

**THE INFLUENCE OF INTROVERT PERSONALITY
TO STUDENTS' ABILITY IN WRITING
INFORMATIONAL REPORT
(Study at the Eleventh Grade of MA Fathul Ulum Grobogan
in the Academic Year of 2017/2018)**

Thesis

Submitted to Partial Fulfillment of the Requirement
for Degree of Bachelor of Education in English Language Education



By:

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**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2018**

A THESIS STATEMENT

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RATIFICATION

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has been tested in Munaqosah session by the team of thesis examiner of Education and Teacher Training Faculty State Islamic University and has been accepted as a partial requirement for the degree of Bachelor of Education in English Language Education Department.
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I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

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ABSTRACT

Title : The Influence of Introvert Personality to Students' Ability in Writing Informational Report (Study at the Eleventh Grade of MA Fathul Ulum Grobogan in the Academic Year of 2017/2018)

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Students have variaty personalities. Personality is considered as one of the individual differences which is greatly agreed to have an influence on learning in general and second language acquisition (SLA) in particular. The first objective of the research was to explaine how is students' personality at the eleventh grader of MA Fathul Ulum Grobogan in academic year of 2017/2018. The second objective of the research was to explaine how is students' ability in writing informational report at the eleventh grader of MA Fathul Ulum Grobogan in academic year of 2017/2018. The third objective of the research was to explaine is there any influence of introvert personality to students' ability in writing informational report at the eleventh grader of MA Fathul Ulum Grobogan in academic year of 2017/2018. This research is quantitative research. The researcher used questionnare, test, interview and documentation. The result of this study shows that there is not influence of introvert personality to students' ability in writing informational report at the eleventh grader of MA Fathul Ulum Grobogan in academic year of 2017/2018. The result of this study shows that the introvert students' personality at the eleventh grader of MA Fathul Ulum Grobogan in academic year of 2017/ 2018 is medium category, it is 7.13 on interval 6.18 – 8.08. Meanwhile, The students' ability in writing informational report at the eleventh grader of MA Fathul Ulum Grobogan in academic year of 2017/ 2018 is medium category, it is 69.12 on interval 58.795-79.465. The influence of introvert personality to students' ability in writing informational report at the eleventh grader of MA Fathul Ulum

Grobogan in academic year of 2017/2018 is 1.102093513. It means the influence of introvert personality to students' ability in writing informational report is not significant.

Keywords: students' personality, writing ability, informational text.

MOTTO

“in the name of Alloh, Most Gracious, Most Merciful”

ACKNOWLEDGEMENT

Bismillahirrohmanirrohim..

First of all, the writer would like to express her sincere thanks to almighty Alloh SWT who has given health, blessing, inspirations, and guidance to the writer in finishing this thesis with the title: ‘‘The Influence of Introvert Personality to Students’ Ability in Writing Informational Report’’.

This thesis arranged or made to fulfill one of requirements to get the degree of Barchelor of Education in English Language Department of Islamic State University of Walisongo (UIN Walisongo). The aim of this study to explain is there any influence of introvert personality to students’ ability in writing informational report at the eleventh grade students of MA Fathul Ulum Grobogan in academic year of 2017/2018 or not.

The writer realizes that she can not complete this thesis, the guidance, advice, suggestion, and encouragement for many people during the writing on thesis. In occasion, the writer would like to thank to:

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Finally, the writer realizes that this thesis is still less perfect. The writer hopes any suggestions and criticisms to make it perfect. The writer hopes this thesis can be useful for the improvement of English teaching learning process, especially for the writer herself and for the readers in general.

Semarang, July 29th 2018

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APPENDICES

CURRICULUM VITAE

CHAPTER 1

INTRODUCTION

This chapter discusses introduction the influence of introvert personality to students' ability in writing informational report at the eleventh grade students which includes the background of the study, questions of the study, objectives of the study and pedagogical significance.

A. Background of the Study

Now English becomes one of the most important parts to master the world. English as the international language, it influences many aspects of human life. It grows faster than the human life. As we know also that to face the globalization we must follow the globalization especially language, because there will be a global language in the global era. English is an international language and the most widespread medium of communication, both because of the number and geographical areas of its speakers and the large number of normative speakers who use it for part of their international contact (Brumfit).¹

¹ Sri Wardani, *Students' Response to the Implementation of Public Speaking as an English Extra Curricular* (Semarang: Education and Teacher Training Faculty Walisongo State Institute for Islamic Studies, 2013), p. 1.

Furthermore, a large percentage of the world's language learners study English in order to be able to communicate fluently.

Allah stated in the holy Qur'an (Al Hujurat: 13)



‘‘We created you from a single (pair) of a male and female and made you into nations and tribes, that you know each other. (Q.S. Al Hujurat: 13)’’²

In the above verse Allah created human beings explained that tribes and the nation-race for humans to know each other and interact with each other. Ethnic is a national, racial or tribal group. Each ethnic has different culture. Culture is the fabric of meaning in terms of which human beings interpret their experience and guide their action (Clifford Geertz).³ Because of ethnic and national differences between countries with another state, automated the cultural was different. The language used would be different. Therefore, we are required to master a foreign

² Departemen Agama RI, *Al Qur'an dan Terjemahannya* (Bandung: CV. Diponegoro, 2010), p. 517.

³ Raharjo, *Cross Cultural Understanding* (Semarang: Walisongo State Institute for Islamic Studies Semarang, 2008) p.1.

language, especially in the globalization era like now. English is very important.

English language has four skills which have to be mastered by students, like speaking, writing, reading, and listening. Writing is one of the parts in second language learning and teaching. In the form of *Homo Sapiens*, can be traced back to 100,000 years ago, then the human activity of writing is fairly recent development in the evolution of men and women.⁴ Writing is often thought of as the most difficult of the four skills. It can remain a problem long after the others have become familiar. Learners have difficulty in improving their performance, and are not sure how to do so. This is not really surprising. Think of it like this: in order to achieve a good grade in the writing papers, two distinct abilities are required, which are much less important in speaking, reading and listening. They are attention to detail good spelling.⁵

According to Herdi, students' writing ability is influenced by some factors. They are material, media, classroom activities, classroom management, teacher's strategy and

⁴ Jeremy Harmer, *How to Teach Writing* (England: Longman Pearson, 2004) p.1.

⁵ Jan Pleuger, *How to Teach Modern Language and Survive* (Sydney: Multilingual Matters LTD, 2001) p.155.

teacher's approach.⁶ But in the reseachers' opinion, not only the factors above which influence students' writing ability but also students personality is one of factors which influence students' writing ability.

Students have variaty personalities. Personality is considered as one of the individual differences which is greatly agreed to have an influence on learning in general and second language acquisition (SLA) in particular. It should also be emphasized that people should not be regarded to be either extroverts or introverts because it is a continuum which specifies one's degree of outgoingness. Eysenck (1965, p.59) characterizes a representative extrovert as: sociable, enjoys parties, has a lot of friends, and hates reading or studying by him. He desires excitement, takes opportunities and is usually an impulsive individual. He is fond of useful jokes, always has a prepared answer likes change becomes irritated fast. From another point of view, he clarifies a representative introvert as: peaceful, timid, introspective, and enthusiastic about books rather than people; he is reticent and reserved except to close friends. He enjoys

⁶ Herdi, *An Analysis on Factors Influencing the Students' Writing Skill*, (Pekanbaru: English Education Department FKIP Lancang Kuning University, 2011) p.20

planning ahead, “looks before he leaps”, and mistrust the impulse of the moment.⁷

Students personality also has impact on English learning in Senior High School, such as in writing. Writing is one of the four basic communication skills whose learning can lead to learning a second language.

Besides that, in Holy Qur'an and Hadis also discuss about writing.

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُسْتَقَرٌّ

“And every small and great thing is recorded” (Al Qomar;53)⁸

هريرة (ان النبي صلى الله عليه وسلم خطب فذكر قصة في الحديث فقال ابو شاه : اكتبوا لى يا رسول الله. فقال رسول الله صلى الله عليه وسلم : اكتبوا لابي شاه. و فى الحديث قصة. (رواه الترمذي)

“From Abu Hurairah r.a. he said: actually, Prophet Muhammad has said that He told about a story in hadis. So, Abu Syahir said: Prophet Muhammad, please write to me! So, Prophet Muhammad said: please, write to Abu Syanin.”(H.R Tirmidzi).⁹

Writing skills are an important part of communication.

Writing increases language acquisition because learners deal with

⁷ Mansoure Roudgarsaffari, The Study of Reading Strategies by Extrovert and Introvert Intermediate EFL Learners in Chalous City (Iran: *Modern Journal of Language Teaching Methods*, 2015), p.284.

⁸Abdullah Yusuf Ali, *The Holy Quran (Koran)* (Riyadh: King Fahd Holy Quran Printing Complex, 1987) p.531.

⁹<http://aineganteng.blogspot.co.id/2017/05/tafsir-ayat-al-quran-tentang-anjuran.html> accessed on 19th April 2018 at 10.41 a.m.

words, sentences, and other elements of writing to convey their ideas effectively and to reinforce the grammar and vocabulary they are learning in class. Good writing skills allow us to communicate our message with clarity and ease to a far larger audience than through face-to-face or telephone conversation. Sometimes, students feel hard to write and express their sentences, such as in writing informational report. They spend many times to think and choose what sentences will be written. They do not mastery vocabulary or grammar. But, it can be psycholinguistically they have any problem. Psycholinguistics is based on the general principles of *psychology* as the science of the behavior of the human individual as well as on general principles of *linguistics* as the science of language.¹⁰

In *Quiet: The Power of Introverts in a World that Can't Stop Talking* Journal by Susan Cain, she gives voices to a segment of society that is often misunderstood and silenced. Her relevant arguments, supported by well-studied facts and anecdotal evidence, provide fresh insights for Christian communities which may be influenced by the “extrovert ideal.” Moreover, parents and educators, as well as those who are

¹⁰Josep C. Mukalel, *Psychology of Language Learning* (New Delhi: Discovery Publishing House, 2003), p.2.

introverts, extroverts or ambiverts, can learn how to appreciate the strengths of various personality traits.¹¹

Writing is a kind of practice which helps writer to store the material in long-term memory, in other words, the vocabulary, grammar, and patterns are more easily learned through being carefully applied in a piece of writing. Undoubtedly writing is the most difficult skill for second language learners to master. The introvert personality who is introspective person can be writing uncertainly because they often check their writing out. They worry if there are any mistakes on their writing. But, the introvert personality also can be writing certainly because they have enthusiastic characteristic about books. Meanwhile, the extrovert personality can be writing well because they are sociable person. So, they will be easier to share and write their own sentences.

