

CHAPTER I

INTRODUCTION

This chapter highlights a short description of the whole contents of the research. In detail, this chapter explains the background of the research, research questions, research objectives, research significances, rationale, and previous studies.

A. Background

This study is intended to investigate the correlation between Indonesian EFL students' personality types and their writing performance. This study is important to discover whether students' personality types affect their writing performance or not, especially in Indonesia. Teachers need to be aware of the students' individual differences because students' methods and learning strategies are different from each other.

In terms of learning, individual differences are about how traits as well as aptitudes, skills, and abilities differ the individuals to learn and present. Learners' motivations, attributions, and personalities may vary which most likely affect their learning in processing their successes and failures, their preference to learn, and their enthusiasm to learn (Hsieh, Sullivan, and Guerra 2007), as cited in (Williamson 2018).

As the part of one of the learner's individual differences, knowing learners' personality is most likely ease the teacher to choose the suitable strategy for the students learning. Personality is an individual behavior with each individual has a different pattern, different traits, and different complexity (Rotter, 1954; Boyle, Matthews, and Saklofske 2008; as cited in Geyer, 2013). There are other personality theories as in Big Five theories, Enneagram, Four Temperaments, and more, but the most well-known idea of personality is Carl Jung's introversion and extraversion. Jung (1921, as cited by Stein and Swan

2019) described the introversion and extraversion as the behavior for a person who tend to be stimulated by outside world or inner world.

As in writing, introverts and extroverts share the different strategies. Oxford and Ehrman (1995, as cited by He, 2019) stated that introverts prefer to be reserved and comprehend details to create a result. The strategy they use is known as metacognitive strategies. On the other hand, extroverts tend to use their social strategy like sharing and exchanging their idea towards their writing, asking for help and feedback to compose their writing (Raooifi and Maroofi 2017).

In the terms of EFL writing, the notion of extroversion and introversion may be interrelated to students' writing performance. Zaswita and Ihsan (2020) manifest that introverted students have higher scores in writing business letter than extroverted students in both experimental and control classes. Also, Qanwal and Ghani (2019) portray that the introverts are better learners in terms of writing skills which assimilates with Eysenck's theory that introverts are better language learners due to the fact that they possess "more mental concentration and can thus focus more on the task at hand" (Van Daele 2005, p. 96, as cited by Qanwal and Ghani 2019). They also stand in line with Premuzic et al.'s (2005), Widyastuti's (2012) and Qurat-ul-Ain and Saeed' (2017) study's which indicated that writing performance is positively affected by introvert dimension of personality. He (2019) demonstrated that introverts exhibit self-knowledge and are interested in understanding details, so they apply metacognitive strategies to make it easier for them to process information or produce output. Such learners are also distinguished as being reserved and non-gregarious, so they reduce their use of social strategies that do not accord to their personality characteristics. On the other hand, extraverts are sociable and fond of interactions with acquaintances, they habitually choose social

strategies, such as sharing their written drafts, exchanging writing ideas, asking for feedback, and seeking outward help, to compose their writing

In this study, personality type is seen as one of the internal factors that able to affect EFL students' writing performance. For students themselves, knowing their personality type may contribute beneficial effect for their academic performance. Abbot and Chen (2011) indicated that it was possible that individual's personality type affect their academic performance. Followed by Alavinia and Hassanlou (2014) they informed that by acknowledging learners' individual differences as an ensuring factor may establishing a worthwhile outcome in learning.

Nevertheless, based on many previous researches, there are many personality type tools that has been used to analyze students writing. A research by Qanwal and Ghani (2019) using Eysenck Personality Questionnaire (EPQ) indicated that Neurotic learners' performance was found to be satisfactory in their grammatical structure, while their usage of appropriate vocabulary and clear expression were found to be good. Introverts also showed comparatively low performance in grammar but the other fields like vocabulary, content, and expression were found to be good and exceptional. Although no major differences were observed in the overall performance of the extrovert, neurotic and introvert learner groups, the introverts showed a tendency to be more proficient in writing than the extroverts. Other research by He (2019) aimed to find correlations between strategy-facets-performance in writing using Big Five personality which indicates that Self-discipline, Order, Assertiveness, and Activity predict the writing performance of EFL college participants in a significant manner. Not only does this finding indicate close relationships between these distinctive personality facets and writing performance, but it also implies how differently these EFL participants approach their writing tasks and how well they are able to produce their essays.

However, the study is different from the previous study. This study analyzed the correlation between the EFL students' personality type and their writing performance especially in writing a short story by using MBTI or well-known as Myers-Briggs Type Indicator. As the personality type reference that have 16 types in their description, the writer wants to discover the possibility of the correlation because there are other factors that may affect EFL students' writing performance in writing short story. In MBTI, there are four dichotomies that differentiate a person process an information; introversion/extroversion, intuition/sensing, feeling/perceiving, and perception/judgement. These different dichotomies will be are the factors from MBTI personality type that might affect a person's performance. Hence, the researcher chooses the topic for writing the research entitled "The Correlation between EFL Students' Personality Types and their Writing Performance" in undergraduate English students using Myers-Briggs Type Indicator personality tools and short story writing score.

