AUTHORIAL VOICE IN ARGUMENTATIVE WRITING OF STUDENTS WITH EXTROVERSION PERSONALITY

THESIS

Submitted in Partial Fulfillment of the Requirements
For gaining the degree of Bachelor of Education
in English Language Education

By:
NURUL AFRIDA IZZAH
Student Number: 1603046014

ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
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Name   : Nurul Afrida Izzah
Student Number : 1603046014
Department   : English Education

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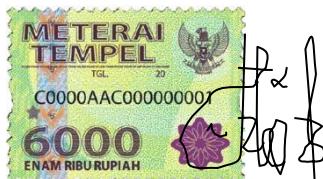
Nurul Afrida Izzah
Student Number: 1603046014

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

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Name of Student	:	Nurul Afrida Izzah
Student Number	:	1603046014
Department	:	English Education

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NIP. 197211081999032001

Advisor

Agus Prayogo, M.Pd

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ADVISOR NOTE

To
The Dean of Education and Teacher Training Faculty
Universitas Islam Negeri Walisongo
Assalamualaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title : **AUTHORIAL VOICE IN ARGUMENTATIVE WRITING OF STUDENTS WITH EXTROVERSION**

Name of Student : Nurul Afrida Izzah

Student Number : 1603046014

Department : English Language Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty of Universitas Islam Negeri Walisongo to be examined at Munaqasyah session.

Wassalamualaikumwr.wb.

Advisor ,

Agus Prayogo, M. Pd

ABSTRACT

Izzah, Nurul Afrida. 1603046014. 2020. *Authorial Voice in Argumentative Writing of Students with Extroversion Personality.* Thesis. English Language Education. Universitas Islam Negeri Walisongo Semarang. Advisor: Agus Prayogo, M.Pd.

Good writing presents voice in the written text. Unfortunately, students with extroversion personality, who perceived to have strong sense in positioning themselves, got less attention in many research of EFL writing. This research is aimed at finding out the authorial voice in argumentative writing of fourth semester students with extroversion personality, English Education at UIN Walisongo Semarang. This research used qualitative method with some stages in collecting the data. First, the students did personality test to select students with extroversion personality, who were then recruited as the participants of the research. Second, the main data were 35 argumentative writings which were collected through documentation. Then the data were analyzed by using Hyland's Interactional Model of Voice which consisted of stance and engagement. The finding showed that their authorial voice is on the scale 1,52 which means the reader feels a somewhat weak sense of authorial voice and writing with strong voice is even harder for second language writers. This research implied pedagogical significance on the needs of students' consideration in learning and comprehending the concept of voice in order to improve the quality of their writing.

Keywords: Argumentative Writing, Authorial Voice, Extroversion.

MOTTO

For indeed, with hardship (will be) ease
Indeed, with hardship (will be) ease[1]
(Ash-Sharh : 5-6)

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[1] https://quran.kemenag.go.id/sura/2/282 accessed on May 25, 2020
at 05.14 p.m

DEDICATION

This thesis is wholeheartedly dedicated to my parents, family, friends,
and kindhearted people around me

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

In the name of Allah, the Lord of the world, , the most mercies and the most merciful, all praises always be given to Him. Prayers and salutations are always offered to our beloved prophet, Muhammad SAW.

The writer realized that this thesis would not be finished without advice, motivation, guidence, help and encouragement from people around her. Therefore, she would like to express her wholeheartedly gratitude and appreciation to:

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Finally, the writer will happily accept constructive criticism in order to make this thesis better and she hopes this research can be helpful for everyone who needs additional reading related to the topic of this research.

Semarang, May28th, 2020
The writer

Nurul Afrida Izzah
NIM: 1603046014

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CHAPTER 1
INTRODUCTION

This chapter cover background of the study, reasons for choosing the topic, research question, objectives of the study, limitation of the study, and significances of the study.

A. Background of the Study

Besides speaking, one of the productive skills in the language is writing, and there are receptive skills consist of listening and reading. The term 'productive' refers to the ability for producing and comprehending written and spoken language as the goal of teaching and learning English[2]. The university students, particularly majoring English Language Education as EFL' students (English as a Foreign Language) must have writing skill as the provision for completing the thesis at the end of their studies.

Writing skill must be paid attention to its grammar, content, and punctuation, and it becomes the way learners express, compose, and develop their ideas freely. Someone is required to produce some variables that consist of a word, spelling,

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[2] Ma'rifatul Fadhilah, 'The Effectiveness of Written " Peer Review " Towards English 3 Students ' Writing Skill', *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017). P. 61

sentence structure, and punctuation[3]. Someone also requires to transfer his/her idea and thought into written text. Writing is not only about writing something on the paper.

More than that, writing is also considering composing paragraphs to be cohesive in every sentence[4]. Then a good writing presents voice in the written text[5]. This is why writing seems as the most difficult skill in the language.

In the Islamic perspective, Qur'an Surah Al-Baqarah verse 282 mentions about writing:

".. وَلْيَكْتُب بَّيْنَكُمْ كَاتِبٌ بِالْعَدْل....."[البقرة : 282]

"... And let a scribe write (it) between you in justice..."

This verse commands us to write down specifically when friends and relatives borrow from one another. It considered unseemly either to commit these loans to writing or to have them attested by witnesses[6]. When someone asks for a loan

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[3] Nadiah Ma'mun, 'Grammatical Intricacy on Students' Writing', *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 30 <https://doi.org/10.21580/vjv6i11619>. P. 30

[4] Maslichah and Siti Tarwiyah, 'Enhancing Students ' Ability in Writing Descriptive Text through Graphic Organizers', *Vision: Journal for Language and Foreign Language Learning*, 6.2 (2017), 100–108. P. 116

[5] Omid Mallahi, 'Exploring Authorial Identity in Terms of Voice Intensity and Subject Positioning in the Argumentative Writings of Male and Female Iranian Advanced EFL Learners', *Applied Research on English Language*, 2019, 559–84 <https://doi.org/10.22108/are.2019.116317.1453>.

[6] https://quran.kemenag.go.id/sura/2/282 accessed on December 15, 2019 at 08.09 p.m

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from the others, the conditions should be recorded in black and white and should be attested by witnesses so that there will be no ground for misunderstanding or dispute.

In the writing classroom, the concept of voice may be a strange thing for the students because error analysis and sentence structure are more emphasized than the voice. That can make students who are considered as novice writers may have a lack sense of being a writer by ignoring the concept of voice. Moreover, voice can make writing more engaging, interesting, and coherent for the readers[7]. Voice in the written text is an important quality of good writing because it expresses the essential individuality of the writer[8]. The term "voice" refers to the ways writers express their personal views, authoritativeness, and presence[9]. We often heard "voice" in speaking and we can recognize someone by only hearing his/her voice. Voice in spoken interaction can be marked as people's identity. Voice has also existed in writing and it is more complex than voice in speaking. The authorial voice of one another is actually different. It is considered to be the part of someone's identity that individual voice in

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[7] Kewalin Pawabunsiriwong, 'Exploring Vooice in Thai EFL Students' Paragraphs' (Thammasat University, 2017). P. 6

[8] Mallahi. P. 561

[9] Ken Hyland, 'Disciplinary Voices: Interactions in Research Writing', *English Text Construction*, 1.1 (2008), 5–22 <https://doi.org/10.1075/etc.1.1.03hyl>. p. 5

academic writing refers to authorial identity or authorial presence[10].

Every writing always has a voice that conveys a representation of a writer[11]. It can be concluded that authorial voice in writing has actually existed and it tells something about who the writer is. Zhao also maintains that each writer has an authentic voice which sets him or her apart from every other person[12]. Voice also plays an important role in academic literacy[13]. Here, authorial voice in writing becomes important to make the writing exclusive and different from others because voice is as the amalgamative effect of the use of discursive and non-discursive features that language users choose deliberately[14]. Not only the discursive features such as the role of the writer, the text, and the reader, but also non-

[10] Ali Jabbar Al Bakaa, 'Investigating Individual Voice in Thematic Development in Academic Assignments Written by Iraqi and Australian Postgraduate Students', *International Journal of English Language Education*, 3.1 (2014), 66 <https://doi.org/10.5296/ijele.v3i1.6710>. p. 68

[11] Dwi Riyanti, 'An Exploration of Voice in Second Language Writing', *The Nebraska Educator: A Student-Led Journal*, 28 (2015), 28–48. P. 32

[12] Cecilia Guanfang Zhao, 'Authorial Voice in Second Language Writing', *The Encyclopedia of Applied Linguistics*, 2001, 2014, 1–6 <https://doi.org/10.1002/9781405198431.wbeal1440>.

[13] Ken hyland and Carmen Sancho Guinda. 2012. *Stance and Voice in Written Academic Genres*. New York: Palgrave Macmillan. p. 151

[14] Aletta Petronella Olivier. "Authorial Voice as Writing Strategy in Doctoral Thesis". (University of Pretoria, 2017) p. 76

discursive features such as visual images, document design, and sound effects, recognize here.

The way someone learns is very much affected by his/her personality. Personality is the set of psychological traits and mechanisms within the individual that make each person has a character's pattern of thought, emotion, and behavior. It influences his or her interactions and adaptions to the intraphysic, physical, and social environment[15]. Extroversion, one of the personality types, is a person who often interacts orally with other people not because of his business but of his willingness. Meanwhile, if someone is busy with himself and less talk with others, introversion he might be[16].

This research is going to focus on students who have extroversion personality. The extroversion students are better than the introversion in speaking performance[17]. They get energy from society so they habitually interact with many people. They also more interested in what is happening

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[15] Ali Akbar Jafarpour Boroujeni, Ali Roohani, and Asiyeh Hasanimanesh, 'The Impact of Extroversion and Introversion Personality Types on EFL Learners' Writing Ability', *Theory and Practice in Language Studies*, 5.1 (2015), 212 <https://doi.org/10.17507/tpls.0501.29>.

[16] Achmat Qomarudin, 'Correlation Between Extraversion Personality and English Writing' (Diponegoro University, 2010). P. 1

[17] Arie Lestari and others, 'Analysis on the Relationship of Extrovert – Introvert Personality and Students' Speaking Performance', 1–14.

around them[18]. They perceived to have strong sense in positioning themselves when saying something. Likewise, the previous study showed that there is a positive correlation between extroversion personality and writing skill[19]. When a student has high level of extroversion, her/his writing score will be higher too. This personality could influence students' authorial voice in writing. Extroversion is more outgoing, gregarious, sociable, and, openly expressive. They also like to travel, meet new people, and see new places[20]. Then people need to do those kinds of activities in order to appear an idea in writing. It is clear that extroversion personality impacts on the ability in essay writing[21]. It is interesting to find out how is the authorial voice in argumentative writing of students with extroversion personalities.

Some previous researches have explored about authorial voice[22]. Most of these previous researches have

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[18] Qomarudin.

[19] Wida Sopia Marwa and Nani Ronsani Thamrin, 'Extrovert Personality and Its Impact on Students' Argumentative Essay Writing Skill', *English Review: Journal of English Education*, 4.2 (2016) <https://doi.org/10.25134/erjee.v4i2.340>.

[20] Esty Maharani."A Comparative Study between Extrovert Students and Introvert Students Concerning Their English Speaking Ability at the Eight Grade of MTSN 1 Surakarta in the Academic Year 2016/2017", (IAIN Surakarta, 2017)

[21] Zainuddin, 'The Impact of Personality: Extrovert vs. Introvert on the Ability in Syntax in Essay Writing', *Studies in English Language and Education*, 3.2 (2016), 162 <https://doi.org/10.24815/siele.v3i2.4963>.

[22] Cecilia Guanfang Zhao, 'Authorial Voice in Second Language

explored voice in many perspectives and many genres of writing. Moreover, the researcher wanted to find out the authorial voice from Hyland's perspective in students' argumentative writing. This perspective is also used by one of the previous researches. Even though the study done by Nur Afifi also discussed the authorial voice in argumentative writing of all students without consideration of their personalities, this research focused on argumentative writing made by extroversion students only considering their characteristics above. Hence, this is the gap between the previous research and this research. So, this research is important to find out and explain the authorial voice in argumentative writing of students with extroversion personality.

Writing', *The Encyclopedia of Applied Linguistics*, 2001, 2014, 1–6 <https://doi.org/10.1002/9781405198431.wbeal1440>

  Nu Afifi, 'Authorial Voce in Islamic College English Department Students' Argumentative Writing', *JEELS*, 1.1 (2014), 118–33

  Dwi Riyanti, 'An Exploration of Voice in Second Language Writing', *The Nebraska Educator: A Student-Led Journal*, 28 (2015), 28–48

  Omid Mallahi, 'Exploring Authorial Identity in Terms of Voice Intensity and Subject Positioning in the Argumentative Writings of Male and Female Iranian Advanced EFL Learners', *Applied*

B. Reasons for Choosing the Topic

The researcher discussed about authorial voice in argumentative writing of students with extroversion personality with some reasons below:

1. Writing is one of four language skills that must be mastered by students
2. Authorial voice plays an important role in leading on to good writing
3. The researcher realized that extroversion students have their own characteristics that could influence them

C. Research Question

This research is aimed at finding the answer to the following research question:

How is the authorial voice in argumentative writing of students with extroversion personality ?

D. Research Objective

The objective of the research is to explain authorial voice in argumentative writing of students with extroversion personality

E. Research Significance

The findings of this study are claimed to be significant to some parties in two ways, both theoritically and practically:

1. Theoritically, the results of this research are expected to enrich and give additional knowledge to the other researchers focusing on authorial voice in writing.

2. Practically, this may be useful for:

   a. The students of English Language Education

      it can give additional contribution on writing in general, and to be more specific on authorial voice study. It also will help students to find out their authorial voice of writing.

   b. The English lecturers of English Language Education

      The findings can be used as an example of how is the authorial voice in argumentative writing of students with extroversion personality

   c. The other researchers

      The research can be used as additional information to conduct other researches in writing especially concerning authorial voice and personality.

F. Scope

This research is conducted for English Language Education students in UIN Walisongo Semarang. The subject is extroversion students of the fourth semester of the English Language Education of UIN Walisongo Semarang.

This study focused on finding out the authorial voice of students' writing. Over the years, studies about voice in various types have explored from different perspectives, including style, individualism, self-representation, evaluation, APPRAISAL, and stance and engagement[23].

Because of the limitedness of time and access of students, this study only concerned the authorial voice in writing from stance and engagement perspective by Hyland. It will find out the authorial voice in argumentative writing of students with extroversion personality only. This study involves all 4th semester's students of English Language Education which means involving non-native as the participants. So, this study also concerned on EFL context.

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[23] Weiyu Zhang and Yin Ling Cheung, 'The Construction of Authorial Voice in Writing Research Articles: A Corpus-Based Study from an APPRAISAL Theory Perspective', *International Journal of English Studies*, 18.2 (2018), 53–75 <https://doi.org/10.6018/ijes/2018/2/320261>. P. 53-54

CHAPTER II
REV1EW OF RELATED LITERATURE

This chapter highlights some theories and references related to the title of this research. This chapter covers previous researches, theoretical review, and conceptual framework.

A. Previous Research

Related to this research, the researcher chooses some literatures about previous studies that are relevant to the research. The first previous research is "Exploring Authorial Identity in Terms of Voice Intensity and Subject Positioning in the Argumentative Writings of Male and Female Iranian Advanced EFL Learners" by Omid Mallahi (2019) from Iran. This journal, using mixed-method approach, explored the reflections of authorial identity which are the evidence of voice and subject positioning in argumentative writings of 41 advanced Iranian EFL learners.

The relationship between voice intensity and overall writing quality was assessed and indicates a positive relationship. Then the assertiveness, as one of the main sub components of writing voice, was revealed also conducted by the multiple regression analysis. Afterward, some representative instances of subject-positioning in the written

texts were identified and discussed based on the ideological context of the study since it is believed that authorial identity and voice can vividly reflect the overall ideology of the specific discourse community in which they are constructed. In the end, raising the awareness of learners and even instructing them about the significance of authorial identity, voice, and subject-positioning in writing can assist them in constructing more authentic texts in terms of idea presentation, consideration of readers and specific textual and linguistic features used[24].

The similarity between the researcher's study and this research is concerning about authorial identity as the sense writers have of themselves. Then the difference is this research concerning in personality especially in extroversion, whereas the previous research is in gender.

