# AN ANALYSIS OF STUDENTS' WRITING ABILITY AT MAN 1 TAPIN BASED ON STUDENTS' PERSONALITY: FOCUSING ON EXTROVERT AND INTROVERT STUDENTS

Thesis



By:

Ahmad Hunayli

NIM. 18180002

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF EDUCATION AND TEACHER TRAINING**

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY**

**MALANG**

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Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of the Requirement for the Degree of English Language Teaching (S.Pd.) in the English Education Department.

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**2022**

# DECLARTION OF AUTHORSHIP

*Bismillahirrahmanirrahim,*

Herewith, I:

Name                        : Ahmad Hunayli

Student ID Number    : 18180002

Department              : English Education

Address                    : Komplek Asabri Citra Kartika Eka Paksi

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The Researcher

**Ahmad Hunayli**

NIM. 18180002

# APPROVAL SHEET

**An Analysis of Students' Writing Ability at MAN 1 Tapin Based on Students'
Personality: Focusing on Extrovert and Introvert Students**

by:

**Ahmad Hunayli**

**NIM. 18180002**

Has been approved by the advisor for further approval by the Board of Examiners

Advisor,

**Wahyu Indah Mala Rohmana, M.Pd**

NIP. 199210302019032017

Acknowledged by

Head of English Education Department,

**Dr. H. Langgeng Budianto, M.Pd**

NIP. 197110142003121001

# LEGITIMATION SHEET

## AN ANALYSIS OF STUDENTS' WRITING ABILITY AT MAN 1 TAPIN BASED ON STUDENTS' PERSONALITY: FOCUSING ON EXTROVERT AND INTROVERT STUDENTS

### THESIS
by:

Ahmad Hunayli (18180002)

Has been defended in front of the board of examiners at the date of _20 th December 2022_
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The Board of Examiners,                                                     Signatures
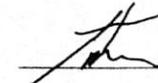
1. **Maslihatul Bisriyah, M.TESOL**          (Chairman)
   NIP. 19890928201802012154

2. **Wahyu Indah Mala Rohmana, M.Pd**     (Advisor/Secretary)
   NIP. 199210302019032017

3. **Dr. Alam Aji Putera, M.Pd**                (Main Examiner)
   NIP. 19890421201802011153

Approved by
Dean of Education and Teacher Training Faculty
Maulana Malik Ibrahim Malang State Islamic University

**Dr. H.Nur Ali, M.Pd**
NIP. 196504031998031002

Wahyu Indah Mala Rohmana, M.Pd
Lecturer of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University, Malang

## THE OFFICIAL ADVISOR' NOTE

Page  : Thesis of Ahmad Hunayli            Malang, December 8th, 2022
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The Honorable,
To the Dean of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University of Malang
In
Malang

*Assalamuaikum Wr. Wb.*

After interpret and correcting Ahmad Hunayli thesis paper entitled **"An Analysis of Students' Writing Ability at MAN 1 Tapin Based on Students' Personality: Focusing on Extrovert and Introvert Students"** I have decided and would like to propose that this thesis paper can be submitted to the Faculty of Education and Teacher Training. Hopefully, this thesis will be examined as soon as possible.

*Wassalamualaikum Wr. Wb.*

Advisor,

**Wahyu Indah Mala Rohmana, M.Pd**
NIP. 199210302019032017

# MOTTO

"Live in the present! Do not let that past and and the future take many things away"

*(Hidup di masa yang sekarang! Jangan biarkan masa lalu dan masa depan*

*merenggut banyak hal di hari ini)*

# THESIS DEDICATION

This thesis is dedicated to my **beloved parents** and whole family, who always supported, motivated, and prayed for my bright future. And to my friends as well who helped me a lot, my teachers and lecturers always guided me.
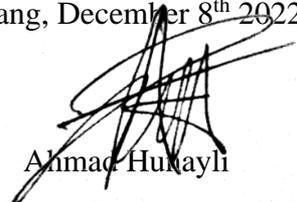
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I have been through a strenuous fight while finishing this thesis. Through all of this, I can learn many things, especially about being grateful, confident, and respectful close friends who are always ready to stand beside me in what I have been through and what I am doing right now. The struggle would not be as illuminative as possible without motivations, sincere favor support, and constructive ideas from the contributing parties:

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Malang, December 8th 2022

Ahmad Hukayli

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# ABSTRACT

Hunayli, Ahmad. 2022. An Analysis of Students' Writing Ability at MAN 1 Tapin Based on Students' Personality: Focusing on Extrovert and Introvert Students. Thesis. English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Wahyu Indah Mala Rohmana, M.Pd

**Keywords:** Writing ability, personality, extrovert, introvert

Writing is a skill that must be mastered by students. However, writing is a skill that is difficult for students to master. It is because students have issues such as difficulty of finding ideas, lack of vocabulary, lack of grammar, lack of practice, and lack of techniqal writing. Furthermore, writing skill was affected by many factors, one of which is personality. Personality is divided into 2 namely extrovert and introvert.

This study aims to find (1) knowing how the writing skills of extroverted and introverted students at MAN 1 Tapin, (2) Knowing the traits of extroverts and introverts that influence their writing ability at MAN 1 Tapin.

In this research, the researcher applied a qualitative approach especially a case study type using 2 instruments, those are questionnaire and observation. The data obtained has been processed in various ways, the first is to reduce the data, the second is to display the results of the data findings, and the last is to represent the conclusions. Participants in this study were students of class X MIA 1 at MAN 1 Tapin, consists of 5 extrovert and 5 introvert students.

The results of this research found that introvert students had very good writing ability and extrovert students had good writing ability. In addition, 3 traits of extroverts and introverts were found that influenced their writing ability as follows; extrovert students looked lazy, unfocused, and rushed in doing assignments. Meanwhile, introvert students looked enthusiasm, focused, and careful in completing assignments.

# ABSTRAK

Hunayli, Ahmad. 2022. Analisis Kemampuan Menulis Siswa di MAN 1 Tapin Berdasarkan Kepribadian Siswa: Berfokus pada Siswa Ekstrovert dan *Introvert*. Skripsi. Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Wahyu Indah Mala Rohmana, M.Pd

**Kata kunci:** Kemampuan menulis, teks recount, kepribadian, ekstrovert, *introvert*

Menulis merupakan keterlampilan yang harus dikuasai oleh siswa. Namun, menulis termasuk salah satu keterlampilan yang sulit dikuasai oleh siswa. Hal tersebut disebabkan siswa memiliki masalah seperti kesulitan menemukan ide, kurangnya kosakata, kurangnya grammar, jarang latihan, dan teknik penulisan. Selain itu, keterlampilan menulis juga dipengaruhi oleh banyak faktor salah satunya kepribadian. Kepribadian terbagi menjadi 2 yakni ekstrovert dan *introvert*.

Penelitian ini bertujuan untuk menemukan (1) Mengetahui bagaimana keterlampilan menulis siswa ekstrovert dan *introvert* di MAN 1 Tapin. (2) Mengetahui sifat-sifat ekstrovert dan *introvert* yang mempengaruhi keterlampilan menulis siswa di MAN 1 Tapin.

Dalam penelitian ini, peneliti menggunakan pendekatan kualitatif dengan tipe studi kasus dengan menggunakan 2 instrumen yakni kuisioner dan observasi. Data yang didapatkan telah diproses dengan beberapa cara, pertama mereduksi data, kedua memaparkan hasil data temuan, dan terakhir menggambarkan kesimpulan. Partisipan dalam penelitian ini adalah siswa kelas X MIA 1 di MAN 1 Tapin yang berjumlah 5 orang ekstrovert dan 5 orang introvert.

Hasil penelitian ini menunjukkan bahwa siswa *introvert* memiliki keterlampilan menulis yang sangat baik dan siswa ekstrovert memiliki keterlampilan menulis yang baik. Selain itu ditemukan 3 sifat dari ekstrovert dan *introvert* yang mempengaruhi keterlampilan menulis mereka. Siswa ekstrovert menunjukkan sifat malas, tidak fokus, dan tergesa-gesa dalam mengerjakan tugas. Sedangkan siswa *introvert* menunjukkan sifat antusias, fokus, dan berhati-hati dalam menyelesaikan tugas.

**مستخلص البحث**

هنيلي, احمد. 2022. تحليل قدرة الطالب على الكتابة في MAN 1 Tapin بناءً على شخصية الطالب: التركيز على الطلاب المنفتحين والمنفتحين منطوي. البحث الجامعي. قسم تدرس الإنجليزية. كلية علوم التربية والتعليم, جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: وحيو انده مالا راحمانا الماجستير.

**الكلمة الرئيسية**: القدرة على الكتابة ،إعادة فرز النص، الشخصية ،المنفتح، منطوي

لكتابة مهارة يجب أن يتقنها الطلاب. ومع ذلك ، فإن الكتابة هي إحدى المهارات التي يصعب على الطلاب إتقانها. هذا لأن الطلاب يواجهون مشاكل مثل صعوبة العثور على الأفكار، ونقص المفردات، ونقص القواعد، ونادرًا ما يمارسون، وتقنيات الكتابة. بالإضافة إلى ذلك، تتأثر مهارات الكتابة أيضًا بالعديد من العوامل، أحدها الشخصية. تنقسم الشخصية إلى ٢ وهما المنفتح ومنطوي. تهدف هذه الدراسة إلى إيجاد (١) معرفة كيفية مهارات الكتابة لدى الطلاب المنفتحين ومنطوي في MAN 1 Tapin (٢) معرفة خصائص المنفتح ومنطوي مما يؤثر على مهارات الكتابة لدى الطلاب في MAN 1 Tapin.

في هذه الدراسة، استخدم الباحثون نهجًا نوعيًا مع نوع دراسة الحالة باستخدام أداتين، وهما الاستبيانات والملاحظات. تمت معالجة البيانات التي تم الحصول عليها بعدة طرق، الأول هو تقليل البيانات، والثاني لعرض نتائج نتائج البيانات، والأخير لاستخلاص النتائج. كان المشاركون في هذه الدراسة من طلاب الصف X MIA 1 في MAN 1 Tapin، وبلغ مجموعهم ٥ منفتحين و ٥ انطوائيين.

نتائج هذه الدراسة تشير إلى أن الطلاب منطوي لديهم مهارات كتابة جيدة جدًا ويتمتع الطلاب المنفتحون بمهارات جيدة في الكتابة. بالإضافة إلى ذلك، هناك ٣ سمات منفتح ومنطوي التي تؤثر على مهارات الكتابة لديهم. يظهر الطلاب المنفتحون كسالى وغير مركزين واندفاع في أداء الواجبات. وفي الوقت نفسه الطلابمنطوي إظهار الحماس والتركيز والاهتمام في إكمال المهام..

# CHAPTER I

## INTRODUCTION

This chapter will describe some issues related to the topic investigated that consist of background of the study, research focuses, objectives of the study, significances of the study, scope and limitation, and definition of the key terms.

## 1.1 Background of Study

Writing is a necessary skill besides reading, speaking, and listening in English that must be mastered by every individual, particularly students. By writing, students can express everything, such as ideas, thoughts, feelings, and opinions. Writing can be poured into various forms, such as literature (poetry, prose, and novel), print media (books, newspapers, and magazines), scientific writings (articles and journals), and various online platforms (Facebook, Instagram, and Twitter). Therefore, ideas, thoughts, feelings, and opinions can be conveyed to the public without having direct or face-to-face interaction.

In the 2013 curriculum, especially at the senior high school level, students make systematic, logical, and effective texts. The 2013 curriculum contains competencies that aim students master various skills, mainly writing skills in English. Nowadays, English as an international language has an important role in accessing all knowledge. Therefore, writing skills in English are needed in dealing with phenomena related to daily life. For instance,

students are asked to master the ability to write about complex things or topics such as formal invitation, descriptive, recount, narrative, report, analytical exposition text, etc.

Furthermore, long before that, Allah Swt ordered humans to write as well. Implicitly, Allah says to write down the knowledge that humans get with the *2endi* already on their hands. Allah Swt say in Q.S Al-Alaq (55); 1-5:

اقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۩ خَلَقَ ٱلْإِنسَٰنَ مِنْ عَلَقٍ ۩ ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ۩ ٱلَّذِى
عَلَّمَ بِٱلْقَلَمِ ۩ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ ۩

*"Read! In the Name of your Lord, Who has created (all that exists), Has created man from a clot (a piece of thick coagulated blood), Read! And your Lord is the Most Generous, Who taught by the pen, taught man what he did not know"*

However, writing is a difficult skill for students to master in English learning because writing requires review and revision not only once but many times (Sanjaya et al., 2015). Students also have issues such as difficulty of finding ideas, lack of vocabulary, lack of grammar, lack of practice, and lack of technical writing (Nadrah, 2012). It happens because writing is a brain activity that involves memory, accuracy, and skills to combine words according to accepted language rules and habits (Deporter & Heracki, 2002) (Deporter & Heracki, 2002). Therefore, writing is a complex, ongoing process, and being a writing teacher is no less complicated (Kroll, 1990).

Furthermore, Sanjaya (2015) stated that many aspects affect students' writing competence and performance, including intelligence, talent, learning styles and strategies, personality, anxiety, motivation, and age. Supported by Faisal (2019), the problems faced by students are not only caused by external factors but also internal factors such as personality. Erton (2010) claimed that students' personality is the main factor in their writing results. Personality factors in a person can contribute to language learning success. Moreover, each student has a different personality. Hence, it makes the learning outcomes obtained are different between students.

Two personalities are popular among people, namely introvert and extrovert. Introverts tend to have a closed character. For example, they love calm conditions and do not really like crowds because hustling tends to drain much energy for introverts. Therefore, introverts prefer to be alone in a quiet place. Meanwhile, extroverts tend to have an open personality, are always enthusiastic about something, and are easy to get along with, so they have a broad environment. It makes extroverts unable to be in a calm and lonely state for a long time because it will make them bored.

In the learning process, introverts and extroverts have their strengths and weaknesses. As mentioned above, introverted students look calmer, always pay close attention to the teacher's explanations, and do not speak during lessons unless asked by the teacher. Meanwhile, extroverted students get bored easier when listening to the teacher's explanation. It made extrovert

students often chat during the learning process and ignore the teacher's explanation.

There are some previous studies related to introverted and extroverted students in the English learning process, especially in writing skills. The first is a study conducted by Revola et al. (2016) that investigated whether there are significant differences between personality types in students' writing achievement at the university level. The results of this study show introvert students are superior to extrovert and ambivert students in writing skills at the university level.

Another research entitled Relationship between Introversion and extroversion personality Trait and Proficiency in ESL Writing Skills (Qanwal & Ghani, 2019). The study aimed to reveal how the level of introvert and extrovert in an individual's personality affects the ability of solid writing skills at the master's level in MA English at a public sector university in Punjab. MA stands for the Master of arts in English. The results show that introverted students in MA English at a public sector university in Punjab, Pakistan have better writing skills than extroverted students.

The last is the research conducted by Zaswita and Ihsan (2020) investigated on the impact of introverted and extroverted students' personalities on writing skills, especially writing business letters. The findings of this study reveal that there is an impact of personality on writing skills where introverts have better scores in all aspects than extroverts.

Based on some previous studies, the researcher was interested in exploring students' writing ability based on their personalities, those are extrovert and introvert. By knowing students' ability in writing based on their personalities, the teacher can understand students well. In addition, the researcher found what traits that make introverted or extroverted students have an advantage in writing skills. Therefore, the researcher expects this study can help the teacher to determine what methods, strategies, and techniques are suitable in teaching writing skills. No less important, this research can be used as reading material by all of teachers to improve student's writing skills, whether they have introverted or extroverted personalities.

The res'archer conducted this research at MAN 1 Tapin. The subject of the study was taken from around 34 students in the tenth grade of MIA (*Matematika Ilmu Alam*)/Mathematics and science in the academic year 2021/2022. However, the researcher just took 10 student which consisted of 5 extrovert students and 5 introvert students.

## 1.2 Research Question

According to the background above, the researcher of this study focused on analysing the personality of students especially introverts and extroverts in writing ability deeply. The researcher observed the learning process in classroom. Therefore, the research questions formulated as follows:

1. How is the writing ability of extroverted and introverted students at MAN 1 Tapin?

2. What are the traits of extroverted and introverted students that influence their writing ability at MAN 1 Tapin?

**1.3 Research Objectives**

This study focused on finding out the writing ability between extroverted and introverted students at MAN 1 Tapin. In addition, the researcher also explored what traits caused extroverted or introverted students to have a very good writing ability at MAN 1 Tapin.

**1.4 Significance of the Study**

This research is utilized to overcome several problems related to writing skills in learning English, especially at the senior high school level, namely at MAN 1 Tapin. The teacher will be helped by the theory and the latest findings in this study, where the researcher investigates the student's writing ability.

This research is needed because the researcher wants to conduct a beneficial contribution, especially to all teachers. This study's findings are expected to be utilized as a new reference by teachers in improving students' writing skills based on students' personalities. The teacher will discover the type of student's personality is classified as an introvert or extrovert personality and their writing skills. Hence, before carrying out the learning process, the teacher can compile, determine, and even consider what models,

approaches, methods, strategies, and techniques are suitable for increasing students' writing skills, both extroverted and introverted personalities. Thus, teachers will find easy, effective, and efficient ways to raise students' writing skills. Moreover, this research will aid students in identifying their personalities, whether they are classified as extroverts or introverts. Accordingly, they can find out what learning strategies are suitable for enhancing their writing skills in class.

## 1.5 Scope and Limitation of the Study

In the scope of this study, the researcher focused on writing skills in students who have extroverted and introverted personalities at MAN 1 Tapin. The researcher observed the learning process of students who have extroverted and introverted personalities in writing skills. Therefore, the researcher gained how the writing ability of extroverted and introverted students and what the traits that influence their writing ability at MAN 1 Tapin.

## 1.6 Definition of Key Terms

In this research, some keywords are listed to avoid misinterpretation in the understanding of this study. The following definitions are provided below:

1. **Students' writing ability** is an ability to produce a written message from words, sentences, text, and a coherent whole in which readers can catch the message.

2. **Students' Personality** is how they respond and behave while in class, whether they often discuss, are active, or just be quiet and like to pay attention.

3. **Introverted Personality** is a closed personality where someone prefers to be alone and do something individually.

4. **Extroverted Personality** is an open personality where someone prefers to be in a crowd and do things together.

## CHAPTER II

## LITERATURE REVIEW

This chapter is concerned with some theories that are relevant to current research. Some theories are used to strengthen this research. It consists concept of writing, the types of writing, and the concept of personality.

## 2.1 The Definition of Writing

There are several definitions of writing. Writing was defined as the symbolic representation of language through the use of graphic signs (Yule, 2006). According to Chastain (1988), writing is a kind of practice that helps writers keep materials in long-term memory, such as vocabulary, grammar, and patterns are easier to learn by applying them to the sentence carefully. It can be said that writing can enhance writers' language acquisition because it deals with words such as vocabulary and grammar to express ideas in writing. Furthermore, Sangkala (2012) stated that writing is the process that allows a writer to explore ideas and make them visibly concrete. He added it could motivate communication and help sort and organize, clarify what they think, and develop their ideas to make other people understand easily.