Based on the phenomenon, the writer looked for the significant effect of the introvert personality to students' ability in writing informational report. The writer hopes by investigating the effect of the introvert personality to students' ability in writing informational report, teachers will know that the way to teach introvert students and extrovert students are different. After that, teachers can use the right way to teach their introvert

¹¹ Susan Cain, *Quiet: The Power Of Introverts In A World That Can't Stop Talking* (New York: Crown Publisher, 2012), p.106.

students. Finally, they will be more enjoy and comfortable in practicing their writing so that they can write correctly. So, it is very reasonable to the writer chooses the title: The Influence of Introvert Personality to Students' Ability in Writing Informational Report.

B. Questions of the Study

Based on the background of study above, the questions of study are:

1. How is students' personality at the eleventh grader of MA Fathul Ulum Grobogan in academic year of 2017/2018?
2. How is students' ability in writing informational report at the eleventh grader of MA Fathul Ulum Grobogan in academic year of 2017/2018?
3. Is there any influence of introvert personality to students' ability in writing informational report at the eleventh grader of MA Fathul Ulum Grobogan in academic year of 2017/2018?

C. Objectives of the Study

The objectives of the study are:

1. To explain students' personality at the eleventh grader of MA Fathul Ulum Grobogan in academic year of 2017/2018.

2. To explain students' ability in writing informational report at the eleventh grader of MA Fathul Ulum Grobogan in academic year of 2017/2018.
3. To explain the influence of introvert personality to students' ability in writing informational report at the eleventh grader of MA Fathul Ulum Grobogan in academic year of 2017/2018.

D. Pedagogical Significance

The result of the study is expected to be able to give the following benefits for:

1. Writer

The writer will gets experience and knowledge directly in teaching writing informational report to intovert students. While personality psychologists recognize variations in our behaviour exist, they also highlight there is evidence to support the idea that apart from these variations, there truly is such a thing as a fixed personality type.

2. Students

Students' writing skill in informational report will be better and to help students in order to be enjoy and comfortable to writing informational report. Introverted students need be more vocal with their well thought-out ideas, or else no else will know they have them.

3. Teachers

It is as motivation in choosing appropriate and variant learning strategy and the writer hopes the teacher can use the right method in teaching writing informational report. If teacher knows students' personality traits of introversion and extroversion, they can make seemingly minor changes to classrooms, such as allowing a student to physically move away from their pod group or use a privacy partition, to better address the learning styles of introvert students.

4. Readers

The readers will get more information the impact of introvert personality on students' ability in writing informational report from this study.

CHAPTER II

REVIEW OF RELATED LITERATE

This chapter discusses about previous studies and review of theoretical review.

A. Previous Studies

The researcher chooses some studies to be references:

1. The Impact of Extroversion and Introversion Personality Types on EFL Learners' Writing Ability

The study entitled ‘‘The Impact of Extroversion and Introversion Personality Types on EFL Learners' Writing Ability in 2015’’ by Ali Akbar Jafarpour Boroujeni, Ali Roohani, and Asiyeh Hasanimanesh from Shahrekord University, Shahrekord, Iran.

This study aimed at investigating the possible impact of extrovert/introvert personality types of Iranian EFL learners on their writing performance in terms of its different subsets (i.e., content, organization, language, mechanics, and vocabulary).¹²

¹² Ali Akbar Boroujeni, The Impact of Extroversion and Introversion Personality Types on EFL Learners' Writing Ability (Iran: *Journal of Theory and Practice in Language Studies*, 2015), p.216

There are similarities and differences between previous studies and my current study. The similarity between this study and previous study: both of the studies are about psycholinguistic and the object of these studies are students. The previous studies used questionnaire and the the current study uses questionnaire.

Then, the differences between previous study and my current study: The previous study investigates the impact of extroversion and introversion personality types on efl learners' writing ability. While, my current study investigated the impact of introvert personality on students' ability in writing informational report.

From the previous study, we know that although extroverts were assumed to be good at expressing themselves through speaking, the findings of this study revealed that they were not as successful as introverts in writing. Introverts out performed their extrovert counterparts in most of writing subsets, such as content, language, mechanics, and vocabulary.

The results of this study make teachers aware of certain general realities that hold for most extroverted and introverted writers and they can more directly address students' needs.

They can apply this knowledge to motivate extroverts to write diaries in order to improve their writing.¹³

2. Influence of Extroversion and Introversion on Decision Making Ability

The study entitled “Influence of Extroversion and Introversion on Decision Making Ability in 2016” by Rehana Khalil from Department of Family & Community Medicine, Unaizah College of Medicine, Qassim University, Saudi Arabia.

This study aimed at compare the differences in decision making abilities among introverts and extroverts and to analyze which characteristics are favorable for decision making. This study did not concern about how good or bad decisions are made but only focusing on the characteristics which stimulate the decision making behaviour.¹⁴

¹³Ali Akbar Jafarpour Boroujeni, The Impact of Extroversion and Introversion Personality Types on EFL Learners’ Writing Ability, (Iran: *Journal of Theory and Practice in Language Studies*, 2015), p.216

¹⁴Rehana Khalil, Influence of Extroversion and Introversion on Decision Making Ability (Saudi Arabia: *International Journal of Research in Medical Sciences*, 2016) p.1534.

There are similarities and differences between previous study and my current study. The similarity between this study and previous study: both of the studies are about psycholinguistics and the object of these studies are students. Both of these studies use questionnaire.

Then, the differences between previous study and my current study: The previous study aimed to compare the differences in decision making abilities among introverts and extroverts and to analyze which characteristics are favorable for decision making. While, my current study investigates the influence of introvert personality to students' ability in writing informational report.

The conclusion of the previous study is the introverts are better at decision making as compared to extroverts. The introverts rely on their intuition, inner feelings and reactions. Majority of them basically counting on themselves, do not go for impulsive decisions while on the other hand extroverts usually go for snap decisions, quick decisions and decide what feels natural at the moment. They prefer to postpone as thinking makes extroverts uneasy. Even though extroverts have a good quality of double-checking their information before making decisions but they need someone to steer them in the right direction when they face important decisions.

The findings of the present study cannot be generalized due to the limited sample and volunteer bias. Future study is needed for the confirmation of this dimension of personality type and also to find out whether the decisions made by the introverts are good or bad which was beyond the scope of this study. Limitation of study is, participation in the study was voluntary so the data gathered for this study may not be generalized.¹⁵

3. Supporting Introversion and Extroversion Learning Styles in Elementary Classrooms

The study entitled Supporting Introversion and Extroversion Learning Styles in Elementary Classrooms by Winnie Frances Leung from Master of Teaching Department of Curriculum, Teaching and Learning Ontario Institute for Studies in Education of the University of Toronto in 2015.

This study aimed at investigating teachers' beliefs and perspectives about introverted students and their experience of schooling. This study is important to the education community because negative assumptions about introversion are in the school system, leading teachers to believe these students are lacking in some way. In turn, students can

¹⁵Rehana Khalil, Influence of Extroversion and Introversion on Decision Making Ability (Saudi Arabia: *International Journal of Research in Medical Sciences*, 2016) p.1537.

internalize these opinions, causing crippling disadvantages for themselves in all stages of formal education, beginning in elementary school.¹⁶

There are similarities and differences between previous study and my current study. The similarity between this study and previous study: both of the studies are psycholinguistic study and the object are students. But, the previous is about introvert and extrovert personality. Meanwhile, the current study just focuses on the introvert personality. The other differences between these studies are the object and the method. The object of the previous study is students in Elementary Classrooms. But, the object of the current study is students in Senior High School.

This study recognized that these teachers see their roles as facilitators of success in all their students' academic and social lives. Observations and experiences with many kinds of students were viewed as important to their development as teachers to form a deeper understanding of differentiated instruction. Living in a society that thrives on ideas and interaction, teachers reported that classrooms are made up of a healthy mix of introverts and extroverts. For everyone, consideration was given for reflection and wait time so that students could come up with the kinds of ideas,

¹⁶ Winnie Frances Leung, Supporting Introversion and Extroversion Learning Styles in Elementary Classroom (Toronto: *Journal of Introversion and Extroversion Learning Styles*, 2015) p.11.

creations and solutions that high-quality performance requires.¹⁷

B. Writing

1. The Definition of Writing

Writing is a process of creating, organizing, writing, and polishing. In the first step of the process, we create ideas. In the second step, we organize the ideas. In the third step, we write a rough draft. In the final step, we polish our rough draft by editing it and making revisions.¹⁸ According to *Authentic Assessment for English Language Learners* by J. Michael O'Malley and Lorraine Valdez Pierce, writing is a personal act in which writers take ideas or prompts and transform them into "self-initiated" topics (Hamp-Lyons 1990). The writer draws on background knowledge and complex mental processes in developing new insights.¹⁹

Writing is one of the four basic communication skills whose learning can lead to learning a second language. Writing increases language acquisition because learners deal with words, sentences, and other elements of writing to

¹⁷Winnie Frances Leung, *Supporting Introversion and Extroversion Learning Styles in Elementary Classroom* (Toronto: *Journal of Introversion and Extroversion Learning Styles*, 2015) p.67.