The second research is "Pre-University Students' Voice Construction in Argumentative Essays". It examined how the writer's voice is constructed in argumentative essays written at the pre-university level by Cheung & Low (2017) from Singapore. The study showed how voice is constructed through APPRAISAL theory by Martin and Rose theory in the high-scoring and low-scoring general paper essays. The APPRAISAL comprises attitude, graduation, and engagement.

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[24] Mallahi.

This study involves junior college students using convenience sampling. All participants were briefed about the nature of the study and they had volunteered to be involved in the study by giving their written informed consent. They are expected to write about 500-800 words for the essay based on the topics they were chosen.

The findings of this journal indicated that the high scoring essay used richer ENGAGEMENT and ATTITUDE resources to accomplish more mature and sophisticated argumentative voices. The full use of the APPRAISAL resources was missed by the low-scoring students[25]. The rgumentative essay is being the similarity here. The two both determine argumentative essay. The difference is resources used. This study used APPRAISAL theory even the researcher is going to use Hylands' Interactional Model of Voice.

Besides the studies above, the third research conducted by Dian Yuliana and Isti Siti Saleha Gandana (2017) was "Writers' Voice and Engagement Strategies in Students' Analytical Exposition Text". This study involved 9 analytical exposition texts written by university students with

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[25] Yin Ling Cheung and Tze Hui Low, 'Pre-University Students ' Voice Construction in Argumentative Essays', *RELC Journal*, 2017, 1–16 <https://doi.org/10.1177/0033688217716508>.

different proficiency levels. This study explores how the writers' voices are through engagement resources. The study revealed that all students are capable of presenting clear position. Moreover, students who are more proficient in English are more exploit the resources necessary for constructing a well-argued text and show a stronger sense of authorship[26].

The similarity is concerning about writers' voice. The difference is in the voice model used. The study only involves engagement while this research involves both the engagement and stance.

The fourth previous research is "Textual Voice Elements and Voice Strength in EFL Argumentative Writing" by Hyung-Jo Yoon (2017). The goal of this research was to examine how the quantity and diversity of voice features contribute to the strength of voice and quality of the essay. For knowing the quantity of voice features, this study used the Authorial Voice Analyzer (AVA) which developed based on the Hyland Interactional Model of Voice. This research analyzed 219 argumentative essays written by L1 Greek-speaking EFL students to explore the relationship between

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[26] Dian and Isti Siti Saleha Gandana Yuliana, 'Writers' Voice and Engagement Strategies in Students' Analytical Exposition Texts', *Indonesian Journal of Applied Linguistics*, 7.3 (2018), 613–20.

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textual voice features and holistic voice strength. The result indicated a weak correlation. Yoon gave suggestions that L2 learners need to be instructed to use voice features to deliver their ideas convincingly[27].

The similarity is focusing on authorial voice by Hyland's Model and the use of argumentative writing as the data of this research. Then the difference is objective of the research. This research explained the authorial voice in argumentative writing while Yoon's research examined textual voice features and voice strength.

The last previous research was written by Cecilia Guanfang Zhao entitled "Writer Background and Voice Construction in L2 Writing" (2018). This research examined the significant influence of writer background variables (such as age, gender, cultural background, and level of exposure to the target language) on L2 writers' voice construction. It involved 200 argumentative writings of L2 writers from various backgrounds. Based on correlation and regression analysis, the result showed that these personal background had

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[27] Hyung-jo Yoon, 'Textual Voice Elements and Voice Strength in EFL Argumentative Writing', *Assessing Writing*, 32 (2017), 72–84 <https://doi.org/10.1016/j.asw.2017.02.002>.

very limited impact on l2 writers' ability to construct voice in the written text[28].

The similarity is on the use of argumentative writing in analyzing voice. Then the difference is on the objective of the research.

B. Authorial Voice

1. The Notion of Authorial Voice

A common purpose of academic writing is to present a clear position whether the writer defends or supports it. The way writers express their personal views, authoritativeness, and presence is called "voice"[29]. Writing always has voice in the sense that it conveys a representation of the writer. Voice is a must in this sense. In simply, saying "I can hear your voice in this piece of writing" is easier to understand the notion of voice. It means voice shows what is the writer's view and stance towards the issue under discussion[30]. Setting out their ideas, the writers negotiate a credible account of

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[28] Cecilia Guanfang Zhao, 'Writer Background and Voice Construction in L2 Writing', *Journal of English for Academic Purposes*, 35 (2018), <https://doi.org/10.1016/j.jeap.2018.11.004>.

[29] Hyland. *Disciplinary Voices: Interactions in Research Writing*. p 5

[30] Nur Afifi, 'Authorial Voce in Islamic College English Department Students' Argumentative Writing', *JEELS*, 1.1 (2014), p. 119.

themselves by claiming solidarity with readers, evaluating ideas, and acknowledging alternative view[31], so they can build a convincing text. Here, the voice becomes a crucial factor in L2 learning. An EFL learner must be able to show his/her voice in order to write an acceptable English text[32]. It is actually not easy because we have different cultures from English culture which affects our writings. Since showing voice in our writing is difficult, teaching writing needs to follow certain steps to achieve the purpose i.e. showing authorial voice.

2. Interactional Model of Voice

Showing voice in writing, as Hyland believes, could be drawn based on the interaction between writers and readers. He further arranges a model based on those interaction. This model comprises of two systems: the stance dimension of the writer and the engagement with the readers. This model is called Hyland's Interactional Model of Voice as we can see below:

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[31] Hyland. *Disciplinary Voices: Interactions in Research Writing*. p 6

[32] Afifi. P. 124

Interaction

Stance — Engagement

Hedge	Booster	Attitude Marker	Self Mention

Reader Mention	Personal Asides	Reference	Directive	Question
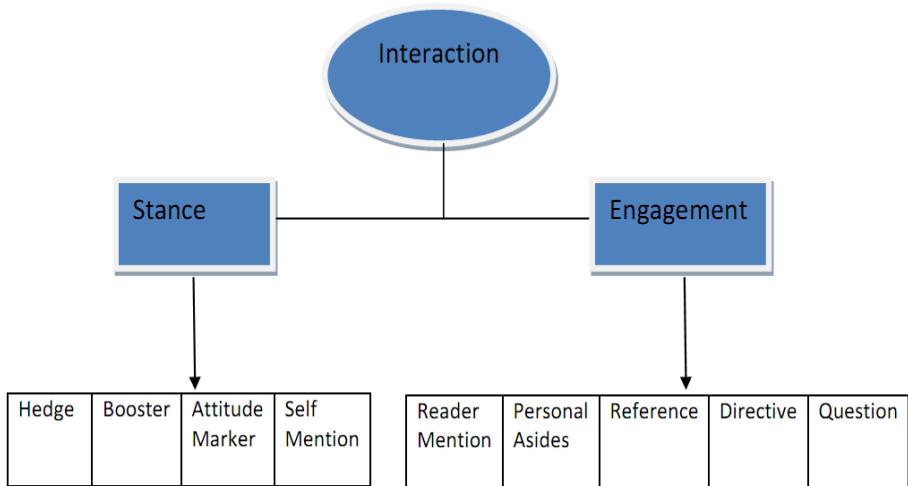
Stance can be seen as an attitudinal dimension and includes features that point to the ways writers serve themselves and deliver their judgements, opinions, and commitments. It is the way that writers interfere to stamp their personal authorities onto their arguments or stepback and disguise their involvement[33]. The features of stance are as follows:

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[33] Ken Hyland, 'Stance and Engagement: A Model of Interaction in Academic Discourse', *Discourse Studies*, 7.2 (2005), 173–92 <https://doi.org/10.1177/1461445605050365>. P. 176

a. Hedges are words, phrases, or clauses that give some distance between the writer and the proposition they said. It refers that the statement is based on plausible reasoning rather than certain knowledge. The most commonly used of hedges include: *can/could, may/might, perhaps, maybe, probably, possible, suppose, sometimes, seem, appear, relative, tend to tentatively, likely, about, more or less, to some extent, in some case.*

b. Boosters or amplifiers or intensifiers are used to show the writer's degree of confidence in their proposition. It is also used to mark the author's involvement with the topic such as *never, extremely, always, indeed, apparently, very, will, certainly, clearly, definitely, enormously.*

c. Attitude Markers are defined as verbs, adjectives, and adverbs (*frankly, fortunately, hopefully, etc*) that expressing personal or professional affective attitude of the delivered proposition. It also indicates the writer's affective.

d. Self-Mention refers to the use of first pronoun and possessive adjectives such as *I, me, my, mine,* sometimes also *we, us, our,* and *ours.*

The another branch of voice feature is engagement. This is an alignment dimension where writers assert and connect to others, acknowledging the presence of their readers, attracting them along with their argument, focusing their attention, responding their uncertainties, covering them as discourse participants, and guiding them to interpretations[34]. The features are as follows:

a. Reader mention refers to the use of second-person pronouns and possessives such as *you, your,* and *yours.* However, the use of *we* (and *us, our, ours*) here is a more implicit way of weaving the potential point of view of the reader into the argument

b. Personal asides are comments made by the writer in the middle of a statement. The function is for interpersonal engagement made by the writer to the reader besides for interrupting the proposition. This feature permit the writer to address the reader directly by giving interruption briefly in the argument to offer a comment.

c. Reference to shared knowledge can be used to make the reader engagement in the proposition being made.

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[34] Hyland, 'Stance and Engagement: A Model of Interaction in Academic Discourse'. P. 176

Some of commonly used phrases include *'of course',* *'it is quite common that ...',* *'as we all know'.*

d. Directives are used to direct the reader to the information in a particular place. It instructs the reader to perform an action or to see things in a way determined by the writer. It includes imperatives, obligation modals, or other phrases that are used for that purpose. These could be parenthetical citations of other sources such as *'note...',* *'consider...',* *'refer to...',* *'think about...',* *'let us...',* *and other similar words or phrases* that serve as direct reader signposts.

e. Audience directed questions are seen as the main strategy of dialogic involvement, inviting engagement, encouraging curiosity, and bringing interlocutors into an arena where they can be led to the writer's viewpoint[35].

Based on the explanation of the experts above, the researcher concludes that there are 2 branches of authorial voice, stance and engagement. The two branches here indicates how the writer's stance dimension and the engagement with the readers.

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[35] Afifi. P. 124-125

C. Argumentative Writing

An argumentative essay is a genre of writing that requires the writer to investigate the topic and establish a position on the topic in a concise manner. It presents two sides of arguments consist of pro and contra. It could be equally balanced between two both or one side is more presented forcefully than the other side. In argumentative writing, the writer needs to take a position over an issue. Hence, the goal of this genre is to convince the readers that the writer's opinion is right.

Here are the generic structures of argumentative essay[36]:

1. Introduction. This beginning part has required the writer to state clearly his/her opinion toward the issue and introduce the evidence and argument supporting his/her case. First, the hook introduces a controversial issue. Then the second is giving background information that explains why the issue is important. At the end of the introduction, a thesis statement is presented as the writer's point of view

2. Body paragraph. This part is often including opposing argument. Get into the general issue but do not specifically identify the argument. We can use biased

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[36] Alice Savage & Patricia Mayer. 2005. "Effective Academic Writing", Oxford: Oxford University Press. P. 85

language that supports our arguments and put our readers in the right frame to accept our arguments.

3. Conclusion/ summing up the position. Restate what your argument is and summarise what you have done in the essay to support it. Here, you can discuss what the implications of your argument are.

From the explanation above, argumentative writing is not just describing, but this kind of writing also requires the writers to show their voice: the voice of the position and the voice of why the writer takes the position over the other.

D. Personality

1. The Notion of Personality

Each human has own unique substance in his/her body that makes a difference among them. The way they behave, act, think, solve a problem is influenced by personality. Personality plays as one of the important factors during learning about second language[37]:

a. Beliefs, learners hold different beliefs about how L2 is the best learned. They have such a feeling of being certain. These reflect their past learning experiences.

b. Affective state, it has significant impact on the learners ability to learn. Learner's affrective state changes dynamically. Anxiety, for example, results in poor performance, communication apprehension, and fear that debilitate the effect of L2 learning but it also can be a facilitative effect. Anxiety will effect depend on depends on its strength and situational context.

c. Age, children generally enjoy L2 learning particularly in learning pronunciation. It is because of their age.

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[37] Rod Ellis. 1999. "The Study of Second Language Acquisition", Oxford: Oxford University Press .p. 522

d. Aptitude, language aptitude involves both underlying language learning capacity and capacity in handling decontextualized language.

e. Learning style, each learner has their own way of learning. It is not yet clear whether some styles result in more effective and more efficient than others.

f. Motivation, a learner with strong motivation will manifest greater effort in their learning

g. **Personality**, the individual difference results in various rates of learning and level of L2 attainment.

Then what is personality? According to Eysenck, personality is the sum-total of the actual or potential behavior-pattern as determined by heredity and environment[38]. It organizes and develops through the functional interaction of the four main sectors: the cognitive sector (intelligence), the conitive sector (character), the affective sector (temperament), and the somatic sector (constitution). Simply, personality creates a distinctive characteristic of an individual influenced by several factor such as innate, capacity, and environment.

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[38] Hans Eysenck. 1998."Dimensions of Personality",New Brunswick: Transaction Publishing. 28

2. Extroversion Personality

The basic personality dimensions are commonly known as "the big five" including neuroticism, **extroversion**, conscientiousness, agreeableness, and openness[39] are fundamental to the human condition. These dimensions will not only affect social interaction but also affect achievement in the learning process.

One of the big five is extroversion which also known as extraversion or extrovert, according to Cambridge dictionary[40], extroversion is the quality of being energetic, not shy, and enjoying being with other people. A person with this personality is more outgoing, gregarious, sociable, and, openly expressive. They also like to travel, meet new people, and see new places[41].

Some experts have been defined the theories about extroversion personality. One of them maintains that extroversion is an individual that has a diminution of the thought processes in relation to directly observable social behavior with an accompanying tendency to make social

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[39]Gregory J. Feist. 2006. "The Psychology of Science and The Origins of the Scientific Mind", London: Yale University Press. 112

[40] https://dictionary.cambridge.org/dictionary/english/extroversion accessed on December 28, 2019 at 3.10 P.M

[41] Esty Maharani, 'A Comparative Study Between Extrovert Students and Introvert Students Concerning Their English Speaking Ability at the Eight Grade of MTsN 1 Surakarta in the Academic Year 2016/2017' (IAIN Surakarta, 2017) <http://www.albayan.ae>. p. 2

contacts[42]. The other one defines that people with this personality have an interest in the external object, responsiveness, a ready acceptance of external happenings, a desire to influence and be influenced, and a need to join events. In simple explanation, extroversion is someone who gets the energy from society.

Then the extroversion has partial models such as below:

a.   Spontaneous, exuberant, talkative

b.   Cheerful, openhearted, merry

c.   Energetic, industrious, vigorous

d.   Vivacious, optimistic, enterprising

e.   Enthusiastic, temperamental, impetuous[43].

Extroversion also has seven aspects of personality:

1.   Activity

A person with this personality tends to be active and energetic. He likes to have high activity and do physical activities such as get up earlier, does the activity quickly, etc.

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[42]Hans Eysenck. 1998."Dimensions of Personality",New Brunswick: Transaction Publishing. 57

[43] Philip J. Corr and Gerald Matthews. 2009. " Personality Psychology", Cambridge: Cambridge University Press. 137

2. Sociability

A person with this personality has high sociability such as has many friends, meets the new one, goes to parties, joins social activity, feels happy in friendly situations, etc.

3. Risk-taking

Someone likes to involve in a dangerous situation, does the job without paying attention on his own safety, etc.

4. Impulsiveness

The person who has these values likes to do something spontaneously without thinking firstly and make a decision quickly.

5. Expressiveness

The person who has high expressiveness is freely to show his emotions such as sadness, anger, happiness, afraid, and so on.

6. Practicality

The person with this personality is usually pleasant to do practical things and not patient to do imaginative things.

7. Irresponsibility

The person who has this value tends to dislike doing formal activities[44].

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[44] Maharani. P. 13

Some modern experts also believe that people with extroversion personalities are better language learners[45]. From this definition, the researcher concludes that the language learners need to meet and interact with others in order to increase language skills. They tend to be sociable by joining a group or engaging conversation. This is why extroversion usually becomes more successful than introversion, particularly in communicative ability.

