

**THE CORRELATION BETWEEN STUDENTS' EXTRAVERSION
PERSONALITY AND THEIR WRITING SKILL AT MUHAMMADIYAH
UNIVERSITY OF MAKASSAR (A DESCRIPTIVE STUDY)**

***Korelasi Antara Kepribadian Ekstraversion Dan Kemampuan Menulis
Mahasiswa di Universitas Muhammadiyah Makassar (Penelitian Deskriptif)***

Ismail Sangkala

English Education Department, Faculty of Teacher Training and Education
Muhammadiyah University of Makassar
ismail.jurnal@gmail.com

ABSTRACT

The Research Question is "Is there any Correlation between Students' Extraversion Personality and their writing skill of Muhammadiyah University of Makassar?" "The Researcher used Descriptive Study; the aims of thus research are to find out the correlation between students' Extraversion Personality and their writing skill. The result of the students' writing test had increased in scores. The mean score of students writing skill is 32, 72 and mean score of personality test is 59, 41. The successful of minimal criteria (KKM) was 70 there were students got very good in writing skill and Personality test students' got balance.

Keywords: *Correlation, Students' extraversion, Personality, Writing Skill*

Pertanyaan Penelitian adalah "Apakah ada korelasi antara siswa Kepribadian Extraversion dan keterampilan menulis mereka di Universitas Muhammadiyah Makassar?" "Peneliti yang digunakan adalah Penelitian Deskriptif; sehingga tujuan penelitian adalah mengetahui hubungan antara Kepribadian Extraversion siswa dan keterampilan menulis mereka. Hasil tes menulis siswa meningkat dalam skor. Rata-rata siswa keterampilan menulis adalah 32, 72 dan berarti skor tes kepribadian adalah 59, 41. Kerangka Kelulusan Minimal (KKM) adalah 70 ada siswa menjadi sangat baik dalam kemampuan menulis dan uji kepribadian siswa mendapat keseimbangan.

Kata Kunci: *Korelasi, extraversion Mahasiswa, Kepribadian, Menulis Keterampilan*

Writing is one of english language skill has an important role, not only formal situation, but informal one. Sometimes people can not verbalize their opinion, ideas, or feeling orally can but they can express them through writing. Writing is a process allowing writer to explorer thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning. It motivates communication and makes thought available for reflection. When though is written down, ideas can be examined, reconsiderd, added to, rearranged and changed. The other reason why people need to write is that writing can help to sort and organized, clarify what they think, develop their ideas to make other people understand easily.

Extraversion is for some persons, a new term which is rarely heard in their daily life. Usually people are familiar with the terms of extraversion or



intraversion. If there is a person who interacts often with other people, mostly orally, not because of their job but of willingness, can be an extrovert. Meanwhile, if someone is busy with himself reading books and less talk with others, can be an introvert.

Some scholars make some definitions about extraversion and they will be found in Chapter II however, 'extraversion' term that the writer use in this studies a shorter form to express refer to the relationship of 'Extroversion-Introversion' personality. Personality, where extraversion exists, in general is view to be responsible factors for learners' success in learning second language or L2 (Cook, 1996 in Zang (2008); Spolsky, 1989; Rod Ellis in Calder (2004). Since personality of each person varies, many scholars have point out that learner or teachers should take into account this aspect in the purpose of skill improvement in second language learning. The term 'extravert' used above seems to refer to 'extrovert' that we often hear since it is contrasted to 'introvert' in the other part of sentence following. Above conclusion supports the study conducted by Strong. However, resemble to Dewaele and Furnham's and Strong's, most of the researches that the writer found so far show the positive relation on extraversion and speaking skill or L2 in general only. Positive here refers to one variable that does correlate with other variable. What about other skill such as writing? Does it have positive relation as well?

We hope that the eleventh grade students have got good achievement of writing narrative, but the fact indicates that their achievement is still low. In this context, there is a gap between what we hope and what the fact show. Based on the explanation above, the researcher will conduct this research under the title "The Correlation between Students' Extraversion Personality and their writing skill".

DEFENITION OF EXTRAVERSION

Douglas Brown made definition on extroversion and introversion. 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. (2000:155) Extrovert is not always talkative and they need other people to position themselves in society. Introvert is



described: “is 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 or merit that we perhaps do not notice.

