

**THE CORRELATION BETWEEN THE LEVEL OF
EXTRAVERSION AND WRITING ACHIEVEMENT OF THE
THIRD YEAR STUDENTS OF ENGLISH EDUCATION STUDY
PROGRAM OF FKIP UNSRI**

A THESIS

by

Hesti Oktavia

Student Number: 06011281722016

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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**Approved by
Advisor**



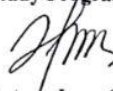
Dr. Margaretha Dinar Sifinjak, M.A.

NIP. 195710041988032001

Certified by,

Coordinator of English Education

Study Program



Hariswan Putera Jaya, S.Pd., M.Pd.

NIP. 197408022002121001



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of the Third Year Students of English Education Study Program of FKIP
UNSRI**

Hesti Oktavia

Student Number : 06011281722016

**This thesis was defended by the writer in the final program examination and
was approved the examination committee on:**

Day: Thursday

Date: May 27, 2021

1. Chairperson : Dr. Margaretha Dinar Sitinjak, M. A.



2. Member : Eryansyah, M. A., Ph. D



Indralaya, May 2021

Certified by

**Coordinator of English Education Study
Program,**



Hariswan Putera Jaya, S.Pd., M.Pd.

NIP. 197408022002121001

DECLARATION

I, the undersigned

Name : Hesti Oktavia

Place, date of birth : Palembang, 08 Oktober 1999

Student's number : 06011281722016

Study Program : English Education

Certify that thesis entitled “The Correlation between The Level of Extraversion and Writing Achievement of The Third Year Students of English Education Study Program of FKIP UNSRI” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules recommended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized work.

Palembang, May 2021

The Undersigned,



Hesti Oktavia

Nim.06011281722016

DEDICATION

This thesis is dedicated to:

- My beloved parents, who always love and support me in every condition.
- My sisters and brothers, who always motivate me to finish my study.
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MOTTO

لَا تَحْزَنْ إِنَّ اللَّهَ مَعَنَا

“Don’t be sad, Allah is with us.”

(Quran 9:40)

“A Journey of a thousand miles begins with a single step”

-Lao Tzu

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The writer,



Hesti Oktavia

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**The Correlation between the Level of Extraversion and Writing Achievement
of the Third Year Students of English Education Study Program of FKIP
UNSRI**

ABSTRACT

This study aimed to find out the correlation between the level of extraversion (extraversion is a behavior where someone enjoys being around people rather than being alone) and writing achievement of the third year students of English Education Study Program of FKIP UNSRI. The sample of this study was 6th semester students of English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University consisting of 74 students. The technique of collecting the data was purposive sampling. Eysencks' Personality Inventory questionnaire (1964) was used to see the level of extraversion and writing test was conducted to measure the student's essay writing achievement. Then, the data were analyzed using Pearson Product Moment Correlation Coefficient in SPSS 26. From the result of correlation, it was found that the p value=.016 and r-obtained= -.280. Thus, it can be concluded that there was a significant negative correlation between the level of extraversion and writing achievement.

Keywords: *Correlation, Level of Extraversion, Writing Achievement*

CHAPTER 1

INTRODUCTION

This chapter presents: (1) background, (2) problem of the study, (3) objective of the study, and (4) significance of the study.

1.1 Background

There are four skills that can be mastered by students in learning English. One of which is writing skill. Writing skill plays an important role in learning English. According to Pasand and Haghi (2013), in learning a foreign language, writing is one of the four most important language skills as well as its clearer nature that involves developing ideas, capturing a mental representation of comprehension, and experience in a subject being studied. It is also supported by Mora-Flores (2009) who stated that writing is an interaction by which we move our reasoning, thoughts, and our encounters into composed structure. In other word, it can be said that writing is not an easy activity to do by students because it requires skill on the use of strategies (such as planning, evaluating, and revising text) to reach a variety of goal in writing, especially in expressing their opinion with the support of evidence. In addition, it requires conscious effort and much practice to write a good writing.