3. Eysenck Personality Inventory (EPI)

EPI is a quetionnaire invented by Hans Eysenck, a professional psychologist who concern on intelligence and personality issues. EPI contains 57 yes/no questions conceptualized personality as two scales, extroversion-introversion (E dimension), and neuroticism/stable-unstable (N dimension). These dimensions explain the preference position related to the reaction or behavior of an individual. Eysenck divided *extroversion- introversion* and *stable-unstable* as two poles forming a continuum scale. It means an individual can reach a certain position in the continuum line which shows his/her preference either *extroversion- introversion* or *stable-unstable*[46]. In this case,

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[45] Marwa and Thamrin. P. 268
[46] Hans Eysenck. 1998."Dimensions of Personality",New Brunswick: Transaction Publishing. P. 262

someone never has one type of personalities purely but his/her personality is based on the dominant characteristics.

Picture - Eysenck's Personality Types
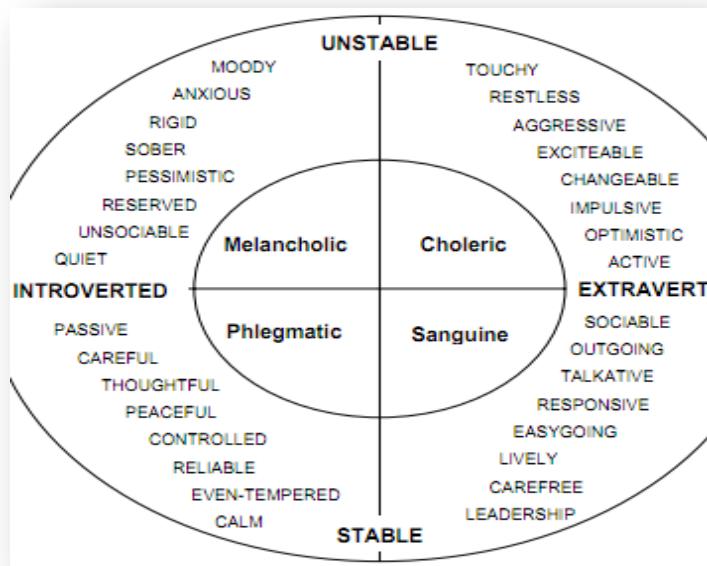
From the picture above, extroversion categorized as 2 types:

a. Extroversion-Unstable (Choleric), someone who has characteristics such as touchy, restless, aggressive, excitable, changeable, impulsive, optimistic, and active.

The researcher implemented online quetionnaire of EPI to make easier in determining students' personalities. From the total 123 students, only 78 students who did the personality

test. The researcher shared the link to them. Then they answered all questions. After finished, the result of their personalities were directly appear. Then 35 students are identified as extroversion students whether they categorized as a choleric extroversion or sanguine extroversion.

E. Conceptual Framework

The purpose of this research is to explain the authorial voice in argumentative writing of students with extroversion personality. For achieving the purpose, here are the conceptual framework:

Authorial Voice ←	**Argumentative Writing** ←	**Students with Extroversion Personality**

Hedge
Booster
Attitude Marker
Self-mention

Reader Mention
Personal Aside
Reference
Directive
Question
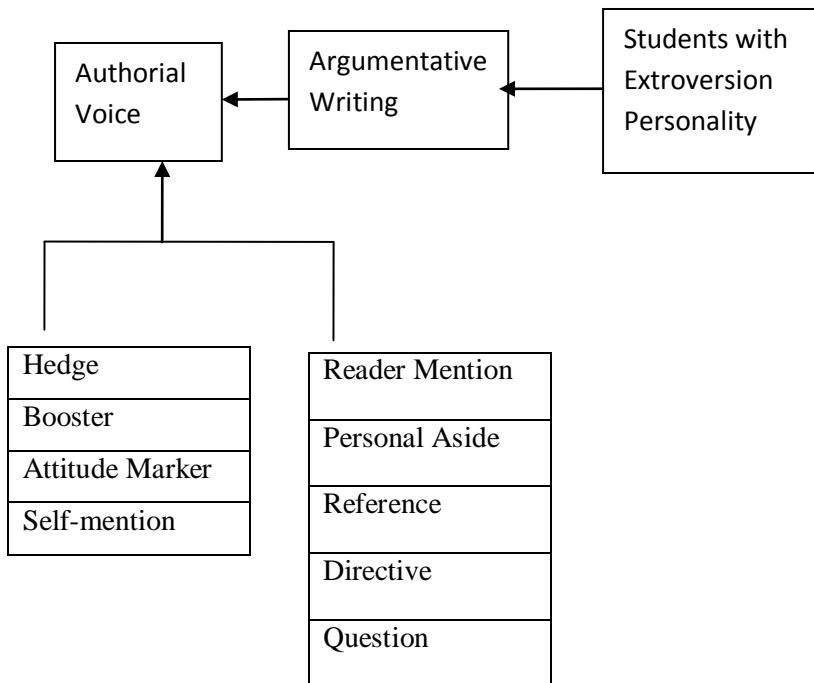
CHAPTER III
RESEARCH METHOD

This chapter explains the methodology of the study including types and research approach, research setting and time, data source, techniques of data collection, participants, and techniques of data analysis.

A. Types and Research Approach

This is a qualitative research. According to Satori, qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore the social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of information, and conducts the study in natural setting[47]. Whereas Bogdan and Taylor explained that qualitative research is one of the research procedures that produce descriptive data in the form of speech or writing and the behavior of the people observed[48]. The result of qualitative research more emphasized in the meaning rather than generalization[49]. This research reveals a certain social situation by describing it in the right way, builds by some words based on

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[47] Djam'an Satori & Aan Komariah. *Metodologi Penelitian Kualitatif, (*Bandung: Alfabeta, 2017*)*, p. 24

[48] Wiratna Sujarweni, *Metode Penelitian Lengkap, Praktis, danMudahDipahami*, (Yogyakarta: Pustaka Baru Press, 2014), p.19

[49] Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D,* (Bandung: Alfabeta, 2015), p. 15

collecting data technique, and analyzing relevant data from the natural situations.

B. Research Setting

This study conducted on the 27th February – 12th March 2020 with the 4th semester students of English Language Education at UIN Walisongo Semarang in the academic year of 2019/2020. Considering English Language Education of UIN Walisongo Semarang potentially to be researched is the reason why the researcher determines this place. The researcher is also a student majoring English Language Education. Then the researcher chose 4th semester students because they have understood about academic writing. They also have passed "Genre based Writing" subject so they have understood about argumentative writing as one of many genres of writing.

C. Data Source

The researcher tries to find out the authorial voice in argumentative writing of students with extroversion personality. The data source of this study is the argumentative writing of students with extroversion personality which contains some indicators of authorial voice. The data will be collected by directly reading and taking notes.

D. Research Focus

This study was conducted at Universitas Negeri Walisongo Semarang at fourth semester English Language Education Students. The focus of this research is authorial voice in argumentative writing of students with extroversion personality.

E. Techniques of Data Collection

a. The Eysenck Personality Inventory (EPI)

This questionnaire helps the researcher to determine the personality type of students[50]. EPI is invented by Hans Eysenck. He is a professional psychologist who concern on intelligence and personality issues. It conceptualized personality as two scales, extroversion/introversion, and neuroticism/stability. Nevertheless, only extroversion/introversion is used here. It contains 57 questions and the students are required to answer it with yes or no.

The question of EPI is in appendix 1.

b. Documentation

In this study, the researcher asked the participant to write an argumentative writing. The document here is argumentative writing made by students as Hornby said that document is

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[50] Merry Agustina, Fatoni, and Mutia Mawardah, 'Software Test Kepribadian Eysenck', *Universitas Bina Darma*. p. 157

something written to be used as a record or evidence[51]. This writings are the main data that analysed by using Hyland's Interactional Model of Voice. The instrument of writing prompt is in appendix 2 and the rubric of Hyland's Interactional Model of Voice is in appendix 3.

F. Participants

The participants of this research are all 4th semester's students of English Language Education which consist of 3 classes namely PBI 4A, 4B, and 4C with the total of 123 students. The researcher gave them EPI quetionnaire for identifying their personalities. Then, only students with extroversion personality who asked for writing.

G. Technique of Data Analysis

There are 3 steps in analyzing the qualitative data : (a) data reduction, (b) data display, and (c) conclusion drawing/verification.

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[51]Djam'an Satori & Aan Komariah. *Metodologi Penelitian Kualitatif, (*Bandung: Alfabeta, 2017*)* 146

1. Data reduction, It means the process of summarizing, choosing the main data, focusing on the important point thing, looking for the theme, and the pattern and deleting unimportant data[52]. So, the data that have reduced will give clear illustration and make it easier for collecting the next data. Data reduction is not something separate from analysis but it is a part of the analysis. Data reduction or condensation is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that "final" conclusions can be drawn and verified. By data reduction, we do not necessarily mean quantification. Qualitative data can be transformed in many ways: through selection, through summary or paraphrase, through being subsumed in a larger pattern, and so on. By condensing, the data becomes stronger[53].

   At this step, the researcher begins by selecting the data correctly which gain from correct participant. This research only involves students with extroversion personality so the one who has other personalities will not be involve. in order to select correct participants, the researcher will give

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[52] Djam'an Satori & Aan Komariah. *Metodologi Penelitian Kualitatif, (*Bandung: Alfabeta, 2017*)* p.219

[53] Matthew B. Miles, A. Michael Huberman, Johnny Saldaña, *Qualitative Data Analysis A Methods Sourcebook*, (Arizona State University: SAGE Publications, Inc, 2014), p. 31

personality test to the all participants. By identifying students' personality, it avoids from unnecessary data. Then students with extroversion personality will be ask for writing argumentative essay.

2. Data Display, displaying data narratively. By displaying data, it will help the researcher to understand what is happening, to do further things based on that understanding[54]. The researcher The researcher makes coding of authorial voice's indicators:

Code	Authorial Voice's Features
C1	Use of Hedges
C2	Use of Boosters
C3	Use of Attitude Markers
C4	Authorial Self-Mention
C5	Use of Reader Pronouns
C6	Use of Personal Asides
C7	References to Shared Knowledge

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[54]Sugiyono, *Metode Penelitian Pendekatan Kuantitatif, Kualitatif, dan R&D.* (Bandung: Alfabeta, 2015) p 249

C8   Use of Directives

C9   Use of Audience Directed Questions

Then, the researcher describes indicators found in students' argumentative writing.

3. Conclusion drawing means the data that the finding can answer the research question[55]. When the conclusion is supported by strong evidence, it will be a credible conclusion.

[55] Sugiyono, *Metode Penelitian Pendekatan Kuantitatif, Kualitatif, dan R&D.* (Bandung: Alfabeta, 2015) p.345

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter presents the result of the research finding and discussion about authorial voice in argumentative writing of students with extroversion personality. The main purpose of this chapter answers the research question that has been written in the chapter I.

A. Profile of English Education Language Education at UIN Walisongo Semarang

Universitas Islam Negeri (UIN) Walisongo located in Semarang, Central Java, has many faculties and departments. One of them is the Faculty of Education and Teacher Training which has 6 departments. The vision of this faculty is The Model Of Superior Islamic Education Based on Unity of Science in ASEAN in 2030. The missions of the Faculty of Education and Teacher Training are as follows:

1. Organizing education and learning in the field of education based on the unity of science to produces professional graduates and morality al-karimah

2. Improving the quality of research in the field of education for the benefit of Islam, science, and society.

3. Carry out educational services that are useful for developing society.

4. Exploring, developing, and applying the values of local wisdom in the field of education.

5. Achieve professional and national standard educational institutional management

6. Developing education cooperation with various regional, national, and international institutions.

One of the departments in this faculty is English Education that reach A accreditation based on BAN-PT No. 5160/SK/BAN-PT/Akred/S/XII/2017. This department not only focuses on learning English material including speaking, listening, reading, and writing but also teacher training material. Since English becomes an international language, English is needed on many occasions. The bachelor of English Education are prepared to be a professional English teacher. They are supposed to have English skills in order to face the world. After graduating from this department, the bachelor can take part as an English teacher in a formal or informal education institution. The bachelors of this department can also continue their study in postgraduate education to obtain a master's degree and become a lecture. They can also be a translator, tour guide, and other professions that demand English language skills.

B. Finding of Authorial Voice of Extroversion Students

Before the researcher explained the authorial voice in students' writing, the researcher gave Eysenck Personality Inventory (EPI) quetionnaire first to find out the extroversion students. In this section, the researcher answered the research question by presenting the finding in a table and giving explanation on it. The participants of this research are students with extroversion personality that chosen by EPI questionnaire as the tool to determine their personalities. From 123 fourth semester's students, there are some students who did not do personality test so the extroversion students found are 35 students. The result of their writings are submitted in the form of softfile because of the *corona pandemic* that happens during the implementation this research

As the branches of the Hyland Interactional Model of Voice, stance consists of 4 features: hedges, booster, attitude markers, and self-mention, while engagement is elaborated into reader pronoun, personal aside, knowledge reference, directives, and question. This section presents the findings of the study based on Hyland Interactional Model of Voice which is developed into a rubric (the rubric is on appendix).

Then the rubric consists of ten features and each feature is labeled as follows:

C1 = the use of hedges
C2 = the use of boosters

C3 = the use of attitude markers

C4 = the use of self-mention

C5 = the use of reader pronoun

C6 = the use of personal aside

C7 = reference to shared knowledge

C8 = the use of directives

C9 = the use of rhetorical question

C10 = overall authorial present and reader engagement

The finding of the whole students' authorial voice is presented below:

Table 4.A – The Finding of Authorial Voice

Feature	Student											
	1	2	3	4	5	6	7	8	9	10	11	12
C1	4	4	4	4	4	4	4	4	3	4	4	4
C2	4	4	3	4	3	3	2	4	3	2	3	1
C3	2	1	2	4	3	3	1	4	1	2	4	3
C4	4	1	2	2	0	1	0	0	1	0	1	0
C5	3	2	2	2	0	1	1	0	1	1	1	1
C6	0	0	0	0	0	0	0	0	1	1	0	2
C7	1	0	1	0	0	0	0	0	0	0	0	0
C8	2	0	0	2	0	1	0	0	1	0	0	0
C9	0	0	0	0	0	0	0	0	0	1	0	0
C10	2,2	1,3	1,6	2,0	1,1	1,4	0,9	1,3	1,2	1,2	1,4	1,2

Feature	Student											
	13	14	15	16	17	18	19	20	21	22	23	24
C1	4	4	4	2	4	4	4	4	4	4	4	4
C2	4	3	3	2	3	2	3	2	2	1	2	1
C3	2	4	3	1	3	4	2	2	3	3	1	1
C4	0	3	0	1	1	3	2	1	3	1	3	2
C5	0	0	0	1	1	3	2	3	3	1	4	2
C6	0	2	1	0	0	0	0	0	0	0	0	1
C7	0	0	0	0	1	0	0	0	0	0	1	0
C8	0	1	0	0	0	0	0	0	0	1	0	0
C9	0	1	0	0	1	1	2	1	0	0	0	0
C10	1,1	2,0	1,2	0,8	1,6	1,9	1,7	1,4	1,7	1,2	1,7	1,2

Feature	Student											Total
	25	26	27	28	29	30	31	32	33	34	35	
C1	4	3	3	4	3	4	4	4	4	4	4	134
C2	2	3	4	1	4	4	3	3	4	3	3	98
C3	4	3	1	3	2	3	2	4	3	1	0	85
C4	3	3	1	4	0	1	1	4	4	3	2	58
C5	3	0	2	4	0	4	1	1	4	3	2	59
C6	0	1	1	1	1	1	0	0	1	1	0	15
C7	0	0	0	0	0	2	0	0	0	0	3	9
C8	0	0	0	0	0	1	0	0	0	0	3	12
C9	1	0	0	0	0	0	0	1	0	0	0	9
C10	1,9	1,4	1,3	1,9	1,1	2,2	1,2	1,9	2,2	1,7	1,9	53,2

The scoring of each feature is on the 0-4 scale. For C1, C2, C3, C4, and C5, 0 is given when there is no occurrence in student's writing, 1 is for 1-2 occurrences, 2 is for 3-4 occurrences, 3 is for 5-7 occurrences, and 4 is for 8 or more occcurrences. On the other hand, C6, C7, C8, and C9 have a little bit different details of scoring. 0 is for no occurrence, 1 is for 1 occurrence, 2 is for 2-3 occurrences, 3 is for 4-5 occurrences, and 4 is 6 or more occurrences. Then for the last feature, C10, is gotten based on the average of all features. 0 is when the reader feels no sense of authorial presence in the writing, 1 is gotten when the reader feels a very weak sense of authorial presence, 2 is when the reader feels a somewhat weak sense of authorial presence, 3 is gotten when the reader feels a fairly strong sense, and 4 is when the reader feels a strong sense of authorial presence in the writing. The complete table consisting the occurrences and the scores of each student is on appendix 4.

