

The Influence of Extroversion Personality towards EFL Learners' Writing Skills

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ABSTRACT

This study aims at finding out whether or not there is a significant correlation between EFL learners' extroversion personality and their writing skills. Correlational research is used as a type of research method used in the study involving observing two variables consisting of extroversion personality and writing skills to establish a statistically corresponding relationship of them. To collect the samples, the sampling technique used is Saturated Sampling which means the technique of determining the sample when all members of the population are used as samples. Therefore, the samples are 50 EFL learners as respondents. The study was employed at Pohuwato University, Faculty of Teacher Training and Education, English Education Department. By using EPI questionnaire, it is clear to find out the personality of the respondents whether the learner is introvert or extrovert. Furthermore, writing skills are assessed by using criteria of writing test by Heaton. Both extroversion data and writing skills data are quantifiable data. The data were then analyzed by Pearson product-moment. The findings showed that there was a medium correlation between EFL learners' extroversion personality and their writing skills. It can be concluded that extroversion personality gives a medium influence to EFL learners writing skills. In other words, extrovert learners' tend to show good writing skills. Further studies are expected to elaborate more specifically about extroversion personality and writing skills.

1. Introduction

Writing is one of the most important skills in English that has a significant role. Through writing, learners know everything, express their ideas, especially their feeling to other people without being ashamed. If learners cannot express their opinion, ideas, or feeling oral, they can express them through writing. By expressing ideas through writing, learners can improve the way of delivering ideas, opinions, and feeling more appropriately and can revise the writing before being read by other people. Furthermore, writing boosts thinking and learning. It motivates communication and lets thought available for reflection. On a basic level, writing can refer to forming or producing graphic symbols on the surface of some flat thing. According to Baron & Byrne (1987), on the upper level, writing is not merely arranging those graphic symbols without any rule. It should be based on the certain convention to form words and then sentences, to form them into a particular order and linked together.

Brown (2000) mentions personality has several features, they are: 'self-esteem' which is the way a person sees himself, 'inhibition' which is to adapt the language ego, 'risk-taking' which is how to gamble in learning new language, 'anxiety' which is associated with uneasiness, frustration, or worry, 'empathy' which is relation between language and society, and

'extraversion'. However, People are familiar with the terms of extroversion or introversion. Brown (2000) also states that extroversion is the extent to which a person has a deep-seated to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself. Extrovert is not always talkative and they need other people to position themselves in society. Introvert is described as the extent to which a person derives a sense of wholeness and fulfillment apart from reflection of this self from other people. In contrary to our current perception, introvert may have internal potential power that we perhaps do not notice.

The term of extrovert and introvert is also defined by Yan Zhang (2008) that extrovert means a person more interested in what is happening around him than in his own thoughts and emotions. That is to say, the extrovert experiences the world more through contact with others and shared experience than through self-examination or study. While its counterpart, introvert is a person who is more interested in his own thoughts and feelings than in things outside himself, and is often shy and unwilling to speak or join in activities with others. Extrovert people need other people to get energy, and become the last person who want to leave parties. Introvert, on the other hand, need time for being alone, spending time for individual activities and have few but intimate friends (Adamopoulos, 1982).

