

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, statement of the problem, purpose of the study, significance of the study, hypothesis of the study and definition of key terms.

1.1 Background of the Study

People have different personalities which affect their life, even the way they learn is influenced by the personal characteristics. One reason for having these different and dynamic characteristics is related to personality types of individuals, according to Boroujeni (2015). However, the diversification of each person's personality can affect the way they learn that are influenced by the personal characteristics.

Funder (2007) states that personality refers to an individual's characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms, hidden or not, behind those patterns. Many studies in the literature have shed light on the relationship between personality types in general and extroversion and introversion in particular with different aspects of language learning and teaching. An increasing number of recent studies suggested that personality traits have incremental validity in predicting academic success and failure, it stated by Ackerman (1999).

Burger (1993) explains that extroversion and introversion as probably the most widely researched aspect of personality theory, that is described by Hans Eysenck (1967) as the degree to which a person is outgoing and interactive with other people. These behavioral differences are presumed to be the result of underlying differences in the brain physiology.

Eysenck (1976) stated that extroverts are sociable, lively, impulsive, seeking novelty and change, carefree, and emotionally expressive. As for introverts, Eysenck (1976) defines that introverts are quiet, introspective, intellectual, well-ordered, emotionally unexpressive, value-oriented, as well as preferring small groups of intimate friends and planning well ahead.

Cook (1993) states that there are three reasons for being interested in personality. They are; first, to gain scientific understanding, second, to access people and next, to change people. It can conclude that the personality can affect people especially in cognitive side. This is why the educators developed strategies for learning and teaching purposes, because personality provides the benefits in learning and teaching environment. Personality should be studied to provide useful and fruitful teaching and learning environment both for the teachers and also for the learners because there is a close connection between the personality of the student with their academic performance. As the result, personality can change people, deep in their achievement in the educational life.

Writing seems the most difficult skill to be learned and to be produced and maybe that is why in the order of four skills, it is referred to as the last one, stated by Nama (2013). Since writing has become the important skill in the Basic Education

Core Curriculum in Thailand, it needs to be treated in such a good way to enhance students to express more their thoughts through the written form of language.

There are some factors that researcher found in Khamphoe Wittaya School about why writing is difficult for the learners. First, it is because the teacher using grammatical method to teach, so there is no typical style and strategies to interest and enhance students' motivation to learn especially in writing and makes the students lack of ideas about what they want to write. Second, the use of Thai language is dominantly in English teaching and learning process. When the teacher teaches English, the teacher used Thai language in written, so it makes the students felt difficult in spelling the word when they were applying alphabet on their writing essays.

Writing can form in many shapes such as paper, notes, diaries, memo, love letters, advertisement and so many more. In the school, writing is used as essays to assess students' work. Writing is also believed, by Heaton (1988), to be the one of the complex and sometimes difficult skills to teach requiring grammatical and rhetorical devices as well as conceptual and judgmental elements.

In recent years, a more various and different results on the relationship between extroversion, introversion and English skill have been emerged. The relationship between personality types especially extroversion, introversion and Iranian EFL learners' listening comprehension ability has been investigated by Alavinia and Sameei (2012). They found out that there was a significant relationship between the students' personality type, extroversion and introversion, and their listening comprehension ability. In a more related study, Hajimohammadi

and Mukundan (2011) found that there's no significant impact of personality type on EFL students' writing progress in Iran. The results of relationship between personality types and the type of correction in EFL writing skill, Nasrin Shokrpour and Shadab Moslehi (2015) showed that there was no statistically significant difference between the two personality types and the two types of correction.

Based on the particular experienced in the class that the researcher taught, on the 12th grade of Khamphée Wittaya School which is located in Southern Thailand, a student responded to the following question, "*What do you want to be?*", in writing. "*I want to be a polis,*" she answered also in written. As an EFL candidate of teacher, the researcher wasn't suprised by the way she used the term of "polis" instead of "police". But the thing that makes the researcher suprised is that the student who has a good ability in speaking, still made some errors in writing. From the researcher experiences as an English language learner, the researcher have always thought that extroversion plays a good role in EFL classroom learning. Because it seems that extroverts would use English more frequently than the introverts, it's probably that the extroverts would tend to transfer more feature of their speech to their writing than introverts. Based on the statement from the teacher itself, "They can write but little difficult in spelling some words." Because of this problem, the researcher want to pursue the interest in students' personality and writing skill in Khamphée Wittaya School. As the result, the purpose of this study is to investigate the correlation include extroversion towards writing skill, and introversion with one of the most English difficult skill that is writing skill in 12th grade of Khamphée Wittaya School.

Empirical studies that aim about correlating extroversion, introversion and language performance had inconsistent results. Sharp (2008) states, the relationship between personality and second language learning ability, has received some research interests in the last few decades. The results of the personality have sometimes inconsistent. In addition, the personality of the students is included as the core of education, of course it has a big impact to help students to success in writing, or even in the academic achievement. Here, this paper, through the correlation between extroversion and writing skill, and introversion towards writing skill, aim to understand deeply on the relationship between those variables.

1.2 Problem Statement

To understand the correlation between extroversion, introversion, and writing skill, the following research questions will be addressed in this study:

1. Is there any correlation between extroversion and writing skill at 12th grade of Khamphée Wittaya School, Southern Thailand?
2. Is there any correlation between introversion and writing skill at 12th grade of Khamphée Wittaya School, Southern Thailand?

1.3 Purpose of the Study

Based on problem statement above, the purpose of the study are:

1. To know the correlation between extroversion with English writing skill at 12th grade of Khamphée Wittaya School, Southern Thailand.

2. To know the correlation between introversion with English writing skill at 12th grade of Khamphée Wittaya School, Southern Thailand.

1.4 Hypothesis

In this study, the researcher states the theoretical hypothesis;

1. Extrovert has significant correlation with students' writing skill at 12th grade of Khamphée Wittaya School, Southern Thailand.
2. Introvert has significant correlation with students' writing skill at 12th grade of Khamphée Wittaya School, Southern Thailand.

1.5 Significance of the Study

There are two significances of in this study, theoretical and practical significances:

1. Theoretical Significance

Provide relevant information about the correlation between extroversion, introversion, and writing skill.

2. Practical Significance

- This study is expected to be useful to know the personality and students' ability in writing skill, so it can help the students' to improve their ability especially in their personality and writing skill.

- This study is expected to be useful for the teacher to know about the personality and the students' writing skill so it can help the teacher to develop appropriate learning styles based on each personality types.

1.6 Scope and Limitation

Scope of the study is focused on the correlation between extroversion, introversion and one of the English aspect that is writing skill. Extroversion in this case, is the personality that includes good speaking, sociable, and expressive. However, introversion is the personality that is quiet, unexpressive and not sociable, contrary with the extroversion.

The limitation of the study only in writing skill that will be implement on 12th grade of Senior High School in Khamphoo Wittaya School, Southern Thailand, which the writing skill is taken from writing score and the topic is daily activity and birthday card.

1.7 Definition of Key Terms

To avoid misunderstanding about the problems, the writer defines as follow:

1. Extroversion is people who mainly tend to interact or have good speaking with other, sociable, expressive and active in the class.
2. Introversion is the personality that is quiet, less interact, unexpressive and passive in the class.
3. Writing skill is the process of applying speech in written language with creative ideas (content, organization), good paragraph (vocabulary and

language use), mechanism (spelling and punctuation), and focused on the topic that is daily activity and birthday card.

4. Correlation is a statistical technique that can show whether and how strongly pairs of variables are related.
5. Spearman Rho is a nonparametric measure of statistical dependence between two variables, to assess how well the relationship can be described.