

CHAPTER II

REVIEW OF RELATED LITERATURE

In this review of related literature, the researcher discusses: theoretical description of the general concept of personality, writing skill, and the previous study.

2.1 Personality

Richards (2002) defines that personality as the aspects of an individual's behavior, attitude, beliefs, thoughts, actions and feelings which are seen as typical and distinctive of that person and recognized as such by that person and others. Based on the definition, each person has a different type of personality which is exclusive and specific to them. Moreover, comprehensible definition of personality is that personality is a stable set of characteristics and tendencies that determine those common abilities and differences in the psychological behavior (thoughts, feelings and actions) of people that have continuity in time and that may not be easily understood as the sole result of the social and biological pressures of the moment, stated by Berens (1999).

In addition, language proficiency is the result from both linguistic and psychological conditions. In terms of psychological conditions, language learners differ in how good and effectively they get advantage and adapt the instruction and material. A study by Ehrman (2003) have focused on the effects of the individual

differences on language learning in the classroom that explains in predicting language learners level of proficiency, achievement, and also their capability to get the maximum advantages of various learning and teaching strategies. Then the psychological conditions that surely make the students have individual differences are motivation, aptitude, attitude, personality types, and anxiety are some of the most important existing differences among the learners.

Moreover, focusing on the personality, it is defined as a collection of behavioral patterns and emotional thought that are individual-specific, and are relatively stable over time, stated by Sharp (2008). According to the theory of personality, each person are considered to be different. They are characterized by their unique patterns of temperaments, dispositions, and types. It is also claimed that by using these factors of personality, it is possible to predict and explain about individual differences in different conditions and situations, will influence such as job satisfaction, mental health, and work performance, stated by Barrick (2002)

Dunleavy (2004) also stated that individual differences including personality type have a great impact on students' learning. It is indicated that ignoring a student's personality types can bring a conflict in the teaching and learning process, since an individual's personality type and learning style are connected and have the impact to each other.

Ehrman (1990) posed nine major dimensions of learning styles among which personality types are one of those dimensions most strongly associated with L2 learning. He states that personality types consist of four strands: extrovert and introvert, intuitive-random and sensing-sequential, thinking and feeling, and

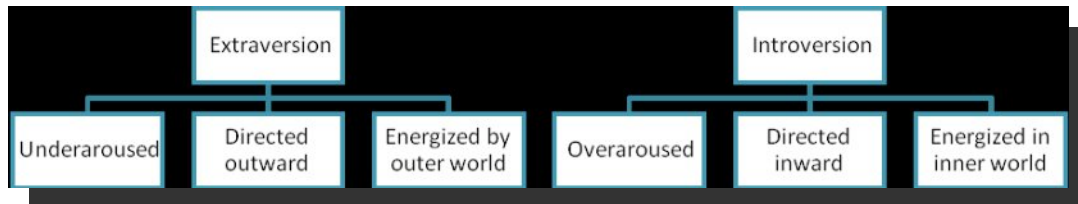
closure-oriented/judging and open/perceiving. But in this research, the researcher will be focus on extrovert and introvert.

As the result, personality is the overall characteristic of each person that can affect students' motivation, feeling, anxiety, behaviour, or even the academic performance. Personality also can be defined as an organized set of characteristics possessed by every person that is distinctively and uniquely so it can influence their behaviors, and achievement in various situations, especially on their language learning.

2.2 Extroversion and Introversion

The term extrovert and introvert were first used and developed by Carl Gustav Jung as part of his type theories (2002), since the extroversion and introversion have become a generally and widely acknowledged and used in the personality build. These two personality types have been investigated widely from two perspectives: the biological and the social.

From a biological point of view, extroversion and introversion can be discussed in the relation to the arousal level in the cortex of the brain. Eysenck (1981) states that extroverts are underaroused, less excited, and introverts are



overaroused, over excited, in terms of cerebral activity. Following this prediction, Wilson and Languis (1990) confirmed Eysenck's prediction. Underaroused people, later called extroverts, inevitably seek more stimuli outside themselves and their orientation of energy is toward the outer world (picture 1). On the other hand, overaroused, it called introverts, do not need extra stimuli because they have sufficient internal stimuli, so their orientation of energy is toward an inner world. Thus, extroverts tend to turn outward and introvert tend to turn inward.

Picture 1. Orientation of energy by Wakamoto (2007)

Based on the picture 1, extroverts are motivated from outer and their attention is directed outward. They are people who appear relaxed and confident. When they are feeling bad, low in energy, or stressed, they are likely to look outside themselves for relief. They get energized from the outside world.

Introverts, on the other hand, are motivated from within and they are oriented towards the inner realm of ideas, imagery, and reflection by themselves. They get their energy from within rather than from the outside world. An introvert prefer in the quiet time alone for thinking while an extrovert wants time with others for

action. Introverts are seen as reserved, quiet, shy, aloof, and distant. When an introvert is tired, stressed or feels bad he is likely to withdraw to a quiet place and engage in reflective activity that only involves herself/himself. Introverts look to the inner world for energy and meaning.