Moreover, according to Fareed et al. (2016) writing is a cognitive process that tests thinking ability, verbal command, and memory to successfully express ideas because the proficient composition of the text indicates successful learning. Hyland and Hyland (2006) added that writing is

one of the productive skills of the language that is most difficult to learn and, therefore, to teach demands careful attention to accuracy due to its complex process of communication.

Based on the explanation above, the researcher concludes that writing is the activity that generates language through thoughts. The writing process involves memory and thinking ability to produce language per the grammar pattern and then arrange it into a good piece of writing. Therefore, writing is complicated because making a good piece of writing is not simple. Several processes should follow to make a good piece of writing, such as planning, drafting, editing, and final draft.

## 2.2 Types of Writing

Based on competency standards that the government recommends, some types of writing are taught in Senior High Schools (SMA/MAN). These are descriptive, narrative, recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review.

1. Descriptive text describes something in detail, such as place, people, plants, animals, things, etc.
2. Narrative text is a type of text that tells a story and event.
3. Recount text is a type of text that tells a story and experience in the past.
4. Procedure text is a type of text that informs readers how to make something or operate something.

5. Report text is a type of text that describes something such as humans, place, and so on in general based on an observation.

6. News item is a type of text that focuses on giving information about any events that are happening.

7. Anecdote is a type of text that tells an unexpected story or experience, including humor.

8. Exposition text is a type of text written to convey the author's opinion about something with the expectation that the readers will get influenced and agree with the opinion.

9. Explanation text is a type of text that explains environment, social, natural, and cultural phenomena.

10. Discussion text is a type of text that presents a problem topic and then discusses any perspectives.

11. Commentary text is a type of text created to respond and analyze a particular topic.

12. Review text is a type of text that contains an evaluation and review of a publication. The form of publication includes books, films, videos, music, etc.

## 2.3 The Importance of Writing

Writing ability is a necessary part of the communication process. It allows students to express their thoughts, feelings, and points of view in writing. Students can enhance their delivery of ideas, thoughts, and feelings appropriately. They can revise their work as well before being read by

readers. Moreover, writing improves thinking, learning, and communication by making thought available for reflection (Kafryawan, 2020). In line with that, Harmer (2004) stated that writing encourages students to focus on correct language usage because they think as they write, and it may also stimulate language growth as they overcome difficulties that the writer puts into their minds. Furthermore, Preszler, (2006) lists the importance of writing as follows:

a)  Writing output is an excellent method for assessing students' knowledge.

Writing is a simple, streamlined, cost-effective way for students to represent their understanding of a topic or course. Writing is also the most accessible approach for teachers to look into students thinking and processing.

b)  Writing is a necessary skill for students as they enter adult life.

Students who learn to write will have better sort through the disturbing thoughts and concepts. They will master it as they grow older. It makes writing a helpful tool for students to make sense of their education and lives.

c)  Helping students learn to express themselves confidently in all content areas can contribute to improved behavior and self-esteem.

Students who are unable to express themselves risk losing their sense of well-being. This is the role of writing, where writing provides students an outlet for self-expression.

d) Students who think clearly also write clearly.

Students who can think clearly are better able to handle through the obstacles of adolescence.

e) Writing is power.

Writing is a vital instrument that empowers students to control their lives, create their futures, and set goals.

In conclusion, writing skill is very important to be mastered by students to make them easier to convey thoughts. Moreover, students frequently get assignments related to writing projects such as scientific writings that include articles, journals, and so on in a classroom. Hence, writing will help students deal with any problems, for example, their studies.

**2.4 The Component in Writing**

There are some components that should be considered for writing to be transmitted and comprehended by readers. Bacha (2002) mentioned that there are three significant sub-skills of writing a text that is emphasized in the text such as language (sentence structure, grammar, vocabulary, mechanics, and coherence), organization (general statement, thesis statement, topic sentence, supporting sentence, and concluding sentence), and content (main ideas, supporting ideas, logical order of ideas). Nunan et al. (2003) added that there are three components of writing. Firstly, the content describes what will

be discussed. It means that the contents contain the writer's thoughts. Secondly, the organization describes how the writer arranges the thoughts. It contains how the ideas were composed by the writer until the writing has unity, coherence, and organizing ideas. Last, grammar describes the level of grammatical accuracy applied. It means that the writer should consider the grammatical structure.

In addition, Preszler (2006) stated that there are six components of writing as follows:

a) Ideas

Ideas are the core of the message, the content of the piece, and the central theme in detail.

b) Organization

The organization is the internal structure, the thread of primary meaning, the logical and sometimes interesting sequence of ideas inside a piece of writing.

c) Voice

Voice is the heart and soul, the charm, the wit, and the unique writer's passion and conviction expressed via the words.

d) Word Choice

The rich, colorful, precise language that moves and enlightens the reader is referred to as word choice.

e) Sentence Fluency

Sentence fluency refers to the rhythm and flow of the language, the sound of word patterns, and the way the text plays to the ear – not simply the sight.

f) Conventions

Conventions are the technical accuracy of the article, including spelling, paragraphing, language and use, punctuation, and capitalization.

Moreover, Weigle (2002) claimed that there are five components of writing. They are content, organization, vocabulary, language use, and mechanic. Further explanation as follows:

a) Content

The content should be clear for the readers so that they can catch the message and gain knowledge from it. The content also should be properly unified and thorough in order to have a good piece of writing. This term is commonly used to refer to the properties of good writing, which include unity and completion.

b) Organization

In organization, it refers to how a writer organizes thoughts or messages in writing. Coherences, order of significance, and general to specific, specific to general, chronological order that occurred from beginning to conclusion are all involved in organizing the content in writing.

c) Vocabulary

The appropriate use of words will always result in good writing, both specialized and technical writing, and the dictionary is a highly useful tool in writing. Expressing the ideas will always relate to vocabulary. The lack of vocabulary makes it the writer's problem to convey the ideas.

d) Language Use

Language use is writing description and another type of writing incorporates accurate language and grammar points. Grammar should be one that is capable of producing grammar.

e) Mechanics

In writing, there are two aspects of mechanics: punctuation and capitalization. Punctuation is important in English because it clarifies meaning. Capital letters contain participles. First, they are utilized to differentiate between particular and proper things. Second, it appears as the initial word in the citation, as a formal assertion, and as a proper adjective.

It can be concluded that writing contains components such as sentence structure, grammar, vocabulary, mechanics, coherence, organization including a general statement, thesis statement, topic sentence, supporting sentence, concluding sentence, and contents consisting of main ideas, supporting ideas, logical order of ideas. These components make writing structured and well. Therefore, it makes the readers easy to catch the contents, thoughts, messages of the author.

**2.5 The Process in Writing**

According to Harmer (2004) there are four stages in the writing process: planning, drafting, editing (reflecting and revising), and final version.

a) Planning

There are three issues to think about by students. Firstly, the students have to determine the purpose of their writing, including the language they will use and the information they will select. Secondly, students set the target or audience who will read their writing and it makes students consider the choice of language, for example, it will be formal or informal in tone. Last, students have to think about the content structure, how to organize the facts, thoughts, or argument.

b) Drafting

Drafting refers to the first version of a piece of writing. Students require a lot of time in this stage to focus on the development thoughts and the organization of those ideas.

c) Editing (Reflecting and Revising)

In this stage, students reread their works and provide feedback to one another, such as if the information provided in the writing is not clear, ambiguous, and grammar error. After that, students make revision to the parts that have issues. In addition, students

can also replace or use different vocabulary in certain sentences to make the writing variety.

d) Final Version

The writing is now prepared to send to intended audience, teachers, lectures in this level. In addition, it is possible that the final version differs significantly from the plan and the draft has been made before. It occurs as a result of the numerous changes made during the editing process. Any unnecessary information in the draft can be deleted.

Moreover, Hyland (2004) added that there are 8 stages of writing to give students a clear understanding of how to produce good writing as follows:

a) Selection of topic

It is something that both students and teachers can undertake. Students can choose a topic on their own or with the assistance of the teacher. Teachers also can be able to pick the topic that students should pick to write.

b) Prewriting

Students are implicated in brainstorming, data collection, note-taking, and outlining in this section.

c) Composing or Drafting

In this stage, students start to write their thoughts and ideas down on paper.

d) Revisions

It can be done by teachers or peers. It is about response to ideas, text arrangement, and text style.

e) Proofreading or Editing

In this stage, form, evidence, layout, and so on will be checked and corrected.

f) Evaluation

The teacher evaluates the students' progress. The student's development should be measured time by time.

g) Publishing

In this stage, students allow others to read the finished product of their writing. It can be presented in class, displayed on notice boards, or even posted on the school's website.

h) Follow-up tasks

It is intended to conclude the weakness of students writing. The purpose to make students having better writing.

## 2.6 The Purpose of Writing

According to Reinking et al. (1993) generally, there are some purposes of writing, those are:

a) To Inform

For example, there is a writer who is an expert in the field of public speaking, so in his or her writing he or she will provide information about public speaking. Starting from the concept of

public speaking, how to do good public speaking, what things need to be avoided when doing public speaking, etc.

b) To Persuade

A writer can also persuade and influence the reader to believe or agree with the content of the message to be conveyed. For example, there is a feminist figure who expresses herself through writings advocating gender equality between men and women. In his writings, she gives her point of view that women have the right to work and earn an equal salary as men since they are both human beings, therefore women deserve the right to have equal rights as men. This is one of the persuasions made by the writer to influence people's minds that women also have the right to have the same rights as men.

c) To Express Yourself

Personal essays, fiction, dramas, and poetry, as well as journals and diaries, are examples of creative writing. However, self-expression has a place in other types of writing as well. For instance, Raditya Dika who is Stand-up Comedian from Indonesia. He expresses his feeling and anxiety about having a long-distance relationship with his girlfriend in a book called "*Kambing Jantan*".

d) To Entertain

Writing may also be entertaining. It is such as a proverb who said kill two birds with one stone kill two birds with one stone. Besides to know new information and writer's feeling, readers also get funny story from writer's experiences. The readers may laugh while reading the humorous story writing, and it may truly entertain someone.

Furthermore, Tarigan (1994) summarized there are 8 purposes of writing, as follows:

a) Assignment Purpose

Writing based on orders from teachers or lecturers and ideas or topics are usually predetermined.

b) Altruistic Purpose

The purpose is to satisfy the readers and entertain them even can be a work to make them happy and help them forgetting their sadness.

c) Persuasive Purpose

The purpose is to convince and influence the readers about an opinion that conveyed by the writer.

d) Information Purpose

The purpose is to provide a variety of new information to readers so that readers get a new knowledge and insight.

e) Self-Expressive Purpose

The purpose is to introduce the writers I to the reader whether it is personal data, ideas, feelings, and even experiences they have gone through.

f) Creative Purpose

The purpose is to achieve artistic value, for example, poetry.

g) Problem-Solving Purpose

The writing is used in solving problems. Writers will explain and observe carefully about their thoughts and ideas to be understood and accepted by the readers.

## 2.7 Writing Rubric

The purpose of the writing rubric is to aid the researcher in determining the students' level ability.

**Table 2.1**

| Aspect | Score | Level |
|--------|-------|-------|
| Content | 30-27 | **Excellent to very good**: knowledgeable, substantive, thorough development of the text, relevant to the assigned topic |
| | 26-22 | **Good to average**: some knowledge of the subject, adequate range, limited development of the text lacks detail, mostly relevant to the topic |
| | 21-18 | **Fair to poor**: limited knowledge, little substance, and inadequate text development |
| | 16-13 | **Very poor**: does not show knowledge of the subject, non-substantive, not pertinent |
| Organization | 20-18 | **Excellent to very good**: fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive |

| | 17-14 | **Good to average**: somewhat choppy, loosely organized but the main ideas stand out, limited support, logical but incomplete sequencing |
|---|---|---|
| | 13-10 | **Fair to poor**: non-fluent, ideas confused or disconnected, lack of logical sequencing and development |
| | 9-7 | **Very poor**: does not communicate, no organization, or not enough to evaluate |
| Vocabulary | 20-18 | **Excellent to very good**: sophisticated range, practical word/ idiom choice and usage, word form mastery, appropriate register |
| | 17-14 | **Good to Average**: adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured |
| | 13-10 | **Fair to poor**: limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured |
| | 9-7 | **Very poor**: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate |
| Language Use | 25-22 | **Excellent to very good**: effective complex construction, few errors in agreement, tense, number, word order/ function, articles, pronouns, prepositions |
| | 21-18 | **Good to average**: effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured |
| | 17-11 | **Fair to poor**: major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured. |
| | 10-5 | **Very poor**: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate |

| Mechanics | 5 | **Excellent to very good**: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing. |
| --- | --- | --- |
| | 4 | **Good to average**: occasional errors of spelling, punctuation, paragraphing but meaning not obscured |
| | 3 | **Fair to poor**: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured |
| | 2 | **Very poor**: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate |

Source: Adopted Weigle (2002), scoring profile

## 2.8 The Definition of Personality

Personality is part of humans as individuals. Personality can affect lifestyle, social skills, and solving various problems faced. This can be formed by the time and experience of the individual. It makes each person has their uniqueness that influences their personality. In addition, personality consists of traits, attitudes, behaviors, and actions (Ginting, 2018). Here are several definitions from the experts to find a clear definition of personality.

According to Gazzaniga and Heatherton (2002), personality is someone's characteristic such as feelings, thoughts, and behaviors which are developed over time and through experiences. Sangkala (2012) stated personality is the total of an individuals' characteristics that make them unique. In conclusion, personality is a characteristic owned by individuals which are consists of feelings, thoughts, behaviors that grow and develop

based on individual experiences over time so that each individual will have a different character such as how to express feelings, think, and behave.

Furthermore, Hajimohammadi and Mukundan (2011) stated that personality traits have a positive effect on language learning. Personality traits refer to how certain people in behaving. Moreover, in the classroom, there is corrective feedback. It means that students who have an interest in a subject will behave positively such as enthusiasm and enthusiasm in the learning process in the classroom.

## 2.9 Types of Personality

People have different characteristics that will influence their life. It makes every human being have unique characteristics that distinguish one from another. Personality types are related to what causes people to have different characteristics. According to Laney (2002), personality is divided into two; extrovert and introvert.

## 2.10  Characteristics of Extrovert and Introvert

a) Extroverted Personality

The characteristics of extroverts are active, sociable, and cheerful, and they adapt easily to their surroundings. As a result, people who are classified as extroverts have lots of friends and enjoy participating in various activities, extracurriculars, and organizations in their environment, such as social or school organizations.

According to Laney (2002), extroversion is a personality trait that refers to people, activities, and things beyond the individual. It supported

by Boroujeni et al. (2015) that extraversion is a way of getting energy and focusing their attention where extroverts will get all of that through interacting with things or people in their environment. It makes an extrovert personality has sociable, many friends, likes parties and avoids studying by himself (Eysenck & Eysenck, 1965).

Based on the theories above, in the classroom, students who are categorized as extroverts will look very energetic and like to discuss or sharing with their peers. As mentioned by Pritchard (2009), extroverted students prefer to try something first and think about it later, and they like to work in groups for doing a discussion to understand new information and ideas. It is in line with Zaswita and Ihsan (2020) stated that extroverts learn most effectively when they can collaborate with others and when they get difficulty in understanding something, they can ask and discuss their ideas with others. Therefore, extrovert students require stimulation and energy, which can come in the form of interaction with teachers, friends, and discussion forums, or they will become bored quickly (Revola et al., 2016).

b) Introvert Personality

The second type is introvert. Introverts are people who like to spend time alone, talk less, and be quiet. It is in contrast to people that are classified as extroverts who are known to be active like to talk and spend time with friends. Therefore, introverted people have few friends but are highly qualified and like to do something individually.

Eysenck and Eysenck (1965) stated the introvert is typically a silent, withdrawn type of person who is self-analyzing and prefers books rather than people; he is unsociable and distant except with close friends. It strengthened by Richards and Schmidt (2010) that stated an introvert prefers to avoid social contact with others and is frequently preoccupied with his or her own experiences, thoughts, and feelings. It is because introverted people will get their energy from being alone and will be completely exhausted when dealing with others (Istichori et al., 2020).

Based on the theories above, in the classroom, students who are categorized as extroverts will look withdrawn, less talking, dislike noise and crowds. According to Zaswita and Ihsan (2020), introverted students enjoy self-study, listening to others talk and think about information in private; consider something first and try it later; listen, observe, write, and read; take time to complete the project. They added introverts succeed well when they can work in quiet environments and have enough time to think, reconstruct, and it will improve their work.

## 2.11 Related Study

First, Revola et al. (2016) with the tittle "The Analysis of Significance Difference in Writing Achievement Among The Students Who Are Introvert, Extrovert, and Ambivert." The study investigated significant difference among personality types in students' writing achievement. It was conducted for the third semester students of English Department of IAIN Bengkulu. The researcher applied quantitative approach especially causal

comparative design. The result of the study found that there was significance difference in writing achievement between introvert and both of extrovert and ambivert types where introvert students were stronger than extrovert and ambivert students in writing achievement of narrative text. The similarity in this research is the researcher analyzed students writing based on personality. The difference is that the previous study focused on extrovert, introvert, and ambivert personality. Meanwhile, this research just had extrovert and introvert. Furthermore, the difference includes methodology, writing material, location, and subjects studied were the students at the university level.

Secondly, Qanwal and Ghani (2019) with the title "Relationship between introversion/extroversion personality trait and proficiency in ESL writing skills." The study investigated the role of introvert and extrovert personalities in learning writing skills (essay writing and presentation) for English as a second language. It was conducted for the first semester of the Master of Arts (MA) English program in the public sector of Punjab, Pakistan. The researchers applied the Eysenck Personal Inventory (EPI) that, originally the Eysenck Personality Inventory (EPI) consisted of 57 items to measure the participants' personalities. However, the researcher only adopted 30 items of Eysenck's personality to be included in their research questionnaire. Therefore, the researcher only applied two research tools, namely the questionnaire and achievement test. The result of the study revealed that there was a significantly different score between extroverted and introverted students in writing achievement. Introverts had better writing

skills than extroverts. The similarity in this research is to examine introversion and extroversion personality in writing skills. However, the difference is that the methodology, research instrument, writing material, location, and subjects studied were the Master of Arts English Program at the university level in Pakistan.

The last is Zaswita and Ihsan (2020), with the title the impact of personality types on students' writing ability." The study attempted to find out the impact of extroversion and introversion in writing English (business letters) at Vocational School. It was conducted for the students at grade XI accounting 1 & 2 Vocational Sungai Penuh. The researchers applied quasi-experimental and International Item Pool (IIP) indicators consisting of 25 items as the research instrument, then will be analyzed with SPSS. The result of the study found that there was a significant impact on writing ability based on personality types. Introverts had a better result in all aspects of writing, such as organization, vocabulary, grammar, mechanics, content, and mechanics in writing, especially business letters. The similarity in this research is to examine introversion and extroversion students' personalities in terms of writing skills. However, the difference is that the methodology, research instrument, writing material (business letters), and subjects studied were the students in grades XI 1 & 2 accounting Sungai Penuh.

# CHAPTER III

# METHODOLOGY

This chapter describes the methodology that will be used in collecting and analyzing the research. This chapter contains the research design, research subjects, research instruments, data collection, and data analysis.