¹⁸Alice Oshima and Ann Hogue, *Writing Academic English* (New York: Addison Wesley Publishing Company, 1996) p. 265.

¹⁹J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learner* (Virginia: Longman, 1995) p.136.

convey their ideas effectively and to reinforce the grammar and vocabulary they are learning in class. Writing is a kind of practice which helps writer to store the material in long-term memory, in other words, the vocabulary, grammar, and patterns are more easily learned through being carefully applied in a piece of writing. Undoubtedly writing is the most difficult skill for second language learners to master. As a skill, production of a piece of writing which is coherent, fluent, and extended is probably the most difficult task to do with language, even for a native speaker. Emphasizing the role personality plays in writing, defined this skill as a “uniquely personal form of individual expression. The belief that each student, as an individual, has individual traits that uniquely influence his or her behavior and the difficulties most learners face in producing a coherent, fluent, and extended piece of writing persuades the present study to design this study focusing on EFL learners’ personality type and its effect on their writing ability.”²⁰

2. The Process of Writing

a. Prewriting

The first step in the writing process is to choose a topic and collect information about it. This step is often

²⁰ Ali Akbar Borounjeni, The Impact of Extroversion and Introversion Personality Types on EFL Learners’ Writing Ability, (Iran: *Journal of Theory and Practice in Language Studies*, 2015) p.212.

called prewriting because we do the step before we start writing. There are two tips for making a good choice.

- 1) Choose a topic that is interested us.
- 2) Choose a topic that fits the assignment.

If we are not sure what interests us, pay attention to what kinds of newspaper and magazine articles you read. Suppose we are interested in the environment, which is a very large topic. We must narrow the topic, perhaps to environmental pollution, if that is your interest. Environmental pollution, however, that is still a large topic, so we must narrow the further, perhaps to one type of environmental pollution, such as pollution of the oceans.²¹

b. Planning (outlining)

In the first step, we chose topics and narrowed them, and we generated ideas by brainstorming. In the second step of writing process, the planning stage, we organize the ideas into an outline.

As a first step toward making an outline, divide the ideas in the communication problems list further into sublists and cross out any items that do not belong or that

²¹Alice Oshima and Ann Hogue, *Writing Academic English* (New York: Addison Wesley Publishing Company, 1996), p. 265.

are not useable. An outline is a formal plan for a paragraph.²²

c. Writing

The third step in the writing process is writing the rough draft. Follow our outline as closely as possible, and don't worry about grammar, punctuation, or spelling. A rough draft is not supposed to be perfect.

Above all, remember that writing is a continuous process of discovery. As we are writing, we will think of new ideas that may not be in brainstorming list or outline. We can add or delete ideas at any time in the writing process. Just be sure that any new ideas are relevant.²³

d. Polishing

The fourth and final step in the writing process is polishing what we have written. This step is also called revising and editing. Polishing is most successful if we do it on two stages. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar and punctuation (editing).

After we write the rough draft, the next step is to revise it. When we revise, we change what we have

²² Alice Oshima and Ann Hogue, *Writing Academic English* (New York: Addison Wesley Publishing Company, 1996), p. 271.

²³ Alice Oshima and Ann Hogue, *Writing Academic English* (New York: Addison Wesley Publishing Company, 1996), p. 272.

written to improve it. We check it for content and organization, including unity, coherence, and logic. We can change, rearrange, add, or delete, all for the goal of communicating your thoughts more clearly, more effectively, and in a more interesting way.

During the first revision, do not try to correct grammar, sentence structure, spelling, or punctuation; this is proofreading, which we will do later. During the first revision, be concerned mainly with content and organization.²⁴

- (1) Read over our paragraph carefully for a general overview. Focus on the general aspects of the paper and make notes in the margins about rewriting the parts that need to be improved.
- (2) Check to see that we have achieved our started purpose.
- (3) Check for general logic and coherence. Our audience should be able to follow our ideas easily and understand what we have written.

²⁴Alice Oshima and Ann Hogue, *Writing Academic English* (New York: Addison Wesley Publishing Company, 1996), p. 273.

- (4) Check to make sure that our paragraph has a topic sentence and that the topic sentence has a central (main) focus.²⁵
- (5) Check for unity. Cross out sentences that are off the topic.
- (6) Check to make sure that the topic sentences is developed with sufficient supporting details. Does the each paragraph give the reader enough information to understand the main idea? If the main point lacks sufficient information, make notes in the margin such us ‘‘add more details’’ or ‘‘add more example.’’
- (7) Check our use of transition signals.
- (8) Finally, does our paragraph have or need a concluding sentence? If we wrote a final comment, is it on the topic?²⁶

The second step in polishing our writing is proofreading our paper for possible erros in grammar, sentence stucture, spelling, and punctuation.

²⁵ Alice Oshima and Ann Hogue, *Writing Academic English* (New York: Addison Wesley Publishing Company, 1996), p. 273.

²⁶ Alice Oshima and Ann Hogue, *Writing Academic English* (New York: Addison Wesley Publishing Company, 1996), p. 273.

- (a) Check each sentence for correctness and completeness. We should have no fragments and no choppy or run-on sentences.
- (b) Check each sentence for a subject and a verb, subject-verb agreement, correct verb tenses, noun plurals, articles, and so on.
- (c) Check the mechanics: punctuation, spelling, and capitalization.
- (d) Check for incorrectly used or repeated words.
- (e) Check for contractions (can't, isn't, I'll, and so on). (Some writing instructors permit them, but others do not. Find out our instructor's preference.)²⁷

3. Characteristic of an Effective Paragraph

A paragraph is a group of related sentences that discuss one (and usually only one) main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.²⁸

a) Unity

²⁷ Alice Oshima and Ann Hogue, *Writing Academic English* (New York: Addison Wesley Publishing Company, 1996), p. 275.

²⁸ Alice Oshima and Ann Hogue, *Writing Academic English* (New York: Addison Wesley Publishing Company, 1996), p. 2.

An important element of a good paragraph is unity. Unity means that a paragraph discusses one and only one main idea from beginning to end. For example if paragraph is about the advantages of owning a compact car, discuss only that. Do not discuss the disadvantages. Furthermore, discuss only one advantage, such as gas economy, in each paragraph. If we discuss another advantage, start a new paragraph. Sometimes, it is possible to discuss more than one aspect of the same idea in one paragraph if they are closely related to each other. For example, we could discuss gas economy and low maintenance costs in the same paragraph because they are closely related, but we should not discuss both gas economy and easier parking in the same paragraph because they are not closely related.²⁹

The second part of unity is that every supporting sentence must directly explain or prove the main idea. For example, in a paragraph about the high cost of prescription drugs in the United States, we could mention buying drugs from pharmacies outside The United States as an alternative. But, if we write several sentences about buying

²⁹ Alice Oshima and Ann Hogue, *Writing Academic English* (New York: Addison Wesley Publishing Company, 1996), p. 18-19.

drugs outside the United States, we are getting off the topic and our paragraph will not have unity.³⁰

b) Coherence

Besides unity, every good paragraph in a composition must have coherence. The Latin verb *cohere* means ‘‘hold together’’. For coherence in writing, the sentences must hold together; that is, the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one. There are four ways to achieve coherence. These are repeat key nouns, use consistent pronouns, use transition signals to link ideas and arrange your ideas in logical order.³¹

The easiest to achieve coherence is to repeat key nouns frequently in our paragraph. Read the model paragraph about gold to see how it uses this technique to smooth the flow of sentences. If we do not wish to repeat the key noun again and again, we can use synonyms or expressions with the same meaning.

³⁰ Alice Oshima and Ann Hogue, *Writing Academic English* (New York: Addison Wesley Publishing Company, 1996), p. 18-19.

³¹ Alice Oshima and Ann Hogue, *Writing Academic English* (New York: Addison Wesley Publishing Company, 1996), p.21-22.

When we use pronouns, make sure that we use the same person and number throughout our paragraph. Do not change from ‘you’ to be ‘her’ or ‘she’ (change of person) or from ‘he’ to ‘they’ (change of number).

Transition signals are expressions such as *first*, *finally*, and *however*, or phrases such as *in conclusion*, *on the other hand*, and *as a result*. Other kinds of words such as subordinators (*when*, *although*), coordinators (*and*, *about*) adjectives (*another*, *additional*), and prepositions (*because of*, *in spite of*) can serve as transition signals.

Transition signals are like traffic signs: they tell our reader when to go forward, turn around, slow down, and stop. In other words, they tell our reader when we are giving a similar idea (*similarly*, *and*, *in addition*), an opposite idea (*on the other hand*, *but*, *in contrast*), an example (*for example*), a result (*therefore*, *as a result*) or a conclusion (*in conclusion*).³²

4. Purpose of Writing

There are at least three purposes in writing:

a) Expository or Informative writing

³² Alice Oshima and Ann Hogue, *Writing Academic English*, (New York: Addison Wesley Publishing Company, 1996) p. 22-25

Writer uses expository or informative writing to share knowledge and give information, directions, or ideas. Example of informative writing are describing events or experiences, analyzing concepts, speculating on cause and effect, and developing new idea or relationships. This type of writing could include a biography about a well known person or someone from the writer's life.

b) Expressive or narrative writing

Expressive or narrative writing is a personal or imaginative expression in which the writer produces stories or essays. These types of writing are often based on observations of people, objects, and places and may include creative speculations and interpretations. This types of writing often used for entertainment, pleasure, discovery as fun writing, such as poems, or short play.

c) Persuasive writing

In persuasive writing, writers attempt to influence other and initiate action or change. This type of writing includes evaluation of a book, movie, customer product, or controversial issues. Writer uses higher- level cognitive skills in this type of writing, such as analysis

and evaluation, to argue a particular point of view in a convincing way.³³

C. Report

1. Definition of Report

Based on Thesaurus Dictionary, report is an account or statement describing in detail an event, situation, or the like, usually as the result of observation, inquiry, etc.³⁴

2. Types of Report

Reports are written for different purposes. They therefore contain different information and structures, including headings and subheadings, and these form the outline of the report. The explanation below shows the sections commonly found in these types of reports. Common report structures:

a) Short report

There are five generic structures. Those are title page, introduction, discussion, recommendations, and references.

b) Science report

³³J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners Practical Approaches for Teachers*, (Great Britain: Longman, 1996), p. 137-138.

