

**AN ANALYSIS OF EXTROVERT AND INTROVERT STUDENT
SKILL IN WRITING AT THE EIGHTH GRADE OF SMPN 10
TANJUNGPINANG IN ACADEMIC YEAR OF 2018/2019**

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ABSTRACT

Behavior is one of the most important things in the teaching and learning process. There are two types of personalities that can affect the students, extrovert and introvert. Extrovert students have a friendly, active nature, and have many friends. While the introvert students, the nature of the quiet, shy, and nudge. The purpose of this research is to find out how the grades of writing students are extrovert and introvert. The samples of this study were 30 grade VIII students of SMP Negeri 10 Tanjungpinang consisting of 26 extrovert students and 4 introvert students who were taken using a random sampling technique. In collecting data, researchers use 2 types of research instruments. First is the questionnaire test aimed at finding the type of extrovert and introvert student. Second is a writing test where it aims to find the value of writing a test. The results found that an extrovert student gained a write value enough (46.19) and an introvert student gained a write value poor (33.75).

Keywords: *Extrovert, Introvert, Writing Skill*

INTRODUCTION

English is an international language that used in almost every stage of education including in almost all learning processes in Indonesia. English learning is aimed to improve learner's ability in using English as a means of communication. English itself has four basic language skills such as writing, speaking, listening, and reading.

Writing is one of our ways as a human being in communicating. Writing skill usually begins in junior high school but there some that begin elementary school. In school, we learn some text like narrative, descriptive, procedure, analytical exposition, recount text and many more genres of writing. But in this research, the researcher chooses recount text.

English teaching is a process to improve students' ability in using English as a means of communication. From the process, students are supposed to practice intensively that they are can use English communicatively both in oral and written form. However, the problems often come to class, for examples none of the students make equal improvement in all English skills in achieving the required goal although they receive the same treatment from the teacher. Based on the data o observation in the learning process of writing class, the researcher found that some students less active and calm in the class. When the teacher gives instructs to try to write on the whiteboard, they are not responding. The students writing capability is possibly influenced by student personality. This is practically caused by an active and passive personality that could influence the achievement of the students in writing.

Based on observation when doing teaching practice in SMPN 10 Tanjungpinang, there were some problems that students teach. The researcher found that the students have two characters behavior in the learning process; students who active and less active in the learning process. Some students were active in the learning process, they interested in writing activity, they were active to write something when the teacher gives instruction and perform in front of the class. On the other hand, some students were less active in the learning process and they did not interest in a writing activity. They chose to be silent and listened to what the teacher taught. These differences characters of students' behavior in the learning process influenced by their personality. Based on an interview, the teacher said that some of the students not interested in writing activity, the students less active in the learning process, the students still lacked English knowledge, the students lacked grammar, vocabulary and the students had a low ability in writing.

Based on the explanation above, the researcher conducts research entitled: “An Analysis of extrovert and introvert student skill in writing at the eighth grade of SMPN 10 Tanjungpinang”.

METHODOLOGY

This research used quantitative research method. It is a method based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity (Kothari, 2004). In other word, the researcher analyzed the data which had been collected statistically to gain the findings. The type of research in this study was quantitative research method. That is descriptive research because this research describes the phenomenon that happened in the field. Gay and Airasian (2000), states that “descriptive research determines and describes the way things are. The researcher uses descriptive research method because it is suitable to find out the phenomenon that is currently underway.

The research was conducted at SMPN 10 Tanjungpinang and the researcher took the population of the eighth grades. In the eighth grade there are six classes from A-F. The numbers of class in eighth grade that consisted of 175 students at SMPN 10 Tanjungpinang. The sample of this research is VIII E, and researcher used purposive sampling because researcher took the sample based on specifying special characteristics that are in accordance with the objectives of the study only took the one class as sample with determines extrovert and introvert students skill in writing.