In the role of personality in second language acquisition by Yan Zhang, the definition is written as following: 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. (2008: 1) 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, 2004: 4). To sum up, some characteristics of extrovert people are: easy going, talkative, going out a lot, spending more times with people than reading books, risk taker, etc. On the other edge, introvert people prefer to enjoy time by themselves, tend to have few but close friends, and not to talk so much. Whether extrovert or introvert an individual is, no scholars mention anything about ‘good’ or ‘better’ attitude. Douglas notes that Western views about introvert people need to be ‘reviewed’ since extrovert people in fact need other people to be convenient, to express themselves, while introvert is enough by their own. Even Adamopoulos describes extrovert as in need to get energy from others (2004: 4).

In case of social life, perhaps extrovert people are considered more desirable. It is due to their open minded characteristic to communicate with many people; in parties, offices, neighborhood etc. However, this does not necessarily signify that introvert tend to be least person to converse with, since they are bad people for instance. It is just the way they express themselves differ from those who are extrovert.

THEORY ON PERSONALITY



As mentioned earlier in the first chapter of this research, personality within learners is one of factors determining their success in acquiring second language. This idea is supported by many scholars such as the following:

Bernard Spolsky in his *Conditions for Second Language Learning* (1989) mentions several aspects in each individual that support second language learning; they are Intelligence, Aptitude, Learning Styles and Strategies, Personality, and Anxiety. Intelligence of students is highly correlated to the school related L2 learning but not in functional communication. Aptitude as second aspect is closely related to the intelligence. To be successful in learning, students need to figure out their own style of learning best; that is what third aspect refers to. Personality and anxiety is different form from applying correct learning style. They are more 'individual' than 'social'.

In the current report by Yan Zhang (2008:1), he quotes:

A number of theories hold that personality factors significantly influence the degree of success that individuals achieve in learning a second language (Gas & Selinker, 1994) based on the assumption that some features of the learner's personality might Encourage or inhibit second language learning (Cook, 1996).

Skehan (1989) gives opinion that things affecting English learning are such as intelligence, language aptitude, motivation, age, personalities of learners and cetera (Wakamoto, 2000: 1).

Theories are still categorized simple if compared to Rod Ellis theory (Davies, 2004:530) in *Individual Differences in Second Language Learning* on factors responsible for individual Differences in L2 learning:

Table 1. Ellis opinion on second language factors

Category	Factor
1.abilities	a. Intelligence b. Language aptitude c. Memory
2.Propencities	a. Learning style b. Motivation c. Anxiety d. Personality e. Willingness to communicate
3.Learner cognitions about L2 learning	a. Learner beliefs
4.Learner action	a. Learning strategies



Spolsky and Skehan share almost similar opinion about influencing factors. While Zang only quotes other works in simple way, Ellis deeply categorizes four categories with its own subsection. Based on those theories, this research is of the parallel to the view that people should take into account personality factors during studying about second language. What is 'personality'?

Walter Mischel (1981: 2) writes there are many people who put forward definitions regarding the term 'personality' but he agrees that it refers to the 'distinctive patterns of behavior (including thoughts and emotions) that characterize each individual's adaption to the situations of his or her life, two opinions in her power-point presentation: Personality is the sum total of an individual's characteristics which make him unique. (Hollander, 1971) and, those relatively stable and enduring aspects of individuals which distinguish them from other people, making them unique, but which at the same time allow people to be compared with each other. (Gross, 1996) Personality consists of several variables and they are found different from one person to another. Two scholars' of Educational Psychology field say as follows: Brown (2000: 142-154) mentions 'personality' has several features, they are:

- a. Self esteem: the way a person sees himself
- b. Inhibition: to adapt the language ego
- c. Risk-taking: how to 'gamble' in learning new language
- d. Anxiety: associated with uneasiness, frustration, or worry
- e. Empathy: relation between language and society
- f. Extraversion

Brown chooses the term 'extroversion' with 'o' rather than 'extraversion' with an 'a' to contrast with introversion. So this actually represents similar item/relation that are extrovert and introvert. Almost similarly, Ellis (Celder, 2004: 541).