Bonner (2000) in the study found that learners with the highest level of extroversion in their group were more influential than other group members under certain conditions. Three factors were found to suppress the influence of extroverts: the existence of a dominant faction within the group, a lack of relevant task information, and an excess of task ambiguity. These results indicate that examining groups at a social permutation level may improve our knowledge of the group decision-making process. Abali (2006) focused on finding the effect of extroversion and introversion toward verbal and interactive behaviors of learners. Hajimohammadi & Makundan (2011) in the study of one extroverted and one introverted enjoyed self-correction, the teacher corrected the writings of the other two groups. The obtained results showed that personality type had no significant effect on learners' progress in writing. Nevertheless, self-correction method showed to be significantly effective. The result of the study shows that the subjects are aware of the fact that their personality somehow determines their language behavior. Muharrami (2013) showed in the study that personality factor influences learners' achievement in listening skill. There is a difference between the introvert and extrovert learners' personality in listening achievement and the introvert learners had better achievement in listening than the extrovert ones. Ahour & Haradasht (2014) revealed the results that while learners generally outperformed in the competitive setting compared to the cooperative one, the extrovert was better off receiving cooperative instruction. Moreover, introverts excelled extroverts in the competitive group. However, there was no difference between the two personality groups in the cooperative situation. Baradan & Alavi (2015) found that introvert learners significantly outperformed extrovert learners. The results indicated that despite the fact that Iranian learners are mostly individualistic, some cooperative learning methods could be helpful and accepted by them. Also, teacher training centers need familiarize teachers with CL techniques and syllabus designers use more exercises and tasks include CL models like CIRC. Zainuddin (2016) in his findings indicated that there was a significant difference in the scores for syntax between extrovert and introvert learners. In this study, introvert EFL learners did better than extrovert EFL learners in constructing sentences (syntax). Thus, both groups still have an equal chance to improve their ability in a learning foreign language particularly in writing skills but extrovert EFL learners must pay more attention to using good syntax because they tend to be careless and less correct in constructing their phrases when doing a writing task. Zafar, Khan, & Meenakshiit (2017) found that extroversion-introversion had a significant relationship with different language learning skills. Learners who scored high on extroversion were likely to score better in speaking skills and reading skills, whereas introverts tended to

perform better in listening skills. Writing skills did not correlate strongly with either of the personality traits. Samand, Sailan, & Lio (2019) found that there is no significant correlation between extrovert personality and speaking performance and neither is introvert personality. Then, other result shows that introvert learners have better achievement in speaking than extrovert learners. Jain & Singh (2019) found that there is a positive relationship between extroversion and general relationship satisfaction. This may be due to the fact that extraverts are high on positive affect, are effective communicators and enthusiastic. Whereas, introverts are quiet, reserved and introspective. They are not very communicative. From the previous findings, it will be elaborated the influence of extroversion personality towards EFL learners' writing skills. So, the objective of the research is to find out whether or not there is a significant correlation between extroversion personality and EFL learners' writing skills.

2. Method

Correlational research is a type of research method that used in the study involving observing two variables consisting of extroversion personality and writing skills in order to establish a statistically corresponding relationship of them. The aim of correlational research is to find out variables that have some sort of relationship do the extent that a change in one creates some change in the other.

The study was employed in Pohnuato University, Faculty of Teacher Training and Education, English Education Department in Gorontalo, Indonesia. To collect the samples, the sampling technique used is Saturated Sampling which means the technique of determining the sample when all members of the population are used as samples. Therefore, the samples are 50 EFL learners as respondents.

Eysenck Personality Inventory (EPI) is used for questionnaire as the instrument. one of instruments frequently used in various researches on individual difference factors in Second Language Acquisition is Eysenck Personality Inventory created by H.J. Eysenck and S. Eysenck. By using EPI questionnaire, it is clear to find out the personality of the respondents whether learner is introvert or extrovert. Furthermore, writing skills are assessed by using criteria of writing test by Heaton. Both extroversion data and writing skills data are quantifiable data. Extroversion data were collected by giving questionnaires to EFL learners and writing skills data were collected by giving test to EFL learners.

To find the answer of the problem, Alternative hypothesis (H_a) and Null Hypothesis (H_0) are used. The hypothesis of the research is formulated: (H_a) there is a correlation between extroversion personality and EFL learners' writing skills and (H_0) there is no correlation between extroversion personality and EFL learners' writing skills. Pearson product moment was

used to analyze data of extroversion and writing skills. The results within a certain range on first variable are associated with the results within a certain range on the second variable. Therefore, the Pearson Product Moment was used to analyze the significant correlation data between EFL learners' extroversion personality and their writing skills.

$$r = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left[\sum X^2 - \frac{(\sum X)^2}{N}\right] \left[\sum Y^2 - \frac{(\sum Y)^2}{N}\right]}}$$

r = correlational coefficient

N = number of respondents

X = distribution of EFL learners' extroversion

Y = distribution of EFL learners' writing skills

$\sum X$ = total score of EFL learners' extroversion

$\sum Y$ = total score of EFL learners' writing skills

$\sum X^2$ = the sum of the square from Variable X

$\sum Y^2$ = the sum of the square from Variable Y

(Gay, Mills, & Airasian., 1992)