In this study, the researcher used two instrument researcher instruments. Both instruments are explored as follows:

1. Questionnaire

Sugiyono (2013) states that, questionnaire is a technique of data collection carried out by giving a set of questions or written statements to the respondent to answer.

2. Writing Test for Recount Text

In writing test, the research give instruction ‘‘please write paragraph of recount text based on your experience. May decided your own experience such as bad, happy, or funny experience.

Table 3.5 Rubric of Writing by Weigle’s Theory

	score	description
Content orientation	15	Show the complete parts of orientation hat are the people involved, the time, the places, and the situation which make the readers interested to read a story. Well focused based on the topic of an activity.
	10	Does not show one part of orientation, example there is no place. Therefore, the reader has not received the complete information from the story. The writer focuses idea on the topic of an activity.
	6	Does not show two parts of the orientation, therefore the readers get confused the storygiven. The writer focuses idea on the topic of an activity.
	5	Does not show three parts of the orientation, therefore the story is hard to understand for readers. The writer does not focus idea on the topic of an activity. Directly explains the events without orientation.
	4	The writer does not focus idea on the topic of an activity.

Sequent of events	15	State two events/ more in a logical and has written in each event that makes the story in coherence.
	10	Stated two events but has no unity in each event that disturbs the coherence of the story.
	6	Stated only one event and the story have a unity so the story is easy to understand.
	5	Stated only one event and the story have a unity so the story is not easy to understand.
	4	Show the not complete parts of re orientation that signal the end, summarize the story and leaves his/her comment. Therefore, readers get the idea of the story.
Re –orientation	15	The idea of personal opinion about the topic of the event is clear. Does not show one part of re-orientation, but the reader still get the idea of the story.
	10	The idea of personal opinion about the topic of the event is unclear. Does not show one part of re-orientation, but the reader still gets the idea of the story.
	5	The idea of personal opinion about the topic of the event is unclear. End the story with the short comment, but the reader still gets the idea of the story.
	4	The idea of personal opinion about the topic of the event is unclear. End the story without any comment, signal or summary so the reader does not realize that the story is finished.

	3	The idea of personal about the topic or event is unclear.
Vocabulary	20	The paragraph shows that the usage of words such as noun, action, verbs, conjunction, and adjectives is used appropriately.
	15	1-3 errors of words from such as noun, action, verbs, conjunction, and adjective show in the paragraph and the meaning is not obscured.
	10	4-6 errors of words form a such a noun, action verbs, conjunction and adjective show in the paragraph and the meaning is not obscured.
	5	7-9 errors of words form a such a noun, action verbs, conjunction and adjective show in the paragraph and the meaning is not obscured.
	3	More than 10 errors of words form, so the paragraph does not show that the writer understand the usage of words such a noun, action verbs, conjunntion.
Grammar	15	The paragraph contains complete sentences and correct in form of past tense.
	10	Mostly complete sentence, there are 1-3 errors in form of past tense.
	5	There are 4-6 errors in form of past tense.

	4	There are 7-9 errors in form of past tense.
	3	More than 9 errors in form of past tense, so all the paragraph shows that the writer does not master the grammar or not enough to be evaluated in form of past tense.
Mechanics	20	The paragraph shows that there are no mistakes and the writing is free of misspelling, the paragraph is exceptionally easy to read.
	10	The paragraph shows that ½ mistakes in punctuation and capitalization but the paragraph easy to read.
	5	The paragraph shows that 3/5 mistakes in punctuation and capitalization but the paragraph easy to read.
	4	The paragraph shows that 5/7 mistakes in punctuation and capitalization but the paragraph easy to read.
	3	The paragraph shows more than 7 mistakes in using punctuation and capitalization.