The mean of each students' overall authorial present and reader engagement (C10) shows different results and the total of all students' C10 is 53, 2. Moreover, the researcher involved 35 students with extroversion personalities to conduct the study. As a result, authorial voice of the students can be found by this calculation:

$$Authorial\ Voice = \frac{53,2}{35} = 1,52$$

The scale 1, 52 mean that the reader feels a somewhat weak sense of authorial voice.

Table 4.A above presents that all participants bring up the hedge (C1) in their writings frequently. The hedge gains the highest total of occurrence with the number 443 then followed by booster (C2) : 232 occurrences, attitude marker (C3) : 174 occurrences, self-mention (C4) : 125 occurrences, reader mention (C5) : 123 occurrences, personal aside (C6) & directive (C8)   : 15 occurrences, reference to shared knowledge (C7) : 11 occurrences, and question (C9) : 9 occurrences.

Lets take example of the authorial voice of student no. 1

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
Occurrence	10	11	4	8	7	0	1	2	0	
Score	4	4	3	4	3	0	1	2	0	2,2

Table 4.B – The Authorial Voice of Student no. 1

Note :

O = total occurrence of each feature

S = total score of each feature based on scoring rubric

This student gets the highest score in hedge, booster, and self mention. It indicates that she wrote her statements based on plausible reasoning rather than certain knowledge. She also gave more power into her writing by using booster more than 8 times. The use of self mention on her writing is 8 times that means she gave more emphasis on her presence in the text. Whereas, the other features such as attitude marker and reader pronoun got score 3. The student used attitude marker to show her affective/feeling while reader pronoun is used to acknowledge the reader's presence. Directives, C8, got 2 score which means she instruct the readers two times to act or to view things in a way that she has determined. Then she only use reference once to make the readers feel that they are also playing a role in constructing a particular argument. This student did not use personal aside and question on her writing. Based on voice rubric, the average of her

authorial voice is 2,2 which means the reader feels a somewhat weak sense of authorial presence in the writing.

C. Discussion

This section allows the researcher to give deep explanations using related theories that are previously presented in chapter II. Besides, this section also presents some examples to support the explanations of each authorial voice's feature.

1.   Stance

Hedges are words, phrases, or clauses that are meant to give some distance between the writers and the proposition they said[56]. The statement is based on plausible reasoning rather than certain knowledge. Based on the table 4.A above, the hedges gain the highest total of occurrence. It means that most students bring up the hedges into their writings and it indicates that they are unsure of making a claim. The most commonly used of hedges found in extroversion students' argumentative writing are *can, more, may, sometimes, would, probably, tend to, feel, in my opinion, usually, some.*

The students have to be careful when making generalization and it must be based on reasonable evidence. A writer should only

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[56] Hyland, 'Stance and Engagement: A Model of Interaction in Academic Discourse'. P. 178

write with the evidence she or he has[57]. If students are making claims unsurely so they are advised to use hedges to express the degree of commitment to their claims[58]. The hedge also helps students to be more cautious about the claims they make. Here are some examples of hedges used by extroversion students in this study:

"Most of several people may don't like watching a horror movie, maybe because they don't like the genre or scary to watch a horror movie" –Student no.32

"Maybe some people think watching a horror movies is exciting because they can face their fears"-Student no. 10

"The scenes of violence in this movie can reduce the viewers' sensitivity to violence in real life" –Student no. 5

Booster or amplifier or intensifier is used to show the writer's degree of confidence. A writer uses booster in his/her statement to express certainty. This research finds that booster occupies the second position from the highest total of occurrence which means the students try to give more power into their writings. They have commonly employed booster such as *very, will, certainly, actually,*

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[57] Liz Hamp-Lyons & Ben Heasley. 2006. *Study Writing : A Course in Writing Skills for Academic Purposes.* Cambridge: Cambridge University Press. P 60
[58] Pawabunsiriwong. P. 61

highly, truly, always, know, greatly. Here are some examples from students argumentative writing:

"horror movie is <u>highly</u> recommended to not be watched by the children due to protect their mental health" –Student no. 12

"this <u>will</u> <u>certainly</u> make the child frightened and of course it <u>will</u> be troublesome for their parents" –Student no. 30

"so that social life is reduced and <u>always</u> follow the character of the Joker who does not comply with religious norms"-Student no. 9

The writer uses emotion, instead of knowledge, to convey proposition, surprise, agreement, importance, frustration, and so on. Simply, the emotion is indicating the writer's affective and it is called attitude marker. Normally, the attitude marker shows the writer's stance including verbs, adverbs, and adjectives. The finding presents that extroversion students often illustrate their emotions by using attitude marker in their writing. They frequently use *want, pride, afraid, believe, well, enjoy, love, like, good, interesting, great, need, terrible, satisfied, difficult.*

Some examples are below:

"After watching a horror movie usually some people feel <u>proud</u> and <u>satisfied</u> if they managed to watch without fear." –Student no. 18

"Horror films can also make people <u>afraid</u> of everything around and become aware of the slightest movement" –Student no. 2

"Watching horror movie also can cause nightmares, of course it's not <u>good</u> for mental health especially for children" –Student no. 32

Then self-mention refers to the use of first pronoun and posessive adjectives such as *I, me, my, mine, we, us, our, and ourselves.* Some students use the first pronoun to give more emphasis on their presence in the text. As Pixton asserts that the more pronouns are used, the stronger presence of the writer is emphasized[59]. The writer holds full authority to build a strong presence in his/her writing because the presence or absence of author reference is generally the writer's conscious choice

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[59] William H. Pixton. Toward Demystifying Voice: An Approach for Novice Writers. *Rhetoric Society Quarterly.* 18.1 (1988). P. 31

to adopt a particular stance[60]. On other words, the use of self-mention tells the unique point of view of the writer. Some examples of the self-mention' use are below:

" *I feel anxiety every after watching horror movie. I am afraid to go out from my room every night.*"-Student no. 26

"Actually, horror movie truly give us a bad impact. When we watch horror movie, our brain will failed to differentiate between reality and fantasy." –Student no. 19

"When watching movies alone, we tend to dwell on them more afterwards" –Student no.4

2. Engagement

The students not only use self-mention in their writing but fortunately, they also use reader pronoun to acknowledge the reader's presence. Reader pronoun refers to the use of second-person pronoun and possessives such as *you, your,* and *yours.* However, the use of *we, us, our,* and *ours* have more implicit way of engaging the reader into a discourse[61]. The students as the writer are considering the reader as someone who has similar

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[60] Hyland, 'Stance and Engagement: A Model of Interaction in Academic Discourse'. P. 181

[61] Hyland, 'Disciplinary Voices: Interactions in Research Writing'. P. 11

understanding with them. Those become the common reason for using the reader pronoun.

Here are some examples:

"By recognizing the positive and negative impacts, <u>you</u> are expected to be able to do this activity naturally" –Student no. 17

"If the content of horror movies doesn't bother <u>us</u> but <u>we</u> are still experiencing insomnia, it might not be the best idea to watch something scary right before bed." –Student no. 28

"So, it's better to watch a horror movie if <u>you</u> are 15 years or older. Because at that age a person's reasoning power has begun to develop" -Student no. 3

When the writers make a comment in the middle of statement, they recently use personal aside in their writings. By briefly interrupting the argument, a writer is allowed to address the reader. The writer offers a comment on what has been said, such as the examples below:

"Even recently, a murder committed by a 15-year-old girl was caused because she loved horror films. <u>that's why horror films can bring negative impact to us</u>" –Student no. 24

"Again, if those kids want to watch the horror movies then they have freedom to do so, but in my opinion, they should wait till they are a bit older." –Student no. 14

Here, the students tend to initiate some kinds of dialogue between them and their readers in order to make an engagement. However, the finding shows that the total of personal asides' occurrence gets a low number that is 15. It indicates that most of the student is not yet including personal aside in their writing.

Reference, this feature makes the readers feel that they are also playing a role in constructing a particular argument. The readers can only be brought to agree with what are the writer building[62]. The examples are below:

"Responding to this case, of course, we can relate it to the topic we are discussing. the motive for this murder was based on a horror movie that she often watched" –Student no. 1

"Most of us can probably remember that one horror movie made us jump out of our seats and hunted us for the rest of our childhood" –Student no. 23

Directives instruct the readers to act or to view things in a way that the writer has determined. It could be parenthetical citation,

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[62] Hyland, 'Stance and Engagement: A Model of Interaction in Academic Discourse'. P. 184

the usage of language that encourages the reader to think critically such as *"note...", "consider...", "refer to...", "think about...","let us..."*, or other similar words or phrases that provide as direct reader signpost such as *for example, let's take an example,* etc. Although there are many words or phrases of directives, most students create "*for* example" as their favorite directives. From table 4.A above, each student is on distance 0-2 occurrances of using directives which means they are never, rarely, and occasionally used the directives.

Lets take some examples:

"Personal experiences would definitely determine how significant side-effects become," <u>said Bialozynski</u> -Student no. 35

"Recently the Joker film is very viral in the middle of society and cyberspace in particular, well, <u>let's take an example</u> of the impact of this Joker film for psychology and sociality." –Student no. 9

The last feature is the question which gains the lowest total of occurrence with the number 9. From 35 students, 7 students are rarely used questions, only 1 student is used question occasionally, and the rest of students have never used this feature in their writings.   The question becomes a strategy of dialogic involvement, inviting participations, fostering curiosity, and

bringing interlocutors into a place where they can be led to the writer's point of view[63]. Here are some examples:

"Do you know that horror movies can disrupt mental health for people who watch them?" –Student no. 10

"Do you like watching horror movie?" –Student no. 18

"Is it really okay to watch horror movie? What is the impact of watching horror movie?" –Student no. 19

From the explanation above, the authorial voice of students is on 0,8 – 2,2 scale that means the reader of their writing feels very weak until a somewhat weak sense of authorial presence. The students, as EFL learners, experience difficulty in showing their voice. It is similar to several previous studies[64] that writing with a strong voice is even harder for second language writers.

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[63] Hyland, 'Stance and Engagement: A Model of Interaction in Academic Discourse'. P. 185

[64] Paul Kei Matsuda. Voice in Japanese Written Discourse Implications for Second language Writing. *Journal of Second Language Writing.* 10 (2001)

Cecilia Guanfang Zhao. Authorial Voice in Second Language Writing. *The Encyclopedia of Applied Linguistics.* (2014)

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Although the extroversion students habitually interact with others and they have a strong sense of arguing something spokenly, they are somewhat weak voicing their arguments in writing.

D. Limitation of the Research

This research has been carried out in accordance with scientific procedures. Therefore, there are some limited problems existing in this research. The limited problems are stated below:

1. The total of participants are only 35 students
2. The investigation of this research only conducted the student who has extroversion personality
3. This research focused on argumentative writing. While there are many genres of writing that can be explored by the next researcher.

CHAPTER V
CONCLUSION AND SUGGESTION

This is the last chapter of this research. After the researcher explores the discussions of the research findings which focus on the explanations of authorial voice, then some conclusions and suggestions are made below:

A. Conclusion

Based on the explanation above, the researcher concludes that the students with extroversion personality as the novice writers are still strange with the notion of voice. It is proven by the mean of their authorial voice which is on the scale 1,52 (the reader feels a somewhat weak sense of authorial voice). Whereas, the voice in the written text is an important quality of good writing because it expresses the essential individuality of the writer. This fact is in line with several previous studies that writing with a strong voice is difficult for novice writers. Indeed, writing as one of the productive skills seems as difficult proficiency to be mastered by the students. Then the students' position as EFL learners also gives a big influence on their writings. Besides that, other concepts such as error analysis and sentence structure are more emphasized than the voice in the writing classroom. It makes the concept of voice may be a strange thing for the students.

The students with extroversion personality, although the society is the source of their energy and they often make interaction orally, that does not give a guarantee for them to be good in making interaction writtenly. As writer, they are somewhat weak for stancing dimension and engaging the readers. The finding reveals that they are somewhat weak in showing their voice into their writing.

B. Suggestion

In reference to the findings, some suggestions are considered by the researcher after conducting this research. The suggestions are as follows:

1. The students of English Language Education

   This research contains additional knowledge about authorial voice as an important concept in writing. It also can be used as an example of how is the authorial voice in argumentative writing of students with extroversion personality. By learning and comprehending the concept of voice, students are expected to create a better writing product.

2. The other researchers

   The topic of authorial voice is very interesting to investigate. So, the researcher suggests to other researchers to conduct the study about this topic in various angel or combine it with other issues.

Although this research is a small-scale piece of research, it hopefully will give beneficial information that can be used by students, teachers, or other researchers.

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EPI Questionnaire

The researcher uses online questionnaire (http://widhiarso.staff.ugm.ac.id/wp/test/eysencks-personality-inventory-epi-extroversionintroversion/). The EPI (Eysenck Personality Inventory) contains 57 'yes-no' questions. The form also contains the inclusion of falsification scale for detecting distortion's response. The traits measured are Extroversion (E)-Introversion (I) and Neuroticism (N). When you fill out Eysenck's Personality Inventory (EPI), you will get three scores:

- The 'lie score' is out of 9. It measures how socially desirable you are trying to be in your answers. Those who score 5 or more on this scale are probably trying to make themselves look good and are not being totally honest in their responses. It consists of item no 6,12, 18, 24, 30, 36, 42, 48, 54.

- The 'E score' is out of 24 and measures how much of an extrovert you are. The items are including no. 1, 3, 5, 8, 10, 13, 15, 17, 20, 22, 25, 27, 29, 32, 34, 37, 39, 41, 44, 46, 49, 51, 53, and 56.

- The 'N score' is out of 24 and measures how neurotic you are. The items are including no. 2, 4, 7,

9, 11, 14, 16, 19, 21, 23, 26, 28, 31, 33, 35, 38, 40, 43, 45, 47, 50, 52, 55 and 57.