Explains several variables in personality anxiety, taking tolerance of ambiguity, empathy, self esteem, and inhibition and extraversion. Therefore, from two opinions from experts above, we can then understand that Extraversion exists in personality.

Degree of Extraversion



Instead of merely categorize people into two big groups of extrovert people and introvert, the writer decides to make levels of extraversion based on H.J. Eysenck made instrument. As a matter of fact, some persons may place in ‘between’ or balance, others are just fairly and some others place between the most extreme edges. H.J. Eysenck uses number of each edges showing that there exists stages/ levels, ranging from extreme introvert until extreme edge of extrovert. Below is part of personality lines based on Eysenck Personality chart.

In general, there are at least three basic characteristics of extraversion that make it important to study. First, extraversion has emerged as one of fundamental dimensions of personality (Costa and McCrae, 1992; Digman, 1990; H.J Eysenk and Himmelweit, 1947; Goldberg, 1990; Noman, 1963). As such, extraversion has the potential to explain the co variation of a wide variety of behaviors, which is one the central concern for the field of personality (Funder, 2001). Second, extraversion predicts effective functioning and will being across a wide variety of domains (Ozer and Benet-Martinez, 2006) from cognitive performance (Matthews, 1992) and social endeavors (Eaton and funder, 2003) to social economic status (Roberts, Kuncel, Shiner, Caspi, and Goldberg, 2007). Third, extraversion predicts risk and also resilience for different forms of psychopathology (Trull and Sher, 1994; Widiger, 2005).

Table 2. Characteristic of Extraversion and Introversion

Extraversion	Introversion
Talkative	Quiet
Sociable	Reserved
Outgoing	Shy
Lively	Silent
Optimist	Passive
Touchy	Reliable
Active	Calm
Assertive	Rigid

The characters of Theophrastus and the adjectives of the big 5 show remarkable similarity. Big 5 adjectives from John (1990). The characters of Theophrastus are from Jebb’s translation (1990).

Table 3. The characters of Theophrastus are from Jebb’s translation (1990).

Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness
Talkative	Sympathetic	Organized	Tense	Wide interests
Assertive	Kind	Thorough	anxious	Imaginative



Active	Appreciative	Planful	nervous	Intelligent
Energetic	Affectionate	Efficient	Moody	Original

An alternative to a definition of Introvert, here's a side by side comparison of Introvert behavior and Extrovert behavior. Remember, these are generalizations of opposite ends of a continuum and anyone may be missing a few of these characteristics.

Table 4. Comparison of Introvert behavior and Extrovert behavior

Introvert	Extrovert
Interacting with others drains energy	Interacting with others increases energy
Prefers thoughts and ideas over people and things	Prefers people and things over thoughts and ideas
Needs a quiet time to recharge	Needs external stimulation to recharge
Thinks things through before speaking	Speaks before thinking
Likes to know a lot about a few subjects	Likes to know a little about a lot of subjects
Has few close friends	Knows lots of people and considers them all friends.
Absorb, reflect and expand on what they learn	Files what they learn and move on
Prefers doing things by themselves	Prefers doing things with others
Listens more than speaks	Talks more than listens
Appears calm, reserved, aloof	Appears peppy, energetic, involved
Will speak extensively only on a subject that they know well	Will speak extensively whether they know the subject or not
Sometimes will have their mind go blank when asked to speak, specially under pressure	Have no trouble coming up with words
Speak slowly or hesitantly trying not to speak until the thought is fully formed and validated	Speak quickly or talk through their thoughts out loud
Get lost and disorientated in the midst of multiple conversations, like at a party	Get energized in the midst of multiple simultaneous conversations
Sometimes are accused of being a 'party-pooper'	Are often a party organizer
Withdraw during extreme stress	Get agitated and seek out others during extreme stress

Factors of Extraversion

1. Biological Factor



The relative importance of nature versus environment in determining the level of extraversion is controversial and the focus of many studies. Twin studies find a genetic component of 39% to 58%. In terms of the environmental component, the shared family environment appears to be far less important than individual environmental factors that are not shared between siblings.

