

DIFFERENCES IN THE ACHIEVEMENT OF ENGLISH LANGUAGE ESSENCE BETWEEN INTROVERT AND EXTROVERT PERSONALITY TYPES

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Abstract: This research aims to know the differences achievement in English essay writing between introvert and extrovert personality types toward high school students of Morotai. Design of this research used quantitative and focused to the comparative method. Population of this research was high school students in the regency of Morotai Island that separated in the 5 sub-district. Sampling technique of this research used Simple Random sampling by using Krechie Morgan's Table. Thus, sample of this research was 174 students with total of population were 323 students. Instrument that was used in this research were 2 instruments, they are 1) questionnaire; to measure the students personality types. 2) Writing test; to measure the students' ability in writing. Analyze the data in this research used Independent t-test. Based on the EPI scale, the result shown that 40 students were introvert dan 134 students were extrovert. Based on the Independent T-test result, significant value $\alpha = 0.077 > \alpha = 0.05$, the result proved that there were no significant differences in English essay writing achievement between introvert and extrovert personality.

Key words: Essay writing, introvert dan extrovert

INTRODUCTION

English is an international language and as a language of science. Therefore, in order for Indonesian people to be able to compete in the era of globalization, Indonesian people must master English language competence as a whole. In Indonesia, although the position of English is only a foreign language, the government gives full attention to foreign language learning. This is evidenced by the government's decision Law No. 20 concerning the system of national education article 37 paragraph 1 of 2013 that English is the only foreign language that students must learn from junior high school to university level.

The main objective of foreign language learning is to develop communication competencies. Communication competencies include sociolinguistic / sociolinguistic competence, discourse competence, grammatical competence, and competence / strategic competence (Wigati, 2014). In language learning, there are four basic language skills that must be mastered by students and students, namely listening (speaking), speaking (speaking), reading (reading) and writing (writing). Foreign language skills are categorized in two parts, namely receptive skills and productive skills. The ability to write is classified into productive skills, because the ability to write involves a variety of cognitive and linguistic abilities. This is the reason for the ability to write is the language ability that is considered the most complex. Weigle (2007: 7) states that there are three stages in the writing process, namely pre-writing / planning, writing, and revising. Furthermore Ngurah Marhaeni (2008: 72)

emphasized that writing is a reflection of the creative mind which in the writing process includes cognitive and creative abilities. The combination of these capabilities form writing skills that include five dimensions of capability: the ability to find ideas (content) writing, arrangement / organization of ideas, sentence structure, vocabulary and style(*style*), and mechanics. In producing text, students must have competence about the context in which the text occurs, competencies about social and cultural backgrounds, and competencies about linguistic features (Nurhayati, 2014: 5). According to Oshima and Hogue (2007: 21), a good way of writing can be assessed through an essay writing organization, which is a schematic structure that is appropriate and coherent. Coherence in writing, namely the composition of sentences in writing must be connected, not stammered and smooth.

Current problems, students often experience difficulties in expressing ideas in written language. Especially in essay writing. This is caused by several factors, namely the organizational problem factor and personality factors. Harmer (2007: 52) states that organizational factors are caused by a lack of writing exercises, so students experience difficulties in expressing ideas in writing as well as a lack of understanding of the order and rules of essay writing in English. Personality factors are factors that are influenced by the personality of each individual. Feist & Feist (2010: 67) states that personality traits have an important role in the success of education and long-term results. Even personality can also affect the state of mind that a person experiences. Personality factors have an important role in essay writing achievement, because personality reflects the characteristics of each individual and each individual has different motives, experiences, attitudes, personality types so that the critical ideas conveyed in writing vary. Jaheen and Idrees (2012: 171) in their research found the fact that students who have strong motivation in learning English do not necessarily be able to write well. This phenomenon shows that students who show very high attention in learning does not mean being able to produce written papers that are in accordance with standards. For that, special attention is needed starting from determining methods, techniques and strategies even a teacher needs to know the characteristics of the student.

High school students in Morotai Island Regency are individuals who have different personalities from one another, differences in the personality types of students who are introverted and extroverted will not only affect social interaction but affect achievement in the learning process, especially English. According to Hawari (2008: 27) Personality is a characteristic of a person that causes the emergence of consistency of feelings, thoughts and behavior. Personality is a pattern of perception, how to establish a permanent relationship and thinking about the environment and oneself and expressed widely in the context of one's social life and personal relationships. Personality possessed by humans is unique and consistent so that it can be used as a measuring tool to distinguish between individuals with each other. Komang and Yohanes (2013: 132) classify personality types into two types: introvert and extrovert personality types, classification of extroverted and introverted personality types based on differences in interactions, habits, responses, and communication of each individual in socializing with the surrounding environment. In addition, the personality type also explains the position of individual tendencies that are related to the reaction or behavior.