## 3.1 Research Design

Based on research question, this study applied qualitative research method. In depth, the researcher used a case study to focus on the investigation of the phenomenon appear in analyzing students' writing ability. In addition, the researcher selected qualitative descriptive research for this study. It is because the purpose of descriptive research is to describe a phenomenon and its characteristics which is more concerned with what rather than how or why something happened and provide a detailed overview of particular events experienced by people or groups of individuals in daily terms (Nassaji, 2015).

## 3.2 Place and Time of The Research

This research conducted in MAN 1 Tapin, located at Jl. Brigjen H. Hasan Basry Km. 1 No. 5A. Kabupaten Tapin, Kalimantan Selatan. The researcher chose this school since it easily meets with informants and conducts observation and writing test to collect data about students' writing ability. Moreover, MAN 1 Tapin Enters the Top 10 Best High Schools in

South Kalimantan released by the Higher Education Entrance Test Institute (LTMPT). Therefore, MAN 1 Tapin is the favorite school in Tapin.

## 3.3 Participants

Participants of the study subject, including humans, test scores, events, and objects as data sources in research (Ary et al., 2010). The researcher took all of the students in X *Matematika Ilmu Alam* 1 (MIA)/ Mathematics and Science 1 in the academic year 2021/2022, which consist of 34 students as a participant in this research. The researcher chose the tenth grade because there is recount text in the syllabus. However, since this research applied qualitative, the researcher only picked 10 students that consisted of 5 extrovert and 5 introvert students after the researcher gave the questionnaire and chose the participants randomly.

## 3.4 Data Collection

In this stage, the researcher considered the data collection carefully. The researcher applied some instruments to get the data. Instrument is a tool used to collect the data (Airasian & Gay, 2010). Hence, this research used questionnaire, observation, and writing test to collect data.

1. Questionnaire

In this study, a questionnaire was be used to measure and find out whether students' personalities are extroverts or introverts. Larsen and Buss (2002) mentioned that a questionnaire is the most frequent method for

measuring personality traits. The researcher adopted the form of scale Eysenck Personality Questionnaire (EPQ) developed by Hans J. Eysenck (Furnham et al., 2008) for the identification of personality. The researcher adopted the questionnaire that had been applied by previous researcher on her research the questions in the questionnaire were developed based on the criteria of the Eysenck Personality Questionnaire (EPQ).

**Table 3.1**

**The Criteria of Eysenck Personality Questionnaire**

| Indicator | Extrovert | Introvert |
|---|---|---|
| **Activity** | In general, extroverts are active. They are interested in all forms of physical activity as well. They progress quickly from one activity to the next and have a lot of interests. | Introverts have a tendency to be unresponsive, listless, and conveniently tired psychically. They live at a leisurely life pace and prefer quiet, peaceful vacations. |
| **Sociability** | Extroverts enjoy social gatherings such as volunteering, joining parties, and dancing. They enjoy making new friends and hanging out with friends. It makes them feel comfortable in social situations. | Introverts prefer to get only a few close friends and enjoy activities by themselves, such as reading. Furthermore, it is hard for them to communicate with others. |
| **Risk Taking** | Extroverts enjoy challenging action and have a tendency to neglect the outcomes. They are types who are brave to take a risk. | Introverts prefer stability, privacy, security, and safety, even if it means foregoing some of life's excitement. |
| **Impulsiveness** | Extroverts have a tendency to sudden action, hasty in decision making, and are | Introverts carefully consider all options before making decisions. They are structured, |

| Variables | | |
|---|---|---|
| | typically easy-going, uncertain, difficult to predict. | disciplined, and careful. They plan their lives ahead of time. They take a moment before going to speak to avoid interlocutors are not offended. |
| **Expressiveness** | Extroverts tend to express themselves freely since they have a high level of expressiveness. They typically prefer to express their feelings, such as sadness, anger, fear, and pleasure. | Introverts are sentimental, sympathetic, and temperamental. |
| **Reflectiveness** | Extroverts are more inclined to act directly than consider things. They have a more directed and a pragmatic mindset | They have a conceptual mindset, are interested in ideas as well as hypothesis, and like thinking such cause and effect, then doing deep reflection. |
| **Responsibility** | They are relaxed, careless of rules, uncertain, and sometimes socially irresponsible. | Introverts are diligent, dependable, and trustworthy. |

Source: Adapted from Eysenck Personality Questionnaire (EPQ) in Wulandari (2017)

The questionnaire created based on the indicator above that described in table 3.2 below.

**Table 3.2**

**The Specification of Questionnaire Items**

| Variables | Indicators | Number of items | Total |
|---|---|---|---|
| **Extrovert** | **Activity** | 1. I often take on more activities than I have time for. (*Saya sering melakukan banyak aktivitas di waktu yang saya miliki).* | 4 |
| | | 2. I have a variety of hobbies. (*Saya memiliki berbagai hobi).* | |
| | | 3. I like plenty of bustle and excitement around myself. (*Saya suka banyak* | |

| | | | |
|---|---|---|---|
| | | *kesibukan dan kegembiraan di sekitar diri saya).* | |
| | | 4. I am an active person and communicative. (*Saya adalah orang yang aktif dan komunikatif*). | |
| | **Sociability** | 5. I usually let myself go and enjoy the moment at a lively party or gathering. (*Saya biasanya membiarkan diri saya pergi dan menikmati momen di pesta atau pertemuan yang ramai.*). | 4 |
| | | 6. I enjoy meeting new people. *(Saya senang bertemu orang baru).* | |
| | | 7. I often take the initiative for doing things in friendship. For example, I ask my friends to hang out. (*Saya sering mengambil inisiatif untuk melakukan sesuatu dalam persahabatan. Misalnya, saya mengajak teman saya untuk nongkrong*). | |
| | | 8. I like to liven up the vibes. (*Saya suka menghidupkan/mencairkan suasana*). | |
| | **Risk Taking** | 9. I call myself happy-go-lucky. (*Saya menganggap diri saya orang yang beruntung dan 34endidi*). | 3 |
| | | 10. I am the type of person who is willing to take risks. (*Saya adalah tipe orang yang berani mengambil resiko*). | |
| | | 11. I like to do something challenging, for example, running for a leader in the classroom. (*Saya suka melakukan sesuatu yang menantang, misalnya mencalonkan diri sebagai pemimpin di kelas*). | |
| | **Impulsiveness** | 12. I often make decisions suddenly. *(Saya seringkali membuat keputusan secara tiba-tiba).* | 2 |
| | | 13. I sometimes rush into doing things. (*Saya terkadang tergesa-gesa dalam mengerjakan sesuatu*). | |

| | | Expressiveness | 14. I am a person who anger quickly. (*Saya adalah orang yang cepat marah*). | 1 |
|---|---|---|---|---|
| | | Reflectiveness | 15. I prefer something that involves action rather than deep thought and study. For example, I like sports more than mathematics. (*Saya lebih suka sesuatu yang melibatkan tindakan daripada pemikiran dan studi yang mendalam. Misalnya, saya lebih menyukai olahraga daripada matematika*). | 1 |
| | | Responsibility | 16. I often forget little things that I am supposed to do. (*Saya sering melupakan hal-hal kecil yang seharusnya saya lakukan*). | 1 |
| Introvert | | Activity | 17. I am inclined to be slow and careful in my action. (*Saya cenderung lambat dan berhati-hati dalam bertindak.*). | 2 |
| | | | 18. I usually move about at a leisurely pace. (*Saya biasanya berge rak dengan santai*) | |
| | | Sociability | 19. I prefer to have a small circle, but they have a quality and are exceptional. (*Saya lebih suka memikili sedikit teman, namun mereka berkualitas dan luar biasa*). | 2 |
| | | | 20. When I am with other people, I am mainly silent. (*Ketika saya bersama orang lain, saya lebih banyak diam*). | |

| | | | |
|---|---|---|---|
| | **Risk Taking** | 21. I am a person who likes to be behind the scenes, for example, in holding an event. (*Saya adalah orang yang suka berada di balik 36endi, contohnya saat mengadakan suatu acara saya*). | 2 |
| | | 22. I am rather careful in new situation. (*Saya agak berhati-hati ketika dalam situasi/tempat baru*). | |
| | **Impulsiveness** | 23. I usually think before I speak. (*Saya biasanya terdahulu sebelum berbicara*). | 2 |
| | | 24. I like planning things well in advance. (*Saya suka merencakan sesuatu dengan matang*). | |
| | **Expressiveness** | 25. My temper is well controlled. (*Emosi saya terkontrol dengan baik*). | 2 |
| | | 26. When someone annoys me, I prefer to stay silent and ignore it or leave that person. (*Ketika seseorang mengganggu saya, saya lebih memilih diam dan mengabaikannya atau pergi meninggalkannya*). | |
| | **Reflectiveness** | 27. I prefer having time with my thoughts or watching podcasts on holiday rather than hanging out. (*Saya lebih suka menghabiskan waktu dengan pikiran saya atau menonton podcast di hari libur daripada nongkrong*). | 2 |
| | | 28. I prefer reading to meeting people (*Saya lebih suka membaca daripada bertemu orang*). | |
| | **Responsibility** | 29. I always do the assigned task by teachers in school. (*Saya selalu mengerjakan tugas yang diberikan oleh guru di sekolah*). | 2 |

| | | 30. If I say I will do something I always keep my promise. (*Jika saya mengatakan akan melakukan sesuatu, saya selalu menepatinya*). | |

Source: Adapted from Eysenck Personality Questionnaire (EPQ) in Wulandari (2017)

The questionnaire above consists 30 items 16 for extrovert and 14 for introvert students. However, the questionnaire above is an instrument that has not been conducted for validity test. After the validity test was conducted by the previous researcher, there were only 20 valid items (questions) as follows:

**Table 3.3**

**Questionnaire Items after Validity Test**

| Variables | Indicators | Number of items | Total |
|---|---|---|---|
| **Extrovert** | **Activity** | 1. I have a variety of hobbies. (*Saya memiliki berbagai hobi*). | 2 |
| | | 2. I like plenty of bustle and excitement around myself. (*Saya suka banyak kesibukan dan kegembiraan di sekitar diri saya*). | |
| | **Sociability** | 3. I usually let myself go and enjoy the moment at a lively party or gathering. (*Saya biasanya membiarkan diri saya pergi dan menikmati momen di pesta atau pertemuan yang ramai*). | 2 |
| | | 4. I often take the initiative for doing things in friendship. For example, I ask my friends to hang out. (*Saya sering mengambil inisiatif untuk melakukan sesuatu dalam persahabatan. Misalnya, saya mengajak teman saya untuk nongkrong*). | |

| | | 5. I call myself happy-go-lucky. (*Saya menganggap diri saya orang yang beruntung dan 38endidi*). | |
| --- | --- | --- | --- |
| | **Risk Taking** | 6. I like to do something challenging, for example, running for a leader in the classroom. (*Saya suka melakukan sesuatu yang menantang, misalnya mencalonkan diri sebagai pemimpin di kelas*). | 2 |
| | **Impulsiveness** | 7. I often make decisions suddenly. (*Saya seringkali membuat keputusan secara tiba-tiba*). | 1 |
| | **Expressiveness** | 8. I am a person who anger quickly. (*Saya adalah orang yang cepat marah*). | 1 |
| | **Reflectiveness** | 9. I prefer something that involves action rather than deep thought and study. For example, I like sports more than mathematics. (*Saya lebih suka sesuatu yang melibatkan tindakan daripada pemikiran dan studi yang mendalam. Misalnya, saya lebih menyukai olahraga daripada matematika*). | 1 |
| | **Responsibility** | **5.** I often forget little things that I am supposed to do. (*Saya sering melupakan hal-hal kecil yang seharusnya saya lakukan*). | 1 |
| **Introvert** | **Activity** | **5.** I usually move about at a leisurely pace. (*Saya biasanya berge rak dengan santai*) | 1 |
| | **Sociability** | 12. I prefer to have a small circle, but they have a quality and are exceptional. (*Saya lebih suka memikili sedikit teman, namun mereka berkualitas dan luar biasa*). | 2 |

| | | | |
|---|---|---|---|
| | | 13. When I am with other people, I am mainly silent. (*Ketika saya bersama orang lain, saya lebih banyak diam*). | |
| | **Risk Taking** | 14. I am rather careful in new situation. (*Saya agak berhati-hati ketika dalam situasi/tempat baru*). | 1 |
| | **Impulsiveness** | 15. I usually think before I speak. (*Saya biasanya berpikir terlebih dahulu sebelum berbicara*). | 1 |
| | **Expressiveness** | 16. My temper is well controlled. (*Emosi saya terkontrol dengan baik*). | 2 |
| | | 17. When someone annoys me, I prefer to stay silent and ignore it or leave that person. (*Ketika seseorang mengganggu saya, saya lebih memilih diam dan mengabaikannya atau pergi meninggalkannya*). | |
| | **Reflectiveness** | 18. I prefer having time with my thoughts or watching podcasts on holiday rather than hanging out. (*Saya lebih suka menghabiskan waktu dengan pikiran saya atau menonton podcast di hari libur daripada nongkrong*). | 2 |
| | | 19. I prefer reading to meeting people (*Saya lebih suka membaca daripada bertemu orang*). | |
| | **Responsibility** | 20. I always do the assigned task by teachers in school. (*Saya selalu mengerjakan tugas yang diberikan oleh guru di sekolah*). | 1 |

Source: Adapted from Eysenck Personality Questionnaire (EPQ) in Wulandari (2017)

The (EPQ) was adapted from a yes/no format to a 5-point likert scale.

In filling out the questionnaire students chose their degree of agreement such

as strongly disagree, disagree, neutral, agree, and strongly agree based on their personal opinions. After the students finished the questionnaire, the answers coded in numbers and each response had a value of 1 through 5, with 5 indicating the highest level of extrovert per item. For example, strongly disagree has 1, disagree has 2, neutral has 3, agree has 4, strongly agree has 5. The questions indicating introvert are reverse code so that someone who strongly disagree with the statement and marked a '1' was coded as a '5'. The questionnaire was translated into Indonesia to minimize misunderstanding by the students. Then, the researcher provided the criteria of score to determine the students will 40endidikized as strongly introvert, introvert, extrovert, and strongly introvert as follows:

**Table 3.4**

**Interpretation of Students Personality**

| Score | Interpretation |
|-------|----------------|
| 76-100 | Strongly Extrovert |
| 51-75 | Extrovert |
| 26-50 | Introvert |
| 1-25 | Strongly Introvert |

2. Observation

Observation is a data collecting process that includes watching and taking some notes regarding the condition or behavior of the target participants (Nasution, 1988). Furthermore, the researcher applied overt

observation. It made the participants know that they were being researched from the beginning of the research process to the end. The researcher observed all of the activities and behavior of extroverted and introverted students during the learning process such as pre-activity, main activity, post-activity, especially when they were doing assignment.

3. Writing Test

To know the level of students writing ability, the researcher asked the students to choose what topic they prefer. The students had 2 topics between experience in English learning or meeting an Idol in recount text. After the students finished their works, the researcher checked students worked and categorized they level based on the results of their works. The researcher applied this rubric score to determine students' level writing ability as follow:

**Table 3.5**

**Rubric Score for Students Writing Ability**

| No | Score | Category |
|----|-------|----------|
| 1. | 87-100 | Very Good |
| 2. | 74-86 | Good |
| 3. | 62-73 | Fair |
| 4. | 48-61 | Poor |
| 5. | 34-47 | Very Poor |

(Weigle, 2002)

To know students average score, the researcher utilizes this formula as follows:

$$\bar{x} = \frac{\Sigma x}{n}$$

$\bar{x}$ = the average score
n = total number of the student
$\Sigma x$ = total score

To gain percentage, the researcher used this formula as below:

$$p = \frac{f}{N} \times 100\%$$

p = percentage
f = frequency
n = total number of the student

## 3.5 Data Analysis

After collecting the data from questionnaire, observation, and interview, the data will be analysed in several activities. According to Nasution (1999) there are three activities such as data reduction, display data, and conclusion or verification. Further explanation will be described below:

1. Data Reduction

Data reduction is an activity in which the researcher summarizes or takes an important part of all the data obtained previously in the questionnaire, observation, and interview stage. It aims to make the data more accessible. Therefore, after the data was obtained, the researcher will choose the main things according to the research focus.

2. Data Display

After data reduction was completed and all of important data has been collected, the next stage is data display. Data display is often used to present data in the form of narrative text (Sugiyono, 2013). In this form, researchers will easily understand something that is happening to make a deeper analysis based on an understanding of the data will be presented. Furthermore, the data can be presented in the form of graphs, tables, matrices, and charts. This is certainly useful to make the information obtained is well organized and simply understood to draw conclusions.

3. Conclusion and Verification

The last stage is drawing conclusions and verification. In qualitative research, the initial conclusions drawn are still temporary and will change if strong evidence is not found. However, if the conclusions acquired are verified by accurate or consistent evidence, the conclusions drawn are credible.

## 5.2 Data Credibility

1. Perseverance Researchers

The researcher must be more thorough, and detailed, and carry out continuously in conducting the research. It aims to obtain the depth of data about the thing being researched (Djamal, 2015). Hence, the data obtained is valid

2. Triangulation

Triangulation is checking the validity of the data by checking or comparing the data obtained with other sources or criteria outside the data to increase the validity of the data (Moleong, 2014). The researcher applied source triangulation in this stage by checking the data obtained from various existing source. For example, observation.

**CHAPTER IV**

**FINDING AND DISCUSSION**

This chapter provided findings, data analysis, and discussion that have been collected from questionnaire, writing test, and observation. The purpose is to answer the research questions, how the writing ability of extroverted and introverted, and what the characters of extroverted and introverted traits that influence students' writing ability at MAN 1 Tapin.

**5.2 Findings**

From the instruments of data collection which were the questionnaire, observation, documentation, and interview showed that the result of the research could be explained below:

**4.1.2 Writing ability of extroverted and introverted students at MAN 1 Tapin**

The study found that the students had different characteristics. For determining students' personality, the researcher adopted the form of scale Eysenck Personality Questionnaire (EPQ) developed by Hans J. Eysenck (Furnham et al., 2008). Eysenck Personality Questionnaire is a questionnaire to check the personality traits of a person. Since a questionnaire needs to be checked by validity test, the researcher had initiation to adopt from the previous research. The researcher adopted the questionnaire from Wulandari (2017). The questionnaire consists of 20 questions and analyzed using likert scale. Hence, students gave listed their degree of

agreement when filling out the questionnaire such as strongly disagree, disagree, neutral, agree, and strongly agree.

After all of students completed filling out the questionnaire, the researcher checked it, then determining the category of students. The researcher utilized a criterion indicator to categorize the students who are extrovert or introvert. The results of questionnaire of students' personality as follows:

**Table 4.1**

**Introvert Students**

| No | Initial Name | Personality Score | Criteria |
|----|--------------|-------------------|----------|
| 1. | ARF | 34 | Introvert |
| 2. | SIEA | 30 | Introvert |
| 3. | RS | 30 | Introvert |
| 4. | RRN | 38 | Introvert |
| 5. | DH | 37 | Introvert |

**Table 4.2**

**Extrovert Students**

| No | Initial Name | Personality Score | Criteria |
|----|--------------|-------------------|----------|
| 1. | MAAM | 74 | Extrovert |

46

| 2. | APA | 66 | Extrovert |
|----|------|----|-----------|
| 3. | AANA | 78 | Strongly Extrovert |
| 4. | GNAA | 78 | Strongly Extrovert |
| 5. | NNAS | 69 | Extrovert |

From two tables above, it can be seen all of scores students' personality introvert and extrovert students. 5 students got score around 30-37 **(table 4.1)** where they got same criteria as introvert students. The researcher categorized them based on the criteria of score students' personality **(table 3.4)**.