Here are questions list of EPI questionnaire (The questionnaire here uses Bahasa to make the participants easier answering the questions)

1. Apakah Anda sering merindukan kegembiraan?	Ya/Tidak
2. Apakah Anda sering membutuhkan teman yang mengerti untuk menghibur Anda?	Ya/Tidak
3. Apakah Anda adalah orang yang periang?	Ya/Tidak
4. Apakah Anda merasa sangat sulit untuk tidak mengambil jawaban?	Ya/Tidak
5. Apakah Anda berhenti dan memikirkan segalanya sebelum melakukan sesuatu?	Ya/Tidak
6. Jika Anda mengatakan bahwa Anda akan melakukan sesuatu, Anda selalu menepati janjimu, tidak peduli betapa merepotkannya melakukannya?	Ya/Tidak
7. Apakah mood Anda naik turun (berubah-ubah)?	Ya/Tidak
8. Apakah Anda biasanya mengatakan sesuatu dengan lugas dan cepat tanpa berhenti untuk memikirkannya terlebih dahulu?	Ya/Tidak
9. Apakah Anda sering merasa 'menderita' tanpa alasan yang jelas?	Ya/Tidak

10. Maukah Anda melakukan hampir segala sesuatu dengan berani?	Ya/Tidak
11. Apakah Anda tiba-tiba merasa malu saat ingin berbicara dengan orang asing ?	Ya/Tidak
12. Apakah Anda pernah lepas kendali dan marah?	Ya/Tidak
13. Apakah Anda sering melakukan sesuatu secara mendadak?	Ya/Tidak
14. Apakah Anda sering khawatir dengan apa yang Anda lakukan atau katakan?	Ya/Tidak
15. Apakah Anda lebih suka membaca dibandingkan bertemu dengan orang lain?	Ya/Tidak
16. Apakah Anda mudah tersinggung?	Ya/Tidak
17. Apakah Anda suka bepergian?	Ya/Tidak
18. Apakah Anda kadang memiliki pemikiran dan gagasan yang tidak ingin diketahui orang lain?	Ya/Tidak
19. Apakah Anda kadang-kadang sangat berenergi kemudian menjadi lamban?	Ya/Tidak
20. Apakah Anda lebih memilih untuk memiliki sedikit teman tapi sangat dekat?	Ya/Tidak
21. Apakah kamu sering melamun?	Ya/Tidak
22. Ketika orang-orang meneriakimu apakah kamu berteriak balik?	Ya/Tidak
23. Apakah Anda sering bermasalah dengan perasaan bersalah?	Ya/Tidak
24. Apakah sifat atau kebiasaan Anda itu baik dan merupakan hal yang	Ya/Tidak

diinginkan dilingkungan Anda?	
25. Bisakah Anda pergi dan menikmati pesta yang meriah?	Ya/Tidak
26. Apakah Anda menyebut diri Anda sendiri tegang, kaku, dan sangat terikat?	Ya/Tidak
27. Apakah orang lain menganggap Anda periang?	Ya/Tidak
28. Setelah Anda melakukan sesuatu, apakah Anda merasa bahwa Anda bisa melakukannya dengan lebih baik lagi?	Ya/Tidak
29. Apakah Anda lebih pendiam saat berada bersama orang lain?	Ya/Tidak
30. Apakah Anda sering bergosip?	Ya/Tidak
31. Apakah Anda sering berpikir mengenai ide yang membuat Anda tidak bisa tidur?	Ya/Tidak
32. Jika ada sesuatu yang ingin Anda ketahui, apakah Anda lebih suka mencarinya dibuku daripada berbicara dengan seseorang tentang hal tersebut?	Ya/Tidak
33. Apakah Anda mengalami palpitasi atau jantung yang berdetak secara abnormal?	Ya/Tidak
34. Apakah Anda menyukai jenis pekerjaan dimana Anda diharuskan fokus?	Ya/Tidak
35. Apakah Anda sering gemetaran?	Ya/Tidak

36. Maukah Anda selalu mengumumkan segala sesuatunya kepada khalayak banyak?	Ya/Tidak
37. Apakah Anda membenci keramaian dimana orang-orang saling melempar lelucon kepada satu sama lain?	Ya/Tidak
38. Apakah Anda orang yang mudah tersinggung?	Ya/Tidak
39. Apakah Anda suka melakukan hal-hal di mana Anda harus bertindak dengan cepat?	Ya/Tidak
40. Apakah Anda khawatir tentang hal-hal buruk yang mungkin terjadi?	Ya/Tidak
41. Apakah Anda orang yang tidak tergesa-gesa saat melakukan perjalanan pulang kerumah Anda?	Ya/Tidak
42. Pernahkah Anda terlambat dalam menepati janji mengenai pekerjaan?	Ya/Tidak
43. Apakah Anda banyak memiliki mimpi buruk?	Ya/Tidak
44. Apakah Anda suka untuk berbincang dengan orang lain dan tidak akan pernah melewatkan kesempatan tersebut?	Ya/Tidak
45. Apakah Anda bermasalah dengan sakit dan nyeri?	Ya/Tidak
46. Akankah Anda akan merasa sedih apabila tidak bertemu dengan banyak orang dalam jangka waktu tertentu?	Ya/Tidak
47. Apakah Anda menyebut diri Anda orang yang sering merasa gugup?	Ya/Tidak

48. Dari semua orang yang Anda kenal, adakah beberapa orang yang sama sekali tidak Anda sukai?	Ya/Tidak
49. Apakah Anda merasa bahwa Anda adalah orang yang cukup percaya diri	Ya/Tidak
50. Apakah Anda mudah tersinggung saat orang menemukan kesalahan dengan Anda atau pekerjaan Anda?	Ya/Tidak
51. Apakah Anda kesulitan untuk benar-benar menikmati atau mengikuti suasana dalam pesta yang meriah?	Ya/Tidak
52. Apakah Anda bermasalah dengan perasaan *inferiority* atau kerendah dirian?	Ya/Tidak
53. Bisakah Anda dengan mudah membuat pesta yang membosankan menjadi lebih hidup?	Ya/Tidak
54. Apakah Anda suka membicarakan hal-hal yang tidak Anda ketahui?	Ya/Tidak
55. Apakah Anda khawatir dengan kesehatan Anda?	Ya/Tidak
56. Apakah Anda suka membuat *prank* atau jebakan untuk orang lain?	Ya/Tidak
57. Apakah Anda menderita sulit tidur?	Ya/Tidak

APPENDIXES 2
Instrument of Writing Instruction

Please write an argumentative writing with the topic "*Horror movie gives bad effect for mental health*". State your position clearly either you support or decline the statement!

 Write at least 250 words!

APPENDIXES 3

The Voice Rubric of Hyland's Interactional Model

Scale	C1: Use of hedges	C2: Use of Boosters	C3: Use of Attitude Markers	C4: Authorial Self-Mention
4	Hedges are used always or almost always in the author's claim. 8-more	Boosters are used always or almost always in the author's claim. 8-more	Attitude Markers are used always or almost always in the author's claim. 8-more	First person pronouns are used extensively. 8-more
3	Hedges are used frequently in the author's claim. 5-7	Boosters are used frequently in the author's claim. 5-7	Attitude Markers are used frequently in the author's claim. 5-7	First person pronouns are used frequently. 5-7
2	Hedges are used	Boosters are used	Attitude Markers are	First person pronouns are

	occasionally in the author's claim. 3-4	occasionally in the author's claim. 3-4	used occasionally in the author's claim. 3-4	used occasionally. 3-4
1	Hedges are rarely used in the author's claim. 1-2	Boosters are rarely used in the author's claim. 1-2	Attitude Markers are rarely used in the author's claim. 1-2	First person pronouns are rarely used. 1-2
0	Hedges are never used in the author's claim. 0	Boosters are never used in the author's claim. 0	Attitude Markers are never used in the author's claim. 0	First person pronoun is never used. 0

Scale	C5: Use of Reader Pronouns	C6: Use of Personal Asides	C7:Reference to Shared Knowledge	C8: Use of Directives	C9: Use of Rhetorical / Audience Directed Questions
4	Reader pronouns are used extensively. 8-more	Personal asides are used extensively. 6-more	There are extensive references to shared knowledge. 6-more	Directives are used extensively. 6-more	Rhetorical / audience-directed questions are used extensively. 6-more
3	Reader pronouns are used frequently. 5-7	Personal asides are used frequently. 4-5	There are frequent references to shared knowledge. 4-5	Directives are used frequently. 4-5	Rhetorical / audience-directed questions are used frequently. 4-5
2	Reader pronouns	Personal asides are	There are occasional	Directives are used	Rhetorical / audience-

	are used occasionally. 3-4	used occasionally. 2-3	references to shared knowledge. 2-3	occasionally. 2-3	directed questions are used occasionally. 2-3
1	Reader pronouns are rarely used. 1-2	Personal asides are rarely used. 1	There are few references to shared knowledge. 1	Directives are rarely used. 1	Rhetorical / audience-directed questions are rarely used. 1
0	Reader pronouns are never used. 0	Personal asides are never used. 0	There is no references to shared knowledge. 0	Directives are never used. 0	Rhetorical / audience-directed questions are never used. 0

C10: Overall Authorial Presence and Reader Engagement

4	The reader feels a strong sense of authorial presence in the writing
3	The reader feels a fairly strong sense of authorial presence in the writing
2	The reader feels a somewhat weak sense of authorial presence in the writing
1	The reader feels a very weak sense of authorial presence in the writing
0	The reader feels no sense of authorial presence in the writing

The Finding of Authorial Voice

Feature	Students 1 Occurence (O)	Students 1 Score (S)	2 O	2 S	3 O	3 S	4 O	4 S	5 O	5 S	6 O	6 S	7 O	7 S
C1	10	4	1	4	12	4	2	4	11	4	11	4	11	4
C2	11	4	1	4	7	3	2	4	6	3	5	3	3	2
C3	4	2	2	1	4	2	1	4	6	3	6	3	1	1
C4	8	4	2	1	4	2	3	2	0	0	2	1	0	0
C5	7	3	4	2	3	2	4	2	0	0	2	1	2	1
C6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C7	1	1	0	0	1	1	0	0	0	0	0	0	0	0
C8	2	2	0	0	0	0	2	2	0	0	0	0	0	0
C9	0	0	0	0	0	0	0	2	0	0	1	1	0	0
C10		2,2		1,3		1,6		2		1,1		1,4		0,9

Feature	8 O	8 S	9 O	9 S	10 O	10 S	11 O	11 S	12 O	12 S	13 O	13 S	14 O	14 S
								Students						
C1	15	4	5	3	29	4	9	4	10	4	13	4	15	4
C2	9	4	7	3	3	2	6	3	2	1	8	4	5	3
C3	8	4	2	1	4	2	8	4	6	3	3	2	14	4
C4	0	0	1	1	0	0	2	1	0	0	0	0	7	3
C5	0	0	1	1	1	1	1	1	2	1	0	0	0	0
C6	0	0	1	1	1	1	0	0	2	2	0	0	2	2
C7	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C8	0	0	1	1	0	0	0	0	0	0	0	0	1	1
C9	0	0	0	0	1	1	0	0	0	0	0	0	1	1
C10		1,3		1,2		1,2		1,4		1,2		1,1		2

Feature	Students													
	15		16		17		18		19		20		21	
	O	S	O	S	O	S	O	S	O	S	O	S	O	S
C1	21	4	4	2	9	4	13	4	10	4	14	4	13	4
C2	7	3	4	2	7	3	4	2	6	3	3	2	3	2
C3	6	3	2	1	7	3	10	4	3	2	3	2	7	3
C4	0	0	2	1	1	1	6	3	4	2	1	1	5	3
C5	0	0	2	1	2	1	5	3	4	2	6	3	5	3
C6	1	1	0	0	0	0	0	0	0	0	0	0	0	0
C7	0	0	0	0	1	1	0	0	0	0	0	0	0	0
C8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C9	0	0	0	0	1	1	1	1	2	2	1	1	0	0
C10		1,2		0,8		1,6		1,9		1,7		1,4		1,7

Feature	22		23		24		25		26		27		28	
	O	S	O	S	O	S	O	S	O	S	O	S	O	S
C1	16	4	21	4	8	4	15	4	7	3	7	3	8	4
C2	2	1	4	2	1	1	3	2	6	3	12	4	2	1
C3	5	3	1	1	2	1	10	4	5	3	1	1	5	3
C4	1	1	6	3	4	2	7	3	7	3	2	1	17	4
C5	2	1	8	4	4	2	7	3	0	0	3	2	17	4
C6	0	0	0	0	1	1	0	0	1	1	1	1	1	1
C7	0	0	1	1	0	0	0	0	0	0	0	0	0	0
C8	1	1	0	0	0	0	0	0	0	0	0	0	0	0
C9	0	0	0	0	0	0	1	1	0	0	0	0	0	0
C10		1,2		1,7		1,2		1,9		1,4		1,3		1,9

Students

Feature	29 O	29 S	30 O	30 S	31 O	31 S	32 O	32 S	33 O	33 S	34 O	34 S	35 O	35 S	Total of Occurrences	Total of Scores
							Students									
C1	7	3	19	4	8	4	22	4	8	4	9	4	10	4	443	134
C2	8	4	22	4	5	3	6	3	10	4	6	3	6	3	232	98
C3	3	2	5	3	3	2	8	4	5	3	1	1	0	0	174	85
C4	0	0	2	1	1	1	12	4	8	4	6	3	4	2	125	58
C5	0	0	11	4	1	1	2	1	8	4	6	3	3	2	123	59
C6	1	1	1	1	0	0	0	0	1	1	1	1	0	0	15	15
C7	0	0	3	2	0	0	0	0	0	0	0	0	4	3	11	9
C8	0	0	1	1	0	0	0	0	0	0	0	0	6	3	15	12
C9	0	0	0	0	0	0	1	1	0	0	0	0	0	0	9	9
C10		1,1		2,2		1,2		1,9		2,2		1,7		1,9		53,2

Note:

O = total occurrence of each feature

S = total score of each feature based on scoring rubric

Argumentative Writing Product

Here are the argumentative writings made by 4th semester'
students with extroversion personality. Please note the sign
below:

Feature		Sign
C1	Use of hedges	**Bold**
C2	Use of boosters	*Italic*
C3	Use of attitude markers	Underline
C4	Authorial self-mention	-
C5	Use of reader pronouns	-
C6	Use of personal aside	***bold italic***
C7	References to shared knowledge	*italic underline*
C8	Use of directives	**bold underline**
C9	Use of audience directed questions	***bold, italic and underline***

1. Participant   : Afrilia Kartika
   Class   : PBI 4A

" Watching Horror Movie Gives Bad Impact on Mental Health "

Horror films are the genre **most** favored by those who are not infrequently **many** film lovers who make horror films as neutrals when <u>bored</u>. when we watch a horror movie it is certain that **some** people who watch close their eyes in certain scenes. consciously or unconsciously horror movies also affect our mental health.

Talking about horror films there is a recent incident that made the social media uproar that is about the murder of a 5-year-old child who was killed by his own neighbor who was around 15 years old. Responding to this case, *of course*, we **can** relate it to the topic we are discussing. the motive for this murder was based on a horror movie that she **often** watched, I thought that there was **something** strange in the child. horror films **can** indeed make a person fixated on what she sees in the film **for example** in a film that presents a murder so in **our** minds we also <u>want</u> to do **something** like that. watching a horror movie requires a *very* strong mentality because if it is not mentally strong then we *will* be *easily* influenced by what is presented by the film.

For people who are *actually* <u>afraid</u> of watching a horror movie and still watching a horror film the impact *will* be felt. when sleeping she *will* continue to be overshadowed by the scenes in the film and *of course* it *will* be difficult to close her eyes. she *will* continue to **suggest** that the event is real in her mind *will* continue to be overshadowed by <u>terrible</u> things. not to mention other

fears that *greatly* affect mental health. *Generally*, women who are **often** like this.

C1	C2	C3	C4	C5	C6	C7	C8	C9
10	11	4	8	7	0	1	2	0

2. Participant   : Catur Krisna
   Class   : PBI 4A

Watching Horror Movie Gives Bad Impact for Mental Health

Everyone has different hobbies or preferences - one of them watching movies. The film has **many** genres. Romance, comedy, fantasy, etc. One genre that is preferred is the horror genre. Apart from its benefits, watching horror films also has a negative impact. **Some** researchers have found that **often** watching horror films **can** make your blood thicken. However, blood clots that **appear** are predicted not to lead to the formation of blood clots.

Other studies suggest that people who watch horror films before the age of 14 experience sleep disorders. They also **often feel** anxious about activities that *should be* safe. Although horror films are only stories created from the imagination of the creator, children (in particular, ages five to seven) who watch them *will* <u>believe</u> what they see and **can**not distinguish <u>well</u> between what is fantasy and reality. Therefore, fear *will* make them have trouble sleeping after watching a scary movie. Therefore, children are not advised to watch horror films.

In addition, when you are feeling scared or anxious when watching a horror movie, the body *will* release the hormone adrenaline. The heart then pumps

more blood to the legs in preparation for running. As a result, blood flow to the upper body (*especially* the head) is reduced and **can** cause a person to faint *easily.*

Horror films **can** also make people traumatized by **something**. Like trauma *will* be dark, trauma *will* be alone and others. Moreover when we watch it when it's small then it *will* grow and as adulthood *will* become a trauma that *will* have a great impact on our daily lives. Horror films **can** also make people <u>afraid</u> of **everything** around and become aware of the slightest movement.

C1	C2	C3	C4	C5	C6	C7	C8	C9
15	11	2	2	4	0	0	0	0

3. Participant   : Amalia Fariza
   Class   : PBI 4A

Watching Horror Movie Gives Bad Impact for Mental Health

Horror movie give the sensation of being *addicted,* which makes horror movie fans **never** recede. The feeling of being able to withstand terror also presents a privilege, that not **everyone can** face fear. Horror movie connoisseurs *will* <u>enjoy</u> the sensation of being terrorized, threatened, and frightened by surprises or scary images. But, <u>*in fact,*</u> horror movie have a negative influence or <u>bad</u> impact on **our** mental health.

Firstly, Anxiety and Phobias. Not **a few** people who **feel** anxious after watching a horror movie. **sometimes** the fantasy of

the horror film *will* carry over to real life. So that *will* cause feelings of anxiety and fear in **our** selves.