Eysenck proposed that extraversion was caused by variability in cortical arousal. He hypothesized that introverts are characterized by higher levels of activity than extroverts and so are chronically more cortically aroused than extroverts. The fact that extroverts require more external stimulation than introverts has been interpreted as evidence for this hypothesis. Other evidence of the "stimulation" hypothesis is that introverts salivate more than extroverts in response to a drop of lemon juice.

Extraversion has been linked to higher sensitivity of the mesolimbic dopamine system to potentially rewarding stimuli. This in part explains the high levels of positive affect found in extroverts, since they will more intensely feel the excitement of a potential reward. One consequence of this is that extroverts can more easily learn the contingencies for positive reinforcement, since the reward itself is experienced as great.

One study found that introverts have more blood flow in the frontal lobes of their brain and the anterior or frontal thalamus, which areas are dealing with internal processing, such as planning and problem solving. Extroverts have more blood flow in the anterior cingulate gyros, temporal lobes, and posterior thalamus, which are involved in sensory and emotional experience. This study and other research indicate that introversion-extraversion is related to individual differences in brain function. Extraversion has also been linked to physiological factors such as respiration, through its association with urgency.

2. Behavior factor

Extroverts and introverts have a variety of behavioral differences. According to one study, extroverts tend to wear more decorative clothing, whereas introverts prefer practical, comfortable clothes. Extroverts are likely



to prefer more upbeat, conventional, and energetic music than introverts. Personality also influences how people arrange their work areas. In general, extraverts decorate their offices more, keep their doors open, keep extra chairs nearby, and are more likely to put dishes of candy on their desks. These are attempts to invite co-workers and encourage interaction. Introverts, in contrast, decorate less and tend to arrange their workspace to discourage social interaction.

Although extraverts and introverts have real personality and behavior differences, it is important to avoid pigeonholing or stereotyping by personality. Humans are complex and unique, and because extraversion varies along a continuum, they may have a mixture of both orientations. A person who acts introverted in one scenario may act extraverted in another, and people can learn to act “against type” in certain situations. Jung's theory states that when someone's primary function is extraverted, his secondary function is always introverted (and vice versa).

Extraversion, Introversion and Happiness

Extraverts are found to have higher levels of happiness and positive affect than introvert. An influential review article concluded that personality, specifically extraversion and emotional stability, was the best predictor of subjective well-being. As examples, Argyle and Lu (1990) found that the trait of extraversion, as measured by Extraversion Scale of the Eysenck Personality Questionnaire (EPQ), was positively and significantly correlated with happiness, as measured by the Oxford Happiness Inventory. Using the same happiness and extraversion scales, Hills and Argyle (2001) found that happiness was again significantly correlated with extraversion.

Also, the study by Emmons and Diener (1986) http://en.wikipedia.org/wiki/Extraversion_and_introversion - cite note-47 showed that extraversion correlates positively and significantly with positive affect but not with negative affect. Similar results were found in a large longitudinal study by Diener, Sandvik, Pavot, and Fujita (1992), which assessed 14,407 participants from 100 areas of continental United States. Using the abbreviated General Well-Being Schedule, which tapped positive and negative



affects, and Costa and McCrae's (1986) short version of the NEO's Extraversion scale, the authors reported that extraverts experienced greater well-being at two points in time, during which data were collected: first between 1971 and 1975, and later between 1981 and 1984. Furthermore, Larsen and Ketelaar (1991) showed that extraverts respond more to positive affect than to negative affect, since they exhibit more positive-affect reactivity to the positive-affect induction, yet they do not react more negatively to the negative-affect induction.

CONCEPT OF WRITING

According to Concise Oxford English Dictionary, 'competence' shares similar meaning to 'skill'. Both express the quality, ability, or knowledge to do something successfully. On basic level, writing can refer to forming or producing graphic symbols on the surface of some flat thing. On the upper level, writing is not merely arranging those graphic symbols without any rule. It should be based certain convention to form words and then sentences, to form them into particular order and linked together (Byrne, 1991: 1). There are many reasons for human to write. Below are some writing's. Function based on brochures from Brown University and the University of Missouri:

- a. Writing is the primary basis upon which your work, your learning, and your intellect will be judged—in college, in the workplace, and in the community.
- b. Writing expresses who you are as a person.
- c. Writing is portable and permanent. It makes your thinking visible.
- d. Writing helps you move easily among facts, inferences, and opinions without getting confuses—and without confusing your reader.