Meanwhile, the extrovert students **(table 4.2)** got various criteria based on the criteria of score students' personality (**table 3.4**). Two students got same score 78 and they categorized as strongly extrovert. The rest got score 66, 69, and 74 where they classified as extrovert.

After the researcher knew the results of students' personality based on the questionnaire between extrovert and introvert students, the researcher put the students in the first and second row in the classroom. The purpose was to make the researcher convenient when observing the students' activity. The students were given material about recount text. After that, the students were requested to make recount text about their experience in learning English or meeting their idols.

Here's the result of the students' writing ability of extrovert and introvert students at MAN 1 Tapin based on the rubric score (**table 3.5**) as below:

**Table 4.3**

**The result of Introvert Students' Writing Ability Score Overall**

| No | Initial Name | Writing Score | Criteria |
|----|--------------|---------------|----------|
| 1. | ARF (Introvert) | 89 | Very Good |
| 2. | SIIE (Introvert | 88 | Very Good |
| 3. | RS (Introvert) | 92 | Very Good |
| 4. | RRN (Introvert) | 86 | Good |
| 5. | DH (Introvert) | 88 | Very Good |

Average score:

$$\bar{x} = \frac{\Sigma x}{n}$$

$$\bar{x} = \frac{443}{5} = 88{,}6 \text{ (Very Good)}$$

**Table 4.4**

**The Percentage of Introvert Students' Writing Ability Overall**

| Level | Frequency | Percentage |
|-------|-----------|------------|
| Excellent to Very Good | 4 | 80% |
| Good to Average | 1 | 20% |
| Fair to Poor | 0 | 0% |
| Very Poor | 0 | 0% |

Based on two tables above, it can be seen that 4 introvert students obtained very good level in writing ability where they gained scores 88, 88, 89, and 92. Meanwhile, 1 introvert student obtained good level where she got score 86. For their average score, the introvert students obtained 88,6. It meant that 80% introvert students had very good level in writing ability, 20% introvert student had good level in writing ability, and they obtained average score 88,6 that

categorized the introvert students at MAN 1 Tapin in very good level in writing ability.

**Table 4.5**

**The result of Extrovert Students' Writing Ability Score Overall**

| No | Initial Name | Writing Score | Criteria |
|----|--------------|---------------|----------|
| 1. | MAAM (Extrovert) | 74 | Good |
| 2. | APA (Extrovert | 77 | Good |
| 3. | AANA (Extrovert) | 76 | Good |
| 4. | GNAA (Extrovert) | 88 | Very Good |
| 5. | NNAS (Extrovert) | 71 | Good |

Average score:

$$\bar{x} = \frac{\Sigma x}{n}$$

$$\bar{x} = \frac{386}{5} = 77{,}2 \text{ (Good)}$$

**Table 4.6**

**The Percentage of Extrovert Students' Writing Ability Overall**

| Level | Frequency | Percentage |
|-------|-----------|------------|
| Excellent to Very Good | 1 | 20% |
| Good to Average | 3 | 60% |
| Fair to Poor | 1 | 20% |
| Very Poor | 0 | 0% |

From two tables above, the extrovert students gained various level in writing ability. 1 extrovert student gained score 88 in writing and it made her writing ability in very good level. Then, 3 extrovert students gained scores 74, 76, and 77 in writing and it made their writing ability in good level. The last, 1 extrovert students gained score 71 and it made her writing ability in fair level. For the average score, the extrovert students gained 77,2. It indicates that 20%

extrovert student had very good level, 60% extrovert students had good level, 20% extrovert student had fair level in writing ability, and they got the average score 77,2 that categorized the extrovert students at MAN 1 Tapin in good level in writing ability.

Moreover, the researcher displayed the results of the introvert and extrovert students based on components in writing. For instance, content, organization, vocabulary, language use, and mechanics. The researched started from the content as below:

**Table 4.7**

**The result of Introvert Students' Writing Ability Score Based on Content:**

| No | Initial Name | Content Score | Criteria |
|----|----------------|---------------|-----------|
| 1. | ARF (Introvert) | 30 | Very Good |
| 2. | SIIE (Introvert | 30 | Very Good |
| 3. | RS (Introvert) | 30 | Very Good |
| 4. | RRN (Introvert) | 30 | Very Good |
| 5. | DH (Introvert) | 30 | Very Good |

Average score:

$$\bar{x} = \frac{\Sigma x}{n}$$

$$\bar{x} = \frac{150}{5} = 30 \text{ (Very Good)}$$

**Table 4.8**

**The Percentage of Introvert Students' Writing Ability Based on Content:**

| Score Range | Level | Frequency | Percentage |
|-------------|-------|-----------|------------|
| 30-27 | Excellent to Very Good | 5 | 100% |
| 26-22 | Good to Average | 0 | 0% |
| 21-18 | Fair to Poor | 0 | 0% |
| 16-13 | Very Poor | 0 | 0% |

From the tables above **(table 4.7)**, 5 students gained very good level in content where they acquired scores 30. Therefore, 100% introvert students had very good level in content **(table 4.8)** and they received average score 30 that categorized the introvert students at MAN 1 Tapin had very good level in content.

**Table 4.9**

**The result of Extrovert Students' Writing Ability Score Based on Content:**

| No | Initial Name | Content Score | Criteria |
|----|--------------|---------------|----------|
| 1. | MAAM (Extrovert) | 26 | Good |
| 2. | APA (Extrovert | 27 | Very Good |
| 3. | AANA (Extrovert) | 26 | Good |
| 4. | GNAA (Extrovert) | 30 | Very Good |
| 5. | NNAS (Extrovert) | 21 | Fair |

Average score:

$$\bar{x} = \frac{\Sigma x}{n}$$

$$\bar{x} = \frac{130}{5} = 26 \text{ (Good)}$$

**Table 4.10**

**The Percentage of Extrovert Students' Writing Ability Based on Content:**

| Score Range | Level | Frequency | Percentage |
|-------------|-------|-----------|------------|
| 30-27 | Excellent to Very Good | 2 | 40% |
| 26-22 | Good to Average | 2 | 40% |
| 21-18 | Fair to Poor | 1 | 20% |
| 16-13 | Very Poor | 0 | 0% |

Based on the tables above, the extrovert students **(table 4.9)** got different levels and scores such as 2 gained score 27 & 30, 2 students acquired score 26, and 1 student obtained score 21. It indicated that 40% extrovert students had very good level, 40% extrovert students had good level, 20% extrovert student had fair

level **(table 4.10)**. Furthermore, they gained average score 26 that categorized the extrovert students at MAN1 Tapin into good level in content.

**Table 4.11**

**The result of Introvert Students' Writing Ability Score Based on Organization:**

| No | Initial Name | Organization Score | Criteria |
|----|--------------|-------------------|----------|
| 1. | ARF (Introvert) | 20 | Very Good |
| 2. | SIIE (Introvert | 20 | Very Good |
| 3. | RS (Introvert) | 20 | Very Good |
| 4. | RRN (Introvert) | 20 | Very Good |
| 5. | DH (Introvert) | 20 | Very Good |

Average score:

$$\bar{x} = \frac{\Sigma x}{n}$$

$$\bar{x} = \frac{100}{5} = 20 \text{ (Very Good)}$$

**Table 4.12**

**The Percentage of Introvert Students' Writing Ability Based on Organization:**

| Score Range | Level | Frequency | Percentage |
|-------------|-------|-----------|------------|
| 20-18 | Excellent to Very Good | 5 | 100% |
| 17-14 | Good to Average | 0 | 0% |
| 13-10 | Fair to Poor | 0 | 0% |
| 9-7 | Very Poor | 0 | 0% |

Based on the tables above **(table 4.11)**, it can be seen that 5 students had very good level in organization and they also obtained scores 20. Hence, 100% introvert students had very good level in organization **(table 4.12)** and they got average score 20 that represented the introvert students at MAN 1 Tapin had very good level in organization.

## Table 4.13

**The result of Extrovert Students' Writing Ability Score Based on Organization:**

| No | Initial Name | Organization Score | Criteria |
|----|--------------|-------------------|----------|
| 1. | MAAM (Extrovert) | 15 | Good |
| 2. | APA (Extrovert | 17 | Good |
| 3. | AANA (Extrovert) | 17 | Good |
| 4. | GNAA (Extrovert) | 19 | Very Good |
| 5. | NNAS (Extrovert) | 13 | Fair |

Average score:

$$\bar{x} = \frac{\Sigma x}{n}$$

$$\bar{x} = \frac{81}{5} = 16{,}2 \text{ (Good)}$$

## Table 4.14

**The Percentage of Extrovert Students' Writing Ability Based on Organization:**

| Score Range | Level | Frequency | Percentage |
|-------------|-------|-----------|------------|
| 20-18 | Excellent to Very Good | 1 | 20% |
| 17-14 | Good to Average | 3 | 60% |
| 13-10 | Fair to Poor | 1 | 20% |
| 9-7 | Very Poor | 0 | 0% |

From the tables above, the extrovert students **(table 4.13)** had various levels and scores, 1 student acquired score 19, 3 students got score 15,17, 17, and 1 student gained score 13. It pointed that 20% extrovert student had very good level, 60% extrovert students had good level, 20% extrovert student had fair level **(table 4.14)**. Since they obtained 16,2 for the average score, the extrovert students at MAN 1 Tapin into good level in organization.

**Table 4.15**

**The result of Introvert Students' Writing Ability Score Based on Vocabulary:**

| No | Initial Name | Vocabulary Score | Criteria |
|----|--------------|------------------|----------|
| 1. | ARF (Introvert) | 16 | Good |
| 2. | SIIE (Introvert | 16 | Good |
| 3. | RS (Introvert) | 17 | Good |
| 4. | RRN (Introvert) | 14 | Good |
| 5. | DH (Introvert) | 16 | Good |

Average score:

$$\bar{x} = \frac{\Sigma x}{n}$$

$$\bar{x} = \frac{80}{5} = 16 \text{ (Good)}$$

**Table 4.16**

**The Percentage of Introvert Students' Writing Ability Based on Vocabulary:**

| Score Range | Level | Frequency | Percentage |
|-------------|-------|-----------|------------|
| 20-18 | Excellent to Very Good | 0 | 0% |
| 17-14 | Good to Average | 5 | 100% |
| 13-10 | Fair to Poor | 0 | 0% |
| 9-7 | Very Poor | 0 | 0% |

Based on the tables above, the introvert students **(table 4.15)** had various score but same level. 3 students acquired score 16, 1 student got score 17, and 1 student gained score 13. It showed that 100% introvert students had good level **(table 4.16)** even though they received different scores. The introvert students gained average score 16,2 that made the introvert students at MAN 1 Tapin into good level in vocabulary.

**Table 4.17**

**The result of Extrovert Students' Writing Ability Score Based on Vocabulary:**

| No | Initial Name | Vocabulary Score | Criteria |
|---|---|---|---|
| 1. | MAAM (Extrovert) | 13 | Fair |
| 2. | APA (Extrovert | 13 | Fair |
| 3. | AANA (Extrovert) | 13 | Fair |
| 4. | GNAA (Extrovert) | 18 | Very Good |
| 5. | NNAS (Extrovert) | 17 | Good |

Average score:

$$\bar{x} = \frac{\Sigma x}{n}$$

$$\bar{x} = \frac{74}{5} = 14{,}8 = 15 \text{ (Good)}$$

**Table 4.18**

**The Percentage of Extrovert Students' Writing Ability Based on Vocabulary:**

| Score Range | Level | Frequency | Percentage |
|---|---|---|---|
| 20-18 | Excellent to Very Good | 1 | 20% |
| 17-14 | Good to Average | 1 | 20% |
| 13-10 | Fair to Poor | 3 | 60% |
| 9-7 | Very Poor | 0 | 0% |

From the tables above, the extrovert students **(table 4.17)** had various levels and scores, 1 student acquired score 18, 3 students got score 13, and 1 student gained score 17. It revealed that 20% extrovert student had very good level, 60% extrovert students had fair level, 20% extrovert student had good level **(table 4.18)**. Moreover, they got average score 15 that categorized the extrovert students at MAN 1 Tapin as good level in vocabulary.

**Table 4.19**

**The result of Introvert Students' Writing Ability Score Based on Language Use:**

| No | Initial Name | Language Score | Criteria |
|----|--------------|----------------|----------|
| 1. | ARF (Introvert) | 19 | Good |
| 2. | SIIE (Introvert | 19 | Good |
| 3. | RS (Introvert) | 21 | Good |
| 4. | RRN (Introvert) | 18 | Good |
| 5. | DH (Introvert) | 18 | Good |

Average score:

$$\bar{x} = \frac{\Sigma x}{n}$$

$$\bar{x} = \frac{95}{5} = 19 = (\text{Good})$$

**Table 4.20**

**The Percentage of Introvert Students' Writing Ability Based on Language Use:**

| Score Range | Level | Frequency | Percentage |
|-------------|-------|-----------|------------|
| 25-22 | Excellent to Very Good | 0 | 0% |
| 21-18 | Good to Average | 5 | 100% |
| 17-11 | Fair to Poor | 0 | 0% |
| 10-5 | Very Poor | 0 | 0% |

Based on the tables above, the introvert students (**table 4.16**) had various score but same level. 2 students acquired score 19, 1 student got score 21, and 2 students gained score 18. It represented that 100% introvert students had good level (**table 4.16**) even though they obtained different scores. The introvert students gained average score 19 that made the introvert students at MAN 1 Tapin into good level in language use

## Table 4.21

**The result of Extrovert Students' Writing Ability Score Based on Language Use:**

| No | Initial Name | Language Use Score | Criteria |
|----|--------------|--------------------|----------|
| 1. | MAAM (Extrovert) | 17 | Fair |
| 2. | APA (Extrovert | 17 | Fair |
| 3. | AANA (Extrovert) | 17 | Fair |
| 4. | GNAA (Extrovert) | 18 | Good |
| 5. | NNAS (Extrovert) | 17 | Fair |

Average score:

$$\bar{x} = \frac{\Sigma x}{n}$$

$$\bar{x} = \frac{86}{5} = 17{,}2 = 17 \text{ (Fair)}$$

## Table 4.22

**The Percentage of Extrovert Students' Writing Ability Based on Language Use:**

| Score Range | Level | Frequency | Percentage |
|-------------|-------|-----------|------------|
| 25-22 | Excellent to Very Good | 0 | 0% |
| 21-18 | Good to Average | 1 | 20% |
| 17-11 | Fair to Poor | 4 | 80% |
| 10-5 | Very Poor | 0 | 0% |

From the tables above, the extrovert students (**table 4.21**) had different levels and scores, 4 students acquired score 17, 1 student got score 18. It pointed that 20% extrovert student had good level and 80% extrovert students had fair (**table 4.22**). Since they obtained 17,2 for the average score, the extrovert students at MAN 1 Tapin into fair level in language use.

**Table 4.23**

**The result of Introvert Students' Writing Ability Score Based on Mechanics:**

| No | Initial Name | Mechanics Score | Criteria |
|----|--------------|-----------------|----------|
| 1. | ARF (Introvert) | 4 | Good |
| 2. | SIIE (Introvert | 3 | Good |
| 3. | RS (Introvert) | 4 | Good |
| 4. | RRN (Introvert) | 4 | Good |
| 5. | DH (Introvert) | 4 | Good |

Average score:

$$\bar{x} = \frac{\Sigma x}{n}$$

$$\bar{x} = \frac{19}{5} = 3{,}8 = 4 \text{ (Good)}$$

**Table 4.24**

**The Percentage of Introvert Students' Writing Ability Based on Mechanics:**

| Score Range | Level | Frequency | Percentage |
|-------------|-------|-----------|------------|
| 5 | Excellent to Very Good | 0 | 0% |
| 4 | Good to Average | 4 | 80% |
| 3 | Fair to Poor | 1 | 20% |
| 2 | Very Poor | 0 | 0% |

Based on the tables above **(table 4.23)**, it can be seen that 4 introvert students obtained scores 4 and 1 introvert students gained scores 3. Hence, 80% introvert students had good level and 20% introvert student had fair level **(table 4.12).** Since introvert students got average score 4, it revealed that the introvert students at MAN 1 Tapin had good level in mechanic.

**Table 4.25**

**The result of Extrovert Students' Writing Ability Score Based on Language Use:**

| No | Initial Name | Mechanic Score | Criteria |
|---|---|---|---|
| 1. | MAAM (Extrovert) | 3 | Fair |
| 2. | APA (Extrovert | 3 | Fair |
| 3. | AANA (Extrovert) | 3 | Fair |
| 4. | GNAA (Extrovert) | 3 | Fair |
| 5. | NNAS (Extrovert) | 3 | Fair |

Average score:

$$\bar{x} = \frac{\Sigma x}{n}$$

$$\bar{x} = \frac{15}{5} = 3 \text{ (Fair)}$$

**Table 4.26**

**The Percentage of Extrovert Students' Writing Ability Based on Mechanics:**

| Score Range | Level | Frequency | Percentage |
|---|---|---|---|
| 5 | Excellent to Very Good | 0 | 0% |
| 4 | Good to Average | 0 | 0% |
| 3 | Fair to Poor | 5 | 100% |
| 2 | Very Poor | 0 | 0% |

From the tables above, the extrovert students **(table 4.25)** had same level and score. 5 extrovert students acquired score 3. It pointed that 100% extrovert students had fair level **(table 4.26)**. For the average score, the extrovert students received score 3 and made the extrovert students at MAN 1 Tapin into fair level in mechanics.

**4.1.2 The traits of extroverted and introverted students that influence their writing ability at MAN 1 Tapin**

Throughout the learning process, the researcher always observed extrovert and introvert students' action in the classroom. The researcher observed starting from the pre-activity, main activity, post-activity, and when the students conducted their assignments in the classroom. At the end, However, the researcher juts put the results of observation when the students did their assignment to strengthen what traits that influence students' writing. The researcher observed based on Eysenck Personality Questionnaire (EPQ) which contains of activity, sociability, risk-taking, impulsiveness, expressiveness, reflectiveness, and responsibility.