From the social point of view, extroverts are energized by the interaction with the outer world, people or things, and are active and outgoing with other people. However, introverts are energized by concentration on the inner world, thoughts and concepts. To be more details about extroversion and introversion, the researcher defines the characteristic behaviors of extroverts and introverts are summarized in Table 1.

Table 2.1 Characteristic Behaviors of Extroverts and Introverts.

	Extroverts	Introverts
Sociability/Interaction	Sociable, need to have people to talk to. Interact more. Easy to do socialize. Confident, and sometimes over confident.	Reserved and distant except to intimate friends. Less interact. Difficult to socialize. Shy and less confident.
Excitement	Crave excitement; expressive when they show their feeling.	Do not like excitement, distrust the impulse of the moment.

	Better telling than listening.	Better listening than telling.
Energies	Carefree, easygoing. Optimistic. Active in the class.	Pessimistic. Reliable. Take matters of everyday life with proper seriousness. Quiet, passive in the class.
Interests	Do outdoor activities, interest in non academic such as sports. Do not like reading or studying alone, like to work in group.	Fond of books rather than people. Likely to spend activity alone.
Thinking	Speak first and then think. Take chances, generally like change. Usually become a leader.	Think first before speak. Plans ahead. Not too show off so its better to keep silent and become a member, not leader.

Extroverted students are more likely to prefer interactive role-plays and group work, Ehrman (1995). Introverted personalities may not have so many friends, and have a preference for working in pairs or smaller groups. They may prefer individual activity, perhaps with one clear purpose. Working in groups may well be less successful, because of a reluctance to participate in speaking activities.

It is a big responsibility for the teachers to understand and respond to individual differences personalities that are necessary to glance and studied. It aims to make the teachers aware of and implement the good teaching and learning process in accordance based on students' personality to achieve maximum learning results.

As a result, Skehan (1989) indicates that extroversion and introversion have their positive features, and that an extreme way is likely to work against some aspects of target language development.

2.3 Personality and Writing

One of the primary objectives in foreign language learning and teaching today is certainly learning more about the students and increasing the awareness in personal differences in the language classroom. In the history of language teaching and learning, there used to be a hot discussion about which methods the teachers need to apply to the teaching-learning process. However, in modern language teaching today, relating individually with the students on academic basis and trying to learn more about the students' personalities provides further advantages for the language learner and the teacher to meet the program goals and

objectives. Here, because the personality of the student appears to be in the core of the education issue.

In order to develop strategies for learning and teaching purposes, personality should be studied by the language teachers to provide a more fruitful learning and teaching environment both for the teachers and the learners, because there is a close connection between the personality of the student, the style and the strategy that the student develops in order to learn and the success especially in the academic performance achieved from a particular course at the end of the semester.

It would be seem that an extrovert with an outgoing personality and more tolerance for risk would be a better language learner than the more introverted personality who is more conservative and more self-conscious. According to Dulay (1982), in nearly all the studies conducted to determine the personality characteristics associated with successful L2 learning, researchers have concluded that lower anxiety levels and a tendency to be outgoing were connected with successful L2 acquisition.

However, as stated earlier, some researchers have not found a significant difference between extroverts and introverts in terms of achievement in second language acquisition in classroom environments. Infact, a more introverted personality may be better suited to classroom learning. MacIntyre (1996) states, for academic achievement in general, introversion is usually the more desirable end of the trait dimension. But for language learning, the desirable end may be either extroversion or introversion, depending on the learning context and

instructional methods. Although there is some social bias toward extroverted learners, introverted persons have no reason to feel that there is anything wrong with them.

The correlation between personality and writing skills are very closely related. Here, the extroverts students that usually express their opinions by spoken, they may also conduct their opinions through writing. People with an outgoing personality have some great advantages for learning English in spoken. This type of learner can absorb a lot of information by being around English and hearing how others speak it. This gives them advantages when learning conversational English and understanding vocabulary in context. However, Jensen and Ditiberio (1984) found the extraverts' writing with little planning, not writing from outlines; their writing process is quick, that is, they write down immediately whatever comes in their mind without so much contemplation. It can summarize that they often have trouble using correct grammar, and also mechanism which can interfere with communication.

Introvert, shy and quiet personality type is built for listening comprehension, not speaking. Listening comprehension is one of the toughest things to master. But in this case, they are good in writing than the extroverts. This type of learner notices how words are used and not just how to translate them. In general, writing is much easier than speaking for shy intuitive learners. Boroujeni (2015) states, introverts out performed their extrovert counterparts in most of writing subsets, such as content, language, mechanics, and vocabulary.

They tend to learn well in small groups or private lessons. The teacher can make a big difference, so it's important to find a teacher who is patient and encouraging.

It is generally assumed that extroversion accelerates language learning because they have many vocabulary to speak, and change it into written form and introversion hampers learning. However, it is not so, they both may contribute to different aspects of language learning differently.

2.4 Writing Skill

2.4.1 The Definition of Writing Skill

Writing skills are essential for sharing information and documenting ideas. Building writing skills takes practice and hard work. Students must be taught the basics before they can be expected to produce quality writing. Once student master the basics, they will be ready to write both creatively and for a purpose.