Secondly, **many** people have trouble sleeping after watching a horror movie. That is because of the effect of the possibility of the shadow of a horror film that is still intimidating, such as spooky voices or the appearance of scary figures looming in memory, which **can** *eventually* be carried into dreams.

The last, when watching a horror movie with terrible graphic images, the heart rate *will* also increase by 15 beats per minute, then the palms *will* also sweat, skin temperature drops **a few** degrees, muscles tighten, and blood pressure **can** increase.

Based on the explanation above, horror films **can** have a negative impact on mental health. because I myself, are people who have phobias and experience the above symptoms if after seeing **something** related to horror. So, it's better to watch a horror movie if you are 15 years or older. Because at that age a person's reasoning power has begun to develop.

C1	C2	C3	C4	C5	C6	C7	C8	C9
12	7	4	4	3	0	1	0	0

4. Participant   : Feby
   Class   :PBI 4A

Watching Horror movie gives bad impact for mental health

Effects of Watching Horror Movies" gives a *fairly* straightforward list of negative effects: anxiety, sleeplessness, fear, phobia, mental trauma and behavioral changes. The only positive symptom is desensitization. **Probably** not that many. **Most** people who watch horror movies on a regular basis have **felt** at least one or two of these negative symptoms at **some** point and still <u>deal</u> with them whether they <u>realize</u> it or not. In **most** cases, horror films <u>provoke</u> anxiety-related behaviors **more** than positive long-term effects. Yet **we** still choose to indulge in that thrilling sensation **every** once in a while. The secret to sleep at night after you've watched a <u>scary</u> movie also varies for different people. For **some**, the answer is simply that it's <u>best</u> not to watch horror films. **Sometimes** distractions tend to help when watching a horror film, like texting when that dangerous music is heard in the background. But for others, it **might** just be a matter of simple habit. **<u>For example</u>**, watching a <u>scary</u> movie with friends is **often** a **much better** experience than watching one alone. When watching movies alone, we tend to dwell on them **more** afterwards. A <u>scary</u> movie **might** cause a repeated replay of a violent scenario in the mind of the viewer. This causes darker feelings for the remainder of the time they spend alone. But, a horror film with friends **often** leads to a **more** <u>pleasurable</u> experience. **Most** of the time, friends are able to point out the <u>funny</u> aspects of the film to make light of it. This enables each person to walk away from the movie without a second thought.

It all comes down to the attitudes viewers have toward horror films. For **most** films, viewers are willing to expand their personal beliefs in order to engage in the show. In the case of

horror films, **maybe** it's best to keep the "it's not real" attitude, that way **we can** find it funny rather than scary. Or **maybe** it's **possible** just to find scary movies, like psychological thrillers, interesting. **Sometimes** it **can** be amusing to focus on how the main characters in the film fall into expected stereotypes. The **most** important thing to remember is that they are just movies. It doesn't benefit viewers to think of horror movies in terms of reality any more than it does to think of cartoons as a part of reality. Horror is one of the **most** exaggerated movie genres out there. **For example**, horror movies that are based on true events are full of exaggeration and special effects to thrill the audience. The same is true for psychological thrillers, which cause **some** audiences to believe psychological disorders are **more** extreme than they *really* are as they reveal worst-case scenarios.

C1	C2	C3	C4	C5	C6	C7	C8	C9
28	2	14	3	4	0	0	2	0

5. Participant : A. Hanifun Nafis
   Class : PBI 4A

Watching a horror movie gives a bad impact on mental health

Today there are so **many** movie genres that are circulating in communities throughout the world. Not **a few** people who are looking for entertainment by watching movies. The movies *certainly* have a positive impact and negative impact on the viewers. Like *every* literary work, a movie *must* have a message of kindness that is spread to the audience indirectly. Even so, **some** movies have a negative impact. Horror movies also have a negative impact which is not <u>good</u> for the mental health of people who watch it.

There are at least four <u>bad</u> effects on mental health when watching horror movies. First, watching a horror movie **can** cause anxiety and phobias which **can** last for a long time. Second, **many** adults and children have trouble sleeping after watching a horror movie. This is because of the effect of the possibility of the imagination of a horror movie that is still intimidating, such as a scary sound or the appearance of a scary figure that **appears** in memory and **can** be carried into dreams. Third, in horror movies, there are *often* violent scenes. The scenes of violence in this movie **can** reduce the viewers' sensitivity to violence in real life. This increases the possibility of violence in the real world. Fourth, horror movies also play an important role in the development of children's negative thoughts, where children **can** explore their instincts, impulses, and fears without implications in real life.

Mental health **can** be influenced by watching horror movies. The viewers *must* be wise in choosing a <u>good</u> genre of movie to watch so those undesirable things *will* not happen. Efforts are <u>needed </u>to avoid the <u>bad </u>impact of horror movies.

One effort to maintain mental health is to reduce watching horror movies.

C1	C2	C3	C4	C5	C6	C7	C8	C9
11	6	6	0	0	0	0	0	0

6. Participant : Khumaira Nurul Mardiyah
   Class   : PBI 4A

" Watching Horror Movie Gives Bad Impact on Mental Health "

There are **many** movie genres produced by producers and enjoyed by **many** people. One of them is a horror movie. Horror movies are loved by fans who like to test adrenaline. Even so, watching a horror movie **can** be bad for the mental development of children and adolescents. In this writing, I **would** like to write about the adverse effects on mental health from watching horror films.

Watching horror movies, which are man-made fiction movies, *will* disrupt the development of the reasoning abilities of children and adolescents. If left too long, this habit *will* make children and adolescents *easily* attacked by anxiety. Not infrequently, if left too long, it **can** cause depression in children. They *will s*uffer from anxiety disorders. **For example,** children approaching junior high school, but they are still afraid to sleep alone. **Some** children forbid their parents to close the door when he is on the toilet. Or children who are afraid to go up the stairs themselves, because they imagine the ghost in the movie he had watched.

To avoid the negative impact of horror movies, it is suggested the importance of parental assistance when children choose to watch horror movies. Parents **can** help children to distinguish what is real and what is not. Horror films are **better** watched by teenagers, from the age of 15 years. Because at that age, reasoning power has begun to develop. *Especially* if **you** watch Indonesian horror movies that **usually** have a lot of sex scenes. So, **we can** conclude that horror movies have a bad impact for mental health of children, it makes the children sufffer from anxiety disorders and it **can** cause depression in children.

C1	C2	C3	C4	C5	C6	C7	C8	C9
11	5	6	2	2	0	0	1	0

7. Participant : M. Hasbi Fuady
   Class   : PBI 4A

Watching Horror Movie Gives Bad Impact for Mental Health

Watching a horror movie **can** increase the risk of blood clots. This research is done by taking blood samples from 24 people before and after watching a horror film. The result, an increase in blood clotting protein production called factor VIII, so that the risk of blood clots also increases. Researchers add that blood clots in response to fear **may** occur as a way for the body to anticipate heavy blood loss during dangerous situations. So, watching horror films is not true **can** *actually* endanger your health. The increased response to blood clots **seems** normal when you **feel** fear triggered by watching a horror movie.

Horror films **may** cause a person to die of fear, *especially* if he already has a history of previous heart disease. Fear or stress while watching a horror movie **can** cause an increase in the production of the hormone adrenaline. This causes blood vessels to constrict so the heart has to work harder and faster to pump blood. If **someone** already has a problem with his heart and experience fear when watching a horror movie, then an increase in the hormone adrenaline **can** be dangerous to his health.

In addition, while watching horror movies with <u>horrible</u> picture graphics, the heart rate *will* also increase 15 minutes per minute, then the palm also be sweaty, the skin temperature fell **some** degree, muscle tightening, and blood pressure that **can** increase.

C1	C2	C3	C4	C5	C6	C7	C8	C9
11	3	1	0	2	0	0	0	0

8. Participant   : Maylani Suwartiningsih
   Class   : PBI 4A

The impact of watching a horror movie for children's mental health is ranging from anxiety, sleep disturbance, to the symbol of chatarsis. Horror films **usually** give the sensation of being addicted, which makes horror movie fans **never** recede. The feeling of being able to withstand terror also presents a privilege, that not **everyone can** face fear. Horror movie connoisseurs *will* <u>enjoy</u> the sensation of being terrorized, threatened, and frightened by surprises or scary images, but still <u>aware</u> that it is not **something** real.

If children <u>like</u> to watch horror films, it **can** produce long-term effects on their mental, the impact that **can** be caused by watching a horror movie is Anxiety and Phobias. It is not <u>easy</u> to predict anxiety disorder or phobia problems from a horror film, but children and adolescents have a higher risk than adults, this is related to cognitive development based on the scheme, or how to understand the world. **Many** children do not have the life experience to put horror films in perspective and to place long-standing anxiety or phobia risk. This is because children find it <u>difficult</u> to distinguish fantasy from reality, so that it *will* cause feelings of anxiety and fear. When children experience anxiety for a long time, parents also <u>need</u> to consider seeking professional help. Another impact is experiencing sleep disorders, **many** adults and children have trouble sleeping after watching a horror movie. That's because of the effect of the possibility of the shadow of a horror film that is still intimidating, such as spooky voices or the appearance of scary figures looming in memory, which **can** *eventually* carry over to dreams.*Especially* if watching it is done at night with a dark and tense atmosphere, then this makes it **more** <u>difficult</u> for children to sleep. The impact that is no **less** <u>bad</u> is Violence, according to the WebMD website, torture films have the potential to reduce

sensitivity to violence in real life. Graphic violence mixed with sexual conditions is **often** confusing and *potentially* dangerous for children, so that children *will* wrestle with their own developing minds.

   Finally, the Catharsis Symbol, horror films also play an important role in the development of children's negative thoughts, where children **can** explore their instincts, impulses, and express their fears without implications in real life. This process' as a cathartic symbol. In addition, when watching a horror movie with free horrific images, the heart rate *will* also increase by 15 beats per minute, then the palms *will* also sweat, skin temperature drops a few degrees, muscles tighten, and blood pressure **can** increase.

C1	C2	C3	C4	C5	C6	C7	C8	C9
15	9	8	0	0	0	0	0	0

9. Participant   : Nurrahayu Agustina
   Class   : PBI 4A

Horror films are familiar to hear for worthy things, the film industry man is *very* enthusiastic about making a horror film project because there are **many** fans this is **more** inclined to the impact on one's psychology, which **we** *know* for ourselves that the film *will* test the audience ardenalin starting from the storyline of the film that is so scary not to mention scenes that are so sadistic.

Recently the Joker film is *very* viral in the middle of society and cyberspace in particular, well, **let's take an example** of the impact of this Joker film for psychology and sociality, ***the first about the sociality of minors are more inclined to imitate the character of the Joker through the tiktok application*** so that social life is reduced and *always* follow the character of the Joker who does not comply with religious norms.

As for the psychological impact of the emergence of fear or vigilance during the night or again staying in the bedroom, then for psychopathic children horror films make them motivated to follow the scenes in the film as an example of this that has recently been viral and caused a stir in the Indonesian people *especially* regarding the case of a girl who kills a playmate because of watching a horror movie this is also caused by the children still not being able to limit which is imaginary and which is reality, the children themselves do not understand that the film is a work of fiction, and they *will* get the negative effects of violence, adult scenes and creepy things that exist in **every** film, and for that it needs to be reminded of the role of parents to keep the child in his lane so as not to watch horror films.

C1	C2	C3	C4	C5	C6	C7	C8	C9
5	7	2	1	1	1	0	1	0

10. Participant   : Nuzul
    Class   :PBI 4A

Nowadays, **many** people <u>like </u>horror movies *all* over the world. This is evidenced by the increasing number of horror movie productions in Indonesia such as Pengabdi Setan, Jelangkung, and Danur, or worlds such as IT, Chucky, Annabelle, and others. ***<u>Maybe some people think watching a horror movies is exciting</u>*** because they **can** face their fears. But, ***<u>do you know that horror movies can disrupt mental health for people who watch them?</u>***

First,watching horror movies **can** cause excessive anxiety and phobias. Almost *all* horror movies provide scenes that **can** shock the audience. It is intended that people who watch horror movies **can feel** a sensation as if being feared too when seeing a scene that happened. But for **some** people, after watching a horror movie, they **can feel as if they are being watched and make them feel** excessive fear even though they know that it is not real. As a result they **can** have a phobia in the dark at night because they keep remembering scenes after horror movie scenes, or phobias when they are alone because they **feel** followed or watched by ghosts. This is a result of excessive anxiety after watching a horror movie.

Second, watching horror movies **can** cause sleep disturbance. **Usually** people who are <u>often </u>affected after watching a horror movie are children. This is because children still have a high level of imagination. So, they **can** continue to imagine the horror movies they have watched earlier and

assume it is a reality. **Sometimes** this sleep disorder **can** be like Insomnia, which is a condition where they **can** not sleep, or sleep disorders in the form of nightmares. In fact, children **can** continue to imagine the film scenes they have watched for **several** weeks.

Many more bad effects caused after watching a horror movie. For **some** people, horror films are for entertainment, but not **everyone can** accept that. *Always* thinking positively is the key to avoiding the bad things, that as the result from watching a horror movie.

C1	C2	C3	C4	C5	C6	C7	C8	C9
29	3	4	0	1	1	0	0	1

11. Participant   : Prianik Anjar Wati
    Class   : PBI 4A

Here, I **would** like to give **some** opinions about " watching horror movie gives bad impact for mental health". Watching movie is one of the excited activity for filling **our** free time. Everyone has different favorites movie. There are **many** kinds of movie like korea movie, funny movie, love story movie ect. But **many** people that like horror movie also. *Actually* it brings bad impact also *especially* for children.

The feeling of being able to withstand terror also presents a privilege, that not **everyone can** face fear. Horror movie connoisseurs *will* enjoy the sensation of being terrorized, threatened, and frightened by surprises or scary images, but still aware that it is not **something** real.

One of the big happened is Anxiety or Phobias It is not <u>easy</u> to predict the problem of anxiety disorders or phobias from horror films, but children and adolescents have a higher risk than adults, this is related to cognitive development based on schemes, or how to understand the world. **Many** children do not have the life experience to put horror films in perspective and to place long-standing anxiety or phobia risk. This is because children find it <u>difficult</u> to distinguish fantasy from reality, so that it *will* cause feelings of anxiety and fear. When children experience anxiety for a long time, parents also <u>need</u> to consider seeking professional help.

In addition, when watching a horror movie with terrible graphic images, the heart rate *will* also increase by 15 beats per minute, then the palms *will* also sweat, skin temperature drops by **several** degrees, muscles tighten, and blood pressure **can** increase.

C1	C2	C3	C4	C5	C6	C7	C8	C9
9	6	8	2	1	0	0	0	0

12. Participant   : Ashabul Kahfi Usman
    Class   : PBI 4B

Horror movies are bad for children's mental health

Horror movies is a one of **many** kinds of movies. It gives an <u>exciting</u> experience about the abstrack creature**, *the creature that many people are questioning about their existence***. There are **lot of** horror movies, such as *Mata Batin, Danur, The Exorcist,* and etc. Not only <u>exciting</u> but also horror movies have the massive impact for certain people, moreover to the children that still have unstable mentality.

Horror movies **can** be **best** choice for our "satnight" entertainment activity. *Most of people in Indonesia are single and if they do not have something to do, sometimes they watch horror movies.* Not only the "singles" but also the couple too. It gives them an excitement experience plus **more** <u>interesting</u> when you watch it with your friends. But still, the horror movies commonly 15+ rated. So, it means that horror movies is not allowed to the kids or the children due to save the mental health.

More than the <u>good</u> things, the <u>bad</u> things in horror movies is *highly* giving massive impact moreover to the mental health of the children. In the beginning of 2020, Indonesia got a horrible murdering case. The case was caused by a little girl with mental disorder. The girl was <u>expected</u> get the mental disorder because of she used to watch horror movies and believed that it caused the mental disorder to that little girl. So, horror movies is *highly* recommended to not be watched by the children due to protect their mental health.

C1	C2	C3	C4	C5	C6	C7	C8	C9
10	2	6	0	2	2	0	0	0

13. Participant : Delia
   Class   :PBI 4B

Horror Movies Are Bad For Children`s Mental Health

   Watch horror movies has **a lot** of impact for the audience*, especially* for the childrens. Horror movies **can** disrupt a child`s psychic development. Horror movies has other impacts. Firstly, horror movies **can** develop anxiety in the children. Because the children and adolescents have higher risks than adults, in relation to cognitive development based on schemes, or ways of understanding the world. Children have difficulty distinguishing fantasy from reality, which causes anxiety and fear. When children experience chronic anxiety, parents <u>need</u> to consider seeking professional help.