3. Findings

Table 1. The students result

No.	X	Y	X ²	Y ²	XY
1	80	88	6400	7744	7040
2	76	73	5776	5329	5548
3	80	85	6400	7225	6800
4	90	85	8100	7225	7650
5	85	90	7225	8100	7650
6	85	95	7225	9025	8075
7	82	87	6724	7569	7134
8	87	84	7569	7056	7308
9	85	83	7225	6889	7055
10	86	80	7396	6400	6880
11	75	75	5625	5625	5625
12	84	80	7056	6400	6720
13	82	83	6724	6889	6806
14	88	92	7744	8464	8096
15	83	91	6889	8281	7553
16	85	90	7225	8100	7650
17	89	95	7921	9025	8455
18	88	92	7744	8464	8096
19	92	87	8464	7569	8004
20	95	92	9025	8464	8740

21	90	94	8100	8836	8460
22	81	90	6561	8100	7290
23	76	86	5776	7396	6536
24	85	86	7225	7396	7310
25	75	70	5625	4900	5250
26	80	88	6400	7744	7040
27	86	85	7396	7225	7310
28	76	95	5776	9025	7220
29	84	95	7056	9025	7980
30	75	80	5625	6400	6000
31	75	85	5625	7225	6375
32	78	95	6084	9025	7410
33	85	95	7225	9025	8075
34	94	95	8836	9025	8930
35	82	95	6724	9025	7790
36	85	90	7225	8100	7650
37	85	85	7225	7225	7225
38	77	80	5929	6400	6160
39	90	94	8100	8836	8460
40	80	85	6400	7225	6800
41	83	90	6889	8100	7470
42	82	91	6724	8281	7462
43	85	90	7225	8100	7650
44	75	85	5625	7225	6375
45	90	95	8100	9025	8550
46	92	93	8464	8649	8556
47	77	80	5929	6400	6160
48	88	92	7744	8464	8096
49	89	93	7921	8649	8277
50	76	82	5776	6724	6232
N=	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$
50	4173	4386	349767	386618	366984

Objective of the study aims to find out whether or not there is a significant correlation of two quantifiable variables. Data of EFL learners' extroversion personality and their writing skills were correlated by using formula of Pearson Product Moment. After being calculated, result of the Table 1 showed that N (50), $\sum X$ (4173), $\sum Y$ (4386), $\sum X^2$ (349767), $\sum Y^2$ (386618), $\sum XY$ (366984). Finally, it was found that the correlation coefficient (ro) represents 0.55 value.

Table 2. Standard Correlation

<i>'r' value</i>	<i>Interpretation</i>
0.00 – 0.20	Considered as No Correlation
0.20 – 0.40	Low Correlation
0.40 – 0.70	Medium Correlation
0.70 – 0.90	High Correlation
0.90 – 1.00	Very High/ Perfect Correlation

(Anas Sudijono, 2005)

The result of the calculation has shown that the correlation index ($r = 0.55$) is shown in the interval of 0.40 – 0.70, it means that the correlation refers to "medium correlation". In other words, there is a correlation in the degree of medium correlation between EFL learners' extroversion personality and EFL learners' writing skills. To prove it, Degree of Freedom and its significant critical value was tested to the data. The value of r is 0.55; df is 50. Moreover, the scores were associated with the t at the degree of significance 5% (0.2732) and 1% (0.3541). It is a prove that the correlation between EFL learners' extroversion personality and their writing skills is in medium level based on the hypothesis ($r: t = 0.5500 > 0.2732$; $r: t = 0.5500 > 0.3541$). Therefore, the null hypothesis (H_0) of the research is rejected and alternative hypothesis (H_a) is accepted. The meaning of this hypothesis is that there is a medium correlation between EFL learners' extroversion personality and their writing skills.

4. Discussions

Eysenck (1975) divides personality into two types, they are extroversion and introversion. Each type has its own characteristics, such as sociality, activity, expansiveness, etc. The extroverts and the introverts are classified into stable-unstable extroverts and stable-unstable introverts which have its own characteristics. It is divided based on the emotional stability-instability. The stable extroverts have sanguine qualities whereas the unstable extroverts have choleric qualities. Then, the stable introverts have phlegmatic qualities, in the other hands unstable introverts have melancholic qualities. Actually, the stable-unstable extroverts and the stable-unstable introverts have almost the same characteristics, it only differs by the emotional stability. But, based on the emotional stability the stable extroverts and introverts have more positive and dominant characteristics than the unstable extroverts and introverts. These two factors of personality affect the learners' language achievement. Writing is one of the language skills learned by these two categories of the learners.