³⁴<http://www.dictionary.com/browse/report> accessed on Tuesday, 10th January 2018 at 11.46 a.m.

There are five generic structures. Those are title page, introduction, discussion, recommendations, and references.

1) Business report

There are nine generic structures. Those are title page, executive summary, table of content, introduction, discussion, conclusion, recommendations, appendices, and references.

2) Engineering report

There are ten generic structures. Those are title page, executive summary (optional), introduction, objectives, analysis, discussion, recommendations and action plan, conclusion, appendices, and references.

3) Study report

There are ten generic structures. Those are title page, executive summary, introduction, method or methodology, results or findings, discussion, conclusions, recommendations, appendices, and bibliography.³⁵

D. Genre

1. Definition of Genre

Genre is a term for grouping texts together, representing how writer typically using language to respond to recurring situations. Every genre has a number of features

³⁵https://www.dlsweb.rmit.edu.au/lsu/content/2AssessmentTasks/asses_tuts/reports_LL/types.html accessed on Tuesday 10th January 2018 at 11.48 a.m.

that make it different to other genres; each has a specific purpose, an overall structure, specific linguistic features, and is shared by member of the culture.³⁶ Genre encourages us to look for patterns, or the ways that texts are rhetorically structured to achieve a social function. Every kind of genre has different social function, different schematic or generic structure, and different language features. Whatever genre we choose, be sure we know the true meaning of each word we use, consulting our dictionary and thesaurus whenever we are unsure about the spelling or context of a word or phrase.³⁷

2. Kinds of Genre

a. Kinds of Genre

Text can be classified into several types. The term of ‘type’ is sometime stated as ‘genre’. These types of text are:³⁸

1) Narrative

³⁶Ken Hyland, *Teaching and Studying Writing* (United Kingdom: Pearson Education Limited, 2009), p. 15.

³⁷Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (New South Wales: Antipodean Educational Enterprise, 1995), p. 192-208.

³⁸Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (New South Wales: Antipodean Educational Enterprise, 1995), p. 192-208.

Narrative is genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

2) Spoof

Spoof is genre which has social function to retell event with a humorous twist.

3) Recount

Recount is genre which has social function to retell events for the purpose of informing or entertaining.³⁹

4) Report

Report is genre which has social function to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

5) Analytical Exposition

Analytical Exposition is genre which has social function to persuade the reader or listener that something is the case.

6) News Item

³⁹ <https://study.com/academy/lesson/what-is-informational-text>
accessed on Tuesday, 10th January 2018 at 14.08 p.m.

News Item is genre which has social function to inform readers, listeners or viewer about events of the day which are considered newsworthy or important.⁴⁰

7) Anecdote

Anecdote is genre which has social function to share with others an account of an unusual or amusing incident.

8) Procedure

Procedure is genre which has social function to describe how something is accomplished through a sequence of actions or steps.

9) Description

Description is genre which has social function to describe a particular person, place or thing.

10) Hortatory Exposition

Hortatory Exposition is genre which has social function to persuade the reader or listener that something should or should not be the case.⁴¹

11) Explanation

⁴⁰ <https://study.com/academy/lesson/what-is-informational-text>
accessed on Tuesday, 10th January 2018 at 14.08 p.m.

⁴¹ <https://study.com/academy/lesson/what-is-informational-text>
accessed on Tuesday, 10th January 2018 at 14.08 p.m.

Explanation is genre which has social function to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

12) Discussion

Discussion is genre which has social function to present (at least) two points of view about an issue.

13) Review

Review is genre which has social function to critique an art work or event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibitions, concerts and ballets.

14) Commentary

Commentary is genre which has social function to explain the processes involved in the information (evolution) of a socio-cultural phenomenon, as though a natural phenomenon.⁴²

⁴² <https://study.com/academy/lesson/what-is-informational-text>
accessed on Tuesday, 10th January 2018 at 14.08 p.m.

E. Informational Report

1) Definition of Informational Report

Informational Report is nonfiction writing, written with the intention of informing the reader about a specific topic. It is typically found in magazines, science or history books, autobiographies and instruction manuals. They are written using special text features that allow the reader to easily find key information and understand the main topic.⁴³

2) Social Function of Informational Report

Social function of recount text is to present information about something generally to the reader.

3) Generic Structure of Informational Report

Formal written report usually follows a specific structure:

- a) Introductory paragraph also known as **general classification** - It introduces the topic/subject.
- b) **Body Paragraphs** - A Series of paragraphs that provide detailed information on the topic. For example, body, parts, qualities, functions, habits, behaviors, etc.
 - Paragraph 1 (description)
 - Paragraph 2 (description)
 - Paragraph 3 (description)

- c) Information report has **no ending** or a **conclusion** but rounds off with a statement that **summarizes** the contents of the report.
- d) **Glossary**: It is place at the end of the information report. It defines all the technical terms or words used in the report. It is optional.
- e) **Bibliography**: It is a list of book, journals, magazines or websites used in the report. It is optional

4) Significant Lexicogrammatical or Language Feature of Informational Report

- Use of present tense, such as live, is, are, etc.
- Use of passive voice, such as is eaten, are grown, was written etc.
- Use of words which generalize, such as all, many, none, most, etc.
- Use of relational verbs, such as have, consists of, is made up of, creates, indicates, etc.
- Use of technical vocabulary relevant to the subject.
- Use of descriptive but factual language, such as color, shape, size, habits, behaviors etc,⁴⁴

5. The Example of Informational Report

⁴⁴ <https://study.com/academy/lesson/what-is-informational-text>
accessed on Tuesday, 10th January 2018 at 14.19 p.m.

Earthquakes

The Most Deadly Natural Hazards

Earthquakes-being among the most deadly natural hazards-strike without any prior warning, leaving catastrophe in their wake terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through earth's crust. This vibration occurs as result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over along period of time.(Earth Sience.2001)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down building and cause death and injury (Richter, 1935)

According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.

The study of earthquakes is called seismology. Seismology studies the frequency, type and size of earthquakes. Earthquakes are measured using observation by seismometers. The magnitude of an earthquakes and its

intensity is recorded on a numerical scale known as Richter scale. On this scale, 3 or less is hardly noticeable. Earthquakes with magnitude of more than 6.5 can cause heavy damage.

The effects of an earthquake are strongest in the area which near its epicenter. The worst possible damage occurs in the densely populated areas where structures are not built to withstand intense shaking. Damage and loss of life incurred during earthquake is due to falling buildings and flying glass and objects. In certain areas, an earthquake can cause mudslides that can bury areas under it. Powerful submarine earthquakes cause tsunami or a chain of fast moving waves in the ocean that ripple outward from earthquake epicenter toward coastal areas causing surmountable damage (<http://www.USGS.Org>). On an average, 1,000 earthquakes with intensities of 5.0 or greater are recorded each year.⁴⁵

F. Students Personality

1. Definition of Personality

Personality is considered as one of the individual differences which is greatly agreed to have an influence on learning in general and second language acquisition (SLA) in particular. It should also be emphasized that people should not be regarded to be either extraverts or introverts because it is a continuum which specifies one's degree of outgoingness.

⁴⁵ <http://misspalitaruhamaningtyas.blogspot.co.id/2015/08/contoh-rpp-k13-bahasa-inggris-kelas-xi.html> 1st January 2018 at 10.12 a.m.

Eysenck (1965, p.59) characterizes a representative extravert as: sociable, enjoys parties, has a lot of friends, and hates reading or studying by him. He desires excitement, takes opportunities and is usually an impulsive individual. He is fond of useful jokes, always has a prepared answer likes change; becomes irritated fast. From another point of view, he clarifies a representative introvert as: peaceful, timid, introspective, and enthusiastic about books rather than people; he is reticent and reserved except to close friends. He enjoys planning ahead, “looks before he leaps”, and mistrust the impulse of the moment.⁴⁶ Personality is something and does something. All the systems that comprise personality are to be regarded as determining tendencies. They exert a directive influence upon all adjustive and expressive acts by which the personality comes to be known.⁴⁷ According to W. Ray Crozier, personality is is an internal factor that exerts a causal effect upon behaviour. The person acts upon, or adjusts to, the

⁴⁶ Mansoure Roudgarsaffari, The Study of Reading Strategies By Extrovert And Introvert Intermediate English Foreign Language Learners In Chalous City (Iran: *Modern Journal of Language Teaching Methods*, 2015) p.284

⁴⁷ Richard E. Hicks, *Personality and Individual Differences Current Dirrection*, (Australia: Australian Academic Press, 2010) p.26.

environment, but his or her behaviour is not a product of environmental forces.⁴⁸

Personality psychology generally involves both describing personality factors and explaining how such factors arise and go on to influence other things. However, since there are various meanings of the term ‘personality’, and the causal role of personality is often ambiguous, there are numerous theoretical and practical problems involved in both of these pursuits.⁴⁹

2. Kinds of Personality

According to Jung, there are two types of personalities based on dimensions of attitude:

- a. **Extrovert Personality: Individuals possessing this personality type are social, practical, appear affectionate, informal, are good conversationalists, are active and lively.**

Extrovert or extraversion is clearly to do with craving excitement, but an account in these terms does not make a

⁴⁸W. Ray Crozier, *Individual Learners Personality Differences in Education*, (New York: Roudledge, 1997) p.3.

⁴⁹Richard E. Hicks, *Personality and Individual Differences Current Dirrection*, (Australia: Australian Academic Press, 2010) p.21.

convincing explanation of all aspects of sociability and uninhibited behaviour.