Writing is not an easy skill to be mastered however. For being able to master this skill, students should have ability in understanding and knowing well about all of language components, such us grammar, vocabulary, and so on. Also,students still need much more ability for making their writing better, such as ability in knowing how to arrange a sentence, how to make a good paragraph, and others. Thoechos (2000: 36) says, “Non-native writers may not have enough ideas to write down or, even worse, they have nothing to say.”

From that statement, writing is complicated however. A student who has a good ability in English spoken language does not always mean that he

can write well. Special ability is needed for the writer in order his writing being interesting and being able to interest the readers.

Writing itself, has many definitions, they are: Florian Culmas (2003:1) He said that at least six meanings of 'writing can be distinguished a system of recording language by means of visible or tactile marks the activity of putting such a system to use the result of such activity, a text the particular form of such a result, a script style such as block letter writing artistic composition a professional occupation. Hamp-Lyons (2006: 2) Writing is a personal act in which take ideas or prompts and transform them into self-intrated. Hornby (1995: 1383) states, writing is the activity or occupation of writing; written works; the general activity or skill of writing; written or printed words.

From those following definitions, the writer is able to conclude that writing is all activities in which someone expresses his/her ideas in a written form, needed for the write in order his writing being interesting and can interest the readers

2.4.2 Aspects of Writing Skill

1. Content

Content is the criterion to score the students' writing ability that depends on whether the information is relevant with the topic, the text is understandable. There are several main points and some sufficient supporting details to illustrate, define, compare or contrast factual

information. in addition, to evaluate the content of students' writing, Brown (2001) states that the content are involved related ideas, development of ideas through personal experience, illustration, facts, opinions, use of description, cause/effect, comparison/contrast and consistent focus.

2. Organization

Organization is criteria to score students' writing ability that depends on how well, logic, fluent and cohesive they organized the text. Organization is included effectiveness of introduction, logical sequences of ideas and conclusion.

3. Vocabulary

Vocabulary is criteria to score the students writing ability that depend on effective and appropriate word or idiom choice and usage. Word form mastery, logic expression of ideas, and the variety of arrangement and interrelationship the words. The extrovert may transfer their vocabulary into written form, but the introvert also may understand deeply about which vocabulary that is suitable to use on their essays.

4. Language Use

Language use is criteria to score students' writing ability that depends on how well the use of the right grammar.

5. Mechanic

According to Heaton (1975) the mechanic refers to spelling and punctuation. Here, mechanic is a criterion to score students' writing ability that depends on spelling, punctuation and the use of capital letter.

A good writing product should cover five aspects of writing above. It should take note about the development of ideas. Besides that a writing product should pay attention about the coherence of the text, the grammatical function, also the vocabulary used, and the spelling and punctuation.

2.5 Previous Study

It thus appears that the majority of previous research in personality and second language acquisition attempted to correlate extroversion to success in language learning with inconclusive results. On the other hand, the topic of this study, the transfer of speech features to writing, appears not to have been investigated with respect to personality. Thus, in this study, the researcher will investigate this relationship. From previous research, it also appears that most researchers interested in personality have used the Eysenck Personality Inventory (EPI), which measures extraversion and introversion into writing ability.

A study done by Alastair Sharp, Personality and Second Language Learning as his title. The purpose of his reasearch is to examines the relationships which exist between personality and second language learning and adds to the

data available on the use of a highly respected personality indicator, the Myers Briggs Type Indicator (MBTI). His subject were 100 Hong Kong university undergraduates was carried out to add to this research base. The instruments used were the MBTI for personality traits, using the Strategy Inventory for Language Learning (S.I.L.L.) for learning strategies and a standardized test for language proficiency. Significant statistical relationships were not found on this research.

Julie Ann Thornton also did the same study in 2001. She took The influence of proficiency, extraversion, and inter-personal interaction on ESL writing as her research's title. Her research's purpose is to investigate how the factors of proficiency, extraversion, and use of English influence this transfer in non-native speakers of English who are learning English for academic purposes using NEO PI-R as the instruments. However, the finding that use of English may be significant suggests that a language learner's environment can have a stronger influence on speech transfer than these other factors, which, in turn, suggests that personality traits may be less important than a learner's specific behaviors in the second language environment.

Both researchers are focus in personality traits which can affects students' writing skill by exploring more about student's characteristics and writing ability. Likewise in this research, the researcher also focuses in correlating the personality types; extroversion with writing skill, and also introversion with writing skill. The different of this research with those previous two researcher are: the culture of subjects studied. If the previous studies focus on ESL students, the present study is aimed to study about EFL students in Thailand which has different cultural

backgrounds. Based on observation by the researcher, religious and cultural influence on how students get along like the limitations in the interaction between women and men so that this is also have an impact on student learning behaviour. Also, this research using introvert-extrovert spectrum as the instrument for questionnaire, which is different with the previous study that was using MBTI and NEO PI-R for the instruments.