   Secondly, childrens have trouble sleeping after watching horror movies. And that was because of the **possible** effects of intimidating horror movies, like the creepy noises or the horrible horrors of images that had regenerated in memory, which **can** e*ventually* lead to dreams. Especially when watching it at night is dark and ominous, this **can** make it even **more** <u>difficult</u> for children to sleep.

   However it **would** be a serious problems, children **can** be violent with others, and imitating what they have seen. Film torture has the potential to reduce sensitivity to real life violence. Graphic violence mixed up with sexual circumstances is **often** confusing and *potentially* dangerous for children, so that children *will* wrestle with their own developing mind. Therefore parents are *highly* recommended to escort children to the movies.

   Consequently children watch horror movies **should** be accompanied by parent, even <u>better </u>watch other movies like cartoon or education movies. If this problem is tolerated, it *will*

cause a new problem. Childrens *wil*l do **anything** without think what the impact after they do that. Even the severity of childrens **can** kill others people so parents has important war on this.

C1	C2	C3	C4	C5	C6	C7	C8	C9
13	8	3	0	0	0	0	0	0

14. Participant   : Fajar
    Class   :PBI 4B

    <u>Preferable</u> not in till they are old enough to Understand. Kids mind **tend to** take things literally. Unless kids <u>want</u> to watch horror movies then i **would** allow them. *In my opinion*, kids **tend to** takes things into the real world. They **would** start have the feeling of fear. It **can** produce nightmares and anxiety as long with depression. **Most** horror movies contain <u>inappropriate</u> language , images such as blood and adult scenes. If a kid should watch a horror movie, it **might** give them the idea that the killings are <u>good </u>to do. Its better if you let them grow up enough to understand right from wrong, real and fake. Again, if those kids <u>want</u> to watch the horror movies then they have freedom to do so, but *in my opinion,* they **should** wait till they are a bit older .

    I know **more** than a hundred kids who dislike horror movies. They say it gives them nightmares, and others say they **can** just watch something else. It's clear that kids don't *actually* <u>want</u> to watch horror movies, but just **feel** the <u>need</u> to. If kids themselves say they don't **feel** the <u>need</u> to, ***<u>then why should we adults still believe they should?</u>***

    It's *pretty clear* that kids don't like them by the way they act. A lot of the kids I've met also say that it's not even the

movie anymore, it's really the genre of horror. ***For example***, if a kid didn't <u>want</u> to watch Annabelle, then it's either a <u>bad</u> movie, or he simply doesn't <u>want</u> to. Basing from the ratings, I don't think Annabelle was a <u>bad</u> movie, so kids *really* just don't <u>wanna</u> watch <u>scary</u> movies.

When I was little I had nightmares for weeks after watching CORALINE. An actual horror movie **would** of been horrible, just don't show a kid a horror movie. *Seriously*, by the time they are eight or so the **most** even then they **should** watch is beetlejuice, *Honestly* I don't understand watching horror movies at other ages either.

C1	C2	C3	C4	C5	C6	C7	C8	C9
15	5	14	7	0	2	0	1	1

15. Participant   : Ifan
     Class   : PBI 4B

Watching a horror movie gives a bad impact on mental health

Watching horror movies **can** be said daily activities in **some** people, *actually* for a teenager, but **most** people consider it as a " scary thing " because they *always* **feel** worry. ***In my opinion***, watching horror movies is not just to make worry but also give a <u>bad</u> impact on mental health.

Firstly, after people watching horror movies they *always* negative thinking, with the negative thinking they *unconsciously* already suggest they brain and eye to think and watch **anything**

on their side, and when they hear something they think that on their side there is something like in the horror movies.

Secondly, after people watching horror movies they *usually* are a coward person. In their brain also thinking that in horror movies **can** happen in their daily activities, so they *always* are a reserved people.

Thirdly, **most** people *will* face **more** pressure before, because their brain suggests **something** wrong negative effect in their life. Moreover, when they friend tell also about horror story or film. That also makes them more pressure.

Many <u>bad</u> impacts from horror movies rather than <u>good</u> impact, the<u> good </u>impact just makes **some** people <u>happy</u> because they **can** spend time without boredom, and **sometimes** make laugh cause in **some** horror movies not only about the devil and jump scare but also **some** jokes in the film. And in horror movies **sometimes** has a porn video, for young children it **can** make their brain think that is <u>improperly</u> thought by children, but for adults **can** increase knowledge **about** sex education.

C1	C2	C3	C4	C5	C6	C7	C8	C9
21	7	6	0	0	1	0	0	0

16. Participant   : Silvina Nabila
    Class   : PBI 4B

Horror movies **can** cause a wide variety of side-effects, depending on the individual. One of the **most** noticeable side-effects is sleeplessness. People **may** have trouble sleeping or toss fitfully *all* night due to the residual fear and anxiety from watching a scary movie.

Horror films **can** be so scary because they're <u>able</u> to bypass **our** knowledge that **we**'re watching something and trigger a real fear reaction.

Horro movie is *very* dangerous if children watch it, for example when they wacth chucky movie, the*'ll* apply what did chucky do. It's <u>bad</u> impact for children and also it's *very* danger for their parents.

C1	C2	C3	C4	C5	C6	C7	C8	C9
4	4	2	2	2	0	0	0	0

17. Participant   : Ella Zakiyyatun Niswah
     Class   : PBI 4B

Watching Horror Movie Gives Bad Impact for Mental Health

Watching movies becomes a hobby for **most** people, *especially* for children and teenagers. Romance and horror films are well-liked in our age. In this occasion, I *will* write about horror movie**. _Do you like horror movie?_** Horror movies are loved by fans who <u>like</u> to test adrenaline. Even so, watching a horror movie **can** be <u>bad</u> for the mental development of children and adolescents.

Watching horror movies which are man-made fiction films disrupt the development of the reasoning power of children and adolescents. If left too long, this habit *will* cause children and adolescents *easily* attacked by anxiety. <u>In fact</u>, not infrequently if left too long **can** cause depression in children. As said by Monica Sulistiawati, child clinical psychologist from Personal Growth to CNN Indonesia that "Them (Children and adolescents) it is still in the stage of developing reasoning power so that it has not been able to sort out where is reality and where is fiction". According to her, horror films are also *better* watched by teenagers from the age of 15 years. Because at that age reasoning power has begun to develop.

Horror movies **can** be watched in theaters or at home. When watching in the cinema, the sound and scenes in **several** films increasingly make the audience worried. After watching a horror movie *usually* **some** people **feel** <u>proud</u> and <u>satisfied </u>if they managed to watch without fear. Enjoying horror films is not prohibited, and **sometimes can** be healthy. By recognizing the positive and negative impacts, you are <u>expected</u> to be able to do this activity naturally. And for the children careful monitoring of parents is <u>needed</u> if <u>want </u>to watch horror movie. Don't let scary films become a trauma for them.

C1	C2	C3	C4	C5	C6	C7	C8	C9
9	7	7	1	2	0	1	0	1

18. Participant   : Endah Dwi Lestari
    Class   : PBI 4B

Watching Horror Movie Gives Bad Impact for Mental Health

Do you like watching horror movie? Horror films are an interesting spectacle for **some** movie enthusiasts. Not only in Indonesia, horror films are in great demand abroad. Horror movie enthusiasts *usually* dare to watch scenes when there are ghosts, music that makes fear grow and jumpscare on the film. Horror films do not merely tell about ghosts, but there are horror films that spur adrenaline about attacking monsters and wild animals. Horror films **can** be watched in theaters or at home. When watching in the cinema, the sound and scenes in **several** films increasingly make the audience worried. After watching a horror movie *usually* **some** people **feel** proud and satisfied if they managed to watch without fear.

However, unwittingly watching a horror movie **can** have a negative impact on our mental health. The negative effects of watching a horror movie are: (1) Shocking loud voices or scary figures that are displayed **can** make **us feel** frightened and always imagine the situation. it is **more** difficult for humans to forget the unpleasant experiences they experienced. As a result, this experience *will* continue to be remembered by **us** in the long run. (2) At its worst, watching a horror movie **can** be a traumatic experience for the viewer. As a result, there is a phobia about certain things that are displayed in the film, such as darkness, night, closed spaces, or creepy figures that are displayed. (3)

After watching a horror movie **can** cause **us** to **feel** <u>difficult</u> to sleep for a moment because **we** still imagine <u>scary</u> figures, sounds, or scenes in the film.

Those are the negative impact that *will* **appear** when **we** watch horror films. Seeing the negative effects that arise when watching a horror movie, I recommend for people who are <u>afraid</u> of things that are horror to not watch horror films so often.

C1	C2	C3	C4	C5	C6	C7	C8	C9
13	4	10	6	5	0	0	0	1

19. Participant   : M Syihab Adda
    Class   : PBI 4B

    Watch Horror Movie Give a Bad Impact or Not?

Many people has a different preferences for watching movies, such fantasy, romance, horror, and so on. And in this occasion, writer *will* give his opinion about what is the impact of watching horror movie to our mental health. **Many** people has take on pleasure for watching horror movies, such the writer, but ***<u>is it really okay to watch horror movie? What is the impact of watching horror movie?</u>***.

Horror movies give different impact to **many** people, those who love to watch it **feel** <u>satisfied</u>, while **somene** who hate it *will* **feel** <u>terrified</u>. Actually, horror movie *truly* give us a <u>bad</u> impact. When we watch horror movie, our brain *will* failed to differentiate between reality and fantasy. And the brain *will*

interpret it as a threat and **might** lead to increase of heart beat and activate fear response and anxiety.

It's okay to watch horror movie, but to **someone** with strong mentality and health. Because if **someone** watch horror movie while having health issue, *especially* related to heart, it **may** lead to unreversable situation.

C1	C2	C3	C4	C5	C6	C7	C8	C9
10	6	3	4	4	0	0	0	2

20. Participant   : Cho
    Class   : PBI 4B

The Impact of Horror Movie for Mental Health

Watching horror movies is a challenge for **some** people, but for others watching horror movies is a step where people become <u>afraid</u> and have an impact on their mental health.

On the negative side, someone *will* **feel** anxiety, sleeplessness, fear, phobia, mental trauma, and behavioral changes. **Most** people who watch horror movies regularly have felt at least one or two of these negative symptoms at **some** point and still deal with them whether they realize it or not. The **most** important thing to remember is that they are just movies. It doesn't benefit viewers to think of horror movies in terms of reality any more than it does to think of cartoons as a part of reality.

On the positive side, a horror movie **can** lose calories. *People can lose calories by watching horror movies.* And then, adrenaline rushes are good. The rush you get seeing horror movies helps relieve any stress or anxiety in the same way. On the other hand, **most** people **can** prepare real-life situations from horror movies. ***What better way to learn how to deal with robbers, serial killers, or ghosts trying to ruin your life than to experience someone else go through it?*** The cliche horror movies *show* us **probably** the exact opposite of what **someone** *should* do in certain situations. Which **could** be helpful, it just depends on what you take out of a film. In other words, it **can** help you keep a better grasp on reality.

However, mental health is among the **most** important things in life. So, don't let a horror movie make **your** mental health disappear.

C1	C2	C3	C4	C5	C6	C7	C8	C9
14	3	3	1	6	0	0	0	1

21. Participant   : Ainul Fikriyah
    Class   : PBI 4C

Watching a horror movies **can** give bad impact. **Many** bad impact from that, there are **several** bad impact from watching a horror movie. The first bad impact is health problems which **can** cause the heart attack on the young people who watched it and also cause thrombosis in the body. The second negative impact is the psychological disorder that so dangerous on the children. The last adverse effect of watching horror films is the social environment that presenting terrorism actions.

From the horror film lovers, they don't **feel** the bad impact, because they love it. But watching horror movie still give bad impact. When we are watching horror movie, we don't *know* when the evil or horror comes, it's make the heart **feel** shock. If the shock copious, we **can** death on the place. The viewer, **sometimes** *have to* face the difficulties of real life. **Sometimes** they **feel** fear of losing control and they have unreality feeling after watching of **some** scary act.

In the real life after watching horror movie, **sometimes we** still be imagine about the act. This make the opinions in the imagine real life. **We** also often thinking when the act *will* be doing in front of us. horror suggests the perception of **something** evil and morally repellent to the people related to terror suggesting rational fear of pain and death.

C1	C2	C3	C4	C5	C6	C7	C8	C9
13	3	7	5	5	0	0	0	0

22. Participant   : Alisa Salsabila
    Class   : PBI 4C

Effects of Watching Horror Movies gives a *fairly* straight forward list of negative effects: anxiety, sleeplessness, fear, phobia, mental trauma and behavioral changes. The only positive symptom is desensitization. **Probably** not that many.

Most people who watch horror movies on a regular basis have **felt** at least one or two of these negative symptoms at **some** point and still <u>deal</u> with them whether they realize it or not. In **most** cases, horror films *provoke* anxiety-related behaviors **more** than positive long-term effects. Yet **we** still choose to indulge in that thrilling sensation **every** once in a while. The secret to sleep at night after **you'**ve watched a scary movie also varies for different people.

For **some**, the answer is simply that it's <u>best</u> not to watch horror films. **Sometimes** distractions **tend to** help when watching a horror film, like texting when that dangerous music is heard in the background. But for others, it **might** just be a matter of simple habit. **<u>For example</u>**, watching a scary movie with friends is often a much <u>better</u> experience than watching one alone. When watching movies alone, we **tend to** dwell on them more afterwards. A scary movie **might** cause a repeated replay of a violent scenario in the mind of the viewer. This causes darker feelings for the remainder of the time they spend alone. But, a horror film with friends **often** leads to a **more** <u>pleasurable</u> experience. **Most** of the time, friends are <u>able</u> to point out the funny aspects of the film to make light of it. This enables each person to walk away from the movie without a second thought

C1	C2	C3	C4	C5	C6	C7	C8	C9
16	2	5	1	2	0	0	1	0

23. Participant   : Anna Himayatul Khilmiyah
      Class   : PBI 4C

Watching Horror Movie Gives Bad Impact for Mental Health

**Most** of **us can probably** remember that one horror movie that made us jump out of our seats and hunted us for the rest of our childhood. Scary movies have a way of making us fear, panic, and sweat even though we _know_ aren't in real danger.

Scary movies **can** trigger the body's "fight or flight" response, which increases you**r** heart rate and blood pressure. _Just like other adrenaline raising activities, watching scary movies **can** increase **your** heart rate_. These effects are not unlike happens while doing other sensation-seeking activities like riding roller coasters or sky diving. Horror movies **can** even affect heart attack risk. If the physical and psychological response come together at _exactly_ the right time, a heart attack **can** occur. Individuals with high blood pressure **may be more** at risk than others because heart attack and stroke are related to blood pressure.

Horror movies **can** trigger a reaction in those who suffer from post-traumatic stress disorder. Since the brain **cannot** tell the difference between fantasy and reality, memories that relate

to a situation shown in a movie that contain elements of a previously traumatic situation **can** trigger a response. Anxiety **can** also be an effect of watching scary movies, e*specially* when children are exposed to them at a young age. Physical reactions to terrifying images **can** include sweaty palms, tense muscles, a drop in skin temperature, a spike in blood pressure. Also, kids **more likely** to have increased feelings of hostility, and decreasing emotional responses or in other words, they *will* be **more** struggling to face the real life that causing trauma on his/her world.

An immediate psychological effect of scary movies on the minds of people is lack of sleep. The person **may be** unable to sleep through the night for **few** days. He/she **may** need to use a nightlight while sleeping. This condition last for a week to even a year, and people **tend to** develop *Insomnia*.

C1	C2	C3	C4	C5	C6	C7	C8	C9
21	4	1	6	8	0	1	0	0

24. Participant   : Anik Risqiyah
    Class   : PBI 4C

The Nun, The Conjuring 1, and The Conjuring 2 are the example of the horror films that successful making people <u>interested</u> in and **feel** haunted by demons of Valak after watching those incredible acting of the cast of the movie. However, horror films have **some** negative impact on the living environment which **can** cause harm to ourself. The first negative impact is health problems which **can** cause the heart attack on the young people who watched it and also cause thrombosis in the body. The second negative impact is the psychological disorder that so dangerous on the children. The last adverse effect of watching horror films is the social environment that presenting terrorism actions.