Here are the results of the traits of introvert and extrovert students that influence their writing ability at MAN 1 Tapin as below:

**Table 4.5**

**The Results of Introvert Students Observation**

| No. | Initial Name | Analysis |
|---|---|---|
| 1. | ARF (Introvert) | - The student preferred to remain silent when the teacher asked questions when they were doing assignment.<br>- The student looked enthusiastic in writing process.<br>- When working on assignment, the student looked serious and focused in completing it |

| | | |
|---|---|---|
| | | without chatting with his classmate. |
| | | - When working on assignment, the student was cautious in completing it. |
| | | - The student was on time in submitting assignments. |
| 2. | SIEA (Introvert) | - The student preferred to remain silent when the teacher asked questions when they were doing assignment. |
| | | - When working on assignment, the student looked serious and focused in completing it without chatting with his classmate. |
| | | - When working on assignment, the student was cautious in completing it. |
| | | - The student was on time in submitting assignments. |
| 3. | RS (Introvert) | - The student looked enthusiastic in writing process. |
| | | - When working on assignment, the student looked serious and focused in completing it without chatting with his classmate. |
| | | - When working on assignment, the student was cautious in completing it. |
| | | - The student was on time in submitting assignments. |
| 4. | RRN (Introvert) | - The student looked enthusiastic in writing process. |
| | | - When working on assignment, the student looked serious and focused in completing it without chatting with his classmate. |
| | | - When working on assignment, the student was |

| No | Initial Name | Analysis |
|---|---|---|
| | | - cautious in completing it.<br>- The student was on time in submitting assignments. |
| 5. | DH<br>(Introvert) | - The student preferred to remain silent when the teacher asked questions when they were doing assignment.<br>- The student looked enthusiastic in writing process.<br>- When working on assignment, the student looked serious and focused in completing it without chatting with his classmate.<br>- When working on assignment, the student was cautious in completing it.<br>- The student was on time in submitting assignments. |

**Table 4.6**

**The Results of Extrovert Students Observation**

| No | Initial Name | Analysis |
|---|---|---|
| 1. | MAAM<br>(Extrovert) | - In the writing process, the student was more excited when talking to his friends rather than focusing seriously in completing his assignment.<br>- The student looked lazy when completing assignments.<br>- When working on assignment, the student looked unfocused in completing it.<br>- When working on the assignment, the student was in a hurry to finish it. |

| | | |
|---|---|---|
| | | - The student was on time in submitting assignments. |
| 2. | APA (Extrovert) | - In the writing process, the student was more excited when talking to her friends rather than focusing seriously in completing her assignment.<br>- The student looked lazy when completing assignments.<br>- When working on assignment, the student looked unfocused in completing it.<br>- When working on the assignment, the student was in a hurry to finish it.<br>- The student was on time in submitting assignments. |
| 3. | AANA (Extrovert) | - In the writing process, the student was more excited when talking to his friends rather than focusing seriously in completing his assignment.<br>- The student looked lazy when completing assignments.<br>- When working on assignment, the student looked unfocused in completing it.<br>- When working on the assignment, the student was in a hurry to finish it.<br>- The student was on time in submitting assignments. |
| 4. | GNAA (Extrovert) | - In the writing process, the student was more excited when talking to his friends rather than focusing seriously in completing his assignment. |

| | | |
|---|---|---|
| | | - The student frequently asked to the teacher when she felt difficult.<br>- The student looked lazy when completing assignments.<br>- When working on assignment, the student looked unfocused in completing it.<br>- When working on the assignment, the student was in a hurry to finish it.<br>- The student was on time in submitting assignments. |
| 5. | NNAS<br>(Extrovert) | - In the writing process, the student was more excited when talking to his friends rather than focusing seriously in completing his assignment.<br>- The student looked lazy when completing assignments.<br>- When working on assignment, the student looked unfocused in completing it.<br>- When working on the assignment, the student was in a hurry to finish it.<br>- The student was on time in submitting assignments. |

**5.2 Discussion**

**4.2.1  Writing ability of extroverted and introverted students at MAN 1 Tapin**

The researcher has presented data on the writing skills of extroverted, introverted students and the traits of extroverted, introverted students that influence students' writing ability at MAN 1 Tapin. Firstly, the researcher discusses the findings of the writing ability of extroverted and introverted students at MAN 1 Tapin. This research found 5 differences between extrovert and introvert students in completing recount texts in terms of content, organization, vocabulary, language use, and mechanics.

The first finding is content in the recount text between extrovert and introvert students. Although the extroverted students' writing had good level overall in content, the development of the text still was limited and had lacks of detail according to writing rubric **(table 2.1)**. For example, in orientation part **(Appendix 4)**, one of them just provided 1 sentence. They should provide minimum 3 sentences each component and part in recount text. Hence, the results of extrovert students tend to be short. On the contrary, overall, the introvert students were into very good level in content and made their writing tend to be thorough development of the text **(table 2.1)**. For example, in orientation part **(Appendix 4)**, most of them presented 3 sentences even more. Therefore, there was

different between introvert and extrovert students in content. It was strengthened by Qanwal and Ghani (2019) in their research that state introvert students have advantages in content. It is because of the traits of introvert students who less talk but think more and processing ideas in their own mind well (Machnicka, 2010). Meanwhile, extrovert students have limitation in content since they prefer just do it something without thinking about the result (Laney & Laney, 1987).

The second is organization. The extrovert students' writing overall was categorized as good level in organization even though 1 extrovert student had very good level. They organization in writing were loosely organized but the main ideas still stand out and logical but incomplete sequencing **(table 2.1)**. For example, in the part of sequence of event **(Appendix 4)**. The introvert students received very good level in organization. Their writings were well organized and logical sequencing **(table 2.1)**. For example, in the part of orientation **(Appendix 4)**. According by previous research, it showed that extrovert students have difficulty in writing such as they often feel confused when they start writing something, and they feeling hard to organize the sentence (Nadrah, 2012). Whereas introvert students prefer express their mind through writing, they also can express their thoughts through writing, and it make introvert students works tend to be detailed (Muharrami, 2013).

The third is vocabulary in the recount text between extrovert and introvert students. The extrovert and introvert students overall in vocabulary were into good level. They produced frequent errors of word/ idiom form, choice, usage, and confused **(table 2.1)**. They are supposed to recognize whether the word should be as noun, verb, adjective, or adverb. Therefore, in this research has a few different with the previous research by Qanwal and Ghani (2019) that claimed introvert students have good in vocabulary as compared extrovert students. In this research, 1 extrovert students had very good level **(table 4.17)**, 1 extrovert student was into good level, and 3 extrovert students had fair level. It is still kind of dissimilar with the previous research by Boroujeni et al. (2015) that state extrovert students have difficulty in search of the best vocabulary choice because in this research both of extrovert and introvert students still had difficulty in search of excellent vocabulary.

The fourth is language use. The extrovert students overall had major problems in simple past tents, compound, complex, and compound-complex construction like they often forgot to give commas **(Appendix 4)**. Therefore, they were categorized into fair level in language use even though there was 1 extrovert student that had good level in language use. For the introvert students, they also had mistaken especially there were few uncomplete sentences and errors in of simple past tense **(Appendix 4)**. Hence, in language use

both of them made mistakes. It is kind of related with the previous research by Hayati (2021) that state both (extrovert and introvert) are equally low in grammar but in this research the introvert students had good level in language use.

The last is mechanics in the recount text between extrovert and introvert students. The extrovert students produced frequent errors of spelling, punctuation, and capitalization in doing their assignment **(Appendix 4)**. Therefore, the extrovert students overall were into fair level in mechanics. Meanwhile, introvert students produce occasional errors of spelling, punctuation, and capitalization in doing their assignment and they had good level in mechanics **(Appendix 4)**. It was supported by the previous research from Eysenck and Eysenck (1985) that state introverts mostly pay attention to mechanical aspects of writing due to their attentional selectivity. It means that introvert students notice carefully in completing their tasks. Meanwhile, extrovert have limitation in spelling that make them often get typo since extrovert dislike writing and prefer speaking Nezad (2014).

It represented that the introvert students had very good and the extrovert students had a good level in writing ability if it was viewed by their overall in writing. If it was spotted through components in writing, all of them still had disadvantages especially in vocabulary, language use, and mechanics. Therefore, their writing

must be enhanced especially in vocabulary, language use, and mechanic.

**4.2.2 The traits of extroverted and introverted students' that influence their writing ability at MAN 1 Tapin**

Furthermore, the researcher discusses the findings of the traits of extroverted and introverted students' that influence their writing ability at MAN 1 Tapin. Based on the observation in the classroom, the researcher found and concluded that there were 3 characters that influence students' writing ability where it was interconnected.

Firstly, the researcher found that extrovert students looked lazy when completing their assignment. They often ask permission to go to the toilet or go out class just to wash their face. It is different with the introvert students where the introvert students looked enthusiastic in writing process. They really remain silent and complete their assignment and opened their dictionary. Since writing activity often categorized as individual work, every student only focused to their own work. Therefore, these traits had an important role to the results of students' writing. In this research, it can be seen that the works of extrovert students tend to be simpler rather than introvert students. It is because the extrovert students became bored easily if they did not require stimulation and energy, which can come in the form of interaction with teacher, friends, and discussion forum

(Revola et al., 2016). Therefore, they tried any ways to solve their boredom in class. For example, asking permission to the teacher for washing their face and went to the bathroom. Meanwhile, introvert students are more interested by activities like writing, than activities that require them to act in an outgoing way such as speaking (Naik, 2010). Hence, introvert students' works tend to be longer and detailed than extrovert students

Secondly, the extrovert students in the writing process looked unfocused. They looked to easily distracted with other things. For example, while doing assignment, female students were often looking herself in the mirror and other students looked more excited talking to their friends sometimes. On the contrary, the introvert students looked serious and just focused in completing the assignment without chatting with their classmate. These traits had influence in the process writing in content and organization where the extrovert students' writing had lack of detail. Therefore, these traits had influence for extrovert and introvert students especially in concentration. It determined how they produce ideas. It is in line with Daele (2005) that state introvert students have concentration well and it makes them can focus more on the assignment at hand. It is also supported by Zaswita and Ihsan (2020) that state introverts have the ability to produce more ideas rather than extrovert students.

Thirdly, the extrovert students looked hurry when finishing the assignment. It made their handwriting kind of difficult to read. Then, they rarely checked their work. Whereas, the introvert students were cautious in completing it and they had neat handwriting. In addition, the introvert students while completing their assignment often re-checked their work to minimize mistakes. It is in line with Eysenck and Eysenck (1985) that state extroverts act more quickly but less correctly, while introverts are slower but more precise in writing. These traits influenced students' writing ability at MAN 1 Tapin especially in vocabulary, language use, and punctuation where the extrovert students had some mistakes in spelling word (typo) rather than introvert students.

Those traits of extrovert and introvert students at MAN 1 Tapin that influence their writing ability. For the extrovert students, they had traits lazy, unfocused, and hurried. Meanwhile the introvert students, they had traits enthusiastic, serious, conscientious. Those are that influence students' writing ability such as content, organization, vocabulary, grammar, and mechanics at MAN 1 Tapin.

# CHAPTER V

## CONCLUSION AND SUGEESTION

This chapter displayed the conclusion that obtained from the findings and the discussion in the previous chapter. Moreover, several suggestions showed in order to give explanation as well as guidance to conduct next research to the same topic.

## 5.1 Conclusion

Based on the discussion above, it can be concluded that the extrovert students had issues in content, organization, vocabulary, language use, and mechanics even though there was 1 extrovert student that had very good level in each component except mechanics. Furthermore, generally, the extrovert students had significant limitation in language use and mechanic. Meanwhile, the introvert students had limitation in vocabulary and language use and they had positive results in content, organization, and mechanics. Therefore, the writing ability of extrovert and introvert students at MAN 1 Tapin had positive result where the extrovert students had good level and the introvert students had very good level in writing ability.

Many aspects that influence students writing ability such as intelligence, talent, learning styles and strategies, anxiety, motivation, age, and personality (Sanjaya, 2015) and also the issues faced by students are not only caused by external factors but also internal factors such as personality (Faisal, 2019). It is in line with Erton (2010) that state students personality is

the main factor in their writing results. The traits of extroverted and introverted that influence students' writing ability at MAN 1 Tapin as follows. Firstly, lethargic and enthusiastic. The extrovert students looked lethargic when did assignment. They often ask permission to go to the toilet. On the contrary with the introvert students where they looked enthusiastic when completing assignment. They utilize their dictionary and study quietly.

Secondly, the extrovert students looked unfocused where they easily distracted with other things. For example, female students often looked in the mirror and had chatting with their friends. On the contrary, the introvert students looked serious in completing the assignment. They just focused to explanation by teacher and the task given.

Thirdly, the extrovert students looked hurry when completing the assignment. Whereas the introvert students did the assignment carefully. It made the work of the introvert students had few errors in spelling and punctuation than extrovert students. Because the introvert students had few mistakes such as typo, punctuation, and capitalization.

## 5.2 Suggestion

Based on the elaboration from finding, discussion, and conclusion, the researcher proposes that the teacher apply collaborative writing to solve the limitations of extrovert and introvert students. Since the extrovert students got easily distracted, unfocused, and, lazy, because the extrovert students get energy through interacting with people (Boroujeni et al., 2015). If they do not get it, they will become bored (Revola et al., 2016). Therefore, the researcher

offers collaborative writing between the extrovert and introvert students. It will make them can help each other if they have a difficulty in writing and it will make their writing had better result. Because collaborative writing had positive result to improve students in developing their writing products in terms of the content, organization, vocabulary, language use, and mechanic based on the previous research that has been conducted by Shehadeh (2011).

For teachers, the researcher hopes this research will have benefit in writing skill. Furthermore, to make the teachers deal easily with various students' character such as extrovert and introvert, in which active and passive students in classroom. Hence, the teachers know what strategy that is suitable to deliver in classroom to strengthen students' writing ability especially content, organization, vocabulary, language use, and mechanic.

For students, the researcher hopes this research will be helpful to make the students know themselves deeper. What personality they are. Hence, they can adapt in the classroom how to utilize their character maximally.

Last but not least for the future research, the researcher expects that this research can be an inspiration on an analysis of students' writing ability based on students' personality: focusing on extrovert and introvert students. The researcher realizes that this research has many limitations. Therefore, the researcher hopes the next researcher can continue this research with better instruments to obtain data deeply.

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# Appendices

## *Appendix I*

Permission to conduct the research at MAN 1 Tapin



## *Appendix II*

Recommendation from an expert in the field of psychology

**SURAT REKOMENDASI PENELITIAN**

Saya yang bertanda tangan di bawah ini:

Nama: Jainal Ilmi, M.Psi, Psikolog
Jabatan: Psikolog Klinis di RSIA Galeri Candra
Alamat: Perumahan Zona Neighbourhood, Blok ND3, Mangliawan, Kabupaten Malang

Dengan ini memberikan rekomendasi pada:

| | | |
|---|---|---|
| Nama Peneliti | : | **AHMAD HUNAYLI** |
| Universitas | : | UIN MALANG |
| Fakultas | : | Ilmu Tarbiyah dan Keguruan |
| Jurusan | : | Tadris Bahasa Inggris |
| Judul Penelitian | : | "An Analysis of Students Writing Ability at MAN 1 Tapin Based on Students' Personality: Focusing on Extrovert and Introvert Students" |

Dalam melakukan penelitian yang berhubungan dengan ranah Psikologi khususnya kepribadian siswa ekstovert dan introvert.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Malang, 27 Desember 2022

Jainal Ilmi, M.Psi, Psikolog

## Appendix III

The result of questionnaire



**KUESIONER TIPE KEPRIBADIAN**

Nama Lengkap : Ahmad Ridhuan Fauzi

Kelas : X MIA 1

**Petunjuk Pengisian :**

Berikan tanda checklist (√) pada butir pertanyaan yang sesuai dengan diri anda dalam kolom yang telah disediakan!

STS= SANGAT TIDAK SETUJU

TS= TIDAK SETUJU

TT= TIDAK TAHU

S= SETUJU

SS= SANGAT SETUJU

| No | Pertanyaan | STS | TS | TT | S | SS |
|----|-----------|-----|----|----|---|----|
| 1. | Saya memiliki berbagai hobi | √ | √ | | | |
| 2. | Saya suka banyak kesibukan dan kegembiraan di sekitar diri saya. | √ | | | | |
| 3. | Saya biasanya membiarkan diri saya pergi dan menikmati momen di pesta atau pertemuan yang ramai. | √ | | | | |
| 4. | Saya sering mengambil inisiatif untuk melakukan sesuatu dalam persahabatan. Misalnya, saya mengajak teman saya untuk nongkrong. | √ | | | | |
| 5. | Saya menganggap diri saya orang yang beruntung dan Bahagia. | | | | | √ |
| 6. | Saya suka melakukan sesuatu yang menantang, misalnya mencalonkan diri sebagai pemimpin di kelas. | √ | | | | |
| 7. | Saya seringkali membuat keputusan secara tiba-tiba. | √ | | | | |
| 8 | Saya adalah orang yang cepat marah. | √ | | | | |
| 9. | Saya lebih suka sesuatu yang melibatkan tindakan daripada pemikiran dan studi yang mendalam. Misalnya, saya lebih menyukai olahraga daripada matematika. | √ | | | | |
| 10. | Saya sering melupakan hal-hal kecil yang seharusnya saya lakukan. | √ | | | | |

| No | Pertanyaan | STS | TS | TT | S | SS |
|----|-----------|-----|----|----|---|----|
| 11. | Saya biasanya bergerak dengan santai. | | | | | √ |
| 12. | Saya lebih suka memiliki sedikit teman, namun mereka berkualitas dan luar biasa. | | | | √ | |
| 13. | Ketika saya bersama orang lain, saya lebih banyak diam. | | | | √ | |
| 14. | Saya agak berhati-hati ketika dalam situasi/tempat baru. | | | | √ | |
| 15. | Saya biasanya berpikir terlebih dahulu sebelum berbicara. | | | | √ | |
| 16. | Emosi saya terkontrol dengan baik. | | | | √ | |
| 17. | Ketika seseorang mengganggu saya, saya lebih memilih diam dan mengabaikannya atau pergi meninggalkannya. | | | | √ | |
| 18. | Saya lebih suka menghabiskan waktu dengan pikiran saya atau menonton podcast di hari libur daripada nongkrong. | | | | √ | |
| 19. | Saya lebih suka membaca daripada bertemu orang. | | | | √ | |
| 20. | Saya selalu mengerjakan tugas yang diberikan oleh guru di sekolah. | | | | √ | |

(34)

## KUESIONER TIPE KEPRIBADIAN

Nama Lengkap : Salsabila Iquani Ery Ayuni

Kelas : X MIA 1

**Petunjuk Pengisian :**

Berikan tanda checklist (√) pada butir pertanyaan yang sesuai dengan diri anda dalam k[...]
telah disediakan!