Besides, we can make a note, keep record on what we did, send messages, or as students, we usually are asking to write reports and essays (Byrne, 1991:2). Writing can form in many shapes such as notes, diaries, memo, and love letters until Peace Accord. In academic life, schools (mostly higher education) use essays to assess students' work. The competence of writing can be improved by several ways. Barnett (1989) and Brookes et al (1990) stress writing as a process. This skill cannot be gained in such a shortcut. People need to practice and practice to write since one learns to write by writing (Mayher, 1983). Meanwhile, Eisterhold



(1990) gives opinion that good writers tend to be good reader. In short, reading and practicing a lot will make our writing skill developed.

DEFINITION OF NARRATIVE WRITING

A narrative tells a story, a series of connected incident or an action. In narrative the incident that make up the story are usually told in one order in which they would really happen. West (1973:6) tells the narration is simply writing that “Narrates” or tells what happen. Thus, it concerns with the description of a series of events that may be either real or imaginary. In addition Yarber (1985: 6) states that the narrative writing is the presentation of a series of events in the order in which they occurred. This is correspondents to what Dumais (1988:60) states that narrative tells a story a series of connected incidents or an action. In a narrative the incidents that make up the story told in the order in which they would in really happen.

Further, Dumais (1998) explains that the story must be story must be true as in writing of history, autobiography, or news report. The story may be fictional as in a story, or novel. A narrative can tell what happens in matter or year. In narrative writing, an author has a chance to make his or her mark on the world by relating a story that only he or she can tell. Whether in comes from a personal experience or is one that the writer has imagined, the point of a narrative is to bring one’s subject to life. By using sensory details, the five W and H (who, what, when, why, and how), and basic story structure, any subject can be made exciting.

There are many types of narrative. They can be imaginary, factual or combination of both. They may include fairy stories, mysteries, science fiction, romance, horror series, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience (Millan, 2009:1). A good narrative is also interesting. What makes a narrative interesting is the use of vivid details. (McDaugal, 1981:78). From some concept, it can be concluded that narrative essay is telling a story. It tells about events or things chronological when or where events actually happen whether real imaginary. The story may be real as in writing of history, autobiography, and journal and news report. The story may be in a short story and novel. The narrative is developed from recount. It recounts



process of the fact or particular occurrence, incident, or experience. As a pattern of thought, narration consists of acts following sequences of action or events in time.

Some researchers have classified the definition of narrative:

- a. Brooks and Warren (1997:13) states that a narrative tells of significant conflict, usually involving beings, that is resolved in such a way as to imply a comment on human values, feelings, or attitude.
- b. Warnier (1996:29) states that a narrative relates an incident or tells a story. Its purpose is either to illustrate a point stated in the topic sentences or to entertain. The story or incident answers the question “what happened?” and may be based on either a real or an imaginary event.

Narrative must possess unity, chronological, plot development and coherence. Narration is a form of discourse, which has actions that are set as an event for a period of time. This is the target of narrative writing. Narration can also be called as a kind of writing that aims to give information to the readers' through set of events or stories. Beside that (2002) mention that narration is a basic writing strategy for presenting action. The writers in narrative essay illustrate and support their ideas with anecdotes, entertain readers with suspenseful or revealing stories, predict what will happen with scenario and explain how something generally happens or should happen with narrative process. From both opinion above, the writer can conclude that narration is the way in writing to give information for the reader with suspenseful or revealing stories where she/he explain it all.

METHODOLOGY

The method used in the research was descriptive. The writer present the description of the data dealing with students' extraversion personality and their writing skill ability and correlation between them. The variables of this research are the extraversion personality at the second semester of Muhammadiyah University of Makassar as independent Variable (X) and their writing skill ability as dependent variable (Y). The population of this research is the students of English Education Department of 2012 academic year. A purposive sampling to select the sample from the population.

Instrument of the Research



In this research, the data are taken using two kinds of instruments namely Extraversion Personality text and writing test. Writing test is used to find out the students' writing skill. The researcher gives test to students by following the steps, they are observation sheet and essay test. It is used to get information about the extraversion personality of the students about the topic written. By knowing the basic knowledge of the students it will make us to easier to attempt test and measure their writing. The researcher gives test to students by using Questionnaire test to measures students' personality.