After collecting the data researcher calculated the data using the formula and give the predicate their score from above:

$$NP = \frac{R}{Sm} \times 100\%$$

Where :

NP: the percentage of scoring

R= the students' writing score

Sm= the total score for the writing test

(Ngalim Purwanto,1990)

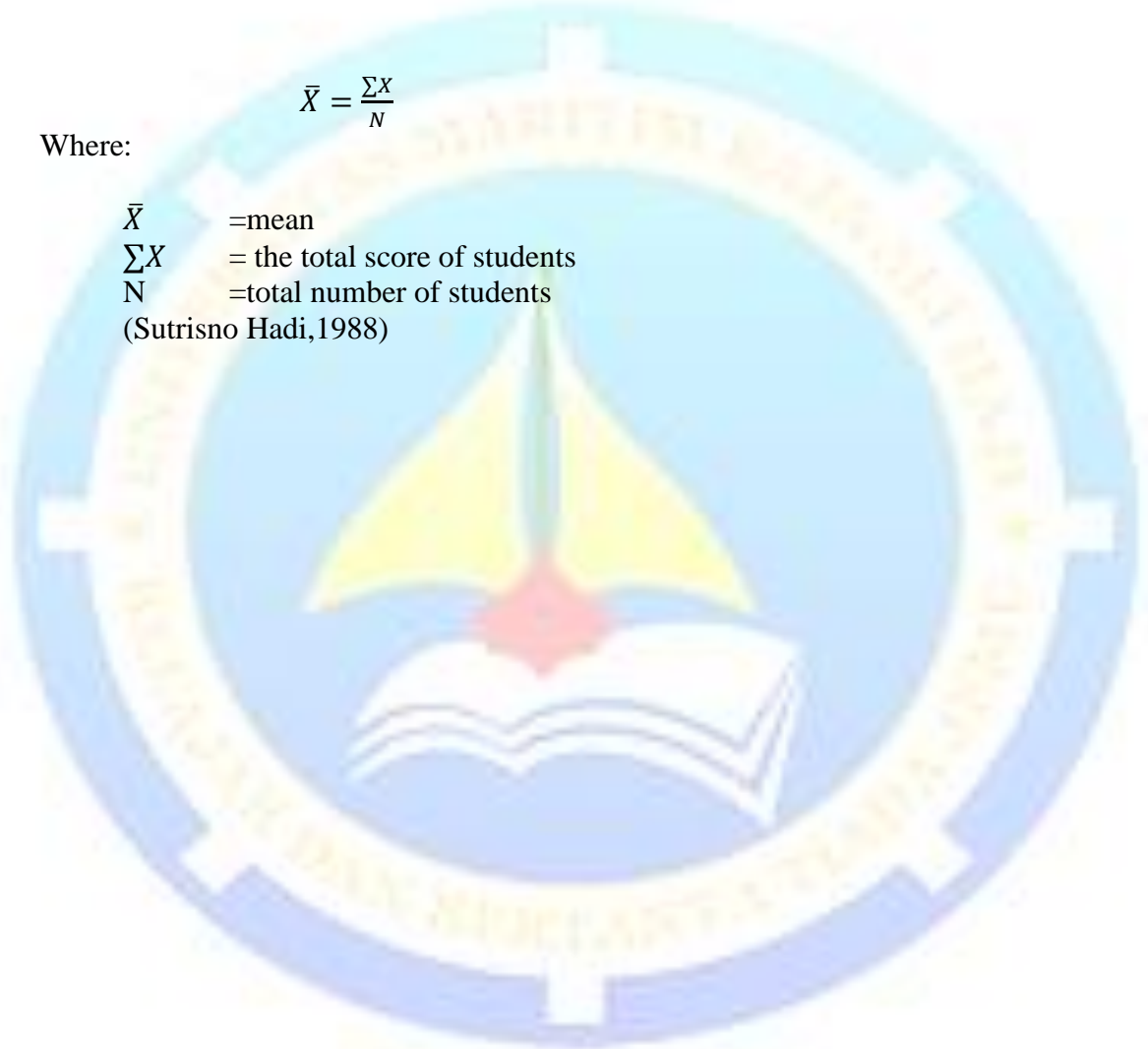
Table 3.6 Categories of Writing Score by Cohen

Score	Predicate
81-100	Excellent
61-80	Good
41-60	Enough
21-40	Poor
0-21	Very poor

$$\bar{X} = \frac{\sum X}{N}$$

Where:

- \bar{X} = mean
 - $\sum X$ = the total score of students
 - N = total number of students
- (Sutrisno Hadi,1988)



FINDINGS

After conducting the research, the researcher gave the scores of the students' tests. The researcher used some the formula to get scores of the tests. The researcher displays the data of students' extrovert and introvert, and writing recount text in the table, so that it can be clearly understood.