For the horror films lover, *especially* young generation, watching horror films is the necessity. However, the negative impact that arises from watching too **many** horror films among them **can** cause heart attacks and blood clots (thrombosis) that so dangerous for the body health.

Even recently, a murder committed by a 15-year-old girl was caused because she loved horror films. ***that's why horror films can bring negative impact to us***. but besides that if we only watch horror films as entertainment or just <u>appreciate</u> filmmakers with the value of art that is in the film it is not a problem. as long as we can limit ourselves so that the horror film does not bring negative impacts on our lives.

C1	C2	C3	C4	C5	C6	C7	C8	C9
8	1	2	4	4	1	0	0	0

25. Participant   : Eva Yurike Meriska
     Class   : PBI 4C

Watching Horror Movie Gives Bad Impact for Mental Health

Do you like watching horror movie? Horror films are an <u>interesting</u> spectacle for **some** movie enthusiasts. Not only in Indonesia, horror films are in <u>great </u>demand abroad. Horror movie enthusiasts **usually** <u>dare</u> to watch scenes when there are ghosts, music that makes fear grow and jumpscare on the film. Horror films do not merely tell about ghosts, but there are horror films that spur adrenaline about attacking monsters and wild animals. Horror films can be watched in theaters or at home. When watching in the cinema, the sound and scenes in **several** films increasingly make the audience worried**.** After watching a horror movie **usually some** people **feel** <u>proud</u> and <u>satisfied</u> if they managed to watch without fear.

However, unwittingly watching a horror movie **can** have a negative impact on our mental health. The negative effects of watching a horror movie are: (1) Shocking loud voices or scary figures that are displayed **can** make us **feel** frightened and *always* imagine the situation. it is **more** <u>difficult</u> for humans to forget the unpleasant experiences they experienced. As a result, this experience *will* continue to be remembered by us in the long run. (2) At its <u>worst</u>, watching a horror movie **can** be a <u>traumatic</u> experience for the viewer. As a result, there is a phobia about certain things that are displayed in the film, such as darkness, night, closed spaces, or creepy figures that are displayed. (3) After watching a horror movie **can** cause **us** to **feel** <u>difficult</u> to sleep for a moment because **we** still imagine scary figures, sounds, or scenes in the film.

Those are the negative impact that will appear when **we** watch horror films. Seeing the negative effects that arise when watching a horror movie, I recommend for people who are <u>afraid</u> of things that are horror to not watch horror films so **often**.

C1	C2	C3	C4	C5	C6	C7	C8	C9
15	3	10	7	7	0	0	0	1

26. Participant   : Filza Faiq
    Class   : PBI 4C

In my opinion watching a horror movie has a <u>bad</u> effect on mental health. because watching a horror movie and feeling scared, the fear occurs *continuously* until after watching a horror movie. those who are frightened *will surely* <u>feel</u> uneasy when they are alone in the bedroom or in the bathroom.

Effects of Watching Horror Movies gives a *fairly* straightforward list of negative effects: anxiety, sleeplessness, fear, phobia, mental trauma and behavioral changes. The only positive symptom is desensitization. **Probably** not that many.

Depending on my life experience, a scary movie **can** trigger feelings of post traumatic stress disorder. I feel anxiety *every* after watching horror movie. I am afraid to go out from my room *every* night. The effect not just exist for one day but everyday. It has the potential to activate a fear response or an anxiety response. People **may** experience, while watching

these movies, an increase in their sweat, in their heart rate, in feelings of anxiety. Watching a horror movie makes me <u>feel</u> scared and anxious, it **may** play out in my dreams as well. According to a 2012 University of Westminster study, watching horror movies **can** cause adrenaline levels to spike, resulting in a cathartic uptick of one's basal metabolic rate. The increase in adrenaline levels **can** relieve anxiety symptoms, which explains why my favorite movies make me <u>feel</u> so much <u>better</u>.

C1	C2	C3	C4	C5	C6	C7	C8	C9
7	6	5	7	0	1	0	0	0

27. Participant   : Hikmatus Syarifah
    Class   : PBI 4C

In my opinion, watching a horror movie can be a <u>bad</u> effect for mental health. A person **can** experience fear after watching a horror movie because the person *always* imagines things that are scary in the movie, as if it came true.

In addition to the fear experienced by someone after watching a horror movie, the person also *usually* experiences excessive anxiety. The person experiences anxiety that is out of place. Even things that are very useless **can** also be worried about. This anxiety is almost the same as fear.

In addition to fear and anxiety, people who watch horror films will also experience insomnia. That's because **most** people who after watching a horror movie, they *will always imagine* the scenes in the film. After imagining *surely* the film *will* enter into our dreams. Finally, we **can** not sleep *well* and *will* often wake up because of this.

When you watch a horror movie, you *will definitely* get restless nights, lack of sleep **can** also have **many** effects, affect the mood at the time, reduce the reaction time to anything, and interfere with the ability to think *clearly*.

C1	C2	C3	C4	C5	C6	C7	C8	C9
7	12	1	2	3	1	0	0	0

28. Participant   : Mesi Ratnasari
    Class   : PBI 4C

According to me...

Watch horror movie **can** give <u>bad</u> impact in our mental health. Because, it's **can** make ushalusination and **Sometimes**, **o**ur subconscious *will* send **us** signs that **something** is bothering us, even if we don't <u>realize</u> it during our waking hours. Nightmares aren't just for kids, after all, Lindgren says. If repeated, disturbing images of Pennywise or Hannibal Lecter keep flashing before our eyes when **we** are trying to sleep, take that as a sign that we **might** <u>want</u> to re-evaluate our watching habits.

If the content of horror movies doesn't bother us but we are still experiencing insomnia, it **might** not be the <u>best</u> idea to watch something scary right before bed. That's because *all* that suspense **can** increase physiological arousal in our body Though a lot of horror TV shows are on late at night, this is where technology comes in handy. Record our shows so we **can** watch them earlier in the day or evening, or use an online streaming service to watch whenever we <u>want.</u>

C1	C2	C3	C4	C5	C6	C7	C8	C9
9	2	5	17	17	1	0	0	0

29. Participant   : Miksalina
    Class   : PBI 4C

Watching Horror Movie Gives Bad Impact for Mental Health

In my opinion, the bad impact from horror movie like they are *difficult* to sleep after watching the movie because of the **possible** effect of intimidating, like the creepy noises or the horrible horros of image that had regenerated in memory, which **can** *eventually* lead to dreams. *Especially* they watch the movie at night, in dark and ominous situation , that is make difficult to sleep.

Horror movies also play an important role in the development of children's negative thoughts, where children **can** explore their instincts, impulses and fears without **any** real implication. The process has been described as symbol of catharsis. Rurthermore when watching the movies with graphic images, the heart rate also increases by as **many** as 15 beats per minutes, palms become sweaty, skin temperature drops afew degrees , muscle relaxers, and blood pressure increases.

Especially for children, so **many** children who have not had life experience to put horror in perspective and to place and to place the risk of prolonged anxiety or phobia. This is because children have difficulty distinguishing fantasy from reality, Then they *will* **feel** anxiety and fear.

And also for the children torture films and horror movies have the potential to reduce sensitivy to the real live violence. Graphic violence mixed up with sexual circumtances is often confusing and *potentially* dangerous for children, so the children *will* wrestle with their own developing mind. Therefore parents are *highly* recommended to escort children to the horror movies.

C1	C2	C3	C4	C5	C6	C7	C8	C9
7	8	3	0	0	1	0	0	0

30. Participant   : Muhammad Nashrullah
    Class   : PBI 4C

In my opinion, watching a horror movie gives **more** *bad* impact than its benefits, *especially* at the age of children, here I explain **my opinion** in **some** points:

1. **Cannot** Distinguish Reality and Fiction

This has a big impact on children who have not been able to distinguish between the world of reality and fiction, they **may feel** that the things they see are reality and according to what they are watching, this *will certainly* make the child frightened and of course it *will* be troublesome for their parents.

2. Anxiety and Phobias

Children do not have the life experience to separate the horror film into various views, so they *will* **feel** restless or phobic for a long time, if the child is scared, then they *will* distinguish between fantasy and reality, so we **better** avoid it first bring children to watch horror films.

3. Sleep Disorders

Of course your child's sleep *will* be difficult if you **feel** scared, because not only children**, many** parents also **can** not *immediately* sleep after watching a scary movie, there *will* be feelings like a haunting shadow, and also a scary dream.

4. Make Children **More** Aggressive

The aggressive impact that *will* be done by your child after your child is scared and watching the horror film, because your child **can** follow what he sees, if he sees a <u>funny</u> scene, then the child *will* repeat the scene **many** times, and also if the child watching a fight movie, then your child *will* often <u>want</u> to fight with other children, and *of course* if your child watches a horror movie, then your child *will* take action as he watched. This happens because your child's inability to understand the consequences in the real world, and *of course* it is different from the real world, **<u>for example</u>** when your child sees superman unbeatable, then he *will* **feel** like superman and *will never* be defeated, even though it is just a movie fiction and not in the real world.

5. Sticking In-Memory

Children *will* indeed be **more** affected by horror films than adults, children *will* **feel** far **more** fear than adults, noted by Cantor and Harrison, after watching a horror film, the average child *will* cry, nausea, and things it *shows* that the desire for the film *will* continue to cling to the child's mind.

C1	C2	C3	C4	C5	C6	C7	C8	C9
19	22	5	2	11	1	3	1	0

31. Participant : Naufal Azizul Umam
    Class : PBI 4C

It *all* depends on each individual, when **someone** has a <u>bad</u> experience in the world of spirituality **may be** *very* influential mental health when watching horror. but for **some** people watching horror is an exciting thing. we <u>need</u> to look at the person's background when he **feels** mentally disturbed while watching horror. whether because it's *really* timid or have experienced <u>bad</u> things. *actually* the fear comes from each other. **maybe** a different story with **someone** who watches a horror movie with a family that makes togetherness **more** warm or **someone** who watches horror with his girlfriend complains of love, instead they even become addicted to watch again and again. so it *all* depends on each person's perception

C1	C2	C3	C4	C5	C6	C7	C8	C9
8	5	3	1	1	0	0	0	0

32. Participant   : Risa 'Ainur Rohmah
    Class   : PBI 4C

Watching Horror Movie Gives Bad Impact for Mental Health

Most of **several** people **may** don't <u>like</u> watching a horror movie, **maybe** because they don't <u>like</u> the genre or scary to watch a horror movie. ***<u>Did you know that watching a horror movie can give some bad impact in our life?</u>***, after watching a horror movie s*urely* **we** *will* **feel** scary, even *usually* **we** don't <u>brave</u> to go to bathroom alone and **we can**'t sleep alone. It's lucky if **you** have a roomate and **can** sleep <u>well</u>, in **some** cases after watching a legend horror movie I **can**'t sleep <u>well</u>, and the end I scream until my mom woked up and accompanied me to sleep.

Wacthing horror movie also **can** cause nightmares, of course it's not <u>good</u> for mental health *especially* for children. It **can** disturb the quality of sleep which impacts not only mental health but also body health. Because sleep has an effect on body and mental health.

Watching a horror movie **can** also make **someone** paranoid, horror film stories and visualizations **can** stimulate us to be **more** imaginative, imaginative here has a negative impact, **someone** who has watched a horror movie **tends to** shadow and link the scenes in the film with his world, so that there is a feeling of fear. even that **can** cause a person to be traumatized by **something** related to his imagination. of course it is not <u>good</u> for mental health. so, watching a horror movie affects our mental health, we **can** watch a horror movie as long as we *know* our own limits.

C1	C2	C3	C4	C5	C6	C7	C8	C9
22	6	8	12	2	0	0	0	1

33. Participant   : Risma
     Class   : PBI 4C

In my opinion watching horror movies is <u>bad</u> for our mentality, because after we watch *will* be shadowed by scenes in the film.

Effects of Watching Horror Movies gives a *fairly* straightforward list of negative effects: anxiety, sleeplessness, fear, phobia, mental trauma and behavioral changes. We *will* be <u>afraid</u> and *always* **feel** anxious, thinking if **something** scary happened. Thoughts like that make it <u>difficult</u> to sleep. **Most** people before they go to sleep *must* **think** or **imagine something** and when we close **our** eyes scary images *will* **appear**. Not only that during sleep **can** be a nightmare *will* occur. We *will* be more <u>afraid</u> and *will* impact on our trauma. Make what w**e** were <u>brave</u> of first or mediocre to be timid. But *all* depends on each person.

C1	C2	C3	C4	C5	C6	C7	C8	C9
8	10	5	8	8	1	0	0	0

34. Participant   : Wardah
    Class   : PBI 4C

In my opinion, watching horror movie gives negative impact for our mental health. Such as, **can** cause the heart attack on the people who watched it and also cause thrombosis in the body. Scary movies have a way of making us scream, panic, and sweat even though we *know* we aren't in real danger. **Some** people love the rush and others avoid it at *all* costs.

For the horror films lover, *especially* young generation, watching horror films is the necessity. However, they don't thinking the negative impact that arises from watching too **many** horror films among them **can** cause heart attacks and blood clots that so dangerous for the body health. Suddenly, the heart rate *will* increase 70% because the audience **feel** scared and schook.

Watching horror movie also **can** cause having sleeplessness like *insomnia* because of the fear and anxiety from watching a scary or frightening film that **can** trigger a traumatized. Also, kids **more likely** to have increased feelings of hostility, and decreasing emotional responses or in other words, they *will* be **more** struggling to face the real life that causing trauma on his/her world. So, We *must* keep our health by cutting down on watching horror movie.

C1	C2	C3	C4	C5	C6	C7	C8	C9
9	6	1	6	6	1	0	0	0

35. Participant   : Anisatul Uyun
     Class   : PBI 4C

Horror movies **can** cause a wide variety of side-effects, depending on the individual. One of the most noticeable side-effects is sleeplessness. People **may** have trouble sleeping or toss fitfully *all* night due to the residual fear and anxiety from watching a scary movie. "I **would** assume [watching horror movies] affect sleep, *especially* if there is **something** in the movie that **could** trigger past trauma," *said Edina High School psychologist Samantha Bialozynski*. Another noticeable side-effect is anxiety. The severity and longevity of the anxiety *entirely* depends on the individual. However, *according to a research study* done at the University of Wisconsin, Madison, children under 14 who watched horror movies end up having increased chances of developing anxiety conditions later in adulthood. This is because fear experienced when watching is stored in the amygdala, a part of the brain responsible for generating emotions. These now-adults **can**not conjure up the memory without inciting trauma and fear. Other *potentially* long-term and dangerous effects include, "paranoia, irrational fears, interest in the paranormal or demonology, things that aren't psychologically healthy for the mind," *said Mathers*. However, the occurrence and intensity of these effects all depend on the individual. ***For example***, if a person was in a serious car accident, a movie such as "Final Destination 2" **would** be *very* dangerous for the person's mental health. "Personal experiences **would** *definitely* determine how significant side-effects become," *said Bialozynski.*

Horror movies **can** also create new fears through association. "Our family doesn't watch horror movies because we **tend to** view these events as threatening, and then we start to associate the trigger in horror movies with real life events*," said Mathers*. This effect is called classical conditioning. ***As an***

example, she remembers not being able to tolerate the sound of footsteps without envisioning Jack Nicholson's character from "The Shining." She also remembers being terrified of birds years after watching Alfred Hitchcock's movie "The Birds."

C1	C2	C3	C4	C5	C6	C7	C8	C9
10	6	0	4	3	0	4	6	0

CURICULUM VITAE

Name   : Nurul Afrida Izzah
Place & Date of Birth   : Demak, 12 Juli 1999
Student's Number   : 1603046014
Department   : English Education
Religion   : Islam
Father's name   : Zaenuri
Mother's name   : Ma'rifah
Address   : Dukuh Kalitekuk, desa Ngaluran RT 5 RW
                                         1, kecamatan Karanganyar, kabupaten
                                         Demak, Jawa Tengah.
Email/ Phone   : nurulafridaiz1@gmail.com / 085601320056
Educational Background:
   1. TK   : TK Al-Islam
   2. SD   : SDN Ngaluran 03
   3. SMP/Mts   : MTS Al-Irsyad Gajah
   4. SMA/ MA   : MAPK Al-Irsyad Gajah