The classification of extroverted and introverted personality types can describe the patterns of communication and social interaction of each individual. According to Yusuf and Nurihsan (2007: 82) the characteristics of people with introverted personalities are more self-oriented, and are influenced by the objective world, people with introverted personality are prone to anxiety, are more closed and difficult to adapt. While the traits of extroverted personality are influenced by the subjective world of people with extroverted personality traits more sociable, aggressive, spontaneous and impatient. When communicating and interacting with other people, individuals with extroverted personality types are individuals with the main characteristics of being sociable, impulsive, but also the nature of being happy, active, capable

and optimistic and other traits that indicate respect for relationships with others, while individuals with introverted personality are individuals who have characteristics that are opposite to extroverted personality types, who tend to be quiet, passive, not easy to get along with, conscientious, pessimistic, calm and controlled (Feist & Feist, 2010). According to Azwar (2008: 65) there are two factors that influence student achievement, namely internal factors and external factors, internal factors include physical factors and psychological factors. Physical factors such as vision and hearing while psychological factors such as motivation, interest in learning, talent, intelligence, attitude and mental health. External factors include physical factors and social factors. Physical factors include the condition of the place of study, facilities and infrastructure, learning material and learning environment, while social factors involve social support and cultural influences. Personality factors influence learning achievement because personality is included in psychological factors.

Nilawati and Bimo (2010: 71) Important factors used in learning achievement are psychological factors, because psychological factors are important predictors of cognitive performance and psychological factors play an important role in academic success. According to Ulya (2016: 5) in using classroom learning methods, strategies, and techniques, a teacher must consider the personality type of students. This is because each student has a different type of personality. Based on the background of the above problems, the researcher was interested in researching the differences in the achievement of English essay writing between introvert and extrovert personality types in high school students in Morotai Island Regency.

METHODOLOGY

This study was carried out for 7 months and was carried out in Morotai Island District consisting of 5 sub-districts namely Morotai Selatan District, Morotai Jaya District, Morotai Selatan Barat District, North Morotai District and East Morotai District. The schools chosen to represent this research are high schools located in these 5 sub-districts.

Researchers determine the population that became the object in this study were high school students in Morotai Island District. The schools chosen to represent this study were high schools located in Morotai Island District. namely Muhammadiyah 3 High School Morotai Island, Morotai Island 6 State High School, Morotai Island 4 Muhammadiyah High School, Morotai Island 1 State High School, Morotai Island 2 State High School, and Morotai Island 4 State High School. The total population spread across the six high schools is 323 students. Samples In this study were students of class VII SMA. Text used as an English essay writing instrument is explanation text. Based on this explanation, the sampling technique in this study is probability sampling in which there is simple random sampling, where the sample is taken randomly. This sampling uses the Krejchie-Morgan table with a 5% error rate. Then the sample in this study amounted to 174.

Research This study used a quantitative approach. The research method used by researchers in this study is comparative, namely research that looks at the influence between variables in the study. The following research scheme is implemented:

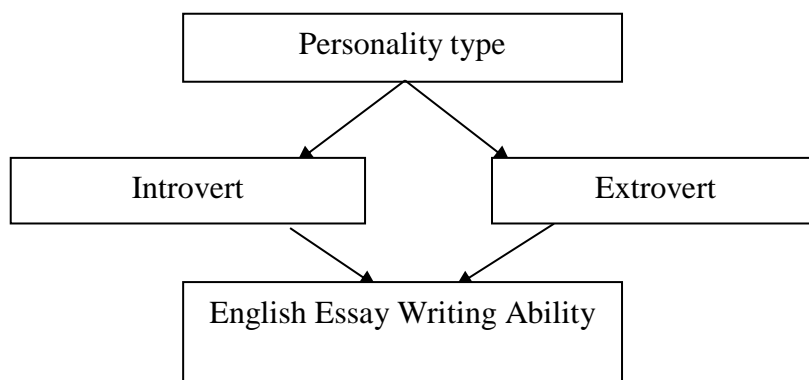


Figure 1.1

Figure 1. Research Design

The variable used is the independent variable (X), which is the variable whose variation affects other variables, while the dependent variable (Y) is the research variable that is measured to determine the effect or the effect of other variables. Variables used in this study are:

- 1) Free Variable (X): Extrovert and introverted personality type
- 2) Dependent Variable (Y): Ability to write English essays.