When it is compared between introvert and extrovert EFL learners, the introvert EFL learners look better than the extrovert ones. Among all of the

aspects, the aspect of specific information has the highest score. In writing activity, what the learners have to do is to pay attention or focus to write and to other people speak so that they can get the information which was brought by the speaker. In relation to the introvert characteristics who were careful and thoughtful, of course, they will be better in this aspect. With their characteristics, they were easier to pay attention and concentration of what other people said so they can write better. In other way, the extroverts were not used to put so much attention and concentration of what the other said. The extrovert learners were easy to socialize, very comfortable in groups, do not like to read or study alone, and may be even happier as the center of attention. In contrast, the introvert ones like solitary activities such as reading, writing, listening music, watching movies, drawing, tinkering, and love monotonous work. This was might be the reason why the introverts were better than the extroverts.

The question of whether introversion, in the present case the perceived introversion of the learners, helped or hindered in learning a second language has been a matter of debate for psychologists and linguists for many years. Many psychologists were in the opinion that extroversion is rather a drawback when it comes to learning a language. This assumption is based on a strong biological foundation. According to Eysenck's theory of personality (Eysenck et al., 1981), extraverts have a lower level of cortical arousal and are more easily inhibited, which causes them to be more susceptible to mental distraction. They also have a limited long-term memory compared with introverts who benefit from possessing long-term memory. These biological differences cause both groups to have different behavioral tendencies. Linguists in general, on the other hand, have regarded extroversion as the preferred and helpful trait for language learning. In the 1970s it was hypothesized by some applied linguists that extraverts in comparison with introverts were better language learners. For many in applied linguistic research "the desirable end of the extroversion-introversion continuum has been taken to be extroversion" (Skehan, 1989). Moreover, many investigators have suggested that more sociable learners would be more inclined to talk and more likely to participate in practice activities and accordingly, more likely to increase language-use opportunities through which they gain input. Zafar and Meenakshi (2012) also suggested that an extrovert with an outgoing personality and higher tolerance for risk would be a better language learner than the more introverted personality who was more conservative and more self-conscious.

The result of this study showed that there was a medium correlation between EFL learners' extroversion personality and their writing achievement. This shows a contrast distinction with the previous studies. The first possible answer to why

this could occur in the research might because the respondents of the previous research was not sufficient to represent the whole learners. Despite of the previous studies, the result of this research shows that the learners' level of extroversion did influence EFL learners' writing achievement. Brown (2000) states that extroversion may be a factor in the development of general oral communicative achievement, which requires face to face interaction, but not in listening, reading, and writing. This indicates that the theory contrasts the finding of this study but it is not contrasted extremely because the findings of the study is only in medium correlation. However, writing is a skill that requires the mastery of linguistic forms and grammars where the introvert learners are said to be better than the extrovert ones. Meanwhile, extroverted learners are known for their ability to master skills that require face to face interaction.

It has been understood that in affective factors actually not only about personality in this case extrovert-introvert personality, but also affective factors also include many things except personality. According to Brown (2000) in his book said that affective factors consists of self-esteem, self-efficacy, willingness to communicate, risk taking, anxiety, and empathy and extrovert-introvert personality. Therefore, it is also possible that EFL learners' writing performance has only a medium correlation with extroversion personality but has higher correlation with those other factors. Like Brown (2000) stated that risk-taking variation seems to be a factor in a number of issues in second language acquisition and pedagogy. The silent learner in the classroom is one who is unwilling to appear foolish when mistakes are made. some of the previous research said that extrovert learners have a good ability and better ability in writing performance since extrovert learners was a talk active person, have good self-confidence, and like to talk with many people while introvert learners is well-known as the stolid person; introvert person is estimated to be a person who passive, less ability in writing performance and do not like to talk with many people. So, based on those opinion people tend to think that extrovert is better that introvert personality.