Table.4.2. Questionnaire of Extrovert and Introvert Student

No	Respondent	Score of Extrovert								Score of Introvert								Conclusion	
		1	2	3	4	5	6	7	score	1	2	3	4	5	6	7	8		score
1	Student1	5	5	5	2	3	5	5	30	5	2	5	5	2	5	1	3	28	Categorized as extrovert
2	Student2	4	4	5	5	5	5	5	33	3	3	2	4	2	2	2	5	22	Categorized as extrovert
3	Student3	2	2	5	4	4	4	4	25	4	1	2	4	1	2	2	5	21	Categorized as introvert
4	Student 4	5	5	5	3	2	5	5	30	5	1	2	5	2	3	4	5	27	Categorized as extrovert
5	Student5	5	4	3	2	5	4	4	26	3	3	2	5	3	2	3	3	21	Categorized as extrovert
6	Student6	5	5	2	1	3	5	5	26	5	5	5	5	2	3	1	5	31	Categorized as introvert
7	Student7	5	5	5	3	4	4	5	31	4	3	4	5	4	3	2	4	29	Categorized as extrovert
8	Student8	5	3	3	1	4	4	5	25	5	1	2	5	3	3	3	5	23	Categorized as extrovert
9	Student9	5	4	3	4	2	5	5	27	3	2	5	4	5	5	2	4	26	Categorized as extrovert
10	Student10	4	4	4	3	4	4	2	25	3	3	3	1	5	1	2	4	22	Categorized as extrovert
11	Student11	5	5	3	2	4	5	5	29	4	1	5	5	5	2	4	5	31	Categorized as extrovert
12	Student12	4	5	3	2	4	4	5	27	3	1	1	4	1	4	1	3	18	Categorized as extrovert
13	Student13	5	4	3	5	5	5	4	31	3	3	2	5	5	3	3	3	29	Categorized as extrovert
14	Student14	4	3	3	2	4	4	5	26	4	1	1	4	3	2	2	4	21	Categorized as extrovert
15	Student15	5	4	3	4	3	3	4	26	3	2	5	4	5	4	4	3	30	Categorized as introvert
16	Student16	5	4	5	5	5	4	5	33	4	1	4	5	1	0	4	4	23	Categorized as extrovert
17	Student17	4	5	3	4	4	5	5	30	5	2	4	5	5	1	4	3	29	Categorized as introvert
18	Student18	4	5	1	4	5	5	5	29	3	2	4	3	4	1	1	3	21	Categorized as extrovert
19	Student19	5	4	5	4	4	5	4	31	3	4	4	5	3	3	2	4	26	Categorized as extrovert

20	Student20	5	5	5	4	5	4	5	33	4	3	2	5	3	3	4	5	29	Categorized as extrovert
21	Student21	5	5	5	5	5	5	5	35	5	2	2	5	5	5	2	5	31	Categorized as extrovert
22	Student22	5	4	3	2	4	4	5	27	5	1	2	5	3	3	1	5	26	Categorized as extrovert
23	Student23	4	4	4	4	5	5	5	31	3	3	2	4	4	3	3	4	26	Categorized as extrovert
24	Student24	5	4	5	3	3	2	5	27	3	5	5	5	4	5	3	5	35	Categorized as introvert
25	Student25	4	5	4	4	5	5	5	32	3	5	3	4	3	3	3	4	28	Categorized as extrovert
26	Student26	5	5	3	1	4	5	5	28	4	1	5	5	5	2	4	5	31	Categorized as extrovert
27	Student27	4	4	4	4	5	5	5	31	4	2	2	4	2	2	2	4	24	Categorized as extrovert
28	Student28	5	5	5	2	4	5	5	31	4	2	4	5	2	2	2	3	24	Categorized as extrovert
29	Student29	5	4	5	3	4	5	5	31	4	3	3	5	4	4	3	4	30	Categorized as extrovert
30	Student30	4	3	3	2	4	4	4	24	4	1	1	4	3	3	2	3	21	Categorized as extrovert