This study uses 2 instruments, namely the questionnaire and the essay writing test in English

a. Instrument Type of Personality

Data collection techniques in this study use personality tests. EPI is a test to uncover individual personality types whether extroverted and or introverted with "yes" and "no" choices (Asriasa, 2010). EPI consists of 32-items and only focuses on the introvert-extrovert dimensions in accordance with the problems to be examined.

Table 1. Eysenck Personality Inventory (EPI) Measurement

Dimension	Sub Dimension	Indicator	No Item Question	Amount of Item
Extrovert introvert	Activity	- Physical activity - Speed in moving	1, 2, 8, 12, 23, 27, 28, 29	8
	Sociability	- Love to find friends, meet lots of people	3, 4, 6, 11, 13	5
	Risk Taking	- courage to take risks	19, 24	2

Impulsiveness	- The tendency to act suddenly - less use of considerations	16, 26, 32, 30	4
Expressiveness	- Statement feeling - willingness to show emotions openly	5, 7, 9, 15, 18, 21, 22	7
Reflectiveness	- Depth thinking	10, 14, 17, 31	4
Responsibility	- A sense of responsibility towards the task	20, 25	2
Total Number of Items			32

(Source: Baharudin, 2012)

Each question in the questionnaire contains the following indications:

- a) for affiliative extraversion questions
- b) for non-affiliative extraversion questions

Table 2. Provisions for Evaluating Eysenck Personality Inventory (EPI)

Points	Yes	No
Ae	1	0
Ne	0	1

For extrovert-introvert questions the subject is said to have an extrovert tendency if the value achieved is med median value. Conversely, it is said to have an introverted tendency if the value is achieved \leq median value.

b. English essay writing test instrument

Table 3. Assessment of Free Writing Tasks with Weighting of each component

Score	Level	Aspects assessed
Content	30-27	Very good - perfect: perfect information, substantive, complete thesis development, relevant to the problem and complete.
	26-22	Enough - good: enough information, sufficient substance, limited thesis development, relevant to the problem, but incomplete.
	21-17	Medium - Enough: Information is limited, substance is lacking, thesis development is not enough, problems are not enough.
	16-13 Contains	Very lacking: no substance, no thesis development, no problems.
Organization	20-18	Very good-perfect: expression smooth, ideas expressed clearly, solidly, well organized, logical sequences, cohesive.
	17-14	Pretty-good: Logical order but incomplete. Less smooth, less organized but the main idea is visible, supporting burden is limited,
	13-10	Moderate-enough: Not smooth, chaotic, fragmented ideas, sequence and development are not logical.
	9-7	Very lacking: Not communicative, unorganized, not worthy of value.
Vocabulary	20-18	Very good-perfect: perfectly structured, effective selection of words and idioms, mastery of word forms, correctly recorded.
	17-14	Enough: good preparation, occasional mistakes in form, selection, use of words and idioms, clear meanings

	13-10	Moderate enough: limited arrangement, errors often occur in form, selection, use of words and idioms and confusing and unclear meaning
	9-7	Very lacking: basic translation, very little knowledge of vocabulary, English form or idiom, not worthy of value.
Use of language	25-22	Very good-perfect: perfect and effective compilation, a slight error in conformity, tension, article, numbering, function, pronoun, preposition.
	21-18	Quite good: effective but the arrangement is simple, the preparation is perfect but the problem raised is small, there are some mistakes in the conformity, the tensing, numbering, function, article, preposition, pronoun, sometimes the meaning is not clear.
	17-11	Moderate enough: the main problem is arranged in a simple way, mistakes often occur in words of denial, conformity, tension, numbering, functions, articles, prepositions, interrupted pronouns, incompatible meanings confusing and unclear
	10- 5	Very lacking; not mastering the rules in the Kaliamat compilation, dominated by errors, no communication, not worthy of evaluation.
Mechanism	5	Very good-perfect: mastery of rules, slight errors in spelling, punctuation, capital letters, paragraphs, but clear meanings
	4	Good enough: sometimes errors occur in spelling, article, punctuation, capital letters, paragraphs but clear meaning
	3	Moderate-enough: frequent errors in spelling, article, punctuation, capital letters, paragraphs, handwriting are very bad, meaning is confusing and unclear.

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- 2 Very lacking: do not master the rules, dominated by errors in spelling, punctuation, article, capital letters, paragraphs, unclear handwriting, not worthy of evaluation.
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(Source: Weigle, 2007: 187)

The essays in English are scored based on each component, then the researcher recapitulates the score and ranks according to the score, the scores are sorted from the highest score to the lowest score.