It was stated by Brown (2000) that we are prone to think of an extroverted learner as a humble, talk active, and optimist person. While, introvert learners are thought of as quiet and reserved, with tendencies toward reclusiveness. On the other hand, introvert learners are sometimes thought of as not being as bright as extroverts. Such a view of extroversion is misleading. Extroversion is the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself. Extrovert learners actually, need other people in order to feel good. But extrovert

learners are not necessarily loudmouthed and talk active. They may be relatively shy or nervous but still need the affirmation of others. Introversion, on the other hand, is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people. Contrary to our stereotypes, introvert learners can have an inner strength of character that extrovert learners do not have. So, both personalities certainly have the same chance to be better in writing skills. Brown (2000) explored the relationship of introversion and extroversion to English proficiency in adult Japanese learners of English in Japan, it has been hypothesized that extroverted learners as measured by a standard personality inventory would be more proficient than introvert learners. The hypothesis was not supported by the findings, in fact, introvert learners were significantly better than extrovert ones in their fluency and pronunciation (two of four factors which were measured in an oral interview). This latter result clouded our stereotype of the extroverted language learner as a frequent and willing participant in class activities. But more appropriately, it suggested that introvert learners may have the patience and focus to attend to clear articulation in a foreign language.

Based on the previous study of the researcher related to the psychological factors and productive skills. Kafryawan (2018) in his study found out high correlation that there is a significant correlation between intelligence and speaking skills in English. The higher intelligence belongs to an EFL learners the better they speak. Then, Kafryawan (2018) in his study found out there is a high influence from motivation to the ability to speak in English. The higher motivation belongs to an EFL learners the better they speak. Related to the previous findings of psychological factors and productive skills. The findings of this study revealed that there is a medium relationship exists between extrovert personality and writing skills. Besides, for EFL learners' writing performance, introvert learners got better achievement in writing than extrovert ones, so that; this conclusion has some implication for teaching.

First of all, besides being a teacher in the classroom a teacher also has to take over the responsibility of a researcher as well as in order to identify not only their learners' personality but also how to cater the needs of their learners based in learners' personality. In this case, as a teacher we should choose the right way to teach the learners by remembering the difference of personality those learners have. Different personality means teacher should apply different approach for the EFL learners. Moreover, as the result said that personalities including extrovert or introvert personality have a medium correlation with writing skills. So that, teacher can try to figure out other factors that may influence EFL learners' writing skills in order learners can improve their ability in writing.

In addition, teacher should be equipped with all of the teaching strategies that they will be able to propose to EFL learners so that they can deal with difficult academic tasks in this case how to write better.

Based on the observation when giving writing test, EFL learners commonly show characteristics like: interacting with others increases energy, prefers people and things over thoughts and ideas, needs external stimulation to recharge, speaks before thinking, likes to know a little about a lot of subjects, knows lots of people and considers them all friends, files what they learn and move on, prefers doing things with others, talks more than listens, appears peppy, energetic, involved, will speak extensively whether they know the subject or not, have no trouble coming up with words, speak quickly or talk through their thoughts out loud, get energized in the midst of multiple simultaneous conversations, are often a party organizer, get agitated and seek out others during extreme stress.

Furthermore, every learner has his own characteristics which influence the way they learn a language. So, what the teacher should do is to assist the EFL learners who face the difficulty in learning some skills without differentiate the learners. EFL teacher should give more attention to the extrovert learners in teaching writing. When teaching writing, the EFL teacher should interact more to the extrovert learners. It trains them to have more concentration, so their achievement will be better.

5. Conclusions

There is a medium correlation between EFL learners' extroversion personality and their writing skills at Pohnuato University, Faculty of Teacher Training and Education, English Education Department. It can be concluded that extroversion personality gives a medium influence to EFL learners writing skills. In other words, extrovert learners' tend to show good writing skills. Further studies are expected to elaborate more specifically about extroversion personality and writing skills. It is suggested for EFL learners to increase their writing activities whether they are in the classroom or outside the classroom as one way to increase their writing achievement and for the teachers or educators to increase their understanding about factors that can affect EFL learners' writing skills so they can pay more attention to what really influence in developing their writing skills.

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