Extroverts are poorer at long-term memory tasks but perform better on short-term memory tasks. For example, if the task is to commit a list of words to memory, extroverts perform better than introverts if the test of recall is given immediately after learning but perform less well if the test takes place after 30 minutes (Howarth and Eysenck, 1968).⁵⁰ They are habitually outgoing, venturing forth with confidence into the unknown. They prefer outdoor activities, tend to be essentially social - participating in various social and personal activities. They appear full of energy and tend to involve themselves in a variety of pursuits. They are generally good leaders of big and small groups; they apparently live in the present, concentrating on current activity. These individuals adapt easily to a given situation and are particularly influenced by objects and events in the external world.

- b. Introvert Personality: Individuals who prefer to remain isolated or in the company of very few people, can be**

⁵⁰W.Ray Crozier, *Individual Learners Personality Differences in Education* (London: Routledge, 1997) p.28.

categorized as ones who have an introverted personality.

Introvert or introversion is an inward orientation to life, and extroversion (alternatively spelled extraversion) is an outward orientation.⁵¹ Introverts are often deeply concerned about the human condition; they just tend to look within for answers.⁵² An introvert may feel anti-social when pressured to go to a party that isn't interested her. But for her, the event does not promise meaningful interaction.

In fact, she knows that the party will leave her feeling more alone and alienated. Her social preference may be to stay home and reflect on a conversation with a friend, call that friend, and come to an understanding that is meaningful to her. Or she might indulge in the words of a favorite author, feeling a deep connection with a person she has never met.⁵³ Introvert people are more prone to thinking, and are thus involved in creating novel entities. They have keen interest in their own psyche. They are formal, idealistic, less social, talk less and brood about the future. They involve themselves minimally in social

⁵¹Laurie Helgoe, *Introvert Power*, (America: Sourcebook, 2008) p.xxviii.

⁵²Laurie Helgoe, *Introvert Power*, (America: Sourcebook, 2008) p.5.

⁵³Laurie Helgoe, *Introvert Power*, (America: Sourcebook, 2008) p.6.

activities or in those activities which demand their active, direct interaction with many people. They remain passive or recognition of any kind. They are shy and inscrutable. They may appear to be dull and devoid of enthusiasm to others. They prefer indoor activities, to outdoor ones.

c. **It is fairly difficult to find a person with a strictly singular characteristic.**

Many individuals may be either introverts or extroverts, but generally speaking, a mix of both types of characteristics are found in a person. The personality type, which possesses the personality traits of both introvert and extrovert types are known as **Ambivert Personality**. These individuals show traits of introverted personality in some situations and in others, they behave as an extrovert personality type. This classification of ambivert personality was given by psychologist Eysneck in 1947.

G. Study Hypothesis

Formulation of the hypothesis is the third step in study after the researcher suggests the theory and the review of literature. Hypothesis is the answer for the time being to question study that stated in statement sentences.⁵⁴ In this study, there is influence of

⁵⁴ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2013), p. 96.

introvert personality to students' ability in writing informational report as the hypothesis.

BAB III

RESEARCH METHOD

This chapter shows study design which includes kind of the study, place and time of the study, population and sample, variable and indicator, data collection technique and data analysis technique.

A. Kind of Study

Research design plays an important role in a study because the quality of study greatly depends on the design. In this study, the researcher used the form of quantitative approach to analyze the

data. Quantitative is broadly used to describe what can be counted or measured and can therefore be considered objective.⁵⁵

The kind of this study is field study. Because the data which needed to propose this study is from the field (school). In this study, researcher used quantitative study, it means to know there is or not the influence from independent variable to dependent variable. Because introvert pesonality influence students' ability in writing informational report.

B. Place and Time of the Study

This study was conducted on eleventh grade students of MA Fathul Ulum Grobogan, Central Java in the academic year of 2017/2018. The located of MA Fathul Ulum Grobogan is Sulursari Pandanharum Gabus street no. 20 Grobogan. The reseacher had collected the data during 4 weeks on 5th May 2018 until 5th June 2018.

C. Population and Sample

Population is defined as the complete collection to be studied.

Sample is is defined as a section of the population.⁵⁶ Population

⁵⁵Michael J Wallace, *Action Study for Language Teacher*, (Cambridge: Cambridge University Press, 1998), p. 38

⁵⁶<https://study.com/academy/lesson/samples-populations-in-study-definition.html> accessed on Friday, 12nd January 2018 at 21.25 p.m.

from this study is all of the students at the eleventh grade students of MA Fathul Ulum Grobogan in the academic year of 2017/2018. Sample from this study is section of the students at the eleventh grade students of MA Fathul Ulum Grobogan in the academic year of 2017/2018.

Table 1

List of Population

No	Class	Number
1	X IPA	24
2	X IPS	23
3	XI IPA	22
4	XI IPS 1	37
5	XI IPS 2	34
6	XII IPA	40
7	XII IPS	41
Total		220

According to Suharsimi Arikunto, she said that if the subjects are not more than one hundred, it will be better to put all of the subject. So, that will be population study. But, if the subject more

than one hundred subjects, we can put 10-15 % or 20-25 % or more than 25 %.⁵⁷

In this study, the population are students at the eleventh grade students of MA Fathul Ulum Grobogan in the academic year of 2017/2018. They are 93 students who decide into 3 classes. There are 37 students from XI IPS 1, 34 students from XI IPS 2, and 22 students from XI IPA. The sample of this study are 22 students from XI IPA.

D. Variable and Indicator

A **variable** is defined as anything that has a quantity or quality that varies. The **dependent variable** is the variable a researcher is interested in. The changes to the dependent variable are what the researcher is trying to measure with all their fancy techniques. Example, the dependent variable is the person's ability to throw a ball. We try to measure the change in ball throwing as influenced by hunger. An **independent variable** is a variable believed to affect the dependent variable. This is the variable that the researcher will manipulate to see if it makes the dependent variable change. In our example of hungry people throwing a ball, our

⁵⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2013) p.109.

independent variable is how long it's been since they've eaten.⁵⁸

Based on the variable role and variable function in the reaseach, the reseachers use variable or factor in their reseach. The variables are dependent variable and independent variable.

1. Dependent Variable

The dependent variable in this study is student's abilitily in writing informational report as Y variable. The indicators are:

- a. Students mastery the content of writing
- b. Students mastery the organization of writing
- c. Students mastery the vocabulary
- d. Students mastery the grammar
- e. Students mastery the mechanic such us spelling, punctuation, capitalization and paragraphing

2. Independent Variable

In this study, the independent variable is introvert personality. Introvert or introversion is an inward orientation to life, and extroversion (alternatively spelled

⁵⁸ <https://study.com/academy/lesson/study-variables-dependent-independent-control-extraneous-moderator.html> accessed on Saturday, 13rd January 2018 at 05.43 am.

extraversion) is an outward orientation.⁵⁹ Introverts are often deeply concerned about the human condition; they just tend to look within for answers.⁶⁰ An introvert may feel anti-social when pressured to go to a party that isn't interested her. But for her, the event does not promise meaningful interaction. In this research, introvert personality is X variable. The indicators are:

- a. The students get energy from "down time"
- b. The students think before speaking or acting
- c. The students listen more than talk
- d. The students speak more softly
- e. The students are more included to make deep conversation
- f. The students prefer to speak with one or two people at a time
- g. The students wait to be approached in social situations
- h. The students are typically reserved
- i. The students enjoy working alone or with one person
- j. The students know a lot about a few topics
- k. The students are reflective and appear more calm
- l. The students are more detail oriented
- m. The students need more personal space

⁵⁹Laurie Helgoe, *Introvert Power*, (America: Sourcebook, 2008)
p.xxviii

⁶⁰Laurie Helgoe, *Introvert Power*, (America: Sourcebook, 2008) p.5

n. The students are more private and hesitant about self-disclosure

o. The students have a few deep interest

Adapted from Self Promotion Introverts by Nancy Ancowitz on 2010 there are 15 questions to decide person into introvert or extrovert personality as X variable. The indicators are:

Table 2

Questionnaire to Identify Students' Personality

No.	Questions	Responses
1.	Do you get energy from “down time”?	a. Yes, I do. b. No. I Get energy from people contact
2.	Do you think before speaking or acting?	a. Yes, I do. b. No, I do not. I think out loud.
3.	Do you listen more than talk?	a. Yes, I do. b. No, I do not. I talk more.
4.	Do you speak more softly?	a. Yes, I do. b. No, I do not. I

		<p> speak faster and louder. </p>
5.	<p> Are you more inclined to make deep conversation? </p>	<p> a. Yes, I do. b. No, I do not. I am more inclided to make chitchat conversation. </p>
6.	<p> Do you prefer to speak with one or two people at a time? </p>	<p> a. Yes, I do. b. No, I do not. I prefer work in the room. </p>
7.	<p> Do you wait to be approached in social situations? </p>	<p> a. Yes, I do. b. No, I do not. I initiate conversations in social situations. </p>
8.	<p> Are you typically reserved? </p>	<p> a. Yes, I do. b. No, I do not. I am typically active and expressive. </p>
9.	<p> Do you enjoy working alone or with one person? </p>	<p> a. Yes, I do. b. No, I do not. I enjoy working </p>

		in group.
10	Do you know a lot about a few topics?	a. Yes, I do. b. No, I do not. I know a little about a lot of topics.
11	Are you reflective and appear more calm?	a. Yes, I am. b. No, I am not. I am more energetic.
12	Are you more detail oriented?	a. Yes, I am. b. No, I am not. I prefer faster, less complicated tasks.
13	Do you need more personal space?	a. Yes, I do. b. No, I do not. I enjoy more people contact—the more the merrier
14	Are you more private and hesitant about self-disclosure?	a. Yes, I am. b. No, I am not. I am more readily

		open
15	Do you have a few deep interests?	a. Yes, I do. b. No, I do not. I have many interests. ⁶¹

I = Introvert. If students answered the majority are “a” or “yes”, they are probably an introvert. Given the choice, they devote their social energy to the people they care about most, preferring a glass of wine with a close friend to a party full of strangers. They think before they speak, and relish solitude. They feel energized when focusing deeply on a subject or activity that really interests them. They have an active inner life, and are at their best when they tap into its riches.