Validity test in this study was carried out by calculating the reproducibility coefficient and scalability coefficient. Before searching for the reproducibility coefficient value, first look for error values, with the conditions of receiving the reproducibility coefficient value that is if the reproducibility coefficient has a value > 0.90 and the acceptance requirement of the scalability coefficient is that if the scalability coefficient has a value > 0, 60. The formula is as follows ;

Reproducibility Coefficient Formula:

$$K_r = 1 - (e / n)$$

e = Number of errors / error values

n = number of statements multiplied by the number of respondents

Scalability Coefficient Formula:

$$K_s = 1 - (e / x)$$

e = number of errors / error value

x = 0, 5 ({number of statements multiplied by number of respondents} - number of answers "yes").

The data analysis technique used is the statistical formula of the two independent samples T-test technique. With the help of SPSS 23. The normality test uses a non-parametric test Kolmogorov Smirnov with rules that are used if the significance > 0.05 then Ho is accepted, if the significance is < 0.05 then Ho is rejected.

RESULTS AND DISCUSSION

Table 4. Testing the validity of Personality Questionnaire with Cr and Ks

Reproducibility(Kr)	Coefficient Scalability Coefficient (Ks)
0.9833	0.76471

In this calculation it can be seen that $K_r = 0.98$, so that based on the Guilford validity coefficient category, the questionnaire can be concluded to be used for research if the reproducibility coefficient is > 0, 90 and the scalability coefficient is > 0.60. As for the calculation of the scalability coefficient, the results of $K_s = 0.76$ were obtained, so it was concluded that the questionnaire could be concluded to be used for research.

Table 5. Classification of introverted and extroverted personality types

No	School Names	Students with Introverted	Student personality with Extroverted personality	Number
11	State High School Morotai Island	6	51	57
2	State 2 High School Morotai Island	2	15	17
3	Morotai Island 4 Senior High School	7	26	33
4	High School Morotai Island State 6	7	8	15
5	SMA Muhammmadiyah 3	10	10	20
6	SMA Muhammmadiyah 4	8	24	32
Total				40,134,174

The table explains that the total number of students from 6 schools was 174 students, of which 76% were dominated by students with extroverted personality types while the remaining 24% were dominated by students with introverted personality types, with a ratio of 1 in 3 students in the class having an introverted personality.

Table 6. Percentage of Data on Essay Writing Results in English

Category	Score	Total	Percent
Very Good	85-100	0	0%
Good	70-84	0	0%
Enough	55-69	0	0%
Less	40-54	0	0%

Very Less	174	100%
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The table explains that none of the students with both introverted and extroverted personalities were able to achieve excellent, good, adequate, and poor categories in writing paragraphs of English essays. 174 students who are both introverted and extroverted are only able to reach very poor categories with a range of values from 0-40.

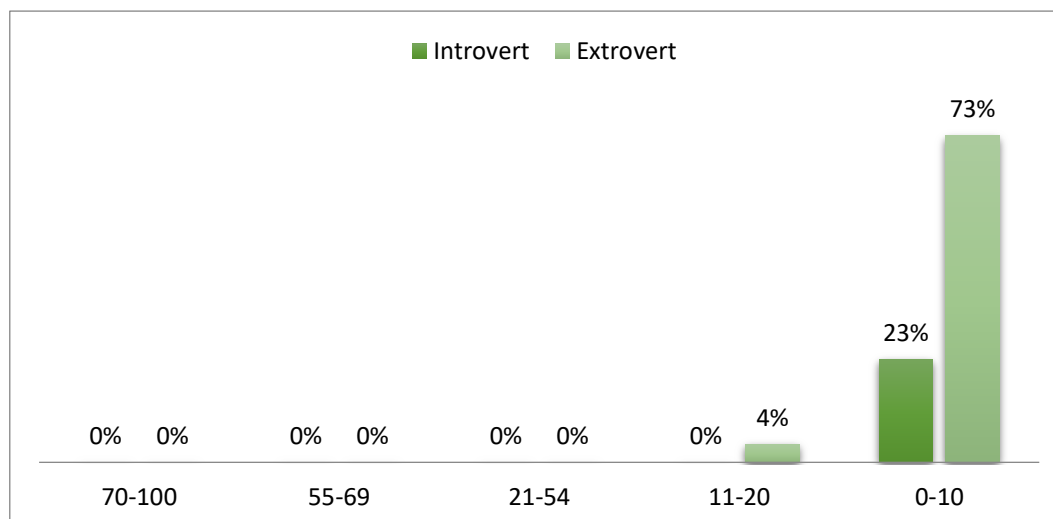


Figure 2. Comparison of Percentage of Ability to Write English Essays with Introverted and Extroverted Personality Types