STS= SANGAT TIDAK SETUJU

TS= TIDAK SETUJU

TT= TIDAK TAHU

S= SETUJU

SS= SANGAT SETUJU

| No | Pertanyaan | STS | TS | TT | S | S |
|----|-----------|-----|-----|-----|-----|-----|
| 1. | Saya memiliki berbagai hobi | | ✓ | | | |
| 2. | Saya suka banyak kesibukan dan kegembiraan di sekitar diri saya. | | ✓ | | | |
| 3. | Saya biasanya membiarkan diri saya pergi dan menikmati momen di pesta atau pertemuan yang ramai. | | ✓ | | | |
| 4. | Saya sering mengambil inisiatif untuk melakukan sesuatu dalam persahabatan. Misalnya, saya mengajak teman saya untuk nongkrong. | | ✓ | | | |
| 5. | Saya menganggap diri saya orang yang beruntung dan Bahagia. | | ✓ | | | |
| 6. | Saya suka melakukan sesuatu yang menantang, misalnya mencalonkan diri sebagai pemimpin di kelas. | | ✓ | | | |
| 7. | Saya seringkali membuat keputusan secara tiba-tiba. | | ✓ | | | |
| 8 | Saya adalah orang yang cepat marah. | | ✓ | | | |
| 9. | Saya lebih suka sesuatu yang melibatkan tindakan daripada pemikiran dan studi yang mendalam. Misalnya, saya lebih menyukai olahraga daripada matematika. | ✓ | | | | |
| 10. | Saya sering melupakan hal-hal kecil yang seharusnya saya lakukan. | | | ✓ | | |

| 11. | Saya biasanya bergerak dengan santai. | | | | | ✓ |
| 12. | Saya lebih suka memikili sedikit teman, namun mereka berkualitas dan luar biasa. | | | | | ✓ |
| 13. | Ketika saya bersama orang lain, saya lebih banyak diam. | | | | | ✓ |
| 14. | Saya agak berhati-hati ketika dalam situasi/tempat baru. | | | | | ✓ |
| 15. | Saya biasanya berpikir terlebih dahulu sebelum berbicara. | | | | | ✓ |
| 16. | Emosi saya terkontrol dengan baik. | | | | | ✓ |
| 17. | Ketika seseorang mengganggu saya, saya lebih memilih diam dan mengabaikannya atau pergi meninggalkannya. | | | | | ✓ |
| 18. | Saya lebih suka menghabiskan waktu dengan pikiran saya atau menonton podcast di hari libur daripada nongkrong. | | | | | ✓ |
| 19. | Saya lebih suka membaca daripada bertemu orang. | | | | | ✓ |
| 20. | Saya selalu mengerjakan tugas yang diberikan oleh guru di sekolah. | | | | | ✓ |

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## KUESIONER TIPE KEPRIBADIAN

Nama Lengkap : Rezma Sevtiani

Kelas : X MIA 1

**Petunjuk Pengisian :**

Berikan tanda checklist (√) pada butir pertanyaan yang sesuai dengan diri anda dalam kolom yang
telah disediakan!

STS= SANGAT TIDAK SETUJU

TS= TIDAK SETUJU

TT= TIDAK TAHU

S= SETUJU

SS= SANGAT SETUJU

| No | Pertanyaan | STS | TS | TT | S | SS |
|----|-----------|-----|-----|-----|-----|-----|
| 1. | Saya memiliki berbagai hobi | ✓ | | | | |
| 2. | Saya suka banyak kesibukan dan kegembiraan di sekitar diri saya. | ✓ | | | | |
| 3. | Saya biasanya membiarkan diri saya pergi dan menikmati momen di pesta atau pertemuan yang ramai. | ✓ | | | | |
| 4. | Saya sering mengambil inisiatif untuk melakukan sesuatu dalam persahabatan. Misalnya, saya mengajak teman saya untuk nongkrong. | ✓ | | | | |
| 5. | Saya menganggap diri saya orang yang beruntung dan Bahagia. | | ✓ | | | |
| 6. | Saya suka melakukan sesuatu yang menantang, misalnya mencalonkan diri sebagai pemimpin di kelas. | ✓ | | | | |
| 7. | Saya seringkali membuat keputusan secara tiba-tiba. | | | ✓ | | |
| 8 | Saya adalah orang yang cepat marah. | ✓ | | | | |
| 9. | Saya lebih suka sesuatu yang melibatkan tindakan daripada pemikiran dan studi yang mendalam. Misalnya, saya lebih menyukai olahraga daripada matematika. | | | | | ✓ |
| 10. | Saya sering melupakan hal-hal kecil yang seharusnya saya lakukan. | | | | ✓ | |

| 11. | Saya biasanya bergerak dengan santai. | | | | | ✓ |
| 12. | Saya lebih suka memikili sedikit teman, namun mereka berkualitas dan luar biasa. | | | | | ✓ |
| 13. | Ketika saya bersama orang lain, saya lebih banyak diam. | | | | | ✓ |
| 14. | Saya agak berhati-hati ketika dalam situasi/tempat baru. | | | | | ✓ |
| 15. | Saya biasanya berpikir terlebih dahulu sebelum berbicara. | | | | | ✓ |
| 16. | Emosi saya terkontrol dengan baik. | | | ✓ | | |
| 17. | Ketika seseorang mengganggu saya, saya lebih memilih diam dan mengabaikannya atau pergi meninggalkannya. | | | | | ✓ |
| 18. | Saya lebih suka menghabiskan waktu dengan pikiran saya atau menonton podcast di hari libur daripada nongkrong. | | | | | ✓ |
| 19. | Saya lebih suka membaca daripada bertemu orang. | | | | | ✓ |
| 20. | Saya selalu mengerjakan tugas yang diberikan oleh guru di sekolah. | | | | | ✓ |

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## KUESIONER TIPE KEPRIBADIAN

Nama Lengkap : Rahmah Riani Novia

Kelas : X MIA 1

**Petunjuk Pengisian** :

Berikan tanda checklist (√) pada butir pertanyaan yang sesuai dengan diri anda dalam kolom yang telah disediakan!

STS= SANGAT TIDAK SETUJU

TS= TIDAK SETUJU

TT= TIDAK TAHU

S= SETUJU

SS= SANGAT SETUJU

| No | Pertanyaan | STS | TS | TT | S | SS |
|----|-----------|-----|----|----|---|----|
| 1. | Saya memiliki berbagai hobi | | | √ | | |
| 2. | Saya suka banyak kesibukan dan kegembiraan di sekitar diri saya. | | √ | | | |
| 3. | Saya biasanya membiarkan diri saya pergi dan menikmati momen di pesta atau pertemuan yang ramai. | | √ | | | |
| 4. | Saya sering mengambil inisiatif untuk melakukan sesuatu dalam persahabatan. Misalnya, saya mengajak teman saya untuk nongkrong. | √ | | | | |
| 5. | Saya menganggap diri saya orang yang beruntung dan Bahagia. | √ | | | | |
| 6. | Saya suka melakukan sesuatu yang menantang, misalnya mencalonkan diri sebagai pemimpin di kelas. | √ | | | | |
| 7. | Saya seringkali membuat keputusan secara tiba-tiba. | √ | | | | |
| 8 | Saya adalah orang yang cepat marah. | √ | | | | |
| 9. | Saya lebih suka sesuatu yang melibatkan tindakan daripada pemikiran dan studi yang mendalam. Misalnya, saya lebih menyukai olahraga daripada matematika. | | | | √ | |
| 10. | Saya sering melupakan hal-hal kecil yang seharusnya saya lakukan. | | | | √ | |

| No | | STS | TS | TT | S | SS |
|----|--|-----|----|----|---|----|
| 11. | Saya biasanya bergerak dengan santai. | | | | | √ |
| 12. | Saya lebih suka memiliki sedikit teman, namun mereka berkualitas dan luar biasa. | | | | | √ |
| 13. | Ketika saya bersama orang lain, saya lebih banyak diam. | | | √ | | √ |
| 14. | Saya agak berhati-hati ketika dalam situasi/tempat baru. | | | | | √ |
| 15. | Saya biasanya berpikir terlebih dahulu sebelum berbicara. | | | | | √ |
| 16. | Emosi saya terkontrol dengan baik. | | √ | | | |
| 17. | Ketika seseorang mengganggu saya, saya lebih memilih diam dan mengabaikannya atau pergi meninggalkannya. | | | | | √ |
| 18. | Saya lebih suka menghabiskan waktu dengan pikiran saya atau menonton podcast di hari libur daripada nongkrong. | | √ | | | |
| 19. | Saya lebih suka membaca daripada bertemu orang. | | √ | | | |
| 20. | Saya selalu mengerjakan tugas yang diberikan oleh guru di sekolah. | | √ | | | |

## KUESIONER TIPE KEPRIBADIAN

Nama Lengkap : Dhevi Hidayati

Kelas : X MIA 1

**Petunjuk Pengisian** :

Berikan tanda checklist (√) pada butir pertanyaan yang sesuai dengan diri anda dalam kolom yang telah disediakan!

STS= SANGAT TIDAK SETUJU

TS= TIDAK SETUJU

TT= TIDAK TAHU

S= SETUJU

SS= SANGAT SETUJU

| No | Pertanyaan | STS | TS | TT | S | SS |
|----|-----------|-----|----|----|---|----|
| 1. | Saya memiliki berbagai hobi | | √ | | | |
| 2. | Saya suka banyak kesibukan dan kegembiraan di sekitar diri saya. | √ | | | | |
| 3. | Saya biasanya membiarkan diri saya pergi dan menikmati momen di pesta atau pertemuan yang ramai. | | | | √ | |
| 4. | Saya sering mengambil inisiatif untuk melakukan sesuatu dalam persahabatan. Misalnya, saya mengajak teman saya untuk nongkrong. | √ | | | | |
| 5. | Saya menganggap diri saya orang yang beruntung dan Bahagia. | | | | √ | |
| 6. | Saya suka melakukan sesuatu yang menantang, misalnya mencalonkan diri sebagai pemimpin di kelas. | √ | | | | |
| 7. | Saya seringkali membuat keputusan secara tiba-tiba. | | | | | √ |
| 8 | Saya adalah orang yang cepat marah. | | √ | | | |
| 9. | Saya lebih suka sesuatu yang melibatkan tindakan daripada pemikiran dan studi yang mendalam. Misalnya, saya lebih menyukai olahraga daripada matematika. | | | √ | | |
| 10. | Saya sering melupakan hal-hal kecil yang seharusnya saya lakukan. | | | | √ | |

| No | | STS | TS | TT | S | SS |
|----|--|-----|----|----|---|----|
| 11. | Saya biasanya bergerak dengan santai. | | | | | √ |
| 12. | Saya lebih suka memiliki sedikit teman, namun mereka berkualitas dan luar biasa. | | | | | √ |
| 13. | Ketika saya bersama orang lain, saya lebih banyak diam. | | | | | √ |
| 14. | Saya agak berhati-hati ketika dalam situasi/tempat baru. | | | | √ | |
| 15. | Saya biasanya berpikir terlebih dahulu sebelum berbicara. | | | | √ | |
| 16. | Emosi saya terkontrol dengan baik. | | √ | | | |
| 17. | Ketika seseorang mengganggu saya, saya lebih memilih diam dan mengabaikannya atau pergi meninggalkannya. | | | | | √ |
| 18. | Saya lebih suka menghabiskan waktu dengan pikiran saya atau menonton podcast di hari libur daripada nongkrong. | | | | √ | |
| 19. | Saya lebih suka membaca daripada bertemu orang. | | √ | | | |
| 20. | Saya selalu mengerjakan tugas yang diberikan oleh guru di sekolah. | | | | √ | |

## KUESIONER TIPE KEPRIBADIAN

Nama Lengkap : Muhammad Ali Arfa Mushawwir

Kelas : X MIA I

**Petunjuk Pengisian :**

Berikan tanda checklist (√) pada butir pertanyaan yang sesuai dengan diri anda dalam kolom yang telah disediakan!

STS= SANGAT TIDAK SETUJU

TS= TIDAK SETUJU

TT= TIDAK TAHU

S= SETUJU

SS= SANGAT SETUJU

| No | Pertanyaan | STS | TS | TT | S | SS |
|----|-----------|-----|----|----|---|----|
| 1. | Saya memiliki berbagai hobi | | | | | √ |
| 2. | Saya suka banyak kesibukan dan kegembiraan di sekitar diri saya. | | | | | √ |
| 3. | Saya biasanya membiarkan diri saya pergi dan menikmati momen di pesta atau pertemuan yang ramai. | | | | | √ |
| 4. | Saya sering mengambil inisiatif untuk melakukan sesuatu dalam persahabatan. Misalnya, saya mengajak teman saya untuk nongkrong. | | | | | √ |
| 5. | Saya menganggap diri saya orang yang beruntung dan Bahagia. | | | | | √ |
| 6. | Saya suka melakukan sesuatu yang menantang, misalnya mencalonkan diri sebagai pemimpin di kelas. | | | | | √ |
| 7. | Saya seringkali membuat keputusan secara tiba-tiba. | | | | | √ |
| 8 | Saya adalah orang yang cepat marah. | √ | | | | |
| 9. | Saya lebih suka sesuatu yang melibatkan tindakan daripada pemikiran dan studi yang mendalam. Misalnya, saya lebih menyukai olahraga daripada matematika. | | | | | √ |
| 10. | Saya sering melupakan hal-hal kecil yang seharusnya saya lakukan. | | | | | √ |

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| | | STS | TS | TT | S | SS |
|----|-----------|-----|----|----|---|----|
| 11. | Saya biasanya bergerak dengan santai. | | | | √ | |
| 12. | Saya lebih suka memiliki sedikit teman, namun mereka berkualitas dan luar biasa. | | | | | √ |
| 13. | Ketika saya bersama orang lain, saya lebih banyak diam. | √ | | | | |
| 14. | Saya agak berhati-hati ketika dalam situasi/tempat baru. | | | | | √ |
| 15. | Saya biasanya berpikir terlebih dahulu sebelum berbicara. | | | | | √ |
| 16. | Emosi saya terkontrol dengan baik. | | | √ | | |
| 17. | Ketika seseorang mengganggu saya, saya lebih memilih diam dan mengabaikannya atau pergi meninggalkannya. | | | √ | | |
| 18. | Saya lebih suka menghabiskan waktu dengan pikiran saya atau menonton podcast di hari libur daripada nongkrong. | √ | | | | |
| 19. | Saya lebih suka membaca daripada bertemu orang. | √ | | | | |
| 20. | Saya selalu mengerjakan tugas yang diberikan oleh guru di sekolah. | | | | | √ |

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## KUESIONER TIPE KEPRIBADIAN

Nama Lengkap : Alya Putri Azzahra

Kelas : X MIA I

**Petunjuk Pengisian :**

Berikan tanda checklist (√) pada butir pertanyaan yang sesuai dengan diri anda dalam kolom yang telah disediakan!

STS= SANGAT TIDAK SETUJU

TS= TIDAK SETUJU

TT= TIDAK TAHU

S= SETUJU

SS= SANGAT SETUJU

| No | Pertanyaan | STS | TS | TT | S | SS |
|----|-----------|-----|----|----|---|----|
| 1. | Saya memiliki berbagai hobi | | | √ | | |
| 2. | Saya suka banyak kesibukan dan kegembiraan di sekitar diri saya. | | | | | √ |
| 3. | Saya biasanya membiarkan diri saya pergi dan menikmati momen di pesta atau pertemuan yang ramai. | | | | | √ |
| 4. | Saya sering mengambil inisiatif untuk melakukan sesuatu dalam persahabatan. Misalnya, saya mengajak teman saya untuk nongkrong. | | | | √ | |
| 5. | Saya menganggap diri saya orang yang beruntung dan Bahagia. | | | √ | | |
| 6. | Saya suka melakukan sesuatu yang menantang, misalnya mencalonkan diri sebagai pemimpin di kelas. | | | | √ | |
| 7. | Saya seringkali membuat keputusan secara tiba-tiba. | | | | √ | |
| 8 | Saya adalah orang yang cepat marah. | | √ | | | |
| 9. | Saya lebih suka sesuatu yang melibatkan tindakan daripada pemikiran dan studi yang mendalam. Misalnya, saya lebih menyukai olahraga daripada matematika. | | | | | √ |
| 10. | Saya sering melupakan hal-hal kecil yang seharusnya saya lakukan. | | | | | √ |

| | | STS | TS | TT | S | SS |
|----|-----------|-----|----|----|---|----|
| 11. | Saya biasanya bergerak dengan santai. | | | | √ | |
| 12. | Saya lebih suka memiliki sedikit teman, namun mereka berkualitas dan luar biasa. | | √ | | | |
| 13. | Ketika saya bersama orang lain, saya lebih banyak diam. | √ | | | | |
| 14. | Saya agak berhati-hati ketika dalam situasi/tempat baru. | | | | | √ |
| 15. | Saya biasanya berpikir terlebih dahulu sebelum berbicara. | | | | | √ |
| 16. | Emosi saya terkontrol dengan baik. | | | √ | | |
| 17. | Ketika seseorang mengganggu saya, saya lebih memilih diam dan mengabaikannya atau pergi meninggalkannya. | | √ | | | |
| 18. | Saya lebih suka menghabiskan waktu dengan pikiran saya atau menonton podcast di hari libur daripada nongkrong. | | | √ | | |
| 19. | Saya lebih suka membaca daripada bertemu orang. | | | √ | | |
| 20. | Saya selalu mengerjakan tugas yang diberikan oleh guru di sekolah. | | | | √ | |

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## KUESIONER TIPE KEPRIBADIAN

Nama Lengkap : Alya Assyifa Nur Alfisyah

Kelas : X MIA 1

**Petunjuk Pengisian :**

Berikan tanda checklist (√) pada butir pertanyaan yang sesuai dengan diri anda dalam kolom yang telah disediakan!

STS= SANGAT TIDAK SETUJU

TS= TIDAK SETUJU

TT= TIDAK TAHU

S= SETUJU

SS= SANGAT SETUJU

| No | Pertanyaan | STS | TS | TT | S | SS |
|----|-----------|-----|----|----|----|----|
| 1. | Saya memiliki berbagai hobi | | | | | √ |
| 2. | Saya suka banyak kesibukan dan kegembiraan di sekitar diri saya. | | | | | √ |
| 3. | Saya biasanya membiarkan diri saya pergi dan menikmati momen di pesta atau pertemuan yang ramai. | | | | | √ |
| 4. | Saya sering mengambil inisiatif untuk melakukan sesuatu dalam persahabatan. Misalnya, saya mengajak teman saya untuk nongkrong. | | | | √ | |
| 5. | Saya menganggap diri saya orang yang beruntung dan Bahagia. | | | | √ | |
| 6. | Saya suka melakukan sesuatu yang menantang, misalnya mencalonkan diri sebagai pemimpin di kelas. | | | √ | | |
| 7. | Saya seringkali membuat keputusan secara tiba-tiba. | | | | √ | |
| 8 | Saya adalah orang yang cepat marah. | √ | | | | |
| 9. | Saya lebih suka sesuatu yang melibatkan tindakan daripada pemikiran dan studi yang mendalam. Misalnya, saya lebih menyukai olahraga daripada matematika. | | | | √ | |
| 10. | Saya sering melupakan hal-hal kecil yang seharusnya saya lakukan | | | | √ | |

| 11. | Saya biasanya bergerak dengan santai. | √ | | | | |
| 12. | Saya lebih suka memiliki sedikit teman, namun mereka berkualitas dan luar biasa. | √ | | | | |
| 13. | Ketika saya bersama orang lain, saya lebih banyak diam. | √ | | | | |
| 14. | Saya agak berhati-hati ketika dalam situasi/tempat baru. | | | | | √ |
| 15. | Saya biasanya berpikir terlebih dahulu sebelum berbicara. | | | | | √ |
| 16. | Emosi saya terkontrol dengan baik. | | | | √ | |
| 17. | Ketika seseorang mengganggu saya, saya lebih memilih diam dan mengabaikannya atau pergi meninggalkannya. | | √ | | | |
| 18. | Saya lebih suka menghabiskan waktu dengan pikiran saya atau menonton podcast di hari libur daripada nongkrong. | √ | | | | |
| 19. | Saya lebih suka membaca daripada bertemu orang. | √ | | | | |
| 20. | Saya selalu mengerjakan tugas yang diberikan oleh guru di sekolah. | | | | | √ |

## KUESIONER TIPE KEPRIBADIAN

Nama Lengkap : Gusti Najla Azkia Azizah

Kelas : X MIA 1

**Petunjuk Pengisian :**

Berikan tanda checklist (√) pada butir pertanyaan yang sesuai dengan diri anda dalam kolom yang telah disediakan!