E/I = Ambivert. If students answered the questions evenly, on “a” or “yes” and “b” or “no”, they are probably an ambivert - meaning that they fall smack in the middle of the introvert-extrovert spectrum. In many ways, ambiverts have the best of both worlds, able to tap into either pole as needed.

E = Extrovert. If students answered the majority of the questions are “b” or “not”, they are probably an extrovert. They relish social life, and are energized by interacting with

⁶¹Nancy Ancowitz, *Self Promotion for Introverts The Quiet Guide to Getting Ahead*, (New York: Mc Graw Hill Companies, 2010) p.2.

friends and strangers alike. They are assertive, go-getting, and able to seize the day. They are great at thinking on their feet, and are relatively comfortable with conflict. They are actively engaged in the world around them, and are at their best when they tap into its energy.

In this study, the researcher used a writing test to measure students' ability in writing informational report. According to Douglas Brown, there are five major items or categories in analytic scoring writing test, namely content, organization, vocabulary, grammar, and mechanic.⁶²

Table 3

Percentage of the Element of Writing

No	Element of Writing	Score
1	The content mastery	30
2	The organization mastery	20
3	The vocabulary mastery	20
4	The grammar mastery	25
5	The mechanic mastery	5
Total		100

⁶²H Douglas Brown, *Language Assessment Principles and Classroom Practice*, (Longman ,2004) p. 246.

Table 4

Scoring Guidance and the Explanation of Criteria⁶³

No	Categories	Score	Criteria
1	Content	30-27	Excellent to very good: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic.
		26-22	Good to average: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to

⁶³Arthur Hughes, *Testing for Language Teachers* (New York: Cambridge University Press, 2003), p. 104.

			topic, but less detail.
		21-17	Fair to poor: limited knowledge of subject • little substance • inadequate development of topic.
		16-13	Very poor: does not show knowledge of subject • non-substantive • not pertinent • or not enough to evaluate.
	Organization	20-18	Excellent to very good: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive.
		17-14	Good to average: somewhat choppy • loosely organized but main ideas stand out • limited support •

			logical but incomplete sequencing.
		13-10	Fair to poor: non-fluent • ideas confused or disconnected • lacks logical sequencing and development.
		9-7	Very poor: does not communicate • no organization • or not enough to evaluate.
3	Vocabulary	20-18	Excellent to very good: sophisticated range • effective word/ idiom choice and usage • word form mastery • appropriate register.
		17-14	Good to average: adequate range • occasional errors of word/ idiom form, choice, usage <i>but meaning not obscured.</i>
		13-10	Fair to poor: limited

			range • frequent errors of word/ idiom form, choice, usage • <i>meaning confused or obscured.</i>
		9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form • or not enough to evaluate.
4	Grammar	25-22	Excellent to very good: effective complex constructions • few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.
		21-18	Good to average: effective but simple construction • minor problems in complex contractions • several

			errors or agreement, tense, number, word order/ function, articles, pronouns, prepositions <i>but meaning seldom obscured.</i>
		17-11	Fair to poor: major problems in simple/ complex construction • frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions, and/ or fragments, run on deletions • <i>meaning confused or obscured.</i>
		10-5	Very poor: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • or not enough to evaluate.

5	Mechanic	5	Excellent to very good: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing.
		4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured.</i>
		3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured.</i>
		2	Very poor: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization,

			paragraphing • handwriting illegible • or not enough to evaluate. ⁶⁴
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E. Data Collection Technique

1. Questionnaire

A questionnaire is a study instrument consisting of a series of questions (or other types of prompts) for the purpose of gathering information from respondents.⁶⁵

The questionnaire contains of questions to determine the students pesonality. Students as the respondents are offered a set of answers they have to choose from.

2. Test

In this study, the researcher gave writing test to know the students ability in writing informational report.

3. Interview

In this study, interview used to get data about the general description of students, teachers, school and all of the data that related to the study.

4. Documentation

⁶⁴H Douglas Brown, *Language Assessment Principles and Classroom Practice*, (Longman, 2010) p. 246.

⁶⁵ <https://en.wikipedia.org/wiki/Questionnaire> accessed on Wednesday, 17th January 2018 at 10.42 am.

Documentation used to get more information. The correct and complete documentation can be used to save the data physically.

F. Data Analysis Technique

1. Preliminary Analysis

After the researcher got the data, the data have to analyzed. Data analyzing is one of critical step in the study. The researcher decided the analysis design clearly.

a. Test of validity

An instrumen is valid if the measuring instument that used to get the data is valid. Valid means the instument can be used to measure something that sould be measured.⁶⁶

Instrument that used is questionnaire of students' personality and writing test of informational report to measure students' ability in MA Fathul Ulum Grobogan.

To know the validity of the instrument, the researcher distributed the instrument to the

⁶⁶ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R n D*, (Bandung: Alfabeta, 2013) p.173.

respondents. After that, the researcher decided the instrument by using formula:

$$r_{xy} = \frac{N(\sum XY)(\sum X)(\sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \cdot \{N \cdot \sum Y^2 - (\sum Y)^2\}}}$$

Information:

r_{xy} : index correlation ‘‘r’’ *Product Moment*

N : *Number of Cases.*

$\sum XY$: multiplication result between ‘‘x’’ score and ‘‘y’’ score.

$\sum X$: amount of ‘‘X’’ score

$\sum Y$: Amount of ‘‘Y’’ score⁶⁷

The result of r_{xy} was consulted to *r product moment* table by using taraf significant $\alpha = 5\%$. If the $r_{xy} > r_{table}$, so the item is valid.

Validity test was conducted to investigate how many items of the questions are valid or not. The data of the validity test that was conducted by the researcher as follow:

⁶⁷ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R n D*, (Bandung: Alfabeta, 2013) p.173.

Table 3.1

The Result of Validity Test

Questionnare of Students'

Personality Instrumen

Item of Questions	Correlation	The Result
1	0.4820037	Valid
2	0.486557	Valid
3	0.529547	Valid
4	0.532845	Valid
5	0.467318	Valid
6	0.506752	Valid
7	0.563256	Valid
8	0.540709	Valid
9	0.596816	Valid
10	0.6464	Valid
11	0.406848	Valid
12	0.499693	Valid
13	0.452983	Valid
14	0.426555	Valid
15	0.472024	Valid

Based on the data above, there are 15 questions. All of the questions are valid.

b. Test of reliability

The reliable instrument is an instrument that used some times to measure the same object, and can produce the same data.⁶⁸

The reliability of instrument this research use formula:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum s_i^2}{s_t^2} \right)$$

Information:

r_{11} : coefficient of reliability test

n : amount of the questions

1 : constanta

$\sum s_i^2$: amount of the variant score from each item

s_t^2 : totally variant

⁶⁸ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R n D*, (Bandung: Alfabeta, 2013) p.173.

Criteria of reliability test was consulted with r table, if $r_{count} > r_{table}$ so the instrument is reliable.

From the validity test, we can know the question that is valid or not. The next step is giving reliability test to the question, is the question reliable or not. On significant level 5% with N=15 $r_{table} = 0.5140$

$$\begin{aligned}
 s_t^2 &= s_1^2 + s_2^2 + s_3^2 + s_4^2 + s_5^2 + s_6^2 + s_7^2 + s_8^2 + s_9^2 + s_{10}^2 \\
 &\quad + s_{11}^2 + s_{12}^2 + s_{13}^2 + s_{14}^2 + s_{15}^2 \\
 &= 0.4820037 + 0.486557 + 0.529547 + 0.532845 + 0.46731 \\
 &\quad 8 + 0.506752 + 0.563256 + 0.540709 + 0.596816 + 0.6464 + \\
 &\quad 0.406848 + 0.499693 + 0.452983 + 0.426555 + 0.472024 \\
 &= 7.610308
 \end{aligned}$$

Variants Total

$$\begin{aligned}
 S_t^2 &= \frac{\sum x_t^2 - \frac{(\sum x_t)^2}{N}}{N} \\
 &= \frac{255 - \frac{0}{15}}{15}
 \end{aligned}$$

$$= 17$$

Reliability

$$\begin{aligned} r_{11} &= \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum s_i^2}{s_t^2} \right) \\ &= \left(\frac{15}{15-1} \right) \left(1 - \frac{7.610308}{17} \right) \\ &= \left(\frac{15}{14} \right) (1 - 0.4476) \\ &= \left(\frac{15}{14} \right) (0.5524) \\ &= \frac{8.286}{14} \\ &= 0.5918 \end{aligned}$$

Because, $r_{11} = 0.5918 > r_{table} = 0.5140$ so the questionnaire is reliable. But, because $r_{11} < 0.7$ that means the questionnaire has low reliability.

c. Test of normality

Test of normality used as requirement in parametric statistic. That is the statistic that relate with data analysis (sample) that generalize to population. This test was conducted to decide the data distribution. Is the data distribution normal or not. The

formula is *Chi-Squared* test. The hypothesis of normality test:

H_0 : The normal data distribution

H_1 : The abnormal data distribution

Based on the normality test of introvert students' personality, so $X^2_{count} = 11.052$ and $dk=5$ $\alpha = 5\%$ so $x_{table} = 11.070$. Because $X^2_{count} < X^2_{table}$, so the data is normal.

2. Hypothesis Test Analysis

This Analysis used to know the truth of hypothesis by continuing the result of questionnaire. It means the researcher analysed quantitatively by using regression a predictor technique.

- a. Look for the relation between a predictor and criterium by using correlation moment dispute person technique. The formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Information:

r_{xy} : coefficient of product moment correlation

$\sum xy$: multiplication result between ‘‘x’’ score and ‘‘y’’ score.