Table 4.3. List Extrovert Students on the Writing Test

	Respondent	Aspect of Writing						TS
		CO	SE	RO	V	G	M	
1	Student 1		6	15	10	5	4	55
2	Student 2	15	5	15	15	10	10	70
3	Student 4	5	4	4	5	4	4	26
4	Student 5	15	15	15	15	10	10	80
5	Student 7	15	15	15	15	10	10	71
6	Student 8	3	3	3	5	4	3	21
7	Student 9	15	6	5	15	10	10	61
8	Student10	3	4	3	10	5	5	30
19	Student11	6	3	3	4	4	4	24
11	Student12	6	6	4	5	4	5	30
12	Student13	15	15	15	15	10	10	80
13	Student14	15	6	15	10	5	10	61
14	Student16	6	6	10	10	5	5	42
15	Student18	6	4	4	5	4	4	27
16	Student19	10	6	15	10	4	4	49
17	Student20	15	5	10	10	4	5	49
18	Student21	10	6	4	10	4	4	38
19	Student22	15	6	5	10	5	4	45
20	Student23	15	10	15	10	10	10	70
21	Student25	3	4	4	4	3	4	22
22	Student26	15	4	4	4	3	3	33
23	Student27	10	6	10	10	5	5	46
24	Student28	15	10	10	10	5	10	60
25	Student29	15	10	10	15	10	5	65
26	Student30	10	6	10	10	5	5	46

		273	171	223	242	198	153	1201
		10.5	6.57	8.57	9.30	7.61	5.88	

Table.4.4. List Introvert Students on the Writing Test

No	Respondent	Aspect of Writing						Total Scores
		CO	SE	RO	V	G	M	
1	Student 3	3	4	4	5	3	4	23
2	Student 6	10	6	5	5	5	5	36
3	Student 17	6	6	10	10	5	4	41
4	Student 24	15	6	4	5	4	4	35
Total		34	22	23	25	17	17	135
		8.5	5.5	5.7	6.2	4.2	4.2	

Table.4.5. List Extrovert Students of Recount Analysis

No	Respondent	Total Scores
1	Student 1	55
2	Student 2	70
3	Student 4	26
4	Student 5	80
5	Student 7	71
6	Student 8	21
7	Student 9	61
8	Student10	30
19	Student11	24
11	Student12	30
12	Student13	80
13	Student14	61
14	Student16	42
15	Student18	27
16	Student19	49
17	Student20	49
18	Student21	38
19	Student22	45
20	Student23	70
21	Student25	22

22	Student26	33
23	Student27	46
24	Student28	60
25	Student29	65
26	Student30	46
Total score		1,201

Table.4.6. List Introvert Students of Recount Analysis

No	Respondent	Total Scores
1	Student 3	23
2	Student 6	36
3	Student 17	41
4	Student 24	35
Total score		135

CONCLUSION

Based on the results of the study, the researcher found that the writing ability of extroverted students was "Enough" predicate was "enough". On the other hand, the ability of students introvert is "Less". Introverted students predominantly get predicate "poor" in all aspects. The researcher concludes that the extrovert students better than introvert in writing recount text at the eighth grade of SMPN 10 Tanjungpinang in the academic year of 2018/2019. It means that the extrovert student better achievement in writing the recount text.

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