1. *Questionnaire of Eysenck Personality Inventory*

Questionnaire is one type of collecting data from subjects of research. It covers diversity of tools where subjects answer the questions related knowledge the way they behave, feel, (Mcmillian, 2001:40). The questionnaire in this research is based on Eysenck Personality Inventory (EPI) modified by Jamie Davies (2004) which functions to determine level of Extraversion of Sample Students, they are originally in English. After each of question, column for answer Yes or No is available.

Table 5. Example of Question in Questionnaire

Question	Yes	No
Do you have many different hobbies?		
Do you stop to think things Over before doing anything?		
Does your mood often go up and down?		
Have you ever taken the praise for something you knew someone else had really done?		
Are you a talkative person?		
Would being in debt worry you?		
Do you ever feel 'just miserable' for no reason?		
Were you ever greedy by helping yourself to more than your share of anything?		
Do you lock your apartment carefully for night-time?		
Are you a cheerful Person?		
Do you make friends easily?		
Are you hypersensitive person?		
Do know how to get people to have fun?		
Are you energetic person?		
Does your enjoy meeting with new people?		
Does your enjoy social gatherings?		
Have you ever feel lonely?		
Do you like to be intimidating?		
Are you egocentric person?		
Do you sometimes feel extremely sad for no reason?		
Are you respect twith authority?		
Do you ever try not to be rude to people?		



Do you ever feel frustrated?		
Are you quiet around others?		

(Jamie Davies (2004: 32)

2. Rule of Scoring Questionnaire based on Eysenck Personality Inventory

Eysenck Personality Inventory includes several instructions in scoring.

- a. ‘Lie Score’ is out of 9. It assesses how **socially desirable** the respondent is trying to be. Students who score 5 or more on this scale are suspected to try making themselves look good in the assessment
- b. The ‘E score’ is out of 24 to determine the **Extraversion level**.
- c. The ‘N score’ is out of 24 and measures neuroticism. Since this research only measure Extraversion Level, only “E Score” of the data will be calculated. The procedure is mentioned below:

We need to check through all answers in the questionnaire and place an ‘E’ by the side of any answers which match those given in the E score Table below if the answer matches. For example, the answer of question number 1 is ‘Y’ or ‘Yes’, put ‘E’ beside it. If ‘No’, leave it out without writing anything.

Table 6. The answer of question number 1 is ‘Y’ or ‘Yes’

No	Question	Yes	No
1	Are you cheerful?		

Counting the number of levels of “E” (yes), denoting the level of extraversion.

Table 7. Groups of People according to their level of Extraversion

Scores	Level of ‘E’
80-100	Extreme Extrovert
66-79	Fairly Extrovert
56-65	Balance
40-55	Fairly introvert
30-39	Extreme introvert

William Revelle in Qamaruddin (2009: 27)

The ways for writing test

The English composition writing test gained by using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} : mean score

$\sum \bar{x}$: the sum of sub total



N : the total number of respondents.

(Gay 1981:298)

FINDINGS AND DISCUSSION

The chapter concern with the data analysis of the research and the discussion, the finding of the research cover the result of the data from personality test about students’ Extraversion Personality and writing skill, students’ activeness in teaching and learning process and correlation between them.

Findings

The findings cited below are Extraversion Personality test of the students that is divided into questioner, and then writing skill that are divided into two items in Narrative paragraph as follows : Organization and sentences structure. The calculation above the Extraversion personality of the students to classify the level of the students Extraversion Personality, the writer used extreme level, Fairly Extrovert, Balance, Fairly Extrovert, Extreme Extrovert. the score is divided into Extraversion personality classification. So categories can be seen at the following table:

1. Data Analysis of Personality Test

Table 8. Extraversion Personality Scale

Number	Categories	Extraversion Personality scale
1	80 – 100	Extreme Extrovert
2	66 – 79	Fairly Extrovert
3	56-65	Balance
4	40-55	Fairly Introvert
5	30-39	Extreme Introvert

William Revelle in Qamaruddin (2009: 27)

Based on the table above, the categories of the students Extraversion personality are Balance. They are by mean score of the students Extraversion Personality is 59, 41. The Frequency and percentage distribution of the students Extraversion Personality can be seen at the following table:

Table 9. Extraversion Personality Categories

Number	Categories	Frequency	Percentage	Extraversion Personality categories
1	80-100	-	0%	Extreme Extrovert
2	66-79	10	29,5%	Fairly Extrovert
3	56-65	21	61,8%	Balance
4	40-55	2	5,9%	Fairly Introvert
5	30-39	1	2,9%	Extreme Introvert
Total		34= N	100 %	



The Illustration of the table above shows clearly that 61,8% have Balance Extraversion Personality or 21 students and 29,5 % have fairly Extrovert or 10 students, fairly introvert 5,9% or 2 students and 2,9% extreme introvert or 1 student.

2. Data analysis of Writing Skill

The data of writing test of the students were obtained by Organization and sentence structure. The Writing test Muhammadiyah University of Makassar consists of 34 items class 2. B. The raw data of the Writing test of the students can be seen at appendix A. In other to know the students writing skill, the score of the two component observer as follows:

Table 10: Rate percentage and Frequency of the students writing Skill in the component of Organization

Number	Classification	Score	Frequency	Percentage
1	Excellent	90-100	11	32,4%
2	Very Good	80-89	6	17,7%
3	good	70-79	9	26,5%
4	Average	60-69	5	14,7%
5	Poor	0-59	3	8,9%
			-	-
Total			34	100%

Based on the rage percentage above, it is found that there are 11 (32, 4%) students got excellent, 6 (17, 7%) get very good, 9 (26, 5%) got good and 5 (14, 7%) students got average, and then 3 (8, 9%) students got poor. Based on the table five the writer concluded that students writing skill in the component of organization most of them got excellent with 11 students (32, 4 %).

Table 11: Rate percentage and Frequency of the students writing Skill in the Component of the Sentence Structure

Number	Classification	Score	Frequency	Percentage
1	Excellent	90-100	-	-
2	Very Good	80-89	-	100%
3	Good	70-79	34	-
4	Average	60-69	-	-
5	Poor	0-59	-	-
			-	-
Total			34	100%



Table 4 above illustration that in the test 34 (100%) the students got very good, Based on the table above the students writing skill in the component of sentence structure most of them got “very good”. Based on the data above, the mean score of the students can be found. The way of finding the students mean score is the same with one used to find the mean score of the students Extraversion Personality as shown in the previous section. The mean score of the students writing skill is 32, 72.

3. Analysis of correlation

The writer analyzed the data about correlation. In analyzing this data the writer treats the Extraversion Personality of the students as independent variable (X) and the writing skill as dependent variable (Y). Their analysis of correlation of these two variables is in the appendix. For analysis need, the score of X variable is firstly converted into 10 scales in order to find the score of Y variable using 10 scales. The formula used for the conversion in raw score divided by the ideal maximum score, then multiplied by 10. To calculate the data, the writer uses the formula of product moment correlation. Based on the analysis correlation table (see appendix F), we can find the formula

- | | |
|------------------------|---------------------------|
| 1. $N = 34$ | 6. $\sum xy = 1874$ |
| 2. $\sum x^2 = 122000$ | 7. $(\sum x)^2 = 148840$ |
| 3. $\sum y^2 = 185924$ | 8. $(\sum y)^2 = 3456774$ |
| 4. $\sum x = 2020$ | |
| 5. $\sum y = 1112,5$ | |

At the result of personality test and writing test as described r_{xy} is (5.656.6) that is through with procedure of formula of product moment correlation and t table is found that $r_{xy} > t_{table}$ where r_{xy} is (5.656.6) and t (0,349)where to find out degree of freedom (df) the researcher used the following formula $df = N-2$ in analysis above the writer concludes that the students Extraversion Personality and Writing skill has positive correlation or there is a significant correlation between Extraversion Personality and their Writing skill where $r_{xy} > t_{test}$. (Appendix H)

Discussion



This section discussed the result of the data analysis. It consist of Extraversion personality of the students', writing skill and the correlation between Extraversion Personality and writing skill. The analysis based on the result of the extraversion Personality test and writing test. Based on the result of the personality test of the students, It was found that the level of the students ability in their personality was in " Balance" classification with the mean score 59,41 in this case, it is caused by most of students answer about their self. From the result of the writing test of the students, it was found that the level of student's skill in writing skill test was "Good". The writer divided into two components:

- a. Organization was 32,4% in Excellent classification
- b. Sentence structure was 100 % in Very Good classification

1. Correlation between Extraversion Personality and writing skill

After looking at the result of Personality test and writing test as described r_{xy} is (5.656.6) that is through with procedure of formula of product moment correlation and t_{table} is found that $r_{xy} > t_{table}$ where r_{xy} is (5.656.685) and $T_t = 0,349$. Based on the summary analysis above, the writer concludes that the students Extraversion Personality and writing skill has positive correlation where $r_{xy} > t_{test}$. Or there is significant correlation between students' Extraversion Personality and their writing skill. Based on the analysis, the students got good Extraversion Personality and have big influenced with their writing skill. According to Nurwahidah who stated that there are two factors of successful learning as external and internal factors, not only personality of students that can guarantee learning success in this case (external factors) also the students must have good internal factors as physically psychological (inelegancy, motivation, mentality). Then, the writer can predicted that the students active their Extraversion Personality when the students write, because of teaching methods or style teachers is good Criteria that we have to notice in writing test:

Table 12. Text organization

Classification	Score	Criteria
Excellent	90-100	Logical sequence clear to reader, varied use of connectives maintain the flow of ideas



Very good	80-89	Logical sequence clear to thereader, connectives lack variety
Good	70-79	Sequence not clear to the reader, disjointed use of connectives
Fair	60-69	Disjointed sequence, disjointed use of connectives
Poor	0-59	No apparent organization

(Harmer in Husna, 2007)

Table 13. Sentences structure

Classification	Score	Criteria
Excellent	90-100	Effective complex construction
Very good	80-89	Effective but simple construction
Good	70-79	Major problem in simple/complex construction
Fair	60-69	Major problem in simple
Poor	0-59	Virtually no mastery of sentences construction rules

(Harmer in Husna, 2007)

2. Data Analysis Techniques

All related to Data Analysis is explain more in discussion. Following is brief description of them.

a. Coding

Instead of reading all questionnaires and looking at scores of Samples' writing, coding system of data will be very useful. It will make data readable in more efficient way and time.

b. Numeral Calculation

After each variable are being code, we count the code numbers into Pearson's formula. Using Pearson product-moment correlation method, this study outcome will be analyzed after calculating all variables. The most widely use mathematical method for measuring the intensity or the magnitude of linear.

Relationship between two variables suggest by Karl Pearson.

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:

r = coefficient

N = number of observations or subjects

X= Level of Extraversion



Y= Scores in writing

To find out the correlation between the two variable of this study significance or not. The r analysis in coma red to t table

If $r_{xy} > t$ table analysis the correlation is positive

If $r_{xy} < t$ table analysis the correlation is negative

If $r_{xy} = t$ table analysis the correlation is zero

CONCLUSION

This chapter consists of two parts, the correlation based on the result and discussion and suggestion was made from further study. Based on the data analysis and discussion, the writer draws conclusion as follows:

1. The Extraversion Personality of the second grade of Muhammadiyah University of Makassar class 2.B is categories as balance with the mean score 59,41.
2. The writing skill of the second grade of Muhammadiyah University of Makassar class 2.B is categories as good with the mean score 32,27
3. There is a significant correlation between Extraversion personality of the students and their writing skill of the second semester Muhammadiyah University of Makassar class 2.B. Where r_{xy} is (5.656.6) and $t_t = 0,349$. $r_{xy} > t$ test in this case, H_0 is rejected and H_a is accepted.

Based on the result of the research above, the writer offers some suggestions as follows:

1. The teacher pays attention to the correlation in Writing skill
2. The teacher should apply generalization theory in teaching English writing skills.
3. The teacher should be more creative in teaching English to improve the students' writing ability
4. The teacher should create a good English language environment
5. The students join an English meeting or practice their English writing skill
6. The students of Muhammadiyah University of Makassar class 2.B should have an English meeting club where they can practice their writing skill.



7. The future researches are expected to make a research about why are they have a significant correlation between Extraversion Personality and their writing skill.

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