$\sum x$: amount of square score each of ‘‘x’’ variable

$\sum y$: amount of square score each of ‘‘y’’ variable

So, to state there is correlation between X variable (introvert personality) to Y variable (ability in writing informational text).

Significant correlation test by using ‘‘t’’ test.⁶⁹

$$t = r \frac{\sqrt{n-2}}{1-r^2}$$

Then, compare cost of the t_{count} with t_{table} . For $\alpha = 5\%$ and $dk = n - 2$. If the $t_{count} > t_{table}$, so the H_0 refused.⁷⁰

Determination of coefficient is the coefficient that states how many the precentation of influence from X variable to Y variable. The formula:

$$KD = r^2 \times 100\%$$

⁶⁹Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2016), p. 257.

⁷⁰Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2016), p. 257.

- b. Look for the regression similarity by using formula:

$$\hat{Y} = a + bX$$

$$\text{With } a = Y - b\bar{X}, b = \frac{\sum xy}{\sum x^2}$$

Information :

Y : subject of dependent variable that has predicted

a : percentage ‘Y’ when percentage ‘X’

b : regression of coefficient that showing the increase or decrease dependent variable based on independent variable.

\bar{X} : Subject on independent variable that has particular value.⁷¹

- c. Variant of line regression test

Variant of line regression test is used to analyse regression of ‘F’ number (test of F), by using:

$$JK_{reg} = \frac{(\sum xy)^2}{\sum x^2}$$

$$JK_{res} = \sum y^2 - \frac{(\sum xy)^2}{\sum x^2}$$

$$RK_{reg} = \frac{JK_{reg}}{db_{reg}}$$

⁷¹Sugiyono, *Statistik untuk Penelitian*, (Bandung: Alfabeta, 2010), pages 261

$$RK_{res} = \frac{JK_{reg}}{db_{res}}$$

$$\text{The formula: } F_{reg} = \frac{RK_{reg}}{RK_{res}}$$

Information :

JK_{reg} : amount of squaring regression

JK_{res} : amount squaring residue

F_{reg} : percentage of “F” number to regression line

RK_{reg} : the average square of regression line

RK_{res} : the average square of residue ⁷²

3. Continue Analysis

After the studyer got the F_{reg} , the next step is compare the F_{reg} with F on the table in significant level 5% with the possibility:

- 1) If F_{reg} is bigger than F_t 5% so that is significant (the hypothesis received), it means there is influence from introvert personality to students ability in writing informational report students at the Eleventh Grade of MA Fathul Ulum Grobogan in the Academic Year of 2017/2018.
- 2) If F_{reg} is smaller than F_t 5% so that is not significant (the hypothesis refused), it means there is no influence from

⁷²Sutrisno Hadi, *Analysis Regresi*, (Yogyakarta: Andi Offset, 2004), p. 13-16.

introvert personality to students ability in writing informational report students at the Eleventh Grade of MA Fathul Ulum Grobogan in the Academic Year of 2017/2018.

CHAPTER IV

DATA DESCRIPTION AND DATA ANALYSIS

This chapter shows data description and data analysis.

A. Research Description

1. General Description of MA Fathul Ulum Grobogan

Islamic Senior High School Fathul Ulum Grobogan or MA Fathul Ulum Grobogan was located at Jl. Sulursari No. 20 Pandanharum Gabus District of Grobogan. Almost of the students come from Gabus District, Kradenan District and Jati District.

2. Research Finding Data Description

a. Students Personality Data

The researcher gave questionnaire to get information about the students personality. The students are 22 students from XI IPA. Before the researcher gave the questionnaire,

the researcher gives need to do validity and reliability test. The questionnaire compose 15 questions. It gives to 23 students (except the respondents), the validity and reliability test conduct to students of X IPA.

From the validity and reliability test, all of the questions are valid and reliable. And then, the researcher gives the questionnaire to 23 students of XI IPA who are the respondents of the research.

In this analysis, the researcher collecting data, the researcher use distributive frequency table. For more details can be seen in table and figure below:

Table 4.1

Students Personality

No.	Answer	Kinds of Personality
1.	$a > b$	Introvert
2.	$a < b$	Extrovert

To know about the students' personality, the researcher show table of students answer of questionnaire. For more details can be seen in table and figure below:

Table 4.2**Students Answer of Questionnaire**

No.	The Answer “A”	The Answer ”B”	Category
1.	6	9	Extrovert
2.	7	8	Extrovert
3.	10	5	Introvert
4.	5	10	Extrovert
5.	6	9	Extrovert
6.	5	10	Extrovert
7.	6	9	Extrovert
8.	8	7	Introvert
9.	7	8	Extrovert
10.	9	6	Introvert
11.	8	7	Introvert
12.	9	6	Introvert
13.	11	4	Introvert
14.	8	7	Introvert
15.	5	10	Extrovert
16.	8	7	Introvert
17.	4	11	Extrovert
18.	9	6	Introvert
19.	4	11	Extrovert
20.	8	7	Introvert

21.	6	9	Extrovert
22.	8	7	Introvert
	157	173	

b. Data of Students Ability in Writing Informational Report

Table 4.3

Students Ability in Writing Informational Report

NO.	Name	Score	Category
1.	Ahmad Fathoni	51	2601
2.	Ahmad Rizqi Ramadhani	45	2025
3.	Ahmad Saputra	50	2500
4.	Alfi Maghfiroh	48	2304
5.	Dinda Rizki Anggraeni	42	1764
6.	Eva Ayuningtiyas	82	6724
7.	Faizatul Ulfa	87	6769
8.	Fitria Ramdani	34	1156
9.	Lailatul Qodriyah	68	1624
10.	Lely Alfiatun Muniroh	86	7396
11.	Nanda Wulandari	88	7744
12.	Nasithotul Walidiyah	80	6400
13.	Nia Kurniasih	90	8100

14.	Nurul Hidayah	89	7921
15.	Popi Dwijayanti	77	5929
16.	Riadhotul Hasanah	87	7569
17.	Riska Insan Uswatun Hasanah	95	9025
18.	Rizki Ayuningsih	88	7744
19.	Sholihul Hadi	40	1600
20.	Shufiyatun Nikmah	48	2304
21.	Siti Aisah	62	3844
22.	Sumarinten	84	7056
	Total	1521	120099

B. Data Analysis

1. Preliminary Data

After the researcher got data from questionnaire and writing test, the researcher analyzes the data. To makes it easier, so the researcher make a table of coefficient work correlation between X variable (introvert students' personality) and Y variable (students' writing ability in writing informational report).

Table 4.4

Table of Coefficient Work Correlation

Between X Variable(Introvert Personality)
and Y Variable (Students' Ability in Writing
Informational Report)

No.	X	Y	X^2	Y^2	XY
1.	6	51	36	2601	306
2.	7	45	49	2025	315
3.	10	50	100	2500	500
4.	5	48	25	2304	240
5.	6	42	36	1764	252
6.	5	82	25	6724	410
7.	6	87	36	6769	522
8.	8	34	64	1156	272
9.	7	68	49	1624	476
10.	9	86	81	7396	774
11.	8	88	64	7744	704
12.	9	80	81	6400	720
13.	11	90	121	8100	990
14.	8	89	64	7921	712
15.	5	77	25	5929	385
16.	8	87	64	7569	696
17.	4	95	16	9025	380
18.	9	88	81	7744	792
19.	4	40	16	1600	160
20.	8	48	64	2304	384

21.	6	62	36	3844	372
22.	8	84	64	7056	672
N = 22	157	1521	1197	110099	11034

$$N = 22$$

$$\sum X = 157$$

$$\sum Y = 1521$$

$$\sum X^2 = 1197$$

$$\sum Y^2 = 110099$$

$$\sum XY = 11034$$

From the data above, the next step is looking for mean and standard deviation from each variable.

a. Look for mean and standard deviation from X variable

$$\text{Mean/ } \bar{X} = \frac{\sum x_1}{n} = \frac{157}{22} = 7.13$$

$$\text{Standard Deviation } S = \sqrt{\frac{\sum f_1(x_1 - \bar{x})^2}{n-1}}$$

$$= \sqrt{\frac{76,18}{22-1}}$$

$$= \sqrt{\frac{76,18}{21}}$$

$$= \sqrt{3.62}$$

$$= 1.9$$

b. Look for mean and standard deviation from Y variable

$$\text{Me}/\bar{X} = \frac{\sum f_1 \cdot x_1}{\sum f_1}$$

$$= \frac{1521}{22}$$

$$= 69.13$$

$$S = \sqrt{\frac{f_1 (x_1 - \bar{x})^2}{n-1}}$$

$$= \sqrt{\frac{8.972.18}{22-1}}$$

$$= \sqrt{\frac{8972.18}{21}}$$

$$= \sqrt{427.24}$$

$$= 20.67$$

c. Decide the quality

1) The quality of X variable (introvert students' personality)

$$A. M + 1.5SD = 7.13 + 1.5 \times 1.9 = 7.13 + 2.85$$

$$= 9.98$$

$$\text{B. } M + 0.5SD = 7.13 + 0.5 \times 1.9 = 7.13 + 0.95$$

$$= 8.08$$

$$\text{C. } M - 0.5SD = 7.13 - 0.5 \times 1.9 = 7.13 - 0.95$$

$$= 6.18$$

$$\text{D. } M - 1.5SD = 7.13 - 1.5 \times 1.9 = 7.13 - 2.85$$

$$= 4.28$$

Table 4.5

Quality of X Variable (Introvert Students' Personality)

Interval	Criteria
9.98 – 10.00	Very Introvert
8.08 – 9.98	Introvert
6.18 – 8.08	Medium
4.28 – 6.18	Weak

From the table above, we can know that introvert students' personality on medium category, it is 7.13 on interval 6.18 – 8.08.