Based on the data in graph 2, it can be concluded that none of the students with introverted or extroverted personality types were able to achieve less categories, enough, good and very good in writing English essay paragraphs, whereas in the very poor category it can be seen that both introverted and extroverted students dominate this level, where there are only 7 students with extroverted personality types who are able to achieve a score of 11-20 and none of the introverted students are able to get a score of <score 10. As for the lowest value of 0-10, 126 students with extroverted personalities and 40 students with an introverted personality who is able to write English essay paragraphs at the lowest level.

Table 7. Normality Test Results Data

	value
DifferencesMost Extreme	Absolute .266
	Positive .008
	Negative -.266
Kolmogorov-Smirnov Z	1,477
Asymp. Sig. (2-tailed)	.025

Value of sig. (2-tailed) = 0.025 < 0.05 it is said that Ho's data is rejected and Hi is accepted.

Table 8. Results of Hypothesis Test Analysis

	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	- 0.412	0.077	171	0.231

Based on the data in Table 8, it is obtained that the value of sig. $\alpha = 0.077 > \alpha = 0.05$, this shows that there is no difference in the results of writing English essays between introverted and extroverted personality types.

DISCUSSION

This research was conducted with the aim to find out whether or not there was a difference in the achievement of English essay writing in terms of extrovert and introverted personality types and the results of different tests showed no difference in terms of extroverted personality types and introverted sig values. $\alpha = 0.077$ is greater than $\alpha = 0.05$. Thus it can be stated that the difference in the achievement of writing English essays based on introvert and extrovert personality types does not have a significant difference. In Marcela's (2015) study of *Learning Strategy, Personality Training and Academic Achievement of University Students* conducted at Constantine the Philosopher University Nitra the results of his research showed that learning methods and personality types have a significant relationship to students' academic achievement. This contrasts with the results of research conducted by researchers in high school students in Kab. Morotai Island when viewed in terms of student personality.

Personality factors are not one of the dominant benchmarks for increasing students' skills in writing English essay paragraphs. This is in accordance with the opinion expressed by Harmer (2007: 31) that students' writing skills are more likely to be influenced by organizational factors, namely the lack of writing exercises, so that students experience difficulties in expressing ideas in writing and lack of understanding of the rules and rules of writing essays in English. Although Azizah (2016) argues that the human self cannot be separated from the so-called personality, personality is a dynamic organization of individual psycho-physical systems that determine individual behavior and thinking in a specific way. An introvert has relatively high intelligence, good vocabulary, generally thorough and extroverted their intelligence is relatively low, vocabulary is lacking, has a tendency not to stick to the establishment, generally they are fast but not thorough (Suryabrata, 2012: 21), however, it is not necessarily an introverted personality able to write an English essay well.

Although personality factors are not the only motivating and strategy inhibiting factors during the learning process, personality differences that have a person have implications for the way teachers manage the learning process for students in school. Although it is not easy for the teacher to pay attention to personality differences in detail and follow up with personal learning, there is a need for every teacher's efforts to pay more attention to the different

characteristics of the learning process. For this reason, a teacher should try to find differences between students as early as possible so that they can act quickly (Sugiyanto, 2016: 27).

One important characteristic of effective learning is when the learning process is able to respond to the individual needs of students. Indeed there are too many differences between students while teachers are required to be able to teach a material at the same time. However learning requires sensitivity to individual differences. Teachers can make a variety of methods, strategies, techniques and media in the learning process. Teachers who can accommodate individual needs indicate that they want to embrace all students in the entire learning process. Furthermore students have a greater likelihood of actively participating in class when they know that their teacher considers their needs as individuals.

CONCLUSION

Based on the data obtained that the ability of students to write an English essay paragraph is still very low. Personality factors both introverts and extroverts do not become one of the dominant benchmarks for improving students' ability to write English essay paragraphs. Various other factors that need to be considered by a teacher in teaching English language subjects are methods, techniques, and approaches and mastery of the material.

The results of this study are expected to be input for teachers in Morotai Island District and the local Education Office. Special attention needs to be paid to English subjects given the results obtained that students' ability to write English is still very low. In addition, there is a need for teaching innovation and creativity conducted by teachers in Morotai Island District especially in teaching English subjects aimed at improving English language skills.

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