too complex and changeable in different situation and with different people (Schultz and Schultz, 2009, p. 3). Furthermore, PRISM Brain Mapping (2014, p. 4) said that personality is a very poor predictor of performance because people are actually highly adaptable and far more flexible than personality typing gives them credit for. Personality tests cannot and do not predict how people will act in a variety of roles or situations. Nor are they able to predict how behaviour changes over time.

In a nut shell, the researcher did not found the correlation and the significant influence between personality types and writing achievement of the undergraduate students of UIN Raden Fatah Palembang. However, personality types probably correlate with other language skills (reading, listening or speaking).

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents: (1) conclusions, and (2) suggestions based on the findings of the research

5.1 Conclusions

1) The final analysis of data indicated that there was no significant correlation between personality types and writing achievement of the undergraduate EFL students of UIN Raden Fatah Palembang.

2) The findings revealed that there was no significant influence between personality types and writing achievement. In this case, the other factors (motivation, anxiety, classroom environment) could give more dominant effect through it. Therefore, personality types is not a good criterion to judge their ability in language learning especially on their writing achievement. It is proved that overall their level of writing in good category.

5.2 Suggestions

There were some suggestions especially for the students, lecturers, and other researchers.

1. For the students

    Although personality types were not related to their writing achievement yet the students are recommended to know about these types of personality because it influence the way of their learning. Then, they should

do more practice in writing in order to make their writing essay more smoothly and fluently.

2. For the lecturers

The lecturers should understand students' dissimilarities especially their types of personality. They can adjust the classroom dynamism such as choose activities or strategies in learning process.

3. For the other researchers

To get better result, other researchers are recommended to make sure that the respondents are in well condition such as felling comfortable. Then, when doing the research, it might be better before they are not close to their examination. After that, the next researchers should prepare the best location in conducting the research (such as the class) which is can support them in responding the instruments. Furthermore, they are recommended to investigate more deeply the correlation between personality types and other language skills (speaking, reading, or listening).

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