B. Research Questions

There are several research questions regarding the problem mentioned in background.

1. What are the undergraduate English education students' personality type?
2. What are the undergraduate English education students' performance in short story writing?
3. Is there any significant correlation between the students' personality type and their short story writing performance?

C. Research Purposes

Regarding the research problem above, this study aims:

1. To find out the undergraduate English education students' personality type.
2. To reveal the undergraduate English education students' performance in short story writing.

3. To find out whether there is any significant correlation between personality types and the narrative writing performance of the undergraduate EFL students.

D. The Significance of the Research

This research is expected to contribute:

1. Theoretical Significances:

Theoretically, the study contributes the relevancy and the development of the correlation between personality types and writing performance theory for other researchers.

2. Practical Significance:

The study is expected to be able to give information on Indonesian EFL students' personality types and their writing performance.

3. Professional benefit:

This study can help teachers in increasing and maintaining Indonesian EFL students' personality types and their writing performance.

E. Research Framework

According to Geyer (2013) personality type refers to the individual different types of psychological classification. Geyer (2013) summarizes that personality type is a common concept describing a number of disciplines. Typically, these disciplines have some similarities of roots, however sometimes with different meanings. They could be complementary, overlaying, or contradictory. While questionnaires are often used for these ideas, they are not depending on calculation. Ultimately, Jung 's contrasting interpretation of what "personality" entails is a significant distinction to be made by using his typology.

Writing performance is a performance of writing that requires vocabulary, language use, content, and organization as their notable measurements to

acquire a good writing (Marefat, 2006; Nik, Sani, and Hasbollah, 2010). He also explains why vocabulary, language use, content, and organization have the important role to obtain a good writing. Content has their role to find out whether a writer has a comprehension of occasions, activities, discoveries, and perspectives that are strikingly introduced about their writing. Vocabulary and language use also assume significant roles for learners to write capably and adequately. Both can enlighten and engage more readers with their great use of language. Organization or structure is additionally a significant rule for learners to have in their writing. A decent paper is plainly organized with a start, center and an end. Moreover, we can expect that all the four rules such as vocabulary, language use, content, and organization are significant in the writing performance.

F. Limitation of The Research

The limitation of this research is that the writer needs to have many participants to make a significant static of this correlation study, especially the personality type that the writer uses is Myers-Briggs Type Indicator personality which have 16 types personality because quantity matters in quantitative research. Also, some of the sample participant may get Barnum effect, or Forer effect, or rarely known as Barnum-Forer effect after taking the personality test especially for the participants who have not known well of who they are and who are belief in every personality test. Forer (1949) supplied the first example that people willingly approve the “universally valid” utterance as meaningful and accurate. Meehl (1956) informed that a colleague had invented the Barnum effect term in expect of stigmatizing "pseudo successful" personality signifiers that fit a client based on their goodness under their trivia.