Concerning about writing, there are some types of text that can be written. One of them is essay writing. Essay writing is a piece of writing that addresses a particular problem from the view of the author. This type of writing is sometimes challenging for some learners. Rudd (2005) said that the writer is obliged to provide a definition of what is asked of the question, then provides a response and supports all statements by providing accurate evidence, relevant examples, and logical arguments. In line with this, students should support their arguments with evidence and fact that they can get from journals, books, and newspaper. Furthermore, it is better for students to read many sources to help them to write, develop their ideas, and support their arguments in writing an essay.

Nowadays, some students got some problems when they write a writing. It is happened because it is hard for them to find the idea, the evidence, information and the lack of knowledge. This is in line with Erlina et al. (2018) who states that the lack of knowledge on how to write is one of the student's difficulties in writing. This might be brought about the lack of awareness that a piece of writing may have its own scheme relying upon the subject.

Beside that, another thing that influenced students' writing is personality. Marwa and Thamrin (2016) mentioned that personality influences the skill language achievement results. According to Brown (2000), introversion is related to person who is more focused on internal feelings within themselves. On the other hand, extraversion is a dimension related to a person's comfort level when interacting with other people. The term of extraversion is defined by Brown (2000) as how high an individual has a deep-seated to receive an increased ego, self-esteem, and sense of wholeness from others rather than getting those affirmations from within the individual himself. In short, it can be said that people who have high level of extraversion need someone to feel better or energized.

Thus, based on the statements above, it can be said that writing is not only influenced by aspects of writing ability such as vocabulary, grammar, writing's topic, student's sources material, but is also influenced by the level of students' extraversion. It can be proven from study by Sangkala (2012). He found that there is significant correlation between students' extraversion personality and their writing skill. It means that students who are in the high level of extraversion tend to be better at writing skill. Meanwhile, Zaswita and Ihsan (2020) found that students who are in the low extraversion (introvert) have better writing than high extraversion (extrovert).

Eysenck and Eysenck (1985, as cited in Sanjaya et. al, 2015) pointed out that an extrovert tends to be more quickly but less accurately in compound cognitive task which include writing, while an introvert tends to be more slowly and precisely. Further, some people also said that introvert people have a better writing achievement than extrovert people because introvert people would rather write than

speak. It is supported by Layeghi (2011) stating that introverts tend to be more able to express something by writing than speak directly about what they feel, which is why an introvert focuses more on many goals and enjoys them.

In relation to the purpose of this study, the writer will choose the third year students of English Education Study Program of FKIP UNSRI because they had already learned the subject of essay writing at the third semester. According to Hartina et al. (2018), the students' essay writing performance of English Education Study Program of Sriwijaya University was classified as "good category." Then, from the problems occurred above, it is assumed that the level of extraversion has correlation with students' essay writing skill. Therefore, this study was intended to investigate whether or not there is any significant correlation between the level of extraversion and writing achievement of the third year students of English Education Study Program of FKIP UNSRI.

1.2 Problem of the Study

The research problem of this study is "Is there any significant correlation between the level of extraversion and writing achievement of the third year students of English Education Study Program of FKIP UNSRI?"

1.3 Objective of the study

The aim of the study is to find out whether or not: 1) there is a significant correlation between the level of extraversion and writing achievement of the third year students of English Education Study Program of FKIP UNSRI.

1.4 Significance of the study

The writer expected this research could give some information about the correlation between the level of extraversion and writing achievement of the third year students of English Education Study Program of FKIP UNSRI. Then, the result of this research hopefully would give the useful and meaningful contributions to the English teachers and lectures about the importance of understanding the

students' level extraversion, so the teacher and lectures could give more attention and motivation about the best technique or method to improve students writing based on their level of extraversion. In addition, the writer really hoped that the result of this research could give more knowledge and precious information as the source for further study and can inspire other people to keep on searching a potential technique to enhance student's writing.

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