STS= SANGAT TIDAK SETUJU

TS= TIDAK SETUJU

TT= TIDAK TAHU

S= SETUJU

SS= SANGAT SETUJU

| No | Pertanyaan | STS | TS | TT | S | SS |
|----|-----------|-----|----|----|----|----|
| 1. | Saya memiliki berbagai hobi | | | | | √ |
| 2. | Saya suka banyak kesibukan dan kegembiraan di sekitar diri saya. | | | | | √ |
| 3. | Saya biasanya membiarkan diri saya pergi dan menikmati momen di pesta atau pertemuan yang ramai. | | | | | √ |
| 4. | Saya sering mengambil inisiatif untuk melakukan sesuatu dalam persahabatan. Misalnya, saya mengajak teman saya untuk nongkrong. | | | | | √ |
| 5. | Saya menganggap diri saya orang yang beruntung dan Bahagia. | | | √ | | |
| 6. | Saya suka melakukan sesuatu yang menantang, misalnya mencalonkan diri sebagai pemimpin di kelas. | | | | | √ |
| 7. | Saya seringkali membuat keputusan secara tiba-tiba. | | | √ | | |
| 8 | Saya adalah orang yang cepat marah. | | | √ | | |
| 9. | Saya lebih suka sesuatu yang melibatkan tindakan daripada pemikiran dan studi yang mendalam. Misalnya, saya lebih menyukai olahraga daripada matematika. | | | | | √ |
| 10. | Saya sering melupakan hal-hal kecil yang seharusnya saya lakukan. | | | | | √ |

| 11. | Saya biasanya bergerak dengan santai. | | | | √ | |
| 12. | Saya lebih suka memikili sedikit teman, namun mereka berkualitas dan luar biasa. | √ | | | | |
| 13. | Ketika saya bersama orang lain, saya lebih banyak diam. | √ | | | | |
| 14. | Saya agak berhati-hati ketika dalam situasi/tempat baru. | | | | | √ |
| 15. | Saya biasanya berpikir terlebih dahulu sebelum berbicara. | | | | | √ |
| 16. | Emosi saya terkontrol dengan baik. | | | | | √ |
| 17. | Ketika seseorang mengganggu saya, saya lebih memilih diam dan mengabaikannya atau pergi meninggalkannya. | | | √ | | |
| 18. | Saya lebih suka menghabiskan waktu dengan pikiran saya atau menonton podcast di hari libur daripada nongkrong. | √ | | | | |
| 19. | Saya lebih suka membaca daripada bertemu orang. | √ | | | | |
| 20. | Saya selalu mengerjakan tugas yang diberikan oleh guru di sekolah. | | | | √ | |

## KUESIONER TIPE KEPRIBADIAN

Nama Lengkap : Nina Nur Annisa Shalsabilla

Kelas : X MIA I

**Petunjuk Pengisian** :

Berikan tanda checklist (√) pada butir pertanyaan yang sesuai dengan diri anda dalam kolom yang telah disediakan!

STS= SANGAT TIDAK SETUJU

TS= TIDAK SETUJU

TT= TIDAK TAHU

S= SETUJU

SS= SANGAT SETUJU

| No | Pertanyaan | STS | TS | TT | S | SS |
|----|-----------|-----|----|----|----|----|
| 1. | Saya memiliki berbagai hobi | | | | √ | |
| 2. | Saya suka banyak kesibukan dan kegembiraan di sekitar diri saya. | | | | √ | |
| 3. | Saya biasanya membiarkan diri saya pergi dan menikmati momen di pesta atau pertemuan yang ramai. | | | | √ | |
| 4. | Saya sering mengambil inisiatif untuk melakukan sesuatu dalam persahabatan. Misalnya, saya mengajak teman saya untuk nongkrong. | | | | √ | |
| 5. | Saya menganggap diri saya orang yang beruntung dan Bahagia. | | | √ | | |
| 6. | Saya suka melakukan sesuatu yang menantang, misalnya mencalonkan diri sebagai pemimpin di kelas. | | | √ | | |
| 7. | Saya seringkali membuat keputusan secara tiba-tiba. | | | | | √ |
| 8 | Saya adalah orang yang cepat marah. | | | √ | | |
| 9. | Saya lebih suka sesuatu yang melibatkan tindakan daripada pemikiran dan studi yang mendalam. Misalnya, saya lebih menyukai olahraga daripada matematika. | | | | | √ |
| 10. | Saya sering melupakan hal-hal kecil yang seharusnya saya lakukan. | | | | | √ |
| 11. | Saya biasanya bergerak dengan santai. | | | | | √ |
| 12. | Saya lebih suka memiliki sedikit teman, namun mereka berkualitas dan luar biasa. | | | | | √ |
| 13. | Ketika saya bersama orang lain, saya lebih banyak diam. | | √ | | | √ |
| 14. | Saya agak berhati-hati ketika dalam situasi/tempat baru. | | | | | √ |
| 15. | Saya biasanya berpikir terlebih dahulu sebelum berbicara. | | | | | √ |
| 16. | Emosi saya terkontrol dengan baik. | | | | √ | |
| 17. | Ketika seseorang mengganggu saya, saya lebih memilih diam dan mengabaikannya atau pergi meninggalkannya. | | | | √ | |
| 18. | Saya lebih suka menghabiskan waktu dengan pikiran saya atau menonton podcast di hari libur daripada nongkrong. | | √ | | | |
| 19. | Saya lebih suka membaca daripada bertemu orang. | | √ | | | |
| 20. | Saya selalu mengerjakan tugas yang diberikan oleh guru di sekolah. | | | | √ | |

(69)

*Appendix IV*

The result of students writing and its analysis

1. ARF

Name: Ahmad Ridhuan Fauzi

Class: X MIA 1

Meeting a Famous Singer

On Saturday morning at 09.30, I woke up. I had schedule to go for looking a record stores. I had breakfast before leaving my house. I ate bread and milk at the time. Then, I ordered grab to Jalan keduri.

Suddenly, a man stooped me and asked me the way to the Hotel. I walked with him all the way to the end of Jalan keduri. He was very friendly and seemed so familiar. Then, I remembered where the hotel was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said, "no" at first, but he really wanted me to have it, so I took it.

Finally, I found a record store and heard to some records. I saw Afgan had a new record which was number one in the top twenty. I decided to buy it. I looked in my bag for may wallet and found the slip a paper the man had given me. It is a photo. I was very surprised! He is Afgan. Hopefully, one day I will meet him again.

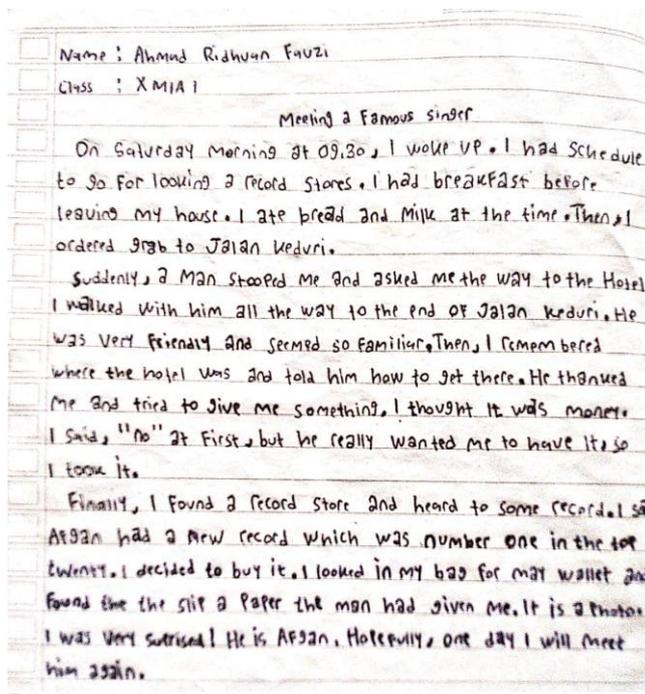| | |
|---|---|
| Commented [a1]: Language use, singular "store" |
| Commented [a2]: Mechanics: Capitalization |
| Commented [a3]: Mechanics (capital letter) |
| Commented [a4]: Vocabulary, lebih baik menjadi Keduri Street |
| Commented [a5]: Mechanic, hotel |
| Commented [a6]: Vocabulary, Keduri Street |
| Commented [a7]: Mechanics (capital letter) |
| Commented [a8]: Language use, use "the" |
| Commented [a9]: Vocabulary, "listened" |
| Commented [a10]: Mechanis (Spelling) |
| Commented [a11]: Language use, harusnya was |

Content: 30 (knowledgeable, substantive, thorough development of the text, relevant to the assigned topic)

Organization: 20 (fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive)

Vocabulary: 16 (adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured)

Language use: 19 (effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured)

Mechanics: 4: (occasional errors of spelling, punctuation, paragraphing but meaning not obscured)

Total score :89

## 2. SIIE

Name: Salsabila Iquani Ery Ayuni

Class: X MIA 1

### The experience of learning English

**Orientation:**

I learned English when I am in elementary school around 2012. Because I did not study english at kindergarten, but I learned it from my father who is English teacher. I never knew about English before. So I was very excited to learned English.

**Sequence of events:**

At first, I just learned how to introduction myself in English, such as name, age and address. Then I was able to count and mentioned the name of animals in English, which was fun. I usually speak with my father in English. Altough I often says the false words but my father said it is because I am still studying and one day I will speak English good.

I started watch English programs, listening music, and reading books in english to improve my knowledge and abilities in English to this day. And of course I still studied at school.

**Evaluation:**

That was my experience in learning English. I wish I could be more excited to improve my skills in the English language. I really enjoyed learning English both at house and school.

Content: 30 (knowledgeable, substantive, thorough development of the text, relevant to the assigned topic)

Organization: 20 (fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive)

Vocabulary: 16 (adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured)

Language use: 19 (effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured)

Mechanics: 3 (frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured)

Total Score: 88

Commented [a1]: Language use "was"
Commented [a2]: Mechanics, capitalization
Commented [a3]: Language use "add article an"
Commented [a4]: Mechanics, give comma
Commented [a5]: Vocabulary "learn"
Commented [a6]: Vocabulary "Introduce"
Commented [a7]: Mechanic, give comma
Commented [a8]: Mechanics, give comma
Commented [a9]: Mechanic, give comma
Commented [a10]: Language use "say"
Commented [a11]: Vocabulary, "wrong" better
Commented [a12]: Mechanics, give comma
Commented [a13]: Vocabulary "well"
Commented [a14]: Vocabulary, it should "watching"
Commented [a15]: Language use, "listening to"
Commented [a16]: Mechanic, Capitalization
Commented [a17]: Mechanic, give comma

## 3. RS

Name: Rezma Sevtiani

Class: X MIA 1

### Meeting my favourite Actress

It was a saturday afternoon. My math course has just finished, but my mother hadn't come to pick me. Then, I decided to waited my old sister. I had been waiting so long. I was bored and wanted back to home by walking

A red car suddenly stopped in front of me. The man inside then asked the address he was looking for. While telling me what address he was looking for, I looked at him. He looked very handsome. He was so friendly. Since of being so curious, I asked him that are you Refal Hady? How surprised I was that time when he said "yes, I am refal hady". I asked him to take some pictures with me. He agreed with that. We took some pictures. I wished the time could be stopped at the time. So, I could spend my time with him longer.

I was so happy at that time because I met my favorite actor. That was one of great moments in my life. I will remember it always. I hope I can meeting him again.

| Comments |
|---|
| Commented [a1]: Mechanics "Capitalization" |
| Commented [a2]: Language use "had" |
| Commented [a3]: Vocabulary "pick me up" |
| Commented [a4]: Vocabulary "wait" |
| Commented [a5]: Vocabulary "older" |
| Commented [a6]: Mechanics "capitalization" |
| Commented [a7]: Language use "spent" |
| Commented [a8]: Vocabulary "meet" |

Content: 30 (knowledgeable, substantive, thorough development of the text, relevant to the assigned topic)

Organization: 20 (fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive)

Vocabulary: 17 (adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured)

Language use: 21 (effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured)

Mechanics: 4

Total Score: 91

Name: Rezma Sevtiani

Class: X MIA 1

Meeting my favourite Actress

It was a saturday afternoon. My math course has just finished, but my mother hadn't come to pick me. Then, i decided to waited my old sister. I had been waiting so long. I was bored and wanted back to home by walking.

A red car suddenly stopped in front of me. The man inside then asked the address he was looking for. While telling me what address he was looking for, I looked at him. He looked very handsome. He was so friendly. Since of being so curious, I asked him that are you Refal Hady? How surprised I was that time when he said "yes, I am refal hady". I asked him to take some pictures with me. He agreed with that. We took some pictures. I wished the time could be stopped at the time. So, I could spend my time with him longer.

I was so happy at that time because I meet my favorite actor. That was one of great moments in my life. I will remember it always. I hope I can meeting him again.

## 4. RRN

Name: Rahmah Riani Novia

Class: X MIA 1

### Studying English experience

I started learned English when I was in junior school. I was happy to study English because it was my first experience learn another language. It made me enjoyed in learning English in school.

Suddenly, I disliked English. It is because of a teacher of English, he taught us very discipline. If we said one wrong word, he would ask us to repeat it again until we can. If we answered wrong question, he would give us another exercises until we got it. I was scary to come to his class. However, i never gave up. I tried to studying hard than before to improve myself. I repeated the pronounciation and did his homework carefuly. He was not angry anymore and gave me compliments.

 After that, I knew English is fun to learn. It made me learn English deeply. I study English seriously and happily. I hope I can go abroad one day so I can practice my English.

Content: 30 (knowledgeable, substantive, thorough development of the text, relevant to the assigned topic)

Organization: 20 (fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive)

Vocabulary: 14 (adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured)

Language use: 18 (effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured)

Mechanics: 4 (occasional errors of spelling, punctuation, paragraphing but meaning not obscured)

Total Score: 86

Commented [a1]: Language use "to learn"

Commented [a2]: Language use "learned"

Commented [a3]: Language use "was"

Commented [a4]: Vocabulary "it's better using The English teacher"

Commented [a5]: Vocabulary "disciplined"

Commented [a6]: Vocabulary "other"

Commented [a7]: Vocabulary "scared"

Commented [a8]: Mechanics, capitalization "I"

Commented [a9]: Vocabulary "study"

Commented [a10]: Vocabulary "harder"

Commented [a11]: Mechanic, Spelling "Pronunciation

Commented [a12]: Mechanic, "Carefully"



Name : Rahmah Riani Novia

Class : X MIA 1

### Studying English experience

I started learned English when I was in junior School. I was happy to Study English becuwe it is my first expeience learn another languange. It made me enjoyed in learned English in School

Suddenly I dislike English. It is because of a teacher of English, he taught us very discipline. If we Said one wrong word, he would ask us to repeat it again until we can. IF we answered wrong question, he would give us another exercises until we got it. I was scary to come to his Class. However, i never gave up. I tried to Studying hard than before to improve myself. I repeated the pronounciation and did his homework care Fuly. He was not angry anymore and gave me Compliments.

After that, I knew English is Fun to learn. It made me learn English deeply. I study English Seriously and happily. I hope I can go abroad one day So I can practice my English.

## 5. DH

Name: Rahmah Riani Novia

Class: X MIA 1

### Studying English experience

I started learned English when I was in junior school. I was happy to study English because it was my first experience learn another language. It made me enjoyed in learning English in school.

Suddenly, I disliked English. It is because of a teacher of English, he taught us very discipline. If we said one wrong word, he would ask us to repeat it again until we can. If we answered wrong question, he would give us another exercises until we got it. I was scary to come to his class. However, i never gave up. I tried to studying hard than before to improve myself. I repeated the pronounciation and did his homework carefuly. He was not angry anymore and gave me compliments.

After that, I knew English is fun to learn. It made me learn English deeply. I study English seriously and happily. I hope I can go abroad one day so I can practice my English.

Content: 30 (knowledgeable, substantive, thorough development of the text,

relevant to the assigned topic)

Organization: 20 (fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive)
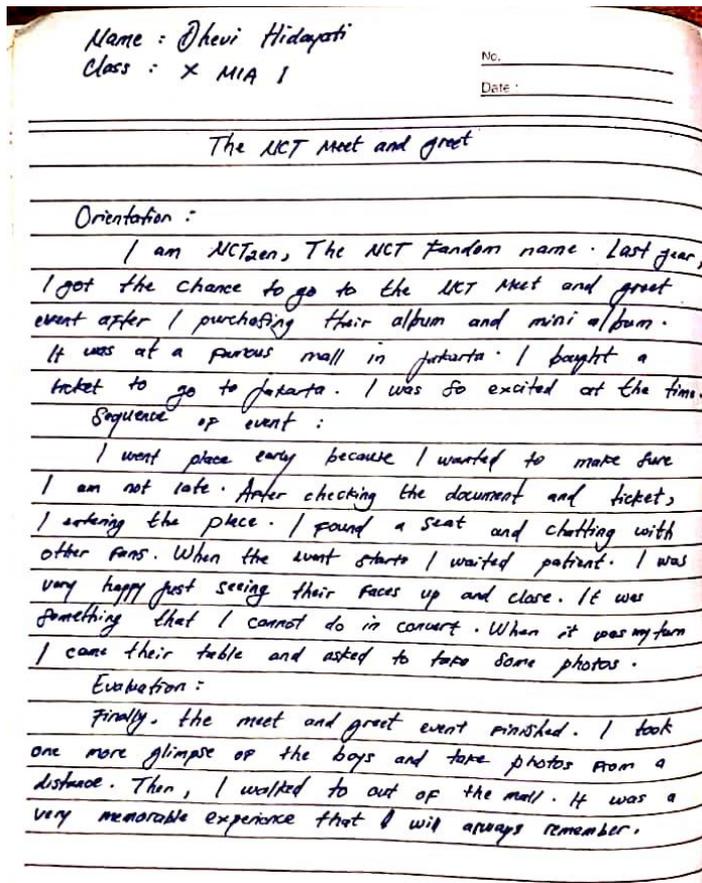
Vocabulary: 14 (adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured)

Language use: 18 (effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured)

Mechanics: 4 (occasional errors of spelling, punctuation, paragraphing but meaning not obscured)

Total Score: 86

**Commented [a1]:** Language use "to learn"

**Commented [a2]:** Language use "learned"

**Commented [a3]:** Language use "was"

**Commented [a4]:** Vocabulary "it's better using The English teacher"

**Commented [a5]:** Vocabulary "disciplined"

**Commented [a6]:** Vocabulary "other"

**Commented [a7]:** Vocabulary "scared"

**Commented [a8]:** Mechanics, capitalization "I"

**Commented [a9]:** Vocabulary "study"

**Commented [a10]:** Vocabulary "harder"

**Commented [a11]:** Mechanic, Spelling "Pronunciation

**Commented [a12]:** Mechanic, "Carefully"

Name : Dhevi Hidayati
Class : X MIA 1

No.