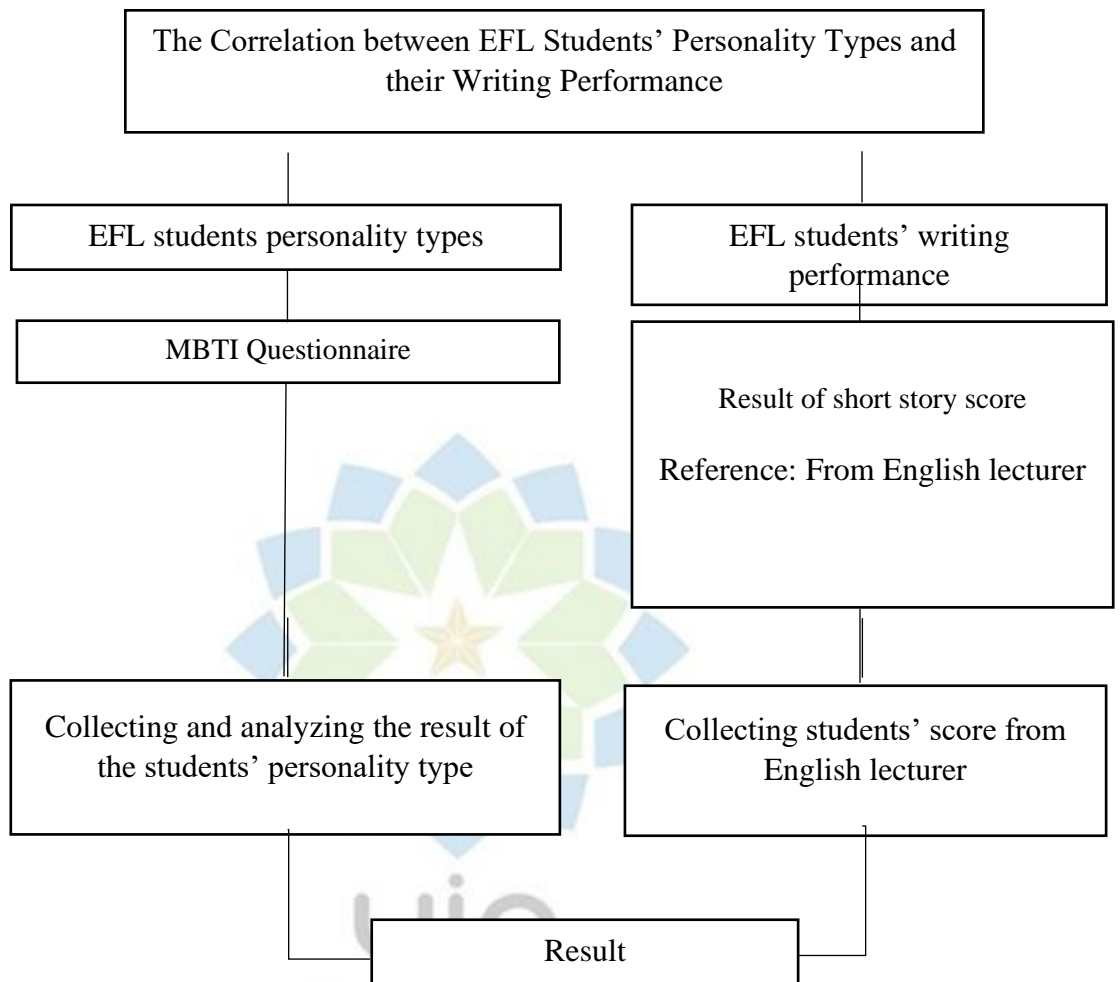


Figure 1.1 Schema of research

G. Hypothesis

The hypothesis is a quantitative statement research that the researcher makes to predict the outcome of the correlation among two variables (Creswell, 2012). The hypothesis in this research is an alternative hypothesis (H_a) and the null hypothesis (H_0). It means the hypothesis is a temporary theory that need to be tested.

H_0 : There is no significant correlation between students' exposure to social media (X) and heir critical reading skills (Y).

Ha: There is a significant correlation between students' exposure to social media (X) and their critical reading skills (Y).

H. Previous Research

There are some researches regarding personality types and writing performance. Marefat (2006) found that whether there was any correlation between students' personality types and their writing ability. She used MBTI questionnaire to find out the students' personality types. By eighty-six participants of male and female graduate and undergraduate EFL students, she concluded that the students who had intuition and sensing preference types were more successful significantly than other types.

Another research by Farrokhi, Nourelahi, and Elahi (2015) found that knowing students' personality type can ease the teacher to predict what students are capable of in the writing skill in Iran, especially in terms of argumentative writing and descriptive writing. They used MBTI questionnaire to know the students' personality type. Findings shown that there was a correlation between argumentative writing and the students with ENFP (Extroverted, iNtuitive, Feeling, Perception) type because ENFP typed people are the realistic people who are able to adapt in changes, good at persuade their purpose, and have an outstanding communication skill. Other findings connoted that there was a correlation between descriptive writing and the students with INTP (Introverted, iNtuitive, Thinking, Perception) type because INTP people are creative, logical, and analytical when they describe things. These traits are in line with the purpose of descriptive writing.

Last, research by Boroujeni, Roohani, and Hasanimesh (2015) discovered the impact of personality type on EFL students' writing ability. The purpose of this study was to discover the possible effect of extroversion/introversion personality traits on different features of EFL writing,

such as content, organization, language, mechanics, and vocabulary. The researcher used MBTI questionnaire to discover whether their 50 participants are introverted or extroverted. The results illustrated that there was a significant correlation between introversion and extroversion with the EFL writing feature such as content, language, mechanics, and vocabulary. Also, there was no significant correlation between the personality type and the organization in writing. In addition, the introverted students outperformed their counterpart in writing and its different subsets.

The researcher identified a gap in the prior research concerning the Barnum effect in academic performance especially in writing performance. The prior research did not address the subject of Barnum effect in personality type in affecting writing performance. This encompasses several unexplored dimensions that lately have attracted researcher attention in other topic such as a literature review of the Barnum effect in personality assessment by Dickson and Kelly (1985), and a new way of looking at the Barnum effect and its links to personality traits in groups receiving different types of personality feedback by Poškus (2014). The Barnum effect in writing performance should be explored further to provide an understanding as to why such is not the case with the correlation between personality type and the writing performance.