2) The quality of Y variable (students' ability in writing informational report)

$\text{E. } M + 1.5SD = 69.13 + 1.5 \times 20.67 =$

$69.13 + 31.005 = 100.135$
F. $M + 0.5SD = 69.13 + 0.5 \times 20.67 = 69.13 + 10.334 = 79.465$
G. $M - 0.5SD = 69.13 - 0.5 \times 20.67 = 69.13 - 10.335 = 58.795$
H. $M - 1.5SD = 69.12 - 1.5 \times 20.67 = 69.13 - 31.005 = 38.125$

Table 4.6
Quality of Y Variable (Students' Ability in Writing
Informational Report)

Interval	Criteria
100.135-100.00	Very Good
79.465-100.135	Good
58.795-79.465	Medium
38.125-58.795	Bad

From the table above, we can know that students' ability in writing informational report on medium category, it is 69.12 on interval 58.795-79.465.

2. Hypothesis Test Analysis

To test the hypothesis that has conducted and to know the result of hypothesis, the researcher conducted these steps:

- a. Look for correlation between X variable and Y variable

$$r_{xy} = \frac{(\sum xy)}{\sqrt{\{(\sum x^2)\}(\sum y^2)}}$$

$$\begin{aligned}\sum xy &= \sum XY - \frac{(\sum X)(\sum Y)}{N} \\ &= 11034 - \frac{(157)(1521)}{22} \\ &= 11034 - \frac{238797}{22} \\ &= 11034 - 10854.4090 \\ &= 179.591\end{aligned}$$

$$\begin{aligned}\sum x^2 &= \sum X^2 - \frac{(\sum X)^2}{N} \\ &= 1197 - \frac{157^2}{22} \\ &= 1197 - \frac{24649}{22} \\ &= 1197 - 1120.40 \\ &= 76.6\end{aligned}$$

$$\begin{aligned}\sum y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N} \\ &= 113899 - \frac{1521^2}{22} \\ &= 113899 - \frac{2313441}{22} \\ &= 113899 - 105156.409 \\ &= 8742.591\end{aligned}$$

$$\begin{aligned}
r_{xy} &= \frac{(\sum xy)}{\sqrt{\{(\sum x)^2\}(\sum y)^2}} \\
&= \frac{179.591}{\sqrt{(76.6)(8742.591)}} \\
&= \frac{179.591}{\sqrt{669682.4706}} \\
&= \frac{179.591}{818.3412922} \\
&= 0.2194573361
\end{aligned}$$

If the researcher uses r_{table} for $n = 22$ and $\alpha = 5\%$ so $r_{table} = 0.423$ meanwhile the r_{count} is 0.2194573361. The conclusion is $r_{count} = 0.2194573361 < r_{table} = 0.423$. It means that there is no influence between introvert students' personality and students' writing ability in writing informational report.

- b. Conduct significant correlation test between X variable and Y variable

$$\begin{aligned}
t &= r \frac{\sqrt{n-2}}{1-r^2} \\
t &= 0.2194573361 \frac{\sqrt{22-2}}{1-0.0481615224} \\
t &= 0.2194573361 \frac{\sqrt{20}}{0.9518384776} \\
t &= 0.2194573361 \frac{4.472136}{0.9518384776}
\end{aligned}$$

$$t = \frac{0.9814430532}{0.9518384776}$$

$$t = 1,0311025204$$

If the researcher uses t_{table} for $dk = n - 2 = 20$ and $\alpha = 5\%$ so $t_{table} = 2.086$ meanwhile the t_{count} is 1,0311025204. The conclusion is $r_{count} = 1,0311025204 < r_{table} = 2.086$. It means that there is negative correlation and coefficient correlation between introvert students' personality and students' ability in writing informational report is 0.2194573361.

- c. To know the influence X variable and Y variable, the researcher use formula:

$$KD = R^2 \times 100\%$$

$$= 0.2194573361^2 \times 100\%$$

$$= 0.0481615224 \times 100\%$$

$$= 4,81615224 \%$$

So, the influence introvert personality to students' ability in writing informational report is 4,81615224%

- d. Make the regression similarity

$$\hat{Y} = a + bX$$

Coefficient a and b

$$b = \frac{n \cdot \sum XY - (\sum X)(\sum Y)}{n \cdot \sum X^2 - (\sum X)^2}$$

$$= \frac{22 \times 11034 - 157 \times 1521}{22 \times 1197 - 157^2}$$

$$= \frac{242748 - 238797}{26334 - 24649}$$

$$= \frac{3,951}{1685}$$

$$= 2,3448071217$$

$$a = \frac{\Sigma Y}{n} - b \left(\frac{\Sigma X}{n} \right)$$

$$= \frac{1521}{22} - 2,3448071217 \left(\frac{157}{22} \right)$$

$$= 69.1363 - 2,3448071217 \times 7.1363$$

$$= 69.1363 - 16.733247$$

$$= 52.403053 \text{ (we count as 52.4)}$$

So, the regression similarity is:

$$\hat{Y} = a + bX$$

$$= 52.403053 + 2,3448071217X$$

e. Variant of line regression test

$$JK_{reg} = \frac{(\sum xy)^2}{\sum x^2}$$
$$= \frac{-774672.5^2}{76.6}$$

$$= \frac{600117482256.25}{76.6}$$

$$= 7834431883.2408$$

$$JK_{res=\sum y^2} = \frac{(\sum xy)^2}{\sum x^2}$$

$$= 4942.591 \frac{-774672.5^2}{76.6}$$

$$= 4942.591 \frac{-774672.5^2}{76.6}$$

$$= 4942.591 \frac{600117482256.25}{766}$$

$$= 4942.591 \times 7834431883.2408$$

$$= 38722392516.219$$

$$RK_{reg} = \frac{JK_{reg}}{db_{reg}}$$

$$db_{reg} = 1$$

$$db_{res} = N - 2$$

$$= 22-2$$

$$= 20$$

$$\begin{aligned} RK_{reg} &= \frac{JK_{reg}}{db_{reg}} \\ &= \frac{38722392516.219}{1} \end{aligned}$$

$$= 38722392516.219$$

$$\begin{aligned} RK_{res} &= \frac{JK_{reg}}{db_{res}} \\ &= \frac{7834431883.2408}{20} \end{aligned}$$

$$= 391721594.16204$$

$$\begin{aligned} F_{reg} &= \frac{RK_{reg}}{RK_{res}} \\ &= \frac{38722392516.219}{391721594.16204} \end{aligned}$$

$$= 98.85182$$

3. Continue Analysis

Based on the result of hypothesis test by using regression analysis, we know that the regression similarity is $Y = a + bX$, so $Y = -952.5 + 143.16142X$. Meanwhile, the regression test used variant analysis for regression. The result of F_{reg} is 9885182 and F_{table} on significant 5% is 4.30. Because $F_{reg} > F_{table}$, so it is significant.

C. The Finding

The researcher got data from questionnaire to eleventh students' of MA Fathul Ulum Grobogan. From the data, we know that introvert personality include to medium level. It is 7.13 on interval 6.18 – 8.08.

The researcher also got data about students' ability in writing informational report from writing test. From the data, we know that students' writing ability include to medium level. It is 69.12 on interval 58.795-79.465.

The research instruments are questionnaire about students' personality and instrument test. The questionnaire contains questions about students' personality and the instrument test is writing test about informational report.

From $r_{xy} = -1259.0016$, we can analyze is there any influence of introvert students' personality to students ability in writing informational report. So $r_{xy} = -1259.0016$, and r_{table} with $N=22$ or $db=22-2= 20$ is 0.4227 . Because $r_{xy} = -1259.0016 < r_{table} = 0.4227$, it means that there is no influence of introvert students' personality to students ability in writing informational report.

After the researcher conducted the hypothesis through t_{count} , we know that $t_{count}=0.003574263$ and $t_{table} 5\%= 0.68581$ so $t_{count}= 0.003574263 < t_{table} = 0.68581$. It means that between X variable and Y variable has not influence and not significant. But, from regression analysis we can know that $F_{reg}=98.85182$ and $F_{table}=4.30$. So $F_{reg}>F_{table}$, it means that there is influence of introvert students' personality to students ability in writing informational report.

This study entitled The Influence of Introvert Personality to Students' Ability in Writing Informational Report shows significant result. The influence of introvert personality to students' ability in writing informational report is 98.85182%.

D. Research Limitation

The researcher realizes that this thesis is still less perfect. There are many limitation, such us:

a. Limitation of Location

Study that conducted by reseacher limites on a place, that is MA Fathul Ulum Grobogan. It means that if this study conduct in other place, the result can be different.

b. Limitation of Time

This study conducted while the reseacher arranged the thesis. Limited ti time may influence researcher's mind. Eventhough, the is limited time to conduct this study, this study is fullfil the requirements of research.

c. Limitation of Ability

The researcher need knowledge to conduct this study. So, she realizes that she has limited ability, especially in knowledge. But, the researcher has conducted this study maximally through the guiding from lecturers.

CHAPTER V

CLOSING

A. CONCLUSION

Based on this study entitled The Influence of Introvert Personality to Students' Ability in Writing Informational Report that conducted by the writer, we can conclude that:

The Influence of Introvert Personality to Students' Ability in Writing Informational Report at the eleventh grader of MA Fathul Ulum Grobogan in academic year of 2017/2018 is 98.85182%. It means the influence of introvert personality to students' ability in writing informational report is significant.

B. SUGGESTIONS

Based on the result of this study, discussion and conclusion, the writer suggests:

1. To school

The school should give facilities to support teaching learning.

2. To teacher

To give motivation to students.

3. To students

To improve English skills, especially in writing informational report.

4. To continued writers

To prepare time maximally to conducted the study.

C. CLOSING

The writer would like to express her sincere thanks to almighty Alloh SWT who has given health, blessing, inspirations, and guidance to the writer in finishing this thesis. The writer realizes that this thesis is still less perfect. The writer hopes any sugesstions and criticisms to make it perfect. The writer hopes this thesis can useful for the improvement of English teaching learning process, especially for the writer herself and for the readers in general.

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