Date :

#### The NCT Meet and greet

Orientation :

I am NCTzen, The NCT fandom name. Last year, I got the chance to go to the NCT meet and greet event after I purchasing their album and mini album. It was at a purcus mall in Jakarta. I bought a ticket to go to Jakarta. I was so excited at the time.

Sequence of event :

I went place early because I wanted to make sure I am not late. After checking the document and ticket, I entering the place. I found a seat and chatting with other fans. When the event starts I waited patient. I was very happy just seeing their faces up and close. It was something that I cannot do in concert. When it was my turn I came their table and asked to take some photos.

Evaluation :

Finally, the meet and greet event finished. I took one more glimpse of the boys and take photos from a distance. Then, I walked to out of the mall. It was a very memorable experience that I will always remember.

## 6. MAAM

ame: M. Ali Arfa Mushawi

Kelas: X MIA 1

### Bump into Ronaldo

**Orientation:**

I was in the fancy restaurant with my family. We are partying my birthday. Then, i left the urge to go to the bathroom.

**Sequence of event:**

When i finished my business. I opened the door and saw someone who looked like ronaldo of my bathroom door. I fell silent. I came out of the bathroom and he came in. I'm big fan of ronaldo, So i waited until he came out. He looked of me and smiled. I took the opportunity for autographs and photos. He gracioulsy accepted my request.

**Evaluation:**

He is not arrogant and kind. I'm ashamed to asking for such a thing in the bathroom. but, how am I going to meeting him again? now, have a photo to remembered, even the background of a public bathroom.

Content: 26 (some knowledge of the subject, adequate range, limited development of the text lacks detail, mostly relevant to the topic)

Organization: 15 (somewhat choppy, loosely organized but the main ideas stand out, limited support, logical but incomplete sequencing)

Vocabulary: 13 (limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured)

Language use: 17 (major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, runons, deletions, meaning confused or obscured)

Mechanics: 3 (frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured)

Total Score: 74

| | |
|---|---|
| Commented [a1]: | Language use, "a" |
| Commented [a2]: | Language use "were" |
| Commented [a3]: | Vocabulary, it is better using celebrating |
| Commented [a4]: | Mechanics, Capitalization |
| Commented [a5]: | Vocabulary "it's better using party" |
| Commented [a6]: | The meaning? |
| Commented [a7]: | Mechanic, Capitalization |
| Commented [a8]: | Language use, it is better to write "When I finished my business, I opened the door and saw someone who looked like ronaldo of my bathroom door. |
| Commented [a9]: | Mechanic, "Capitalitation |
| Commented [a10]: | Mechanics, Capitalization |
| Commented [a11]: | Mechanic, Capitalization |
| Commented [a12]: | Mechanics, Give commas "So, I" |
| Commented [a13]: | Mechanic, Capitalization I |
| Commented [a14]: | Mechanics spelling |
| Commented [a15]: | Language use was |
| Commented [a16]: | Language use "I wa"s |
| Commented [a17]: | Vocabulary "ask" |
| Commented [a18]: | Mechanics, Capitalization |
| Commented [a19]: | Vocabulary "Meet" |
| Commented [a20]: | Language use ? " I have a photo to remember |
| Commented [a21]: | Vocabulary "remember" |
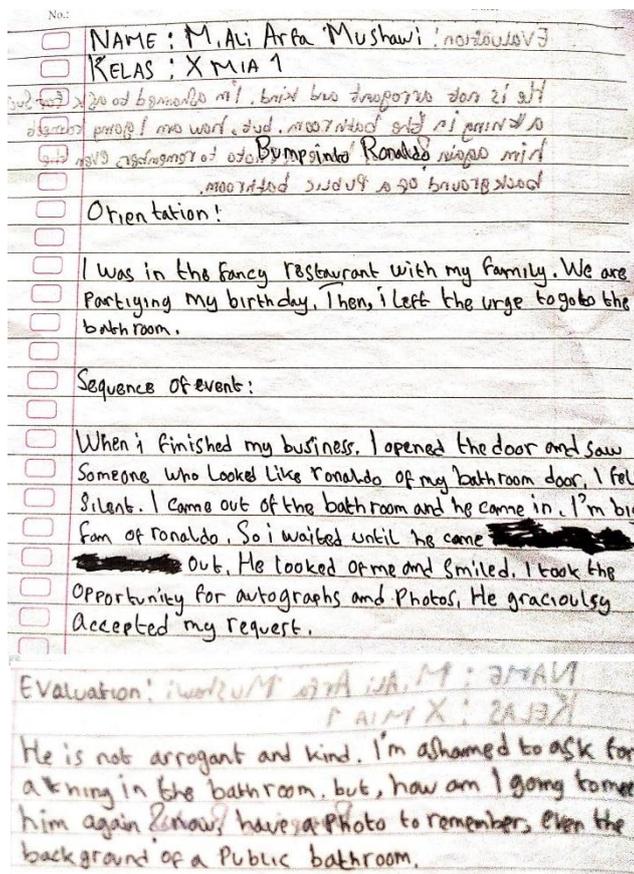
## 7. APA

Name: Alya Putri Azzahra

Class: X MIA 1

### My Experience

**Orientation:**

Three years ago, I went to school in one of the Islamic boarding schools. after finishing the morning prayer. I sat in front of the dormitory to get a few words in Englis and Arabic wich were done regularly every morning.

**Sequence of events:**

That day I got three words in English and Arabic. namely sandals, shoes, and sarongs. We were given about five minutes to take notes. Before returning to the room we will be asked about some of the words that have been shared with us. At that time my sister who sharing the question "Pillows in English" I tried to remembering but I was late the question was successfully by my roommate, then we were asked the second question "what are socks in English" I immediately smiling then I raised my hand "socks" I replied confidently and of course the answer was correct so I could back to the bedroom.

**Evaluation:**

I had tried my best. I'm very happy to be one of the first to answer

Content: 27 (knowledgeable, substantive, thorough development of the text, relevant to the assigned topic)

Organization: 17 (somewhat choppy, loosely organized but the main ideas stand out, limited support, logical but incomplete sequencing)

Vocabulary: 13 (limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured)

Language use: 17 (major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured)

Mechanics: 3 (frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscure)

**Commented [a1]:** Mechanics Capitalization

**Commented [a2]:** Language use, dependent clause. Seharusnya di sambung dengan kalimat berikutnya menjadi "After finishing the morning prayer, I sat in front of the dormitory to get a few words in English and Arabic wichh were done regularly every morning.

**Commented [a3]:** Mechanics, Spelling

**Commented [a4]:** Language use article "a dormitory"

**Commented [a5]:** Vocabulary, it is better to use receive

**Commented [a6]:** Mechanics, Spelling typo

**Commented [a7]:** Mechanics, spelling typo

**Commented [a8]:** Mechanic, give comma

**Commented [a9]:** Vocabulary, "it's better using received"

**Commented [a10]:** Mechanics, Capitalization

**Commented [a11]:** Vocabulary, it is better without the word about "We were given about five minutes to take notes"

**Commented [a12]:** Language use, would

**Commented [a13]:** Language use, give commas

**Commented [a14]:** Vocabulary "shared"

**Commented [a15]:** Vocabulary, remember

**Commented [a16]:** Mechanic Give commas "..remembering, but.."

**Commented [a17]:** Language use, difficult to understand

**Commented [a18]:** Vocabulary "smiled"

**Commented [a19]:** Mechanic Give commas "...correct, so"

**Commented [a20]:** Language use, "I was very happy.."

---

Name : Alya Putri Azzahra

Class : X Mia 1

My Experience

Orientation :

Three years ago, I went to school in one of the Islamic boarding school. after finishing the morning prayer, I sat in front of the dormitory to get a few words in Englis and Arabic wich were done regularly every morning.

Sequence of events :

That day I received three words in English and Arabic. namely sandals, shoes, and sarongs. We were given about five minutes to take notes. Before returning to the room we will be asked about some of the words that have been shared with us. At that time my sister who shared the question "Pillow in English" I tried to remembering but I was late the question was successfully by my roommate, then we were asked the second question "what are socks in English" I immediately smiled then raised my hand "Socks" I replied confidently and of course

the answer was correct so I could back to the bedroom

Evaluation :

I had tried my best. I'm very happy to be one of the first to answer. So it was one of my good experiences in english.

## 3. AANA

Class: X MIA 1

### Meeting My Favorite Actress

I went to pagatan to see an ariel noah concert. I cannot wait for that. The trip from home to the concert venue took about 8 hours.

When i got there, i saw a beautiful beach. The beach was clean and so many people there. I went to the beach and playing there. When i wanted to going back to hotel for rest, i meet Ariel at the same hotel. I was shy to call him. I scary to disturb him. But, at the time i think it is the first and the last i can meet him. So, I calling him and he looked at me. He was so friendly and humble. I also asked for a photo with him.

I was very happy go to the concert because besides being able to watched ariel concert. Besides that, I can also looking the beauty of Pagatan beach.

Content: 26 (knowledgeable, substantive, thorough development of the text, relevant to the assigned topic)

Organization: 17 (somewhat choppy, loosely organized but the main ideas stand out, limited support, logical but incomplete sequencing)

Vocabulary: 13 (limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured)

Language use: 17 (major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.)

Mechanics: 3 (frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured)

Total Score: 76

Commented [a1]: Mechanic "Capitalization, Pagatan"

Commented [a2]: Language use "do not add an article"

Commented [a3]: Mechanic, "Capitalization"

Commented [a4]: Mechanic, "Capitalization"

Commented [a5]: Language use"add my" *The trip from my home...*

Commented [a6]: Mechanic Capitalization

Commented [a7]: Vocabulary "It's better using arrived" *when I arrived,*

Commented [a8]: Mechanic. Capitalization

Commented [a9]: Vocabulary "played"

Commented [a10]: Mechanic. Capitalization

Commented [a11]: Vocabulary "go"

Commented [a12]: Language use "add an article"

Commented [a13]: Vocabulary "it's better to add taking" *for taking rest*

Commented [a14]: Mechanic, Capitalization

Commented [a15]: Vocabulary "scared" it's better using afraid

Commented [a16]: Language use "add was"

Commented [a17]: Mechanic, capitalization

Commented [a18]: Language use "thought"

Commented [a19]: Vocabulary "called"

Commented [a20]: Language use "add to" *I was very happy to go to...*

Commented [a21]: Vocabulary "watch"

Commented [a22]: Mechanic, Capitalization

Commented [a23]: Language use "add apostrophe" *Ariel's concert*

Commented [a24]: Vocabular "it's better using saw"



Name : Alya Assyifa Nur Alfisyah
Class : X MIA 1

Meeting My favorite Actress

I went to pagatan to see an ariel noah concert. I cannot wait for that. The trip from home to the concert venue took about 8 hours.

When i got there, I saw a beautiful beach. The beach was clean and so many people there. I went to the beach and playing there. When I wanted to going back to hotel for rest, i meet Ariel at the same hotel. I was shy to call him. I scary to disturb him. But, at the time, I think it is the first and the last I can meet him. So I calling him and looked at me. He was so friendly and humble. I also asked for a photo with him.

I was very happy go to concert. because being able to watched ariel concert. Besides that, I can also looting the beauty of Pagatan beach.

## 4. GNAA

Name: Gusti Najla Azkia Azizah

Class: X MIA 1

### English learning experience

Hi, my name is Najla. I am an alumnus of MTsN 2 Tapin, my house is not far from school. During the pandemic, the government closed our schools and encouraged us to study from home. So, teachers and all students in my school do online learning from their respective homes.

Initially, this was a very new thing in my daily life, having to study in front of the computer alone at home, only watching my teacher and classmates from the computer screen. However, overtime I got used to it and had Keep learning, in order to achieve all my dreams. At the beginning of the pandemic I was really having a hard time with English lessons, then I thought there was an online application for me to learn English more deeply and finally I downloaded the application

Finally started to understand English even thought it was not as detailed as the teacher explained when I went to school face-to-face. But I'm also grateful because the application make it easier for me to learn English again.

Content: 30 (some knowledge of the subject, adequate range, limited development of the text lacks detail, mostly relevant to the topic)

Organization: 19 (somewhat choppy, loosely organized but the main ideas stand out, limited support, logical but incomplete sequencing)

Vocabulary: 18 (adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured)

Language use: 18 (effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured)

Mechanics: 3 (frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured)

Total Score: 88

**Commented [a1]:** Mechanic, Capitalization

**Commented [a2]:** Language use, singular "school"

**Commented [a3]:** Language use "Did"

**Commented [a4]:** Vocabulary "have to"

**Commented [a5]:** Difficult to understand. Better "…my daily life where I had to study…

**Commented [a6]:** Mechanic "over time"

**Commented [a7]:** Mechanic, capitalization "keep"

**Commented [a8]:** Mechanic, give comma

**Commented [a9]:** Mechanic Give "."

**Commented [a10]:** Mechanic, give comma

**Commented [a11]:** Difficult to understand "I started….."

**Commented [a12]:** Mechanic Give comma

**Commented [a13]:** Language use "I was"

**Commented [a14]:** Language use "made"
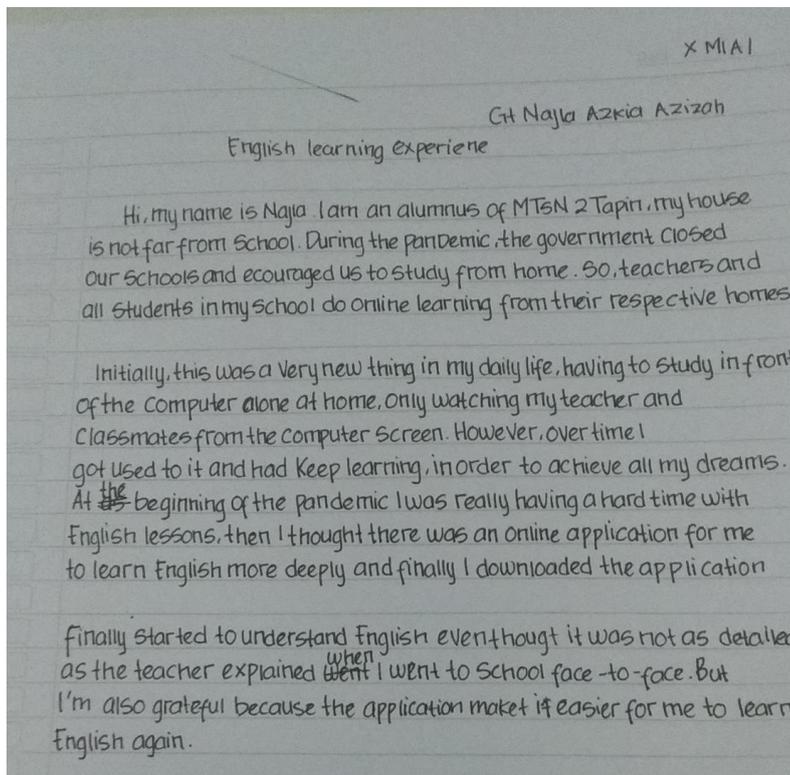
## 5.  NNAS

Name: Nina Nur Annisa Shalsabilla

Class: X MIA 1

Absen: 23

My experience in learning English

Orientation:

When I was in 7th grade at MTsN 2 Tapin, there was subject that I didn't really like, namely English subjects because the teacher was a little strict. every time she explained the material she always speak English, even though English subjects.

Sequence of events:

When I was in a rush to do the word stringing task, there was a wrong word and I was told "can you not string it together, even though it's very easy." because I still don't really understand the material.

Evaluation:

Since then I have not liked English lessons, but now I really like English lessons even though only understand a little.

Content: 21 (knowledgeable, substantive, thorough development of the text,
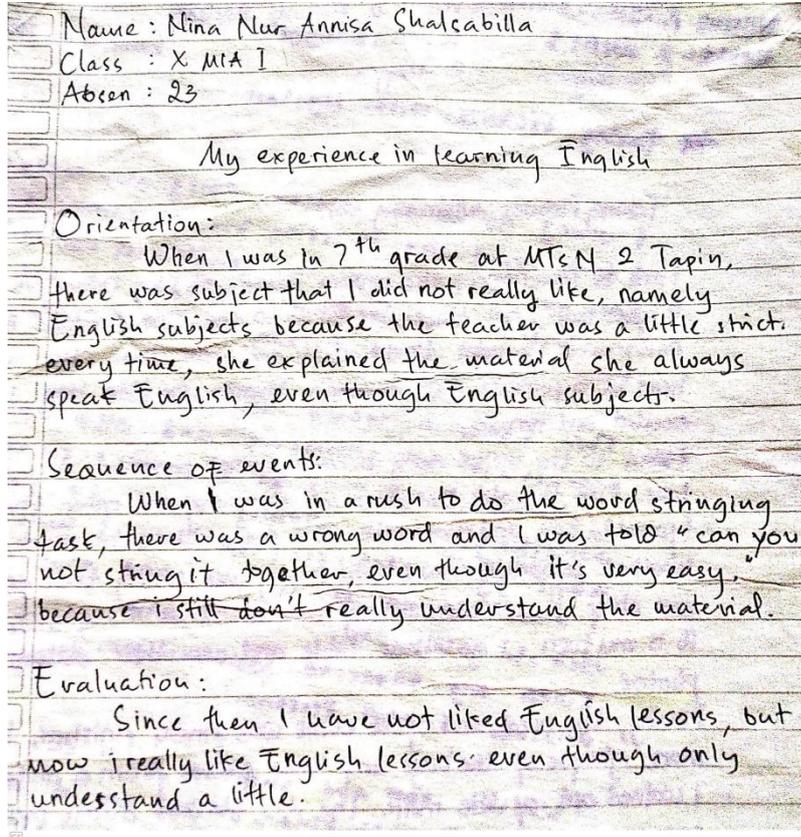
relevant to the assigned topic)

Organization: 13 (non-fluent, ideas confused or disconnected, lack of logical sequencing and development)

Vocabulary: 17 (adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured)

Language use: 17 (major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured)

Mechanics: 3 (frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured)

Total Score: 71

Name : Nina Nur Annisa Shalsabilla

Class : X MIA I

Absen : 23

My experience in learning English

Orientation:
    When I was in 7th grade at MTsN 2 Tapin, there was subject that I did not really like, namely English subjects because the teacher was a little strict. every time, she explained the material she always speak English, even though English subjects.

Sequence of events:
    When I was in a rush to do the word stringing task, there was a wrong word and I was told "can you not string it together, even though it's very easy." because i still don't really understand the material.

Evaluation:
    Since then I have not liked English lessons, but now I really like English lessons. even though only undesstand a little.

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Documentation in Classroom

The Researcher Identity



| Name | : Ahmad Hunayli |
|---|---|
| Student ID Number | : 18180002 |
| Place/date of birth | : Tapin, 05 March 2000 |
| Faculty/Department | : FITK/ English Education |
| Department Entry Year | : 2018 |
| Address | : Komplek Asabri Citra Kartika Eka Paksi |
| Phone Number | : 081257945591 |
| Email | : ahmadhunayle@gmail.com |